

UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF NURSING
2011-2012 ANNUAL ASSESSMENT REPORT

GUIDING QUESTIONS

1. **What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, and the community) about your SLOs?**

The faculty in the School of Nursing (SON) prepares nurse generalists at the technical (AASN) and professional (BSN) entry to practice levels. BSN student learning goals/outcomes are included here and can also be found at the SON website at <http://www.uamont.edu/Nursing/pdf/BSNMission.pdf>

The SLOs for the SON BSN graduate include demonstration of:

- the ability to critically think using a problem solving process that is goal directed and ethical based on standards of professional nursing practice as evidenced by an average of $\geq 74\%$ on nursing care plans and written examinations, scoring ≥ 900 on the HESI E2 exit exam the first time taken, and passing the NCLEX-RN, the licensing examination the first time taken;
- an understanding of nursing research and evidence-based nursing practice as evidenced by scores of $\geq 74\%$ on evidenced based practice summaries and $\geq 74\%$ on the Nursing Research course project;
- therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and communities throughout the lifespan as evidenced by average scores of $\geq 74\%$ on all clinical assignments and passing the exit exam (HESI E2) and registered nurse licensing exam (NCLEX-RN) the first time taken;
- the ability to apply leadership and management skills to provide cost-effective care, implement and support change, and serve as a client advocate in a variety of settings as evidenced by average scores of $\geq 74\%$ on Leadership and Management course assignments, becoming members/officers of the Student Nurses Association, National Student Nurses Association, and Sigma Theta Tau International (if eligible);
- communication and collaboration with members of the health care team and consumers to provide and improve delivery of health care as evidenced by scores $\geq 74\%$ on all process recordings and presentations; and
- the ability to educate individuals, families, and communities using teaching/learning principles that promote, maintain and restore health as evidenced by scores of $\geq 74\%$ on all teaching plans.

The SLOs for the AASN graduate include demonstration of:

- 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 an average of $\geq 74\%$ on nursing care plans and written examinations;
- therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and families in communities throughout the lifespan as evidenced by average scores of $\geq 74\%$ on all clinical assignments and passing the exit exam (HESI E2) and licensing exam (NCLEX-RN) the first time taken;

- the ability to apply management skills to provide cost-effective care, implement and support change, and serve as a client advocate as evidenced by average scores of $\geq 74\%$ on delegation examination items and management journals;
- communication and collaboration with members of the health care team to provide and improve delivery of health care as evidenced by scores $\geq 74\%$ on all process recordings and presentations; and
- the ability to educate individuals, families, and families in communities using teaching/learning principles that promote, maintain and restore health as evidenced by scores of $\geq 74\%$ on all teaching plans.

A. Students are informed of the SON SLOs:

- in all course syllabi via email at least one week before each course begins;
- in the SON Student Handbook emailed to students at least one week before they begin the nursing sequence; and
- the first day of class in all nursing courses.

B. The public and other stakeholders can find the SON SLOs:

- a link (Mission and Philosophy) on the SON web site at:
<http://www.uamont.edu/Nursing/mission.htm>
- a link (Annual Assessments) on the SON web site at:
<http://www.uamont.edu/Nursing/assessments.htm>

Accreditation

The BSN programs (generic, RN-BSN, and LPN-BSN) of the UAM SON are accredited by the National League for Nursing Accrediting Commission (NLNAC) and the AASN and the BSN programs are approved by the Arkansas State Board of Nursing (ASBN). (Appendix A)

The BSN program has approval from ASBN through 2013. The AASN program is approved until 2017. Approval extends for 5 years. ASBN regulations for approval of a registered nurse program can be found at: <http://www.arsbn.arkansas.gov/lawsRules/Pages/rules.aspx> Chapter 6.

The BSN program is accredited by the National League for Nursing Accrediting Commission (NLNAC) from 2010 to 2018 (Appendix A). Guidelines for accreditation can be found at <http://acenursing.org/accreditation-manual/>

The SON began the NLNAC accreditation process for the AASN program in fall 2010. At this time the SON has not completed the process and will continue to work toward this goal during the 2012-2013 academic year. NLNAC Standards for the associate degree program are available at <http://acenursing.org/accreditation-manual/>

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

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

The ability to critically think using a problem solving process that is goal directed and ethical based on standards of professional nursing practice meshes with the University's mission statement, "[t]he University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought." The SON faculty seeks to enhance critical thinking through class discussions, simulation experiences, nursing care plans/journals, and other classroom and clinical assignments.

