

University of Arkansas at Monticello

Academic Unit Annual Report

Unit: School of Nursing

Academic Year: 2024 – 2025 SON

The SON's mission is to strive for excellence in the preparation of nursing graduates to develop the knowledge, skills, and attitudes to advance nursing. The Associate of Applied Science (AAS) in nursing, Bachelor of Science in Nursing (BSN), and Master of Science in Nursing (MSN) programs strive for excellence in the preparation of nursing graduates through the following goals:

- Demonstrate competencies through practice experiences with populations across the lifespan and within each of the four spheres of care: 1) wellness and disease prevention, 2) chronic disease management, 3) regenerative or restorative care, and 4) hospice/palliative care.
- Demonstrate clinical judgment to guide nursing interventions that promote, maintain, and restore health.
- Demonstrate accountability through a commitment to nursing practice and lifelong learning.

Unit Strategic Plan including KPIs (please distinguish new goals from continuing goals.)

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
Continued Goal: 80% of graduates from both programs (AAS and BSN) averaged over the most recent three-year calendar period will pass National Council Licensure Exam-Registered Nurse (NCLEX-RN) on the first attempt.	KPI goal met for AAS. 2023: 100% 2024: 83% 2025: 85% Three-year average: 89% KPI goal met for BSN. 2023: 100% 2024: 92% 2025: 90% Three-year average: 94%	Continue to monitor trending data. No changes at this time. Faculty continue to use NCLEX-RN test blueprint for testing in the didactic setting. All senior students are required to participate in a three-day live NCLEX-RN review with an outside nurse educator, paid for by the SON. Five new faculty members were hired in 2024-2025. They received a strong orientation program and mentorship, and team taught in courses. The SON plans to continue the mentorship program for newly hired faculty. New faculty have plans to attend professional development conferences to increase teaching strategies and methods.
Continued Goal: 80% of newly admitted AAS students will graduate from the program within	KPI goal met. 10/11 (91%) AAS students admitted in May 2024 cohort graduated in 2025.	Continue to monitor trending data. No change to KPI. SON will continue to monitor high-risk students and place them on a remediation plan, using the Student Performance Improvement Plan, as needed. The course coordinator identifies high risk students and

KPI	Assessment of Progress	Implications for Future Planning/Change
one year from admission into the nursing sequence.		develops plans to help students. High risk students are discussed in monthly nursing course level meetings.
Continued Goal: 80% of BSN students admitted will graduate from the BSN program within three years from admission into the nursing sequence. (150% completion rate)	Goal not met. 13/20 (65%) of students from the original BSN class of 2024 graduated in May 2024. Data is reported a year later, since the SON tracks data of program completion over 150% completion time (three years versus two years).	A faculty member was hired in August 2023 and only stayed approximately 4-6 weeks, leaving a vacant position. In Spring 2024, a part-time faculty moved into this open position; however, they were only doing clinical work. There were also two other open positions for the remaining faculty to cover. When part-time clinical faculty moved into one of the full-time positions, this left two open part time clinical positions. The SON will continue to include only students who did not academically progress in the retention rate, not students who withdrew for personal reasons or changed their majors.
New Goal: The SON will utilize simulation in each clinical and/or practicum course across the AAS and BSN programs.	Start Fall 2024 - KPI goal met. The SON Simulation Coordinator worked with each clinical and practicum course coordinator to implement simulation across both the AAS and BSN programs. Examples include using simulation as a clinical rotation and incorporating mock interviews and requiring students to develop a skills lab fair in the spring semester	No change to KPI. Simulation Coordinator will continue to work with faculty across both programs to utilize simulation as an effective way to teach the connection between theory and practice.
Continued Goal: Dean will serve as example and support faculty for research and scholarly activities.	KPI goal met. Dean attended multiple face to face and virtual professional development (PD) sessions, published three articles in two professional nursing journals (<i>Journal of Neuroscience Nursing and the Journal of Cardiovascular Nursing</i>), peer reviewed multiple journals (both inter-disciplinary and nursing), and performed consultation for a professional organization. In addition, the dean served as President to the Board of Directors of a state nursing organization. Staff were encouraged and permitted by the dean to attend conferences and professional development opportunities in state and out of state. Staff can view PD data provided on the Professional Development Table in the SON SharePoint.	No changes to KPI. The dean did resign in May 2025. The new dean will be encouraged to meet this goal
Continued Goal: Faculty will participate in recruitment activities for all nursing programs.	KPI goal met. Faculty attended the on-campus Fall and Spring recruiting events and the following off-campus recruiting events targeting all nursing programs: AR Student Nurses Association Convention in October, AR Nurses Association Convention in November, and the Arkansas' Children's Hospital School of Nursing Education Fair in	No change to KPI. Faculty will continue to attend on campus and off campus recruiting events.

KPI	Assessment of Progress	Implications for Future Planning/Change
	March.	
Continued Goal: SON Faculty will continue to monitor the identification process of high-risk students and follow SON policy on remediation.	KPI goal met. Monthly level meetings are conducted to discuss problems identified in didactic or clinical settings. Faculty were reminded of the At-Risk policy provided in the Faculty Handbook. The process for at-risk students failing exams was amended, requiring the student to meet with the dean for a counseling session, after the second failed exam.	No changes. Continue to follow <i>the At-Risk student policy</i> in the SON Faculty Handbook and continue monthly nursing clinical course level meetings for all undergraduate courses. New faculty will receive an orientation on the SON Faculty and Student Handbooks and instructions on the <i>At-Risk policy</i> .
New Goal: SON Faculty will begin reviewing Nurse Entrance Exam (NEX) admission scores to ensure program acceptance of highly qualified students.	Started Fall 2024 – KPI goal met Faculty voted to change the admission exam to the NEX exam due to suggestion from the National League for Nursing, which is the organization that grants accreditation to the SON. The faculty set the average score at 138, which is the national average for the exam.	SON Faculty will begin the trending of data to collect three years of scores to compare correlation between NEX scores, program completion, and passing of the NCLEX-RN.
New Goal: SON Dean will explore other agreement plans with community colleges for possible RN to BSN bridge programs.	Started Summer 2024 – KPI goal met. The Dean successfully lead the development of the RN to BSN program on the National Park College campus in Hot Springs.	The RN to BSN bridge program at National Park College is scheduled to start classes in July 2025. Future partnerships are currently being explored with East AR Community College and SEARK College.
New Goal: SON Grant Coordinator will work with faculty (as needed) to apply for grants each year.	Started Fall 2024 – KPI goal met. A grant coordinator stipend was created by the Dean and began in August 2024. The stipend was awarded to a current full time nursing faculty. The grant coordinator job includes submission of at least one grant per year. The SON Grant Coordinator submitted the following grant proposals: 1 – UAM Innovation Grant 2 – Delta Workforce Grant	The Grant Coordinator is required to submit at least one grant each academic year.
Continued Goal: SON Faculty will continue to encourage alumni opportunities in preceptorship, guest speakers, advisory board, etc. where appropriate.	KPI goal met. There are multiple alumni representatives serving on the Advisory Board and as preceptors. Three alumni were guest lecturers this academic year. One AAS alumni (who is enrolled in the SON RN to MSN program) came to speak to students about how feasible the RN to MSN was while working full-time.	No changes to the KPI. Students enjoy hearing from alumni. Faculty will continue to include alumni as possible guest lectures and for recruitment purposes.

