

University of Arkansas at Monticello
Academic Unit Annual Report

Unit: School of Nursing (SON)

Academic Year: 2021 - 2022

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

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

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

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
Steps to revitalize curriculum are within the timeline established by the SON	KPI goal met. A curriculum expert was hired in June 2021 to review revisions to the nursing curriculum. Revisions finalized in October 2022 and achieved all university approval.	Anticipated approval from Board of Trustees (BOT) in September 2022 with implementation of new curriculum for BSN program during Intersession, May 2023. With the revision of the BSN curriculum, changes to the AASN curriculum, and addition of the Master of Science in Nursing (MSN) program, the SON revised the Mission. The revised mission is pending BOT approval as well in September 2022.
80% of graduates from both programs (AASN 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 AASN. AASN three-year mean: 2020 – 83%; 2021: 100%; 2022: 100% Average: 94% KPI goal met for BSN. BSN three-year mean: 2020 – 80%; 2021 – 84%; 2022 – 78% Average: 81%	Continue to trend data. No changes needed at this time. The NCLEX-RN exam is changing in 2023. Faculty have already begun to implement the changes to exam questions to mirror the NCLEX-RN questions.
100% of full-time nursing faculty (FTF) will attend professional development.	KPI goal met. 9/9 (100%) Total amount spent on Faculty Development: \$3981.00	Continue to examine SON budget for professional development opportunities. Continue to notify faculty of opportunities and encourage participations.
100% of nursing faculty/clinical instructor positions will be filled with qualified faculty.	KPI goal met. One new FTF hired to replace a resigned FTF	No changes needed.

KPI	Assessment of Progress	Implications for Future Planning/Change
	(simulation coordinator) in September 2021. Two clinical instructors hired: one in December 2021 and one in February 2022. All SON positions were filled with qualified faculty.	
80% of newly admitted AASN students will graduate from the program within one year from admission into the nursing sequence.	KPI goal not met. 7/11 (64%) of AASN students graduated from the program within one year from admission to the program (100% on-time completion). One student was dismissed after starting the program due to a felony reported on the criminal background check (student failed to follow university policy on notification of felony). One student failed first introductory course. One student withdrew failing the first medical-surgical course. One student failed the second clinical component.	At risk students will continue to be identified early and placed on required remediation. In August 2022, faculty will look at the definition of program completion to determine if personal reasons for withdrawal should be counted in the program completion rate.
80% of BSN students admitted will graduate from the BSN program within three years from admission into the nursing sequence. (150% completion rate)	KPI goal not met. 21/31 (68%) of BSN students graduated within 3 years. Five students failed or withdrew failing. Three students withdrew for personal reasons. One was dismissed for not following SON policy.	2019 - one student should have graduated in 2021 but graduated in 2022 due to readmission. Three-year 150% completion rate averages are increasing across trended data (2019 was 59%, 2020 was 68% and 2021 remained at 68%). At risk students will continue to be identified early and placed on required remediation. In August 2022, faculty will look at the definition of program completion to determine if personal reasons for withdrawal should be counted in the program completion rate.
100% of AASN and BSN students will receive orientation, development, and support in the use of instructional technology.	KPI goal met. Data collected from faculty and student feedback.	No changes needed.
A remediation plan will be developed and implemented in the SON.	KPI goal met. A faculty was assigned as remediation coordinator and tracks all required student remediation assignments. SON remediation policy requires all high-risk students to have a counseling record, meet with the SON Dean, and complete remediation assignments on time.	No changes needed to assessment plans.
Dean will serve as example and support faculty for research and scholarly activities.	KPI goal met. Dean attended professional development. Dean presented at national conference. Dean published articles and completed preliminary edition of a new nursing textbook.	No changes needed to KPI. The dean believes in serving as an example to SON Faculty.

KPI	Assessment of Progress	Implications for Future Planning/Change
Faculty teaching the Nursing Leadership and Management course will implement scholarly activity for graduating BSN seniors.	KPI goal met. BSN Seniors completed literature review tables and compiled data into posters. Nineteen students submitted posters for virtual presentations at the National Student Nurses Association. Twelve students were selected to virtually present their professional work.	No changes needed. Continue to promote scholarly activities to seniors.
The SON will apply for grants each year based on availability.	KPI goal met. Two faculty co-authored a Blue and You Foundation grant, which was awarded in the amount of \$150,000.	Continue grant seeking opportunities.
The SON investigates articulation agreements and new degrees as applicable.	KPI goal met. Students began rotating at a new clinical facility in spring 2023. The MSN degree was approved by the Higher Learning Commission in May 2022.	Continue to seek new clinical site agreements to offer students experiential learning opportunities. The SON is seeking pre-accreditation status for the MSN degree. The RN-MSN track begins in July 2022 and the BSN – MSN track begins Spring 2023.

