School/College: Education, Health and Aviation
Program: RN to BSN
Degree Level: *Bachelor of Science (BS)*
Assessment Report Form 2017-2018

Date of Report: 9/11/2018

Please note: Assessment plans must be reviewed/updated and reapproved every five (5) years.

Name of Person Submitting Plan: Mary Malaska

A. Program Information:

Assessment Coordinator's Name: Mary Malaska

Assessment Coordinator's Email Address: mary.malaska@okstate.edu

Number of students enrolled in the program 2017-2018: 22

Number of students graduated in 2017-2018: 7

B. Program Mission Statement
In the box below, provide the mission statement for the program.

The mission of the RN-BSN Program of Nursing is to prepare nurses to practice professional nursing that meets the dynamic health care needs of individuals, families, groups, communities and global populations. Faculty facilitate the education of students in the art and science of nursing to provide leadership with an emphasis on ethics, health and wellness, and professional inter-collaborative practice.

C. University Assessment Funds
Were university assessment funds used by the department/program for assessment activities? ☐Yes ☒No
If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.
If yes, click here to enter information about how university assessment funds were used.

D. Student Learning Outcomes
On the pages that follow, list the Student Learning Outcomes associated with the program identified in this assessment form.

D1) Student Learning Outcome #1: Integrate knowledge of the humanities, natural sciences and social sciences in the practice of professional nursing.

Identify opportunities for students to learn this outcome during the academic program:

Theoretical and Conceptual Foundations of Nursing (NURS 3013)
- Students review various nursing theories and describe a framework that reflects their approach to nursing care.

Health Assessment, Wellness, and Community Health (NURS 3025)
- Students define family, family nursing, family health, and healthy/non-healthy/resilient families and compare and contrast family social science theoretical frameworks.

Cultural Considerations in Nursing (NURS 3033)
- Students participate in case studies on multiple cultures; write a position paper related to cultural assessment, disparity in health care, environmental and or socioeconomic factors that impact nursing care; and complete a Transcultural Assessment.

Global and Public Health (NURS 3034)
- Students focus on global health issues at the individual and global levels.

Leadership and Management in Nursing (NURS 4033)
- Students discuss leadership and management principles.

Nursing Research and Evidence-Based Practice (NURS 4043)
- Students discuss practice guidelines.

RN to BSN Capstone (4050)
- Students discuss the changing role of the nurse.

How will students be selected to participate in the assessment of this outcome?
It will be required of all of enrolled students.

Assessment Methods

☒Rating of skills (e.g., rubrics) ☒Analysis of written artifacts ☒Comprehensive, certification, or professional exam(s)
☒Oral presentation ☒Course project ☒Interviews

Describe the how the assessment method was implemented, administered, and/or conducted.
Assignments were graded using a rubric that is posted in BrightSpace.

Did your department/program faculty have a goal set for this learning outcome?   ☒Yes   ☐No
80% of students will achieve a passing score on the projects/papers.

Provide a summary of the results from the assessment of Learning Outcome 1.
Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.
Students achieved the following:

NURS 3013	Discussions	C1 = 98% C2= 99% C3= 95%
	Framework Paper	C1= 87.4% C2= 76% C3= 79%
	Final Exam	C1= 89% C2= 89% C3= 85%
NURS 3025	Discussions	C1 = 96% C2=98 %
NURS 3033	Discussions	C1 = 93% C2= 99.8%
	Position Paper	C1= 92% C2= 90%
	Transcultural Assessment	C1= 94% C2= 82%
NURS 3034	Discussions	C1 = 93 % C2= 99%
NURS 4033	Discussions	C1 = 97%
	Final Exam	C1= 82%
NURS 4043	Discussions	C1 = 94%
	Final Exam	C1= 86%
NURS 4050	Discussions	C1 = 95%

What do the results suggest about student achievement of this learning outcome?
Students successfully achieved this learning outcome.

Timeline for Planned Assessment
☒Each Semester   ☐Yearly   ☐Every other year

D2) Student Learning Outcome #2: Provide patient centered care that is respectful of differences, values and expressed needs; involves patients in decision making; is coordinated and promotes optimal health.

Identify opportunities for students to learn this outcome during the academic program:
Health Assessment, Wellness, and Community Health (NURS 3025)
- Students work with patients in the community setting with a focus on health promotion; complete a family and community assessment including a windshield survey; and identify factors that lead to the development of vulnerability in certain populations.

