University of Arkansas at Monticello
Academic Unit Annual Report

Unit: School of Nursing (SON)

Academic Year: 2023 - 2024

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

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

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

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
Continued Goal: Steps to revitalize curriculum are within the timeline established by the SON	KPI goal met. BSN revisions finalized in August 2023 and achieved all university approval. The implementation date was set for May 2024.	No changes to KPI. The new BSN curriculum began May 2024 with a newly admitted cohort. Old BSN curriculum will be phased out with BSN Seniors who will graduate in May 2025.
Continued Goal: 80% of graduates from both programs (AAS and BSN) averaged over the most recent three-	KPI goal met for AAS. 2022: 100% 2023: 100% 2024: 83% Three-year average: 94%	Continue to trend data. No changes made at current time. Faculty continue to implement NCLEX-RN testing strategies in didactic settings. The SON will continue to require seniors to participate in a three-day live NCLEX-RN review with a nurse educator (not from UAM). The SON pays for this live review for all students to attend.

KPI	Assessment of Progress	Implications for Future Planning/Change
year calendar period will pass National Council Licensure Exam- Registered Nurse (NCLEX-RN) on the first attempt.	KPI goal met for BSN. 2022: 78% 2023: 100% 2024: 92% Three-year average: 90%	Several faculty resignations and retirements occurred during the 2023-2024 academic year, which could contribute to licensure exam passing. New faculty are hired for 2024-2025 academic year and will receive a strong orientation and mentorship. All new faculty will team teach with seasoned faculty to develop strong didactic skills.
Continued Goal: 80% of newly admitted AAS students will graduate from the program within one year from admission into the nursing sequence.	KPI goal exceeded. 10/10 (100%) AAS students admitted in the May 2023 cohort graduated in May 2024.	No change needed to KPI. Will continue to monitor high risk students and follow the Student Performance Improvement Plan, as needed. High risk students are identified early by the course coordinator and plans for helping the student(s) are discussed in nursing level course meetings.
Continued Goal: 80% of BSN students admitted will graduate from the BSN program within three years from admission into the nursing sequence. (150% completion rate)	KPI goal met. 14/16 (87.5%) of students from the original BSN class of 2023 graduated in May 2023. Data is reported a year later since the SON tracks data of program completion over 150% completion time (three years verses two).	No changes to KPI. The SON will continue to include only students who did not academically progress in the retention rate, not students who withdrew for personal reasons or changed majors.
Continued Goal: Dean will serve as an example and support faculty for research and scholarly activities.	KPI goal met. Dean attended multiple face to face and virtual professional development (PD) sessions, published an article in the *Journal of Cardiovascular Nursing*, peer reviewed multiple journals (both inter-disciplinary and nursing), and performed consultation for a professional organization/textbook. In	No changes to KPI. The dean leads by example to all SON Faculty but does have plans to attend more professional workshops as the budget allows.

KPI	Assessment of Progress	Implications for Future Planning/Change
	addition, the dean was appointed as President to the Board of Directors of a state nursing organization. Staff were encouraged and permitted by the dean to attend conferences and professional development opportunities in state and out of state. Staff can view PD data provided on the Professional Development Table in the SON SharePoint.	
New Goal: Faculty will participate in recruitment activities for all nursing programs.	Started in Fall 2023 - KPI goal met. Faculty attended the on-campus Fall and Spring recruiting events and the following off-campus recruiting events targeting all nursing programs: AR Student Nurses Association Convention in October, AR Nurses Association Convention in November, and the Arkansas' Children's Hospital School of Nursing Education Fair in April.	No change to KPI. Faculty will continue to attend on campus and off campus recruiting events. The faculty plan to attend the Arkansas Nursing and Health Expo in 2025.
Continued Goal: Faculty will monitor and review trended data	KPI goal met. The faculty continue to examine AAS, BSN, and MSN program admission requirements to ensure program acceptance of highly qualified students.	In January 2024, faculty changed the admission requirements from only an ACT score to now allow SAT scores. The SAT is being encouraged more as a college testing entrance exam across United State high schools according to UAM Admissions Office. Upon verification, the SAT does not have a science specific section, but science questions are included throughout all sections of the test (Math, Reading, and Writing). Therefore, a strong knowledge of science is needed to perform well on the SAT. The SON feels the inclusion of science reasoning across all testing sections meets the rigor of determining readiness for declaring nursing as a major. The SON will use the UAM Placement Guide and Degree Pathways for determining enrollment in nursing pre-requisite course placements.

KPI	Assessment of Progress	Implications for Future Planning/Change
		Future changes coming: The Pre-admission exam (PAX) for students seeking enrollment in the AAS and BSN pre-licensure programs is changing in the Fall 2024 semester (October 2024) to the Nurses Entrance Exam (NEX).
New Goal: Monitor identification process of high-risk students.	Started in Fall 2023 KPI goal met. Monthly level meetings are conducted to discuss problems identified in didactic or clinical settings. Faculty were reminded of the At-Risk policy provided in the Faculty Handbook. The process for at-risk students failing exams was amended, requiring the student to meet with the dean for a counseling session, after the second failed exam.	No changes. Continue to follow *the At-Risk student policy* in the SON Faculty Handbook and continue monthly nursing clinical course level meetings for all undergraduate courses. New faculty will receive an orientation on the SON Faculty and Student Handbooks and instructions on the *At-Risk policy*.
Continued Goal: The SON will apply for grants each year based on availability	KPI goal not met. Three faculty members resigned, one faculty member retired, and one faculty member was on medical leave, requiring the remaining faculty members to have increased workload.	One faculty position was changed from a 9-month to a 10-month position, including a stipend for grant writing. The job description includes applying for at least one grant annually. Five new faculty members have been hired for the 2024-2025 academic year; there are currently no full-time open positions in the SON. There is one part-time clinical instructor position open, but it is not advertised due to low enrollment numbers.
Continued Goal: Encourage Alumni opportunities in preceptorship, guest speakers, Advisory board, etc.	KPI goal met. There are multiple alumni representatives serving on the Advisory Board and as preceptors. Faculty are open to allowing alumni to guest lecture.	The faculty will discuss and consider adding alumni status to preceptor forms for data collection.

Table 2: Unit Student Learning Outcomes

University Institutional Learning Outcomes	Unit Student Learning Outcomes related to each University ILO	Alignment with UAM Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
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.	Students will demonstrate communication and collaboration with members of the health care team and consumers to provide and improve delivery of health care as evidenced by scores of ≥75% on all process recordings and presentations.	Creating a synergistic culture of safety, collegiality and productivity which engages a diverse community of learners.	Students will demonstrate communication and collaboration with members of the health care team and consumers to provide and improve delivery of health care as evidenced by scores of ≥75% on all process recordings and presentations.
Critical Thinking: 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 ≥75% on written examinations, and passing the NCLEX-RN, the licensing examination, the first time.	Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment.	Students will demonstrate the ability to critically think using a problem-solving process that is goal directed and ethical based on standards of nursing practice as evidenced by average scores of ≥75% on written examinations, and passing the NCLEX-RN, the licensing examination, the first time.
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.	Client-Centered Care Safe and Caring Interventions	Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment. Serving Arkansas and beyond communities to improve quality of life and generate, enrich, and sustain economic development.	Provide excellence in caring which addresses health care needs of diverse individuals, families, local and global communities

University Institutional Learning Outcomes	Unit Student Learning Outcomes related to each University ILO	Alignment with UAM Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
Teamwork: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.	Professional Nursing Behaviors	Promoting innovative *leadership, scholarship and research* which will provide for entrepreneurial endeavors and service-learning opportunities.	Promote leadership, teamwork, and collaboration, with dedication to improving health care outcomes through commitment to lifelong learning.

