UNIVERSITY OF ARKANSAS AT MONTICELLO

SCHOOL OF NURSING 2012-2013

ANNUAL ASSESSMENT REPORT

GUIDING QUESTIONS

1. **What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, and the community) about your SLOs?**

   The faculty in the School of Nursing (SON) prepares nurse generalists at the technical (AASN) and professional (BSN) entry to practice levels.   BSN student learning goals/outcomes are included here and can also be found at the SON website at http://www.uamont.edu/Nursing/mission.htm.

   The SLOs for the SON BSN graduate include demonstration of:
   * the ability to think critically using a problem solving process that is goal directed and ethical and based on standards of professional nursing practice as evidenced by an average of $\geq$ 74% on nursing care plans and written examinations, scoring $\geq$ 900 on the HESI E2 exit exam the first time, and passing the NCLEX-RN, the licensure examination the first time;
   * an understanding of nursing research and evidence-based nursing practice as evidenced by scores of $\geq$ 74% on evidenced based practice summaries and $\geq$ 74% on the Nursing Research course project;
   * therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and communities throughout the lifespan as evidenced by average scores of $\geq$ 74% on all clinical assignments and passing the exit exam (HESI E2) and registered nurse licensing exam (NCLEX-RN) the first time;
   * the ability to apply leadership and management skills to provide cost-effective care, implement and support change, and serve as a client advocate in a variety of settings as evidenced by average scores of $\geq$ 74% on Leadership and Management course assignments, becoming members/officers of the Student Nurses Association, National Student Nurses Association, and Sigma Theta Tau International (if eligible);
   * communication and collaboration with members of the health care team and consumers to provide and improve delivery of health care as evidenced by scores $\geq$ 74% on all process recordings and presentations; and
   * the ability to educate individuals, families, and communities using teaching/learning principles that promote, maintain and restore health as evidenced by scores of $\geq$ 74% on all teaching plans.

   The SLOs for the AASN graduate include demonstration of:
   * the ability to think critically using a problem solving process that is goal directed and ethical and based on standards of nursing practice as evidenced by an average of $\geq$ 74% on nursing care plans and written examinations;
   * therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and families in communities throughout the lifespan as evidenced by average scores of $\geq$ 74% on all clinical assignments and passing the exit exam (HESI E2) and licensing exam (NCLEX-RN) the first time;

- the ability to apply management skills to provide cost-effective care, implement and support change, and serve as a client advocate as evidenced by average scores of ≥ 74% on delegation examination items and management journals;
- communication and collaboration with members of the health care team to provide and improve delivery of health care as evidenced by scores ≥ 74% on all process recordings and presentations; and
- the ability to educate individuals, families, and families in communities using teaching/learning principles that promote, maintain and restore health as evidenced by scores of ≥ 74% on all teaching plans.

  A. Students are informed of the SON SLOs:
     o in all course syllabi via email at least one week before each course begins;
     o in the SON Student Handbook, emailed to students at least one week before they begin the nursing sequence; and
     o the first day of class in all nursing courses.
  B. The public and other stakeholders can find the SON SLOs on:
     o a link (Mission and Philosophy) on the SON web site at:
       http://www.uamont.edu/Nursing/mission.htm and
     o links (Annual Assessments and Academic Programs) on the SON web site at:
       http://www.uamont.edu/Nursing/assessments.htm and
       http://www.uamont.edu/Nursing/academicprograms.htm.

Accreditation

The BSN programs (generic, RN-BSN, and LPN-BSN) of the UAM SON are accredited by the Accreditation Commission for Education in Nursing (ACEN), formerly called the National League for Nursing Accrediting Commission (NLNAC), and the AASN and the BSN programs are approved by the Arkansas State Board of Nursing (ASBN; Appendix).

The BSN program has approval from ASBN through 2013. A five-year approval survey of the BSN program was submitted to the ASBN on July 3, 2013 and will be reviewed by the board in September 2013. The AASN program has full approval until 2017. Approval extends for 5 years. ASBN regulations for approval of a registered nurse program can be found at:
http://www.arsbn.arkansas.gov/lawsRules/Documents/Rules%20Chapter6.Effective1.1.13.pdf
Chapter 6.

The BSN program is accredited by the Accreditation Commission for Education in Nursing (ACEN) from 2010 to 2018 (Appendix A). Guidelines for accreditation can be found at http://www.acenursing.org/resources#manual. At the request of ACEN, the SON submitted a substantive change report to the accrediting agency in January 2013. In response to the report, ACEN decided a focused visit was required. The focused visit occurred in April 2013. As of this writing (July 29, 2013), the SON has not received a report from the April visit. ACEN Standards for the BSN program are available at http://www.acenursing.net/manuals/SC2013.pdf.

The SON began the NLNAC accreditation process for the AASN program in fall 2010. At this time the SON has not completed the process and will continue to work toward this goal during the

2013-2014 academic year.   ACEN Standards for the associate degree program are available at
http://www.acenursing.net/manuals/SC2013.pdf.

2. **Describe how your unit's specific student learning outcomes (SLOs) fit into the mission of the University.**

        The overall mission of the School of Nursing is to strive for excellence in the preparation of technical (Associate of Applied Science in Nursing Degree - AASN) and professional (Bachelor of Science in Nursing Degree - BSN) nurse generalists.   This mission is accomplished through the achievement of course objectives leading to the SLOs.

        The ability to think critically using a problem solving process that is goal directed and ethical and based on standards of professional nursing practice meshes with the University's mission statement, "[t]he University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought."   The SON faculty seeks to enhance critical thinking through class discussions, simulation experiences, nursing care plans/journals, and other classroom and clinical assignments.

        The SON aim for students to obtain an understanding of nursing research and evidence-based nursing practice corresponds with the University's mission statement, "[t]he University provides learning experiences that enable students to synthesize knowledge…."   The SON faculty members encourage understanding of research through assigned readings of research and a research project in the Nursing Research course.

        The ability to use therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and communities throughout the lifespan reflects the University's mission statement, "[t]he University provides learning experiences that enable students to… use knowledge… with intelligence and responsibility…."   Assigned readings, nursing care plans and journals, and hands on clinical experiences enhance students' ability to use knowledge with intelligence and responsibility.

        The ability to apply leadership and management skills to provide cost-effective care, implement and support change, and serve as client advocates in a variety of settings, teaching students to effectively communicate and collaborate, and to educate individuals, families, and communities using teaching learning principles support the University's mission statements, "The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought.   The University provides learning experiences that enable students to synthesize knowledge communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures."   As SON students learn course content they are instructed through lecture, demonstration, and role modeling to think critically, communicate effectively, and use knowledge and technology with intelligence and creativity, which enables them to develop and apply leadership and management skills and cost effective care, support change, and serve as client advocates in a variety of health care settings.

