

TROY University HOMER
College of Health and Human Services
ASN
HOMER CYCLE: 2015-2017

Overview

- The University offers an Associate of Science in Nursing (ASN) Program at the Montgomery campus.
- Troy University initiated the ASN Program in Montgomery, Alabama in 1971 to assist in meeting the continued need for registered nurses in the area due to the phasing out of the former St. Margaret’s Hospital Diploma Program School of Nursing. The ASN Program has received continued accreditation from the National League for Nursing Accrediting Commission since 1977.
- The purpose of the ASN degree is to provide the graduate with knowledge and skills necessary to practice as a registered nurse. Graduates of the ASN Program will possess knowledge of specific aspects of biological sciences, humanities, social sciences and nursing science required for nursing practice in both acute and long-term care settings where policies and procedures are specified and guidance is available.
- This program received a full 8-year accreditation (2008-2016) by the National League for Nursing Accrediting Commission (NLNAC). This agency has been renamed the Accreditation Commission for Education in Nursing (ACEN). We completed our site review in FA16, and received continuation of full accreditation for the next eight years (2016-2024).
- Satisfaction levels of graduates reflected on End-of-Program Surveys and Post-Graduation surveys indicate that graduates are satisfied with the Program and believe that they have achieved the program’s student learning outcomes.
- Curriculum Committee Members: Dr. Sherry Seibenhener-Chair; Dr. Robyn Caldwell, Dana Davis; Robin McCormick (2016-2017); Mary Grace Crawford (Retired 5/16)
- Curriculum Committee Meeting Dates: September 28, 2015, January 19, 2016, February 15, 2016, March 28, 2016, December 13, 2016, January 31, 2017, March 1, 2017, March 21, 2017, and March 28, 2017.
- Major initiatives for 2015-2017: a) Adopt MTH 1110 Finite Math as pre-requisite option in addition to MTH 1112 Pre-Calculus Algebra; b) develop Course Assessment Data Report tool specific to the ASN Curriculum for individual instructors to determine student attainment of course SLOs; c) move content regarding Central Line management from the Senior Level semester to the second clinical nursing semester to allow student earlier access to practice in central line management; d) administer practicum exam for NSG 1141 the first Monday of the semester in order to allow those students who need to drop without financial penalty ample time to do so (before 1600); e) transition from Care Plans to Concept Maps in practicum courses to facilitate students’ development of clinical reasoning, ability to identify and aggregate pertinent patient data and develop patient-centered plans of care; and f) develop a Nutrition for Nursing course per student feedback/request.
- Other Program Viability Information:

Dashboard Data

Average Enrollment Per AY	182
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Total Number of 2015-2016 Graduates	75
Total Number of 2016-2017 Graduates	54
Total Number of Full-time, Tenured or Tenure Track Faculty	12
Total Number of Part Time/Adjunct Faculty	5
Average Salary of 2015-2017 Graduates	47,500.00

2015-2017 Achievements and Improvements

1. What improvements or achievements has your academic program made as a result of implementing your 2013-2015 Homer Plan for Improvement (PFI)?

- **2015-2016 Improvements/Achievements:** Three experienced faculty members and one Staff member retired in 2016. Two other faculty relocated to other locations, one of which was the ASN Program Coordinator. The Program Coordinator position was filled with one of our own ASN Faculty members fostering continuity in the teamwork, collegiality, and excellence among ASN Faculty and purpose. To enhance student Lab experiences and maximize Faculty engagement, the Lab Coordinator position was modified to a Faculty position, allowing the Lab Coordinator to provide instruction and evaluation of ASN students as they engage in clinical skills performance in the SON Learning and Skills Labs. For the remaining positions, an extensive search was conducted to select experienced, high quality faculty. We are pleased that we were able to recruit and hire experienced graduate prepared nurse faculty, of which one is actively pursuing a doctoral degree at this time.
- **2015-2016 Improvements/Achievements:** Increased integration of a structured NCLEX test prep and remediation program throughout the ASN curriculum has enhanced achievement of SLOs and POs through improved NCLEX pass rates. The Spring 2016 NCLEX pass rate is 95% of those who have tested, and 86% overall (four students awaiting testing as of 7/31/16). Students report satisfaction with the test prep/remediation program through word of mouth and student course evaluation survey.
- **2016-2017 Improvements/Achievements:** Successfully completed the Fall 2016 ACEN site visit and received an 8-year continuation of accreditation. The ASN program was awarded Strength in Standard 2 as greater than 50% of faculty were doctoral prepared faculty.
- **2016-2017 Improvements/Achievements:** The Spring 2017 cohort was a much smaller number in comparison to previous years, however all but one senior student successfully completed NSG 2280/2281 (one of the highest pass rates in recent semesters). Faculty attribute this to the preceding semester courses' strict implementation of progression criteria that students must be passing all exams and quizzes to advance in the program (written assignments or extra credit cannot pass a student that is not successful on exams/quizzes). At midterm, there were only two (compared to the previous semester's 12) students below the passing standard. The Spring 2017 graduates have yet to begin NCLEX testing (the strongest predictor of student success and achievement of outcomes).

2015-2016 Student Learning Outcomes

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results: Total Number of Students Observed	Assessment Results: Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data	
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	
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	522	530	98%	3
Measure 2: 80% of graduates will pass NCLEX-RN on first attempt	2. NCLEX-RN Results (post-graduation)	MONTGOMERY	63	75	84%	3
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	533	628	85%	3
Measure 4: 80% of responding graduates will indicate that SLO was met.	4. Surveys of ASN graduating class.	MONTGOMERY	73	73	100%	3
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	
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	522	530	98%	3
Measure 2: 80% of graduates will pass	2. NCLEX-RN Results (post-graduation)	MONTGOMERY	63	75	84%	3

NCLEX-RN on first attempt						
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	533	628	85%	3
Measure 4: 80% of responding graduates will indicate that SLO was met.	4. Surveys of ASN graduating class.	MONTGOMERY	76	76	100%	3
SLO 3	Students will be able to provide safe, high quality, holistic patient-centered care and advocacy for diverse patient populations.					
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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	522	530	98%	3
Measure 2: 80% of students will receive “satisfactory” for leadership topic presentation	2. Leadership Topic Presentation (NSG 2281)	MONTGOMERY	86	86	100%	3
Measure 3: 80% of graduates will pass NCLEX-RN on first attempt	3. NCLEX-RN Results (post-graduation)	MONTGOMERY	63	75	84%	3
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	533	628	85%	3
Measure 5: 80% of responding graduates will indicate that SLO was met.	5. Surveys of ASN graduates.	MONTGOMERY	76	76	100%	3
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.					

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SLO 5

Students will participate in learning activities to maintain safe practice.

CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
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Measure 2: 80% of students will score 74% or higher in order to progress to first clinical experience in ASN Program	2. Final Summative Clinical Evaluation Examination (NSG 1131)	MONTGOMERY	69	93	74%	1
Measure 3: 80% of graduates will pass NCLEX-RN on first attempt	3. NCLEX-RN Results (post-graduation)	MONTGOMERY	63	75	84%	3

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	533	628	85%	3
Measure 5: 80% of responding graduates will indicate that SLO was met.	5. Surveys of ASN graduating class.	MONTGOMERY	75	76	99%	3
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	
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Measure 2: 80% of graduates will pass NCLEX-RN on first attempt	2. NCLEX-RN Results (post-graduation)	MONTGOMERY	63	75	84%	3
Measure 3: 80% of students will satisfactorily complete the senior preceptorship clinical experience	3. Senior Preceptorship Clinical Experience Evaluation	MONTGOMERY	86	86	100%	3
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	533	628	85%	3
Measure 5: 80% of responding graduates will indicate that SLO was met.	5. Surveys of ASN graduates	MONTGOMERY	76	76	100%	3
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.					

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2016-2017 Student Learning Outcomes

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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	422	427	98.8%	3
Measure 2: 80% of graduates will pass NCLEX-RN on first attempt	2. NCLEX-RN Results (post-graduation)	MONTGOMERY	Fa-16 N=26	31	80.6%	4
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	423	518	81.6%	2
Measure 4: 80% of responding graduates will indicate that SLO was met.	4. Surveys of ASN graduating class.	MONTGOMERY	24	24	100%	3
SLO 2	Students will be able utilize the nursing process substantiated by evidence as a basis for making nursing judgments.					
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Measure 2: 80% of graduates will pass	2. NCLEX-RN Results (post-graduation)	MONTGOMERY	Fa-16 N=26	31	80.6%	4

NCLEX-RN on first attempt						
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	423	518	81.6%	2
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Measure 2: 80% of students will receive “satisfactory” for leadership topic presentation	2. Leadership Topic Presentation (NSG 2281)	MONTGOMERY	44	44	100%	3
Measure 3: 80% of graduates will pass NCLEX-RN on first attempt	3. NCLEX-RN Results (post-graduation)	MONTGOMERY	Fa-16 N=26	31	80.6%	4
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	423	518	81.6%	2
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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	423	518	81.6%	2
Measure 4: 80% of responding graduates will indicate that SLO was met.	4. Surveys of ASN graduating class.	MONTGOMERY	23	24	95%	3

SLO 5 Students will participate in learning activities to maintain safe practice.

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Measure 2: 80% of students will score 74% or higher in order to progress to first clinical experience in ASN Program	2. Final Summative Clinical Evaluation Examination (NSG 1131)	MONTGOMERY	85	86	98.8%	3
Measure 3: 80% of graduates will pass NCLEX-RN on first attempt	3. NCLEX-RN Results (post-graduation)	MONTGOMERY	Fa-16 N=26	31	80.6%	4

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	423	518	81.6%	2
Measure 5: 80% of responding graduates will indicate that SLO was met.	5. Surveys of ASN graduating class.	MONTGOMERY	24	24	100%	3
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.						
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Measure 5: 80% of responding graduates will indicate that SLO was met.	5. Surveys of ASN graduates	MONTGOMERY	23	24	95%	3

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Measure 4: 80% of responding graduates will indicate that SLO was met.	4. Surveys of ASN graduating class.	MONTGOMERY	22	24	91.67%	3

Plan for Improvement (PFI)

List the strengths and weaknesses identified in your current assessment plan.

- Continued low progression rate of NSG 1131 students to clinical practicum experience (Spring progression 27 of 33 students successfully entered and completed the nursing clinical component of 1131).
- NCLEX RN percentage pass rate on 1st attempt remains in low 80's (however improvement was seen in the Spring 2016 pass rate of 86%).
- Implementation of Predictor exam in NSG 2280 aids in identification of students at risk for NCLEX failure on first attempt, allowing for individualized remediation to identified students. (Two at risk students received individualized tutoring/remediation prior to NCLEX and subsequently passed on first attempt).
- Progression to the first clinical experience does not account for student withdrawal prior to the clinical experience.

If your academic program maintains program goals and/or objectives, did you meet the 2015-2017 goals and objectives according to your assessment results? N/A

In considering your 2013-2014 assessment results in conjunction with your identified strengths and weaknesses (above), what is the proposed action plan for making improvements in your academic program? (Consider exactly what you are going to do to maintain strengths and/or address weaknesses, who is responsible, and when the plan will be put into action).

- **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 1131 who are struggling and implement remediation earlier and more vigorously. Evaluate each semester. **Responsibility:** Lead NSG 1131 instructor and assigned faculty. **Timeframe:** Ongoing with evaluation each semester.
- **Action:** Separate clinical and theory components of NSG 1131, resulting in two courses (NSG 1130 and NSG 1131) which parallels other clinical sequence courses in the ASN Program. **Responsibility:** Lead NSG 1131 instructor and assigned faculty. **Timeframe:** To begin Fa 2017 with ongoing evaluation each semester.
- **Action:** Move the 4-day NCLEX review course in NSG 2280 (the final clinical nursing semester) to the beginning of the semester to identify strengths/weaknesses in students' knowledge base. Utilize findings to tailor instruction to meet deficiencies and reassess at the end of the semester. **Responsibility:** Lead instructor NSG 2280 and assigned faculty. **Timeframe:** Implementation during Fall 2016 semester, with ongoing evaluation of subsequent NCLEX scores. **Update:** Awaiting Sp 2017 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:** Pilot 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 with ongoing evaluation each semester if successful.
- **Action:** Implement individual end-of-course assessments to identify course specific areas of strength/weakness. **Responsibility:** Course Leads and assigned faculty. **Timeframe:** Introduced Spring 2016 semester with ongoing evaluation each semester.
- **Action:** Curriculum review based on 2016 NCLEX Test Plan to identify areas of weakness and opportunity to strengthen program. **Responsibility:** Curriculum Committee and assigned faculty. **Timeframe:** Initiate Spring 2017 and ongoing with faculty input. **Identified:** area of weakness/opportunity is a lack of Med-Surg focused content in fourth semester due to specialty courses.
- **Action:** Combine OB/Peds into a 3-hr. theory and a 3-hr. practicum, and expand the current Gerontology Course to a 3-hr. course and restructure to focus on Med-Surg care of the aging adult. **Responsibility:** Course leads and assigned faculty. **Timeframe:** Fall 2018 pending Undergraduate Council approval.

