

Institutional Effectiveness Report Template

Name of Program:	Department of Nursing - Pre-licensure BSN
Year:	2019-2020
Name of Preparer:	Dr. Karen Gittings

Program Mission Statement

The Mission of the Department of Nursing is “The Francis Marion University Nursing Program prepares graduates to function competently as caring professional nurses in a variety of healthcare settings. The program endeavors to instill in students the value of lifelong learning.”

Program Learning Outcomes – Pre-Licensure BSN

1. The BSN graduate will be prepared to utilize knowledge obtained through general education courses from physical and bio-psycho-social sciences, humanities, and nursing in providing holistic patient care.
2. The BSN graduate will be prepared to deliver competent, compassionate care to diverse clients across the lifespan.
3. The BSN graduate will be prepared to utilize healthcare technology and knowledge of healthcare policies to provide safe, cost-effective patient care.
4. The BSN graduate will be prepared to demonstrate leadership skills in communicating and collaborating with the interprofessional healthcare team.

Student Learning Outcomes (SLOs)

(Derived from AACN’s *The Essentials of Baccalaureate Education for Professional Nursing Practice*)

The baccalaureate generalist program in nursing prepares the graduate to:

1. Utilize the general education courses as the cornerstone for study and practice of professional nursing.
2. Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care.
3. Provide safe, effective, and compassionate care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves client outcomes.
4. Incorporate information management, client care technologies, and communication devices in providing safe and effective client care.
5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.
6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.
7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.

8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan.
9. Utilize the roles of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity (AACN, 2008).

Assessment Methods

1. Utilize the general education courses as the cornerstone for study and practice of professional nursing.

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
Leadership Project (NURS 410)	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum grade of 80 on the Leadership Project Rationale: Since these are graduating senior students, the expectation is that the majority of them will successfully meet the target	95% (or higher) of students will achieve a minimum grade of 80 on the Leadership Project in 1 year
Clinical Patient Presentation (NURS 411)	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum grade of 80 on the Clinical Patient Presentation Rationale: Since these are graduating senior students, the expectation is that the majority of them will successfully meet the target	95% (or higher) of students will achieve a minimum grade of 80 on the Clinical Patient Presentation in 1 year

2. Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care.

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
Leadership Project (NURS 410)	Direct	New assessment method	95% (or higher) of students will achieve a minimum grade of 80 on the Leadership Project Rationale: Since these are graduating senior students, the expectation is that the majority of them will successfully meet the target	95% (or higher) of students will achieve a minimum grade of 80 on the Leadership Project in 1 year
Clinical Evaluation Tool (NURS 411)	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool Rationale: The Clinical Evaluation Tool is a direct measure of the SLOs; students must meet the target in order to pass the clinical portion of the course	95% (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool in 1 year

3. Provide safe, effective, and compassionate care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves client outcomes.

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
Community Project (NURS 409)	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum grade of 80 on the	95% (or higher) of students will achieve a minimum grade of 80

			Community Assessment Rationale: Since these are graduating senior students, the expectation is that the majority of them will successfully meet the target	on the Community Assessment in 1 year
Leadership Project (NURS 410)	Direct	New assessment method	95% (or higher) of students will achieve a minimum grade of 80 on the Leadership Project Rationale: Since these are graduating senior students, the expectation is that the majority of them will successfully meet the target	95% (or higher) of students will achieve a minimum grade of 80 on the Leadership Project in 1 year

4. Incorporate information management, client care technologies, and communication devices in providing safe and effective client care.

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
Clinical Evaluation Tool (NURS 411)	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool Rationale: The Clinical Evaluation Tool is a direct measure of the SLOs; students must meet the target in order to pass the clinical portion of the course	95% (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool in 1 year

5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
Healthcare Policy (NURS 409)	Direct	New assessment method	95% (or higher) of students will achieve a minimum grade of 80 on the Healthcare Policy assignment Rationale: Since these are graduating senior students, the expectation is that the majority of them will successfully meet the target	95% (or higher) of students will achieve a minimum grade of 80 on the Healthcare Policy assignment in 1 year
Clinical Evaluation Tool (NURS 409)	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool Rationale: The Clinical Evaluation Tool is a direct measure of the SLOs; students must meet the target in order to pass the clinical portion of the course	95% (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool in 1 year

6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
Clinical Patient Presentation (NURS 411)	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum grade of 80 on the	95% (or higher) of students will achieve a minimum grade of 80

			Clinical Patient Presentation Rationale: Since these are graduating senior students, the expectation is that the majority of them will successfully meet the target	on the Clinical Patient Presentation in 1 year
Clinical Evaluation Tool (NURS 411)	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool Rationale: The Clinical Evaluation Tool is a direct measure of the SLOs; students must meet the target in order to pass the clinical portion of the course	95% (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool in 1 year
Alumni Survey	Indirect	New assessment method	100% of students will rate their achievement of this end-of-program SLO at a minimum of 4/5	100% of students will rate their achievement of this end-of-program SLO at a minimum of 4/5 in 1 year

