

**2010-2011 ANNUAL ASSESSMENT REPORT**

**January 12, 2012**

**SCHOOL OF NURSING**

**UNIVERSITY OF ARKANSAS AT MONTICELLO**

## GUIDING QUESTIONS

1. **What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, and the community) about your SLOs?**
  - A. **The faculty in the School of Nursing (SON) prepares nurse generalists at the technical (AASN) and professional (BSN) entry to practice levels. BSN student learning goals/outcomes are included here and are also found at the SON website:**  
<http://www.uamont.edu/Nursing/pdf/BSNMission.pdf>

**A student who graduates from the Bachelor of Science Degree in Nursing Program in the SON are expected to:**

<u>CURRICULUM STRANDS</u>	<u>GOALS/OUTCOMES</u>
Critical Thinking	1. Formulate judgments using a problem solving process that is goal directed, ethical, and based on standards of professional nursing practice.
Research	2. Reflect critical thinking to critique and apply research findings in nursing practice.
Nursing Process	3. Use the nursing process to provide therapeutic nursing interventions which promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and/or communities throughout the lifespan.
Leadership	4. Apply leadership and management skills to provide cost effective quality health care, implement and support change, and serve as a client advocate in a variety of settings.
Communication	5. Communicate and collaborate with members of the health care team and consumers to provide and improve delivery of health care.
Teaching/Learning	6. Educate individuals, families, and communities using teaching/learning principles which promote, maintain, and restore health.

- B. The student learning goals/outcomes for the AASN program include the following, also found at the following SON web site:**  
<http://www.uamont.edu/Nursing/pdf/AASNMission.pdf>

**A student who graduates from the AASN degree program in the School of Nursing is expected to:**

CURRICULUM STRANDS	OUTCOMES
Critical Thinking	1. Formulate judgments using a problem solving process that is goal directed, ethical, and based on standards of professional nursing practice.
Nursing Process	2. Use the nursing process to provide therapeutic nursing interventions which promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and/or communities throughout the lifespan.
Management	3. Apply management skills to provide cost-effective quality health care, support change, and serve as a client advocate.
Communication	4. Communicate and collaborate with members of the health care team and consumers to provide and improve delivery of health care.
Teaching/Learning	5. Educate individuals, families, and families in communities using teaching/learning principles which promote, maintain, and restore health.

**The public and other stakeholders, i.e. students, potential students, and the community, are informed about the School of Nursing SLOs in the following ways.**

A. Students:

SLOs are contained in all AASN and BSN course syllabi. They are emailed to students one week prior to the start of classes. The Student Handbook also contains the SLOs and is emailed with the first course syllabus to new students. Updates to the handbook are announced during classes and signatures are obtained to acknowledge receipt of the changes. Nursing students are instructed to ensure their UAM email account is current and accessible and to report any problems receiving these documents. Copies of course syllabi can be obtained from the School of Nursing, Room 110. Hard copies of the most current course syllabi are also available from the Office of Academic Affairs.

B. The front page of the SON web site:

<http://www.uamont.edu/Nursing/Default.htm> contains a link to the Annual Assessment Report which contains the SLOs.

C. University Catalogs (2009–2011 and 2011-2013), available on the SON website (<http://www.uamont.edu/catalog/2011-13Catalog.pdf>), list learning outcomes beginning on pages 132 and 118 respectively.

Students are directed to either location and instructed to focus on the appropriate catalog. New student advisees will be offered the new catalogs on CD.

## **Accreditation**

The BSN programs (generic and RN-BSN) of the UAM SON are accredited by the **National League for Nursing Accrediting Commission (NLNAC)** and the AASN and the BSN programs are approved by the **Arkansas State Board of Nursing (ASBN)**. Letters of accreditation and approval can be found in Appendix A.

The BSN program received full approval from ASBN through 2013. The AASN program is fully approved until May 2012. Approval extends for 5 years. ASBN regulations for approval of a registered nurse program can be found at:

[http://www.arsbn.org/pdfs/rules\\_regs/2006/RR\\_Chapter6.pdf](http://www.arsbn.org/pdfs/rules_regs/2006/RR_Chapter6.pdf)

The **National League for Nursing Accrediting Commission (NLNAC)** announced the continued accreditation of the BSN Program July, 2010 extending from 2010 to 2018. Eight years is the maximum number of years given by the NLNAC to a school of nursing program. NLNAC Guidelines for accreditation can be found at

<http://www.nlnac.org/manuals/Manual2008.htm>

The Associate of Applied Science in Nursing (AASN) program began the application process for initial candidacy in Fall 2010 for NLNAC Accreditation January 2013. The faculty of the AASN are writing the initial three standards required for full candidacy acceptance to be submitted in Fall 2011.

