

**University of Arkansas at Monticello
Academic Unit Annual Report**

Unit: School of Nursing (SON)

Academic Year: 2022–2023

The mission of the SON is to strive for excellence in the preparation of nursing graduates to develop the knowledge, skills, and attitudes to advance the discipline of 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.

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

Table 1

Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
Steps to revitalize curriculum are within the timeline established by the SON	<p>KPI goal met. Revisions finalized in October 2022 and achieved all university approval. The implementation date was set for May 2024. Further revisions needed were identified in the Spring 2023 term.</p> <p>The MSN program began in July 2022 for the RN to MSN track and January 2023 for the BSN to MSN track.</p>	<p>The Dean and faculty began looking at workload and teaching assignments for the BSN revised curriculum. Upon review of clinical facility availability, faculty determined that more credit hours were needed for clinical courses. Revisions continued in Spring 2023 semester with plans to submit Curriculum and Standard Proposals to alter 14 credit hours across the new BSN curriculum in the Fall 2023 semester. Implementation of the new curriculum was pushed back from May 2023 to May 2024 due to continued revisions needed.</p>

KPI	Assessment of Progress	Implications for Future Planning/Change
		The MSN curriculum is in its first year of implementation and undergoes review by the SON Graduate Program Review Committee twice a semester. No recommendations to the MSN curriculum were proposed.
80% of graduates from both programs (AAS in Nursing 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.	<p>KPI goal met for AAS in Nursing. 2021: 100%; 2022: 100% 2023: 100% Three-year average: 100%</p> <p>KPI goal met for BSN. Three-year mean: 2021 – 84%; 2022 – 78% 2023: 100% Three-year average: 87%</p>	Continue to trend data. No changes are needed currently.
100% of full-time nursing faculty (FTF) will attend professional development	KPI goal met. 9/9 (100%)	Continue to examine SON budget for professional development opportunities. Continue to notify faculty of opportunities and encourage participations.
80% of newly admitted AAS in Nursing students will graduate from the program within one year from admission into the nursing sequence.	KPI goal not met. 11/15 (73%) of AAS in Nursing Class of 2023 graduated from the program within one year from admission to the program (100% on-time completion). All four students failed during the first clinical course in Summer 2022. Two were not eligible for readmission. One did request readmission and will begin in May 2023. One did not seek readmission.	At risk students will continue to be identified early. The SON faculty revised the remediation policy in Spring 2023 and now require students to initiate a Student Performance Improvement Plan. Readmitted students are automatically placed on remediation upon readmission.
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 original cohort of BSN Class of 2023. Two students failed – one during the second clinical course and one during the third clinical course. Neither requested readmission (both changed majors).	In August 2022, faculty updated the definition of program completion and removed withdrawal of program for personal reasons as part of the program completion rate. Only students that academically progress are calculated in retention rates. This is allowed with our accreditation body.
Dean will serve as example and support faculty for research and scholarly activities.	KPI goal met. Dean attended professional development. Dean published article and completed the first edition of a new nursing textbook.	No changes needed to KPI. The dean believes in serving as an example to SON Faculty.

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
<p><i>Communication:</i> Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.</p>	<p>Student will demonstrate communication and collaboration with members of the health care team and consumers to provide and improve delivery of health care as evidenced by scores of $\geq 75\%$ on all process recordings and presentations.</p>	<p>Creating a synergistic culture of safety, collegiality and productivity which engages a diverse community of learners.</p>	<p>Student will demonstrate communication and collaboration with members of the health care team and consumers to provide and improve delivery of health care as evidenced by scores of $\geq 75\%$ on all process recordings and presentations.</p>
<p><i>Critical Thinking:</i> Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.</p>	<p>Students will demonstrate the ability to critically think using a problem-solving process that is goal directed and ethical based on standards of nursing practice as evidenced by average scores of $\geq 75\%$ written examinations, and passing the NCLEX-RN, the licensing examination, the first time.</p>	<p>Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment.</p>	<p>The overall mission of the SON is to strive for excellence in the preparation of technical (AAS in Nursing) and professional (BSN) nurse generalist.</p> <p>The SON has a remediation policy and committee that works directly with at risk students.</p>

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
<p><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.</p>	<p>Client-Centered Care</p> <p>Safe and Caring Interventions</p>	<p>Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment.</p> <p>Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development.</p>	<p>Provide excellence in caring those addresses health care needs of diverse individuals, families, local and global communities</p>
<p><i>Teamwork:</i> Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.</p>	<p>Professional Nursing Behaviors</p>	<p>Promoting innovative <i>leadership, scholarship and research</i> which will provide for entrepreneurial endeavors and service-learning opportunities.</p>	<p>Promote leadership, teamwork, and collaboration, with dedication to improving health care outcomes through commitment to lifelong learning.</p>

Describe how Student Learning Outcomes (SLOs) are assessed in the 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 in Nursing 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.

UNIVERSITY ASSESSMENT: AACU RUBRIC DATA

(Table not numbered to stay with the formatting of the report template)

Oral Communication Rubric

**Oral Communication Rubric
AAS in Nursing Students
Fall 2022**

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		9				3	9
Language		9				3	9
Delivery		9				3	9
Supporting Material		9				3	9
Central Message		9				3	9

**Oral Communication Rubric
AAS in Nursing Students
Spring 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	9					4	9
Language	9					4	9
Delivery	9					4	9
Supporting Material	9					4	9
Central Message	9					4	9

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. They are also all non-traditional students, so we expect scores to be higher than our BSN pre-licensure students due to lived nursing experiences.
- Averages increased from Fall to spring.

