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	2018-19
ETS Proficiency Profile Level 2 Writing	N/A	N/A	N/A	N/A	69.2%	60.7%	40%

Conclusions Drawn from Data:
The percentages for proficiency continue to be 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. It is not known if the current criteria for success are an appropriate benchmark. The School of Nursing Program Assessment Committee will review data collected FA18 & SP19 in order to determine an appropriate baseline and plan for future assessment. Results for 2018-19 may be significantly lower due to a change in testing procedures (time limit imposed). This phenomenon was not unique to nursing.

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

RN to BSN (School of Nursing)
Core Competencies

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%
NRS 440/Creative Project	Fall 2018	44	99%
NRS 440/Creative Project	Spring 2019	26	99%
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%

(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 FA18 and SP19. 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

RN to BSN (School of Nursing)
Core Competencies

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%
NRS440/EBP Project	Fall 2018	49	98%
NRS440/EBP Project	Spring 2019	24	87%

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

RN to BSN (School of Nursing)
Core Competencies

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: Reading

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	2018-19
ETS Proficiency Profile Level 2 Reading	N/A	N/A	N/A	N/A	76.7%	61.6%	43.2%

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 benchmark. The School of Nursing Program Assessment Committee will review data collected during SU18, and FA18, and SP19 in order to examine a downward trend however, these results are consistent with other Adult Degree Completion programs at PLNU and may be more reflective of a change in testing procedures than 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:
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	2018-19
ETS Proficiency Profile Level 2 Math	N/A	N/A	N/A	N/A	55.3%	47.5%	36.4%

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 benchmark. The School of Nursing Program Assessment Committee will review data collected during SU18, and FA18, and SP19 in order to examine the downward trend however, these results are consistent with other Adult Degree Completion programs at PLNU and may be more reflective of a change in testing procedures than quantitative reasoning.

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