3. **Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?**

Analysis of BSN-SLOs (Tables 1 and 2):
- The ability to critically think using a problem solving process that is goal directed and ethical and based on standards of professional nursing practice as evidenced by scoring an average of ≥ 74% on nursing care plans and written examinations, ≥ 900 on the HESI E2 exit exam the first time taken, and passing the NCLEX-RN, the licensing examination the first time taken.
    o Similar to the 2011-2012 academic year, goals of this SLO were partially met (Table 1). Critical thinking goals were unmet in Concepts I and II, and met in Concepts III and IV. The faculty uses the nursing care plan, clinical journal and written examinations as evidence of critical thinking development. In Concepts I during the clinical experience the student collects patient assessment data on the first clinical day each week. The assignment includes analysis of the assessment data to formulate a plan of care for day two. All concepts course syllabi contain detailed instructions for developing the plan of care. On day one after data collection, the faculty member meets with each student. The student gives a summary of assessment data and a tentative list of nursing diagnoses/problems and plan of care. On day two during a preconference, the student describes the care plan for the day, giving rationales for each planned nursing intervention. During and at the completion of the second clinical day during post-conference, the student discusses the day, any problems encountered, if goals were met, and if not, explains how the plan of care should be modified to meet the goals. In Concepts II and III, students select their own patients on day one, independently collect assessment data, and develop a plan of care. On day two, clinical faculty members supervise patient care. In Concepts IV, the final semester before graduation, the student collects assessment data and plans and implements care on day one, makes changes to the plan if indicated on day two, continues care, and evaluates the effectiveness of care in post-conference at the end of the day. The School of Nursing receives quarterly and annual (fiscal year, July 1-June 30) reports of NCLEX-RN results. Ten of thirteen 2013 BSN seniors scored ≥900 the first time they took the HESI E2 examination. Review of HESI E2 and NCLEX-RN results from 2012 showed that predictability of the HESI E2 is 50%. Preliminary analysis of unofficial 2013 NCLEX-RN results show a similar predictability. The faculty will discuss the possibility of eliminating the exit examination, adopting a different examination, or continuing the HESI E2 but removing it as a graduation requirement. Twelve of the 2013 BSN graduates took the licensing examination before June 30, 2013 and are included in the NCLEX-RN 2012-2013 report. The remaining graduates in the 2012-2013 NCLEX-RN report are graduates from the class of 2012.
    o Written examinations in all concepts courses include critical thinking questions. Critical thinking questions comprise the majority of test items and include application, analysis, and evaluation. Students in Concepts II consistently score lower than those in the other three concepts courses. During the 2012-2013 academic year, the faculty began reviewing examination items in all courses for face validity. The course coordinator, at least two faculty members from other courses, and the dean reviewed items that half or more of the class answered incorrectly. The plan is to continue this practice and develop a unit test bank of valid and reliable assessment items.
    o The SON faculty continues to develop a remediation plan to intervene early in the nursing sequence to increase retention, graduation rates, and success on the exit and NCLEX-RN pass rates.

- An understanding of nursing research and evidence-based nursing practice as evidenced by scores of ≥ 74% on evidenced based practice summaries and ≥ 74% the Nursing Research course project-
  - Only Concepts II and III students had low scores on evidence-based practice summaries during the 2012-2013 academic year. The assignment includes reading a research report, summarizing the report, and identifying how the student might use the findings in his/her nursing practice. All students in the nursing research course scored ≥ 74% on the research project in spring 2013, which may indicate that while they are immersed in research they have a better understanding of the research process and implications for practice, but may not understand the importance internalizing this knowledge.
- Therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and communities throughout the lifespan as evidenced by average scores of ≥ 74% on all clinical assignments and passing the exit exam (HESI E2) and registered nurse licensing exam (NCLEX-RN) the first time taken-
  - There was inconsistency in therapeutic nursing interventions across the concepts courses, with a decline in Concepts IV. This is problematic as it is expected that students' skill will improve over time. As noted above, it appears that the HESI E2 exit examination is not predictive of performance on the NCLEX-RN. Eight of the twelve 2013 graduates who had taken the NCLEX-RN examination by the June 30 deadline passed. At this time, individual reports are unavailable, so it is not possible to determine association between the HESI E2 and NCLEX-RN examinations.
- The ability to apply leadership and management skills to provide cost-effective care, implement and support change, and serve as a client advocate in a variety of settings as evidenced by average scores of ≥ 74% on Leadership and Management course assignments, becoming members/officers of the Student Nurses Association, National Student Nurses Association, and Sigma Theta Tau International (if eligible)-
  - This goal was met in 2011-2012, but not in 2012-2013. As this is the first year that students experienced a decline in leadership and management scores, the School of Nursing faculty will closely monitor this during 2013-2014. One hundred percent of BSN students joined the Student Nurses' Association and all four who were eligible were inducted into Sigma Theta Tau, the international honor society of nursing.
- Communication and collaboration with members of the health care team and consumers to provide and improve delivery of health care as evidenced by scores ≥ 74% on all process recordings and presentations-
  - During 2011-2012, 73% of junior students in Concepts I scored ≥ 74% on presentations. This decreased to 58% in 2012-2013. Eighty-nine percent of Concepts I and 82% of Concepts II students scored ≥ 74% on process recordings. Students in both other concepts courses met this goal. This is consistent with student skill improvement as they progress through the program of study.
- The ability to educate individuals, families, and communities using teaching/learning principles that promote, maintain and restore health as evidenced by scores of ≥ 74% on all teaching plans-
  - This year there was inconsistency in achieving this SLO, with 100% of Concepts II and IV students achieving this outcome. The faculty will discuss this outcome in fall 2013 to discuss changes that may be needed to help students identify learning needs and develop and implement teaching plans.

