

University of Arkansas at Monticello

Academic Unit Annual Report

Unit: School of Nursing (SON)












Academic Year: 2020-2021

What is the Unit Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPI)? Please identify new goals from continuing goals.

The overall mission of the SON is to strive for excellence in the preparation of technical (Associate of Applied Science [AASN]) and professional nurse generalists (Bachelor of Science in Nursing [BSN]). This mission is accomplished through the following goals:

- the preparation of graduates to provide nursing care for individuals, families, and communities within a variety of health care settings.
- the encouragement of critical thinking to guide therapeutic nursing interventions that promote, maintain, and restore health.
- the development of accountability through a commitment to professional nursing practice and lifelong learning.

**University of Arkansas at Monticello
School of Nursing
Strategic Plan Timeline and Plan**

Task	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
STUDENT SUCCESS—fulfilling academic and co-curricular needs					
Develop, deliver, and maintain quality academic programs. <ul style="list-style-type: none"> Revitalize AASN and BSN nursing curriculum. 	Spring 2018				
Retain and recruit high achieving faculty and staff. <ul style="list-style-type: none"> Provide opportunities for faculty and staff professional development. 	Spring 2018				
Enhance and increase scholarly activity for undergraduate faculty/student research opportunities as well as creative endeavors. <ul style="list-style-type: none"> Develop short term (fiscal year) budgeting plan based on itemized budget spreadsheet from 2017-2018 for increased funding in faculty/student research opportunities including conference presentations with implementation to begin when funds are allocated. 			Spring 2020		
Immediately begin development of a classroom equipment and technology rotation plan for improved technologies to support instruction and learning with implementation to begin within one year as funds are available.	Spring 2018				
ENROLLMENT and RETENTION GAINS					
Coordinate and promote efforts that will highlight alumni, recognize outstanding faculty and staff, and spotlight student success.	Spring 2018				
Examine program admission requirements to ensure program acceptance of highly qualified students. <ul style="list-style-type: none"> Monitor and review trended data, adjust appropriate strategies, and compare UAM SON to other Arkansas nursing programs for enrollment and retention on an annual basis including college ready cohort (Fall 2018-2021) in the areas of transfers, minority students, average ACT scores, retention rates of junior to senior, and NCLEX-RN pass rates. Investigate pre-admission testing and national mean averages 		Fall 2018			
Develop systematic structures for high-risk students. <ul style="list-style-type: none"> Increase retention efforts in response to low completion rates. 	Spring 2018				
INFRASTRUCTURE REVITALIZATION and COLLABORATIONS					
Increase external funding opportunities that will create a philanthropic culture among incoming students, graduates, and community. <ul style="list-style-type: none"> Increase efforts to earn research and grant funds by attending and writing grants. Attend workshops on grant writing opportunities & processes as part of professional development on an annual basis. 			Spring 2020		
Maintain and increase collaboration with inter and intra-disciplinary healthcare facilities. <ul style="list-style-type: none"> Participate in articulation agreements to capitalize on academic and economic resources. Partner with communities to address the socio economic, educational, and health and wellness (safety needs) of all citizens. 				Spring 2021	
Create a growing Alumni base involvement <ul style="list-style-type: none"> Encourage Alumni opportunities in preceptorship, guest speakers, Advisory board, etc. where appropriate. 				Spring 2021	
UAM: All Units and programs will develop goals and strategies to align with the UAM Strategic Plan and publish on their unit web pages within one year (Fall 2018) and revise the plan as needed.		Fall 2018			

UAM's Strategic Plan Category	School of Nursing Strategic Plan Task	School of Nursing Timeline	School of Nursing Action Steps	Key Performance Indicators (KPI)/ School of Nursing Goal Evaluation
STUDENT SUCCESS – fulfilling academic and co-curricular needs	Develop, deliver, and maintain quality academic programs.	<p>Start Spring 2018 – Ongoing</p> <p><u>2020-2021</u> A curriculum expert was hired in June 2021 to review revisions to the nursing curriculum. The anticipated completed curriculum revision date is October 2022.</p>	<ol style="list-style-type: none"> 1. Revitalize Associate of Applied Science in Nursing (AASN) and Bachelor of Science in Nursing (BSN) curriculum from being “integrated” into a “block” curriculum. The purpose for changing the curriculum format is to move the SON into a more modern format allowing students to develop a deeper understanding in each area of learning. 2. Develop and reevaluate revision curriculum timeline with faculty and curriculum expert consult. 3. Review NCLEX-RN pass rates to determine student success after graduation. 4. Review NCLEX-RN pass rates of each cohort twice yearly. 	<p>KPI#1: Steps to revitalize curriculum are within the timeline established by the SON</p> <p><u>2018-2020:</u> Curriculum revisions began Fall 2018. Half work release granted to a faculty member who managed the revisions (ended Spring 2019). Faculty continued revisions in Fall 2019 but halted in Spring 2020 due to COVID-19.</p> <p><u>2020-2021:</u> Faculty picked the revision back up in Fall 2020 until consultation was needed. Curriculum expert hired June 2021.</p> <p>KPI#2: 80% of graduates from both programs (AASN and BSN) averaged over the most recent three-year calendar time period will pass NCLEX-RN on the first attempt.</p> <p><u>2019-2021 Three year average:</u> AASN = 21/23 (91%) BSN = 53/62 (85%)</p> <p><u>2021 cohort:</u> AASN = 9/9 (100%) BSN = 16/19 (84%)</p>
STUDENT SUCCESS – fulfilling academic and co-curricular needs	<p>Retain and recruit high achieving faculty and staff.</p> <p>Submit budget request for faculty as needed.</p>	Start Spring 2018 - Ongoing	1. Examine SON budget for professional development opportunities and expanding faculty positions.	KPI#3: 100% of full-time nursing faculty will attend professional development as long as the budget allows.

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			<ol style="list-style-type: none"> 2. Provide opportunities for faculty and staff professional development. The SON Dean will inform faculty of opportunities via email and during monthly faculty meetings and also allow faculty to make requests. The dean will budget for professional development expenditures each academic term. 3. The Dean will hire qualified nurse educators for vacant faculty and clinical instructor positions. 	<p><u>2020-2021</u>: All faculty/dean participated in professional development opportunities. A total of \$475.00 was spent this academic year. COVID-19 prevented travels and most development was offered online or free to nurses.</p> <p>KPI#4: 100% of nursing faculty/clinical instructor positions will be filled with qualified faculty.</p> <p><u>2020-2021</u>: There were no new hires.</p>
ENROLLMENT and RETENTION GAINS	<p>Examine program admission requirements to ensure program acceptance of highly qualified students and graduates.</p> <p><u>2020-2021</u>: Target recruiting goal for those applying in Spring 2021 –</p> <ul style="list-style-type: none"> • Generic BSN (pre licensure) = 40 applications • AASN (LPN-RN) = 16 applicants • RN-BSN program (post licensure) = 10 applicants 	Start Fall 2018 - Ongoing	<ol style="list-style-type: none"> 1. Target recruitment for program specifics – set goals for applicants each year. 2. Monitor and review trended data, adjust appropriate strategies, and compare UAM SON to other Arkansas nursing programs for enrollment and retention on an annual basis. Enrollment and retention data from goaled areas are trended and reviewed during faculty meetings. 	<p>KPI#5: 80% of newly admitted AASN students will graduate from the program within one year from admission into the nursing sequence.</p> <ul style="list-style-type: none"> • <u>AASN Class of 2021</u>: 5/6 (83%) graduated. There were 0 readmits. <p>KPI#6: 60% of BSN students admitted will graduate from the BSN program within three years from admission into the nursing sequence.</p> <ul style="list-style-type: none"> • <u>Class of 2018</u>: three year average = 18/30 (60%). • <u>Class of 2019</u>: three year average = 19/33 (58%).