UNIVERSITY AND PROGRAM ASSESSMENT

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

Evaluation of student progress in each undergraduate and graduate course is assessed on how well students meet the SLOs for the course and clinical components. The SON has two Systematic Evaluation Plans (SEP). One SEP addresses the AAS and BSN programs and the other SEP is for the MSN program. Both SEPs emphasize the ongoing assessment and evaluation of SLOs, program outcomes, role specific graduate competencies, and National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) Standards. Evaluation of findings are trended by program options, location, and date of completion, and are sufficient to inform program decision making for maintenance and improvement of the SLOs and program outcomes. All curriculums are reviewed annually and as needed for academic consistency and currency of SLOs. Faculty meet every other month to evaluate achievement of program outcomes and SLOs. To review the curriculum for each program, data are collected from SLOs, classroom evaluations, clinical evaluations, senior surveys, alumni surveys, employer surveys and licensure pass rates. The data are reviewed each semester by the SON Curriculum Committee (undergraduate programs) and the Graduate Program Review Committee (GPRC) for the MSN program. Data is assessed for strengths and weaknesses and changes are made to the curriculum based on current best practice standards in education and professional nursing.

AACU RUBRIC DATA
Oral Communication

Context/course in which assessment was done <u>Principles of Nursing Care II</u>   Assignment: <u>Group Presentation</u>

AAS Students					Fall 2023	
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**	
Organization 2 5					4 2.8 11	

Language	1	4	6		2.5	11
Delivery	1	4	6		2.5	11
Supporting Material	5	1	5		3	11
Central Message	5	1	5		3	11

Context/course in which assessment was done <u>Principles of Nursing Care III</u>   Assignment: <u>Group Presentation</u>

AAS Students
Spring 2024

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
Organization	7	4				3.6	11
Language	6	5				3.5	11
Delivery	6	5				3.5	11
Supporting Material	10	1				3.9	11
Central Message	11					4	11

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

Strengths
- These students are Licensed Practical Nurses (LPNs) working toward becoming a Registered Nurse (RN) and all are currently practicing as LPNs.
- Averages increased from fall to spring, as expected.

Weaknesses
- None from collected data.

Opportunities for Growth
- While scores are excellent for the oral communication rubric, the SON does believe that students still struggle with knowledge application due to a lack of RN career experiences, which are different from LPN career experiences. In the context of oral communication related to the RN field, the application of an 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 students have with this lack of RN experience. Through gaining RN experience, students will hopefully acquire an ability to deliver clear, concise, and patient-centered education as needed. In addition, SON strives to see nursing graduates apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others to effectively communicate on inter and intradisciplinary teams.

Threats to Effectiveness
- In the SON curriculum, faculty identify potential barriers to students and provide information on how to create therapeutic environments to effectively communicate. SON required students to complete oral presentations each semester and provide feedback on how to create and effectively communicate in environments conducive to learning.

What actions, if any, do you recommend improving student performance in this learning outcome?
In addition to oral classroom presentations, the SON has a specific nursing clinical assignment where oral communication is evaluated. The assignment is called "*Process Recording*" and is a graded assignment with each clinical course. The Process Recording assignment provides the student the opportunity to demonstrate the use of therapeutic communication. It is a formal method of evaluating nurse/client interactions by developing insight into these behaviors.

What revisions, if any, to the assessment process do you recommend that might help us acquire more useful data in this learning outcome?
None.

Written Communication

Context/course in which assessment was done <u>Research in Nursing</u>   Assignment: <u>Individual Literature Review Table</u>

BSN Senior Students						Fall 2023	
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**
Context and Purpose for Writing		10	2			2.8	12
Content Development		8	4			2.7	12
Genre and Disciplinary Conventions	6	6				3.5	12
Sources and Evidence	12					4	12
Control of Syntax and Mechanics		12				3	12

Context/course in which assessment was done <u>Leadership and Management in Nursing</u>   Assignment: <u>Group Manuscript</u>

BSN Senior Students Spring 2024							
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**
Context and Purpose for Writing	10	2				3.8	12
Content Development	10	2				3.8	12
Genre and Disciplinary Conventions	8	4				3.7	12
Sources and Evidence	12					4	12
Control of Syntax and Mechanics	10	2				3.8	12

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

Strengths
- Averages are higher from fall to spring. This is an expectation.

Weaknesses
- none noted from scores

Opportunities for Growth
- Ensuring students use of appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.

Threats to Effectiveness
- The development of written communication is multifaceted in the nursing profession. For this cohort (BSN Seniors), SON used a literature review assignment in the fall research course that pulled into the spring Leadership and Management course. Students had to use the fall assignment to complete the spring assignment. In the spring Leadership and Management course, students worked in a group and developed a manuscript for publication from the literature review table created in the fall. The largest threat to effectiveness for written communication in this cohort was students believing that they were ready to write after completing their fall literature review. Students realized how ineffective written communication can become when working in a group. Also working in a group to complete a manuscript allowed students to see their own barriers to communication related to cultural, cognitive, and systematic differences between peers. The purpose of both assignments was not to "get published," but for students to recognize the threats to effectiveness so that they are aware of such when moving into their professional role as a nurse since interdisciplinary teamwork is an integral part of nursing.

What actions, if any, do you recommend that might improve student performance in this learning outcome?
Helping students identify the above stated threats to effective written communication are a priority of nursing faculty. Faculty believe in allowing students to make errors (in a safe environment) to improve their performance.

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

Critical Thinking

Context/course in which assessment was done Concepts in Nursing Care I   Assignment: Individual Nursing Care Plans

BSN Junior Students Fall 2023							
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
Explanation of Issues		1	10	3		1.9	14
Evidence		3	10	1		2.1	14
Influence of Context and Assumptions		8	5	1		2.5	14
Student's Position (Perspective, Thesis/Hypothesis)		7	6	1		2.4	14
Conclusion and Related Outcomes (Implications and Consequences)		3	11			2.2	14

Context/course in which assessment was done Concepts in Nursing Care II Assignment: Individual Nursing Care Plans

BSN Junior Students Spring 2024							
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
Explanation of Issues	1	10	2	1		2.8	14
Evidence	5	8		1		3.2	14
Influence of Context and Assumptions	10	1	1		1	3.2	14
Student's Position (Perspective, Thesis/Hypothesis)	10	3			1	3.5	14
Conclusion and Related Outcomes (Implications and Consequences)	5	8		1		3.2	14

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

Strengths
- Overall averages are higher from fall to spring. This is an expectation.