NLNAC Standards for the Baccalaureate program are available at <http://www.nlnac.org/manuals/SC2008.htm>

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

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

**Comparative Statements from the University’s Mission and the SON’s Mission and Philosophy. The table illustrates how the Missions and Philosophies are transformed into outcomes through the SON Organizing Framework.**

<b>Concept</b>	<b>University of Arkansas at Monticello Mission and Goals</b>	<b>SON Mission and Philosophy</b>	<b>BSN Organizing Framework</b>
Excellence	“The University shares with all Universities the commitment to search for truth and understanding through scholastic endeavor and to strive for excellence in all its endeavors” ( <i>UAM Catalog</i> , p. 9).	“The overall mission of the SON is to strive for excellence in the preparation of professional nurse generalists” ( <i>SON Faculty Handbook</i> , p. 10)	“The process of professional nursing education... is best accomplished in an institution of higher learning where the individual has access to varied academic disciplines and changes in behavior can be validated” ( <i>SON Faculty Handbook</i> ; <i>SON Student Handbook</i> ).
Critical thinking	“The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought” ( <i>UAM Catalog</i> , p. 9).	“The mission is accomplished through the following goals: The encouragement of critical thinking to guide nursing interventions which promote, maintain and restore health”. The nursing profession is enhanced, preserved and promoted when “Critical thinking is used to implement the nursing process in accomplishing the goal of nursing and to apply research findings which improve nursing practice” ( <i>SON Faculty Handbook</i> , p. 10).	“Critical thinking is defined as making judgments using a problem solving process that is goal directed, ethical, and based on standards of professional nursing practice” ( <i>SON Faculty Handbook</i> ). “The nursing process requires use of critical thinking to make judgments about the client’s responses based upon the nursing process. The professional nurse enacts three roles; Provider of care, coordinator of care and professional.” Critical thinking is integral to each role ( <i>SON Faculty Handbook</i> ; <i>SON Student Handbook</i> ).

<b>Concept</b>	<b>University of Arkansas at Monticello Mission and Goals</b>	<b>SON Mission and Philosophy</b>	<b>BSN Organizing Framework</b>
Personal Development	“The University . . . strives to provide an environment which fosters individual achievement and personal development” ( <i>UAM Catalog</i> , p. 10).	“Professional nursing is an art and a science. The process of professional nursing education guides the student in the acquisition of nursing knowledge, skills, attitudes and values” ( <i>SON Faculty Handbook</i> , p. 10).	The concept is achieved as the student develops within the three roles of the professional nurse: Provider of Care, Coordinator of Care and Professional as explained in the <i>SON Faculty Handbook</i> .
Liberal Arts as a strong educational foundation	“Educational opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula. The University seeks to fulfill its mission by offering a well rounded program of general education designed to broaden and enrich students’ awareness of the world around them” ( <i>UAM Catalog</i> , p. 10).	“Professional nursing education is based upon a liberal arts and science foundation. This foundation forms the basis for the evidence-based practice of professional nursing as a generalist” ( <i>SON Faculty Handbook</i> , p. 11).	“The process of professional nursing education is best accomplished in an institution of higher learning where the individual has access to varied academic disciplines and changes in behavior can be validated” ( <i>SON Faculty Handbook</i> ).
Commitment to providing a wide variety of learning opportunities	“The University provides learning experiences which enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures” ( <i>UAM Catalog</i> , p. 9).	“Baccalaureate education prepares students for entry level professional practice within a variety of settings with <i>culturally diverse populations</i> as well as provides a foundation for graduate study”; “The professional nurse uses leadership skills in <i>communicating, collaborating, and negotiating</i> with consumers and other members of the health care team in the delivery and promotion of health services” ( <i>SON Faculty Handbook</i> , p. 11)	“Professional nursing education is a process which guides an individual in the acquisition of nursing knowledge, skills, attitudes, values and preparation for professional nursing as a generalist across a variety of settings with culturally diverse populations” ( <i>SON Faculty Handbook; SON Student Handbook</i> )