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 student's 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, we strive to see our 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

- Communication barriers between nurses and patients exist. In the SON curriculum, we identify potential barriers to students and provide information on how to create therapeutic environments to effectively communicate.

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

The SON has a specific assignment where oral communication is evaluated. The assignment is called a "*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 to acquire more useful data in this learning outcome?

None.

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Written Communication Rubric

**Written Communication Rubric
BSN Junior Students
Fall 2022**

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			18	1		1.9	19
Content Development		18	1			2.9	19
Genre and Disciplinary Conventions		18	1			2.9	19
Sources and Evidence		17	1	1		2.8	19
Control of Syntax and Mechanics		15	4			2.8	19

**Written Communication Rubric
BSN Junior Students
Spring 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	3			2.8	13
Content Development		12	1			2.9	13
Genre and Disciplinary Conventions		13				3	13
Sources and Evidence	3	10				3.2	13
Control of Syntax and Mechanics		10	3			2.8	13

**Written Communication Rubric
BSN Senior Students
Fall 2022**

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	8	10	4			3.2	22
Content Development	12	10				3.5	22
Genre and Disciplinary Conventions	15	6	1			3.6	22
Sources and Evidence	15	7				3.7	22
Control of Syntax and Mechanics	15	7				3.7	22

**Written Communication Rubric
BSN Senior Students
Spring 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	13	3				3.8	16
Content Development	16					4	16
Genre and Disciplinary Conventions	16					4	16
Sources and Evidence	16					4	16
Control of Syntax and Mechanics	13	3				3.8	16

**Written Communication Rubric
MSN (RN to MSN track) Students
Fall 2022**

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	4	1				3.8	5
Content Development	5					4	5
Genre and Disciplinary Conventions	5					4	5
Sources and Evidence	4	1				3.8	5
Control of Syntax and Mechanics	4	1				3.8	5

**Written Communication Rubric
MSN (RN to MSN track) Students
Spring 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	5					4	5
Content Development	5					4	5
Genre and Disciplinary Conventions	5					4	5
Sources and Evidence	5					4	5
Control of Syntax and Mechanics	5					4	5

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

Strengths

- BSN Juniors – averages increased from Fall to spring. This could indicate growth.
- BSN Seniors – averages are higher in all dimensions than BSN juniors. This is an expectation.
- BSN Seniors – averages increased from Fall to spring. This could indicate growth.
- MSN Students – averages increased from Fall to spring. This could indicate growth. In addition, these are RNs with an associate degree working toward an MSN degree, so we expect averages to be higher than undergraduate cohorts.

Weaknesses

- BSN Juniors – Content development area showed no growth from Fall to spring. The Fall is the first clinical course and we do expect to see growth between the first clinical course and the second clinical course in the spring. We did have several faculty changes in the Spring semester, which may have impacted grading reliability.

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

- Faculty turnover between the Fall and Spring semester use of the rubric may have impacted inter rater reliability. Measures were taken to orient and train new faculty on how to use the rubric and score students on clinical written work.

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

Faculty are required to continue to measure inter-rater reliability between graded assignments.

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.

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Critical Thinking Rubric

**Critical Thinking Rubric
AAS in Nursing Students
Fall 2022**

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	9					4	9
Evidence	8	1				3.9	9
Influence of Context and Assumptions	8	1				3.9	9
Student's Position (Perspective, Thesis/Hypothesis)	9					4	9
Conclusion and Related Outcomes (Implications and Consequences}	9					4	9

**Critical Thinking Rubric
AAS in Nursing Students
Spring 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	9					4	9
Evidence	9					4	9
Influence of Context and Assumptions	9					4	9
Student's Position (Perspective, Thesis/Hypothesis)	9					4	9
Conclusion and Related Outcomes (Implications and Consequences}	9					4	9

**Critical Thinking Rubric
BSN Junior Students
Fall 2022**

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		6	12	1		2.3	19
Evidence		12	7			2.6	19
Influence of Context and Assumptions		12	7			2.6	19
Student's Position (Perspective, Thesis/Hypothesis)		6	13			2.3	19
Conclusion and Related Outcomes (Implications and Consequences)		18	1			2.9	19

**Critical Thinking Rubric
BSN Junior Students
Spring 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		10	3			2.8	13
Evidence		10	3			2.8	13
Influence of Context and Assumptions		13				3	13
Student's Position (Perspective, Thesis/Hypothesis)		10	3			2.8	13
Conclusion and Related Outcomes (Implications and Consequences}		13				3	13

**Critical Thinking Rubric
BSN Senior Students
Fall 2022**

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		16		6		2.5	22
Evidence		16		6		2.5	22
Influence of Context and Assumptions		16		6		2.5	22
Student's Position (Perspective, Thesis /Hypothesis)		10	6	6		2.2	22
Conclusion and Related Outcomes (Implications and Consequences)		10	6	6		2.2	22

**Critical Thinking Rubric
BSN Senior Students
Spring 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	16	1				3.9	17
Evidence	16	1				3.9	17
Influence of Context and Assumptions	16	1				3.9	17
Student's Position (Perspective, Thesis /Hypothesis)	16	1				3.9	17
Conclusion and Related Outcomes (Implications and Consequences)	16	1				3.9	17

