

**School of Nursing
MSN
2015-2016**

Learning Outcomes:

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)	Description of Outcome Measure
MSN PLO #1	GNSG 695 Comprehensive Examination – Oral & Written

Criteria for Success:

Program Learning Outcome (PLO)	Statement of Criteria for Success
MSN PLO #1	85% of students will achieve at least, or greater than, 3 on a 4-point rubric scale.

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 – PLO 1.5 is listed on MSN Curriculum Map but missing on Comprehensive Exam rubric.

AY	Course	N	Students Meeting or Exceeding Success Criteria	Comments
2013-2014	GNSG 695	21	20/21 achieved > 81% on first attempt.	1 student successfully repeated the oral defense.
2014-2015	GNSG 695	41	39/41 achieved > 81% on first attempt.	2 students repeated written portion prior to oral defense.
	Course	N	Students Meeting or Exceeding Success Criteria	Comments
2015-2016	GNSG 695	29	(PLO 1.2, Essential I) 29/29 students = 100% scored at or above the benchmark (PLO 1.1, 1.2, Essential II) 26/29 students = 89.6% scored at or above the benchmark (PLO 1.3, 1.4, Essential IV) 17/29 students = 58.6% scored at or above the benchmark (PLO 1.2, Essential VI) 28/29 students = 96.6% scored at or above the benchmark	Oral & Written Comprehensive Exam

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
MSN PLO #1	Overall, students are meeting established benchmarks and are demonstrating achievement of PLO 1, with the exception of a percentage of students (41%) who scored below the benchmark for “critically appraises the primary research evidence,” (PLOs 1.3, 1.4, Essential IV), plus a smaller percentage of students (10.4%) who scored below the benchmark for “Develop PICO question...” (PLOs 1.1, 1.2, Essential II).

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
MSN PLO #1	We will increase our focus on assisting students to adequately create evidence evaluation and adequately critically appraising primary research evidence and inter-professional sources of evidence. We will continue to work on providing clarity for students as we review our rubrics for content and application.

Rubric Used: GNSG 695 Comprehensive Examination – Oral & Written Rubric

Note: Rubrics are evaluated and modified for clarity, consistency, and accuracy. Inter-rater reliability through a nursing faculty process is assured in the CE grading process for both the written and oral components.

GNSG 695 Comprehensive Examination – Oral & Written Rubric		
Graded Project Points: Initial = 3 Emerging = 6 Developing = 9 Highly Developed = 12 For the purpose of benchmarking criteria for success, the rating scale was adjusted. Initial = 1 Emerging = 2 Developing = 3 Highly Developed = 4		
CATEGORY	DESCRIPTION OF CRITERIA	CROSS-WALKED OUTCOMES
<i>Assessed by Comprehensive Exams: PLOs 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 5.2, 5.3</i> <i>Listed on MSN Curriculum Map but missing on Comp. Exam rubric: PLOs 1.5, 2.1, 4.3, 4.4, 4.5, 5.1</i>		
I	Examines significant problem in an area of nursing specialization.	Essential I, VII, VIII PLO 1.2
II	Develops PICO question and describes appropriate search strategies and theoretical framework.	Essentials I, V PLOs 1.1, 1.2
III	Creates Evidence Evaluation Table as a handout for faculty with project abstract and references.	Essentials I, IV PLOs 3.2, 3.3
IV	Critically appraises the primary research evidence and inter-professional sources of evidence. Synthesizes the key findings of the evidence review.	Essentials I, IV, V PLOs 1.3, 1.4, 2.3
V	Evaluates the pre-program change with characteristics of the environment.	Essentials II, VII PLOs 2.2, 2.3, 3.5, 5.3
VI	Implementation strategies	Essentials II, VI, IX PLOs 1.2, 3.3, 3.4, 4.1, 4.2, 5.2
VII	Organization	Essential IX PLO 3.2
VIII	Language	Essential IX PLO 3.2
IX	Delivery; intellectual competence	PLOs 3.1, 3.2
X	Presentation mechanics	PLOs 3.1, 3.3

**School of Nursing
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Learning Outcomes:

Program Learning Outcome (PLO)	Description of Learning Outcome
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)	Description of Outcome Measure
BSN PLO #2	GNSG 695 Comprehensive Examination – Oral & Written

Criteria for Success:

Program Learning Outcome (PLO)	Statement of Criteria for Success
BSN PLO #2	85% of students will achieve at least, or greater than, 3 on a 4-point rubric scale.