Weaknesses
- There were several students that either showed stagnant or no progression in specific dimensions. The faculty noted that those students were repeat students (meaning they had previously failed a nursing course and were readmitted for a second attempt at progression).

Opportunities for Growth
- Encouraging student development of strong analytical skills is vital to improving critical thinking skills. Faculty continue to ask probing questions and incorporate evidence-based practice findings into lecture and hands on learning. Faculty also focus on self-reflection with students teaching students how to determine their own weaknesses.

Threats to Effectiveness
- The development of critical thinking abilities must include the ability to observe, perceive verbal and nonverbal cues, analysis of data, reasoning of the data, decision making and evaluation of actions. All said abilities are needed to develop critical thinking. The major threat to effectively teaching those abilities rests in egocentric thinking that is prominent in this generation of students. Faculty continually explore ways to teach and help students not view everything in relation to self. Another threat to effective critical thinking development is personal biases and preferences. To overcome this threat, faculty implement self-awareness activities with students.

What actions, if any, do you recommend that might improve student performance in this learning outcome?
Identification of obstacles because of psychological factors such as fears, attitudes, motivations, desires, and cognitive dispositions continue to be a priority of faculty. The student population has changed over the years requiring faculty to engage students differently than before to identify these factors. Referrals are made to university resources to assist students based on identified obstacles (counseling, student engagement activities, tutoring, senior mentoring, etc.).

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

Global Learning

Context/course in which assessment was done: <u>Statistical Methods in Public Health</u> Assignment: <u>Individual Discussion Board Post</u>

MSN Students Fall 2023							
Dimension	**# of students scoring 4**	**# of students scoring 3**	**# of students scoring 2**	**# of students scoring 1**	**# of students scoring 0**	**Average score for class /activity**	**Total # of students assessed in unit**
Global Self-Awareness	4	1				3.8	5
Perspective Taking	2	3				3.4	5
Cultural Diversity	3	2				3.6	5
Personal and Social Responsibility	5					4	5
Understanding Global Systems	4	1				3.8	5
Applying Knowledge to Contemporary Global Contexts	5					4	5

Context/course in which assessment was done: <u>Social Determinants to Health</u> Assignment: <u>Individual Discussion Board Post</u>

MSN Students Spring 2024							
Dimension	**# of students scoring 4**	**# of students scoring 3**	**# of students scoring 2**	**# of students scoring 1**	**# of students scoring 0**	**Average score for class /activity**	**Total # of students assessed in unit**
Global Self-Awareness	5					4	5
Perspective Taking	4	1				3.8	5
Cultural Diversity	5					4	5
Personal and Social Responsibility	5					4	5
Understanding Global Systems	5					4	5
Applying Knowledge to Contemporary Global Contexts	5					4	5

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

Strengths
- Overall averages are higher from fall to spring. This is an expectation. These students are practicing BSN prepared licensed RNs so their knowledge coming into the program is expected to be at a higher level than pre-licensed students.

Weaknesses
- none

Opportunities for Growth
- Graduate teaching faculty believe in exposing students to reading material, discussion, and assignments that include global narratives, which will help grow these RNs in preparation for facing diverse challenges and patient experiences. The major area of growth related to global learning is empathy. Faculty believe empathy can be taught (belief supported by research).

Threats to Effectiveness
- The major threat to effectively teaching global learning is the online learning environment. While distance education is the desired option for these RNs while continuing to work, faculty are constantly exploring ways to address global learning dynamics that teach cultural, political, and regulatory safe practices. Faculty believe that global learning activities must enhance each student's self of identity, their community, ethical practice, and address perspective taking regarding justice, diversity, and equitable care. Finding ways to teach and evaluate such in an online learning environment can be a challenge and is only as rich as the student contributes thought processes.

What actions, if any, do you recommend that might improve student performance in this learning outcome?
The major actions faculty take to improve student performance addresses the above stated threat to effectiveness. For example, graduate teaching faculty make committee approved changes to grading rubrics between semesters to capture true learning from experiences in the online learning environment.

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

Teamwork

Context/course in which assessment was done Nursing Skills Assignment: Group Nursing Skill Return Demonstration

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/ activity	Total # of students assessed in unit
BSN Juniors Students Fall 2023							
Contributes to Team Meetings		14				3	14
Facilitates the Contributions of Team Members		14				3	14
Individual Contributions Outside of Team Meetings		14				3	14
Fosters Constructive Team Climate		14				3	14
Responds to Conflict			7	6	1	1.4	14

Context/course in which assessment was done Community Health Assignment: Group Community Assessment Plan

Dimension	# of students scoring 4	# of students scoring 3	# of students scoring 2	# of students scoring 1	# of students scoring 0	Average score for class/ activity	Total # of students assessed in unit
BSN Juniors Students Spring 2024							
Contributes to Team Meetings	14					4	14
Facilitates the Contributions of Team Members	14					4	14
Individual Contributions Outside of Team Meetings	14					4	14
Fosters Constructive Team Climate	14					4	14
Responds to Conflict	7	5	2			3.4	14

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

Strengths
- Overall averages are higher from fall to spring. This is an expectation.

Weaknesses
- none

Opportunities for Growth
- Teamwork is a professional nursing behavior that promotes innovative leadership, scholarship, and research leading to improved patient outcomes. The nursing faculty understand there is no "one size fits all" category when teaching and evaluating teamwork, so faculty have continual opportunities to adjust teaching/learning strategies. For students, opportunities for growth in teamwork center around integrity, diversity, and autonomy. Conflict resolution is the largest area of improvement for this cohort, which faculty believe is learned through experience.

Threats to Effectiveness
- The faculty believes the major threat to effective teamwork in nursing is decision making and lack of effective communication. Both decision making and therapeutic communication strategies are taught in the nursing curriculum.

What actions, if any, do you recommend that might improve student performance in this learning outcome?
The faculty believes student performance in teamwork improves over time. With the current student generation, there seems to be a void in abilities to verbally communicate. Students would rather do the work alone or "text/email" instead of working one-on-one with a peer/group and talking through decision making. Therefore, to address student performance in teamwork, each semester students are required to complete a group assignment, specific to the course. In the last semester of the degree program, students must incorporate group involvement with others outside the SON, teaching inter/intradisciplinary teamwork.

