
STUDENT LEARNING ASSESSMENT REPORT 2014-2015

PROGRAM: Family Nurse Practitioner - MSN

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BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING

STORED: Data used to generate this report are stored at the University on the MSHP shared drive and in files on the chair's and faculty computers. There are hard copies of preceptor evaluations and papers in student files which are in locked cabinets in the main office of the MSHP. Data are accessible to only faculty and staff.

EXECUTIVE SUMMARY

Program description from the Course Catalog: Please copy and paste the current year's catalog description of this program. This is generally a one-two paragraph description immediately following the name of the program. Please be sure to include the listing of program outcomes as printed.

Marymount's Master of Science in Nursing (M.S.N.) family nurse practitioner program prepares nurse practitioners to provide primary care to the family. An in-depth study is made of health, as well as common acute and chronic illnesses throughout the life cycle. Laboratory and clinical experiences are provided to develop competence in the diagnosis and treatment of common illnesses. This degree program prepares graduates to sit for nationally recognized certification examinations offered by the American Academy of Nurse Practitioners and the American Nurses Credentialing Center.

Marymount's family nurse practitioner curriculum is designed and based upon the American Association of Colleges of Nursing's (AACN) The Essentials of Master's Education in Nursing (2011) as well as "The Criteria for the Evaluation of Nurse Practitioner Programs" from the National Organization of Nursing Practitioner Faculties (NONPF) (2012).

List all of the program's learning outcomes: *(regardless of whether or not they are being assessed this year)*

Learning Outcome	Year of Last Assessment	Assessed this Year	Year of Next Planned Assessment- See table below for the new learning objectives *
Employ ethical theory in the decision-making process	<i>2013-2014</i>		<i>Revised 2015</i>
Use knowledge of nursing and theories of related disciplines as a basis for advanced nursing practice	<i>2013-2014</i>		<i>Revised 2015</i>

Utilize research findings to provide high quality health care	2012-2013	2014-2015	Revised 2015
Use advanced knowledge from the sciences and related disciplines to support advanced nursing practice and role development	2012-2013		Revised 2015
Develop expertise in specialized areas of advanced nursing practice	2004-2005	2014-2015	Revised 2015
Plan and initiate change in nursing practice and health care systems		2014-2015	Revised 2015
Implement leadership strategies in a variety of settings to advance professional nursing and health care	2010-2011		Revised 2015
Engage in collaborative relationships to improve health care delivery and advance nursing practice	2012-2013		Revised 2015

*These program outcomes were significantly revised and approved by the faculty and appropriate University committees January 2015. See table below for the new Program Outcomes

Revised Learning Outcomes 2015-2016

Learning Outcome	Year of Last Assessment	Assessed this Year	Year of Next Planned Assessment
Translates theoretical knowledge from the sciences and humanities into the delivery of advanced nursing care to diverse populations.			2017-2018
Utilizes organizational and systems leadership strategies to promote high quality and safe care to individuals, families, groups, and communities.			2015-2016
Integrates theory and evidence based practice principles to optimize patient care.			2016-2017
Incorporates informatics and health care technologies to deliver, coordinate and optimize health care.			2015-2016
Analyzes the influence of health care policy development, regulation, and finance on health care organizations and delivery systems.			2017-2018
Applies principles of interprofessional collaboration to improve patient and population health outcomes.			2016-2017
Designs preventive clinical strategies to promote health and reduce the risk of disease and chronic illness.			2015-2016
Demonstrates advanced practice competencies in the delivery of safe, quality care to diverse populations.			2016-2017
Integrates professional and ethical standards in advanced nursing practice.			2017-2018

Describe how the program's outcomes support Marymount's mission, strategic plan, and relevant school plan: The curriculum and the program outcomes of the master's in nursing FNP program are developed, implemented, and revised to be congruent with and support the school and University mission, vision, and strategic plan. The University's mission emphasizes academic excellence, a liberal arts foundation, career preparation, and personal and professional development. Congruent with this mission, the aim of the MSHP is to foster the individual development of each student and enable students to become competent health professionals prepared to contribute and respond to society's changing health needs. Every effort is made to meet the individual learning needs and foster the individual development of each student, while providing a foundation for advanced nursing practice. The FNP program directly supports Marymount's strategic plan of offering a rigorous graduate curriculum that produces superior graduates able to succeed in their positions and communities.