Table 2: Unit Student Learning Outcomes

University Institutional Learning Outcomes	Unit Student Learning Outcomes related to each University ILO	Alignment with UAM Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
<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.	Students 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.	Creating a synergistic culture of safety, collegiality and productivity which engages a diverse community of learners.	Students 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.
<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.	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 $\geq 75\%$ on written examinations, and passing the NCLEX-RN, the licensing examination, the first time.	Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment.	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 $\geq 75\%$ on written examinations, and passing the NCLEX-RN, the licensing examination, the first time.
<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 Arkansas and beyond communities to improve quality of life and generate, enrich, and sustain economic development.	Provide excellence in caring which 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.

UNIVERSITY AND PROGRAM ASSESSMENT

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

Evaluation of student progress in each undergraduate and graduate course is assessed on how well students meet the Student Learning Objectives (SLOs) for the course and clinical components. The SON has two Systematic Evaluation Plans (SEP). One SEP addresses the AAS and BSN programs and the other SEP is for the MSN program. Both SEPs emphasize the ongoing assessment and evaluation of SLOs, program outcomes, role specific graduate competencies, and National League for Nursing Commission for Nursing Education Accreditation (NLN 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. All curriculums are reviewed annually and as needed for academic consistency and currency of SLOs. Faculty meet every other month to evaluate achievement of program outcomes and SLOs. 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 (undergraduate programs) and the Graduate Program Review Committee (GPRC) for the MSN program. Data is assessed for strengths and weaknesses and changes are made to the curriculum based on current best practice standards in education and professional nursing.

AACU Rubric Data – SON Schedule of Assessment

Fall 2024:

- Oral Communication: Principles II – Assignment: Group Presentation
- Written Communication: Research in Nursing – Assignment: Literature Review Table
- Critical Thinking: Adult Health I – Assignment: Individual Care Plans
- Global Learning: Statistical Methods in Public Health – Assignment: Discussion Board
- Teamwork: Nursing Skills – Assignment: Return Demonstration

Spring 2025:

- Oral Communication: Principles III – Assignment: Group Presentation
- Written Communication: Research – Assignment: Literature Review Table
- Critical Thinking: Concepts IV – Assignment: Individual Care Plans/ICU Journals
- Global Learning: MSN Capstone – Assignment: Capstone Journal
- Teamwork: Leadership – Assignment: Skills Fair

AACU RUBRIC DATA

Oral Communication

Context/course in which assessment was done: AAS program: Principles II (Fall 24) and Principles III (Spring 25)

Describe assignment/exercise used for assessment: Group Presentations allow the student to use critical thinking skills in the preparation and presentation of content and demonstrate teamwork and effective communication skills. Both fall and spring presentation guidelines required students to self-select group members and a topic from the instructor approved designated list. Each group had to submit a typed content outline, present the content in a professional manner, include at least three audiovisual aids, and include three scholarly references (other than the course textbook). Each presentation was worth 100 points, with 10 points coming from a peer evaluation. The peer evaluation included feedback from all group members on the ability to work collaboratively and cooperatively to complete the presentation.

Fall 2024 N = 11							
Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed
Organization	2	7	2			3	11
Language	2	9				3.2	11
Delivery		11				3	11
Supporting Material		8	2	1		2.6	11
Central Message		11				3	11
Spring 2025 N = 11							
Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed
Organization	6	5				3.5	11
Language	9	2				3.8	11
Delivery	9	2				3.8	11
Supporting Material	9	2				3.8	11
Central Message	11					4	11

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths:

- These 11 students are practicing Licensed Practical Nurses (LPNs) working toward becoming a Registered Nurse (RN).
- The average increased from Fall to Spring, as anticipated.

Weaknesses:

- None from collection data.

Opportunities for Growth:

- While the scores show student improvement over the Fall semester, the SON believes the lack of RN experience and interprofessional collaboration and communication impacts the student's scores. Simulation experiences during nursing school and clinical experiences provide an opportunity for growth for the students. Some clinical sites allow the students to give a supervised report to the physician when physician rounds are conducted. Clinical instructors also require students to give a verbal report on the status of their assigned patient. Both of these opportunities support intra/interprofessional communication.

Threats to Effectiveness:

- The SON curriculum, faculty identify barriers to communication and provide information on how to create therapeutic communication and how to effectively communicate with others. Students must complete an oral presentation each semester, where peers and faculty provide feedback to the presenter. Students often prefer to text/email, rather than have a face-to-face conversation.

What actions, if any, do you recommend to improve student performance in this learning outcome?

- **Faculty require students to complete a successful “Process Recording” (documentation of a therapeutic conversation with a patient, identifying therapeutic and non-therapeutic interactions) with each clinical course. This self-reflection assignment requires the student to not only identify non-therapeutic interactions the occurred but also provide a therapeutic response that should have occurred. Faculty provide feedback on this assignment, to allow the student to improve their communication skills.**

What revisions, if any, to the assessment process do you recommend to acquire more useful data in this learning outcome?

None.

Written Communication

Context/course in which assessment was done: BSN Seniors -Research in Nursing (fall 24) and Leadership & Management (spring 25)
Describe assignment/exercise used for assessment: Research course (fall 2024) included the development of an individual professional literature review table and a written scholarly search strategy. Students were required to use concise research language formatted in APA style. In the Leadership and Management course (spring 2025), the same cohort of BSN seniors took their literature review table and created a scholarly poster using APA formatting. Each assignment was worth 100 points.

Fall 2024 N=13							
Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Context and Purpose for Writing		13				3	13
Content Development		10	3			2.8	13
Genre and Disciplinary Conventions	2	8	3			3.4	13
Sources and Evidence		10	3			3	13
Control of Syntax and Mechanics		11	2			2.8	13
Spring 2025 N=13							
Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Context and Purpose for Writing	8	5				3.6	13
Content Development	5	8				3.3	13
Genre and Disciplinary Conventions	8	5				3.6	13
Sources and Evidence	6	7				3.5	13

Fall 2024 N=13							
Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Control of Syntax and Mechanics	3	10				3.2	13

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths:

- Averages are higher from Fall to Spring semester, as anticipated.

Weaknesses:

- None

Opportunities for Growth:

- Ensuring students appropriate use content to demonstrate mastery of the subject. Students are taught American Psychological Association (APA) formatting in the Research course. Assignments are required to be in APA formatting, where faculty continually provide feedback to improve their written communication, as well as APA formatting.

Threats to Effectiveness:

- The BSN Seniors used a literature review assignment from the Fall Research course in the Spring Leadership and Management course, causing students to advance the assignment into a Poster Presentation. The biggest threat was students feeling they were ready to write in APA formatting after research class. Some of the students did not save their information (articles used, PICO question), although they were instructed in the Research course the information would be needed in the Leadership course. The purpose of the assignment was not to present the poster, but to learn how to create a poster presentation and the importance of sharing research to advance the nursing profession. Students want to write as they text/email. In the Leadership course, students are taught how to properly send emails and professional communication.

What actions, if any, do you recommend that might improve student performance in this learning outcome?

- Faculty believe when students make errors in a safe learning environment, learning occurs, and performance will be improved. Faculty students to identify threats to written communication.

What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?

- None

Critical Thinking

Context/course in which assessment was done: BSN Juniors – Adult Health I (fall 2024) and Adult Health II (spring 2025)

Describe assignment/exercise used for assessment: Adult Health I course (fall 2024) and Adult Health II course (spring 2025) were the same cohort of students. The assignment was development of an individual nursing care plan for the assigned patient the student was providing care for in the clinical setting. This assignment allowed the clinical instructor to see if students are making theory connections (classroom taught content) to the application of nursing practice in the clinical setting. The assignment is not worth points but listed as “Unsatisfactory” or “Satisfactory” work.

