Program-Level Assessment: Annual Report

Program: RN to BSN Program	Department: Undergraduate Prelicensure Programs
Degree or Certificate Level: Bachelors	College/School: School of Nursing
Date (Month/Year):08/26/2022	Primary Assessment Contact: Devita Stallings
In what year was the data upon which this report is based collected? Academic year 2021-2022	
In what year was the program's assessment plan most recently reviewed/updated? 2021	

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

AY 2021-2022: Student Learning Outcomes 5, 6, 7, and 8

5. Utilize critical thinking and problem-solving skills, in application of the nursing process, to achieve optimal client adaptation.
6. Assist clients, at any point on the health-illness continuum, to mobilize and use adaptive resources for promotion, maintenance and restoration of health.
7. Collaborate with interprofessional colleagues, community representatives, and consumers to enhance healthcare.
8. Apply evidence-based knowledge as the basis for safe, effective nursing practice.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

SLO #5 Artifacts of Learning

a. Direct Measure (NURS 3207): Case scenarios to interpret health histories and physical findings of clients with various health conditions. (Satisfactory completion).

b. Direct Measure (NURS 3447): Thinking Upstream written assignment (Satisfactory grade).

c. Direct Measure (NURS 3207): Online discussion board response about PLO #5, application of concepts with supporting evidence and references.

d. Direct Measure (NURS 3457): Community Project plan, implementation, and evaluation.

e. Direct Measure (NURS 3807): Satisfactory completion of a paper focused on understanding PLO #5. Supportive references included.

f. Indirect Measure (NURS 3207, 3447, 3457): Satisfactory online discussion board response focused on self-reflection about PLO #2.

g. Indirect Measure (NURS 3807): Satisfactory completion of a paper focused on self-reflection about PLO #5.

Level: Achieved for each course.
All courses offered online.

c. (See Appendix R for rubric)
d. (See Appendix D for Rubric)
e. (See Appendix A for rubric)
f. (See Appendix R, B, O for Rubric)
g. (See Appendix T for Rubric)

SLO #6 Artifacts of Learning

a. Direct Measure (NURS 3457): Community Project plan, implementation, and evaluation.

b. Direct Measure (NURS 3457): Satisfactory on-line discussion board response about PLO #6, application of concepts with supporting evidence and references.

c. Indirect Measure (NURS 3457, 3807): Satisfactory online discussion board response focused on self-reflection about PLO #6.

Level: Achieve for each course.
All courses offered online.

SLO #7 Artifacts of Learning

a. Direct Measure (NURS 3107, 3447, 3807): Satisfactory on-line discussion board response about PLO #7, application of concepts with supporting evidence and references.

b. Direct Measure (NURS 3107): Satisfactory preparation of a draft of a letter to a legislator on a health policy issue.

c. Direct Measure (NURS 3457): Community Project plan, implementation, and evaluation.

d. Direct Measure (NURS 3457): Interview with assigned community preceptor.
e. Indirect Measure (NURS 3107, 3447, 3457, 3807, 4147): Satisfactory online discussion board response focused on self-reflection about PLO #7.

Level: Achieve for each course
All courses offered online.

SLO #8 Artifacts of Learning

a. Direct Measure (NURS 3207, 3457, 3807, 4107, 4147): Satisfactory on-line discussion board response about PLO #8, application of concepts with supporting evidence and references.

b. Direct Measure (NURS 3457): Community project plan, implementation, & evaluation.

c. Direct Measure (4107): Quizzes (3) for PLO#8 which accounts for 15% of course grade. (Satisfactory grade).

d. Direct Measure (4107): Case study evaluation of student's analysis of problems of an unsuccessful change process & development of an appropriate planned change. Students apply principles of change theory to a case study. (Satisfactory grade).

e. Direct Measure (4147): Evidence appraisal of 3 research articles (Satisfactory grade).

f. Direct Measure (4147): Development of a PICO Tool (Satisfactory grade).

g. Indirect Measure (NURS 3807, 4107, 4147): Satisfactory online discussion board response focused on self-reflection about PLO #8.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

SLO #5 Evaluation Process

For a, b, c, d: Course professor will identify the percentage of students who score "satisfactory" (grade =77% or higher) on the discussion boards, assignments, or tests for Level (Achieved). If >15% of students score less than satisfactory on discussion boards, assignments, or tests a detailed analysis of the assignment and preparation materials will be conducted and presented with the course summary.

c. (See Appendix R for rubric).
d. (See Appendix D for Rubric).
e. (See Appendix A for rubric).
f. (See Appendix R, B, O for Rubric).
g. (See Appendix B for Rubric).

