

ACADEMIC HOMER REPORT

Reporting Period: Fall 2018 – Summer 2020

College: Health and Human Services _____

Department: Nursing _____

Program: ASN _____

Program Chair: Dr. Wade Forehand _____

Responsible Person: Dr. Diane Young _____

☒ **Undergraduate**

☐ **Graduate**

Part 1. Program Overview:

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

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

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

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

The faculty believes that the environment, an aggregate of all internal and external dimensions, not only influences individuals and groups but is also influenced by them. The environment provides the context for the development of individuals, the identification of health

needs, and the evolution of nursing. Through ongoing, interactive processes, the environment and nursing influence each other. The nursing profession, therefore, advocates for and serves the health needs and interests of a global society and collaborates with other disciplines toward this goal.

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

As an art and a science, nursing practice utilizes cognitive, affective, and psychomotor skills in meeting the health needs of individuals and groups of all ages. Nursing practice applies nursing theory and research as well as knowledge from other sciences and the humanities. Nursing practice is the application of evidence-based clinical decisions in a caring environment for the improvement and achievement of optimal states of health for individuals and groups. Clinical decisions lead to therapeutic nursing interventions, which are based on assessment, diagnosis and evaluation of human responses to internal and external environmental dimensions that affect actual or potential health states. Key elements used in professional nursing practice within a multidisciplinary healthcare system are caring, evidence-based clinical decisions, communication, collaboration, cultural humility, patient safety, ethical competence, information, research, and patient care technologies.

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

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

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

History of the Program: The Associate of Science in Nursing (ASN) Program was organized by Troy University in 1971, according to Legislative mandate. Its purpose was to provide an on-going supply of registered nurses to Montgomery and surrounding communities since the only other nursing education program in the area had closed. Subsequently, thousands of students have graduated from the

Program and have taken the National Council Licensure Examination (NCLEX) in order to become licensed as a registered nurse. Those graduates have become strong contributing members of the healthcare delivery system.

Accreditation Statement:

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

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

Curriculum Committee Members:

2018-2019

Robin McCormick, Chair

Dana Davis

Amanda Chance

Candace Pierce

Pat Johnson

2019-2020

Robin McCormick, Chair

Dana Davis

Amanda Chance

Candace Pierce

Pat Johnson

Curriculum Committee Meeting Dates:

2018-2019:

August 9, 2018

October 23, 2018
 December 12, 2018
 March 5, 2019
 April 2, 2019

2019-2020

August 12, 2019
 September 9, 2019
 October 7, 2019
 November 4, 2019
 January 13, 2020
 February 17, 2020

Major Initiatives:

2018-2019

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

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- Reviewed and updated the Curriculum map and the end-of-program Student Learning Outcomes.

- Reviewed and revised the summative clinical evaluation tools.
- Reviewed and updated curriculum content in each course based on NCLEX blueprint
- Reviewed and updated nursing course descriptions and student learning outcomes to show increasing complexity across the curriculum
- Reviewed and updated the School of Nursing Philosophy
- Reviewed and revised course syllabus templates to ensure consistency across courses
- Reviewed and made recommendations for changes to course catalog to ensure clarity of content
- Reviewed results from end-of-course SLOs and recommended changes to course content based on results

Dashboard Data

Total Number of 2019-2020 Graduates	76
Total Number of Full-time, Tenured or Tenure Track Faculty	14
Total Number of Part Time/Adjunct Faculty	15
Average Salary of 2019-2020 Graduates	Unable to collect

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

- Action: Continue full implementation of testing/remediation program throughout all core theory courses in ASN curriculum (NSG 1131, 1151, 1140, 2271, 2202, 2255, 2265, 2282 and 2280). Responsibility: Lead instructors of each named course under direction of ASN Program Coordinator and ASN Curriculum Committee. Evaluating current study habits and making a plan for daily study and review of content, developing small goals with that in mind, revisiting study strategies and test taking strategies with the goal of understanding and application of learned knowledge, meeting with students often to provide support and encouragement as well as some perspective regarding needed skills and knowledge application to be successful in the program and profession. Timeframe: Action is ongoing, with evaluation and consultation from testing company each semester.
- Action: Identify students in NSG 1130 and NSG 1131 who are struggling and implement remediation earlier and more vigorously. Evaluate each semester. Responsibility: Lead NSG 1130 and NSG 1131 instructors and assigned faculty. Timeframe: Ongoing with evaluation each semester.
- Action: The 4-day NCLEX review course in NSG 2280 (the final clinical nursing semester) was moved to the beginning of the semester to identify strengths/weaknesses in students' knowledge base. Findings are utilized to tailor instruction to meet deficiencies and reassess at the end of the semester. Responsibility: Lead instructor NSG 2280 and assigned faculty. Timeframe: Ongoing. Update: Spring 2019 NCLEX scores are at 89.65% with 2 graduates still outstanding.
- Action: Administer standardized NCLEX predictor exam during final semester, with achievement of 95% part of NSG 2280 course requirements. Facilitate remediation and test re-take if necessary for success. Responsibility: Lead instructor NSG 2280 and staff. Action: Introduced Fall 2015 semester with ongoing evaluation of outcomes.
- Action: Implemented Kaplan CAT testing which mimics the NCLEX exam in Fall 2018. Responsibility: Instructors in NSG 2280. Update: Introduced in Fall 2018 with ongoing evaluation of outcomes.
- Action: Piloted a Student Success remediation/tutoring program with select faculty, identifying at risk students across the program curriculum with the first assessment event. Implement remediation/tutoring tailored to individual student needs in effort to improve individual outcomes. Responsibility: Assigned Faculty. Timeframe: Implementation Fall 2016 semester and is ongoing with any needed adjustments made.
- Action: The ASN program will be eliminating the TEAS test as an admission requirement. This test is very difficult to schedule since the Montgomery campus of Troy University is the only testing site in central Alabama and hasn't been a reliable predictor of student success.
- Action: The admission GPA has been raised from 2.5 to 2.75. Freshman students must still score at least 20 on the ACT to receive unconditional admission to the university.
- Action: The ASN program will also be moving to a two-step admittance procedure. After admittance to step one, students would be assigned a nursing faculty member as an advisor.
- Action: In step two of the process, the students would apply for admittance into the clinical sequence. Admission would be based upon a point system comprised of GPA and grades in required courses. A student would lose points for courses that were dropped or failed. Any student that fails a course will have to return to the "selection group" and attempt to be reselected based on the points system in

order to repeat a course the following semester.

Part 2. Recent Improvements and/or Achievements:

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

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

In an attempt to continue to improve retention rates, as well as NCLEX pass rates the following changes will be made to the admissions requirements beginning Fall 2020.

- The ASN program will be eliminating the TEAS test as an admission requirement. This test is very difficult to schedule since the Montgomery campus of Troy University is the only testing site in central Alabama and hasn't been a reliable predictor of student success.
- The admission GPA has been raised from 2.5 to 2.75. Freshman students must still score at least 20 on the ACT to receive unconditional admission to the university.
- The ASN program will also be moving to a two-step admittance procedure. After admittance to step one, students would be assigned a nursing faculty member as an advisor.
- In step two of the process, the students would apply for admittance into the clinical sequence. Admission would be based upon a point system comprised of GPA and grades in required courses. A student would lose points for courses that were dropped or failed. Any student that fails a course will have to return to the "selection group" and attempt to be reselected based on the points system in order to repeat a course the following semester.

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

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

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

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

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

Undergraduate catalog and ASN handbook for 2020-2021 updated to reflect changes to the admissions policy.

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

We are awaiting NCLEX results from the Spring 2020 cohort to get a full picture of the impact of these plans.

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

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

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

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

1. Improve NCLEX-RN pass rates for first attempts, SLOs 1-7
2. Meet benchmarks set for all exams, quizzes and clinical evaluations throughout program, SLOs 1-7

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

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results: Total Number of Students Meeting Expectation	Assessment Results: Total Number of Students Observed	Assessment Results: Percentage of Students Meeting Expectation	Decision & Use of Results to Improve Outcomes Indicate decision (failed to meet, met or exceeded expectation) and elaborate on the use of results to improve outcome(s).	
SLO 1	Incorporate theoretical knowledge from nursing, scientific, environmental and humanistic disciplines within the practice of nursing.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 90% will score average rating at (1) or above (2) with a total minimum score	1. NSG 2281 Summative Clinical Evaluation Tool	MONTGOMERY	2018-2019: 78 2019-2020: 93	2018-2019: 78 2019-2020: 93	2018-2019: 100% 2019-2020: 100%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation

of 41 points for all performance behaviors						
Measure 2: 85% of students will score 74 or higher on 2280 final exam.	2. NSG 2280 Final Exam	MONTGOMERY	2018-2019: 79 2019-2020: 87	2018-2019: 80 2019-2020: 96	2018-2019: 99% 2019-2020: 90.6%	
Measure 3: 80% of graduating students will indicate that SLO was met.	3. Student Evaluation of EPSLOs Surveys	MONTGOMERY	2018-2019: 32 2019-2020: 42	2018-2019: 32 2019-2020: 42	2018-2019: 100% 2019-2020: 100%	
Measure 4: 80% of graduates will report achievement of EPSLO #1 as strongly agree or agree.	4. Graduate Evaluation of EPSLOs Survey	MONTGOMERY	2018-2019: 15 2019-2020: Fall 19: 9 Spr. 20 pending	2018-2019: 15 2019-2020: Fall 19: 9 Spr. 20 pending	2018-2019: 100% 2019-2020: Fall 19: 100% Spring 20 pending	
SLO 2	Use the nursing process substantiated by evidence as a basis for making nursing judgments.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 90% will score average rating of at (1) or above (2) with a total minimum score of 41 points for all performance behaviors	1. NSG 2281 Summative Clinical Evaluation Tool	MONTGOMERY	2018-2019: 78 2019-2020: 93	2018-2019: 78 2019-2020: 93	2018-2019: 100% 2019-2020: 100%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation

Measure 2: 85% of students will score 74 or higher.	2. NSG 2280 Final Exam	MONTGOMERY	2018-2019: 79 2019-2020: 87	2018-2019: 80 2019-2020: 96	2018-2019: 99% 2019-2020: 90.6%	
Measure 3: 85% of the students will score 74% or higher	3. NSG 2266 Integrative Care Plan	MONTGOMERY	2018-2019: 73 2019-2020: 104	2018-2019: 73 2019-2020: 104	2018-2019: 100% 2019-2020: 100%	
Measure 4: 80% of graduating students will report achievement of EPSLO #2 as strongly agree or agree.	4. Student Evaluation of EPSLOs Surveys	MONTGOMERY	2018-2019: 32 2019-2020: 42	2018-2019: 32 2019-2020: 42	2018-2019: 100% 2019-2020: 100%	
Measure 5: 80% of graduates will report achievement of EPSLO #2 as strongly agree or agree.	5. Graduate Evaluation of EPSLOs Survey	MONTGOMERY	2018-2019: 15 2019-2020: Fall 19: 9 Spr. 20 pending	2018-2019: 15 2019-2020: Fall 19: 9 Spr. 20 pending	2018-2019: 100% 2019-2020: Fall 19: 100% Spring 20 pending	
SLO 3	Provide safe, high quality, holistic, patient-centered care and advocacy for culturally and socially diverse patient populations					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 90% will score average rating of at (1) or above (2) with a total minimum score of 41 points for all performance behaviors	1. NSG 2281 Summative Clinical Evaluation Tool	MONTGOMERY	2018-2019: 78 2019-2020: 93	2018-2019: 78 2019-2020: 93	2018-2019: 100% 2019-2020: 100%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 2: 100% will perform satisfactorily in completion of	2. NSG 2281 High fidelity simulation	MONTGOMERY	2018-2019: 78 2019-2020: 93	2018-2019: 78 2019-2020: 93	2018-2019: 100% 2019-2020: 100%	

high-fidelity patient care situation						
Measure 3: 80% of students will score a 74% or higher	3. NSG 2281 Shadow Health Leadership Module 5	MONTGOMERY	2018-2019: 78 2019-2020: 88	2018-2019: 78 2019-2020: 93	2018-2019: 100% 2019-2020: 93%	
Measure 4: 80% of graduating students will report achievement of EPSLO #3 as strongly agree or agree.	4. Student Evaluation of EPSLOs Surveys	MONTGOMERY	2018-2019: 32 2019-2020: 42	2018-2019: 32 2019-2020: 42	2018-2019: 100% 2019-2020: 100%	
Measure 5: 80% of graduates will report achievement of EPSLO #3 as strongly agree or agree.	5. Graduate Evaluation of EPSLOs	MONTGOMERY	2018-2019: 15 2019-2020: Fall 19: 9 Spr. 20 pending	2018-2019: 15 2019-2020: Fall 19: 9 Spr. 20 pending	2018-2019: 100% 2019-2020: Fall 19: 100% Spring 20 pending	
SLO 4	Practice according to current ethical and legal standards of professional nursing with a focus on excellence, safety, and high-quality care which includes health promotion and prevention education.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 90% will score average rating of at (1) or above (2) with a total minimum score of 41 points for all performance behaviors	1. NSG 2281 Summative Clinical Evaluation Tool	MONTGOMERY	2018-2019: 78 2019-2020: 93	2018-2019: 78 2019-2020: 93	2018-2019: 100% 2019-2020: 100%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 2: 80% of students will score 74 or higher	2. NSG 2280 Legal Quiz	MONTGOMERY	2018-2019: 71 2019-2020: 88	2018-2019: 78 2019-2020: 93	2018-2019: 91% 2019-2020: 94%	

Measure 3: 80% of students will score average of 74% or higher on Ethical Quiz	3. NSG 2281 Ethical Quiz	MONTGOMERY	2018-2019: 67 2019-2020: 33	2018-2019: 78 2019-2020: 35	2018-2019: 86% 2019-2020: 94%	
Measure 4: 80% of responding graduates will score 74% or higher on Shadow Health Leadership Module.	4. NSG 2281 Shadow Health Leadership Module 5	MONTGOMERY	2018-2019: 78 2019-2020: 88	2018-2019: 78 2019-2020: 93	2018-2019: 100% 2019-2020: 94.6%	
Measure 5: 80% of graduating students will report achievement of EPSLO #4 as agree or strongly agree	5. Student Evaluation of EPSLOs Surveys	MONTGOMERY	2018-2019: 32 2019-2020: 42	2018-2019: 32 2019-2020: 42	2018-2019: 100% 2019-2020: 100%	
Measure 6: 80% of graduates will report achievement of EPSLO #4 as strongly agree or agree.	6. Graduate Evaluation of EPSLOs Survey	MONTGOMERY	2018-2019: 15 2019-2020: Fall 19: 9 Spr. 20 pending	2018-2019: 15 2019-2020: Fall 19: 9 Spr. 20 pending	2018-2019: 100% 2019-2020: Fall 19: 100% Spring 20 pending	
SLO 5	Employ open communication, mutual respect, and shared decision making within nursing and interprofessional teams to achieve high quality patient care.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation
Measure 1: 90% will score average rating of at (1) or above (2) with a total minimum score of 41 points for all performance behaviors	1. NSG 2281 Summative Clinical Evaluation Tool	MONTGOMERY	2018-2019: 78 2019-2020: 93	2018-2019: 78 2019-2020: 93	2018-2019: 100% 2019-2020: 100%	
Measure 2: 100%	2. NSG 2281 High Fidelity simulation	MONTGOMERY	2018-2019: 78	2018-2019: 78	2018-2019: 100%	

will perform satisfactorily in completion of high-fidelity patient care situation			2019-2020: 93	2019-2020: 93	2019-2020: 100%	Measure 3 started in fall 2019. Revision based on Shadow health scores: Faculty will be reviewing the module based on student feedback. Conflict management will be added as a discussion during and identified face to face lab time.
Measure 3: 80% will complete the reflection tool satisfactorily.	3. NSG 1141 Healthcare Team Reflection Tool.	MONTGOMERY	2018-2019: 109 2019-2020: 104	2018-2019: 110 2019-2020: 104	2018-2019: 100% 2019-2020: 100%	
Measure 4: 80% of students will score a 74% or higher	4. NSG 2281 Shadow Health Leadership Module 3	MONTGOMERY	2018-2019: NA 2019-2020: 57	2018-2019: NA 2019-2020: 93	2018-2019: NA 2019-2020: 61.2%	
Measure 5: 80% of graduating students will report achievement of EPSLO #5 as strongly agree or agree.	5. Student Evaluation of EPSLOs Surveys	MONTGOMERY	2018-2019: 32 2019-2020: 42	2018-2019: 32 2019-2020: 42	2018-2019: 100% 2019-2020: 100%	
Measure 6: 80% of graduates will report achievement of EPSLO #5 as strongly agree or agree.	6. Graduate Evaluation of EPSLOs Survey	MONTGOMERY	2018-2019: 15 2019-2020: Fall 19: 9 Spr. 20 pending	2018-2019: 15 2019-2020: Fall 19: 9 Spr. 20 pending	2018-2019: 100% 2019-2020: Fall 19: 100% Spring 20 pending	
SLO 6	Students will accept accountability for the continuous evaluation of one's own personal and professional behavior, including integrity, ethics, excellence, and life-long learning.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 90% of students will complete the IPR satisfactorily.	1. NSG 2272: Interpersonal Recording Reflection (IPR) Tool	MONTGOMERY	2018-2019: 123 2019-2020: 106	2018-2019: 123 2019-2020: 106	2018-2019: 100% 2019-2020: 100%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation

Measure 2: 90% will score average rating at (1) or above (2) with a total minimum score of 41 points for all performance behaviors	2. NSG 2281 Summative Clinical Evaluation Tool	MONTGOMERY	2018-2019: 78 2019-2020: 93	2018-2019: 78 2019-2020: 93	2018-2019: 100% 2019-2020: 100%	
80% of graduating students will report achievement of EPSLO #6 as strongly agree or agree.	3. Student Evaluation of EOPSLOs Surveys	MONTGOMERY	2018-2019: 32 2019-2020: 42	2018-2019: 32 2019-2020: 42	2018-2019: 100% 2019-2020: 100%	
Measure 4: 80% of graduates will report achievement of EPSLO #6 as strongly agree or agree.	4. Graduate Evaluation of EOPSLOs Survey	MONTGOMERY	2018-2019: 15 2019-2020: Fall 19: 9 Spr. 20 pending	2018-2019: 15 2019-2020: Fall 19: 9 Spr. 20 pending	2018-2019: 100% 2019-2020: Fall 19: 100% Spring 20 pending	
SLO 7						
Students will analyze information from tradition, research evidence, and patient preferences to challenge the status quo to improve the quality of care within practice settings						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation
Measure 1: 90% will score average rating of at (1) or above (2) with a total minimum score of 41 points for all performance behaviors	1.NSG 2281 Summative Clinical Evaluation Tool	MONTGOMERY	2018-2019: 78 2019-2020: 93	2018-2019: 78 2019-2020: 93	2018-2019: 100% 2019-2020: 100%	
Measure 2: 80% will score a	2. NSG 2283 Evidence-Based	MONTGOMERY	2018-2019: 82	2018-2019: 82	2018-2019: 100%	

rating of a 3	Research Project		2019-2020: 83	2019-2020: 95	2019-2020: 87.3%	<p>Measure 3 started in fall of 2019.</p> <p>Revision based on Shadow health scores: Faculty will be reviewing the module based on student feedback. Conflict management will be added as a discussion during and identified face to face lab time.</p>
Measure 3: 80% of students will score 74 or higher	3. NSG 2281 Shadow Health Leadership Module 3	MONTGOMERY	2018-2019: NA 2019-2020: 57	2018-2019: NA 2019-2020: 93	2018-2019: NA 2019-2020: 61.2%	
Measure 4: 80% of graduating students will report achievement of EPSLO #7 as strongly agree or agree.	4. Student Evaluation of EOPSLOs Surveys	MONTGOMERY	2018-2019: 32 2019-2020: 42	2018-2019: 32 2019-2020: 42	2018-2019: 100% 2019-2020: 100%	
Measure 5: 80% of graduates will report achievement of EPSLO #7 as strongly agree or agree.	5. Graduate Evaluation of EOPSLOs Survey	MONTGOMERY	2018-2019: 15 2019-2020: Fall 19: 9 Spr. 20 pending	2018-2019: 15 2019-2020: Fall 19: 9 Spr. 20 pending	2018-2019: 100% 2019-2020: Fall 19: 100% Spring 20 pending	