7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
Community Project (NURS 409)	Direct	New assessment method	95% (or higher) of students will achieve a minimum grade of 80 on the Community Project Rationale:	95% (or higher) of students will achieve a minimum grade of 80 on the Community Project in 1 year

			Since these are graduating senior students, the expectation is that the majority of them will successfully meet the target	
Clinical Evaluation Tool (NURS 411)	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool Rationale: The Clinical Evaluation Tool is a direct measure of the SLOs; students must meet the target in order to pass the clinical portion of the course	95% (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool in 1 year

8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan.

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
Clinical Evaluation Tool (NURS 411)	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool Rationale: The Clinical Evaluation Tool is a direct measure of the SLOs; students must meet the target in order to pass the clinical portion of the course	95% (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool in 1 year

Clinical Evaluation Tool (NURS 416)	Direct	New assessment method	95% (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool Rationale: The Clinical Evaluation Tool is a direct measure of the SLOs; students must meet the target in order to pass the clinical portion of the course	95% (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool in 1 year
Clinical Evaluation Tool (NURS 417)	Direct	New assessment method	95% (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool Rationale: The Clinical Evaluation Tool is a direct measure of the SLOs; students must meet the target in order to pass the clinical portion of the course	95% (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool in 1 year
Alumni Survey	Indirect	New assessment method	100% of students will rate their achievement of this end-of-program SLO at a minimum of 4/5	100% of students will rate their achievement of this end-of-program SLO at a minimum of 4/5 in 1 year

- Utilize the roles of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity (AACN, 2008).

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
-------------------	--------------------	----------	-----------	--------

Community Project (NURS 409)	Direct	New assessment method	95% (or higher) of students will achieve a minimum grade of 80 on the Community Project Rationale: Since these are graduating senior students, the expectation is that the majority of them will successfully meet the target	95% (or higher) of students will achieve a minimum grade of 80 on the Community Project in 1 year
Clinical Evaluation Tool (NURS 411)	Direct	100% of students met the benchmark	95% (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool Rationale: The Clinical Evaluation Tool is a direct measure of the SLOs; students must meet the target in order to pass the clinical portion of the course	95% (or higher) of students will achieve a minimum rating of 3/5 or > on the Clinical Evaluation Tool in 1 year
Alumni Survey	Indirect	New assessment method	100% of students will rate their achievement of this end-of-program SLO at a minimum of 4/5	100% of students will rate their achievement of this end-of-program SLO at a minimum of 4/5 in 1 year

Assessment Results

1. Utilize the general education courses as the cornerstone for study and practice of professional nursing.

Assessment Method	Students Assessed in Course	Students in Program	Baseline 2018-2019	Benchmark 2019-2020	Target 2020-2021
Leadership Project (NURS 410)	Fall 2019 &	181	100% of students	Met ✓ 52/52 students (100%) achieved	Pending

	Spring 2020 52/52 (100%)		met the benchmark	a grade of 80 or above on the leadership project	
Clinical Patient Presentation (NURS 411)	Fall 2019 & Spring 2020 52/52 (100%)	181	100% of students met the benchmark	Met ✓ 52/52 students (100%) achieved a grade of 80 or above on the patient presentation	Pending

Discussion: Benchmarks were met for all assessment methods.

- Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care.

Assessment Method	Students Assessed in Course	Students in Program	Baseline 2018-2019	Benchmark 2019-2020	Target 2020-2021
Leadership Project (NURS 410)	Fall 2019 & Spring 2020 52/52 (100%)	181	New assessment method	Met ✓ 52/52 students (100%) achieved a grade of 80 or above on the leadership project	Pending
Clinical Evaluation Tool (NURS 411)	Fall 2019 & Spring 2020 52/52 (100%)	181	100% of students met the benchmark	Met ✓ 52/52 students (100%) achieved a 3/5 or higher on the tool	Pending

Discussion: Benchmarks were met for all assessment methods.

- Provide safe, effective, and compassionate care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves client outcomes.

Assessment Method	Students Assessed in	Students in Program	Baseline 2018-2019	Benchmark 2019-2020	Target 2020-2021
-------------------	----------------------	---------------------	--------------------	---------------------	------------------

	Course				
Community Project (NURS 409)	Fall 2019 & Spring 2020 52/52 (100%)	181	100% of students met the benchmark	Met ✓ 52/52 students (100%) achieved a grade of 80 or above on the community project	Pending
Leadership Project (NURS 410)	Fall 2019 & Spring 2020 52/52 (100%)	181	New assessment method	Met ✓ 52/52 students (100%) achieved a grade of 80 or above on the leadership project	Pending

Discussion: Benchmarks were met for all assessment methods.