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

Online Class Assessment Based on Simplified OSCQR: Unit Summary

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

Semester: Fall 2023 – Course: NURS 5043 Statistics Reasoning in Public Health (SRPH)

Semester: Fall 2023 – Course: NURS 5023 Epidemiology (Epi)

Semester: Fall 2023 – Course: NURS 5033 Public Health Research (PHR)

Semester: Spring 2024 - Course: NURS 5102 Social Determinants of Health (SDOH)

Semester: Spring 2024 – Course: NURS 5204 Public Health Policy and Economics (PHPE)

Semester: Summer 1 2024 – Course: NURS 5214 Public Healthcare and Education (PHE)

Semester: Summer 1 2024 – Course: NURS 5013 Pubic Health Theoretical and Ethical Foundations (Theory)

Standard	Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan Summary
1.Welcome, overview, and information						
1.1 It is clear how students contact the instructor and how and when students attend class and submit assignments.	X	X (SDOH and PHPE)				SDOH and PHPE: Not found as a link but is discussed in the syllabus: • relevant campus policies on plagiarism, • computer use, • filing grievances, • accommodating disabilities, For the next course, links should be pulled from the syllabus and added in the Welcome Folder.
2.Course Organization						
2.1. The course is organized into modules, units, weeks, or other chunks. Each section has due dates and expectations clearly stated.	x					
3.Accessibility						
3.1. At a minimum, videos should have automatically generated captions that have been reviewed for accuracy by the instructor.	x					
3.2. Blackboard Ally reports have been used to identify and remediate course content for improved accessibility.	X SRPH – 95% Epi – 92% Theory – 95%	X PHR – 83% SDOH – 79% PHPE – 63% PHE – 84%				PHR: Accessibility score is 83% with insufficient color contrast in PowerPoint. The course instructor is to

						send those pdfs to the SON secretary for correction and then reload to the course. SDOH: Accessibility score is 79% with one issue in a word document. There is a table in the document that does not have a header. The course instructor should pull that document and add a header to the table and then reupload the document. PHPE: Accessibility score is 63% with six issues related to pdf files not being accessible. The course instructor is to send those pdfs to the SON secretary for accessibility and then reload to the course. PHE: Accessibility score is 84% with five issues related to missing headers in tables. The course instructor is to add a head to the tables and then reupload the documents.
4.Course Activities						
4.1. Course activities should encourage collaboration between students whether through discussion boards, synchronous sessions, or group projects.	x					
4.2. Course activities encourage learners to develop higher-order thinking and problem solving skills, such as critical reflection or analysis.	x					
5.Interaction						
5.1. Expectations for timely and regular feedback from the instructor are clearly stated.	x					

5.2. Expectations for interaction are clearly stated.	X					
5.3. Learners have the opportunity to get to know the instructor.	X					
5.4. Course offers opportunities for learner-to-learner interaction and constructive collaboration.	X					
6.Technology Requirements						
6.1. Students are provided detailed information and instructions regarding technology, and faculty point students to support any technology not managed by the UAM IT department.	X					
6.2. If there are technology requirements for assignments or exams, a practice assessment is included.	X					

What conclusions can be drawn about the quality of online classes in your academic unit?

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

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

Opportunities
- Faculty teaching online are embracing the idea of self-paced learning allowing students to work ahead through course material. This is imperative as the student population in the online MSN program usually work full-time and must complete coursework at their convenience. Faculty teaching in online courses provide asynchronous learning. Any zoom/videos with the instructor are recorded and uploaded for those students unable to attend a live session.

Threats to effectiveness
- Some students may find it difficult to focus during online learning, either due to not having a live instructor or due to time management and balancing life with studies. To address this, faculty will offer a live orientation zoom with students and record the event for those unable to view. Students have shared that the orientation zoom link for the first few online courses helps alleviate any fears and concerns about entering the online learning environment.

To what extent does the SON meet the federal government's requirements for "regular and substantive"?
The faculty believe SON online classes meet the federal government's requirements for "regular and substantive" interactions. The OSCQR rubric guides faculty to ensure quality instructional design that supports student learning.

Data-based Unit Changes
The following are examples of improvements based on assessment data and/or stakeholder feedback:
- Development of an electronic testing policy from faculty feedback to ensure security of online evaluation.
- Development of Artificial Intelligence policy from faculty feedback to ensure originality of student assignment completion.
- Development of a Clinical Incident Report policy from AR State Board of Nursing feedback to ensure reporting of "near misses" in the clinical setting. The SON is charged with ensuring safe nursing practice.
- Clinical uniform color change to from navy to green color per student and clinical partner feedback. Most hospitals are switching to navy color scrubs and UAM students blend in with staff. Changing the color of the clinical uniform sets UAM SON students apart.
- Accept SAT scores for admission to allow a more friendly transfer and acceptance into the university since many high schools out of state push the SAT over the ACT.

Public/Stakeholder/Student Notification of SLOs

List all locations/methods used to meet the HLC requirement to notify the public, students, and other stakeholders of the unit SLO.

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

Enrollment

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

UNDERGRADUATE PROGRAM MAJOR: AAS

Classification	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average	10-Year Total & Average
Freshman	5	4	2	11 (4)	24 (2)
Sophomore	0	1	1	2 (1)	15 (2)
Junior	1	7	3	11 (4)	38 (4)
Senior	8	8	9	25 (8)	81 (8)
Post Bach	0	0	1	1 (0)	5 (0)
Total	14	20	16	50 (17)	163 (16)

UNDERGRADUATE PROGRAM MAJOR: BSN

Classification	Fall 2021	Fall 2022	Fall 2023	3-Year Total & Average	10-Year Total & Average
Freshman	47	42	44	133 (44)	846 (85)
Sophomore	21	24	22	67 (22)	370 (37)
Junior	25	20	22	67 (22)	322 (32)
Senior	27	25	29	81 (27)	341 (34)
Post Bach	2	0	1	3 (1)	42 (4)
Total	122	111	118	351 (117)	1921 (192)

GRADUATE PROGRAM MAJOR: MSN (program started summer 2022)

	Fall 2021	Fall 2022	Fall 2023	2-Year Total & Average
ENROLLMENT	n/a	9	19	28 (14)

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

Strengths
- In the AAS program, the three-year averages are very comparable to the 10-year averages. This data suggests that the AAS is maintaining majors. This could indicate a growth in technical nursing program graduates with interest in continuing their nursing education.
- In the MSN program, total majors doubled from Fall 2022 (N = 9) to Fall 2023 (N = 19). This could be from word of mouth about the graduate program spreading and more RNs are interested in returning to higher education for a master's degree.
- In both AAS and BSN programs, the Fall 2023 senior majors are at their highest three-year retention numbers. This data suggests that the senior cohort is being retained over the most recent years.

Weaknesses
- The three-year BSN total major average of 117 is lower than the 10-year total average of 192. The Fall 2023 total nursing majors (N = 118) is 6% higher than Fall 2022 (N = 111) but has still not reached the Fall 2021 enrollment number (N = 122). National data shows that declared nursing majors are on a decline. Faculty believe this is related to the high demands of nurses and rigor of nursing programs. In addition, research supports the conclusion that the COVID pandemic from Spring 2020 is still impacting students' decisions to declare nursing as a major. This academic year, faculty are starting to see clinical partners not require COVID vaccination to come to clinical sites anymore, which faculty hope will draw more interest back into declaring nursing.

Opportunities for Growth
- Even though the above stated weakness targets BSN pre-licensure program, total majors increased from Fall 2022 (N = 111) to Fall 2023 (N = 118). This could indicate that more students are asking questions about nursing demonstrating an interest in entering the nursing field. However, the slight rise is not significant enough at this point to call the growth a strength. Therefore, strong recruitment efforts need to continue targeting the BSN degree.

Threats to Effectiveness
- The program does not offer weekend or evening classes, which could cause students to seek enrollment in other programs.

