

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

**Learning Outcome:**

GELO 1a 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	2017-18
ETS Proficiency Profile Level 2 Writing	N/A	N/A	N/A	N/A	69.2%	60.7%

**Conclusions Drawn from Data:**

The percentages for proficiency are lower than seen with PLNU traditional BSN students. 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.

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**Learning Outcome:**

GELO 1b 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%
NRS 440/Creative Project	Fall 2017	53	98.1%
NRS 440/Creative Project	Spring 2018	34	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%

(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 for FA17 and SP18. Current methods of teaching/learning are providing adequate means to measure.

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

Continue to monitor.

**Rubric Used**

Creative Project Revisited Assignment Rubric

EBP Phase III Project Assignment Rubric

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**Learning Outcome:**

GELO 1c 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%

**Conclusions Drawn from Data:**

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

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

Continue to monitor.

**Rubric Used**

EBP Phase III Project Assignment Rubric

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**Learning Outcome:**

GELO 1d 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	2017-18
<b>ETS Proficiency Profile Level 2 Critical Thinking</b>	N/A	N/A	N/A	N/A	84.6%	63.1%

**Conclusions Drawn from Data:**

The percentages for proficiency are lower than seen with PLNU traditional BSN students. 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.

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**Learning Outcome:**

GELO 1e 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	2017-18
<b>ETS Proficiency Profile Level 2 Math</b>	N/A	N/A	N/A	N/A	61.5%	45.2%

**Conclusions Drawn from Data:**

The percentages for proficiency are significantly lower than seen with PLNU traditional BSN students. 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.