Table 1 BSN OUTCOME DATA 2010-2011, 2011-2012 & 2012-2013

Student Learning Outcomes	2010-2011	2011-2012	2012-2013
Ability to critically think using a problem solving process that is goal directed and ethical based on standards of professional nursing practice as evidenced by an average of ≥ 74% on nursing care plans and written examinations, scores of ≥ 900 on the HESI E2 exit exam the first time taken, and passing the NCLEX-RN, the licensing examination the first time taken	Goal Met: Senior Class: 100% Goal Not Met: Junior Class: 29/42 [36 admitted + 6 readmits] (69%)	Goal Partially Met: 71% of Concepts I, 62% of Concepts II, 88% of Concepts III, & 100% of Concepts IV students scored ≥ 74% on written examinations and nursing care plans; 13/29 (49%) on BSN seniors scored ≥ 900 on the HESI E2 first take; and 21/22 (95%) passed the NCLEX-RN first take	Goal Partially Met: 95% of Concepts I, 63% of Concepts II, 100% of Concepts III, and 92% of Concepts IV students scored ≥ 74% on written examinations and nursing care plans/journals; 10/13 (77%) scored ≥ 900 on the HESI E2; and 8 out of 12 passed the NCLEX-RN. One 2013 graduate had not taken the NCLEX-RN and was not included in the Arkansas State Board of Nursing report.
Understanding of nursing research and evidence-based nursing practice as evidenced by scores of ≥ 74% on evidence based practice summaries and ≥ 74% the Nursing Research course project	Data not available	Goal Partially Met: 46% of Concepts I, 46% of Concepts II, and 88% of Concepts IV students scored ≥ 74% on evidence-based practice summaries; 100% of Nursing Research students scored ≥ 74% on the research project	Goal Partially Met: 100% of Nursing Research students scored ≥74% on all research assignments; 81% of Concepts II, 85% of Concepts III, and 100% of Concepts IV students scored ≥74% on research assignments.
Therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and communities throughout the lifespan as evidenced by average scores of ≥ 74% on all clinical assignments, and scores of ≥ 900 on the HESI E2 exit exam the first time taken, and passing the NCLEX-RN, the licensing examination, the first time taken	Goal Not Met: 80% of Concepts II students averaged ≥80 on nursing care plans; 100% of Goal Met: 100% of Concepts IV students averaged ≥80% on clinical journals.	Goal Partially Met: 71% of Concepts I, 62% of Concepts II, 88% of Concepts III, & 100% of Concepts IV students scored averages of ≥ 74% on written clinical assignments; 13/29 (49%) on BSN seniors scored ≥ 900 on the HESI E2 first take; and 21/22 (95%) passed the NCLEX-RN first take	Goal Partially Met: 89% of Concepts I, 100% of Concepts II, 100% of Concepts III, and 92% of Concepts IV students scored ≥74% on written clinical assignments; 10/13 (77%) passed the HESI E2 the first time, and 8 of 12 passed the NCLEX-RN the first time. One

Student Learning Outcomes	2010-2011	2011-2012	2012-2013
			2013 graduate had not taken the NCLEX-RN and was not included in the Arkansas State Board of Nursing report.
Ability to apply leadership and management skills to provide cost-effective care, implement and support change, and serve as a client advocate in a variety of settings as evidenced by average scores of $\geq$ 74% on Leadership and Management course assignments, becoming members/officers of the Student Nurses Association, and Sigma Theta Tau (if eligible)	Data not available	Goal Met: 100% of students enrolled in Leadership and Management scored $\geq$ 74% on all course assignments; 100% of students joined the Student Nurses Association (SNA); five were officers of the SON SNA; two were officers of the state organization, one was an officer of the national organization, and five (all who were eligible) were inducted into Sigma Theta Tau International.	Goal Partially Met: 93% of students enrolled in Leadership and Management scored $\geq$74% on all course assignments; 100% of students joined the Student Nurses Association, five were officers of the SON SNA, one was an officer of the state organization, and one ran for national office, and four (all who were eligible) were inducted into Sigma Theta Tau International.
Communication and collaboration with members of the health care team and consumers to provide and improve delivery of health care as evidenced by scores $\geq$ 74% on all process recordings and presentations	Goal Met: All students in Concepts II, Concepts IV, & Leadership achieved $\geq$74% on formal teaching plans and presentations.	Goal Partially Met: 73% of Concepts I students and of Concepts II, 100% III, & IV students scored $\geq$ 74% on presentations	Goal Partially Met: 58% of Concepts I and 100% of Concepts II, III, and IV students scored $\geq$74% on presentations and 89% of Concepts I, 82% of Concepts II, and 100% of Concepts III and IV students scored $\geq$74% on process recordings.
Ability to educate individuals, families, and communities using teaching/learning principles that promote, maintain and restore health as evidenced by scores of $\geq$ 74% on all teaching plans	Data not available	Goal Partially Met: 100% of Concepts III and IV, 71% of Concepts I, and 85% of Concepts II students scored $\geq$ 74% on teaching plans	Goal Partially Met: 89% of Concepts I, 92% of Concepts III, and 100% of Concepts II and IV scored $\geq$74% on teaching plans.
HESI E2 Pass Rates (first time taken)	**2011**	**2012**	**2013**

Student Learning Outcomes	2010-2011	2011-2012	2012-2013
	15/22 (68%)	13/29 (49%)	10/13 (77%)
NCLEX-RN Pass Rates-(first time taken)	19/25 (76%)	21/22 (95%)	20/25 (80%)

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Analysis of AASN-SLOs (Tables 2 and 3):

- The ability to critically think using a problem solving process that is goal directed and ethical based on standards of nursing practice as evidenced by an average of $\geq 74\%$ on nursing care plans and written examinations-
  - o This goal was partially met (Table 2). The faculty uses the nursing care plan, clinical journal and written examinations as evidence of learning. In the AASN program, the student collects assessment data and plans and implements care on day one, makes changes if indicated on day two, continues care, and evaluates the effectiveness of care in post-conference at the end of the day. All AASN course syllabi contain detailed instructions for developing the plan of care.
  - o Written examinations in all AASN courses include critical thinking questions. Critical thinking questions comprise the majority of test items and include application, analysis, and evaluation.
  - o The School of Nursing receives quarterly and annual (fiscal year, July 1-June 30) reports of NCLEX-RN results. Seven of the 2013 AASN graduates took the licensing examination before July 31, 2013 and are included in the NCLEX-RN 2012-2013 report. The remaining graduates in the 20122013 NCLEX-RN report are from the class of 2012 or earlier. Four of the seven (57%) 2013 AASN graduates passed the HESI E2 the first time. No individual NCLEX-RN data are available at this time. Therefore, it is not possible to examine any association between the HESI E2 and NCLEX-RN assessments.
- Therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and families in communities throughout the lifespan as evidenced by average scores of $\geq 74\%$ on all clinical assignments and passing the exit exam (HESI E2) and licensing exam (NCLEX-RN) the first time taken-
  - o All AASN students scored $\geq 74\%$ on all clinical assignments. However, only five of the eleven students scored ≥ 900 on the HESI E2 examination the first time. Further assessment and analysis are needed to determine interventions needed to improve this SLO.
- The ability to apply management skills to provide cost-effective care, implement and support change, and serve as a client advocate as evidenced by average scores of $\geq 74\%$ on delegation examination items and management journals-
  - o All students scored $\geq 74\%$ on management journals. Scores on delegation items are not available for analysis.
- Communication and collaboration with members of the health care team to provide and improve delivery of health care as evidenced by scores $\geq 74\%$ on all process recordings and presentations-
  - o As this SLO goal was met, the faculty will continue current content-specific teaching strategies.
- Ability to educate individuals, families, and families in communities using teaching/learning principles that promote, maintain and restore health as evidenced by scores of $\geq 74\%$ on all teaching plans.
  - o This goal was met. There are no anticipated changes to teaching strategies.

