School of Nursing DNP
2021-2022

Learning Outcomes:

Program Learning Outcome (PLO)	Description of Learning Outcome
DNP PLO #1 Inquiring Faithfully	Students will demonstrate knowledge, skill, and behavior of the evidence- based practice of nursing, which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.

Outcome Measures:

Program Learning Outcome (PLO)	Course	Description of Outcome Measure
DNP PLO #1	GNSG 7090D: Doctor of Nursing Practice Project	DNP Project Paper All DNP students are required to complete an original scholarly work, "DNP Project," to demonstrate progress toward doctoral preparation. This paper is the final scholarly paper demonstrating the successful completion of their project: Development, implementation, evaluation, and demonstration of evidence-based quality improvement project conducted throughout the program.

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
DNP PLO #1	GNSG 7090D: Doctor of Nursing Practice Project	DNP Project Paper 90% of students will achieve 81% or greater.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. **Specialized Knowledge**
2. **Broad Integrative Knowledge**
3. Intellectual Skills/Core Competencies
4. **Applied and Collaborative Learning**
5. Civic and Global Learning

Longitudinal Data:

AY	Course	N	Students Meeting or Exceeding Success Criteria	Comments
2020-2021	GNSG7090D: Doctor of Nursing Practice Project	2	100% (1/1): One student who completed the DNP project exceeded the benchmark.	1 out of 2 enrolled students was able to complete her project. The other student is expected to complete her project within six months.
2021-2022	GNSG7090D: Doctor of Nursing Practice Project	3	100% (3/3) students completed the DNP project and exceeded the benchmark.	

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
DNP PLO #1	All three students registered in this course completed their projects and submitted the final professionally edited papers in a timely manner. Students were working on their DNP projects from the beginning to the end of the program over 6 semesters, as they go through development, implementation, and evaluation process. In each of the 4 DNP Project courses (GNSG 7090 A-D), students have gone through multiple rigorous rounds of drafting and revising the five chapters of the paper: Introduction, Literature Review, Methods, Results, and Discussion. Thus, the final completed report was scholarly and high-quality.

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
DNP PLO #1	Continue to monitor—no changes to be made at this time as our DNP program is on pause. The last Cohort (Cohort 5) in the treachout plan is scheduled to complete the current curriculum in Summer 2023. The full-time working students may experience various barriers at personal and professional levels during the program. Thus, it is important to identify those students who may need additional time and guidance and provide individualized support in each step of the process.

Rubrics Used: Attached at the end of this document
GNSG 7090D- DNP Project Report Grading Rubric

School of Nursing DNP
2021-2022

Learning Outcomes:

Program Learning Outcome (PLO)	Description of Learning Outcome
DNP PLO #2 Caring Faithfully	The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death.

Outcome Measures:

Program Learning Outcome (PLO)	Course	Description of Outcome Measure
DNP PLO #2	GNSG 7080 Context of Practice, Population, and Outcome Management	GNSG 7080 Final Project Description Develop a written document that encompasses analysis and interpretations of the following through the lens of a chosen model: A population health issues, policies, social determinants of health, healthcare disparities, healthcare issues, and in-depth exploration of preventive measures and components.

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
DNP PLO #2	GNSG 7080 Context of Practice, Population, and Outcome Management	GNSG 7080 Final Project Description 90% of students will achieve 81% or greater.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. **Applied and Collaborative Learning**
5. **Civic and Global Learning**

Longitudinal Data:

AY	Course	N	Students Meeting or Exceeding Success Criteria	Comments
2020-2021	GNSG 7080 Context of Practice, Population, and Outcome Management	3	100% of students (3/3) met the passing standard.	Overall, the average score was 46.3 out of 50 (ranging from 45-47). Standardized 4- point grading rubric (initial, emerging, developing, and highly developed cariteria) was not used.
2021-2022		5	Four of five students have completed the course assignment (80%). Overall, the average score of 4 students was 48 out of 50 and 100% of students exceeded the benchmark. However, the only 3 out of 4 students received 81% or higher on Healthcare Initiatives and Evaluation of Project criteria.	One student did not complete the course and was unable to complete this assignment.

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
DNP PLO #2	The final project for the GNSG 7080 course was limited by a small number of students registered for the course (n=5). One student received an 'In Progress' grade as she was unable to complete assignments. Using the current grading system, 100% of the students who completed the course met the benchmark of 81% for their final score, the average score was 48/50 points. The current grading system is described on the assignment description so by calculating the percentage score earned for each section, students did not meet the benchmark on the Healthcare Initiatives Addressed and Evaluation of Project scores. This is the second year that the evaluation scores have not met the benchmark.

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
DNP PLO #2	Recommendations for improving outcomes on this project are to revise the 'evaluation of project' criteria for clarity and add an assignment to give students a chance to work with the concept of evaluation of project outcomes: (1) Change the total score to 100 points-consider adding Part 1 of the project which would total 100 points (2) Convert grading criteria to the School of Nursing rubric template using the current sections as delineated

Rubrics Used: Attached at the end of this document
GNSG 7080 -Grading Rubric

School of Nursing DNP
2021-2022

Learning Outcomes:

Program Learning Outcome (PLO)	Description of Learning Outcome
DNP PLO #3 **Communicating Faithfully**	The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.