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

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission, and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
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.	Student will demonstrate communication and collaboration with members of the health care team and consumers to provide and improve delivery of health care as evidenced by scores of $\geq 75\%$ on all process recordings and presentations.	Creating a synergistic culture of safety, collegiality and productivity which engages a diverse community of learners. UAM Strategic Plan: STUDENT SUCCESS—fulfilling academic and co-curricular needs	Student will demonstrate communication and collaboration with members of the health care team and consumers to provide and improve delivery of health care as evidenced by scores of $\geq 75\%$ on all process recordings and presentations.

University Student Learning Outcome	Unit Student Learning Outcome (may have more than one-unit SLOs related to each University SLO; List each one)	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
<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 $\geq 75\%$ 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.	The overall mission of the SON is to strive for excellence in the preparation of technical (AASN) and professional (BSN) nurse generalist. The SON has a remediation policy and committee that works directly with at risk students.
<i>Global Learning:</i> Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.	Client-Centered Care Safe and Caring Interventions	Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment. Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development.	Provide excellence in caring those addresses health care needs of diverse individuals, families, local and global communities
<i>Teamwork:</i> Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.	Professional Nursing Behaviors	Promoting innovative <i>leadership, scholarship and research</i> which will provide for entrepreneurial endeavors and service-learning opportunities.	Promote leadership, teamwork, and collaboration, with dedication to improving health care outcomes through commitment to lifelong learning.

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

Evaluation of student progress in each course is assessed on how well students meet the SLOs for the course and clinical components. The SON Systematic Evaluation Plan (SEP) emphasizes the ongoing assessment and evaluation of SLOs, both 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. The curriculum is regularly reviewed 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 (AASN and BSN), data are collected from SLOs, classroom evaluations, clinical evaluations, senior surveys, alumni surveys, employer surveys and licensure pass rates. The data are reviewed each semester by the SON Curriculum Committee for strengths and weaknesses and changes are made to the curriculum based on current best practice standards in education and professional nursing.

UNIVERSITY ASSESSMENT: AACU RUBRIC DATA

The SON assessed Global Learning using the AACU Rubric during the Nursing Leadership and Management course with 19 BSN Seniors.

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for unit	Total # of students assessed in unit
Global Self-Awareness	15	4	0	0	0	3.8	19
Perspective Taking	14	5	0	0	0	3.8	19
Cultural Diversity	14	5	0	0	0	3.8	19
Personal and Social Responsibility	15	4	0	0	0	3.8	19
Understanding Global Systems	19	0	0	0	0	4.0	19
Applying Knowledge to Contemporary Global Contexts	15	4	0	0	0	3.8	19

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

Strengths

- The majority of BSN Seniors can effectively address significant issues in the natural and human world based on articulating one’s identity in a global context.
- The majority of BSN Seniors can adapt and apply a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.

Weaknesses

- While scores are excellent for this global learning concept, the SON does believe that student’s still struggle with knowledge application due to a lack of nursing life experiences. In the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e., contexts) on the local and global levels could be a weakness student’s have with this lack of experience. Through gaining nursing experience, students will hopefully acquire an ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.

Opportunities for Growth

- The SON would like all BSN seniors to achieve capstone ratings of “3” or “4”.

- The ability to engage and learn from perspectives and experiences differ from one's own place in the world. Course professors have opportunities based on student's perspectives to expand their knowledge. This requires professors to develop individual student goals for achieving global learning. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

Threats to Effectiveness

- In the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world can be impacted by the practicum experience student receive during the Nursing Leadership and Management course.

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

Continue to encourage students to participate in civic engagement, intercultural knowledge and competence, and ethical reasoning.

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

Public/Stakeholder/Student Notification of SLOs

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

The SON uses the following methods: SON Website, SON Course Syllabi, SON Student and Faculty Handbooks, Accreditation reports, SON Advisory Board Luncheon (held yearly in the spring semester), and SON monthly curriculum meetings (faculty and student representatives attend)

Enrollment

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

UNDERGRADUATE PROGRAM MAJOR: AASN

Classification	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	2	5	2	0	0	3	3	3	2	5	10 Average = 3	25 Average = 3
Sophomore	8	6	3	2	2	1	2	3	0	0	3 Average = 1	27 Average = 3
Junior	5	7	3	2	2	2	8	6	4	1	11 Average = 4	40 Average = 4
Senior	12	7	8	8	8	9	13	6	4	8	18 Average = 6	83 Average = 8
Post Bach	0	0	0	0	0	2	1	1	0	0	1 Average = .3	4 Average = .4
Total	27	25	16	12	12	17	27	19	10	14	43	179
Average											14	18

