

ACADEMIC HOMER REPORT

Due Date: November 1, 2020__

Reporting Period: Fall 2017__ – Summer 2019__ (2 years)

College: Troy University

Department: Nursing

Program: Associate of Science in Nursing (ASN)

Program Chair: Diane Young

Responsible Person: Diane Young

3

☒ Undergraduate☐ Graduate

Part 1. Program Overview:

Please give a general description of your program, including your program mission or purpose statement. A program mission describes the primary purpose, values, and philosophy of the educational program. It should be clear, concise, and meaningful, and it should include the purpose of the program, the students to be served, the academic environment, the curriculum's primary focus, and expected contributions to the community. A program mission should align with the University mission and goals and/or the mission and goals of the college. In addition to the program's general description and mission or purpose statement, a brief history of the program may be appropriate.

Mission Statement: The mission and goals of Troy University express the institution's core values and provide the underpinnings for educational programs. The School of Nursing's Philosophy is congruent with the mission and goals of Troy University. The School of Nursing's Philosophy follows:

The University seeks to provide an appropriate academic, cultural, and social environment for the student. In accordance with the mission of the University, the School of Nursing serves a diverse student body linked through an environment supported by traditional, nontraditional, and emerging electronic formats. Global access to University resources facilitates educational mobility for students who may be geographically bound. The School's faculty serves the students, the community, and the University through teaching, service, scholarship, research, and other creative activities.

The School of Nursing faculty believes that humanity consists of unique holistic beings with intrinsic worth and dignity who have the right to self-determination, well-being, and equity. As part of various groups, individuals interact according to individualistic and group needs in the community. These interacting individuals and groups, with their cultural beliefs and values, create the society within the larger environment.

The faculty believes that the environment, an aggregate of all internal and external dimensions, not only influences individuals and groups but is also influenced by them. The environment provides the context for the development of individuals, the identification of health needs, and the evolution of nursing. Through ongoing, interactive processes, the environment and nursing influence each other. The nursing profession, therefore, advocates for and serves the health needs and interests of a global society and collaborates with other disciplines toward this goal.

The faculty believes that health, a dynamic state, is an observable manifestation of individual and group adaptive responses to the environment. Health is the focus of the discipline of nursing and includes physical, psychosocial, cultural, and spiritual components. Since the state of health is culturally defined, health seeking behaviors reflect cultural perceptions and values. Individuals have the right to make decisions about their health. The ability to make informed decisions is influenced by knowledge, perceptions, and values.

As an art and a science, nursing practice utilizes cognitive, affective, and psychomotor skills in meeting the health needs of individuals and groups of all ages. Nursing practice applies nursing theory and research as well as knowledge from other sciences and the humanities. Nursing practice is the application of evidence-based clinical decisions in a caring environment for the improvement and achievement of optimal states of health for individuals and groups. Clinical decisions lead to therapeutic nursing interventions, which are based on assessment,

diagnosis and evaluation of human responses to internal and external environmental dimensions that affect actual or potential health states. Key elements used in professional nursing practice within a multidisciplinary healthcare system are caring, evidence-based clinical decisions, communication, collaboration, cultural humility, patient safety, ethical competence, information, research, and patient care technologies.

Nursing practice includes the right and responsibility for continuous evaluation of personal and professional behaviors and values in addition to development and maintenance of legal and ethical standards for professional excellence. Nursing practice requires lifelong learning and application of sound evidence and research for quality improvement. Nursing participates in political processes to influence healthcare policy and outcomes.

The faculty believes that education is a process shared by the teacher and the learner and is the exploration, utilization and generation of knowledge through a spirit of inquiry and self-motivation. The learner and the teacher share the right and responsibility to achieve educational goals through participation in the educative process. An organized setting with planned learning activities, utilizing traditional, nontraditional and emerging electronic formats, provides opportunities to achieve these educational goals. The approach to teaching and learning varies with individual needs, abilities, and experiences. Teachers and learners are responsible for creating, promoting, and maintaining standards of academic and professional excellence through individual lifelong learning.

The faculty believes that nursing education is the means by which students are prepared for competent nursing practice at multiple levels. These levels of nursing practice are facilitated through various educational opportunities that are best provided in a collegiate setting.

History of the Program: The Associate of Science in Nursing (ASN) Program was organized by Troy University in 1971, according to Legislative mandate. Its purpose was to provide an on-going supply of registered nurses to Montgomery and surrounding communities since the only other nursing education program in the area had closed. Subsequently, thousands of students have graduated from the Program and have taken the National Council Licensure Examination (NCLEX) in order to become licensed as a registered nurse. Those graduates have become strong contributing members of the healthcare delivery system.

Accreditation Statement:

The Troy University Associate of Science (ASN) Degree in Nursing Program is accredited by:

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
Telephone: (404) 975-5000
Fax: (404) 975-5020
www.acenursing.org

Curriculum Committee Members:**Curriculum Committee**

2017-2018:

Robin McCormick – Chair

Dana Davis

Candice Pierce

Pat Johnson

Amanda Chance

2018-2019

Robin McCormick, Chair

Dana Davis

Amanda Chance

Candace Pierce

Pat Johnson

Curriculum Committee Meeting Dates:**2017-2018:**

Sept 12, 2017

Oct 3, 2017

Nov 7, 2017

Dec 6, 2017

Feb 27, 2018

March 6, 2018

April 3, 2018

May 2, 2018

2018-2019:

August 9, 2018

October 23, 2018

December 12, 2018

March 5, 2019

April 2, 2019

Major Initiatives:

- The passing score for the Hospital Measurements' math exam was changed to match the required score for all courses throughout the program. This will ensure continuity and consistency.
- Reviewed textbooks for Basic Nursing Concepts and removed textbooks that were redundant or ineffective.
- The Student Handbook was reviewed and revised.
- Approved a new book for Maternal Infant Nursing and Nursing of Children
- Changed Hospital Measurements to an online class
- Changing the name of Gerontologic Nursing Concepts to Adult Health 2: Geriatrics, with a content changed to better fit that of a medical-surgical course. This allows for a medical-surgical course for each semester, and allows for better progression across curriculum.
- Approved a change for the Adult Health 2: Geriatrics to use the same book as the other med-surg classes, and stop using the geriatrics textbook.
- Split NSG 1130 Basic Nursing into Concept into 2 smaller sections to create a smaller faculty to student ratio. This change has been incorporated to hopefully allow faculty to better connect with students.

Dashboard Data

Total Number of 2018-2019 Graduates	2017-2018: 30 2018-2019: 78
Total Number of Full-time, Tenured or Tenure Track Faculty	13
Total Number of Part Time/Adjunct Faculty	14
Average Salary of 2018-2019 Graduates	Not collected

Elaborate on the retention strategies and outcomes for your academic program:

- **Action:** Continue full implementation of testing/remediation program throughout all core theory courses in ASN curriculum (NSG 1131, 1151, 1140, 2271, 2202, 2255, 2265, 2282 and 2280). **Responsibility:** Lead instructors of each named course under direction of ASN Program Coordinator and ASN Curriculum Committee. **Timeframe:** Action is ongoing, with evaluation and consultation from testing company each semester.
- **Action:** Identify students in NSG 1130 and NSG 1131 who are struggling and implement remediation earlier and more vigorously. Evaluate each semester. **Responsibility:** Lead NSG 1130 and NSG 1131 instructors and assigned faculty. **Timeframe:** Ongoing with evaluation each semester.
- **Action:** The 4-day NCLEX review course in NSG 2280 (the final clinical nursing semester) was moved to the beginning of the semester to identify strengths/weaknesses in students' knowledge base. Findings are utilized to tailor instruction to meet deficiencies and reassess at the end of the semester. **Responsibility:** Lead instructor NSG 2280 and assigned faculty. **Timeframe:** Ongoing. **Update:** Awaiting Sp 2019 NCLEX scores for evaluation.
- **Action:** Administer standardized NCLEX predictor exam during final semester, with achievement of 95% part of NSG 2280 course requirements. Facilitate remediation and test re-take if necessary for success. **Responsibility:** Lead instructor NSG 2280 and staff. **Action:** Introduced Fall 2015 semester with ongoing evaluation of outcomes.
- **Action:** Implemented Kaplan CAT testing which mimics the NCLEX exam in Fall 2018. **Responsibility:** Instructors in NSG 2280. **Update:** Introduced in Fall 2018 with ongoing evaluation of outcomes.
- **Action:** Piloted a Student Success remediation/tutoring program with select faculty, identifying at risk students across the program curriculum with the first assessment event. Implement remediation/tutoring tailored to individual student needs in effort to improve individual outcomes. **Responsibility:** Assigned Faculty. **Timeframe:** Implementation Fall 2016 semester and is ongoing with any needed adjustments made.

Part 2. Recent Improvements and/or Achievements:

Recent improvements and/or achievements must be related to the previous assessment results, in particular, to any program-level student learning outcomes that were not achieved in the last assessment cycle. Please respond to the questions in the box below.

A. What was your program's Planned Use of Results to Improve Outcomes in your last HOMER report?

The ASN program continues to see a high attrition rate throughout the program. Plans were made to continue to implement remediation with designated faculty at designated time. These faculty will be available to any student, regardless of course taught. In Fall 2018, the NSG 1130 course was split into two sections, which allows for a lower teacher to student ratio and enable instructors to better connect with students.

NCLEX RN percentage pass rate on first attempt remained in the low 80s on the last HOMER report. Plans to move the 4-day NCLEX review course to the beginning of the senior semester in order to identify areas of weakness. Continued implementation and evaluation of the Kaplan CAT testing with regards to NCLEX pass rates.

B. What have you done to implement those plans during this current HOMER cycle?

Continued implementation of assignment faculty for remediation to cover all theory courses.

The 4-day NCLEX review course was moved to the beginning of the senior semester in order to identify areas of weakness early in the semester. These findings are utilized to tailor instruction to meet those areas of weakness identified. This is ongoing.

Continued implementation and evaluation of the Kaplan CAT testing with regards to NCLEX pass rates. First cohort for CAT test was Spring 2019. Awaiting final NCLEX results.

NSG 1130 continues to be taught in two sections, instead of one large section.

C. What improvement(s) or achievement(s) have you made as a result of implementing those plans?

We are awaiting NCLEX results from the Spring 2019 cohort to get a full picture of the impact of these plans.

Part 3: Program Goals, Educational Objectives, and Student Learning Outcomes (SLO):

Please state your program goal(s), *optional* educational objective(s), and student learning outcomes, as well as the measures and criteria used to assess each student learning outcome. Please also enter the assessment results for each of the SLOs and provide supporting evidence, including all locations where your program is offered. Replace the “Other” placeholder in the results column below with specific locations. Then make your decision, based on aggregate value, regarding whether you have met, exceeded, or failed to meet the expectation of each SLO. Indicate plans for use of assessment results to improve outcomes in the final column; these plans can address the aggregate decision or individual measures, as appropriate.

Note: Each program should identify four to eight program-level student learning outcomes which students should achieve upon completion of their program. Each SLO should have at least two measures, and at least one of these measures for each SLO must be a direct measure.

Program Goal(s): (Also indicate which SLOs are related to each goal)

1. Improve NCLEX-RN pass rates for first attempts SLO, 1-7
2. Maintain an 80% success rate on exams, quizzes and clinical evaluations throughout program SLO 1-7

Program Student Learning Outcomes: (Add or delete rows as needed to cover all your SLOs and measures to be used)

2017-2018 End of Program Student Learning Outcomes

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results: Total Number of Students Meeting Expectation	Assessment Results: Total Number of Students Observed	Assessment Results: Percentage of Students Meeting Expectation	Decision & Use of Results to Improve Outcomes Indicate decision (failed to meet, met or exceeded expectation) and elaborate on the use of results to improve outcome(s).	
SLO 1	Students will incorporate theoretical knowledge from nursing, scientific, environmental and humanistic disciplines within the practice of professional nursing.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will successfully achieve all standards on Clinical Summative	1. Final Summative Clinical Evaluation (NSG 1131, 1141, 2272, 2256, 2266, 2283, 2281)	MONTGOMERY	524	530	98%	<div><input type="checkbox"/>Failed to meet expectation</div> <div><input checked="" type="checkbox"/>Met expectation</div> <div><input type="checkbox"/>Exceeded expectation</div>