Outcome Measures:

Program Learning Outcome (PLO)	Course	Description of Outcome Measure
DNP PLO #3	GNSG7090D: Doctor of Nursing Practice Project	Oral Presentation of the Final DNP Project Report The oral presentation of the final DNP Project report occurs after near completion of the written paper to the Project Team and faculty, followed by a question and answer (Q & A) session. The student delivers a well-rehearsed 30-minute presentation that utilizes visual aids and prompts that summarizes the highlights of each chapter of the project.

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
DNP PLO #3	GNSG7090D Doctor of Nursing Practice Project	Oral Presentation of the Final DNP Project Report 90% of students will achieve 81% or greater.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. **Specialized Knowledge**
2. Broad Integrative Knowledge
2. **Intellectual Skills/Core Competencies**
4. **Applied and Collaborative Learning**
5. Civic and Global Learning

Longitudinal Data:

AY	Course	N	Students Meeting or Exceeding Success Criteria	Comments
2020-2021	GNSG7090D: Doctor of Nursing Practice Project	2	100% (1/1): One student who completed and presented the DNP project exceeded the benchmark.	1 out of 2 enrolled students was able to complete her project and successfully defend her project. The other student is expected to complete her project within six months.
2021-2022	GNSG7090D: Doctor of Nursing Practice Project	3	100% (3/3) students completed their projects and presented their results in Oral Defense – Exceeded the benchmark.	

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
DNP PLO #3	All three students successfully defended their schoarly work. Students who completed their papers were allowed to do oral defense in their last semester of the program. The oral presentation was evaluated based on their critical analysis and synthesis of evidence and results of their implemented projects. Students also discussed the interpretation, significance of their scholarly work, implications for nursing practice, and sustainability plan during the Q & A session. Their PPT slides and presentation skills were professional and high quality. Overall, the student exceeded all grading criteria.

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
DNP PLO #3	Continue to monitor—no changes to be made at this time as our DNP curriculum is on pause. Encourage students to invite other stakeholders at work during their Oral Defense as they can share their project findings and discuss long-term sustainability plan.

Rubrics Used: Attached at the end of this document
GNSG 7090D
Final DNP Project Report: Oral Presentation Grading Rubric

School of Nursing DNP
2021-2022

Learning Outcomes:

Program Learning Outcome (PLO)	Description of Learning Outcome
BSN PLO #4 **Following Faithfully**	Defined as claiming the challenge from Florence Nightingale that nursing is a "divine imposed duty of ordinary work." The nursing student will integrate the ordinary work by complying with and adhering to regulatory and professional standards (e.g. American Nurses Association (ANA) Code of Ethics, the California Board of Registered Nursing (BRN), Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.

Outcome Measures:

Program Learning Outcome (PLO)	Course	Description of Outcome Measure
DNP PLO #4	GNSG7040: Writing for Publication	Final Mansucript Draft This assignment involves a manuscript preparation to disseminate the DNP project findings via drafting a manuscript according to the author guidelines of a selected journal.

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
DNP PLO #4	GNSG7040: Writing for Publication	Final Manuscript Draft 90% of students will achieve 81% or greater.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. **Applied and Collaborative Learning**
5. Civic and Global Learning

Longitudinal Data:

AY	Course	N	Students Meeting or Exceeding Success Criteria	Comments
2020-2021	GNSG7040: Writing for Publication	2	2/2 (100%) met the benchmark.	Overall, the average score was 87.5.
2021-2022	GNSG7040: Writing for Publication	3	100% (3/3) met the benchmark.	The average score was 91.3.

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
DNP PLO # 4	All three students met the benchmark with their scores ranging from 89-95. This course was designed to focus on the process of writing for publication in nursing. Each student selected a peer-reviewed journal and drafted the manuscript according the author guidelines by converting their DNP project reports. It was challenging for students to write the Introduction section of the manuscript per IMRAD format in 3 pages by converting Ch 1 (Introduction) and Ch 2 (Literature Review) sections in a succinct manner. However, having multiple rounds of submission and edits/revisions were effective for the final product in a manuscript-quality.

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
DNP PLO #4	(1) Continue the final manuscript assignment overview in each week's module; (2) Have each student lead an article discussion during Synchronous zoom session. It will help them critical appraisal skills and develop a solid understanding of how all studies fit together and explains 'what it all matters and why it matters'. (3) Have a various types of article discussion, such as meta analysis, meta synthesis, intergrative review, RCT, and qualitative studies.

Rubrics Used: Attached at the end of this document
GNSG 7040 Manuscript Grading Rubric

School of Nursing DNP
2021-2022

Learning Outcomes:

Program Learning Outcome (PLO)	Description of Learning Outcome
BSN PLO #5 Leading Faithfully	The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life- circumstances (e.g. illness, injustice, poverty). The student will role-model the need for "Sabbath Rest" as a means of personal renewal, and true care of the self so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, and discernment.

