

## Attachment 1 Crosswalk Summary of Instrument Revisions

Table 1 and 2 below provide a list of the quantitative and qualitative instruments, a summary of the information collected, and the revisions to the instruments.

**Table 1. Quantitative Instrument Revision Crosswalk Summary**

<b>QUANTITATIVE INSTRUMENT REVISIONS</b>		
<b>Instrument</b>	<b>Information Collected</b>	<b>Instrument Revisions</b>
Characteristics of Faculty Instrument	<ul style="list-style-type: none"> <li>• Demographic characteristics</li> <li>• Professional background</li> </ul>	Instrument dropped to reduce the data-collection burden. We will consider collecting the number of faculty from AACN.
Characteristics of Preceptor Instrument	<ul style="list-style-type: none"> <li>• Demographic characteristics</li> <li>• Professional background</li> </ul>	Eliminate the question: Under the <b>Date of Birth</b> header: Date of birth
Characteristics of Student Instrument	<ul style="list-style-type: none"> <li>• Demographic characteristics</li> <li>• Enrollment and program information</li> </ul>	-Submit the data at individual student level or in aggregate. Sites collecting data at the aggregate level will report demographic characteristics as counts (e.g., number of non-Hispanic white students). ----Eliminate the questions: <ul style="list-style-type: none"> <li>• Under the Initial Location or Residence header:               <ul style="list-style-type: none"> <li>○ City, County, State</li> </ul> </li> <li>• Under the <b>Previous Institution Location</b> header:               <ul style="list-style-type: none"> <li>○ Name of Institution of employment, City, County, State</li> </ul> </li> <li>• Under the <b>Date of Birth</b> header: Date of Birth</li> </ul>
Characteristics of Alumni Instrument	<ul style="list-style-type: none"> <li>• Demographic characteristics</li> <li>• APRN type</li> <li>• Post-graduation employment characteristics</li> </ul>	No changes
Characteristics of Applicant Instrument	<ul style="list-style-type: none"> <li>• Demographic characteristics</li> <li>• Professional background</li> </ul>	Instrument dropped to reduce the data collection burden. This instrument’s main use is to confirm that the pool of strong applicants is larger than the pool of admitted APRN students. Evidence of this fact is already available, allowing us to drop the instrument and reduce the burden on the sites. <sup>1</sup> To confirm that this fact persists throughout the demonstration, we will ask this question during key informant interviews (SON administration and faculty).
Characteristics of Hospital Instrument	Site characteristics, including number of RN and APRN nurses, preceptors information,	Eliminate the following questions: <ul style="list-style-type: none"> <li>▪ Under the <b>Location</b> header:               <ul style="list-style-type: none"> <li>○ City, County, State, Rural, Urban</li> </ul> </li> <li>▪ Under the <b>Inpatient Days by Type</b> header:               <ul style="list-style-type: none"> <li>○ Private, Medicare, Medicaid, Other</li> </ul> </li> <li>▪ Under the <b>Outpatient Visits by Type</b> header:</li> </ul>

<sup>1</sup> <http://www.healthleadersmedia.com/page-3/COM-282861/HHS-Launches-200M-APRN-Training-Demo>