UNDERGRADUATE PROGRAM MAJOR: BSN

Classification	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	3-Year Total & Average	10-Year Total & Average
Freshman	165	150	130	116	152	113	87	53	62	47	162 Average = 54	1075 Average = 108
Sophomore	38	46	63	47	43	46	43	27	34	21	82 Average = 27	408 Average = 41
Junior	34	31	44	42	36	28	38	38	29	25	92 Average = 31	345 Average = 35
Senior	30	31	40	33	33	38	42	35	39	27	101 Average = 34	348 Average = 35
Post Bach	5	6	11	6	5	5	4	6	2	2	10 Average = 3	52 Average = 5
Total	272	264	288	244	269	230	214	159	166	122	447	2228
Average											149	223

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

Strengths

- AASN program majors are growing, specifically in the upper classman classification. This could indicate a growth in recruitment of transfer students.
- In the AASN program, the three-year averages are very comparable to the 10-year averages. This data suggests that the AASN program is maintaining majors. This could indicate a growth in technical nursing program graduates with interest in continuing their nursing education.
- In the AASN program, total majors increased from Fall 2020 (N = 10) to Fall 2021 (N = 14) by 40%. Data shows an increase from the Freshman to the Senior rank. This could indicate that more students are interested in entering the nursing field, which could be from the pandemic.
- In the BSN program, the three-year senior majors average (N=34) is comparable to the ten-year average (N=35). This data suggests that the BSN senior cohort is being retained in the most recent years.

Weaknesses

- Three-year BSN total major average (N = 149) is lower than the 10-year average (N = 223). Fall 2021 total nursing majors (N=122) is lower than fall 2020 (N = 166). We believe the UAM Degree Pathway had an impact on the declared nursing majors.
- In the BSN program, Fall 2021 freshmen (N = 47) are lower than fall 2020 (N = 62). This suggests a four-year consistent trend in lower declared nursing majors, which could be contributed to implementing the required ACT through Degree Pathways in 2018, COVID pandemic limiting recruitment activities, and social media portrayals of health care worker and mandates.

Opportunities for Growth

- Create positive relationships and partnerships with area high schools to improve student awareness of nursing degrees offered, especially the Accelerate BSN pathway.
- Create positive relationships with surrounding hospitals to encourage employed RN without a BSN to return for completion of the BSN degree.

- Perform recruitment of AASN graduates into the RN to BSN program.

Threats to Effectiveness

- The SON implemented a new admission standard with 2019-2020 cohorts of students for both programs. This was implemented due to higher passing standards on the National Council State Boards of Nursing (NCLEX) RN examination and a desire to increase success of admitted students. COVID-19 pandemic could have an impact on ACT scores for admission.
- Increased competition for students being accepted into the AASN and BSN program. Our program does not offer weekend or evening classes, which could be causing students to seek enrollment in other programs.
- The pandemic continues to threaten the nursing workforce. The pandemic may also cause individuals to decide or decline to enter the healthcare profession of nursing.

Progression/Retention Data

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

Associates Degree in Nursing (AASN)	2019/2020	2020/2021	2021/2022	Three-Year Averages
New Student Applications	14	7	13	34 new student applicants over 3 years Averages 11 applicants/year
Readmission Requests	7 (2018 original cohort)	0	0	7 readmit request over 3 years Averages 2.3 readmits/year
Total Applications	21	7	13	41 applicants over 3 years Averages 13.6 total/year
Denied Admission	3 (includes 2 readmits)	0	0	3 total denied applicants Average: 1 (3/41=7.3%) denied admission/year (new & readmit requests)
Reasons for Denial				
No space	0	0	0	0 applicants over 3 years Averages 0 applicants/year
Incomplete Application	0	0	0	0 applicants over 3 years Averages 0 applicants/year
Withdrew Application	0	0	0	0 applicants over 3 years Averages 0 applicants/year
Faculty denial of readmits	2	0	0	2 applicants over 3 years Averages (2/34) 5.8% per year
Courses lacking/low GPA	1	0	0	1 applicant over 3 years Averages (1/34) 3% per year
Full Acceptance	5	3	11	19 applicants over 3 years Averages 19/34 (56%) applicants per year
Provisional Acceptance	8	4	2	14 applicants over 3 years Averages 4.6 applicants per year
Alternates	0	0	0	0 applicants over 3 years Averages 0 applicants/year
Readmitted (start date in program varied)	5	0	0	5 applicants over 3 years Average: 1.7
Never registered/showed for class (readmits)	3	1	2 (original cohort)	6 total never registered or showed after being accepted Average: 2 per year
Total first-time students starting first nursing course during intersession term	11	6	11	28 first time students Averages 9.3 per year
Non-progression for all students (new and readmits)				
Failed	2	0	2	4 total failed over 3 years Average: 1.3 fail/year
Withdrew	1	1	2	4 total withdrew over 3 years Average: 1.3 withdraw/year
Total Non-progression	3 (original cohort)	1 (original cohort)	4 (original cohort)	8 total over 3 years Average: 2.7
Total Completing Program	10 graduated	5	7	22 average (Three year average = 7.3)
Original Cohort	8	5	7	20 (Three-year average = 6.7)
Readmissions	2	0	0	2 (Three-year average = 0.7)
Retention/Graduation rates: 100% on time completion (readmits not counted)/first time students starting first nursing course	8/11 (73%)	5/6 (83%)	7/11 (64%)	20/28 over 3 years (71.4%)
150% completion time (readmits counted)	0/0 No readmits requested from 2019 original cohort	0/0 No readmits requested from 2020 original cohort	0/0 No readmits requested from 2021 original cohort	0/0 (%)