**Critical Thinking Rubric
MSN (RN to MSN track) Students
Fall 2022**

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	4	1				3.8	5
Evidence	4	1				3.8	5
Influence of Context and Assumptions	4	1				3.8	5
Student's Position (Perspective, Thesis/Hypothesis)	4	1				3.8	5
Conclusion and Related Outcomes (Implications and Consequences)	4	1				3.8	5

**Critical Thinking Rubric
MSN (RN to MSN track) Students
Spring 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	5					4	5
Evidence	5					4	5
Influence of Context and Assumptions	5					4	5
Student's Position (Perspective, Thesis/Hypothesis)	5					4	5
Conclusion and Related Outcomes (Implications and Consequences)	5					4	5

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

Strengths

- AAS in Nursing – averages increased in two categories (evidence and influence) from Fall to spring. This could indicate growth.
- BSN Juniors – averages increased in all dimensions from Fall to spring. This could indicate growth.
- BSN Seniors – averages increased in all dimensions from Fall to spring. This could indicate growth.
- MSN Students – averages are higher than undergraduates, as expected for the Fall and show an increase from Fall to spring.

Weaknesses

- BSN Seniors – Fall semester averages are lower than those of the BSN juniors. We believe this is contributed to outliers in the data. The outliers include six repeat BSN Seniors students that did not pass the Fall semester.

Opportunities for Growth

- Determining the best assignment to use for measurement in the MSN program.

Threats to Effectiveness

- Specifically related to critical thinking in the nursing discipline, 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 are a priority of faculty. The SON has several activities that engage students in identifying 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?

None.

Summarize all of your unit changes predicated on assessment data.

The SON uses its own grading rubrics to assess student performance that are also captured on the UAM Assessment Rubrics above. No changes to SON grading rubrics were made based on the above data.

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 an. (Examples: unit website, course syllabi, unit publications, unit/accreditation reports, etc.)

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

Enrollment

Table 3

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

UNDERGRADUATE PROGRAM MAJOR: AAS in Nursing

Classification	Fall 2020	Fall 2021	Fall 2022	3-Year Total (Average)	10-Year Total (Average)
Freshman	2	5	4	11(4)	27(3)
Sophomore	0	0	1	1 (0)	20(2)
Junior	4	1	7	12(4)	42(4)
Senior	4	8	8	20(7)	79(8)
Post Bach	0	0	0	0	4(0)
Total	10	14	20	44(15)	172(17)

UNDERGRADUATE PROGRAM MAJOR: BSN

Classification	Fall 2020	Fall 2021	Fall 2022	3-Year Total (Average)	10-Year Total (Average)
Freshman	62	47	42	151(50)	952(95)
Sophomore	34	21	24	79(26)	394(39)
Junior	29	25	20	74(25)	331(33)
Senior	39	27	25	91(30)	343(34)
Post Bach	2	2	0	4(1)	47(5)
Total	166	122	111	399(133)	2067(207)

GRADUATE PROGRAM MAJOR: MSN (RN to MSN track started Summer 2 term of 2022)

	Fall 2020	Fall 2021	Fall 2022	3-Year Total & Average
ENROLLMENT	na	na	9	na

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

- In the AAS in Nursing program, the three-year averages are very comparable to the 10-year averages. This data suggests that the AAS in Nursing program is maintaining majors. This could indicate a growth in technical nursing program graduates with interest in continuing their nursing education.
- In the AAS in Nursing program, total majors increased from Fall 2020 (N = 10) to Fall 2022 (N = 20). This could indicate that more students are interested in entering the nursing field.
- In the BSN program, the three-year senior majors average of 30 is comparable to the ten-year average of 34. This data suggests that the BSN senior cohort is being retained in the most recent years.

Weaknesses

- The three-year BSN total major average of 133 is lower than the 10-year total average of 207. The Fall 2022 total nursing majors (N = 122) has steadily declined since Fall 2020 (N = 166). We believe the UAM Degree Pathway continues to have an impact on the declared nursing majors with the 10-year trended data. In addition, national data shows that declared nursing majors are on a decline. We believe this is related to the high demands of nurses and rigor of nursing programs.
- In the BSN program, Fall 2022 freshmen (n = 42) are lower than Fall 2020 (n = 62). Based on historically data, this suggests a five-year consistent trend in lower declared nursing majors as freshman, which could be contributed to implementing the required ACT through Degree Pathways in 2018, prior COVID pandemic limiting recruitment activities, and social media portrayals of health care worker and mandates.

Opportunities for Growth

- The SON removed the required ACT composite score of 19 as an admission requirement, effective January 1, 2023 in hopes of increasing declared nursing majors. Students must now follow the UAM Degree Pathway to declare a BSN degree.

Threats to Effectiveness

- Increased competition for students being accepted into the AAS in Nursing and BSN program. Our program does not offer weekend or evening classes, which could be causing students to seek enrollment in other programs.

Progression/Retention Data

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 in Nursing)
- 150% (once accepted into program) = 7 semesters (BSN) and 5 semesters (AAS in Nursing).
 - These are repeating students.
- retention = students in the nursing program that academically progress
- attrition = includes only students who do not academically progress. Does not include withdrawal for personal reasons or change of major.