**QUANTITATIVE INSTRUMENT REVISIONS**

<b>Instrument</b>	<b>Information Collected</b>	<b>Instrument Revisions</b>
	student-to-preceptor ratios	<ul style="list-style-type: none"> <li>○ Private, Medicare, Medicaid, Other</li> <li>▪ Under the <b>Organization Size</b> header:               <ul style="list-style-type: none"> <li>○ Number of Staffed beds</li> <li>○ Number of Physicians Employed</li> <li>○ Number of RNs employed</li> <li>○ Number of Licensed Practical Nurses (LPNs) or Licensed Vocation Nurses (LVNs) employed</li> <li>○ Number of Any Full-Time Employees</li> </ul> </li> <li>▪ Under the <b>Other Hospital Characteristics</b> header:               <ul style="list-style-type: none"> <li>○ Primary/ Secondary/ Tertiary/Quaternary Care</li> <li>○ For Profit/Nonprofit Private/Nonprofit Public</li> <li>○ Did You Lose Accreditation in the Last 10 Years?</li> <li>○ Outpatient Visits</li> <li>○ Inpatient Days</li> </ul> </li> </ul>
Characteristics of SON Instrument	<ul style="list-style-type: none"> <li>• Number of students who applied, were admitted, were enrolled, and graduated by degree and specialty</li> <li>• Faculty characteristics</li> <li>• Program characteristics</li> </ul>	No changes
Characteristics of CCS Instruments	<ul style="list-style-type: none"> <li>• Site characteristics</li> <li>• Staff characteristics</li> </ul>	Eliminate the following questions: <ul style="list-style-type: none"> <li>▪ Under <b>Organizational Characteristics</b> header:               <ul style="list-style-type: none"> <li>○ Date CCS was Open to Provide Healthcare for First Time</li> </ul> </li> <li>▪ Under the Percentage of Patient Visits by Payer header:               <ul style="list-style-type: none"> <li>○ Private, Medicare, Medicaid, Other</li> </ul> </li> <li>▪ Under the <b>Total Number of Staff Available for Seeing Patients</b> header:               <ul style="list-style-type: none"> <li>○ Physician (M.D. or D.O.), Physician Assistant (PA), RN, Other</li> </ul> </li> </ul>

**Table 2. Qualitative Instrument Revision Crosswalk Summary**

<b>QUALITATIVE INSTRUMENT REVISIONS</b>		
<b>Instrument</b>	<b>Information Collected</b>	<b>Instrument Changes</b>
GNE Project Strategic Planning Team Telephone Interview Guide	<ul style="list-style-type: none"> <li>• Changes since GNE Demonstration Project began</li> <li>• Outcomes, barriers, and facilitators</li> <li>• Perceived return on investment and sustainability plans</li> </ul>	<ul style="list-style-type: none"> <li>• For any participants who were not interviewed in earlier data collection, six short background questions were added (e.g., title, role, responsibilities).</li> <li>• Added a question about online enrollment.</li> <li>• Added a probe about effects of demonstration on enrollment and graduation.</li> <li>• Added three questions about positive and negative outcomes of the demonstration.</li> <li>• Deleted question about advice to other organizations.</li> </ul>
SON Administration Telephone Interview Guide	<ul style="list-style-type: none"> <li>• Changes since GNE Demonstration Project began</li> <li>• Outcomes, barriers, and facilitators</li> <li>• Perceived return on investment and sustainability plans</li> </ul>	<ul style="list-style-type: none"> <li>• For any participants who were not interviewed in earlier data collection, six short background questions were added (e.g., title, role, responsibilities).</li> <li>• Reworded a probe about clinical opportunities and effects on acceptance decisions.</li> <li>• Added a question about online enrollment.</li> <li>• Added a probe about effects of demonstration on enrollment and graduation.</li> <li>• Reworded question about additional precepting hours.</li> <li>• Added two questions about positive and negative outcomes of the demonstration.</li> </ul>
Clinical Faculty Telephone Focus Group	<ul style="list-style-type: none"> <li>• Changes since GNE Demonstration Project began</li> <li>• Outcomes, barriers, and facilitators</li> <li>• Perceived return on investment and sustainability plans</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced participants to 3 to 4; reduced time from 90 to 60 minutes</li> <li>• Reworded a probe about clinical opportunities and effects on acceptance decisions.</li> <li>• Added question about preceptor hours.</li> <li>• Deleted a question about advice to other organizations.</li> <li>• Reworded a question about sustaining demonstration.</li> <li>• Added a question about best outcome of demonstration.</li> </ul>
APRN Student Telephone Focus Group	<ul style="list-style-type: none"> <li>• Placement in clinical rotations</li> <li>• Clinical training experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced participants to 3 to 4, reduced duration from 90 minutes to 70 minutes.</li> <li>• Deleted questions about education and career goals.</li> <li>• Deleted question about expanding clinical placement opportunities.</li> <li>• Deleted questions about recent clinical rotation experiences.</li> </ul>
Clinical Placement Coordinators Telephone Interviews	<ul style="list-style-type: none"> <li>• Changes since GNE Demonstration Project began</li> <li>• Outcomes, barriers, and facilitators</li> <li>• Perspectives on sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• For any participants who were not interviewed in earlier data collection, six short background questions were added (e.g., title, role, responsibilities).</li> <li>• Deleted a probe about clinical opportunities and effects on acceptance decisions.</li> <li>• Added question on increasing preceptor hours.</li> <li>• Reworded question on effects of preceptor hours.</li> <li>• Added two questions on positive/negative effects of demonstration.</li> </ul>