There were discrepancies between the learning outcomes in the 2013- 2014 Assessment report and Marymount's 2014-2015 Graduate Catalog. This discrepancy was rectified in this Assessment report (2014-2015). The discrepancies in the learning outcomes are primarily a result of differences in the action verbs. Additionally, there is one learning outcome *Incorporate principles of health promotion in teaching and in patient-care delivery* that was measured in 2013-2014 and then deleted as a program outcome beginning in 2014-2015. This was deleted as the faculty believed it was more appropriate as an undergraduate nursing competency. The program outcomes for the 2014-2015 Assessment report are consistent with the information in the 2014-2015 Graduate Catalog.

The FNP-MSN program outcomes were revised and approved by the faculty and appropriate University committees in 2015. These outcomes better reflect the mission, vision and strategic plan of the University and MSHP. They also are more consistent with the accreditation requirements of the Commission on Collegiate Nursing Education and the updated Essentials of Master's Education in Nursing (2011) which guides the preparation of graduates for diverse areas of practice. They are now in the Graduate Catalog (web) and will be congruent with the 2015-2016 Assessment Plan and Report.

Scholarship, leadership, service, and ethics, which are the hallmarks of a Marymount education are reflected in the revised program outcomes. The FNP program enables students to become health care professionals who have the necessary skills for advanced practice and who will contribute to the body of knowledge that supports best practices through education, scholarship, and service. Linked to the hallmark of leadership, one of the goals of the program is to educate leaders who will utilize organizational and systems leadership strategies to promote high quality health care.

Provide a brief description of the assessment process used including strengths, challenges and planned improvements and provide evidence of the existence of a culture of continuous improvement based on assessment: The Department of Nursing has a robust and cyclical assessment process which is a major component of the accreditation process. In early 2013 the Department of Nursing submitted a self-study report to the Commission on Collegiate Nursing Education (CCNE) accreditation program as part of the re-accreditation process. The self-study examined the curriculum, teaching and learning practices and program effectiveness based on student and faculty outcomes. In fall 2013, a site visit was completed and all nursing programs were granted full accreditation status (10 years, with a 5 year interim report due to CCNE). The documents used for this assessment included the American Association of Colleges of Nursing (AACN) Essentials of Master's Education in

Nursing (2011) and the National Organization of Nurse Practitioner Faculties (NONPF) National Task Force Criteria for evaluation of nurse practitioner programs. Information from the annual learning outcomes assessments is included in these accreditation reports. Additional program review is completed annually in the full faculty systematic evaluation meeting in the spring semester (May).

Each fall the nursing assessment committee and the faculty choose the learning outcomes and outcome measures to be evaluated during the upcoming academic year. Throughout the academic year the department chair and assessment committee collaborate with the faculty to assure that data are collected using specific measures/standards in their courses. In the past academic year, faculty remained involved to assure compliance with University, School and accreditation standards. A continuing challenge for the program has been the selection of direct and indirect measures that accurately reflect achievement of program outcomes by students and assuring that changes in learning outcomes are updated in the Graduate catalog. Updates on planned program improvements for the 2013-2014 academic year are detailed in the following table. Specific planned improvements for the 2014-2015 academic year are provided later in this document.