Evaluation tool						
Measure 2: 80% of graduates will pass NCLEX-RN on first attempt	2. NCLEX-RN Results (post-graduation)	MONTGOMERY	13	15	87%	
Measure 3: 80% of students will score average of 74% or higher on all examinations within course	3. Course Examinations (NSG 1151, 1140, 2271, 2202, 2255, 2265, 2282, 2280)	MONTGOMERY	695	830	85%	
Measure 4: 80% of responding graduates will indicate that SLO was met.	4. Surveys of ASN graduating class.	MONTGOMERY	10	10	100%	
SLO 2	Students will be able utilize the nursing process substantiated by evidence as a basis for making nursing judgments.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will successfully achieve all standards on Clinical Summative Evaluation tool	1. Final Summative Clinical Evaluation (NSG 1131, 1141, 2272, 2256, 2266, 2283, 2281)	MONTGOMERY	524	531	98%	<input type="checkbox"/> Failed to meet expectation <input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation
Measure 2: 80% of graduates will pass NCLEX-RN on first attempt	2. NCLEX-RN Results (post-graduation)	MONTGOMERY	13	15	87%	
Measure 3: 80% of students will score average of 74% or higher on all examinations within course	3. Course Examinations (NSG 1151, 1140, 2271, 2202, 2255, 2265, 2282, 2280)	MONTGOMERY	695	830	85%	
Measure 4: 80% of responding graduates will indicate that SLO	4. Surveys of ASN graduating class.	MONTGOMERY	10	10	100%	

was met.						
SLO 3	Students will be able to provide safe, high quality, holistic patient-centered care and advocacy for diverse patient populations.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation
Measure 1: 80% of students will successfully achieve all standards on Clinical Summative Evaluation tool	1. Final Summative Clinical Evaluation (NSG 1131, 1141, 2272, 2256, 2266, 2283, 2281)	MONTGOMERY	524	531	98%	
Measure 2: 80% of students will receive “satisfactory” for leadership topic presentation	2. Leadership Topic Presentation (NSG 2281)	MONTGOMERY	32	32	100%	
Measure 3: 80% of graduates will pass NCLEX-RN on first attempt	3. NCLEX-RN Results (post-graduation)	MONTGOMERY	13	15	87%	
Measure 4: 80% of students will score average of 74% or higher on all examinations within course	4. Course Examinations (NSG 1151, 1140, 2271, 2202, 2255, 2265, 2282, 2280)	MONTGOMERY	695	830	85%	
Measure 5: 80% of responding graduates will indicate that SLO was met.	5. Surveys of ASN graduates.	MONTGOMERY	10	10	100%	
SLO 4	Students will be able to practice according to current ethical and legal standards of professional nursing with a focus on excellence, safety and high quality care which includes health promotion and prevention education.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation
Measure 1: 80% of students will successfully	1. Final Summative Clinical Evaluation (NSG 1131, 1141,	MONTGOMERY	524	531	98%	

achieve all standards on Clinical Summative Evaluation tool	2272, 2256, 2266, 2283, 2281)					
Measure 2: 80% of graduates will pass NCLEX-RN on first attempt	2. NCLEX-RN Results (post-graduation)	MONTGOMERY	13	15	87%	
Measure 3: 80% of students will score average of 74% or higher on all examinations within course	3. Course Examinations (NSG 1151, 1140, 2271, 2202, 2255, 2265, 2282, 2280)	MONTGOMERY	695	830	85%	
Measure 4: 80% of responding graduates will indicate that SLO was met.	4. Surveys of ASN graduating class.	MONTGOMERY	10	10	100%	
SLO 5	Students will participate in learning activities to maintain safe practice.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will successfully achieve all standards on Clinical Summative Evaluation tool	1. Final Summative Clinical Evaluation (NSG 1131, 1141, 2272, 2256, 2266, 2283, 2281)	MONTGOMERY	524	531	98%	<input type="checkbox"/> Failed to meet expectation <input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation
Measure 2: 80% of graduates will pass NCLEX-RN on first attempt	3. NCLEX-RN Results (post-graduation)	MONTGOMERY	13	15	87%	
Measure 3: 80% of students will score average of 74% or higher on all examinations within course	4. Course Examinations (NSG 1151, 1140, 2271, 2202, 2255, 2265, 2282, 2280)	MONTGOMERY	695	830	85%	

Measure 5: 80% of responding graduates will indicate that SLO was met.	5. Surveys of ASN graduating class.	MONTGOMERY	10	10	100%	
SLO 6 Students will accept accountability for the continuous evaluation of one's own personal and professional behavior, including integrity, ethics excellence and life-long learning.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will successfully achieve all standards on Clinical Summative Evaluation tool	3. Summative Clinical Evaluation (NSG 1131, 1141, 2272, 2256, 2266, Final 2283, 2281)	MONTGOMERY	524	530	98%	<input type="checkbox"/> Failed to meet expectation <input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation
Measure 2: 80% of graduates will pass NCLEX-RN on first attempt	1. NCLEX-RN Results (post-graduation)	MONTGOMERY	13	15	87%	
Measure 3: 80% of students will satisfactorily complete the senior preceptorship clinical experience	1. Senior Preceptorship Clinical Experience Evaluation	MONTGOMERY	524	531	98%	
Measure 4: 80% of students will score average of 74% or higher on all examinations within course	4. Course Examinations (NSG 1151, 1140, 2271, 2202, 2255, 2265, 2282, 2280)	MONTGOMERY	695	830	85%	
Measure 5: 80% of responding graduates will indicate that SLO was met.	5. Surveys of ASN graduates	MONTGOMERY	10	10	100%	

SLO 7	Students will utilize information from tradition, research, evidence and patient preferences to challenge the status quo to improve that quality of care within practice settings.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will successfully achieve all standards on Clinical Summative Evaluation tool	1. Final Summative Clinical Evaluation (NSG 1131, 1141, 2272, 2256, 2266, 2283, 2281)	MONTGOMERY	524	531	98%	<input type="checkbox"/> Failed to meet expectation <input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation
Measure 2: 80% of graduates will pass NCLEX-RN on first attempt	1. NCLEX-RN Results (post-graduation)	MONTGOMERY	13	15	87%	
Measure 3: 80% of students will score average of 74% or higher on all examinations within course	1. Course Examinations (NSG 1151, 1140, 2271, 2202, 2255, 2265, 2282, 2280)	MONTGOMERY	695	830	85%	
Measure 4: 80% of responding graduates will indicate that SLO was met.	4. Surveys of ASN graduating class.	MONTGOMERY	10	10	100%	

2018-2019 End of Program Student Learning Outcomes

Program Student Learning Outcomes: *(Add or delete rows as needed to cover all your SLOs and measures to be used)*

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results: Total Number of Students Meeting Expectation	Assessment Results: Total Number of Students Observed	Assessment Results: Percentage of Students Meeting Expectation	Decision & Use of Results to Improve Outcomes Indicate decision (failed to meet, met or exceeded expectation) and elaborate on the use of results to improve outcome(s).	
SLO 1	Students will incorporate theoretical knowledge from nursing, scientific, environmental and humanistic disciplines within the practice of professional nursing.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation
Measure 1: 80% of students will successfully achieve all standards on Clinical Summative Evaluation tool	1. Final Summative Clinical Evaluation (NSG 1131, 1141, 2256, 2266, 2283, 2281)	MONTGOMERY	Fa18: 282 Sp19: 296	Fa18: 284 Sp19: 295	Fa18: 99.2% Sp19: 99.6%	
Measure 2: 80% of graduates will pass NCLEX-RN on first attempt	2. NCLEX-RN Results (post-graduation)	MONTGOMERY	Fa18: 32 Sp19:	Fa18: 39 Sp19: 39?	Fa18: 82% Sp19: pending	
Measure 3: 80% of students will score average of 74% or higher on all examinations within course	3. Course Examinations (NSG 1130, 1135, 1151, 1140, 2271, 2202, 2255, 2265, 2282, 2280)	MONTGOMERY	Fa18: 495 Sp19: 517	Fa18: 509 Sp19: 586	Fa18: 97.2% Sp19: 88%	
Measure 4: 80% of responding graduates will indicate that SLO was met.	4. Surveys of ASN graduating class.	MONTGOMERY	Fa18: 15 Sp19: 13	Fa18: 17 Sp19: 15	Fa18: 88.2% Sp19: 86.6%	
SLO 2	Students will be able utilize the nursing process substantiated by evidence as a basis for making nursing judgments.					
CRITERIA	MEASURE	LOCATION	# Meeting	#	% Meeting	Decision & Use of Results to Improve Outcomes

			Expectation	Observed	Expectation	<input type="checkbox"/> Failed to meet expectation <input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation
Measure 1: 80% of students will successfully achieve all standards on Clinical Summative Evaluation tool	1. Final Summative Clinical Evaluation (NSG 1131, 1141, 2272, 2256, 2266, 2283, 2281)	MONTGOMERY	Fa18: 282 Sp19: 296	Fa18: 284 Sp19: 295	Fa18: 99.2% Sp19: 99.6%	
Measure 2: 80% of graduates will pass NCLEX-RN on first attempt	2. NCLEX-RN Results (post-graduation)	MONTGOMERY	Fa18: 32 Sp19:	Fa18: 39 Sp19: 39?	Fa18: 82% Sp19: pending	
Measure 3: 80% of students will score average of 74% or higher on all examinations within course	3. Course Examinations (NSG 1151, 1140, 2271, 2202, 2255, 2265, 2282, 2280)	MONTGOMERY	Fa18: 495 Sp19: 517	Fa18: 509 Sp19: 586	Fa18: 97.2% Sp19: 88%	
Measure 4: 80% of responding graduates will indicate that SLO was met.	4. Surveys of ASN graduating class.	MONTGOMERY	Fa18: 15 Sp19: 13	Fa18: 17 Sp19: 15	Fa18: 88.2% Sp19: 86.6%	
SLO 3	Students will be able to provide safe, high quality, holistic patient-centered care and advocacy for diverse patient populations.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will successfully achieve all standards on Clinical Summative Evaluation tool	1. Final Summative Clinical Evaluation (NSG 1131, 1141, 2272, 2256, 2266, 2283, 2281)	MONTGOMERY	Fa18: 282 Sp19: 296	Fa18: 284 Sp19: 295	Fa18: 99.2% Sp19: 99.6%	<input type="checkbox"/> Failed to meet expectation <input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation
Measure 2: 80% of students will receive “satisfactory” for leadership topic presentation	2. Leadership Topic Presentation (NSG 2281)	MONTGOMERY	Fa18: 39 Sp19: 39	Fa18:39 Sp19:39	Fa18:100% Sp19:100%	

Measure 3: 80% of graduates will pass NCLEX-RN on first attempt	3. NCLEX-RN Results (post-graduation)	MONTGOMERY	Fa18: 32 Sp19:	Fa18: 39 Sp19: 39	Fa18: 82% Sp19: pending	
Measure 4: 80% of students will score average of 74% or higher on all examinations within course	4. Course Examinations (NSG 1151, 1140, 2271, 2202, 2255, 2265, 2282, 2280)	MONTGOMERY	Fa18: 495 Sp19: 517	Fa18: 509 Sp19: 586	Fa18: 97.2% Sp19: 88%	
33Measure 5: 80% of responding graduates will indicate that SLO was met.	5. Surveys of ASN graduates.	MONTGOMERY	Fa18: 15 Sp19: 13	Fa18: 17 Sp19: 15	Fa18: 88.2% Sp19: 86.6%	
SLO 4	Students will be able to practice according to current ethical and legal standards of professional nursing with a focus on excellence, safety and high quality care which includes health promotion and prevention education.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation
Measure 1: 80% of students will successfully achieve all standards on Clinical Summative Evaluation tool	1. Final Summative Clinical Evaluation (NSG 1131, 1141, 2272, 2256, 2266, 2283, 2281)	MONTGOMERY	Fa18: 282 Sp19: 296	Fa18: 284 Sp19: 295	Fa18: 99.2% Sp19: 99.6%	
Measure 2: 80% of graduates will pass NCLEX-RN on first attempt	2. NCLEX-RN Results (post-graduation)	MONTGOMERY	Fa18: 32 Sp19:	Fa18: 39 Sp19: 39?	Fa18: 82% Sp19: pending	
Measure 3: 80% of students will score average of 74% or higher on all exami33nations within course	3. Course Examinations (NSG 1151, 1140, 2271, 2202, 2255, 2265, 2282, 2280)	MONTGOMERY	Fa18: 495 Sp19: 517	Fa18: 509 Sp19: 586	Fa18: 97.2% Sp19: 88%	

Measure 4: 80% of responding graduates will indicate that SLO was met.	4. Surveys of ASN graduating class.	MONTGOMERY	Fa18: 15 Sp19: 13	Fa18: 17 Sp19: 15	Fa18: 88.2% Sp19: 86.6%	
SLO 5	Students will participate in learning activities to maintain safe practice.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation
Measure 1: 80% of students will successfully achieve all standards on Clinical Summative Evaluation tool	1. Final Summative Clinical Evaluation (NSG 1131, 1141, 2272, 2256, 2266, 2283, 2281)	MONTGOMERY	Fa18: 282 Sp19: 296	Fa18: 284 Sp19: 295	Fa18: 99.2% Sp19: 99.6%	
Measure 2: 80% of graduates will pass NCLEX-RN on first attempt	3. NCLEX-RN Results (post-graduation)	MONTGOMERY	Fa18: 32 Sp19:	Fa18: 39 Sp19: 39?	Fa18: 82% Sp19: pending	
Measure 3: 80% of students will score average of 74% or higher on all examinations within course	4. Course Examinations (NSG 1151, 1140, 2271, 2202, 2255, 2265, 2282, 2280)	MONTGOMERY	Fa18: 495 Sp19: 517	Fa18: 509 Sp19: 586	Fa18: 97.2% Sp19: 88%	
Measure 4: 80% of responding graduates will indicate that SLO was met.	5. Surveys of ASN graduating class.	MONTGOMERY	Fa18: 15 Sp19: 13	Fa18: 17 Sp19: 15	Fa18: 88.2% Sp19: 86.6%	
SLO 6	Students will accept accountability for the continuous evaluation of one’s own personal and professional behavior, including integrity, ethics excellence and life-long learning.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation
Measure 1: 80% of students will successfully achieve all standards on Clinical	4. Summative Clinical Evaluation (NSG 1131, 1141, 2272, 2256, 2266,	MONTGOMERY	Fa18: 282 Sp19: 296	Fa18: 284 Sp19: 295	Fa18: 99.2% Sp19: 99.6%	