Cultural Considerations in Nursing (NURS 3033)
- Students complete case studies on multiple cultures, looking at health care from the culture's perspective.

Global and Public Health (NURS 3034)
- Students explore the impact of cultural competency on their perceptions and practice.

How will students be selected to participate in the assessment of this outcome?
All students enrolled in the program will participate in the assessment of this outcome.

Assessment Methods
☒Rating of skills (e.g., rubrics)   ☒Analysis of written artifacts   ☒Comprehensive exam
☐Oral presentation   ☒Course project   ☐Measuring effectiveness relative to professional standards
☐Interviews

Describe the how the assessment method was implemented, administered, and/or conducted.
Assignments were graded using a rubric that is posted in the syllabus and BrightSpace.

Did your department/program faculty have a goal set for this learning outcome?   ☒Yes   ☐No
80% of students will successfully complete the course requirements and meet this outcome.

Provide a summary of the results from the assessment of Learning Outcome 2.
Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.
Students scored the following:

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NURS 3025	Discussions	C1 = 96% C2=98 %
	Friedman Family Assess	C1= 90% C2=95 %
	Windshield Survey	C1= 88% C2= 96 %
	Clinical Reflection	C1= 95% C2=97 %
	Clinical Objectives	C1= 100% C2= 100%
NURS 3033	Transcultural Assess Model	C1= 94% C2= 82%
	Final Exam	C1= 84% C2= 85%
NURS 3034	Discussions	C1 = 93 % C2= 99%
	Issue Presentation	C1= 78.5 C2= 92%

What do the results suggest about student achievement of this learning outcome?
Students successfully achieved this learning outcome with the exception of the presentation in NURS 3033. Whereas the 78.5 is passing in the course, it is below our established benchmark.
Timeline for Planned Assessment ☒Each Semester

D3) Student Learning Outcome #3: Practice in a safe, caring, responsible and accountable manner in accordance with professional ethics and acceptable standards of nursing practice.

Identify opportunities for students to learn this outcome during the academic program:
Theoretical and Conceptual Foundations of Nursing (NURS 3013)
- Students select a nursing model/theory which identifies a process of ethical decision-making and apply it to an ethical crisis/situation in the work environment; examine ANA's Social Policy Statement (2010) and identify nursing's moral obligation and the framework that is guiding practice, research and/or teaching.

Health Assessment, Wellness, and Community Health (NURS 3025)
- Students relate ethical principles to the core functions of nursing in community health

Global and Public Health (NURS 3034)
- Students complete case studies on global health ethical issues.

Trends and Issues in Nursing (NURS 4023)
- Students address legal issues, ethics, communication and collaboration in nursing by the application of an ethical decision model to the issues related to immigration, migration, and health care.

Leadership and Management in Nursing (NURS 4033)
- Students address legal and ethical issues in nursing, professional practice, and quality and safety.

Nursing Research and Evidence-Based Practice (NURS 4043)
- Students describe the ethical principles that are important in conducting research on human subjects and identify barriers and benefits related to EBP in nursing.

How will students be selected to participate in the assessment of this outcome?
All students enrolled in the program will participate in the assessment of this outcome.

Assessment Methods
☒Rating of skills (e.g., rubrics)   ☒Analysis of written artifacts   ☒Comprehensive exam(s)
☒Oral presentation   ☒Course project   ☒Interviews

Describe the how the assessment method was implemented, administered, and/or conducted.
Assignments were graded using a rubric that is posted in the syllabus and BrightSpace.

Did your department/program faculty have a goal set for this learning outcome?   ☒Yes   ☐No
80% of students will successfully complete the course requirements and meet this outcome.

Provide a summary of the results from the assessment of Learning Outcome 3.
Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.

Students scored the following:

NURS 3013	Discussions Ethics Paper Final Exam	C1 = 98% C2= 99% C3= 95% C1= 77% C2= 80% C3= 88% C1= 89% C2= 89% C3= 85%
NURS 3025	Discussions Interview	C1 = 96% C2=98 % C1= 92% C2=94 %
NURS 3034	Discussions	C1 = 93 % C2= 99%
NURS 4023	Discussions Final Exam	C1 = 95% C2= 97% C1= 89% C2= 96%
NURS 4033	Discussions Change Project Final Exam	C1 = 97% C1= 97% C1= 82%
NURS 4043	Discussions EBP Project	C1 = 94% C1= 97 %

What do the results suggest about student achievement of this learning outcome?
Students successfully achieved this learning outcome with the exception of the Ethics Paper in the NURS 3013 course. Students scored 77%, which is passing for the course but below the established benchmark.