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	<p>The goal was only met for the 2020-2021 application cycle from the Generic BSN cohort. The AASN cohort only had 13 applicants. The RN – BSN program had no applicants.</p> <p><u>2021-2022</u>: Target recruiting goal for those applying in Spring 2022 -</p> <ul style="list-style-type: none"> • Generic BSN (pre licensure) = 45 applications • AASN (LPN-RN) = 16 applicants • RN-BSN program (post licensure) = 10 applicants 		<ol style="list-style-type: none"> 3. Continue to use remediation strategies for at risk students 4. Investigate pre-admission testing and national mean averages from the National League of Nursing (NLN), which is the accreditation body of the SON. <ul style="list-style-type: none"> • New Admission criteria (ACT composite of 19 and a preadmission exam score of the national mean) was approved (1/1/2019) and became effective with the students making application to the SON for the May 2019 session. 5. Begin specific recruitment of students into all three nursing program by target visits to high schools and other technical nursing programs. 	<ul style="list-style-type: none"> • <u>Class of 2020</u>: three year average = 25/37 (68%) • <u>Class of 2021</u>: 17/30 original cohort (57%) graduated. Two of the original cohorts are readmitted and graduate in Class of 2022. Two/three (67%) graduated in this Class of 2021 that were original Class of 2020 cohorts • RN-BSN (Post licensure) program length varies (12-24 months). <ul style="list-style-type: none"> ○ Class of 2019 = 1 graduate (12 month track) ○ Class of 2020 = 1 graduate (24 month track) ○ Class of 2021 = 1 graduate (12 month track) <p>KPI#7: A SON representative will attend at least three high school recruitment events and make a visit at surrounding technical nursing programs for recruitment into the SON programs.</p> <p><u>2020-2021</u>: Recruitment was virtual as schools were not allowing internal visits due to COVID-19.</p> <p>KPI#8: Target recruitment goals will be met for student cohort applications</p> <p><u>2020-2021</u>: see second column</p>

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				"School of Nursing Strategic Plan Task"
STUDENT SUCCESS – fulfilling academic and co-curricular needs	Immediately begin development of a classroom equipment and technology rotation plan for improved technologies to support instruction and learning with implementation to begin within one year as funds are available.	Start Spring 2018 - Ongoing	<ol style="list-style-type: none"> 1. Instructional Support: Ensure all faculty use technology during the learning process. 2. Student/Learning Support: Improve student academic achievement through the use of technology. 3. Teaching Resource Committee will update classroom equipment and technology/software teaching resources and share with all faculty and students each year and as revised. 4. Review the budget for opportunities to purchase technology as needed and as funds are available. 5. Ensure all faculty are knowledgeable on how to teach with available technology by offering workshops and in-services. Include evaluation question on Faculty survey. 6. Provide opportunities for students to use high quality resources for learning that involve research and problem solving, analyzing, 	<p>KPI#9: SON budget supports the need for technology expenses.</p> <p><u>2020-2021</u> academic year, a total of \$26,617.15 was used to purchase technology in the SON.</p> <ul style="list-style-type: none"> • University workshops offered during professional develop week in August and as needed. • Library director meet with students to review library resources. Students are provided orientation to all equipment at the beginning of semesters. • IT support question added to end of course student surveys. • SON purchased NCLEX-RN Passpoint, Saunders Review books, Nursing Skills Videos, Virtual simulation access codes, NCSBN 8 week review course and a Test Taking Strategies book for all students. • Faculty received ipads to allow electronic grading. • TV monitors for SON announcements and mounted in Classroom 100. <p>KPI #10: 85% of faculty feel supported by the institutional IT department.</p>

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			<p>and evaluation of information.</p> <p>7. Include student end of course evaluation question regarding student IT support</p>	<p><u>2020-2021</u>: Faculty survey showed 100% of faculty feel supported by the IT department.</p> <p>KPI#11: 100% of AASN and BSN students will receive orientation, development, and support in the use of instructional technology.</p> <p><u>2020-2021</u>: All AASN and BSN students receive classroom orientation to technology used in the classroom/lab by the faculty member before use. Proof of orientation is found in course calendars. Student feedback regarding IT support is included on end of course evaluations. This data is recorded on the SON PEP.</p>
ENROLLMENT and RETENTION GAINS	Coordinate and promote efforts that will highlight alumni, recognize outstanding faculty and staff, and spotlight student success.	Start Spring 2018 - Ongoing	<ol style="list-style-type: none"> 1. Empower, support, and assist SON faculty/staff/students to achieve personal and professional goals and acknowledge appreciation of outstanding work. 2. Create a Points of Pride Faculty Board highlighting outstanding faculty. 3. Create a student success bulletin board highlighting outstanding student achievements. 4. Acknowledge faculty, staff, and student on Nationally 	<p>KPI#12: Faculty feedback from faculty surveys done at the end of each semester shows 100% feel empowered, supported, and appreciated by the university administration.</p> <p><u>2020-2021</u>: Dean posts all faculty and student achievements through email announcements to advisory board, UAM News Media Staff, and social media (SON Facebook and Instagram). The SON secretary posts achievements on all Sorrells Hall TV monitors. All faculty birthdays were celebrated each month during faculty</p>

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			<p>Recognized dates (Administrative Day, Nurses Day, Teachers Day, birthdays, etc.).</p> <p>5. Create a Happy Birthday announcement for faculty/staff to be posted monthly on the SON TV monitors in Sorrells Hall.</p>	<p>meetings. All faculty and staff were recognized on national dates.</p> <p><u>2020-2021: KPI #12 met (100%) of faculty reported feeling supported by the dean/staff/peers from the Faculty Survey. Birthday, scholarly accomplishments, and faculty candid photos were shared on the SON social media platforms and TV monitors.</u></p> <p>KPI#13: Student feedback from AASN and BSN combined surveys done at the end of program shows 80% felt acknowledged for outstanding work.</p> <p><u>2020-2021: KPI #13 met with 82% reported feeling acknowledged for outstanding work. Student representatives present at Curriculum meetings and given opportunity to voice cohort concerns. No written formal complaints from students for the academic year.</u></p>
ENROLLMENT and RETENTION GAINS	Develop systematic structures for high-risk students.	Start Spring 2018 - Ongoing	<p>Increase retention efforts in response to low completion rates.</p> <ol style="list-style-type: none"> 1. Initiate a student success plan that includes a remediation plan for high-risk students. 2. Course faculty will continue to refer at risk students (defined in the Student 	<p>KPI#14: A remediation plan will be developed and implemented in the SON.</p> <p><u>2020-2021L KPI met. Remediation is not an option for identified high risk students. Faculty meet with high risk students (defined in the SON Student Handbook) and make remediation assignments and campus</u></p>

