

**BSN (School of Nursing)
Core Competency Data – FA2022-SP2023**

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

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									
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23
ETS Proficiency Profile Level 2 Reading	75.0%	88.9%	86.8%	89.7%	79.2%	85.1%	82.3%	61.8%	79.0%	90.2%

*Gap in data due to changes in SON faculty

Conclusions Drawn from Data:

Our scores have continued to significantly improve for the last few years. We perceive this to be due to the return to traditional learning environments post-pandemic, along with the increased rigor we have implemented across the curriculum.

Changes to be Made Based on Data:

The School of Nursing implemented a clinical competency practice and assessment event that began in the fall of 2020 and is run at the start of each fall and spring semester. The goal of this educational event is to promote critical thinking and clinical judgment within simulated clinical scenarios. We believe this biannual event has improved our students' abilities and we will continue to refine and offer this event each semester. Additionally, we have instituted a new NCLEX preparation learning platform with new textbooks and testing software that is woven throughout the 3-year curriculum. We believe this new platform has allowed us to increase the rigor and applicability of our teaching and learning strategies.

Rubric Used

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

BSN (School of Nursing)**Core Competencies****Learning Outcome:**

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

Outcome Measures:**NSG4070 Learning Activity #2: Tell the Story Revisited**

Student will produce a 2-minute video that includes: an introduction of self, areas for growth, why they chose nursing as their vocation and answer an assigned culminating question.

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

Students will score a minimum average of 2.75 on a 4.0 point scale

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	Semester	N	Organization	Language	Delivery	Supporting Material	Central Message	Total
NSG 480	Fall 2014	65	3.60	3.88	3.98	3.48	3.86	3.76
NSG 480	Spring 2015	35	3.86	3.80	3.80	3.74	3.77	3.79
NSG 480	Fall 2016	20	3.75	3.30	3.20	3.50	3.45	3.44
NSG 480	Spring 2017	38	3.24	3.00	2.97	3.47	3.45	3.23
NSG 480	Fall 2017	39	4.0	4.0	3.95	4.0	4.0	3.99
NSG 480	Spring 2018	35	3.971	3.8	3.657	3.971	3.857	3.85
NSG 480	Fall 2018	35	3.8	3.54	3.67	3.74	3.64	3.68
NSG 480	Spring 2019	36	3.78	3.61	3.28	3.58	3.78	3.61
NSG 4080	*Fall 2020	40	4.0	4.0	4.0	4.0	4.0	4.0
NSG 4080	Spring 2021	37	4.0	4.0	4.0	4.0	4.0	4.0
NSG 4070	Fall 2021	42	3.87	3.93	4.0	4.0	3.93	3.88
NSG 4070	Spring 2022	39	3.72	3.79	4.0	3.93	3.94	3.84
NSG 4070	Fall 2022	31	3.8	3.95	4.0	4.00	4.00	3.95
NSG 4070	Spring 2023	30	3.15**	3.90	3.95	3.95	4.00	3.82**

*Gap in data due to changes in SON faculty; This assignment was moved into NSG 4070 in Fall2021.

Conclusions Drawn from Data:

Students are meeting established benchmarks. Current methods of teaching/learning are effective in NSG 4070, Nursing Leadership (Leading Faithfully) Theory course taught by Dr. Angelica Almonte. The assignment of Tell the Story Video and Mock Interview/Panel Discussion are aligned to the SLOs and learning activities of the NSG 4070 course.

Changes to be Made Based on Data:

- (1) No recommendations for any changes to be made based upon the FA22 and SP23 data. Ensure learning activities contain the equivalent lecture time, reading assignments, discussion time, and individual assignments. Continue to focus and on the current learning activities addressing these SLOs & criteria.
- (2) Continue to monitor. Minor adjustments to the 1st Criteria on Tell the Story grading rubric since there are no longer any NSG 1050 journals. Thus, only included NSG 2050 journals in that 1st Criteria.
- (3) Formulas for averages were updated in Excel worksheets.
- (4) Will update the assignment SLOs to fit with new CLOs based on the new BSN Essentials & TUG BSN PLOs.

Rubric Used:

AAC&U Oral Communication Value Rubric

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:

NSG4070 Learning Activity #8: Evidence Based Practice (EBP) Project

Student will conduct an EBP project related to their clinical experience and disseminate the results via a poster presentation summarizing their PICO question, evidence synthesis, proposed plan & significance of findings.

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

Students will score a minimum average of 2.75 on a 4.0 point scale

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

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

Longitudinal Data:

Quantitative Literacy Value Rubric - Average Student Scores:

Course	Semester	N	Interpretation	Application/ Analysis	Assumptions	Communication	Total
NSG 470	Spring 2016	20	3.650	3.300	3.400	4.000	3.588
NSG 470	Spring 2017	20	4.000	4.000	3.500	3.650	3.788
NSG 470	Fall 2017*	-	-	-	-	-	-
NSG 470	Spring 2018	35	3.657	3.257	3.400	4.000	3.578
NSG 470	Fall 2018	31	3.74	3.32	4.00	4.00	3.76
NSG 470	Spring 2019	35	4.0	3.29	3.129	3.839	3.567
NSG 4070	Fall 2020	40	3.85	3.60	3.35	3.725	3.631
NSG 4070	Spring 2021	37	3.48	4.00	3.64	3.89	3.75
NSG 4070	Fall 2021	42	3.76	3.64	3.75	3.85	3.75
NSG 4070	Spring 2022	39	3.53	3.77	3.3	4.0	3.65
NSG 4070	Fall 2022	31	3.64	3.91	3.67	3.64	3.75
NSG 4070	Spring 2023	30	4.0	3.85	3.93	3.56	3.78