<b>Concept</b>	<b>University of Arkansas at Monticello Mission and Goals</b>	<b>SON Mission and Philosophy</b>	<b>BSN Organizing Framework</b>
Lifelong Learning	<p>“The University seeks to fulfill its mission by: Offering quality educational opportunities in the form of master’s, baccalaureate, and associate degree preparation as well as certificates in a variety of vocational/technical programs, or workforce training” (<i>UAM Catalog</i>, p. 9).</p> <p>“The University seeks to fulfill its mission by . . . [S]trengthening students’ capabilities as thoughtful contributors to society by encouraging them to take personal responsibility and seek the benefits of lifelong learning” (<i>UAM Student Handbook</i>, p. 9)</p>	The overall mission of the SON “is accomplished through the development of accountability through a commitment to professional nursing practice and lifelong learning. Baccalaureate education prepares students for entry level professional practice and provides a foundation for graduate study and lifelong learning” ( <i>SON Faculty Handbook</i> , pp. 10-11).	“Professional role responsibilities include (a) lifelong learning through continued personal and professional development to promote excellence in nursing and (b) involvement in community service” ( <i>SON Faculty Handbook; SON Student Handbook</i> ).



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

The School of Nursing analyzes data gathered in compliance with the objectives of the Program Evaluation Plan (PEP). The PEP has been in place for over 10 years. It is reviewed yearly to reflect currency with the Standards of the NLNAC. The SON reviews the following SLOs annually to assure that learning outcomes are being met. The review is accomplished using the Program Evaluation Plan Monthly schedule. Other measures of success include the student portfolio requirements, and various assessment tools including the clinical evaluation tool and nursing care plans. The AASN program does not include research as one of their curricular strands therefore research is confined to the BSN student.

Data gathered reflect the objectives of the plan and are evaluated by faculty on a regular schedule as determined by the PEP. All objectives were designed to determine mastery of course objectives, instruction methods, and excellence/appropriateness of clinical learning sites, etc. Expected levels of achievement for student learning outcomes are based upon a 74% average. Consideration for change is made when the PEP expected outcomes are not met.

When students average a 74% level of achievement, it is expected that they are able to critically think during the clinical experience and provide safe client care. Junior students are required to prepare and write care plans. At the senior level, students are not required to write care plans, but are expected to be prepared for clinical experiences and ‘think on their feet,’ verbalize the plan of care, and complete clinical journals. Senior students are required to verbalize the plan to illustrate critical thinking before implementation. Students unable to verbalize appropriate care are remediated.

<b>BSN CURRICULUM STRANDS</b>	<b>BSN GOALS/OUTCOMES</b>	<b>EXPECTED LEVEL OF ACHIEVEMENT</b>	<b>RESULTS</b>
Critical Thinking	Formulate judgments using a problem solving process that is goal directed, ethical, and based on standards of professional nursing practice.	80% of each class will achieve an average of >74% on the NCP/Journal	Goal Met: Senior Class:100%  Goal Not Met: Junior Class: 29/42 [36 admitted + 6 readmits] (69%)
		80% of students agree or strongly agree with questions about critical thinking on the senior survey.	Not evaluated due to technical issues with online evaluations.
Therapeutic Nursing Interventions	Use the nursing process to provide therapeutic nursing interventions which promote, maintain, and restore the health of culturally and ethnically diverse individuals, families,	80% of students will average $\geq$ 74% on NCP/Journals.	Goal Met: 80% of Concepts II students averaged $\geq$ 80 on NCPs; 100% of Concepts IV students averaged $\geq$ 80% on Journals.

<b>BSN CURRICULUM STRANDS</b>	<b>BSN GOALS/OUTCOMES</b>	<b>EXPECTED LEVEL OF ACHIEVEMENT</b>	<b>RESULTS</b>
	and families in communities throughout the lifespan.		
Communication	Communicate and collaborate with members of the health care team and consumers to provide and improve delivery of health care.	90% of students completing Concepts II, Concepts IV and Leadership will achieve $\geq 80\%$ on a formal teaching plan and a formal presentation.	Goal Met: All students in Concepts II, Concepts IV, & Leadership achieved $\geq 80\%$ on formal teaching plans and presentations.