SLO #6 Evaluation Process

For a, b, c: Course professor will identify the percentage of students who score "satisfactory" (grade =77% or higher) on the discussion boards, assignments, or tests for Level (Achieved). If >15% of students score less than satisfactory on discussion boards, assignments, or tests a detailed analysis of the assignment and preparation materials will be conducted and presented with the course summary.

a. (See Appendix D for Rubric)
b. (See Appendix O for Rubric
c. (See Appendix O,S for Rubric)

SLO #7 Evaluation Process

For a, b, c, d, e: Course professor will identify the percentage of students who score "satisfactory" (grade =77% or higher) on the discussion boards, assignments, or tests for Level (Achieved). If >15% of students score less than satisfactory on discussion boards, assignments, or tests a detailed analysis of the assignment and preparation materials will be conducted and presented with the course summary.

a. (See Appendix Q, B, A for rubric).
b. (See Appendix J for rubric)
c. (See Appendix D for rubric).
d. (See Appendix O for rubric).
e. (See Appendix Q, B, O, and P for Rubric).

SLO #8 Evaluation Process

For a, b, c, d, e, f, g: Course professor will identify the percentage of students who score "satisfactory" (grade =77% or higher) on the discussion boards, assignments, or tests for Level (Achieved). If >15% of students score less than satisfactory on discussion boards, assignments, or tests a detailed analysis of the assignment and preparation materials will be conducted and presented with the course summary.

a. (See Appendix R, O, S, H, K for rubric).
b. (See Appendix D for rubric).
g. (See Appendix A, H, P for Rubric).

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

All courses are taught online.
For SLO #5:
NURS 3107 (Summer 2021 and Fall 2021) – 100% of students met the Achieved Level.

NURS 3447 (Spring 2022) – 100% of students met the Achieved Level.
NURS 3207 (Summer 2020 and Spring 2022)—100% of students met the Achieved Level.
NURS 3457 (Spring 2022) – 100% of students met the Achieved Level.

For SLO #6:
NURS 3107 (Summer 2021 and Fall 2021) – 100% of students met the Achieved Level.
NURS 3447 (Spring 2021)—100% of students met the Achieved Level for "a", "e" and "f"; For "b" (not evaluated--exams were removed based on student feedback.

NURS 3207 (Summer 2021—100% of students met Achieved Level)
NURS 3457 (Spring 2022 –100% of students met Achieved Level)
NURS 3807(Fall 2021) – 100% of students met the Achieved Level.

For SLO #7:
NURS 3107 (Summer and Fall 2021) – 100% of students met the Achieved Level.
NURS 3447 (Spring 2021) – 100% of students met the Achieved Level.
NURS 3207 (Summer 2021 and Spring 2022) – 100% of students met the Achieved Level.
NURS 3457 (Spring 2022) –100% of students met the Achieved Level.
NURS 3807 (Fall 2021) – 90% of students met the Achieved Level.

For SLO #8:
NURS 3447 (Spring 2022) – 100% of students met the Achieved Level, except "e" = 77% of students met the Achieved level.
NURS 3457 (Spring 2022) –83% met the Achieved Level for "b"; 100% met Achieved Level for "c".
NURS 3807 (Fall 2021) – 80% of students met the Achieved Level.
NURS 4107 (Fall 2021) – 100% of students met the Achieved Level.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

100% of students achieved a score "satisfactory" (grade =77% or higher) on the discussion boards, assignments, or tests for Level (Achieved). This data tells us that the course content in NURS 3107, 3207, 3447, 3457 (plus clinical component), 3807, 4147, 4107 provide adequate opportunities for students to met SLO outcomes 5-8.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

These findings will be reported to the UPPC and shared with the RN-BSN program faculty during the August 2022 RN-BSN Program meeting and the September 2022 UPPC meeting.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process
- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

We are conducting a comprehensive review of the RN-BSN curriculum. We will be implementing changes for the 2022-2023 academic year, including plans to change the scheduling of two courses that students have had challenges taking together and managing their time to complete assignments. These courses are NURS 3457 and NURS 3447. Instead of offering these courses during the same semester (Spring), we plan to offer NURS 3447 during the Fall semester and NURS 3457 (clinical course) during the Spring semester.