The SON aim for students to obtain an understanding of nursing research and evidence-based nursing practice corresponds with the University's mission statement, "[t]he University provides learning experiences that enable students to synthesize knowledge...." The SON faculty members encourage understanding of research through assigned readings of research and the research project in the Nursing Research course.

The ability to use therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and communities throughout the lifespan reflects the University's mission statement, "[t]he University provides learning experiences that enable students to... use knowledge... with intelligence and responsibility...." Assigned reading, nursing care plans and journals, and hands on clinical experiences enhance students' ability to use knowledge with intelligence and responsibility.

The ability to apply leadership and management skills to provide cost-effective care, implement and support change, and serve as a client advocate in a variety of settings, teaching students to effectively communicate and collaborate, and educate individuals, families, and communities using teaching learning principles support the University's mission statements, "The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences that enable students to synthesize knowledge communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures." As SON students learn course content they are instructed through lecture, demonstration, and role modeling to critically think, effectively communicate, use knowledge and technology with intelligence and creativity, which enables them to develop and apply leadership and management skills and cost effective care, support change, and serve as client advocates in a variety of health care settings.

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

Analysis of BSN-SLOs (Tables 1 and 2):

- The ability to critically think using a problem solving process that is goal directed and ethical based on standards of professional nursing practice as evidenced by an average of $\geq 74\%$ on nursing care plans and written examinations, score ≥ 900 on the HESI E2 exit exam the first time taken, and pass the NCLEX-RN, the licensing examination the first time taken -
 - Goals of this SLO were partially met. The three groups that experienced difficulty meeting this goal were Concepts I, II (junior level students), and III (senior level students). The faculty uses the nursing care plan, clinical journal and written examinations as evidence of learning. In Concepts I, II, and III during the clinical experience the student gathers patient assessment data on the first clinical day each week. The assignment includes analysis of the assessment data to formulate a plan of care for day two. All concepts course syllabi contain detailed instructions for developing the plan of care. On day one after data collection, the faculty member meets with each student. The student gives a summary of assessment data and a tentative list of nursing diagnoses and plan of care. On day two during a preconference, the student describes the care plan for the day, giving rationales for each nursing intervention planned. During and at the completion of the second clinical day during post-conference, the student discusses the day, any problems encountered, discusses if goals were met, and if not, explains how the plan of care should be modified to meet the goals. In Concepts IV, the final semester before graduation, the student gathers assessment data and plans and implements care on day one, makes changes if indicated on day two, continues care, and evaluates the effectiveness of care in post-conference at the end of the day. The 2012 HESI E2 and 2012 NCLEX-RN results could be misinterpreted as they represent some graduates from two or more different cohorts. Only seven of the 2012 BSN graduates took the licensing examination before July 30, 2012 and are included in the NCLEX-RN 2011-2012 report. The remaining graduates in the 2011-2012 NCLEX-RN report are from the class of 2011 or earlier. The National Council State Boards of Nursing sends reports to the individual state boards of nursing based on the fiscal year regardless of the graduates' graduation date.
 - Written examinations in all concepts courses include critical thinking questions. Critical thinking questions comprise the majority of test items and include application, analysis, and evaluation.
 - The SON faculty has begun to develop a remediation plan to intervene early in the nursing sequence to increase retention, graduation rates, and success on the exit and NCLEX-RN pass rates.
- An understanding of nursing research and evidence-based nursing practice as evidenced by scores of $\geq 74\%$ on evidenced based practice summaries and $\geq 74\%$ the Nursing Research course project-
 - Student understanding of research continues to be problematic as evidenced by low scores on evidence-based practice summaries. The assignment includes reading a research report, summarizing the report, and identifying how the student might use the findings in his/her practice. All students in the nursing research

course scored $\geq 74\%$ on the research project, which may indicate that while they are immersed in research they have a better understanding of the research process and implications for practice, but may not understand the importance internalizing this knowledge.

- Therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and communities throughout the lifespan as evidenced by average scores of $\geq 74\%$ on all clinical assignments and passing the exit exam (HESI E2) and registered nurse licensing exam (NCLEX-RN) the first time taken-
 - As with critical thinking, junior and first semester senior students had more difficulty with therapeutic nursing interventions in the class and clinical setting. However, the HESI E2 scores indicate that second semester seniors may need additional guidance and instruction in writing and implementing therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and communities throughout the lifespan.
- The ability to apply leadership and management skills to provide cost-effective care, implement and support change, and serve as a client advocate in a variety of settings as evidenced by average scores of $\geq 74\%$ on Leadership and Management course assignments, becoming members/officers of the Student Nurses Association, National Student Nurses Association, and Sigma Theta Tau International (if eligible)-
 - This goal was met. There are no needed changes identified and the faculty will continue current strategies for achieving this SLO.
- Communication and collaboration with members of the health care team and consumers to provide and improve delivery of health care as evidenced by scores $\geq 74\%$ on all process recordings and presentations-
 - This SLO goal was met with senior level students. However, changes are needed to improve student learning of communication and collaboration. Changes may be needed in teaching strategies, or students may need more maturation time to achieve this SLO.
- The ability to educate individuals, families, and communities using teaching/learning principles that promote, maintain and restore health as evidenced by scores of $\geq 74\%$ on all teaching plans-
 - As with the communication and collaboration SLO, senior students performed much better in ability to educate individuals, families, and communities using teaching/learning principles. The faculty will need to examine if teaching strategy changes are needed or if students need more time to develop these abilities.

Table 1 BSN OUTCOMES DATA 2010-2011 & 2011-2012

Student Learning Outcomes	2010-2011	2011-2012
Ability to critically think using a problem solving process that is goal directed and ethical based on standards of professional nursing practice as evidenced by an average of $\geq 74\%$ on nursing care plans and written examinations, scores of ≥ 900 on the HESI E2 exit exam the first time taken, and passing the NCLEX-RN, the licensing examination the first time taken	Goal Met: Senior Class:100% Goal Not Met: Junior Class: 29/42 [36 admitted + 6 readmits] (69%)	Goal Partially Met: 71% of Concepts I, 62% of Concepts II, 88% of Concepts III, & 100% of Concepts IV students scored $\geq 74\%$ on written examinations and nursing care plans; 13/29 (49%) on BSN seniors scored ≥ 900 on the HESI E2 first take; and 21/22 (95%) passed the NCLEX-RN first take
Understanding of nursing research and evidence-based nursing practice as evidenced by scores of $\geq 74\%$ on evidence based practice summaries and $\geq 74\%$ the Nursing Research course project	Data not available	Goal Partially Met: 46% of Concepts I, 46% of Concepts II, and 88% of Concepts IV students scored $\geq 74\%$ on evidence-based practice summaries; 100% of Nursing Research students scored $\geq 74\%$ on the research project
Therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and communities throughout the lifespan as evidenced by average scores of $\geq 74\%$ on all clinical assignments, and scores of ≥ 900 on the HESI E2 exit exam the first time taken, and passing the NCLEX-RN, the licensing examination, the first time taken	Goal Not Met: 80% of Concepts II students averaged ≥ 80 on nursing care plans; 100% of Goal Met: 100% of Concepts IV students averaged $\geq 80\%$ on clinical journals.	Goal Partially Met: 71% of Concepts I, 62% of Concepts II, 88% of Concepts III, & 100% of Concepts IV students scored averages of $\geq 74\%$ on written clinical assignments; 13/29 (49%) on BSN seniors scored ≥ 900 on the HESI E2 first take; and 21/22 (95%) passed the NCLEX-RN first take
Ability to apply leadership and management skills to provide cost-effective care, implement and support change, and serve as a client advocate in a variety of settings as evidenced by average scores of $\geq 74\%$ on Leadership and	Data not available	Goal Met: 100% of students enrolled in Leadership and Management scored $\geq 74\%$ on all course assignments; 100% of students joined the Student Nurses Association (SNA); five were officers of the SON SNA; two were officers of the

Student Learning Outcomes	2010-2011	2011-2012
Management course assignments, becoming members/officers of the Student Nurses Association, National Student Nurses Association, and Sigma Theta Tau International (if eligible)		state organization, one was an officer of the national organization; and five (all who were eligible were inducted into Sigma Theta Tau International
Communication and collaboration with members of the health care team and consumers to provide and improve delivery of health care as evidenced by scores \geq 74% on all process recordings and presentations	Goal Met: All students in Concepts II, Concepts IV, & Leadership achieved \geq 74% on formal teaching plans and presentations.	Goal Partially Met: 73% of Concepts I students and of Concepts II, 100% III, & IV students scored \geq 74% on presentations
Ability to educate individuals, families, and communities using teaching/learning principles that promote, maintain and restore health as evidenced by scores of \geq 74% on all teaching plans	Data not available	Goal Partially Met: 100% of Concepts III and IV, 71% of Concepts I, and 85% of Concepts II students scored \geq 74% on teaching plans
HESI E2 Pass Rates (1st write)	2011	2012
	15/22 (68%)	13/29 (49%)
NCLEX-RN Pass Rates- First time taken	Numbers not available (76%)	21/22 (95%)