Timeline for Planned Assessment ☒Each Semester

D4) Student Learning Outcome #4: Demonstrate skills in critical thinking and decision making in the use of the nursing process with individuals, families, groups and communities experiencing complex health problems.

Identify opportunities for students to learn this outcome during the academic program:
   Health Assessment, Wellness, and Community Health (NURS 3025)
   • Students apply the nursing process (assessment, planning, implementation, and evaluation) to reduce family health risks and promote family health.
   Leadership and Management in Nursing (NURS 4033)
   • Students apply critical thinking and decision making skills.
   RN to BSN Capstone (NURS 4050)
   • Students provide a topic paper contrasting characteristics of "novice thinking" with those of "expert thinking;" define clinical judgment in nursing practice and explain how it is developed; and devise a personal plan to use in developing sound clinical judgment.

How will students be selected to participate in the assessment of this outcome?
 All students enrolled in the program will participate in the assessment of this outcome.

  Assessment Methods
  ☒Rating of skills (e.g., rubrics)   ☒Analysis of written artifacts   ☒Comprehensive exam(s)
  ☒Oral presentation   ☒Course project   ☐Interviews

Describe the how the assessment method was implemented, administered, and/or conducted.
Assignments were graded using a rubric that is posted in the syllabus and BrightSpace.

Did your department/program faculty have a goal set for this learning outcome?   ☒Yes   ☐No
80% of students will successfully complete the course requirements and meet this outcome.

Provide a summary of the results from the assessment of Learning Outcome 4.
Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.

Students scored the following:

NURS 3025	Discussions	C1 = 96% C2=98 %
	Friedman Family Assess	C1= 90% C2=95 %
	Windshield Survey	C1= 88% C2= 96 %
	Clinical Reflection	C1= 95% C2=97 %
	Clinical Objectives	C1= 100% C2= 100%
NURS 4033	Discussions	C1 = 97%
	Change Project	C1= 97%
	Final Exam	C1= 82%
NURS 4050	Paper 1	C1= 77%
	Professional Journal	C1= 94%

What do the results suggest about student achievement of this learning outcome?
Students successfully achieved this learning outcome with the exception of the topic paper in 4050. While they passed the criteria, they fell below our benchmark of 80%. Students overall struggle with writing skills and APA format.

Timeline for Planned Assessment ☒Each Semester

D5) Student Learning Outcome #5: Demonstrate skill in interdisciplinary collaboration and delegation in designing, managing and coordinating health care of individuals, families and groups.

Identify opportunities for students to learn this outcome during the academic program:
Health Assessment, Wellness, and Community Health (NURS 3025)
- Students identify and describe which disciplines work most closely with nurses in environmental health and how nurses can work with groups to promote the health of individuals and communities
Cultural Considerations in Nursing (NURS 3033)
- Complete case studies on planning care for diverse cultures.
Global and Public Health (NURS 3034)
- Students evaluate the Principles of Global Health Research and apply them to interprofessional global health research.
Trends and Issues in Nursing (NURS 4023)
- Students explain the conditions that must be present for malpractice to occur and identify nursing responsibilities related to delegation, informed consent, and confidentiality.
- Students Identify key aspects of collaboration and explore contributions of members of the interdisciplinary health care team; identify a health care need and develop a nursing directed, inter-professional community health and wellness project for an identified community.
Leadership and Management in Nursing (NURS 4033)
- Students identify, develop and coordinate a theoretical planned change in a health care organization.
Nursing Research and Evidence-Based Practice (NURS 4043)
- Students discuss a change in EBP and its effect in various team members.
RN to BSN Capstone (NURS 4050)
- Students work in groups to establish a community health and wellness project.

How will students be selected to participate in the assessment of this outcome?
All students enrolled in the program will participate in the assessment of this outcome.

Assessment Methods
☒Rating of skills (e.g., rubrics) ☒Analysis of written artifacts ☒Comprehensive exam(s)
☒Oral presentation ☒Course project ☐☐Interviews

Describe the how the assessment method was implemented, administered, and/or conducted.
Assignments were graded using a rubric that is posted in the syllabus and BrightSpace.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No
80% of students will successfully complete the course requirements and meet this outcome.
Provide a summary of the results from the assessment of Learning Outcome 5.

Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.
The students scored the following:

NURS 3025	Discussions	C1 = 96% C2=98 %
NURS 3033	Transcultural Assess Model	C1= 94% C2= 82%
NURS 3034	Discussions	C1 = 93 % C2= 99%
NURS 4023	Discussions	C1 = 95% C2= 97%
	Final Exam	C1= 89% C2= 96%
NURS 4033	Discussions	C1 = 97%
	Change Project	C1= 97%
NURS 4043	Discussions	C1 = 94%
	EBP Project	C1= 97 %
NURS 4050	Wellness Project	C1= 92%

What do the results suggest about student achievement of this learning outcome?
Students successfully achieved this learning outcome.

Timeline for Planned Assessment ☒Each Semester

D6) Student Learning Outcome #6: Use quality improvement principles and information technology to communicate and manage knowledge, prevent errors and support decision making to improve patient outcomes.
Identify opportunities for students to learn this outcome during the academic program:
   Global and Public Health (NURS 3034)
   - Students study and discuss quality improvement approaches in health care delivery of populations.
   - Students explain how communication and teamwork affect quality and safety of patient care.
   Leadership and Management in Nursing (NURS 4033)
   - Students explore Measuring and Managing Outcomes, Professional Practice Models and Quality and Safety
   Nursing Research and Evidence-Based Practice (NURS 4043)
   - Students discuss benefits and barriers to use of EBP as related to outcomes.

How will students be selected to participate in the assessment of this outcome?
All students enrolled in the program will participate in the assessment of this outcome.

   Assessment Methods
   ☒Rating of skills (e.g., rubrics)   ☒Analysis of written artifacts   ☒Comprehensive exam(s)
   ☒Oral presentation   ☒Course project

Describe the how the assessment method was implemented, administered, and/or conducted.
Assignments were graded using a rubric that is posted in the syllabus and BrightSpace.

Did your department/program faculty have a goal set for this learning outcome?   ☒Yes
80% of students will successfully complete the course requirements and meet this outcome.

Provide a summary of the results from the assessment of Learning Outcome 6.
Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.
   Students scored the following:

NURS 3034	Discussions	C1 = 93 % C2= 99%
	Final Exam	C1= 87% C2= 91%
NURS 4033	Discussions	C1 = 97%
	Final Exam	C1 = 86%
NURS 4043	Discussions	C1 = 94%
	EBP Project	C1 = 97 %

What do the results suggest about student achievement of this learning outcome?
Students successfully achieved this learning outcome.

Timeline for Planned Assessment
☒Each Semester

D7) Student Learning Outcome #7: Apply appropriate knowledge of wellness and health problems, including risk factors, in planning and providing comprehensive patient-centered care to individuals and groups.

Identify opportunities for students to learn this outcome during the academic program:
   Theoretical and Conceptual Foundations of Nursing (NURS 3013)
- Students are introduced to the OSU Wellness Strategy Model and discuss its integration into nursing theory.
   Health Assessment, Wellness, and Community Health (NURS 3025)
- Students explain nursing measures designed to reduce risks for adults in the community and describe how environmental health issues influence human health and disease.
   Cultural Considerations in Nursing (NURS 3033)
- Students do multiple case studies regarding the planning of care to diverse populations.
   Global and Public Health (NURS 3034)
- Students discuss how nursing efforts promote healthy, resilient communities

How will students be selected to participate in the assessment of this outcome?
All students enrolled in the program will participate in the assessment of this outcome.

Assessment Methods
☒Rating of skills (e.g., rubrics)   ☒Analysis of written artifacts   ☐Comprehensive, certification, or professional exam(s)
☐Oral presentation   ☐Course project   ☐Interviews

Describe the how the assessment method was implemented, administered, and/or conducted.
Assignments were graded using a rubric that is posted in the syllabus and BrightSpace.

Did your department/program faculty have a goal set for this learning outcome?   ☒Yes   ☐No
80% of students will successfully complete the course requirements and meet this outcome.

Provide a summary of the results from the assessment of Learning Outcome 7.
Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.
Students scored the following:

NURS 3013	Discussions	C1 = 98% C2= 99% C3= 95%
NURS 3025	Discussions	C1 = 96% C2=98 %
NURS 3033	Case studies/discussions	C1 = 93% C2= 99.8%
NURS 3034	Discussions	C1 = 93 % C2= 99%

What do the results suggest about student achievement of this learning outcome?
All students successfully achieved this learning outcome.