Summative Evaluation tool	Final 2283, 2281)					
Measure 2: 80% of graduates will pass NCLEX-RN on first attempt	2. NCLEX-RN Results (post-graduation)	MONTGOMERY	Fa18: 32 Sp19:	Fa18: 39 Sp19: 39?	Fa18: 82% Sp19: pending	
Measure 3: 80% of students will satisfactorily complete the senior preceptorship clinical experience	2. Senior Preceptorship Clinical Experience Evaluation	MONTGOMERY	Fa18: 39 Sp19:39	Fa18:39 Sp19:39	Fa18:100% Sp19:100%	
Measure 4: 80% of students will score average of 74% or higher on all examinations within course	4. Course Examinations (NSG 1151, 1140, 2271, 2202, 2255, 2265, 2282, 2280)	MONTGOMERY	Fa18: 495 Sp19: 517	Fa18: 509 Sp19: 586	Fa18: 97.2% Sp19: 88%	
Measure 5: 80% of responding graduates will indicate that SLO was met.	5. Surveys of ASN graduates	MONTGOMERY	Fa18: 15 Sp19: 13	Fa18: 17 Sp19: 15	Fa18: 88.2% Sp19: 86.6%	
SLO 7	Students will utilize information from tradition, research, evidence and patient preferences to challenge the status quo to improve that quality of care within practice settings.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will successfully achieve all standards on Clinical Summative Evaluation tool	2. Final Summative Clinical Evaluation (NSG 1131, 1141, 2272, 2256, 2266, 2283, 2281)	MONTGOMERY	Fa18: 282 Sp19: 296	Fa18: 284 Sp19: 295	Fa18: 99.2% Sp19: 99.6%	<input type="checkbox"/> Failed to meet expectation <input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation
Measure 2: 80% of graduates will	2. NCLEX-RN	MONTGOMERY	Fa18: 32 Sp19:	Fa18: 39 Sp19: 39?	Fa18: 82% Sp19:	

pass NCLEX-RN on first attempt	Results (post-graduation)				pending	
Measure 3: 80% of students will score average of 74% or higher on all examinations within course	2. Course Examinations (NSG 1151, 1140, 2271, 2202, 2255, 2265, 2282, 2280)	MONTGOMERY	Fa18: 495 Sp19: 517	Fa18: 509 Sp19: 586	Fa18: 97.2% Sp19: 88%	
Measure 4: 80% of responding graduates will indicate that SLO was met.	4. Surveys of ASN graduating class.	MONTGOMERY	Fa18: 15 Sp19: 13	Fa18: 17 Sp19: 15	Fa18: 88.2% Sp19: 86.6%	

Curriculum Map:

Please list in the left column any courses that you will use to assess the program student learning outcomes and put an X in the cell to the right of the course under a specific SLO that the course is used to assess. Alternatively, use of the letters “I” “D” “M” or “A” is appropriate to indicate the level of the student learning outcome (see the legend below the table).

Note: List all core or required courses and any elective courses to be used to assess the program student learning outcomes.

Course	Program Student Learning Outcome (SLO)						
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
NSG 1130	I	I	I	I	I	I	I
NSG 1131	I,A	I,A	I,A	I,A	I,A	I,A	I,A
NSG 1135	I	I	I	I	I	I	I
NSG 1140	D,A	D,A	D,A	D,A	D,A	D,A	D,A
NSG 1141	D,A	D,A	I,A	D,A	D,A	D,A	I,A
NSG 1151	I,A	X	X	X	I,A	X	X
NSG 2202	D,A	D,A	D,A	D,A	D,A	D,A	D,A
NSG 2204	X	X	X	X	D	D	X
NSG 2255	D,A	D,A	D,A	D,A	D,A	D,A	D,A
NSG 2256	D,A	D,A	D,A	D,A	D,A	D,A	D,A
NSG 2265	D,A	D,A	D,A	D,A	D,A	D,A	D,A
NSG 2266	D,A	D,A	D,A	D,A	D,A	D,A	D,A

NSG 2271	D,A	D,A	D,A	D,A	D,A	D,A	D,A
NSG 2272	D,A	D,A	D,A	D,A	D,A	D,A	D,A
NSG 2280	M,A	M,A	M,A	D,A	M	M,A	D,A
NSG 2281	M,A	M,A	M,A	M,A	M,A	M,A	M,A
NSG 2282	D,A	D,A	D,A	D,A	D	D,A	D,A
NSG 2283	D,A	D,A	D,A	D,A	D,A	D,A	D,A

Note: Add rows if needed.

I=Basic or Introductory Level

D=Developing Level

M=Advanced Level (show mastery)

A = Point of Assessment

Criteria:

Elaborate on how your criteria were set for your SLOs .

The ASN Curriculum Committee, with input from the ASN faculty, review the curriculum and determine appropriate benchmark assignments for each SLO. In addition, our accrediting body, Accreditation Commission for Education in Nursing (ACEN), and the Alabama Board of Nursing have standards that the ASN program must meet to maintain good standing. The outcomes also assist the committee, and the faculty, in determining areas of need and/or growth in the program.

Summary Conclusions:

Please include any additional information deemed important to this HOMER report.

The ASN Program has undergone major faculty turnover, as well as new administration during the 2017-2019 cycle. Even with these challenges, for the 2017-2019 reporting cycle, all assessment outcomes exceeded expectation. In addition, the 1st attempt pass rates on the NCLEX examination continue to improve since the last reporting cycle. We plan to maintain the strength of our program through the active efforts of the curriculum committee, the evaluation committee and faculty involvement in curriculum mapping. The ASN program will reassess all student outcomes and conduct an extensive curriculum mapping during the 2019-2020 academic year.

ACADEMIC HOMER REPORT

Due Date: November 1, 2019

Reporting Period: Fall 2018 – Summer 2019 (2 years)

College: Health and Human Services _____

Department: Nursing _____

Program: BSN _____

Program Chair: Dr. Wade Forehand _____

Responsible Person: Dr. Brittney Armstrong _____

☒ **Undergraduate**

☐ **Graduate**

Part 1. Program Overview:

Please give a general description of your program, including your program mission or purpose statement. A program mission describes the primary purpose, values, and philosophy of the educational program. It should be clear, concise, and meaningful, and it should include the purpose of the program, the students to be served, the academic environment, the curriculum's primary focus, and expected contributions to the community. A program mission should align with the University mission and goals and/or the mission and goals of the college. In addition to the program's general description and mission or purpose statement, a brief history of the program may be appropriate.

Mission Statement: The University offers a Bachelor of Science in Nursing as follows: Generic track at Troy University in Troy, AL and Dothan, AL. The purpose of the BSN degree is to prepare students to become registered nurses and to provide them with specific knowledge and skills necessary to practice in a variety of health care settings with individuals, families, and communities of all ages. The strong liberal arts and professional nursing core combine to produce a graduate capable of high levels of personal and professional responsibility; leadership; appreciation of the biological, physiological, psychological, and nursing sciences; and the knowledge and skills necessary to provide for acute illness, health promotion, and long-term care.

History of the Program: The BSN program admitted students on the Troy Campus for the first time in 1969 and graduated its first class in 1973. The BSN program expanded to the Dothan campus and admitted its first cohort in Fall 2016 and graduated its first class in 2018.

Accreditation Statement: This program is accredited by the Accreditation Committee for Education in Nursing

Curriculum Committee Members: Dr. Kelly Johnson (Co-Chair), Dr. Kasey Chance (Co-Chair), Kim Andrews, Joy Butler, Holly Carter, Dr. Carrie Lee Gardner, Dr. Jenna Hussey, Kakki Kirkland, Dr. Katherine Leigh (RN Mobility), Dr. Kerri Outlaw, Dr. Deborah Rushing

Curriculum Committee Meeting Dates: 8/8/19, 9/19/18, 10/22/18, 11/11/18, 2/21/19, 4/4/19, 4/29/19, 5/17/19

Major Initiatives:

- Accreditation Commission for Education in Nursing (ACEN) site visit February 2019
 - Recommended for continued accreditation for 8 years
 - Full approval for Dothan campus BSN program
- Simulation Center in Collegeview Building opened in Spring 2019
 - Laerdal SimMom High Fidelity Simulator
- Evaluation of all course and program benchmarks and outcomes
- Development of Outcomes and Evaluations committee for the BSN program

Dashboard Data

Total Number of 2018-2019 Graduates	Total: 93 graduates Fall 2018: 58 graduates Spring 2019: 35 graduates
Total Number of Full-time, Tenured or Tenure Track Faculty	2018-2019 Total Tenure Track Faculty: 10 2018-2019 Total Non-Tenure Track Faculty: 9
Total Number of Part Time/Adjunct Faculty	2018-2019 Part Time/Adjunct Faculty (does not count lecturers): 20
Average Salary of 2018-2019 Graduates	Not collected

Elaborate on the retention strategies and outcomes for your academic program:

The BSN program exceeded all program outcome benchmark goals for the 2018-2019 academic year. In addition, graduates exceeded the set program standard of 80% of graduates passing the NCLEX certification on the first attempt with 100 % of Fall2018 graduates passing on the first attempt.

The BSN faculty continue to develop remediation practices through ATI testing to help with the retention of students in the BSN program. The BSN program calculates completion rates based on seven semester completion of the program. The Fall 2015 cohort (completion deadline of Fall 2018) had a 77.77 % completion rate. The Spring 2016 cohort (completion deadline of Spring 2019) had a 73.91 % completion rate. The Fall 2016 cohort (completion deadline of Fall 2019) has a projected completion rate of 72.41%. The faculty is working diligently to help improve remediation and integrating more standardized testing practice in order to help promote student success.

Graduate surveys during the 2018-2019 academic year supported that responding graduates have 100% job placement as a registered nurse following graduation.

Part 2. Recent Improvements and/or Achievements:

Recent improvements and/or achievements must be related to the previous assessment results, in particular, to any program-level student learning outcomes that were not achieved in the last assessment cycle. Please respond to the questions in the box below.

A. What was your program's Planned Use of Results to Improve Outcomes in your last HOMER report?

As reported on the 2017-2018 HOMER:

We plan to maintain the strength of our program through the active efforts of the Curriculum committee. Throughout the year, the curriculum committee has extensively reviewed and mapped the curriculum with input from the faculty. New benchmarks/outcomes criteria for course outcomes and end of program outcomes will be measured starting in the 2018-2019 academic year. These new benchmarks are a result of extensive faculty review of the curriculum through two full-day faculty workshops.

A live NCLEX review for all graduates will be continued in order to promote 1st attempt NCLEX pass rates. Further revision to remediation practices for ATI testing and the Exit Exam will continue based on the performance of the students. All courses utilizing ATI will continue to revise remediation practices. All faculty will be involved in the extensive review of remediation practices in order to promote success on the Exit Exam.

B. What have you done to implement those plans during this current HOMER cycle?

- During this academic year we began measuring the new benchmarks/outcomes criteria for course outcomes and end of program outcomes that were adopted through an extensive faculty driven curriculum mapping in Fall 2018. The BSN faculty reviews and maps curriculum every 2 years. The next curriculum mapping date is set for August 2020.
- BSN faculty are currently reviewing reports from Mountain Measurements and the National Council of State Board of Nursing that provide feedback on graduate performance on specific topics on the NCLEX. Faculty will recommend curriculum changes at the curriculum mapping meeting in August based on this feedback.
- We have continued our live NCLEX review for all nursing graduates. Faculty have reviewed ATI testing and exit exam testing results and have revised remediation practices in order to promote student success.
- The BSN program underwent the ACEN accreditation site visit in February 2019.

C. What improvement(s) or achievement(s) have you made as a result of implementing those plans?

- We continue to have high first time pass rates on the NCLEX licensure exam. The Alabama Board of Nursing report for NCLEX first time pass rates for the 2018 calendar year was 96.91%. 58 of the 58 Fall 2018 graduates (100%) passed the NCLEX exam on the first attempt. 52 of the 54 Spring 2018 graduates (96.30%) passed the NCLEX exam on the first attempt.
- Our Fall 2018 class, was one of the largest cohorts that we have graduated from the program with 58 graduates. It was also the first blended class with a Troy and Dothan cohort.
- There has been continued changes to the re-mediation plan for the Exit Exam based on student feedback and Exit Exam results.
- Dr. Kasey Chance represented the School of Nursing and BSN program at a NCLEX Program Reports Professional Development Seminar. The information brought back to the faculty will assist in analyzing and interpreting the BSN program's NCLEX reports received quarterly.