Curriculum Map:

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

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

Course	Program Student Learning Outcome (SLO)						
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
NSG 1130	I,A	I,A	I,A	I,A	I,A	I,A	I,A
NSG 1131	I,A	I,A	I,A	I,A	I,A	I,A	I,A
NSG 1135	I,A	I,A	I,A	I,A	I,A	X	X
NSG 1140	D,A	D,A	D,A	D,A	D,A	D,A	D,A
NSG 1141	D,A	D,A	D,A	D,A	D,A	D,A	D,A
NSG 1151	I,A	X	I,A	X	X	X	X
NSG 2202	D,A	D,A	D,A	D,A	D,A	D,A	D,A
NSG 2255	M,A	M,A	D,A	M,A	D,A	D,A	M,A
NSG 2256	M,A	M,A	D,A	M,A	D,A	D,A	M,A
NSG 2265	M,A	M,A	D,A	M,A	D,A	D,A	M,A
NSG 2266	M,A	M,A	D,A	M,A	D,A	D,A	M,A
NSG 2271	M,A	M,A	D,A	M,A	D,A	D,A	M,A
NSG 2272	M,A	M,A	D,A	M,A	D,A	M,A	M,A
NSG 2280	M,A	M,A	M,A	M,A	M,A	M,A	M,A
NSG 2281	M,A	M,A	M,A	M,A	M,A	M,A	M,A
NSG 2282	D,A	D,A	D,A	D,A	D,A	D,A	M,A

NSG 2283	D,A	D,A	D,A	D,A	D,A	D,A	M,A
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Note: Add rows if needed.

I=Basic or Introductory Level

D=Developing Level

M=Advanced Level (show mastery)

A = Point of Assessment

Criteria:

Elaborate on how your criteria were set for your SLOs .

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

Summary Conclusions:

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

The first attempt pass rates on the NCLEX examination continue to improve since the last reporting cycle. We plan to maintain the strength of our program through the active efforts of the curriculum committee, the evaluation committee and faculty involvement in curriculum mapping. The ASN program will reassess all student outcomes and conduct an extensive curriculum mapping during the 2020-2021 academic year.

ACADEMIC HOMER REPORT

Due Date: November 1, 2020__

Reporting Period: Fall 2019__ – Summer 2020__ (2 years)

College: Health and Human Services _____

Department: School of Nursing _____

Program: BSN _____

Program Chair: Dr. Wade Forehand _____

Responsible Person: Dr. Brittney Armstrong _____

☒ **Undergraduate**

☐ **Graduate**

Part 1. Program Overview:

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

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

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

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

Curriculum Committee Members: Dr. Kasey Chance Chair), Kim Andrews, Joy Butler, Dr. Jenna Hussey, Dr. Katherine Leigh (RN Mobility), Dr. Deborah Rushing, Dr. Elizabeth Wyckoff, Jacquelyn Smith, Nikki Chen

Curriculum Committee Meeting Dates: August 28th, 2019; October 24th, 2019; November 26th, 2019; February 13th, 2020; March 30th, 2020; May 20th, 2020

Major Initiatives:

- Evaluation of all course and program benchmarks and outcomes.
- Implementation of the Outcomes and Evaluations committee for the BSN program.
- Removing barriers from BSN application process
 - Fully online application
 - Requiring unofficial transcripts versus official transcripts

Dashboard Data

Total Number of 2019-2020 Graduates	Total: 85 Fall 2019: 51 Spring 2020: 34
Total Number of Full-time, Tenured or Tenure Track Faculty	2019-2020 Total Tenure Track faculty: 9 2019:2020 Total Non-tenure Track Faculty: 10
Total Number of Part Time/Adjunct Faculty	2019-2020 Part Time/Adjunct faculty (does not include lecturers): 21
Average Salary of 2019-2020 Graduates	Not Collected

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

The BSN program exceeded all program benchmark goals for the 2019-2020 academic year. In addition, graduates exceeded the set program standard of 80 % of graduates passing the NCLEX certification on the first attempt with 98.04 % of Fall 2019 graduates passing on the first attempt.

The BSN faculty continue to develop remediation practices through the use of ATI testing to assist with the retention of students in the BSN program. The BSN program calculates completion rates based on a seven-semester completion of the program. The Fall 2016 cohort (completion deadline of Fall 2019) had a 76 % completion rate. The Spring 2017 cohort (completion deadline of Spring 2020) had a completion rate of 61%. The Fall 2017 cohort (completion deadline of Fall 2020) has a projected completion rate of 70.7 %. The faculty is working diligently to help improve remediation and integrating more standardized testing practices to help promote student success.

Graduate surveys during the 2019-2020 academic year supported that responding graduates have a 92 % job placement as a Registered Nurse.

Part 2. Recent Improvements and/or Achievements:

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

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

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

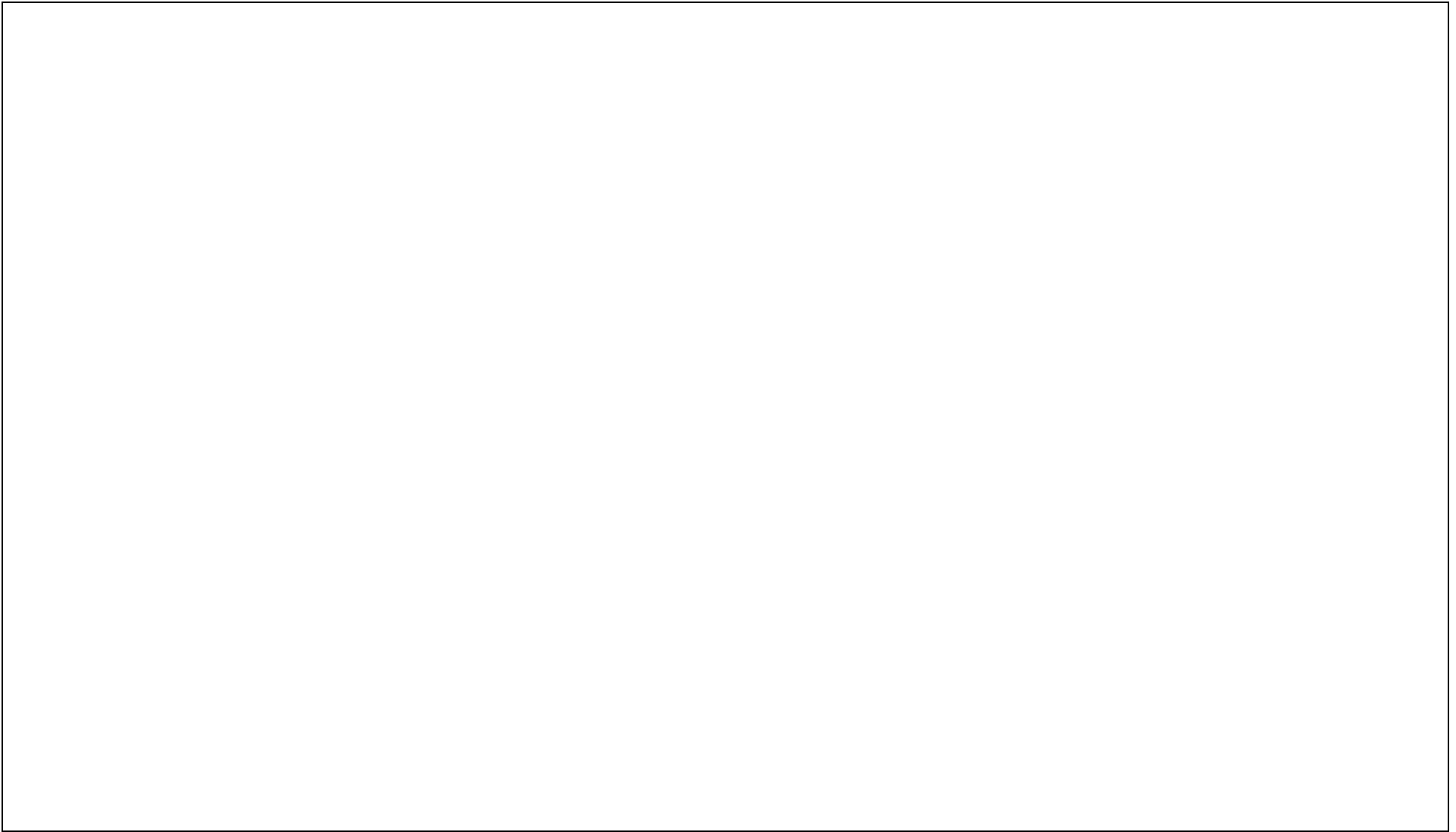
A live NCLEX review for all graduates will be continued in order to promote 1st attempt NCLEX pass rates. Further revision to remediation practices for ATI testing and the Exit Exam will continue based on the performance of the students. All courses utilizing ATI will continue to revise remediation practices.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

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

After an extensive curriculum mapping in August 2018, the BSN program began monitoring benchmarks/outcomes of course SLO and end of program SLOs. The BSN faculty review the mapping document every two years, and will be reviewing this Fall 2020. We continue to monitor the Mountain Measurement reports from the National Council of State Board of Nursing to note areas graduate performance on specific areas on NCLEX. Based on the findings, the faculty will recommend curriculum changes at the 2020 curriculum mapping meeting. Each semester, the senior students complete a live NCLEX review course. In addition, faculty utilize ATI end of course exams and remediation materials to assist in promoting NCLEX success in students.