HOMER EXECUTIVE SUMMARY

To: Institutional Effectiveness Committee

Through: Dr. Earl Ingram, II,
Senior Vice Chancellor for Academic Affairs

Through: Dr. Denise M. Green,
Dean, College of Health and Human Services

Through: Dr. Wade Forehand,
Department Chair/School Director, SON

From: Dr. Christina L. L. Martin,
College Assessment Coordinator/Director

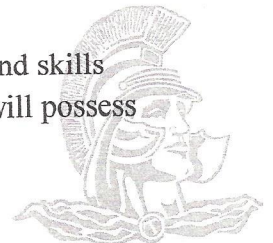
HOMER Cycle: 2015-2017

RE: SON ASN

- Yes No HOMER report is complete
- Yes No Student Learning Outcomes (SLOs) include multiple measures and each includes at least one direct measure
- Yes No The previous cycle's Plans for Improvement are followed through and led to substantial program improvements as reported in the current cycle's Recent Improvements/Achievements
- Yes No Plans for Improvement are based on the current cycle's assessment results

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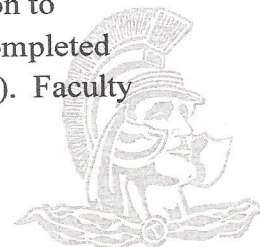
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Collegeview
Building
400 Pell Avenue
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www.troy.edu

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HOMER CYCLE: 2015-2017

Overview

- The University offers a Bachelor of Science in Nursing as follows: Generic track at Troy University in Troy, 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.
- This program is accredited by the Accreditation Committee for Education in Nursing.
- Course and program evaluations support that students are satisfied with the program.
- Curriculum Committee Members: 2015-2016 Dr. Deborah Rushing (chair), Dr. Kelly Johnson (co-chair), Dr. Kerri Outlaw, Cathy Dunn, Holly Carter, Dr. Shellye Vardaman, Dr. Terry Lahnstein

2016-2017 Dr. Kelly Johnson (chair), Kim Andrews, Holly Carter, Dr. Carrie Lee Gardner, Lauren Kilcrease, Dr. Terry Lahnstein, Dr. Kerri Outlaw, Dr. Deborah Rushing, Dr. Shellye Vardaman

- Curriculum Committee Meeting Dates: 2/17/16, 3/2/16, 3/8/16, 3/20/16, 4/6/16, 5/4/16, 5/19/16, 5/23/16
8/10/16, 9/28/16, 12/7, 16, 1/24/17

- Major initiatives: Development and Implementation of the BSN program on the Dothan campus; Curriculum mapping
- Other Program Viability Information: First time pass rates for the NCLEX during 2014-2015 reporting cycle was 96.1%

First time pass rates for the NCLEX during the 2015-2016 reporting cycle was 98.3%

Dashboard Data	
Average Enrollment Per AY	215 students
Total Number of 2015-2016 Graduates	Total: 60 graduates Fall: 35 graduates Spring: 25 graduates
Total Number of 2016-2017 Graduates	Total: 86 Fall: 50

	Spring: 36
Total Number of Full-time, Tenured or Tenure Track Faculty	2015-2016 Total Tenure Track Faculty: 9 2015-2016 Total Non-Tenure Track Faculty: 6 2016-2017 Total Tenure Track Faculty: 8 2016-2017 Total Non-Tenure Track Faculty: 8
Total Number of Part Time/Adjunct Faculty	2015-2016: 19 (does not count lecturers) 2016-2017: 22 (does not count lecturers)
Average Salary of 2015-2017 Graduates	

2015-2017 Achievements and Improvements

1. What improvements or achievements has your academic program made as a result of implementing your 2013-2015 Homer Plan for Improvement (PFI)?

2015-2016 Improvements/Achievements:

- Continued with a live NCLEX review on campus for graduating nurses the week of graduation to ensure that all students participate in a live review prior to taking the NCLEX. This review was continued based on the results of the Exit Exam as identified from the HOMER report.
- ABN report for NCLEX 1st time pass rate for the BSN program for the 2014-2015 reporting year was 96.1%
- 34 of 35 (97.14%) of the Fall 2015 graduates passed the NCLEX on the 1st attempt
- Development of the BSN program on the Dothan campus. The first cohort is to begin Fall semester 2016.
- The BSN curriculum committee has scheduled in-services for all faculty prior to the beginning of Fall semester 2016 regarding curriculum mapping and better utilization of diagnostic testing services throughout the curriculum.

2016-2017 Improvements/Achievements:

- Live NCLEX review on campus was continued for graduating nurses. This review was continued based on the results of the Exit Exam as identified from the HOMER report.
- ABN report for NCLEX 1st time pass rate for the BSN program for the 2015-2016 reporting year was 98.3%.

- 48 of 50 graduates (96%) of the Fall 2016 graduates passed the NCLEX on the 1st attempt.
- The first cohort of students was admitted to the BSN program on the Dothan campus.
- Faculty participated in curriculum workshops in August and December and extensively mapped the BSN curriculum to course and program outcomes. New benchmarks/criteria outcomes for course and end of program outcomes were identified.
- Faculty participated in an ATI diagnostic testing workshop to learn how to better utilize and implement diagnostic testing services throughout the curriculum.
- Changes were made to the remediation plan for the Exit Exam based on the ATI diagnostic testing workshop.
- Faculty are participating in an extensive program self-study in preparation for an accreditation visit in 2019.

Curriculum Map

1. **Curriculum Map:** A curriculum map is a tool commonly used to summarize the relationship between program components and program educational objectives by aligning courses taught in the program with program student learning outcomes.

--List all the core or required courses in your program in the column on the left headed "Course."

--You could also list the elective courses your students may take.

--Put an "I," "D," or "M" in the cell to the right under the appropriate student learning (e.g. SLO 3) to indicate that the specific course is related to the specific student learning outcome (e.g. SLO 3), which will be measured in that course.

--"I," "D," and "M" indicate different levels of the SLO's as follows:

- I=Basic or Introductory Level
- D=Developing Level
- M=Advanced level (show mastery)
- A=Point of Assessment
- If you can't decide what level a SLO is, simple put an "X" in the box.

--Every SLO should be related to, or measured in, at least one course listed on the left.

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	M, A	M, A		M	M	M	M, A	M	M	M
NSG 4406	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	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

2015-2016 Student Learning Outcomes

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results: Total Number of Students Observed		Assessment Results: Total Number of Students Meeting Expectation		Assessment Results: Percentage of Students Meeting Expectation		Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data	
SLO 1	Synthesize theoretical and empirical knowledge from nursing, scientific community, and humanistic disciplines within the practice of nursing.								
CRITERIA	MEASURE	LOCATION	# Meeting	# Observed	% Meeting Expectation				

			Expectation			
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation Tool	TROY	Fall:35 Spring:24 Total:59 During Spring 2016, one student took an incomplete and did not finish the course until Summer 2016	Fall:35 Spring:25 Total:60	Fall: 100% Spring: 96% Total: 98.33%	3
Measure 2: 80% of students will score 74 or higher	2. Research Paper Rubric(NSG 4406-Generic)	TROY	Fall: 35 Spring: 25 Total: 60	Fall:35 Spring: 25 Total: 60	Fall: 100% Spring: 100% Total: 100%	3
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	
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation Tool	TROY	Fall:35 Spring:24 Total:59 During Spring 2016, one student took an incomplete and did not finish the course until Summer 2016	Fall:35 Spring:25 Total:60	Fall: 100% Spring: 96% Total: 98.33%	3
Measure 2: 80% of students will score 74 or higher	2. Issue Paper Rubric (NSG 4405-Generic)	TROY	Fall: 35 Spring: 25 Total: 60	Fall: 35 Spring: 25 Total: 60	Fall: 100% Spring: 100% Total: 100%	3

SLO 3						
Provide professional nursing care for all ages, which includes health promotion and clinical prevention.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation Tool	TROY	Fall:35 Spring:24 Total:59 During Spring 2016, one student took an incomplete and did not finish the course until Summer 2016	Fall:35 Spring:25 Total:60	Fall: 100% Spring: 96% Total: 98.33%	3
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: 19 Spring: 8 Total:27	Fall: 35 Spring: 24 Total: 60	Fall: 54.28% Spring: 33.33% Total: 45%	1
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	
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation Tool	TROY	Fall:35 Spring:24 Total:59 During Spring 2016, one student took an incomplete and did not finish the course until Summer 2016	Fall:35 Spring:25 Total:60	Fall: 100% Spring: 96% Total: 98.33%	3
Measure 2: 80% of students will score at the 97 th predict score or	2. ATI Comprehensive Exam (NSG 4417)	TROY	Fall: 19 Spring: 8 Total:27	Fall: 35 Spring: 25 Total: 60	Fall: 54.28% Spring: 33.33% Total: 45%	1

higher by the first attempt						
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	
Measure 1: 80% of students will score 74 or higher	1. Research Critique Rubric (NSG 4419)	TROY	Fall: 28 Spring: 46 Total: 74	Fall: 30 Spring: 51 Total: 81	Fall: 93.33% Spring: 90.20% Total: 91.36%	3
Measure 2: 80% of students will score 74% or higher	2. Research Poster Rubric (NSG 4419)	TROY	Fall: 30 Spring: 51 Total: 81	Fall: 30 Spring: 51 Total: 81	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	
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation	TROY	Fall:35 Spring:24 Total:59 During Spring 2016, one student took an incomplete and did not finish the course until Summer 2016	Fall:35 Spring:25 Total:60	Fall: 100% Spring: 96% Total: 98.33%	3
Measure 2: 80% of students will score 74 or higher	2. Leadership Topic Presentation (NSG 4415)	TROY	Fall: 35 Spring: 25 Total: 60	Fall: 35 Spring: 25 Total: 60	Fall: 100% Spring: 100% Total: 100%	3
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	
Measure 1: 90% score average rating of 2 or higher on performance	1. Final Summative Clinical Evaluation Tool	TROY	Fall:35 Spring:24 Total:59	Fall:35 Spring:25 Total:60	Fall: 100% Spring: 96% Total: 98.33%	3

behaviors			During Spring 2016, one student took an incomplete and did not finish the course until Summer 2016			
Measure 2: 80% of students will score 74 or higher	2. Issues Paper (NSG 4405-Generic)	TROY	Fall: 35 Spring: 25 Total: 60	Fall: 35 Spring: 25 Total: 60	Fall: 100% Spring: 100% Total: 100%	3
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	
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation	TROY	Fall:35 Spring:24 Total:59 During Spring 2016, one student took an incomplete and did not finish the course until Summer 2016	Fall:35 Spring:25 Total:60	Fall: 100% Spring: 96% Total: 98.33%	3
Measure 2: 80% of students will score 74 or higher	2. Career Plan (NSG 4417)	TROY	Fall:35 Spring:24 Total:59	Fall:35 Spring:25 Total:60	Fall: 100% Spring: 96% Total: 98.33%	3
SLO 9 Practice according to current ethical and legal standards of professional nursing.						

CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation	TROY	Fall:35 Spring:24 Total:59 During Spring 2016, one student took an incomplete and did not finish the course until Summer 2016	Fall:35 Spring:25 Total:60	Fall: 100% Spring: 96% Total: 98.33%	3
Measure 2: 80% of students will score 74 or higher	2. Case Study (NSG 3306 and NSG 4413)	TROY	NSG 3306 Fall: 53 Spring: 66 Total: 119 NSG 4413 Fall: 27 Spring: 54 Total: 81 Overall: 200	NSG 3306 Fall: 53 Spring: 66 Total: 119 NSG 4413 Fall: 27 Spring: 54 Total: 81 Overall: 200	NSG 3306 Fall: 100% Spring: 100% Total: 100% NSG 4413 Fall: 100% Spring: 100% Total: 100% Overall: 100%	3
SLO 10 Utilize information technology to support the delivery of safe, quality nursing care.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation	TROY	Fall:35 Spring:24 Total:59 During Spring 2016, one student took an incomplete and did not finish the course until Summer 2016	Fall:35 Spring:25 Total:60	Fall: 100% Spring: 96% Total: 98.33%	3

Measure 2: 80% of students will score 74 or higher	2. Exam (NSG 3319)	TROY	Fall: 50 Spring: 39 Total: 89	Fall: 50 Spring: 40 Total: 90	Fall: 100% Spring: 97.5% Total: 98.88%	
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2016-2017 Student Learning Outcomes

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results: Total Number of Students Observed	Assessment Results: Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data	
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	
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation Tool	TROY	Fall: 50 Spring: 37 Total: 87	Fall: 50 Spring: 37 Total: 87	Fall: 100% Spring: 100% Total: 100%	3
Measure 2: 80% of students will score 74 or higher	2. Research Paper Rubric(NSG 4406-Generic)	TROY	Fall: 50 Spring: 37 Total: 87	Fall: 50 Spring: 37 Total: 87	Fall: 100% Spring: 100% Total: 100%	3
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	
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation Tool	TROY	Fall: 50 Spring: 37 Total: 87	Fall: 50 Spring: 37 Total: 87	Fall: 100% Spring: 100% Total: 100%	3
Measure 2: 80% of students will score 74 or higher	2. Issue Paper Rubric (NSG 4405-Generic)	TROY	Fall: 50 Spring: 37 Total: 87	Fall: 50 Spring: 37 Total: 87	Fall: 100% Spring: 100% Total: 100%	3

SLO 3 Provide professional nursing care for all ages, which includes health promotion and clinical prevention.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation Tool	TROY	Fall: 50 Spring: 37 Total: 87	Fall: 50 Spring: 37 Total: 87	Fall: 100% Spring: 100% Total: 100%	3
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: 30 Spring: 26 Total: 56	Fall: 50 Spring: 37 Total: 87	Fall: 60% Spring: 70.27% Total: 64.37%	1
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	
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation Tool	TROY	Fall: 50 Spring: 37 Total: 87	Fall: 50 Spring: 37 Total: 87	Fall: 100% Spring: 100% Total: 100%	3
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: 30 Spring: 26 Total: 56	Fall: 50 Spring: 37 Total: 87	Fall: 60% Spring: 70.27% Total: 64.37%	1
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	
Measure 1: 80% of students will score 74 or higher	1. Research Critique Rubric (NSG 4419)	TROY	Fall: 33 Spring: 44 Total: 77	Fall: 37 Spring: 44 Total: 81	Fall: 89.19% Spring: 100% Total: 95.06%	3
Measure 2: 80% of students will score 74% or higher	2. Research Poster Rubric (NSG 4419)	TROY	Fall: 37 Spring: 44 Total: 81	Fall: 37 Spring: 44 Total: 81	Fall: 100% Spring: 100% Total: 100%	3

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	
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation	TROY	Fall: 50 Spring: 37 Total: 87	Fall: 50 Spring: 37 Total: 87	Fall: 100% Spring: 100% Total: 100%	3
Measure 2: 80% of students will score 74 or higher	2. Leadership Topic Presentation (NSG 4415)	TROY	Fall: 50 Spring: 37 Total: 87	Fall: 50 Spring: 37 Total: 87	Fall: 100% Spring: 100% Total: 100%	3
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	
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation Tool	TROY	Fall: 50 Spring: 37 Total: 87	Fall: 50 Spring: 37 Total: 87	Fall: 100% Spring: 100% Total: 100%	3
Measure 2: 80% of students will score 74 or higher	2. Issues Paper (NSG 4405-Generic)	TROY	Fall: 50 Spring: 37 Total: 87	Fall: 50 Spring: 37 Total: 87	Fall: 100% Spring: 100% Total: 100%	3
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	
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation	TROY	Fall: 50 Spring: 37 Total: 87	Fall: 50 Spring: 37 Total: 87	Fall: 100% Spring: 100% Total: 100%	3
Measure 2: 80% of	2. Career Plan (NSG	TROY	Fall: 50	Fall: 50	Fall: 100%	3

students will score 74 or higher	4417)		Spring: 37 Total: 87	Spring: 37 Total: 87	Spring: 100% Total: 100%	
SLO 9 Practice according to current ethical and legal standards of professional nursing.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation	TROY	Fall: 50 Spring: 37 Total: 87	Fall: 50 Spring: 37 Total: 87	Fall: 100% Spring: 100% Total: 100%	3
Measure 2: 80% of students will score 74 or higher	2. Case Study (NSG 3306 and NSG 4413)	TROY	NSG 3306 Fall: 73 Spring: 44 Total: 117 NSG 4413 Fall: 37 Spring: 43 Total: 80 Overall: 197	NSG 3306 Fall: 73 Spring: 53 Total: 126 NSG 4413 Fall: 37 Spring: 43 Total: 80 Overall: 206	NSG 3306 Fall: 100% Spring: 83.02% Total: 92.86% NSG 4413 Fall: 100% Spring: 100% Total: 100% Overall: 95.63	3
SLO 10 Utilize information technology to support the delivery of safe, quality nursing care.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation	TROY	Fall: 50 Spring: 37 Total: 87	Fall: 50 Spring: 37 Total: 87	Fall: 100% Spring: 100% Total: 100%	3
Measure 2: 80% of students will score 74 or higher	2. Exam (NSG 3319)	TROY	Fall: 41 Spring: 57 Total: 98	Fall: 44 Spring: 57 Total: 101	Fall: 93.18% Spring: 100% Total: 97.03%	3

Plan for Improvement (PFI)

List the strengths and weaknesses identified in your current assessment plan.

For the 2015-2016, all assessment outcomes exceed expectations except Measure 2 of SLOs 3 and 4. The achievement of all other outcomes supports the strong faculty and program curriculum. In addition, the 1st attempt pass rates on the NCLEX examination further demonstrates the strength of the program.

For the 2016-2017, all assessment outcomes exceed expectations except Measure 2 of SLOs 3 and 4. The achievement of all other outcomes supports the strong faculty and program curriculum. First attempt pass rates on the NCLEX examination further demonstrate the strength of the program. The faculty completed an extensive review of the curriculum and have changed the end of course benchmarks/criteria outcomes from passing the Exit Exam on the first attempt to passing the Exit Exam on the second attempt.

If your academic program maintains program goals and/or objectives, did you meet the 2015-2017 goals and objectives according to your assessment results?

The program met all program assessment outcomes except for Measure 2 of SLOs 3 and 4 for the 2015-2016 and 2016-2017 reporting periods. This measure evaluates first time pass attempts on the Exit Exam. The achievement of all other outcomes supports the strong faculty and program curriculum.

In considering your assessment results in conjunction with your identified strengths and weaknesses (above), what is the proposed action plan for making improvements in your academic program? (Consider exactly what you are going to do to maintain strengths and/or address weaknesses, who is responsible, and when the plan will be put into action).

2015-2016:

We plan to maintain the strengths of our program by having an active Curriculum committee. The Curriculum committee has planned rigorous curriculum mapping, during the next year, with participation of all faculty in preparation for an accreditation visit in 2019. This Committee and the faculty are also reviewing the outcomes criteria for the program against assignments in order to evaluate and determine if any changes should be made to better meet the established student learning outcomes.

We will continue with the live NCLEX review in order to promote 1st attempt NCLEX pass rates. We will consider further remediation and assistance with studying to improve the first time pass rates on the Exit Exam. This will be implemented due to the results of the Exit Exam as identified in the HOMER report. Additional class sessions regarding test taking techniques and individualized remediation in areas will be implemented throughout the curriculum. The Curriculum committee has scheduled an in-service for all faculty to be held prior to the beginning of Fall semester 2016 regarding testing and remediation. This in-service will be conducted by the outside testing/remediation provider ATI (Assessment Technology Institute). This in-service will focus on implementing remediation throughout the curriculum in order to improve the individualized remediation plan that students complete prior to the exit exam.

2016-2017:

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 2017-2018 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.

HOMER EXECUTIVE SUMMARY

To: Institutional Effectiveness Committee

Through: Dr. Earl Ingram, II,
Senior Vice Chancellor for Academic Affairs

Through: Dr. Denise M. Green, *DMG*
Dean, College of Health and Human Services

Through: Dr. Wade Forehand, *W*
Department Chair/School Director, SON

From: Dr. Christina L. L. Martin, *CLM*
College Assessment Coordinator/Director

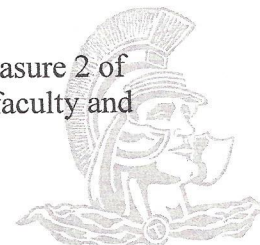
HOMER Cycle: 2015-2017

RE: SON BSN

- Yes No HOMER report is complete
- Yes No Student Learning Outcomes (SLOs) include multiple measures and each includes at least one direct measure
- Yes No The previous cycle's Plans for Improvement are followed through and led to substantial program improvements as reported in the current cycle's Recent Improvements/Achievements
- Yes No Plans for Improvement are based on the current cycle's assessment results

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For the 2015-2016, all assessment outcomes exceed expectations except Measure 2 of SLOs 3 and 4. The achievement of all other outcomes supports the strong faculty and





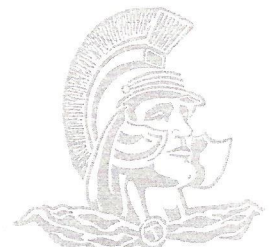
program curriculum. In addition, the 1st attempt pass rates on the NCLEX examination further demonstrates the strength of the program.

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Total Number of Part Time/Adjunct Faculty	2015-2016: 19 (does not count lecturers) 2016-2017: 22 (does not count lecturers)

2015-2016 Improvements/Achievements:

- Continued with a live NCLEX review on campus for graduating nurses the week of graduation to ensure that all students participate in a live review prior to taking the NCLEX. This review was continued based on the results of the Exit Exam as identified from the HOMER report.
- ABN report for NCLEX 1st time pass rate for the BSN program for the 2014-2015 reporting year was 96.1%
- 34 of 35 (97.14%) of the Fall 2015 graduates passed the NCLEX on the 1st attempt
- Development of the BSN program on the Dothan campus. The first cohort is to begin Fall semester 2016.



- The BSN curriculum committee has scheduled in-services for all faculty prior to the beginning of Fall semester 2016 regarding curriculum mapping and better utilization of diagnostic testing services throughout the curriculum.

2016-2017 Improvements/Achievements:

- Live NCLEX review on campus was continued for graduating nurses. This review was continued based on the results of the Exit Exam as identified from the HOMER report.
- ABN report for NCLEX 1st time pass rate for the BSN program for the 2015-2016 reporting year was 98.3%.
- 48 of 50 graduates (96%) of the Fall 2016 graduates passed the NCLEX on the 1st attempt.
- The first cohort of students was admitted to the BSN program on the Dothan campus.
- Faculty participated in curriculum workshops in August and December and extensively mapped the BSN curriculum to course and program outcomes. New benchmarks/criteria outcomes for course and end of program outcomes were identified.
- Faculty participated in an ATI diagnostic testing workshop to learn how to better utilize and implement diagnostic testing services throughout the curriculum.
- Changes were made to the remediation plan for the Exit Exam based on the ATI diagnostic testing workshop.
- Faculty are participating in an extensive program self-study in preparation for an accreditation visit in 2019.



TROY University HOMER
College of Health and Human Services
DNP
HOMER CYCLE: 2015-2017

Overview

- The University offers a Doctor of Nursing Practice Program (DNP) through TROY Online. All DNP courses are taught exclusively online. The DNP encompasses both post-MSN to DNP and BSN to DNP options.
- The purpose of the DNP program is to provide preparation for provision of the most advanced level of nursing care for individuals, families, and communities.
- 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.
- The outcomes for the program are consistent with the American Association of Colleges of Nursing's (AACN) specifications for practice doctoral programs in nursing in accordance with The Essentials of Doctoral Education for Advanced Nursing Practice.
- 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 given continuing accreditation. The DNP program achieved NLNAC accreditation for five years in 2011. NLNAC subsequently changed its name to ACEN (Accreditation Commission for Education in Nursing). The first group of DNP students graduated in May 2011, with five subsequent cohorts graduating in May 2012, May 2013, May 2014, May 2015, and May 2016.
- DNP student, course, employer, and program evaluations indicate satisfaction with DNP courses and the DNP program.
- Curriculum Committee Members (2015-2016): Dr. Bernita Hamilton (chair), Dr. Noreen Lennen, Dr. Barbara Miller, Dr. Amy Spurlock, Dr. Patsy Riley. (2016-2017): Dr. Stacey Jones (chair), Dr. Noreen Lennen, Dr. Stephanie Lewis, Dr. Barbara Miller, Dr. Patsy Riley, Dr. Amy Spurlock.
- Curriculum Committee Meeting Dates: **(2015-2016):** 09/17/2015, 10/15/2015, 11/17/2015, 01/20/2016, 02/17/2016, 03/23/2016, 04/20/2016. **(2016-2017):** 09/28/2016, 10/17/2016, 11/14/2016, 12/12/2016, 01/23/2017, 02/20/2017, 03/20/2017, 04/17/2017, 05/08/2017
- Major initiatives: ACEN (Accreditation Commission for Education in Nursing) site visit February 2-4, 2016 for continuing accreditation of the DNP Program. Site visit team cited four strengths and two areas needing development and eight years of continuing accreditation

(through 2013). Final report received from the ACEN Board of Commissioners in July 2016. Addition of new advanced specialty track for Nurse Leader developed in AY 2016-2017 (anticipated start date September 2017 or January 2018).