Part 3: Program Goals, Educational Objectives, and Student Learning Outcomes (SLO):

Please state your program goal(s), *optional* educational objective(s), and student learning outcomes, as well as the measures and criteria used to assess each student learning outcome. Please also enter the assessment results for each of the SLOs and provide supporting evidence, including all locations where your program is offered. Replace the “Other” placeholder in the results column below with specific locations. Then make your decision, based on aggregate value, regarding whether you have met, exceeded, or failed to meet the expectation of each SLO. Indicate plans for use of assessment results to improve outcomes in the final column; these plans can address the aggregate decision or individual measures, as appropriate.

Note: Each program should identify four to eight program-level student learning outcomes which students should achieve upon completion of their program. Each SLO should have at least two measures, and at least one of these measures for each SLO must be a direct measure.

Program Goal(s): (Also indicate which SLOs are related to each goal)

1. BSN graduate pass rates on the NCLEX will meet Alabama Board of Nursing minimum of 80 %. (All SLOs)_____
2. _____
3. _____

Program Student Learning Outcomes: (Add or delete rows as needed to cover all your SLOs and measures to be used)

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results: Total Number of Students Meeting Expectation	Assessment Results: Total Number of Students Observed	Assessment Results: Percentage of Students Meeting Expectation	Decision & Use of Results to Improve Outcomes Indicate decision (failed to meet, met or exceeded expectation) and elaborate on the use of results to improve outcome(s).	
SLO 1	Synthesize theoretical and empirical knowledge from nursing, scientific community, and humanistic disciplines within the practice of nursing.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation Tool	TROY	Fall: 58 Spring: 34 Total: 92	Fall: 58 Spring: 35 Total: 93	Fall: 100 % Spring: 97.14 % Total: 98.57%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation

Measure 2: 80% of students will score 74 or higher	2. Research Paper Rubric(NSG 4406-Generic)	TROY	Fall: 58 Spring: 35 Total: 93	Fall: 58 Spring: 35 Total: 93	Fall: 100 % Spring: 100% Total: 100%	
SLO 2	Demonstrate nursing roles designed to meet emerging health needs in a socially and culturally diverse global society.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation Tool	TROY	Fall: 58 Spring: 34 Total: 92	Fall: 58 Spring: 35 Total: 93	Fall: 100 % Spring: 97.14 % Total: 98.57%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 2: 80% of students will score 74 or higher	2. Issue Paper Rubric (NSG 4405-Generic)	TROY	Fall: 58 Spring: 35 Total: 93	Fall: 58 Spring: 35 Total: 93	Fall: 100 % Spring: 100% Total:100%	
SLO 3	Provide professional nursing care for all ages, which includes health promotion and clinical prevention.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation Tool	TROY	Fall: 58 Spring: 34 Total: 92	Fall: 58 Spring: 35 Total: 93	Fall: 100 % Spring: 97.14 % Total: 98.57%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 2: 80% of students will score at the 97 th predict score or higher by the first attempt	2. ATI Comprehensive Exam (NSG 4417)	TROY	Fall: 58 Spring: 35 Total: 93	Fall: 54 Spring: 30 Total: 84	Fall:93.10% Spring: 85.71% Total: 89.41%	

SLO 4	Utilize evidence-based clinical decisions in the application of the nursing process to provide therapeutic nursing interventions for human responses to internal and external environmental dimensions.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation Tool	TROY	Fall: 58 Spring: 34 Total: 92	Fall: 58 Spring: 35 Total: 93	Fall: 100 % Spring: 97.14% Total: 98.57%	
Measure 2: 80% of students will score at the 97 th predict score or higher by the first attempt	2. ATI Comprehensive Exam (NSG 4417)	TROY	Fall: 58 Spring: 35 Total: 93	Fall: 54 Spring: 30 Total: 84	Fall:93.10% Spring: 85.71% Total: 89.41%	
SLO 5	Evaluate research and current evidence for the applicability of findings for the improvement of health states.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 1: 80% of students will score 74 or higher	1. Research Critique Rubric (NSG 4419)	TROY	Fall: 34 Spring: 52 Total: 86	Fall: 34 Spring: 52 Total: 86	Fall: 100% Spring: 100% Total: 100%	
Measure 2: 80% of students will score 74% or higher	2. Research Poster Rubric (NSG 4419)	TROY	Fall: 34 Spring: 52 Total: 86	Fall: 34 Spring: 52 Total: 86	Fall: 100% Spring: 100% Total: 100%	
SLO 6	Integrate leadership and management skills and knowledge of health care policy and cost effectiveness for the improvement of quality care and patient safety.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 1: 90% score average rating of 2 or higher on performance	1. Final Summative Clinical Evaluation	TROY	Fall: 58 Spring: 34 Total: 92	Fall: 58 Spring: 35 Total: 93	Fall: 100 % Spring: 97.14 % Total: 98.57 %	

behaviors						
Measure 2: 80% of students will score 74 or higher	2. Leadership Topic Presentation (NSG 4415)	TROY	Fall: 58 Spring: 35 Total: 93	Fall: 58 Spring: 35 Total: 93	Fall: 100% Spring: 100% Total: 100%	
SLO 7 Utilize interpersonal and interprofessional communication in collaboration for the promotion of optimal health states for individuals, families, communities, and populations within the context of a caring environment.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation Tool	TROY	Fall: 58 Spring: 34 Total: 92	Fall: 58 Spring: 35 Total: 93	Fall: 100 % Spring: 97.14 % Total: 98.57 %	
Measure 2: 80% of students will score 74 or higher	2. Issues Paper (NSG 4405- Generic)	TROY	Fall: 58 Spring: 35 Total: 93	Fall: 58 Spring: 35 Total: 93	Fall: 100 % Spring: 100 % Total:100 %	
SLO 8 Accept responsibility and accountability for the continuous evaluation of one’s own personal and professional behaviors and values, including lifelong learning to support excellence in nursing practice.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation	TROY	Fall: 58 Spring: 34 Total: 92	Fall: 58 Spring: 35 Total: 93	Fall: 100 % Spring: 97.14 % Total: 98.57 %	
Measure 2: 80% of students will score 74 or	2. Career Plan (NSG 4417)	TROY	Fall: 58 Spring: 35 Total: 93	Fall: 58 Spring: 35 Total: 93	Fall: 100% Spring: 100%	

higher					Total: 100%	
SLO 9	Practice according to current ethical and legal standards of professional nursing.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation	TROY	Fall: 58 Spring: 34 Total: 92	Fall: 58 Spring: 35 Total: 93	Fall: 100 % Spring: 97.14 % Total: 98.57 %	
Measure 2: 80% of students will score 74 or higher	2. Case Study (NSG 4405 and NSG 4413)	TROY	NSG 4405 Fall:58 Spring: 35 Total: 93 NSG 4413 Fall: 28 Spring: 52 Total: 80	NSG 4405 Fall:58 Spring: 35 Total: 93 NSG 4413 Fall: 37 Spring: 52 Total: 89	NSG 4405 Fall: 100% Spring: 100% Total: 100% NSG 4413 Fall: 75.68% Spring: 100% Total: 87.84%	
SLO 10						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation	TROY	Fall: 58 Spring: 34 Total: 92	Fall: 58 Spring: 35 Total: 93	Fall: 100 % Spring: 97.14 % Total: 98.57 %	
Measure 2: 80% of students will score 74 or higher	2. Exam (NSG 3319)	TROY	Fall: 54 Spring: 35 Total:	Fall: 54 Spring: 38 Total:	Fall: 100% Spring: 92.10% Total: 96.05%	

--	--	--	--	--	--	--

Curriculum Map:

Please list in the left column any courses that you will use to assess the program student learning outcomes and put an X in the cell to the right of the course under a specific SLO that the course is used to assess. Alternatively, use of the letters “I” “D” “M” or “A” is appropriate to indicate the level of the student learning outcome (see the legend below the table).

Note: List all core or required courses and any elective courses to be used to assess the program student learning outcomes.

Course Mapping	Program Student Learning Outcome (SLO)									
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10
NSG 3300	I		I	I						
NSG 3301	D			D						
NSG 3306	I	I			I		I	I	I, A	I
NSG 3309	I		I	I			I			
NSG 3310	I		I	I			I			I
NSG 3313	I	I	I	I			I	I	I	
NSG 3314	I	I	I	I			I	I	I	I
NSG 3315	I			I						
NSG 3319	D									D, A
NSG 3323	D	D		D			D		D	D
NSG 3324	D	D		D			D		D	D
NSG 3325	D	D		D		I	D	D	D	D

[illegible]

NSG 4430	M	M	M, A	M	M	M	M, A	M	M, A	M
NSG 4431	M	M, A	M	M, A	M	M, A	M	M	M	M

Note: Add rows if needed.

I=Basic or Introductory Level

D=Developing Level

M=Advanced Level (show mastery)

A = Point of Assessment

Criteria:

Elaborate on how your criteria were set for your SLOs .

The BSN Curriculum Committee, with input from the BSN faculty, review the curriculum and determine appropriate benchmark assignments for each SLO. In addition, our accrediting body, Accreditation Commission for Education in Nursing (ACEN), and the Alabama Board of Nursing have standards that the BSN program must meet to maintain good standing. The outcomes also assist the committee, and the faculty, in determining areas of need and/or growth in the program.

Summary Conclusions:

Please include any additional information deemed important to this HOMER report.

For the 2018-2019 reporting cycle, all assessment outcomes exceeded expectation. In addition, the 1st attempt pass rates on the NCLEX examination further demonstrate the strength of the program. A live NCLEX review for all graduates will be continued in order to promote first attempt NCLEX pass rates. All faculty have been involved in an extensive review of the program during the preparation of the self-study report for accreditation in February 2019. We plan to maintain the strength of our program through the active efforts of the Curriculum committee, the Evaluations/Outcomes committee and faculty involvement in curriculum mapping.

ACADEMIC HOMER REPORT

Due Date: August 1, 2019

Reporting Period: Fall 2018__ – Spring 2019__ (1 year)

College: Health and Human Services

Department: Nursing

Program: RN Mobility

Assistant Coordinator: Kelly Johnson

Responsible Person: Kelly Johnson

☐ Undergraduate

☐ Graduate

Part 1. Program Overview:

Please give a general description of your program, including your program mission or purpose statement. A program mission describes the primary purpose, values, and philosophy of the educational program. It should be clear, concise, and meaningful, and it should include the purpose of the program, the students to be served, the academic environment, the curriculum's primary focus, and expected contributions to the community. A program mission should align with the University mission and goals and/or the mission and goals of the college. In addition to the program's general description and mission or purpose statement, a brief history of the program may be appropriate.

Mission Statement: The purpose of the BSN degree is to prepare students to become registered nurses and to provide them with specific knowledge and skills necessary to practice in a variety of healthcare settings with individuals, families, and communities of all ages. The strong liberal arts and professional nursing core combine to produce a graduate capable of high levels of personal and professional responsibility; leadership; appreciation of the biological, physiological, psychological, and nursing sciences; and the knowledge and skills necessary to provide for acute illness, health promotion, and long-term care.

History of the Program: The RN Mobility track is an online program in which courses are delivered in an online format and the campus sites are used primarily for support services and not instructional purposes. In the RN Mobility track the campus sites [Dothan, Montgomery, Troy, and Phenix City are used only to support 30% or 3/10 courses (i.e. Health Assessment Lab, Advanced Nursing Preceptorship, Population Health Nursing Practicum).

Accreditation Statement: This program is accredited by the Accreditation Commission for Education in Nursing (formerly National League for Nursing Accrediting Commission). The RN Mobility Program's most recent accreditation was Spring 2018.

Curriculum Committee Members: Dr. Kasey Chance, Dr. Kelly Johnson, Dr. Kathy Leigh, Holly Carter, Dr. Carrie Lee Gardner, Kakki Kirkland, Dr. Kerri Outlaw, Dr. Deborah Rushing, Joy Butler, Kim Andrews, Dr. Jenna Hussey

Curriculum Committee Meeting Dates: 8/8/18, 9/19/18, 10/22/18, 11/11/18, 2/19/18, 4/4/19, 4/19/18, 5/17/19

Major Initiatives: As from previous HOMER report the RN Mobility continues to offer the Flexible Option that began in Term 1 2016. The RN Mobility Program has recruited in several healthcare facilities, community colleges, and has been invited to Healthcare organizations to present on our program. Faculty is continuously seeking out opportunities to increase enrollment. Spring 2019 the Chemistry requirement was removed from the general studies. A student may substitute any other science/lab besides Anatomy & Physiology I, Anatomy & Physiology II, and Microbiology.

