

**RN to BSN (School of Nursing) ADC
Core Competency Data - FA2021-SP22**

Learning Outcome:

Written: Students will be able to effectively express ideas and information to others through written communication.

Outcome Measure:

ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):

75% of the students will be marginal or proficient at Level 2 Writing

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient				
	2016-17	2017-18	2018-19	*2020-21	2021-22
ETS Proficiency Profile Level 2 Writing	69.2%	60.7%	40%	36.4%	47.4%

*Gap in data due to changes in SON faculty

Conclusions Drawn from Data:

The percentages for Level 2 Writing proficiency has increased from AY2020-2021, although it is still far below the benchmark of 75%. There has been noticeably more communication on Writing Center workshops and tutoring. The increase in proficiency could be a result of more awareness and increased usage of Writing Center opportunities. It is noted several students in the past year have accessed the Writing Center and tutoring program. Again, it is hard to compare the higher scoring PLNU traditional BSN student with the Adult Degree Completion (ADC) student with unique life circumstances (e.g. full time work commitment, childcare issues, family responsibilities).

Changes to be Made Based on Data:

The Writing Center has targeted the RN-BSN program as needing more resources to improve writing proficiency. The increased emails to students has increased awareness and availability for workshops and tutoring. Continued communication on Writing Center offerings will increase student usage and strengthen student writing skills and proficiency.

Rubric Used

No rubric. We use the ETS Proficiency Profile: Writing test results.

RN to BSN (School of Nursing) Core Competencies

Learning Outcome:

Oral: Students will be able to effectively express ideas and information to others through oral communication.

Outcome Measures:

NRS 4040: Creative Project revisited

Using the Creative Project completed in NRS 350, student will reflect and apply recent learning and development to the vocation of nursing. Students will “revisit” their purpose and choice of the creative project completed during their first term to reflect on how this project influenced or shaped their ideas for “professional” nursing practice.

NRS 4040: EBP Presentation

Students synthesize Evidence Based Practice (EBP) Phases I and II (completed in previous NRS courses) with Phase III into final presentation of EBP Proposal.

Criteria for Success (how do you judge if the students have met your standards):

75% of students will show achievement at the Developed or Highly Developed levels

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

Course/Assignment	Semester	N	Percentage of Students Developed or Highly Developed
NRS 440/Creative Project	Fall 2016	NA	NA
NRS 440/Creative Project	Spring 2017	21	95%
NRS 440/Creative Project	Fall 2017	53	98.1%
NRS 440/Creative Project	Spring 2018	34	100%
NRS 440/Creative Project	Fall 2018	44	99%
NRS 440/Creative Project	Spring 2019	26	99%
NRS 440/Creative Project	*Fall 2020	30	100%
NRS 440/Creative Project	Spring 2021	13	100%
NRS440/EBP Presentation	Fall 2016	NA	NA
NRS440/EBP Presentation	Spring 2017	NA	NA
NRS440/EBP Presentation	Fall 2017	53	96.2%
NRS440/EBP Presentation	Spring 2018	34	97%

NRS440/EBP Presentation	Fall 2018	49	98%
NRS440/EBP Presentation	Spring 2019	24	88%
NRS440/EBP Presentation	*Fall 2020	29	97%
NRS440/EBP Presentation	Spring 2021	13	100%
NRS4040/ EBP Presentation	Fall 2021	46	100%
NRS4040/EBP Presentation	Spring 2022	11	100%

*Gap in data due to changes in SON faculty

(The RN-BSN program was a new program during FA16 & SP17. Challenges with technology and the development of initial assessment procedures led to a lack of data during those semesters.)

Conclusions Drawn from Data:

Students are meeting established benchmarks as evidenced by 100% of students achieving developed or highly developed criteria. A change that was implemented during the 2021-2022 academic year was the submission of a skeleton draft of their EBP presentation as an assignment for instructors to provide feedback. The submission of the skeleton draft of the EBP presentation assisted in meeting the benchmark for the signature final assignment.

During academic year 2021-2022, the revised assignment greatly assisted with the increase of class score averages on EBP presentation as compared to AY 2020-2021. It was also recognized that students were not reviewing the feedback from instructors. Therefore, the final signature assignments were not revised according to the feedback provided. Another conclusion was that students were not utilizing the provided rubric, therefore missing minor requirements for the presentation.

Changes to be Made Based on Data:

Instructors to review EBP presentation rubric during the first-class session. After each subsequent class session where new material for the EBP project has been explained, instructors will refer to the EBP presentation rubric and review with the students how the new material aligns with the EBP project proposal paper and EBP presentation.

Rubric Used

Creative Project Revisited Assignment Rubric
EBP Phase III Project Assignment Rubric

**RN to BSN (School of Nursing)
Core Competencies**

Learning Outcome:

Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources

Outcome Measure:

NRS 440: EBP Project

Students synthesize Evidence Based Practice (EBP) Phases I and II (completed in previous NRS courses) with Phase III into final written EBP Proposal.

Criteria for Success (how do you judge if the students have met your standards):

75% of students will show achievement at the Developed or Highly Developed levels

Aligned with DQP Learning Areas (circle one or more but not all five):

1. **Specialized Knowledge**
2. Broad Integrative Knowledge
3. **Intellectual Skills/Core Competencies**
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

We have had multiple challenges with technology and the development of assessment procedures for the RN-BSN program, due to this being a new program and report. Data for the SP17 semester is not available.