- Other Program Viability Information:

Dashboard Data	
Average Enrollment Per AY	25
Total Number of 2015-2016 Graduates	14
Total Number of 2016-2017 Graduates	16
Total Number of Full-time, Tenured or Tenure Track Faculty	4
Total Number of Part Time/Adjunct Faculty	0
Average Salary of 2015-2017 Graduates	NA

2015-2017 Achievements and Improvements

1. What improvements or achievements has your academic program made as a result of implementing your 2013-2015 Homer Plan for Improvement (PFI)?

2015-2016 Improvements/Achievements:

The most recent annual meetings of the Graduate Nurse Faculty to discuss the DNP curriculum were December 12, 2013 and the next meeting is planned for December 11, 2015. During the meeting in 2013, NSG 8801, NSG 8802, NSG 8804, NSG 8805, NSG 8812, NSG 8815, NSG 8822, NSG 8824, and NSG 8826 were reviewed. Proposed changes to course descriptions and SLOs were discussed and approved. Course descriptions, SLOs, and learning activities were also updated in 2013 to reflect quality and safety in patient care.

During the 2015 meeting, the SLO's for NSG 8826 were revised, as well as DNP Program Outcome #5. Additionally, the BSN-DNP and PM-DNP curriculum maps were revised and approved by faculty. Finally, the DNP Assessment Plan for HOMER was revised in 2015 to reflect updated course methodologies and SLOs.

2016-2017 Improvements/Achievements:

Curricular updates to the DNP program included the creation of a second advanced practice specialty option, the Nurse Leader track. This option was approved by the Graduate Nursing Curriculum Committee and the Graduate Academic Council, and is awaiting approval at the ACHE meeting in September 2017. A DNP –ad-hoc curriculum committee was also appointed to update courses within the DNP. Proposed changes include the elimination of NSG 8824 (2) and the addition of one hour each to NSG 8822 and NSG 8826, to include new content. Final recommendations will be presented to the graduate nurse curriculum committee, graduate faculty, and the graduate Academic Council

in Fall 2017. In January 2017, a second yearly January cohort for DNP Synthesis classes was begun to facilitate program completion. DNP Synthesis courses will now run twice per year.

Curriculum Map

1. **Curriculum Map:** A curriculum map is a tool commonly used to summarize the relationship between program components and program educational objectives by aligning courses taught in the program with program student learning outcomes.

--List all the core or required courses in your program in the column on the left headed "Course."

--You could also list the elective courses your students may take.

--Put an "I," "D," or "M" in the cell to the right under the appropriate student learning (e.g. SLO 3) to indicate that the specific course is related to the specific student learning outcome (e.g. SLO 3), which will be measured in that course.

--"I," "D," and "M" indicate different levels of the SLO's as follows:

- I=Basic or Introductory Level
- D=Developing Level
- M=Advanced level (show mastery)
- A=Point of Assessment
- If you can't decide what level a SLO is, simple put an "X" in the box.

--Every SLO should be related to, or measured in, at least one course listed on the left.

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
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

2015-2016 Student Learning Outcomes

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results: Total Number of Students Observed	Assessment Results: Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data	
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	16	19	84.2%	Met Expectations
Measure 2: 80% of students will score 80 or higher	2. Leadership Analysis Critique Paper (NSG 8822)	TROY Online	17	17	100%	Exceeds Expectations
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	
Measure 1: 80% of students will score 80 or higher	1. Conceptual Model Paper Rubric (NSG 8815)	TROY Online	16	19	84.2%	Met Expectations
Measure 2: 80% of students will score 80 or higher	2. Healthcare Policy Brief Assignment (NSG 8804)	TROY Online	15	15	100%	Exceeds Expectations
SLO 3	Incorporate systems engineering concepts to prevent and solve complex health care delivery problems.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	

Measure 1: 80% of students will score 80 or higher	1. Disease Outbreak Project Rubric (NSG 8805)	TROY Online	19	19	100%	Exceeds Expectations
Measure 2: 80% of students will score 80 or higher	2. Evaluation of DSP Project Outcomes (NSG 8840)	TROY Online	14	14	100%	Exceeds Expectations
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	
Measure 1: 80% or more of students will score 80% or higher	1. Final Manuscript (NSG 8850)	TROY Online	14	14	100%	Exceeds Expectations
Measure 2: 90% or more of students will satisfactorily complete the DNP Synthesis Project	2. DNP Synthesis Project Final Competency Evaluation (NSG 8840)	TROY Online	14	14	100%	Exceeds Expectations
SLO 5	Provide leadership in the integration of technology and information systems for quality improvements in patient and healthcare systems.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 80% of students will score 80 or higher	1. HITECH Project Rubric(NSG 8801)	TROY Online	20	20	100%	Exceeds Expectations
Measure 2: 80% of students will score 80 or higher	2. Leading Change Group Assignment (NSG 8822)	TROY Online	17	17	100%	Exceeds Expectations
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	
Measure 1: 80% of	1. Bio-ethical Issues	TROY	13	18	72.2%	Not met

students will score 80 or higher	Paper Rubric (NSG 8824)	Online				
Measure 2: 80% of students will score 80 or higher	2. Epidemiology Study Critique (NSG 8805)	TROY Online	19	19	100%	Exceeds Expectations
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	
Measure 1: 80% of students will score 80 or higher	1. Analyzing and Applying Evidence Paper (NSG 8812)	TROY Online	16	19	84.2%	Met Expectations
Measure 2: 80% of students will score 80 or higher	2. Healthcare Policy Debate (NSG 8804)	TROY Online	15	15	100%	Met Expectations
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	
Measure 1: 80% of students will score 80 or higher	1. Measurement Tool Project Rubric (NSG 8802)	TROY Online	15	16	93.7%	Met Expectations
Measure 2: 80% of students will score 80 or higher	2. Social Issue Paper (NSG 8826)	TROY Online	16	21	76.1%	Not met
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	
Measure 1: 90% or more of students will satisfactorily complete the DNP Synthesis Project	1. DNP Synthesis Project Final Competency Evaluation (NSG 8840)	TROY Online	14	14	100%	Exceeds Expectations
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	14	14	100%	Exceeds Expectations
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	14	14	100%	Exceeds Expectations

2016-2017 Student Learning Outcomes

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results: Total Number of Students Observed	Assessment Results: Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: 1. Does not meet expectation 2. Meets expectation
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3. Exceeds expectation

4. Insufficient data

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	18	19	94.7%	Met expectations
Measure 2: 80% of students will score 80 or higher	2. Leadership Analysis Critique Paper (NSG 8822)	TROY Online	20	20	100%	Exceeds expectations
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	
Measure 1: 80% of students will score 80 or higher	1. Middle Range Theory and EBP Model Paper Rubric (NSG 8815)	TROY Online	19	19	100%	Exceeds expectations
Measure 2: 80% of students will score 80 or higher	2. Healthcare Policy Brief Assignment (NSG 8804)	TROY Online	15	15	100%	Exceeds expectations
SLO 3						
Incorporate systems engineering concepts to prevent and solve complex health care delivery problems.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 80% of students will score 80 or higher	1. Disease Outbreak Project Rubric (NSG 8805)	TROY Online	15	15	100%	Exceeds expectations
Measure 2: 80% of students will score 80 or higher	2. Evaluation of DSP Project Outcomes (NSG 8806)	TROY Online	16	16	100%	Exceeds expectations

higher	8840)					
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	
Measure 1: 80% or more of students will score 80% or higher	1. Final Manuscript (NSG 8850)	TROY Online	16	16	100%	Exceeds expectations
Measure 2: 90% or more of students will satisfactorily complete the DNP Synthesis Project	2. Analyzing and Applying Evidence paper (NSG 8812)	TROY Online	29	33	87.8%	Exceeds expectations
SLO 5	Provide leadership in the integration of technology and information systems for quality improvements in patient and healthcare systems.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 80% of students will score 80 or higher	1. HITECH Project Rubric(NSG 8801)	TROY Online	20	20	100%	Exceeds expectations
Measure 2: 80% of students will score 80 or higher	2. Leading Change Group Assignment (NSG 8822)	TROY Online	20	20	100%	Exceeds expectations
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	
Measure 1: 80% of students will score 80 or higher	1. Bioethical Issues Paper (NSG 8824)	TROY Online	13	18	72.2%	Did not meet
Measure 2: 80% of students will score 80 or higher	2. Epidemiology Study Critique (NSG 8805)	TROY Online	15	15	100%	Exceeds expectations

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	
Measure 1: 80% of students will score 80 or higher	1. Discussion: Practice Change & Sustainability (NSG 8840)	TROY Online	16	16	100%	Exceeds expectations
Measure 2: 80% of students will score 80 or higher	2. Healthcare Policy Debate (NSG 8804)	TROY Online	15	15	100%	Exceeds expectations
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	
Measure 1: 80% of students will score 80 or higher	1. Measurement Tool Project Rubric (NSG 8802)	TROY Online	24	25	96%	Met expectations
Measure 2: 80% of students will score 80 or higher	2. Social Issues Paper (NSG 8826)	TROY Online	19	21	90.4%	Exceeds expectation
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	
Measure 1: 90% or more of students will satisfactorily complete the DNP Synthesis Project	1. DNP Synthesis Project Final Competency Evaluation (NSG 8840)	TROY Online	16	16	100%	Exceeds expectations

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	16	16	100%	Exceeds expectations
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	16	16	100%	Exceeds expectations

Plan for Improvement (PFI)

List the strengths and weaknesses identified in your current assessment plan.

Strengths of the current assessment plan are (a) the Graduate Nursing Curriculum committee reviewed and updated the DNP curricula in AY 2015-2017 and made several updates to the 2015-2016 assessment plan, including the measures used to evaluate assessment criteria and a revision of program SLO #5; (b) all assessment data indicate that expectations were met for each Measure in the SLOs with the exception of Measure 1 in SLO 6; and (c) assessment data improved from AY 2015-2016 including SLO2, SLO 3, and SLO 8.

Weakness of the current assessment plan are (a) assessment data from both AY 2015-2016 and AY 2016-2017 indicate that Measure 1 in SLO 6 did not meet expectations either year. However, curricular revisions to be presented in Fall 2017 will recommend that NSG 8824 be eliminated from the curriculum in AY 2018-2019 in order to add one hour to NSG 8822 and NSG 8826.

If your academic program maintains program goals and/or objectives, did you meet the 2015-2017 goals and objectives according to your assessment results?