Timeline for Planned Assessment ☒Each Semester

D8) Student Learning Outcome #8: Evaluate the effectiveness of care for individuals and groups using informatics and quality improvement principles for purposes of improving care, assuring patient safety and maximizing outcomes.

Identify opportunities for students to learn this outcome during the academic program:
   Leadership and Management in Nursing (NURS 4033)
- Students discuss patient safety and quality improvement principles.

How will students be selected to participate in the assessment of this outcome?
All students enrolled in the program will participate in the assessment of this outcome.

Assessment Methods

☒Rating of skills (e.g., rubrics) ☒Analysis of written artifacts ☒Comprehensive exam
☐Oral presentation ☐Course project

Describe the how the assessment method was implemented, administered, and/or conducted.
Assignments were graded using a rubric that is posted in the syllabus and BrightSpace.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No
80% of students will successfully complete the course requirements and meet this outcome.

Provide a summary of the results from the assessment of Learning Outcome 8.
Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.
Students averaged 97% on the discussions addressing this outcome and had scores ranging from 64-96%, averaging 82% on their comprehensive final.

What do the results suggest about student achievement of this learning outcome?
All students successfully achieved this learning outcome.

Timeline for Planned Assessment ☒Each Semester

D9) Student Learning Outcome #9: Integrate best practice with clinical expertise and patient values for optimal care.

Identify opportunities for students to learn this outcome during the academic program:

Theoretical and Conceptual Foundations of Nursing (NURS 3013)
- Students discuss Benner's "Novice to Expert Theory" and apply nursing theories to patient scenarios.

Health Assessment, Wellness, and Community Health (NURS 3025)
- Students complete an assessment of families and individuals and develop a plan of care based on assessment finding.

Cultural Considerations in Nursing (NURS 3033)
- Students present on health disparities in health care.

Global and Public Health (NURS 3034)
- Students review and discuss the "Standards of Public Health Nursing Practice".

Trends and Issues in Nursing (NURS 4023)
- Students address issues in today's healthcare climate; the pathway to professionalism, regulated practice, communication and collaboration in professional nursing.

Nursing Research and Evidence-Based Practice (NURS 4043)
- Students do outcomes based research, explore evidence based practice and implementation of EBP

RN to BSN Capstone (NURS 4050)
- Students review and discuss Evidence based practice and policy.

How will students be selected to participate in the assessment of this outcome?
All students enrolled in the program will participate in the assessment of this outcome.

Assessment Methods

☒Rating of skills (e.g., rubrics) ☒Analysis of written artifacts ☒Comprehensive exam(s)
☒Oral presentation ☒Course project

Describe the how the assessment method was implemented, administered, and/or conducted.
Assignments were graded using a rubric that is posted in the syllabus and BrightSpace.

Did your department/program faculty have a goal set for this learning outcome? ☒Yes ☐No
80% of students will successfully complete the course requirements and meet this outcome.

Provide a summary of the results from the assessment of Learning Outcome 9.
Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.

Students were assessed in the classes by the following means:

NURS 3013	Discussions	C1 = 98% C2= 99% C3= 95%
NURS 3025	Friedman Family Assess	C1= 90% C2= 95 %
	Clinical Objectives	C1= 100% C2= 100%
NURS 3033	Transcultural Assess Model	C1= 94% C2= 82%
NURS 3034	Discussions	C1 = 93 % C2= 99%
NURS 4023	Discussions	C1 = 95% C2= 97%
NURS 4043	Discussions	C1 = 94%
	EBP Project	C1= 97 %
NURS 4050	Discussions	C1 = 95%

What do the results suggest about student achievement of this learning outcome?
Students successfully met this learning outcome.

Timeline for Planned Assessment   ☒Each Semester

D10) Student Learning Outcome #10: Develop goals that reflect a commitment to professional development, lifelong learning and scholarship.

Identify opportunities for students to learn this outcome during the academic program:
  RN to BSN Capstone (NURS 4050)
- Students provide a topic paper on the Advancement in Nursing Education.
- Students develop two, five, and ten year goal statements including the steps to meet these goals
- Student identify an advanced practice nursing role and the specific measures required to meet that goal.
- Students explore professional, civic or philanthropic organizations of interest

How will students be selected to participate in the assessment of this outcome?
All students enrolled in the program will participate in the assessment of this outcome.

