School of Nursing: MSN
2024-2025

Program Learning Outcome (PLO)	Description of Learning Outcome
MSN 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
MSN PLO #1	GNSG 6095B + 6096 Comprehensive Exam	Written Comprehensive Examination (Written CE) The purpose of the Comprehensive Examination is to evaluate the student's ability to apply advanced clinical and theoretical knowledge in a selected area of specialization. The Comprehensive Examination consists of comprehensive evidence synthesis and a proposal for an evidence-based practice project to translate evidence findings in a specialized area of nursing practice. The Written CE takes place during the Summer Semester (Semester 6). This assignment assesses students' ability in assessing current practice; acquiring research evidence; analyzing/synthesizing information; and designing an evidence-based quality improvement proposal.

 Note: As of 2023-2024, the Written Comprehensive Exam is listed as GNSG 6095B in the Teachout curriculum and GNSG 6096 in the revised MSN curriculum.

Criteria for Success:

Program Learning Outcome (PLO)	Statement of Criteria for Success
MSN PLO #1	85 % of students will achieve at least 81%

Note: As of 2020-2021, the benchmark has changed from '3 on a 4-point rubric scale' to '81%' based on the revised Grading Rubric.

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	GNSG 6095B Comprehensive Exam B	19	100% (19/19) of students met or exceeded the benchmark of 85%.	The class average was 93.1, ranging from 83 to 99.
2022-2023	GNSG 6095B Comprehensive Exam B	19	Benchmark was not met (15/19=73.7%). 15 students out of 20 met or exceeded the benchmark.	The class average was 88.18 (range from 70-99). Criteria below the benchmark for this cohort included critical appraisal, evidence summary, pre-program and scholarly writing. 4 out of 5 students were able to submit the 2nd attempt within 2 weeks of notice. They addressed all reviewers' comments, and the paper was professionally edited. One student is delayed due to personal issue.
2023-2024	GNSG 6095B +GNSG 6096	12	Benchmark was not met as 83% of students (10/12) achieved a passing score of 81 on the first attempt	The average score was 88.875 (range of 74.5-98.5). Criteria that fell below the benchmark were critical appraisal, evidence summary, pre-program considerations, and scholarly writing. Both students who did not pass on the first attempt submitted their second attempt within 2 weeks of notice. These students scored above the passing grade of 81% on their second attempt after modifying the sections per grader comments.
2024-2025	GNSG 6095B +GNSG 6096		100% of the students met the benchmark for achieving a passing score on the first attempt.	The average score was 95.5 (range of 95-97). Criteria that fell below the benchmark were Critical Appraisal and Pre-Program.

Conclusions Drawn from Data

Program Learning Outcome (PLO)	Conclusions Drawn from Data
MSN PLO #1	The data from the Summer 2025 MSN Comprehensive Exam (n=4) were reviewed and shared with faculty. Students performed below the benchmark in the criteria of Critical appraisal (¾, 75%) and Pre-Program (¾, 75%). While these were both significantly below the benchmark where 85% of students would score above 81% on these criteria, this may reflect the small group of students testing this year. Compared to 2024 scores, evidence summary has met the benchmark and pre-program has continued to be below the benchmark. Also of note, in comparison to 2024 scores, the scholarly writing and APA criterion have met the benchmark at 100% for each criterion. These results will be shared with the MSN faculty. The data from the Summer 2025 MSN Comprehensive Exam (n=4) were reviewed and shared with faculty. Students performed below the benchmark in the criteria of Critical appraisal (¾, 75%) and Pre-Program (¾, 75%). While these were both significantly below the benchmark where 85% of students would score above 81% on these criteria, this may reflect the small group of students testing this year. Compared to 2024 scores, evidence summary has met the benchmark and pre-program has continued to be below the benchmark. Also of note, in comparison to 2024 scores, the scholarly writing and APA criterion have met the benchmark at 100% for each criterion. These results will be shared with the MSN faculty

Changes To Be Made based on Data

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
MSN PLO #1	Faculty graders compared and discussed scores which were similar on each of the criteria. After discussion of any recommendations for the 2026 cohort, we would like to have faculty continue to reiterate the importance of using the three sphere's language when addressing those points in the rubric. We have seen an improvement in this year's scholarly writing as evidenced by the scores.

Rubrics Used: Rubrics are evaluated and modified for clarity, consistency, and accuracy. Inter-rater reliability through a nursing faculty process is assured in the Written CE grading process.

Attached at the end of this document

GNSG 6096: Written CE Grading Rubric

School of Nursing, MSN
2024-2025

Program Learning Outcome (PLO)	Description of Learning Outcome
MSN 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
MSN PLO #2	GNSG 6009: Health Promotion across the Lifespan	Health Promotion Group Presentation The Health Promotion Group Presentation required students to work in small groups on an instructor-assigned topic. The project focused on explaining the significance of the health promotion topic and its impact on a specific demographic. Students set a behavior change goal using a relevant nursing model or theory, developed an action plan with targeted interventions, and outlined three short-term and three long-term goals for effectiveness assessment. Preparation included completing assignments like a team charter, annotated bibliography, group review & analysis paper, and presentation outline. These steps culminated in a final slideshow presentation with a prerecorded oral component, equally shared among group members. The purpose of the Health Promotion Group Presentation project was to evaluate Students' ability to apply key course learning outcomes, including using theoretical and evidence-based concepts related to health promotion and risk reduction across the lifespan. Students analyzed health determinants and disparities, discussed evidence-based national clinical guidelines, and applied strategies to promote healthy behaviors while emphasizing ethical principles and cultural sensitivity in health promotion practices.

Note. As of AY 2023-2024, SON has selected the "GNSG 6009: Health Promotion Group Presentation" assignment for assessing PLO #2- Caring Faithfully.

