RNtSchool of Nursing, RN-BSN (AUG)
Program Learning Outcome Data – 2025-2026

Learning Outcome #1

Program Learning Outcome (PLO)	Description of Learning Outcome
RN-BSN 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
RN-BSN PLO #1	NRS4030 Leading Faithfully in Diverse Health Systems	<u>EBP Project Phase II Paper</u> The purpose of this assignment is to engage the student in an analysis of evidence-based practice within their clinical experiences. The assignment has been divided into 3 phases throughout the RN/BSN program: • Phase I: Critical Analysis Paper in NRS 3060 • Phase II (EBP Steps 1-4: Assessing, Asking, Acquiring, Appraising) is done in NRS 4030 • Phase III (EBP steps 5-8: Applying, Assessing, Advancing, Adopting) will be completed in NRS 4040. Step 1 – Assessing: Identify a clinical problem. Step 2 – Asking: Ask the question in PICO format Step 3 – Acquiring: The search for the best evidence begins with a description of the search process used to identify articles. The majority of the literature search should utilize research articles. Step 4 - Appraising: This critical analysis section should include a discussion of the rationale for the existing clinical practice and the need for a change to EBP using the intervention identified in the PICO. Appraise the evidence for validity, reliability, and applicability. The existing practice should be contrasted and compared to the evidence gained from the analysis and synthesis of the 4 chosen research articles.

SON: PLO Data, (AUG) 2025-2026

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
RN-BSN PLO #1	NRS4030 Leading Faithfully in Diverse Health Systems	EBP Project Phase II 85% of students will earn a 75% or above on the 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:

As of AY2020-2021, the School of Nursing assesses the "EBP Project" for assessing PLO #1. Thus, a new Table was created to collect the Longitudinal Data for each academic year by combining Fall, Spring and Summer data.

AY	Course	N	Students Meeting or Exceeding Success Criteria	Comments
AY2021-2022 (FA21+SP22+SU22)	NRS 4030	66	**Fall 2021**: 95% of students met or exceeded the benchmark (44/46 students) with a mean score of 89/100. **Spring 2022**: 100% of students met or exceeded the benchmark (11/11 students) with a mean score of 96/100. **Summer 2022**: 100% of students met or exceeded the benchmark (9/9 students) with a mean score of 97/100	Overall, 64 of 66 students (96%) met or exceeded the benchmark with their scores higher than 81%
AY 2022-2023 (FA2 +SP23 +SU23)	NRS 4030	49	**Fall 2022:** 91% met or exceeded the benchmark (21/23 students) with a mean score of 94/100 **Spring 2023:** 82% met or exceeded the benchmark(14/17 students) with a mean score of 92/100 **Summer 2023:** 100% met or exceeded the benchmark (9 of 9 students) with a mean score of 97/100	Overall, 44 of 49 students (89%) met or exceeded the benchmark with their scores higher than 81%.

AY 2023-2024 (FA23+SP24+SU24)	NRS 4030	29	**Fall 2023: 92% met or exceeded the benchmark (11/12) students with a mean score of 93/100** **Spring 2024:** 86% met or exceeded the benchmark(12/14 students) with a mean score of 95/100 **Summer 2024:** 100% met or exceeded the benchmark (3 of 3 students) with a mean score of 98/100	Overall, 26 of 29 students (90%) met or exceeded the benchmark with their scores higher than 81%.
AY 2024-2025 (FA24+SP25+SU25)	NRS 4030	23	**Fall 2024**: 100% of students exceeded the benchmark (10/10) students with a mean score 96.5/100 **Spring 2025**: No cohort **Summer 2025**: 100% of students exceeded the benchmark (13/13) students with a mean score 96/100	All 23 students (100%) exceeded the benchmark with their scores higher than 81%.
AY2025-2026 (FA25+SP26+SU26)	NRS 4030	37	**Fall 2025**: 100% of students exceeded the benchmark (21/21) students with a mean score 87.6/100 **Spring 2025**: 100% of students exceeded the benchmark (9/9) students with a mean score 98.2/100 **Summer 2026:** 100% of students exceeded the benchmark (7/7) students with a mean score 97.5/100	All 37 students (100%) exceeded the benchmark with their scores higher than 81%.

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
RN-BSN PLO #1	100% of students met the benchmark of "85% of students will achieve 81% or greater" for the assignment EBP Project Phase II. *We will continue to refine the grading rubric to ensure clear expectations for students to meet the benchmark.*

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
RN-BSN PLO #1	Based on the outcomes from the Summer 2025 when we implemented a pilot group Final EBP paper that 7 of 13 students opted to participate in. There was greater learning within group collaboration, discussion, and communication. As the pilot was successful the current assignment structure and rubric will be continued. Minor refinements may be made based on review of student work and recurring areas of difficulty, while longitudinal data will continue to be monitored to ensure student performance remains at or above the established benchmark.

Rubrics Used (Rubric attached at the end of this document):

NRS4030 EBP Project Phase II Paper Rubric

Learning Outcome #2:

Program Learning Outcome (PLO)	Description of Learning Outcome
RN-BSN 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
RN-BSN PLO #2	NRS4040 Nursing Capstone	Creative Project Revisited The purpose is to use the Creative Project completed in NRS 3050, the student will reflect and apply recent learning and development to the vocation of nursing. Students will "revisit" their purpose and choice of the creative project completed during their first term to reflect on how this project influenced or shaped their ideas for "professional" nursing practice. Nurses will be able to share their ideas and reflections that demonstrates their compassionate care to all they serve (PLO#2).

