

UNIVERSITY OF ARKANSAS AT MONTICELLO

SCHOOL OF NURSING

2015-2016 ANNUAL ASSESSMENT REPORT

1. What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs? If your unit is accredited by an outside source, please attach the letter verifying your accreditation.

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 on the SON website at [BSN Student Learning Outcomes](#).

The student learning outcomes for the School of Nursing BSN graduate include demonstration of:

- the 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 average scores of $\geq 74\%$ written examinations and passing the NCLEX-RN, the licensing 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 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 meeting clinical objectives and passing the registered nursing licensing examination (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 of $\geq 74\%$ 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.

AASN student learning goals/outcomes are included here and can also be found on the SON website at [AASN Student Learning Outcomes](#).

The student learning outcomes for the School of Nursing AASN graduate include demonstration of:

- 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 average scores of $\geq 74\%$ on written examinations and meeting clinical objectives;
- 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 meeting clinical objectives and passing the licensing examination (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 $\geq 74\%$ 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 average scores of $\geq 74\%$ 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 $\geq 74\%$ on all teaching plans.

A. Students are informed of the SON SLOs:

- i. in all course syllabi via email at least one week before each course begins;
- ii. in the SON Student Handbook, emailed to students at least one week before they begin the nursing sequence; and
- iii. the first day of class in all nursing courses.

B. The public and other stakeholders can find the SON SLOs on:

- i. links (Mission, Philosophy and Organizing Framework) on the SON web site at: [BSN Mission, Philosophy, and Organizing Framework](#) and [AASN Mission, Philosophy, and Organizing Framework](#) and
- ii. links (Annual Assessments and Academic Programs) on the SON web site at: [Annual Assessment Reports](#) and [Academic Programs](#).

Accreditation

The BSN programs (prelicensure, RN-BSN, and LPN-BSN) of the UAM SON are accredited by the Accreditation Commission for Education in Nursing (ACEN) and the AASN and the BSN programs are approved by the Arkansas State Board of Nursing (ASBN; Appendix A).

A five-year approval survey of the BSN program was submitted to the ASBN on July 3, 2013 and was reviewed by the board in September 2013. The BSN program received full approval from ASBN through 2018. 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: [Arkansas State Board of Nursing Rules, 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 [ACEN Accreditation 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 made a focused visit in April 2013. As a result of the findings of the focused visit the SON received continued approval until 2018. ACEN requested a follow-up report in fall 2014. Response to that report included a requirement for an additional focused visit in fall 2015 to evaluate Standard Six, Outcomes. ACEN Standards for the BSN program are available at [ACEN BSN Manual 2013](#).

The SON began the ACEN 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 2016-2017 academic year. ACEN Standards for the associate degree program are available at [ACEN Manual Associate Degree 2013](#).

2. Describe how your unit's Student Learning Outcomes 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' abilities to use knowledge with intelligence and responsibility.

The SLOs related to leadership and management, communication, collaboration, and education align with 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, educate clients, 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:

1. The 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 average scores of $\geq 74\%$ written examinations and passing the NCLEX-RN, the licensing examination, the first time.

The goals of this SLO were unmet. Critical thinking goals were unmet in all four Concepts courses.

Ninety-seven percent of Concepts I, 88% of Concepts II; 96% of Concepts III, and 96% of Concepts IV students scored $\geq 74\%$ on examinations (see Table 1).

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 students collect 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 clinical 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 II, when senior students serving as managers are available, they assist junior students both on day one and two. In Concepts IV, the final semester before graduation, students collect assessment data and plan and implement care on day one, makes changes to the plan if indicated on day two, continue care, and evaluate the effectiveness of care in post-conference at the end of the day.

Written examinations in all concepts courses include critical thinking items. In fact, critical thinking items comprise the majority of test items and include application, analysis, and evaluation. Test items include multiple choice, multiple answer, short answer, and drug math. It is predicted that students who are able to apply, analyze, and evaluate critical thinking test items are learning safe clinical practice.

The School of Nursing receives quarterly and annual (year begins July 1 and ends June 30) reports of NCLEX-RN results (see Table 2 for BSN and AASN NCLEX-RN pass rates for 2007-2016). Because graduates may take the NCLEX-RN after the June 30 deadline, the number of graduates taking the examination may not be the same as the number of graduates in any given year. The NCLEX-RN is a national licensure examination that, if passed, is evidence of entry level RN proficiency.

2. An understanding of nursing research and evidence-based nursing practice as evidenced by scores of $\geq 74\%$ on evidenced-based practice summaries and the Nursing Research course project.

This goal was partially met during 2015-2016. In Concepts II, 22/27 (81%), in Concepts III, 26/28 (93%); and in Concepts IV, 17/25 (68%) achieved $\geq 74\%$ on all research-based assignments. In Nursing Research, 26/28 (93%) achieved $\geq 74\%$ on the research critique project and 28/28 (100%) achieved $\geq 74\%$ on the research project. Several students in Concepts IV struggled with evidence-based practice summaries during the 2015-2016 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 $\geq 74\%$ on the research project in spring 2015, 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.

3. 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 meeting clinical objectives and passing the registered nursing licensing examination (NCLEX-RN) the first time.

This goal was partially met during the 2015-2016 academic year. Ninety-six percent of Concepts I (28/29); 25/27 (93%) of Concepts II; 25/26 (96%) of Concepts III; & 25/25 (100%) of Concepts IV students averaged $\geq 74\%$, met objectives, or showed progression toward meeting objectives on NCPs and journals. The ability to provide therapeutic nursing interventions while in clinical practice settings provides evidence that students are becoming safe practitioners of nursing. It is expected that students will individualize care based on cultural and ethnic needs throughout the lifespan. Clinical assignments, such as nursing care plans and journals, should reflect these diverse individualized needs.

4. 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).