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 – PLO 2.1 is listed on MSN Curriculum Map but missing on Comp. Exam rubric.

AY	Course	N	Students Meeting or Exceeding Success Criteria	Comments
2013-2014	GNSG 695	21	20/21 achieved > 81% on first attempt.	1 student successfully repeated the oral defense.
2014-2015	GNSG 695	41	39/41 achieved > 81% on first attempt.	2 students repeated written portion prior to oral defense.
	Course	N	Students Meeting or Exceeding Success Criteria	Comments
2015-2016	GNSG 695 Sec. 01	29	(PLO 2.3, Essential IV) 17/29 = 58.6% scored at or above the benchmark for the Essential outcome, "Critically appraises the primary research evidence." <i>Note: When PLO 2.3 is cross-walked onto Essential V, 100% of the students scored at or above the benchmark.</i> (PLOs 2.2, 2.3, Essential V) 29/29 = 100% of students scored at or above the benchmark in other relevant sub-categories.	Oral & Written Comprehensive Exam

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
MSN PLO #2	Overall, students are meeting established benchmarks and are demonstrating achievement of PLO 2. The exception is a percentage of students (41%) who scored below the benchmark for “critically appraises the primary research evidence” (PLO 2.3, Essential IV); only 58.6% scored at or above the criteria for success.

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
MSN PLO #2	We will increase our focus on assisting students to adequately create evidence evaluation and adequately critically appraising primary research evidence and inter-professional sources of evidence. We will continue to work on providing clarity for students as we review our rubrics for content and application.

Rubric Used: GNSG 695 Comprehensive Examination – Oral & Written Rubric

Note: Rubrics are evaluated and modified for clarity, consistency, and accuracy. Inter-rater reliability through a nursing faculty process is assured in the CE grading process for both the written and oral components.

GNSG 695 Comprehensive Examination – Oral & Written Rubric		
Graded Project Points: Initial = 3 Emerging = 6 Developing = 9 Highly Developed = 12 Note: For the purpose of benchmarking criteria for success, the rating scale was adjusted to the following: Initial = 1 Emerging = 2 Developing = 3 Highly Developed = 4		
CATEGORY	DESCRIPTION OF CRITERIA	CROSS-WALKED OUTCOMES
<i>Assessed by Comprehensive Exams: PLOs 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 5.2, 5.3</i> <i>Listed on MSN Curriculum Map but missing on Comp. Exam rubric: PLOs 1.5, 2.1, 4.3, 4.4, 4.5, 5.1</i>		
I	Examines significant problem in an area of nursing specialization.	Essential I, VII, VIII PLO 1.2
II	Develops PICO question and describes appropriate search strategies and theoretical framework.	Essentials I, V PLOs 1.1, 1.2
III	Creates Evidence Evaluation Table as a handout for faculty with project abstract and references.	Essentials I, IV PLOs 3.2, 3.3
IV	Critically appraises the primary research evidence and inter-professional sources of evidence. Synthesizes the key findings of the evidence review.	Essentials I, IV, V PLOs 1.3, 1.4, 2.3
V	Evaluates the pre-program change with characteristics of the environment.	Essentials II, VII PLOs 2.2, 2.3, 3.5, 5.3
VI	Implementation strategies	Essentials II, VI, IX PLOs 1.2, 3.3, 3.4, 4.1, 4.2, 5.2
VII	Organization	Essential IX PLO 3.2
VIII	Language	Essential IX PLO 3.2
IX	Delivery; intellectual competence	PLOs 3.1, 3.2
X	Presentation mechanics	PLOs 3.1, 3.3

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Learning Outcomes:

Program Learning Outcome (PLO)	Description of Learning Outcome
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 conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.