If no changes are being made, please explain why.

No major changes are being made to the curriculum for this academic year. Only minor changes and updates in some courses.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

One change implemented was hosting an RN to BSN Virtual Coffee Hour to connect more with students in an online program. However, this was not well-attended by students given that the students are primarily working full-time hours, 12-hour shifts. Several minor course changes were made to make the learning experience more conducive to students including faculty hosting live virtual office hours, more faculty Panopto/Zoom recordings to review assignments, course content, etc.

B. How has this change/have these changes been assessed?

These changes have not been directly measured but can be indirectly measured by student achievement of SLOs.

C. What were the findings of the assessment?

Students are successfully achieving the SLOs. No significant changes in students achieving these SLOs.

D. How do you plan to (continue to) use this information moving forward?

We will continue to monitor achievement of the SLOs and make changes when needed.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.

Appendix A:

NURS 3207 Health Assessment for the Registered Nurse

Discussion Board Grading Rubric

Criteria	**Unacceptable** **(0-2 points)**	**Acceptable** **(3-5 points)**	**Good** **(6-8 points)**	**Excellent** **(9-10 points)**
Frequency	Does not participate	Participates 1-2 times but all on the same day	Participates 3-4 times, but posts not distributed throughout week	Participates 3-4 times distributed throughout the week
Content Contribution	Posts information that is off-topic, incorrect, irrelevant to discussion, or does not provide meaningful replies (e.g., "I agree" or "great post")	Repeats, but does not add substantive information to the discussion	Posts information that is factually correct but lacks full development of concept or thought or may not directly answer discussion question	Postings are characterized by clarity of argument, depth of insight into course content, application of course and content, relevancy. Arguments and facts are supported by resources / references
Clarity & Mechanics	Posts unorganized content that may contain multiple errors or non-factual content	Communicates in courteous and helpful manner with some errors in clarity or mechanics	Contributes valuable information to discussion with minor clarity or mechanical errors	Contributes to discussion in a positive manner with clear, concise, comments formatted in an easy to read style that is free of grammatical or spelling errors

Appendix B:

NURS 3447- **Public Health Nursing for RNs Discussion Board Grading Rubric:**

Grade	Behavior
9-10	Consistently supports discussion statements with text, readings, and/or lecture content, with **correct** A.P.A. reference citation
7-8	Provides weak support for responses to seminar discussion
4-6	Responses primarily anecdotal or opinion based without appropriate supportive documentation
1-3	Inadequate or incomplete responses
0	No response

Appendix C:

NURS 3447 Population Focused Analysis Project

SAINT LOUIS UNIVERSITY
TRUDY BUSCH VALENTINE SCHOOL OF NURSING

NURS 3447
PUBLIC HEALTH NURSING: THEORY & PRACTICE
Spring 2020

Population Focused Analysis Project

DESCRIPTION: This project integrates the core functions of public health: assessment, policy development, and assurance. The project focuses on identifying a population with health problems, assessing the quantitative and qualitative date on the population and health problem, identifying policies and programs in place to assist the population and health problem, and assuring that these programs assist the population identified.

OBJECTIVES: At the end of the activity, the learner will:
1. Develop a community profile based on the health needs of the population.
2. Identify health needs of the selected population based on a literature review.
3. Utilize interviewing techniques and web-based data to identify policies and resources available for the selected population.
4. Identify how a community health nurse would address the problems from the individual/family, community, and system perspectives.
5. Work collaboratively in the clinical group.
6. Present findings with members of the clinical group to class.

Examples of populations:
- Male shelter dwellers
- Children affected by domestic violence
- Incarcerated pregnant women
- Physically disable mothers
- Mentally ill women with children
- Teen smokers
- Female college students with eating disorders
- Adult cancer patients who live alone
- Obese adults considering weight reduction surgery
- Families with autistic children
- Teenagers with sexually transmitted diseases
- Young adults with HIV
- Adolescents who have experienced the death of a loved one

PART I - ASSESSMENT:		20%
1. Clinical group identifies population and health needs of the population. Literature review should reflect at least 5 references from professional journals within the last five years.	10	_____
2. Summarize demographic data on the selected population and health needs as identified by the Community Database.	10	_____
PART II - POLICY DEVELOPMENT:		30%