Outcome Measures:

Program Learning Outcome (PLO)	Course	Description of Outcome Measure
DNP PLO #5	GNSG 7008 Healthcare Leadership Perspective	Personal Leadership Plan Students develop, assess and prepare leadership philosophies as they align with their own philosophies and plans as they enter and continue in leadership within their organizations Students: a)appraise reflective practice as a means of personal growth and development (DNP Essential 2, 6, 8); b) analyze leadership models and theories applicable to nursing in clinical practice, clinical teaching and healthcare analysis; c)perform ongoing self-analysis of leadership behaviors through self-reflection and assessment of interpersonal skills and emotional intelligence; d) creates learning opportunities that promote life-long learning. (DNP Essentials I, II, III, VI, VII, VIII); e) appraise identified clinical practice problems for best practice implementation; and f)examine the effectiveness of verbal and non-verbal communication for ongoing improvement

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
DNP PLO #5	GNSG 7008 Healthcare Leadership Perspective	90% of students will achieve 81% or greater.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. **Specialized Knowledge**
2. **Broad Integrative Knowledge**
3. Intellectual Skills/Core Competencies
4. **Applied and Collaborative Learning**
5. Civic and Global Learning

Longitudinal Data:

AY	Course	N	Students Meeting or Exceeding Success Criteria	Comments
2021-2022 (FA2021)	GNSG 7008 Healthcare Leadership Perspective	3	All 3 students (100%) exceeded the benchmark.	All enrolled students were able to complete her Personal Leadership Plan

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
DNP PLO # 5	All students enrolled in the course for FA 2021 achieved the benchmark. Students worked to integrate this leadership plan into evaluation of their DNP projects as they examined sustainability of their projects as they relate to their organization's goals. This realistic examination of how their understanding of their approach and leadership styles, align with their organization 5 and 10-year goals.

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
DNP PLO #5	Continue to monitor—no changes to be made at this time.

Rubrics Used: Attached at the end of this document
GNSG 7008: Development of Planning Leadership Document Grading Rubric

GNSG 7040- Writing for Publication
Grading Rubric for Final Manuscript

Name:
Title:
Score: /100 pts

Section	Initial (< 70%)	Emerging (70-79%)	Developing (80-89%)	Highly developed (90-100%)	Score
Abstract (5 pts)	Inadequate summary of key elements of the project 0-3 pts	Missing 2-3 key elements 3.5 pts	Missing 1 key elements of abstract 4 pts	Succinct summary of background, purpose, methods, results, and conclusions (unstructured) Limits to 250 words (single paragraph without indentation, citations) 5 pts	
Introduction (20pts)	Inadequate discussion of known knowledge; lacking narrative of significance of the proposed project; Absence of statistical perspectives Lack of apparent understanding of the evidence Aim statement missing **Points <14 pts**	Narrative attempts establishing connection between the proposed project and nursing; statistical briefs are inappropriate Insufficient synthesis of evidence Vague aim statement, framework/assumption **14-15 pts**	General discussion of scope and significance of the proposed problem; Attempts to provide statistical perspectives General synthesis of evidence without clarity or focus Appropriate aim statements but lacks clarity and completeness; framework/assumption appropriate 16- 17 pts	Clear discussion of nature, scope and significance of the proposed problem with statistical perspectives Concise discussion of similarities and differences of current available knowledge (evidence) from multidisciplinary articles Clear description of aim statement, framework, and assumptions **18-20 pts**	
Methods / 20 pts	More than 3 elements are missing or poorly discussed **Points <14 pts**	Vague description of the key elements of the Methods section and missing 1-2 elements. **14-15 pts**	All key points of the Methods section (sublevel headers) are stated, but lacks depth or clarity in one or two areas 16- 17 pts	•**Setting:** Discuss the project setting •**Design**: The best and most appropriate study design is selected. •**Sample**: The sampling methods, including inclusion/exclusion criteria and sample size, are described thoroughly; • **Intervention**: sufficient detailed	

			description of the intervention •**Measurements:** Detailed description of selected instruments is provided; Evidence of reliability and validity is included; data collection tool is provided in Appendix •**Data collection procedures**: detailed description of data collection procedures. •**Data analysis**: clear discussion of data analysis ; •**Ethical consideration**: discussed human subject protection procedure (i.e. IRB approval, informed consent process) **Points 18-20**	
Results /20 pts	• Partial list of results **Points <14 pts**	• Vague presentation • Tables/Figures with vague discussion • **14-15**	• General presentation of findings • Tables/Figures are satisfactory **16-17**	Detailed description of project findings on outcome and process measures; All results are presented logically in clear and concise manner Tables/Figures are appropriate and logical **18-20 pts**	
Tables/Figures /5 pts	• Absence of Tables/Figures 0 pts	• Tables/Figures with vague discussion 3 pts	• Tables/Figures are satisfactory • Awkward flow 4 pts	Tables/Figures are appropriate and logical 5 pts	
Discussion / 20 pts	• Inappropriate interpretation of project findings • **Pts< 14 pts**	• Limited discussion and interpretation of the project findings **14 – 15 pts**	• General interpresentation; clarity is lacking Provide general summary of previous study findings **16-17 pts**	Interpretation of key project findings are clearly presented and connection to clinical significance is congruent. Compare/contrast the project results clearly with previous study findings **18-20 pts**	