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

The Troy University BSN program continues to maintain high first time NCLEX pass rates. The Alabama Board of Nursing report for NCLEX first time pass rates for the 2019 calendar year was 96.77 %. The Fall 2019 graduating class had 50/51 (98.03%) students pass on their first attempt. The Dothan BSN cohort had 6/6 (100 %) in Fall 2019.



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

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

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

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

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

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

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results: Total Number of Students Meeting Expectation	Assessment Results: Total Number of Students Observed	Assessment Results: Percentage of Students Meeting Expectation	Decision & Use of Results to Improve Outcomes Indicate decision (failed to meet, met or exceeded expectation) and elaborate on the use of results to improve outcome(s).	
SLO 1	Synthesize theoretical and empirical knowledge from nursing, scientific community, and humanistic disciplines within the practice of nursing.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation Tool	TROY	Fall: 51 Spring: 34 Total: 85	Fall: 51 Spring: 34 Total: 85	Fall: 100 % Spring: 100% Total: 100%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation

Measure 2: 80% of students will score 74 or higher	2. Research Paper Rubric(NSG 4406-Generic)	TROY	Fall: 51 Spring: 34 Total: 85	Fall: 51 Spring: 34 Total: 85	Fall: 100 % Spring: 100% Total: 100%	
SLO 2 Demonstrate nursing roles designed to meet emerging health needs in a socially and culturally diverse global society.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation Tool	TROY	Fall: 51 Spring: 34 Total: 85	Fall: 51 Spring: 34 Total: 85	Fall: 100 % Spring: 100% Total: 100%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 2: 80% of students will score 74 or higher	2. Issue Paper Rubric (NSG 4405-Generic)	TROY	Fall: 51 Spring: 34 Total: 85	Fall: 51 Spring: 34 Total: 85	Fall: 100 % Spring: 100% Total: 100%	
SLO 3 Provide professional nursing care for all ages, which includes health promotion and clinical prevention.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation Tool	TROY	Fall: 51 Spring: 34 Total: 85	Fall: 51 Spring: 34 Total: 85	Fall: 100 % Spring: 100% Total: 100%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 2: 80% of students will score at the 97 th predict score or higher by the second attempt	2. ATI Comprehensive Exam (NSG 4417)	TROY	Fall: 46 Spring: 31 Total: 77	Fall: 51 Spring: 34 Total: 85	Fall: 90 % Spring: 91% Total: 90.5%	

SLO 4	Utilize evidence-based clinical decisions in the application of the nursing process to provide therapeutic nursing interventions for human responses to internal and external environmental dimensions.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation Tool	TROY	Fall: 51 Spring: 34 Total: 85	Fall: 51 Spring: 34 Total: 85	Fall: 100 % Spring: 100% Total: 100%	
Measure 2: 80% of students will score at the 97 th predict score or higher by the second attempt	2. ATI Comprehensive Exam (NSG 4417)	TROY	Fall: 46 Spring: 31 Total: 77	Fall: 51 Spring: 34 Total: 85	Fall: 90 % Spring: 91% Total: 90.5%	
SLO 5	Evaluate research and current evidence for the applicability of findings for the improvement of health states.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 1: 80% of students will score 74 or higher	1. Research Critique Rubric (NSG 4419)	TROY	Fall: 38 Spring: 50 Total: 88	Fall: 38 Spring: 50 Total: 88	Fall: 100% Spring: 88% Total: 94%	
Measure 2: 80% of students will score 74% or higher	2. Research Poster Rubric (NSG 4419)	TROY	Fall: 38 Spring: 50 Total: 88	Fall: 38 Spring: 50 Total: 88	Fall: 100 % Spring: 100% Total: 100%	
SLO 6	Integrate leadership and management skills and knowledge of health care policy and cost effectiveness for the improvement of quality care and patient safety.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 1: 80% of students will score 74 or higher	1. Final Exam (NSG 4415)	TROY	Fall: 51 Spring: 34 Total: 85	Fall: 51 Spring: 34 Total: 85	Fall: 100 % Spring: 100% Total: 100%	

Measure 2: 80% of students will score 74 or higher	2. Leadership Topic Presentation (NSG 4415)	TROY	Fall: 51 Spring: 34 Total: 85	Fall: 51 Spring: 34 Total: 85	Fall: 100 % Spring: 100% Total: 100%	
SLO 7		Utilize interpersonal and interprofessional communication in collaboration for the promotion of optimal health states for individuals, families, communities, and populations within the context of a caring environment.				
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 1: 80% of students will score 74 or higher	1. Issues Paper (NSG 4405- Generic)	TROY	Fall: 51 Spring: 34 Total: 85	Fall: 51 Spring: 34 Total: 85	Fall: 100 % Spring: 100% Total: 100%	
Measure 2: 80% of students will score 74 or higher	2. Research Paper (NSG 4406)	TROY	Fall: 51 Spring: 34 Total: 85	Fall: 51 Spring: 34 Total: 85	Fall: 100 % Spring: 100% Total: 100%	
SLO 8		Accept responsibility and accountability for the continuous evaluation of one’s own personal and professional behaviors and values, including lifelong learning to support excellence in nursing practice.				
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 1: 80% of students will score 74 or higher	1. Career Plan (NSG 4417)	TROY	Fall: 51 Spring: 34 Total: 85	Fall: 51 Spring: 34 Total: 85	Fall: 100 % Spring: 100% Total: 100%	
Measure 2: 80% of students will score 74 or higher	2. Philosophy of Nursing Project (NSG 4417)	TROY	Fall: 51 Spring: 34 Total: 85	Fall: 51 Spring: 34 Total: 85	Fall: 100 % 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	Decision & Use of Results to Improve Outcomes

Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation	TROY	Fall: 51 Spring: 34 Total: 85	Fall: 51 Spring: 34 Total: 85	Fall: 100 % Spring: 100% Total: 100%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 2: 80% of students will score 74 or higher	2. Case Study (NSG 4405 and NSG 4413)	TROY	NSG 4405 Fall: 51 Spring 34 Total: 85 NSG 4413 Fall: 38 Spring: 52 Total: 90	NSG 4405 Fall: 51 Spring: 34 Total: 85 NSG 4413 Fall: 38 Spring: 53 Total: 91	NSG 4405 Fall: 100 % Spring: 100% Total: 100% NSG 4413 Fall: 100% Spring: 98% Total: 99%	
SLO 10	Utilize information technology to support the delivery of safe, quality nursing care.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 90% score average rating of 2 or higher on performance behaviors	1. Final Summative Clinical Evaluation	TROY	Fall: 51 Spring: 34 Total: 85 NSG 4413: Fall:38 Spring:53 Total:91	Fall: 51 Spring: 34 Total: 85 NSG 4413: Fall:38 Spring:53 Total:91	Fall: 100 % Spring: 100% Total: 100% NSG 4413 Fall:100% Spring: 98% Total: 99%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 2: 80% of students will score 74 or higher	2.Final Exam (NSG 3319)	TROY	Fall: 50 Spring: 49 Total: 99	Fall: 50 Spring: 49 Total: 99	Fall: 95% Spring: 100% Total: 97.5 %	

Curriculum Map:

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

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

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

[illegible]

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

Note: Add rows if needed.

I=Basic or Introductory Level

D=Developing Level

M=Advanced Level (show mastery)

A = Point of Assessment

Criteria:

Elaborate on how your criteria were set for your SLOs.

The BSN Curriculum Committee, with input from BSN faculty, review the curriculum and determine appropriate benchmark assignments for each SLO. The outcomes obtained assist the committee, and the faculty, in deciding areas that may need improvement and or changes for continued growth in the program. In addition, the BSN program must also remain in good standing with our accrediting agency, Accreditation Commission for Education in Nursing (ACEN) and the Alabama Board of Nursing.

Summary Conclusions:

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

During the 2019-2020 academic year, all outcomes exceeded expectations. An additional strength noted in the BSN program, is the consistently high first time pass rates on the NCLEX-RN. The faculty are diligent in monitoring changes in the outcomes and benchmark results. If concerns are noted, it is discussed as a faculty and with the BSN Curriculum Committee. We plan to maintain the strength of our program through continued efforts of the BSN faculty led by the Curriculum Committee. We will assess all areas in the Fall 2020 as we review and map the curriculum.

ACADEMIC HOMER REPORT

Reporting Period: Fall 2019 – Spring 2020

College: Health and Human Services _____

Department: Nursing _____

Program: RN Mobility _____

Program Chair: Kelly Johnson _____

Responsible Person: Kelly Johnson _____

☒ **Undergraduate**

☐ **Graduate**

Part 1. Program Overview:

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

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

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

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

Curriculum Committee Members: Dr. Kasey Chance, Kim Andrews, Joy Butler, Dr. Elizabeth Wyckoff, Jacquelyn Smith, Dr. Jenna Hussey, Dr. Katherine Leigh, Nikki Chen, and Dr. Deborah Rushing

Curriculum Committee Meeting Dates: 8/28/19, 10/24/19, 11/26/19, 2/13/20, 3/30/20, 5/20/20

Major Initiatives: As from previous HOMER report the RN Mobility continues to offer the Flexible Option that began in Term 1 2016. The RN Mobility Program has recruited in several healthcare facilities, community colleges, and has been invited to Healthcare organizations to present on our program. Faculty is continuously seeking out opportunities to increase enrollment. We secured a partnership with Baptist Health Spring 2020. The RN Mobility also started admitting both fall and spring (originally was just fall) which doubled the numbers this Spring. Students are also able to take general studies while in the nursing sequence.

Dashboard Data

Total Number of 2019-2020 Graduates	25
Total Number of Full-time, Tenured or Tenure Track Faculty	3 FT Tenure 1 FT Lecture
Total Number of Part Time/Adjunct Faculty	None
Average Salary of 2019-2020 Graduates	Unable to obtain

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

Faculty work closely with students to assist them to be successful in the program. Faculty visit with students through email, phone calls. Canvas conferencing, web ex, and live visits. The faculty meet on a regular basis to discuss courses, outcomes, and evaluations for our program. Faculty continues to seek out recruitment activities to obtain students. Allowing students to take more general studies while in the nursing sequence has also increased admission numbers.