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	Eighty percent of post- BSN DNP graduates will pass the certifying exams for advanced practice.	Cohort 2016: 0/0 = no BSN-DNP graduates Cohort 2017 = 6/6 = 100%	Maintain follow-up with BSN-DNP graduates for self-report of performance on certification exams.	3-6 months after graduation
Program Completion				
PM-DNP	Seventy percent of full-time PM-DNP students will graduate within 150% of the length of program or four years.	Cohort 1 (2009) = 10/12 = 83.3% Cohort 2 (2010) = 13/17 = 76.4% Cohort 3 (2011) = 13/14 = 92.8% Cohort 4 (2012) = 13/18 = 72.2% Cohort 5 (2013) = 10/14 = 71.4% Cohort 6 (2014) = 15/16 = 93.75% (pending) Cohort 7 (2015) = 11/13 = 84.6% (pending) Cohort 8 = 15/18 = 83.3% (pending)	Maintain evaluation of academic & non-academic attrition factors. Continue to encourage early enrollment in courses in January and May. Addition of January cohort for DNP Synthesis classes to facilitate program completion.	Full-time PM-DNP students: 3 years after enrollment
BSN-DNP	Seventy percent of full-time BSN-DNP students will graduate within 150% of the length of the program or five years.	Cohort 1 (2009) = 1/1 = 100% Cohort 2 (2010) = 0/1 = 0% Cohort 3 (2011) = 0/4 = 0% Cohort 4 (2012) = 2/6 = 33.3% Cohort 5 (2013) = 4/7 = 57% Cohort 6 (2014) = 6/7 = 85.7% (pending) Cohort 7 (2015) = 6/6 = 100% (pending) Cohort 8 (2016) = 5/5 = 100% (pending)	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. Addition of January cohort for DNP Synthesis classes to facilitate program completion.	Full-time BSN-DNP students: 4 years after enrollment
Program Satisfaction				
Graduate Satisfaction	Eighty percent of DNP students who are in the last term of their program will rate program satisfaction (adequacy and effectiveness of program) overall and "by item" as "Agree" to "Strongly Agree" as well as provide positive qualitative comments. Eighty percent of DNP students 6 months post-graduation will rate	2012 end of program graduates = 4/7 (57.1% return) = 100% agree 2013 end of program graduates = 4/9 (44.4% return) = 100% agree 2014 end of program graduates = 5/18 (27.7% return) = 100% agree 2015 BSN-DNP end of program graduates = 2/2 (100% return) = 100% agree 2015 PM-DNP end of program graduates = 5/10 (50% return) = 98% agree 2015 DNP Total end of program graduates= 7/12 (58.3% return)=99.5% 2016 PM-DNP end of program graduates = 9/14 (64.2% return) = 100% agree 2016 BSN-DNP graduates = 0 2017 PM-DNP end-of-program graduates = 8/9 (88.8% return) = 98.6% agree 2017 BSN-DNP end of program graduates = 4/8 (50% return) = 97.2% agree 2017 DNP Total end of program graduates = 12/16 (75% return) = 98.1% agree	Continue to consider methods to increase participation in surveys among students in their last semester of coursework. Continue to consider methods to increase participation in surveys	Spring semester each academic year 6 months after graduation

	program satisfaction (adequacy and effectiveness of program) overall and "by item" as "Agree" to "Strongly Agree" as well as provide positive qualitative comments.	2012 alumni = 2/7 (28.5% return) = 100% agree 2013 alumni = 3/9 (33.3% return) = 100% agree 2014 alumni = 7/18 (38.8% return) = 100% agree 2015 alumni = 6/12 (50% return) = 97% agree 2016 alumni = 9/14 (64.2% return) = 97.5% agree 2017 alumni = pending (TBA fall 2017)	among graduates (including data collection methods).	
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
Employer Satisfaction	Eighty percent of employers of graduates will rate program satisfaction (adequacy and effectiveness of program) overall and "by item" as "Agree" to "Strongly Agree" as well as provide positive qualitative comments	2012 graduate employers = 2/7 (28.5% return) = 100% agree 2013 graduate employers = 2/9 (22.2% return) = 100% agree 2014 graduate employers = 3/18 (16.6% return) = 100% agree 2015 DNP graduate employers = 2/12 (16.6% return) = 100% agree 2016 DNP graduate employers = 3/14 (21.4% return) = 100% agree 2017 DNP graduate employers = pending (TBA fall 2017)	Continue to consider methods to increase participation in surveys among graduate employers (including data collection methods)	6 months after graduation
Job Placement	Eighty percent of end of program students or graduates will be employed in role-related professional practice at one year after graduation.	2012 graduates = 2/7 (28.5% return) = 100% employed 2013 graduates = 3/9 (33.3% return) = 100% employed 2014 graduates = 7/18 (38.8% return) = 100% employed 2015 DNP graduates = 6/12 (50% return) = 100% employed 2016 DNP graduates = 9/14 (64.2%) = 100% employed 2017 DNP graduates = pending (TBA fall 2017)	Continue to consider methods to increase participation in surveys among graduates (including data collection methods)	6 months after graduation

In considering your assessment results in conjunction with your identified strengths and weaknesses (above), what is the proposed action plan for making improvements in your academic program? (Consider exactly what you are going to do to maintain strengths and/or improve weaknesses)

A report of these findings will be made by the DNP program coordinator to the Graduate Nursing Curriculum committee in August 2017 and shared in a subsequent faculty meeting with graduate nursing faculty. The proposed curricular changes will be finalized in fall 2017 by the Graduate Curriculum Committee and presented to graduate faculty for approval. Graduate Academic Council approval will then be obtained prior to January 2018 so that changes will be updated in the AY 2018-2019 Graduate Catalog. The DNP program coordinator will continue to request assessment data from faculty at the end of each semester, enter the assessment data into the HOMER Student Learning Outcomes table, review the assessment data, and report any significant changes to the Graduate Nursing Curriculum committee during AY 2017-2018.

HOMER EXECUTIVE SUMMARY

To: Institutional Effectiveness Committee

Through: Dr. Earl Ingram, II,
Senior Vice Chancellor for Academic Affairs

Through: Dr. Denise M. Green,
Dean, College of Health and Human Services *DWG*

Through: Dr. Wade Forehand,
Department Chair/School Director, SON *W*

From: Dr. Christina L. L. Martin,
College Assessment Coordinator/Director *CLM*

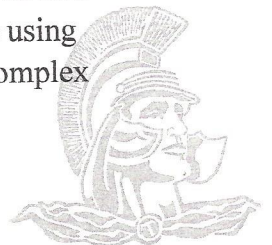
HOMER Cycle: 2015-2017

RE: SON DNP

- Yes No HOMER report is complete
- Yes No Student Learning Outcomes (SLOs) include multiple measures and each includes at least one direct measure
- Yes No The previous cycle's Plans for Improvement are followed through and led to substantial program improvements as reported in the current cycle's Recent Improvements/Achievements
- Yes No Plans for Improvement are based on the current cycle's assessment results

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healthcare environment require the highest level of scientific knowledge and practice expertise to assure high quality patient outcomes.

The outcomes for the program are consistent with the American Association of Colleges of Nursing's (AACN) specifications for practice doctoral programs in nursing in accordance with The Essentials of Doctoral Education for Advanced Nursing Practice.

Strengths of the current assessment plan are (a) the Graduate Nursing Curriculum committee reviewed and updated the DNP curricula in AY 2015-2017 and made several updates to the 2015-2016 assessment plan, including the measures used to evaluate assessment criteria and a revision of program SLO #5; (b) all assessment data indicate that expectations were met for each Measure in the SLOs with the exception of Measure 1 in SLO 6; and (c) assessment data improved from AY 2015-2016 including SLO2, SLO 3, and SLO 8.

Weakness of the current assessment plan are (a) assessment data from both AY 2015-2016 and AY 2016-2017 indicate that Measure 1 in SLO 6 did not meet expectations either year. However, curricular revisions to be presented in Fall 2017 will recommend that NSG 8824 be eliminated from the curriculum in AY 2018-2019 in order to add one hour to NSG 8822 and NSG 8826.



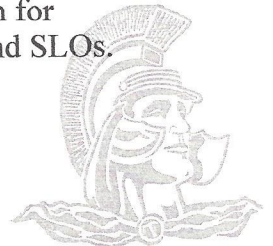
Dashboard Data	
Average Enrollment Per AY	25
Total Number of 2015-2016 Graduates	14
Total Number of 2016-2017 Graduates	16
Total Number of Full-time, Tenured or Tenure Track Faculty	4
Total Number of Part Time/Adjunct Faculty	0

2015-2016 Improvements/Achievements:

The most recent annual meetings of the Graduate Nurse Faculty to discuss the DNP curriculum were December 12, 2013 and the next meeting is planned for December 11, 2015. During the meeting in 2013, NSG 8801, NSG 8802, NSG 8804, NSG 8805, NSG 8812, NSG 8815, NSG 8822, NSG 8824, and NSG 8826 were reviewed. Proposed changes to course descriptions and SLOs were discussed and approved. Course descriptions, SLOs, and learning activities were also updated in 2013 to reflect quality and safety in patient care.

During the 2015 meeting, the SLO's for NSG 8826 were revised, as well as DNP Program Outcome #5. Additionally, the BSN-DNP and PM-DNP curriculum maps were revised and approved by faculty. Finally, the DNP Assessment Plan for HOMER was revised in 2015 to reflect updated course methodologies and SLOs.

2016-2017 Improvements/Achievements:



School of Nursing
Troy Campus

Collegeview
Building
400 Pell Avenue
Troy, Alabama
36082

334-670-3428
www.troy.edu

Curricular updates to the DNP program included the creation of a second advanced practice specialty option, the Nurse Leader track. This option was approved by the Graduate Nursing Curriculum Committee and the Graduate Academic Council, and is awaiting approval at the ACHE meeting in Fall 2017. A DNP –ad-hoc curriculum committee was also appointed to update courses within the DNP. Proposed changes include the elimination of NSG 8824 (2) and the addition of one hour each to NSG 8822 and NSG 8826, to include new content. Final recommendations will be presented to the graduate nurse curriculum committee, graduate faculty, and the graduate Academic Council in Fall 2017. In January 2017, a second yearly January cohort for DNP Synthesis classes was begun to facilitate program completion. DNP Synthesis courses will now run twice per year, allowing students to graduate in either May or December.

TROY
UNIVERSITY



TROY University HOMER
College of Health and Human Services
MSN
HOMER CYCLE: 2015-2017

Overview

- History of Program: In October 2008, the Master of Science in Nursing program celebrated its 25th anniversary. In 1983 the program first offered preparation as a clinical nurse specialist (CNS). In 1995 the family nurse practitioner (FNP) track was first offered, followed by a post masters FNP certificate track. In 2004, the nursing informatics specialist track was added. In Fall 2015, the post masters nursing informatics specialist track was added.
- All courses are offered online with faculty located on the Troy, Montgomery, Phenix City, and Dothan campus sites. The Dothan campus site was added Fall 2014 with the placement of graduate nursing faculty on that campus. Prior to 1999 all courses were offered live via teleconferencing at campus sites. From 1999 to 2007 courses continued to be offered live with a gradual transition to the addition of online course offerings. Enrollment gradually decreased on live courses, and since 2007, all courses are offered online only.
- The purpose of the MSN program is to provide preparation for advanced practice nursing preparation as a Family Nurse Practitioner, Clinical Nurse Specialist, or Nursing Informatics Specialist. The NIS Post Masters Certificate Option was first offered Fall 2015.
- Conversion of all CNS courses to the adult gerontology CNS preparation was completed in Spring 2015. However, due to decreasing demand for CNSs in AL and decreasing in the CNS option, admissions were put on hold effective Fall 2015. Student who were enrolled in the CNS option completed graduation requirements in Spring 2016
- Major initiatives: (1) preparation for ACEN reaccreditation visit for the DNP program. (2) Began preparation for BSN and MSN ACEN reaccreditation visit in 2019. (3) A thorough review of MSN courses was completed in December 2016 with changes proposed to some course titles and student learning outcomes. (4) The NIS track, due to decreasing enrollment, was re-focused to a Healthcare Informatics and Nursing Leadership (HINL) track. Total semester hours increased from 34 to 37 and a new clinical preceptorship course was added. All other course syllabi were revised with new course descriptions and SLOs written. (5) All proposed changes requiring Graduate Council approval were approved. (6) Mapping of all courses was reviewed/revised with the addition of FNP, HI, and NL competencies added to Core courses, FNP competencies to FNP courses, and HI and NL competencies added to HINL courses.
- Other Program Viability Information: Pass rate on certification exam for FNP graduates:
 - May 2016: 93 graduates: **overall FNP pass rate 93%** [generic FNP (n= 75, 92.4%; PM Certificate (n=8; 7.6%), 2 unknown]
National pass rate 81.2%
 1 CNS student passed certification exam ; unknown if NIS student took exam.
 - May 2017: 114 graduates: FNP pass rate 83.6% as of 10/24/17 based on self report of 70 graduates:[generic FNP (n= 66, 86%; PM Certificate (n=4; 75%)]; 2 CNS graduates of May 2016 passed exam in 2017; unknown if any NIS students took exam.

- Graduation Rates: May 2016: 81% of students completed program within 5 years.
- Graduate employment rate: May 2016 graduates: 95%; data still being collected for May 2017 graduates

Dashboard Data	
Average Enrollment Per AY	285
Total Number of 2015-2016 Graduates	93 [FNP=84, PM FNP=11, CNS=4, NIS=1]
Total Number of 2016-2017 Graduates	114 [FNP=108, PM FNP=8, CNS=0, NIS=4]
Total Number of Full-time, Tenured or Tenure Track Faculty	2015-16 13 2016-2017 16
Total Number of Part Time/Adjunct Faculty	2015-16 24 2016-2017 25
Average Salary of 2015-2017 Graduates	Unavailable

2015-2017 Achievements and Improvements

1. What improvements or achievements has your academic program made as a result of implementing your 2013-2015 Homer Plan for Improvement (PFI)?