Bachelor of Science in Nursing (BSN) Pre-licensure and Completion Track (RN-BSN)	Summer 2018 – Spring 2020	Summer 2019 – Spring 2021	Summer 2020 - Spring 2022	Three Year Averages
Applications	55	31	41	127 applicants over 3 years Average 42 applicants a year
Prelicensure BSN	53	31	31	
LPN-BSN	0	0	0	
RN-BSN*	2	0	10	
Readmission Requests	1 counted in 2017/2019 original cohort	6 4 – Concepts 1 2 – Concepts 3	5 3- Concepts 1 2- Concepts 4	12 readmits over 3 years Average 4 readmit request/ year
Denied Admission	17 (all pre-lic BSN)	2 (all pre-lic BSN)	8 (7 RN-BSN & 1 pre-lic BSN)	27 denied over 3 years Average: 9 denied admission/ year
Reasons for Denial				
No space	9	0	0	9 over 3 years Average 3 per year
Incomplete Application	2	0	0	2 over 3 years Average .67 per year
Withdrew Application	1	0	7 (RN-BSN) 1 (pre-lic BSN)	9 over 3 years Average 3 years
Faculty denial of readmits	0	0	0	0 over 3 years
Courses lacking/low GPA	5	2	0	7 over 3 years Average 2.3 per year
Full Acceptance	2	3	0	5 applicants in 3 years Average 1.7 per year
Provisional Acceptance	35	28	30	93 applicants over 3 years Average 31 per year
Alternates	0	0	0	0 alternates/year
Readmitted (start date in program varied)	1 Concepts III Audit	6	3	10 readmits over 3 years Average 3.3 per year
Never registered/showed for class	0	0	1	
Total first time students starting first nursing course (no readmissions counted)	37	31	28 (1 provisional BSN student failed prerequisites; 1 was a no-show and 1 withdrew app) (1 RN-BSN admit did not show)	96-total in 3 years Average: 32 students a year
Non-progression				
Failed	9 original pre-lic BSN cohort Health Assessment – 1 Concepts I – 7 Concepts III – 1	7 original pre-lic BSN cohort Health Assessment – 1 Concepts I – 2 Concepts II – 2 Concepts III – 1 Concepts IV – 1	2 original pre-lic BSN cohort Health Assessment- 1 Concepts II-1	2017-2019= 6 original cohort 2018-2020=9 & 2019-2021=7 Total 22 original cohort 0 readmits failed Average: 7 original cohort fail per year
Withdrew	7 total <u>Health Assessment</u> – 2 Failing – 1 Changed Major -1 <u>Concepts I</u> – 2 Changed Major -1 Dismissed -1	7 total <u>Health Assessment</u> – 2 Changed Major <u>Concepts I</u> – 1 Failing <u>Concepts II</u> – 1 Failing <u>Concepts III</u> – 2 Failing – 1	12 total <u>Concepts I</u> -5 1 readmit did not complete prereqs 2-withdrew failing 1 changed major <u>Concepts II</u> - 4-Failing	2017-2019= 8 2018-2020=7 & 2019-2021=7 22 total (2 readmits) Average: 7 withdraw per year

	<u>Concepts III – 3</u> Personal – 1 Dismissed -1 (readmit) Changed Major -1 (readmit)	Personal - 1 <u>Concepts IV – 1 Failing</u>	<u>Concepts III - 2 failing</u> <u>Concepts IV - 1 withdrew</u> failing	
Total Non-progression	<u>16 total</u> 14 original cohort 2 readmits	<u>14 total</u> 13 original cohort 1 readmit	<u>14 total</u> 13 original cohort 1 readmits	2018-2020=16 2019-2021=14 2020-2022=14 44 Total Average 14.7 students do not progress (original and readmits)
Total Completing Program	25 graduated 23 BSN (original cohort) 1 BSN readmit 1 RN-BSN (24-month track)	20 graduated 17 BSN (original cohort) 2 BSN readmits 1 RN-BSN (12-month track)	19 graduated 14 original BSN and 4 BSN readmits 1 RN-BSN	2018-2020=25 2019-2021=20 2020-2022=19 64 total graduated Average: 21 graduates per year
Original Cohort (2 year completion)	23/37 (62%)	17/31 (55%)	14/28 (50%)	2018-2020=23/37 2019-2021=17/31 2020-2022=14/28 54/96 (56%)
Readmits (3 year completion)	1/2 (50%) 2019 cohort	2/3 (67%) 2020 cohort	4/6 (67%) 2021 cohort	2018-2020= 1/2 2019-2021=2/3 2020-2022=4/6 7/11 (64%)
Retention/ Graduation rates:	100% on time completion (readmits not counted)/first time students starting first nursing course ever	23/37 (62%)	17/31 (57%)	14/28 (50%)
	150% completion time [3 years counting readmits] from original cohort year	2/3 (67%)	4/6 (67%)	X/X Includes 2017-2019 = 1/1 (100%) Three-year Total = 8/10 (80%)