Progression/Retention Data

Table 4: Retention/Progression and Completion Rates by Major
The SON tracks retention/progression and completion rates according to accreditation standards. Retention is defined as students enrolled in the nursing program that academically progress. Attrition is defined as students who do not academically progress. Students who withdraw for personal reasons and/or change majors do not count in percentages. The MSN program has not had a cohort to graduate yet. The first cohort graduates in December 2024.

The completion rate formula for the SON is based on accreditation reporting standards. The calculation formula is as follows:
- 100% -On Time (once accepted into program) = 5 semesters (BSN) and 3 semesters (AAS)
- 150% (once accepted into program) = 7 semesters (BSN) and 5 semesters (AAS)
  - These are repeating students.

Major: AAS (admitted in May and graduate following May)	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2021	10	
Number and percentage graduated in that major during 21-22 academic year	7	7/10 70%
Number of majors classified as juniors (60-89 hours) in fall 2022	15	
Number and percentage graduated in that major during 22-23 academic year	11	11/15 73%
Number of majors classified as juniors (60-89 hours) in fall 2023	11	
Number and percentage that graduated in that major during 23-24 academic year	11	11/11 100%

Major: BSN (admitted in May and graduate two years later in May)	Number	Percentage
Number of majors classified as juniors (60-89 hours) in fall 2021	16	
Number and percentage graduated in that major during 22-23 academic year (only includes students from the original cohort)	14	14/16 88%
Number of majors classified as juniors (60-89 hours) in fall 2022	19	
Number and percentage graduated in that major during 23-24 academic year (only includes students from the original cohort)	12	12/19 63%

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

Strengths
- Completion rates increased in the AAS program from 2022 (70%) to 2024 (100%). Faculty contribute this to student focused remediation requirements.

Weaknesses
- Completion rates decreased in the BSN program from 2023 (88%) to 2024 (63%). Over the past two years, readmitted students in the BSN program have had a higher attrition rate. Of 13 readmitted students, nine (69%) did not pass on their second attempt. Those students are not eligible to continue in the BSN program and advised to change their major to either LPN at one of the Colleges of Technology (COT) campuses or to another discipline.

Opportunities for Growth
- The SON faculty continue to examine variables that impact admission criteria and make changes as supported by data.
- To address the above identified weakness, BSN readmitted students are automatically placed on a required program remediation plan focused on their deficiencies.

Threats to Effectiveness
- The SON recognizes the following threats to effectiveness related to progression/retention: financial, academic, life commitments, and mental health. SON has multiple touch points with students to assess each threat. The SON has multiple scholarships and general donations in the nursing foundation fund that are used to help students with unexpected financial burdens. The threat for academic progression is assessed weekly and requires students to initiate a Student Improvement Plan. Regarding life commitments and mental health threats, faculty remain approachable and display empathy to students when crisis occurs.

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

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

Completion (Graduation/Program Viability)

Table 6: Number of Degrees/Credentials Awarded by Program/Major

Number of Degrees Awarded

Undergraduate Program/Major	2021-2022	2022-2023	2023-2024	Three-Year Total	Three-Year Average
AAS	7	11	11	29	10
BSN Includes student readmitted into the program who finished in 150% on time	19	18	13	50	17
MSN Began Summer 2022. The first cohort will graduate in December 2024.	na	na	na	na	na

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

Program Viability Standards
1. An average of six (6) graduates per year for transfer associate degrees (AA, AS, and AAT) and bachelor's programs;
2. An average of four (4) graduates per year for bachelor's degrees in science, mathematics, engineering, foreign languages, middle school education, and secondary education programs for licensure in science and mathematics; and,
3. An average of four (4) graduates per year for master's, specialist, and first-professional programs.

Progression
1. Three-year average of 10 for the AAS in Nursing program. This average meets the viability standard of six per year.
2. Three-year average of 17 for the BSN program. This average meets the viability standard of four per year.
3. The MSN program expects the first cohort graduation in December 2024 of five students.

Retention
- One readmit request from AAS student cohort; approved and restarted program in Summer 2023; graduated in May 2024
- No readmit requests from BSN cohorts (Class of 2023) as all progressed.
- Four readmit requests from BSN cohort that should have graduated in May 2024. All four were approved and restarted in Summer 2023 (n = 3) and Fall 2023 (n = 1) in junior level nursing courses. Of those four, only one progressed; will graduate in May 2025.

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

<u>Future Plans to Maintain</u>
Students are accepted in the SON after completion of their sophomore credits (Spring semester). The AAS and BSN nursing courses begin during the intersession term each May. To maintain enrolled students, faculty frequently offer tutoring sessions to all students (course dependent). The simulation lab is also open for students to practice nursing skills each day.

Tracking graduates

Summarize how you track the career progression of your unit's graduates.

To prepare undergraduate nursing students for success, faculty focus on the NCLEX-RN examination. Nursing faculty prepare students with hands on clinical and practicum experience, mock NCLEX exams, and the requirement that seniors participate in a live three-day NCLEX-RN review course taught by a nurse educator (not from UAM). For the graduate program, faculty prepare students for success through practicum experiences (MSN students are already licensed nurses).

The pass rate on the NCLEX-RN exam is used to measure success of the Nursing program and its graduates. Graduates must have that license to be employed as an RN.

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

Record the number of recent graduates entering jobs related or unrelated to their major or pursing further credentials related or unrelated to their major.

	Related to major	Unrelated to major	Comments
Number of recent graduates entering workforce	29 AAS (n = 11) BSN (n = 13) BSN (RN-MSN track; n=5)	0	These numbers are reported by students prior to graduation who plan to work either part or full time. Employers begin visiting SON students in Fall semester for recruiting nursing jobs. Students have jobs prior to graduation. Should a student decide not to work as a RN upon graduation, that decision is usually personal and related to moving and/or life events (marriage, delivery of baby, etc.)
Salary range	$70,000-$90,000/year in Arkansas		Salary is dependent on type of employment and work environment (acute, chronic, long-term care). Travel nursing assignments out of state can make up to $150,000/year.
Number of recent graduates pursing a graduate degree (within the past three years)	11	0	AAS in Nursing = 5 (RN to MSN track: 2022 graduates) AAS in Nursing = 5 (RN to MSN track: 2023 graduates) BSN = 1 (traditional MSN track)
Number of recent graduates pursing a certificate, associate, or baccalaureate degree	0		

Five Year AAS and BSN Employment Rates

12 months after Graduation 2019-2024 (Percentage reported from alumni responding)		
Graduation Year	**AAS**	**BSN**
2024	pending	pending
2023	100%	100%
2022	100%	100%
2021	100%	100%
2020	100%	100%
2019	100%	100%

Five Year AAS and BSN Job Acceptance Rates Prior to Graduation

2020-2024		
Graduation Year	**AAS**	**BSN**
2024	8/9 (88%) One graduate reported no job acceptance due to enrolling in the RN to MSN program immediately after graduation.	7/7 (traditional track; 100%) 5/5 (RN-MSN track earned the BSN degree in Spring 2024; 100%)
2023	10/11 (91%) One graduate reported moving as a reason for not accepting a job prior to graduation.	16/18 (89%) One graduate reported moving and one reported "needing a break" as reasons for not accepting a job prior to graduation.
2022	7/7 (100%)	19/19 (100%)
2021	5/5 (100%)	20/20 (100%)
2020	10/10 (100%)	25/25(100%)

*No MSN degree graduates since starting program in Summer 2022. The first cohort will graduate in December 2024. SON did have five students in the RN to MSN track that started Summer 2022 and completed the BSN degree at the end of Spring 2024 semester.