Outcome Measures:

Program Learning Outcome (PLO)	Description of Outcome Measure
BSN PLO #3	GNSG 695 Comprehensive Examination – Oral & Written

Criteria for Success:

Program Learning Outcome (PLO)	Statement of Criteria for Success
BSN PLO #3	85% of students will achieve at least, or greater than, 3 on a 4-point rubric scale.

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
2013-2014	GNSG 695	21	20/21 achieved > 81% on first attempt.	1 student successfully repeated the oral defense.
2014-2015	GNSG 695	41	39/41 achieved > 81% on first attempt.	2 students repeated written portion prior to oral defense.
	Course	N	Students Meeting or Exceeding Success Criteria	Comments
2015-2016	GNSG 695	29	(PLOs 3.2, 3.3, Essential III) 25/29 = 86% of the students scored at or above the benchmark for the Essential outcome, "Creates Evidence Evaluation Table." (PLO 3.5, Essential V) 29/29 = 100% of students scored at or above the benchmark. (PLO 3.2, Essential VII) 29/29 = 100% of students scored at or above the benchmark. (PLOs 3.1, 3.2, Essential IX) 29/29 = 100% of students scored at or above the benchmark.	Oral & Written Comprehensive Exam

			(PLOs 3.1, 3.3, Essential X) 29/29 = 100% of students scored at or above the benchmark.	
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Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
MSN PLO #3	Overall, students are meeting established benchmarks and are demonstrating achievement of PLO 3. A small percentage of students (14%) scored below the criteria for success in "Creates Evidence Evaluation Table."

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
MSN PLO #3	We will increase our focus on assisting students to adequately create evidence evaluation and adequately critically appraising primary research evidence and inter-professional sources of evidence. We will continue to work on providing clarity for students as we review our rubrics for content and application.

Rubric Used: GNSG 695 Comprehensive Examination – Oral & Written Rubric

Note: Rubrics are evaluated and modified for clarity, consistency, and accuracy. Inter-rater reliability through a nursing faculty process is assured in the CE grading process for both the written and oral components.

GNSG 695 Comprehensive Examination – Oral & Written Rubric		
Graded Project Points: Initial = 3 Emerging = 6 Developing = 9 Highly Developed = 12 For the purpose of benchmarking criteria for success, the rating scale was adjusted. Initial = 1 Emerging = 2 Developing = 3 Highly Developed = 4		
CATEGORY	DESCRIPTION OF CRITERIA	CROSS-WALKED OUTCOMES
<i>Assessed by Comprehensive Exams: PLOs 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 5.2, 5.3</i>		
<i>Listed on MSN Curriculum Map but missing on Comp. Exam rubric: PLOs 1.5, 2.1, 4.3, 4.4, 4.5, 5.1</i>		
I	Examines significant problem in an area of nursing specialization.	Essential I, VII, VIII PLO 1.2
II	Develops PICO question and describes appropriate search strategies and theoretical framework.	Essentials I, V PLOs 1.1, 1.2
III	Creates Evidence Evaluation Table as a handout for faculty with project abstract and references.	Essentials I, IV PLOs 3.2, 3.3
IV	Critically appraises the primary research evidence and inter-professional sources of evidence. Synthesizes the key findings of the evidence review.	Essentials I, IV, V PLOs 1.3, 1.4, 2.3
V	Evaluates the pre-program change with characteristics of the environment.	Essentials II, VII PLOs 2.2, 2.3, 3.5, 5.3
VI	Implementation strategies	Essentials II, VI, IX PLOs 1.2, 3.3, 3.4, 4.1, 4.2, 5.2
VII	Organization	Essential IX PLO 3.2
VIII	Language	Essential IX PLO 3.2
IX	Delivery; intellectual competence	PLOs 3.1, 3.2
X	Presentation mechanics	PLOs 3.1, 3.3

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Learning Outcomes:

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

Outcome Measures:

Program Learning Outcome (PLO)	Description of Outcome Measure
BSN PLO #4	GNSG 695 Comprehensive Examination – Oral & Written

Criteria for Success:

Program Learning Outcome (PLO)	Statement of Criteria for Success
BSN PLO #4	85% of students will achieve at least, or greater than, 3 on a 4-point rubric scale.