Part 2. Recent Improvements and/or Achievements:

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

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

NSG 3319 activity change had been resolved in SLOs 9 & 10. Although students met the expectations in 4411 and 4431 practicums, faculty will seek out other ways of interaction for clinicals due to the COVID 19.

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

Faculty continue to look at SLOs and how they are being met by students through the assigned activities.

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

We continue to analyze our activities for each benchmark and address them each semester.

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

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

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

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

1. Continue to look at benchmarks and adapt as needed if one is not being met _____
2. Evaluate. Community Assessment and Analysis Rubric (NSG 4411-RN) activity to meet SLO 1 (overall SLO 1 was met) _____
3. Address clinical activities that will be affected by the COVID 19 _____

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

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results: Total Number of Students Meeting Expectation		Assessment Results: Total Number of Students Observed	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: Decision & Use of Results to Improve Outcomes Indicate decision (failed to meet, met or exceeded expectation) and elaborate on the use of results to improve outcome(s).
SLO 1	Synthesize theoretical and empirical knowledge from nursing, scientific community, and humanistic disciplines within the practice of nursing.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 74 or higher	1. Healthy People Paper Rubric (NSG 4410-RN)	TROY Online	12	12	100%	<input type="checkbox"/> Failed to meet expectation <input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation

Measure 2: 80% of students will score 74 or higher	2. Community Assessment and Analysis Rubric (NSG 4411-RN)	TROY Online	9	12	75%	
SLO 2 Demonstrate nursing roles designed to meet emerging health needs in a socially and culturally diverse global society.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 74 or higher	1. Clinical Journal Rubric (NSG 4431)	TROY Online	18	18	100%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
SLO 3 Provide professional nursing care for all ages, which includes health promotion and clinical prevention.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 74 or higher	1. Leadership/Management Paper Rubric (NSG 4430)	TROY Online	15	18	83%	<input type="checkbox"/> Failed to meet expectation <input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation
SLO 4 Utilize evidence-based clinical decisions in the application of the nursing process to provide therapeutic nursing interventions for human responses to internal and external environmental dimensions.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 74% or higher	1. Change Paper Rubric (NSG 4431)	TROY Online	18	18	100%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
SLO 5 Evaluate research and current evidence for the applicability of findings for the improvement of health states.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes

CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 74 or higher	1. Exam 2 (NSG 3370)	TROY Online	12	13	92%	<input type="checkbox"/> Failed to meet expectation <input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation
SLO 9	Practice according to current ethical and legal standards of professional nursing.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 74 or higher	1. Clinical Journal Rubric (NSG 4411)	TROY Online	10	12	90%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 2: 80% of students will score 74 or higher	1. Clinical Journal (NSG 4431)	Online/various clinical sites	18	18	100%	
SLO 10	Utilize information technology to support the delivery of safe, quality nursing care.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 74 or higher	1. Trends paper (NSG 3319)	TROY Online	14	14	100%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation

Flexible Option

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results: Total	Assessment Results: Total Number of Students Observed	Assessment Results: Percentage of Students Meeting	Decision & Use of Results to Improve Outcomes Indicate decision (failed to meet, met or exceeded expectation) and elaborate on the use of results to
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Number of Students Meeting Expectation							Expectation	improve outcome(s).
SLO 1	Synthesize theoretical and empirical knowledge from nursing, scientific community, and humanistic disciplines within the practice of nursing.							
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes		
Measure 1: 80% of students will score 74 or higher	1. Specific General Studies Discussion (NSG 4411 FO)	TROY Online	16	16	100%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation		
Measure 2: 80% of students will score 74 or higher	2. Liberal Arts Assignment(NSG 4410)	TROY Online	15	16	94%			
SLO 2	Demonstrate nursing roles designed to meet emerging health needs in a socially and culturally diverse global society.							
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes		
Measure 1: 80% of students will score 74 or higher	1. Experience Verification (NSG 4431-FO)	TROY Online	16	16	100%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation		
SLO 3	Provide professional nursing care for all ages, which includes health promotion and clinical prevention.							
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes		
Measure 1: 80% of students will score 74 or higher	1. Experience Verification (NSG 4411- FO) 2. Experience Verification (NSG 4431 FO)	TROY Online	16	16	100%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation		

SLO 4	Utilize evidence-based clinical decisions in the application of the nursing process to provide therapeutic nursing interventions for human responses to internal and external environmental dimensions.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 74% or higher	1. NPSG Paper (NSG 3370)	TROY Online	16	16	100%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
SLO 5	Evaluate research and current evidence for the applicability of findings for the improvement of health states.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 74 or higher	1. Research Poster Rubric (NSG 4440)	TROY Online	16	16	100%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
SLO 6	Integrate leadership and management skills and knowledge of health care policy and cost effectiveness for the improvement of quality care and patient safety.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 74 or higher	1. Job Description Discussion (NSG 4430 – FO)	TROY Online	16	16	100%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
SLO 7	Utilize interpersonal and interprofessional communication in collaboration for the promotion of optimal health states for individuals, families, communities, and populations within the context of a caring environment.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 74 or higher	1. Shadow Experience Report (NSG 4411 – FO)	TROY Online	16	16	100%	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation

Measure 2: 80% of students will score 74 or higher	2 Leadership Theory Discussion (NSG 4430 FO)	TROY Online	16	16	100%	
SLO 8		Accept responsibility and accountability for the continuous evaluation of one’s own personal and professional behaviors and values, including lifelong learning to support excellence in nursing practice.				
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation
Measure 1: 80% of students will score 74 or higher	1. Management Conflict Discussion Board (NSG 3370)	TROY Online	15	16	94%	
SLO 9		Practice according to current ethical and legal standards of professional nursing.				
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 1: 80% of students will score 74 or higher	1. Experience Verification (NSG 4411)	TROY Online	16	16	100%	
Measure 2: 80% of students will score 74 or higher	2. Experience Verification (NSG 4431)	TROY Online	16	16	100%	
SLO 10		Utilize information technology to support the delivery of safe, quality nursing care.				
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 1: 80% of students will score 74 or higher	1. Trends paper (NSG 3319)	TROY Online	16	16	100%	

Curriculum Map:

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

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

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

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

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

Note: Add rows if needed.

I=Basic or Introductory Level

D=Developing Level

M=Advanced Level (show mastery)

A = Point of Assessment

Criteria:

Elaborate on how your criteria were set for your SLOs .

Faculty evaluate benchmarks for each of their courses. If a benchmark is not met, as a whole faculty seek out explanations and if changes need to be made. We will evaluate individually and then meet as a group in Spring 2021 to review all benchmarks.

Summary Conclusions:

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

Students overall meet or exceed expectations for the RN Mobility benchmarks. The flexible option students continue to excel.

ACADEMIC HOMER REPORT

Reporting Period: Fall 2019 – Summer 2020

College: College of Health and Human Services ____

Department: Nursing _____

Program: MSN _____

Program Chair: Dr. Wade Forehand – Director

School of Nursing _____

Responsible Person: Dr. Kelli Whitted – MSN

Coordinator _____

☐ Undergraduate

☒ Graduate

Part 1. Program Overview:

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

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

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

Accreditation Statement: All of the nursing programs are accredited by the Accreditation Commission for Education in Nursing (ACEN). The MSN program was initially accredited in 1987. The program recently underwent reaccreditation on February 12-14, 2019

and was found in compliance with all of the accreditation standards. No areas of needing development were identified during the re-accreditation visit.

Curriculum Committee Members: Dr. Carrie Lee Gardner, Dr. Stacey Jones, Dr. Bernita Hamilton, Dr. Lenetra Jefferson, Dr. Stephanie Lewis (Chair), Dr. Missy Mason, Dr. Amy Spurlock, Dr. Shellye Vardaman, Dr. Kelli Whitted

Curriculum Committee Meeting Dates: 9/9/2019, 10/14/2019, 11/18/2019, 12/11/2019, 1/13/2020, 2/10/2020, 3/2/2020, 4/20/2020, 5/5/2020

Major Initiatives: Several improvements were made to the MSN program in AY 2019-2020. In an effort to improve FNP certification pass rates, standardized examinations were implemented at the beginning of clinical courses. There are now standardized computer examinations given for Advanced Pharmacology, Advanced Pathophysiology, and Advanced Health Assessment at the end of the first clinical course. These are three of the main areas that are tested on the FNP certification examination. The comprehensive standardized exam that is used to assist students in preparing for the FNP certification exam will continue to be given at the end of the program.

Due to CO-VID 19, students were not allowed in clinical settings, and alterations for clinical hours had to be implemented. FNP students utilized patient simulation modules and advanced practice continuing education hours. After the 500 direct patient care hours required to take the FNP certification examination were met, students were able to supplement simulation and continuing education hours to meet the course and program requirements. Many FNP students had positive comments about the simulation modules and stated that they wished they had the simulations earlier in the program. Both the Advanced Pharmacology and the Advanced Pathophysiology simulations will be implemented starting fall 2020. Simulations for Advanced Health Assessment have been utilized for the last 3 years with positive results.

The HINL students supplemented clinical hours by attending faculty meetings, to meet the nursing leadership requirement, or utilizing continuing education hours that were related to the specialty.

The Post Master's Nurse Educator Certificate was developed and will start fall 2020. The certificate consists of 5 courses that focus on nursing education and includes 4 didactic courses and 1 practicum course.

In an effort to move the FNP program to the DNP level, faculty started exploring the curriculum and the courses necessary for this change. The MSN curriculum is also being reviewed in an effort to meet the HINL students' needs.

The MSN End of Program Student Learning Outcomes were reviewed and edited to incorporate the American Association of Colleges of Nursing domains. The new SLOs were approved May 2020.