Writing style, grammar, spelling, & APA format ___/10 pts	• The paper includes mechanical and grammatical errors, and uses little critical language. • The paper is written rather diffusely and does not flow smoothly. • There are frequent deviations from the current APA format. • **Points 0-6**	• Occasional errors of grammar and mechanics are displayed. • Part of the paper is written cogently, and the flow is a bit awkward. • There is occasional deviation from the current APA format. **Points 7**	• A few minor grammatical errors • Most of the paper is written cogently • A few deviation from the current APA format **Points 8**	The style is virtually free of grammatical or mechanical errors. The entire paper is written cogently and flows smoothly. The paper adheres to the current APA format throughout the paper (levels of headings, intext/references citations) **Points 9-10**	

GNSG 7008 Development of Planning Leadership Document (Final Step) Rubric						
	Initial <69%	Emerging 70%-79%	Developing 80% - 89%	Highly Developed (90%-100%)	Points Possible	Points Awarded
Appraise reflective practice as a means of personal growth and development (DNP Essential 2, 6, 8)	Points: 0-6 Meets criteria in highly developed column	Points: 7 Meets criteria in highly developed column	Points: 8 Meets criteria in highly developed column	Points: 9-10 Meets criteria in highly developed column • Create a work plan incorporating service, values, culture, and diversity as part of a leadership philosophy	10	
Analyze leadership models and theories applicable to nursing in clinical practice, clinical teaching and healthcare analysis B. Perform ongoing self-analysis of leadership behaviors through self-reflection and assessment of interpersonal skills and emotional intelligence. (DNP Essential 2, 5, 6, 8)	. Points: 0-6 Meets criteria in highly developed column	Points: 7 Meets criteria in highly developed column	Points: 8 Meets criteria in highly developed column	Points: 9-10 Meets criteria in highly developed column Choose one of the leadership development examples and begin to build your plan and articulate how you will develop your plan within the framework of example A, B or C	10	
Creates learning opportunities that promote life-long learning. (DNP Essentials I, II, III, VI, VII, VIII)	Points: 0-6 Meets criteria in highly developed column •	Points: 7 Meets 7 criteria in highly developed column	Points: 8 Meets criteria in highly developed column	Points: 9-10 Meets criteria in highly developed column • Modify your selected example with specific instructions on what you will do related to your goals/plans and philosophies. • Comprehensive layout and format that adheres to the provided Leadership examples	10	
Appraises identified clinical practice problems for best practice implementation (DNP Essentials I, II, III, IV, VII)	Points: 0-6 Meets criteria in highly developed column	Points: 7 Meets criteria in highly developed column	Points: 8 Meets criteria in highly developed column	Points: 9-10 Meets criteria in highly developed column • Background or applicable relevance to your Leadership example framework.	10	
Examines the effectiveness of verbal	Points: 0-6	Points: 7	Points: 16-17	Points: 18-20	20	

| and non-verbal communication for ongoing improvement. (DNP Essentials II, VI, VII, VIII) | Meets criteria in highly developed column | Meets criteria in highly developed column | Meets criteria in highly developed column | Meets 9-10 criteria in highly developed column

• Streamlined information and content not to exceed 10 pages.
• Scholarly writing and citations of at least 3 professional references or professional journals to support implementation of leadership components in the document.
    • Appendixes with appropriate tables. | | |

Final DNP Project Report: Oral Presentation Grading Rubric

Date:
Title:
Name:
Score: /100 pts

Section	Initial (< 70%)	Emerging (70-79%)	Developing (80-89%)	Highly developed (90-100%)	Score
Chapter 1: Introduction **/15 pts**	-Lack of understanding background information or a missing key point **Points <11**	- Vague presentation of the key points **Points 11**	-Key points are stated, but lacks depth or clarity in 1-2 areas **Points 12**	-A clinical problem and its significance described with statistical briefs -Local problem and overall goals of the project are described -Project framework + assumptions discussed-matched with overall study plan **Points 13-15**	
Chapter 2: Literature Review **/15 pts**	-PICO/search strategies are missing -Lack of apparent understanding of the evidence **Points <11**	-Vague description of PICO and search strategies - Insufficient/vague synthesis of essential findings of key studies **Points 11**	-Incorrect PICO and general description of search strategies - General discussion of evidence without depth or focus **Points 12**	-PICO and search strategies are appropriate -Critical synthesis of essential study findings with depth and focus **Points 13-15**	
Chapter 3: Methods **/15 pts**	-Poor description of each criteria or missing criteria	-Vague or general description of 3-4 essential criteria	-All essential criteria are stated, but lacks depth or clarity in 1-2 criteria	Following key elements are discussed: • **Aims:** project aims are clear, well- focused and measurable; •**Setting:** •**Design:** appropriate for the project •S**ample**: •**Intervention**: sufficient detailed description •**Measurements:** Description of data collection tools	