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 – PLOs 4.3, 4.4, 4.5 are listed on MSN Curriculum Map but missing on Comp. Exam rubric.

AY	Course	N	Students Meeting or Exceeding Success Criteria	Comments
2013-2014	GNSG 695	21	20/21 achieved > 81% on first attempt.	1 student successfully repeated the oral defense.
2014-2015	GNSG 695	41	39/41 achieved > 81% on first attempt.	2 students repeated written portion prior to oral defense.
	Course	N	Students Meeting or Exceeding Success Criteria	Comments
2015-2016	GNSG 695	29	(PLOs 4.1, 4.2, Essential VI) 28/29 = 96.6% of students scored at or above the benchmark.	Oral & Written Comprehensive Exam

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
MSN PLO #4	Overall, students are meeting established benchmarks and are demonstrating achievement of PLO 4.

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
MSN PLO #4	We will increase our focus on assisting students to adequately create evidence evaluation and adequately critically appraising primary research evidence and inter-professional sources of evidence. We will continue to work on providing clarity for students as we review our rubrics for content and application.

Rubric Used: GNSG 695 Comprehensive Examination – Oral & Written Rubric

Note: Rubrics are evaluated and modified for clarity, consistency, and accuracy. Inter-rater reliability through a nursing faculty process is assured in the CE grading process for both the written and oral components.

GNSG 695 Comprehensive Examination – Oral & Written Rubric		
Graded Project Points: Initial = 3 Emerging = 6 Developing = 9 Highly Developed = 12 For the purpose of benchmarking criteria for success, the rating scale was adjusted. Initial = 1 Emerging = 2 Developing = 3 Highly Developed = 4		
CATEGORY	DESCRIPTION OF CRITERIA	CROSS-WALKED OUTCOMES
<i>Assessed by Comprehensive Exams: PLOs 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 5.2, 5.3 Listed on MSN Curriculum Map but missing on Comp. Exam rubric: PLOs 1.5, 2.1, 4.3, 4.4, 4.5, 5.1</i>		
I	Examine significant problem in an area of nursing specialization.	Essential I, VII, VIII PLO 1.2
II	Develop PICO question and describes appropriate search strategies and theoretical framework.	Essentials I, V PLOs 1.1, 1.2
III	Creates Evidence Evaluation Table as a handout for faculty with project abstract and references.	Essentials I, IV PLOs 3.2, 3.3
IV	Critically appraises the primary research evidence and inter-professional sources of evidence. Synthesizes the key findings of the evidence review.	Essentials I, IV, V PLOs 1.3, 1.4, 2.3
V	Evaluate the pre-program change with characteristics of the environment.	Essentials II, VII PLOs 2.2, 2.3, 3.5, 5.3
VI	Implementation strategies	Essentials II, VI, IX PLOs 1.2, 3.3, 3.4, 4.1, 4.2, 5.2
VII	Organization	Essential IX PLO 3.2
VIII	Language	Essential IX PLO 3.2
IX	Delivery; intellectual competence	PLOs 3.1, 3.2
X	Presentation mechanics	PLOs 3.1, 3.3

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Learning Outcomes:

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

Outcome Measures:

Program Learning Outcome (PLO)	Description of Outcome Measure
BSN PLO #5	GNSG 695 Comprehensive Examination – Oral & Written

Criteria for Success:

Program Learning Outcome (PLO)	Statement of Criteria for Success
BSN PLO #5	85% of students will achieve at least, or greater than, 3 on a 4-point rubric scale.

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 – PLO 5.1 is listed on MSN Curriculum Map but missing on Comp. Exam rubric.