<b>QUALITATIVE INSTRUMENT REVISIONS</b>		
<b>Instrument</b>	<b>Information Collected</b>	<b>Instrument Changes</b>
Preceptors Telephone Interview Guide	<ul style="list-style-type: none"> <li>• History as a preceptor</li> <li>• Preceptor experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Added question about precepting for online-enrolled students.</li> <li>• Deleted a question about recent preceptor experience.</li> <li>• Added question about feeder schools.</li> <li>• Added question about positive outcomes of demonstration.</li> </ul>
Director of Nursing/Clinical Director Telephone Interview Guide	<ul style="list-style-type: none"> <li>• Changes since GNE Demonstration Project began</li> <li>• Outcomes, barriers, and facilitators</li> <li>• Perceived return on investment and sustainability plans</li> </ul>	<ul style="list-style-type: none"> <li>• For any participants who were not interviewed in earlier data collection, six short background questions were added (e.g., title, role, responsibilities).</li> <li>• Added a question about effects of demonstration on enrollment and graduation.</li> <li>• Added a probe about undesirable/negative outcomes.</li> <li>• Added a question about aspects of other programs.</li> <li>• Added a question about positive outcomes of demonstration.</li> </ul>
Chief Financial Officer Telephone Interview Guide	<ul style="list-style-type: none"> <li>• Investments related to the GNE Demonstration project</li> <li>• Perceived return on investment and sustainability plans</li> </ul>	<ul style="list-style-type: none"> <li>• Added question about effects of demonstration after it ends.</li> <li>• Added a question about positive outcomes of demonstration.</li> </ul>
GNE Strategic Planning Team Post-Demonstration Telephone Interview Guide	<ul style="list-style-type: none"> <li>• Changes since demonstration project end</li> <li>• Outcomes, barriers, facilitators</li> <li>• Perceived return on investment and sustainability plans</li> </ul>	<ul style="list-style-type: none"> <li>• For any participants who were not interviewed in earlier data collection, six short background questions were added (e.g., title, role, responsibilities).</li> <li>• Reworded questions to “since the demonstration ended”.</li> <li>• Added a question about effects of demonstration on enrollment and graduation.</li> <li>• Added two questions about positive and negative outcomes of the demonstration.</li> </ul>
SON Administration Post-Demonstration Telephone Interview Guide	<ul style="list-style-type: none"> <li>• Changes since demonstration project end</li> <li>• Outcomes, barriers, facilitators</li> <li>• Perceived return on investment and sustainability plans</li> </ul>	<ul style="list-style-type: none"> <li>• For any participants who were not interviewed in earlier data collection, six short background questions were added (e.g., title, role, responsibilities).</li> <li>• Reworded questions to “since the demonstration ended”.</li> <li>• Reworded a probe into a question about clinical opportunities and effects on acceptance decisions.</li> <li>• Added a question about effects of demonstration on enrollment and graduation.</li> <li>• Added question on increasing preceptor hours.</li> <li>• Reworded question on effects of preceptor hours.</li> <li>• Added two questions on positive/negative effects of demonstration.</li> </ul>