Table 2 UAM SON BSN & AASN NCLEX-RN Six-Year Pass Rates (Fiscal year results – July 1 – June 30)

Year	BSN Passed/Total	BSN (%)	AASN (Passed/Total)	AASN (%)
2012	21/22	95	11/16	69
2011	*	76	7/10	70
2010	*	96	11/11	100
2009	*	97	3/3	100
2008	*	80	6/6	100
2007	*	95	10/11**	91

*Data unavailable

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

Analysis of AASN-SLOs (Tables 2 and 3):

- 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 an average of $\geq 74\%$ on nursing care plans and written examinations-
 - This goal was partially met. The faculty uses the nursing care plan, clinical journal and written examinations as evidence of learning. In the AASN program, the student gathers assessment data and plans and implements care on day one, makes changes if indicated on day two, continues care, and evaluates the effectiveness of care in post-conference at the end of the day. All AASN course syllabi contain detailed instructions for developing the plan of care.
 - Written examinations in all AASN courses include critical thinking questions. Critical thinking questions comprise the majority of test items and include application, analysis, and evaluation.
 - The SON faculty has begun to develop a remediation plan to intervene early in the nursing sequence to increase retention, graduation rates, and success on the exit and NCLEX-RN pass rates.
 - The 2012 HESI E2 and 2012 NCLEX-RN results could be misinterpreted as they represent some graduates from two or more different cohorts. Only two of the 2012 AASN graduates took the licensing examination before July 30, 2012 and are included in the NCLEX-RN 2011-2012 report. The remaining graduates in the 2011-2012 NCLEX-RN report are from the class of 2011 or earlier. The National Council State Boards of Nursing sends reports to the individual state boards of nursing based on the fiscal year regardless of the graduates' graduation date.
- Therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and families in communities throughout the lifespan as evidenced by average scores of $\geq 74\%$ on all clinical assignments and passing the exit exam (HESI E2) and licensing exam (NCLEX-RN) the first time taken-
 - The HESI E2 scores indicate that the AASN students may need additional guidance and instruction in writing and implementing therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and families in communities throughout the lifespan.
 - The SON faculty will implement a new remediation plan that includes use of the simulation laboratory, a simulation learning system with remediation, and a different NCLEX-RN review course guaranteed to prepare graduates to pass the NCLEX-RN. The faculty anticipates that if students are prepared to pass NCLEX-RN, they will be successful on the exit examination (HESI E2).
- The ability to apply management skills to provide cost-effective care, implement and support change, and serve as a client advocate as evidenced by average scores of $\geq 74\%$ on delegation examination items and management journals-
 - The faculty anticipates that the change in remediation (see above item) will also improve management competence.
- Communication and collaboration with members of the health care team to provide and improve delivery of health care as evidenced by scores $\geq 74\%$ on all process recordings and presentations-
 - As this SLO goal was met, the faculty will continue current content-specific teaching strategies.

- The ability to educate individuals, families, and families in communities using teaching/learning principles that promote, maintain and restore health as evidenced by scores of $\geq 74\%$ on all teaching plans-
 - As this SLO goal was met, the faculty will continue current content-specific teaching strategies.