Criteria for Success:

Program Learning Outcome (PLO)	Statement of Criteria for Success
MSN PLO #2	85 % of students will achieve at least 81%

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
2023-2024	GNSG6009: Health Promotion Across the lifespan	22	The benchmark for this PLO was met in all components of the Health Promotion Group Presentation project. All students (22/22) scored at or above the benchmark for each component, successfully meeting the standard that 85% of students achieve at least 81%. The following results represent the average scores for each component: - Team Charter (100%) - Annotated Bibliography (96%) - Group Review & Analysis Paper (93%) - Presentation Outline: (99%) - Group Presentation: (95%)	
2024-2025	GNSG6009: Health Promotion Across the lifespan	26	The benchmark for this PLO was met in all components of the Health Promotion Group Presentation project. All students (26/26) scored at or above the benchmark for each component, successfully meeting the standard that 85% of students achieve at least 81%. The following results represent the average scores for each component: - Team Charter: 100% - Annotated Bibliography: 100% - Group Review & Analysis Paper: 93% - Presentation Outline: 100% - Group Presentation: 99%	Average scores improved in three of the five components compared to the previous year, with perfect scores achieved in the Team Charter, Annotated Bibliography, and Presentation Outline categories. All students exceeded the benchmark, reflecting strong collaboration and preparation across the groups. Next year, we will continue to monitor performance in the Group Review & Analysis Paper to support further growth in critical analysis skills.

Note. As of AY 2023-2024, SON has selected the "GNSG 6009: Health Promotion Group Presentation" assignment for assessing PLO #2- Caring Faithfully.

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
MSN PLO #2	One hundred percent of students met the established level of achievement, demonstrating that all components of the Health Promotion Group Project exceeded the benchmark of 85 percent of students achieving a grade at or above 81 percent. The exceptional average scores across all project components, including three areas with perfect scores, indicate that students continue to role model Christian servant leadership and advocate for ethical principles in promoting the health of diverse populations (PLO 2: Caring Faithfully). Students effectively applied theoretical and evidence-based concepts related to health promotion and risk reduction across the lifespan. They analyzed health determinants and disparities, incorporated national clinical guidelines, and recommended strategies to promote healthy behaviors with cultural sensitivity and ethical awareness. Although the Group Review and Analysis Paper maintained a strong average score of 93 percent, opportunities remain to further support individual academic writing skill development. Next year, we plan to explore enhanced feedback strategies to provide more personalized guidance for students' professional writing growth at the graduate level.

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
MSN PLO #2	Following last year's findings, we implemented a system requiring students to identify their individual contributions within the Group Review and Analysis Paper. This change allowed faculty to provide more targeted feedback on writing quality and content understanding at the individual level rather than only assessing the group product. While overall project performance remained strong with all components exceeding the benchmark, this approach gave faculty clearer insight into each student's academic writing proficiency. For future cohorts, we plan to refine the feedback process even further by developing brief writing rubrics for individual sections, ensuring consistent and constructive guidance across all groups.

Rubrics Used: Attached at the end of this document
GNSG 6009 Health Promotion Project Presentation

School of Nursing, MSN
2024-2025

Program Learning Outcome (PLO)	Description of Learning Outcome
MSN 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
MSN PLO #3 **Communicating Faithfully**	GNSG 6095A+ 6064D: Oral Comprehensive Exam	Oral Comprehensive Examination (Oral CE) The purpose of the Comprehensive Examination is to evaluate the student's ability to apply advanced clinical and theoretical knowledge in a selected area of specialization. The Comprehensive Examination consists of comprehensive evidence synthesis and a proposal for an evidence-based practice project to translate evidence findings in a specialized area of nursing practice. The Oral CE takes place during the Spring Semester (Semester 5). This assignment includes 15 minutes for student's Powerpoint presentation of their CE exam and 10 minutes for Q & A in front of 3 faculty members.

Note: As of 2023-2024, this Oral CE is included in GNSG 6064D.

Criteria for Success:

Program Learning Outcome (PLO)	Statement of Criteria for Success
MSN PLO #3 Communicating Faithfully	85 % of students will achieve at least 81%

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**
3. Civic and Global Learning

Longitudinal Data:

AY	Course	N	Students Meeting or Exceeding Success Criteria	Comments
2020-2021	GNSG6095A Comprehensive Exam A	19	19/19 students = 100% successful completion of the oral CE on the 1st attempt (met the benchmark) with the class average score of 91.9.	The average score was 91.9, ranging from 81.1 to 97.7. However, the Introduction and Implementation criteria were below 81%.
2021-2022	GNSG6095A Comprehensive Exam A	18	17/18 students = 94.4% successful completion of the oral CE on the 1st attempt (met the benchmark) with the class average score of 91.1.	The average score was 91.1, ranging from 79.17 to 97.67. All criteria scores were above the benchmark 81%. Written evaluation/recommendations from 3 faculty were emailed to each student. One failed student was scheduled for 2nd attempt on May 13 and passed the oral presentation successfully.
2022-2023	GNSG6095A Comprehensive Exam A	19	100% of students (19/19) had successfully completed the oral CE on the 1st attempt with the class average score of 93.0.	The average score of 93 with the range from 83.7 to 96.3.
2023-2024	GNSG 6095A+ 6064D: Oral Comprehensive Exam	4+8	100% of students (12/12) had successfully completed the oral CE on the 1st attempt with the class average score of 94.1.	The range of the average score were from 87.8 to 96.6.
2024-2025	GNSG 6095A + 6064D	1+3	100% of students (4/4) had successfully completed the oral CE on the 1st attempt with the class average score of 91.	The range of the average score were from 82 to 98.

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
MSN PLO #3	100% of students met the established level of achievement with an overall class average score of 91, which exceeded the benchmark of 85% of students meeting 81 or higher. This year, we had 4 students participate in the Oral CE: 1 student from the previous teachout curriculum and 3 students from the current revised curriculum. While the teachout student selected a topic and created a hypothetical EBP project plan, the students in the revised curriculum joined an EBP project already in progress at their clinical sites and were mentored by their preceptors. Furthermore, they were also assisted by the clinical faculty throughout the semester. Overall, students have shown a strong grasp of the EBP process. Each section of the CE presentation exceeded the benchmark, including the Evidence Evaluation Table. Although the Implementation criterion met the benchmark barely with a mean score of 12.25 out of 15.0, only 50% of students (2 out of 4) had a score > 12. It appears that the students need a clearer understanding and articulation of each component of the Implementation stage, including aims, design, intervention description, data collection procedures, and data analysis for both primary and secondary (process measures) outcomes. One student did not meet the allotted time limit of 15 minutes for her oral presentation. Students will need to be reminded of the importance of rehearsal before the formal presentation. Overall, student participation in the real-world experience of EBP projects at their clinical sites under the supervision of the preceptors and clinical faculty was beneficial for students' learning.