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			Handbook) to the Remediation Committee and campus resources (Academic Alert and UBIT) as indicated.	referrals as needed. The SON continues to have a Remediation Chair that oversees completion of student remediation assignments.
STUDENT SUCCESS—fulfilling academic and co-curricular needs	Enhance and increase scholarly activity for undergraduate faculty/student research opportunities as well as creative endeavors.	Start Spring 2020 - ongoing	<ol style="list-style-type: none"> 1. Develop short term (fiscal year) budgeting plan based on itemized budget spreadsheet from the upcoming academic year for increased funding in faculty/student research opportunities including conference presentations with implementation to begin when funds are allocated. 2. Explore new ways to teach and engage students outside of normal research/evidence based practice. 	<p>KPI#15: Dean will serve as example and support faculty for research and scholarly activities.</p> <p><u>2020-2021</u>: The following scholarly activity was done in the SON:</p> <ul style="list-style-type: none"> • Dean wrote articles and was published in nursing magazines six times. • One faculty member was promoted to Professor (Fall 2020). • Two faculty members were published during the academic year. • Two faculty members making progress toward tenure and promotion. <p>KPI#16: Faculty teaching Leadership and Management course will implement scholarly activity for graduating BSN seniors.</p> <p><u>2020-2021</u>: The dean worked with Leadership and Management course BSN seniors for a publication assignment. Four groups of students submitted a scholarly prepared article for publication. Two are accepted and pending publication dates.</p>

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INFRASTRUCTURE REVITALIZATION and COLLABORATIONS	Increase external funding opportunities that will create a philanthropic culture among incoming students, graduates, and community.	Start Spring 2020 - Ongoing	<ol style="list-style-type: none"> 1. Increase efforts to earn research and grant funds by attending and writing grants. 2. Attend workshops on grant writing opportunities & processes as part of professional development on an annual basis. 	<p>KPI #17: The SON will apply for grants each year based on availability.</p> <p><u>2020-2021</u>: Spring 2021, The SON is submitting a grant proposal with the Blue and you Foundation grant (deadline is July 2021). All faculty attended virtual grant writing workshops during the academic year.</p>
	Maintain and increase collaboration with inter and intra-disciplinary healthcare facilities.	Start Spring 2021 - Ongoing	<ol style="list-style-type: none"> 1. Develop new articulation agreements to capitalize on academic and economic resources. 	<p>KPI #18: The SON was investigate articulation agreements and new degrees as applicable.</p> <p><u>2020-2021</u>: Two new clinical sites MOU's were initiated and students began rotating to each facility. A discussion with SAU-Tech began to explore an articulation with their AASN program into the SON RN-BSN program. In addition, the SON developed and proposed a new MSN degree and post-masters certificate with a focus on public health. The degree was presented before the U of A Board of Trustees in May 2021 (approved) and before the AR Dept of Higher education in July 2021 (pending approval).</p>
			<ol style="list-style-type: none"> 2. Partner with communities to address the socio economic, educational, and health and wellness (safety needs) of all citizens. 	<p>KPI #19: The SON will seek out opportunities for collaboration to improve the needs of global health populations.</p> <p><u>2020-2021</u>: Faculty and students</p>

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	Create a growing Alumni base involvement	Start Spring 2021 - Ongoing	Encourage Alumni opportunities in preceptorship, guest speakers, Advisory board, etc. where appropriate.	<p>collaborated with several pharmacies and the UAM Campus Mainline Clinic to help administer COVID-19 vaccinations.</p> <p>KPI # 20: The SON will seek out opportunities with Alumni to recognize, engage, and increase involvement in the nursing program and UAM campus.</p> <p><u>2020-2021</u>: Faculty began devising ideas for a UAM Nurse Alumni Award and Recognition Ceremony for Fall 2021.</p>
All Units and programs will develop goals and strategies to align with the UAM Strategic Plan and publish on their unit web pages within one year	Develop a Strategic Plan	Start Fall 2018 - Ongoing	<p>Develop goals that align with UAM and the NLN Commission for Nursing Education Accreditation (CNEA) body.</p> <ol style="list-style-type: none"> 1. Discuss this Strategic Plan in each Faculty Association Meeting. 2. Evaluate Strategic Plan at the end of each semester or as needed. 3. Post to School of Nursing webpage. 	<u>2020-2021</u> : The strategic plan is evaluated monthly at each Faculty Association meeting during the academic year.

In Table 1, provide assessment of progress toward meeting KPIs during the past academic year and what changes, if any, might be considered to better meet goals.

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
<p>KPI#1: Steps to revitalize curriculum are within the timeline established by the SON</p>	<p>Faculty reworked timeline in August 2020 however; COVID-19 placed a hardship with progression. Spring 2021 faculty voted to investigate hiring an expert curriculum consultant. The consultant was hired and began work in June 2021.</p> <p>Dr. Haley and Dr. Felts both completed the MSN degree during the 2020-2021 academic year. Approval from the U of A Board was received. Approval is pending from the AR Dept of Higher Education. Anticipated program start date is Summer 2022.</p>	<p>Faculty and Dean will work closely with hired curriculum expert. Anticipated revision date is Fall 2022.</p> <p>Dr. Felts was assigned to the UAM Graduate Council and serve as the MSN Program Coordinator upon approval of the MSN degree.</p>
<p>KPI#2: 80% of graduates from both programs (AASN and BSN) averaged over the most recent <u>three-year</u> calendar time period will pass NCLEX-RN on the first attempt.</p> <p>(This KPI is a part of our accrediting body standards)</p>	<p><u>2019-2021 Three year average:</u> AASN = 21/23 (91%) BSN = 53/62 (85%)</p> <p><u>2021 cohort:</u> AASN = 5/5 (100%) - NOTE: The AR State Board of Nursing reports exam percentages from exams taken between July 1 – June 30. That is why the reported numbers are 9/9 (100%) and vary from the cohort numbers. BSN = 16/19 (84%)</p>	<p><u>Three-year</u> NCLEX-RN pass rates increased in both programs.</p> <p>Continue with test review after each exam providing NCLEX-RN category rationales.</p> <p>Continue to update grading methodologies as indicated to ensure alignment with the NCLEX-RN Test plan.</p> <p>Continue to align exams with the NCLEX-RN Test Plan by using exam blueprints that are discussed at level meetings each month.</p>
<p>KPI#5: 80% of admitted AASN students will graduate from the program within one year from admission into the nursing sequence.</p> <p>(This KPI is a part of our accrediting body standards)</p>	<p>The AASN program is a fast-track program for LPNs. Students are admitted in May and graduate the following May.</p> <ul style="list-style-type: none"> • <u>AASN Class of 2021:</u> 5/6 (83%) graduated. There were 0 readmits. 	<p>KPI met. We believe this is partially due to the new ACT Admission requirements of a composite score of 19.</p> <p>Faculty and Dean will continue to review admission criteria and student progression through the program and offer remediation to identified high-risk students.</p>
<p>KPI#6: 60% of BSN students admitted will graduate from the BSN program within</p>	<p>The BSN program is a two year program. Students are admitted in May and graduate in two years later in May.</p> <ul style="list-style-type: none"> • <u>Class of 2018:</u> three year average = 18/30 (60%). 	<p>Our nursing graduation numbers are higher than the national reported average from the American Association of Colleges in Nursing. The 2019-2020 reported data shows graduation rates for BSN programs in the south</p>