<b>AASN CURRICULUM STRANDS</b>	<b>AASN GOALS/OUTCOMES</b>	<b>EXPECTED LEVEL OF ACHIEVEMENT</b>	<b>RESULTS</b>
Critical Thinking	Formulate judgments using a problem solving process that is goal directed, ethical, and based on standards of professional nursing practice.	80% of each class will achieve an average of $> 74\%$ on the NCP/Journal	Goal Met: 100% of Principles I, II, & III averaged $\geq 74\%$ on Teaching Plans and Community Journals
Nursing Process	Use the nursing process to provide therapeutic nursing interventions which promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and/or communities throughout the lifespan	100% will score $\geq 900$ on HESI E2 first write.	Goal Not Met:  68% scored $\geq 900$ on the HESI first write. This was a 127% increase from last year's 30%.
Leadership	Apply leadership and management skills to provide cost effective quality health care, implement and support change, and serve as a client advocate in a variety of settings.	75% of all SON nursing students will be members of the Arkansas Nursing Students Association	Met:  100% are members of ANSA.  One AASN student ran for state office.

**National Council Licensure Examination for Registered Nurses (NCLEX-RN)  
Pass Rates per Arkansas State Board of Nursing (ASBN)  
(Fiscal year results – July 1 – June 30).**

<b>Year</b>	<b>BSN</b>	<b>AASN</b>
2011	76%	70%
2010	96%	100%
2009	96.55%	100%
2008	80%	100%
2007	94.9%	90.9%*

\*The AASN program was on hold from 2007-2008. The 100% reflects graduates from 2007 who took the NCLEX RN after June 30, 2007.

The ultimate measure of student learning outcomes for the SON programs is the pass rate for the National Council Licensure Examination for Registered Nurses (NCLEX RN). Our current trend over the past 5 years is an 88.69% pass rate for the BSN program and a 92% pass rate for the AASN program.

- A. Student achievement is a fluid and highly individualized process. If a student does not meet the minimum standard they are counseled using a formalized counseling record and an individual evaluation plan is developed with specific instructions for success. If the student is not successful on the next exam, clinical performance, or classroom assignment, he or she is counseled again to determine individual circumstances that may have hindered success, including noncompliance with the plan. The SON understands that most of our students are first generation college students and require ongoing encouragement and advisement.
- B. Course examinations are written to measure mastery of course learning objectives at specified cognitive levels. A score of  $\geq 74\%$  is considered passing. Examinations are written to reflect the National Council of State Boards of Nursing (NCSBN) National licensing exam – the NCLEX RN, Test Plan.
  1. If greater than half the class misses an item, it is reviewed for wording, quality, and accuracy of distracters.
- C. Oral presentations evaluate communication techniques and teaching/learning strategies. Presentation settings include the classroom, community health fairs, and clinical settings.
- D. Clinical assignments include nursing care plans, interpersonal process recordings, and journals that measure mastery of specific learning objectives. Weaknesses are identified using grading rubrics.

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

Implementation of the HESI E2 preparation courses have improved student ability to pass this test with the required score of 900 on the first write and graduate on schedule. This reduces the time period between graduation and taking the National registered nurse licensing exam, the NCLEX RN. The graduate's chances for success are much greater if this occurs within one month of graduation.

Course exams need be examined to assure that all reflect the NCLEX-RN test plan. This will begin in September 2011. Annual NCLEX program reports will be purchased to identify areas of our graduates' weaknesses. Trends will then be addressed.

Further analyses of the data revealed that many students are achieving the expected course goals but are requiring remediation to pass the SON exit exam prior to taking the national licensing exam and still fail the NCLEX RN. This is an inconsistency that must be addressed. The faculty will determine if we should raise the minimum passing grade from 74% to 77% or 78%. Most nursing schools in Arkansas require course averages of 76%-78% for program progression. The UAM SON currently has the lowest minimum passing requirements in the state.

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

- A. Students evaluate their overall experiences in the School of Nursing at the end of the program (Senior Survey) and at one and five years (Alumni Survey).

