

**School of Nursing - BSN
Program Learning Outcome and
Critical Thinking Core Competency Assessment
2014-2015**

Learning Outcome:

Critical Thinking Core Competency

PLO 1: Inquiring Faithfully: Student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process. (ILO 1)

PLO 3: Communicating Faithfully: The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills. (ILO 1, 2)

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)

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

Criteria for Success (if applicable):

Students will score a minimum of 2.75 on a 4.0 point scale

Aligned with DQP Learning Areas (circle one or more):

1. Specialized Knowledge
2. Broad and Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:

Written Communication Value Rubric - Average Student Scores:

Course	Semester	N	Explanation of issues	Evidence	Influence of context and assumption	Student's position	Conclusions and related outcomes	Total
NSG 480	Fall 2014	65	3.49	3.49	3.89	3.32	3.72	3.58

NSG 480	Spring 2015	35	3.77	3.89	3.57	3.80	3.89	3.78
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Critical Thinking Scores from sophomore year ATI:

AY-Sophomore	Group National Mean	PLNU Group Composite
Fall 2013	68%	74%
Fall 2014	68%	76%
Fall 2015	68%	75.5%

Conclusions Drawn from Data:

Students are meeting established benchmarks for both AAC & U rubric and ATI testing. Current methods of teaching/learning are providing adequate means to measure.

ATI testing 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:

We need to measure critical thinking as the students graduate. We have not tested seniors for critical thinking in several years. Beginning Spring 2016, we will resume testing seniors for critical thinking. Hopefully, they will have improved.

Continue to monitor.

Rubric Used:

AAC&U Critical Thinking Value Rubric

Rubric Used

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition: Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. *Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.