

## Program-Level Assessment: Annual Report

Program:	Department:
<div style="border: 1px solid black; padding: 5px;">                 Program: PNP &amp; (PM- PNP)                  Degree or Certificate Level:                  MSN-NP &amp; PMC-NP             </div>	School of Nursing
Degree or Certificate Level:	College/School:
MSN-NP & PMC-NP	Saint Louis University Trudy Busch Valentine School of Nursing (SLUTBVSON)
Date (Month/Year):	Primary Assessment Contact:
02/2023	Joanne Thanavaro, Associate Dean Graduate Education
In what year was the data upon which this report is based collected? Spring 2022 and Fall 2022	
In what year was the program's assessment plan most recently reviewed/updated? Outcome #2 was last reviewed in 2016-2017.	

### 1. Student Learning Outcomes

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

Outcome #2 will be assessed in this program-level assessment report.

Outcome#2 = "Use scholarly inquiry including evidence-based practice and research application to improve decision-making and health outcomes."

### 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.

The artifact used to determine achieved student outcomes was the health promotion research paper. All NP and PM certificate students take this course in health promotion. 80% of all students will achieve a grade of B ( $\geq 85\%$ ) or higher on a written evidence-based research assignment. Health promotion research papers were completed by students in the spring semester of 2022 and the fall semester of 2022. The health promotion research paper is an evidence-based paper that MSN-NP students write to demonstrate mastery in finding appropriate references using MEDLINE, CINAHL, SCOPUS, PubMed, etc., using American Psychological Association (APA) format, and discussing some aspect of health promotion or prevention for a population of interest. The health promotion research paper requirements include a cover page, ten to twelve pages of typed text (double spaced), and ten to twelve evidence-based references (Appendix A). Each student's topic must be approved by the faculty grading the paper before the student may begin researching (Appendix B). A list of topics are provided for the students to choose from (Appendix C). Additionally, the students are provided a power point (Appendix D) with Panopto lecture during week two of the course outlining the requirements of the health promotion research paper. Plus, the students are provided an APA tips sheet (Appendix E) and an example health promotion research paper (Appendix F). Discussion board questions in four different weeks (two, three, six, and seven) leading up to the research paper due date build on the research needed to write this paper. Discussion questions center around plagiarism and finding articles that help to write the section of the paper that addresses a health behavior theory. Except for the power point, which opens during week

two of the course, the remaining above-mentioned tools to aid students in writing their health promotion research paper are available when the course opens at the beginning of each semester. Students are also highly encouraged to utilize the SLU writing center. The health promotion research papers are due during week ten in the spring and fall semesters. During the spring and fall semesters students have additional time one week before the paper is due where they do not have any discussion board or other coursework obligations to finish perfecting their papers.

The health promotion research paper artifact was collected in the three-credit hour course titled Health Promotion (NURS 5140-20) that students participated in spring 2022 and fall 2022. NURS 5140-20 analyzes evidence-based clinical prevention activities for their use to improve the health of individuals, families, and populations. NURS 5140-20 also explores methods for providing leadership in the conceptualization and implementation of clinical prevention and population health for individuals and populations. Additionally, the impact of lifestyle, genetics, cultural, and environmental factors on health and/or health disparity are discussed.

NURS 5140-20 is only offered online spring and fall semesters.

The MSN-NP program is not offered at the Madrid, Spain campus.

### 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.

The health promotion research paper rubric was used to evaluate the artifacts of student learning (Appendix G) as well as SKYfactor 13. The health promotion research paper rubric was available to students when the course opened at the beginning of each semester.

During the spring 2022 semester there were twenty-three students enrolled in NURS 5140-20. Group one had twelve students and was led by one faculty leader. Group two had eleven students and was led by one faculty leader. Each faculty leader was responsible for grading each student's health promotion research paper within their group.

During the fall 2022 semester there were seventeen students enrolled in NURS 5140-20. Group one had nine students and was led by one faculty leader. Group two had eight students and was led by one faculty leader. Each faculty leader was responsible for grading each student's health promotion research paper within their group.