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
RN-BSN PLO #2	NRS4040 Nursing Capstone	85% of students will earn a 75% or above on the 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
AY2020-2021 (5 Cohorts: Cohort 33-38)	NRS 4040 Nursing Capstone	55	100% (55/55) students met or exceeded the benchmark.	
AY2021-2022 (Fall, Spring Summer)	NRS 4040 Nursing Capstone	17+ 11+ 9	100% of students met or exceeded the benchmark. In Summer 2022, the average score was 99% (9). The average score in Spring 2022 in cohort 43 (11) was 98.9%. The average score in Fall 2021 in cohort 4040-40 (17) was 98.4%. The average score in Fall 2020 cohort 4040-41 (17) was 97.04%	
AY 2022-2023	NRS 4040 Nursing Capstone	50	100% of students met or exceeded the benchmark. In summer 23 the average score was 99.4%. In Spring 2023, the average score was 98%. In fall 2022, the average score was 92.4%.	
AY 2023-2024 (FA23+SP24+SU 24)	NRS 4040 Nursing Capstone	30	90% (27/30) of students met or exceeded the benchmark. In **Fall 2023** the average score was 93.81%. During **Spring 2024**, the average score was 95.13%, and in **Summer 2024,** the average score was 100%. The three students that did not meet the benchmark were due to late submissions.	
AY 2024-2025 (FA24+SP25+SU 25)	NRS 4040 Nursing Capstone		86%(20/23) students met or exceeded the benchmark. In Fall 2024, the average score was 92.8% and in SU 25, the average score was The 4 students that did not meet the benchmark were due to late submissions and not following the rubric.	
AY 2025-2026 (FA25+SP26+SU 26)	NRS 4040 Nursing Capstone	37	94.5% (35/37)of students that met the standards of earning 75% or above on the creative project. This demonstrates that the students were able to reflect on the development of their vocation of nursing and professional nursing practice.	X

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
RN-BSN PLO #2	During AY 2025-2026, the students met the benchmark of 85%, achieving 75% or greater in the creative project. Students did not have the original creative project item to display during their presentation, but some shared previous pictures and drawings. Students who earned less that 75% submitted their assignment more than 5 days after the due date.

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
RN-BSN PLO #2	No changes made based on data. The assignment allowed the student to reflect on their RN-BSN education and how their knowledge of nursing has transformed throughout the program.

Rubrics Used (Rubric attached at the end of this document):

NRS 4040 Creative Project Revisited

Learning Outcome #3:

Program Learning Outcome (PLO)	Description of Learning Outcome
RN-BSN 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 that 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
RN-BSN PLO #3	NRS4040 Nursing Capstone	EBP Project Phase III Proposal Presentation The purpose of the Capstone Evidence Based Practice Project Proposal Presentation is to assist nurses in understanding the importance of communicating the evidence-based practice (EBP) research to the community with the goal of advocating for others and/or self. Nurses will create a presentation of their EBP project that will be communicated to their peers and community utilizing effective, culturally appropriate communication that conveys information on their EBP project proposal paper.

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
RN-BSN PLO #3	NRS4040 Nursing Capstone	EBP Project Phase III Proposal Presentation 85% of students will earn a 75% or above on the 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
AY2020-2021 (5 Cohorts: Cohort 33-38)	NRS 4040	55	100% (55/55) students exceeded the benchmark with an average score of 94.3.	
AY 2021-2022 (FA21+SP22+SU22)	NRS 4040	66	100% (46/46) students met or exceeded the benchmark in Fall 2021 with an average score of 97.6% and 100% (11/11) for Spring of 2022 with an average score of 96%. The average score for Summer 2022 (9/9) was 97.2%. All students met the benchmark in the 2021-2022 AY.	
AY 2022-2023	NRS 4040	50	In academic year 2022-2023, 100% of students met the criteria benchmark of 81% or better on the EBP presentation. In fall 2022, the average was 90.8%. In spring 2023, the average was 100% and in summer 2023, the average was 97.9%.	
AY 2023-2024 (FA23+SP24+SU24)	NRS 4040	30	Overall, 93.3 % (28/30) students met or exceeded the benchmark of achieving 81% or higher on the EBP presentation. In Fall 2023, the average was 93.97%. During Spring 2024, 98.08% was the average and during Summer 2024, the average was 85%. One student submitted the assignment late which resulted in a 73.75%. The other student did not follow the rubric which resulted in deduction of points earning 75% on the project.	
AY 2024-2025 (FA24+SP25+SU25)	NRS 4040		Overall 95% (22/23) of students met or excelled the benchmark of achieving 81% or greater in the EBP Presentation. In Fall 2024, the average was 92.5% and in SU 25, the average was 94%. Once student did not submit a video presentation which results in point deduction.	
AY 2025-2026 (FA25+SP26+SU26)	NRS 4040	37	Overall, 100% of students met the benchmark of earning 75% or above.	X

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
RN-BSN PLO #3	Based on the data, 100% of students met the benchmark. Students were placed in groups for the project presentation conducted during the 24-25 AY. This allowed students to ensure the rubrics were met. The skeleton EBP presentation draft helped students submit their slides for their project. For the online course, the instructor created a step-by-step process for organizing the skeleton draft of the presentation that aligned with the rubric and was presented as a mandatory video. The conclusion drawn was that students who watched the mandatory videos included the required criteria from the rubric. The change theory from 4030 was incorporated in the project presentation, as this was a change that was implemented during AY25-26.