Strengths

- The AASN program had an increase in (original cohort) admission from 2020 (N = 6) to 2021 (N = 11).

Weaknesses

- Our 100% on-time completion rate for the AASN program decreased from 83% (2022) to 64% (2021). The Class of 2022 cohort started with 11 students in May 2021. Two failed the program, one withdrew for personal reasons, and one was dismissed for a positive criminal background check.
- Our 100% on-time completion rate for the BSN program decreased from 57% (2021) to 50% (2022). More students from the Class of 2022 cohort failed major nursing courses with clinical components than previous years. We contribute this failure to higher standards now set for clinical competence related to passing the National Council Licensure Examination for RNs (NCLEX-RN). These students were on required remediation, and we did readmit them. The students are now in the Class of 2023 cohort and will be calculated in our 150% completion rates in May 2023.

Opportunities for Growth

- Examination of admission criteria is vital to admit potential students that will not only graduate the program but also pass the RN licensure exam on the first attempt.
- SON Faculty will examine the formula for calculating retention rates. Some nursing programs only calculate failing into retention rates.

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

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

Completion (Graduation/Program Viability)

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

Number of Degrees Awarded:

Undergraduate Program/Major	2019-2020	2020-2021	2021-2022	Three-Year Total	Three-Year Average
AASN	10	5	7	22	7
BSN	25	20	19	64	21

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

Program Viability Standards

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

Progression

Program viability standards are met for both the AASN and BSN program.

Retention

Using the 100% on-time completion rate formula, in the AASN program, we retained 64% (7/11) original cohort students and 57% (17/31) original cohort students from the BSN program (N = 19 above from 2021-2022 BSN included 2 readmits from the 2021 original cohort). We had no readmit requests from AASN students and five readmission requests from BSN students. This is comparable to the national average of student retention in nursing programs. The SON has a required remediation program for nursing students that are identified as high-risk for failure (failing grades and/or clinical incompetence).

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. The SON also has plans to promote the Accelerated BSN track to high school counselors, which allows incoming freshman to finish in three years verses four. Faculty will continue to work with recruitment efforts for the AASN program targeting the Crossett and McGehee LPN program. Faculty will continue to visit hospitals and other RN programs (that do not offer a BSN) for promotion of the RN to BSN and RN to MSN program. In addition, the SON will continue to use endowed nursing scholarships as a means for recruitment.

Future Plans to Maintain

Students are accepted in the SON at their junior year. 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.