Table 2 AASN Outcomes Data 2010-2011, 2011-2012, & 2012-2013

Student Learning Outcomes	2010-2011	2011-2012	2012-2013
Ability to critically think using a problem solving process that is goal directed and ethical based on standards of nursing practice as evidenced by an average of ≥ 74% on nursing care plans/journals and written examinations	Data not available	Goal Partially Met: 100% of AASN students scored ≥ 74% on clinical assignments; 70% averaged ≥ 74% on written examinations	Goal Met: 100% of students scored ≥74% on clinical assignments and written examinations.
Therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and families in communities throughout the lifespan as evidenced by average scores of ≥ 74% on all clinical assignments. Scores of ≥ 900 on HESI E2 first time taken.	Goal Not Met: 68% of AASN students scored ≥ 900 on the HESI first write 100% of Principles I, II, & III students averaged ≥74% on teaching plans and community journals	Goal Partially Met: 29% of AASN students passed the HESI E2 first time taken; 100% scored ≥ 74% on clinical assignments.	Goal Not Met: While 100% scored ≥74% on clinical assignments and written examinations, only 5/11 (45%) scored ≥ 900 on the HESI E2 examination the first time.
Ability to apply management skills to provide cost-effective care, implement and support change, and serve as a client advocate as evidenced by average scores of ≥ 74% on delegation examination items	Data not available	Goal Partially Met: 70% of students scored ≥ 74% on delegation examination items; 100% scored ≥ 74% on management journals.	100% of students scored ≥ 74% on management journals; examination data not available.

Student Learning Outcomes	2010-2011	2011-2012	2012-2013
and management journals			
Communication and collaboration with members of the health care team to provide and improve delivery of health care as evidenced by scores ≥ 74% on all process recordings and presentations	Data not available	Goal Met: 100% of students scored ≥ 74% on presentations and process recordings.	Goal Met: 100% of students scored ≥ 74% on process recordings and presentations.
Ability to educate individuals, families, and families in communities using teaching/learning principles that promote, maintain and restore health as evidenced by scores of ≥ 74% on all teaching plans	Goal Met:100% of Principles I, II, & III averaged ≥74% on Teaching Plans and Community Journals	Goal Met: 100% of students scored ≥ 74% on teaching plans.	Goal Met: 100% of students scored ≥ 74% on teaching plans.
HESI E2 Pass Rates (first time taken)	**2011**	**2012**	**2013**
	7/16 (44%)	4/14 (29%)	5/11 (45%)
NCLEX-RN Pass Rates-(first time taken)	7/10 (70%)	11/16 (69%)	12/16 (75%)

Table 3 UAM SON BSN & AASN NCLEX-RN Seven-Year Pass Rate s (Fiscal year results – July 1 – June 30 as reported by the Arkansas State Board of Nursing)

Year	BSN Passed/Total	BSN Pass Rate	AASN Passed/Total	AASN Pass Rate
2013	20/25	80%	12/16	75%
2012	30/32	94%	11/16	69%
2011	19/25	76%	7/10	70%
2010	24/25	96%	11/11	100%
2009	22/23	96%	3/3	100%
2008	18/21	78%	6/6	100%
2007	30/32	94%	10/11*	91%

*The AASN program was on hold during 2007-2008. This number includes graduates 2007 who took the NCLEX-RN after June 30, 2007.

4. **Based upon your analysis of student learning data in Question 3, include an explanation of what seems to be improving student learning and what should be revised.**

- The SON defines high risk students as "…any student enrolled in a nursing course who is in danger of academic failure, withdrawing from the nursing program, and/or any student with a [course average] of less than 74%. A student making unsatisfactory progress in a clinical rotation is also considered high-risk for failure" (SON Faculty Handbook, p. 57).

- School of Nursing faculty members and the dean counsel high-risk students on an ongoing basis and explore with students individualized strategies for improving their chances for academic success. Because of high attrition (48%) in the BSN class of 2014 and the low AASN NCLEX-RN pass rates for 2010-2011 and 2011-2012 (70% and 69% respectively), the SON faculty and dean planned and implemented a new retention policy during the 2012-2013 academic year. High risk students are referred to appropriate resources, such as the counseling and testing center, the writing center, financial aid, student health services, or the wellness center. The School of Nursing faculty will continue to revise the remediation plan in an effort to improve student retention.

- The Associate of Applied Science in Nursing faculty increased test items to 100 on unit exams. While no causality is claimed, the AASN program boasted a 92% retention rate in 2012-2013.

- During the 2012-2013 academic year one faculty member used the high-tech simulation manikins in simulation experiences during both semesters in an effort to reinforce didactic and clinical concepts and another faculty member taught two elective NCLEX-RN test prep courses. The NCLEX-RN Test Prep I course targets junior and AASN students and the NCLEX-RN Test Prep II course targets senior BSN and AASN students.

- Due to student feedback and the low NCLEX-RN pass rates and in an effort to increase success on the HESI E2 and NCLEX-RN examinations, the SON contracted with Kaplan Nursing to provide an NCLEX-RN review course for senior BSN and AASN students in fall 2012. The Kaplan Nursing NCLEX-RN preparation course includes online resources that students can access early during their senior year after paying course fees and has a money back guarantee that graduates will pass the NCLEX-RN. In spring 2013, the HESI E2 examination was administered before the Kaplan review course. Eight of thirteen BSN and five of eleven AASN scored ≥ 900 on the first examination. As noted above, individual NCLEX-RN data are not available at this time. When data become available, the dean will examine the ability of the HESI E2 examination to predict passing the NCLEX-RN. At that time, the faculty will discuss the desirability of continuing the HESI E2, adopting a different exit examination, or removing the HESI E2 as a graduation requirement.