2015-2016 Improvements/Achievements:

- Graduate nursing faculty teach in both MSN and DNP courses. DNP program went through preparation for reaccreditation site visit by ACEN and was awarded reaccreditation for 8 years.
- Conversion of all didactic courses to modular format completed.
- Ongoing updating of curriculum mapping. All course student learning outcomes mapped to MSN Essentials and QSEN
- Post Masters NIS Certificate was first offered Fall 2015. Enrollment in PM- FNP Certificate option continues to grow.
- Increasing integration of technology in course delivery. FNP courses now have voice over lectures in PowerPoint. FNP course piloted use of Respondus Monitor® due to issues with ProctorU. Use of Typhon® to manage student clinical documentation and clinical experiences. Exploring use of Shadow Health.
- Faculty actively engaged in seeking opportunities for professional development and dissemination of scholarly activities.
- Largest class ever began FNP clinical courses Spring 2016 (125 students).
- Revisions in curriculum made that would allow conditionally admitted students to clear conditional status in one semester.
- Beginning preparations for MSN and BSN programs' ACEN accreditation visit in Spring 2019.
- Graduated last group of CNS students Spring 2016; admissions on hold since Fall 2015 due to decreasing enrollment.

2016-2017 Improvements/Achievements:

- Graduated largest class ever for MSN program in May 2017: 114 students.
- Graduate nursing faculty teach in both the MSN and DNP programs and serve as chairs and members of DNP student synthesis project committees.
- Graduate nursing faculty meet regularly and work closely together to implement and evaluate courses and to achieve program outcomes and end of program learning outcomes.
- Graduate nursing faculty sponsored two CE programs in 2016-2017, one in Phenix City and one in Montgomery to build funds to award scholarships to graduate students. An account was created within the Troy Foundation.
- NIS track option was expanded and redesigned to include the dual roles of healthcare informatics and nursing leadership. All syllabi were rewritten and a course was added. The new option allows the student to choose between focusing on informatics or leadership in role preparation while combining content areas in didactic courses. Five students have been admitted without the benefit of open recruiting while awaiting final approvals. We also hope to be able to offer the HINL track to DNP students without a clinical focus.
- All MSN courses were intensely reviewed at an all day curriculum meeting. Some courses titles and descriptions were changed, previous mapping to end of program student learning outcomes, MSN Essentials, and QSEN was reviewed. FNP course student learning outcomes were mapped to NONF NP competencies; HINL course SLOs were mapped to ANA's nursing informatics (NI) and nursing administration (NL) competencies; all core courses were mapped to all three clinical competency areas.
- Implemented a tool to assess achievement of NP competencies with students who began clinical course sequence Spring 2016. This group will graduate May 2017 and we will have a full year of data.
- Following the model used in CNS courses, we completed replacement of previously used preceptor and faculty evaluation of students in NP courses with new tools based on course student learning outcomes. A cover sheet with instructions was provided and preceptors, as well as faculty, found new tools easy to use.
- Offered NSG 6660: Foundation of Advanced Practice in Fall 2016 for the first time expanded to a three semester hour course.
- NSG 6605: Healthcare Economics was extensively revised for implementation Fall 2017.
- NSG 6691 was revised to enable students to better understand concepts in developing their research proposal.
- Respondus Monitor® was used for all exams in the FNP clinical sequence (NSG 6612, 6665, 6667) beginning Spring 2017. Results from spring and summer show lower grades for this student cohort.
- Implemented case simulations from Shadow Health® in NSG 6613 Spring 2017. Will continue to evaluate effectiveness with developing skills with collecting data and interviewing skills. Continuing use of Typhon® - currently have a database of more than 1000 clinical sites and more than 1300 preceptors. Students enter data from clinical experiences.
- In Spring 2017, 115 students enrolled in NSG 6697: Scholarly Inquiry II Practicum gave poster or podium presentations at more than 8 professional nursing conferences in AL, GA, TN, and TX.
- Committees were assigned and began working on developing the self study for the ACEN reaccreditation site visit for the BSN and MSN programs in Spring 2019.

Curriculum Map

1. **Curriculum Map:** A curriculum map is a tool commonly used to summarize the relationship between program components and program educational objectives by aligning courses taught in the program with program student learning outcomes.

--List all the core or required courses in your program in the column on the left headed "Course."

--You could also list the elective courses your students may take.

--Put an "I," "D," or "M" in the cell to the right under the appropriate student learning (e.g. SLO 3) to indicate that the specific course is related to the specific student learning outcome (e.g. SLO 3), which will be measured in that course.

--"I," "D," and "M" indicate different levels of the SLO's as follows:

- I=Basic or Introductory Level
- D=Developing Level
- M=Advanced level (show mastery)
- A=Point of Assessment
- If you can't decide what level a SLO is, simply put an "X" in the box.

--Every SLO should be related to, or measured in, at least one course listed on the left.

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					

CLINICAL NURSE SPECIALIST Program Student Learning Outcome (SLO)- (will delete for 2017-2019 report)

Course Mapping	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9
NSG 6612	I	I	I	I					I
NSG 6618	I	I	I	I	I			D	D
NSG 6620	D	D	D	D		D	D	D	D
NSG 6621	D	D	D	D	D	D	D	D	D
NSG 6622	D	D	D	D	D	D	D	D	D
NSG 6623	D	D	D	D	D	D	D	D	D
NSG 6638	M	M	M	M	M	M	M	M	M
NSG 6639	M	M	M	M	M	M	M	M	M

NURSING INFORMATICS SPECIALIST 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

FAMILY NURSE PRACTITIONER Program Student Learning Outcome (SLO)

2015-2016 Student Learning Outcomes

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results: Total Number of Students Observed		Assessment Results: Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data
SLO 1	Incorporate advanced knowledge and theories from nursing and related disciplines to continually improve nursing care across diverse settings					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 80% of students will score 80 or higher	1.NSG 6604 Theory paper	TroyOnline	75	80	93.8%	met
Measure 2: 80% of students will score 80 or higher	2. NSG 6692 Final Exam	TroyOnline	57	71	80.3%	met
Measure 3: 80% of students will score 80 or higher	3.NSG 6632 Theoretical Paper	TroyOnline	4	4	100%	met
Measure 4: 80% of students will score 80 or higher	4.NSG 6671 Case Study	TroyOnline	123	127	89.8%	met
Measure 5: 80% of students will score 80 or higher	5. NSG 6649 Exam Average	TroyOnline	93	101	92.1%	met
Measure 6: 80% of students will score 80 or higher	6. NSG 6612 Exam Average	TroyOnline	92	106	87%	met
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	
Measure 1: 80% of students will score 80 or higher	1. NSG 6660 Discussion Board -Professional Issue	TroyOnline	77	78	98.7%	met

Measure 2: 80% of students will score 80 or higher	2. NSG 6635: Project 3	TroyOnline	1	1	100%	Met
Measure 3: 80% of students will score 80 or higher	3.NSG 6667 Community Assessment Paper	TroyOnline	110	110	100%	Met
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	
Measure 1: 80% of students will score 80 or higher	1. NSG 6691 Task 4 (PICOT)	TroyOnline	106	109	97.2	Met
Measure 2: 80% of students will score 80 or higher	2. NSG 6634 Dissemination Project	TroyOnline	1	1	100%	Met
Measure 3: 80% of students will score 80 or higher	3.NSG 6665 Evidence Based Practice Paper	TroyOnline	103	110	94%	Met
SLO 4	Evaluate research outcomes and current evidence in conjunction with culturally-appropriate, patient-centered care for the purpose of selectively integrating research findings into the practice setting					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 80% of students will score 80 or higher	1. Research Proposal Rubric for NSG 6691	TroyOnline	99	109	90.8%	Met
Measure 2: 90% of students will score a grade of "Pass"	2. NSG 6696 Literature Synthesis	TroyOnline	74	74	100%	Met
Measure 3: 90% of students will score a grade of "Pass"	3. NSG 6697 Scholarly Project Dissemination	TroyOnline	73	73	100%	Met
Measure 4: 80% of students will score 80 or higher	4.NSG 6632 Task 3		4	4	100%	Met
Measure 5: 80% of students will score 80 or	5.NSG 6634 Legal, Ethical Paper		1	1	100%	Met

higher						
Measure 6: 80% of students will score 80 or higher	6.NSG 6665 Evidence Based Practice Paper	TroyOnline	103	110	94%	Met
SLO 5 Manage informatics and communication technologies to enhance, integrate and coordinate appropriate patient care						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 80% of students will score 80 or higher	1. NSG 6633: Information Systems Cycle Plan	TroyOnline	4	4	100%	Met
Measure 2: 80% of students will score 80 or higher	2. NSG 6680: Preceptor/ Faculty evaluation of student	TroyOnline	94	94	100%	Met
SLO 6 Develop interdisciplinary advocacy strategies to impact healthcare policy at the system level						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 80% of students will score 80 or higher	1. NSG 6605 Final Exam	TroyOnline	58	81	71.6%	Not met
Measure 2: 80% of students will score 80 or higher	2. NSG 6631 eHealth Project	TroyOnline	5	5	100%	Met
Measure 3: 80% of students will score 80 or higher	3.NSG 6667 Health Problem Paper	TroyOnline	103	110	94%	Met
SLO 7 Communicate, collaborate and consult as a leader and member of intraprofessional and interprofessional teams for improvement of health care outcomes						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 80% of students will score 80 or higher	1. NSG 6605 Study Guide 7	TroyOnline	81	81	100%	Met
Measure 2: 80% of students will score 80 or higher	2. NSG 6633 Composition 1	TroyOnline	4	4	100%	Met

Measure 3: 80% of students will score 80 or higher	3.NSG 6666: Case Presentation	TroyOnline	110	110	100%	Met
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	
Measure 1: 80% of students will score 80 or higher	1. NSG 6660 Essay	TroyOnline	78	78	100%	Met
Measure 2: 80% of students will score 80 or higher	2. NSG 6635 Informatics Exchange Paper	TroyOnline	1	1	100%	Met
Measure 3: 80% of students will score 80 or higher	3.NSG 6645 Cultural Based Group Project	TroyOnline	92	93	98.7%	Met
SLO 9 Demonstrate role competencies in a specialized area of advanced nursing practice at the master's level						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 80% of students will score 80 or higher	1. NSG 6660 Role Analysis Paper	TroyOnline	81	81	100%	Met
Measure 2: 80% of students will score 80 or higher	2. NSG 6634 Contribution Informatics Assignment	TroyOnline	1	1	100%	Met
Measure 3: 80% of students will score 80 or higher	3. NSG 6635 Evaluation of eHealth	TroyOnline	1	1	100%	Met
Measure 4: 80% of students will score 80 or higher	4.NSG 6636 Clinical Experience Summary	TroyOnline	1	1	100%	Met
Measure 5: 80% of students will score 80 or higher	5. NSG 6613 Head to toe Exam check-off	TroyOnline	106	106	100%	Met
Measure 6: 80% of students will score 80 or higher	6.NSG 6665 Exam Average	TroyOnline	75	110	68%	Not met
Measure 7: 80% of students will score 80 or higher	7.NSG 6666 Preceptor/ Faculty Evaluation of student	TroyOnline	109	110	99.1%	Met

Measure 8: 80% of students will score 80 or higher	8. NSG 6667 Exam Average	TroyOnline	91	110	83%	Met
Measure 9: 80% of students will score 80 or higher	9. NSG 6670 Job Description	TroyOnline	93	93	100%	Met
Measure 10: 80% of students will score 80 or higher	10. NSG 6680 Preceptor/ Faculty Evaluation of student	TroyOnline	93	93	100%	Met

2016-2017 Student Learning Outcomes

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results: Total Number of Students Observed		Assessment Results: Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data
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	
Measure 1: : 80% of students will score 80 or higher	1.NSG 6604 Theory paper	TroyOnline	72	76	94.7%	Met
Measure 2: 80% of students will score 80 or higher	2. NSG 6692 Final Exam	TroyOnline	57	71	80.3%	met
Measure 3: 80% of students will score 80 or higher	3.NSG 6632 Theoretical Paper	TroyOnline	0	0	No data	
Measure 4: 80% of students will score 80 or higher	4.NSG 6671 Case Study	TroyOnline	87	97	89.7%	met
Measure 5: 80% of students will score 80 or higher	5. NSG 6649 Exam Average	TroyOnline	73	89	82%	met
Measure 6: 80% of students will score 80 or higher	6. NSG 6612 Exam Average	TroyOnline	62	87	71%	Not met
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	
Measure 1: 80% of students will score 80 or higher	1. NSG 6660 Discussion Board – Professional Issues	TroyOnline	76	77	98.7%	Met