Table 4

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

.Major: AAS in Nursing	Number	100% on time completion	150% on time completion
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%	n/a
Number of majors classified as juniors (60-89 hours) in Fall 2022	15		
Number and percentage that graduated in that major during 22-23 academic year	11	11/15 73%	n/a

AAS in Nursing students start in May (intersession term) and graduate the following May

Major: BSN	Number	100% on time completion	150% on time completion
Number of majors classified as juniors (60-89 hours) in Fall 2020	25		
Number and percentage graduated in that major during 21-22 academic year	14	14/25 56%	18/25 72%
Number of majors classified as juniors (60-89 hours) in Fall 2021	16		
Number and percentage that graduated in that major during 22-23 academic year	14	14/16 87.5%	n/a

BSN students start in May (intersession term) and graduate two years later in May.

MSN program started in Summer 2 term 2022 with the RN to MSN track. Traditional MSN students (BSN-MSN) began in Spring 2023 term. Therefore, there is no trended data to report. Fall 2022 enrollment in the RN-MSN track was six students. At the conclusion of Fall 2022, five students progressed to the Spring 2023 terms (83.3%). All five students completed the Spring 2023 term. These students are expected to graduate in May 2025.

The traditional MSN program track (BSN-MSN) began in the Spring 2023 term with five students. All five students completed the Spring 2023 term and enrolled in the Summer 1 2023 10-week course. These students are expected to graduate in December 2024. Another cohort of 12 students began in the Summer 1 term of 2023, 10-week course. Those students are expected to graduate in May 2025.

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

Strengths

- The AAS in Nursing had an increase in program admission numbers from 2021 (N = 10) to 2022 (N = 15). We contribute this to targeted recruitment for this program.
- On-Time completion rates increased in the AAS in Nursing program from 2021 (70%) to 2022 (73%). We contribute this to student focused remediation requirements.
- On-Time completion rates increased in the BSN program from 2021 (56%) to 2022 (87.5%). We contribute this to student focused remediation requirements.

Weaknesses

- While our AAS in Nursing program is showing improvement in the progression and retention percentages from 2021 to 2022, we are still not at the expected level of achievement (80%) for our Key Performance Indicator (KPI) for our accrediting body.

Opportunities for Growth

- The SON faculty continue to examine variables that impact admission criteria and make changes as supported by data.

Threats to Effectiveness

- The SON recognizes the following threats to effectiveness related to progression/retention: financial, academic, life commitments, and mental health. We have 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 requiring students to initiate a Student Improvement Plan is showing a slow increase in our retention numbers. 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 (Data Source: Institutional Research)

Undergraduate Program/Major	2020-2021	2021-2022	2022-2023	Three-Year Total	Three-Year Average
AAS in Nursing	5	7	11	23	8
BSN	20	19	18	57	19
MSN (began Summer 2022)			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. Data above indicates a three-year average of eight for the AAS in Nursing program. This average meets the viability standard of six per year.
2. Data above indicates a three-year average of 19 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 followed by 17 in May 2025.

Retention

- We had three readmit requests from AAS in Nursing students. All three requests were approved. However, none were successful in progression.
- We had 10 readmit requests from BSN students. Of those 10, four progressed and graduated in Spring 2023.
- Our retention rates are mentioned in Table 7 above.
- Our retention percentages are comparable to the national average of student retention in nursing programs.

Future Plans to Promote

The SON has a presence in the social media world through a UAM SON Facebook page and an Instagram page, both of which are managed by the SON. UAM announcements, SON events, student and faculty birthdays and accomplishments, and engaging attraction marketing posts are shared weekly and as indicated. Faculty will continue to work with recruitment efforts for the AAS in Nursing 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 after completion of their sophomore credits (Spring semester). 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, we 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, we deploy 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 pursuing further credentials related or unrelated to their major.

(Table not numbered to stay with the formatting of the report template)

Recent Graduates Entering the Workforce or Pursing a Graduate Degree

	Related to major	Unrelated to major	Comments
Number of recent graduates entering workforce	29	0	Employers begin visiting SON students in Fall semester for recruiting nursing jobs. Students have jobs prior to graduation. Should a student decide not 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	\$60,000- \$90,000/year		Dependent on type of employment
Number of recent graduates pursuing a graduate degree	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 pursuing a certificate, associate, or baccalaureate degree	0		

(Tables not numbered to stay with the formatting of the report template)

Five Year AAS in Nursing and BSN Employment Rates

12 months after Graduation

2019-2023

(Percentage reported from alumni responding)

Graduation Year	AAS in Nursing	BSN
2023	pending	pending
2022	100%	100%
2021	100%	100%
2020	100%	100%
2019	100%	100%
2018	100%	100%

Five Year AAS in Nursing and BSN Job Acceptance Rates Prior to Graduation

2019-2023

Graduation Year	AAS in Nursing	BSN
2023	10/11 (91%) One graduate reported moving as a reason for not accepting job prior to graduation.	16/18 (89%) One graduate reported moving and one reported “needing a break” as reasons for not accepting 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%)
2019	6/6 (100%)	20/20 (100%)

Faculty Workload and Full Time Equivalent

Nursing faculty attend clinical (eight-to-15-hour shifts depending on location) with students. Clinical courses are not a separate course grade and included as contact hours when determining workload. Therefore, the SON defines full-time equivalent (FTE) as the following: 8 credit hours (Undergraduate) and 6 credit hours (Graduate) equals ONE FTE since faculty contact hours are high related to nursing clinical workload. For faculty workload, credit hours over 10 undergraduate or 9 graduate TEACHING credit hours will be asked for overload pay. Program coordinator hours and other major university and SON duties (outside of job description) do factor in calculating FTEs (but not overload). Examples of major duties include

but are not limited to SON Clinical Course Coordinators and major University Committee Assignments (outside normal governance: HLC, Accreditation, etc.)