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
MSN PLO #3	The following are recommended in debriefing comments: (1) Syllabus and CE Handbook need to be updated to show the repeat process and distinct dates (2) Change to Oral CE done 1st week of summer semester, moving forward & make it part of grading for GNSG 6096 in Summer (3) Review the criteria, which seem to overlap in two sections (Implementation & Outcomes Table). These criteria are awarded points in both instruments, data collection, and the evaluation/analysis plan. (4) Recommendations for emphasis in CE Oral Presentation: include two faculty outside of the clinical faculty as grading faculty for oral CE (5) Need clear description of each component of Implementation criterion (6) Recommendations for emphasis in GNSG 6023 course: forewarn 15mins for CE Oral- cut off; recommendations for clearly written project Title; emphasize PICO format (no T, searchable words & critique of evidence; spend more time on intervention specifics & alignment with evidence and outcomes; spend time on writing outcome aims & measurements;

Rubrics Used: Attached at the end of this document
GNSG 6096: Oral CE Grading Rubric

School of Nursing, MSN
2024-2025

Program Learning Outcome (PLO)	Description of Learning Outcome
MSN 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
MSN PLO #4	GNSG 6003: Following Faithfully-Healthcare Policy & Ethics	Telehealth Discussion The purpose of the Telehealth Discussion is to evaluate the student's ability to engage in intellectual dialog with their peers on benefits and risks of telehealth medicine/nursing to include accessibility, convenience, and cost-effectiveness, but also recognize the presents challenges related to technology barriers, privacy, and maintaining personal connections.

Note. As of 2023-2024, SON selected the GNSG 6003 Telehealth Discussion to assess PLO #4.

Criteria for Success:

Program Learning Outcome (PLO)	Statement of Criteria for Success
MSN PLO #4	85 % of students will achieve at least 81%.

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
2022-2023	GNSG6095A Comprehensive Exam A	19	The average score of this Implementation Criterion was 17.6 out of 20, which exceeded the benchmark of 16. However, 17 out of 19 students (89.5%) met or exceeded the benchmark score of 16 (81% or higher).	The scores for the Implementation Criterion ranged from 14 to 18.7 (out of 20). One student who had the lowest overall score also received the lowest score of 14 in this criterion. Detailed written comments were provided.
2023-2024	GNSG 6003: Following Faithfully-Healthcare Policy & Ethics	26	100% of students met the established level of achievement with an overall class average score of 99.9%. The average score of this criterion was 75 out of 75, which exceeded the benchmark of 22. All 26 students met or exceeded the benchmark score of 81% or higher.	Note that this course was new. Also, there were 2 sections of this course- 1 face to face with 5 students and 1 asynchronous online with 21 students.
2024-2025	GNSG 6003: Following Faithfully-Healthcare Policy & Ethics	30	The average score of this criterion was 98.13 out of 100, exceeding the benchmark of 25 (85%) students achieving a score greater than 81%. 97% students met or exceeded the benchmark score of 81% or higher. 1 student scored 75%.	There were 2 sections of this course- 1 face to face with 7 students and 1 asynchronous online with 23 students.

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
MSN PLO #4	Students excelled in the discussion assignment, producing insightful initial posts with substantial depth and strong evidence support. Their responses fostered a collegial environment, characterized by constructive debate and peer-to-peer challenges. More importantly, the students engaged in a dialogue that discussed the pros and cons of the ever expanding virtual landscape in healthcare and patients, the profession and community can be affected.

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
MSN PLO #4	This assignment was modified to include the graduate student's requirement to brainstorm action plans to overcome identified barriers inherent to telehealth. This included writing SMART goals to objectively state and measure the perceived benefit articulated within the action plan.

Rubrics Used: Attached at the end of this document
GNSG 6003: Discussion Grading Rubric

School of Nursing, MSN
2024-2025

Program Learning Outcome (PLO)	Description of Learning Outcome
MSN 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
MSN PLO #5	GNSG 6003: Following Faithfully-Healthcare Policy & Ethics	IOM Future Initiatives Paper The purpose of the Institute of Medicine (IOM) paper is to challenge students to take an evaluative approach in measuring the forward progress of the nursing profession. Students are required to begin by reviewing the initial report and its several iterations, and thus determine if change has been made and sustained within one of the IOM recommendations. The Institute of Medicine acts as an authoritative resource of information and guidance for diverse stakeholders in the healthcare sector. The Decennial Healthy People Reports assists in driving change, shaping policy, enhancing medical practices, and ultimately improving population health and well-being.

Note: As of 2023-2024, SON selected the GNSG 6003- IOM Future Initiatives Paper for assessing PLO #5.

Criteria for Success:

Program Learning Outcome (PLO)	Statement of Criteria for Success
MSN PLO #5	85 % of students will achieve at least 81%.

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
2022-2023	GNSG6023 Evidence Based Practice Process	19	100% (19/19) students scored at or above the benchmark. So, the criteria for success was met- 85% of students will achieve at least 81%. The average score on the EBP Phase II paper was 60.7/65 points or 93%, paper scores ranging from 55-65 points.	Note that this course was new Note that there were 2 sections of this course- 1 synchronous hybrid with 12 students and 1 face to face course with 8 students and a new faculty member.
2023-2024	GNSG 6003: Following Faithfully- Healthcare Policy & Ethics	26	100% (26/26) students scored at or above the benchmark. The average score for the criterion was 135/140 (97%), thus the standard of 85% of students will achieve at least 81%, was achieved.	Note that this course was new. Also, there were 2 sections of this course- 1 face to face with 5 students and 1 asynchronous online with 21 students.
2024-2025	GNSG 6003: Following Faithfully- Healthcare Policy & Ethics		The average score of this criterion was 98.96 out of 100, exceeding the benchmark of 25 (85%) students achieving a score greater than 81%. 100% students met or exceeded the benchmark score of 81% or higher.	There were 2 sections of this course- 1 face to face with 7 students and 1 asynchronous online with 23 students.