Dashboard Data

Total Number of 2018-2019 Graduates	33
Total Number of Full-time, Tenured or Tenure Track Faculty	3 FT Tenure 1 FT Lecture
Total Number of Part Time/Adjunct Faculty	None
Average Salary of 2018-2019 Graduates	unable to obtain

Elaborate on the retention strategies and outcomes for your academic program:

Faculty work closely with students to assist them to be successful in the program. Faculty visit with students through email, phone calls. Canvas conferencing, web ex, and live visits. The faculty meet on a regular basis to discuss courses, outcomes, and evaluations for our program. Faculty continues to seek out recruitment activities to obtain students.

Part 2. Recent Improvements and/or Achievements:

Recent improvements and/or achievements must be related to the previous assessment results, in particular, to any program-level student learning outcomes that were not achieved in the last assessment cycle. Please respond to the questions in the box below.

A. What was your program's Planned Use of Results to Improve Outcomes in your last HOMER report?

NSG 3319 had improvement in meeting SLOs 9 & 10 after changing activity from final exam to Trends Paper. Reviewed course SLOs for entire RN Mobility curriculum and compared with end-of-program SLOs. Meeting was on May 14, 2019.

B. What have you done to implement those plans during this current HOMER cycle?

NSG 3319 change in activity was implemented in Fall 2018.

C. What improvement(s) or achievement(s) have you made as a result of implementing those plans?

Only minor changes were made on our curriculum mapping from the meeting on May 14th. We continue to analyze our activities for each benchmark and address them each semester.

Part 3: Program Goals, Educational Objectives, and Student Learning Outcomes (SLO):

Please state your program goal(s), *optional* educational objective(s), and student learning outcomes, as well as the measures and criteria used to assess each student learning outcome. Please also enter the assessment results for each of the SLOs and provide supporting evidence, including all locations where your program is offered. Replace the “Other” placeholder in the results column below with specific locations. Then make your decision, based on aggregate value, regarding whether you have met, exceeded, or failed to meet the expectation of each SLO. Indicate plans for use of assessment results to improve outcomes in the final column; these plans can address the aggregate decision or individual measures, as appropriate.

Note: Each program should identify four to eight program-level student learning outcomes which students should achieve upon completion of their program. Each SLO should have at least two measures, and at least one of these measures for each SLO must be a direct measure.

Program Goal(s): (Also indicate which SLOs are related to each goal)

1. Continue to meet benchmarks
2. Incorporate updated activities to remain current in educational objectives
3. Address activities that do not meet our benchmarks in a timely manner

Program Student Learning Outcomes: (Add or delete rows as needed to cover all your SLOs and measures to be used)

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results: Total Number of Students Meeting Expectation		Assessment Results: Total Number of Students Observed	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: Decision & Use of Results to Improve Outcomes Indicate decision (failed to meet, met or exceeded expectation) and elaborate on the use of results to improve outcome(s).
SLO 1	Synthesize theoretical and empirical knowledge from nursing, scientific community, and humanistic disciplines within the practice of nursing.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 74 or higher	1. Healthy People Paper Rubric (NSG 4410-RN)	TROY Online	20	23	87%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation

CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 74 or higher	1. Research Poster Rubric (NSG 4440)	TROY Online	15	15	100%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
SLO 6 Integrate leadership and management skills and knowledge of health care policy and cost effectiveness for the improvement of quality care and patient safety.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 74 or higher	1. Leadership/ management paper (NSG 4430)	TROY Online	19	21	91%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
SLO 7 Utilize interpersonal and interprofessional communication in collaboration for the promotion of optimal health states for individuals, families, communities, and populations within the context of a caring environment.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 74 or higher	1. Community Teaching & Learning Rubric (NSG 4411)	TROY Online	22	23	97%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 2: 80% of students will score 74 or higher	2. Clinical Triad Discussion Board (NSG 4430)	TROY Online	18	21	85%	

SLO 8	Accept responsibility and accountability for the continuous evaluation of one's own personal and professional behaviors and values, including lifelong learning to support excellence in nursing practice.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 74 or higher	1. Management conflict discussion board (NSG 3370)	TROY Online	18	21	86%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
SLO 9	Practice according to current ethical and legal standards of professional nursing.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 74 or higher	1. Clinical Journal Rubric (NSG 4411)	TROY Online	18	23	78%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation We utilized two activities to meet this end of program SLO. The average is 86.5%.
Measure 2: 80% of students will score 74 or higher	1. Clinical Journal (NSG 4431)	Online/various clinical sites	20	21	95%	
SLO 10	Utilize information technology to support the delivery of safe, quality nursing care.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 74 or higher	1. Trends Paper (NSG 3319)	TROY Online	16	18	88.8%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation

Flexible Option

Identify Each	Identify the	Assessment	Assessment Results:	Assessment Results:	Decision & Use of Results to Improve Outcomes
---------------	--------------	------------	---------------------	---------------------	---

Intended Outcome	Assessment Tool	Results: Total Number of Students Meeting Expectation	Total Number of Students Observed	Percentage of Students Meeting Expectation	Indicate decision (failed to meet, met or exceeded expectation) and elaborate on the use of results to improve outcome(s).	
SLO 1	Synthesize theoretical and empirical knowledge from nursing, scientific community, and humanistic disciplines within the practice of nursing.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 1: 80% of students will score 74 or higher	1. Specific General Studies Discussion (NSG 4411 FO)	TROY Online	10	10	100%	
Measure 2: 80% of students will score 74 or higher	2. Liberal Arts Assignment (NSG 4410)	TROY Online	10	10	100%	
SLO 2	Demonstrate nursing roles designed to meet emerging health needs in a socially and culturally diverse global society.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 1: 80% of students will score 74 or higher	1. Experience Verification (NSG 4431-FO)	TROY Online	10	10	100%	
SLO 3	Provide professional nursing care for all ages, which includes health promotion and clinical prevention.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 1: 80% of students will score 74 or higher	1. Experience Verification (NSG 4411- FO) 2. Experience Verification (NSG 4431 FO)	TROY Online	10	10	100%	

SLO 4	Utilize evidence-based clinical decisions in the application of the nursing process to provide therapeutic nursing interventions for human responses to internal and external environmental dimensions.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 74% or higher	1. NPSG Paper (NSG 3370)	TROY Online	8	10	80%	<input type="checkbox"/> Failed to meet expectation <input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation
SLO 5	Evaluate research and current evidence for the applicability of findings for the improvement of health states.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 74 or higher	1. Research Poster Rubric (NSG 4440)	TROY Online	10	10	100%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
SLO 6	Integrate leadership and management skills and knowledge of health care policy and cost effectiveness for the improvement of quality care and patient safety.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 74 or higher	1. Job Description Discussion (NSG 4430 – FO)	TROY Online	10	10	100%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
SLO 7	Utilize interpersonal and interprofessional communication in collaboration for the promotion of optimal health states for individuals, families, communities, and populations within the context of a caring environment.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 74 or higher	1. Shadow Experience Report (NSG 4411 – FO)	TROY Online	10	10	100%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 2: 80%	2. 2. Leadership	TROY Online	10	10	100%	

of students will score 74 or higher	Theory Discussion (NSG 4430 FO)					
SLO 8		Accept responsibility and accountability for the continuous evaluation of one’s own personal and professional behaviors and values, including lifelong learning to support excellence in nursing practice.				
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 1: 80% of students will score 74 or higher	1. Management Conflict Discussion Board (NSG 3370)	TROY Online	9	10	90%	
SLO 9		Practice according to current ethical and legal standards of professional nursing.				
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 1: 80% of students will score 74 or higher	1. Experience Verification (NSG 4411)	TROY Online	10	10	100%	
Measure 2: 80% of students will score 74 or higher	2. Experience Verification (NSG 4431)	TROY Online	10	10	100%	
SLO 10		Utilize information technology to support the delivery of safe, quality nursing care.				
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation
Measure 1: 80% of students will score 74 or higher	1.Trends paper (NSG 3319)	TROY Online	8	10	80%	

Curriculum Map:

Please list in the left column any courses that you will use to assess the program student learning outcomes and put an X in the cell to the right of the course under a specific SLO that the course is used to assess. Alternatively, use of the letters “I” “D” “M” or “A” is appropriate to indicate the level of the student learning outcome (see the legend below the table).

Note: List all core or required courses and any elective courses to be used to assess the program student learning outcomes.

Course Mapping	Program Student Learning Outcome (SLO)									
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10
NSG 3300	I		I	I						
NSG 3301	D			D						
NSG 3306	I	I			I		I	I	I, A	I
NSG 3309	I		I	I			I			
NSG 3310	I		I	I			I			I
NSG 3313	I	I	I	I			I	I	I	
NSG 3314	I	I	I	I			I	I	I	I
NSG 3315	I			I						
NSG 3319	D									D, A
NSG 3323	D	D		D			D		D	D
NSG 3324	D	D		D			D		D	D
NSG 3325	D	D		D		I	D	D	D	D

NSG 3326	D	D		D			D	D	D	D
NSG 3334	D	D		D			D	D	D	D
NSG 3335	D	D		D			D	D	D	D
NSG 3336	D	D		D		D	D	D	D	D
NSG 3337	D	D		D		D	D	D	D	D
NSG 4403 (NSG 3332)	D	D		D			D	D	D	D
NSG 4404 (NSG 3333)	D	D		D			D	D	D	D
NSG 4405/4410	M, A	M, A		M	M	M	M, A	M	M	M
NSG 4406/4411	M, A			M	M	M	M, A	M	M	M
NSG 4407	M	M	M	M	M	M	M	M	M	M
NSG 4413	D	D		D			D	D	D, A	
NSG 4414	D	D		D			D	D	D	
NSG 4415	D			D	D	D, A	D	M	D	D
NSG 4417	D		M, A	M, A				D, A	D	
NSG 4419/4440	M	M	M	M	M, A	M	M	M	M	M
NSG 4421	M, A	M, A	M, A	M, A	M	M, A	M, A	M, A	M, A	M, A
NSG 3370	I	I	I	I	I	I	I	I, A	I	I

NSG 4430	M	M	M, A	M	M	M	M, A	M	M, A	M
NSG 4431	M	M, A	M	M, A	M	M, A	M	M	M	M

Note: Add rows if needed.

I=Basic or Introductory Level

D=Developing Level

M=Advanced Level (show mastery)

A = Point of Assessment

Criteria:

Elaborate on how your criteria were set for your SLOs .

Each semester faculty evaluate benchmarks. In fall 2019 we will look at the outcomes and address the one in NSG 4411 that did not meet the benchmark. The faculty of that course indicated students would have met benchmark if the work had been turned in on time. Several students were tardy with turning in late work.

Summary Conclusions:

Please include any additional information deemed important to this HOMER report.

Flexible option students to continue to excel in exceeding expectations in all benchmarks.

ACADEMIC HOMER REPORT

Due Date: November 1, 2019

Reporting Period: Fall 2018 – Summer 2019 (1 year)

College: CHHS _____

Department: Nursing _____

Program: MSN _____

Program Chair: Dr. Wade Forehand (SON Director)

Responsible Person: Dr. Kelli Whitted (MSN Program Coordinator)

☐ Undergraduate

☒ Graduate

Part 1. Program Overview:

Please give a general description of your program, including your program mission or purpose statement. A program mission describes the primary purpose, values, and philosophy of the educational program. It should be clear, concise, and meaningful, and it should include the purpose of the program, the students to be served, the academic environment, the curriculum's primary focus, and expected contributions to the community. A program mission should align with the University mission and goals and/or the mission and goals of the college. In addition to the program's general description and mission or purpose statement, a brief history of the program may be appropriate.

Mission Statement: The Master's education in nursing is preparation for the beginning level of advanced nursing practice and doctoral study. Advanced nursing practice encompasses the roles of expert clinician, educator, administrator, consultant, and translator of research and evidence-based practice. Decision-making encompasses patient safety, quality improvement and the ability to evaluate and influence health policy at the organizational level for the master's prepared nurse. Learning at the master's level emanates from an open collegial relationship between faculty and students that allows for challenges of nursing knowledge and theories.

History of the Program: The Master of Science in Nursing (MSN) program was initiated in 1983 on the Montgomery campus with a Clinical Nurse Specialist (CNS) track with Maternal/Infant or Adult Health options. Eventually, other sites for the MSN program were established on the Phenix City (1985), Troy (1999), and Dothan (2012) campuses. In 1995 the MSN program added a Family Nurse Practitioner (FNP) track that included a Post Master's Certificate option. In 2004 the MSN program added a Nursing Informatics Specialist (NIS) track, and a Post-Masters Informatics Certificate option started in 2015. In 2017 the NIS track was expanded to include nursing leadership and became the Healthcare Informatics and Nursing Leadership (HINL) track. The CNS track ceased admissions in 2012 for the Maternal Infant option and in 2013 for the Adult Health option due to low enrollments.

Accreditation Statement: All of the nursing programs are accredited by the Accreditation Commission for Education in Nursing (ACEN). The MSN program was initially accredited in 1987. The program recently underwent reaccreditation on February 12-14, 2019 and was found to be in compliance with all of the accreditation standards. No areas of needing development were identified during the re-accreditation visit.