Table 7

Faculty Profile, Teaching Load, and Other Assignments

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility
Dr. Brandy Haley	Full-Time (FT) Dean and Professor, tenured	PhD	Dean, advising, classroom, and clinical teaching
Destiny Allison	FT Instructor, non-tenure track	BSN	Advising, Simulation and clinical lab teaching
Christine Felts	FT Professor, tenured	PhD	Advising, Classroom and clinical teaching; Clinical Coordinator (stipend in fall/spring)
Heidi Hogue	FT Associate Professor, tenured	MSN	Advising, Classroom and clinical teaching, RN-BSN Program Coordinator (stipend in Spring)
Karen Hyatt	FT Associate Professor, tenured	MSN	Advising, Classroom and clinical teaching
Leia O'Fallon	FT Associate Professor, tenured	MNSc	Advising, Classroom and clinical teaching
Elisa Mendiola	Part-Time (PT) Clinical Instructor, non-tenure track	MSN	Clinical teaching
Jamie Palmer	FT Assistant Professor, tenure-track	MSN	Advising, Classroom and clinical teaching
Callie Peterson	PT Clinical Instructor, non-tenure track	BSN	Clinical Teaching
Dr. Julia Ponder	PT Clinical Instructor, non-tenure track	DNP	Clinical teaching
Anita Shaw	FT Associate Professor, tenured	MSN	Advising, Classroom and clinical teaching
Joy Stringfellow	FT Assistant Professor, tenure-track	MS	Advising, Classroom and clinical teaching, AAS in Nursing Program Coordinator (stipend in Spring)
Sharon Walters	FT Associate Professor, tenured	MSN	Advising, Classroom and clinical teaching, BSN Program Coordinator (stipend in Spring)
Mckenna Wilkerson	PT Clinical Instructor, non-tenure track	MSN	Clinical teaching

(Tables not numbered to stay with the formatting of the report template)

Total Workload for Summer 2 2022

Faculty	Summer 2 FTE	Contact Hours (hrs) Taught	Credit Hrs Taught
Allison	0.06 FTE (0.5 cr/8) in AAS 0.4 FTE (3 cr/8) in BSN	1.5 hrs (AAS) 3 hrs (BSN)	0.5 cr hours (AAS) 3 cr hours (BSN)
Hogue	0.4 FTE (3 cr/8) in BSN 0.4 FTE (3 cr/8) in MSN	3 hrs (BSN) 3 hrs (MSN)	3 cr hours (BSN) 3 cr hours (MSN)
Shaw	0.6 FTE (5 cr/8) in AAS	5 hrs (BSN)	5 cr hours (AAS)
	AAS = 0.7 FTE BSN = 0.8 FTE MSN = 0.4 FTE		

Total Workload for Fall 2022

Faculty/Dean	Fall FTE	Contact Hrs Taught	Credit Hrs Taught	Other Major Duties Hours Per Week
Allison	0.04 FTE (0.3 cr/8) in AAS 1 FTE (8cr/8) in BSN	1 hr (AAS) 14 hrs (BSN)	0.3 cr hours (AAS) 5 cr hours (BSN)	3 check-off hrs added to FTE for BSN
Felts	0.3 FTE (2.5 cr/8) in BSN 1 FTE in MSN	1 hr (BSN) 20 work release (MSN)	1 cr hour (BSN)	20 hrs MSN work release = 9 graduate credit hrs 1.5 hrs Clinical Coord. (<i>stipend paid</i>) added to FTE for BSN
Haley	0.09 FTE (0.68 cr/8) in AAS 0.38 (3 cr/8) in BSN	2 hrs (AAS) 3 hrs (BSN)	0.68 cr hours (AAS) 3 cr hours (BSN)	Dean
Hogue	0.4 FTE (3.1 cr/8) in AAS 1 FTE in MSN	3.1 hrs (AAS) 11 hrs (MSN)	3.1 cr hours (AAS) 7 cr hours (MSN)	1.5 hrs RN-MSN Program Coord. (<i>stipend paid</i>) added to FTE for MSN
Hyatt	1 FTE in BSN	14 hrs (BSN)	7 cr hours (BSN)	3 check-off hrs added to FTE for BSN
O'Fallon	1 FTE in BSN	15.5 hrs (BSN)	7.5 cr hours (BSN)	4.5 hrs Concepts 3 Coord. added to FTE for BSN
Palmer	1 FTE in BSN	13 hrs (BSN)	7 cr hours (BSN)	3 hrs Concepts 1 Coord. added to FTE for BSN
Ponder	0.5 FTE (4 cr/8) in BSN	12 hrs (BSN)	4 cr hours (BSN)	None
Shaw	1 FTE in BSN	12.5 hrs (BSN)	6.5 cr hours (BSN)	2 hrs University HLC assignment added to FTE for BSN
Stringfellow	1 FTE in AAS	16.9 hrs (AAS)	8.9 cr hours (AAS)	3.5 hrs Principles 2 Coord. added to FTE for AAS 3 hrs AAS Program Coord. (<i>stipend paid</i>) added to FTE for AAS
Walters	1 FTE in BSN	13 hrs (BSN)	7 cr hours (BSN)	3 hrs BSN Program Coord. (<i>stipend paid</i>) added to FTE for BSN
Wilkerson	0.5 FTE (4cr /8) in AAS 0.63 FTE (5 cr/8) in BSN	12 hrs (AAS) 3 hrs (BSN)	4 cr hours (AAS) 2 cr hours (BSN)	3 check-off hours added to FTE for BSN
	AAS = 2 FTE BSN = 7.8 FTE MSN = 2 FTE			

