Analysis Questions and Analysis Answers

For Academic Programs
Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

In 2014 the Capstone College of Nursing Mission, Vision, and Core Values were updated to reflect the new University of Alabama Mission. Based upon the last 3-5 years of assessment data, MSN faculty focus groups were created to examine the overall program outcomes and each MSN course and its relationship to the American Association of Colleges of Nursing Essentials of Master’s Education in Nursing (AACN, 2011). The program outcomes were updated to reflect the 2011 Essentials document. Course objectives were also updated. Alignment from the MSN Essentials to the MSN Program Objectives to the MSN Course Objectives was plotted. Course activities were reviewed for relevancy; some were updated, new one’s added, and some deleted. Programs of study for the MSN/Clinical Nurse Leader, MSN/Case Management Leadership, and MSN/Nurse Practitioner concentration were reviewed and revised to better meet the needs of the respective student populations.

Mission / Purpose
The mission of the Capstone College of Nursing is to promote the health and wellbeing of the people of the State of Alabama, the nation, and the world through nursing education, research, scholarship, and service.

Goals
G 1: Communicate/Deliver Safe Care Based on Data
Ethically manage data, information, knowledge, and technology to communicate and deliver safe quality healthcare within and across settings.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Synthesis of Theories
Synthesize theories and principles from the natural, behavioral, social and applied sciences which support specialty nursing roles.

Related Measures

M 1: Philosophy of Nursing Paper
Students enrolled in NUR 501: Theoretical Models for Advanced Nursing Practice with Rural Populations complete a Philosophy of Nursing Paper in which they identify a personal philosophy of nursing and science, as well as explain how this supports understanding knowledge generation.
Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
90% of students enrolled in NUR 501: Theoretical Models for Advanced Nursing Practice with Rural Populations will earn 80% or greater on the Philosophy of Nursing Paper.
Finding (2013-2014) - Target: Met
100% of students enrolled in NUR 501: Theoretical Models for Advanced Nursing Practice with Rural Populations earned a grade of 80% or greater.

M 2: Workflow Diagram Assignment
Students enrolled in NUR 503: Informatics in Healthcare complete a Workflow Diagram Assignment which examines the healthcare informatics concepts of data and knowledge to describe information systems, and also compares and contrasts differences in data, information, knowledge, and wisdom.
Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
90% of students enrolled in NUR 503: Informatics in Healthcare will earn a grade of 80% or higher on the Workflow Diagram Assignment.
Finding (2013-2014) - Target: Met
95.5% of students enrolled in NUR 503: Informatics in Healthcare earned a grade of 80% or higher on the Workflow Diagram Assignment.

SLO 2: Apply Concepts of Care Coordination
I. Apply concepts of care coordination to culturally diverse individuals and groups emphasizing clinical prevention and population health.
**SLO 3: Accountability for values principles and beliefs**

1. Assume accountability for ethical values, principles, and personal beliefs that acknowledge human diversity and influence professional practice decisions and nursing interventions.

**SLO 4: Organizational and System Leadership**
Provide organizational and system leadership in coordinating, managing, and improving health programs and community health services to promote high quality and safe patient care.

**SLO 5: Design Interventions**

1. Design cost-effective interventions/strategies collaboratively with interprofessional teams to improve population health care outcomes.

**SLO 6: Interprofessional Collaboration**

1. Collaborate with interprofessional-teams and consumers in designing, implementing, and evaluating innovative health programs and community health services for culturally diverse individuals and populations.

**SLO 7: Ethical Translation/scholarship**
Demonstrate initial competence in ethical translation and integration of scholarship into practice.

**SLO 8: Rural Population Advocate**
Advocate for rural populations in policy formulation, organization, and financing of health care.

**Related Measures**

**M 3: Business Care Plan**
A business care plan is created in NJR 580: Fiscal Resource Management. This is a group project where financial and management principles guide the development of a Business Care Plan. Methods are explored to manage financial risks in rural communities.

Source of Evidence: Project, either individual or group

**Target:**
90% of students enrolled in NJR 580: Fiscal Resource Management will earn a grade of 80% or higher on the group developed Business Care Plan.

**Finding (2013-2014) - Target: Met**
98.5% of students enrolled in NJR 580: Fiscal Resource Management earned a grade of 80% or higher on the group developed Business Care Plan.