SKYfactor is an assessment and benchmarking tool that is used in the MSN program to collect information to better understand the perceptions of SLUTBVSON effectiveness from the viewpoint of our students. Assessment information answers important questions such as "How effective is our program?" or "Where should we focus resources to improve?" The SKYfactor assessment provides targeted, analysis-backed insights to measure our performance and guide our improvement efforts. The assessment guides us on where to focus our time, money, and resources to improve overall quality of student experiences and help each student thrive.

SKYfactor 13, which assesses evidence-based knowledge, was used to evaluate program assessment outcome #2.

SKYfactor 13 evaluates to what degree did the MSN program enhance your ability to use:

- Knowledge of illness and disease management to provide evidence-based care.
- Advanced knowledge of environmental and population characteristics to improve health care.
- Theories and evidence-based knowledge in leading the healthcare team to deliver appropriate health care.

SKYfactor 13 evaluated to what degree did the MSN program enhance your ability to integrate:

- Evidence from nursing and other sciences as the foundation for practice.

### 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)?

Overall, 80% of students did not receive a grade of B ( $\geq 85\%$ ) or higher. Combined data for both spring and fall 2022 semesters reveals twenty-nine out of forty (72.5%) students received a grade of B or higher. Eleven out of forty (27.5%) students received a grade less than a B ( $\leq 84\%$ ).

Data for spring 2022 semester demonstrates eighteen out of twenty-three (78%) students received a grade of B or higher and five out of twenty-three (22%) received a grade of less than a B. A complete breakdown of fall 2022 student performance is provided in Appendix H.

Data for fall 2022 semester demonstrates eleven out of seventeen (65%) students received a grade of B or higher and six out of seventeen (35%) students received a grade of less than a B. A complete breakdown of spring 2022 student performance is provided in Appendix I.

The SKYfactor 13 data on the MSN exit survey for 2022 revealed an N of 29 with a mean of 5.54 out of 7 which met our goal of 5.5 or greater.

## 5. Findings: Interpretations & Conclusions

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

80% of students in both the spring and fall semesters did not earn a grade of B or higher. This provoked the two faculty leaders to further investigate why. They found that during the spring semester two adult gerontology acute care nurse practitioner (AGACNP) students, one pediatric nurse practitioner (PNP) student, one psychiatric mental-health nurse practitioner (PMHNP) student, and one family nurse practitioner (FNP) student did not earn a grade of B or higher. During the fall semester two AGACNP students, one PNP student, two PMHNP students, and one FNP student did not earn a grade of B or higher. Overall, the AGACNP and PMH students appear to struggle with this assignment the most. It is understandable that the AGACNP students may find this assignment challenging since they are caring for acutely ill patients and are not performing as much health promotion, and the health promotion they are performing is mostly tertiary care. The PMHNP students should be performing health promotion with their patients and families.

The two faculty leaders also reviewed each health promotion research paper that scored  $\leq 84\%$  and found that students struggled in the case finding/screening and interventions sections of the paper.

The two faculty leaders must also state that the nurse practitioner students are working (usually full-time) as registered nurses and are still feeling the heavy workloads related to the COVID-19 pandemic which means they are working extra hours and shifts since most units are short staffed. This may have played a role in time management to thoroughly research to write a graduate level research paper; especially with the AGACNP students who are working in the intensive care units and emergency departments.

## 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?

The MSN coordinators met at their monthly coordinators meeting on February 15, 2023, at 10:00am to review the findings of each program. The health promotion research paper results were summarized and discussed by the MSN coordinators and the Associate Dean for Graduate Education. Findings were then presented at the monthly Advanced Nursing Practice Program Committee (ANPPC) meeting on March 20, 2023, at 1:00pm. All graduate faculty and student representatives were given the opportunity to review, discuss, ask questions, and make recommendations at the ANPPC 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.

The actions that will be taken because of these findings are to examine ways to include topics more relevant to AGACNPs and PMHNPs into NURS 5140-20.

Looking at ways to include the intensive care unit (ICU) in the continuum of care through disease prevention and health promotion efforts. Riley et al. (2018)\* found that advocating for prevention, improving disparities in health and health care, mitigating negative effects of critical illness and injury as well as ICU exposure, and promotion of health and well-being in the community are all efforts to promote health promotion in the critical care population. The two faculty leaders will review acute care textbooks for additional ideas, and will be cognizant of the AGACNP students' health promotion paper topic making sure to help them relate their acute care background with an appropriate health promotion topic. Encouraging an acute care topic could promote a more vested interest in the research paper.