This goal was met during 2015-2016: 100% of Concepts IV students achieved $\geq 74\%$ on management journals and 100% of students in Leadership and Management achieved $\geq 74\%$ on leadership journals. One hundred percent of BSN students joined the Student Nurses' Association, four junior student attended the national student nurses convention in April 2016, and 13 (all who were eligible) were inducted into Sigma Theta Tau. One hundred percent of BSN student participated in community activities. Leadership and management skills are vital to the professional (BSN) nursing role. Well done leadership and management assignments, such as journaling, provide evidence that students are internalizing leadership and management skills and that they are prepared to lead and manage a diverse nursing workforce. Membership in professional organizations provides evidence that students understand the importance of networking and staying abreast of new research evidence. Participation in community activities highlights the importance of service.

5. Communication and collaboration with members of the health care team and consumers to provide and improve delivery of health care as evidenced by scores of $\geq 74\%$ on all process recordings and presentations.

This goal was partially met during the 2015-2016 academic year. All Concepts I and IV students scored $\geq 74\%$ on all presentations and $\geq 80\%$ on all process recordings. Ninety-three percent of Concepts II and 96% of Concepts III students met this goal. The School of Nursing faculty use scores on process recordings and presentations as evidence of mastery of the ability to communicate and collaborate with patients and other members of the healthcare team in providing safe and effective care.

6. 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.

This goal was partially met during 2015-2016. One hundred percent of Concepts I and IV, and 96% of Concepts II and III achieved $\geq 74\%$ on teaching plans. The School of Nursing faculty uses scores on teaching plans as evidence of mastery of the ability to appropriately educate individuals, families, and communities using teaching/learning principles to promote, maintain,

and restore health (see Table 1).

Table 1 BSN Student Learning Outcomes 2012-2013 through 2015-2016

	Student Learning Outcomes			
Course				
Year	2012-2013	2013-2014	2014-2015	2015-2016
	Critical Thinking			
Concepts I	SLO: Formulate judgments using a problem-solving process that is goal directed, ethical, and based on standards of professional nursing practice to provide care to individuals			
December	16/19 (84%)	31/31 (100%)	26/28 (93%)	28/29 (97%)
Concepts II	SLO: formulate judgments using a problem solving process that is goal directed, ethical, and based on standards of professional nursing practice to provide care to individuals and families			
May	11/16 (69%)	24/32 (74%)	25/27 (93%)	24/27 (88%)
Concepts III	SLO: formulate nursing judgments using a problem solving process that is goal directed, ethical, and based on standards of professional nursing practice to provide care to individuals, families, and communities.			
December	13/13 (100%)	14/15 (93%)	25/29 (86%)	25/26 (96%)
Concepts IV	SLO: formulate judgments using a problem solving process that is goal directed, ethical, and based on standards of professional nursing practice for individuals, families, and communities			
May	12/13 (92%)	10/15 (69%)	24/26 (92%)	25/25 (100%)
	Research			
Concepts II	SLO: identify and apply nursing research findings related to protection, nutrition, fluid and electrolytes, and psychic integrity needs			
May	13/16 (81%)	30/32 (90%)	27/27 (100%)	22/27 (81%)
Nursing Research	SLO: After completing this course the student will have an understanding of nursing research and evidence-based nursing practice as evidenced by a score of $\geq 74\%$ on the Nursing Research course project			
May	14/14 (100%)	31/31 (100%)	27/27 (100%)	28/28 (100%)
	After completing this course the student will have an understanding of nursing research and evidence-based nursing practice as evidenced by a score of $\geq 74\%$ on the Nursing Research critique assignment			
May	14/14 (100%)	31/31 (100%)	23/27 (85%)	26/28 (93%)
Concepts III	SLO: apply current nursing research findings related to endocrine, elimination, and social integrity needs			
December	11/13 (85%)	10/15 (67%)	29/29 (100%)	25/26 (96%)
Concepts IV	SLO: apply nursing research findings related to oxygenation, neurologic, and personal self needs when planning client care			
May	13/13 (100%)	10/15 (67%)	14/26 (54%)	17/25 (68%)
	Nursing Process			
Concepts I	SLO: Use the nursing process to provide therapeutic nursing interventions to promote, maintain, and restore the health of culturally and ethnically diverse individuals in families and communities throughout the lifespan in a variety of settings			

	Student Learning Outcomes			
Course				
Year	2012-2013	2013-2014	2014-2015	2015-2016
December	17/19 (89%)	31/31 (100%)	27/28 (96%)	28/29 (96%)
Concepts II	SLO: Use the nursing process to provide prioritized, therapeutic nursing interventions to promote, maintain, and restore the health of culturally and ethnically diverse individuals and families in communities throughout the lifespan			
≥ 74% on clinical journals May	16/16 (100%)	13/16 (85%)	25/27 (93%)	25/27 (93%)
Progressing or Met Clinical Objectives	16/16 (100%)	13/16 (85%)	25/27 (93%)	25/27 (93%)
Concepts III	SLO: Utilize the nursing process to provide therapeutic nursing interventions to promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and communities throughout the lifespan.			
December	13/13 (100%)	15/15 (100%)	29/29 (100%)	25/26 (96%)
Concepts IV	SLO: utilize the nursing process to provide therapeutic nursing interventions to promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and communities throughout the lifespan			
May	12/13 (92%)	14/15 (93%)	25/26 (96%)	25/25 (100%)
	Leadership and Management			
Leadership & Mgt	SLO: 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			
May	12/13 (92%)	14/14 (100%)	24/26 (96%)	28/28 (100%)
Concepts IV	SLO: apply leadership and management skills to provide cost-effective, quality health care to individuals, families, and communities in a variety of health care settings			
May	No data available	No data available	24/26 (96%)	25/25 (100%)
	Communication			
Concepts I	SLO: Demonstrate effective communication with individuals in families and communities and members of the health care team to provide delivery of health care in a variety of settings			
December	11/19 (58%)	31/31 (100%)	28/28 (100%)	29/29 (100%)
Concepts II	SLO: demonstrate effective communication with individuals, families, and members of the health care team to provide health care in a variety of settings.			
≥ 74% on presentations May	16/16 (100%)	28/32 (91%)	27/27 (100%)	25/27 (93%)
≥74% on Process Recordings	16/16 (100%)	28/32 (91%)	27/27 (100%)	25/27 (93%)