1. Identify 1 policy and 1 program, or 2 programs currently in place to support the needs of the selected community and/or health problems. (1 local and 1 state; no federal programs/policies)	10	_____
2. Present evidence of positive and negatives issues of specific policy/program(s).	10	_____
3. Interviews of local persons of programs are required. Please narrate the conversation, avoiding using first person.	10	_____
PART III - ASSURANCE:		20%
1. Address the gaps in policies and programs of the selected community and health problems.	10	_____
2. Identify ways in which a CHN could address the gaps of programs	10	_____
APPENDICES:		10%
1. Community Database	5	_____
2. Describe the search strategy used for identifying relevant literature and the results of the search. (Medline, CINAL, etc)	5	_____
PEER EVALUATION (AVERAGE POINTS FROM YOUR PEER GROUP):	10	10% _____
REFERENCES & SCHOLARLY FORMAT:		10%
1. Use APA formatting (6th edition), citation of sources in text, tables, and reference list. Remember to title each table, and provide the source of the data.	4	_____
**ABSTRACT is not necessary 2. Include a title page, running head (this is different on the first page), and table of contents. ABSTRACT is not necessary.	2	_____
3. Include a reference list of all print and electronic sources used.	2	_____
4. At least 5 references within the last 10 years from nursing or public health journals should be included.	2	_____

The paper should be a maximum of **12 typed pages**, excluding appendices.

Appendix D:

NURS 3457 Project Plan Grading Rubric

Prepare a 3 to 5 page paper (APA format with 1 inch margins on all sides, double-spaced, Times New Roman and 12 point font, and page numbers in the upper right corner) that addresses the following elements:

1.General description of population to be served (i.e. teens attending after school activity, seniors at a meal site, new mothers at a clinic). 2 points

2.Brief description of agency or organization with which project is affiliated (i.e. school, community center, Girl Scouts). 2 points

3.Size of project population and geographic area covered. 2 points

4.Brief description of significant health or socio-economic issues for this population. 2 points

5.Overall description of project. Include details about the date, times, and location [include the address] of the project. Describe the project to be implemented. If you are completing a teaching project or other project that involves only a brief encounter with your population (less than 6 hours), you will need to teach more than one session or work with more than one group to accumulate more direct experience hours. Please work with your instructor to make certain that your project will meet the hours requirement for the practice experience. 5 points

6.Provide and describe the evidence from two or more nursing journal articles or other health profession journal articles to support your project. Also, list the references on the Reference page at the end of the project plan paper (see syllabus for information on finding nursing journal articles). 5 points

7.Why was the project chosen? Was project requested by agency? Was this requested by the population? 2 points

8.List one overall goal for the project. (i.e. raise awareness about hypertension in the community, provide services to enhance community fair) 10 points

9.List two measurable objectives (SMART objective format) for meeting the goal. Include specific dates, times and locations wherever possible. 10 points

10.Paper organization, grammar and spelling, formatting, APA, etc. 10 points

* Due to the nature of the community projects, it may not be possible to complete the plan and/ or project evaluation by the posted due dates. If the assignments cannot be completed by the due dates, students must contact the instructor for an extension.

Appendix E:

NURS 3457 Health Literacy Assignment

1. Select 1 handout or brochure on a health topic of your choice.
2. Utilizing the knowledge and the information from the health literacy online training, assess the health literacy status of the brochure. There are also multiple online resources you can utilize to assist you with this analysis. You can test the readability of the document through Microsoft Word following the directions in this link: https://support.office.com/en-gb/article/Test-your-document-s-readability-85b4969e-e80a-4777-8dd3-f7fc3c8b3fd2
3. List the strengths of the document and approaches to improve the readability of the document.
4. Recreate the handout/brochure to improve the readability and success of the document.
5. Submit the original version, your assessment, and the newly recreated version in the assignments tab on Blackboard.

Grading Rubric

Health Literacy Assessment – 10 points

Strengths of the Document – 10 points

Approaches to Improve the Readability – 10 points

Recreated Brochure – 20 points

Appendix F:

NURS3207 Health History & Physical Assessment Grading Rubric:

Component	Points
Health History • Present health • Past history • Family history • Psychosocial history • Review of body systems	5
Appearance and Mental Status	1
Measurements and Vital Signs	1
Skin, Hair and Nails	1
Head, Neck and Related Lymphatics	1
The Eye	1
Ears, Nose, Mouth and Throat	1
The Respiratory System and Axillae	1
The Cardiovascular System	1
The Abdomen	1
The Musculoskeletal System	1
The Neurological System	1
Care Plan (Include 2 Nursing Diagnoses based on history and assessment). --Verbalize this in the video	2
Reflection Write-up (no more than 1-page) of health history & physical assessment assignment. Go to "Assignments" in Blackboard and click "Reflection of Health History and Physical Assessment Assignment" then "Create Journal Entry" to submit the Reflection Write-up	2
Total	20 points