AY	Course	N	Students Meeting or Exceeding Success Criteria	Comments
2013-2014	GNSG 695	21	20/21 achieved > 81% on first attempt.	1 student successfully repeated the oral defense.
2014-2015	GNSG 695	41	39/41 achieved > 81% on first attempt.	2 students repeated written portion prior to oral defense.
	Course	N	Students Meeting or Exceeding Success Criteria	Comments
2015-2016	GNSG 695	29	(PLOs 5.3, Essential V) 29/29 = 100% of students scored at or above the benchmark in the relevant sub-categories. (PLO 5.2, Essential VI) 28/29 = 96.6% scored at or above the benchmark for "Implementation Strategies."	Oral & Written Comprehensive Exam

Conclusions Drawn from Data:

Program Learning Outcome (PLO)	Conclusions Drawn from Data
MSN PLO #5	Overall, students are meeting established benchmarks and are demonstrating achievement of PLO 5.

Changes to be Made Based on Data:

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
MSN PLO #5	We will increase our focus on assisting students to adequately create evidence evaluation and adequately critically appraising primary research evidence and inter-professional sources of evidence. We will continue to work on providing clarity for students as we review our rubrics for content and application.

Rubric Used: GNSG 695 Comprehensive Examination – Oral & Written Rubric

Note: Rubrics are evaluated and modified for clarity, consistency, and accuracy. Inter-rater reliability through a nursing faculty process is assured in the CE grading process for both the written and oral components.

GNSG 695 Comprehensive Examination – Oral & Written Rubric		
Graded Project Points: Initial = 3 Emerging = 6 Developing = 9 Highly Developed = 12 For the purpose of benchmarking criteria for success, the rating scale was adjusted. Initial = 1 Emerging = 2 Developing = 3 Highly Developed = 4		
CATEGORY	DESCRIPTION OF CRITERIA	CROSS-WALKED OUTCOMES
<i>Assessed by Comprehensive Exams: PLOs 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 5.2, 5.3 Listed on MSN Curriculum Map but missing on Comp. Exam rubric: PLOs 1.5, 2.1, 4.3, 4.4, 4.5, 5.1</i>		
I	Examines significant problem in an area of nursing specialization.	Essential I, VII, VIII PLO 1.2
II	Develops PICO question and describes appropriate search strategies and theoretical framework.	Essentials I, V PLOs 1.1, 1.2
III	Creates Evidence Evaluation Table as a handout for faculty with project abstract and references.	Essentials I, IV PLOs 3.2, 3.3
IV	Critically appraises the primary research evidence and inter-professional sources of evidence. Synthesizes the key findings of the evidence review.	Essentials I, IV, V PLOs 1.3, 1.4, 2.3
V	Evaluate the pre-program change with characteristics of the environment.	Essentials II, VII PLOs 2.2, 2.3, 3.5, 5.3
VI	Implementation strategies	Essentials II, VI, IX PLOs 1.2, 3.3, 3.4, 4.1, 4.2, 5.2
VII	Organization	Essential IX PLO 3.2
VIII	Language	Essential IX PLO 3.2
IX	Delivery; intellectual competence	PLOs 3.1, 3.2
X	Presentation mechanics	PLOs 3.1, 3.3

APPENDIX B
Oral Comprehensive Exam: Evidence Based Practice Project
Rubric

Passing = 81%

Student _____

Date _____

Score _____

Title of Project _____

STUDENT LEARNING OUTCOMES	Initial (70%)	Emerging (75%)	Developing (85%)	Highly Developed (100%)	Points Possible	Points Awarded
I. Examine significant problem in an area of nursing specialization (MSN Essential I, VII, VIII PLO 1.2)	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) <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Patients • Nursing/Nurses • Organization/System <ul style="list-style-type: none"> • Compares and contrasts current practice with best practice 	12	
II. Develop PICO question and describes appropriate search strategies and theoretical framework (MSN Essential I, V PLO 1.1,1.2)	Meets < 2 criteria in highly developed column	Meets 2 of 4 criteria in highly developed column	Meets 3 of 4 criteria in highly developed column	Meets the following criteria (n = 4) <ul style="list-style-type: none"> • Clearly stated PICO question using PICO format (i.e. Population, Intervention, Comparison, Outcome) • Describes evidence search strategies using various databases • Sufficient amount of evidence identified • Describe theoretical framework in relation to problem 	12	
III. Creates Evidence Evaluation Table as a handout for faculty with project abstract and	Meets < 8 criteria in highly developed column	Meets 8 of 10 criteria in highly developed column	Meets 9 of 10 criteria in highly developed column	Meets the following criteria (n = 10) Evidence Evaluation Table (as handout) includes succinct summary key features from published research articles including:	10	