Curriculum Committee Members: Dr. Stacey Jones (Chair), Dr. Bernita Hamilton, Dr. Stephanie Lewis, Dr. Missy Mason, Dr. Amy Spurlock, Dr. Shellye Vardaman, Dr. Kelli Whitted, Dr. Barbara Williams

Curriculum Committee Meeting Dates: 09/10/2018, 10/15/2018, 11/26/2018, 12/05/2018, 01/13/2019, 01/28/2019, 02/11/2019, 03/18/2019, 04/15/2019, 05/06/2019

Major Initiatives: Several improvements were made to the MSN program in AY 2018-2019. The FNP curriculum was reviewed, and changes were made in regards to when the courses were offered. Primary Care I was moved from summer semester to spring semester in an effort for students to have a complete 16-week semester to learn the content. Beginning fall semester 2018, student semester planners were updated to offer NSG 6612 and NSG 6613 in fall semester and NSG 6665 and NSG 6666 in spring semester.

The FNP curriculum was updated to align with the NONPF competencies. The evaluation tools utilized for all clinical FNP courses were mapped with the NONPF competencies.

Faculty reviewed the course examinations and written assignments throughout the MSN program. The decision was made that written assignments will be emphasized more in the MSN core courses and clinical content and will be emphasized more in the FNP courses by examinations. These changes were implemented fall 2018, and the first cohort of this new plan will graduate in May 2020.

The MSN curricula had modifications approved by the Graduate Academic Council in spring 2019 to the HINL track. Modifications included adding a two-hour clinical course (NSG 6630) by decreasing credit hours from 4 to 3 in NSG 6636 and NSG 6637 practicum courses. This was done in an effort to assist students in completing the required clinical hours for the program.

Dashboard Data

Total Number of 2018-2019 Graduates	71 FNP + 1 HINL + 7 post masters =79
Total Number of Full-time, Tenured or Tenure Track Faculty	12
Total Number of Part Time/Adjunct Faculty	17
Average Salary of 2018-2019 Graduates	

Elaborate on the retention strategies and outcomes for your academic program:

The MSN program coordinator sends a semester planner for the semester that the student was admitted along with the admission packet. Both part time and full time FNP semester planners were created for fall, spring, and summer semesters. Part time and full time semester planners were also created for the HINL track as well as semester planners for Post Master's Certificate students in both MSN tracks.

A collaboration is in development with the Writing Center to create assignment templates for critical papers and provide referral for students who need assistance.

PROGRAM OUTCOMES SUMMARY

Required Program Outcomes	Expected Level of Achievement	Actual Level of Achievement	Resulting Action Taken/to be Taken with Time Frame for Implementation	
			Action(s)	Time Frame
Certification Exams				
MSN	80% of MSN graduates will pass the FNP certifying exam on the first attempt during the same 12-month period.	Grad 2016: 71/79 (1 NR*) = 89.9% FNP 7/8 = 87.5 % PM Total 78/87 = 89.6% Grad 2017: 87/104 (6 NR*) = 83.6% FNP 4/4 (1 NR*) = 100% % PM Total 91/108 = 84.62% Grad 2018: 40/42 (20 NR*) = 95.2% FNP 6/7 = 100% % PM Total 46/49 = 93.8% Grad 2019: 78 pending NR* = not reported	Maintain follow-up with MSN graduates for self-report of performance on certification exams.	6 months after graduation
Post Master's FNP Certificate	80%* of Post Master's FNP Certificate graduates will pass the FNP certifying exam on the first attempt during the same 12-month period.		Maintain follow-up with Post Master' FNP Certificate graduates for self-report of performance on certification exams.	6 months after graduation

Program Completion					
<p>MSN</p> <p>Post Master's FNP Certificate</p>	<p>80% of MSN students will graduate within 150% of the stated program length. MSN Full-time- 5 semesters (2 years) full-time study; 150% = 7 semesters (3 years)</p> <p>MSN Part-time- 8 semesters (3 years); part time study, 150% = 12 semesters (4 years)</p> <p>80% of Post Master's FNP Certificate students will graduate within 150% of the stated program length</p> <p>Post Master's FNP Certificate: Full-time- 5 semesters (2 years) full-time study; 150% = 7 semesters (3 years)</p>	<p>Grad 2016: MSN (FNP): 68/80 = 85% MSN (NIS): 4/6 = 66.6% PMC (FNP): 5/6 = 83.3% Total 77/92 = 83.7%</p> <p>Grad 2017: MSN (FNP): 82/91 = 90.1% MSN (NIS): 1/2 = 50% PMC (FNP): 12/12 = 100% Total 95/104 = 91.3%</p> <p>Grad 2018: MSN (FNP): 87/94 = 92.5% MSN (NIS): 1/1 = 100% PMC (FNP): 8/12 = 66.6% Total 96/107 = 89.7%</p> <p>Grad 2019: MSN (FNP): 79/96 = 82.3% MSN (NIS): 2/2 = 100% PMC (FNP): 10/13 = 77% Total 91/111 = 82%</p>	<p>Maintain evaluation of academic & non-academic attrition factors. Continue to encourage early enrollment in courses in January and May.</p> <p>Maintain evaluation of academic & non-academic attrition factors.</p>	<p>Full-time MSN students: 3 years after enrollment</p> <p>Post Master's FNP Certificate students: 3 years after enrollment</p>	
<p>Job Placement</p>	<p>90% of graduates will be employed in role-related professional practice at one year after graduation</p>	<p>Grad 2016: 35/87 (40.2% return) = 100% employed</p> <p>Grad 2017: 23/24 (23% return) = 96% employed</p> <p>Grad 2018: 23/32 (72% return) = 100% employed</p> <p>Grad 2019: 78 pending</p>	<p>Continue to consider methods to increase participation in surveys among graduates (including data collection methods).</p>	<p>6 months after graduation</p>	

Part 2. Recent Improvements and/or Achievements:

Recent improvements and/or achievements must be related to the previous assessment results, in particular, to any program-level student learning outcomes that were not achieved in the last assessment cycle. Please respond to the questions in the box below.

A. What was your program's Planned Use of Results to Improve Outcomes in your last HOMER report?

FNP track: A plan was developed to improve certification examination rates for FNP students. In 2018-2019 the FNP curriculum changed when two courses were being offered. Both NSG 6665 and NSG 6666 were moved from summer semester, due to the difficulty students were having with the pediatric and women's health content in the short summer semester, to the spring semester. NSG 6612, NSG 6613, NSG 6667 and NSG 6668 are offered during fall semesters. NSG 6665, NSG 6666, NSG 6670 and NSG 6680 are offered during spring semesters. Only core MSN courses and FNP didactic course are offered during summer semester; students no longer take clinical courses during summer semester.

HINL track: In 2018, the curriculum was modified to create NSG 6630, a two credit hour course, and remove one credit hour each from NSG 6635 and NSG 6636. Both NSG 6635 and NSG 6636 required 240 clinical hours. Since HINL students typically work in administration and work five 8-hour days instead of three 12-hour nursing shifts, those students were having difficulty obtaining the required 240 clinical hours each semester. NSG 6630 will be initiated next spring and will consist of 120 clinical hours. The clinical hours required for both NSG 6635 and NSG 6636 will be decreased from 240 to 180. The required 480 clinical hours did not change, but the hours will be divided among the last three semesters instead of the last two semesters of the HINL program. The didactic courses in the HINL program, NSG 6631 and NSG 6632, will be revised in fall 2019 with the addition of two full time faculty who hold advanced certifications in areas of course content.

B. What have you done to implement those plans during this current HOMER cycle?

FNP track: The content in NSG 6665 was divided over the sixteen-week semester, and faculty are now able to discuss the material in greater detail. NSG 6665 and NSG 6666 were taught in Spring 2019 for the first time as a sixteen-week semester course. Students who took that course will take the FNP certification exam after the May 2020 graduation.

Another strategy faculty have implemented in an effort to improve FNP certification pass rates was the addition of Respondus LockDown Monitor for examinations in all of the FNP didactic courses. Faculty also started providing rationales to each exam question in an effort to aid students in learning the material.

The HESI examination was implemented in NSG 6670 to assist students in preparing for the FNP certification examination. Students who scored poorly on the HESI exam were counseled by their home campus FNP faculty; faculty discussed review material, books, and courses to assist students in preparing for the certification examination.

HINL track: NSG 6630 will be taught for the first time spring semester 2020. The new cohort of HINL students starting fall 2019 will have the required clinical hours divided among three semesters instead of two semesters.

C. What improvement(s) or achievement(s) have you made as a result of implementing those plans?

All courses that address content on the FNP certification exams are now offered during the sixteen-week fall or spring semesters in an effort for faculty to elaborate on the necessary content.

The benchmarks for NSG 6670 were updated in an effort to improve the certification exam rates, and the HESI exam is now offered annually in this course.

Part 3: Program Goals, Educational Objectives, and Student Learning Outcomes (SLO):

Please state your program goal(s), *optional* educational objective(s), and student learning outcomes, as well as the measures and criteria used to assess each student learning outcome. Please also enter the assessment results for each of the SLOs and provide supporting evidence, including all locations where your program is offered. Replace the “Other” placeholder in the results column below with specific locations. Then make your decision, based on aggregate value, regarding whether you have met, exceeded, or failed to meet the expectation of each SLO. Indicate plans for use of assessment results to improve outcomes in the final column; these plans can address the aggregate decision or individual measures, as appropriate. *Note:* Each program should identify four to eight program-level student learning outcomes which students should achieve upon completion of their program. Each SLO should have at least two measures, and at least one of these measures for each SLO must be a direct measure.

Program Goal(s): (Also indicate which SLOs are related to each goal)

1. 80% of MSN and Post Master’s Certificate students will pass the certifying exam on the first attempt during the same 12-month period.
2. 80% of MSN and Post Master’s Certificate students will graduate within 150% of the stated program length.
3. 90% of graduates will be employed in role-related professional practice at one year after graduation.

Program Student Learning Outcomes: (*Add or delete rows as needed to cover all your SLOs and measures to be used*)

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results: Total Number of Students Meeting Expectation	Assessment Results: Total Number of Students Observed	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: Decision & Use of Results to Improve Outcomes Indicate decision (failed to meet, met or exceeded expectation) and elaborate on the use of results to improve outcome(s).	
SLO 1	Incorporate advanced knowledge and theories from nursing and other disciplines to continually improve nursing care across diverse settings.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation The three assessment measures range from 90-100%. Measure 2 was updated.
Measure 1: 80% of students will score 80 or higher	1.NSG 6604 Theory Application Paper	TroyOnline	SP 59 SU 10 69	60 11 71	98% 91% 97%	
Measure 2: 80% of students will score 80 or higher	2.NSG 6632 Final Exam	TroyOnline	FA 9	10	90%	
Measure 3: 80% of students will score 80 or higher	3. NSG 6649 Exam Average	TroyOnline	FA 42 SU 22 64	42 22 64	100% 100% 100%	

SLO 2	Integrate leadership, management and education principles into advanced nursing care that utilizes ethical and critical decision-making					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 80 or higher	1. NSG 6660 Roles Analysis Paper	TroyOnline	SP 53 SU 13 66	61 14 75	87% 93% 90%	<div><input type="checkbox"/> Failed to meet expectation</div> <div><input checked="" type="checkbox"/> Met expectation</div> <div><input type="checkbox"/> Exceeded expectation</div> <p>The three assessment measures range from 83-93%. All three measures were updated.</p>
Measure 2: 80% of students will score 80 or higher	2. NSG 6631 Continuous Improvement Activity	TroyOnline	FA 9	10	90%	
Measure 3: 80% of students will score 80 or higher	3.NSG 6667 Health Problem Management Paper	TroyOnline	FA 74	89	83%	
SLO 3	Apply the evolving standards and principles of quality improvement and safety for advanced nursing within a defined setting					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 80 or higher	1. NSG 6691 Task Assignment 4 (PICOT)	TroyOnline	SP 27 SU 31 58	27 33 60	100% 94% 97%	<div><input checked="" type="checkbox"/> Failed to meet expectation</div> <div><input type="checkbox"/> Met expectation</div> <div><input type="checkbox"/> Exceeded expectation</div> <p>Measure 1 exceeded expectation</p> <p>Measure 2 met expectation</p> <p>Measure 3 failed to meet expectation. The exams in NSG 6612 were all given using Respondus Monitor. Faculty review the item analysis for all questions on all of the exams and provide rationales for each question.</p>
Measure 2: 80% of students will score 80 or higher	2. NSG 6633 Strategic Priorities Case Study	TroyOnline	SP 8	9	88%	
Measure 3: 80% of students will score 80 or higher	3. NSG 6612 Exam Average	TroyOnline	FA 52	77	68%	