**M 4: Organizational Assessment**
Students in NJR 522: Human Relations Management complete an organizational assessment of a healthcare delivery system in a rural community.

Source of Evidence: Project, either individual or group

**Target:**
90% of students enrolled in NJR 522: Human Relations Management will earn a grade of 80% or higher on the organizational assessment project.

**Finding (2013-2014) - Target: Not Met**
85.0% of students enrolled in NJR 522: Human Relations Management earned a grade of 80% or higher on the organizational assessment project.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Revise Organizational Assessment Project**
Established in Cycle: 2013-2014
Faculty in NJR 522: Human Relations Management will revise the Organizational Assessment project to better facilitate the examin... 

**SLO 9: Safe Care Based on Data**
Ethically manage data, information, knowledge, and technology to communicate and deliver safe quality healthcare within and across settings.

**Related Measures**

**M 5: Role Application Paper**
Students enrolled in NJR 520: Evidenced Based Practice Roles and Processes complete a role application paper exploring the role of nurse in clinical practice.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
90% of students enrolled in NJR 520: Evidenced Based Practice Roles and Processes will earn a grade of 80% or higher on the Role Application Paper.

**Finding (2013-2014) - Target: Not Met**
Overall 81% of students in NJR 520: Evidenced Based Practice Roles and Processes earned a grade of 80% or higher on the Role Application Paper. There are two sections, each from a different concentration. The following is a breakdown of those sections.

78% of students in NJR 520 section 901 earned a grade of 80% or higher on the Role Application Paper. This represents six of twenty-seven students enrolled in this section who did not earn an 89% or above on the Role Application Paper.
88% of students in NUR 520 section 902 earned a grade of 80% or higher on the Role Application paper. This represents one of nine students enrolled in this section who did not earn an 80% or above on the Role Application Paper.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Revised the development process of the Role Application paper**
*Established in Cycle: 2013-2014*
Revision of paper building and submission process

**M 6: Grand Theory Paper/Presentation Project**
The Grand Theory project in NUR 501: Theoretical Models for Advanced Nursing Practice with Rural Populations is a combination of a written paper and presentation. Students are expected to collect data and utilize technology to create and communicate the final product. This presentation and paper identifies potential cultural and value-laden conflicts within and among theoretical frameworks.

**Source of Evidence:** Project, either individual or group

**Target:**
90% of students enrolled in NUR 501: Theoretical Models for Advanced Nursing Practice with Rural Populations will earn a grade of 80% or greater on the Grand Theory Paper/Presentation project.

**Finding (2013-2014) - Target: Met**
100% of students enrolled in NUR 501: Theoretical Models for Advanced Nursing Practice with Rural Populations earned a grade of 80% or greater on the Grand Theory Paper/Presentation project.

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**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Revise Organizational Assessment Project**
Faculty in NUR 522: Human Relations Management will revise the Organizational Assessment project to better facilitate the examination of an organization from a microsystems perspective. Five topic areas will be scored utilizing a Likert type scale to obtain the overall organization’s function level. A written assignment is then completed using the scoring system which provides enhanced clarification of the organizational status.

*Established in Cycle: 2013-2014*
*Implementation Status: Planned*
*Priority: High*

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Organizational Assessment
- **Outcome/Objective:** Rural Population Advocate

**Implementation Description:** This revision will be implemented in Fall 2014 and Spring of 2015.

**Projected Completion Date:** 05/2015

**Responsible Person/Group:** Course Faculty in NUR 522 will implement and report to the Assistant Dean of the Graduate Programs who will report the results to the Senior Associate Dean

**Additional Resources:** CCS

**Revised the development process of the Role Application paper**
Revision of paper building and submission process

*Established in Cycle: 2013-2014*
*Implementation Status: Planned*
*Priority: High*

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Role Application Paper
- **Outcome/Objective:** Safe Care Based on Data

**Implementation Description:** Students in both sections of NUR 520 will utilize a blog throughout the semester to explore clinical practice roles, and to develop and formulate the Role Application paper by the end of the semester. Students will be required to submit their Role Application paper to the writing center as part of the process prior to submission of the final Role Application paper.

**Projected Completion Date:** 05/2015

**Responsible Person/Group:** Course Faculty in NUR 520 will implement and report to the Assistant Dean of the Graduate Programs who will report the results to the Senior Associate Dean

**Additional Resources:** Writing Center