Appendix H:

NURS 4107: Leadership & Management Discussion Board Rubric
Name_____

Date_____

- For discussion board participation, students are expected to go online a minimum of twice during the week in order to discuss the posted topic of the week.
- Discussion board posts should be scholarly and respectful in nature.
- In addition, students should post a minimum of 2 (two) meaningful replies twice a week.
- Meaningful replies should be comments that continue or invoke discussion. "I agree" or "Great post" are not meaningful replies and are considered insufficient. See detailed rubric below.
- Discussion board posts reflect insight and application of evidence-based course content.
- All posts and subsequent posts must be complete on Thursdays by 2359 pm.

Criteria	Unacceptable 0 Points	Acceptable 1 Point	Excellent 3 Points	Total Points Awarded
Frequency: Initial posting plus 2 follow up postings	Participates not at all.	Participates less than 3 times and/or postings not distributed throughout week.	Participates 3 times throughout the week.	
Initial Assignment Posting	Posts no assignment.	Posts adequate assignment that may address some aspects of the task: lacks full development of concepts.	Posts well developed assignment that fully addresses and develops all aspects of the task.	
Follow-Up Postings	Posts no follow- up responses to others.	Elaborates on an existing posting without further comment or observation, such as, with "I agree."	Demonstrates analysis of others' posts: extends meaningful discussion by building on previous posts.	
Content Contribution	Post information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion.	Posts factually correct, reflective and substantive contribution: advances discussion.	
Clarity	Posts unorganized content that may contain multiple errors.	Communicates in friendly, courteous manner with some errors in clarity or mechanics.	Contributes to discussion with scholarly, clear and concise comments that are free of grammatical or spelling errors.	

Appendix I:

NURS 3107: Healthcare Policy for RNs
Discussion Board Grading Rubric:

Grade	Behavior
9-10	Consistently supports discussion statements with text, readings, and/or lecture content, with correct A.P.A. reference citation
7-8	Provides weak support for responses to seminar discussion
4-6	Responses primarily anecdotal or opinion based without appropriate supportive documentation
1-3	Inadequate or incomplete responses
0	No response

Appendix J:

NURS 3107: Healthcare Policy for RNs
Grading Rubric for Letter to a Legislator or Decision Maker Within a Healthcare Organization Regarding a Healthcare-Related Issue
Making your voice heard means you need to convey your opinions to legislators. This will often include writing a letter or e-mail. Because legislators receive hundreds if not thousands of letters and emails from constituents, following this template will help your letter stand above the rest.

Dear Senator/Representative (last name):

Opening Paragraph: (20 pts.)

_____Correctly identify legislator and correctly address letter

_____State the subject of your letter

_____Use the bill number or name, if available

_____Identify yourself and your hospital or health system (if applicable)

Body of Letter: (50 pts.)

_____Explain the issue simply and factually at a level the senator or representative will understand.

_____Give a local example of the impact of the issue to make the legislator care.

_____State your position on the bill or provision, whether you support or oppose it.

Closing: (20 pts)

_____Thank the senator or representative for their attention to the issue.

_____Let the senator or representative know you are a resource for more information.

Spelling/grammar/format: (10 pts)

Appendix K:

NURS 4147 Discussion Board Grading Rubric

Criteria	Unacceptable (0-1 points)	Acceptable (2-3 points)	Good/Excellent (4-5 points)
Frequency	Does not participate	Participates 1-2 times but all on the same day	Participates 2-3 times, distributed throughout week on at least 2 days
Content Contribution	Posts information that is off-topic, incorrect, irrelevant to discussion, or does not provide meaningful replies (e.g., "I agree" or "great post")	Posts information that is factually correct but lacks full development of concept or thought or may not directly answer discussion question	Postings are characterized by clarity of argument, depth of insight into course content, application of course and content, relevancy. Arguments and facts are supported by resources / references
Clarity & Mechanics	Posts unorganized content that may contain multiple errors or non-factual content	Contributes valuable information to discussion with minor clarity or mechanical errors	Contributes to discussion in a positive manner with clear, concise, comments formatted in an easy to read style that is free of grammatical or spelling errors