Describe how the program implemented its planned improvements from last year:

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
<i>Employ ethical theory in the decision-making process</i>	Currently, the MSN program outcomes are being revised. It has been discussed and understood that one element of the core courses that will be retained and strengthened is ethical theory and its application to clinical practice.	The MSN program outcomes were revised (see the second table). The program outcome related to ethics was changed from <i>Employ ethical theory in the decision-making process</i> to <i>Integrates professional and ethical standards in advanced nursing practice</i> . The revised program outcome reflects the higher level of knowledge that is expected at the graduate level and the application of ethical standards in advanced nursing practice. Additionally, the course description, and objectives of NU 501 Theoretical & Ethical Foundations of Advanced Practice Nursing (3 credits) were revised and strengthened.
<i>Apply knowledge of nursing theory and theories from other relevant disciplines</i>	Currently, the MSN program outcomes are being revised. It has been discussed and	This program outcome was revised in 2015 and now reflects a broader and higher level of

	understood that theory is an element of the core courses that will be retained and strengthened.	knowledge. The new program outcome is <i>Integrates theory and evidence based practice principles to optimize patient care</i> . As noted above NU 501 which focuses on theory as well as ethics was strengthened and revised. The objectives related to theory were refocused to include an application in advanced nursing practice and optimizing patient care.
<i>Incorporate principles of health promotion in teaching and in patient-care delivery</i>	Currently, the MSN program outcomes are being revised. The Curriculum Committee will be identifying improvements in 2014-2015 year.	This was removed as a MSN-FNP learning outcome. Based on the Essentials of Master's Education in Nursing (2011) the faculty considers this outcome to more appropriate as a competency at the baccalaureate level. A new and more robust program outcome was developed that better reflects graduate level competencies: <i>Designs preventive clinical strategies to promote health and reduce the risk of disease and chronic illness</i> . Additionally, a new course on population health was developed and added to the program as a required course. This course expands current content on genetic and genomics and further incorporates current theory and research on emerging issues related to population health and health promotion. While it will add 3 credits to program and increase the total number of total credits from 42 to 45 credits, similar masters programs in the local area require anywhere from 35 to 51 credits. The proposed program revision is well within this range of credits.

Provide a response to last year's University Assessment Committee review of the program's learning assessment report:

The response to last year's University Assessment Committee's review was provided in a re-submission of the June 23, 2014 Assessment Report in January 2015. Additionally, appendices were attached to that report that included rubrics, assignments and survey reports.

Outcomes and Past Assessment

Learning Outcome 1: Develop expertise in specialized areas of advanced nursing practice.

Is this outcome being reexamined? X Yes No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

This outcome was examined in 2004-2005. This learning outcome was chosen based on the 2010-2011 SLO Report which indicated it has been approximately 10 years since it was last assessed. It was not assessed in 2010-2011 nor in 2012-2013 as stated in the 2012-2013 SLO Report.

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss the data collected and student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
NUF 503 (Fall) and NUF504 (Spring) Direct Measure Evaluation by the preceptor of student performance at the clinical site. Item on the Preceptor Evaluation- " <i>Demonstrates expertise in a specialized area of advanced nursing practice</i> " Likert scale. The evaluations are done at the end of each semester.	100% of the students achieve a minimum of 3 (acceptable) on the Likert scale.	The instructor will collect the preceptor evaluations of student performance from the preceptors and aggregate the data. The scale ranges from a 5 (exceptional), 4 (above average), 3 (average), 2 (Below average) and 1 (Not acceptable).	NUF503 Fall 2014 The standard was met as 100% of the students who were observed demonstrating expertise in a specialized area of advanced nursing practice achieved a 3 or better on the preceptor evaluation tool. There were 29 responses for 19 FNP students. (6 of the students were evaluated by 2 preceptors, 2 students were evaluated by 3 preceptors in their clinical sites). Rating/Percent "3" 7% "4" 55% "5" 35% Not Observed 3% NUF 504 Spring

			<p>The standard was met as 100% of the students who were observed demonstrating expertise in a specialized area of advanced nursing practice achieved a 3 or better on the preceptor evaluation tool for pediatric and ob-gyn rotations.</p> <p>There were 45 total preceptor responses for 18 FNP students. (7 students were evaluated by 2 preceptors, and 1 student was evaluated by 3 preceptors in their clinical sites).</p> <p>Rating/Percent “3” 11% “4” 47% “5” 40% Not Observed 2%</p>
NUF 502 (Sp) Direct Measure Final performance exam with a standardized patient assessment on a chief complaint (grade).	100% of students achieve a minimum grade of 85% on this assignment.	A rubric is used to grade the assignment. The instructor will aggregate data.	This standard was met and exceeded as 100% of students achieved a 90% on assignment. The standard was that 100% of the students receive a minimum of 85%.
NUF 501 (summer 2014) Direct Measure Assignment- Screening Tools Presentation in class (grade)	100% of students achieve a minimum grade of 90% or above	A rubric is used to grade the student presentations. The instructor will aggregate data.	The standard was met as 100% (n=18 students) achieved above a 90% score on this assignment.

