

UNIVERSITY OF ARKANSAS AT MONTICELLO

SCHOOL OF NURSING 2013-2014

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 on the SON website at [Nursing Academic Programs](#).

The SLOs for the SON BSN graduate include demonstration of:

1. the ability to think critically using a problem solving process that is goal directed and ethical and 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, and passing the NCLEX-RN, the licensure examination the first time;
2. 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;
3. 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;
4. 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);
5. 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
6. 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:

1. the ability to think critically using a problem solving process that is goal directed and ethical and based on standards of nursing practice as evidenced by an average of $\geq 74\%$ on nursing care plans and written examinations;
2. 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;

3. 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;
4. 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
5. 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:
 - i. in all course syllabi via email at least one week before each course begins;
 - ii. in the SON Student Handbook, emailed to students at least one week before they begin the nursing sequence; and
 - iii. the first day of class in all nursing courses.
 - B. The public and other stakeholders can find the SON SLOs on:
 - i. a link (Mission and Philosophy) on the SON web site at: [Nursing Mission](#) and
 - ii. links (Annual Assessments and Academic Programs) on the SON web site at: [School of Nursing Annual Assessment Reports](#) and [School of Nursing Academic Programs](#).

Accreditation

The BSN programs (prelicensure, RN-BSN, and LPN-BSN) of the UAM SON are accredited by the Accreditation Commission for Education in Nursing (ACEN) and the AASN and the BSN programs are approved by the Arkansas State Board of Nursing (ASBN; Appendix A).

A five-year approval survey of the BSN program was submitted to the ASBN on July 3, 2013 and was reviewed by the board in September 2013. The BSN program received full approval from ASBN through 2018. The AASN program has full approval until 2017. Approval extends for 5 years. ASBN regulations for approval of a registered nurse program can be found at: [Arkansas State Board of Nursing Rules, Chapter 6](#).

The BSN program is accredited by the Accreditation Commission for Education in Nursing (ACEN) from 2010 to 2018 (Appendix A). Guidelines for accreditation can be found at <http://www.acenursing.org/resources#manual>. At the request of ACEN, the SON submitted a substantive change report to the accrediting agency in January 2013. In response to the report, ACEN made a focused visit in April 2013. As a result of the findings of the focused visit the SON received continued approval until 2018. ACEN Standards for the BSN program are available at [ACEN BSN Manual 2013](#).

The SON began the ACEN 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 2014-2015 academic year. ACEN Standards for the associate degree program are available at [ACEN Manual Associate Degree 2013](#).

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 think critically using a problem solving process that is goal directed and ethical and 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 a 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 readings, nursing care plans and journals, and hands on clinical experiences enhance students' ability to use knowledge with intelligence and responsibility.

The SLOs related to leadership and management, communication, collaboration, and education align with 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 think critically, communicate effectively, and 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, educate clients, 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):

1. The ability to critically think using a problem solving process that is goal directed and ethical and based on standards of professional nursing practice as evidenced by scoring an average of $\geq 74\%$ on nursing care plans and written examinations, ≥ 900 on the HESI E2 exit exam the first time, and passing the NCLEX-RN, the licensing examination the first time.

Similar to the 2012-2013, academic year, goals of this SLO were partially met. Critical thinking goals were unmet in Concepts II, III, and IV and met in Concepts I. One hundred percent of Concepts I; 74% of Concepts II, 93% of Concepts III, and 69% of Concepts IV students scored $\geq 74\%$ on examinations and nursing care plans/journals.

The faculty uses the nursing care plan, clinical journal and written examinations as evidence of critical thinking development. In Concepts I during the clinical experience students collect 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 clinical faculty member meets with each student. The student gives a summary of assessment data and a tentative list of nursing diagnoses/problems and plan of care. On day two during a preconference, the student describes the care plan for the day, giving rationales for each planned nursing intervention. During and at the completion of the second clinical day during post-conference, the student discusses the day, any problems encountered, if goals were met, and if not, explains how the plan of care should be modified to meet the goals.

In Concepts II and III, students select their own patients on day one, independently collect assessment data, and develop a plan of care. On day two, clinical faculty members supervise patient care. In Concepts IV, the final semester before graduation, students collect assessment data and plan and implement care on day one, makes changes to the plan if indicated on day two, continue care, and evaluate the effectiveness of care in post-conference at the end of the day.

Written examinations in all concepts courses include critical thinking items. In fact, critical thinking items comprise the majority of test items and include application, analysis, and evaluation. Test items include multiple choice, multiple answer, short answer, and drug math. It is anticipated that students who are able to apply, analyze, and evaluate critical thinking test items are learning safe clinical practice.

The School of Nursing receives quarterly and annual (year begins July 1 and ends June 30) reports of NCLEX-RN results (see Table 1 for BSN HESI E2 and NCLEX-RN results for 2011-2014 and Table 2 for BSN and AASN NCLEX-RN pass rates for 2007-2014). Because graduates may take the NCLEX-RN after the June 30 deadline, the number of graduates taking the examination may not be the same as the number of graduates in any given year. Review of HESI E2 and NCLEX-RN results from 2008-2013 show an overall HESI E2 predictability rate of 76/143 (53%). This year's data are consistent with previous years. Five of thirteen (38%) 2014 senior students scored ≥ 900 on the HESI E2 examination. Of the seven 2014 BSN graduates who have taken the NCLEX-RN as of June 30, 2014, all passed the NCLEX-RN, but only three passed the HESI E2, for 43% predictability. The NCLEX-RN is a national licensure examination that, if passed, is evidence of entry level RN proficiency.