Table 3 AASN OUTCOMES DATA 2010-2011 & 2011-2012

Student Learning Outcomes	2010-2011	2011-2012
Ability to critically think using a problem solving process that is goal directed and ethical based on standards of nursing practice as evidenced by an average of $\geq 74\%$ on nursing care plans/journals and written examinations	Data not available	Goal Partially Met: 100% of AASN students scored $\geq 74\%$ on clinical assignments; 70% averaged $\geq 74\%$ of written examinations
Therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and families in communities throughout the lifespan as evidenced by average scores of $\geq 74\%$ on all clinical assignments. Scores of ≥ 900 on HESI E2 first time taken.	Goal Not Met: 68% of AASN students scored ≥ 900 on the HESI first write 100% of Principles I, II, & III students averaged $\geq 74\%$ on teaching plans and community journals	Goal Partially Met: 29% of AASN students passed the HESI E2 first time taken; 100% scored $\geq 74\%$ on clinical assignments.
Ability to apply management skills to provide cost-effective care, implement and support change, and serve as a client advocate as evidenced by average scores of $\geq 74\%$ on delegation examination items and management journals	Data not available	Goal Partially Met: 70% of students scored $\geq 74\%$ on delegation examination items; 100% scored $\geq 74\%$ on management journals.
Communication and collaboration with members of the health care team to provide and improve delivery of health care as evidenced by scores $\geq 74\%$ on all process recordings and presentations	Data not available	Goal Met: 100% of students scored $\geq 74\%$ on presentations and process recordings.
Ability to educate individuals, families, and families in communities using	Goal Met: 100% of Principles I, II, & III averaged $\geq 74\%$ on Teaching Plans and	Goal Met: 100% of students scored $\geq 74\%$ on teaching plans.

Student Learning Outcomes	2010-2011	2011-2012
teaching/learning principles that promote, maintain and restore health as evidenced by scores of $\geq 74\%$ on all teaching plans	Community Journals	
HESI E2 Pass Rates (1st write)	2011	2012
	7/16 (44%)	4/14 (29%)
NCLEX-RN Pass Rates- First time taken	7/10 (70%)	11/16 (69%)

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

- In the BSN program the only SLO goal that was 100% met for 2012 was the ability to apply leadership and management skills. No identified changes are needed for this course. All other SLO goals were not met or were partially met. Therefore, the SON faculty will implement several changes during the 2012-2013 academic year.
 - The SON has two Laerdal high-tech simulation manikins that the faculty has not used. In June 2012, the interim dean contacted a Laerdal representative who came to the University and assembled the manikins and gave a demonstration of their use, allowing faculty members to practice and ask questions. These manikins can be used to substitute for clinical experiences that are not available in the traditional clinical setting as well as for remediation when students are experiencing difficulty with specific concepts or principles.
 - The SON has an Elsevier Simulation Learning System that was purchased two years ago, but has not been used. The interim dean has scheduled a presentation by an Elsevier representative during Faculty Development Week in August 2012. This software program can be used in clinical simulation activities, as a stand-alone study aid, or for remediation. Each scenario has a pre- and post-test to illustrate areas of weakness and recommend content specific textbook pages for student review. Faculty can follow student progress, including pre- and post-test scores and completed remediation.
 - The SON faculty will incorporate both the high-tech simulation manikins and the simulation learning system into all BSN concepts and AASN principles courses to support and enhance both didactic and clinical learning.
 - After faculty and student discussion, a different NCLEX-RN review course will be offered. The Kaplan Nursing NCLEX-RN preparation course has been scheduled for May 2013. Kaplan Nursing guarantees that graduates will pass the NCLEX-RN the first time they take it.

- In the AASN program both the communication and management SLO goals were 100% met. No changes are indicated for these areas of the curriculum. The remaining SLO goals were partially met. The changes noted above for the BSN program will also be implemented in the AASN program. In addition, the AASN faculty members will increase the number of test items on unit examinations to 100. The faculty decreased the number of test items to 75-80 during the 2010-2011 academic year. While it is not possible to determine causality post hoc, the three years preceding the change in number of test items (2008-2010), the AASN program graduates achieved a 100% NCLEX-RN pass rate and in 2007, a 91% pass rate (Table 2).

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

- Students evaluate their overall experiences in the SON at the end of the program (Senior Survey; Table 4) and at one and five years (Alumni Survey [at this time, no alumni survey data are available]).
- Student evaluations of courses, faculty, and clinical sites.
At the conclusion of each semester/term, students complete surveys evaluating the course, faculty, and clinical sites. Faculty use aggregated survey data to improve the course and teaching practices. Faculty report student survey summaries and any planned changes to the Curriculum Committee (no data are available for this report).
- Faculty evaluation of student learning.
Course faculty meet after each clinical rotation (every three to four weeks in fall and spring) to discuss student strengths and weaknesses and make suggestions to clinical faculty who will teach students during the next rotation. The faculty discusses ways to enhance learning for those with identified weaknesses.
- Employer evaluation of SON graduates' entry level preparation. Relevant sections of the aggregated data from 2011 and 2012 are included in Table 5.
- Student representatives from each program are encouraged to attend SON Curriculum, Admissions, and Teaching Resources Committee meetings and to participate, voicing student concerns. Minutes are kept reflecting student participation. Student representatives' names can be found in meeting minutes.