Measure 2: 80% of students will score 80 or higher	2. NSG 6635: Project 3	TroyOnline	4	4	100%	Met
Measure 3: 80% of students will score 80 or higher	3.NSG 6667 Community Assessment Paper	TroyOnline	101	108	93.5%	Met
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	
Measure 1: 80% of students will score 80 or higher	1. NSG 6691 Task 4 (PICOT)	TroyOnline	72	75	96%	Met
Measure 2: 80% of students will score 80 or higher	2. NSG 6634 Dissemination Project	TroyOnline	4	4	100%	Met
Measure 3: 80% of students will score 80 or higher	3.NSG 6665 Evidence Based Practice Paper- <i>evaluation method changed- not used</i>	TroyOnline	NA	NA	NA	NA
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	
Measure 1: 80% of students will score 80 or higher	1. Research Proposal Rubric for NSG 6691	TroyOnline	68	75	90.0%	Met
Measure 2: 90% of students will score a grade of "Pass"	2. NSG 6696 Literature Synthesis	TroyOnline	100	100	100%	Met
Measure 3: 90% of students will score a grade of "Pass"	3. NSG 6697 Scholarly Project Dissemination	TroyOnline	99	99	100%	Met
Measure 4: 80% of students will score 80 or higher	4.NSG 6632 Task 3	TroyOnline	0	0	No data	NA

Measure 5: 80% of students will score 80 or higher	5.NSG 6634 Legal, Ethical Paper	TroyOnline	4	4	100%	Met
Measure 6: 80% of students will score 80 or higher	6.NSG 6665 Evidence Based Practice Paper <i>evaluation method changed- not used</i>	TroyOnline	NA	NA	NA	NA
SLO 5	Manage informatics and communication technologies to enhance, integrate and coordinate appropriate patient care					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 80% of students will score 80 or higher	1. NSG 6633: Information Systems Cycle Plan	TroyOnline	0	0	No data	Met
Measure 2: 80% of students will score 80 or higher	2. NSG 6680: Preceptor/ Faculty evaluation of student	TroyOnline	106	106	100%	Met
SLO 6	Develop inter-disciplinary advocacy strategies to impact healthcare policy at the system level.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 80% of students will score 80 or higher	1. NSG 6605 Final Exam	TroyOnline	76	98	77.5%	Not met
Measure 2: 80% of students will score 80 or higher	2. NSG 6631 eHealth Project	TroyOnline	0	0	No data	
Measure 3: 80% of students will score 80 or higher	3.NSG 6667 Health Problem Paper	TroyOnline	101	108	93.5%	Met
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	
Measure 1: 80% of students will score 80 or higher	1. NSG 6605 Study Guide 7	TroyOnline	98	98	100%	Met

higher						
Measure 2: 80% of students will score 80 or higher	2. NSG 6633 Composition 1	TroyOnline	0	0	No data	
Measure 3: 80% of students will score 80 or higher	3.NSG 6666: Case Presentation	TroyOnline	108	108	100%	Met
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	
Measure 1: 80% of students will score 80 or higher	1. NSG 6660 Essay	TroyOnline	77	77	100%	Met
Measure 2: 80% of students will score 80 or higher	2. NSG 6635 Informatics Exchange Paper	TroyOnline	4	4	100%	Met
Measure 3: 80% of students will score 80 or higher	3.NSG 6645 Cultural Based Group Project	TroyOnline	85	85	100%	Met
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	
Measure 1: 80% of students will score 80 or higher	1. NSG 6660 Role Analysis Paper	TroyOnline	73	77	94.8%	Met
Measure 2: 80% of students will score 80 or higher	2. NSG 6634 Contribution Informatics Assignment	TroyOnline	1	1	100%	Met
Measure 3: 80% of students will score 80 or higher	3. NSG 6635 Evaluation of eHealth	TroyOnline	4	4	100%	Met
Measure 4: 80% of students will score 80 or higher	4.NSG 6636 Clinical Experience Summary	TroyOnline	4	4	100%	Met

higher						
Measure 5: 80% of students will score 80 or higher	5. NSG 6613 Head to toe Exam check-off	TroyOnline	87	87	100%	Met
Measure 6: 80% of students will score 80 or higher	6.NSG 6665 Exam Average	TroyOnline	49	84	58%	Not met
Measure 7: 80% of students will score 80 or higher	7.NSG 6666 Preceptor/ Faculty Evaluation of student	TroyOnline	84	84	100%	Met
Measure 8: 80% of students will score 80 or higher	8. NSG 6667 Exam Average	TroyOnline	72	78	92.3%	Met
Measure 9: 80% of students will score 80 or higher	9. NSG 6670 Job Description	TroyOnline	106	106	100%	Met
Measure 10: 80% of students will score 80 or higher	10. NSG 6680 Preceptor/ Faculty Evaluation of student	TroyOnline	106	106	100%	Met

Plan for Improvement (PFI)

List the strengths and weaknesses identified in your current assessment plan.

Strengths: All outcome measures were met except for 3 related to exam averages (2 in FNP courses and 1 in NSG 6605). The amount of content they need to learn, use of Respondus Monitor for all exams, licensure requirements, and the level of accountability FNP graduates will have in patient care all contribute to the difficulty level of exams. Will propose outcome criteria for FNP course exams be changed to 75% of students will score 80% or higher on exams

Weaknesses: Need to add additional program outcomes to Dashboard data: graduation rate, certification pass rate.

If your academic program maintains program goals and/or objectives, did you meet the 2015-2017 goals and objectives according to your assessment results? yes

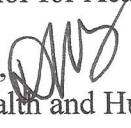
In considering your assessment results in conjunction with your identified strengths and weaknesses (above), what is the proposed action plan for making improvements in your academic program? (Consider exactly what you are going to do to maintain strengths and/or address weaknesses, who is responsible, and when the plan will be put into action).


1. We have identified more benchmarks to use in evaluating the program and these will be used for the 2017-2018 evaluation.
2. Need to develop a process to track individual student progression through curriculum.
3. Continue to evaluate use of Shadow Health and expand to other courses.
4. Implement the HESI exam for graduating FNP students as a diagnostic readiness tool for the FNP certification exam.
5. Continue to use Respondus Monitor for exams in FNP courses. Strategies to improve outcomes:
 - Use item analyses to evaluate test items. Explore possible explanations for low performing items.
 - Use multiple choice items with four possible answers and no multiple, multiple choice items.
 - Individual faculty to work on test item writing skills.
 - Consider other resources for students.
6. Re-institute employer and graduate surveys.


HOMER EXECUTIVE SUMMARY

To: Institutional Effectiveness Committee

Through: Dr. Earl Ingram, II,
Senior Vice Chancellor for Academic Affairs

Through: Dr. Denise M. Green, 
Dean, College of Health and Human Services

Through: Dr. Wade Forehand, 
Director, SON

From: Dr. Christina L. L. Martin, 
College Assessment Coordinator/Director

HOMER Cycle: 2015-2017

RE: MSN

- Yes No HOMER report is complete
- Yes No Student Learning Outcomes (SLOs) include multiple measures and each includes at least one direct measure
- Yes No The previous cycle's Plans for Improvement are followed through and led to substantial program improvements as reported in the current cycle's Recent Improvements/Achievements
- Yes No Plans for Improvement are based on the current cycle's assessment results

History of Program: In October 2008, the Master of Science in Nursing program celebrated its 25th anniversary. In 1983 the program first offered preparation as a clinical nurse specialist (CNS). In 1995 the family nurse practitioner (FNP) track was first offered, followed by a post masters FNP certificate track. In 2004, the nursing informatics specialist track was added. In Fall 2015, the post masters nursing informatics specialist track was added.

All courses are offered online with faculty located on the Troy, Montgomery, Phenix City, and Dothan campus sites. The Dothan campus site was added Fall 2014 with the placement of graduate nursing faculty on that campus. Prior to 1999 all courses were offered live via teleconferencing at campus sites. From 1999 to 2007 courses continued to be offered live with a gradual transition to the addition of online course offerings. Enrollment gradually decreased on live courses, and since 2007, all courses are offered online only.



The purpose of the MSN program is to provide preparation for advanced practice nursing preparation as a Family Nurse Practitioner, Clinical Nurse Specialist, or Nursing Informatics Specialist. The NIS Post Masters Certificate Option was first offered Fall 2015. Conversion of all CNS courses to the adult gerontology CNS preparation was completed in Spring 2015. However, due to decreasing demand for CNSs in AL and decreasing in the CNS option, admissions were put on hold effective Fall 2015. Student who were enrolled in the CNS option completed graduation requirements in Spring 2016.

Major MSN initiatives have included: (1) preparation for MSN ACEN reaccreditation visit in 2019; (2) review of MSN courses with changes proposed to some course titles and student learning outcomes; (3) refocusing the NIS track, due to decreasing enrollment, to Healthcare Informatics and Nursing Leadership (HINL) track; (4) seeking internal approval from the Graduate Academic Council for course additions/modifications; (5) reviewing the mapping of all courses with the addition of FNP, HI, and NL competencies added to Core courses, FNP competencies to FNP courses, and HI and NL competencies added to HINL courses.



Dashboard Data			
Average Enrollment Per AY	285		
Total Number of 2015-2016 Graduates	93 [FNP=84, PM FNP=11, CNS=4, NIS=1]		
Total Number of 2016-2017 Graduates	114 [FNP=108, PM FNP=8, CNS=0, NIS=4]		
Total Number of Full-time, Tenured or Tenure Track Faculty	2015-16	13	2016-2017 16
Total Number of Part Time/Adjunct Faculty	2015-16	24	2016-2017 25

2015-2016 Improvements/Achievements:

- Graduate nursing faculty teach in both MSN and DNP courses. DNP program went through preparation for reaccreditation site visit by ACEN and was awarded reaccreditation for 8 years.
- Conversion of all didactic courses to modular format completed.
- Ongoing updating of curriculum mapping. All course student learning outcomes mapped to MSN Essentials and QSEN.
- Post Masters NIS Certificate was first offered Fall 2015. Enrollment in PM-FNP Certificate option continues to grow.
- Increasing integration of technology in course delivery. FNP courses now have voice over lectures in PowerPoint. FNP course piloted use of Respondus Monitor® due to issues with ProctorU. Use of Typhon® to manage student

clinical documentation and clinical experiences. Exploring use of Shadow Health.

- Faculty actively engaged in seeking opportunities for professional development and dissemination of scholarly activities.
- Largest class ever began FNP clinical courses Spring 2016 (125 students).
- Revisions in curriculum made that would allow conditionally admitted students to clear conditional status in one semester.
- Beginning preparations for MSN and BSN programs' ACEN accreditation visit in Spring 2019.
- Graduated last group of CNS students Spring 2016; admissions on hold since Fall 2015 due to decreasing enrollment.

2016-2017 Improvements/Achievements:

- Graduated largest class ever for MSN program in May 2017: 114 students.
- Graduate nursing faculty teach in both the MSN and DNP programs and serve as chairs and members of DNP student synthesis project committees.
- Graduate nursing faculty meet regularly and work closely together to implement and evaluate courses and to achieve program outcomes and end of program learning outcomes.
- Graduate nursing faculty sponsored two CE programs in 2016-2017, one in Phenix City and one in Montgomery to build funds to award scholarships to graduate students. An account was created within the Troy Foundation.
- NIS track option was expanded and redesigned to include the dual roles of healthcare informatics and nursing leadership. All syllabi were rewritten and a course was added. The new option allows the student to choose between focusing on informatics or leadership in role preparation while combining content areas in didactic courses. Five students have been admitted without the benefit of open recruiting while awaiting final approvals. We also hope to be able to offer the HINL track to DNP students without a clinical focus.
- All MSN courses were intensely reviewed at an all day curriculum meeting. Some courses titles and descriptions were changed, previous mapping to end of program student learning outcomes, MSN Essentials, and QSEN was reviewed. FNP course student learning outcomes were mapped to NONF NP competencies; HINL course SLOs were mapped to ANA's nursing informatics (NI) and nursing administration (NL) competencies; all core courses were mapped to all three clinical competency areas.
- Implemented a tool to assess achievement of NP competencies with students who began clinical course sequence Spring 2016. This group will graduate May 2017 and we will have a full year of data.



- Following the model used in CNS courses, we completed replacement of previously used preceptor and faculty evaluation of students in NP courses with new tools based on course student learning outcomes. A cover sheet with instructions was provided and preceptors, as well as faculty, found new tools easy to use.
- Offered NSG 6660: Foundation of Advanced Practice in Fall 2016 for the first time expanded to a three semester hour course.
- NSG 6605: Healthcare Economics was extensively revised for implementation Fall 2017.
- NSG 6691 was revised to enable students to better understand concepts in developing their research proposal.
- Respondus Monitor® was used for all exams in the FNP clinical sequence (NSG 6612, 6665, 6667) beginning Spring 2017. Results from spring and summer show lower grades for this student cohort.
- Implemented case simulations from Shadow Health® in NSG 6613 Spring 2017. Will continue to evaluate effectiveness with developing skills with collecting data and interviewing skills. Continuing use of Typhon® - currently have a database of more than 1000 clinical sites and more than 1300 preceptors. Students enter data from clinical experiences.
- In Spring 2017, 115 students enrolled in NSG 6697: Scholarly Inquiry II Practicum gave poster or podium presentations at more than 8 professional nursing conferences in AL, GA, TN, and TX.
- Committees were assigned and began working on developing the self study for the ACEN reaccreditation site visit for the BSN and MSN programs in Spring 2019.