KPI	Assessment of Progress	Implications for Future Planning/Change
<p>three years (150%) from admission into the nursing sequence.</p> <p>(This KPI is a part of our accrediting body standards)</p>	<ul style="list-style-type: none"> • <u>Class of 2019</u>: three year average = 19/33 (58%). • <u>Class of 2020</u>: three year average = 25/37 (68%) • <u>Class of 2021</u>: 17/30 original cohort (57%) graduated. Two of the original cohorts are readmitted and graduate in Class of 2022. Two/three (67%) graduated in this Class of 2021 that were original Class of 2020 cohorts <p>The RN-BSN program is a fast-track program for RN's. Students are admitted in May and have the option to graduate the following May (12 months), August (15 months), December (18 months), or May (24 months).</p> <ul style="list-style-type: none"> • RN-BSN (Post licensure) program length varies (12-24 months). <ul style="list-style-type: none"> ○ Class of 2019 = 1 graduate (12 month track) ○ Class of 2020 = 1 graduate (24 month track) ○ Class of 2021 = 1 graduate (12 month track) 	<p>region of the US at 37% for 2020 and 36% for 2019 graduates. 2021 graduate rates are not reported yet.</p> <p>Faculty and Dean will continue to review admission criteria and student progression through the program and offer remediation to identified high-risk students.</p> <p>With hopes of the online MSN degree being approved, we anticipate enrollment numbers increasing in the RN to BSN part of the degree.</p>
<p>KPI #8: Target recruitment goals will be met for student cohort applications</p>	<p>2020-2021 Target goals:</p> <ul style="list-style-type: none"> • Generic BSN (pre licensure) = 60 applicants Results: Goal not met. Thirty-one applied. One withdrew application. Thirty were accepted. • AASN (LPN – RN) = 16 applicants Results: Goal not met. Seven students applied and all were accepted. • RN – BSN program (post licensure) = 10 applicants Results: Goal met. Ten applied and all were accepted. However, only three paid their tuition/fees and started the program. 	<p>Target recruiting - The following goal was set for the 2021-2022 cohort of students applying to the nursing programs:</p> <p><u>2021-2022</u>: Target recruiting goal for those applying in Spring 2022 -</p> <ul style="list-style-type: none"> • Generic BSN (pre licensure) = 45 applications • AASN (LPN-RN) = 16 applicants • RN-BSN program (post licensure) = 10 applicants <p>Continue to target recruit for the profession.</p>
<p>KPI #17: The SON will apply for grants each year based on availability.</p>	<p><u>Spring 2020-Ongoing</u>: <u>2020-2021</u>: Spring 2021, The SON applied for a Blue and You Foundation grant. Notification of award is in the fall 2021 semester.</p>	<p>Continue to increase efforts to earn research and grant funds by attending and writing grants.</p> <p>Encourage faculty to attend workshops/webinars on grant writing opportunities & processes as part of professional development on an annual basis.</p>

List, in Table 2, Academic Unit Student Learning Outcomes (SLO) and the alignment with UAM and Unit Vision, Mission, and Strategic Plans

Table 2: Unit Student Learning Outcomes

University Student Learning Outcome	Unit Student Learning Outcome	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
<p><i>Communication:</i> Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline</p>	<p>Student will demonstrate 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 $\geq 75\%$ on all process recordings and presentations.</p>	<p>Creating a synergistic culture of safety, collegiality and productivity which engages a diverse community of learners.</p> <p>UAM Strategic Plan: STUDENT SUCCESS—fulfilling academic and co-curricular needs</p>	<p>Promote leadership, teamwork and collaboration, with dedication to improving health care outcomes through commitment to lifelong learning.</p> <p>In both programs, students are taught concepts of cultural competence, communication and collaboration, and are required to participate in group presentations.</p>
<p><i>Critical Thinking:</i> Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.</p>	<p>Students will demonstrate 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 $\geq 75\%$ written examinations, and passing the NCLEX-RN, the licensing examination, the first time.</p>	<p>Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment.</p> <p>UAM Strategic Plan: STUDENT SUCCESS—fulfilling academic and co-curricular needs</p> <p>UAM Strategic Plan: ENROLLMENT AND RETENTION GAINS – develop systematic structures for first year and at-risk students</p>	<p>The overall mission of the SON is to strive for excellence in the preparation of technical (AASN) and professional (BSN) nurse generalist.</p> <p>The SON complies with the Arkansas State Board of Nursing Education Progression Model. The SON has a remediation policy and committee that works directly with at risk students.</p> <p>SON Strategic Plan: STUDENT SUCCESS – fulfilling academic and co-curricular needs to develop, deliver, and maintain quality academic programs. KPI: Steps to revitalize curriculum are within the timeline decided by the SON Faculty.</p> <p>SON Strategic Plan: ENROLLMENT AND RETENTION GAINS – Examine program admission requirements to ensure program acceptance of highly qualified students and graduates. KPIs: 80% of admitted AASN students</p>

University Student Learning Outcome	Unit Student Learning Outcome	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
			will graduate from the program within one year from admission into the nursing sequence. 60% of BSN students admitted will graduate from the BSN program within three years from admission into the nursing sequence.
<i>Global Learning:</i> Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.	Client-Centered Care Safe and Caring Interventions	Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development	Provide excellence in caring that addresses health care needs of diverse individuals, families, local and global communities
<i>Teamwork:</i> Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.	Professional Nursing Behaviors	Promoting innovative <i>leadership, scholarship and research</i> which will provide for entrepreneurial endeavors and service learning opportunities.	Promote leadership, teamwork and collaboration, with dedication to improving health care outcomes through commitment to lifelong learning.

Describe how Student Learning Outcomes are assessed in the unit and how the results/data are used for course/program/unit improvements?

Both the AASN and BSN program curricula are designed to foster the achievement of SLOs specific to each program. The SLOs at both program levels are congruent with the SON and University missions. The BSN SLOs specify outcomes necessary for professional nursing practice (BSN SLOs) such as leadership and management, understanding research, and community nursing. The AASN and BSN SLOs are articulated in the curriculum design by curriculum strands. These curricular strands guide the implementation of the curriculum throughout the programs. The curricular strands are used as the basis of the course objectives for each nursing course. As students' progress in the curriculum, strands are developed and further delineated into course objectives, course content outlines, and learning outcomes. The integrity of the curriculum is evidenced by congruence among the program's stated mission, goals, values and expected program outcome measures.

Evaluation of student progress in each course is assessed on how well students meet the SLOs for the course and clinical components. The SON systematic Program Evaluation Plan (PEP) emphasizes the ongoing assessment and evaluation of SLOs, both program outcomes, role specific graduate competencies, and National League of Nursing (NLN) Commission on Nursing Education Accreditation (CNEA) Standards. Evaluation of findings are trended by program options, location, and date of completion, and are sufficient to inform program decision making for maintenance and improvement of the SLOs and program outcomes. The curriculum is regularly reviewed for academic consistency and currency of SLOs. Faculty meet monthly within the SON to address curricular issues. A monthly review of the PEP is used to ensure that all parts of the curriculum will be evaluated. In order to review the curriculum for each program, data are collected from SLOs, classroom evaluations, clinical evaluations, senior surveys, alumni surveys, employer surveys and licensure pass rates. The data are reviewed each semester by the SON Curriculum Committee for strengths and weaknesses and changes are made to the curriculum based on current best practice standards in education and professional nursing.

Public/Stakeholder/Student Notification of SLOs

List all locations/methods used to meet the HLC requirement to notify the public, students and other stakeholders of the unit SLO. (Examples: unit website, course syllabi, unit publications, unit/accreditation reports, etc.)

- SON Website
- SON Course Syllabi
- SON Student and Faculty Handbook
- NLN CNEA accreditation reports
- SON Advisory Board Luncheon (held yearly in the spring semester)
- SON monthly curriculum meetings (faculty and student representatives attend)

Enrollment

Table 3: Number of Undergraduate and Graduate Program Majors (Data Source: Institutional Research)

UNDERGRADUATE PROGRAM MAJOR: AASN

Classification	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	8	2	5	2	0	0	3	3	3	2	8	28
Sophomore	7	8	6	3	2	2	1	2	3	0	5	34
Junior	13	5	7	3	2	2	2	8	6	4	18	52
Senior	14	12	7	8	8	8	9	13	6	4	23	89
Post Bach	0	0	0	0	0	0	2	1	1	0	2	4
Total	42	27	25	16	12	12	17	27	19	10	56	207
Average											19	21

UNDERGRADUATE PROGRAM MAJOR: BSN

Classification	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	3-Year Total & Average	10-Year Total & Average
Freshman	170	165	150	130	116	152	113	87	53	62	202	1198
Sophomore	47	38	46	63	47	43	46	43	27	34	104	434
Junior	35	34	31	44	42	36	28	38	38	29	105	355
Senior	52	30	31	40	33	33	38	42	35	39	116	373
Post Bach	3	5	6	11	6	5	5	4	6	2	12	53
Total	307	272	264	288	244	269	229	214	159	166	539	2413
Average											179	241

What does the data indicate in regard to strengths, weaknesses, opportunities for growth and threats to effectiveness?