				•**Data collection procedures** •**Data analysis** •**Ethical consideration**: IRB approval process	
	Points <11	**Points 11**	**Points 12**	**Points 13-15**	
Chapter 4: Results /15 pts	Partial list of the findings are presented Graphics are missing **Points <11**	Vague presentation of the key findings Occasional errors in Graphics **Points 11**	General presentation of overall findings Graphics are appropriate **Points 12**	Key study findings are presented logically and clearly Graphics (Graphs, Tables, or Figures) summarized the key findings- clear and professional **Points 13-15**	
Chapter 5: Discussion / 15 pts	Diffuse summary and interpretation – lack of coherence Diffuse or lacking discussion of implications, sustainability, limitations, & recommendations **Points<11**	Vague summary of the findings and interpretation is missing Absence of existing evidence Vague discussion of implications, sustainability, limitations **Points 11**	General summary of the key findings Existing evidence presented General interpretation of the findings, implications, sustainability, & limitations **Points 12**	Clear summary and interpretation of the key findings Compare/contrast to existing evidence Implications for practice, sustainability, limitations, & recommendations are coherent and logical **Points 13-15**	
Presentation /10 pts	-Lack of structure and a majority of key points are missing/incorrect -Voice: mumbling and no audience engagement **Points 0-6**	-Vague presentation of the key points with a few missing area -Voice: soft and difficult to hear **Points 7**	-Appropriate organization, but transition at times unclear -Voice: needs more enthusiasm **Points 8**	- Key points presented with good organization and clarity; logical and smooth transition -Clear and strong voice; energetic **Points 9-10**	
Visual /5 pts	-Visual aids disconnected from presentation; too many typos: difficult to follow	-Visual aids are unclear, occasional typos	-Visual aids are professional, but too much text	-Visuals (PPT slides) are professional, clear and easy to read; emphasized the key points	

	Points <3	**Points: 3**	**Points: 4**	**Points: 5**	
Q+A session: Overall quality **/ 10 pts**	-Lack of evidence of a clear understanding of the questions and presentation **Points<7**	-Needs more insights or thoughts to the overall proposal **Points 7**	-Meets all elements on all questions and answers, but needs more attention to detail **Points 8**	-Exceeds expectations on all questions and answers -Well-prepared and has a solid grasp of the subject; **Points 9-10**	

DNP Project Report Grading Rubric - 1
Abstract + Introduction (20 pts)

Criteria	Initial (< 70%)	Emerging (70-79%)	Developing (80-89%)	Highly developed (90-100%)
Abstract	Inadequate summary of key elements of the project	Missing 2-3 key elements	Missing 1 key elements of abstract	Succinct summary of background, purpose, methods, results, and conclusions

Limits to 250 words (single paragraph without indentation, citations) |
| Background and significance

ILO: 1
PLO: 1.1, 1.2, 1.3, 2.1, 2.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3
Essential: 1, 3, 8 | Inadequate discussion of known knowledge; lacking narrative of significance of the proposed project to nursing

Absence of statistical perspectives

Definitions of key terms are missing | Narrative attempts establishing connection between the proposed project and nursing.

Provides vague description of statistical perspectives

Vague definition of key terms | General discussion of scope and significance of the proposed problem to healthcare and nursing.

Attempts to provide statistical perspectives

General description of a few terms | Clear discussion of scope and significance of the proposed problem; fully communicated its implications to healthcare and nursing

Provides comprehensive clinical and statistical perspectives

Clear description of key terms and definitions related to project outcome measures |
| Description of a local problem

ILO: 1
PLO: 1.1, 3.3, 3.5, 4.1, 4.2, 5.1 | Vaguely stated | Stated without details | General description of a local problem | Clearly stated and detailed description of a local problem; Provides insightful relevance to the identified problem |

Essential: 1, 2, 3, 8				
Purpose of the project ILO: 1 PLO: 1.1, 2.2, 3.1, 3.3, 3.4, 4.1 Essential: 1, 8	Inadequate goals – outcomes not stated	Vague statement of overall goals of the project	Lacks clarity and completeness in overall goals of the project	Clear statement of overall goals of the project with clarity.
Project framework ILO: 1 PLO: 1.1, 1.2, 3.1, 3.3, 3.4, 4.1, 4.2, 4.3 Essential: 1, 2, 7, 8	Framework not appropriate for EBP Project proposed Rationale poorly stated	Identifies framework Vague explanation for framework selected; poorly matched with the goals of the project plan	Framework appropriate for the project Provides rationale for framework selected but lacking in details and insight.	Comprehensive description of theoretical framework or EBP models for the project Provides insightful rationale for framework selected and its match with the overall goals of the project plan
Assumptions ILO: 1 PLO: 1.1, 1.3, 1.5, 3.1, 3.3, 3.4, 4.1, 4.2, 4.3 Essential: 2, 6, 7, 8	Assumptions not identified	Some assumptions identified without rationales	Clear discussion of assumptions with attempts at rationales	Succinct discussion of assumptions (anticipation) and rationales why the proposed interventions are expected to work

DNP Project Report Grading Rubric – 2
Chapter 2: Literature Review

Criteria	Initial (< 70%) Points <11	Emerging (70-79%) Points 11	Developing (80-89%) Points 12 – 13	Highly developed (90-100%) Points 14 - 15
Content	Did not address topic.	Analysis lacks depth or clarity.	General coverage of topic with attempts at analysis and synthesis.	Comprehensive and insightful analysis with depth and clarity.