Table 4 2011 and 2012 UAM SON Senior Survey Results (Selected items)

Survey Item		2011	2012
To which program were you admitted?	AASN	100%	29.268%
	RN-BSN	0%	2.439%
	BSN	0%	68.293%
When you were admitted to the program, were you a(n):	Traditional student	0%	68.293%
	Transfer student	66.667%	14.634%
	Advanced placement student-RN	0%	0%
	Advanced placement student LPN/LPTN-BSN	0%	2.439%
	Advanced placement student LPN-RN/AASN	33.333%	12.195%
Have you secured a full-time nursing position at this time?	Yes	33.333%	36.585%
	No-I am not seeking employment right now	33.333%	12.195%
	No-I am continuing to seek employment	33.333%	51.22%
My first nursing position after graduation will be in a(n):	Hospital	33.333%	68.293%
	Home health agency	0%	4.878%
	Ambulatory care clinic	0%	0%
	Physician's office	0%	2.439%
	Other	33.333%	4.878%
	Don't know	33.333%	19.512%
I was encouraged to do critical thinking and problem solving.	Strongly Agree	66.667%	60.976%
	Agree	33.333%	36.585%
	Neither Agree nor Disagree	0%	2.439%
	Disagree	0%	0%
	Strongly Disagree	0%	0%
I am prepared to identify and apply research findings in my practice.	Strongly Agree	33.333%	46.341%
	Agree	33.333%	51.22%
	Neither Agree nor Disagree	33.333%	2.439%
	Disagree	0%	0%
	Strongly Disagree	0%	0%
I am prepared to make judgments that are goal directed, ethical, and based on standards of professional nursing practice using the nursing process.	Strongly Agree	33.333%	56.098%
	Agree	66.667%	41.463%
	Neither Agree nor Disagree	0%	2.439%

Survey Item	2011	2012	
I believe I can use the nursing process to provide therapeutic nursing interventions to culturally and ethnically diverse individuals, families, and communities.	Disagree	0%	0%
	Strongly Disagree	0%	0%
	Strongly Agree	33.333%	53.659%
	Agree	66.667%	41.463%
	Neither Agree nor Disagree	0%	2.439%
I believe I am responsible for my actions as a nurse.	Disagree	0%	0%
	Strongly Disagree	0%	0%
	Strongly Agree	33.333%	63.415%
	Agree	66.667%	34.146%
	Neither Agree nor Disagree	0%	2.439%
I will incorporate the Nursing Code of Ethics and Professional Standards of Practice in my nursing practice.	Disagree	0%	0%
	Strongly Disagree	0%	0%
	Strongly Agree	33.333%	63.415%
	Agree	66.667%	34.146%
	Neither Agree nor Disagree	0%	2.439%
I believe I need to be a lifelong learner.	Disagree	0%	0%
	Strongly Disagree	0%	0%
	Strongly Agree	33.333%	60.976%
	Agree	66.667%	31.707%
	Neither Agree nor Disagree	0%	4.878%
Overall, I was very satisfied with the nursing education I received at the UAM School of Nursing.	Disagree	0%	0%
	Strongly Disagree	0%	0%
	Strongly Agree	33.333%	21.951%
	Agree	66.667%	43.902%
	Neither Agree nor Disagree	0%	21.951%
	Disagree	0%	9.756%
	Strongly Disagree	0%	2.439%

Table 5 Spring 2011-2012 Employer Survey of UAM SON Nursing Program Graduates

Graduate Performance (N=13 [2011] & N=8 [2012])	Outstanding n(%)	Above Average n(%)	Average n(%)	Below Average n(%)	Unsat n(%)	Unknown n(%)
Provides safe and effective nursing care						
2011	2(14.3)	8(64.3)	2(14.3)	1(7.1)	0(0)	0(0)
2012	1(13)	4(50)	3(38)	0(0)	0(0)	0(0)
Has effective leadership and management skills						
2011	1(7.1)	7(54)	4(35.7)	1(7.1)	0(0)	0(0)
2012	0(0)	2(25)	6(75)	0(0)	0(0)	0(0)
Demonstrates effective critical thinking and problem solving						
2011	2(14.3)	7(54)	4(35.7)	0(0)	0(0)	0(0)
2012	0(0)	4(50)	4(50)	0(0)	0(0)	0(0)