Appendix O:

NURS 3457 Community Project for RNs

Discussion Board Rubric

Grade	Behavior
9-10	Consistently supports discussion statements with text, readings, and/or lecture content, with **correct** A.P.A. reference citation
7-8	Provides weak support for responses to seminar discussion
4-6	Responses primarily anecdotal or opinion based without appropriate supportive documentation
1-3	Inadequate, incomplete, or late responses
0	No response

Appendix P:

NURS 4147 Research and Evidence Based Practice

Discussion Board Grading Rubric

Criteria	Unacceptable (0-1 points)	Acceptable (2-3 points)	Good/Excellent (4-5 points)
Frequency	Does not participate	Participates 1-2 times but all on the same day	Participates 2-3 times, distributed throughout week on at least 2 days
Content Contribution	Posts information that is off-topic, incorrect, irrelevant to discussion, or does not provide meaningful replies (e.g., "I agree" or "great post")	Posts information that is factually correct but lacks full development of concept or thought or may not directly answer discussion question	Postings are characterized by clarity of argument, depth of insight into course content, application of course and content, relevancy. Arguments and facts are supported by resources / references
Clarity & Mechanics	Posts unorganized content that may contain multiple errors or non-factual content	Contributes valuable information to discussion with minor clarity or mechanical errors	Contributes to discussion in a positive manner with clear, concise, comments formatted in an easy to read style that is free of grammatical or spelling errors

Appendix Q:

NURS 3107 Health Policy, Finance, and Regulation for the Registered Nurse

Grade	Behavior
9-10	Consistently supports discussion statements with text, readings, and/or lecture content, with **correct** A.P.A. reference citation
7-8	Provides weak support for responses to seminar discussion
4-6	Responses primarily anecdotal or opinion based without appropriate supportive documentation
1-3	Inadequate or incomplete responses
0	No response

Appendix R:

NURS 3207 Health Assessment for the Registered Nurse

Discussion Board Grading Rubric

Criteria	**Unacceptable** **(0-2 points)**	**Acceptable** **(3-5 points)**	**Good** **(6-8 points)**	**Excellent** **(9-10 points)**
Frequency	Does not participate	Participates 1-2 times but all on the same day	Participates 3-4 times, but posts not distributed throughout week	Participates 3-4 times distributed throughout the week
Content Contribution	Posts information that is off-topic, incorrect, irrelevant to discussion, or does not provide meaningful replies (e.g., "I agree" or "great post")	Repeats, but does not add substantive information to the discussion	Posts information that is factually correct but lacks full development of concept or thought or may not directly answer discussion question	Postings are characterized by clarity of argument, depth of insight into course content, application of course and content, relevancy. Arguments and facts are supported by resources / references
Clarity & Mechanics	Posts unorganized content that may contain multiple errors or non-factual content	Communicates in courteous and helpful manner with some errors in clarity or mechanics	Contributes valuable information to discussion with minor clarity or mechanical errors	Contributes to discussion in a positive manner with clear, concise, comments formatted in an easy to read style that is free of grammatical or spelling errors

Appendix S:

N3807: Discussion Board: Grading Rubric

Discussion Boards: (30 points each)	***Points Possible***	***Points Earned***
Initial Post:		
• Initial post thoroughly answers the discussion question posed. • Post reflects knowledge and application of course materials	15	
• References cited in body of post and formatted appropriately (APA) • Spelling and grammar are correct; length of initial post adheres to assignment guidelines	5	
Peer Responses:		
• Reflective peer responses to initial post of two peers pose questions/debate, written professionally and reflects course materials	10	
Late Submission Penalties		
• 2 point/day deduction for each day response and/or reflection late		
Total Discussion Points for Each Assignment	30	

Appendix T

NURS 3807 Root Cause Analysis Paper and Rubric:

In the article by Katherine Haney, *Root Cause Analysis: A Pediatric Case Study*, the process of how to conduct a root cause analysis is explained and the four main steps are outlined. These steps include:

1. Identify what happened to the patient
2. Determine what should have happened
3. Determine the cause (review six groups identified in the article and chose one that you think is applicable)
4. Develop causal statements-basically explain how contributing factors brought about the adverse outcome.

Using these four main steps apply them to the following article. Dissect the case applying the four steps for the process of a root cause analysis. Write out each step in paragraph form. Each step is worth 5 points for a total of 20 points.