PICO & search strategies ILO 1, 2 PLO: 1.1, 1.2, 1.3, 3.3, 3.4, 4.1, 4.2, 4.35.1, 5.3 Essential: 2, 3, 6, 8	Not apparent within this chapter and no main outcomes were addressed Elementary summary of literature without key terms listed	One or more element missing and general description of outcomes Elementary search strategies outlined with major key terms listed	PICO statement lacking clarity and general description of main outcomes Search strategies stated, unfocused with most key terms used	Clear description of PICO question and addresses main outcomes Search strategies are clearly stated and focused, including key terms used.
Evidence Synthesis ILO: 1 PLO: 1.1, 1.2, 1.3, 1.5, 2.1, 2.1, 3.2, 3.3, 3.4, 4.1, 4.2 Essential: 1, 2, 3, 8	Literature presented as a summary of individual studies, connection and synthesis not attempted Diffuse presentation without organization Lack of apparent understanding of the evidence	Attempts at synthesis but thematic progression not clear Lack of organization Insufficient synthesis of evidence	General discussion of currently available knowledge (evidence) from multidisciplinary articles General synthesis of evidence without clarity or focus Initial application made of prior research	Clear discussion of similarities and differences of currently available knowledge (evidence) from multidisciplinary articles (< 5 years old) Critical analysis and synthesis of key study findings with clarity and focus Content with good organization The literature review shows a clear understanding of the topic.
Summary ILO: 1 PLO: 1.2, 2.3, 3.3, 3.4, 3.5, 4.1, 4.3, 5.3 Essential: 1, 3, 8	Lack of summary of evidence and gaps not clearly identified	Vague description of overall summary; Addressing gaps not in evidence	General description of overall summary; Correct gaps identified and explanation provided. Initial attempt as resolution provided.	Clear description of the overall summary of evidence Identification of gaps between evidence and practice Explains how gaps will be addressed in the project

DNP Project Report Grading Rubric - 3

Chapter 3: Methods (15 pts)

Criteria	Initial (< 70%) Points <11	Emerging (70-79%) Points 11	Developing (80-89%) Points 12-13	Highly developed (90-100%) Points 14-15
Content	Did not address topic.	Analysis lacks depth or clarity.	General coverage of topic with attempts at analysis and synthesis.	Exceptionally thorough and insightful analysis with depth and clarity.
Specific Aims of the Project ILO: 1 PLO: 1.1, 2.2, 3.1, 3.3, 3.4, 4.1 Essential: 1, 8	Aim statement missing	Vague aim statement	Appropriate aim statements but lacks clarity and completeness	Clear description of specific aims of the project, including outcomes and processes measures
Setting ILO: 1,2 PLO: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.2 Essential: 1, 3, 6, 8	Description of setting is missing	Incomplete description of setting	General description of setting	Clear description of the project setting
Project Design ILO: 2 PLO: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.2 Essential: 2, 3, 5, 6, 8	Project design not articulated	Incomplete description of project design Design is not matched with the project aims	General description of project design Appropriate design in relation to the project aims	Clear description of project design Appropriate design in relation to the project aims
Sample ILO: 1,2 PLO: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.2 Essential: 1, 3, 6, 8	Sampling not articulated	Incomplete description of sampling methods	Description of sampling with 1-2 partial information	Clear description of sampling methods, inclusion/exclusion criteria

Project Implementation (or intervention) ILO: 2 PLO: 1.5, 2.2, 3.3, 3.4, 3.5, 4.1, 4.2 Essential: 2, 3, 4, 5, 6, 8	Limited description of project implementation, step by step processes not included. Limited description of anticipated deviations Description of team members and their roles are missing	Vague discussion regarding the description of project implementation; Limited discussion of step by step processes Anticipated deviations listed and explained with resolution not present Vague description of team members and their roles	General description of project implementation including step by step processes. Anticipated deviations are explained with resolution partially identified Clear description of team members, but their roles are not clear	Detailed description of the project implementation and step-by-step procedures that others could reproduce it Anticipated deviations are clearly explained with a resolution for any conflicts that may have occurred. Clear description of team members and their roles involved in the project
Measurements Data Collection Procedures Data Analysis Ethical Considerations ILO: 2 PLO: 1.1, 1.2, 1.3, 1.5, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 5.1, 5.2, 5.3 Essential: 2, 3, 6, 7, 8	Inadequate description of data collection tools for both outcomes/process measures Instruments identified, validity and reliability not included. Inadequate description of data collection procedures Limited attempts outlining statistical analysis completed.	Incomplete discussion of data collection tools Incomplete data collection tools for both outcome/process measures Limited discussion of instruments present including validity and reliability. Limited description of timelines and data collection procedures; Statistical analysis process outlined, discussion regarding appropriateness not clearly identified.	General discussion of the data collection tools including questionnaires, surveys Data collection tools for outcome measures only; tools for process measures are missing Discussion of validity and reliability. Sample of data collection tool included in Appendix– permission of copyrighted tool addressed.	Thorough, clear discussion of the description of data collection tools for outcome and process measures such as surveys, observation checklists, audit tools, or psychometric instruments Discussion of validity and reliability analysis. Sample of data collection tool included in Appendix– permission of copyrighted tool addressed. Clear description of the timelines of the project and data collection procedures Statistical analysis process clearly outlined, appropriate for project aims

| | Limited discussion on ethical considerations

IRB approvals included for all institutions | Partial list Actual/Potential ethical considerations identified, limited discussion regarding how to address