	Student Learning Outcomes			
Course				
Year	2012-2013	2013-2014	2014-2015	2015-2016
Concepts III	SLO: demonstrate effective communication and collaboration with individuals, families, communities, and members of the health care team to provide and improve delivery of health care in a variety of settings			
December	13/13 (100%)	15/15(100%)	29/29 (100%)	25/26 (96%)
Concepts IV	SLO: demonstrate effective communication and collaboration with individuals, families, and communities, and members of the health care team to provide and improve delivery of health care in a variety of settings			
≥ 74% on presentations May	13/13 (100%)	15/15(100%)	26/26 (100%)	25/25 (100%)
≥74% on Process Recordings	13/13 (100%)	15/15(100%)	26/26 (100%)	25/25 (100%)
	Teaching/Learning			
Concepts I	SLO: Apply teaching/learning principles in educating individuals in families and communities to promote, maintain, and restore health			
December	19	31/31 (100%)	28 (100%)	29/29 (100%)
Concepts II	SLO: apply teaching learning principles in educating individuals and families to promote, maintain, and restore health			
May	16	30/32 (94%)	25/27 (93%)	26/27 (96%)
Concepts III	SLO: apply teaching learning principles in educating individuals, families and communities to promote, maintain, and restore health			
December	13	15/15 (100%)	29 (100%)	25/26 (96%)
Concepts IV	SLO: apply teaching learning principles in educating individuals, families, and communities to promote, maintain, and restore health			
May	13	15/15 (100%)	25/26 (96%)	25/25 (100%)

Table 2: UAM SON BSN & AASN NCLEX-RN Ten-Year Pass Rates (Annual 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
2016	21/27	77.7	4/6	66.6
2015	17/20	85%	12/13	92%
2014	7/8	88%	7/8	88%
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.

Analysis of AASN-SLOs:

1. 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 average scores of $\geq 74\%$ on written examinations and meeting clinical objectives.

During 2015-2016, this goal was partially met, as 90% (9/10) of students in Principles I and 100% in Principles II (9/9) and III (9/9) averaged $\geq 74\%$ on clinical assignments and written examinations. The faculty uses nursing care plans, clinical journals, and written examinations as evidence of learning. In the AASN program, the student collects assessment data and plans care on day one, makes changes to the plan if indicated on day two, provides 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. The ability to think critically using a problem solving process is vital to the practice of nursing in all settings. Written examinations in all AASN courses include critical thinking items. In fact, critical thinking questions comprise the majority of test items and include application, analysis, and evaluation.

2. 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 meeting clinical objectives and passing the licensing examination (NCLEX-RN) the first time.

During 2015-2016, 90% (9/10) of students in Principles I and 100% (9/9) of students in Principles II & III averaged $\geq 74\%$ on clinical assignments. Therapeutic nursing interventions and passing the NCLEX-RN are used as evidence of the ability to safely and effectively practice nursing at the entry level. The NCLEX-RN pass rates are listed in Table 2.

3. 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.

In Principles III 100% of students scored $\geq 74\%$ on management journals and 100% averaged $\geq 74\%$ examinations. One hundred percent of AASN students joined the UAM SNA and attended the Arkansas Student Nurses' Association convention in October 2015. Scores on delegation items are not available for analysis. Scores on management journals and delegation test items are used as evidence of the ability to use management skills in nursing practice.

4. Communication and collaboration with members of the health care team to provide and improve delivery of health care as evidenced by average scores of $\geq 74\%$ on all process recordings and presentations.

This goal was met as 100% of AASN students scored $\geq 74\%$ on process recordings and presentations. The School of Nursing faculty uses scores on process recordings and presentations as evidence of effective communication and collaboration with members of the healthcare team to provide and improve delivery of health care as evidenced by scores $\geq 74\%$ on all process recordings and presentations.

5. 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 $\geq 74\%$ on all teaching plans.

This goal was met as 100% of AASN students scored $\geq 74\%$ on teaching plans. Nurses spend a large percentage of their time educating individuals, families, and families in communities. The faculty use students' teaching/learning plans as evidence that they know how

to effectively educate patients and their families regarding individual learning needs to promote safe and effective patient outcomes.

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

The SON uses multiple data sources to improve student learning. We use data from course, senior, alumni, clinical facility, and employer surveys, input from SON faculty, the SON advisory board, and informal discussions with clinical facility staff as well as other community stakeholders to make revisions as indicated.

Students evaluate their overall experiences in the SON at the end of the program (Senior Survey; Table 3) and graduates, at six-twelve months after graduation (Alumni Survey, Table 4). As can be seen in the tables, the response rate limits the usefulness of these data. At the conclusion of each semester/term, students complete surveys evaluating the course, faculty, and clinical sites. Faculty use aggregated survey data to improve courses and teaching strategies. Faculty report student survey summaries and any planned changes to the Curriculum Committee early in fall and spring semesters. Senior Survey data (Table 3) 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 between six and twelve months after graduation. Surveys were mailed to 2008 and 2012 graduates during fall 2013. At that time, the SON was sending survey data at one and five years post-graduation. However, the Accreditation Commission for Education in Nursing (ACEN) requires alumni survey data at six-twelve months post-graduation so the SON no longer sends surveys at year five. One completed survey was returned to the School of Nursing from the class of 2012. No completed surveys were received from the 2008 class. Eleven and four surveys were received from 2014 and 2015 graduates respectively (Table 4).

Aggregated data indicate that most respondents agreed or strongly agreed that the UAM School of Nursing program they completed prepared them for clinical practice. The SON efforts to increase response rates has had limited effect (see Tables 3–6). The SON will continue efforts to increase response rates to all surveys. At this time, limited conclusions may be inferred from survey data.

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 clinical faculty discusses ways to enhance learning for those with identified weaknesses.