2. 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.

One hundred percent of Nursing Research students scored $\geq 74\%$ on research course project; 90% of Concepts II; 64% of Concepts III and 66% of Concepts IV students scored $\geq 74\%$ on evidence based practice summaries. Students in Concepts II, III, and IV struggled with evidence-based practice summaries during the 2013-2014 academic year. The assignment includes reading a research report, summarizing the report, and identifying how the student might use the findings in his/her nursing practice. All students in the nursing research course scored $\geq 74\%$ on the research project in spring 2014, 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.

3. 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.

One hundred percent of Concepts I, 97% of Concepts II, 100% of Concepts III, and 93% of Concepts IV students averaged $\geq 74\%$ on written clinical assignments. Five of thirteen (38%) scored ≥ 900 on the HESI E2 examination. As noted in guiding question three above, it appears that the HESI E2 exit examination is not predictive of performance on the NCLEX-RN. The ability to provide therapeutic nursing interventions while in clinical practice settings provides evidence that students are becoming safe practitioners of nursing. It is expected that students will individualize care based on cultural and ethnic needs throughout the lifespan. Clinical assignments, such as nursing care plans, should reflect these diverse individualized needs.

4. 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).

One hundred percent of students enrolled in Leadership and Management scored $\geq 74\%$ on all course assignments in 2014. One hundred percent of nursing students joined the Student Nurses' Association, one ran for state office, and three (all who were eligible) were inducted into Sigma Theta Tau. Leadership and management skills are vital to the professional (BSN) nursing role. Well done leadership and management assignments, such as journaling, provide evidence that students are internalizing leadership and management skills and that they are prepared to lead and manage a diverse nursing workforce. Membership in professional organizations provides evidence that students understand the importance of networking and staying abreast of new research evidence.

5. 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.

During 2011-2012, 73% of junior students in Concepts I scored $\geq 74\%$ on presentations. This decreased to 58% in 2012-2013. However, in 2013-2014 100% of students in all concepts courses except Concepts II scored $\geq 74\%$ on all presentations and process recordings. Ninety-one percent of students in Concepts II scored $\geq 74\%$ on process recordings. The School of Nursing faculty use scores on process recordings and presentations as evidence of mastery of the ability to communicate and collaborate with patients and other members of the healthcare team in providing safe and effective care.

6. 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.

One hundred percent of Concepts I, III, and IV and 94% of Concepts II students scored $\geq 74\%$ on teaching plans during 2013-2014. The School of Nursing faculty uses scores on teaching plans as evidence of mastery of the ability to appropriately educate individuals, families, and communities using teaching/learning principles to promote, maintain, and restore health.

Table 1: BSN HESI E2 and NCLEX-RN Outcome Data 2011-2014

	2011	2012	2013	2014
HESI E2 Pass Rates (first time taken)	15/22 (68%)	13/29 (49%)	10/13 (77%)	5/13 (38%)
NCLEX-RN Pass Rates-(first time taken)	19/25 (76%)	21/22 (95%)	20/25 (80%)	7/8 (88%)*

*Failure was a 2013 graduate; all 2014 graduates who have taken NCLEX-RN passed first time.

Table 2: UAM SON BSN & AASN NCLEX-RN Eight-Year Pass Rates (Annual results July 1 – June 30 as reported by the Arkansas State Board of Nursing)

Year	BSN Passed/Total	BSN Pass Rate	AASN Passed/Total	AASN Pass Rate
2014	7/8	88%	7/8	88%
2013	20/25	80%	12/16	75%
2012	30/32	94%	11/16	69%
2011	19/25	76%	7/10	70%
2010	24/25	96%	11/11	100%
2009	22/23	96%	3/3	100%
2008	18/21	78%	6/6	100%
2007	30/32	94%	10/11*	91%

*The AASN program was on hold during 2007-2008. This number includes graduates 2007 who took the NCLEX-RN after June 30, 2007.

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

1. 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.

During 2013-2014, this goal was partially met, as 12/13 (92%) students in Principles I, 10/12 (83%) students in Principles II, and 9/9 (100%) students in Principles III averaged $\geq 74\%$ on clinical assignments and written examinations. The faculty uses nursing care plans, clinical journals, and written examinations as evidence of learning. In the AASN program, the student collects assessment data and plans care on day one, makes changes to the plan if indicated on day two, provides 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. The School of Nursing faculty use scores on nursing care plans, journals, and written examinations as evidence of progression in critical thinking ability. The ability to think critically using a problem solving process is vital to the practice of nursing in all settings. Written examinations in all AASN courses include critical thinking items. In fact, critical thinking questions comprise the majority of test items and include application, analysis, and evaluation.

2. 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.

During 2013-2014, 12/13 (92%) students in Principles I, 10/12 (83%) in Principles II, and 9/9 (100%) students in Principles III averaged $\geq 74\%$ on clinical assignments. Three of nine (33%) passed the HESI E2 examination (Table 3). All four 2014 AASN graduates who took the NCLEX-RN by June 30, 2014 passed the first time. Of the four who have taken the NCLEX-RN, three failed the HESI E2 (25% predictability). Therapeutic nursing interventions and passing the NCLEX-RN are used as evidence of the ability to safely and effectively practice nursing at the entry level.

3. 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.