Health promotion as it relates to the PMHNP is already part of this course. Activities such as promotion of exercise, sleep, good nutrition, mindfulness, and resilience are interwoven throughout the course. Highlighting projects that encourage help-seeking and reducing the stigma associated with mental illness could be expanded upon.

Additionally, the two faculty leaders will meet with the AGACNP program coordinator and the PMHNP program coordinator to discuss any additional suggestions they might have to improve the health promotion research paper grades.

As far as the tools that students receive to help them write the health promotion research paper, the two faculty leaders feel these are more than adequate. They are given topic directions, topics, paper directions, rubric, example paper, power point, lecture, APA tips, additional time to perfect the paper, and encouragement to use the SLU Writing Services. These items are more than sufficient to be successful in writing the health promotion research paper. With that being said, the two faculty leaders will contact Alexander Ocasio, PhD (Coordinator, Academic Support) from the SLU Writing Services for additional suggestions/resources.

To address the case finding/screening and interventions sections of the paper, the two faculty leaders will make sure the example paper clearly states what these sections should include. Plus, the two faculty leaders will add additional verbiage to the rubric clarifying what is needed in these sections.

After faculty had time to review this program assessment outcome report at the ANPPC meeting on March 20, 2023 at 1:00pm, they suggested adding a draft of the health assessment paper be due two weeks prior to the assignment due date to assure students were not waiting to start researching and writing their paper. The faculty suggested that points be assigned to the draft. This will be discussed between the two faculty leaders to determine next steps for future semesters.

\*Riley, C., Maxwell, A., Parsons, A., Andrist, E., and Beck, A.F. (2018) Disease prevention & health promotion: What's critical care got to do with it? *Translational Pediatrics*, 7(4), 262-266. doi: 10.21037/tp.2018.09.13

If no changes are being made, please explain why.

Changes are being made/considered and were discussed in the prior section.

## 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 that was made was the addition of the health promotion research paper example. Since this is the two faculty leaders first time doing the program assessment for outcome #2, we not sure what was implemented based on the results of the previous program assessment data. The faculty leaders added the example health promotion research paper to help clarify the requirements of the rubric after students reported in the Blue evaluations that it would be beneficial to see an example paper.

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

The change has been assessed by reviewing the health promotion research paper grades and Blue evaluations.

**C.** What were the findings of the assessment?

Most semesters indicated an improvement in overall grades after the addition of the example paper.

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

The faculty leaders will continue to review the health promotion research paper grades in detail & continue to think of innovative ways to engage the students in writing a graduate level scholarly research paper.

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

# NURS 5140 – Health Promotion Research Paper Directions

Health Promotion Research Paper **(Due Month & Date at 11:59pm)**

Please refer to the health promotion rubric for grading criteria & example paper for paper format (headings).

One of the goals of this class is to make sure students know how to write a scholarly, APA research paper. It is a foundational skill for the master's program. Therefore, format and style must be **STRICTLY** followed to demonstrate that the student has learned how to properly search for evidence-based research and use APA format appropriately. This especially refers to citing references in the text of the paper and making an appropriate reference list. This also means students must learn how to find appropriate sources for a formal, scientific, scholarly paper. As noted in the content on discussion participation, you will absolutely **NEED** to learn how to search and find appropriate references using MEDLINE, CINAHL, etc. You will want to explore theory, research, and evidence-based work on your topic. There will be several resources provided in this class to help you if you do not have prior experience writing a master's level scholarly paper.