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
MSN PLO #5	All students provided a comprehensive overview of the importance of integrating Social Determinants of Health (SDOH) into all aspects of healthcare. They effectively outlined the significance of their topics in addressing health disparities and promoting health equity and offered clear explanations and examples throughout their writing that were supported by evidence. Students proposed actionable strategies to successfully meet the selected IOM recommendation, to include stakeholder engagement.

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
MSN PLO #5	The SON has committed to enhancing the APA writing prowess of all students. This will be accomplished by mandating APA 7th edition for all submitted papers. The students will also be encouraged to utilize the writing lab resource to assist in the writing process. The strength of APA writing improved from AY 2023-2024 to AY 2024-2025. 97% of students received full points in this section of the rubric.

Rubrics Used: Attached at the end of this document
GNSG 6003: IOM Future Initiatives Paper Grading Rubric

Oral Comprehensive Examination: Evidence Based Practice Project Rubric

Passing = 81%

Student_____ **Date**_____ **Score**_____**/100 pts**

Title of Project _____

STUDENT LEARNING OUTCOMES	Initial <69%	Emerging 70%-79%	Developing 80% - 89%	Highly Developed (90%-100%)	Points Possible	Points Awarded

Synthesize evidence for practice to determine appropriate application of interventions across diverse populations. (MSN Essential I:5)
 	
Integrate organizational science and informatics to make changes in the healthcare environment (MSN Essential I:7)
 	
PLO 1.2
	Points: 0-6
	
	Meets < 6 criteria in highly developed column
		Points: 7
		
		Meets 7 of 10 criteria in highly developed column
			Points: 8
			
			Meets 8 of 10 criteria in highly developed column
				Points: 9-10
				
				Meets 9-10 criteria in highly developed column
				
				Examines significant problem in an area of nursing specialization
				
				Meets the following criteria (n = 10)
				● Introduction of self with first name, last name and credentials
				● Identifies purpose of presentation
				● Problem statement is clear, focused and logically related to background
				● Includes supportive relevant statistical data of the problem
				● Examines impact of the identified problem in relation to the 3 areas:
				    ● Patients
				    ● Nursing/Nurses
				● Organization/System
				● Identifies current practice
					10	

					10	
				• Identifies best practice • Compares and contrasts current practice with best practice		

Synthesize evidence for practice to determine appropriate application of interventions across diverse populations. (MSN Essential I:5)
 	
PLO 1.1,1.2
	Points: 0-6
	
	Meets ≤ 6 criteria in highly developed column
		Points: 7
		
		Meets 7 of 10 criteria in highly developed column
			Points: 8
			
			Meets 8 of 10 criteria in highly developed column
				Points: 9-10
				
				Meets 9-10 criteria in highly developed column
				
				Develops PICO question and describes appropriate search strategies and theoretical framework
				
				Meets the following criteria (n = 10):
				• Clearly stated PICO question using PICO format:
				  • Population
				  • Intervention
				  • Comparison Intervention
				  • Outcome
				• Describes evidence search strategies using various databases
				• Describes detailed evidence search strategies with limiting parameters and keywords used
				• Sufficient amount of evidence identified & how evidence chosen
				• Describe EBP theoretical framework in relation to problem, provide rationale for using the theory & identify pertinent steps of the theory (3 criteria)
					10	

10

					10	
Apply ethical analysis and clinical reasoning to assess, intervene and evaluate advanced nursing care delivery (MSN Essential I:4) Synthesize evidence for practice to determine appropriate application of interventions across diverse populations. (MSN Essential I:5) PLO 3.2, 3.3 Perform rigorous critique of evidence from databases to generate meaningful evidence for nursing practice. (MSN Essential IV-6) PLO 1.3, 1.4, 2.3	Points: 0-6 Meets < 6 criteria in highly developed column	Points: 7 Meets 7 of 10 criteria in highly developed column	Points: 8 Meets 8 of 10 criteria in highly developed column	Points: 9-10 Meets 9-10 criteria in highly developed column **Evidence Evaluation Table (as an appendix) includes succinct summary key features from published evidence, including the items below** Meets the following criteria (n = 10): ● Authors/year/ ● Title ● Purpose ● Design & level of evidence ● Sample & setting ● Measurements- Instruments/Tools Used, Identifies Validity & Reliability ● Results ● Critiques/appraises quantitative research study: • Validity • Reliability • Applicability ● OR Critiques/appraises qualitative research study: • Trustworthiness • Credibility • Dependability	

	Points: 0-6	Points: 7	Points: 8	Points: 9-10	10	
Apply ethical analysis and clinical reasoning to assess, intervene and evaluate advanced nursing care delivery (MSN Essential I:4) Synthesize evidence for practice to determine appropriate application of interventions across diverse populations. (MSN Essential I:5) Articulate to a variety of audiences the evidence base for practice decisions, including the credibility of sources of information and the relevance to the practice problem confronted. (MSN Essential IV-3) Apply practice guidelines to improve	Meets ≤ 6 criteria in highly developed column	Meets 7 of 10 criteria in highly developed column	Meets 8 of 10 criteria in highly developed column	Meets 9-10 criteria in highly developed column **Evidence Synthesis Table (as an appendix). Critically appraises the primary research evidence and inter-professional sources of evidence. Synthesizes the key findings of the evidence review, including the items below** Meets the following criteria (n = 10): ● Identifies interventions in all pieces of evidence ● Identifies outcomes of all pieces of evidence ● Includes comparison of all evidence's outcomes ● Concisely summarizes other interprofessional sources of evidence including clinical practice guidelines (CPGs), systematic reviews, position statements, benchmarks) ● Cites common themes among evidence ● Identifies outliers in evidence and how to address in application of intervention ● Cites high-quality evidence related to the topic, including the credibility of sources ● Compares and contrasts findings from different studies ● Synthesize evidence for practice to determine appropriate application of interventions ● Identify the specific intervention supported by the evidence and how it will be applied		

practice and the care environment. (MSN Essential IV-5) Perform rigorous critique of evidence from databases to generate meaningful evidence for nursing practice. (MSN Essential IV-6) PLO 1.3, 1.4, 2.3					