In Principles III 100% of students scored $\geq 74\%$ on management journals and 90% averaged $\geq 74\%$ examinations. Four of nine (44%) students joined the student nurses' association. One hundred percent of AASN students attended the Arkansas Student Nurses' Association convention in October 2013. Scores on delegation items are not available for analysis. Scores on management journals and delegation test items are used as evidence of the ability to use management skills in nursing practice.

4. 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.

This goal was met as 100% of students scored $\geq 74\%$ on process recordings and presentations. The School of Nursing faculty uses scores on process recordings and presentations as evidence of effective communication and collaboration with members of the healthcare team to provide and improve delivery of health care as evidenced by scores $\geq 74\%$ on all process recordings and presentations.

5. 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.

This goal was met as 100% of students scored $\geq 74\%$ on teaching plans. Nurses spend a

large percentage of their time educating individuals, families, and families in communities. The faculty use students' teaching/learning plans as evidence that they know how to effectively educate patients and their families regarding individual learning needs to promote safe and effective patient outcomes.

Table 3: AASN HESI E2 and NCLEX-RN Outcome Data 2011-2014

HESI E2 Pass Rates (first time taken)	2011	2012	2013	2014
	7/16 (44%)	4/14 (29%)	5/11 (45%)	3/9 (33%)
NCLEX-RN Pass Rates-(first time taken)	7/10 (70%)	11/16 (69%)	12/16 (75%)	7/8 (88%)*

*All four 2014 AASN graduates who have taken the NCLEX-RN passed the first time; failure was a 2013 graduate.

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.

As of June 30, 2014, four of nine AASN graduates and seven of fourteen BSN graduates have taken the NCLEX-RN, the licensure examination. All eleven graduates passed the examination the first time. Because the Arkansas State Board of Nursing reports test results from July 1 through June 30, not all test takers are reported with their own cohort (see guiding question 3, SLO number 1, paragraph 5). One each AASN and BSN graduate from 2013 are reported with the 2014 cohort because they tested after July 1, 2013. The remainder of the 2014 AASN and BSN graduates will be reported with 2015 graduates. The preliminary report of 2014 NCLEX-RN results may indicate that strategies to improve student learning during 2013-2014 were effective. However, the SON faculty will continue to monitor test reports as they become available.

All School of Nursing faculty members and the dean counsel high-risk students on an ongoing basis and explore with students individualized strategies for improving their chances for academic success. Because of high attrition (48%) in the BSN graduating class of 2014 and the low AASN NCLEX-RN pass rates for 2010-2011 and 2011-2012 (70% and 69% respectively), the SON faculty and dean planned and implemented a new retention policy during the 2012-2013 academic year. High risk students are referred to appropriate resources, such as the counseling and testing center, the writing center, financial aid, student health services, or the wellness center. Retention in the BSN class of 2015 is 69% as of May 2014. Four students were readmitted to the nursing sequence for a total of 29 senior BSN students for fall 2014. Individualized counseling seems to be improving student learning. The School of Nursing faculty will continue to revise the remediation plan in an effort to improve student retention.

During the 2013-2014 academic year Brandy Haley used high-tech simulation manikins in simulation experiences during both semesters in an effort to reinforce didactic and clinical concepts and Jacque Bryant taught two elective NCLEX-RN test prep courses. The NCLEX-RN Test Prep I course targets junior and AASN students and the NCLEX-RN Test Prep II course targets senior BSN and AASN students. Based on course grades, preliminary NCLEX-RN results, and student feedback, both of these strategies seem to be improving student learning and will be continued during 2014-2015.

Due to student feedback and lower NCLEX-RN pass rates, the SON faculty voted to provide an

NCLEX-RN review course for senior BSN and AASN students in fall 2012. The NCLEX-RN review course includes online resources that students can access early during their senior year after paying course fees and has a money back guarantee that graduates will pass the NCLEX-RN. Because the HESI E2 examination has not been predictive of success on the NCLEX-RN the faculty voted to discontinue the exam. The 2015 graduating classes will have access to the course during their final year of study. The SON faculty and dean will continue to monitor retention, will discuss successes and failures of the plan during the faculty meetings, and will revise the plan as needed.

During the 2012-2013 academic year, the faculty began reviewing examination items in all courses for face and content validity and continued review through 2013-2014. The course coordinator, at least two faculty members from other courses, and the dean review items that half or more of the class answers incorrectly. Although test item review may not improve learning per se, the resulting test bank may include items that more accurately assess student learning. The SON faculty plans to continue this practice and develop a unit test bank of valid and reliable assessment items.

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

The SON uses multiple data sources to improve student learning. We use survey data from course, senior, alumni, clinical facility, and employer surveys, input from SON faculty, the SON advisory board, and informal discussions with clinical facility staff as well as other community stakeholders.

Students evaluate their overall experiences in the SON at the end of the program (Senior Survey; Table 4) and graduates, at one and five years after graduation (Alumni Survey, Table 5). As can be seen in the tables, the response rate limits the usefulness of these data. At the conclusion of each semester/term, students complete surveys evaluating the course, faculty, and clinical sites. Faculty use aggregated survey data to improve courses and teaching strategies. Faculty report student survey summaries and any planned changes to the Curriculum Committee early in fall and spring semesters. Senior Survey data (Table 4) indicate a high level of student satisfaction with the UAM School of Nursing programs. However, the faculty recognizes that graduating seniors may be unaware of knowledge and skills that will be needed once they begin practice. Therefore, Alumni Surveys are scheduled for administration at one and five years after graduation. Surveys were mailed to 2008 and 2012 graduates during fall 2013. One completed survey was returned to the School of Nursing from the class of 2012. No completed surveys were received from the 2008 class (Table 5). Aggregated data indicate that most respondents agreed or strongly agreed that the UAM School of Nursing program they completed prepared them for clinical practice. However, no conclusions may be made with these limited data and the School of Nursing will make every effort to increase the response rate in the coming year.