The School of Nursing faculty uses feedback from facilities that employ program graduates. Employer surveys are hand-delivered or mailed at six-twelve months for evaluation of graduates who completed the program the previous year. Previously, surveys were distributed at one and five years, but as mentioned above, to maintain compliance with ACEN, the frequency has been changed.

Relevant sections of the aggregated data from 2011-2016 are included in Table 5. Only three completed Employer Surveys were returned in spring 2014. During 2014-2015, the response rate dramatically increased as faculty members hand delivered surveys while attending clinical facilities. This still does not capture data regarding graduates working in other facilities, however, and these response rates continue to be low. The response rate declined again in 2015-2016, with only six employer surveys received. Limited data are also 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 UAM School of Nursing programs and most completed surveys

(46/49) indicate overall satisfaction with UAM School of Nursing graduates. The School of Nursing will make every effort to continue to increase the response rate of employer surveys.

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 and 2013. The School of Nursing received twenty completed surveys in 2012, thirty-one in 2013, thirteen during 2014-2015, and 27 during 2015-2016. Aggregate data are listed in Table 5. The School of Nursing faculty 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 most (88/91 [three missing data]) respondents indicated they would hire UAM nursing graduates.

In February 2016 the SON faculty met with their advisory board to report current activities and seek feedback from board members (Appendix B). Mrs. Felts presented an update on the clinical sites for all programs and the Student Nurses' Association (SNA) activities and future plans. The SON currently has twenty-nine memorandums of agreement with facilities throughout Southeast Arkansas as well as Little Rock. In Dr. Evans' absence, Mrs. Walters reported NCLEX-RN pass rates. Ms. Bryant reported on Sigma Theta Tau, the international honor society of nursing (STTI) and the skills laboratory. In Dr. Wells' absence, Mrs. Hogue reported on community service learning projects. Mrs. Haley requested donations of expired supplies for use in the lab and reported funding needs. Mrs. Walters and Ms. Shaw reported student outcomes. Advisory Board members discussed the need for students to participate in disaster preparedness and offered students the opportunity to participate in their disaster preparedness and emergency drills.

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 (Appendix C). Student representatives' names can be found in meeting minutes. Student representatives actively participated in meetings during 2015-2016 and provided valuable input from the nursing student body.

Table 3: 2011-2016 Senior Survey Aggregate Data (Selected Items)

Survey Item		2012 n = 41	2013 n = 20	2014 n = 22*	2015 n = 36	2016 n = 25**
To which program were you admitted?	AASN	29.27%	25%	12.5%	31%	7
	LPN-BSN	0%	0%	0%	0%	1
	RN-BSN	0%	20%	0%	0%	2
	BSN	68.29%	45%	87.5%	69%	22
	Unanswered	0%	10%	0%	0%	
Have you secured a full-time nursing position at this time?	Yes	36.59%	70%	25%	39%	16 (50%) 3 (9%)
	No-I am not currently seeking employment	12.2%	25%	0	22%	
	No-I am continuing to seek employment	51.22%	5%	75%	36%	13(41%)
My first nursing position after graduation will be in a(n):	Hospital	68.29%	85%	100%	86%	25(78%)
	Home Health Agency	4.88%	5%	0%	0	1(3%)
	Ambulatory Care	0%	0%	0%	0	
	Clinic	2.44%	0%	0%	0	0
	Physician's Office	4.88%	5%	0%	8%	
	Other	19.51%	5%	0%	3%	1(3%)
	Don't know					1(3%) 4(12.5%)
I was encouraged to do critical thinking and problem solving.	Strongly agree	60.98%	75%	75%	36%	16(50%)
	Agree	36.59%	20%	25%	56%	16(50%)
	Neither agree nor disagree	2.44%	5%	0%	3%	
	Disagree	0%	0%	0%	3%	
	Strongly disagree	0%	0%	0%	0	
I am prepared to identify and apply research findings in my practice.	Strongly agree	46.34%	65%	50%	36%	11(34%)
	Agree	51.22%	25%	50%	56%	14(44%)
	Neither agree nor disagree	2.44%	10%	0%	3%	0
	Disagree	0%	0%	0%	3%	0

Survey Item		2012 n = 41	2013 n = 20	2014 n = 22*	2015 n = 36	2016 n = 25**
	Disagree	0%	0%	0%	0	0
	Strongly disagree					
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	56.1%	75%	75%	44%	17(53%)
	Agree	41.46%	25%	25%	47%	15(47%)
	Neither agree nor disagree	2.44%	0%	0%	3%	0
	Disagree	0%	0%	0%	3%	0
	Strongly disagree	0%	0%	0%	0	0
I believe I can use the nursing process to provide therapeutic nursing interventions to culturally and ethnically diverse individuals, families, and communities.	Strongly agree	53.66%	70%	87.5%	44%	21(66%)
	Agree	41.46%	30%	12.5%	47%	11(32%)
	Neither agree nor disagree	2.44%	0%	0%	3%	0
	Disagree	0%	0%	0%	3%	0
	Strongly disagree	0%	0%	0%	0	0
I believe I am responsible for my actions as a nurse.	Strongly agree	63.42%	85%	87.5%	67%	27(84%)
	Agree	34.15%	15%	12.5%	28%	5(16%)
	Neither agree nor disagree	2.44%	0%	0%	3%	0
	Disagree	0%	0%	0%	0	0
	Strongly disagree	0%	0%	0%	0	0
I will incorporate the Nursing Code of Ethics and Professional Standards of Practice in my nursing practice.	Strongly agree	63.42%	80%	87.5%	67%	25(78%)
	Agree	34.15%	15%	12.5%	28%	7(22%)
	Neither agree nor disagree	2.44%	0%	0%	3%	0
	Disagree	0%	0%	0%	0	0
	Strongly disagree	0%	5%	0%	0	0
	Unanswered					
I believe I need to be a lifelong learner.	Strongly agree	60.98%	80%	100%	72%	28(88%)
	Agree	31.71%	15%	0%	22%	4(12%)
	Neither agree nor disagree	4.88%	0%	0%	0%	0
	Disagree	0%	0%	0%	3%	0