  Assessment Methods
  ☒Rating of skills (e.g., rubrics)   ☒Analysis of written artifacts   ☐Oral presentation
  ☐Course project
  Describe the how the assessment method was implemented, administered, and/or conducted.
  Assignments were graded using a rubric that is posted in the syllabus and BrightSpace.

Did your department/program faculty have a goal set for this learning outcome?   ☒Yes   ☐No
80% of students will successfully complete the course requirements and meet this outcome.

Provide a summary of the results from the assessment of Learning Outcome 10.
Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.
Students averaged 80% on the topic paper and 94% on the professional journals which addressed this outcome.

What do the results suggest about student achievement of this learning outcome?
Students successfully met this program learning outcome in their Capstone Course.

Timeline for Planned Assessment   ☒Each Semester

E. Summary of Assessment Results
Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.
What did the assessment reveal? What do faculty interpret the results to mean? What do the results suggest about the curriculum, teaching practices, and/or student achievement of the program learning outcomes?

Overall, the varied student assessments indicate that program outcomes have been met and that students are learning what we indicate.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

The assessment committee, comprised of the director and clinical faculty, reviewed and interpreted all assessment data from all courses and cohorts.

Describe the process for sharing and discussing assessment results with program faculty.

Data is entered at the end of each course on individual course reports. This data is then compiled and reviewed during the annual assessment committee meeting.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

Describe the actions that will be taken as a result of the discussion of the assessment evidence.

Since students continue to experience difficulty with writing and APA formatting, an appointment with the writing center is now a requirement for the paper in the first course of the curriculum. In addition, the paper assignment is in two parts with an opportunity for corrections prior to the final grade.

In looking at the clinical hours increasing from 10 to 15, the assignments in NURS 3025 were also reviewed to link more course points with clinical assignments. The nurse interview assignment was adjusted to assimilate the content into other assignments thereby placing more emphasis on the clinical component of the course.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

For example, are there additional assessment data that may need to be collected? Are changes to the program assessment plan warranted?

The program is considering establishing our benchmarks at 70% to align with the grading scale and with AACN minimum requirements.

Describe the process for implementing these changes/planned program improvements.

When an identified change is needed, faculty make a concerted effort to roll out the change per cohort. An example of that is the adoption of Examity, a test proctoring service. The question came up during preparation for the CCNE site visit**;** how to guarantee that the enrolled student is the one taking the exam? With further exploration**,** it was determined that OSU had a contract with Examity, which along with proctoring, also provides identification verification. This change was implemented with Cohort 3 and will continue to be utilized throughout the program.

H. Assessment Tools

Please provide a copy of any assessment tools (questionnaire, scale, interview questions, etc.) **here**

Grading Scale:

A	90-100%	447.5-500 points
B	80-89%	397.5-447 points
C	70-79%	347.5-397 points
D	60-69%	297.5-347 points
F	less than 59%	less than 297.5 points

Please see sampling of grading rubrics below:

Grading Rubric for Weekly Discussion Posting = 15 points per week (consistent throughout program)

	Excellent **5 pts**	Average **4 pts**	Needs Improvement **3 pts**	Unacceptable **0 pts**
Content	Content is complete, accurate, and offers new ideas. The discussion is well supported with details that explain the participant's conclusions. Posts include citation of resource material and references are included. Content encourages further discussion on thought or topic. Content provides clear evidence of critical thinking, originality, and relevance to the topic. Revisits original post; by close of discussion, all questions have been answered thoroughly.	Content is complete and accurate, but lacking in new ideas. There may be one area an opinion is presented without supporting facts or references. Resources are cited. Content generally doesn't invite further discussion or investigation. Critical thinking is evident, but posts may not directly address the issue. Revisits original post; by close of discussion, some questions have been answered thoroughly.	Ideas were incomplete or had inaccuracies. There are two or more opinions presented without supporting facts. Resources are not cited. Content fails to stimulate further discussion. Content offers come critical thinking but addresses peripheral issues. Revisits original post; by close of discussion, some questions have been answered partially.	Post was not relevant to the discussion topic. Failed to follow Netiquette. Post lacks evidence of critical thinking and addresses unrelated issues. Does not revisit original post; questions left unanswered
Responses	At least 2 responses, to different student's posts, are posted per discussion topic. Responses are substantive in depth and length and add information or new ideas to the post.	At least 2 responses are posted per discussion topic. Responses are not substantive in depth and length.	Responds to at least 1 other student's post. Response fails to add information or new ideas to the post.	Failed to respond to other student's posts.
Timeliness	Post are on or before the due date.	Post is less than 24 hours late.	Posts are more than 24 hours late or 2nd occurrence in this course of late posting.	Failed to participate in the discussion.