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
RN-BSN PLO #3	No changes to be made based on data.

Rubrics Used (Rubric attached at the end of this document):
NRS 4040 EBP Project Phase III Proposal Presentation

Learning Outcome #4:

Program Learning Outcome (PLO)	Description of Learning Outcome
RN-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
RN-BSN PLO #4	NRS4030 Leading Faithfully in Diverse Health Systems	Disaster Management Project Part II This assignment is a group project. Student groups will identify and learn the potential disasters in their community. They will collaborate with a City's Disaster Management Coordinator and local and national agencies to learn how disaster management information is disseminated to the surrounding community members. Students will culminate these learning experiences by reflecting on courage and placing attention to the public health nurses' role in Disaster Management.

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
RN-BSN PLO #4	NRS4030 Leading Faithfully in Diverse Health Systems	Disaster Management Project Part II 85% of students will earn a 75% or above on the 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:

Note. As of AY2021-2022, the School of Nursing assesses the NRS 4030 "Disaster Management Project Part II" for assessing PLO #4. Thus, a new Table was created to collect the Longitudinal Data for each academic year by combining Spring, Fall and Summer data. See below.

AY	Course	N	Students Meeting or Exceeding Success Criteria	Comments
2021-2022 (FA21+SP22+SU22)	NRS 4030 Leading Faithfully in Diverse Health Systems	67	In NRS 4030 **Fall 2021** 95% of students met or exceeded the benchmark (44/46 students) with a mean score of 68/72. In **Spring 2022** 91% of students met or exceeded the benchmark (11/12 students) with a mean score of 65/72. In **Summer 2022**, 44% of students met or exceeded the benchmark (4/9 students) with a mean score of 57/72.	Overall, 59 out of 67 (88%) met or exceeded the benchmark with their scores higher than 81%.
AY 2022-2023	NRS 4030 Leading Faithfully in Diverse Health Systems	49	In NRS 4030 **Fall 2022** 86.9% of students met or exceeded the benchmark (20/23 students) with an average score of 97.1% . In **Spring 2023** 100% of students met or exceeded the benchmark (17/17 students) with an average score of 99.1%. In **Summer 2023** 100% of students met or exceeded the benchmark (9/9 students) with an average score of 97.9%	Overall, 46 of 49 (93%) met or exceeded the benchmark with their scores higher than 81%
AY 2023-2024 (FA23+SP24+SU24)	NRS 4030 Leading Faithfully in Diverse Health Systems	29	In NRS 4030 **Fall 2023** 100% of students met or exceeded the benchmark (12/12 students) with an average score of 97% . In **Spring 2024** 100% of students met or exceeded the benchmark (14/14 students) with an average score of 100%. In **Summer 2024** 100% of students met or exceeded the benchmark (3/3 students) with an average score of 100%	Overall, 29 of 29 (100%) met or exceeded the benchmark with their scores higher than 81%
AY 2024-2025 (FA24+SP24+SU25)	NRS 4030 Leading Faithfully in Diverse Health Systems	23	**Fall 2024:** 100% of the students met the benchmark (11 of 11) of scores higher than 81%. The average score was 95% **Spring 2025: No cohort** **Summer 2025:** 100% of students exceeded the benchmark (13/13) students with a mean score 94%	For this AY, 100% (23 of 23) students met the benchmark of higher than 81%
AY 2025-2026 (FA25+SP26+SU26)	NRS 4030 Leading Faithfully in Diverse Health Systems	37	**Fall 2024:** 100% of the students met the benchmark (21 of 21) of scores higher than 81%. The average score was 99.1% **Spring 2025:** 100% of the students met the benchmark (9 of 9) of scores higher than 81%. The average score was 98.9% **Summer 2026:** 100% of students exceeded the benchmark (7/7) students with a mean score 100%	Overall, 37 of 7 (100%) met or exceeded the benchmark with their scores higher than 81%

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
RN-BSN PLO #4	AY 25-26 100% of students earned 75% or above on the grading rubric, exceeding the established benchmark of 85%. We will continue to refine the grading rubric to ensure clear expectations for students to meet the benchmark.

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
RN-BSN PLO #4	The current assignment structure and rubric will be continued. Minor refinements may be made based on review of student work and recurring areas of difficulty, while longitudinal data will continue to be monitored to ensure student performance remains at or above the established benchmark.

Rubrics Used (Rubric attached at the end of this document):

NRS4030 Disaster Management Project Part II

Learning Outcome #5:

Program Learning Outcome (PLO)	Description of Learning Outcome
RN-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, discernment.

Outcome Measures:

Program Learning Outcome (PLO)	Course	Description of Outcome Measure
RN-BSN PLO #5 Leading Faithfully	NRS4040 Nursing Capstone	Capstone Evidence-Based Practice (EBP) Project Proposal Phase III Paper The purpose of the Capstone Evidence-Based Practice Project Proposal is to assist students in understanding the importance of evidence-based practice (EBP) by identifying a clinical nursing problem/question they observed in the clinical setting. The EBP project proposal allows students to demonstrate knowledge, skill, and behavior in the evidence-based practice of nursing. Students will identify a problem in a clinical setting and apply the knowledge and theory obtained in the course to create an EBP project proposal with the goal of increasing patient outcomes. The EBP project proposal will consist of formulating a clinical research PICO question, synthesizing the literature, creating an implementation plan, and identifying measurable outcomes.