SLO 4		Evaluate research outcomes and current evidence in conjunction with culturally-appropriate, patient-centered care for the purpose of selectively integrating findings into the practice setting				
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 80 or higher	1. NSG 6691 Bare Bones Proposal	TroyOnline	SP 26 SU 29 55	27 33 60	96% 88% 92%	<input checked="" type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation Measure 1 met expectation Measure 2 failed to meet expectation. The course only had 3 students; 2 students met the benchmark, and 1 student did not meet the benchmark. Measure 3 exceeded expectation
Measure 2: 80% of students will score 80 or higher	2. NSG 6636 Analysis	TroyOnline	FA 2	3	67%	
Measure 3: 80% of students will score 80 or higher	3. NSG 6665 Growth and Development Project	TroyOnline	SP 68	72	94%	
SLO 5		Manage informatics and communication technologies to enhance, integrate and coordinate appropriate patient care				
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 80 or higher	1. NSG 6635 Final Exam	TroyOnline	FA 3	3	100%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation The three assessment measures range from 97-100%. Two of the assessment measures were updated.
Measure 2: 80% of students will score 80 or higher	2. NSG 6660 Discussion Board: Health Literacy	TroyOnline	SP 59 SU 14 73	61 14 75	97% 100% 98.5%	
Measure 3: 80% of students will score 80 or higher	3. NSG 6680: Preceptor/ Faculty evaluation of student	TroyOnline	SP 88	89	99%	

SLO 6		Develop inter-disciplinary advocacy strategies to impact healthcare policy at the system level.				
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation The three assessment measures were 100%. All three measures were updated.
Measure 1: 80% of students will score 80 or higher	1. NSG 6605 Group Debate	TroyOnline	FA 59 SU 45 104	59 45 104	100% 100% 100%	
Measure 2: 80% of students will score 80 or higher	2. NSG 6634 Leadership Issues Presentation	TroyOnline	SP 2	2	100%	
Measure 3: 80% of students will score 80 or higher	3.NSG 6667 Community Assessment Project	TroyOnline	FA 89	89	100%	
SLO 7		Communicates, collaborates and consults as a leader and member of intraprofessional and interprofessional teams for improvement of health care outcomes.				
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation The four assessment measures range from 93-100% . All four measures were updated.
Measure 1: 80% of students will score 80 or higher	1. NSG 6633 Study Level Intervention Discussion	TroyOnline	SP 9	9	100%	
Measure 2: 80% of students will score 80 or higher	2. NSG 6666 Preceptor/Faculty Evaluations	TroyOnline	SP 66	71	93%	
Measure 3: 80% of students will score 80 or higher	3.NSG 6668 Preceptor/Faculty Evaluations	TroyOnline	FA 84	87	97%	
Measure 4: 80% of students will score 80 or higher	4. NSG 6697 Scholarly Project Dissemination	TroyOnline	SP 75	75	100%	

SLO 8	Integrate clinical prevention interventions for the provision of culturally responsive advanced nursing care to individuals and populations in a global society.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 80 or higher	1. NSG 6632 Leadership Styles Paper	TroyOnline	FA 9	10	90%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation The four assessment measures range from 90-100% . All four measures were updated.
Measure 2: 80% of students will score 80 or higher	2. NSG 6635 Informatics Exchange Paper	TroyOnline	FA 3	3	100%	
Measure 3: 80% of students will score 80 or higher	3. .NSG 6645 Family Cultural Assessment/Theory Paper	TroyOnline	SP 22 SU 38 60	23 42 65	96% 90% 92%	
Measure 4: 80% of students will score 80 or higher	4. NSG 6696 Literature Synthesis	TroyOnline	FA 76	76	100%	
SLO 9	Demonstrates role competencies in a specialized area of advanced nursing practice at the master’s level.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 80 or higher	1. NSG 6637 Clinical Experience Summary	TroyOnline	SP 2	2	100%	<input checked="" type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation Measure 1 exceeded expectation Measure 2 failed to meet expectation. The exams in NSG 6665 were all given using Respondus Monitor. Faculty review the item analysis for all questions on all of the exams and provide rationales for each question. Measure 3 exceeded expectation
Measure 2: 80% of students will score 80 or higher	2..NSG 6665 Exam Average	TroyOnline	SP 17	72	24%	
Measure 3: 80% of students will score 80 or higher	3. NSG 6680 NONPF NP Competencies	TroyOnline	SP 89	89	100%	

Curriculum Map:

Please list in the left column any courses that you will use to assess the program student learning outcomes and put an X in the cell to the right of the course under a specific SLO that the course is used to assess. Alternatively, use of the letters “I” “D” “M” or “A” is appropriate to indicate the level of the student learning outcome (see the legend below the table).

Note: List all core or required courses and any elective courses to be used to assess the program student learning outcomes.

CORE COURSES Program Student Learning Outcome (SLO)

Course Mapping	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9
NSG 6604	I	I	I	I		I			
NSG 6605	D			D		D	D		
NSG 6649	D		D	I	D			D	D
NSG 6655	A	A	A	A	A	A	A	A	A
NSG 6660	D	I		I	I	I	D	D	D
NSG 6671	D			D				D	D
NSG 6691	D	D	D	D	D	D	D	D	M
NSG 6692	D		D						
NSG 6696	M	M	M	M		M			
NSG 6697	M			M					

HEALTHCARE INFORMATICS & NURSING LEADERSHIP Program Student Learning Outcome (SLO)

Course Mapping	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9
NSG 6631	I	I		I	I				
NSG 6632	I			I	I				
NSG 6633	D	D	D		D	D	D		
NSG 6634	M		M	M	M			M	
NSG 6635	D	D	D	D	D			D	
NSG 6636	M	M	M	M	M				M
NSG 6637		MA	MA	MA		M	M	M	MA

FAMILY NURSE PRACTITIONER Program Student Learning Outcome (SLO)

[illegible]

Note: Add rows if needed.

I=Basic or Introductory Level

D=Developing Level

M=Advanced Level (show mastery)

A = Point of Assessment

Criteria:

Elaborate on how your criteria were set for your SLOs.

The graduate nursing curriculum committee, in collaboration with the graduate faculty, review the MSN curricula every two years and suggest changes to course SLOs and methods of evaluation based on student and faculty input. The MSN curricula is based on several national standards and competencies, including those set forth by Quality & Safety in Nursing (QSEN) and specific clinical competencies. The FNP track utilizes the National Organization of Nurse Practitioner Faculty Core (NONPF) competencies and population-focused FNP competencies. The HINL track utilizes the ANA Nursing Informatics standards and the ANA Nursing Administration standards. Expected levels of achievement (ELAs) are set based on national standards. Our accrediting body, ACEN, prefers that ELAs are set at a higher level and modified as needed based on student demographics and performance.

Summary Conclusions:

Please include any additional information deemed important to this HOMER report.

ACADEMIC HOMER REPORT

Due Date: November 1, 2019

Reporting Period: Fall 2018 – Summer 2019 (1 year)

College: CHHS

Department: Nursing

Program: Doctor of Nursing Practice

Program Chair: Dr. Wade Forehand (SON Director)

Responsible Person: Dr. Amy Spurlock (DNP Program Coordinator)

☐ Undergraduate

☒ Graduate

Part 1. Program Overview:

Please give a general description of your program, including your program mission or purpose statement. A program mission describes the primary purpose, values, and philosophy of the educational program. It should be clear, concise, and meaningful, and it should include the purpose of the program, the students to be served, the academic environment, the curriculum's primary focus, and expected contributions to the community. A program mission should align with the University mission and goals and/or the mission and goals of the college. In addition to the program's general description and mission or purpose statement, a brief history of the program may be appropriate.

Mission Statement:

The Doctor of Nursing Practice (DNP) Program educates the advanced specialty nurse for expert practice in leadership and clinical roles in a practice-focused doctoral program in nursing. TROY's program enables nurses to become expert nurse leaders and collaborators in solving problems in health care systems. The program infuses the nursing community with qualified educators who can work with students in new practice settings, demonstrating evidence-based approaches to healthcare using strategic problem solving skills. The changing demands of the nation's complex healthcare environment require the highest level of scientific knowledge and practice expertise to assure high quality patient outcomes.

History of the Program:

The Doctor of Nursing Practice Program was first offered Fall, 2009. Because this program is the first doctoral program for Troy University, TROY underwent a level change review by SACSCOC and was awarded continuing accreditation. The first group of DNP students graduated in May 2011, with nine subsequent cohorts graduating each May (and beginning December 2018, each December, totaling 124 graduates.

Accreditation Statement:

The DNP program has been continuously accredited since 2011 by NLNAC, which subsequently changed its name to ACEN (Accreditation Commission for Education in Nursing). The last site visit was conducted in Spring 2016, with continuing accreditation approved through spring 2024.

Curriculum Committee Members:

Dr. Amy Spurlock, Dr. Stacey Jones, Dr. Kelli Whitted, Dr. Missy Mason, Dr. Barbara Miller Williams, Dr. Stephanie Lewis, Dr. Bernita Hamilton, Dr. Shellye Vardaman

Curriculum Committee Meeting Dates:

09/10/2018, 10/15/2018, 11/26/2018, 12/05/2019, 01/13/2019 (email meeting), 01/28/2019, 03/18/2019, 04/15/2019, 05/06/2019

Major Initiatives:

The DNP curricula had modifications approved by the Graduate Academic Council in spring 2019 to the nurse leader track of the BSN-DNP curricula. Modifications included adding a two hour clinical course (NSG 6630) by decreasing credit hours from 4 to 3 in NSG 6636 and NSG 6637 practicum courses. This makes it easier for students enrolled in that track to complete their required clinical hours. ACEN approved the substantive change submitted in spring 2018 for other modifications previously reported to the nurse leader track. Additionally, NSG 8880 Directed Professional Practicum was offered in summer 2018 and again in summer 2019 in order to accommodate students who need more than 720 clinical hours. An ad-hoc group was formed in spring 2018 to map the DNP curricula to newly released Common APRN Doctoral Level Competencies, which was approved in spring 2019 by faculty. Data collection for these competencies will occur in AY 2019-2020. Finally, as required by ACEN, a substantive change report was submitted in May 2019 to report a drop in FNP certification pass rates for BSN-DNP graduates. A plan of action has been implemented and we are awaiting their response.

Dashboard Data

Total Number of 2018-2019 Graduates	20
Total Number of Full-time, Tenured or Tenure Track Faculty	7
Total Number of Part Time/Adjunct Faculty	1
Average Salary of 2018-2019 Graduates	No Data

Elaborate on the retention strategies and outcomes for your academic program:

The DNP program coordinator and assistant program coordinator prepare individual degree planners for each student, and review that plan with student each semester prior to registration to facilitate progression. Additionally, students who are at risk for academic suspension are counseled at the time of their first C grade, particularly BSN-DNP students who are enrolled in a longer program. A collaboration is in development with the Writing Center to develop assignment templates for critical papers and provide referral for students who need extra assistance. Our retention rates have steadily improved over time due to modifications in our curricula and the flexibility of allowing students to graduate twice per year and begin courses in spring, summer, or fall.

PROGRAM OUTCOMES SUMMARY

Required Program Outcomes	Expected Level of Achievement	Actual Level of Achievement	Resulting Action Taken/to be Taken with Time Frame for Implementation	
			Action(s)	Time Frame
Performance on Certification Exams	80%* of BSN- DNP graduates will pass the certifying exams for advanced practice during the same 12-month period.	Grad 2014: no graduates Grad 2015 = 1/1 100% (CNS) 1/1 = 100% (FNP) Grad 2016: no grads Grad 2017: 6/6 = 100% (FNP) 1/1 = 100% (CNS) Grad 2018: 6/9 =66.6% (FNP) Grad 2019: 1/1 = 100% (FNP)	Maintain follow-up with BSN-DNP graduates for self-report of performance on certification exams.	3-6 months after graduation
Program Completion				
PM-DNP	70% of PM-DNP students will graduate within graduate within 150% of the stated program length PM-DNP Full-time- 4 semesters (2 years) full-time study; 150% = 6 semesters (3 years)	Cohort 5 (2013) = 11/14 = 78.5% Cohort 6 (2014) = 15/16 = 93.75% Cohort 7 (2015) = 11/13 = 84.6% Cohort 8 (2016) = 14/18= 77.7% (pending) Cohort 9 (2017) = 15/15 = 86.6% (pending) Cohort 10 (2018) = 13/14 = 92.8%	Maintain evaluation of academic & non-academic attrition factors. Continue to encourage early enrollment in courses in January and May.	Full-time PM-DNP students: 3 years after enrollment

BSN-DNP	<p>70% of BSN-DNP students full-time will graduate within graduation within 150% of the stated program length</p> <p>BSN-DNP Full-time-8 semesters (3 years) full-time study; 150% = 12 semesters (4.5 years)</p>	<p>Cohort 5 (2013) = 5/9 = 55.5%</p> <p>Cohort 6 (2014) = 5/7 = 71.4%</p> <p>Cohort 7 (2015) = 5/7 = 71.4%</p> <p>Cohort 8 (2016) = 4/6 = 66.6% (pending)</p> <p>Cohort 9 (2017) = 11/11 = 90.9% (pending)</p> <p>Cohort 10 (2018) = 11/11 = 100% (pending)</p>	BSN-DNP track revised in length and implemented in 2012. Maintain evaluation of academic & non-academic factors. Continue to encourage early enrollment in courses in January and May.	Full-time BSN-DNP students: 4 years after enrollment	
Job Placement	80% of graduates will be employed in role-related professional practice at one year after graduation	<p>2013 graduates = 3/9 (33.3% return) = 100% employed</p> <p>2014 graduates = 7/18 (38.8% return) = 100% employed</p> <p>2015 DNP graduates = 6/12 (50% return) = 100% employed</p> <p>2016 DNP graduates = 9/14 (64% return) = 100% employed</p> <p>2017 DNP graduates = 8/16 (50% return) = 100% employed</p> <p>2018 DNP graduates = 16/20 (80% return) = 100%</p>	Continue to consider methods to increase participation in surveys among graduates (including data collection methods)	6 months after graduation	

Part 2. Recent Improvements and/or Achievements:

Recent improvements and/or achievements must be related to the previous assessment results, in particular, to any program-level student learning outcomes that were not achieved in the last assessment cycle. Please respond to the questions in the box below.