Total Workload Spring 2023

Faculty/Dean	Spring 2023 FTE	Contact Hours Taught	Credit Hours Taught	Other Major Duties Hours Per Week
Allison	0.09 FTE (0.7 cr/8) in AAS 1 FTE (8 cr/8) in BSN	2 hrs (AAS) 14 hrs (BSN)	0.7 cr hours (AAS) 4.7 cr hours (BSN)	4-hour work release for MSN studies added to FTE for BSN
Felts	0.04 FTE (0.3 cr/8) in AAS 0.2 FTE (1.3 cr/8) in BSN 1 FTE in MSN	1 hr (AAS) 3.8 hrs (BSN) 11 hrs (MSN)	0.3 cr hours (AAS) 1.3 cr hours (BSN) 9 cr hours (MSN)	3 hrs MSN Coordinator added to FTE for MSN 1.5 hrs Clinical Coordinator (<i>stipend paid</i>) added to FTE for BSN
Haley	1 FTE in BSN	6 hrs (BSN)	4 cr hours (BSN)	Dean added to FTE for BSN hours (extra work covering BSN clinical)
Hogue	0.35 FTE (2.8 cr/8) in AAS 0.2 FTE (1.3 cr/8) in BSN 1 FTE in MSN	2.7 hrs (AAS) 4 hrs (BSN) 11 hrs (MSN)	2.8 cr hours (AAS) 1.3 cr hours (BSN) 7 cr hours (MSN)	1.5 hrs RN-MSN Program Coordinator (<i>stipend paid</i>) added to FTE for MSN
Hyatt	1 FTE in BSN	18 hrs (BSN)	8 cr hours (BSN)	None
O'Fallon	1 FTE in BSN	15.5 hrs (BSN)	7.5 cr hours (BSN)	4.5 hrs Concepts 2 Coordinator added to FTE for BSN
Palmer	1 FTE in BSN	9.5 hrs (BSN)	9.5 cr hours (BSN)	None
Shaw	1 FTE in BSN	18 hrs (BSN)	10 cr hours (BSN)	2 hrs University HLC assignment added to FTE for BSN
Stringfellow	1 FTE in AAS 0.05 FTE (0.4 cr/8) in BSN	14.4 hrs (AAS) 1.2 hrs (BSN)	9.4 cr hours (AAS) 0.4 cr hours (BSN)	3.5 hrs Principles 3 Coordinator added to FTE for AAS 5 hrs AAS Program Coordinator (<i>stipend paid</i>) added to FTE for AAS
Walters	1 FTE in BSN	6 hrs (BSN)	6 cr hours (BSN)	3 hrs Concepts 4 Coordinator added to FTE for BSN 3 hrs BSN Program Coordinator (<i>stipend paid</i>) added to FTE for BSN
Wilkerson	0.3 FTE (2 cr/8) in AAS 0.8 FTE (6.2 cr/8) in BSN	6 hrs (AAS) 16.5 hrs (BSN)	2 cr hours (AAS) 6.2 cr hours (BSN)	None
	AAS = 1.78 FTE BSN = 8.3 FTE MSN = 2 FTE			

Total Workload Summer 1 2023

Faculty	Summer 1 FTE	Contact Hours Taught	Credit Hours Taught
Allison	0.4 FTE (3 cr/8) in BSN	3 hrs (BSN)	3 cr hours (BSN)
Felts	0.4 FTE (3 cr/8) in MSN	6 hrs (MSN)	6 cr hours (MSN)
Hogue	0.5 FTE (4 cr/8) in MSN	6 hrs (MSN)	4 cr hours (MSN)
Palmer	0.4 FTE (3 cr/8) in AAS	3 hrs (AAS)	3 cr hours (AAS)
	0.4 FTE (3 cr/8) in BSN	3 hrs (BSN)	3 cr hours (BSN)
Walters	0.5 FTE (4cr/8) in AAS	4 hrs (AAS)	4 cr hours (AAS)
	0.4 FTE (3 cr/8) in BSN	3 hrs (BSN)	3 cr hours (BSN)
Wilkerson	0.4 FTE (3 cr/8) in AAS	3 hrs (AAS)	3 cr hours (AAS)
	AAS = 1.3 FTE BSN = 1.2 FTE MSN = 0.9 FTE		

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

Five faculty resigned during the 2022-2023 academic year.

Fall 2022

December – Dr. Julia Ponder (part-time clinical instructor) resigned. Not returning in the Spring 2023 term. Position was advertised with a start date of January 2023.