Fall 2024 N=8							
Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Explanation of Issues	1	4	2	1		2.6	8
Evidence		3	3	2		2.1	8
Influence of Context and Assumptions		5	2	1		2.5	8
Student’s Position (Perspective, Hypothesis)		2	5	1		2.1	8
Conclusion and Related Outcomes (Implications and Consequences}		4	3	1		2.4	8
Spring 2025 N=7							
Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Explanation of Issues	2	2	3			2.9	7
Evidence		5	2			2.7	7
Influence of Context and Assumptions		6	1			2.9	7

Fall 2024 N=8							
Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Student's Position (Perspective, Hypothesis)	1	6				3.1	7
Conclusion and Related Outcomes (Implications and Consequences)		5	2			2.7	7

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths:

- Averages increased from Fall to Spring, as expected.

Weaknesses:

- None

Opportunities for Growth:

- Faculty continue to use probing questions to promote critical thinking. Evidence-based practice is incorporated into didactic content and simulation-based learning. Students are also given opportunities for self-reflection to determine weaknesses.

Threats to Effectiveness:

- Critical thinking includes the ability to observe, perceive verbal/nonverbal cues, data analysis, decision making, and evaluation. The major threat to effectively teaching students those abilities is egocentric thinking. Faculty continue to learn teaching methods to help students overcome personal preferences and biases and learn empathy. Faculty instruct students on self-awareness and implement self-awareness activities with students to overcome this barrier.

What actions, if any, do you recommend that might improve student performance in this learning outcome?

- Faculty continue to prioritize identifying psychological factors, such as fear, attitudes, and cognitive disposition. Faculty refer students to university resources to overcome the identified obstacles (student engagement activities, counseling, student services, and senior nursing students mentoring junior nursing students).

What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this

learning outcome?

- None

Global Learning

Context/course in which assessment was done: MSN - Statistics (fall 2024) and Advanced Pharmacology (spring 2025)

Describe assignment/exercise used for assessment: Students in both graduate level courses were first year graduate students. The assignment for the Statistics course required students to develop a Public Health Nursing Plan using statistical data to address a high-risk population of patients. The Plan had to include quality improvement measures that focused on improvement of patient outcomes. In the Advanced Pharmacology course, the same students had to complete virtual simulated practicum hours and develop SMART goals and interventions that addressed an identified determinants of health impacted by pharmacological barriers (access to drugs). Each assignment was worth 100 points.

Fall 2024 N = 6							
Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Global Self-Awareness	1	5				3.2	6

Spring 2025 N = 6							
Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Global Self-Awareness	4	2				3.7	6

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths:

- Averages improved from Fall to Spring. This is expected as students are increasing their knowledge and experience as they continue to serve as practicing BSN prepared licensed RNs.

Weaknesses:

- None

Opportunities for Growth:

- Students continue to use APA formatting for assignments and discussions. Writing skills should improve as the student progresses through the program. Student awareness and knowledge of public health issues increases, with the exposure to assigned readings and peer-reviewed journal articles.

Threats to Effectiveness:

- The major threat to effectively teach global learning is the online learning environment. Finding ways to teach and evaluate in an online setting can be challenging and depends on the student's contribution.

What actions, if any, do you recommend that might improve student performance in this learning outcome?

- The Graduate Program Review Committee (GPRC) continues to evaluate student feedback, data, and rubrics to make recommendations for program improvement.

What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?

- None

Teamwork

Context/course in which assessment was done: BSN Juniors–Nursing Skills (fall 2024) & BSN pre-nursing First Aid/CPR (spring 2025)

Describe assignment/exercise used for assessment: Although this was two different cohorts each semester, each semester evaluated the FIRST-TIME attempts at collaboration with teamwork. In the Nursing Skills (fall 2024) course, BSN Juniors had to learn how to work together to complete technical nursing skills, with competency reported using return demonstrations as either “Pass” or “Fail”. Any students that “Failed” were given two re-attempts. In the First Aid/CPR (spring 2025) course, BSN pre-nursing students had to also learn how to work together to complete technical skills related to first aid and correct CPR return demonstrations. The same evaluation method of return demonstration with “Pass” or “Fail” was used with two reattempts for those earning a “Fail”.

Fall 2024 N = 8							
Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
Contributes to Team Meetings	8					4	8
Facilitates Contributions of Team Members	8					4	8
Individual Contributions Outside of Team Meetings	8					4	8
Fosters Constructive Team Climate	6	2				3.8	8
Responds to Conflict	6	2				3.8	8
Spring 2025 N = 10							
Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students

Fall 2024 N = 8							
Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/activity	Total # of students assessed in unit
							assessed in unit
Contributes to Team Meetings	6	2	2			3.4	10
Facilitates Contributions of Team Members	6	2	2			3.4	10
Individual Contributions Outside of Team Meetings	6	2	2			3.4	10
Fosters Constructive Team Climate	6	4				3.6	10
Responds to Conflict		6	4			2.6	10

What do the data indicate about strengths, weaknesses, opportunities for growth and threats to effectiveness regarding student performance?

Strengths:

- BSN Juniors in the fall semester are one semester ahead of the BSN pre-nursing students from the spring semester. The above data is seen as a strength as this could indicate that once students are accepted into the program during the Intersession term, they start learning how to more effectively work collaboratively within a team to achieve goals. These Juniors have completed an Introduction to Nursing course and a Physical Health Assessment nursing course.

Weaknesses:

- None

Opportunities for Growth:

- As the students progress through the program, peer relationships strengthen, and they learn more about how to communicate and work together as a team more effectively. In pre-requisite courses students may or may not have had to work together for group projects; however, the SON curriculum requires group activities and presentations. The SON curriculum requires such activities to mirror the intra/interprofessional collaboration that must occur to improve patient outcomes.

Threats to Effectiveness:

- Faculty believe the greatest threat to effective teamwork is the lack of effective communication. Therefore, therapeutic communication is taught in the nursing curriculum, and the “Process Recording” assignment is required for every clinical course.

What actions, if any, do you recommend that might improve student performance in this learning outcome?

- Faculty believe student performance improves over time. Students often prefer to work alone or text/email, rather than having face-to-face conversations with peers. Therefore, group assignments are required, specific to the course. In the last semester of the program, students must incorporate group involvement with others outside the SON, teaching inter/intradisciplinary teamwork.

What revisions, if any, to the assessment process do you recommend that might help us to acquire more useful data in this learning outcome?