A. What was your program's Planned Use of Results to Improve Outcomes in your last HOMER report?

In 2017-2018, the curriculum was modified to eliminate NSG 8824 and add one credit hour each to the leadership (NSG 8822) and health disparities (NSG 8826) courses, so the plan included monitoring for any downward trend in meeting benchmark outcomes with the addition of one credit hour. NSG 8801 will be revised in summer 2019 with the addition of two faculty, both of whom hold advanced certifications in areas of course content

A plan was also developed to address licensure/certification examination rates for FNP students as part of the substantive change for ACEN. In 2018-2019 the FNP curriculum was changed and NSG 6665 and NSG 6666 were removed from summer semester due to the difficulty students were having with the pediatric and women's health content in that nine week semester. NSG 6612, NSG 6613, NSG 6667 and NSG 6668 are offered during fall semesters. NSG 6665, NSG 6666, NSG 6670 and NSG 6680 are offered during fall semesters.

B. What have you done to implement those plans during this current HOMER cycle?

NSG 8824 was taught for the final time in summer 2018. There is one current student who is taking a 2 credit-hour independent study using the same course content in summer 2019, as she was not able to take the course last summer. The two credit-hour course for NSG 8826 Diversity & Social Issues was taught in summer 2018 and fall 2018, and for the final time, in summer 2019. The expanded, three credit-hour NSG 8826 Health Disparities course was taught for the first time in fall 2018. The two credit-hour NSG 8822 leadership course was taught for the final time in summer 2018, and the three credit-hour NSG 8822 Leadership course was taught for the first time in spring 2019. Both three hour courses underwent serious revision, with the addition of course content/modules and an increased number of evaluation methodologies.

To improve certification pass rates, starting in fall 2017 Respondus Lock Down Monitor was added for testing in the FNP program and faculty began providing rationales for each test question. The FNP curriculum was updated to align with the NONPF competencies. During spring 2018, HESI testing was implemented in NSG 6670. Starting in fall 2018, student planners were updated and students began NSG 6612 and NSG 6613 in fall semesters and then NSG 6665 and NSG 6666 in spring semesters. There are no longer any FNP clinical courses taught during summer semester. In spring 2019, a toolkit of resources were provided to all FNP students to help with preparation to take the national certification examination. The toolkit consisted of review books, suggested review courses (both live and online), and even electronic applications that provide access to practice questions.

C. What improvement(s) or achievement(s) have you made as a result of implementing those plans?

Almost all current students have completed taking the two credit-hour versions of NSG 8822, 8824, and 8826 in the curricula, so moving forward all students will take the three credit-hour courses of NSG 8822 and 8826.

For students graduating in May and December 2019, there is only one BSN-DNP student in the FNP clinical track. She graduated in May 2019 and was successful on the first attempt at the national FNP certification exam. There are no BSN-DNP students in the FNP clinical track for the cohort who will graduate in December 2019, so the 2019 pass rate has improved to 100%.

Part 3: Program Goals, Educational Objectives, and Student Learning Outcomes (SLO):

Please state your program goal(s), *optional* educational objective(s), and student learning outcomes, as well as the measures and criteria used to assess each student learning outcome. Please also enter the assessment results for each of the SLOs and provide supporting evidence, including all locations where your program is offered. Replace the “Other” placeholder in the results column below with specific locations. Then make your decision, based on aggregate value, regarding whether you have met, exceeded, or failed to meet the expectation of each SLO. Indicate plans for use of assessment results to improve outcomes in the final column; these plans can address the aggregate decision or individual measures, as appropriate.

Note: Each program should identify four to eight program-level student learning outcomes which students should achieve upon completion of their program. Each SLO should have at least two measures, and at least one of these measures for each SLO must be a direct measure.

Program Goal(s): (Also indicate which SLOs are related to each goal)

1. 80% of BSN- DNP graduates will pass the certifying exams for advanced practice during the same 12-month period.
2. 70% of PM-DNP and BSN-DNP students will graduate within 150% of the stated program length.
3. 80% of graduates will be employed in role-related professional practice at one year after graduation.

End-of-Program Program Student Learning Outcomes: (Add or delete rows as needed to cover all your SLOs and measures to be used)

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results: Total Number of Students Meeting Expectation	Assessment Results: Total Number of Students Observed	Assessment Results: Percentage of Students Meeting Expectation	Decision & Use of Results to Improve Outcomes Indicate decision (failed to meet, met or exceeded expectation) and elaborate on the use of results to improve outcome(s).
SLO 1	Evaluate advanced knowledge and theories from nursing and related disciplines for advanced practice nursing at the highest level.				
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation
Measure 1: 80% of students will score 80 or higher	1. Evaluation Methods Assignment Rubric (NSG 8815)	TROY Online	15	16	93.75%
Measure 2: 80% of students will score 80 or higher	2. Leadership Paper (NSG 8822)	TROY Online	19	22	86.3

SLO 2	Design quality, cost effective and innovative nursing care models based on the knowledge of interrelationships among nursing, organizational, political, and economic sciences.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 80 or higher	1. Middle Range Theory and EBP Model Paper Rubric (NSG 8815)	TROY Online	11	16	68.75%	<input checked="" type="checkbox"/> Failed to meet expectation for NSG 8815 <input type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation Continue to examine the MR Theory and EBP Model paper and student performance to identify strategies to strengthen student achievement of EOPSLO 4. Faculty have discussed ways to improve attendance at the live class held about this assignment, but short of making it mandatory (which is not in keeping with an online program), we typically don't have more than 50% of students in that class. NSG 8804 taught for first time in summer semester in 2018, so this is included in the total student count.
Measure 2: 80% of students will score 80 or higher	2. Healthcare Policy Brief Assignment (NSG 8804)	TROY Online	28	27	96.4%	
SLO 3	Incorporate systems engineering concepts to prevent and solve complex health care delivery problems.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 80 or higher	1. Disease Outbreak Project Rubric (NSG 8805)	TROY Online	23	24	95.8%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 2: 80% of students will score 80 or higher	2. Evaluation of DSP Project Outcomes (NSG 8840)	TROY Online	20	20	100%	
SLO 4	Translate research to transform nursing practice and support evidence-based nursing practice for diverse patient populations and organizations.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% or more of	1. Final Manuscript (NSG	TROY Online	20	20	100%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation

students will score 80% or higher	8850)					<input checked="" type="checkbox"/> Exceeded expectation As part of the plan of action for improving FNP certification pass rates in the BSN-DNP program, NSG 8812 and NSG 8810 will be taught in summer semester 2020 (in order to facilitate student progression.
Measure 2: 90% or more of students will satisfactorily complete the DNP Synthesis Project	2. Analyzing and Applying Evidence paper (NSG 8812)	TROY Online	26	26	100%	
SLO 5 Foster leadership for the advancement of interprofessional collaboration and integration of information and technology for quality improvements in patient care and healthcare systems.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 80 or higher	1. Predictive Analytics and CDS Discussion (NSG 8801)	TROY Online	24	25	96%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation Monitor data in AY 2018-2019 for potential downward trends (especially with increase in credit hours for NSG 8822 from 2 to 3). NSG 8801 benchmark assignment was revised in summer 2019 (see yellow highlight) with modifications to the course. NSG 8801 taught for first time in summer semester in 2019 also. The two credit-hour section of NSG 8822 was taught for the final time in summer 2018, with 5 students not included in this count.
Measure 2: 80% of students will score 80 or higher	2. Interprofessional Collaboration Discussion (NSG 8822)	TROY Online	21	22	95.4%	
SLO 6 Develop effective practice standards for managing ethical issues inherent in patient care, health care organizations and research.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 100% of students will receive required IRB approval(s)	1. IRB Application Approval (NSG 8820)	TROY Online	20	20	100%	<input type="checkbox"/> Failed to meet expectation <input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation In NSG 8805, many students new to DNP program. Some not familiar with APA format which caused groups to lose points on APA format.

Measure 2: 80% of students will score 80 or higher	2. Epidemiology Study Critique (NSG 8805)	TROY Online	20	24	83.3%	
SLO 7 Initiate changes in health care systems through the design and implementation of health policies that strengthen the health care delivery system.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 80 or higher	1. Discussion: Practice Change & Sustainability (NSG 8840)	TROY Online	20	20	100%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 2: 80% of students will score 80 or higher	2. Healthcare Policy Debate (NSG 8804)	TROY Online	28	28	100%	
SLO 8 Evaluate system responses to health and illness as a basis for clinical prevention and population health services in rural and urban settings within a global market.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 80 or higher	1. Measurement Tool Project Rubric (NSG 8802)	TROY Online	30	33	90.9%	<input type="checkbox"/> Failed to meet expectation <input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation Continue to monitor data in AY 2018-2019 for downward trends (especially for increase in credit hours to NSG 8826 from 2 to 3). The 2 credit-hour NSG 8826 Diversity course taught in summer and fall 2018, with 19 total students. The final time the two credit-hour version will be taught is summer 2019. The three credit-hour Health Disparities course taught for the first time in fall 2018, with 10 students.
Measure 2: 80% of students will score 80 or higher	2. Synthesis Paper (NSG 8826)	TROY Online	27	29	96.6%	
SLO 9 Demonstrate role competencies in a specialized area of advanced practice nursing as a Doctor of Nursing Practice.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1:	1. DNP Synthesis	TROY Online	20	20	100%	<input type="checkbox"/> Failed to meet expectation

90% or more of students will satisfactorily complete the DNP Synthesis Project	Project Final Competency Evaluation (NSG 8840)					<input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation Eportfolio assignment being added to Canvas, rather than Typhon site, in fall 2019 which might facilitate easier set-up for students.
Measure 2: 90% or more of students will provide evidence of achievement role specific competencies in a specialized area of nursing practice.	2. Clinical Performance Self Reflection (NSG 8840)	TROY Online	20	20	100%	
ALL SLOS: 90% of student ePortfolios will provide evidence of achievement of the student's goals and objectives for the DNP Program and DNP competencies	ePortfolio Assessment Rubric (NSG 8840)	TROY Online	18	20	90%	

Curriculum Map:

Please list in the left column any courses that you will use to assess the program student learning outcomes and put an X in the cell to the right of the course under a specific SLO that the course is used to assess. Alternatively, use of the letters “I” “D” “M” or “A” is appropriate to indicate the level of the student learning outcome (see the legend below the table).

Note: List all core or required courses and any elective courses to be used to assess the program student learning outcomes.

Course	Program Student Learning Outcome (SLO)								
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	
NSG 8801		I			I A				
NSG 8802			I					A D	
NSG 8804		A	A D	D			A D		
NSG 8805			A			A I		I A	
NSG 8810									I A
NSG 8812	I		I	I A			A I		
NSG 8815	I A	A	D	A					
NSG 8820				A					D A
NSG 8822	A D	D			A D				D
NSG 8824						A D			
NSG 8826				I				A D	
NSG 8830			D	M	D			M	A D
NSG 8840	M	D		A	M	M	M		A M
NSG 8850		M	M						M

Note: Add rows if needed.

I=Basic or Introductory Level

D=Developing Level

M=Advanced Level (show mastery)

A = Point of Assessment

Criteria:

Elaborate on how your criteria were set for your SLOs .

The graduate nursing curriculum committee, in collaboration with the graduate faculty, review the DNP curricula every two years and suggest changes to course SLOs and methods of evaluation based on student and faculty input. The DNP curricula is based on several national standards and competencies, including those set forth by AACN (DNP Essentials) and Quality & Safety in Nursing (QSEN) competencies, and for the clinical tracks, National Organization of Nurse Practitioner Faculty Core competencies (NONPF), Population-focused FNP competencies, ANA Nursing Informatics standards, and ANA Nursing Administration standards. Expected levels of achievement (ELAs) are set based on national standards, with ACEN, our accrediting body, preferring that ELAs are set at a higher level and modified as needed based on student demographics and performance.

Summary Conclusions:

Please include any additional information deemed important to this HOMER report.