Spring 2023

- January – Joy Stringfellow (full-time Assistant Professor) resigned effective date January 31, 2023.
- February – McKenna Wilkerson (part-time clinical instructor) moved into the vacant full-time position with an immediate start date.
- January – Leia O’Fallon (full-time Associate Professor) resigned effective date February 15, 2023.
- January – Callie Peterson and Elisa Mendiola were both hired as part-time clinical instructors.
- May – Jamie Palmer (full-time Assistant Professor) resigned effective May 12, 2023.
- May – Karen Hyatt (full-time Associate Professor) resigned effective May 12, 2023.

Summer 2023

July – Callie Peterson (part-time clinical instructor) moved into the vacant position from Jamie Palmer with an August 2023 start date. Dr. Tammie Marshall was hired (full-time Assistant Professor) in the vacant position from Leia O’Fallon with an August 2023 start date. Dr. Tamisha Gatewood-Henderson was hired as adjunct to assist with online teaching with an August 2023 start date. Amanda Smith was hired (part-time clinical instructor) in the vacant position created from Callie Peterson moving to full-time faculty.

One full-time (Assistant/Associate Professor) remains vacant for the SON starting the 2023-2024 academic year.

Table 8

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

Academic Year	Total SSCH Production	Percentage Change	Comment
2013-14	2148		
2014-15	2458	+14.4%	Highest SSCH in 10 years
2015-16	2345	-4.6%	
2016-17	2077	-11.4%	
2017-18	1832	-11.8%	Lowest SSCH in 10 years
2018-19	2353	+28.4%	
2019-20	2353	0%	
2020-21	2149	-8.7%	
2021-22	1882	-12.4%	
2022-23	2042	+ 8.5%	

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

There was an 8.5% increase in SSCH this academic year. We contribute that to starting the MSN program in Summer 2 2022 term.

Unit Agreements, MOUs, MOAs, Partnerships

Table 9

Unit Agreements-MOUs, MOAs, Partnerships, Etc.

Partner - all for clinical practice	Date	Length of Agreement	Date Renewed
Area Agency on Aging of SEARK, Inc.	6/1/2010	Annual with automatic renewal	
Arkansas Children's Hospital	4/24/2020	Annual with automatic renewal	
Arkansas Department of Health	6/1/2010	Annual	4/8/22
Arkansas Hospice	2/2/2016	Annual with automatic renewal	
Arkansas Surgical Hospital	11/17/2021	Annual with automatic renewal	
Ashley County Medical Center	7/8/2013	Annual with automatic renewal	
Baptist Health Stuttgart	2/21/2023	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	

Partner - all for clinical practice	Date	Length of Agreement	Date Renewed
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	
CHI St. Vincent's Infirmary	1/15/2021	Annual with automatic renewal	
Cypress Grove Behavioral Health	8/30/2022	Annual with automatic renewal	
Delta Counseling Associates	6/1/2010	Annual with automatic renewal	
Delta Health System – The Medical Center	9/12/2022	Annual with automatic renewal	
Delta Memorial Hospital	6/1/2010	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 Health System	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	
UAMS 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

- 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, Callie Peterson, Elisa Mendiola, and McKenna Wilkerson.**
- **Dr. Christine Felts** - Completed a textbook review of *Understanding the Essentials of Nursing* for Cognella Academic Publishing.
- **Dr. Brandy Haley** - Heo, S., **Haley, B.**, Wright, P., Barone, C.P., Anders, M., Bertulfo, T., & Troyan, P. (2023). Factors associated with changes in patient-centered care in undergraduate nursing students. *Nursing Education Perspectives*, 44(2), 82-86.
- **Dr. Brandy Haley** - Centennial Foundation Grant, \$1556 awarded to UAM School of Nursing. Authored the proposal titled “Nursing Advocacy”, February 2023
- **Dr. Brandy Haley - Haley, B.** 2023. (1st ed.). *Understanding the essentials of nursing*. Cognella

Notable Faculty or Faculty/Service Projects

- **Anita Shaw** – Developed and presented Test-taking Bootcamp at UAPB
- **Dr. Christine Felts** –Monticello Feed the Neighbors Weekly Food Delivery, Certified Firefighter for the Selma Volunteer Fire Department
- **Heidi Hogue** –Sigma Theta Tau International Nursing Honor Society Gamma Xi advisor
- **Heidi Hogue** – Arkansas Nurses Student Association State Board of Directors Counselor/Advisor
- **Sharon Walters** – Served as preceptor for student in the University of Texas – Arlington master’s program of nursing
- **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
- **Elizabeth Stringfellow** –AR Center for Nursing Board of Directors (Organization Member Representative)
- **Karen Hyatt and Dr. Brandy Haley**– Basic Life Support Certified Instructor
- **Dr. Brandy Haley** - Certified Nurse Educator
- **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
- **Dr. Brandy Haley** - AY About You 2022 Best Health Care Professionals award in the Nursing Category <https://www.aymag.com/ay-about-you-2022-best-health-care-professionals/>
- **Dr. Brandy Haley** - Sigma Theta Tau International Honor Society Leadership Award, November 2022

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

- The MSN degree enrollment data:
 - We started in July 2022 with the RN to MSN track - 6 enrolled students.
 - The traditional track (BSN - MSN) started in January 2023 with 5 students.
 - Admitted another traditional track cohort in June 2023 (BSN - MSN) - 12 students
 - Admitted a second cohort of RN - MSN students in July 2023 - 5 students
 - Total current enrollment for the first year in the new MSN program is 27. We only anticipated SIX for the first year, which means we are 350% over our projected enrollment.