- None

Online Class Assessment Based on Simplified OSCQR: Unit Summary

The following summary includes data from the following MSN online courses:

Semester: Fall 2024 – Course: NURS 44773 – Research in Nursing (RN)

Semester: Fall 2024 – Course: NURS 10001 – Essentials of Nursing (EoN)

Semester: Spring 2025 - Course: NURS 23063 – Cultural Competency in Healthcare Professions (CCHP –1)

Semester: Spring 2025 – Course: NURS 23063 – Cultural Competency in Healthcare Professions (CCHP-2)

Standard	Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan Summary
1.Welcome, overview and information						
1.1 It's clear how students contact the instructor and how and when students attend class and submit assignments.	X					
2.Course Organization						
2.1. The course is organized into modules, units, weeks, or other chunks. Each section has due dates and expectations clearly stated.	X					
3.Accessibility						
3.1. At a minimum, videos should have automatically generated captions that have been reviewed for accuracy by the instructor.	X					
3.2. Blackboard Ally reports have been used to identify and remediate course content for improved accessibility.	X	X (CCHP-1) (CCHP-2)				Accessibility score is 83% in both sections with insufficient color contrast in PowerPoint. The course instructors now understand to send those pdfs to the SON secretary prior to uploading any document to the course shell.
4.Course Activities						

4.1. Course activities should encourage collaboration between students whether through discussion boards, synchronous sessions, or group projects.	X					
4.2. Course activities encourage learners to develop higher-order thinking and problem-solving skills, such as critical reflection or analysis.	X					
5.Interaction						
5.1. Expectations for timely and regular feedback from the instructor are clearly stated.	X					
5.2. Expectations for interaction are clearly stated.	X					
5.3. Learners have the opportunity to get to know the instructor.	X					
5.4. Course offers opportunities for learner-to-learner interaction and constructive collaboration.	X					
6.Technology Requirements						
6.1. Students are provided detailed information and instructions regarding technology, and faculty point students to support for any technology not managed by the UAM IT department.	X					
6.2. If there are technology requirements for assignments or exams, a practice assessment is included.	X					

Based on the numbers in the table above, what conclusions can be drawn about the quality of online classes in your academic unit?

Strengths:

- Online courses provide a quality platform for consistency in distance learning that supports student learning.

Weaknesses:

- Accessibility is an ongoing quality improvement indicator with online courses.

Opportunities:

- Faculty teaching online are embracing the idea of self-paced learning allowing students to work ahead through course material. This is imperative as the student population in the online courses usually complete coursework at their convenience. Faculty teaching in online courses provide asynchronous learning.

Threats:

- Some students may find it difficult to focus during online learning, either due to not having a live instructor or due to time management and balancing life with studies. To address this, faculty will offer zoom with students during virtual office hours to answer any questions related to the course.

To what extent do you believe your unit’s online classes meet the federal government’s requirements for “regular and substantive”? The faculty believe SON online classes meet the federal government’s requirements for “regular and substantive” interactions. Assignments meet the hours required for the course, by following the “work required” and expected hours the students is expected to dedicate to the course as outlined in the syllabus. Timely and constructive feedback is provided to the student for each assignment. Regular announcements are given to the students, faculty uphold regular scheduled office hours and allow students to schedule appointments, if unable to meet during office hours. Faculty moderate discussion forums and ask students questions related to their postings. The OSCQR rubric guides faculty to ensure quality instructional design that supports student learning.

Data-based Unit Changes

The following are examples of improvements based on assessment data and/or stakeholder feedback:

- Deletion of the LPN to BSN track due to no enrollment numbers in last eight years.
- Development of a Zoom policy outlining appropriate netiquette.
- Revision of clinical dress/uniform: allowing non-offensive tattoos to be visible and allow white shoes (no longer require all leather)
- Increased our First Aid/CPR course from two credits to three credits to allow for new Opioid overdose with the administration of Narcan and the inclusion of maternal CPR for cardiac arrest.
- Principles I, II, and III – removed mention of Roy to reflect current trends in nursing. We no longer use a nurse theorist to guide our curriculum framework. That is outdated.
- Increase the Essentials of Nursing course from one credit to two credits to allow this course to be used as the Pathways orientation course for all Freshmen.

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.

- SON Website, SON Course Syllabi, SON Student and Faculty Handbooks, Accreditation and State Board of Nursing reports, SON Advisory Board Luncheon (held yearly in the Spring semester) and SON curriculum meetings (student representatives attend)

Enrollment

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

UNDERGRADUATE PROGRAM MAJOR: AAS

Classification	Fall 2022	Fall 2023	Fall 2024	3-Year Total & Average	Total & Average for 10 most recent years
Freshman	4	2	1	7 (2)	23 (2)
Sophomore	1	1	2	4 (1)	14 (1)
Junior	7	3	3	13 (4)	38 (4)
Senior	8	9	14	31 (10)	87 (9)
Post Bach	0	1	1	2 (1)	6 (1)
Total	20	16	21	57 (19)	168 (17)

UNDERGRADUATE PROGRAM MAJOR: BSN

Classification	Fall 2022	Fall 2023	Fall 2024	3-Year Total & Average	10-Year Total & Average
Freshman	42	44	56	142 (47)	772 (77)
Sophomore	24	22	25	71 (24)	332 (33)
Junior	20	22	16	58 (19)	294 (29)
Senior	25	29	18	72 (24)	319 (32)
Post Bach	0	1	3	4 (1)	34 (3)
Total	111	118	118	347 (116)	1751 (175)

GRADUATE PROGRAM MAJOR: MSN

	Fall 2022	Fall 2023	Fall 2024	3-Year Total & Average
ENROLLMENT	9	19	19	16

What do the data indicate regarding strengths, weaknesses, opportunities for growth and threats to effectiveness?

Strengths:

- In the AAS program, the three-year average is comparable to the 10-year average; suggesting the AAS program is maintaining majors.
- In the BSN program, the total Freshman in Fall 2024 (N=56) declaring BSN nursing as a major has increased by 6% from Fall 2023 (N=44).
- In the MSN program, the total majors doubled from Fall 2022 (N=9) to Fall 2023 (N=19) and maintained in Fall 2024 (N=19). The program is

maintaining applicants.

Weaknesses:

- The three-year BSN total major average of 116 is lower than the 10-year average of 175. The Fall 2023 total nursing majors (N= 118) is 6% higher than the Fall 2022 (N=111). National data and research support that declared nursing majors declined during the COVID pandemic. Faculty believe it is related to the high demands of nurses and the rigor of nursing programs.

Opportunities for Growth:

- There is a slight increase in the number of BSN declared majors from Fall 2023 (N=44) to Fall 2024 (N=56), which indicates that students are becoming more interested in nursing as a declared major.

Threats to Effectiveness:

- The AAS program does not offer evening class and weekend clinical, which could cause students to seek the degree elsewhere.

Progression/Retention Data

The SON tracks retention/progression and completion rates according to accreditation standards. Retention is defined as students enrolled in the nursing program that academically progress. Attrition is defined as students who do not academically progress. Students who withdraw for personal reasons and/or change majors do not count in percentages.

The completion rate formula for the SON is based on accreditation reporting standards. The calculation formula is as follows:

- 100% -On Time (once accepted into program) = 5 semesters (BSN) and 3 semesters (AAS)
- 150% (once accepted into program) = 7 semesters (BSN) and 5 semesters (AAS)
 - o These are repeating students.
 - o

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

o

Major: AAS (admitted in May and graduate following May)	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2022	15	
Number and percentage graduated in that major during 22-23 academic year	11	11/15 73%
Number of majors classified as juniors (60-89 hours) in fall 2023	11	
Number and percentage graduated in that major during 23-24 academic year	11	11/11 100%
Number of majors classified as juniors (60-89 hours) in fall 2024	11	
Number and percentage graduated in that major during 24-25 academic year	10	10/11 91%

Major: BSN (admitted in May and graduate two years later May)	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2022	19	
Number and percentage graduated in that major during 23-24 academic year	12	12/19 63%
Number of majors classified as juniors (60-89 hours) in fall 2023	14	
Number and percentage graduated in that major during 24-25 academic year	12	12/14 86%

Major: RN - MSN (admitted in July and graduate three years later May)	Number	Percentage
Number of majors in summer 2022 *This is the first RN-MSN cohort.*	6	
Number and percentage graduated in that major during 24-25 academic year	2/6	33%
Number of majors in summer 2023	5	
Number and percentage still enrolled at the end of the 24-25 academic year. (These students will graduate May 2026)	2/5	40%
Number of majors in summer 2024	0	
Number and percentage still enrolled at the end of the 24-25 academic year. (These students will graduate May 2027)	n/a	n/a

Major: Traditional (BSN) - MSN (admitted in Summer I and graduate two years later May)	Number	Percentage
Number of majors in Spring 2023 *This is the first BSN-MSN cohort.*	5	
Number and percentage graduated in that major during 24-25 academic year (December 2024)	4/5	80%
Number of majors in summer 2023	12	
Number and percentage graduated in that major during 24-25 academic year (May 2025)	8/12	67%
Number of majors in summer 2024	2	
Number and percentage still enrolled at the end of the 24-25 academic year. (These students will graduate May 2027)	1/2	50%
Number of majors in summer 2025	6	

What do the data indicate regarding strengths, weaknesses, opportunities for growth and threats to effectiveness?