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 clinical faculty discusses ways to enhance learning for those with identified weaknesses.

The School of Nursing faculty uses feedback from facilities that employ program graduates. Employer surveys are hand-delivered or mailed annually for evaluation of graduates who completed the program the previous year or five years. Relevant sections of the aggregated data from 2011-2014 are included in Table 6. Only three completed Employer Surveys were returned in spring 2014. Limited data are available from previous years, so trending is difficult. A positive sign is that local, regional, and state

hospitals and other healthcare facilities actively recruit graduates of the UAM School of Nursing programs and all completed surveys (n = 27) indicate overall satisfaction with UAM School of Nursing graduates. The School of Nursing will make every effort to obtain more employer survey data in the upcoming year.

Clinical facility evaluations of student preparedness for clinical were developed and distributed to appropriate facility personnel by School of Nursing clinical faculty in fall 2012 and 2013. The School of Nursing received twenty completed surveys in 2012 and 31 in 2013. Aggregate data are listed in Table 7. The School of Nursing will continue to administer surveys to staff in clinical facilities. Data from these surveys will be used to continue or modify teaching strategies as indicated. It is encouraging to note that all respondents indicated they would hire UAM nursing students.

In January 2014 the SON faculty and dean met with their advisory board to report current activities and seek feedback from board members (Appendix B). The clinical coordinator, Christine Felts, provided a clinical report as well as a report of student activities. The dean reported NCLEX-RN pass rates. Two faculty members, Brandy Haley and Jacque Bryant, reported funding needs, specifically in the skills and simulation laboratory, and two faculty members, Sharon Walters and Anita Shaw, reported student outcomes. Advisory Board members discussed possible strategies to increase NCLEX-RN pass rates.

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 (Appendix C). Student representatives' names can be found in meeting minutes. Student representatives actively participated in meetings during 2013-2014 and provided valuable input from the nursing student body.

Table 4: 2011-2014 Senior Survey Aggregate Data (Selected Items)

Survey Item		2011 n = ?	2012 n = 41	2013 n = 20	2014 n = 22*
To which program were you admitted?	AASN	100%	29.27%	25%	12.5%
	LPN-BSN	0%	0%	0%	0%
	RN-BSN	0%	0%	20%	0%
	BSN	0%	68.29%	45%	87.5%
	Unanswered	0%	0%	10%	0%
Have you secured a full-time nursing position at this time?	Yes	33.33%	36.59%	70%	25%
	No-I am not currently seeking employment	33.33%	12.2%	25%	0
		33.33%	51.22%	5%	75%
	No-I am continuing to seek employment				
My first nursing position after graduation will be in a(n):	Hospital	33.33%	68.29%	85%	100%
	Home Health Agency	0%	4.88%	5%	0%
	Ambulatory Care Clinic	0%	0%	0%	0%
	Physician's Office	0%	2.44%	0%	0%
	Other	33.33%	4.88%	5%	0%
	Don't know	33.33%	19.51%	5%	0%
I was encouraged to do critical thinking and problem solving.	Strongly agree	66.67%	60.98%	75%	75%
	Agree	33.33%	36.59%	20%	25%
	Neither agree nor disagree	0%	2.44%	5%	0%
	Disagree	0%	0%	0%	0%
	Strongly disagree	0%	0%	0%	0%
I am prepared to identify and apply research findings in my practice.	Strongly agree	33.33%	46.34%	65%	50%
	Agree	33.33%	51.22%	25%	50%
	Neither agree nor disagree	33.33%	2.44%	10%	0%
	Disagree	0%	0%	0%	0%
	Strongly disagree	0%	0%	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	33.33%	56.1%	75%	75%
	Agree	66.67%	41.46%	25%	25%
	Neither agree nor disagree	0%	2.44%	0%	0%
	Disagree	0%	0%	0%	0%
	Strongly disagree	0%	0%	0%	0%

Survey Item		2011 n = ?	2012 n = 41	2013 n = 20	2014 n = 22*
I believe I can use the nursing process to provide therapeutic nursing interventions to culturally and ethnically diverse individuals, families, and communities.	Strongly agree	33.33%	53.66%	70%	87.5%
	Agree	66.67%	41.46%	30%	12.5%
	Neither agree nor disagree	0%	2.44%	0%	0%
	Disagree	0%	0%	0%	0%
	Strongly disagree	0%	0%	0%	0%
I believe I am responsible for my actions as a nurse.	Strongly agree	33%	63.42%	85%	87.5%
	Agree	66.67%	34.15%	15%	12.5%
	Neither agree nor disagree	0%	2.44%	0%	0%
	Disagree	0%	0%	0%	0%
	Strongly disagree	0%	0%	0%	0%
I will incorporate the Nursing Code of Ethics and Professional Standards of Practice in my nursing practice.	Strongly agree	33.33%	63.42%	80%	87.5%
	Agree	66.67%	34.15%	15%	12.5%
	Neither agree nor disagree	0%	2.44%	0%	0%
	Disagree	0%	0%	0%	0%
	Strongly disagree	0%	0%	0%	0%
	Unanswered	0%	0%	5%	0%
I believe I need to be a lifelong learner.	Strongly agree	33.33%	60.98%	80%	100%
	Agree	66.67%	31.71%	15%	0%
	Neither agree nor disagree	0%	4.88%	0%	0%
	Disagree	0%	0%	0%	0%
	Strongly disagree	0%	0%	0%	0%
	Unanswered	0%	0%	5%	0%
Overall, I was very satisfied with the nursing education I received at the UAM School of Nursing.	Strongly agree	33.33%	21.95%	50%	37.5%
	Agree	66.67%	43.90%	40%	62.5%
	Neither agree nor disagree	0%	21.95%	10%	0%
	Disagree	0%	9.76%	0%	0%
	Strongly disagree	0%	2.44%	0%	0%