IRB approvals included for all institutions | General description of timelines and data collection procedures

Statistical analysis process outlined, appropriate for project aims/ design

Actual/Potential ethical considerations identified and limited discussion of how these will be addressed

IRB approvals included for all instructions | Actual/Potential ethical considerations discussed

IRB approvals included for all institutions |

DNP Project Report Grading Rubric - 4

Chapter 4: Results (15 pts)

Criteria	Initial (< 70%) Points <11	Emerging (70-79%) Points 11	Developing (80-89%) Points 12 – 13	Highly developed (90-100%) Points 14 - 15
Content	Did not address topic.	Analysis lacks depth or clarity.	General coverage of topic with attempts at analysis and synthesis.	Exceptionally thorough and insightful analysis with depth and clarity.
Reports of Project Findings Modifications to Intervention and any Unintended Consequences (if applicable) ILO: 2	Partial list of results presented. Findings are not identified by significance.	Results are presented with attempts at a logical presentation Findings are presented, significance not identified	Results are presented with attempts at a logical and systematic presentation Significant findings are presented.	Detailed description of project findings on outcome and process measures; All results are presented logically and systematically

PLO: 1.3, 1.4, 3.1, 3.3, 3.4, 3.5, 4.1, 4.3, 5.1, 5.2 Essential: 3, 4, 7, 8	Presentation is without clarity			Significant findings are presented clearly and concisely.
Tables, Charts, or Figures	Tables/charts are presented with limited discussion for interpretation. Difficult to read.	Tables/charts with adequate discussion of interpretation, presentation has some detail. Reading is sometimes difficult.	Tables/charts and narrative discussion is clear and logical with minimal gaps.	Tables/charts and narrative discussions are presented in exceptional detail and logical sequence.

DNP Project Report Grading Rubric – 5
Chapter 5: Discussion (15 pts)

Criteria	Initial (< 70%) Points <11	Emerging (70-79%) Points 11	Developing (80-89%) Points 12-13	Highly developed (90-100%) Points 14-15
Content	Did not address topic	Analysis lacks depth or clarity.	Topical analysis lacks depth or clarity.	Exceptionally thorough and insightful analysis with depth and clarity.
Summary and interpretation of Key findings ILO: 2 PLO: 1.2, 1.3, 2.2, 4.1, 4.2, 4.3, 5.1, 5.3 Essential: 1, 3, 5, 6, 7, 8	Initial findings presented, but connection to clinical significance absent. Effect of the results is absent	Findings are presented without clarity; Initial connection to clinical significance attempted Limited discussion attempted of effect of the results to aid in comprehension of project findings.	Some key findings are presented with clarity lacking. Initial connection to clinical significance provided. The effect of the results to the project are presented to aid in comprehension of significance of project findings	All key project findings on outcomes/process measures are clearly presented, and connection to clinical significance is congruent. The effect of the results to the project is clearly and concisely presented to aid in the comprehension of significance of project findings.

Comparison of findings with existing evidence ILO: 2 PLO: 2.1, 3.4, 3.5, 4.2, 5.1, 5.3 Essential: 1, 3, 4, 5, 7, 8	Initial comparison; Some duplication of literature review included. Connection to literature not provided.	Initial comparison to the literature without clarity	Compare the project results with findings from existing evidence with repetition	Compare the project results with findings from existing evidence without repeating the literature review –with depth and clarity
Implications for practice ILO: 3 PLO: 1.5, 2.1, 2.2, 2.3, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.3, 5.2 Essential: 2, 3, 4, 5, 6, 7, 8	Explanation not provided Interpretations missing Limited discussion of applicability of project results, connection to practice or leadership not in evidence	Partial explanation on what the results indicate in the real world: nursing practice, nursing education, or policy Interpretations not focused Vague discussion presented relating applicability of project results to current practice, education, policy, or leadership.	General explanation on what the results indicate in the real world: nursing practice, nursing education, or policy Interpretations adequate Discussion and attempts at analysis regarding the applicability of the project results in current practice, education, policy, or leadership.	Explained clearly what the results indicate in the real world: nursing practice, nursing education, or policy Interpretations well-founded on project findings and consistent Insightful analysis and discussion of the applicability of the project results in current practice, education, policy, or leadership.
Sustainability and spread to other contexts ILO: 3 PLO: 1.3, 1.4, 2.1, 2.2, 3.4, 3.5, 4.2, 4.3, 5.3 Essential: 3, 5, 7, 8	Sustainability not addressed	Initial discussion 0n sustainability	General discussion on either short or long term change of practice/leadership within healthcare for sustainability and spread to other settings	Detailed discussion on short and long term change of practice/leadership within healthcare for sustainability and spread to other settings
Limitations and recommendations for further study	Limitations are not discussed	Vague discussion of potential limitations	General discussion on a few limitations as it	A thorough discussion on potential limitations of the project findings as it relates to the dissemination