- The SON faculty and dean will continue to monitor retention, will discuss successes and failures of the plan during the August faculty meeting, and will revise the plan as needed.

5. **Other than course level/grades, describe/analyze other data and other sources of data whose results assist your unit to improve student learning.**

- Students evaluate their overall experiences in the SON at the end of the program (Senior Survey; Table 4) and at one and five years (Alumni Survey [this year, for the first time in several years, limited data are available as eleven alumni returned completed surveys]).
  - Student evaluations of courses, faculty, and clinical sites. At the conclusion of each semester/term, students complete surveys evaluating the course, faculty, and clinical sites. Faculty use aggregated survey data to improve the course and teaching practices. Faculty

report student survey summaries and any planned changes to the Curriculum Committee. Senior Survey data (Table 4) indicate a high level of student satisfaction with the UAM School of Nursing programs. However, the faculty recognizes that graduating seniors may be unaware of knowledge and skills that will be needed once they begin practice. Therefore, Alumni Surveys are scheduled for administration at one and five years after graduation. Surveys were mailed to 2007 and 2011 graduates during fall 2012. Eleven completed surveys were returned to the School of Nursing (Table 5). Most respondents agreed or strongly agreed that the UAM School of Nursing program they completed prepared them for clinical practice. However, no conclusions may be made with these limited data and the School of Nursing will make every effort to increase the response rate in the coming year.

o Faculty evaluation of student learning. Course faculty meet after each clinical rotation (every three to four weeks in fall and spring) to discuss student strengths and weaknesses and make suggestions to clinical faculty who will teach students during the next rotation. The faculty discusses ways to enhance learning for those with identified weaknesses.

o Employer evaluation of SON graduates' entry level preparation. Relevant sections of the aggregated data from 2011, 2012, and 2013 are included in Table 6. Only three completed Employer Surveys were returned in spring 2013. Therefore, it is not possible to make any assumptions for this academic year. Limited data are available from previous years, so trending is difficult. A positive sign is that local, regional, and state hospitals and other healthcare facilities actively recruit graduates of the School of Nursing programs and all completed surveys (n = 24) indicate overall satisfaction with UAM School of Nursing graduates. The School of Nursing will make every effort to obtain more employer data in the upcoming year.

o Clinical facility evaluations of student preparedness for clinical were developed and distributed to appropriate facility personnel by School of Nursing clinical faculty in fall 2012. The School of Nursing received twenty completed surveys. Aggregate data are listed in Table 7. The School of Nursing will continue to administer surveys to staff in clinical facilities. Data from these surveys will be used to continue or modify teaching strategies as indicated. It is encouraging to note that all respondents indicated they would hire UAM nursing students.

o In January 2013 the SON faculty and dean met with their advisory board to report current activities and seek feedback from board members. The clinical coordinator provided a clinical report as well as a report of student activities. The dean reported NCLEX-RN pass rates. Two faculty members reported funding needs, specifically in the skills and simulation laboratory, and another faculty member reported student outcomes. Advisory Board members discussed the impact of technology on the nursing profession and nursing students. Several Board members suggested possible funding sources for the laboratory.

o Student representatives from each program are encouraged to attend SON Curriculum, Admissions, and Teaching Resources Committee meetings and to participate, voicing student concerns. Minutes are kept reflecting student participation. Student representatives' names can be found in meeting minutes.

Table 4 2011, 2012, and 2013 Senior Survey Aggregate Data (Selected Items)

Survey Item		2011 (n = ?)	2012 (n = 41)	2013 (n = 20)
To which program were you admitted?	AASN	100%	29.27%	25%
	LPN-BSN	0%	0%	0%
	RN-BSN	0%	0%	20%
	BSN	0%	68.29%	45%
	Unanswered	0%	0%	10%
Have you secured a full-time nursing position at this time?	Yes	33.33%	36.59%	70%
	No-I am not currently seeking employment	33.33%	12.2%	25%
	No-I am continuing to seek employment	33.33%	51.22%	5%
My first nursing position after graduation will be in a(n):	Hospital	33.33%	68.29%	85%
	Home Health Agency	0%	4.88%	5%
	Ambulatory Care Clinic	0%	0%	0%
	Physician's Office	0%	2.44%	0%
	Other	33.33%	4.88%	5%
	Don't know	33.33%	19.51%	5%
I was encouraged to do critical thinking and problem solving.	Strongly agree	66.67%	60.98%	75%
	Agree	33.33%	36.59%	20%
	Neither agree nor disagree	0%	2.44%	5%
	Disagree	0%	0%	0%
	Strongly disagree	0%	0%	0%
I am prepared to identify and apply research findings in my practice.	Strongly agree	33.33%	46.34%	65%
	Agree	33.33%	51.22%	25%
	Neither agree nor disagree	33.33%	2.44%	10%
	Disagree	0%	0%	0%
	Strongly disagree	0%	0%	0%
I am prepared to make judgments that are goal directed, ethical, and based on standards of professional nursing practice using the nursing process.	Strongly agree	33.33%	56.1%	75%
	Agree	66.67%	41.46%	25%
	Neither agree nor disagree	0%	2.44%	0%
	Disagree	0%	0%	0%
	Strongly disagree	0%	0%	0%

Survey Item		2011 (n = ?)	2012 (n = 41)	2013 (n = 20)
I believe I can use the nursing process to provide therapeutic nursing interventions to culturally and ethnically diverse individuals, families, and communities.	Strongly agree	33.33%	53.66%	70%
	Agree	66.67%	41.46%	30%
	Neither agree nor disagree	0%	2.44%	0%
	Disagree	0%	0%	0%
	Strongly disagree	0%	0%	0%
I believe I am responsible for my actions as a nurse.	Strongly agree	33%	63.42%	85%
	Agree	66.67%	34.15%	15%
	Neither agree nor disagree	0%	2.44%	0%
	Disagree	0%	0%	0%
	Strongly disagree	0%	0%	0%
I will incorporate the Nursing Code of Ethics and Professional Standards of Practice in my nursing practice.	Strongly agree	33.33%	63.42%	80%
	Agree	66.67%	34.15%	15%
	Neither agree nor disagree	0%	2.44%	0%
	Disagree	0%	0%	0%
	Strongly disagree	0%	0%	0%
	Unanswered			5%
I believe I need to be a lifelong learner.	Strongly agree	33.33%	60.98%	80%
	Agree	66.67%	31.71%	15%
	Neither agree nor disagree	0%	4.88%	0%
	Disagree	0%	0%	0%
	Strongly disagree	0%	0%	0%
	Unanswered			5%
Overall, I was very satisfied with the nursing education I received at the UAM School of Nursing.	Strongly agree	33.33%	21.95%	50%
	Agree	66.67%	43.90%	40%
	Neither agree nor disagree	0%	21.95%	10%
	Disagree	0%	9.76%	0%
	Strongly disagree	0%	2.44%	0%