Strengths:

- BSN completion rates increased from 63% in 2023 to 86% in 2024, possibly attributed to student focused remediation plan.

Weaknesses:

- Completion rates among the RN-MSN program are low; faculty identified 7/11 students in the RN-MSN program withdrew after obtaining their BSN degree.

Opportunities for Growth:

- There is an interest in an RN-BSN program, with supporting data from the RN-MSN cohorts, suggesting the upcoming RN-BSN program will experience growth and maintain viability.
- Readmitted students are immediately placed on a remediation plan, focusing on their deficiencies.
- Students who are identified by faculty as high risk will be placed on a remediation plan, before being unsuccessful.

Threats to Effectiveness:

- The SON recognizes threats to effectiveness such as financial, academic, life commitments, and mental health. Students are reminded and referred to student services and counseling, as needed. Scholarships are available and provided to assist with financial burdens. Student initiation of the Student Improvement Plan occurs if threats to academic progression occur. Faculty maintain empathy and approachability for students having life commitments or mental health threats.

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 the SON

Completion (Graduation/Program Viability)

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

Undergraduate Program/Major	Number of Degrees Awarded				
	2022-2023	2023-2024	2024-2025	Three-Year Total	Three-Year Average
AAS	11	11	10	32	11
BSN	18	13	11	42	14
Includes student readmitted into the program who finished in 150% on time					
MSN	na	na	5 – Dec 2024 9 – May 2025	na	na

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. An average of six (6) graduates per year for transfer associate degrees (AA, AS, and AAT) and bachelor's programs;

2. An average of four (4) graduates per year for bachelor's degrees in science, mathematics, engineering, foreign languages, middle school education, and secondary education programs for licensure in science and mathematics; and,
3. An average of four (4) graduates per year for master's, specialist, and first-professional programs.

Progression

1. Three-year average of 11 for the AAS in nursing program. This average meets the viability standard of six per year.
2. Three-year average of 14 for the BSN program. This average meets the viability standard of four per year.
3. The MSN program had its first cohort graduation in December 2024 of five students and students in May 2025. We do not have three-year average at this time.

Retention

- No readmit requests from AAS student cohort as all progressed.
- Two readmit requests from BSN cohort (Class of 2026); Both were approved and restarted in Summer 2025 (n=1) and Fall 2025 (n=1) in junior level nursing courses.
- One readmit requests from BSN cohort that should have graduated in May 2025. The request was approved and restarted in Summer 2025 in senior level nursing courses; progressed and will graduate in May 2026.

Future Plans to Promote

The SON has a presence in the social media world through a UAM SON Facebook page and an Instagram page, both of which are managed by the SON. UAM announcements, SON events, student and faculty birthdays and accomplishments, and engaging attraction marketing posts are shared weekly and as indicated. Faculty will continue to work with recruitment efforts for the AAS program targeting the COT's practical nursing program. Faculty will continue to visit hospitals and other RN programs (that do not offer a BSN) to promote the RN to BSN and RN to MSN program. In addition, the SON will continue to use endowed nursing scholarships as a means of recruitment.

The SON does have a campus within a campus agreement with National Park College in Hot Springs for the RN to BSN program. The first cohort will begin in Summer II 2025. In addition, there are discussions with East AR Community College and Phillips Community College for development of the RN to BSN program.

Future Plans to Maintain

Students are accepted in the SON undergraduate programs after completion of their sophomore credits (Spring semester). The AAS and BSN nursing courses begin during the intersession term each May. Graduate students are accepted into the MSN program in two different tracks: RN – MSN track starts in Summer II and BSN – MSN track starts in Summer I. To maintain enrolled students, faculty frequently offer tutoring sessions to all students (course dependent). The simulation lab is also open for students to practice nursing skills each day.

Tracking graduates

To prepare undergraduate nursing students for success, faculty focus on the NCLEX-RN examination. Nursing faculty prepare students with hands on clinical and practicum experience, mock NCLEX exams, and the requirement that seniors participate in a live three-day NCLEX-RN review course taught by a nurse educator (not from UAM). For the graduate program, faculty prepare students for success through practicum experiences (MSN students are already licensed nurses). The pass rate on the NCLEX-RN exam is used to measure success of the nursing program and its graduates. Graduates must have that license to be employed as an RN.

To prepare graduate nursing students for success, practicum experiences are highly regarded with assignments of academically prepared preceptors with exceptional expertise in the area of the course practicum. Practicum evaluations are used to measure success.

As further evidence of graduates succeeding, SON deploys an employer survey six months after graduation and an alumni survey 12 months after graduation, both of which measure the performance of graduates against several CNEA accreditation standards.

The following tables display the number of recent graduates entering nursing jobs or unrelated to nursing or pursuing further credentials related or unrelated to nursing.

	Related to nursing	Unrelated to nursing	Comments
Number of recent graduates entering workforce	25 AAS (n = 3) BSN (n = 9) MSN (n = 13)	1	These numbers are reported by students prior to graduation who plan to work either part or full time. Employers begin visiting SON students in Fall semester for recruiting nursing jobs. Students have jobs prior to graduation. Should a student decide not to work as a RN upon graduation, that decision is usually personal and related to moving and/or life events (marriage, delivery of baby, etc.)
Salary range	\$70,000-\$90,000/yr in Arkansas		Salary is dependent on type of employment and work environment (acute, chronic, long-term care). Travel nursing assignments out of state can make up to \$150,000/year.
Number of recent graduates pursuing a graduate degree (within the past three years)	AAS (n = 6) BSN (n = 0) MSN (n = 0)	0	2/6 completed degree in May 2025.
Number of recent graduates pursuing a certificate, associate, or baccalaureate degree	0		

12 months after Graduation 2020-2024 (Percentage reported from alumni responding)			
Graduation Year	AAS	BSN	MSN
2025	pending	pending	pending
2024	100%	100%	pending
2023	100%	100%	na
2022	100%	100%	na
2021	100%	100%	na
2020	100%	100%	

Five Year AAS, BSN, and MSN Job Acceptance Rates Prior to Graduation

2021-2025			
Graduation Year	AAS	BSN	MSN
2025	3/9 (33%) One graduate reported not planning to work due to attending graduate school. Five graduates reported seeking employment, possibly remaining with current institution.	9/11 (traditional 82%) 3/3 (RN-MSN track earned the BSN degree in Spring 2025; 100%) Two graduates reported seeking employment, but not having secured a job. Two graduates were unsure if they would graduate.	8/8 (100%)
2024	8/9 (88%) One graduate reported no job acceptance due to enrolling in the RN to MSN program immediately after graduation.	7/7 (traditional track; 100%) 5/5 (RN-MSN track earned the BSN degree in Spring/Summer 2024; 100%)	5/5 (100%)
2023	10/11 (91%) One graduate reported moving as a reason for not accepting a job prior to graduation.	16/18 (89%) One graduate reported moving and one reported “needing a break” as reasons for not accepting a job prior to graduation.	na
2022	7/7 (100%)	19/19 (100%)	na
2021	5/5 (100%)	20/20 (100%)	na
2020	10/10 (100%)	25/25(100%)	na

*No MSN degree graduates since starting program in Summer 2022. SON did have five students in the RN to MSN track that started Summer 2022

and completed the BSN degree at the end of Spring 2024 semester. Four more RN to MSN students earned the BSN degree in Spring 2025.

