

Admission Ranking Criteria Points LPN-ADN Bridge	Points Awarded
HESI Nursing Admissions Assessment Score (Reading Comp, Vocab, Grammar, and Math) Scores are rounded to tenths number. Minimum Composite Score = 70 Maximum 10 pts 98.6-100 = 10 points 95.6-98.5 = 9 points 92.6-95.5 = 8 points 89.6-92.5 = 7 points 86.6-89.5 = 6 points 83.6-86.5 = 4 points 80.6-83.5 = 3 points 77.6-80.5 = 2 points 75-77.5 = 1 point 70-74.9 = 0.5 point	HESI Score /10
GPA Point Value (4.0 Point maximum award – calculated on: BIO201 A&P I, BIO202 A&P II, BIO204 Microbiology, BIO216 Patho, English 121 English Comp, PSY 235 Human Growth & Dvlpt, MAT103 or higher, 3 credit elective in Social & Behavior Sc or Humanities, and HPR108 Dietary Nutrition(1 credit) OR HWE 100 (3credit) Minimum GPA =2.75 Award based on actual GPA (i.e. GPA=2.75 awarded 2.75 points)	GPA /4
Graduate of FRCC-Boulder County Campus PN Program Yes = 3 points No = 0 points	LPN Graduate of FRCC-BCC /3
Health Care Experience as LPN (3 point maximum award) Agency verification of LPN practice in direct contact with patients/clients of 4001 hours and above = 3 pt 1001-4,000 hours (6 months-2years FT) = 2 pt ≤ 1,000 hours = 1 pt No LPN experience = 0 pt	LPN Employment /3
Criteria Total Points (HESI Scores, Pre-req GPA, credits at FRCC, Employment and Certifications) TOTAL SCORE (15 Point maximum)	TOTAL /20
tie breaker (Optional) 1. Previous application to FRCC-W Nursing Program (.25 pts) 2. Completion of LPN Peds/OB Content Exam (applicants with identical points will be ranked in order of score obtained) And/or 3. Essay: What will you contribute to the profession of nursing? Grading Rubric Attached Exceeds Expectations: 0.25 pt. Meets Expectations: 0.12 pt. Less than Meets Expectations: 0 pt.	 .25 .25

Rubric for WC Admission Essay

TOPIC: What knowledge, skills, and attitudes do you currently possess that will promote your successful transition from the Practical Nurse role to the Registered Nurse Role?	Exceeds Expectations 23-22	Meets Expectations 21-20	Approaching Expectations 19-18	Below Expectations 17-15
Content and originality Points will be deducted here for plagiarism.	<i>Topic handled with originality and depth. Abstract ideas are reflected through relevant details. Tone is evident and reveals the feelings and thoughts of the writer.</i>	<i>Writing relates to topic. Personal and general reflections are included along with concrete language and some detail.</i>	<i>Writing does not go into depth. Writing is vague. Support is general and lacks insight. Little detail is used.</i>	<i>Writing lacks originality. There is little or no self-reflection. Few details support the topic. Seriously lacking in content.</i>
Organization	<i>Writing is unified, well-focused. Ideas are clear and logical and relate to the purpose of the essay. Ideas are arranged in a meaningful and engaging manner.</i>	<i>Writing is focused and generally organized. Ideas are clear and relate to the purpose of the essay.</i>	<i>Writing is organized but lacks clarity and focus. Ideas are loosely formed and developed.</i>	<i>There is no logical organization of ideas. Writing presents itself as disorganized and incoherent.</i>
Conclusion	<i>Conclusion is engaging and insightful. It restates student's personal reflection. Conclusion effectively brings essay to an end.</i>	<i>Conclusion restates student's personal reflection in general terms and effectively brings essay to an end.</i>	<i>Conclusion leaves the reader unsatisfied. Lacks focus. Student reflection is poorly restated or summarized.</i>	<i>Incomplete, unfocused, or missing. Student reflection is not summarized.</i>
Mechanics and Usage	<i>Displays a mastery of punctuation, sentence structure, and conventional written English. Contains no major errors in sentence structure or grammar. Words are spelled correctly</i>	<i>Displays control of punctuation, sentence structure, and conventional written English. No major errors in sentence structure or grammar. May contain a few errors in punctuation and spelling.</i>	<i>Some errors in spelling, punctuation, grammar or errors in sentence structure.</i>	<i>Lacks control of punctuation, sentence structure, and conventional written English. Contains major errors in sentence structure.</i>
	<i>5 points</i>	<i>4-3 points</i>	<i>2-1 points</i>	<i>0 points</i>
Structure (worth up to 5 points)	<i>Uses a thesis sentence that directs what the paper is about.</i>	<i>Underdeveloped thesis sentence.</i>	<i>Poor thesis sentence.</i>	<i>No thesis sentence.</i>
Format (worth up to 5 points)	<i>Uses structured format without error. No longer than 750 words</i>	<i>Uses structured format consistently with few errors. Length longer than 750 words</i>	<i>Poor use of structured format with many errors. Length not within criteria (too long or too short)</i>	<i>No use of structured formatting.</i>