	Points: 0-12	Points: 14	Points: 16	Points: 18-20	20	
Analyze information about quality initiatives recognizing the contributions of individuals and inter-professional healthcare teams to improve health outcomes across the continuum of care (MSN Essential III-1) Analyze information and design systems to sustain improvements and promote transparency using high reliability and just culture principles (MSN Essential III-3) PLO 2.2, 2.3, 3.5, 5.3	Meets $\leq$ 6 criteria in highly developed column	Meets 7 of 10 criteria in highly developed column	Meets 8 of 10 criteria in highly developed column	Meets 9-10 criteria in highly developed column **Evaluate the pre-program change with characteristics of the environment** Meets the following criteria (n = 10, 2 points each) Appraises feasibility of the intervention as it pertains to the environmental context including: ● Physical factors ● Cultural considerations ● Clear/thorough discussion of organizational stakeholders and impact each stakeholder has on progression of clinical change ● Accurately and clearly discussed SWOT analysis- assessment of the internal and external environment's: • Strengths • Weaknesses • Opportunities • Threats ● Describe environment's strengths & opportunities to encourage "buy-in" of reader and stakeholders ● Describe how to mitigate environment's weaknesses & threats to encourage "buy-in" of reader and stakeholders ● Cost benefit assessment is convincing and adds to "buy-in"		

Design and implement systems change strategies that improve the care environment. (MSN Essential II-6) Direct quality improvement methods to promote culturally responsive, safe, timely, effective, efficient, equitable and patient-centered care. (MSN Essential II-7) Evaluate outcome data	Points: 0-12 Meets ≤ 6 criteria in highly developed column	Points: 14 Meets 7 of 10 criteria in highly developed column	Points: 16 Meets 8 of 10 criteria in highly developed column	Points: 18-20 Meets 9-10 criteria in highly developed column **Outcomes Measurement Table (an appendix) & Implementation Strategies & Outcomes** Meets the following criteria (n = 10, 2 points each) Outline steps for implementation plan of proposal in a logical sequence, detailed and clearly stated ● Describe practice change/intervention innovation ● Realistic timeline ● Identify if IRB process or quality improvement approval is required ● Identify outcomes and measurement tools, include validity & reliability of tools/instruments ● Describe sampling method, data collection and management plan ● Identify Evaluation Plan (Analysis) ● Estimated project cost &/or savings potential ● Future Recommendations ● Describe the sustainability of the project over time ● Conclusion includes restatement of the problem, desired outcomes and succinct evaluation of the	20	

using current communication technologies, information systems, and statistical principles to develop strategies to reduce risks and improve health outcomes (MSN Essential V-2) PLO 1.2, 3.3, 3.4, 4.1, 4.2, 5.2)				evidence without redundancy or introduction of new material		
Conduct a comprehensive and systematic assessment as a foundation for decision-making. (MSN Essential IX- 1) PLO 3.2	Points: 0-3 points Meets ≤ 3 of 5 criteria in highly developed column		Points: 4 Meets 4 of 5 criteria in highly developed column	Points: 5 Meets 5 criteria in highly developed column **Organization** Meets the following criteria (n = 5, 1 point each) Organizational pattern meets the following criteria ● Specific introduction ● Sequenced material within the body, and transitions) are clearly and consistently observable ● Skillful and made the content of the presentation cohesive ● Logical flow of presentation, with appropriate transitions ● Conclusion	5	
Use effective communication strategies to develop, participate, and lead inter-professional teams and partnerships MSN Essential VII-4	Points: 0-3 points Meets ≤ 3 of 5 criteria in highly developed column		Points: 4 Meets 4 of 5 criteria in highly developed column	Points: 5 Meets 5 criteria in highly developed column **Language** Meets the following criteria (n = 5, 1 point each) Language choices meet all of the following criteria: ● Imaginative, memorable, and compelling ● Enhance the effectiveness of the presentation ● Appropriate to the audience	5	

					5	
				• Language without bias (e.g. gender) or informality • Maintenance of confidentiality		
PLO 3.2)						
Use information and communication technologies, resources and principles of learning to teach patients and others. (MSN Essentials V-5) (PLO 3.1,3.2)	Points: 0-3 Meets ≤ 6 of 10 criteria in highly developed column	Points: 3.5 Meets 7 of 10 criteria in highly developed column	Points: 4 Meets 8 of 10 criteria in highly developed column	Points: 4.5-5 Meets 9-10 criteria in highly developed column **Presentation Delivery** Meets the following criteria (n= 10, 0.5 points each) • Delivery techniques • Posture, • Gesture, • Engaging Eye contact, • Vocal expressiveness- speech free from fillers (e.g. uh, like, um, etc.), • Appropriate volume • Appropriate rate/pace – neither too fast nor too slow • Compelling presentation • Speaker appears polished / confident • Time-limit adherence to 10 minutes and 10 minute Q&A period • Expert response to questions		

	Points: 0-3	Points: 3.5	Points: 4	Points: 4.5-5	5	
(PLO 3.1, 3.3)	Meets ≤ 6 of 10 criteria in highly developed column	Meets 7 of 10 criteria in highly developed column	Meets 8 of 10 criteria in highly developed column	Meets 9-10 criteria in highly developed column **Presentation mechanics** Meets the following criteria (n = 10, 0.05 points each) ● Slides were within the 8 slide guideline (not including title and reference) ● Slides: Spelling accurate ● Slides: Grammar accurate ● Slides: Slides concise, clear, readable ● Professional dress ● Arrived on time & prepared ● Presentation sent in on time (1 week prior to date of presentation) ● Appendices and required paperwork adhere to APA 7th edition formatting ● Required Paperwork: Spelling accurate ● Required Paperwork: Grammar accurate		
Total Points: 100						