*No data collected

Conclusions Drawn from Data:

During AY 2022-2023, all students exceeded established benchmark. This indicates that current methods of teaching-learning practices are adequate for achieving student learning outcomes. The results remain consistent longitudinally exceeding minimum averages of 2.75 on a 4.0 point scale for Quantitative Literacy Core Competency Values.

- a. In FA22 semester, 31/31 (100%) of students scored above the criteria of success (2.75/4.0 points). This criteria threshold is 41.93/61 points. Overall, the students' total

- average score was 57.29/61 points or 93.9%. The students' paper scores ranged from 53-61 points out of 61 points.
- b. In SP23 semester, 30/30 (100%) of students scored above the criteria of success (2.75/4.0 points). This criteria threshold is 41.93/61 points. Overall, the students' total average score was 57.73/61 points or 94.5%- an overall improvement from FA22 semester's average of 57.29/61 points or 93.9%. The students' paper scores ranged 56-61 points out of 61 points- again an overall improvement from FA22 semester's 53-61 point range.
 - c. Based upon feedback from the SP23 students, more lecture and group work time were requested and provided to work on this assignment.

Changes to be Made Based on Data:

- (1) No recommendations for any changes to be made based upon the FA22 and SP23 data. FA22 and SP23 courses were already improved from the EOS data from AY 2021-2022. These improvements included improved learning activities such as:
 - a. New examples of Evidence Based Practice (EBP) exemplars were provided. Students were provided access to EBP papers with more detailed Evidence Evaluation Tables and nursing intervention implementation plans.
 - b. Students were also provided examples of how to best synthesize evidence outcomes and narratively present common outcome themes.
 - c. To optimize the evaluation of evidence, students were given new individual assignments to use rapid appraisal checklists to critique their individual pieces of evidence.
 - d. Additionally, specific lectures and class activities were provided to teach students how to summarize and evaluate evidence for validity, reliability & applicability.
 - e. Class activities on grouping evidence based on outcomes and synthesized themes were provided.
 - f. Lastly, students were asked to submit papers into turnitin.com to correct ahead of final paper submission so that they may correct/address any grammar, spelling, and referencing issues prior to final submission.
- (2) Ensure learning activities contain the equivalent lecture time, reading assignments, discussion time, and individual assignments. Continue to focus and on the current learning activities addressing this assignments SLOs & criteria. Continue to also work with NSG 3099 Nursing Research faculty to build upon students' evidence evaluation/critiquing knowledge & skills within the NSG 4070 course.
- (3) Continue to monitor. Formulas for averages were updated in Excel worksheets.
- (4) Starting in FA23, this signature assignment's SLOs will be updated to align with the new CLOs & TUG BSN PLOs (which are aligned with the new BSN Essentials).

Rubric Used:

AAC&U Quantitative Literacy Value Rubric (excluding representation & calculation)

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

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									
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	*2020-21	2021-22	2022-23
ETS Proficiency Profile Level 2 Writing	78.1%	81.5%	85.3%	94.1%	83.1%	91.9%	82.3%	72.4%	80.2%	80.3%

*Gap in data due to changes in SON faculty

Conclusions Drawn from Data:

Our scores have improved over the last few years, most likely due to the return to a steady and consistent learning environment post-pandemic restrictions.

Changes to be Made Based on Data:

Students are required to complete a major writing assignment in each nursing theory course. As a BSN teaching team, we have spent time over the last two years discussing signature assignments and pedagogical practices, and will continue to do so to encourage alignment with our teaching of writing skills and APA formatting.

Rubric Used

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

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: Math results

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 Math.

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									
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23
ETS Proficiency Profile Level 2 Math	68.8%	85.2%	75.0%	89.7%	89.6%	89.2%	80.6%	68.4%	80.2%	91.8%

*Gap in data due to changes in SON faculty

Conclusions Drawn from Data:

Our scores have continued to significantly improve for the last few years. We perceive this to be due to the return to traditional learning environments post-pandemic, along with the increased rigor we have implemented across the curriculum.

Changes to be Made Based on Data:

The School of Nursing implemented a clinical competency practice and assessment event that began in the fall of 2020 and is run at the start of each fall and spring semester. The goal of this educational event is to promote critical thinking and clinical judgment within simulated clinical scenarios. A major component of this event is a medication calculation exam, which students must pass with a 93% in order to move forward in their clinical rotation with medication administration. Our teaching team is also discussing a plan to implement a program-wide policy on how we administer med math tests and quizzes throughout the curriculum. Furthermore, we instituted a medication math curriculum into our Intro to Nursing course to provide students with a strong foundation in math before entering their theory and clinical nursing courses.

Rubric Used

No rubric. We use the ETS Proficiency Profile: Math results.