The SON submitted three Curriculum and Standards Proposals for the academic year as outlined below:

- **SON – 1 Admission Requirement changes:**
 - ACT: In 2018, The School of Nursing implemented the requirement of an ACT cumulative score of 19 to declare nursing as a major. After four years of trended data regarding the ACT requirement, faculty noted a substantial decline in declared nursing majors (AAS in Nursing and BSN degree). In addition, faculty have been told from community stakeholders that several students want to come to UAM but the admission criteria of the ACT score deters them from seeking admission. Although data from 2013-2018 (prior to starting this admission requirement) did show that students with an ACT composite of 19 or higher were successful in passing the national licensure exam (NCLEX-RN) on the first attempt, the most recent four years of data shows little correlation. The ACT will continue to be the only acceptable test the School of Nursing accepts because science reasoning is included, and nursing is heavily science based. However, faculty feel it is vital to examine declining declared nursing majors for degree viability. Therefore, faculty are requesting to eliminate the required ACT of 19 and follow the UAM Degree Pathway completion for students seeking a registered nursing degree. NOTE: We want to continue to produce the highest quality nursing graduates. Faculty believe that following the UAM Degree Pathway will not impact the quality of students that make it to the point of nursing school application since now applicants are required to take an entrance exam (PAX) with a set score. To ensure that quality, faculty examined increasing the PAX exam score for admission.
 - Pre-Admission Exam (PAX): The School of Nursing began the requirement of PAX entrance exam scoring with the graduating class of 2020. Students applying to the School of Nursing must have a foundation in English, Math, Language, and Science. Student nursing applicants take the PAX exam in their last sophomore semester prior to applying to the nursing program. At this point, all science pre-req coursework is/nearing completion. PAX entrance exam scores assist the School of Nursing Admissions Committee to evaluate applicants' potential for success in the nursing program. According to the Arkansas State Board of Nursing, admission criteria should reflect consideration of student potential to successfully complete the program and meet standards to apply for nurse licensure upon graduation. Data from accepted nursing program students from the past three years show students with a PAX score range of 117 to 121 fail a nursing course. The current required PAX score for admission is set at 102, which was the recommendation in 2020 from the National League of Nursing upon initial implementation to gather data on UAM student specific performance. Faculty wish to raise this standard to a median of 119 from the range of unsuccessful students reported over the past three years. There is not enough data yet on PAX scores for correlation of NCLEX-RN pass rates to PAX scores. Students are allowed to take the PAX exam multiple times (at a cost of \$45) until the standard set score is achieved.
 - Ranking of Students: Wording changed for consistency to reflect required ACT and PAX results for admission criteria and ranking. Acceptance into the School of Nursing is highly competitive, and we want to have benchmarks in place to accept high academically achieving students as future nurses.

- **SON – 2. Revision of the prerequisite listing in the catalog for the NURS 3333 Health Assessment course:**
 - This course is now part of the AAS in Nursing curriculum so acceptance in the AAS in Nursing program needed added to the prerequisite listing.
- **SON – 3. Arkansas State Board of Nursing (ASBN) Progression Model:**
 - The School of Nursing will follow the ASBN Progression Model for LPN articulation to an associate or baccalaureate degree in nursing. Students interested in this advanced track should contact the Dean of Nursing to review the progression model parameters. Clarification on the admission requirements were needed to keep the program in compliance with the ASBN.

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

- Revised the required remediation policy for enrolled nursing students now requiring students to initiate a Student Improvement Plan instead of the faculty creating a remediation plan. Faculty felt this would hold the student more accountable for remediation and would focus remediation on the students identified needs.
- Continued revision of the new BSN curriculum coursework, which begins in May 2024.
- Continued prep work for the September 2023 accreditation site visit from the National League for Nursing (NLN) Commission for Nursing Education Accreditation (CNEA)

Other Unit Student Success Data

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

- The AAS in Nursing Program received a five-year approval from the Arkansas State Board of Nursing (ASBN).
- The BSN Program received a five-year approval from the ASBN.
- The MSN Program received pre-accreditation approval from CNEA with a scheduled site accreditation visit set for September 2023.
- Both AAS in Nursing and BSN program will undergo full re-accreditation review with CNEA in September 2023.

(Table not numbered to stay with the formatting of the report template)

NCLEX-RN First Time Passing Rates (Annual results July 1 – June 30 as reported by the Arkansas State Board of Nursing)

Year	BSN Passed/Total	BSN Pass Rate	AAS in Nursing Passed/Total	AAS in Nursing Pass Rate
2022-2023	18/18	100%	9/9*	100%
2021-2022	14/18	78%	7/7	100%
2020-2021	16/19	84%	9/9	100%

*Two May 2023 AAS in Nursing graduates tested after 6/30/2023 and are not included in the 9/9 reported number. Both graduates passed. Those two graduates will be reported in the 2023-2024 fiscal rate.

Revised February 8, 2018

Addendums

Addendum 1: UAM Vision, Mission, and Strategic Plan

VISION

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

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

MISSION

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

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