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

- It is unclear why all who completed the senior survey in 2011 were AASN students. However, many differences can be noted between the 2011 and 2012 cohorts. These differences may be due to the different type of student-transfer/non-traditional vs. traditional and program type. Because the 2012 survey results seem to be more representative of the SON students, this discussion will focus on this survey report.
- All but about 2% of seniors who completed the survey felt the nursing program adequately prepared them for entry level nursing practice. However, about 35% were not satisfied with the nursing education they received. This apparent ambiguity is difficult to assess and address.
- Out of 21 graduates evaluated by their employers, only one graduate was evaluated as below average on two items. This seems to indicate that employers overall are satisfied with SON entry level preparation. However, the SON faculty plans to implement the changes outlined above in an effort to increase graduation and NCLEX-RN pass rates.

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

- During the 2011-2012 academic year the SON faculty researched simulation learning to supplement competitive clinical sites and as an addition to didactic teaching. Limited clinical simulation experiences using low-tech manikins were included in the BSN program in Concepts II and III and the AASN program in Principles II. The SON faculty will increase the use of clinical simulation in both the AASN and BSN program in the upcoming academic year.
- Because of student dissatisfaction with the NCLEX-RN preparation course that was offered for the past several years, the junior BSN students researched the available NCLEX-RN preparation courses and voted to change from Nursing Education Consultants (NEC) to the Kaplan Nursing NCLEX-RN preparation course. A junior BSN representative presented findings of her NCLEX-RN preparation course research to the faculty Curriculum Committee. At the conclusion of the presentation, the faculty voted to change to the Kaplan Nursing NCLEX-RN preparation course based on students' preference and Kaplan's reputation and guarantee that graduates will pass the NCLEX-RN examination the first time taken or receive a full refund.
- The 2011-2012 AASN class was required to have at least 2000 hours of acute care experience as a requirement of admission due to the low NCLEX-RN pass rate in 2011. The faculty theorized that acute care experience would increase the likelihood of success in the program and in pass the NCLEX-RN. Both of the graduates who took the NCLEX-RN examination by June 30, 2012, when the National Council State Boards of Nursing NCLEX-RN reports are sent, passed on the first try.

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

- Student representatives from each class and program of study are official members of the Curriculum, Admissions, and Teaching Resources committees and are notified of meeting dates and times.
- Students evaluate each course, the faculty members who teach the course, and clinical sites for the course, and are encouraged to elaborate on any concerns or complaints.
- Students evaluate their program of study at the time of completion (Senior Survey) and at one and five years after graduation (Alumni Survey) (However, Alumni Surveys have not been distributed for the past several years. Surveys for the class of 2011 and 2007 are currently being distributed.)
- Employers of SON graduates are offered an annual satisfaction survey.
- Unsuccessful students are given the right to appeals, outlined in the SON Student Handbook. Student complaints are addressed initially by individual faculty members or course coordinators. If the student is not satisfied with the outcome, he or she may present the complaint to the SON dean. If the student is still not satisfied the complaint has been satisfactorily addressed, he or she is encouraged to follow the UAM grievance process as outlined in the UAM and SON Student Handbooks.
- The SON Advisory Board meets annually to address the community perspective, issues and, nursing/health care trends.
- Hospitals and other health care facilities and community health and scholarship donors are considered stakeholders. Facility and scholarship donor representatives are invited to the annual SON Appreciation Luncheon. A report of SON activities/accomplishments is given, attendees are recognized, issues and trends are discussed, and changes are highlighted.

9. Describe and provide evidence of efforts your unit is making to recruit/retain/graduate students in your unit at the University.

- Retention/Graduation:

In April 2012 the SON had its first inductees into Sigma Theta Tau International, the honor society of nursing. Membership in honor societies offers students and alumni opportunities for involvement in the SON and the nursing profession (Appendix B).

- Recruitment/Retention:

A very active Student Nursing Association (SNA) provides many opportunities for student involvement. Providing service to the community and winning awards at both state and national levels provides a sense of accomplishment and is a source of pride for all nursing students. The UAM SNA chapter consistently demonstrates involvement in the National Student Nurses Association (NSNA) and a strong commitment to shared governance and the professional development of students and faculty. The UAM chapter was recognized with the Disaster Planning and Preparedness award by the National Student Nurses Association (NSNA) in 2012 (Appendix B). During the intercession term the SNA hosts a welcome picnic for incoming seniors. During the activities the senior students assign mentors to all

incoming students. These mentors help incoming nursing students with transition into the program and assist as requested during their first year in the program.