Faculty

Table 7: Faculty Profile, Teaching Load, and Other Assignments

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

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Summer II 2023	Fall 2023	Spring 2024	Summer 1 2024	Other Assignments
Dr. Brandy Haley	Full-Time (FT) Professor, tenured	PhD	Advising, classroom, and clinical teaching as needed		3.5 credits	7 credits	3 credits	Dean
Destiny Allison	FT Instructor, non-tenure track	BSN	Advising, Simulation and clinical lab teaching		8 credits	9 credits		Simulation Lab Coordinator

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Summer II 2023	Fall 2023	Spring 2024	Summer 1 2024	Other Assignments
Dr. Christine Felts	FT Professor, tenured	PhD	Advising, Classroom and clinical teaching		10 credits	12 credits	6 credits	MSN Program Coordinator; Clinical Coordinator (paid stipend)
Dr. Tamisha Henderson	Adjunct, non-tenure track	DNP	Online classroom teaching		3 credits	6 credits		
Heidi Hogue	FT Associate Professor, tenured	MSN	Advising, Classroom and clinical teaching,	3 credits	18 credits	17 credits	4 credits	AAS Program Coordinator (paid stipend)
Dr. Tammie Marshall	FT Assistant Professor, tenure track	DNP	Advising, Classroom and clinical teaching		3 credits			
Elisa Mendiola	Part-Time (PT) Clinical Instructor, non-tenure track	MSN	Clinical teaching		8 credits	9.5 credits		
Callie Peterson	FT Clinical Instructor, non-tenure track	BSN	Advising, Classroom and clinical teaching		11 credits	7 credits		
Anita Shaw	FT Associate Professor, tenured	MSN	Advising, Classroom and clinical teaching	4 credits	11 credits	8 credits		
Amanda Smith	PT Clinical Instructor, non-tenure track	BSN Earned MSN in May 2024	Clinical teaching		4 credits	8.5 credits	7 credits	Moved to FT, Assistant Professor and Assistant Dean, tenure track in Spring 2024
Sharon Walters	FT Associate Professor, tenured	MSN	Advising, Classroom and clinical teaching		11 credits	10.5 credits	7 credits	BSN Program Coordinator (paid stipend)

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Summer II 2023	Fall 2023	Spring 2024	Summer 1 2024	Other Assignments
Mckenna Wilkerson	FT Assistant Professor, tenure track	MSN	Advising, Classroom and clinical teaching		10 credits	10 credits		

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

Faculty retention continues to be a concern in the SON. In 2021-2022, two faculty resigned. In 2022-2023, five faculty resigned. In 2023-2024, three faculty resigned, and one faculty retired. Feedback from resignations indicate salary and workload as reasons for resignations. Nursing faculty shortages are a common trend across Arkansas and the United States.

Fall 2023 – Two of the four vacant full-time positions were filled to start the 2023-2024 academic year, leaving two full-time vacant positions. With no qualified applicants, the position's teaching load was covered by the dean, current faculty (overload provided), a newly hired adjunct online instructor, and a newly hired second part-time faculty member. In October, one full-time faculty member resigned, leaving three vacant positions entering the spring 2024 semester.

Spring 2024 – The dean created a new 12-month Assistant Dean position out of one of three full-time nine-month faculty vacancies. In January, that new position was filled by one of the currently employed part-time clinical instructors, leaving two vacancies for the semester. Again, the workload of the vacant positions was covered by the dean and all faculty (overload pay provided). In April, one full-time faculty member resigned and in May, another full-time faculty member resigned. The current part-time clinical instructor was hired into a full-time faculty position (starting in August 2024), leaving a vacant part-time clinical instructor position. Three full-time faculty vacancies remain at the end of the spring semester.

June 2024 – All three full-time vacancies and the one part-time faculty position were filled with August 2024 start dates. In addition, one additional online adjunct instructor was hired with an August 2024 start date to assist in the MSN program.

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2014-15	2458	+14.4%	
2015-16	2345	-4.6%	
2016-17	2077	-11.4%	
2017-18	1832	-11.8%	
2018-19	2353	+28.4%	
2019-20	2353	0%	
2020-21	2149	-8.7%	
2021-22	1882	-12.4%	
2022-23	2042	+8.5%	MSN program started in Summer I 2022 term with cohort in the RN-MSN track. First BSN-MSN cohort started Spring 2023.
2023-24	1984	-2.8%	

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

Historically, nursing was a popular major to declare. However, since the COVID pandemic (2019-2020), declared entry-level baccalaureate nursing students have decreased. This is a common finding across the United States (US). According to data from the annual survey conducted by the American Association of Colleges of Nursing (AACN), the number of BSN declared majors declined 1.4% in 2023, "ending a 20-year period of enrollment growth in programs" (AACN, 2023). The report also indicated a decline in enrollment in graduate and doctoral programs across the US. Since the pandemic rebound, the SON has worked to increase SSCH production, with a notable 5.4% percentage increase in SSCH from the 2021-2022 academic year. SON continues to contribute the increase in percentage to the initiation of the MSN program with the first RN to MSN track cohort starting in Summer 2022 and the first BSN to MSN track cohort starting in Spring 2023. The process of recruiting students into pre-licensure BSN program continues to be a challenge post pandemic; however, SON is seeing a slight increase, as demonstrated in Table 3 in BSN program enrollment (6% increase from 2022-2023 to 2023-2024).

Reference: https://www.aacnnursing.org/news-data/all-news/new-data-show-enrollment-declines-in-schools-of-nursing-raising-concerns-about-the-nations-nursing-workforce

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

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

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

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

The SON defines scholarship for the discipline of nursing following Boyer's Model of Scholarship outline of (1) Discovery, (2) Integration, (3) Practice, and (4) Teaching.

Faculty Scholarly Activity
- The following faculty continue to practice part-time as a RN outside of faculty duties: Destiny Allison, Heidi Hogue, and Amanda Smith
- Heidi Hogue, Associate Professor; Arkansas Nurses Student Association Board of Directors – State Consultant
- Dr. Brandy Haley, Dean and Professor; Arkansas for Nursing Board of Directors – President
- Dr. Brandy Haley published one article in *Nursing Education Perspectives* journal.
- Dr. Brandy Haley, appointed as CNEA site evaluator and to the Evaluation Committee
- Amanda Smith, Assistant Professor/Assistant Dean MSN degree conferral in May 2024 from UCA with emphasis in nursing education.
- Destiny Allision, Instructor, appointment as Student Nursing Association UAM Chapter Advisor
- All faculty must complete 15 continuing education hours in the practice area for the AR State Board of Nursing for nursing licensure renewal every two years.

