

## 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 Measures:

ETS Proficiency Profile Exam

ATI (Assessment Technologies Institute) Testing

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

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

ATI: Critical Thinking Group Composite scores on ATI will be at or above national mean.

### 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:

#### ETS Proficiency Profile Scores in Critical Thinking from senior year

	Percentage of Students Marginal or			
	2012-13	2013-14	2014-15	2015-16
ETS Proficiency Profile Level 2 Critical Thinking	75%	89%	87%	90%

#### ATI Scores in Critical Thinking from sophomore year

AY-Sophomore	Group National Mean	PLNU Group Composite
Fall 2013	68%	74%
Fall 2014	68%	76%
Fall 2015	68%	75.5%
Spring 2016* seniors	70.3%	77.5%

### Conclusions Drawn from Data:

Students are continuing to meet established benchmarks for both ETS and ATI testing. Current methods of teaching/learning are providing adequate means to measure. Nursing majors demonstrate achievement of Level 2 CT. SON and GE curriculum facilitate critical thinking skills.

\*For 2016 senior-level nursing students scored a mean of 77.5 on the ATI Critical Thinking Assessment Entrance exam which is above the national mean of 70.3% putting them in the 95<sup>th</sup> percentile nationally among all nursing programs and in the 87<sup>th</sup> percentile among BSN programs.

ATI testing continues to be utilized with faculty continuing to examine the delivery and use of this standardized testing as it relates to student success in passing the NCLEX. The ATI is specific to nursing students across the country and are nationally normed. We use the data as baseline for sophomores as they enter the nursing major.

Any student who falls below the national norm is individually counseled regarding study habits, time management and prioritization.

There are seven components included in the critical thinking test: Critical Thinking, Analysis, Evaluation, Explanation, Inference, Interpretation and Self-regulation. PLNU Sophomores typically score below the national mean in Inference. Broadly, this is the ability to draw conclusions on evidence, to differentiate between conclusions...to identify knowledge gaps or needs. It wouldn't be expected that a sophomore would score at mean upon entrance to the major.

**Changes to be Made Based on Data:**

Continue to monitor.

**Rubric Used**

No rubric. We use the ETS Proficiency Profile and ATI results.

## 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 at Marginal or Proficient			
	2012-13	2013-14	2014-15	2015-16
ETS Proficiency Profile Level 2 Writing	78%	82%	85%	94%

**Conclusions Drawn from Data:**

Writing can be a challenge demonstrated by 3 out of 4 years <85%. SON Curriculum Committee evaluating writing assignments and incorporating rubrics across the program.

**Changes to be Made Based on Data:**

Continue to monitor.

**Rubric Used**

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

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**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 at Marginal or Proficient			
	2012-13	2013-14	2014-15	2015-16
ETS Proficiency Profile Level 2 Mathematics	69%	85%	75%	90%

**Conclusions Drawn from Data:**

Significant fluctuation across time. All SON tests include math problems.

**Changes to be Made Based on Data:**

Continue to monitor.

**Rubric Used**

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

## School of Nursing Core Competencies

### Learning Outcome:

Information Literacy: Student will be able to identify, locate, evaluate and effectively and responsibly use and cite information for the task at hand.

### Outcome Measure:

#### NSG 480: Learning Activity #3: Creative Project Revisited

Students will revisit their purpose and choice of the creative project completed during pre-nursing to reflect on how this project influenced or shaped their ideas for professional nursing practice. (WC, OC, IL, CT and 480 Creative Rubric)

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

Students will score a minimum 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	Determine extent of information needed	Access the needed information	Evaluate information and its sources critically	Use information effectively	Access and use information ethically and legally	Total
NSG 480	Fall 2014	33	3.45	3.48	3.79	3.70	3.85	3.65
NSG 480	Spring 2016*	--	--	--	--	--	--	--

### Conclusions Drawn from Data:

According to the 2014-2015 report: "Students are meeting established benchmarks for both AAC&U rubric. Current methods of teaching/learning are providing adequate means to measure."

Larry Rankin's additional comments: "In 2016, a random sample of 20 students' work was assessed and this criteria for success was met and exceeded with more than 75% of students scoring 3 or above on the 4-point Critical Thinking, Information Literacy, Oral and Written Communication Rubric. 100% of the students scored 4 in expressing quantitative evidence in support of the argument or purpose of the work. Additionally, 75% scored 4 in the area of ability to explain information presented in mathematical forms such as tables and words."

### Changes to be Made Based on Data:

Continue to monitor.

**Rubric Used:** AAC&U Information Literacy Value Rubric

**INFORMATION LITERACY VALUE RUBRIC**  
for more information, please contact [value@aacu.org](mailto:value@aacu.org)

**Definition:** The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy (*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*)

	<b>Capstone (4)</b>	<b>Milestones (3)</b>	<b>Milestones (2)</b>	<b>Benchmark (1)</b>
<b>Determine the Extent of Information Needed</b>	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
<b>Access the Needed Information</b>	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
<b>Evaluate Information and its Sources Critically*</b>  *Corrected Dimension 3: Evaluate Information and its Sources Critically in July 2013	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view.)	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority.)	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency.)	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question.)
<b>Use Information Effectively to Accomplish a Specific Purpose</b>	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
<b>Access and Use Information Ethically and Legally</b>	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

## School of Nursing Core Competencies

### Learning Outcome:

Oral Communication: Student will be able to speak about their work with precision, clarity and organization.

### Outcome Measure:

#### Learning Activity #2: Tell the Story Revisited

Student will produce a 2-minute video that will include: an introduction of self, areas for growth, why you choose nursing as your vocation and a specific culminating question assigned (see course syllabus for complete assignment details). (OC, CT, NSG480 Story Revisited)

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

Students will score a minimum 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 2015	--	--	--	--	--	--	--
NSG 480	Spring 2016	20	3.62	3.75	3.70	3.86	3.83	3.75

### Conclusions Drawn from Data:

Students are meeting established benchmark. Current methods of teaching/learning are providing adequate means to measure.

Larry Rankin's additional comments: "In 2016, a random sample of 20 students' work was assessed and this criteria for success was met and exceeded with more than 75% of students scoring 3 or above on the 4-point Critical Thinking, Information Literacy, Oral and Written Communication Rubric. 100% of the students scored 4 in expressing quantitative evidence in support of the argument or purpose of the work. Additionally, 75% scored 4 in the area of ability to explain information presented in mathematical forms such as tables and words."

### Changes to be Made Based on Data:

Continue to monitor.

**Rubric Used:** AAC&U Oral Communication Value Rubric

**ORAL COMMUNICATION VALUE RUBRIC**  
*for more information, please contact [value@aacu.org](mailto:value@aacu.org)*

**Definition:** Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. *Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	<b>Capstone (4)</b>	<b>Milestones (3)</b>	<b>Milestones (3)</b>	<b>Benchmark (1)</b>
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.