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
RN-BSN PLO #5	NRS4040 Nursing Capstone	NRS 4040 Capstone EBP Project Proposal Phase III Paper 85% of students will earn a 75% or above on the 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
2020-2021 (5 Cohorts: Cohort 33-38)	NUR 4040	55	100% (55/55) students exceeded the benchmark with an average score of 94.3.	
2021-2022 (FA21, SP22, & SU22)	NSG 4040 Leading EBP Capstone	66	100% (46/46)) students met or exceeded the benchmark in Fall 2021 with an average score of 99% and 100% (11/11) for Spring of 2022 with an average score of 99%. In Summer of 2022, the students met and exceeded the benchmark is an average score of 96.7% (9/9).	
AY 2022-2023	NSG 4040 Leading EBP Capstone	49	During academic year 2022-2023, 100% of students (49/49) met or exceeded the benchmark. In fall 2022, 100% of students met the benchmark with an average of 97.1% (23/23). In spring 2023, the average was 99.1% (17/17) and in summer 2023, the average was 98.8% (9/9).	
AY 2023-2024 (FA23+SP24+SU24)	NSG 4040 Leading EBP Capstone	30	100% (30/30) students met or exceeded the benchmark. In Fall 2023, the average was 96.68%. During Spring 2024, the average was 98.70%, and during Summer 2024, the average was 96.07%.	
AY 2024-2025	NSG 4040 Leading EBP Capstone	23	95% (22/23) students met or exceeded the benchmark. In Fall 2024, the average was 97% and during SU25, the average was 93.5%.	
AY 2025-2026 (FA25+SP26+SU26)	NSG 4040 Leading EBP Capstone	37	*100% of students earned 75% or above on the grading rubric, exceeding the established benchmark of 85%. We will continue to refine the grading rubric to ensure clear expectations for students to meet the benchmark.*	X

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
RN-BSN PLO #5	During the summer of 2025, a change was made that allowed students to work in groups. During AY 2025-2026, students who worked in groups ensured the rubric was followed. Students who did not earn full points did not revise their final papers in accordance with the instructor's recommendations and comments. There were also groups that rewrote entire sections of the paper for the final submission instead of working off the draft submission with the instructor's comments. This caused students to miss essential elements from the rubric. The weekly videos reiterated to students/groups the need to make revisions to the draft and to use the revised draft to submit the final paper.

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
RN-BSN PLO #5	During the next academic year, it is to be reiterated to make corrections on draft papers to ensure the rubric is followed.

Rubrics Used (Rubric attached at the end of this document):
NRS 4040 EBP Project Phase III Proposal Paper Rubric

Point Loma Nazarene University School of Nursing NRS 4040
Capstone Evidence Based Practice Project Proposal Paper Rubric: 140 possible points

Course/ Program Learning Outcomes	**Upon completion of this assignment, the student will be able to:**	**Initial- 10 points**	**Emerging- 15 points**	**Developed- 18 points**	**Highly Developed**- Engaging, fully developed, organized and well written, included all of rubric elements **20 points**
1.1 1.3	1. Describe mechanisms to resolve identified practice discrepancies between identified standards and practice that may adversely impact patient outcomes **Essential I-9** Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice **Essential III-2**	Simplistic, showing confusion with prompt, not organized missing/ under developed rubric points	Mostly intelligible ideas, unclear, too broad, missing/ underdeveloped rubric points	Competent and well written demonstrates sound understanding of material, missing rubric elements	Describes the **Clinical Problem** and states **PICO** question in 1-2 introductory paragraph(s) including - Detailed description of clinical problem in population/clinical setting of EBP project proposal -Includes baseline data specific to population/EBP project setting and/or data from relevant research to support there is an actual problem. - Citation of 2 current (< 5 years old) research journals and/or professional sources cited to validate clinical problem -Focused, answerable, measurable PICO question - Incorporates question into text in an answerable question format (NOT line by line)
1.1 1.2	2. Participate in the process of retrieval, appraisal and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes. **Essential III-6**	Simplistic, showing confusion with prompt, not organized missing/ under developed rubric points	Mostly intelligible ideas, unclear, too broad, missing/ underdeveloped rubric points	Competent and well written demonstrates sound understanding of material, missing rubric elements	**Synthesis of the Evidence Based Intervention** in 2-3 paragraphs: - Describes current practice in selected population/ setting ("as compared to" portion of the PICO question) - Synthesis of **4** evidence based articles/professional sources defining, describing, and showing benefit of the proposed intervention (< 5 years old) - Specifically describes proposed practice change in selected population/setting