Dashboard Data

Total Number of 2019-2020 Graduates	54 FNP + 6 HINL + 2 PM FNP = 60
Total Number of Full-time, Tenured or Tenure Track Faculty	15
Total Number of Part Time/Adjunct Faculty	17
Average Salary of 2019-2020 Graduates	

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

The MSN program coordinator sends either a spring, summer, or fall semester planner with the admission packet. The FNP program has both part time and full-time semester planners for spring, summer, and fall admissions. The HINL program has part time and full-time semester planners for fall admissions. There are semester planners for Post Master's Certificate students in the FNP, HINL, and Nurse Educator tracks.

There is a new 7th edition to the APA Guidelines that was implemented summer semester. Faculty have made a powerpoint presentation, and it has been posted in the MSN Student shell in Canvas in an effort to assist students with the new APA Guidelines.

1. MSN Certification Exam Pass Rate Total 2019 - 96%, 2020 - pending

MSN FNP Graduates Certification Exam Pass Rate (First Attempt)

Graduation Year	Number MSN Graduates	Number MSN Graduates who reported passing FNP Certification exam first attempt	Percent Passing	Expected Level of Achievement
2019	72	38 (40 responses) 55.6% response rate	95%	80% Met
2020	52	Pending		80%

PM FNP Certificate Graduates Certification Exam Pass Rate (First Attempt)

Graduation Year	Number PM FNP Certificate Graduates	Number PM FNP Certificate Graduates who reported passing FNP Certification exam first attempt	Percent Passing	Expected Level of Achievement
2019	11	5 (5 responses) 45.5% response rate	100%	80% Met
2020	2	pending		80%

MSN HINL Graduates Certification Exam Pass Rate (First Attempt)

Graduation Year	Number HINL Graduates	Number HINL Graduates who reported passing Certification exam first attempt	Percent Passing	Expected Level of Achievement
2019 HINL	2	Not taken	NA	80% (N/A)
2020 HINL	6	Not taken	NA	80% (N/A)

2. MSN Program Completion Rate Total 2019 - 95.5%, 2020 - 96.8% full time, part time pendingMSN FNP Graduates Program Completion Rate

Enrolled	Number Students Frist Time Enrolled	Expected Graduation to Meet MSN FNP Program ELA	Number Students Graduating within Expected Graduation	Percent Graduated	Expected Level of Achievement
2017 FT (7 Sem) PT (12Sem)	76	Spring 2019 Spring 2021	72	94.7%	80% Met
2018 FT (7 Sem) PT (12Sem)	69 19 50	Spring 2020 Spring 2022	52 17/19 Pending	89.5% 1 suspension 1 withdrew	80% Met

PM FNP Certificate Graduates Program Completion Rate

Enrolled	Number Students Frist Time Enrolled	Expected Graduation to Meet PM-FNP Certificate Program ELA	Number Students Graduating within Expected Graduation	Percent Graduated	Expected Level of Achievement*
2017 FT (7 Sem) PT (10Sem)	11	Spring 2019	11	100%	80% Met
2018 FT (7 Sem) PT (10Sem)	6 2 4	Spring 2020	2 Pending	100 %	80% Met

MSN HINL Graduates Program Completion Rate

Enrolled	Number Students Frist Time Enrolled	Expected Graduation to Meet MSN HINL Program ELA	Number Students Graduating within Expected Graduation	Percent Graduated	Expected Level of Achievement
2017 FT (7 Sem) PT (9 Sem)	2 3	Spring 2019 Spring 2021	2	100%	80% Met
2018 FT (7 Sem) PT (9 Sem)	2 1	Spring 2020 Spring 2022	6	100%	80% Met

PM HINL Certificate Graduates Program Completion Rate

Enrolled	Number Students Frist Time Enrolled	Expected Graduation to Meet PM-HINL Certificate Program ELA	Number Students Graduating within Expected Graduation	Percent Graduated	Expected Level of Achievement
2018 FT (6 Sem) PT (9 Sem)	0	Spring 2020 Spring 2021	NA	NA	80%
2019 FT (6 Sem) PT (9 Sem)	1 0 1	Spring 2021 Spring 2023	NA	NA	80%

3. Job Placement RateMSN and PM Certificate Graduates Job Placement Rate

Graduation Year	Number Graduates	Number Responses	Job Placement Percent	Expected Level of Achievement
2019	85	40 (40 responses) 47% response rate	100%	90% Met
2020	60	Pending		90%

Part 2. Recent Improvements and/or Achievements:

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

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

There are nine MSN program student learning outcomes, and each outcome has three or four measures. There were three measures of program student learning outcomes that did not meet expectation.

Measure 3 for SLO3 (NSG 6612 exam average) did not meet expectation. Faculty review the item analysis for all questions on all of the exams and provide rationales for each question.

Measure 2 for SLO4 (NSG 6636 Analysis) did not meet expectation. The course only had 3 students; 2 students met the benchmark, and 1 student did not meet the benchmark.

Measure 2 for SLO9 (NSG 6665 exam average) did not meet expectation. Faculty review the item analysis for all questions on all of the exams and provide rationales for each question.

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

This was the first academic year that all exams in the FNP courses (NSG 6612, NSG 6665, and NSG 6667) were given through Respondus Lockdown Browser. Faculty provide rationale for each question in order for students to understand the content. Faculty utilize item analysis on all questions on all exams.

Previous students in NSG 6665 had stated on the course evaluation that they would rather have 5 exams instead of 4 exams. This academic year exams were increased from 4 to 5 per students' course evaluations. The course is team taught, and faculty were paired with course modules so faculty were lecturing only on their area of clinical practice and expertise. Faculty responsible for course modules and exam questions held exam reviews after the exams in order to facilitate the students understanding the material. Faculty added rationales to all questions and reviewed all questions to ensure that material was covered in lecture or the required readings.

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

NSG 6612 Exam scores improved as the semester progressed.

NSG 6665 Exam averages increased with each exam except the last exam.

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

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

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

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

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

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

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results: Total Number of Students Meeting Expectation	Assessment Results: Total Number of Students Observed	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: Decision & Use of Results to Improve Outcomes Indicate decision (failed to meet, met or exceeded expectation) and elaborate on the use of results to improve outcome(s).	
SLO 1	Incorporate advanced knowledge and theories from nursing and other disciplines to continually improve nursing care across diverse settings.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: : 80% of students will score 80 or higher	1.NSG 6604 Theory Application Paper	TroyOnline	SP 21 SU 23 TOTAL 44	21 24 45	100 96 97.8	<input checked="" type="checkbox"/> Failed to meet expectation Measure 2 NSG 6632 Final Exam <input type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation Measure 1 exceeded expectations.
Measure 2: 80% of students will score 80 or higher	3.NSG 6632 Final Exam	TroyOnline	4	9	44.4	Measure 2 did not meet expectations. Integrate prep for final exam throughout the course. Stress the importance of the final exam in course data.

Measure 3: 80% of students will score 80 or higher	5. NSG 6649 Exam Average	TroyOnline	FA 33 SP 13 SU 20 TOTAL 66	41 16 21 78	80.5 81.25 95.23 84.6	Measure 3 met expectations.
SLO 2	Integrate leadership, management and education principles into advanced nursing care that utilizes ethical and critical decision-making					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 80 or higher	1. NSG 6660 Roles Analysis Paper	TroyOnline	SP 36 SU 22 TOTAL 58	37 23 60	97 96 96.7	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation
Measure 2: 80% of students will score 80 or higher	2. NSG 6631 Continuous Improvement Activity	TroyOnline	9	9	100	Measure 1 exceeded expectations.
Measure 3: 80% of students will score 80 or higher	3.NSG 6667 Health Problem Management Paper	TroyOnline	62	67	93	Measure 2 exceeded expectations.
						Measure 3 exceeded expectations.
SLO 3	Apply the evolving standards and principles of quality improvement and safety for advanced nursing within a defined setting					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 80 or higher	1. NSG 6691 Task Assignment 4 (PICOT)	TroyOnline	SP 25 SU 13 TOTAL 38	25 13 38	100 100 100	<input checked="" type="checkbox"/> Failed to meet expectation Measure 3 NSG 6612 Exam Average <input type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation
Measure 2: 80% of students will score 80 or higher	2. NSG 6633 Strategic Priorities Case Study	TroyOnline	8	8	100	Measure 1 exceeded expectations.
Measure 3: 80% of students will score 80 or higher	3.NSG 6612 Exam Average	TroyOnline	35	53	67.9	Measure 2 exceeded expectations.
						Measure 3 did not meet expectations. Exam 1 exceeded expectations at 90.6%, but exams 2, 3, & 4 did not meet expectations. The Barkley 3 P standardized exam was added to identify areas of strength and weaknesses.