- Retention:

Students assess their progress through the program through weekly consultations with clinical instructors following the clinical experience and counseling following unsuccessful clinical experiences or examinations. Graded work is returned in a timely manner, often with comments, and exams are reviewed with students immediately after grading. A new remediation plan is being developed to identify and assist students at risk for failure. This plan includes remediation assignments in a simulation learning system with pre- and post-tests. The faculty will pilot this plan during the 2012-2013 academic year.

Keeping students excited about nursing school through activities that promote service, scholarship, and leadership is very important. Thirteen students conducted evidence-based practice projects and presented posters at the annual Research Day conference at the University of Arkansas for Medical Sciences College of Nursing on April 27, 2012. A group of three SON BSN students won the student poster presentation award (Appendix B), competing against students from all over the state.

- Retention rates for the past six years.

The overall retention rate for the AASN and BSN programs during 2011-2012 was 66%. The six-year graduation rate for the SON is 63% (Table 6). The plan to improve retention is outlined throughout this document.

Table 6 Six-Year Graduation Rate by Program and Overall

Year	Program	Admitted	Attrition	Graduated	(%)
2007	BSN	39	14	25	64
	AASN	16	8	8	50
2008	BSN	41	21	20	49
	AASN	0	Program	on hold	
2009	BSN	45	16	29	64
	AASN	18	10	8	44
2010	BSN	38	13	25	66
	AASN	16	2	14	88
2011	BSN	38	15	23	61
	AASN	18	2	16	89
2012	BSN	51	18	33	65
	AASN	20	6	14	70
Six-Year Totals		340	125	215	63

APPENDICES

Appendix A

**Arkansas State Board of Nursing Approval and
National League for Nursing Accrediting Commission**



Arkansas State Board of Nursing

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

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

June 4, 2008

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

Dear Ms. Gouner:

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

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

Sincerely,

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

Calvina Thomas, RN, PhD
Assistant Director of Nursing Education

CT:ms
Enclosures



Arkansas State Board of Nursing

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

PHONE (501) 688-2700
FAX (501) 688-2714
<http://www.asbn.org>

May 12, 2012

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

Dear Ms. Gouner,

The Arkansas State Board of Nursing, in regular session May 10, 2012, voted to grant continued full approval to the University of Arkansas – Monticello Associate of Applied Science in Nursing Program until the year 2017. Your Certificate of Full Approval is enclosed. Your next survey will be placed on the calendar for the year 2017.

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

Sincerely,

A handwritten signature in cursive script that reads "Tammy Claussen". The signature is written in black ink and is positioned above the typed name and title.

Tammy Claussen, MSN, RN, CNE
ASBN Program Coordinator - Education

TC:ms
Enclosure

NLNAC

National League for Nursing Accrediting Commission, Inc.

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MARSHA H. PURCELL, CAE
Director, Program Development
American Farm Bureau Federation
Washington, District of Columbia

July 23, 2010

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

Dear Ms. Gouner:

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

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

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

Areas of Strength by Accreditation Standard

Standard 1 Mission and Administrative Capacity

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

Standard 5 Resources

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

Areas Needing Development by Accreditation Standard**Standard 1 Mission and Administrative Capacity**

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

Standard 2 Faculty and Staff

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

Standard 6 Outcomes

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

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

Sincerely,



Sharon J. Tanner, EdD, RN
Chief Executive Officer

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

Enc. Summary of Deliberations of the Evaluation Review Panel

Appendix B
Student Activities/Awards



2012 Sigma Theta Tau Inductees: Will Hunter, Sarah Pierce, Sidney Miles, Robert Humphries, and Paisley Palsa



Members of the Student Nurses Association who attended the National Student Nursing Association (NSNA) Convention in Pittsburg, PA and accepted the national award for Disaster Planning and Preparation School Project April 14, 2012.

Sigma Theta Tau International
Gamma Xi Chapter



Presents to

Alisha Dickson, Jamie Palmer & Morgan Fickett
the

2012 Gamma Xi Undergraduate Student Poster Award

Given on this 27th day of April in the year 2012

Carol Sabolin
Gamma Xi President

Cheryl Wood
Gamma Xi Research Chair

John B. F. PhD, M.D., M.P.H.
Gamma Xi Awards Chair