Senior surveys include items regarding student services to evaluate perceptions of the quality and effectiveness of SON advising and communication, information technology services specific to the SON (i.e. the computer lab), instructional facilities, (i.e., the skills lab and classrooms), and non-SON resources (i.e. the library). Curriculum-related items evaluate student perspectives on how well the curriculum reflects and teaches nursing care and the nursing process.

- B. Student evaluations of courses, faculty, and clinical sites.

At the conclusion of each semester, students complete surveys evaluating the course, faculty, and clinical sites. Faculty use aggregated survey data to improve the course and teaching practices. Faculty report student survey summaries and any planned changes to the Curriculum Committee.

- C. Faculty evaluation of student learning.

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

- D. We piloted an online Employer Evaluation at the Annual Appreciation Luncheon in March 2011. We will discuss responses according to the monthly Evaluation Plan and will consider any changes at that time. In the future, we plan to have these available online through the SON website. Relevant sections of the aggregated data from this pilot are included in the following table:

**Spring 2011 Employer Evaluation of UAM SON Graduate Nurses**

<b>Graduate Performance (N=13)</b>	<b>Outstanding n(%)</b>	<b>Above Average n(%)</b>	<b>Average n(%)</b>	<b>Below Average n(%)</b>	<b>Unsat n(%)</b>	<b>Unknown n(%)</b>
Provides safe and effective nursing care	2(14.3)	8(64.3)	2(14.3)	1(7.1)	0(0)	0(0)
Has effective leadership and management skills	1(7.1)	7(54)	4(35.7)	1(7.1)	0(0)	0(0)
Demonstrates effective critical thinking and problem solving	2(14.3)	7(54)	4(35.7)	0(0)	0(0)	0(0)

- E. Student representatives from each program attend SON Curriculum Committee meetings and are encouraged to participate and make their concerns known. Minutes are kept reflecting student participation. Names of the class representatives can be found in meeting minutes.

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

The faculty feels that these areas of improvement must be addressed.

- A. The minimum passing grade (74%) may need to be increased. We will run correlations of NCLEX-RN success with course grades before making a decision.
- B. We began revision of the Program Evaluation Plan (PEP) in spring 2011. The faculty will review, revise, and adopt the updated PEP in the fall 2011. The current PEP focuses on the Senior Survey and the perception of the graduates. These surveys will continue to be included in program evaluation, but will be balanced with learning outcome data. A comprehensive database of each student's academic outcomes, HESI E2 scores, and NCLEX-RN scores is being developed.
- C. The AASN program has determined that 2000 hours of nursing practice by LPN students in an acute care area will be required. Following an extensive evaluation of barriers to learning in the clinical setting and on exams, it was determined that students' knowledge base would be strengthened by more acute care experience before entry into the program. The 2000 hour requirement was approved by the Curriculum and Standards Committee and has been advertized since spring 2011. New applicants in 2012 will have had one year to complete the requirement by the time of application.

D. The HESI E2 courses are offered to all SON students but most of the AASN students, who work full-time, are unable to attend due to scheduling conflicts. They have expressed a desire to have the course at a different time or offered online. The Dean, who teaches these courses, is examining options.

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

The most notable is the implementation of the HESI E2 preparation courses. The initial pass rate of the HESI E2 by the previous BSN Class of 2010 was 30%. Following implementation of the course, the pass rate for the Class of 2011 is 68%. End of course evaluations have been extremely positive and students are eager to take both courses. AASN students have not taken this course. This group prefers online assistance and this is not an online course. Options for preparation and revisions for this course's delivery are being explored.

Faculty assignments were modified to better address student learning needs. Ms. Shaw was moved to the senior level during the fall. Her expertise in developing critical thinking was the motivating factor. She will continue to teach Concepts II at the Junior level. Ms. Denton was moved from the Senior level BSN program to the AASN program to provide faculty consistency in that program.