- Incorporate information management, client care technologies, and communication devices in providing safe and effective client care.

Assessment Method	Students Assessed in Course	Students in Program	Baseline 2018-2019	Benchmark 2019-2020	Target 2020-2021
Clinical Evaluation Tool (NURS 411)	Fall 2019 & Spring 2020 52/52 (100%)	181	100% of students met the benchmark	Met ✓ 52/52 students (100%) achieved a 3/5 or higher on the tool	Pending

Discussion: Benchmark was met for assessment method.

- Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.

Assessment Method	Students Assessed in Course	Students in Program	Baseline 2018-2019	Benchmark 2019-2020	Target 2020-2021
Healthcare Policy (NURS 409)	Fall 2019 & Spring 2020	181	New assessment method	Met ✓ 51/52 students (98%) achieved a grade of 80 or	Pending

	52/52 (100%)			above on the policy assignment	
Clinical Evaluation Tool (NURS 409)	Fall 2019 & Spring 2020 52/52 (100%)	181	100% of students met the benchmark	Met ✓ 52/52 students (100%) achieved a 3/5 or higher on the tool	Pending

Discussion: Benchmarks were met for all assessment methods.

6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.

Assessment Method	Students Assessed in Course	Students in Program	Baseline 2018-2019	Benchmark 2019-2020	Target 2020-2021
Clinical Patient Presentation (NURS 411)	Fall 2019 & Spring 2020 52/52 (100%)	181	100% of students met the benchmark	Met ✓ 52/52 students (100%) achieved a grade of 80 or above on the patient presentation	Pending
Clinical Evaluation Tool (NURS 411)	Fall 2019 & Spring 2020 52/52 (100%)	181	100% of students met the benchmark	Met ✓ 52/52 students (100%) achieved a 3/5 or higher on the tool	Pending
Alumni Survey	May 2019 & January 2020 22/54 (41%) Return	181	New assessment method	Not Met 17/22 students (77%) rated their achievement of this end-of-program SLO at a minimum of 4/5	Pending

Discussion: A new indirect assessment (Alumni Survey) was added to this SLO. Benchmarks were met for all assessment methods, except the Alumni Survey. There was only a 41% return rate for the survey.

7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.

Assessment Method	Students Assessed in Course	Students in Program	Baseline 2018-2019	Benchmark 2019-2020	Target 2020-2021
Community Project (NURS 409)	Fall 2019 & Spring 2020 52/52 (100%)	181	New assessment method	Met ✓ 52/52 students (100%) achieved a grade of 80 or above on the community project	Pending
Clinical Evaluation Tool (NURS 411)	Fall 2019 & Spring 2020 52/52 (100%)	181	100% of students met the benchmark	Met ✓ 52/52 students (100%) achieved a 3/5 or higher on the tool	Pending

Discussion: Benchmarks were met for all assessment methods.

8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan.

Assessment Method	Students Assessed in Course	Students in Program	Baseline 2018-2019	Benchmark 2019-2020	Target 2020-2021
Clinical Evaluation Tool (NURS 411)	Fall 2019 & Spring 2020 52/52 (100%)	181	100% of students met the benchmark	Met ✓ 52/52 students (100%) achieved a 3/5 or higher on the tool	Pending
Clinical Evaluation Tool (NURS 416)	Fall 2019 & Spring 2020 60/60 (100%)	181	New assessment method	Met ✓ 60/60 students (100%) achieved a 3/5 or higher on the tool	Pending

Clinical Evaluation Tool (NURS 417)	Fall 2019 & Spring 2020 61/61 (100%)	181	New assessment method	Met ✓ 61/61 students (100%) achieved a 3/5 or higher on the tool	Pending
Alumni Survey	May 2019 & January 2020 22/54 (41%) Return	181	New assessment method	Not Met 17/22 students (77%) rated their achievement of this end-of-program SLO at a minimum of 4/5	Pending

Discussion: A new indirect assessment (Alumni Survey) was added to this SLO. Benchmarks were met for all assessment methods, except the Alumni Survey. There was only a 41% return rate for the survey.

- Utilize the roles of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity (AACN, 2008).