Examiner's Comments:

Strengths demonstrated in the Oral Comprehensive Examination:

Opportunities for growth demonstrated in the Oral Comprehensive Examination:

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Examiner's Signature   Date

Examiner's Signature   Date

Examiner's Signature   Date

Written Comprehensive Examination: Evidence Based Practice Project Rubric
All Sections Must Be Included in the Written Examination
Passing = 81%

Title _____

Student/Author of Paper _____   Spring/Summer_____   Score: _____ / 100 pts

Course Learning Outcomes	Initial <70%	Emerging 70-79%	Developing 80-89%	Highly Developed 90%-100%	Points Poss.	Points Awarded
Abstract						
I. Develop a concise abstract of the significant aspects of the EBP project	1-2 pts Meets < 2 criteria in highly developed column	3 pts Meets 2 of 4 criteria in highly developed column	4 pts Meets 3 of 4 criteria in highly developed column	5 pts Meets the following criteria (n = 4) ● Background and summary of evidence synthesis ● Project implementation plan ● Implications for nursing practice ● Limits to 250 words (single paragraph without paragraph indentation, no abbreviation/citations) and includes 5-6 keywords	5	
Introduction						
II. Examine significant problem in an area of nursing specialization	0-10 pts Meets < 4 criteria in highly developed column	11-12 pts Meets 4 of 6 criteria in highly developed column	12-13 pts Meets 5 of 6 criteria in highly developed column	14-15 pts Meets the following criteria (n =6) ● Problem statement is clear, focused and logically related to background ● Includes supportive relevant statistical data of the problem ● Examines impact of the identified problem in relation to the: • Patients • Nursing/Nurses • Organization/System ● Compares and contrasts current practice with best practice	15	
Evidence Synthesis						

	0 – 6 pts	7 pts	8 pts	9-10 pts	10	
III. Develop PICO **question and** **describes appropriate search strategies theoretical frameworks**	Meets < 4 criteria in highly developed column	Meets 4 of 6 criteria in highly developed column	Meets 5 of 6 criteria in highly developed column	Meets the following criteria (n=6) **PICO and search strategies:** ● Clearly states PICO question using PICO format (i.e. Population, Intervention, Comparison, Outcome) ● Describes evidence search strategies using at least 3 databases ● Describes detailed evidence search strategies with limiting parameters and keywords used ● Sufficient amount of evidence identified (10 articles within previous 5 years) **Describes EBP model in relation to problem** ● Identify EBP model and identifies pertinent steps of the model ● provides rationale for using the model and alignment with this project/organizational culture	10	
IV. Critically appraise the primary research evidence and **inter-professional sources of evidence**	Meets <4 criteria in highly developed column	Meets 4 of 6 criteria in highly developed column	Meets 5 of 6 criteria in highly developed column	Meets the following criteria (n = 6) ● Logically presents content by themes ● Compares and contrasts findings from different studies ● Critically appraises research evidence including the key elements (sample, design, results, interpretations of findings, and strengths/limitations for validity, reliability, and applicability) as needed to support the value of the findings ● Concisely summarizes other inter-professional sources of evidence including clinical practice guidelines, as applicable (CPGs, position statements, benchmarks) ● Cites high-quality evidence related to the topic ● Connects evidence appraisal to the Evidence Evaluation Table (**Appendix F: Evidence Evaluation Table)**	10	
V. Evidence Summary:	0 – 6 pts	7 pts	8 pts	9-10 pts	10	

| Develop a logical discussion of the findings as they pertain to the project discussion of the findings | Meets < 5 criteria in highly developed Column | Meets 5 of 6 criteria in highly developed column | Meets 6 of 7 criteria in highly Developed column | Meets the following criteria (n = 7)
● Logically and systematically discusses the significance of the evidence review findings in relation to: Patient
● Nurse/nurses
● System/organization
● Existing research without restating the evidence evaluation
● Limitations of the evidence evaluation
● Evidence-based change project
● **Appendix G: Evidence Synthesis Table** | | |

Proposal						
VI. Assess the pre-program change with characteristics of the environment	0-6 pts Meets < 5 criteria in highly developed column	7 pts Meets 5 of 7 criteria in highly developed column	8 pts Meets 6 of 7 criteria in highly developed column	9-10 pts Meets the following criteria (n = 7) Appraises feasibility of the intervention as it pertains to the environmental context including: ● Physical considerations of project implementation setting ● EBP cultural considerations ● Clear/thorough discussion of organizational stakeholders and impact each stakeholder has on progression of clinical change ● SWOT analysis of the environment (strength, weakness, opportunity, threat) is accurately and clearly discussed ● Focus on environment's strengths & opportunities to encourage "buy-in" of reader and stakeholders ● Strategies on how to mitigate environment's weaknesses & threats to encourage "buy-in" of reader and stakeholders ● Cost benefit assessment is convincing and adds to "buy-in"	10	
VII. Discuss project implementation including evaluation	0 – 20 pts Meets < 6 criteria in highly developed column	21 – 23 pts Meets 7 of 11 criteria in highly developed column	24-26 pts Meets 8-9 of 11 criteria in highly developed column	27 – 30 pts Meets the 10-11 following criteria (n = 11) Outlines steps for project implementation in a logical sequence, detailed and clearly stated, including: ● Describe the aims of the project (identify patient-, nurse-, and/or organization-related outcomes) ● Describe sampling method ● Describe practice change intervention ● Identify all pertinent measurement tool for each outcome, including validity & reliability of tools/instruments- (address tools for patient and/or nurse outcomes, as applicable) ● data collection and management plan ● Identify Evaluation Plan (Analysis) ● Identify if IRB process or quality improvement approval is required and realistic timeline ● If project is carried out, provide result ● Estimated project cost &/or savings potential ● Future Recommendations, including plan for sustainability of the project over time ● Conclusion includes restatement of the problem, desired outcomes (impacts on 3 spheres) and succinct evaluation of	30	