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

- A. Student representatives from each class and program of study are official members of the Curriculum Committee. Students are notified in a timely manner of meeting dates. Names of these students are available in the Curriculum Committee meeting minutes.
- B. Students evaluate each course, faculty who teach the course, and clinical rotation sites. A place for individual comments is given for students to address concerns.
- C. Students evaluate their program of study at completion (Senior Survey) and in one and five years (Alumni Survey).
- D. Employers are offered an annual satisfaction survey. The online pilot was completed this year. The online version was an effort to increase response rates.
- E. Students assess their progress through the program through weekly consultations with clinical instructors following the clinical experience and counseling following unsuccessful test grades. Graded work is returned in a timely manner, often with comments, and exams are reviewed with students immediately after grading. Remediation plans are devised jointly by the students, course coordinators, clinical instructors, and, if indicated, the Dean. Students are also allowed to review their results on standardized examinations (HESI E2) to detect strengths and weaknesses. Students who fail the HESI E2 more than twice must take a review course. Should a student fail again, the dean further analyzes scores and discusses findings and suggestions with the student.

- F. In response to student comments about the HESI E2, two HESI E2 preparation courses were developed – Introduction to the HESI E2 and HESI E2 Part II. They were taught this year and doubled student success, resulting in earlier graduation from the SON. Proposals were submitted to the Curriculum and Standards Committee to make them permanent SON nursing courses.
  - G. Unsuccessful students are provided the right to appeals, which are outlined in the SON Student Handbook and student complaints are initially addressed by course coordinators. If satisfaction is not obtained the student may present the complaint to the SON dean for resolution. If the student is still not satisfied the complaint has been satisfactorily addressed, he or she is encouraged to follow the UAM grievance process as outlined in the UAM and SON Student Handbooks.
  - H. The SON Advisory Board meets annually to address community perspective, issues and, trends facing nursing today.
  - I. Hospital and community health and scholarship donors are considered stakeholders. All are invited to the annual Facility Appreciation and Scholarship Luncheon. A “State of the School of Nursing” presentation is given, all attendees are recognized, issues and trends are discussed, and innovations are highlighted.
9. **Describe and provide evidence of efforts your unit is making to recruit/retain/graduate students in your unit at the University.**

A. Retention/Graduation:

We are continuing to induct members into the SON Honor Society and are continuing to pursue our own chapter of Sigma Theta Tau International Nursing Honor Society. Recognition for academic achievement is extremely important. Membership in honor societies offers students and alumni opportunities for involvement in the School and the nursing profession (Appendix B).

B. Recruitment/Retention:

A very active Student Nursing Association (SNA) provides many platforms for student involvement. Providing service to the community and winning awards at both state and national levels provides a deep sense of accomplishment and pride for the entire student body. The UAM SNA chapter consistently demonstrates ongoing involvement in the National Student Nurses Association (NSNA) and a strong commitment to shared governance and the professional development of students and faculty. The UAM chapter was recognized with the Stellar School Designation by NSNA (Appendix B).

C. Retention:

Keeping students excited about nursing school through organizations that promote service and scholarship and leadership is very important. Students developed a new tool called “Punch Cards for Service” (Appendix B). Participation in activities is documented through the punch card system and rewards are offered. The biggest incentive is financial support to the NSNA Annual Convention, where networking and the opportunity to be a part of the NSNA House of Delegates occurs. Students

return from this experience highly motivated to continue in nursing school and ready to join their professional organizations and continue their education.

D. Recruitment/Retention:

The SON students have initiated and completed multiple service projects that benefit the UAM, Monticello, Drew County, and surrounding communities. Breakthrough to Nursing (BTN) is an outreach of SNA on the local, state and national levels. Its primary purpose is recruitment and retention of students into the nursing profession. The “UAM Welcome Fair” (August 2010) project reached out to prospective and current/new nursing students by providing first hand information on what it’s like to be a nursing student in the UAM nursing program. The “Stuck on Nursing” (May 2011) project focused on mentoring new students to increase retention (Appendix B).

E. Recruitment:

Another recruitment project through the SON is called “Warren Flu Clinic,” where 450 community residents of Bradley County received flu vaccines (Appendix B).

F. Retention rates for the past 5 years.

Annual Outcome Assessment Reports reveal factors affecting retention rates. Most students who withdraw decide that nursing is not a “fit” for them or that personal barriers are too great for them at this time. Attrition due to course failure is much less common.