Strengths

- In the AASN program, the three-year total majors grew from Freshman (N = 8) to Juniors (N = 18) and Seniors (N = 23). This suggests that AASN program majors are growing, specifically in the upper classman classification. This could indicate a growth in recruitment of transfer students.
- In the BSN program, the three-year total majors grew from Sophomore (N = 104) to Senior classification (N = 116). This data suggests that the BSN program majors are growing, specifically in the upper classman classification. This could indicate a growth in recruitment of transfer students or students that are changing majors to nursing.
- In the AASN program, the three-year average (N= 19) of majors is very comparable to the 10 year average (N = 21). This data suggests that the AASN program is maintaining majors. This could indicate a growth in technical nursing program graduates with interest in continuing their nursing education.
- In the BSN program, total majors increased from Fall 2019 (N = 159) to Fall 2020 (N = 166). Data shows the increase from the Freshman, Sophomore, and Senior rank. This could indicate that more students are interested in entering the nursing field, which could be from the pandemic.

Weaknesses

- In the AASN program, total majors decreased from Fall 2019 (N = 19) to Fall 2020 (N = 10). We feel like COVID-19 was a huge factor as these students are LPNs and could not leave the workforce during the pandemic to return to school and pursue their RN degree.
- Three year BSN total major average (N = 179) is lower than the 10-year average (N = 241). We also believe the UAM Degree Pathway had an impact on the declared nursing majors. However, we did see a rise in the total declared majors from Fall 2019 to Fall 2020.

Opportunities for Growth

- Create positive relationships and partnerships with area high schools to improve student awareness of nursing degrees offered.
- Create positive relationships with surrounding hospitals to encourage employed RN without a BSN to return for completion of the BSN degree.
- Perform recruitment of AASN graduates into the RN to BSN program.
- MSN program was submitted for approval. There are two track options: RN to MSN and BSN to MSN.

Threats to Effectiveness

- The SON implemented a new admission standard with 2019-2020 cohorts of students for both programs. This was implemented due to higher passing standards on the National Council State Boards of Nursing (NCLEX) RN examination and a desire to increase success of admitted students. COVID-19 pandemic could have an impact on ACT scores for admission.
- Increased competition for students being accepted into the AASN and BSN program.
- The pandemic continues to threaten the nursing workforce. Many nurses (LPNs and RNs) are unable to return to higher education at this time. The pandemic may also cause individuals to decide or decline to enter the healthcare profession of nursing.

Progression/Retention Data

Table 4: Retention/Progression and Completion Rates by Major (Data Source: Institutional Research)

NOTE: SON progression/retention data only include applicants once starting the nursing program (junior-senior depending on program). Numbers includes readmits. The AASN program is a 12 month program, thus the reason for a 100% and 200% program completion rate. The BSN program is five semesters after acceptance (Junior year), thus the 100% and 150% program completion rate. The RN-BSN program allows students to go at a pace of three semesters or eight semesters. Therefore, RN-BSN students are counted in the 100% rate if completing within three-eight semesters. This is how we are required to report our program completion rates to the Arkansas State Board of Nursing and our accrediting body.

Program	2018-2019 Student Admits/Graduates	2019-2020 Student Admits/Graduates	2020-2021 Student Admits/Graduates	Three-Year Percentage of program completion
100% program completion rate for AASN	6/16 (38%)	8/11 (73%)	5/6 (83%)	19/33 (58%)
200% program completion rate for AASN	2/5 (40% original 2018 cohort)	0/0 No readmits requested from 2019 original cohort for the 2020 class	0/0 No readmits requested from 2020 original cohort for the 2021 class	2/5 (40%)
	2017-2019 Student Admits/Graduates	2018-2020 Student Admits/Graduates	2019-2021 Student Admits/Graduates	Three-Year Percentage of program completion
100% program completion rate for BSN	18/33 (55%)	23/37 (62%)	17/30 (57%)	58/100 (58%)
150% program completion rate for BSN	1/3 (33%) 19/33 (58%)	2/3 (67%) Should have graduated in 2020 but graduated in 2021 - three students readmitted 25/37 (68%)	X/2 Pending Should have graduated in 2021 but will graduate in 2022 - two students readmitted	2017-2020 5/8* (63%) *2016-2018 150% completion time = 2/2 (100%)

What does the data indicate in regard to strengths, weaknesses, opportunities for growth and threats to effectiveness?

Strengths

- Our retention rate for the AASN program continues to increase from 38% to 83% in one year. We contribute these increases to the higher admission standards implemented with the 2019-2020 cohort of students.
- Our 150% program completion for the BSN program shows an increase from 2019 to 2020. We contribute that to our focused remediation plan with high-risk students.

Weaknesses

- Our 100% program completion rate in the BSN program decreased from 62% to 57%. We contribute this to the pandemic causing more assignments to be forced into a hybrid-learning platform. We had several students who were unable to attend face-to-face classes due to being in quarantine. While synchronous learning was provided, our nursing students prefer face-to-face learning.

Opportunities for Growth

- Improve attention to advising incoming student with new admission criteria approved by the faculty and University committees/administration. Examination of admission criteria is vital to admit potential students that will not only graduate the program but also pass the RN licensure exam on the first attempt.
- Student advisement through pre-requisite and major course progression remains a priority. Faculty continue to use email to send out requests for advisement appointments.
- Pending approval for a MSN degree.

Threats to Effectiveness

- Increased competition for students being accepted into the AASN and BSN programs.

Gateway Course Success (Applies only to units teaching Gateway Courses: Arts/Humanities, Math/Sciences, Social Behavioral) (Data Source: Institutional Research)

Table 5: Gateway Course Success* -N/A to SON

Completion (Graduation/Program Viability)

Table 6: Number of Degrees/Credentials Awarded by Program/Major (Data Source: Institutional Research)

Number of Degrees Awarded

Undergraduate Program/Major	2018-2019	2019-2020	2020-2021	Three-Year Total	Three-Year Average
AASN	7	10	5	22	7
BSN	20	25	20	65	22

Provide an analysis and summary of the data related to Progression/Retention/Program Viability including future plans to promote/maintain program viability.

Program Viability Standards:

1. Five graduates per year for AASN program.
2. Twenty graduates per year for BSN program.

Both programs are meeting viability standards. The SON received a substantial endowed nursing scholarship (Steelman) and plans to use that for recruitment and retention. Faculty are also doing targeted recruitment now at surrounding schools and technical programs. In addition, faculty will continue working on an online BSN to MSN program.