Table 5 UAM SON Alumni Survey (One and Five Year) Data Fall 2012 (2007-n = 11; 2011-n = 5)

Graduated from which program?	2007 AASN = 1 BSN = 10	2011 AASN = 1 BSN = 4		
Currently enrolled in nursing program?	1 (BSN)	0		
Any graduate courses?	1 (MSN)	0		
How well did UAM prepare you for practice? Likert-type scale: 1 – strongly agree; 2 = agree; 3 = don't know or unsure; 4 = disagree; 5 = strongly disagree	Strongly agree % (n)	Agree % (n)	Don't know or unsure % (n)	Disagree % (n)	Strongly Disagree % (n)
Was prepared to:					
a. Care for multiple clients.	50 (8)	44 (7)	6 (1)	0	0
b. Collaborate with clients, families, and groups in communities to provide safe and effective care.	59 (9)	44 (7)	0	0	0
c. Use the nursing process to provide therapeutic nursing interventions to culturally and ethnically diverse individuals, families, and communities (families in communities for AASN graduates).	63 (10)	38 (6)	0	0	0
d. Demonstrate leadership and management (management for AASN graduates) skills to provide cost-effective, quality healthcare.	59 (9)	38 (6)	6 (1)	0	0
e. Incorporate the nursing code of ethics and professional standards of practice into my nursing practice.	59 (9)	38 (6)	6 (1)	0	0
f. Use critical thinking in problem solving.	69 (11)	25 (4)	6 (1)	0	0
g. Be accountable for providing safe, cost-effective care.	75 (12)	19 (3)	6 (1)	0	0
h. Accept responsibility for my actions as a nurse.	75 (12)	25 (4)	0	0	0
i. Recognize legal implications in nursing practice.	59 (9)	44 (7)	0	0	0
j. Implement and support change.	59 (9)	44 (7)	0	0	0
k. Serve as a client advocate.	69 (11)	31 (5)	0	0	0
l. Critique and apply nursing research in practice.	50 (8)	50 (8)	0	0	0
m. Participate in lifelong learning.	59 (9)	44 (7)	0	0	0
n. Make judgments that are goal directed, ethical, and based on the standards of professional nursing practice.	59 (9)	44 (7)	0	0	0
o. Incorporate teaching and learning principles in client care.	59 (9)	44 (7)	0	0	0
p. Overall, I was satisfied with the nursing education I received at the UAM School of Nursing.	63 (10)	31 (5)	6 (1)	0	0

Table 6 Spring 2011, 2012, & 2013 Employer Survey of UAM SON Program Graduates

Graduate Performance (n = 13 [2011]; n = 8 [2012]; n = 3 [2013])	Outstanding n(%)	Above Average n(%)	Average n(%)	Below Average n(%)	Unsat n(%)	Unknown n(%)
Provides safe and effective nursing care.						
2011	2(14.3)	8(64.3)	2(14.3)	1(7.1)	0	0
2012	1(13)	4(50)	3(38)	0	0	0
2013	0	2(67)	1(33)	0	0	0
Three-year average (N = 24)	**3(12.5)**	**14(58)**	**6(25)**	**1(4)**	**0**	**0**
Has effective leadership and management skills.						
2011	1(7.1)	7(54)	4(35.7)	1(7.1)	0	0
2012	0	2(25)	6(75)	0	0	0
2013	0	2(67)	1(33)	0	0	0
Three-year average (N = 24)	**1(4)**	**11(49)**	**11(49)**	**0**	**0**	**0**
Demonstrates effective critical thinking and problem solving.						
2011	2(14.3)	7(54)	4(35.7)	0	0	0
2012	0	4(50)	4(50)	0	0	0
2013	1(33)	1(33)	1(33)	0	0	0
Three-year average (N = 24)	**3(12.5)**	**12(50)**	**9(38)**	**0**	**0**	**0**

Table 7 Clinical Facility Survey Fall 2012 (n = 20)

Survey Item (Likert-type scale 5 = highest; 1 = lowest)	5 n(%)	4 n(%)	3 n(%)	2 n(%)	1 n(%)	N/A n(%)
1. UAM students are professionally dressed.	18(90)	2(10)	0	0	0	0
2. UAM students are prepared to care for patients on your unit.	11(55)	9(45)	0	0	0	0
3. UAM students exhibit a caring attitude.	13(65)	7(35)	0	0	0	0
4. UAM students follow safety and infection control policies.	17(85)	3(15)	0	0	0	0
5. UAM students use effective strategies when communicating with agency staff.	13(65)	5(25)	2(10)	0	0	0
6. UAM students seek guidance appropriately and know the limits of their scope of practice.	13(65)	6(30)	0	0	0	1(5)
7. UAM students are self-directed and actively seek learning opportunities.*	12(60)	5(25)	1(5)	1(5)	0	0
8. Would you hire a UAM student? Yes = 1; No = 2	Yes- 20(100)			No- 0		

*One survey with missing data.

6. **As a result of the review of your student learning data in previous questions, explain what efforts your unit will make to improve student learning over the next assessment period. Be specific indicating when, how often, how much, and by whom these improvements will take place.**