SLO 4		Evaluate research outcomes and current evidence in conjunction with culturally-appropriate, patient-centered care for the purpose of selectively integrating findings into the practice setting				
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 80 or higher	1. NSG 6691 Bare Bones Proposal	TroyOnline	SP 24 SU 13 TOTAL 37	25 13 38	96 100 97.4	<input checked="" type="checkbox"/> Failed to meet expectation Measure 2 NSG 6636 Organization Cultural Analysis <input type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation Measure 1 exceeded expectations Measure 2 did not meet expectations. There were only 9 students in the course, and all but 2 students met expectations. Measure 3 exceeded expectations.
Measure 2: 80% of students will score 80 or higher	5.NSG 6636 Organizational Cultural Analysis	TroyOnline	7	9	77.8	
Measure 3: 80% of students will score 80 or higher	6.NSG 6665 Growth and Development Project	TroyOnline	52	52	100	
SLO 5		Manage informatics and communication technologies to enhance, integrate and coordinate appropriate patient care				
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 80 or higher	1. NSG 6660 Discussion Board Health Literacy	TroyOnline	SP 37 SU 23 TOTAL 60	37 23 60	100 100 100	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation Measure 1 exceeded expectations. Measure 2 met expectations Measure 3 exceeded expectations.
Measure 2: 80% of students will score 80 or higher	1. NSG 6635 Final Exam	TroyOnline	8	9	89	
Measure 3: 80% of students will score 80 or higher	2. NSG 6680 Preceptor/ Faculty Evaluation of Student	TroyOnline	64	67	95.5	
SLO 6		Develop inter-disciplinary advocacy strategies to impact healthcare policy at the system level.				
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes

Measure 1: 80% of students will score 80 or higher	1. NSG 6605 Group Debate	TroyOnline	FA 32 SU 34 TOTAL 66	32 34 66	100 100 100	<div><input type="checkbox"/> Failed to meet expectation</div> <div><input type="checkbox"/> Met expectation</div> <div><input checked="" type="checkbox"/> Exceeded expectation</div> <div>Measure 1 exceeded expectations.</div> <div>Measure 2 exceeded expectations.</div> <div>Measure 3 exceeded expectations.</div>
Measure 2: 80% of students will score 80 or higher	2. NSG 6634 Leadership Issues Presentation	TroyOnline	9	9	100	
Measure 3: 80% of students will score 80 or higher	3.NSG 6667 Community Assessment Project	TroyOnline	67	67	100	
SLO 7						
Communicates, collaborates and consults as a leader and member of intraprofessional and interprofessional teams for improvement of health care outcomes.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 80 or higher	1. NSG 6697 Scholarly Project Dissemination	TroyOnline	60	60	100	<div><input type="checkbox"/> Failed to meet expectation</div> <div><input type="checkbox"/> Met expectation</div> <div><input checked="" type="checkbox"/> Exceeded expectation</div> <div>Measure 1 exceeded expectations.</div> <div>Measure 2 exceeded expectations.</div> <div>Measure 3 exceeded expectations.</div>
Measure 2: 80% of students will score 80 or higher	2. NSG 6633 Study Level Intervention Discussion	TroyOnline	8	8	100	
Measure 3: 80% of students will score 80 or higher	3.NSG 6668 Preceptor/ Faculty Evaluation of Student	TroyOnline	65	67	97	
SLO 8						
Integrate clinical prevention interventions for the provision of culturally responsive advanced nursing care to individuals and populations in a global society.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 80 or higher	1. NSG 6696 Literature Synthesis	TroyOnline	61	61	100	<div><input type="checkbox"/> Failed to meet expectation</div> <div><input type="checkbox"/> Met expectation</div> <div><input checked="" type="checkbox"/> Exceeded expectation</div>

						Measure 1 exceeded expectations. Measure 2 exceeded expectations. Measure 3 met expectations.
Measure 2: 80% of students will score 80 or higher	2. NSG 6632 Leadership Styles Paper	TroyOnline	9	10	90	
Measure 3: 80% of students will score 80 or higher	3.NSG 6645 Family- Cultural Assessment Theory Paper	TroyOnline	SP 21 SU 22 TOTAL 43	25 23 48	84 95.7 89.6	
SLO 9	Demonstrates role competencies in a specialized area of advanced nursing practice at the master’s level.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes <input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation Measure 1 exceeded expectations. Measure 2 exceeded expectations. Measure 3 exceeded expectations.
Measure 1: 80% of students will score 80 or higher	1. NSG 6696 Abstract	TroyOnline	61	61	100	
Measure 2: 80% of students will score 80 or higher	2. NSG 6637 Summary of Clinical Experience	TroyOnline	7	7	100	
Measure 3: 80% of students will score 80 or higher	10. NSG 6680 NONPF NP Competencies	TroyOnline	64	67	95.5	

Curriculum Map:

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

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

CORE COURSES Program Student Learning Outcome (SLO)

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

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

Course Mapping	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9
NSG 6630	I	I	I	I	I				
NSG 6631	I	I		I	I				
NSG 6632	I			I	I				
NSG 6633	D	D	D		D	D	D		
NSG 6634	M		M	M	M			M	

NSG 6635	D	D	D	D	D			D	
NSG 6636	M	M	M	M	M				M
NSG 6637		MA	MA	MA		M	M	M	MA

FAMILY NURSE PRACTITIONER Program Student Learning Outcome (SLO)

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 6613	I	I	I	I	I			D	D
NSG 6645	D	D	D	D	D	D		D	D
NSG 6665	D	D	D	D	D	D	D	D	D
NSG 6666	D	D	D	D	D	D	D	D	D
NSG 6667	D	D	D	D	D	D	D	D	D
NSG 6668	D	D	D	D	D	D	D	D	D
NSG 6670		M	M			M	M		M
NSG 6680	M	M	M	M	M	M	M	M	M

Note: Add rows if needed.

I=Basic or Introductory Level

D=Developing Level

M=Advanced Level (show mastery)

A = Point of Assessment

Criteria:

Elaborate on how your criteria were set for your SLOs .

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

Summary Conclusions:

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

ACADEMIC HOMER REPORT

Reporting Period: Fall 2019__ – Summer 2020

College: CHHS

Department: Nursing

Program: Doctor of Nursing Practice

Program Chair: Dr. Wade Forehand (SON Director)

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

☐ Undergraduate

☒ Graduate

Part 1. Program Overview:

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

Mission Statement:

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

History of the Program:

The Doctor of Nursing Practice Program was first offered Fall, 2009. Because this program is the first doctoral program for Troy University, TROY underwent a level change review by SACSCOC and was awarded continuing accreditation. The first group of DNP students graduated in May 2011, with ten subsequent cohorts graduating each May (and beginning December 2018, each December), totaling 140 graduates.

Accreditation Statement:

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

Curriculum Committee Members:

Dr. Amy Spurlock, Dr. Stacey Jones, Dr. Kelli Whitted, Dr. Missy Mason, Dr. Stephanie Lewis, Dr. Bernita Hamilton, Dr. Shellye Vardaman, Dr. Lenetra Jefferson, Dr. Carrie Lee Gardner

Curriculum Committee Meeting Dates:

09/19/2019, 10/14/2019, 11/18/2019, 12/11/2019, 01/13/2020, 01/13/2019, 02/03/2020, 03/02/2020, 04/20/2020, 05/06/2020

Major Initiatives:

The DNP curricula underwent revisions to course assignments, and one benchmark assignment, in NSG 8801, NSG 8822, and NSG 8826. The SON Philosophy was updated with language consistent with the revised domains found in the *DNP Essentials*, and approved by faculty in May 2020. NSG 8805, NSG 8810, and NSG 8812 will be taught for the first time in summer 2020 in order to provide increased flexibility for students. An ad-hoc group of the GNCC was formed to revise the DNP program SLOs with the release of the revised domains for the *DNP Essentials*. The revised program SLOs were approved by faculty in May 2020, but will not be put into place until the final *DNP Essentials* are released in Fall 2020, as further revision might be necessary. Additionally, the GRE was eliminated as a requirement for admission in Fall 2020 after a review of comparable institution policies for admission. This change was approved by the Graduate Academic Council and actually begin in Summer 2020 due to the pandemic and difficulty in testing. Finally, an ad-hoc group of the graduate nursing faculty worked all year to revise the *DSP Guidelines* (last revised in 2014) for consistency with the SQUIRE guidelines (frequently required by journals for dissemination of evidence-based practice projects). The revised *DSP Guidelines* were approved by the GNCC in April 2020, by the graduate nursing faculty in May 2020, and by the Graduate Academic Council in June 2020.

Dashboard Data

Total Number of 2019-2020 Graduates	16
Total Number of Full-time, Tenured or Tenure Track Faculty	9
Total Number of Part Time/Adjunct Faculty	2
Average Salary of 2019-2020 Graduates	

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

The DNP program coordinator and assistant program coordinator prepare individual degree planners for each student, and review that plan with student each semester prior to registration to facilitate progression. Additionally, students who are at risk for academic suspension are counseled at the time of their first C grade, particularly BSN-DNP students who are enrolled in a longer program. A collaboration is in development with the Writing Center to develop assignment templates for critical papers and provide referral for students who need extra assistance. Finally, teaching courses during the summer semester has greatly facilitated student progression over time.

Required Program Outcomes	Expected Level of Achievement	Actual Level of Achievement	Resulting Action Taken/to be Taken with Time Frame for Implementation	
			Action(s)	Time Frame
Performance on Certification Exams	80%* of BSN- DNP graduates will pass the certifying exams for advanced practice during the same 12-month period.	Grad 2014: no graduates Grad 2015 = 1/1 100% (CNS) 1/1 = 100% (FNP) Grad 2016: no grads Grad 2017: 6/6 = 100% (FNP) 1/1 = 100% (CNS) Grad 2018: 6/9 =66.6% (FNP) Grad 2019: 1/1 = 100% (FNP) Grad 2020: 11 (4/6 reporting) = 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	70% of PM-DNP students will graduate within graduate within 150% of the stated program length PM-DNP Full-time- 4 semesters (2 years) full-time study; 150% = 6 semesters (3 years)	Cohort 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) = 11/14 = 78.5% Cohort 6 (2014) = 15/16 = 93.75% Cohort 7 (2015) = 11/13 = 84.6% Cohort 8 (2016) = 14/18= 77.7% Cohort 9 (2017) = 13/15 = 86.6% (pending) Cohort 10 (2018) = 13/14 = 92.8% (pending) Cohort 11 (2019) = 12/16 = 75% (pending) Cohort 12 (2020) = X/X (pending)	Maintain evaluation of academic & non-academic attrition factors. Continue to encourage early enrollment in courses in January and May.	Full-time PM-DNP students: 3 years after enrollment
BSN-DNP	70% of BSN-DNP students full-time will graduate within graduate within 150% of the stated program length BSN-DNP Full-time-8 semesters (3 years) full-time study; 150% = 12	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) = 5/9 = 55.5% Cohort 6 (2014) = 5/7 = 71.4%	BSN-DNP track revised in length and implemented in 2012. Maintain evaluation of academic & non-academic factors. Continue to encourage early enrollment in courses in January and May.	Full-time BSN-DNP students: 4 years after enrollment

	semesters (4.5 years)	Cohort 7 (2015) = 5/7 = 71.4% Cohort 8 (2016) = 4/6 = 66.6% (pending) Cohort 9 (2017) = 8/11 = 72.7% (pending) Cohort 10 (2018) = 11/11 = 100% (pending) Cohort 11 (2019) = 13/13 = 100% (pending) Cohort 12 (2020) = X/X (pending)		
Job Placement	80% of 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% return) = 100% employed 2017 DNP graduates = 8/16 (50% return) = 100% employed 2018 DNP graduates = 16/20 (80% return) = 100% 2019 DNP graduates = 4/12 (33% return) = 100% 2020 DNP graduates = 4/12 (33% return) = 100%	Continue to consider methods to increase participation in surveys among graduates (including data collection methods)	6 months after graduation

Part 2. Recent Improvements and/or Achievements:

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

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

In AY 2018-2019, failed to meet benchmark assignment #1 for SLO 2 (MR Theory/EBP Model Paper). Plan was to require attendance (or confirmed viewing) of live lecture related to assignment. Also, the FNP certification exam pass rate was below required 80% in AY 2018-2019, so a plan of improvement was put into place and a substantive change was submitted to ACEN for approval.