Faculty

Table 7: Faculty Profile, Teaching Load, and Other Assignments (Data Source: Institutional Research)

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
Dr. Brandy Haley	Full-Time Associate Professor	PhD	Dean	0	4 contact hours 4 credit hours	4 contact hours 4 credit hours	1 contact hour 1 credit hour	
Christine Felts	Full-Time Professor	MS	Advising, Classroom and clinical teaching; clinical coordinator		12.69 contact hours 7.35 credit hours	18 contact hours 8 credit hours	3 contact hours 3 credit hours	SON Committees: Student Nurses Association Advisor; Clinical Coordinator; UAM: Institutional Review Board
Heidi Hogue	Full-Time Associate Professor	MSN	Advising, Classroom and clinical teaching, AASN outcomes coordinator	3 contact hours 3 credit hours	24 contact hours 12.66 credit hours	19.6 contact hours 9.6 credit hours	0	SON Committees; UAM Curriculum & Standards Committee; Sigma Theta Tau faculty counselor; RN-BSN program coordinator
Karen Hyatt	Full-Time Assistant Professor	MSN	Advising, Classroom and clinical teaching	0	16.5 contact hours 8.25 credit hours	18 contact hours 8 credit hours	0	SON Committees; UAM Library committee
Leia O’Fallon	Full-Time Associate Professor	MNSc	Advising, Classroom and clinical teaching	0	13.31 contact hours 8.25 credit hours	6.5 contact hours 6.5 credit hours	0	SON Committees; UAM Committee on Committees
Jamie Palmer	Full-Time Assistant Professor	MSN	Advising, Classroom and clinical teaching	0	16 contact hours 10 credit hours	15.5 contact hours 7.5 credit hours	1 contact hour 1 credit hour	SON Committees, UAM Academic Appeals, UAM Title IX investigator
Morgan Scott	Part-Time Instructor	BSN	Clinical teaching	0	15 contact hours 4.7 credit hours	12 contact hours 4 credit hours	0	SON Committees
Anita Shaw	Full-Time Associate Professor	MSN	Advising, Classroom and clinical teaching	5 contact hours 5 credit hours	8 contact hours 4 credit hours	8 contact hours 16 credit hours	0	SON Committees; UAM Program Review Committee; UAM Animal Care and Use Research Committee
Joy Stringfellow	Full-Time Assistant Professor	MS	Advising, Classroom and clinical teaching	0	13 contact hours 7 credit hours	18.4 contact hours 10.4 credit hours	0	SON Committees; UAM Faculty Grievance Committee; AASN Program Coordinator
Sharon Walters	Full-Time Associate Professor	MSN	Advising, Classroom and clinical teaching, and BSN outcomes coordinator	0	13 contact hours 7 credit hours	6 contact hours 6 credit hours	7 contact hours 7 credit hours	SON Committees; UAM General Education Committee; Health Professions Review Committee UAM-COT-C; BSN Program Coordinator
Robin Wood	Full-Time Instructor	BSN	Advising/Simulation clinical lab	0	13.25 contact hours 6.925 credit hours	24 contact hours 8 credit hours	0	SON Committees; Simulation lab coordinator

What significant change, if any, has occurred in faculty during the past academic year?

Dr. Belinda Wells, Associate Professor, retired July 1, 2019. Joy Stringfellow, Assistant Professor was hired for the vacancy and began employment August 2019. Robin Wood, Instructor, began full-time status as Simulation Instructor in August 2019. Morgan Scott, Clinical Instructor, was hired as part-time (Non-Student Extra Help – hourly paid up to 30 hours/week) and began in August 2019.

Table 8: Total Unit SSCH Production by Academic Year (ten year) (Data Source: Institutional Research)

Academic Year	Total SSCH Production	Percentage Change	Comment
2011-12	2124	-18%	
2012-13	1694	-20%	Lowest SSCH in 10 years
2013-14	2148	27%	
2014-15	2458	14%	Highest SSCH in 10 years
2015-16	2345	-5%	
2016-17	2077	-11%	
2017-18	1832	-12%	
2018-19	2353	28%	
2019-20	2353	0%	Remains at 28% increase from 2017-2018.
2020-21	2149	-8.7%	

What significant change, if any, has occurred in unit SSCH during the past academic year and what might have impacted any change?

We had a 8.7% decrease in the total SSCH Production for all nursing programs for the 2020-2021 academic year. We contribute this to the COVID pandemic. Threats to effectiveness could be from increased competition for students not enrolling in UAM and declaring nursing as a major. During the 2019-2020 academic year, the SON implemented a new ACT requirement for declaring nursing as a major. This new admission criteria could be contributing to the number of students who are eligible to apply to the nursing programs.

Unit Agreements, MOUs, MOAs, Partnerships

Table 9: Unit Agreements-MOUs, MOAs, Partnerships, Etc.

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
School of Nursing	Arkansas State Board of Nursing/Agreement	Nursing education mobility agreement for continuing nursing education	10/9/2014	No end date	No end date
	Area Agency on Aging of SEARK, Inc.		6/1/2010	Annual with automatic renewal	
	Arkansas Childrens'		4/24/2020	Annual with automatic renewal	
	Arkansas Department of Health		6/1/2010	Annual	5/1/2021
	Arkansas Hospice		2/2/2016	Annual with automatic renewal	
	Ashley County Medical Center		7/8/2013	Annual with automatic renewal	
	Belle View Estates Rehabilitation and Care Center		8/18/2010	Annual with automatic renewal	
	Bradley County Medical Center		6/1/2010	Annual with automatic renewal	
	Center on Aging South Central		6/1/2010	Annual with automatic renewal	
	Centers for Youth and Families, Inc.		6/1/2010	Annual with automatic renewal	
	Chicot Memorial Medical Center		1/15/2021	Annual with automatic renewal for three years	
	CHI St. Vincent		1/15/2021	Annual with automatic renewal	
	Delta Counseling Associates		6/1/2010	Annual with automatic renewal	
	Delta Memorial Hospital		1/20/2021	Annual with automatic renewal	
	Doctor's Orders Pharmacy		6/1/2010	Annual with automatic renewal	
	Drew Central School District		6/1/2010	Annual with automatic renewal	
	Drew Memorial Healthcare		8/21/2017	Annual with automatic renewal	
	Gardner Nursing and Rehabilitation		5/20/2016	Annual with automatic renewal	
	Hope Place		10/7/2014	Annual with automatic renewal	
	Hospice Home Care PLLC		6/1/2010	Annual with automatic renewal	
	Jefferson Regional Medical Center		12/1/2012	Annual with automatic renewal	
	Mainline Health Clinics		8/18/2010	Annual with automatic renewal	
	McGehee Hospital, Inc.		6/11/2012	Annual with automatic renewal	
	Medical Center of South Arkansas		7/17/2020	Annual with automatic renewal	
	Monticello School District		6/1/2010	Annual with automatic renewal	
	Millcreek Behavioral Health		6/17/2019	Annual with automatic renewal	
	South Arkansas Regional Health Center		6/1/2010	Annual with automatic renewal	
	South Arkansas Women's Clinic		6/1/2010	Annual with automatic renewal	
	Southeast Arkansas Behavioral Healthcare System		6/1/2010	Annual with automatic renewal	
	Southeast Arkansas Human Development Center		4/11/2017	Annual with automatic renewal	

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
	University of Arkansas for Medical Sciences KIDS FIRST		6/1/2010	Annual with automatic renewal	
	South Arkansas Regional Health Center		6/1/2010	Annual with automatic renewal	

List/briefly describe notable faculty recognition, achievements/awards, service activities and/or scholarly activity during the past academic year.