Faculty

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

Because the SON faculty teach in the classroom and attend clinical with students, faculty workload includes credit hours and contact hours. It is common for faculty to teach eight credits in the classroom and 18-24 contact hours outside of the classroom with students in the clinical setting. UAM defines a full teaching load for undergraduate as 12 credits and nine credits for graduate level teaching. The SON defines a full teaching load for undergraduate as 8 credits and six credits for graduate level teaching. Program coordinator hours and other major university and SON duties (outside of job description) do factor into calculating workload, but not overload. Stipend paid assignments are not calculated in full time equivalents (FTEs) but are in workload.

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Summer II 2024	Fall 2024	Spring 2025	Summer I 2025	Other Assignments
Dr. Brandy Haley	Full-Time (FT) Professor, tenured	PhD	Advising, classroom, and clinical teaching as needed		5.18 credits	3.21 credits		Dean
Destiny Allison	FT Assistant Professor tenure track	MSN	Advising, Simulation and clinical lab teaching		6.56 credits	7.43 credits	3 credits	Simulation Lab Coordinator Grant Coordinator (paid stipend)
Dr. Christine Felts	FT Professor, tenured	PhD	Advising, Classroom and clinical teaching		14 credits	10 credits	7 credits	MSN Program Coordinator; Clinical Coordinator (paid stipend)
Dr. Tamisha Henderson	Adjunct, non-tenure track	DNP	Online classroom teaching		5 credits	6 credits		
Dr. Jenny Murphy	Adjunct,	DNP	Online classroom teaching		2 credits	6 credits		

	non-tenure track							
Heidi Hogue	FT Associate Professor, tenured	MSN	Advising, Classroom and clinical teaching,	3 credits	16.93 credits	5.12 credits	8 credits	AAS Program Coordinator (paid stipend)
Ashley Owen	Part-Time (PT) clinical instructor, non-tenure track	BSN	clinical teaching		4.68 credits	7.82 credits	2.68 credits	
Brianna Barnett	Part-Time (PT) clinical instructor, non-tenure track	BSN	clinical teaching			6.03 credits		
Elisa Mendiola	FT Assistant Professor, tenure track	MSN	Advising, Classroom and clinical teaching		7 credits	6.25 credits		
Katelyn Henley	FT Instructor, non-tenure track	BSN Enrolled in MSN program	Advising, Classroom and clinical teaching		11.2 credits	8.45 credits	3 credits	
Brooke McGhee	FT Assistant Professor, tenure track	MSN	Advising, Classroom and clinical teaching		9 credits	11 credits	2 credits	
Amanda Smith	FT Assistant Dean Assistant Professor	MSN	Clinical teaching		4.71 credits	5.17 credits		

	Tenure track							
Sharon Walters	FT Associate Professor, tenured	MSN	Advising, Classroom and clinical teaching		8 credits	6 credits		BSN Program Coordinator (paid stipend)
Dana Oursler	FT Assistant Professor, tenure track	MSN	Advising, Classroom and clinical teaching		9.63 credits	7 credits	3 credits	

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

- One full-time faculty member was moved from a 9-month contract to a 10-month contract, due to becoming the SON Grant Coordinator. The work contract is August 1 – May 30.
- One faculty member (same faculty listed in bullet point above) was awarded a stipend with the creation of the SON Grant Coordinator title.
- One full-time faculty member (hired in 2022 at Instructor rank, non-tenure track) completed a master's degree in December 2024 and moved to Assistant Professor rank on a tenure track.
- Three new full-time faculty (Assistant Professors – tenure track) were hired in August 2024. All three hold master's degrees.
- One new full-time faculty (Instructor – non-tenure track [due to not having a master's degree]) was hired in August 2024. This faculty member was hired with the requirement of graduate degree conferral by 2027.
- Two part-time clinical instructors were hired during the academic year. Both hold bachelor's degrees. Hire letters for both require enrollment in a master's degree program for continual employment.
- Two adjunct faculty were hired for the academic year. One teaches UAM online nursing courses (undergraduate and graduate nursing program) and holds a doctoral degree. The other teaches at the NPC RN to BSN program and holds a master's degree.
- One full-time faculty member (Associate Professor with tenure) retired in May 2025.
- The Dean of Nursing (Professor rank with tenure) resigned in May 2025. Advertisement for the position began in March 2025. The Assistant Dean is currently serving as the Interim Dean.

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2015-16	2345	-4.6%	

2016-17	2077	-11.4%	
2017-18	1832	-11.8%	
2018-19	2353	+28.4%	
2019-20	2353	0%	
2020-21	2149	-8.7%	
2021-22	1882	-12.4%	
2022-23	2042	+8.5%	MSN program started in Summer II 2022 term with cohort in the RN-MSN track. First BSN-MSN cohort started Spring 2023.
2023-24	1984	-2.8%	
2024-25	1903	-4%	New BSN curriculum began Fall 2024.

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

- The new BSN curriculum began in Summer 2024, while the old curriculum was being taught out. The courses are worth fewer credit hours (Concepts I was 11 credits, now students take Care of the Adult I worth 8 credits).
- The BSN cohort is smaller than usual and had a few students withdraw during the Fall semester.

Unit Agreements, MOUs, MOAs, Partnerships

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

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
SON	Area Agency on Aging of SEARK, Inc.	clinical/practicum	6/1/2010	Annual with automatic renewal	
SON	Arkansas Blue Cross & Blue Shield	clinical/practicum	10/13/2023	Annual with automatic renewal	
SON	Arkansas Children's Hospital	clinical/practicum	4/24/2020	Annual with automatic renewal	
SON	Arkansas Department of Education	clinical/practicum	1/31/2024	Annual with automatic renewal	
SON	Arkansas Department of Health	clinical/practicum	6/1/2010	Annual	5/30/25
SON	Arkansas Hospice	clinical/practicum	2/2/2016	Annual with automatic renewal	
SON	Arkansas Rural Health Partnership	clinical/practicum	5/22/2024	Annual with automatic renewal	
SON	Arkansas Surgical Hospital	clinical/practicum	11/17/2021	Annual with automatic renewal	
SON	Ashley County Medical Center	clinical/practicum	7/8/2013	Annual with automatic renewal	
SON	Baptist Health Conway Community Services	clinical/practicum	11/1/2023	Annual with automatic renewal	
SON	Baptist Health Stuttgart	clinical/practicum	2/21/2023	Annual with automatic renewal	
SON	Baptist Health (Drew County)	clinical/practicum	1/24/24	Annual with automatic renewal	
SON	Belle View Estates Rehabilitation and Care Center	clinical/practicum	8/18/2010	Annual with automatic renewal	
SON	Bradley County Medical Center	clinical/practicum	6/1/2010	Annual with automatic renewal	
SON	Center on Aging South Central	clinical/practicum	6/1/2010	Annual with automatic renewal	
SON	Centers for Youth and Families, Inc.	clinical/practicum	6/1/2010	Annual with automatic renewal	
SON	Chicot Memorial Medical Center	clinical/practicum	1/15/2021	Annual with automatic renewal	
SON	CHI St. Vincent's Infirmary	clinical/practicum	1/15/2021	Annual with automatic renewal	
SON	Conway Human Development Center	clinical/practicum	5/22/2024	Annual with automatic renewal	
SON	Cypress Grove Behavioral Health	clinical/practicum	8/30/2022	Annual with automatic renewal	
SON	Delta Counseling Associates	clinical/practicum	6/1/2010	Annual with automatic renewal	
SON	Delta Health System – The Medical Center	clinical/practicum	9/12/2022	Annual with automatic renewal	
SON	Delta Memorial Hospital	clinical/practicum	6/1/2010	Annual with automatic renewal	
SON	Department of Veterans Affairs	clinical/practicum	6/1/2024	Annual with automatic renewal	
SON	Doctor's Orders Pharmacy	clinical/practicum	1/20/2021	Annual with automatic renewal	
SON	Drew Central School District	clinical/practicum	6/1/2010	Annual with automatic renewal	