The following is an overview of the directions – refer to the health promotion paper rubric for full directions/expectations:

1. The paper is to be on a topic that deals with some aspect of health promotion or prevention for your population of interest. This should be written at the level of an advanced practice nurse/clinical nurse leader.
2. Use APA format for the entire paper, reference list, and for reference citations in the text. You must cite the sources for information you put in the paper. You should have a **minimum** of 10 relevant evidence-based research journal references (**NOT** counting textbooks & websites). References should have been published within the past 5 years. Web sites should **ONLY** be used if they provide key information (for example, the CDC has some statistics on health problems, guidelines from the USPSTF or other professional source may be cited). Web sites **DO NOT** count towards the minimum of 10-12 research references.
3. The paper should include a cover page, 10-12 pages of text (double spaced), followed by references. The 10-12 pages does **NOT** include the cover page or reference page(s).
4. Quotes should **NOT** be used – at the graduate level, you should be summarizing the literature and paraphrase what others discuss rather than quoting directly.
5. Follow the Health Promotion Paper Rubric – this is what is used for the grading criteria. **ABSOLUTELY NO LATE PAPERS WILL BE ACCEPTED.**
6. Any papers containing plagiarism will be given a zero with **NO** revisions permitted.
7. Please submit under the Health Promotion Research Paper icon. This can be found under the assignment tab &/or calendar tab.

## **NURS 5140 – Health Promotion Research Paper Topic Directions**

Paper Topic (**Due Month & Date at 11:59pm**)

The topic needs to focus on health promotion &/or prevention and **NOT** on treatment. This submission is to make sure you are choosing an appropriate topic related to health promotion/prevention/health education/screening. A list of topics will be posted the under the health promotion research paper topic tab within the assignments tab. Topics are on a first come first serve basis or you can select a topic not on the list that pertains to health promotion. Your topic **MUST** be approved by your faculty group leader before submitting to the assignments tab. You need to research the topic before submitting to your faculty group leader to make sure you can address all the requirements of the paper (review the health promotion directions & rubric). Please submit the topic to your faculty group leader via email for approval. After your faculty group leader has approved the topic, you will need to submit your health promotion research topic for credit. You may submit this assignment under the syllabus tab or assignments tab.

## NURS 5140 – HEALTH PROMOTION PAPER TOPICS

1. Smoking Cessation
2. Physical activity
3. Responsible sexual behavior
4. Dental health
5. Stress management
6. Environmental health factors
7. Alcohol use
8. Depression/anxiety
9. Substance abuse
10. Violence prevention
11. Immunizations
12. Fall prevention
13. Nutrition
14. Obesity
15. Osteoporosis
16. Breast cancer
17. Cervical cancer
18. Colon cancer
19. Lung cancer
20. Prostate cancer
21. Hyperlipidemia
22. Metabolic syndrome
23. Stroke
24. Hypertension
25. Diabetes
26. Skin cancer
27. Oral cancers
28. Asthma /Allergies
29. Heart Disease
30. Sleep Apnea
31. Sleep Hygiene

**\*\*Most topics will require a more narrowed focus for researching purposes (i.e. obesity – prevention of childhood obesity in the school-aged child).**



**APPENDIX D**  
**NURS 5160: PRINCIPLES OF PRACTICE MANAGEMENT**  
**HEALTH POLICY AND LEADERSHIP PAPER**  
**FACULTY GRADING RUBRIC**

<b>Section</b>	<b>Points</b>
<p><b>A. What is the problem/ topic?</b>            Why is this important?            What are the implications to practice, economy, and patient care?            Who are the stakeholders that the policy affects and how?</p>	30
<p><b>B. What is the current legislation?</b>            What are the recent or proposed changes?            What are the barriers to change?            Who are the legislative stakeholders?            Describe your leadership analysis and its impact on the recent/ proposed policy change</p>	30
<p><b>C. Your suggestions:</b>            What would be your suggestions for implementing change to the policy/ legislation? How would you accomplish this? (include specific persons that may need to be contacted ie. Representatives, congress persons, associations)            Based upon your leadership analysis how would you recommend to impact recent/ proposed policy change?</p>	30
<p>D. APA format, critical thinking, spelling/ wording</p>	10
<b>TOTAL</b>	
<p><b>Comments:</b></p> <p style="margin-left: 40px;">           A      93-100            A-     91-92            B+     89-90            B      85-88            B-     83-84            C+     80-82            C      77-79            C-     75-76            D      70-74            F      69 and below         </p>	<p><b>• Students must receive a grade of B to successfully complete this assignment</b></p>



**APPENDIX D1**  
**NURS 5160: PRINCIPLES OF PRACTICE MANAGEMENT HEALTH**  
**POLICY AND LEADERSHIP PAPER**  
**FACULTY GRADING RUBRIC**