Faculty Scholarly Activity

- **Haley, B. & Palmer, J.** (2020). Escape task: An innovative approach in nursing education. *Journal of Nursing Education*, 59(11), 655-657. doi:10.3928/01484834-20201020-11
- **Haley, B.** (2020). Can you really learn empathy? *Arizona nursing news*, 45, 24-25.
- **Haley, B.** (2020). Can you really learn empathy? *StuNurse.com*, 46, 5-6.
- **Haley, B.** (2020). Can you really learn empathy? *Tennessee Nursing extra*, 10(2), 20-21.
- Ray, E., Drago, H., Padgett, K., Hendricks, T., Palomares, G., & **Haley, B.** (2021). Only the studios survive. Imprint. (Accepted – pending publication date)
- Hughes, E., Pike, A., Merritt, H., Garrison, M., McCain, T., & **Haley, B.** (2021). Night shift nursing. *Imprint*, 68(3), 30-31.
- Hodge, J., Robinson, C., Stephens, N., Smith, A.T., & **Haley, B.** (2021). Use of standardized assessment guidelines in allocating mechanical ventilators to COVID-19 patients. *Critical Care Nurse*. (Submitted April 2021)
- Riley, H., Capps, M., Scott, K., Smith, B., Clavet, M., & **Haley, B.** (2021). DNR: An ethical dilemma in healthcare. *Arkansas Nursing News*. (Submitted April 2021)
- Davis, M., Puterbaugh, D., Edgar, M., White, C., & **Haley, B.** (2021). Ending negative perceived abortion stigma. *Nursing for Women’s Health Journal*. (Submitted April 2021).
- Heo, S., **Haley, B.**, Wright, P., Barone, C., Anders, M., Bertulfo, T., & Troyan, P. (2021). Relationships of Changes in Active Listening and Self-Awareness to Changes in Patient-Centered Care and the Mediator Effects of Changes in Empathy in Undergraduate Nursing Students. *Nursing Education Today*. (submitted April 2021)
- **Jamie Palmer** developed and taught a new course at UAM: UST 1003 Discovering Your Pathway to Success: Healthcare in the 21st Century, Fall, 2021.
- **Stringfellow, E.** (Submitted for publication April 7, 2021). Viewing the COVID-19 pandemic through the eyes of nursing students. *ASBN Update*
- **Stringfellow, E.** (Accepted for publication in April 2020). Escaping the classroom: Replacing traditional lecture with interactive learning stations in nursing education. *Nursing Education Perspectives*. (publication date pending)
- **Stringfellow, E.** (2021). Viewing the COVID-19 pandemic through the eyes of nursing students. *ASBN Update*.
- The following faculty continue to practice part-time as a Registered Nurse: **Heidi Hogue, Karen Hyatt; Jamie Palmer, Morgan Scott, Anita Shaw, Elizabeth Stringfellow, Sharon Walters, and Robin Wood.**

Notable Faculty or Faculty/Service Projects

- **Dr. Christine Felts** – Student Nurses Association Advisor; Monticello Feed the Neighbors Weekly Food Deliver; Certified Firefighter for the Selma Volunteer Fire Department; Fall 2020 Hornaday Outstanding Faculty Award Finalist
- **Dr. Brandy Haley** – AR Nurses Foundation Board Secretary/Treasure; LPN Advisory Board Chair, University of Arkansas at Monticello College of Technology at McGehee; Journal Manuscript Peer Reviewer for *International Journal of Nursing and Health Care Research*, *Nurse Education Today*, *Nursing Education Perspectives*, *Psychological Reports*, and the *Journal of Nursing Management*; Textbook Reviewer for *Review of Dimensional Analysis for Meds: Refocusing on Essential Metric Calculations Textbook* – Jones & Bartlett Company – March 2021; 2020 National League for Nursing Mary Adelaide Nutting Award nominee for Outstanding Teaching/Leadership in Nursing Education; volunteered at six COVID vaccination clinics; served as a mentor to a doctor student
- **Heidi Hogue** – RN to BSN Program Coordinator; Sigma Theta Tau International Nursing Honor Society Gamma Xi advisor;
- **Karen Hyatt** – Basic Life Support Certified Instructor; Certified Academic Clinical Nurse Educator
- **Leia O’Fallon** - volunteered at two COVID vaccination clinics
- **Jamie Palmer** – AR Nursing Student Association State Consultant; volunteered at a COVID vaccination clinic; Court Appointed Special Advocate; Sigma Theta Tau, Course Content Reviewer; Delegate for Region 4 of the Arkansas Nurses Association
- **Anita Shaw** - Leading Ladies of Legacy Mentoring Program Warren Middle School
- **Elizabeth Stringfellow** – AASN Program Coordinator; Completed Masters of Science degree in October 2020; AR Center for Nursing Board of Directors (Organization Member Representative); volunteered at a COVID vaccination clinic; Developed UAM School of Nursing Recruitment Pamphlets for LPN to RN, RN to BSN, and BSN programs; Nominated for the Mildred L. Montag Memorial Award for outstanding academic achievement during graduate program tenure; Nominated for the Robert Kinsinger Award for outstanding academic achievement during graduate program tenure; Organized the Paint for Sight fundraiser to support medical expenses for Gavin Wear’s medical treatment in Germany; Organized a food drive and distributed Christmas food boxes Calvary Baptist Church
- **Sharon Walters** - Outstanding Nurse Educator Nominee
- **Robin Wood** – Completed Masters of Science in Nursing degree in May 2021; Certified Academic Clinical Nurse Educator); Certified Healthcare Simulation Educator; Arkansas Center for Nursing’s Top 40 under 40 for 2020, from the Arkansas Center for Nursing; Volunteer for the Grace Cowboy Church Breakfast Blessing Box Pantry; Volunteered at the Bradley County Premium Sale

Faculty Grant Awards

- Blue and You Foundation grant author, “South Side Church First Responder Program”, February, 2021, Community Grant

Describe any significant changes in the unit, in programs/degrees, during the past academic year.

- No significant changes

List program/curricular changes made in the past academic year and briefly describe the reasons for the change.

- Added course subs (Research Methods I, Intro to Statistics, Probability and Statistics) to allow substitution for other general and supportive education courses giving students more options to help them tailor their degree toward their career goals and reach the 120 hour minimum in an efficient manner.
- The SON removed the paragraph from the catalog that stated UAM students would receive first consideration for admission. We felt like the paragraph may discourage transfer students from applying.
- The SON changed admission policy on RN to BSN students allowing those students to be lacking up to nine hours of pre-req coursework. We felt like this would help with recruitment since all pre-req coursework would not have to be completed prior to starting the program.
- The SON added the option for AASN graduates to participate in a rolling enrollment into the RN to BSN program without having to reapply to the program.
- The SON added a statement that all currently enrolled LPNs and RNs in the AASN and BSN program must maintain an unencumbered AR licenses while enrolled in the program and not just upon admission.

Describe unit initiatives/action steps taken in the past academic year to enhance teaching/learning and student engagement.

The National Council for State Boards of Nursing (NCSBN) review for NCLEX-RN was required for all AASN and BSN seniors in spring 2021.

Virtual simulations continued for students that were unable to attend clinical due to COVID-19 quarantine.

Students that were in quarantine were allowed to participate in synchronous Blackboard learning so that they did not miss lectures and classroom discussion.

Other Unit Student Success Data

AASN and BSN Job Placement within 12-Months 2017-2021

Graduation Year	AASN	BSN
2021	5/5 (100%)	20/20 (100%)
2020	10/10 (100%)	25/25(100%)
2019	6/6 (100%)	20/20 (100%)
2018	3/5 (60%)	19/19 (100%)
2017	3/3 (100%)	22/22 (100%)

**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
2020-2021	16/19	84%	5/5	100%
2019-2020	20/25	80%	5/6	83%
2018-2019	17/18	94%	7/8	87.5%
2017-2018	19/20	95%	3/5	60%
2016-2017	27/31	87%	7/7	100%
2015-2016	21/27	78%	4/6	67%
2014-2015	17/20	85%	12/13	92%
2013-2014	7/8	88%	7/8	88%
2012-2013	20/25	80%	12/16	75%
2011-2012	30/32	94%	11/16	69%

Revised February 8, 2018

Addendums

Addendum 1: UAM Vision, Mission, and Strategic Plan

VISION

The University of Arkansas at Monticello will be recognized as a model, open access regional institution with retention and graduation rates that meet or exceed its peer institutions.