<p>references</p> <p>(MSN Essential I, IV PLO 3.2, 3.3)</p>				<ul style="list-style-type: none"> • Authors/year • Purpose of study • Design • Level of Evidence • Sample size and description • Instruments • Results • Strengths/limitations • Abstract included • References included 		
<p>IV. Critically appraises the primary research evidence and inter-professional sources of evidence</p> <p>Synthesizes the key findings of the evidence review</p> <p>(MSN Essential I,IV, V PLO 1.3, 1.4, 2.3)</p>	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	<p>Meets the following criteria (n = 6)</p> <p>Includes criteria for appraising</p> <ul style="list-style-type: none"> • Reliability • Validity • Applicability • Concisely summarizes other interprofessional sources of evidence including clinical practice guidelines (CPGs), systematic reviews, position statements, benchmarks) • Compares and contrasts findings from different studies • Cites high-quality evidence related to the topic 	12	
<p>V. Evaluate the pre-program change with characteristics of the environment</p> <p>(MSN Essential III, VII PLO 2.2, 2.3, 3.5, 5.3)</p>	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	<p>Meets the following criteria (n = 6)</p> <p>Appraises feasibility of the intervention as it pertains to the environmental context including (n =8)</p> <ul style="list-style-type: none"> • Physical factors • Cultural considerations • Clear/thorough discussion of organizational stakeholders and impact each stakeholder has on progression of clinical change • SWOT analysis (strength, weakness, opportunity, threat) of project is accurately and clearly discussed, focus on strengths encourage “buy-in” of reader and stakeholders • Cost benefit assessment is convincing and adds to “buy-in” • Addresses the sustainability of the project over time 	12	

<p>VI. Implementation strategies</p> <p>(MSN Essential II, VI,IX PLO 1.2, 3.3, 3.4, 4.1, 4.2, 5.2)</p>	<p>Meets < 6 criteria in highly developed column</p>	<p>Meets 6 of 8 criteria in highly developed column</p>	<p>Meets 7 of 8 criteria in highly developed column</p>	<p>Meets the following criteria (n = 8)</p> <p>Outline steps for implementation plan of proposal in a logical sequence, detailed and clearly stated</p> <ul style="list-style-type: none"> • Realistic timeline • Outcomes/ Measures • Identify if IRB process or quality improvement approval is required • Data management & analysis plan • Estimated project cost &/or savings potential • Evaluation process • Future recommendations <ul style="list-style-type: none"> • Conclusion includes restatement of the problem, desired outcomes and succinct evaluation of the evidence without redundancy or introduction of new material 	<p>10</p>	
<p>VII Organization</p> <p>(MSN Essential IX PLO 3.2)</p>	<p>Meets 1 of 4 criteria in highly developed column</p>	<p>Meets 2 of 4 criteria in highly developed column</p>	<p>Meets 3 of 4 criteria in highly developed column</p>	<p>Meets the following criteria (n = 4)</p> <p>Organizational pattern meets the following criteria</p> <ul style="list-style-type: none"> • Specific introduction • Conclusion • Sequenced material within the body, and transitions) are clearly and consistently observable • Skillful and made the content of the presentation cohesive 	<p>10</p>	
<p>VIII Language</p> <p>MSN Essential IX PLO 3.2)</p>		<p>Meets 1 of 3 criteria in highly developed column</p>	<p>Meets 2 of 3 criteria in highly developed column</p>	<p>Meets the following criteria (n = 3)</p> <p>Language choices meet all of the following criteria</p> <ul style="list-style-type: none"> • Imaginative, memorable, and compelling • Enhance the effectiveness of the presentation • Appropriate to the audience 	<p>10</p>	
<p>IX Delivery Intellectual Competence</p> <p>(PLO 3.1,3.2)</p>	<p>Meets 4 of 7 criteria in highly developed column</p>	<p>Meets 5 of 7 criteria in highly developed column</p>	<p>Meets 6 of 7 criteria in highly developed column</p>	<p>Meets the following criteria (n = 7)</p> <ul style="list-style-type: none"> • Delivery techniques <ul style="list-style-type: none"> • Posture, • Gesture, • Eye contact, • Vocal expressiveness • Compelling presentation • Speaker appears polished / confident 	<p>10</p>	