Interpretation of Results

Extent this learning outcome has been achieved by students (*Use both direct and indirect measure results*):

The performance standard “Develop expertise in specialized areas of advanced nursing practice” :

- Was met as evidenced by 100% of the students who were observed in NUF 503 and NUF 504 demonstrating expertise in a specialized area of advanced nursing practice achieved a 3 or better on the preceptor evaluation tool. (Direct measure)
- Was met as evidenced by a 100% of students achieved a 90% on the NUF 502 course assignment of the final performance exam with a standardized patient assessment on a chief complaint. (Direct measure)
- Was met as evidenced by 100% (n=18 students) achieved above a 90% score in NUF 501 course assignment that was a presentation on screening tools. (Direct measure)
- The MSN Alumni Survey (indirect measure) does include this standard as an item to be rated by alumni. However, it is not a clear measure of the FNP program since graduates of the MSN in nursing education also respond to this survey.

Program strengths and opportunities for improvement relative to assessment of outcome:

The performance standard *Develop expertise in specialized areas of advanced nursing practice* was significantly revised to reflect that a program outcome expectation is that the FNP graduate is able to **demonstrate** competency in advanced practice nursing. The updated learning outcome is: *Demonstrates advanced practice competencies in the delivery of safe, quality care to diverse populations*. There is a strong emphasis on providing safe, quality care as an advanced practice nurse threaded throughout the graduate curriculum. The revised program outcome better reflects this focus and provides an opportunity for a more rigorous assessment, as knowledge is a necessary but not sufficient condition for demonstrating competency in advanced practice nursing.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

A planned program improvement for 2015-2016 is to ensure that there are direct and indirect measures that the faculty can use to evaluate this new, revised program outcome in the coming assessment cycles. It is essential that the faculty identify performance standards and data collection methods that will capture student performance. These can be either course embedded assessments such as exams, course papers, or performance in the lab or at a clinical site or indirect measures such as surveys. Faculty will request that aggregate data supplied by the Office of Planning and Institutional Effectiveness be separated into responses by FNP graduates and graduates of the other MSN programs. This will facilitate a more robust analysis of the responses specific to the FNP program.

Learning Outcome 2: Plan and initiate change in nursing practice and health care systems

Is this outcome being reexamined? Yes X No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss the data collected and student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
NU512 Direct Measure Nursing and Health Care Organizations and Systems Scholarly Paper Assignment (grade)	95 % of students achieve a minimum grade of 90% on the paper.	There is a rubric; Instructor will aggregate data.	This standard was not met as 3 of the 19 students enrolled in this course received a grade that was below 90%. The 3 students who did not achieve a 90 % all received a grade of 89% on the paper. This means that 84% of the class earned a 90% or above. Rubric attached.
NUF 503 (Fall) and NUF504 (Spring) Direct Measure The measure is stated as follows on the evaluation tool:	100% of the students achieve a minimum average score of 3 (acceptable) on the Likert scale.	The instructor will collect the preceptor evaluations from the preceptors and aggregate the data. The scale ranges from a 5 (exceptional), 4 (above average), 3 (average), 2	This standard was met as 100% of the students who were observed identifying changes needed in nursing practice and the health care system achieved a 3 or better on the preceptor evaluation tool in both fall and spring semester. NUF503 Fall