3.3 4.1	3. Integrate evidence, clinical judgement, interprofessional perspectives and patient preferences in planning, implementing and evaluating outcomes of care **Essential III-5**	Simplistic, showing confusion with prompt, not organized missing/ under developed rubric points	Mostly intelligible ideas, unclear, too broad, missing/ underdeveloped rubric points	Competent and well written demonstrates sound understanding of material, missing rubric elements	**Implementation Plan:** - Outlines project proposal plan utilizing course related EBP project planning tool - Implementation plan demonstrates critical thinking - Implementation plan reasonable for setting/population to achieve a successful outcome - Describe process and outcome measures methods, data points and tool
3.3 4.1	4. Integrate evidence, clinical judgement, interprofessional perspectives and patient preferences in planning, implementing and evaluating outcomes of care **Essential III-5**	Simplistic, showing confusion with prompt, not organized missing/ under developed rubric point	Mostly intelligible ideas, unclear, too broad, missing/ underdeveloped rubric points	Competent and well written demonstrates sound understanding of material, missing rubric elements	**Included elements below as part of implementation plan** 2-3 paragraphs - **SWOT Analysis** of project accurately and clearly identified and discussed - Focuses on strengths and opportunities to encourage "buy-in" of reader and stakeholders -Describes how weaknesses and threats will be mitigated - **Cost-Benefit Assessment** is convincing, demonstrates critically thinking through all factors and adds to "buy-in" of the project
1.3	5. Evaluate data from all relevant sources, including technology, to inform the delivery of care. **Essential IV-6**	Simplistic, showing confusion with prompt, not organized missing/ under developed rubric point	Mostly intelligible ideas, unclear, too broad, missing/ underdeveloped rubric points	Competent and well written demonstrates sound understanding of material, missing rubric elements	**Conclusion** – 1 paragraph: - Brief synopsis of clinical problem - Summarize the evidence to support practice change - Plan for sustainability - Statement of the impact this EBP project will have on healthcare quality once implemented
3.3	6. Use written, non verbal, and emerging technology methods to communicate effectively.	Applied APA format including < 9 of the 13 elements listed under "highly developed' column	Applied APA format including 9 of the 13 elements listed under "highly developed' column	Applied APA format including 10 of the 13 elements listed under "highly developed' column	Applied **APA format** according to the 7th edition of the APA Manual, including at least 11 of the 13 following elements: · Title page · Font size and typeface · Running head · Page numbers · Margins · Spacing · Headings

					• Abbreviations • Professional Language (no contractions, colloquialisms, clichés, slang, etc) • Citations • Quotes (max = 1) • Reference page • Appendix(ces)
3.3	7. Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.	Submitted paper including < 6 of 8 criteria listed in "highly developed" criteria	Submitted paper including 5-6 of 8 criteria listed in "highly developed" criteria	Submitted paper including 7 of 8 criteria listed in "highly developed" criteria	Submitted **professional paper** including the following (n= 8): - Maintenance of confidentiality - 9 pages in length (exclusive of title and reference page); content beyond 9 pages of text will not be included in grading - Organized with an introduction, body, conclusion and necessary transitions - Contains fewer than 2 grammar errors for the entire paper, including appendices - Contains fewer than 2 spelling and/or punctuation errors for the entire paper, including appendices - Sentences written without fragments or run-ons - Paragraphs are neither short or long - Text written without bias (e.g. gender) or informality (e.g. first person)

Point Loma Nazarene University School of Nursing
NRS 4040: EBP Project Phase III Project Proposal Presentation

Course/Program Learning Outcomes	Student learning outcome upon completion of this assignment student will:	Initial= 5 points	Emerging=7.5 points	Developed=9 points	Highly Developed= 10 points	Student score
1.1 1.2 1.3	Evaluate the credibility of sources of information, including but not limited to databases and internet resources. Integrates evidence, clinical judgment, interprofessional perspectives and patient preferences in planning, implementing and evaluating outcomes of care Essential III-4,6	Effective Presentation consist of 3 or less criteria from "highly developed" column	Effective Presentation consist of 4 criteria from "highly developed" column		Includes appropriate elements of project (n=5) ● Describes clinical problem ● Answerable PICO Question ● Describes evidenced based intervention with excellent use of evidence to support main points ● Explains critically thought out implementation plan incorporating change theory ● Slides reinforce/enhance verbal presentation with adequate font size, visually intriguing, and no spelling/grammar errors	
1.1 1.2 1.3	Evaluate the credibility of sources of information, including but not limited to databases and internet resources. Integrates evidence, clinical judgment, interprofessional perspectives and patient preferences in planning, implementing and evaluating outcomes of care Essential III-4,6	Effective Presentation consist of 3 or less criteria from "highly developed" column	Effective Presentation consist of 4 criteria from "highly developed" column		Includes appropriate elements of project (n=6) ● Describes management of key stakeholders ● Cost benefit analysis ● Identifies key strengths/opportunities of project and key weaknesses/threats ● Explains project evaluation plan/outcome measurement ● References as appropriate ● Slides reinforce/enhance verbal presentation with adequate font size, visually intriguing, and no spelling/grammar errors	
3.3	Use written, verbal, nonverbal, and emerging technology methods to communicate effectively.	Communicated using < 5 of 9 "highly developed" criteria	Communicated using 5-6 of 9 "highly developed" criteria	Communicated using 7-8 of 9 "highly developed" criteria	Communicated using appropriate verbal and non-verbal skills including (n=9): - Introduction of self with first name, last name and credentials - Professional language without informality (e.g.	.