Faculty

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

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
Dr. Brandy Haley	Full-Time (FT) Associate Professor	PhD	Dean, advising, classroom, and clinical teaching	0	8 contact hours 2.6 credit hours	4 contact hours 4 credit hours	0	UAM Math and Science Dean Search Committee; clinical instructor for fall and spring semester due to vacant positions
Destiny Allison	FT Instructor	BSN	Advising, Simulation and clinical lab teaching	vacant position	vacant position until September 8.5 contact hours 3.6 credit hours	39 contact hours 6.2 credit hours	0	SON Committees; Simulation lab coordinator
Christine Felts	FT Professor	PhD	Advising, Classroom and clinical teaching; Clinical Coordinator (stipend in fall/spring)	0	26.5 contact hours 13.2 credit hours	21 contact hours 1 credit hours	3 credits	SON Committees; UAM Institutional Review Board, UAM Assessment Committee, MSN Program Coordinator
Heidi Hogue	FT Associate Professor	MSN	Advising, Classroom and clinical teaching, RN-BSN Program Coordinator (stipend in Spring)	3 credits	17.9 contact hours 7.4 credit hours 1.5-hour Admin Duties	18.4 contact hours 7.2 credit hours	0	SON Committees; UAM Curriculum & Standards Committee; Sigma Theta Tau faculty counselor
Karen Hyatt	FT Associate Professor	MSN	Advising, Classroom and clinical teaching	0	16.8 contact hours 8.4 credit hours	17 contact hours 7 credit hours	0	SON Committees; UAM Library committee; UAM Assembly Secretary
Leia O'Fallon	FT Associate Professor	MNSc	Advising, Classroom and clinical teaching	0	15.5 contact hours 7.5 credit hours	7 contact hours 7 credit hours	0	SON Committees; UAM Committee on Committees
Jamie Palmer	FT Assistant Professor	MSN	Advising, Classroom and clinical teaching	0	13 contact hours 7 credit hours	18 contact hours 10 credit hours	0	SON Committees, UAM Academic Appeals, UAM Title IX investigator, SON Student Nurses Association Advisor
Dr. Julia Ponder	Part-Time (PT) Clinical Instructor	DNP	clinical teaching	vacant position	vacant position	39 contact hours 4.9 credit hours	0	SON Committees
Anita Shaw	FT Associate Professor	MSN	Advising, Classroom and clinical teaching	5 credits	13 contact hours 4 credit hours	16 contact hours 8 credit hours	0	SON Committees; UAM Program Review Committee; UAM Animal Care and Use Research Committee
Joy Stringfellow	FT Assistant Professor	MS	Advising, Classroom and clinical teaching, AASN Program Coordinator (stipend in Spring)	0	16.6 contact hours 8.6 credit hours 3 hours Admin Duties	17.4 contact hours 7.1 credit hours	2 credits	SON Committees; UAM Faculty Grievance Committee
Sharon Walters	FT Associate Professor	MSN	Advising, Classroom and clinical teaching, BSN Program Coordinator (stipend in Spring)	0	13 contact hours 7 credit hours 3 hours Administration Duties	6 contact hours 6 credit hours	7 credits	SON Committees; UAM General Education Committee; Health Professions Review Committee UAM-COT-C; BSN Program Coordinator
Mckenna Wilkerson	PT Clinical Instructor	MSN	clinical teaching	vacant position	vacant position	27 contact hours 3.4 credit hours	0	SON Committees

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

The above table is figured using SON faculty workload calculations since several courses are team taught and have a clinical, simulation, lab, or practicum component. Courses that have a clinical, simulation, lab, or practicum component are indicated on the table as “contact hours” with students. Several of our medical/surgical courses carry a clinical/simulation component from nine to 15 hours per week of clinical requirements. Other courses have a lab component from two to four hours per week. Several RN to BSN courses carries a practicum component.

Clinical = 1:3 ratio Simulation = 1:3 ratio Lab = 1:2 ratio Practicum = 1:3 ratio

The Simulation Lab Coordinator resigned in July 2021. This resignation left a full-time faculty position open. Destiny Allison was hired in September 2021 as the Simulation Coordinator (Full-time faculty, non-tenure track). Dr. Brandy Haley functioned as clinical instructor for the simulation lab in the fall 2021 semester during Destiny Allison’s orientation.

The SON’s clinical instructor, who worked 30 hours/week, resigned in July 2021. This resignation left either a 30-hour per week position or two 15-hour per week positions. Two part-time clinical instructors were hired as non-student extra help. Dr. Julia Ponder was hired in December 2021 (15-20 hours/week) and McKenna Wilkerson was hired in February 2022 (15-20 hours/week). Faculty and Dr. Haley rotated coverage of clinical instructor until both Dr. Ponder and Ms. Wilkerson were oriented.

Dr. Christine Felts was granted 50% teaching workload release to complete the curriculum for the new Master of Science in Nursing degree for the fall and spring semesters.

We had a larger than usual number of students placed on required remediation for the fall term. To focus on student retention and progression, Anita Shaw was assigned as remediation instructor for the fall semester due to her workload not being as heavy as other professors. She meet with required remediation students (10-15 students on average) every Monday for three hours to tutor and lead in study methods for success. Most students came off remediation in spring semester, so this position was not required for that term.

Three faculty were named as program coordinators and awarded a stipend for the extra workload. Job descriptions were developed and approved by the SON Faculty Association. The stipend came from within the SON’s own budget with Dr. Haley reallocating funds.

AASN Program Coordinator – Elizabeth J. Stringfellow

BSN Program Coordinator – Sharon Walters

RN to BSN Program Coordinator – Heidi Hogue

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2012-13	1694	-20%	Lowest SSCH in 10 years
2013-14	2148	+27%	
2014-15	2458	+14%	Highest SSCH in 10 years
2015-16	2345	-5%	
2016-17	2077	-11%	
2017-18	1832	-12%	
2018-19	2353	+28%	
2019-20	2353	0%	Remains at 28% increase from 2017-2018.
2020-21	2149	-9%	
2021-22	1882	-12%	

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

We had a 12.42% decrease in the total SSCH Production for all nursing programs for the 2021-2022 academic year. We continue to contribute this to the COVID pandemic and the possible media portrayals of healthcare workers (vaccine mandates). Threats to effectiveness could be from increased competition for students not enrolling in UAM and declaring nursing as a major. During the 2019-2020 academic year, the SON implemented a new ACT requirement for declaring nursing as a major. This new admission criteria could be contributing to the number of students who are eligible to apply to the nursing programs. The SON will review the trended ACT data and its impact on declared nursing majors in the 2022-2023 academic year.