<p><u>Identifies</u> changes needed in nursing practice and the health care system Likert scale ; The evaluations are done at the end of each semester.</p>		<p>(Below average) and 1 (Not acceptable).</p>	<p>There were 29 responses for 19 FNP students. (6 of the students were evaluated by 2 preceptors, 2 students were evaluated by 3 preceptors in their clinical sites).</p> <p>Rating/Percent of total responses “3” 10% “4” 27% “5” 35% Not Observed 28%</p> <p>NUF504 (Spring) The standard was met as 100% of the students achieved a 3 or better on the preceptor evaluation tool for pediatric and ob-gyn rotations.</p> <p>There were 45 total preceptor responses for 18 FNP students. (7 students were evaluated by 2 preceptors, and 1 student was evaluated by 3 preceptors in their clinical sites).</p> <p>Rating/Percent of total responses “3” 11% “4” 31% “5” 36% Not Observed 22%</p>
<p>NUF504 (Spring 2015) Direct Measure</p> <p>The students submit a clinical journal twice a semester. Based on these journal submissions the student is graded as not</p>	<p>100% of the students are rated as competent or above related to this outcome</p>	<p>Rubric- The instructor will aggregate the data from the rubrics.</p>	<p>This standard was met as 100% of the students were evaluated at satisfactory/competent or higher on their journal submissions.</p>

competent; competent; very competent			
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Interpretation of Results

Extent this learning outcome has been achieved by students (*Use both direct and indirect measure results*):

The performance standard “Plan and initiate change in nursing practice and health care systems”:

- Was not met as 3 of the 19 students enrolled in the NU512 course received a grade that was below 90%. The 3 students who did not achieve a 90 % all received a grade of 89% on the paper. This means that 84% of the class earned a 90% or above. (Direct measure)
- Was met as evidenced by 100% of the students who were observed identifying changes needed in nursing practice and the health care systems in NUF 503 (fall) and NUF 504 (Spring) achieved a 3 or better on the preceptor evaluation tool. (Direct measure)
- Was met as evidenced by 100% of the students were evaluated as satisfactory/competent or higher on their journal submissions. (Direct measure)

Program strengths and opportunities for improvement relative to assessment of outcome:

There are several opportunities for improvement related to this outcome. This outcome measure is no longer appropriate as it was written in a way that resulted in challenges in data collection and analysis. For example, the preceptor evaluation measure was changed to Identifies changes needed in nursing practice and the health care system. This is different than the outcome measure. Additionally, there was a high percent of “Not Observed” responses by the preceptors in NUF 503 and NUF 504, 28% and 22% respectively. This is likely due to the fact that the program outcome is not a major focus in FNP direct patient primary care practicum experiences, hence not the best measure to use in a clinical experience. Also the criteria in the NUF504 journal rubric is a higher cognitive level than the outcome measure as the faculty member was assessing critical thinking skills that are essential for FNP practice, suggesting that revision is needed. While the standard was not met in The Nursing and Health Care Organizations and Systems Scholarly Paper Assignment, this is not a concern as there were only 3 students who were 1 % below the outcome standard of 90%. This was the first major paper assignment for most of these students enrolled in the course. A major change has already been implemented which is revising the program outcome to better reflect FNP competencies, knowledge, and practice. The new program outcome, *Utilizes organizational and systems leadership strategies to promote high quality and safe care to individuals, families, groups, and communities* is congruent with the American Association of Colleges of Nursing's (AACN) *The Essentials of Master's Education in Nursing* (2011) as well as "The Criteria for the Evaluation of Nurse Practitioner Programs" from the National Organization of Nursing Practitioner Faculties (NONPF) (2012). It also reflects the practice setting, competencies and skills required of the FNP graduate. In addition, the objectives and course description of NU512 which includes leadership and systems content was revised (fall 2015) to be congruent with the revised program outcome.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

The faculty will develop new performance standards, data collection and analysis methods to address student performance of this new outcome measure. Additionally, faculty plan to conduct a content analysis of key courses to assure the inclusion of objectives that address the new program outcomes. New rubrics and assignments will need to be developed for select FNP courses.

Learning Outcome 3: Utilize research findings to provide high quality health care

Is this outcome being reexamined? X Yes No

If yes, give a brief summary of previous results (including trends) and any changes made to the program.