Notable Faculty or Faculty/Service Projects
- Amanda Smith, nomination to the National Society of Leadership and Success
- Amanda Smith, Ashely County Go Red Committee with development of community outreach for heart health
- Dr. Brandy Haley, development of Lincoln County Chapter for the Arkansas Nurses Honor Guard
- Dr. Brandy Haley, finalist for the AR Nurses Association Daisy Lifetime Achievement Award
- Dr. Christine Felts, Professor, Feed Your Neighbor community leader
- Destiny Allision, MASH program partner with Bradley County Hospital

Faculty Grant Awards
- No faculty applied for grants this academic year due to workload from faculty vacancies and faculty absences. The SON did receive grant monies for the AAS program from the Perkins Grant in collaboration with the COTs. The SON used the grant money to pay for all AAS May 2024 graduates NCLEX-RN licensure examination fees.

Describe any significant changes in the unit, in programs/degrees, during the past academic year.
- The SON hosted the National League for Nursing Commission on Nursing Education (NLN CNEA) in September 2023 for an accreditation site visit.
- The AAS and BSN programs received continual accreditation from NLN CNEA in September 2023 through September 2033.
- The MSN program received initial accreditation from NLN CNEA in September 2023 through September 2029.
- A new Assistant Dean of Nursing position was created and hired in Spring 2024.

- Three full-time faculty resignations, one full time faculty retirement, and one full-time faculty was on sick leave for eight weeks. This increased the current faculty workload immensely.
- The BSN program began the new curriculum in May 2024.
- A partnership with National Park College was established in May 2024 for a 3+1 agreement for the RN to BSN program.

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

The SON submitted no Curriculum and Standard (C&S) proposals for the AAS program. There were 10 C&S proposals for the BSN program and one proposal for the MSN program this academic year:

- SON Proposals #1 through #8 dealt with revision of course credits for the new BSN curriculum. No changes to overall requirement of 120 credits for degree completion.
- SON Proposal #9 deleted the LPN to BSN track option effective July 1, 2024. With the revision of the new BSN curriculum, the SON is no longer able to offer 11 credit hours as required for this track from the Arkansas Nursing Education Progression Model. In addition, there has been no interest or enrollment in this program since 2017.
- SON Proposal #10 allows SAT scores for admission. The SAT is being encouraged more as a college testing entrance exam across United State high schools, according to UAM Admissions Office. Upon verification, the SAT does not have a science specific section, but science questions are included throughout all sections of the test (Math, Reading, and Writing). Therefore, a strong knowledge of science is needed to perform well on the SAT. The SON feels the inclusion of science reasoning across all testing sections meets the rigor of determining readiness for declaring nursing as a major. The SON will use the UAM Placement Guide and Degree Pathways for determining enrollment in nursing pre-requisite course placements.
- The one C&S proposal for the MSN program allows the awarding of the BSN degree when all BSN course work is completed instead of awarding the BSN degree when the MSN degree is completed. This allows RNs enrolled in the RN to MSN track to receive the BSN degree earlier, which may result in a pay raise with their employer. This proposal was a direct result of feedback/request for a clinical partner that employs UAM graduates.

Describe unit initiatives/action steps taken in the past academic year to enhance teaching/learning and student engagement.
- Continued revision of the new BSN curriculum coursework, through Summer II 2023 – Fall 2023. The new curriculum began in May 2024. The final cohort of Seniors will complete the "old curriculum" in Spring 2025.

Other Unit Student Success Data
- One BSN Senior was chosen as Arkansas Young Nurse Leaders in Spring 2024.
- The Student Nurses Association was awarded the Chapter of Excellence award at the annual AR Nursing Student Association conference in Fall 2023.

Addendum 1: UAM Vision, Mission, and Strategic Plan

VISION

The University of Arkansas at Monticello will be recognized as a model open access regional institution dedicated to empowering students to realize and develop their potential. UAM is committed to advancing three vibrant, diverse campuses that serve their communities and foster key partnerships that contribute to the economy and quality of life in the region, state, and beyond.

MISSION

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

- Fostering a quality, comprehensive, and seamless education for diverse learners to succeed in a global environment;

- Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development;

- Promoting innovative leadership, scholarship, and research which will provide for entrepreneurial endeavors and service learning opportunities;

- Creating a synergistic culture of safety, collegiality, and productivity which engages a diverse community of learners.

CORE VALUES:

- *Ethic of Care*: We care for those in our UAM community from a holistic perspective by supporting them in times of need and engaging them in ways that inspire and mentor.

- *Professionalism*: We promote personal integrity, a culture of servant leadership responsive to individuals' needs as well as responsible stewardship of resources.

- *Collaboration*: We foster a collegial culture that encourages open communication, cooperation, leadership, and teamwork, as well as shared responsibility.

- *Evidence-based Decision Making*: We improve practices and foster innovation through assessment, research, and evaluation for continuous improvement.

- *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

Goal 1: Promote Opportunity and Success for All Students

Outcome 1.1: Exemplify a student-centered culture.
    Strategy 1.1.1: Promote effective communication, marketing, and business practices that underscore our student-centered culture and thereby enhance recruitment and retention.
    Strategy 1.1.2: Assess current student support structures to identify gaps in service or deterrents.
    Strategy 1.1.3: Implement new curricular and co-curricular activities to enhance the overall student experience.
    Strategy 1.1.4: Broaden student knowledge of and access to resources that promote mental health, physical health, and safety.
    Strategy 1.1.5: Streamline admission, enrollment, and financial processes.
    KPI: Year-to-year student enrollment
    KPI: Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate

students and concurrent students)
KPI: *Year-to-year number of students participating in curricular and co-curricular activities*
KPI: *Year-to-year number of students accessing support services*
KPI*: Student satisfaction rate for support services*

Outcome 1.2: Prepare students for success with active learning and personalized engagement opportunities that inspire student creativity, motivate student persistence, and create a desire for life-long learning.
    Strategy 1.2.1: Enhance academic advising, tutoring services, and career counseling for all students, especially by establishing a Center for Teaching and Learning.
    Strategy 1.2.2: Further promote the academic success of student-athletes, band, choir, residential, international, non-traditional, military veterans and first-generation students.
    Strategy 1.2.3: Establish new high-impact student experiences, such as internships, field experiences, job shadowing opportunities, and study abroad.
    Strategy 1.2.4: Develop a system of connecting students to service-learning opportunities specific to their interest.
    Strategy 1.2.5: Implement innovative instructional models, such as hyflex, in more academic programs.
    KPI*: Academic standing data*
    KPI: *15, 30, 45, 60, and 90-hour progression data*
    KPI: *Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate students and concurrent students)*
    KPI: *On-time graduation rate*
    KPI*: Number of credentials conferred year-to-year*
    KPI: *Employment rates of graduates in fields related to program of study*

Outcome 1.3: Support the transition from high school to postsecondary education to career by developing marketable skills in students and providing access to employment opportunities.
    Strategy 1.3.1: Partner with public schools for early career awareness initiatives starting in elementary school, for example by coordinating a Career Fair twice a year on the Monticello, McGehee, and Crossett campuses.
    Strategy 1.3.2: Provide more opportunities for students to directly engage with potential employers.
    Strategy 1.3.3: Integrate Career Services support in more academic programs by focusing on junior/ senior courses, projects, or capstones.
    Strategy 1.3.4: Partner with industry and businesses for more student internships, and practicums throughout the student technical education/college experience.
    KPI: *Academic standing data*
    KPI: *Fall-to-spring, fall-to-fall student retention rate (excluding completers, graduate students, and concurrent students)*
    KPI: *Number of senior projects and capstone experiences*