*Received 8/22 responses

Table 5: UAM SON Alumni Survey (2007 = 11; 2011 = 5; 2008 = 0; 2012 = 1--N = 17)

How well did UAM prepare you for practice? Likert-type scale: 1 – strongly agree; 2 = agree; 3 = don’t know or unsure; 4 = disagree; 5 = strongly disagree	Strongly agree % (n)	Agree % (n)	Don’t know or unsure % (n)	Disagree % (n)	Strongly Disagree % (n)
I was prepared to:					
1. Care for multiple clients.	60(9)	47(7)	7(1)	0	0
2. Collaborate with clients, families, and groups in communities to provide safe and effective care.	67(10)	47(7)	0	0	0
3. Use the nursing process to provide therapeutic nursing interventions to culturally and ethnically diverse individuals, families, and communities (families in communities for AASN graduates).	73(11)	40(6)	0	0	0
4. Demonstrate leadership and management (management for AASN graduates) skills to provide cost-effective, quality healthcare.	67(10)	40(6)	7(1)	0	0
5. Incorporate the nursing code of ethics and professional standards of practice into my nursing practice.	67(10)	40(6)	7(1)	0	0
6. Use critical thinking in problem solving.	80(12)	27(4)	7(1)	0	0
7. Be accountable for providing safe, cost-effective care.	87(13)	20(3)	7(1)	0	0
8. Accept responsibility for my actions as a nurse.	87(13)	27(4)	0	0	0
9. Recognize legal implications in nursing practice.	67(10)	47(7)	0	0	0
10. Implement and support change.	67(10)	47(7)	0	0	0
11. Serve as a client advocate.	80(12)	33(5)	0	0	0
12. Critique and apply nursing research in practice.	60(9)	53(8)	0	0	0
13. Participate in lifelong learning.	67(10)	47(7)	0	0	0
14. Make judgments that are goal directed, ethical, and based on the standards of professional nursing practice.	67(10)	47(7)	0	0	0
15. Incorporate teaching and learning principles in client care.	67(10)	47(7)	0	0	0
16. Overall, I was satisfied with the nursing education I received at the UAM School of Nursing.	73(11)	33(5)	7(1)	0	0

Table 6: Spring 2011- 2014 Employer Survey of UAM SON Program Graduates N = 28

Graduate Performance (n = 13 [2011]; n = 8 [2012]; n = 3 [2013]; & n = 4 [2014])	Outstanding n(%)	Above Average n(%)	Average n(%)	Below Average n(%)	Unsat n(%)	Unknown n(%)
Provides safe and effective nursing care.						
2011 (n = 13)	2(15)	8(62)	2(15)	1(8)	0	0
2012 (n = 8)	1(13)	4(50)	3(38)	0	0	0
2013 (n = 3)	0	2(67)	1(33)	0	0	0
2014 (n = 4)	1(25)	3(75)	0	0	0	0
Four-year average (N = 28)	4(14)	14(50)	6(21)	1(4)	0	0
Has effective leadership and management skills.						
2011 (n = 13)	1(8)	7(54)	4(31)	1(8)	0	0
2012 (n = 8)	0	2(25)	6(75)	0	0	0
2013 (n = 3)	0	2(67)	1(33)	0	0	0
2014 (n = 4)	0	1(25)	3(75)	0	0	0
Four-year average (N = 28)	4(14)	12(43)	11(39)	1(4)	0	0
Demonstrates effective critical thinking and problem solving.						
2011 (n = 13)	2(15)	7(54)	4(31)	0	0	0
2012 (n = 8)	0	4(50)	4(50)	0	0	0
2013 (n = 3)	1(33)	1(33)	1(33)	0	0	0
2014 (n = 4)	0	3(75)	1(33)	0	0	0
Four-year average (N = 28)	3(11)	12(43)	10(36)	1(4)	0	0

Table 7: Clinical Facility Survey Fall 2012, Fall 2013, & Spring 2014-All Programs (N = 31)

Survey Item (Likert-type scale 5 = highest; 1 = lowest)	5 n(%)	4 n(%)	3 n(%)	2 n(%)	1 n(%)	N/A n(%)
1. UAM students are professionally dressed.	28(90)	3(9)	0	0	0	0
2. UAM students are prepared to care for patients on your unit.	20(65)	10(32)	1(3)	0	0	0
3. UAM students exhibit a caring attitude.	23(74)	7(23)	1(3)	0	0	0
4. UAM students follow safety and infection control policies.	27(87)	3(9)	1(3)	0	0	0
5. UAM students use effective strategies when communicating with agency staff.	22(71)	6(19)	3(9)	0	0	0
6. UAM students seek guidance appropriately and know the limits of their scope of practice.	22(71)	7(23)	1(3)	0	0	1(3)
7. UAM students are self-directed and actively seek learning opportunities.*	21(68)	6(19)	1(3)	1(3)	0	0
8. Would you hire a UAM graduate? Yes = 1; No = 2	Yes- 31(100)		No- 0			

*Two surveys with missing data.