Survey Item		2012 n = 41	2013 n = 20	2014 n = 22*	2015 n = 36	2016 n = 25**
	Disagree	0%	0%	0%	0	0
	Strongly disagree	0%	5%	0%	0	0
	Unanswered					
Overall, I was very satisfied with the nursing education I received at the UAM School of Nursing.	Strongly agree	21.95%	50%	37.5%	53%	20(62%)
	Agree	43.90%	40%	62.5%	36%	9(28%)
	Neither agree nor disagree	21.95%	10%	0%	6%	1(3%)
	Disagree	9.76%	0%	0%	3%	1(3%)
	Strongly disagree	2.44%	0%	0%	0	1(3%)

*Received 8/22 responses; **25/28 responses

Table 4: UAM SON Aggregated Alumni Survey Data (2007 = 11; 2011 = 5; 2008 = 0; 2012 = 1; 2014 = 11; 2015 = 4--N = 32)

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)	Unanswered
I was prepared to:						
1. Care for multiple clients.	31(10)	41(13)	9(3)	9(3)	0	9(3)
2. Collaborate with clients, families, and groups in communities to provide safe and effective care.	34(11)	53(17)	3(1)	0	0	9(3)
3. Use the nursing process to provide therapeutic nursing interventions to culturally and ethnically diverse individuals, families, and communities (families in communities for AASN graduates).	37(12)	53(17)	0	0	0	9(3)
4. Demonstrate leadership and management skills to provide cost-effective, quality healthcare.	44(14)	41(13)	7(2)	0	0	9(3)
5. Incorporate the nursing code of ethics and professional standards of practice into my nursing practice.	41(13)	41(13)	6(2)	0	0	9(3)
6. Use critical thinking in problem solving.	50(16)	38(12)	3(1)	0	0	9(2)
7. Be accountable for providing safe, cost-effective care.	53(17)	34(11)	3(1)	0	0	9(3)
8. Accept responsibility for my actions as a nurse.	50(16)	41(13)	0	0	0	9(3)
9. Recognize legal implications in nursing practice.	44(14)	44(14)	0	0	0	9(3)
10. Implement and support change.	44(14)	37(12)	9(3)	0	0	3(1)
11. Serve as a client advocate.	53(17)	37(12)	0	0	0	9(3)
12. Critique and apply nursing research in practice.	50(16)	41(13)	0	0	0	9(3)

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)	Unanswered
13. Participate in lifelong learning.	44(14)	50(15)	0	0	0	9(3)
14. Make judgments that are goal directed, ethical, and based on the standards of professional nursing practice.	47(15)	37(12)	3(1)	0	0	13(4)
15. Incorporate teaching and learning principles in client care.	56(18)	31(10)	0	0	0	13(4)
16. Overall, I was satisfied with the nursing education I received at the UAM School of Nursing.	59(19)	28(9)	3(1)	0	0	9(3)

Table 5: Spring 2011- 2015 Employer Survey of UAM SON Program Graduates N = 49 (Aggregated data)

Graduate Performance (n = 13 [2011]; n = 8 [2012]; n = 3 [2013]; & n = 19 [2014])	Outstanding n(%)	Above Average n(%)	Average n(%)	Below Average n(%)	Unsat n(%)	Unknown n(%)
Provides safe and effective nursing care.						
2011 (n = 13)	2(15)	8(62)	2(15)	1(8)	0	0
2012 (n = 8)	1(13)	4(50)	3(38)	0	0	0
2013 (n = 3)	0	2(67)	1(33)	0	0	0
2014 (n = 19)	3(16)	14(74)	2(11)	0	0	0
2015 (n = 6)	0	4(67)	0	0	0	2(33)
Four-year average (N = 49)	6(12)	32(65)	8(16)	1(2)	0	2(4)
Has effective leadership and management skills.						
2011 (n = 13)	1(8)	7(54)	4(31)	1(8)	0	0
2012 (n = 8)	0	2(25)	6(75)	0	0	0
2013 (n = 3)	0	2(67)	1(33)	0	0	0
2014 (n = 19)	2(11)	12(63)	4(21)	1(5)	0	0
2015 (n = 6)	0	4(66)	1(17)	0	1(17)	0
Four-year average (N = 49)	3(6)	27(55)	16(33)	2(4)	1(2)	0
Demonstrates effective critical thinking and problem solving.						
2011 (n = 13)	2(15)	7(54)	4(31)	0	0	0
2012 (n = 8)	0	4(50)	4(50)	0	0	0
2013 (n = 3)	1(33)	1(33)	1(33)	0	0	0
2014 (n = 19)	1(5)	14(74)	3(16)	1(5)	0	0
2015 (n = 6)	0	4(67)	1(17)	0	1(17)	0
Five-year average (N = 49)	4(8)	30(61)	13(27)	1(2)	1(2)	0

Table 6: Clinical Facility Survey Fall 2012 & 2013, & Spring 2014, 2015, & 2016-All Programs (N = 91)

Survey Item (Likert-type scale 5 = highest; 1 = lowest) N/A = no chance to observe	5 n(%)	4 n(%)	3 n(%)	2 n(%)	1 n(%)	N/A n(%)
1. UAM students are professionally dressed.	86(95)	5(5)	0	0	0	0
2. UAM students are prepared to care for patients on your unit.	64(70)	22(24)	3(3)	0	0	2(2)
3. UAM students exhibit a caring attitude.	75(82)	12(13)	3(3)	0	0	0*
4. UAM students follow safety and infection control policies.	79(87)	7(8)	1(1)	0	0	2(2)*
5. UAM students use effective strategies when communicating with agency staff.	70(77)	15(16)	5(5)	0	1(1)	0
6. UAM students seek guidance appropriately and know the limits of their scope of practice.	75(82)	12(13)	2(2)	0	0	2(2)
7. UAM students are self-directed and actively seek learning opportunities.*	68(75)	12(13)	5(5)	1(1)	2(2)	3(3)

8. Would you hire a UAM graduate? Yes = 1; No = 2
 Yes- 88(97) No- 0 (3 missing data)

*Four surveys with missing data.