**Five-Year Graduation Rate by Program and Overall**

<b>Year</b>	<b>Program</b>	<b>Admitted</b>	<b>Attrition</b>	<b>Graduated</b>	<b>(%)</b>
<b>2007</b>	<b>BSN</b>	39	14	25	64
	<b>AASN</b>	16	8	8	50
<b>2008</b>	<b>BSN</b>	41	21	20	49
	<b>AASN</b>	0	Program	on hold	
<b>2009</b>	<b>BSN</b>	45	16	29	64
	<b>AASN</b>	18	10	8	44
<b>2010</b>	<b>BSN</b>	38	13	25	66
	<b>AASN</b>	16	2	14	88
<b>2011</b>	<b>BSN</b>	38	15	23	61
	<b>AASN</b>	18	2	16	89
<b>Five-Year Totals</b>		269	101	168	62



## Appendix A



## *Arkansas State Board of Nursing*

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

PHONE (501) 686-2700  
FAX (501) 686-2714  
<http://www.arsbn.org>

June 4, 2008

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

Dear Ms. Gouner:

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

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

Sincerely,

A handwritten signature in cursive script that reads "Calvina Thomas".

Calvina Thomas, RN, PhD  
Assistant Director of Nursing Education

CT:ms  
Enclosures



## Arkansas State Board of Nursing

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

PHONE (501) 686-2700  
FAX (501) 686-2714  
<http://www.arsbn.org>

January 24, 2007

Dr. Larry Eustace, Chair  
University of AR at Monticello  
Associate Degree RN Program  
P. O. Box 3606  
Monticello, AR 71656

Dear Dr. Eustace:

The Arkansas State Board of Nursing, in regular session January 11, 2007, voted to grant Continued Full Approval to the University of AR at Monticello Associate Degree RN Program until the year 2011. A copy of the motion passed by the Board is enclosed along with your certificate of Continue Full Approval. Your next survey will be placed on the calendar for the year 2011.

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

Sincerely,

A handwritten signature in cursive script that reads "Calvina Thomas".

Calvina Thomas, RN, PhD  
Assistant Director of Nursing Education

CT:ms  
Enclosures



## Arkansas State Board of Nursing

UNIVERSITY TOWER BUILDING, SUITE 800  
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September 15, 2011

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

Dear Ms. Gouner,

Due to a change in staff and conflicts with Arkansas State Board of Nursing calendar, we will not be able to schedule the University of Arkansas at Monticello AASN Nursing Program's five year approval survey in 2011. Your program was issued approval through 2011 and will remain approved until the survey scheduled for February 2012 has been completed and reviewed by the Board during their Business meeting on May 10, 2012.

We apologize for any inconvenience this may have caused and appreciate your flexibility in working with our schedule.

Sincerely,

A handwritten signature in cursive script that reads "Tammy Claussen". The signature is fluid and includes a large, decorative flourish at the end.

Tammy Claussen, MSN, RN, CNE  
ASBN Program Coordinator

# NLNAC

National League for Nursing Accrediting Commission, Inc.

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July 23, 2010

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

Dear Ms. Gouner:

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

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

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

#### **Areas of Strength by Accreditation Standard**

##### **Standard 1 Mission and Administrative Capacity**

- Strong support for the School of Nursing demonstrated by the Chancellor, other administrators, and staff

##### **Standard 5 Resources**

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

**Areas Needing Development by Accreditation Standard**

**Standard 1 Mission and Administrative Capacity**

- Ensure that the nurse administrator is a doctorally prepared nurse.

**Standard 2 Faculty and Staff**

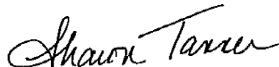
- Ensure that all part-time faculty hold a minimum of a master's degree with a major in nursing.
- Evaluate faculty workload in order to support faculty involvement in scholarly activities.
- Continue to support the faculty's pursuit of doctoral education to meet the requirement that 25% of faculty are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

**Standard 6 Outcomes**

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

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

Sincerely,



Sharon J. Tanner, EdD, RN  
Chief Executive Officer

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

Enc. Summary of Deliberations of the Evaluation Review Panel

## Appendix B

## **UAM Inducts 24 To Nursing Honor Society**

(10/8/10)

The Division of Nursing at the University of Arkansas at Monticello recently inducted 24 new members to the UAM Nursing Honor Society. Pictured from left are (kneeling) Shana Forrest, Ashley Reese, Wendy Tullos, Caitlin Slack, and Kelli Johnson, (standing) Dr. Laura Evans, faculty sponsor, Leah Carrington, Aaron Flemister, Susan Padgett, Kristy Breedlove, Leanna Hollingsworth, Jennifer Horton, April Brown, Samantha Carter, Jessica Savage, Sydney Jarvis, Cassidy Gavin, Bliss Sizemore, Jamie Carpenter, Tyler Chambers, and Joy Winders, president.