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.

Because the HESI E2 has consistently failed to predict success or failure on the NCLEX-RN, the faculty has voted to eliminate the HESI E2 examination beginning with the 2015 graduating classes. The SON has received approval to initiate a review course to enhance learning and improve learning outcomes. Students will have access to all review course resources early and throughout the nursing course sequence. Additionally, all concepts and principles faculty members will assign review course resources, in addition to readings from the texts and other assignments, for class preparation. Students will be required to take examinations at the end of each clinical course as well as at the completion of their program of study. The purpose of these examinations is to highlight to students any areas of weakness that require further study in preparation for the NCLEX-RN examination; there will be no exit examination requirement prior to graduation.

In an effort to increase students' ability to critically think and problem solve, Jacque Bryant will initiate several one hour nursing care planning workshops throughout fall and spring. All students will be invited to attend the workshops, which will be conducted during non-class time for all programs so that all nursing students have the opportunity to attend should they desire to do so. She will continue to teach supplemental skills and two NCLEX-RN test prep courses.

Brandy Haley will continue to teach clinical nursing in the Simulation Laboratory and will add live streaming video to students in the classroom in 2014-2015. This will increase the efficiency of the laboratory as it will allow her to have a larger clinical group and will provide students the opportunity to learn by watching other students.

Christine Felts will incorporate simulation learning into the classroom using the SimMom and neonate manikins. With these high-tech manikins, she can simulate normal or complicated childbirth, such as abruptio placenta, placenta previa, or nuchal cord. She will include scenarios during the first seven weeks of fall 2014 while teaching maternal-child health classes.

Jacque Bryant will prepare DVDs with voice-over of all lectures as well as demonstrations of all skills, prepared by students during 2013-2014, for students' use in NURS 3103 Nursing Skills during fall 2014. She will encourage students to view relevant sections of the DVD before each class to allow more time for hands-on teaching during scheduled class time.

In an effort to increase students' understanding of research, and, at students' request, Dr. Evans will teach a special topics course, Research II, in fall 2014. It is hoped that this course will reinforce course content from NURS 3443, Nursing Research and help students understand the importance of incorporating the best scientific evidence into their clinical practice.

All SON faculty members and the dean will continue to evaluate, after each unit examination in all courses, test items missed by 50% or more students. While this plan may not, per se, improve student learning outcomes, the faculty hopes these measures will more accurately reflect student learning outcomes.

The SON faculty and dean continue development of a retention plan to include individualized

remediation. When a student fails one unit examination, the course coordinator meets with the student in an attempt to discover the cause of the failure. If the faculty member and student agree on a possible cause, together they discuss possible solutions. After failure of a second unit examination, the student meets with the dean. The dean and student discuss possible causes of failure and develop a remediation plan. If indicated, the dean refers the student for tutoring, counseling, or other resources. If a student is at risk for clinical failure, the clinical faculty or course coordinator discuss with the student what the student needs to do to avoid failure. Clinical faculty members discuss students at risk for failure during level meetings throughout the semester.

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 2013-2014 academic year Sharon Walters and Jacque Bryant conducted two nursing care planning workshops, in addition to scheduled classes, for junior BSN students in an effort to improve students' critical thinking and problem solving skills. Students reported that the workshops helped them better understand the process of planning nursing care.

Jacque Bryant initiated skills videos in NURS 3103 Nursing Skills. Students were required to practice skills until they thought they had achieved proficiency, then video themselves performing each skill. This strategy encouraged students to practice skills, as skill performance on the videos had to be deemed adequate or repeated until adequate. Students reported that this "forced" practice helped them become proficient in nursing skills.

Jacque Bryant offered bonus points to students willing to prepare skills demonstration videos for future students. After Jacque verified that students were adept at performing skills, they videoed themselves performing each skill and saved the videos to a USB drive for use with future students.

Jacque Bryant conducted a dimensional analysis workshop open to all nursing students to help them become proficient in performing drug calculations.

Brandy Haley continued to experiment with moulage in clinical simulation. Moulage is the application of make-up and other props, such as bubble wrap to simulate edema, to increase the fidelity of simulation experiences.

In spring 2014, senior BSN faculty, Jacque Bryant and Sharon Walters changed clinical grading criteria to include all written clinical assignments in the clinical grade. Previously, written clinical assignments were included in a "five percent" category and included in the course grade. The faculty hypothesized that the realization that they could fail clinical based on written assignments would encourage students to put more effort into these assignments.

Brandy Haley implemented a new grading rubric for use in clinical simulation because she felt the rubric used in live settings did not capture what students are required to do during simulation.

The SON BSN faculty discussed including simulation in classroom content, i.e., normal and complicated childbirth scenarios for maternal-child content. Christine Felts plans to implement simulation in the classroom, as mentioned in guiding question six above.

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

The School of Nursing uses several measures to ensure shared responsibility for student learning and assessment. The SLOs are listed on the SON website and in the SON Student Handbook. Specific learning objectives are listed in every course syllabus. Students are given a list of teaching/learning principles in their first nursing course in all programs. Further, faculty coordinators in all courses explain that learning is the joint responsibility of students and faculty.