5. As a result of the review of your student learning data in previous questions, explain what efforts your unit has made to improve student learning. Be specific indicating when, how often, how much, and by whom these improvements took place.

Because the HESI E2 consistently failed to predict success or failure on the NCLEX-RN, the faculty eliminated the HESI E2 examination beginning with the 2015 graduating classes. The SON initiated a review course to enhance learning and improve learning outcomes. Students have access to all review course resources early and throughout the nursing course sequence. Additionally, all concepts and principles faculty members assign review course resources, in addition to readings from the texts and other assignments, for class preparation. Students are required to take examinations at the end of each clinical course as well as at the completion of their program of study. The purpose of these examinations is to highlight to students any areas of weakness that require further study in preparation for the NCLEX-RN examination; there is no longer an exit examination requirement prior to graduation.

Christine Felts incorporated simulation learning into the classroom using the SimMom and neonate manikins. With these high-tech manikins, she can simulate normal or complicated childbirth, such as abruptio placentae, placenta previa, or nuchal cord. She included scenarios during the first seven weeks of fall 2015 while teaching maternal-child health classes.

Jacque Bryant prepared DVDs with voice-over of all lectures as well as demonstrations of all skills, prepared by students during 2013-2014, for students' use in NURS 3103 Nursing Skills

during fall 2015. She encouraged students to view relevant sections of the DVDs before each class to allow more time for hands-on teaching during scheduled class time.

All SON faculty members and the dean continued to evaluate, after each unit examination in all courses, test items missed by 50% or more students. While this plan may not, per se, improve student learning outcomes, the faculty hopes, as they develop valid and reliable tests, these measures will more accurately reflect student learning outcomes.

The SON faculty and dean continued development of a student success 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 solutions. 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, faculty and/or the dean refer the student for tutoring, to Academic Alert, counseling, or other resources. 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 be successful. Clinical faculty members discuss students at risk for failure during level meetings throughout the semester. In addition to this plan, the SON continued to refer high-risk students to the retention committee, instituted during 2014-2015.

6. What new tactics to improve student learning will your unit consider, experiment with, research, review or put into practice over the next year?

During 2016-2017, the faculty will make a concerted student success effort. Rather than wait until students fail a test, the faculty will be alert to student issues and problems and will refer to Academic Alert or UBIT.

Brandy Haley will have students “log” laboratory hours for clinical skills practice. Students will not be allowed to conduct a return demonstration of skills until they have logged the designated hours. She will incorporate review resources into the course and will have students complete pathophysiology forms related to a disease or disorder for each skill. She will teach Supplemental Skills and will synchronize the course with Skills and Concepts I to reinforce the concepts.

Dr. Evans will teach NCLEX Test Prep II. She will coordinate course content with Concepts III to reinforce concepts and will also include review concepts from Concepts I and II.

Two AASN students admitted in May 2016 recognize that they are weak in clinical skills. Therefore, in fall 2016, the faculty will allow these students to enroll in a BSN course, NURS 3103 Nursing Skills.

Sharon Walters will conduct nursing care plan workshops to assist Concepts I students in learning to plan nursing care.

Dr. Evans will conduct a dimensional analysis workshop to help students learn medication calculations.

Brandy Haley will continue to experiment with moulage in clinical simulation. Moulage is the application of make-up and other props, such as bubble wrap to simulate edema, to increase the

fidelity of simulation experiences.

The SON BSN faculty discussed continued use of simulation in classroom content, i.e., normal and complicated childbirth scenarios for maternal-child content. Christine Felts plans to continue use of simulation in the classroom, as mentioned in guiding question six above. Leia O'Fallon plans to incorporate clinical simulation into the classroom to reinforce concepts.

The SON instituted a retention committee (Anita Shaw, chair and Heidi Hogue) to intensify retention efforts for high-risk students. Faculty members and the dean referred several high risk students. Retention rates improved during 2014-2015 and again in 2015-2016, but it is too early to interpret the improvement.

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

The School of Nursing uses several measures to ensure shared responsibility for student learning and assessment. The SLOs are listed on the SON website and in the SON Student Handbook. Course specific student learning outcomes are listed in every course syllabus. Students are given a list of teaching/learning principles in their first nursing course in all programs. Further, 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.

Volunteer student representatives from each class and program of study are official members, with voting rights, of the Curriculum, Admissions, and Teaching Resources committees and are notified of meeting dates and times. Student representative input is sought during all meetings (see Appendix C for sample meeting minutes).

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 also evaluate their program of study just before graduation (Completion Survey) and at six months-one year after graduation (Alumni Survey). However, until 2013, Alumni Surveys had not been consistently distributed for the previous several years. Survey results for the classes of 2007, 2008, 2011, 2012, 2014, 2015, and 2016 (no completed surveys were returned from the 2013 cohort) are included in guiding question four of this report.

Employers of SON graduates are offered an annual satisfaction survey. The available data are presented in guiding question four of this report.

Unsuccessful students are notified of their 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 meets annually, most recently February 9, 2016 (Appendix B), to address the community perspective, issues and, nursing/health care trends.

8. Describe and provide evidence of efforts your unit is making to recruit/retain/graduate students in your unit/at the University. (A generalized statement such as “we take a personal interest in our students” is not evidence.)

Recruitment

During spring 2016, Jacque Bryant and Sharon Walters took students to several area high schools: Warren, Monticello, Hamburg, and Crossett, to teach health careers students. Senior BSN students taught basic cardiac, respiratory, and nutrition classes, some of which were streamed live to another class. Students’ documentation of these events will be used in future recruitment efforts.

During the 2015-2016 academic year the SON mailed 922 letters to prospective students contacted through the Admissions Office at high school career fairs, prospective students who attended Weevil Welcome, and scholarship awardees.

The dean and seven faculty members participated in student recruitment during 2015-2016. Recruitment sites included El Dorado, Jacksonville, Stuttgart, Hamburg, Monticello, Star City, and Hermitage. Other recruitment activities included presentations to Upward Bound students and Drew Memorial Hospital staff.