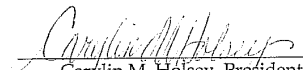
**NATIONAL STUDENT NURSES' ASSOCIATION  
Stellar School Chapter Recognition Program**

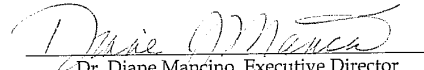


NSNA proudly recognizes and honors

**UNIVERSITY OF ARKANSAS AT MONTICELLO  
UAM STUDENT NURSES' ASSOCIATION (UAM SNA)**

located in Monticello, AR as an NSNA Stellar School Chapter  
on April 9, 2011 at the  
59<sup>th</sup> Annual NSNA Convention in Salt Lake City, Utah

  
Carylin M. Holsey, President

  
Dr. Diane Mancino, Executive Director

UAM Welcome Fair

Every fall semester UAM conducts a welcome fair for the new freshman on campus. It is organized to introduce freshman to the various majors and organizations present on campus. UAM SNA hosted a booth so that freshman could come and receive additional information on nursing as a college major and profession. Information was also provided about the purpose of SNA and the activities the organization participates in on campus and in the community. A presentation board was used as a visual aid to recruit incoming freshman to the nursing profession. A sign-up sheet was used to record the names and email addresses of those interested in furthering their education in the nursing field. Nursing juniors and seniors were there to answer questions about the requirements, profession, and job opportunities.

## STUCK ON NURSING

UAM senior nursing students welcomed the incoming juniors for their first year of nursing school by hosting a picnic. The faculty and seniors were present along with the Provost and Vice Chancellor of Academic Affairs. Before the picnic, students filled out a survey profile used to pair the juniors with a senior that had similar interests and lifestyles. The mentor/mentee program was created to help the juniors' better transition into the nursing program. During the picnic, junior and senior students socialized and got to know each other. The seniors offered advice about the challenges they would encounter throughout the next years. The mentees and mentors were introduced to each other, and contact information was exchanged. The theme of the picnic was a luau. Juniors were treated to a generous food and dessert buffet. After everyone enjoyed the meal, numerous attendance prizes were given out to selected winners. Some of the prizes were drug handbooks, nursing skills handbooks, highlighters, sticky notes, and other needed supplies for a nursing student. After the food and prizes, students participated in games, such as sack races, hula-hoop contests, limbo, and water balloon toss. A great time was had by all.



# Welcome Junior BSN Students!

SNA University of Arkansas at Monticello School of Nursing

Congratulations on being accepted into the UAM School of Nursing RN BSN program!

EVERY YEAR THE SNA CHAPTER AT UAM ORGANIZES A DAY OF FF (FOOD AND FUN) FOR THE UPCOMING STUDENTS. IT'S A DAY WHERE YOU CAN GET TO KNOW NOT ONLY EACH OTHER BUT THE SENIORS AS WELL AND BE PAIRED WITH A MENTOR. THIS YEAR WE'RE HAVING A LUAU PARTY WITH FOOD, DRINKS, AND GAMES. PARTY STARTS AT 4:00PM ON MONDAY THE 16<sup>TH</sup>; WE HOPE TO SEE YOU THERE!



*"Put on your Puka Shells  
& Hawaiian Shirts,  
Flower leis & Grass Skirts..."*

*IT'S A LUAU!!*



### Warren Flu Clinic

The goals for the Bradley County flu clinic included: educate the public on the flu virus and vaccine, make vaccinations available, provide immunity to the flu virus, and help reduce the spread of the flu virus within the community. 450 people were vaccinated.

UAM nursing students set up tables and chairs throughout the building to optimize the amount of people that could be vaccinated. Multiple students were stationed at each table to enable faster service. People from the community entered the church building, filled out the appropriate paperwork, and then obtained a flu vaccine from a UAM nursing student. At the end of the flu clinic, UAM nursing students demonstrated professionalism by assisting Calvary Baptist church with cleaning up their building.