TROY University HOMER
College of Health and Human Services
RN Mobility
HOMER CYCLE: 2015-2017

Overview

- The University offers a Bachelor of Science in Nursing as follows: Generic track at Troy campus and RN Mobility track online which offers the RN-BSN, RN-BSN/MSN and Flexible Option with faculty on the Troy, Montgomery, Phenix City, and Dothan campuses.
- 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.
- The ~~RN-BSN~~ 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).
- This program is accredited by the Accreditation Commission for Education in Nursing (formerly National League for Nursing Accrediting Commission).
- Curriculum Committee Members: Dr. Therese Lahnstein; Dr. Shellye Vardaman
- Curriculum Committee Meeting Dates: 2/17/16, 3/2/16, 3/8/16, 3/20/16, 4/6/16, 5/4/16, 5/19/16, 5/23/16, 8/9/16, 9/28/16, 12/7/16, 1/24/17, 3/21/17, 4/10/17, 5/11/17
- Major initiatives: Initiation of Flexible Option in Term 1 2016.
- Other Program Viability Information:

Dashboard Data

Average Enrollment Per AY	45
Total Number of 2015-2016 Graduates	42
Total Number of 2016-2017 Graduates	45
Total Number of Full-time, Tenured or Tenure Track Faculty	3 FT Tenure 1 FT Lecturer
Total Number of Part Time/Adjunct Faculty	1
Average Salary of 2015-2017 Graduates	Unable to attain

2015-2017 Achievements and Improvements

1. What improvements or achievements has your academic program made as a result of implementing your 2013-2015 Homer Plan for Improvement (PFI)?

2015-2016 Improvements/Achievements: Reviewed benchmarks for courses such as NSG 4419. Students need additional mentoring in research content. Developed new course NSG 4440 a 3 hour course to assist students. Changed course description and SLOs for 4430 and 4431 to better reflect student clinical activities.

2016-2017 Improvements/Achievements: 100% program satisfaction in the new Flexible Option. Changed course title and number for NSG 3315 to prevent pre-licensure students from registering for the online section of the course. Reviewed course SLOs for entire RN Mobility curriculum and compared with end-of-program SLOs. Mapped course benchmarks with course SLOs and end-of-program SLOs.

Curriculum Map

1. **Curriculum Map:** A curriculum map is a tool commonly used to summarize the relationship between program components and program educational objectives by aligning courses taught in the program with program student learning outcomes.
 - List all the core or required courses in your program in the column on the left headed "Course."
 - You could also list the elective courses your students may take.
 - Put an "I," "D," or "M" in the cell to the right under the appropriate student learning (e.g. SLO 3) to indicate that the specific course is related to the specific student learning outcome (e.g. SLO 3), which will be measured in that course.
 - "I," "D," and "M" indicate different levels of the SLO's as follows:
 - I=Basic or Introductory Level
 - D=Developing Level
 - M=Advanced level (show mastery)
 - A=Point of Assessment
 - If you can't decide what level a SLO is, simple put an "X" in the box.
 - Every SLO should be related to, or measured in, at least one course listed on the left.

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

2015-2016 Student Learning Outcomes

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results: Total Number of Students Observed	Assessment Results: Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data	
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	
Measure 1: 80% of students will score 74 or higher	1. Healthy People Paper Rubric (NSG 4410-RN)	online	37	41	90%	3
Measure 2: 80% of students will score 74 or higher	2. Community Assessment and Analysis Rubric (NSG 4411-RN)	online	38	40	95%	3
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	
Measure 1: 80% of students will score 74 or higher	1. Clinical Journal Rubric (NSG 4431)	online	40	40	100%	3
SLO 3	Provide professional nursing care for all ages, which includes health promotion and clinical prevention.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 80% of students will score 74 or higher	1. Analysis Paper Rubric (NSG 4430)	online	28	40	70%	1
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	

Measure 1: 80% of students will score 74% or higher	1. Change Paper Rubric (NSG 4431)	online	31	40	77.5%	1
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	
Measure 1: 80% of students will score 74 or higher	1. Research Critique Rubric (NSG 4419)	online	27	38	71%	1
Measure 2: 80% of students will score 74% or higher	2. Research Poster Rubric (NSG 4419)	online	38	38	100%	3
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	
Measure 1: 80% of students will score 74 or higher	1. Change Paper (NSG 4431)	online	31	40	77.5%	1
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	
Measure 1: 80% of students will score 74 or higher	1. Community Intervention (NSG 4411-RN)	online	40	40	100%	3
Measure 2: 80% of students will score 74 or higher	2. Discussion Board (NSG 4430)	online	40	40	100%	3

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	
Measure 1: 80% of students will score 74 or higher	1. Poster Project (NSG 3370)	online	46	47	97.8%	3
SLO 9						
Practice according to current ethical and legal standards of professional nursing.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 80% of students will score 74 or higher	1. Final Exam (NSG 4430)	online	39	40	97.5%	3
SLO 10						
Utilize information technology to support the delivery of safe, quality nursing care.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 80% of students will score 74 or higher	1. Final Exam (NSG 3319)	online	37	45	82.2%	2

2016-2017 Student Learning Outcomes

RN-BSN; RN-BSN/MSN

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results: Total Number of Students Observed	Assessment Results: Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data
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

Measure 1: 80% of students will score 74 or higher	1. Healthy People Paper Rubric (NSG 4410-RN)	online	27	32	84%	met
Measure 2: 80% of students will score 74 or higher	2. Community Assessment and Analysis Rubric (NSG 4411-RN)	eTROY online	26	34	76%	Not met
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	
Measure 1: 80% of students will score 74 or higher	1. Clinical Journal Rubric (NSG 4431)	online	24	30	80%	met
SLO 3 Provide professional nursing care for all ages, which includes health promotion and clinical prevention.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 80% of students will score 74 or higher	1. Leadership/ Management Paper Rubric (NSG 4430)	online	24	30	80%	met
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	
Measure 1: 80% of students will score 74% or higher	1. Change Paper Rubric (NSG 4431)	online	29	30	97%	met
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	
Measure 1: 80% of students will score 74 or higher	1. Research Poster Rubric (NSG 4440)	online	24	24	100%	met

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	
Measure 1: 80% of students will score 74 or higher	1. Budget/Staffing Paper Rubric (NSG 4431)	online	30	30	100%	met
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	
Measure 1: 80% of students will score 74 or higher	1. Community Teaching & Learning Rubric (NSG 4411)	online	32	34	94%	met
Measure 2: 80% of students will score 74 or higher	2. Clinical Triad Discussion Board (NSG 4430)	online	30	30	100%	met
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	
Measure 1: 80% of students will score 74 or higher	1. Exam 2 (NSG 3370)	online	28	29	97%	met
SLO 9 Practice according to current ethical and legal standards of professional nursing.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 80% of students will score 74 or higher	1. Clinical Journal Rubric (NSG 4411)	online	33	34	97%	met

Measure 2: 80% of students will score 74 or higher	2. Summative Clinical Evaluation (NSG 4431)	Online/various clinical sites	30	30	100%	met
SLO 10	Utilize information technology to support the delivery of safe, quality nursing care.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 80% of students will score 74 or higher	1. Final Exam (NSG 3319)	online	16	29	55%	Not met

Flexible Option

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results: Total Number of Students Observed		Assessment Results: Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data
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	
Measure 1: 80% of students will score 74 or higher	1. Portfolio (NSG 4411)	oline	15	15	100%	met
Measure 2: 80% of students will score 74 or higher	2. Portfolio (NSG 4410)	online	15	15	100%	met
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	
Measure 1: 80% of students will score 74 or higher	1. Portfolio (NSG 4431-FO)	online	14	14	100%	met

SLO 3						
Provide professional nursing care for all ages, which includes health promotion and clinical prevention.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 80% of students will score 74 or higher	1. Portfolio (NSG 4411- FO)	online	15	15	100%	met
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	
Measure 1: 80% of students will score 74% or higher	1. NPSG Paper (NSG 3370)	online	13	15	86.7%	met
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	
Measure 1: 80% of students will score 74 or higher	1. Research Poster Rubric (NSG 4440)	online	14	14	100%	met
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	
Measure 1: 80% of students will score 74 or higher	1. Portfolio (NSG 4430 – FO)	online	14	14	100%	met
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	
Measure 1: 80% of students will score 74 or higher	1. Portfolio (NSG 4411 – FO)	online	15	15	100%	met
Measure 2: 80% of students will score 74 or	2. Portfolio (NSG	online	14	14	100%	met

higher	4431 – 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	
Measure 1: 80% of students will score 74 or higher	1. Management Conflict Discussion Board (NSG 3370)	online	15	15	100%	met
SLO 9 Practice according to current ethical and legal standards of professional nursing.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 80% of students will score 74 or higher	1. Portfolio (NSG 4431)	online	14	14	100%	met
Measure 2: 80% of students will score 74 or higher	2. Portfolio (NSG 4411)	online	15	15	100%	met
SLO 10 Utilize information technology to support the delivery of safe, quality nursing care.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
Measure 1: 80% of students will score 74 or higher	1. Final Exam (NSG 3319)	online	12	15	80%	met

Plan for Improvement (PFI)

List the strengths and weaknesses identified in your current assessment plan.

Issues with writing in NSG 4419. Content in SLOs for NSG 4430/4431 do not reflect the clinical experiences of the students. Deleted 4419 from the curriculum and added 4440 which is stronger in writing as it has an additional credit hour to focus writing. There are 5 writing assignments in the course to assist students. Changed the SLOs in 4430/4431 to reflect the clinical experiences of the students.

If your academic program maintains program goals and/or objectives, did you meet the 2015-2017 goals and objectives according to your assessment results? Revision of 4419, 4430, and 4431 needed. Removed 4419 from curriculum and replaced with 4440. Revised SLOs and course content for 4430 and 4431.

In considering your assessment results in conjunction with your identified strengths and weaknesses (above), what is the proposed action plan for making improvements in your academic program? (Consider exactly what you are going to do to maintain strengths and/or address weaknesses, who is responsible, and when the plan will be put into action). We are going to eliminate NSG 4419 and create a new 3 hour research class to assist in honing research and writing skills. Will remove NSG 4407 from curriculum in 2016-2017 as the course was geared for pre-licensure students. Also, student evaluation of 4407 was poor. Update SLOs for 4430 and 4431 to align them with the student clinical experiences. Plan to add a shadowing experience to RN-BSN Population Health Practicum to incorporate interprofessional collaboration. Plan to add two shadowing experiences into the Flexible Option. Plan to incorporate Decisional Matrix into NSG 4411 as is already into NSG 4431 to allow students more decision making into clinical experiences.



HOMER EXECUTIVE SUMMARY

To: Institutional Effectiveness Committee

Through: Dr. Earl Ingram, II,
Senior Vice Chancellor for Academic Affairs

Through: Dr. Denise M. Green,
Dean, College of Health and Human Services

Through: Dr. Wade Forehand,
Department Chair/School Director, SON

From: Dr. Christina L. L. Martin,
College Assessment Coordinator/Director

HOMER Cycle: 2015-2017

RE: RN-BSN/RN Mobility

- Yes No HOMER report is complete
- Yes No Student Learning Outcomes (SLOs) include multiple measures and each includes at least one direct measure
- Yes No The previous cycle's Plans for Improvement are followed through and led to substantial program improvements as reported in the current cycle's Recent Improvements/Achievements
- Yes No Plans for Improvement are based on the current cycle's assessment results

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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).

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Total Number of Part Time/Adjunct Faculty	1

2015-2016 Improvements/Achievements:

The faculty reviewed benchmarks for courses such as NSG 4419. Students need additional mentoring in research content; a new 3 hour course NSG 4440 was developed to assist students. The faculty reviewed course descriptions and SLOs for 4430 and 4431 to better reflect student clinical activities.

2016-2017 Improvements/Achievements:

Students reported 100% program satisfaction regarding the new Flexible Option. Faculty reviewed and modified the course title and number for NSG 3315 to prevent pre-licensure students from registering for the online section of the course. The faculty reviewed course SLOs for entire RN Mobility curriculum and compared with end-of-program SLOs. The faculty mapped course benchmarks with course SLOs and end-of-program SLOs.