Course/Assignment	Semester	N	Percentage of Students Developed or Highly Developed
NRS440/EBP Project	Fall 2016	NA	NA
NRS440/EBP Project	Spring 2017	20	85%
NRS440/EBP Project	Fall 2017	53	83.4%
NRS440/EBP Project	Spring 2018	34	91%
NRS440/EBP Project	Fall 2018	49	98%
NRS440/EBP Project	Spring 2019	24	87%
NRS440/EBP Project	*Fall 2020	29	97%
NRS440/EBP Project	Spring 2021	13	100%
NRS4040/EBP Project	Fall 2021	46	100%
NRS4040/EBP Project	Spring 2022	11	100%

*Gap in data due to changes in SON faculty

Conclusions Drawn from Data:

Students met established benchmark as evidenced by 100% of students achieving the developed or highly developed criteria. Changes that were implemented during the 2021-2022 academic year include the synthesis of evidence and implementation plan that included the outcomes measurements for the EBP project proposal paper with thorough explanation.

Instructors utilized the assignments to thoroughly explain the requirements as a step-by-step process. The continuation of the entire project proposal paper draft for instructors to provide feedback to students prior to the submission of the final signature project proposal paper also assisted in meeting the benchmark.

A change that was implemented during spring 2022 was for students to submit their previous work from NRS4030 that included the "Clinical Problem/PICO" paragraph and the synthesis of evidence for a "complete/incomplete". However, the course instructor identified that the synthesis of evidence created in NRS4030 was not meeting the outcomes required for NRS4040. Therefore, the instructor created a video for students to review on how to create a simple synthesis of evidence utilizing the articles and literature review obtain in NRS4030. The instructor had to reiterate for students to review the video created and students were able to revise their draft paper prior to the final submission.

The students were identified to having continued difficulty with synthesizing evidence and in the signature EBP project proposal paper during the AY 2021-2022 due to the change of submitting previous course work from NRS4030.

It was also recognized that students were not reviewing the feedback from instructors. Therefore, the final signature assignments were not revised according to the feedback provided. Another conclusion was that students were not utilizing the provided rubric, therefore missing some requirements for the EBP project paper.

Changes to be Made Based on Data:

The program director and lead faculty for NRS4040 are aware of the areas where improvements are needed. A change that will be implemented for the 2022-2023 AY will be for the synthesis of evidence to be done in NRS4030 instead of NRS4040. Students will submit their previous synthesis of evidence done in NRS4030 in NRS4040 as a "complete/incomplete" assignment.

The assignment will then be added to the final version of their EBP project proposal paper. Instructors to review EBP project proposal paper rubric during the first-class session and reiterate the importance of utilizing the rubric as a guide to writing. After each subsequent class session where new material for the EBP project has been explained, instructors will refer to the EBP project paper proposal rubric and review with the students how the new material aligns with the EBP project proposal paper.

Rubric Used

EBP Phase III Project Assignment Rubric

**RN to BSN (School of Nursing)
Core Competencies**

Learning Outcome:

Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.

Outcome Measure:

ETS Proficiency Profile Exam: Reading

Criteria for Success (how do you judge if the students have met your standards):

75% of the students will be marginal or proficient at Level 2 Reading/Critical Thinking

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient				
	2016-17	2017-18	2018-19	*2020-21	2021-22
ETS Proficiency Profile Level 2 Reading	76.7%	61.6%	43.2%	42.4%	26.3%

*Gap in data due to changes in SON faculty

Conclusions Drawn from Data:

The proficiency percentage in Level 2 Reading drastically dropped this current year. Again, frontline healthcare registered nurses are the students in our program. This past year has been unusually stressful with overwhelming work commitments, over time and extended family and childcare issues.

Changes to be Made Based on Data:

It will be helpful to change reading assignments to more focused reading rather than full chapters in textbooks. The usage of key articles with follow up dialog in class to verify student knowledge will solidify retention of subject matter. The addition of intentional discussion assignments to capture weekly topics rather than general or broad information will also strengthen their intellectual skills and critical thinking.

Rubric Used

No rubric. We use the ETS Proficiency Profile: Reading test results.

**RN to BSN (School of Nursing)
Core Competencies**

Learning Outcome:

Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

Outcome Measure:

ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):

75% of the students will be marginal or proficient at Level 2 Mathematics

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient				
	2016-17	2017-18	2018-19	*2020-21	2021-22
ETS Proficiency Profile Level 2 Math	55.3%	47.5%	36.4%	48.5%	21.1%

*Gap in data due to changes in SON faculty

Conclusions Drawn from Data:

ADC RN-BSN students are registered nurses that have passed math proficiency needed for medication administration at their workplace. In the RN-BSN program, there is no math focus. There are no assignments that target math proficiency. Math exposure in the program is statistical information gathered from research articles: percentages, averages, frequencies and mean values.

Changes to be Made Based on Data:

The RN-BSN program is a 15 month program for frontline registered nurses who have already demonstrated safe medication dosage calculation at their workplace. The focus of our program is public health nursing and evidence-based nursing practice. To enhance their quantitative reasoning skills, we plan to put more emphasis on the interpretation of statistical results in class activities in courses requiring critical appraisal of research articles.

Rubric Used

No rubric. We use the ETS Proficiency Profile test results.