Unit Agreements, MOUs, MOAs, Partnerships

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

Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
Arkansas State Board of Nursing/Agreement	Nursing education mobility agreement for continuing nursing education	10/9/2014	No end date	No end date
Area Agency on Aging of SEARK, Inc.		6/1/2010	Annual with automatic renewal	
Arkansas Childrens'		4/24/2020	Annual with automatic renewal	
Arkansas Department of Health		6/1/2010	Annual	4/8/2022
Arkansas Hospice		2/2/2016	Annual with automatic renewal	
Ashley County Medical Center		7/8/2013	Annual with automatic renewal	
Belle View Estates Rehabilitation and Care Center		8/18/2010	Annual with automatic renewal	
Bradley County Medical Center		6/1/2010	Annual with automatic renewal	
Center on Aging South Central		6/1/2010	Annual with automatic renewal	
Centers for Youth and Families, Inc.		6/1/2010	Annual with automatic renewal	
Chicot Memorial Medical Center		1/15/2021	Annual with automatic renewal for three years	
CHI St. Vincent		1/15/2021	Annual with automatic renewal	
Delta Counseling Associates		6/1/2010	Annual with automatic renewal	
Delta Memorial Hospital		1/20/2021	Annual with automatic renewal	
Doctor's Orders Pharmacy		1/20/2021	Annual with automatic renewal	
Drew Central School District		6/1/2010	Annual with automatic renewal	
Drew Memorial Healthcare		8/21/2017	Annual with automatic renewal	
Gardner Nursing and Rehabilitation		5/20/2016	Annual with automatic renewal	
Hope Place		10/7/2014	Annual with automatic renewal	
Hospice Home Care PLLC		6/1/2010	Annual with automatic renewal	
Jefferson Regional Medical Center		12/1/2012	Annual with automatic renewal	
Mainline Health Clinics		8/18/2010	Annual with automatic renewal	
McGehee Hospital, Inc.		6/11/2012	Annual with automatic renewal	
Medical Center of South Arkansas		7/17/2020	Annual with automatic renewal	
Monticello School District		6/1/2010	Annual with automatic renewal	
Millcreek Behavioral Health		6/17/2019	Annual with automatic renewal	
South Arkansas Regional Health Center		6/1/2010	Annual with automatic renewal	
South Arkansas Women's Clinic		6/1/2010	Annual with automatic renewal	
Southeast Arkansas Behavioral Healthcare System		6/1/2010	Annual with automatic renewal	
Southeast Arkansas Human Development Center		4/11/2017	Annual with automatic renewal	
South Arkansas Regional Health Center		6/1/2010	Annual with automatic renewal	
University of Arkansas for Medical Sciences KIDS FIRST		6/1/2010	Annual with automatic renewal	

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

Faculty Scholarly Activity

- Bertulfo, T. & **Haley, B.** (November 2021). Promoting empathy and patient-centered care in the classroom. Virtual poster presentation at the Sigma Theta Tau International Honor Society of Nursing, Indianapolis, Indiana.
- Heo, S., **Haley, B.**, Wright, P., Barone, C.P., Anders, M., Bertulfo, T., & Troyan, P. (In Press). Factors associated with changes in patient-centered care in undergraduate nursing students. *Nursing Education Perspectives*.
- **Haley, B.** 2022. (Preliminary edition). *Understanding the essentials of nursing*. Cognella
- **Haley, B.** (September 2021). Escape room tasks: An innovative approach in nursing education. Podium presentation at the National League for Nursing (NLN) Education Summit. Washington, DC.
- **Stringfellow, E.** (October 2021). The Great Escape in Nursing Education. Podium Presentation at Arkansas Student Nurses Association State Convention. Virtual Presentation.
- The following faculty continue to practice part-time as a Registered Nurse: **Destiny Allison, Heidi Hogue, Karen Hyatt; Jamie Palmer, Dr. Julia Ponder, Anita Shaw, Elizabeth Stringfellow, Sharon Walters, and McKenna Wilkerson.**