This outcome was examined in 2012-2013. Since then, the course title, objectives, course content and description of NU591 were revised in fall 2014 to reflect current accreditation standards and an emphasis on evidence based practice (EBP). The new title is Evidence Based Practice and Research in Health Care. The textbook and the assignments were also changed to reflect the new emphasis on EBP.

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss the data collected and student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
NU591 (Spring) Direct Measure An assignment- Evidence Based Practice project	– 100 % of students will achieve an 85% or above	There are guidelines and a rubric; Data will be aggregated by the instructor using the rubric.	This standard was met as 100% of the nursing students enrolled in this course received an 85% or greater on the EBP paper.
MSN FNP Graduating student survey (GSS) Indirect Measure The 3 items to measure the outcome are- <i>Use quantitative /qualitative</i>	100 % of students will rate evaluation of preparation as good or excellent	Results from Office of Planning and Institutional Effectiveness (OPIE)	This standard was met for the items <i>Find appropriate sources of information;</i> and <i>Evaluate the quality of information (scholarly articles)</i> as 100% of the students (n=4) rated their preparation as either good or excellent. The standard was not met for the item <i>Use quantitative /qualitative techniques within your</i>

<i>techniques within your professional field; Find appropriate sources of information; Evaluate the quality of information (scholarly articles)</i>			<i>professional field</i> as 75% of the responders (n=4) rated their preparation as either good or excellent.
NU512 Direct Measure Class Assignment- Group presentation incorporates how the groups utilize research /EBP to advance nursing practice.	100% of student groups achieve an grade of 85% or above-	There are guidelines and a rubric. The instructor will aggregate the data.	This standard was met as 100% of the students achieved a grade of 85% or above in the group presentation by demonstrating how they would utilize research/EBP to advance nursing practice. Rubric attached.

Interpretation of Results

Extent this learning outcome has been achieved by students (*Use both direct and indirect measure results*):

The performance standard “Utilize research findings to provide high quality health care”:

- Was met as met as 100% of the nursing students enrolled in NU591 (the research and EBP course) received an 85% or greater on the EBP paper. (Direct measure)
- Was met for 2 items in the GSS survey (*Find appropriate sources of information; and Evaluate the quality of information (scholarly articles)*) as evidenced by 100% of the students (n=4) rated their preparation as either good or excellent. (Indirect measure)
- Was not met for the item in the GSS survey *Use quantitative /qualitative techniques within your professional field* as evidenced by 75% of the responders (n=4) rated their preparation as either good or excellent. (Indirect measure)
- Was met as evidenced by 100% of the students achieved an 85% or above in the group presentation by demonstrating how they would utilize research/EBP to advance nursing practice. (Direct measure)

Program strengths and opportunities for improvement relative to assessment of outcome:

All of the performance standards were met except for the item *Use quantitative /qualitative techniques within your professional field*. It is difficult to evaluate the validity of the GSS responses as the sample size was very small (n=4). The performance standard *Utilize research findings to*

provide high quality health care was revised and the new one is: *Integrates theory and evidence based practice principles to optimize patient care.* This provides faculty with an opportunity to develop more robust measures and standards that seek to evaluate student performance related to integration of principles and concepts.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

The performance standard of “utilizing research and EBP” has been removed as a program outcome. Given the strong focus on the use of Evidence-Based Practice and research to guide advanced nursing practice, the faculty will evaluate if there is a need for a program outcome that addresses the competency of FNPs utilizing research and EBP in providing patient care to individuals and families. The item *Use quantitative /qualitative techniques within your professional field* will continue to be examined in order to assess any trends related to this measure.

Appendices – Each document is numbered as follows:

- 1. NUF 502 Assessment Guidelines**
- 2. NUF 501 PPT Presentation Guidelines**
- 3. NUF 501 PPT Presentation Rubric**
- 4. NU 512 Paper Guidelines**
- 5. NU512 Paper Rubric**
- 6. Preceptor Evaluation Form**
- 7. NUF 504 Journal Rubric**
- 8. NU 591 EBP Project Rubric**
- 9. NU 512 Presentation Guidelines**
- 10. NU 512 Presentation Rubric**
- 11. GSS Survey (not numbered)**