Grading Rubric for Papers:

	Exceptional	Average	Needs Improvement	Unacceptable
Introduction	20 points	15 points	12 points	10 points
	Thoroughly introduces theoretic framework	Somewhat introduces topic.	Topic is unclear	Framework not identified
Issues	15 points	12 points	9 points	6 points
	Thoroughly describes potential issues with the framework	Somewhat describes potential issues with the framework	Potential issues with the framework are unclear	No issues identified with the framework
Review of Literature (ROL)	20 points	15 points	12 points	10 points
	ROL includes at least three professional journals to describe the framework thorough discussion of the framework	ROL included two journals; discussion somewhat clear regarding the framework	ROL included one journal &/or framework discussion unclear	ROL lacking in content and critical thinking
General Consensus	15 points	12 points	9 points	6 points
	Provides a clear synopsis of the framework	Provides a somewhat clear synopsis of the framework	Synopsis of the framework unclear	No general consensus provided
Thoughts/Conclusions	10 points	8 points	6 points	4 points
	Provides a clear conclusion	Provides a somewhat clear conclusion	Conclusion unclear	No conclusion
APA/Grammar	20 points	15 points	12 points	10 points
	*References correctly cited per APA throughout the paper and in bib *Correct grammar use with <2 errors *Paper of the designated length	References mostly correct with only 3-4 errors per APA throughout the paper and in bib Only 3-4 grammar errors	References with 5-6 APA error Has 5-6 grammatical errors	References with 7 or more APA errors Has 7 or more grammatical errors

Group Project Grading Rubric

	Excellent 40 Points	Good 32 Points	Fair 24 Points	Poor 16 Points
Content & Development	Content is complete, accurate, persuasive, and relates to a specific purpose. - Major points are specific, stated clearly, and are well-supported. - Research is primary and addresses project goals. - Project and plan is focused with clear and succinct writing	- Content is comprehensive, accurate, and persuasive. - Major points are stated clearly and are well supported. - Research is adequate, timely and addresses project goals. - Content and purpose of the writing is clear.	- Content is not comprehensive and /or persuasive. - Major points are addressed, but not well supported. - Research is inadequate or does not address course concepts. - Content is inconsistent with regard to purpose and clarity of thought.	- Content is incomplete. - Major points are not clear and /or persuasive.
	Excellent 40 Points	Good 32 Points	Fair 24 Points	Poor 16 Points
Organization & Structure	-Content in presentation and slides are filled with details of support for topic. -Project highly creative and engages the learner.	- Structure and content in the slides are clear and easy to follow. -Project creative and engages the learner.	- Structure and content in the slides are occasionally unclear and difficult to follow. - Slide transitions need improvement. - Information occasionally disjointed disconnected - Project displays moderate creativity to engage the learner.	- Organization and structure detract from the concepts of the project. - Information is disjointed and lack transition of thoughts. - Minimal creativity in presentation to engage the learner.
	Excellent 15 Points	Good 11 Points	Fair 7 Points	Poor 4 Points
APA Format	-Project follows designated guidelines [APA style] -Project is appropriate in length. -Succinct and scholarly presentation	- Project follows designated guidelines. - Project is the appropriate length as described for the assignment.	- Project follows most guidelines. - Project is over/ under required length of 20 slides	- Project lacks many elements of correct formatting. [APA style]
	Excellent 15 Points	Good 11 Points	Fair 7 Points	Poor 4 Points
Grammar, Punctuation & Spelling	Correct grammatical construction - Free of typos - Compound/complex sentences - Clear, correct technical vocabulary - Strong use of correct language structure. - Correct punctuation	- Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear; sentences display consistently varied structure.	- Project contains few grammatical, punctuation and spelling errors. - Language lacks clarity or includes the use of some jargon or conversational tone; lacks professionalism	- Project contains numerous grammatical, punctuation, and spelling errors. - Language uses jargon or conversational tone - Language is not professional
	Excellent 10	Good 8	Fair 6	Poor 4
References	- All references are from relevant, peer-reviewed sources and - All sources are current (within 5 years) or classic references	- Most of the references are from peer-reviewed sources and - Most of the references are current (within 5 years) or classic references	- Most of the references are not from peer-reviewed sources or - Most of the references are not current (within 5 years) or classic references	-No references or - references are not from peer-reviewed sources or - None of the references are current (within 5 years) or classic references