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

For improving performance on benchmark assignment #1 for SLO2 in NSG 8815, faculty revised a powerpoint presentation and required attendance (or confirmed viewing) of the recording related to this critical assignment. Participation was 100%, and the benchmark was met in AY 2019-2020.

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

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

Benchmark assignment #1 for SLO 2 was met in AY 2018-2020. FNP certification pass rate for 2018-2019 was 100% (one student) and thus far in AY 2019-2020, it is also 80% (4/6 reporting).

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

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

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

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

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

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

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results: Total Number of Students Meeting Expectation	Assessment Results: Total Number of Students Observed	Assessment Results: Percentage of Students Meeting Expectation	Decision & Use of Results to Improve Outcomes Indicate decision (failed to meet, met or exceeded expectation) and elaborate on the use of results to improve outcome(s).	
SLO 1	Evaluate advanced knowledge and theories from nursing and related disciplines for advanced practice nursing at the highest level.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 80 or higher	1. Evaluation Methods Assignment (NSG 8815)	TROY Online	20	24	83.3	<input type="checkbox"/> Failed to meet expectation <input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation Continue to monitor data for benchmark #1 in NSG 8815 and assess for any downward trends.
Measure 2: 80% of students will score 80 or higher	2. Leadership Paper (NSG 8822)	TROY Online	29	31	93.5	
SLO 2	Design quality, cost effective and innovative nursing care models based on the knowledge of interrelationships among nursing, organizational, political, and economic sciences.					

CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 80 or higher	1. Middle Range Theory and EBP Model Paper Rubric (NSG 8815)	TROY Online	19	24	79.1	<input checked="" type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation In NSG 8815, did meet benchmark #1 (barely). One student was chronically late submitting assignments. The content of those assignments was very good, but deductions for late submissions caused her grades to be quite low. Faculty reached out to the student multiple times, but the student never asked for extensions. Otherwise, benchmark would have been met.
Measure 2: 80% of students will score 80 or higher	2. Healthcare Policy Brief Assignment (NSG 8804)	TROY Online	19	19	100	In NSG 8804, exceeded on benchmark #2.
SLO 3 Incorporate systems engineering concepts to prevent and solve complex health care delivery problems.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 80 or higher	1. Disease Outbreak Project Rubric (NSG 8805)	TROY Online	22	23	95.6	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation In NSG 8805, COVID-19 led to students living in time of pandemic and better understanding of epidemiology. One student took an incomplete due to COVID-19.
Measure 2: 80% of students will score 80 or higher	2. Evaluation of DSP Project Outcomes (NSG 8840)	TROY Online	16	16	100	In NSG 8840, all students in spring 2020 were able to complete their coursework despite challenges with COVID-19 and demanding work schedules (many on the front line).
SLO 4 Translate research to transform nursing practice and support evidence-based nursing practice for diverse patient populations and organizations.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% or more of	1. Final Manuscript (NSG	TROY Online	16	16	100	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation

students will score 80% or higher	8850)					<input checked="" type="checkbox"/> Exceeded expectation In NSG 8850, students submitted manuscripts to a variety of journals, including the Journal of Christian Nursing, Human Lactation Journal, Journal for Advanced Emergency Nursing, Journal of Health Care for the Poor and Underserved, Teaching and Learning in Nursing, and Journal of Community Health, Journal of Nursing Management, International Journal of Older People Nursing, Journal of Advanced Nursing, Journal of the American Association of Nurse Practitioners, Journal for Nurse Practitioners, Journal of Hospice and Palliative Care, The International Journal of Human Caring, Telemedicine and eHealth, Public Health Nursing, and Advances in Neonatal Care.. In NSG 8812, the benchmark assignment was modified (broke out the Introduction sections as a separate assignment) to help students develop a stronger paper.
Measure 2: 90% or more of students will satisfactorily complete the DNP Synthesis Project	2. Analyzing and Applying Evidence paper (NSG 8812)	TROY Online	18	19	94.7	
SLO 5	Foster leadership for the advancement of interprofessional collaboration and integration of information and technology for quality improvements in patient care and healthcare systems.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 80 or higher	1. Predictive Analytics & CDS Discussion (NSG 8801)	TROY Online	20	20	100	<input type="checkbox"/> Failed to meet expectation <input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation In NSG 8801, benchmark assignment #1 changed with revisions to course. Informatics content updated per new regulations. In NSG 8822, continue to modify IPE discussion as new guidelines are released.
Measure 2: 80% of students will score 80 or higher	2. Interprofessional Collaboration Discussion (NSG 8822)	TROY Online	29	31	93.5	
SLO 6	Develop effective practice standards for managing ethical issues inherent in patient care, health care organizations and research.					
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 100% of students will receive required IRB approval(s)	1. IRB Application Approval (NSG 8820)	TROY Online	24	24	100	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation In NSG 8820, all students received quick and helpful feedback on their IRB applications in AY 2019-2020. It greatly helped to have a graduate nursing faculty serve as Chair of the IRB!

Measure 2: 80% of students will score 80 or higher	2. Epidemiology Study Critique (NSG 8805)	TROY Online	23	23	100	In NSG 8805, consider inclusion of explanation of group projects in DNP intensives and beginning of course as students tend to work in silos rather than taking ownership of entire project.
SLO 7 Initiate changes in health care systems through the design and implementation of health policies that strengthen the health care delivery system.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 80 or higher	1. Discussion: Practice Change & Sustainability (NSG 8840)	TROY Online	16	16	100	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input checked="" type="checkbox"/> Exceeded expectation In NSG 8840, will need to revise benchmark with revision of DSP guidelines (first cohort using these will take NSG 8840 in SP/22). Debates provide opportunities for students to collaborate with peers for consideration of diverse views on current healthcare and professional issues and present persuasive arguments for changes in policies. Students presented clinical topics for debate of prevention of over prescribing of opioids, RN staffing levels in hospitals, and limitation of FMLA related to LGBTQ community. Students presented varied viewpoints for consideration of policy change.
Measure 2: 80% of students will score 80 or higher	2. Healthcare Policy Debate (NSG 8804)	TROY Online	19	19	100	
SLO 8 Evaluate system responses to health and illness as a basis for clinical prevention and population health services in rural and urban settings within a global market.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes
Measure 1: 80% of students will score 80 or higher	1. Measurement Tool Project Rubric (NSG 8802)	TROY Online	23	26	88.4	<input type="checkbox"/> Failed to meet expectation <input checked="" type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation In NSG 8802, continue to assess data trends, as benchmark assignment dropped achievement. Continuing to offer live lecture prior to all written assignments (5) that are not discussions (2). In NSG 8826, students seemed to receive this course well with its additional 2 modules: Policy that affects vulnerable populations and Healthcare systems, disparities, & the Vulnerable.
Measure 2: 80% of students will score 80 or higher	2. Social Issue Analysis Paper (NSG 8826)	TROY Online	25	29	86.2	
SLO 9 Demonstrate role competencies in a specialized area of advanced practice nursing as a Doctor of Nursing Practice.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	Decision & Use of Results to Improve Outcomes

Measure 1: 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	<input type="checkbox"/> Failed to meet expectation <input type="checkbox"/> Met expectation <input type="checkbox"/> Exceeded expectation In NSG 8840, both benchmarks were met, including those in spring 2020 who also dealt with the chaos surrounding COVID-19. Many of our students worked in hospitals and clinics as primary care providers. One student scored a B on the eportfolio assignment due to an inability to follow the instructions. The eportfolio assignment was added to Canvas in AY 2019-2020, which students found easier and more user-friendly than Typhon.
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	
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	15	16	93.7	

Curriculum Map:

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

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

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

Note: Add rows if needed.

I=Basic or Introductory Level

D=Developing Level

M=Advanced Level (show mastery)
A = Point of Assessment

Criteria:

Elaborate on how your criteria were set for your SLOs .

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

In AY 2019-2020, the graduate nursing curriculum committee (GNCC) revised the DNP program SLOs using the revised domains provided by AACN during their revision of the *DNP Essentials*. While AACN's work is not yet finalized, a sub-group of the GNCC used the domains and Bloom's taxonomy to begin the revision process. Preliminary work was presented, including changes to benchmark assignments on the assessment map, and approved by faculty in May 2020. Once AACN releases the final version of the *DNP Essentials* (anticipated fall 2020), a review of the preliminary work will occur and other revisions made as necessary.

Summary Conclusions:

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

The COVID-19 pandemic created a unique set of challenges for DNP students. Many of the students are established in their careers as primary care practitioners in hospital and clinic settings. Several of our students contracted the coronavirus as front-line providers, yet still managed to finish their spring semester. Some incompletes were necessary due to the inability to complete assignments due to family/self-illness or job upheaval, or the disruption of clinical experiences. Our students are to be commended for persevering with their doctoral education during such a time.