SON	Drew Memorial Health System	clinical/practicum	8/21/2017	Annual with automatic renewal	
SON	Gardner Nursing and Rehabilitation	clinical/practicum	5/20/2016	Annual with automatic renewal	
SON	Hope Place	clinical/practicum	10/7/2014	Annual with automatic renewal	
SON	Hospice Home Care PLLC	clinical/practicum	6/1/2010	Annual with automatic renewal	
SON	Jefferson Regional Medical Center	clinical/practicum	12/1/2012	Annual with automatic renewal	
SON	Mainline Health Clinics	clinical/practicum	4/30/2024	Annual with automatic renewal	
SON	McGehee Hospital Inc.	clinical/practicum	6/11/2012	Annual with automatic renewal	
SON	Monticello School District	clinical/practicum	6/1/2010	Annual with automatic renewal	
SON	Millcreek Behavioral Health	clinical/practicum	6/17/2019	Annual with automatic renewal	
SON	Progressive Medical dba Monroe Medical Clinic	clinical/practicum	6/7/2024	Annual with automatic renewal	
SON	South Arkansas Regional Health Center	clinical/practicum	6/1/2010	Annual with automatic renewal	
SON	South Arkansas Regional Hospital	clinical/practicum	11/2/2023	Annual with automatic renewal	
SON	South Arkansas Women's Clinic	clinical/practicum	6/1/2010	Annual with automatic renewal	
SON	Southeast Arkansas Behavioral Healthcare System	clinical/practicum	6/1/2010	Annual with automatic renewal	
SON	Southeast Arkansas Human Development Center	clinical/practicum	4/11/2017	Annual with automatic renewal	
SON	Trinity Villages	clinical/practicum	1/26/2024	Annual with automatic renewal	
SON	University of Arkansas for Medical Sciences	clinical/practicum	10/11/2023	Annual with automatic renewal	
SON	UAMS KIDS FIRST	clinical/practicum	6/1/2010	Annual with automatic renewal	
SON	Washington Regional Medical System	clinical/practicum	1/31/2024	Annual with automatic renewal	
SON	Wellpath LLC	clinical/practicum	10/10/2023	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

- The Dean published three manuscripts in nursing peer reviewed journals.
- The Assistant Dean submitted a manuscript for publication in an interprofessional newsletter.
- The following faculty continue to practice as an RN outside of faculty duties: Destiny Allison, Heidi Hogue, Dana Oursler, Ashley Owen, Brianna Barnett, Dr. Jenny Murphy, and Dr. Tamisha Gatewood-Henderson.
- Dr. Christine Felts, Professor; appointed as Arkansas Nurse Association Region 4 Director.
- Heidi Hogue, Associate Professor; Sigma Theta Tau Gamma Xi Counselor UAM representative; Infant and Child Death Review Board member
- Dr. Tamisha Gatwood-Henderson, Adjunct; appointed Arkansas for Nursing Board of Directors President
- Dr. Christine Felts, Professor; peer reviewer for Archives of Sexual Behavior interdisciplinary journal
- Amanda Smith, Assistant Dean & Assistant Professor; peer reviewer for BCM Nursing journal
- Destiny Allison, Assistant Professor; degree conferral in December 2024 from UAM with an emphasis in Public Health
- All faculty must complete 15 continuing education hours in their practice area for the Arkansas State Board of Nursing for nursing licensure renewal every two years

Notable Faculty Awards or Notable Faculty Service Projects

- One full-time faculty member was awarded the Nurse Educator of Year Daisy Award from the AR Nurses Association in fall 2024.
- One full-time faculty member received the “40 Under 40 AR Nurse Leaders” award from the AR Center for Nursing
- The Dean was elected to the AR for Nursing Board of Directors as President.
- The Dean, Assistant Dean, and three full-time faculty members serve on the AR Nurses Honor Guard.
- Two faculty teach community CPR classes.

Faculty Grant Awards

- Two faculty members applied for the UAM Innovation Grant but were not chosen as recipients.
- One of the above faculty members also submitted a proposal to the Delta Regional Authority for the Delta Workforce Grant Program but was not selected as a recipient.
- The SON was awarded monies from the Perkins Grant, in collaboration with the COTs. The SON used the grant money to pay for AAS May 2025 graduates NCLEX-RN licensure examination fees.

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

Significant changes include:

- Resignation of the Dean in May 2025.
- Retirement of one full-time Faculty in May 2025.
- The Assistant Dean assumed the role of Interim Dean in May 2025.
- New BSN curriculum courses continue to be taught, and the old curriculum was phased out in May 2025.

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

The SON submitted two Curriculum and Standard (C&S) proposals for supplemental nursing courses. the AAS program. There were eight C&S proposals for the BSN program and four proposals for the MSN program this academic year.

- SON Proposal #1 increased the First Aid and CPR course from two credits to three credits, with the American Heart Association now requiring maternal CPR and opioid overdose with administration of Narcan in the curriculum.
- SON Proposals #2-4 updated the course descriptions of Principles I, II, and III, due to the SON no longer using a nurse theorist to guide curriculum framework.
- SON Proposal # 5 allows more options for students to choose any humanities course to fulfill the three-credit hour requirement for the BSN degree, to be consistent with the General Education options for the humanities requirement.
- SON Proposal #6 increased the Essentials of Nursing course from one credit to two credits and updated the course description to include teaching skills and strategies to serve the student in college classes, adapting to college life, and striving for success in life. Nursing majors will now take the Essentials of Nursing course, instead of Pathways to Success.
- SON Proposals #7-13 updated course descriptions for Health Assessment, Population Health, Pediatric Nursing, and Cultural Competency, removing diversity, equity, and inclusivity terminology to be compliant with Arkansas legislation.
- The four C&S proposals for the MSN program updated course descriptions for Theory, Public Healthcare and Education, Advanced Pharmacology, and Advanced Health Assessment, removing diversity, equity, and inclusivity terminology to be compliant with Arkansas legislation.

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

Continued revision of the new BSN curriculum coursework. The new curriculum began May 2024. The final cohort of BSN Senior students completed the “old curriculum” in May 2025.

Other Unit Student Success Data

Include any additional information pertinent to this report. Please avoid using student information that is prohibited by FERPA.

- One BSN Senior was chosen as a BSN Student Leader from the AR Center for Nursing.