Retention

A very active Student Nurses’ 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 intersession 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 2015-2016 academic year the Student Nurses’ Association provided a welcome picnic to incoming AASN and BSN junior students, participated in the UAM Organization Fair, a Hope Place Stork project, gave a donation to the Monticello Senior Citizens, assisted with Meals on Wheels, donated food to a local food pantry, and participated in the UAM Bullying Prevention project.

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, three 2014 BSN graduates were inducted in November 2013, twelve 2015 BSN graduates were inducted in November 2014, and thirteen 2016 BSN graduates were inducted in November 2015. Membership in honor societies offers students and alumni opportunities for involvement in the SON and the nursing profession.

Students in NURS 4473, Nursing Research, are required to complete a small group research project and present their findings at the annual research conference at the University of Arkansas for Medical Sciences College of Nursing. Junior UAM BSN students won first place in the

undergraduate student research category in 2012 and 2013, second place in 2014, and honorable mention in 2015. Participation in research activities and exposure to nurse researchers at all educational levels helps to socialize students into the professional nursing role.

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 retention plan to identify and assist students at risk for failure. Keeping students excited about nursing school through activities that promote service, scholarship, and leadership, such as the Student Nurses' Association, Sigma Theta Tau, and research conferences, is very important. The overall retention rate for the AASN and BSN programs during 2014-2015 was 67% (36/54), up from 50% (22/44) in 2013-2014, indicating that strategies used to increase retention during 2014-2015 may have been effective. The graduation rate increased to 71% (37/52 [includes both BSN and AASN graduates]) for the 2016 cohort, which is encouraging. The SON will continue to monitor student success and develop strategies for further improvement.

APPENDICES

APPENDIX A

**Arkansas State Board of Nursing Approval and
Accreditation Commission for Education in Nursing**



Arkansas State Board of Nursing

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

PHONE (501) 886-2700
FAX (501) 886-2714
<http://www.arsbn.org>

October 2, 2013

Ms. Laura Evans, RN, Dean
University of AR at Monticello
Division of Nursing
P. O. Box 3606
Monticello, AR 71656-3606

Dear Ms. Evans:

The Arkansas State Board of Nursing, in regular session September 11, 2013, voted to grant Continued Full Approval to the University of AR at Monticello Baccalaureate Degree in Nursing Program until the year 2018. Your Certificate of Continued Full Approval is enclosed.

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

Sincerely,

A handwritten signature in cursive script that reads "Tammy Claussen". The signature is written in black ink and is positioned above the typed name.

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

TC:ms
Enclosure



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December 3, 2015

Laura Evans, PhD, WHNP, APN, RN
Dean
University of Arkansas at Monticello
UAM Box 3606
Monticello, AR 71656

Dear Dr. Evans:

This letter is formal notification of the action taken by the Accreditation Commission for Education in Nursing (ACEN) Board of Commissioners at its meeting on November 18, 2015. The Board reviewed the Focused Visit Report for the baccalaureate nursing program at University of Arkansas at Monticello related to the submission of a monitoring report in Fall 2014.

The Board of Commissioners affirmed continuing accreditation of the baccalaureate nursing program as the program is in compliance with the Accreditation Standards reviewed during the visit following the submission of the Monitoring Report. In addition, the Board re-affirmed the program's next site visit in the Spring 2018 Cycle.

On behalf of the Board of Commissioners, we thank you and your colleagues for your commitment to quality nursing education. A copy of the Focused Visit Report is enclosed. If you have questions about this action or the ACEN's policies and procedures, please contact me.

Sincerely,

Marsal P. Stoll, MSN, EdD
Chief Executive Officer



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Churchton, Maryland

April 6, 2015

Laura Evans, PhD, WHNP, APN, RN
Dean, Division of Nursing
University of Arkansas at Monticello
UAM Box 3606
Monticello, AR 71656

Dear Dr. Evans:

This letter is formal notification of the action taken by the Accreditation Commission for Education in Nursing (ACEN) at its meeting on March 12-13, 2015. The Commission accepted the monitoring report for the baccalaureate nursing program and authorized a Focused Visit to be conducted in Fall 2015 to include review of the systematic evaluation plan. Please contact the ACEN to schedule the required Focused Visit.

If you have questions about this action or about ACEN policies and procedures, please contact me.

Sincerely,

Marsal P. Stoll, EdD, MSN
Chief Executive Officer

NLNAC

National League for Nursing Accrediting Commission, Inc.

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July 23, 2010

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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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August 5, 2013

Laura Evans, PhD, RN, APN
Dean
School of Nursing
University of Arkansas at Monticello
PO Box 3606
Monticello, AR 71656

Dear Dr. Evans:

This letter is formal notification of the action taken by the Accreditation Commission for Education in Nursing (ACEN) at its meeting on July 11-12, 2013. The Commission affirmed the continuing accreditation status of the baccalaureate nursing program following the onsite review conducted as a result of reported non-compliance with Standard 2 Faculty and Staff. The Commission affirmed the next accreditation visit for Spring 2018 with monitoring of Standard 2 Faculty and Staff and Standard 6 Outcomes.

A copy of the Focused Visit Report is enclosed. If you have questions about this action or about ACEN policies and procedures, please contact me.

Sincerely,

A handwritten signature in black ink that reads "Sharon Tanner". The signature is fluid and cursive, with the first name being the most prominent.

Sharon J. Tanner, EDD, MSN, RN
Chief Executive Officer

Enc.