Through these efforts, UAM will develop key relationships and partnerships that contribute to the economic and quality of life indicators in the community, region, state, and beyond.

MISSION

The University of Arkansas at Monticello is a society of learners committed to individual achievement by:

- Fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment;
- Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development;
- Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities;
- Creating a synergistic culture of safety, collegiality, and productivity which engages a diverse community of learners.

CORE VALUES:

- *Ethic of Care*: We care for those in our UAM community from a holistic perspective by supporting them in times of need and engaging them in ways that inspire and mentor.
- *Professionalism*: We promote personal integrity, a culture of servant leadership responsive to individuals' needs as well as responsible stewardship of resources.
- *Collaboration*: We foster a collegial culture that encourages open communication, cooperation, leadership, and teamwork, as well as shared responsibility.
- *Evidence-based Decision Making*: We improve practices and foster innovation through assessment, research, and evaluation for continuous improvement.

- *Diversity*: We embrace difference by cultivating inclusiveness and respect of both people and points of view and by promoting not only tolerance and acceptance, but also support and advocacy.

UAM STUDENT LEARNING OUTCOMES:

- *Communication*: Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.

- *Critical Thinking*: Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.

- *Global Learning*: Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.

- *Teamwork*: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.

STRATEGIC PLAN

1. STUDENT SUCCESS—fulfilling academic and co-curricular needs

- ▢ Develop, deliver, and maintain quality academic programs.
 - Enhance and increase scholarly activity for undergraduate and graduate faculty/student research opportunities as well as creative endeavors.
 - Revitalize general education curriculum.
 - Expand academic and degree offerings (technical, associate, bachelor, graduate) to meet regional, state, and national demands.

- ▢ Encourage and support engagement in academics, student life, and athletics for well-rounded experience.
 - Develop an emerging student leadership program under direction of Chancellor's Office.
 - Enhance and increase real world engagement opportunities in coordination with ACT Work Ready Community initiatives.
 - Prepare a Student Affairs Master Plan that will create an active and vibrant student culture and include the Colleges of Technology at both Crossett and McGehee.

- ▢ Retain and recruit high achieving faculty and staff.
 - Invest in quality technology and library resources and services.
 - Provide opportunities for faculty and staff professional development.
 - Invest in quality classroom and research space.
 - Develop a model Leadership Program (using such programs as American Council on Education, ACE and/or Association of American Schools, Colleges, and Universities, AASCU) under the direction of the Chancellor's Office to grow our own higher education leaders for successive leadership planning.
 - Create an Institute for Teaching and Learning Effectiveness.

- ▢ Expand accessibility to academic programs.
 - Engage in institutional partnerships, satellite programs, alternative course delivery, and online partnerships with eVersity.
 - Create a summer academic enrichment plan to ensure growth and sustainability.
 - Develop a model program for college readiness.
 - Revitalize general education.
 - Coordinate with community leaders in southeast Arkansas to provide student internships, service learning, and multi-cultural opportunities.

2. ENROLLMENT and RETENTION GAINS

- ▢ Engage in concurrent enrollment partnerships with public schools, especially in the areas of math transition courses.

- ☐ Provide assistance and appropriate outreach initiatives with students (working adults, international, transfers, and diversity) for successful transition.
- ☐ Coordinate and promote marketing efforts that will highlight alumni, recognize outstanding faculty and staff, and spotlight student success.
- ☐ Develop systematic structures for first year and at-risk students.
- ☐ Identify and enhance pipeline for recruiting

3. INFRASTRUCTURE REVITALIZATION and COLLABORATIONS

- ☐ Improve Institutional Effectiveness and Resources through participation in a strategic budget process aligned with unit plans and goals for resource allocations.
- ☐ Conduct and prepare Economic Impact Studies to support UAM efforts and align program and partnerships accordingly.
- ☐ Prepare and update University Master Plan.
- ☐ Partner with system and state legislators to maximize funding.
- ☐ Increase external funding opportunities that will create a philanthropic culture among incoming students, graduates, and community.
 - o Increased efforts to earn research and grant funds.
 - o Creation of philanthropic culture among incoming students, graduates and community.
 - ☐☐ Collaborating with Athletics Fundraising to maximize synergies.
 - ☐☐ Create a Growing our Alumni Base Campaign.
 - o Encourage entrepreneurial opportunities where appropriate.
 - o Participation in articulation agreements to capitalize on academic and economic resources.
 - o Partner with communities to address the socio economic, educational, and health and wellness (safety needs) of all citizens.

Addendum 2: Higher Learning Commission Sample Assessment Questions

1. How are your stated student learning outcomes appropriate to your mission, programs, degrees, students, and other stakeholders? How explicitly do major institutional statements (mission, vision, goals) address student learning?

- How well do the student learning outcomes of programs and majors align with the institutional mission?

- How well do the student learning outcomes of general education and co-curricular activities align with the institutional mission?
 - How well do course-based student learning outcomes align with institutional mission and program outcomes?
 - How well integrated are assessment practices in courses, services, and co-curricular activities?
 - How are the measures of the achievement of student learning outcomes established? How well are they understood?
- 2. What evidence do you have that students achieve your stated learning outcomes?**
- Who actually measures the achievement of student learning outcomes?
 - At what points in the curriculum or co-curricular activities are essential institutional (including general education), major, or program outcomes assessed?
 - How is evidence of student learning collected?
 - How extensive is the collection of evidence?
- 3. In what ways do you analyze and use evidence of student learning?**
- Who analyzes the evidence?
 - What is your evidence telling you about student learning?
 - What systems are in place to ensure that conclusions are drawn and actions taken on the basis of the analysis of evidence?
 - How is evidence of the achievement of student learning outcomes incorporated into institutional planning and budgeting?
- 4. How do you ensure shared responsibility for student learning and assessment of student learning?**
- How well integrated are assessment practices in courses, services, and co-curricular activities?
 - Who is responsible for the collection of evidence?
 - How cross-functional (i.e., involving instructional faculty, Student Affairs, Institutional Research, and/or relevant administrators) are the processes for gathering, analyzing, and using evidence of student learning?
 - How are the results of the assessment process communicated to stakeholders inside and outside the institution?
- 5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?**
- What is the quality of the information you have collected telling you about your assessment processes as well as the quality of the evidence?
 - How do you know how well your assessment plan is working?
- 6. In what ways do you inform the public about what students learn—and how well they learn it?**
- To what internal stakeholders do you provide information about student learning?
 - What is the nature of that information?
 - To what external stakeholders do you provide information about student learning?
 - What is the nature of that information?

Addendum 3: Arkansas Productivity Funding Metrics

- The productivity funding formula consists of four categories: Effectiveness (80% of formula), Affordability (20% of formula), Adjustments, and Efficiency (+/-2% of formula).

Effectiveness	Affordability	Adjustment	Efficiency
<ul style="list-style-type: none">• Credentials• Progression• Transfer Success• Gateway Course Success	<ul style="list-style-type: none">• Time to Degree• Credits at Completion	<ul style="list-style-type: none">• Research (4-year only)	<ul style="list-style-type: none">• Core Expense Ratio• Faculty to Administrator Salary