					slang, profanity) or bias - Movement away from podium - Appropriate rate, neither too fast nor too slow. - Appropriate volume for the environment - Engaging eye contact - Speech free from fillers (e.g. uh, like, etc) - Effective and non-distracting gestures - Expert response to questions	
3.3	Assume accountability for personal and professional behaviors.	Presented using < 8 of 11 "highly developed" criteria	Presented using 9 of 11 "highly developed" criteria	Presented using 10 of 11 "highly developed" criteria	Presented in professional manner including (n=11): - Professional attire (e.g. non-scrubs, clean/odor-free, wrinkle-free and loose fitting attire) - Business appropriate shoes, no sandals or flip flops - Shirt/Blouse without exposure of cleavage, chest or midriff - Skirt length no more than 2 inches above the knee - Slacks/pants hemmed, non-denim - Underwear not visible or outlined - Conservative jewelry (e.g. only one pair of earrings to the ear lobe) - Unadventurous , styled and neat hair/grooming - Distraction-free (e.g. chewing gum, food) - No visible tattoos - Time-limit adherence to **10** minutes, including Q&A period	

Point Loma Nazarene University
School of Nursing
Disaster Management: **Part II** DUE: **Week 8** TOTAL POINTS = 72

STUDENTS:_____

Learning Outcomes: **Upon completion of this assignment, the student will be able to**	**Initial 5 points**	**Emerging 6 points**	**Developed 7 points**	**HIGHLY DEVELOPED 8 points**
1. Participate effectively in activities that facilitate community involvement in creating a healthy environment for individuals, families and groups CLO I.1, 2, II.1, III.1, 2, IV.2, V.1, 3	Summary included < 2 of the 5 criteria listed in "highly developed" column	Summary included 2 of the 4 criteria listed in "highly developed" column		Summarized Disaster Management project (n=3): - Introduction including possible disasters in San Diego County - Description of meeting with community disaster management agent - Detailed description of PHNs' value in disaster management
2. Participates as a team member in evaluating programs for their effectiveness and quality CLO I.1, 2, II.1, III.2	Assessment included < 5 of the 10 "highly developed" criteria	Assessment included 5-6 of the 10 "highly developed" criteria	Assessment included 7-8 of the 10 "highly developed" criteria	Assessment of community disaster plan included 9 of the 10 following elements: - Who designed the disaster plan - Where is policy located - Describe the chain of command in emergency response - Describe communication roles in emergency response - Do all persons in community have access to policy - Does policy call for mock disaster exercises, how often practiced - Who evaluates the exercises - What supplies and equipment are required to be prepared - How is the community informed of disaster management plan - How can one get involved

Learning Outcomes: **Upon completion of this assignment, the student will be able to**	**Initial** **5 points**	**Emerging** **6 points**	**Developed** **7 points**	**HIGHLY DEVELOPED** **8 points**
3. Collaborate with community partners to promote the health of individuals, families and groups CLO I.2, IV.1	Identifies 1 agency involved with disaster management	Identifies 2 agencies involved with disaster management		Identifies local agencies involved in community disaster management plan (n=3): - - names and descriptions of 2 local agencies involved in pre-disaster planning - name and description of 1 local agency involved in post-disaster management
4. Access public health and other sources of information using information technologies CLO I.2, IV.1	Identifies 1 agency involved with disaster management	Identifies 2 agencies involved with disaster management		Identifies national agencies involved in community disaster management plan (n=3): - - names and descriptions of 2 national agencies involved in pre-disaster planning - name and description of 1 national agency involved in post-disaster management
5. Evaluate data from all relevant sources, including technology, to inform the delivery of care. CLO II.1, IV.2, V.3	Conclusion included 1 element in "highly developed" column	Conclusion included 2 elements in "highly developed" column		Concluded plan in 1 paragraph including (n=3): - Brief description of possible disasters in area - Brief analysis of disaster plan collection - Description of PHN role in disasters

Learning Outcomes: **Upon completion of this assignment, the student will be able to**	**Initial** **5 points**	**Emerging** **6 points**	**Developed** **7 points**	**HIGHLY DEVELOPED** **8 points**
6. Use written, verbal, non-verbal, and emerging technology methods to communicate effectively. CLO IV.3	Applied APA format included < 7 of the 12 elements listed under "highly developed' column	Applied APA format included 7-8 of the 12 correct elements listed under "highly developed" column	Applied APA format included 9 of the 12 elements listed under "highly developed' column	Applied **APA format** following the 7th edition APA Manual, included at least 10 of the 12 following correct elements: ● Title page ● Font size and typeface ● Running head ● Page numbers ● Margins ● Spacing ● Headings ● Abbreviations ● Professional Language (no contractions, colloquialisms, clichés, slang, etc) ● Citations ● Quotes (max = 1) ● Reference page
7. Promote the image of nursing by modeling the values and articulating knowledge, skills, and attitudes of the nursing profession. CLO IV-3	Submitted product included <6 of 8 "highly developed" criteria	Submitted product included 6 of 8 "highly developed" criteria	Submitted product included 7 of 8 "highly developed" criteria	Submitted professional product which including at least 8 of the following (n=8): - Timely submission to NRS 4030 faculty - Organized with an introduction, body, conclusions and necessary transitions - Contains less than 3 errors in grammar for the entire paper - Contains less than 3 errors in spelling and/or punctuation for the entire paper - Sentences written without fragments or run-ons - Paragraphs are neither short nor long - Text written without bias (e.g. gender) or informality (e.g. first person) - At least 2 current (≤ 5years) research journals and/or professional sources cited