Notable Faculty or Faculty/Service Projects

- **Dr. Christine Felts** –Monticello Feed the Neighbors Weekly Food Delivery, Certified Firefighter for the Selma Volunteer Fire Department
- **Dr. Brandy Haley** – AR Nurses Foundation Board Secretary/Treasurer; LPN Advisory Board Chair, University of Arkansas at Monticello College of Technology at McGehee; Journal Manuscript Peer Reviewer for *International Journal of Nursing and Health Care Research, Nurse Education Today, Nursing Education Perspectives, Psychological Reports*, and the *Journal of Nursing Management*; Wolters Kluwer publishing consultant on examining current trends in nursing education; NLN Sensitivity Committee test consultant
- **Heidi Hogue** –Sigma Theta Tau International Nursing Honor Society Gamma Xi advisor
- **Karen Hyatt** – Basic Life Support Certified Instructor; Certified Academic Clinical Nurse Educator
- **Leia O’Fallon** -
- **Jamie Palmer** – Student Nurses Association Advisor; Court Appointed Special Advocate; Sigma Theta Tau, Course Content Reviewer; Delegate for Region 4 of the Arkansas Nurses Association
- **Anita Shaw** - Outstanding Nurse Educator Nominee
- **Elizabeth Stringfellow** – Outstanding Nurse Educator Nominee; AR Center for Nursing Board of Directors (Organization Member Representative); Recipient the Mildred L. Montag Memorial Award for outstanding academic achievement during graduate program tenure

Faculty Grant Awards

- **Karen Hyatt and Sharon Walters** – Blue and You Foundation Grant for \$150,000.

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

The SON completed revisions of the AASN and BSN curriculum and submitted several Curriculum and Standards Proposals, all which were approved at the campus level and awaiting Board of Trustee (BOT) approval at the September 2022 board hearing. Upon BOT approval, the changes to the curricula are set to begin in May 2023 and will be reported on the 2022-2023 Annual Report.

Completion of the MSN curriculum was accomplished in the 2021-2022 academic year. The degree underwent a campus site visit from the Higher Learning Commission in March 2022. Full approval was received in May 2022. The MSN degree began admitting students in June 2022. The MSN program begins in the 2022-2023 academic year.

With the addition of the MSN degree, revision of the SON mission statement was warranted. The revised mission is pending BOT in September 2022. The current AASN and BSN curricula follows the current SON mission statement. Upon BOT approval, the revised SON mission statement will become effective with the new AASN and BSN curricula, set to begin in May 2023. AASN and BSN program outcomes did not change with the revised SON mission statement. The SON will evaluate the revision using the AASN and BSN Systematic Evaluation Plan (SEP).

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

- The acceptance GPA was lowered from 2.5 to 2.0. Justification: Students apply to the SON program by March 1 of each year. During the spring semester, students finish all remaining pre-requisite coursework. Therefore, a student GPA is figured from the end of fall semester grades to determine eligibility for admission. There is no time for the SON Admission’s Committee to figure a student GPA prior to the end of the spring semester and the first nursing course that begins during the intersession term. Changing the GPA requirement to a 2.0 will prevent problems with degree audits and applications for graduation should a student earn all “C” grades during the spring semester. Start date of this change was May 2022.
- A new course titled “Cultural Competency in Healthcare” was developed and began in the spring 2022 semester. This course is a three-credit elective course intended to help students become more conscious of how one’s cultural background influences their attitude toward healthcare. Justification: Cultural competency is essential to the healthcare profession. UAM currently does not offer this course to assist students majoring in healthcare professions. Start dates was January 2022.
- Removing PSY 2013 Research Methods I course as an option for students to take for a statistical course. Justification: The School of Nursing is requesting the removal of PSY 2013 Research Methods I from the list of General Education courses required. Due to the constant change in healthcare evidence-based practice, this course no longer meets the demands of the nursing curriculum as a statistical math course. Start dates was July 2021.

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

- The National League for Nursing (NLN) live review for NCLEX-RN was required for all AASN and BSN seniors in spring 2022.
- Virtual simulations continued for students that were unable to attend clinical due to COVID-19 quarantine.
- Students that were in quarantine were allowed to participate in synchronous Blackboard learning so that they did not miss lectures and classroom discussion.
- Continued required remediation for identified high-risk students.

Other Unit Student Success Data

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

Revised 11/3/2022

Addendums

Addendum 1: UAM Vision, Mission, and Strategic Plan

VISION

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

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

MISSION

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

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

CORE VALUES:

- *Ethic of Care*: We care for those in our UAM community from a holistic perspective by supporting them in times of need and engaging them in ways that inspire and mentor.
- *Professionalism*: We promote personal integrity, a culture of servant leadership responsive to individuals' needs as well as responsible stewardship of resources.
- *Collaboration*: We foster a collegial culture that encourages open communication, cooperation, leadership, and teamwork, as well as shared responsibility.
- *Evidence-based Decision Making*: We improve practices and foster innovation through assessment, research, and evaluation for continuous improvement.
- *Diversity*: We embrace difference by cultivating inclusiveness and respect of both people and points of view and by promoting not only tolerance and acceptance, but also support and advocacy.

UAM STUDENT LEARNING OUTCOMES:

- *Communication*: Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.
- *Critical Thinking*: Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.
- *Global Learning*: Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.
- *Teamwork*: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.

STRATEGIC PLAN

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

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

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

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

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

2. ENROLLMENT and RETENTION GAINS

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

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

3. INFRASTRUCTURE REVITALIZATION and COLLABORATIONS

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

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