KPI: Number of student internships and practicums

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

Outcome 2.1: Implement a marketing plan that attracts a qualified and diverse pool of faculty and staff.
    Strategy 2.1.1: Expand the advertisement of job postings.
    Strategy 2.1.2: Provide training on best practices for hiring, from crafting
        better job descriptions to running more successful search committees.
    KPI: Percentage of faculty receiving "Excellent" or "Exceeds Expectations"
    on annual faculty evaluations

Outcome 2.2: Enhance the working environment for all faculty and staff by providing necessary resources.
    Strategy 2.2.1: Increase access to professional development workshops and training to help members of the university
        community improve their skills.
    Strategy 2.2.2: Provide technology that supports advancing instructional needs of faculty.
    KPI: Maintenance of a 5-year rotation of technology
    KPI: Number of training opportunities released via the Workday Learning Center and/or Blackboard
    KPI: Number of faculty using Center for Teaching and Learning

Outcome 2.3: Increase retention of faculty and staff.
    Strategy 2.3.1: Identify and share opportunities for job advancement with
        highly skilled faculty and staff.
    Strategy 2.3.2: Develop a mentorship program to prepare individuals for
        successive leadership roles.
    Strategy 2.3.3: Study the feasibility of a career ladder system for staff including
        incentives for higher education attainment.
    Strategy 2.3.4: Enhance funding for faculty and staff salaries each year contingent
        on enrollment and legislative appropriations.
    Strategy 2.3.5: Enhance academic and administrative operating budgets as
        funding allows.
    KPI: Number of promotions among UAM faculty and staff
    KPI: Average years of employment for faculty

KPI: *Average years of employment for staff*

Goal 3: Strengthen Institutional Resources

Outcome 3.1: Optimize student recruitment through transformative marketing initiatives.
    Strategy 3.1.1: Promote UAM's presence in the region, state, and beyond
         through more customized, targeted social media and other marketing strategies.
    Strategy 3.1.2: Strengthen communication of marketing plans and procedures
         to faculty, staff, students, and the community.
    KPI*: Number of admission applications year-to-year*
    KPI*: Enrollment of new students year-to-year*

Outcome 3.2: Enhance the conditions and reliability of university infrastructure and equipment.
    Strategy 3.2.1: Update the campus master plan with a timeline for new
         construction and remodeling of campus facilities.
    Strategy 3.2.2: Determine requirements for and begin assembling a sufficient,
         modern vehicle fleet available for university purposes, including academic
         field trips, sports events, etc.
    Strategy 3.2.3: Develop a plan to prioritize replacement of farm and grounds
         equipment.
    KPI: *Maintenance or construction projects accomplished each year*
    KPI: *Disposal and replacement of vehicles and large equipment each year*
      according to set criteria: age, performance, anticipated maintenance cost

Outcome 3.3: Develop partnerships to strengthen institutional, regional, and state resources.
    Strategy 3.3.1: Expand concurrent enrollment partnerships to meet regional
         and state workforce demands.
    Strategy 3.3.2: Partner with industry to fund the development of new credit
         and/or noncredit workforce training to meet regional, state, and national needs.
    Strategy 3.3.3: Partner with other institutions of higher education to offer
         unique, cutting-edge academic programs.
    Strategy 3.3.4: Partner with other institutions of higher education to offer

existing, high-need programs to underserved regions of the state.
Strategy 3.3.5: Partner with communities to address the socio-economic,
    educational and health and wellness challenges.
KPI: Number of concurrent enrollment partnerships year-to-year
KPI: Number of industry partners year-to-year
KPI: Number of students enrolled in noncredit workforce training
KPI: Number of academic programs offered with other institutions of higher education year-to-year
KPI: Number of articulation agreements year-to-year
KPI: Number of grants awarded related to addressing socio-economic, educational, and health and wellness challenges.

Outcome 3.4: Augment operational funding through external efforts.
Strategy 3.4.1: Strengthen efforts to obtain grant funds for all purposes,
    including student research, faculty research, academic program development, instructional equipment, and general institutional needs.
Strategy 3.4.2: Expand alumni engagement and fundraising efforts.
KPI: Number of grant applications submitted each year aimed at enhancing UAM's ability to serve its students, staff, and faculty, especially in the areas of student and faculty research, academic program development, and instructional equipment
KPI: Number of social media posts and hits on the alumni page
KPI: Outreach to prospective donors

Addendum 2: Higher Learning Commission Sample Assessment Questions

1. How are your stated student learning outcomes appropriate to your mission, programs, degrees, students, and other stakeholders? How explicitly do major institutional statements (mission, vision, goals) address student learning?
- How well do the student learning outcomes of programs and majors align with the institutional mission?
- How well do the student learning outcomes of general education and co-curricular activities align with the institutional mission?
- How well do course-based student learning outcomes align with institutional mission and program outcomes?
- How well integrated are assessment practices in courses, services, and co-curricular activities?
- How are the measures of the achievement of student learning outcomes established? How well are they understood?

2. What evidence do you have that students achieve your stated learning outcomes?
- Who actually measures the achievement of student learning outcomes?
- At what points in the curriculum or co-curricular activities are essential institutional (including general education), major, or

program outcomes assessed?
- How is evidence of student learning collected?
- How extensive is the collection of evidence?

3. In what ways do you analyze and use evidence of student learning?
- Who analyzes the evidence?
- What is your evidence telling you about student learning?
- What systems are in place to ensure that conclusions are drawn, and actions taken on the basis of the analysis of evidence?
- How is evidence of the achievement of student learning outcomes incorporated into institutional planning and budgeting?

4. How do you ensure shared responsibility for student learning and assessment of student learning?
- How well integrated are assessment practices in courses, services, and co-curricular activities?
- Who is responsible for the collection of evidence?
- How cross-functional (i.e., involving instructional faculty, Student Affairs, Institutional
- Research, and/or relevant administrators) are the processes for gathering, analyzing, and using evidence of student learning?
- How are the results of the assessment process communicated to stakeholders inside and outside the institution?

5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?
- What is the quality of the information you have collected telling you about your assessment processes as well as the quality of the evidence?
- How do you know how well your assessment plan is working?

6. In what ways do you inform the public about what students learn—and how well they learn it?
- To what internal stakeholders do you provide information about student learning?
- What is the nature of that information?
- To what external stakeholders do you provide information about student learning?
- What is the nature of that information?

Addendum 3: Arkansas Productivity Funding Metrics
- The productivity funding formula consists of four categories: Effectiveness (80% of formula), Affordability (20% of formula), Adjustments, and Efficiency (+/-2% of formula).

Effectiveness	Affordability	Adjustment	Efficiency
• Credentials • Progression • Transfer Success • Gateway Course Success	• Time to Degree • Credits at Completion	• Research (4-year only)	• Core Expense Ratio • Faculty to Administrator Salary