- Two BSN Seniors completed poster presentations at the National Student Nurses' Association Conference in Seattle, Washington in Spring 2025.
- The UAM Student Nurses' Association received the Breakthrough to Nursing Award and the Image of Nursing Award at the Arkansas Student Nurses' Association 2024 Convention.

Revised April 2025

Addenda

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 dedicated to empowering students to realize and develop their potential. UAM is committed to advancing three vibrant, diverse campuses that serve their communities and foster key partnerships that contribute to the economy and quality of life in the 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.
- *Respect*: We respect all people and all points of view, and we promote tolerance and acceptance.

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 understanding of natural and human matters on an international level.
- *Teamwork*: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.

STRATEGIC PLAN

Goal 1: Promote Opportunity and Success for All Students

Outcome 1.1: Exemplify a student-centered culture.

Strategy 1.1.1: Promote effective communication, marketing, and business practices that underscore our student-centered culture and thereby enhance recruitment and retention.

Strategy 1.1.2: Assess current student support structures to identify gaps in service or deterrents.

Strategy 1.1.3: Implement new curricular and co-curricular activities to enhance the overall student experience.

Strategy 1.1.4: Broaden student knowledge of and access to resources that promote mental health, physical health, and safety.

Strategy 1.1.5: Streamline admission, enrollment, and financial processes.

KPI: *Year-to-year student enrollment*

KPI: *Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate students and concurrent students)*

KPI: Year-to-year number of students participating in curricular and co-curricular activities

KPI: Year-to-year number of students accessing support services

KPI: Student satisfaction rate for support services

Outcome 1.2: Prepare students for success with active learning and personalized engagement opportunities that inspire student creativity, motivate student persistence, and create a desire for life-long learning.

Strategy 1.2.1: Enhance academic advising, tutoring services, and career counseling for all students, especially by establishing a Center for Teaching and Learning.

Strategy 1.2.2: Further promote the academic success of student-athletes, band, choir, residential, international, non-traditional, military veterans and first-generation students.

Strategy 1.2.3: Establish new high-impact student experiences, such as internships, field experiences, job shadowing opportunities, and study abroad.

Strategy 1.2.4: Develop a system of connecting students to service-learning opportunities specific to their interest.

Strategy 1.2.5: Implement innovative instructional models, such as hyflex, in more academic programs.

KPI: Academic standing data

KPI: 15, 30, 45, 60, and 90-hour progression data

KPI: Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate students and concurrent students)

KPI: On-time graduation rate

KPI: Number of credentials conferred year-to-year

KPI: Employment rates of graduates in fields related to program of study

Outcome 1.3: Support the transition from high school to postsecondary education to career by developing marketable skills in students and providing access to employment opportunities.

Strategy 1.3.1: Partner with public schools for early career awareness initiatives starting in elementary school, for example by coordinating a Career Fair twice a year on the Monticello, McGehee, and Crossett campuses.

Strategy 1.3.2: Provide more opportunities for students to directly engage with potential employers.

Strategy 1.3.3: Integrate Career Services support in more academic programs by focusing on junior/ senior courses, projects, or capstones.

Strategy 1.3.4: Partner with industry and businesses for more student internships, and practicums throughout the student technical education/college experience.

KPI: Academic standing data

KPI: Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate students and concurrent students)

KPI: Number of senior projects and capstone experiences

KPI: Number of student internships and practicums

Goal 2: Recruit, Empower, and Retain High-Quality Faculty and Staff

Outcome 2.1: Implement a marketing plan that attracts a qualified and diverse pool of faculty and staff.

Strategy 2.1.1: Expand the advertisement of job postings.

Strategy 2.1.2: Provide training on best practices for hiring, from crafting better job descriptions to running more successful search committees.

KPI: Percentage of faculty receiving “Excellent” or “Exceeds Expectations” on annual faculty evaluations

Outcome 2.2: Enhance the working environment for all faculty and staff by providing necessary resources.

Strategy 2.2.1: Increase access to professional development workshops and training to help members of the university community improve their skills.

Strategy 2.2.2: Provide technology that supports advancing instructional needs of faculty.

KPI: Maintenance of a 5-year rotation of technology

KPI: Number of training opportunities released via the Workday Learning Center and/or Blackboard

KPI: Number of faculty using Center for Teaching and Learning

Outcome 2.3: Increase retention of faculty and staff.

Strategy 2.3.1: Identify and share opportunities for job advancement with highly skilled faculty and staff.

Strategy 2.3.2: Develop a mentorship program to prepare individuals for successive leadership roles.

Strategy 2.3.3: Study the feasibility of a career ladder system for staff including incentives for higher education attainment.

Strategy 2.3.4: Enhance funding for faculty and staff salaries each year contingent on enrollment and legislative appropriations.

Strategy 2.3.5: Enhance academic and administrative operating budgets as funding allows.

KPI: Number of promotions among UAM faculty and staff

KPI: Average years of employment for faculty

***KPI:** Average years of employment for staff*

Goal 3: Strengthen Institutional Resources

Outcome 3.1: Optimize student recruitment through transformative marketing initiatives.

Strategy 3.1.1: Promote UAM's presence in the region, state, and beyond through more customized, targeted social media and other marketing strategies.

Strategy 3.1.2: Strengthen communication of marketing plans and procedures to faculty, staff, students and the community.

***KPI:** Number of admission applications year-to-year*

***KPI:** Enrollment of new students year-to-year*

Outcome 3.2: Enhance the conditions and reliability of university infrastructure and equipment.

Strategy 3.2.1: Update the campus master plan with a timeline for new construction and remodeling of campus facilities.

Strategy 3.2.2: Determine requirements for and begin assembling a sufficient, modern vehicle fleet available for university purposes, including academic field trips, sports events, etc.

Strategy 3.2.3: Develop a plan to prioritize replacement of farm and grounds equipment.

***KPI:** Maintenance or construction projects accomplished each year*

***KPI:** Disposal and replacement of vehicles and large equipment each year according to set criteria: age, performance, anticipated maintenance cost*

Outcome 3.3: Develop partnerships to strengthen institutional, regional and state resources.

Strategy 3.3.1: Expand concurrent enrollment partnerships to meet regional and state workforce demands.

Strategy 3.3.2: Partner with industry to fund the development of new credit and/or noncredit workforce training to meet regional, state and national needs.

Strategy 3.3.3: Partner with other institutions of higher education to offer unique, cutting-edge academic programs.

Strategy 3.3.4: Partner with other institutions of higher education to offer existing, high-need programs to underserved regions of the state.

Strategy 3.3.5: Partner with communities to address the socio-economic, educational and health and wellness challenges.

KPI: Number of concurrent enrollment partnerships year-to-year

KPI: Number of industry partners year-to-year

KPI: Number of students enrolled in noncredit workforce training

KPI: Number of academic programs offered with other institutions of higher education year-to-year

KPI: Number of articulation agreements year-to-year

KPI: Number of grants awarded related to addressing socio-economic, educational, and health and wellness challenges.

Outcome 3.4: Augment operational funding through external efforts.

Strategy 3.4.1: Strengthen efforts to obtain grant funds for all purposes, including student research, faculty research, academic program development, instructional equipment and general institutional needs.

Strategy 3.4.2: Expand alumni engagement and fundraising efforts.

KPI: Number of grant applications submitted each year aimed at enhancing UAM's ability to serve its students, staff, and faculty, especially in the areas of student and faculty research, academic program development, and instructional equipment

KPI: Number of social media posts and hits on the alumni page

KPI: Outreach to prospective donors

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

Revised: March 2024