Learning Outcomes: **Upon completion of this assignment, the student will be able to**	**Initial** **5 points**	**Emerging** **6 points**	**Developed** **7 points**	**HIGHLY DEVELOPED** **8 points**
8. Access public health and other sources of information using information technologies CLO I.1, 3, II.1, IV.1		Submitted journal included 1 of 2 "highly developed" criteria		Prepared individual journal which included (n=2); -Selected 1 of 2 mandatory FEMA courses viewed for SD County MRC: **IS-100** Introduction to the Incident Command System OR **IS-700** National Management System, An Introduction - Summarized lessons learned from this course
9. Communicates effectively in writing, orally, and electronically as a member of an interprofessional team CLO I.1, II.1, IV.3	Submitted journal included <2 "highly developed" criteria	Submitted journal included 2 of 3 "highly developed" criteria		Created journal which included (n=3): - Recognition of PHN in DM planning - Student's proposed role in community disaster management plan - Reflection with emphasis on: Courage
Comments:			TOTAL POINTS EARNED:	
*See syllabus for Course-specific policy related to late submission of assignments (i.e. 10% per day). Outcomes not addressed in the paper will not earn points				

Point Loma Nazarene University
School of Nursing NRS 4030

Grading Rubric: EBP Project

TOTAL Points Possible = 100

STUDENT _____

Student Learning Outcomes: Upon completion of this assignment, the student will be able to	**INITIAL 7 points**	**EMERGING 8 points**	**DEVELOPED 9 points**	**Highly Developed 10 points**
1. Describe mechanisms to resolve identified practice discrepencies between identified standards and practice that may adversely impact patient outcomes **CLO I.1, 2, 3, II.1, IV.1, 2**	Included <2 of 4 introductory criteria listed in "highly developed" column.	Included 3 of 4 introductory criteria listed in "highly developed" column.		Described the **clinical problem** in 1-2 introductory paragraph(s) including (n=4) - Detailed description of primary clinical problem used in EBP project proposal - Includes baseline data specific to population/EBP project setting and /or datea from research to support there is an actual problem - Support for needed change in practice is clear - Citation of 2 current (≤5 years) research journals and/or professional sources in intro paragraph
2. Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice **CLO I.1, 2, II.1, III.1**	Formulated PICO included < 2 of 4 "highly developed" criteria	Formulated PICO included 3 of 4 "highly developed" criteria		Formulated a focused answerable PICO question written into text in an answerable question format. Question included(n=4): - Population - Intervention - Comparison - Outcome
3. Participate in the process of retrieval, appraisal and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes. **CLO I.1, 2, 3**	Discussed < 2 of 4 criteria listed in "highly developed" column.	Discussed 3 of 4 criteria listed in "highly developed" column.		Submitted detailed discussion of search strategies (n=4): - search strategies - data bases used - search terms from PICO used for search - limiting parameters used

4. Use skills of inquiry, analysis, and information literacy to address practice issues. **CLO 1.1, 2, 3**	Analyzed <2 of 4 criteria listed in "highly developed" column	Analyzed 3 of 4 criteria listed in "highly developed" column		Utilized the summary grid to synthesize data collected to support change in practice. (n=4): -Brief analysis of article #1used to support the change to practice - Brief analysis of article #2 used to support change to practice - Brief analysis of article #3 used to support change to practice - Brief analysis of article #4 used to support change to practice
5. Evaluate the credibility of sources of information, including bot not limited to databases and internet resources **CLO I.1, 2, IV.3**	Discussed < 2 of 4 criteria listed in "highly developed" column	Discussed 2 of 4 criteria listed in "highly developed" column		Discussed level of evidence, validity and reliability of references (n=3): -Accurately identified level of evidence for 4 articles using the hierarchy of evidence, use of only level 1-4 (See hierarchy of evidence posted in Canvas) - Addressed validity and reliability of data for 4 articles - Correct use of research terminology
6. Evaluate data from all relevant sources, including technology, to inform the delivery of care. **CLO I.1, 2, 3, II.1, IV.1, 2**	Concluded with < 3 of 4 criteria listed in "highly developed" column	Concluded with 3 of 4 criteria listed in "highly developed" column		Concluded project with synthesis of the evidence based intervention in 1 - 2 paragraphs including (n=4) - Description of problem with current practice and need for change - Synthesis of data collection from 4 evidenced based articles defining, describing and showing the benefit of the proposed change (<5 years old) - Specifically describes the proposed practice change in selected population - Description of continued work to disseminate evidence based practice utilizing Change Theory to support change strategies in Capstone course
7. Describe reliable sources for locating evidence reports and clinical practice guidelines. CLO I.1, 2, 3, II.1, IV.1	Organized summary grid using < 3 of 9 criteria in "highly developed column"	Organized summary grid using 3 of 5 criteria in "highly developed column"	Organized summary grid using 4 of 5 criteria in "highly developed column"	Organized chosen resources appropriately in Summary Grid (n=5). Included at least 5 of the following elements. - Correct purposes - Correct sample size and characteristics - Correct tools or instruments used to collect data - Correct independent variables - Correct dependent variables
8. Describe reliable sources for locating evidence reports and clinical practice guidelines. CLO I.1, 2, 3, II.1, IV.1	Organized summary grid using 1 of 3 criteria in "highly developed column"	Organized summary grid using 2 of 3 criteria in "highly developed column"		Organized chosen resources appropriately in Summary Grid (n=3). Included 3 of the following elements. - Correct significant results - Correct limitations and strengths - Correct recommendations for practice