X. Presentation mechanics (PLO 3.1, 3.3)	Meets 5 of 8 criteria in highly developed column	Meets 6 of 8 criteria in highly developed column	Meets 7 of 8 criteria in highly developed column	Meets the following criteria (n = 8) <ul style="list-style-type: none"> • Slides were within the 8 slide guideline (not including title and reference) • Spelling accurate • Grammar accurate • Slides concise, clear, readable • Presentation 10 minutes/ 10 minutes for questions • Professional dress • Arrived on time & prepared • Presentation sent in on time (1 week prior to date of presentation) 	12	
Total Points						

Examiner’s Comments:

Strengths demonstrated in the Oral Comprehensive Exam:

Opportunities for growth demonstrated in the Oral Comprehensive Exam:

Examiner's Signature

Date

Examiner's Signature

Date

Examiner's Signature

Date

APPENDIX D
Written Comprehensive Exam: Evidence Based Practice Project
Rubric

Passing = 81%

Title _____

Student/Author of Paper _____ Spring/Summer _____

Student Learning Outcomes	Initial 70%	Emerging 75%	Developing 85%	Highly Developed 100%	Points Poss.	Points Awarded
Abstract						
I. Develop a concise abstract of the significant aspects of the EBP project (MSN Essential I, IV; PLO3.2)	Meets < 2 criteria in highly developed column	Meets 2 of 4 criteria in highly developed column	Meets 3 of 4 criteria in highly developed column	Meets the following criteria (n = 4) <ul style="list-style-type: none"> • Succinct summary of the background, purpose & project intervention • Succinct summary of impact of the findings to patient, nurse/nurses, and/or system/organization. • Evidence aligned with practice problem • Limits to 250 words (single paragraph without paragraph indentation, no abbreviation/citations) 	10	
Introduction						
II. Examine significant problem in an area of nursing specialization (MSN Essential VII, VIII; PLO1.2)	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) <ul style="list-style-type: none"> • 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 spheres: <ul style="list-style-type: none"> • Patients • Nursing/Nurses • Organization/System <ul style="list-style-type: none"> • Compares and contrasts current practice with best 	10	

				practice		
Literature Review						
III. Develop PICO question and describes appropriate search strategies and theoretical framework (MSN Essential V; PLO 1.1,1.2)	Meets < 3 criteria in highly developed column	Meets 3 of 5 criteria in highly developed column	Meets 4 of 5 criteria in highly developed column	Meets the following criteria (n = 5) <ul style="list-style-type: none"> • Clearly stated PICO question using PICO format (i.e. Population, Intervention, Comparison, Outcome) • Describes evidence search strategies using various databases • Describes detailed evidence search strategies with inclusion/exclusion criteria and keywords used • Sufficient amount of evidence identified • Describe theoretical framework in relation to problem 	12	
IV. Creates Evidence Evaluation Table (MSN Essential I, IV; PLO 3.2,3.3)	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 including <ul style="list-style-type: none"> • Authors/year • Purpose of study • Design and level of evidence • Sample size and description • Instruments • Results • Strengths/limitations 	12	
V. Critically appraises the primary research evidence and inter-professional sources of evidence (MSN Essential I,	Meets <6 criteria in highly developed column	Meets 6 of 8 criteria in highly developed column	Meets 7 of 8 criteria in highly developed column	Meets the following criteria (n = 8) <ul style="list-style-type: none"> • Chooses research evidence in the last 5 years • Critically appraises primary research evidence including the following key elements: Sample, design, instruments, results, interpretations of findings, and strengths/limitations for validity, reliability, and applicability • Concisely summarizes other interprofessional sources of evidence including clinical practice guidelines (CPGs), systematic reviews, position statements, benchmarks) • Compares and contrasts findings from different studies • Logical organization of the contents by theme 	12	