Family Assessment Final Project: Total=75 Points

- Each student is expected to develop a written family health assessment based upon the Friedman Model which is a scientifically and theoretically based model of family assessment.
- The family assessment is a written report of the health assessment of a family the student will visit during the 8 week course NURS 3025.
- The family assessment is a written paper (APA format) summarizing the findings and based upon one of the theoretical approaches to family health as described in Stanhope & Lancaster, Chapter 18.

Based on the assessment findings the student will develop a Family Care Plan identifying 2 (two) diagnoses, expected outcomes, nursing interventions and criteria for evaluation.

Family Assessment Final Project Rubric:

Family Assessment	Excellent 25 points	Average 12 points	Unacceptable 0 points
Family Assessment Content	Includes description of each of the following areas: A. Introduction: Case/family/client selection rationale B. Assessment/data base C. Identifying Data D. Developmental Stage E. History of Family F. Environmental Data G. Family Structure H. Family Function I. Family Stress and Coping J. Family Composition Form Each area (bullets A-J), is worth up to 2.5 points each. Thoroughly covers all areas pertinent to the individual/family. Assessment is efficient and avoids redundancy where possible by referring reader to sections that may already include certain information.	Covers areas below: A. Introduction: Case/family/client selection rationale A. Assessment/data base B. Identifying Data C. Developmental Stage D. History of Family E. Environmental Data F. Family Structure G. Family Function H. Family Stress and Coping I. Family Composition Form Assessment is not as thorough but still includes information from areas listed above Assessment is inefficient and information is repeated.	Does not cover or include all necessary areas (bullets A-J). Assessment is not thorough. Assessment is inefficient and information is repeated.
Diagnosis, Interventions, and Evaluative Criteria	Excellent 15 points	Average 8 points	Unacceptable 0 points
Diagnoses	Includes family care plan which identifies 2 diagnoses, one for the individual and one for the family. Both diagnoses include thorough discussion of measurable outcomes. Each diagnosis is worth up to 7.5 points.	Does not include minimum of 2 diagnoses or does not include one for the individual and one for the family. Diagnoses includes discussion of measurable outcomes.	Does not include minimum of 2 diagnoses. Diagnoses does not include measurable outcomes.

Interventions	Includes at least 5 Nursing interventions. Interventions target the individual and the family. Interventions are simple, specific, timely, and realistic. Interventions include a rationale which address the possible outcomes. Interventions are Evidenced Based and include references. Each intervention is worth up to 3 points.	Include at least 3 Nursing interventions. Interventions do not target both the individual and the family. Interventions include a rationale which address the possible outcomes. Interventions are Evidenced Based but do not include references.	Less than 3 Nursing interventions. Interventions do not target both the individual and the family. Interventions do not include a rationale which address the possible outcomes. Interventions are not Evidenced Based.
Evaluative Criteria	Includes at least 5 evaluative criteria each for both the individual's diagnosis and the family's diagnosis. Evaluative criteria addresses in detail possible outcomes. Evaluative criteria for the individual's diagnosis is worth up to 7.5 points. Evaluative criteria for the family's diagnosis is worth up to 7.5 points.	Includes at least 3 evaluative criteria each for both the individual's diagnosis and the family's diagnosis. Evaluative criteria includes possible outcomes.	Less than 3 evaluative criteria each for both the individual's diagnosis and the family's diagnosis. Evaluative criteria does not include possible outcomes.

Report Criteria	Exceptional 5 points	Average 3 points	Unacceptable 0 points
Report Criteria	Project report is completed in APA format. Includes little to no errors in grammar or spelling. Report is logical with correct sentence structure and objectivity.	Project report is completed in APA format. Includes minor errors in grammar or spelling. Report has minor errors in logic, sentence structure, or objectivity.	Project report is not completed in APA format. Report includes numerous errors in grammar or spelling. Report is lacking logic, sentence structure, or objectivity.
Overall Score	Level 3 2 or more	Level 2 1 or more	Level 1 0 or more