

**RN to BSN (School of Nursing) ADC
Core Competency Data - FA2022-SP23**

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	2022-2023
ETS Proficiency Profile Level 2 Writing	69.2%	60.7%	40%	36.4%	47.4%	42.3%

*Gap in data due to changes in SON faculty

Conclusions Drawn from Data:

The percentages for Level 2 Writing proficiency has decreased from AY2021-2022 and is still far below the benchmark of 75%. There continues to be noticeable communication from the Writing Center offering workshops and tutoring. There was a 40% increase in students utilizing the Writing Center from AY21/22 to AY22/23. 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:

Continue with plans for the Writing Center to target the RN-BSN program and offer writing workshops and tutoring. Faculty to specifically direct students with weak writing skills to the Writing Center resources offered. Continue the emails to all RN to BSN students to bring awareness to university resources. This plan 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%
NSG4040/EBP Presentation	Fall 2022	23	94.3%
NSG4040/EBP Presentation	Spring 2023	17	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 an average of Fall 2022 and Spring 2023 of 97.15% achieving developed or highly developed criteria. A change that was implemented during the 2022-2023 was that the EBP presentation rubric was reviewed during the first class. Instructional videos were also provided for the fully online cohort. However, during fall 2022, the fully online cohort students were not going back to fully reviewing the rubrics which contributed to the point deduction.

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. Instructional mandatory videos will be provided to the students to review the rubric.

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%
NSG4040/EBP Project	Fall 2022	23	97.1%
NSG4040/EBP Project	Spring 2023	17	99.15%

*Gap in data due to changes in SON faculty

Conclusions Drawn from Data:

Students met established benchmark as evidenced by 97.1% of students achieving the developed or highly developed criteria in fall 2022 and 99.15% in spring 2023. Changes that

were implemented during the 2022-2023 academic year include the synthesis of evidence and implementation plan that included the outcomes measurements for the EBP project proposal paper with thorough explanation and feedback on draft submissions. Another conclusion was the addition of mandatory instructional videos for the fully online cohort that referred back to the rubrics every week to ensure all elements of the rubric were explained.

A change that was implemented during fall 2022 was for students to submit their previous work from NRS4030 that included the “Clinical Problem/PICO” paragraph and the synthesis of evidence from a “complete/incomplete” to points in the rubric. The reason for the change was because the students submitted the “Clinical Problem/PICO” that did not meet the rubric criteria and when the instructor graded it as incomplete, the students did not go back and revise the assignment. Therefore, with the assignment being attached to points, the students were cognizant of the revisions that were required. Another change that was implemented in spring 2023 was the revision of the “Implementation Plan” worksheet that was more detailed and simple. An additional change that was made during academic year 2022-2023 was the removal of the “EDP Project Paper Draft”. A conclusion assigned was added in lieu of the draft.

The students were identified to having continued difficulty with understanding the difference between a synthesis of evidence and a literature review. Students were submitted the literature review from NRS4030 as a synthesis of evidence. For the fully online cohort, students were required to watch a mandatory instructor video that explained the difference between synthesis of evidence and literature reviews.

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. Students also need assistance with APA format.

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 AY 2023-2024 is to update the previous videos in the NRS4040 courses. 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	2022-23
ETS Proficiency Profile Level 2 Reading	76.7%	61.6%	43.2%	42.4%	26.3%	46.2%

*Gap in data due to changes in SON faculty

Conclusions Drawn from Data:

This year the proficiency percentage in Level 2 Reading dramatically increased from 26% to 46%, this is almost a 50% increase. The proficiency percentage it is still lower than the 75% benchmark. Perhaps the return to more normalcy, in the healthcare delivery institutions where the majority of the RN to BSN students are employed, has decreased the stressful work culture and allows students more time for academics. Also, the RN to BSN program has returned to using etextbooks for supplemental readings rather than articles used in the past years.

Changes to be Made Based on Data:

Continue the use of the etextbook and use the stimulating modules offered by the etextbook. The use of creative assignments will help motivate students to be more focused and engaged in weekly leadership topics. Continue the use of discussion boards and case studies where students need to read supplemental material to engage in informed dialog with classmates and group members will 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	2022-23
ETS Proficiency Profile Level 2 Math	55.3%	47.5%	36.4%	48.5%	21.1%	30.8%

*Gap in data due to changes in SON faculty

Conclusions Drawn from Data:

It is encouraging to see the increase in quantitative reasoning this past 22/23 academic year. Again, it could be a reflection of the students being able to spend more time on their academics without being weighed down from working in a stressful healthcare environment. The RN to 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.