Criteria	Ratings				Points
Shared Thoughts	30 to >25 pts Exemplary Consistently shared well-considered thoughts and introduced new ideas, discussing and responding to others posts	25 to >20 pts Accomplished Often shared well-considered thoughts. occasionally added feedback to advance discussion to other student's posts	20 to >0 pts Developing Sometimes shared well-considered thoughts. did not provide feedback to other students to advance discussion	0 pts Not Addressed No additional information added to discussion or not all questions answered	" ___ " /30
Critical thinking: Application, analysis, synthesis & evaluation	50 to >45 pts Exemplary Excellent, clear display of critical thinking skills thoroughly discusses topic	45 to >40 pts Accomplished Very good display of critical thinking skills but room to add additional information to fully develop topic	40 to >0 pts Developing Satisfactory development of critical thinking skills covers minimum if the required information with limited depth	0 pts Not Addressed Limited or no additions to discussion	" ___ " / 50
Discussion entered promptly & Participation	20 to >18 pts Exemplary Always entered discussion promptly; posted original insights and responded appropriately to classmates; postings nearly always elicit	18 to >16 pts Accomplished Usually entered discussion promptly; posted original insights and responded appropriately to classmates; postings sometimes elicit	16 to >0 pts Developing Sometimes entered discussion promptly; occasionally posted original insights; responses to classmates may be brief Doesn't provide	0 pts Not Addressed No response to peer or very limited. No reference.	" ___ " /20

	classmate or instructor response and responds to those responses, Cites references other than textbook	classmate or instructor response Cites textbook or one single article only	references. does not follow up on feedback		
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## APA Tips

- These brief tips are not meant to replace the 2020 7<sup>th</sup> Edition APA Manual or be used as a complete guide for writing the Health Promotion paper.
- APA updates can be found at <https://owl.english.purdue.edu/owl/resource/560/01/>
- Highly recommend utilizing the SLU Writing Center.
- Please review the sample paper posted. It has the correct titling format and the correct APA format. **NOTE:** this example paper is a few years old so some of the references are greater than 5 years old. Your references **MUST** be less  $\leq 5$  years old.
- Avoid using direct quotes. Paraphrase all information being used & cite source.
- Any idea used from an article, website, book, ect. **MUST** be cited. If it is not your idea/words, it needs to be cited. You cannot write an entire paragraph using someone else's ideas and only cite the first and last sentence of the paragraph. **YOU MUST CITE EACH PARAPHRASED IDEA.**
- Margins are 1 inch all around.
- Fonts that may be used include Calibri 11-point, Arial 11-point, Lucida Sans Unicode 10-point, Times New Roman 12-point, Georgia 11-point, & Computer Modern 10-point. When cutting and pasting web addresses or other information make sure you correct the font and size. Please use the same font throughout your paper.
- The title page includes page number (top right corner), title of paper (centered & bolded), name, name of university, course number & name, instructor name, & assignment due date.
- All pages, including title page, need to be numbered. You should **not** number manually, but by using the inset tab in word and then page number. This will automatically number every page of your paper.
- The introduction paragraph does not require a heading, it is assumed that the first paragraph is the introduction. The remainder of the paper requires headings and they must be bolded, first letter of each word capitalized, and centered. (examples: **Background Data, Screening, Behavior Theory, Interventions/Barriers, Conclusion**)
- The title of the paper belongs on the title page (bolded) and before the first paragraph on the second page (not bold).
- Refer to the charts provided below on how to correctly cite and reference work.

Using the Author/Date System	
Author's Name	Example of Usage
Author's name part of narrative	Gass and Varonis (1984) found that the most important element in comprehending non-native speech is familiarity with the topic.
Author's name in parentheses	One study found that the most important element in comprehending non-native speech is familiarity with the topic

	(Gass & Varonis, 1984).
Multiple works (separate each work with semi-colons)	Research shows that listening to a particular accent improves comprehension of accented speech in general (Gass & Varonis, 1984; Krech Thomas, 2004).
Direct quote, author's name part of narrative	Gass and Varonis (1984) found that “the listener’s familiarity with the topic of discourse greatly facilitates the interpretation of the entire message” (p. 85).
Direct quote, author's name in parentheses	One study found that “the listener's familiarity with the topic of discourse greatly facilitates the interpretation of the entire message” (Gass & Varonis, 1984, p. 85).