- The School of Nursing faculty continues to develop a retention plan to include individualized remediation.   When a student fails one unit examination, the course coordinator meets with the student in an attempt to discover the cause of the failure.   If the faculty member and student agree on a possible cause, together they discuss possible remedies.   After failure of a second unit examination, the student meets with the dean.   The dean and student discuss possible causes of failure and develop a remediation plan.   If indicated, the dean refers the student for tutoring, counseling, or other resources.   For example, during the fall of 2012 a student at high risk for failure was referred to the dean of Enrollment Management for counseling and advisement.   All parties met to discuss options and an individualized remediation plan was developed.
- If a student is at risk for clinical failure, the clinical faculty or course coordinator discuss with the student what the student needs to do to avoid failure.   Clinical faculty members discuss students at risk for failure during level meetings throughout the semester.
- School of Nursing faculty members and the dean counsel high-risk students on an ongoing basis and explore with students individualized strategies for improving their chances for academic success.   Because of high attrition (48%) in the BSN class of 2014 and the low AASN NCLEX-RN pass rates for 2010-2011 and 2011-2012 (70% and 69% respectively), the SON faculty and dean planned and implemented a new retention policy during the 2012-2013 academic year.   High risk students are referred to appropriate resources, such as the counseling and testing center, the writing center, financial aid, student health services, or the wellness center.   Fiscal year 2013 NCLEX-RN results include a 75% pass rate for AASN and 80% for BSN graduates.   The School of Nursing faculty will meet in August to discuss methods to increase success on the NCLEX-RN.
- The Associate of Applied Science in Nursing faculty increased test items to 100 on unit exams. During the 2012-2013 academic year one faculty member used the high-tech simulation manikins in simulation experiences during both semesters in an effort to reinforce didactic and clinical concepts.   Due to student feedback and the low NCLEX-RN pass rates and in an effort to increase success on the HESI E2 and NCLEX-RN examinations, the SON contracted with Kaplan Nursing to provide an NCLEX-RN review course for senior BSN and AASN students in fall 2012.   The Kaplan Nursing NCLEX-RN preparation course includes online resources that students can access early during their senior year after paying course fees and guarantees that graduates will pass the NCLEX-RN.   The SON faculty and dean will continue to monitor retention and will discuss successes and failures of the plan during the August faculty meeting and will revise the plan as needed.
- In 2012, the dean compared HESI E2 and NCLEX-RN results for predictability and discovered that the HESI E2 exit examination was not predictive of students' success or failure on the NCLEX-RN.   Individual NCLEX-RN data from 2013 are not yet available for analysis. When it becomes available, an analysis will be conducted.   Based on these analyses, the faculty will discuss the possibility of eliminating the HESI E2, having the students take the examination but discontinuing the examination as a graduation requirement, or changing to a different exit examination.   Regardless of whether the School of Nursing requires an exit examination, students will have access to a remediation program and the faculty will monitor students'

progress in order to identify and intervene with any student who is identified as at risk of failure.

- The simulation laboratory will be used as a clinical site during the 2013-2014 academic year. The faculty believes that the laboratory will facilitate the development of critical thinking skills as students work through simulated clinical scenarios. Students may have less anxiety in the laboratory setting as there is no risk of harming a patient if they make an error. Junior BSN students will all have one clinical rotation is the simulation laboratory. AASN and senior BSN students will have laboratory experiences as time allows.

7. **What new tactics to improve student learning has your unit considered, experimented with, researched, reviewed or put into practice over the past year?**

- During the 2011-2012 academic year the SON faculty researched simulation learning to supplement competitive clinical sites and as a complement to didactic teaching. Limited clinical simulation experiences using low-tech manikins were included in the BSN program in Concepts II and III and the AASN program in Principles II during 2011-2012. The SON faculty increased the use of clinical simulation in both the AASN and BSN program during the 2012-2013 academic year.
- Because of student dissatisfaction with the NCLEX-RN preparation course that was offered for the past several years, the junior BSN students of 2011-2012 researched the available NCLEX-RN preparation courses and voted to change from Nursing Education Consultants (NEC) to the Kaplan Nursing NCLEX-RN preparation course. At the end of the spring 2013 semester, the AASN and senior BSN students attended a Kaplan Nursing NCLEX-RN preparation course. As of this writing, the Arkansas State Board of Nursing has not released the individual 2013 NCLEX-RN candidate reports. The School of Nursing faculty will discuss future goals after receipt and analyses of these data.
- The 2011-2012 and 2012-2013 AASN classes were required to have at least 2000 hours of acute care experience for admission to the program due to the low NCLEX-RN pass rates in 2011 and 2012. The faculty theorized that acute care experience would increase the likelihood of success in the program and in passing the NCLEX-RN. Both of the graduates who took the NCLEX-RN examination by June 30, 2012, when the National Council State Boards of Nursing NCLEX-RN reports are sent, passed on the first try. During the fall of 2012 the School of Nursing submitted a Curriculum and Standards proposal to waive the 2000 hour acute care experience for graduates of the Colleges of Technology at Crossett and McGehee. To facilitate a seamless transition from the practical nursing programs to the Associate of Applied Science in Nursing or Bachelor of Science in Nursing program, it was decided that graduates from either of the UAM Colleges of Technology who have completed all prerequisites would be given preferential status for admissions to School of Nursing programs.

8. **How do you ensure shared responsibility for student learning and assessment among students, faculty and other stakeholders?**

- Students are given a list of teaching/learning principles in their first nursing course. Faculty coordinators in all courses explain that learning is the joint responsibility of students and faculty.
- Faculty advisors, course coordinators, and clinical faculty are available to students for discussion of questions and concerns. Office hours are posted on all faculty members' office doors.
- Student representatives from each class and program of study are official members of the Curriculum, Admissions, and Teaching Resources committees and are notified of meeting dates and times. Student representative input is sought during all meetings.
- Students evaluate each course, the faculty members who teach the course, and clinical sites for the course, and are encouraged to elaborate on any concerns or complaints.
- Students evaluate their program of study just before graduation (Senior Survey) and at one and five years after graduation (Alumni Survey) However, until this year, Alumni Surveys had not been distributed for the past several years. Survey results for the classes of 2011 and 2007 are included elsewhere in this report.
- Employers of SON graduates are offered an annual satisfaction survey. Limited data are available for analysis and are presented elsewhere in this report.
- Unsuccessful students are given the right to appeal, outlined in the SON Student Handbook. Student complaints are addressed initially by individual faculty members or course coordinators. If the student is not satisfied with the outcome, he or she may present the complaint to the SON dean. If the student is still not satisfied the complaint has been satisfactorily addressed, he or she is encouraged to follow the UAM grievance process as outlined in the UAM and SON Student Handbooks.
- The SON Advisory Board met in January 2013 to address the community perspective, issues and, nursing/health care trends.

9. **Describe and provide evidence of efforts your unit is making to recruit/retain/graduate students in your unit at the University.**

- Retention/Graduation: In April 2012 the SON had its first inductees into Sigma Theta Tau International, the honor society of nursing. Four 2013 BSN graduates were inducted into Sigma Theta Tau in February 2013. Membership in honor societies offers students and alumni opportunities for involvement in the SON and the nursing profession.
- During the 2012-2013 academic year the SON mailed 549 letters to prospective students contacted through the Admissions Office at high school career fairs, and thirty-eight additional letters to prospective students who attended Weevil Welcome. Congratulatory letters sent by the School of Nursing to scholarship recipients included: 1 University; 15 Academic; 8 Weevil Excellence; 16 Leadership; and 1 Valedictorian.
- Practical nursing students from the Colleges of Technology at Crossett and McGehee were invited and came to campus to tour the SON and discuss the LPN-RN and LPN-BSN programs. Directors of the practical nursing programs at Crossett and McGehee and the dean of the SON discussed collaboration among the three campuses in the simulation laboratories. The goals of this collaboration include a seamless transition from the practical nursing

programs into the RN programs in the SON.