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

APPENDIX B

2016 SON Advisory Board Meeting Minutes

**University of Arkansas at Monticello
School of Nursing
Advisory Board Meeting Minutes
February 9, 2016**

Present: Austin Sally, Leah Carrington, Gartman Kathy, Holland Tiffany, Moore VonDa, Orrell Peggy, Upshaw Shela, Wood Robin

Faculty: Bryant Jaqueline, Felt Christine, Haley Brandy, Hogue Heidi, O'Fallon Leah, Walters Sharon
Absent: Laura Evans, Belinda Wells, Anita Shaw

Student Representatives

Absent

- 1.0 Approval of minutes from last meeting
- 2.0 Old business
No old business to discuss
- 3.0 New business
- 3.1 Clinical Update
Mrs. Felts gave an update on the clinical sites utilized for the year (see attached report.)
- 3.2 SNA Update and Needs
Mrs. Felts presented an update on SNA activities and future plans (see attached report.)
- 3.3 Sigma Theta Tau International
Ms. Bryant reported on the Sigma Theta Tau International (STTI). See attached.
- 3.4 Community Student Activities
Ms. Hogue reported on community service learning projects. Students participated in a flu clinic held in Drew County in conjunction with the Health Department. They also completed a Health Assessment in a local community.
- 3.5 SON Funding Needs
Mrs. Haley asked if anyone has any expired supplies, instead of throwing it away please consider giving it to the school of nursing and thanked BCMC and DMH for their donations. She explained to them that the supplies could be used in our simulation lab.
- 3.6 NCLEX RN Report

Mrs. Walters reported we had 25 BSN graduates eligible to sit for the NCLEX last year. Of those, 20 took the NCLEX with 17 passing on the first attempt and 3 failing. In the AASN class there were 11 students eligible to take the NCLEX last year. Of those 11 passed on their first attempt.

3.7 Skills Lab Update

Ms. Bryant gave an update on the skills lab. No new needs at this time.

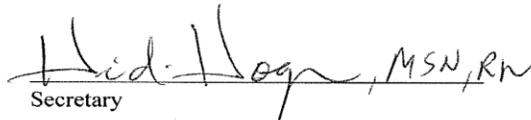
3.8 Simulation Lab Update

Ms. Haley gave an update on the simulation lab. Simulation was used in the Fall Concepts courses to flip the classroom, teaching disease process from the bedside. Simulation was not used as a clinical site in the fall semester due to being short one clinical faculty. Simulation is not currently being used in the spring in the classroom or clinical setting due to faculty shortage in the classroom and clinical settings. Mrs. Haley will be using the simulation lab to conduct her dissertation study during the spring semester.

3.9 Input from Advisory Board

Emergency preparedness training was discussed and it was asked what UAM School of Nursing was doing to prepare our students. It was pointed out faculty members that disaster and emergency preparedness was covered in the Community class and the Principle classes by Dr. Wells. All of the facilities with representatives present offered to let our students come and participate at their facilities if we would like to. Robin Wood from Kids First facility thanked the faculty for the toys that were donated last year by the SNA. She discussed how much the children enjoy the toys and what a great job our students do at the facility.

With no further business to discuss, the meeting was adjourned.


Secretary

APPENDIX C

BSN and AASN Curriculum Committee Meeting Minutes

**University of Arkansas at Monticello
School of Nursing
AASN Curriculum Meeting Minutes
November 16, 2015**

- Present:** Dr. Laura Evans, Dean
Leia O'Fallon, Chair
Sharon Walters
Jacque Bryant, Secretary
Anita Shaw
Christine Felts
Heidi Hogue
Belinda Wells
- Absent:** Brandy Haley
Regina Hicks, Student Representative

1.0 Approval of Minutes

October 12, 2015 minutes approved.

2.0 Schedule Course and Clinical Evaluations

Evaluations will be open for the last two weeks of class.

3.0 Review of Student Learning Outcomes

Dr. Ard with ACEN stated no difference can be seen between the BSN and AASN SLO's. Mrs. Walters, Mrs. O'Fallon, and Mrs. Shaw volunteered to review the SLO's and make recommendations for changes. All faculty will review recommendations by the end of the Spring 2016 semester.

4.0 KAPLAN Exam Date

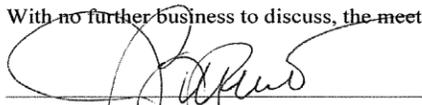
Mrs. Shaw stated that the students will take the KAPLAN exam on November 17, 2015.

5.0 Other

5.1 SNA Membership Data

Nine AASN students joined the NSNA in fall of 2015.

With no further business to discuss, the meeting was adjourned.



Jacqueline Bryant, MSN/ED, RN

**University of Arkansas Monticello
School of Nursing
BSN Curriculum Committee
Meeting Minutes
Monday, November 16, 2015**

Present: Dr. Laura Evans, Dean
Dr. Belinda Wells, Chair
Christine Felts
Heidi Hogue
Leia O'Fallon
Anita Shaw, Secretary
Sharon Walters
Jacqueline Bryant
Lakala Lambert (student representative)

Absent: Brandy Haley

Student Representatives: Brad Rabb, Senior Rep: absent

1.0 Approval of minutes

The minutes of October 11, 2015 were approved.

2.0 Old Business

None

3.0 New Business

3.1 Schedule course and faculty evaluations

NURS311V Concepts I

NURS3103 Skills

NURS332V Concepts II

NURS4153 Community

Course and faculty evaluations will be made available online for two weeks.

Scheduled reminders via Blackboard for students who have not completed surveys.

3.2 Outcomes: Leadership and management

ANSA Attendance- 100% (63/63) of students attended the ASNA Convention.

Sigma Theta Tau-100% 13 students were eligible for membership and 13 students were inducted.

3.3 Differentiating student learning outcome by program

Mrs. Walters reported we had 25 BSN graduates eligible to sit for the NCLEX last year. Of those, 20 took the NCLEX with 17 passing on the first attempt and 3 failing. In the AASN class there were 11 students eligible to take the NCLEX last year. Of those 11 passed on their first attempt.

3.7 Skills Lab Update

Ms. Bryant gave an update on the skills lab. No new needs at this time.

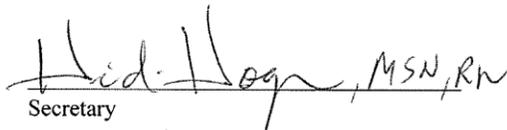
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Secretary