9. Use written, verbal, non-verbal, and emerging technology methods to communicate effectively. CLO IV.3	Applied APA format included < 7 of the 12 elements listed under "highly developed' column	Applied APA format included 7-8 of the 12 correct elements listed under "highly developed' column	Applied APA format included 9-10 of the 12 elements listed under "highly developed' column	Applied **APA format** following the 6th edition APA Manual, included at least 11 of the 12 following correct elements (n=12): ● Title page ● Font size and typeface ● Running head ● Page numbers ● Margins ● Spacing ● Headings ● Abbreviations ● Professional Language (no contractions, colloquialisms, clichés, slang, etc) ● Citations ● Quotes (max =1) ● Reference page
10. Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession. CLO IV.3	Submitted product included <6 of 9 "highly developed" criteria	Submitted paper including 6-7 of 9 "highly developed" criteria	Submitted paper including 8 of the 9 criteria in "highly developed" criteria	Submitted professional paper including at least 9 of the following (n=9): - Timely submission to NRS 4030 faculty - 6-8 pages in length (exclusive of title and reference page) - Organized with an introduction, body, conclusion and necessary transitions - Contains less than 3 errors in grammar through entire paper - Contains less than 3 errors in punctuation and/or spelling through entire paper - Text written without bias (e.g. gender) or informality (e.g. first person) - Sentences written without fragments or run-ons - Paragraphs neither short nor long - Use of 4-6 current (<5 years) research articles throughout paper
Comments / Total points:				

Point Loma Nazarene University - School of Nursing

The CREATIVE PROJECT – Revisited (40 points total possible) – NRS 4040

Student: _____ Faculty: _____ Title of Creative Project: _____

_____

REFLECTION & PRESENTATION RUBRIC

Course Learning Out-comes	**Student Learning Outcomes:** Upon completion of this assignment, the student will be able to	**INITIAL 5 points**	**EMERGING 6 points**	**DEVELOPED 7 points**	**Highly Developed 8 points**
3.3	1. Advocate for consumers and the nursing Profession. Essential II-7	Demonstrated < 2 of 4 "highly developed" criteria	Demonstrated 2 of 4 "highly developed" criteria	Demonstrated 3 of 4 "highly developed" criteria	**REFLECTION**: Thoughtful written description of creative project ● Then (NRS 350) ● Now (NRS 440) ● Reflect on your initial ● Creative Project. How has your BSN education influenced your thinking regarding: ○ Advocacy ○ Following as a Servant ○ Communication ○ Role of the Professional Nurse ○ Your personal/professional goals
5.1	**2.** Use written, verbal, nonverbal, and emerging technology methods to communicate effectively. Essential I-4	Communicated using < 6 of 10 "highly developed" criteria	Communicated using 6-7 of 10 "highly developed" criteria	Communicated using 8-9 of 10 "highly developed" criteria	**PRESENTATION:** Communicated using appropriate verbal and non-verbal skills including (n=10): - Introduction of self with first name, last name and credentials - Introduction of "creation" with title of project - Professional language without informality or bias - Movement away from podium - Appropriate rate, neither too fast nor too slow. - Appropriate volume for the environment - Engaging eye contact - Speech free from fillers (e.g. uh, like, etc) - Effective and non-distracting gestures - Expert response to questions
2.2	3. Assume	Presented using	Presented using	Presented using	Presented in professional manner including (n=12):

3.3	accountability for personal and professional behaviors. Essential VIII-2	< 8 of 12 "highly developed" criteria	8-9 of 12 "highly developed" criteria	10-11 of 12 "highly developed" criteria	- Timely preparation, arrival to class and start of presentation - Professional attire (e.g. non-scrubs, clean/odor-free, wrinkle-free and loose fitting attire) - Business appropriate shoes, no sandals or flip flops - Shirt/Blouse without exposure of cleavage, chest or midriff - Skirt length no more than 2 inches above the knee - Slacks/pants hemmed, non-denim - Underwear not visible or outlined - Conservative jewelry (e.g. only one pair of earrings to the ear lobe) - Unadventurous , styled and neat hair/grooming - Distraction-free (e.g. chewing gum, food) - No visible tattoos - Time-limit adherence to 4-6 minutes, including Q&A period
5.1 **5.3**	4. Demonstrate appropriate team-building and collaborative strategies when working with interprofessional teams. Essential VI-5	Participated including <2 of 4 "highly developed" criteria	Participated including 2 of 4 "highly developed" criteria	Participated including 3 of 4 "highly developed" criteria	**PEER REVIEW:** Participated in peer evaluation of assigned peer presenters during presentation, including (n= 4): - 1 of 2 specified area of strength - 2 of 2 specified area of strength - 1 of 2 constructive feedback re: area for growth - 2 of 2 constructive feedback re: area for growth
3.3	5. Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development Essential VIII-13	Reflected including <2 of 4 "highly developed" criteria	Reflected including 2 of 4 "highly developed" criteria	Reflected including 3 of 4 "highly developed" criteria	Reflected on how assigned peers' creative projects/presentations compare to your own personal experience related to the following (n=4): - Learning in RN-BSN Program - Professional Goals - Personal Goals - Personal Growth
POINTS				=	**TOTAL** points earned

_____

Instructor Signature: _____ Date: _____