Faculty advisors, course coordinators, and clinical faculty are available to students for discussion of questions and concerns. Office hours are posted on all faculty members' office doors.

Volunteer student representatives from each class and program of study are official members, with voting rights, of the Curriculum, Admissions, and Teaching Resources committees and are notified of meeting dates and times. Student representative input is sought during all meetings (see Appendix C for sample meeting minutes).

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 also evaluate their program of study just before graduation (Senior Survey) and at one and five years after graduation (Alumni Survey). However, until 2013, Alumni Surveys had not been consistently distributed for the previous several years. Survey results for the classes of 2007, 2008, 2011, and 2012 are included in guiding question five of this report.

Employers of SON graduates are offered an annual satisfaction survey. The limited available data are presented in guiding question five of this report.

Unsuccessful students are notified of their right to appeal, 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, most recently February 3, 2014 (Appendix B), to address the community perspective, issues and, nursing/health care trends.

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

Recruitment

During spring 2014, Jacque Bryant and Sharon Walters took students to several area high schools, Warren, Monticello, Hamburg, and Crossett, to teach health careers students. Senior BSN students taught basic cardiac, respiratory, and nutrition classes, some of which were streamed live to another class. Students' documentation of these events will be used in future recruitment efforts.

During the 2013-2014 academic year the SON mailed 794 letters to prospective students contacted through the Admissions Office at high school career fairs, prospective students who attended Weevil Welcome, and scholarship awardees.

Practical nursing students from the Colleges of Technology at Crossett and McGehee were invited and came to campus to tour the SON and discuss the LPN-RN and LPN-BSN programs in 2013. Directors of the practical nursing programs at Crossett and McGehee and the dean of the SON discussed collaboration among the three campuses in the simulation laboratories. The COT at Crossett and the SON collaboratively participated in simulation experiences during spring 2014. The SON dean went three times to the Crossett campus with junior BSN students to participate in simulated clinical experiences with Crossett students and faculty, Brandy Maxwell, while Shela Upshaw, the Crossett director, brought PN students to the Monticello campus to work with Brandy Haley the same three days. The goals of this collaboration include facilitating a seamless transition from the PN programs at the Colleges of Technology into the SON RN programs and teaching students the importance of working with all members of the healthcare team.

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. During the intersession 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.

During the 2013-2014 academic year the Student Nurses' Association participated in several projects, such as the UAM Wellness Fair and the Monticello Middle School Walking Club.

In April 2012 the SON had its first inductees into Sigma Theta Tau International, the honor society of nursing. Four 2013 BSN graduates were inducted into Sigma Theta Tau in February 2013 and three 2014 BSN graduates were inducted in November 2013. Membership in honor societies offers students and alumni opportunities for involvement in the SON and the nursing profession.

Students in NURS 4473, Nursing Research, are required to complete a small group research project and present their findings at the annual Research Day conference at the University of Arkansas for Medical Sciences College of Nursing. Junior UAM BSN students won first place in the undergraduate student research category in 2012 and 2013 and second place in 2014 (Appendix D). Participation in research activities and exposure to nurse researchers at all educational levels helps to socialize students into the professional nursing role.

Students assess their progress through the program through weekly consultations with clinical faculty following the clinical experience and counseling following unsuccessful clinical experiences or examinations. Graded work is returned promptly, and exams are reviewed with students immediately after grading. The SON faculty continues to develop a remediation plan to identify and assist students at risk for failure. Keeping students excited about nursing school through activities that promote service, scholarship, and leadership, such as the Student Nurses' Association, Sigma Theta Tau, and Research Day, is very important. The overall retention rate for the AASN and BSN programs during 2012-2013 was 54% (25/46). The overall retention rate for the AASN and BSN programs during 2013-2014 was 76% (52/68), indicating that strategies used to increase retention during 2013-2014 may have been effective.

APPENDICES

APPENDIX A

**Arkansas State Board of Nursing Approval and
Accreditation Commission for Education in Nursing**



Arkansas State Board of Nursing

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

PHONE (501) 886-2700
FAX (501) 886-2714
<http://www.arsbn.org>

October 2, 2013

Ms. Laura Evans, RN, Dean
University of AR at Monticello
Division of Nursing
P. O. Box 3606
Monticello, AR 71656-3606

Dear Ms. Evans:

The Arkansas State Board of Nursing, in regular session September 11, 2013, voted to grant Continued Full Approval to the University of AR at Monticello Baccalaureate Degree in Nursing Program until the year 2018. Your Certificate of Continued Full Approval is enclosed.

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 fluid and matches the printed name below it.

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

TC:ms
Enclosure

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August 5, 2013

Laura Evans, PhD, RN, APN
Dean
School of Nursing
University of Arkansas at Monticello
PO Box 3606
Monticello, AR 71656

Dear Dr. Evans:

This letter is formal notification of the action taken by the Accreditation Commission for Education in Nursing (ACEN) at its meeting on July 11-12, 2013. The Commission affirmed the continuing accreditation status of the baccalaureate nursing program following the onsite review conducted as a result of reported non-compliance with Standard 2 Faculty and Staff. The Commission affirmed the next accreditation visit for Spring 2018 with monitoring of Standard 2 Faculty and Staff and Standard 6 Outcomes.

A copy of the Focused Visit Report is enclosed. If you have questions about this action or about ACEN policies and procedures, please contact me.

Sincerely,

A handwritten signature in cursive script that reads "Sharon Tanner".

Sharon J. Tanner, EdD, MSN, RN
Chief Executive Officer

Enc.

