

**RN to 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% if 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
ETS Proficiency Profile Level 2 Writing	N/A	N/A	N/A	N/A	69.2%

Conclusions Drawn from Data:

The percentages for proficiency are significantly lower than seen with PLNU traditional BSN students. It is likely that a straight comparison between the two groups is not appropriate in that it does not take into consideration the unique characteristics of an adult learner versus a traditional student (e.g. - prior learning, culture and diversity considerations, etc.)

Changes to be Made Based on Data:

The RN-BSN program is a young program, and too little data has been collected so far to know if the current criteria for success are an appropriate baseline. The School of Nursing Program Assessment Committee will review data collected during SU17, and FA17, and SP18 in order to determine an appropriate baseline and plan for future assessment.

Rubric Used

No rubric. We use the ETS Proficiency Profile 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 440: 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 440: 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%
NRS440/EBP Presentation	Fall 2016	NA	NA
NRS440/EBP Presentation	Spring 2017	NA	NA

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. NRS440 data for FA16 and NRS 440 EBP Presentation data SP17 are not available.

Conclusions Drawn from Data:

Creative Project – Students successfully met the benchmark for Spring 2017.
EBP Presentation – N/A

Changes to be Made Based on Data:

The RN-BSN program is a young program, and too little data has been collected so far to know if the current criteria for success are an appropriate baseline. The School of Nursing Program Assessment Committee will review data collected during SU17, FA17, and SP18 in order to determine an appropriate baseline and plan for future assessment.

Rubric Used

Creative Project Revisited Assignment Rubric
EBP Phase III Project Assignment Rubric

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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%

Conclusions Drawn from Data:

Students successfully met the benchmark for Spring 2017.

Changes to be Made Based on Data:

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Rubric Used

EBP Phase III Project Assignment Rubric

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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% if 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
ETS Proficiency Profile Level 2 Critical Thinking	N/A	N/A	N/A	N/A	84.6%

Conclusions Drawn from Data:

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Changes to be Made Based on Data:

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Rubric Used

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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

Outcome Measure:

ETS Proficiency Profile Exam

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

75% if 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				
	2012-13	2013-14	2014-15	2015-16	2016-17
ETS Proficiency Profile Level 2 Math	N/A	N/A	N/A	N/A	61.5%

Conclusions Drawn from Data:

The percentages for proficiency are significantly lower than seen with PLNU traditional BSN students. It is likely that a straight comparison between the two groups is not appropriate in that it does not take into consideration the unique characteristics of an adult learner versus a traditional student (e.g. - prior learning, culture and diversity considerations, etc.)

Changes to be Made Based on Data:

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Rubric Used

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