IV, V; PLO 1.3,1.4,2.3)				<ul style="list-style-type: none"> • Cites high-quality evidence related to the topic • Linked connection with Evidence Evaluation Table • Synthesizes the key findings of the evidence evaluation in a summary paragraph 		
VI. Develop a logical discussion of the findings (MSN Essential VIII, IX; PLO 3.2)	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) Logically and systematically discusses the significance of the evidence review findings in relation to <ul style="list-style-type: none"> • Patient • Nurse/nurses • System/organization • Existing research without restating the evidence evaluation • Limitations of the evidence evaluation • Recommendations for future studies • Problem /purpose statement as well as clinical relevance of the evidence evaluation findings to the nursing and healthcare as a concluding paragraph 	10	
Discussion						
VII. Evaluate the pre-program change with characteristics of the environment (MSN Essential III, VII; PLO 2.2,2.3,3.5, 5.3)	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) Appraises feasibility of the intervention as it pertains to the environmental context including <ul style="list-style-type: none"> • Physical factors • Cultural considerations • Clear/thorough discussion of organizational stakeholders and impact each stakeholder has on progression of clinical change • SWOT analysis (strength, weakness, opportunity, threat) of project is accurately and clearly discussed, focus on strengths encourage “buy-in” of reader and stakeholders • Cost benefit assessment is convincing and adds to “buy-in” • Available resources (i.e. cost of instruments, time for conduction of audit, development of teaching modules, and/or nurse participation) • Interrelationships 	12	

<p>VIII. Discuss proposal for change of practice inclusive of evaluation</p> <p>(MSN Essential II, IV, VII; PLO 4.1,4.2,5.2)</p>	<p>Meets < 6 criteria in highly developed column</p>	<p>Meets 6 of 8 criteria in highly developed column</p>	<p>Meets 7 of 8 criteria in highly developed column</p>	<p>Meets the following criteria (n = 8)</p> <p>Outline steps for implementation plan of proposal in a logical sequence, detailed and clearly stated</p> <ul style="list-style-type: none"> • Realistic timeline • Instruments • IRB process/process improvement • Data collection procedures • Resources • Evaluation process • Future recommendations • Concluding paragraph includes restatement of the problem, desired outcomes and succinct evaluation of the evidence findings without redundancy or introduction of new material 	<p>12</p>	
Professional, Scholarly Writing						
<p>IX. Construct a scholarly change process paper</p> <p>(MSN Essential IX; PLO 3.2)</p>	<p>Meets < 5 criteria in highly developed column</p>	<p>Meets 5 of 7 criteria in highly developed column</p>	<p>Meets 6 of 7 criteria in highly developed column</p>	<p>Meets the following criteria (n = 7)</p> <ul style="list-style-type: none"> • 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 so that the entire project flows smoothly and cogently • 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 10 professional, primary, peer-reviewed research articles cited. • At least 10 references are current (< 5 years) 	<p>10</p>	

<p>X. Apply APA format according to the 6th edition of the APA manual (MSN Essential IX; PLO3.2)</p>	<p>Meets < 9 criteria in highly developed column</p>	<p>Meets 9-10 of 13 criteria in highly developed column</p>	<p>Meets 11-12 of 13 criteria in highly developed column</p>	<p>Meets the following criteria (n = 13) Written Comprehensive Examination was typed/formatted according to APA 6th edition Title page</p> <ul style="list-style-type: none"> • Font and typeface • Running head and page numbers • Margins • Spacing • Headers • 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) 	<p>10</p>	
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