				the evidence without redundancy or introduction of new material ● **Appendix H: Outcomes Measurement Table**		
VIII. Create Evidence Evaluation Table (Appendix F)	Meets < 5 criteria in highly developed column	Meets 5 of 7 criteria in highly developed column	Meets 6 of 7 criteria in highly developed column	Meets the following criteria (n = 7) Evidence Evaluation Table (as an appendix) includes succinct summary key features from published evidence of 10 studies including: ● Authors/year/title ● Purpose (including major variables studied) ● Design and level of evidence ● Sample and setting ● Measurements ● Results/findings ● Validity, reliability & applicability (quantitative) OR Trustworthiness, credibility & dependability (qualitative)	----	----
IX. Create Evidence Synthesis Table (Appendix G)	Unclear connections/comparisons across studies	Table includes some features from some studies	Table includes some pertinent features of all 10 studies	Evidence Synthesis Table includes succinct and pertinent features to compare across all 10 studies	----	----
X. Create Outcome Measurement Table (Appendix H)	Unclear connections	Table include some pertinent features of some criteria	Table includes some pertinent features of all criteria	Outcome Measurement Table includes succinct and pertinent features to address key elements of the proposal for primary and secondary outcomes	----	-----

Professional, Scholarly Writing						
X. Scholarly Writing: Construct a scholarly change process paper	1 -2 pts Meets < 4 criteria in highly developed column	3 pts Meets 4 of 6 criteria in highly developed column	4 pts Meets 5 of 6 criteria in highly developed column	5 pts Meets the following criteria (n = 6) ● Does not exceed 12 pages in length (exclusive of title page, abstract, reference pages and appendices) ● Organized with proper headings such as Introduction, Methods, Results, Discussion, References, and Appendices with necessary subheadings/transitions ● Written cogently and flows smoothly. ● Contains < 5 grammar, spelling and/or punctuation errors for the entire paper, including attachments ● Sentences written without fragments or run-ons. Paragraphs are neither short or long. ● At least current 10 professional, primary, peer-reviewed research articles cited (5 years)	5	
XI. Apply APA format according to the 7th edition of the APA manual	1 -2 pts Meets < 9 criteria in highly developed Column	3 pts Meets 9-10 of 13 criteria in highly developed column	4 pts Meets 11-13 of 13 criteria in highly developed column	5 pts Meets the following criteria (n = 13) Written Comprehensive Examination was typed/formatted according to APA 7th edition ● Title page ● Font and typeface ● Page numbers ● Margins ● Spacing ● Headings ● Abbreviations ● Professional Language (e.g. no use of contractions, first person, colloquialisms) ● Citations ● Italics for points of emphasis ● Direct Quotes (max = 1) ● Reference page ● Appendices (e.g. Evidence Evaluation Table)	5	

GNSG 6003: Following Faithfully-Healthcare Policy & Ethics
Discussion Board Rubric 75pts

Criterion				
	Unacceptable **5 pts** Student did not meet the requirement at a graduate level.	**Acceptable** **11 pts**	**Very Good** **13 pts**	**Excellent** **15 pts**
Quality of Discussion	Unacceptable The discussion postings do not further the discussion or do not adequately address the question and/or topic of discussion. The postings show a lack of engagement in the discussion.	Acceptable The discussion postings are usually thorough in addressing the question and/or topic in a way that respects his/her classmate and furthers or deepens the discussion but some postings need to be strengthened.	Very Good Student is consistent in thoroughly addressing the question and/or topic in a way that respects his/her classmate and furthers or deepens the discussion.	Excellent Student is consistent in thoroughly addressing the question and/or topic in a way that respects his/her classmate and substantially furthers or deepens the discussion
Participation	Unacceptable Student has not made any attempt to participate in the discussion	Acceptable Student has met the requirement of three postings for each section and the post are good but could be strengthened.	Very Good Student has met the requirement of three postings for each section and the posts are consistently substantial.	Excellent Student has consistently participated in the discussion and the posts are consistently substantial.
Support of Conclusions	Unacceptable Student does not adequately support conclusions made.	Acceptable Student provides support for conclusion although not consistently.	Very Good Student provides consistent support from course resources and/or life experience to support his/her conclusions.	Excellent Student provides consistent and extensive support from course resources and/or life experience to clearly support his/her conclusions.
Concepts	Unacceptable Terms and concepts are neither defined nor used correctly.	Acceptable Terms and concepts are not expressed as clearly as they ought.	Very Good Terms and concepts are expressed clearly and used correctly	Excellent Terms and concepts are consistently expressed clearly, used correctly and express in a way that is easy to understand.

Thoroughness	Unacceptable	Acceptable	Very Good	Excellent
	Discussion postings are not adequately completed.	Most discussion postings are completed well but some aspects are weak or not fully developed or too wordy.	All discussion postings are completed well. Postings are substantial yet succinct.	All discussion postings are completed well. Postings are substantial yet succinct and clearly address the questions and/or concerns raised in the original posting.

GNSG 6003: Following Faithfully-Healthcare Policy & Ethics
IOM Future of Nursing Initiative Scholarly Paper Rubric
140 points

Student Learning Outcomes	Initial 15 points	Emerging 17 points	Developing 19 points	Highly Developed 20points
Analyze information about quality initiatives recognizing contributions of individuals and interprofessional healthcare teams to improve healthcare outcomes across the continuum of care CLO 1.1, 1.2,1.3	Included 2 or less of the 5 criteria listed under "highly developed"	Included 3 of the 5 criteria listed under "highly developed"	Included 4 of the 5 criteria listed under "highly developed"	**Identify Future of Nursing initiative** including the following: -Description of the initiative -Description of the impact on nursing -Description of the setting -Purpose for selection -Identification of stakeholders
2. Synthesize evidence for practice to determine appropriate application of interventions across diverse populations CLO 1.1,1.2,1.3	Literature synthesis included 3 or less sources of data/evidence …	Literature synthesis included 4 sources of data/evidence…	Literature synthesis included 5 sources of data/evidence …	**Synthesize key literature associated with initiative** include 6 sources of data/evidence (minimum) (ex. accreditation, regulatory) that are clearly articulated, logical, closely aligned to support the identified initiative.
3.Apply leadership skills and decision making in the provision of culturally responsive, high quality nursing care, healthcare team coordination and oversight & accountability for	No areas clearly outline nurse leadership for the initiative	One area clearly outline nurse leadership for the initiative	Two of the 3 areas clearly outline nurse leadership for the initiative	**Three areas clearly outlined and analyzed within the context of the identified initiative** Patient Nurses/Staff Organization/System