- Recruitment/Retention: A very active Student Nursing Association (SNA) provides many opportunities for student involvement.   Providing service to the community and winning awards at both state and national levels provides a sense of accomplishment and is a source of pride for all nursing students.   The UAM SNA chapter consistently demonstrates involvement in the National Student Nurses Association (NSNA) and a strong commitment to shared governance and the professional development of students and faculty.   During the intercession term the SNA hosts a welcome picnic for incoming seniors.   During the activities the senior students assign mentors to all incoming students.   These mentors help incoming nursing students with transition into the program and assist as requested during their first year in the program.
- During the 2012-2013 academic year the Student Nurses' Association participated in several flu clinics; the UAM Wellness Fair; prepared Operation Christmas Child Shoeboxes; provided Christmas gifts to children at the Presbyterian Home, Centers for Youth & Families, and DHS; and participated in the Monticello Middle School Walking Club.
- Retention: Students assess their progress through the program through weekly consultations with clinical faculty following the clinical experience and counseling following unsuccessful clinical experiences or examinations.   Graded work is returned promptly, and exams are reviewed with students immediately after grading.   The SON faculty continues to develop a remediation plan to identify and assist students at risk for failure.   Keeping students excited about nursing school through activities that promote service, scholarship, and leadership is very important.   Fifteen students conducted evidence-based practice projects and presented posters at the annual Research Day conference at the University of Arkansas for Medical Sciences College of Nursing on April 19, 2013.   For the second consecutive year, a group of three SON BSN students won the student poster presentation award competing against students from all over the state.
- The overall retention rate for the AASN and BSN programs during 2012-2013 was 54% (25/46). The plan to improve retention is outlined throughout this document.

APPENDIX

Arkansas State Board of Nursing Approval and

National League for Nursing Accrediting Commission

Arkansas State Board of Nursing

UNIVERSITY TOWER BUILDING, SUITE 800
1123 SOUTH UNIVERSITY AVENUE
LITTLE ROCK, ARKANSAS 72204-1619

PHONE (501) 686-2700
FAX (501) 686-2714
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June 4, 2008

Ms. Pam Gouner, MSN, RN, Interim Chair
Division of Nursing
University of Arkansas at Monticello
P. O. Box 3606
Monticello, AR 71656-3606

Dear Ms. Gouner:

The Arkansas State Board of Nursing, in regular session May 15, 2008, voted to grant Continued Full Approval to the University of Arkansas at Monticello BSN Program until the year 2013. A copy of the motion passed by the Board is enclosed along with your certificate of Continued Full Approval. Your next survey will be placed on the calendar for the year 2013.

If you have questions, please do not hesitate to contact me. It has been a pleasure working with you and your staff.

Sincerely,

Calvina Thomas, RN, PhD
Assistant Director of Nursing Education

CT:ms
Enclosures

Arkansas State Board of Nursing
UNIVERSITY TOWER BUILDING SUITE 800
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May 12, 2012

University of Arkansas at Monticello
Associate of Applied Science in Nursing
Pam Gouner, MSN, M.Ed., RN – Dean
P.O. Box 3606
Monticello, AR 71656-3606

Dear Ms. Gouner,

The Arkansas State Board of Nursing, in regular session May 10, 2012, voted to grant continued full approval to the University of Arkansas – Monticello Associate of Applied Science in Nursing Program until the year 2017. Your Certificate of Full Approval is enclosed. Your next survey will be placed on the calendar for the year 2017.

If you have questions, please do not hesitate to contact me. It has been a pleasure working with you and your faculty.

Sincerely,

Tammy Claussen, MSN, RN, CNE
ASBN Program Coordinator - Education

TC:ms
Enclosure

NLNAC

National League *for* Nursing Accrediting Commission, Inc.

July 23, 2010

Pamela D. Gouner, MSN, MEd, RN
Dean, School of Nursing
University of Arkansas at Monticello
P.O. Box 3606, UAM
Monticello, AR 71656-3606

Dear Ms. Gouner:

This letter is formal notification of the action taken by the National League for Nursing Accrediting Commission at its meeting on June 29-30, 2010. The Board of Commissioners granted the baccalaureate nursing program continuing accreditation and scheduled the next evaluation visit for Spring 2018.

Deliberations centered on the Self-Study Report, the School Catalog, the Site Visitors' Report, and the recommendation for accreditation proposed by the Program Evaluators and the Evaluation Review Panel. (See Summary of Deliberations and Recommendation of the Evaluation Review Panel.)

The Board of Commissioners identified the following strengths and areas needing development:

Areas of Strength by Accreditation Standard

Standard 1 Mission and Administrative Capacity
- Strong support for the School of Nursing demonstrated by the Chancellor, other administrators, and staff

Standard 5 Resources
- Newly remodeled facility with adequate dedicated space and resources for nursing

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Areas Needing Development by Accreditation Standard

Standard 1 Mission and Administrative Capacity
- Ensure that the nurse administrator is a doctorally prepared nurse.

Standard 2 Faculty and Staff
- Ensure that all part-time faculty hold a minimum of a master's degree with a major in nursing.
- Evaluate faculty workload in order to support faculty involvement in scholarly activities.
- Continue to support the faculty's pursuit of doctoral education to meet the requirement that 25% of faculty are doctorally prepared.
- Review the number and utilization of support staff in order to ensure achievement of program goals and outcomes.

Standard 6 Outcomes
- Continue to monitor program completion/graduation rates and evaluate the definition of program completion.

On behalf of the Commission, we thank you and your colleagues for your commitment to quality nursing education. By choosing to have accreditation by NLNAC, your nursing program demonstrates a continued interest in having the program measured against the highest national standards of quality in nursing education. If you have questions about this action or about Commission policies and procedures, please write or call me or a member of the professional staff.

Sincerely,

Sharon J. Tanner, EdD, RN
Chief Executive Officer

cc: Toni Barnett, Program Evaluator
        Carolyn Kornegay, Program Evaluator

Enc.   Summary of Deliberations of the Evaluation Review Panel