Citing Works by Multiple Authors in Text				
Type of citation	First citation	Subsequent citations	First citation, parenthetical format	Subsequent citations, parenthetical format
One author	Field (2005)	Field (2005)	(Field, 2005)	(Field, 2005)
Two authors	Gass and Varonis (1984)	Gass and Varonis (1984)	(Gass & Varonis, 1984)	(Gass & Varonis, 1984)
Three authors	Munro et al. (2006)	Munro et al. (2006)	(Munro et al., 2006)	(Munro et al., 2006)

## NURS 5140 – Health Promotion Research Paper Rubric

Paper Component	Possible Points	Student Points
<b>Introduction:</b> Detailed Intro (3 points) Level of Prevention Stated (1 point) Purpose Statement Provided (1 point)	5	
<b>Background Data:</b> Detailed Significance (2.5 points each = 15 points) Epidemiology Incidence Prevalence Risk Factors Cultural Implications Outcomes	15	
<b>Case Finding/Screening:</b> Problem Identification (3 points each = 15 points) Screenings Diagnostics History Physical Other Measures	15	
<b>Interventions:</b> (This section of paper must include ethical implications to care) 3-4 Specific Interventions (10 points) Barriers to Interventions (5 points)	15	
<b>Health Behavior Theory:</b> 1 Health Behavior Theory/Model Discussed (7 points) Evidence-based Research to Support Theory/Model use in practice (3 points)	10	
<b>Conclusion:</b> Concise Closure (10 points)	10	
<b>APA Format:</b> Strictly Followed (10 points)	10	
<b>Writing Style:</b> 10-12 Pages Typed Text (5 points) No Grammar, Spelling, Punctuation Mistakes (2 points) Easy to Read with No Quotes used (3 points)	10	
<b>References:</b> 10-12 Evidence-based Research Articles (8 points) References <5 years old (2 points)	10	
<b>TOTAL POINTS</b>	100	

Spring 2022 Health Promotion Research Paper Grade Breakdown

<b>Student</b>	<b>Group 1 n=12</b>	<b>Group 2 n=11</b>
Student 1	72% (<B)	
Student 2	70% (<B)	
Student 3		97% (>B)
Student 4		98% (>B)
Student 5		97% (>B)
Student 6	91% (>B)	
Student 7		98% (>B)
Student 8	92% (>B)	
Student 9	83% (<B)	
Student 10	96% (>B)	
Student 11	91% (>B)	
Student 12		91% (>B)
Student 13		94% (>B)
Student 14		88% (>B)
Student 15		90% (>B)
Student 16	73% (<B)	
Student 17	92% (>B)	
Student 18	92% (>B)	
Student 19		77% (<B)
Student 20		89% (>B)
Student 21	91% (>B)	
Student 22		90% (>B)
Student 23	88.5% (>B)	
Totals per faculty leader	>B = 8/12 (67%) <B = 4/12 (33%)	>B = 10/11 (91%) <B = 1/11 (9%)
<b>TOTALS</b>		>B = 18/23 (78%) <B = 5/23 (22%)



Fall 2022 Health Promotion Research Paper Grade Breakdown

<b>Student</b>	<b>Group 1 n=9</b>	<b>Group 2 n=8</b>
Student 1		42% (<B)
Student 2	70.5% (<B)	
Student 3		72% (<B)
Student 4	93% (>B)	
Student 5	94% (>B)	
Student 6		95% (>B)
Student 7		94% (>B)
Student 8	91% (>B)	
Student 9	96% (>B)	
Student 10		83% (<B)
Student 11	96% (>B)	
Student 12	89% (>B)	
Student 13		94% (>B)
Student 14		96% (>B)
Student 15	79% (<B)	
Student 16		91% (>B)
Student 17	78% (<B)	
Totals per faculty leader	>B = 6/9 (67%) <B = 3/9 (33%)	>B = 5/8 (62.5%) <B = 3/8 (37.5%)
TOTALS		>B = 11/17 (65%) <B = 6/17 (35%)