Assessment Method	Students Assessed in Course	Students in Program	Baseline 2018-2019	Benchmark 2019-2020	Target 2020-2021
Community Project (NURS 409)	Fall 2019 & Spring 2020 52/52 (100%)	181	New assessment method	Met ✓ 52/52 students (100%) achieved a grade of 80 or above on the community project	Pending
Clinical Evaluation Tool (NURS 411)	Fall 2019 & Spring 2020 52/52 (100%)	181	100% of students met the benchmark	Met ✓ 52/52 students (100%) achieved a 3/5 or higher on the tool	Pending
Alumni Survey	May 2019	181	New assessment method	Not Met 18/22 students (82%) rated their	Pending

	& January 2020			achievement of this end-of- program SLO at a minimum of 4/5	
	22/54 (41%) Return				

Discussion: A new indirect assessment (Alumni Survey) was added to this SLO. Benchmarks were met for all assessment methods, except the Alumni Survey. There was only a 41% return rate for the survey.

Action Items

1. Utilize the general education courses as the cornerstone for study and practice of professional nursing.
 - a. Monitor these same methods of assessment for 2020-2021.
2. Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care.
 - a. Monitor these same methods of assessment for 2020-2021.
3. Provide safe, effective, and compassionate care to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves client outcomes.
 - a. Monitor these same methods of assessment for 2020-2021.
4. Incorporate information management, client care technologies, and communication devices in providing safe and effective client care.
 - a. Monitor these same methods of assessment for 2020-2021.
5. Incorporate information on healthcare policies, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.
 - a. Monitor these same methods of assessment for 2020-2021.
6. Demonstrate effective inter-professional communication and collaboration through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.
 - a. Added indirect assessment method for 2019-2020.
 - b. Monitor these same methods of assessment for 2020-2021.
 - c. Improve upon the results for the Alumni Survey criterion.
7. Integrate knowledge and skill derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
 - a. Monitor these same methods of assessment for 2020-2021.
8. Demonstrate and utilize principles of legal ethical core values of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan.
 - a. Added indirect assessment method for 2019-2020.
 - b. Monitor these same methods of assessment for 2020-2021.

- c. Improve upon the results for the Alumni Survey criterion.
- 9. Utilize the roles of provider of care, manager/coordinator of care, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity
 - a. Added indirect assessment method for 2019-2020.
 - b. Monitor these same methods of assessment for 2020-2021.
 - c. Improve upon the results for the Alumni Survey criterion.

Summary of Action:

Indirect methods of assessment were added for this academic year. Several criteria were evaluated for the first time this academic year, which will provide a baseline for the next year. The plan is to monitor these criteria, particularly the Alumni Survey, to determine if the benchmark was set too high.

Executive Summary of Report

This report includes the mission of the Department of Nursing, which is in alignment with the School of Health Sciences and Francis Marion University. The baccalaureate nursing program has nine end-of-program student learning outcomes (EOPSLOs). These EOPSLOs are derived from the American Association of Colleges of Nursing (AACN) *The Essentials of Baccalaureate Education for Professional Nursing Practice*.

Direct assessment methods were identified for each of the nine student learning outcomes. This academic year, indirect assessments were added for three of the nine EOPSLOs. For written assignments, a consistently high expected level of achievement was used: 95% of students will achieve a grade of 80 or higher on the assignment. A variety of assignments were utilized to evaluate student achievement including papers, presentations, projects, and clinical evaluations. All tools are appropriate to the traditional classroom and/or clinical setting.

All assessment methods were evaluated during the 2019-2020 school year. All benchmarks were achieved for all criteria with the exception of the Alumni Survey criterion (EOPSLO 6, 8, and 9). This was the first time using this criterion so it will be monitored for the next academic year without change. The targets were also updated to provide a more futuristic view.

Appendix – Rubric for Community Project (NURS 409)

Students will work in groups of 3-4 and present in class. From your community assessment, identify a community health problem and devise an appropriate intervention - the more creative the better, but should be evidence-based.

Criteria	Percent
Introduction to the Problem/Background - relate to one of the <i>Healthy People 2020</i> topics	5%
Community Assessment: Incorporates all parts of the Anderson/McFarlane Wheel (give a brief overview of each part, but dig deep into data that relates to your community health nursing diagnoses)	30%

<ul style="list-style-type: none"> - Involves appropriate key informant interviews - Utilizes appropriate demographic/statistical data - Includes reflection regarding the community's personality/mood - Includes visit to local grocery store and/or pharmacy (may want to compare two from different parts of town) - Includes strengths and resources - Addresses health disparities 	
Data Analysis/Additional Data Needed Identified; Priorities Identified (Priority Table); and Community Health Diagnosis using Risk of/Among/Related To/AEB Format	10%
Discussion of Evidence-Based Interventions (comes from group members' annotated bibliographies)	10%
Plan Appropriate Intervention including Measurable Goals/Objectives; be very specific about how you would implement this. How would community members be involved? What is a realistic timeline?	20%
Discuss how the project will be evaluated	10%
Conclusion/Recommendations for future projects/interventions/study	5%
References/APA	5%
Quality of Presentation (professional dress & demeanor, not reading from slides, eye contact, etc)	5%