care delivery and outcomes. CLO 2.1, 2.2				
4.Employ collaborative strategies in the design, coordination and evaluation of patient centered care CLO 4.1	Less than 2 steps included under the "highly developed" criteria	2 steps included under the "highly developed" criteria	3 steps included under the "highly developed" criteria	**Formulate step by step by step plan for nurse leader involvement in the initiative (SLOs). Plan is,** -Aligned to the <u>current</u> mission and/or goals of the department/institution -Aligned to proposed nursing vision of the institution -Identifies initiative champions -Identifies an ongoing/sustained mechanism for involvement with initiative
5.Participate, leading when appropriate, in collaborative teams to improve outcomes and support policy changes through knowledge generation, dissemination and planning and evaluating knowledge implementation. CLO 3.1,3.3	Lesson plan met <3 of the 5 criteria listed under "highly developed"	Lesson plan met 3 of the 5 criteria listed under "highly developed"	Lesson plan met 4 of the 5 criteria listed under "highly developed"	**Attach a systematic plan for education of other healthcare professionals on the identified initiative** Including the following -Topic -Academic goal that is participant oriented -Time allotted for instructional procedures/teaching strategies -Description of instructional procedures/teaching strategies -Description of

				proposed evaluation of program
6. Use information and communication technologies, resources and principles of learning to teach patients and others. CLO 4.4.2,4.3 CLO 5.1	Paper met 3or less of the 6 criteria listed under "highly developed"	Paper met 4 of the 6 criteria listed under "highly developed"	Paper met 5 of the 6 criteria listed under "highly developed"	**Construct a scholarly paper** meeting the following 6 criteria: -7-8 pgs. in length (exclusive of title, reference page and appendices); -Organized with an introduction, body, conclusion and necessary transitions -Contains < 5 grammar, spelling and/or punctuation errors for the <u>entire</u> paper, including attachments -Sentences written without fragments or run-ons -Paragraphs are neither short or long -At least 5 current ($\leq$ 5 years) and peer-reviewed journals cited.

7. Apply the best available evidence from nursing and other sciences as the foundation for practice.
 	
CLO 4.4.2,4.3
CLO 5.1
	Typed/formatted according to APA 7th edition including $\leq$ 6 of the 12 elements listed under the "highly developed" column	Typed/formatted according to APA 7th edition including 7-8 of the 12 elements listed under the "highly developed" column	Typed/formatted according to APA 7th edition including 9-10 of the 12 elements listed under the "highly developed" column	**Apply APA format according to the 7th edition of the APA manual** including at least 11 of the 12 following:
				    -Title page
				    -Font and typeface
				    -Running head and page numbers
				    -Margins
				    -Spacing
				    -Headers
				    -Abbreviations

				-Professional Language (e.g. no use of contractions, first person, colloquialisms) -Citations -Quotes (max = 1) -Reference page -Appendices
TOTAL POINTS EARNED	**Points will not be earned for outcomes not addressed in submitted paper.**			Points Possible = 140

Criteria	Ratings				
Group Presentation Rubric					
Presentation Content	**35 pts** **Distinguished** Group demonstrates full knowledge of content with consistent and clear explanations and elaboration of concepts and ideas. Presentation addresses all required elements of the prompt.	**29.75 pts** **Proficient** Group mostly demonstrates knowledge of content but doesn't always elaborate on concepts and ideas. The presentation addresses all required elements of the prompt.	**26.25 pts** **Basic** Group demonstrates minimal comfort with the information and lacks knowledge of the content with limited elaboration of concepts and ideas. The presentation addresses all required elements of the prompt.	**21 pts** **Below Expectations** Group seems uncomfortable with the information and lacks knowledge of the content with no elaboration of concepts and ideas. The presentation may not sufficiently address all required elements of the prompt.	**0 pts** **Non-Performance** No submission, or group does not seem to have a grasp of the information. May not address the required elements of the prompt.
Organization & Delivery	**35 pts** **Distinguished** The group presents information in a logical, interesting sequence that the audience can follow. Speech is clear and natural. Presenters speak for a roughly equal time, make direct eye contact via the camera, and do not read from notes or the slides	**29.75 pts** **Proficient** The group presents information in a logical sequence that the audience can follow. Speech is mostly clear and natural. Presenters speak for a mostly equal time, mostly make direct eye contact via the camera, and only infrequently consult notes.	**26.25 pts** **Basic** The group presents information in a mostly logical sequence, but the audience has some difficulty following the presentation. Speech is somewhat unclear or unnatural. The presenters requires greater eye contact via the camera. While all presenters participate, some students speak for substantially more time than others.	**21 pts** **Below Expectations** The audience has difficulty following the presentation because the group jumps around with information. Speech needs significantly greater clarity and flow. Presenters make infrequent eye contact with the camera, relying too heavily on notes or the slides. Some presenters barely contribute to the presentation.	**0 pts** **Non-Performance** No submission, or the audience cannot understand the presentation because there is no logical sequence of information, or speech is completely unclear, or the presenters read directly from notes or the slides. OR Some group members do not participate.
Writing Mechanics	**30 pts** **Distinguished** Grammar and spelling are of professional quality, with no distracting errors in the	**25.5 pts** **Proficient** Grammar and spelling are of generally high quality, with only a few minor errors in the	**22.5 pts** **Basic** Grammar and spelling are of passable quality, but the text contains several distracting typos that detract from the	**18 pts** **Below Expectations** Grammar and spelling do not meet the requirements--there are either many typos or several significant errors that distract	**0 pts** **Non-Performance** No submission, or the text contains enough significant mistakes in grammar and/or spelling

| text. | text. | overall submission. | from the overall submission. | to make the submission illegible. |