		Vague recommendations for future study	relates to the dissemination	Clear and detailed recommendations for future study
ILO:3 PLO:1.5, 2.3, 3.5, 4.2, 5.3 Essential:2,5,6,7,8	Recommendations not articulated.	Recommendations will include a narrative description of potential changes are being proposed for future projects.	General recommendations for future study Recommendations will include a narrative description of what changes are being proposed for future projects.	Recommendations will include a comprehensive narrative description of what changes are being proposed for future projects.
Policy generation (if applicable) ILO: 3 PLO: 1.4, 2.1, 2.2, 3.4, 3.5, 4.2, 4.3, 5.3 Essential: 3, 5, 7, 8	Policy not addressed	Proposes a potential policy change, does not incorporate generated project findings	Proposes a possible policy change, connection to the project results attempted	Articulates a possible policy that is generated by the project findings
Conclusions ILO: 3 PLO: 1.5, 2.3, 3.5, 4.3, 5.1, 5.3 Essential: 1, 3, 4, 7, 8	Conclusions with minimal summary Interpretations of the conclusions attempted Conclusions presented have minimal connection to the purpose and findings of the project.	Presents a vague summary of conclusions Provides initial interpretations Conclusions presented have vague connection to the purpose and findings of the project.	Presents a general summary of conclusions Provides general interpretations Conclusions presented have general connection to purpose and findings of the project.	Presents a detailed summary of conclusions. Provides clear insightful interpretations Conclusions presented clearly connect to the purpose and findings of the project.

DNP Project Report Grading Rubric – 6
Scientific Writing (15 pts) + Appendices (5 pts)

Criteria	Initial (< 70%)	Emerging (70-79%)	Developing (80-89%)	Highly developed (90-100%)
16. Writing style, grammar, spelling, & APA format / 15 pts 17. 18.	• The paper includes mechanical and grammatical errors, and uses little critical language. • The paper is written rather diffusely and does not flow smoothly. • There are frequent deviations from the current APA format. • • Points <11	• Occasional errors of grammar and mechanics are displayed. • Part of the paper is written cogently, and the flow is a bit awkward. • There is occasional deviation from the current APA format. • Points 11	• A few minor grammatical errors • Most of the paper is written cogently • A few deviation from the current APA format • Points 12-13	The style is virtually free of grammatical or mechanical errors. The entire paper is written cogently and flows smoothly. The paper adheres to the current APA format throughout the paper (levels of headings, intext/references citations) • Points 14-15
19. Table of Contents, Appendices (Tables, Figures) / 5 pts 20.	• Incomplete Table of Content, Appendices with major errors • Points <3	• Incomplete Table of Content, Appendices with some errors • Points 3.5	• Table of Content, Appendices with minor errors Points 4	Table of Content, Appendices included as appropriate • Points 5

GNSG 7080 Final Project Description

Develop a written document that encompasses your analysis and interpretations of the following through the lens of your chosen model:

1. Policies
2. State events
3. Healthcare Disparities
4. Healthcare Issues
5. In-depth exploration of preventive measures and components.
- Looking into social determinants of health, upstream thinking and epigenetics, you decide to apply for funding to address an issue of interest in your community. A local organization is accepting proposals for this year's grant money to direct your application. This proposal includes a background of the issue, plan, and evaluation focused on improving health in the community.
- This written document will be developed over the duration of 4 weeks. It will consist of 10 pages that depict your execution of a politically effective action to improve population health. Attach your Final Project Part 1 model as an appendix to support the dissemination of your plan.
- Consider a population health issue/DNP topic that you are concerned about and using your model to change hearts and minds, behaviors, and structures to impact this issue. Consider frames or a way of explaining this issue that would be compelling for those you seek to influence. What are the data and research that support your strategies and frames? Who are you seeking to influence and why? Who can you bring on as allies? Who might be an adversary, and what are some counter arguments for this possible opposition? Can you think of any personal stories that are illustrative of your issue? Include your model diagram from part 1 depicting the specifics of your topic within the model. Present a timeline or plan for implementation (model and timeline can be appendices)

Rubric:

1. **Overall purpose of your project described clearly, with specific, measurable objectives *(10 points)***
2. **Background *(10 points)***
    1. Provide a short narrative to describe the current healthcare situation and the problem to be addressed using statistics to support your initiative
    2. What current policies or programs are in place, describe their effectiveness
    3. What barriers do you anticipate in implementing your change and how will you address them?

3. **Summary: *(10 points)***

    1. Describe in detail the context or community this proposal is addressing
    2. Share the management plan details including an analysis of costs, personnel, and any other expenses

4. **Healthcare Initiatives *(8 points)***

1. How will this proposal help to address current US, medicare, medicaid, Healthy People 2030, etc initiatives? Cite at least 2 examples.

5.**Implementation** *(5 points)*

Refer to your model document to describe how you will implement your plan step by step

6. **Evaluation** *(7 points)*

1. How will you evaluate the effectiveness of your plan? Give examples of metrics, surveys, etc. to be used.
2. What methods will you employ to ensure sustainability?
3. Record and submit a short presentation (2-3 minutes) to the grant committee