NLNAC

National League for Nursing Accrediting Commission, Inc.

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July 23, 2010

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

Dear Ms. Gouner:

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

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

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

Areas of Strength by Accreditation Standard

Standard 1 Mission and Administrative Capacity

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

Standard 5 Resources

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

Areas Needing Development by Accreditation Standard

Standard 1 Mission and Administrative Capacity

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

Standard 2 Faculty and Staff

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

Standard 6 Outcomes

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

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

Sincerely,



Sharon J. Tanner, EdD, RN
Chief Executive Officer

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

Enc. Summary of Deliberations of the Evaluation Review Panel

APPENDIX B

2014 SON Advisory Board Meeting Minutes

University of Arkansas at Monticello
School of Nursing
Advisory Board Meeting Minutes
February 3, 2014

Present:

Sally Austin, Community Member
Emily Bendinelli, APMC
Kathy Gartman, MCSA
Theresa Horton, Southeast Arkansas Center on Aging
Hilda Lauhon, CMMC
Misty Rogers, CMMC
Shela Upshaw, COT Crossett
Leah Wright, JRMC

UAM Faculty & Dean

Jacqueline Bryant
Dr. Laura Evans
Christine Felts
Brandy Haley
Heidi Hogue
Leia O'Fallon
Anita Shaw
Sharon Walters
Belinda Wells

Absent:

Paula Chesser, ADH
Marina Henry, OCMC
Peggie Orrell, COT McGehee
Bobbie Webb, BCMC

- 1.0 Minutes from January 29, 2013 were approved.
- 2.0 There was no old business.
- 3.0 New business

3.1 Simulation Lab Update and Needs

Mrs. Haley reported on the simulation lab construction and purchase of new equipment, as well as future needs. The School of Nursing and faculty from Crossett and McGehee plan to pilot collaborative simulation experiences with students from the Monticello campus and the Colleges of Technology at Crossett and McGehee. She also reported plans for an open house for the Simulation Lab possibly in the fall 2014.

3.2 Clinical Update

Mrs. Felts presented an update on clinical sites (see attached report).

3.3 SNA Update and Needs

Mrs. Felts presented an update on SNA activities and future plans (see attached report).

3.4 Sigma Theta Tau International

Ms. Bryant reported on Sigma Theta Tau International (STTI). UAM partnered with the UAMS chapter, Gamma Xi, three years ago. The requirements for induction into the program are top 35% of BSN class, completed half of the BSN program, and 3.0 GPA in nursing courses. As of now, thirteen UAM students have been inducted into STTI.

3.5 Community Student Activities

Mrs. Wells reported on community service learning projects. In fall 2013 students participated in several flu clinics held in Drew County, Bradley County, and Chicot County in conjunction with the Arkansas Department of Health. They also completed a community assessment in a local community and she encouraged anyone who would like help with a community assessment to let her know. She will encourage students to collaborate with these projects.

3.6 Skills Lab Update

Ms. Bryant gave an update on the skills lab and informed everyone that she has received skills manikins for student practice. In fall 2013 students checked off on individual skills using self-videos. Because each skill had to be correctly performed, students had incentive to practice more than they possibly would have without the skill performance video requirement. Feedback from student evaluations indicates that students enjoyed doing videos and they asserted that videos encouraged more skill practice. For the final skills check-off students were given physician orders and required to perform skills listed on the orders. Because students did not know which skills they would be required to perform, they were prepared for all skills. Ms. Bryant assessed skills knowledge with the final check-off rather than a paper and pencil final.

3.7 Academics

Ms. Bryant presented a report on the new RN to BSN hybrid program. The program is scheduled to begin May.

3.8 Outcome Reports

Ms. Walters presented the Outcome Assessment report for the BSN program (see attached).

Ms. Shaw presented the Outcome Assessment report for the AASN program (see attached).

3.9 NCLEX-RN Report

Dr. Evans reported the NCLEX-RN pass rates for 2013 (see attached). Discussion followed regarding increased passing standards instituted in 2013.

3.10 Advisory Board Input

Discussion of how to increase pass rates on the NCLEX. Suggestions were made to look at admission criteria, pre-counseling students prior to admission to the program, and administering a reading comprehension test to pre-nursing students.

Further discussion included the ability of the HESI E2 examination to predict success on the NCLEX-RN (see attached).

With no further business to discuss, the meeting was adjourned.

Heidi Hogue
Secretary

APPENDIX C

BSN and AASN Curriculum Committee Meeting Minutes

**University of Arkansas at Monticello
School of Nursing
BSN Curriculum Meeting Minutes
March 21, 2014
1:00**

Present: Belinda Wells, Chair
Anita Shaw, Secretary
Dr. Evans, Dean
Jacque Bryant
Christine Felts
Brandy Haley
Heidi Hogue
Leia O'Fallon
Sharon Walters

Student Representatives

Cheryl Wells, BSN Jr. Class Representative
Bruce Goodman, BSN Sr. Class Representative, absent

1.0 Approval of minutes from last meeting

The Minutes of February 21, 2014 were approved with editorials.

2.0 New Business

2.1 Evaluate and finalize revision of evaluation tools.

Ms. Haley discussed the need to use an evaluation tool specifically designed for simulation. She stated that use of the present CET was causing grade inflation. She presented a new simulation evaluation tool from Creighton University. This tool has established reliability and validity and permission for its use has been granted. Faculty voted to begin use of the simulation evaluation tool in the fall semester.

Discussion of responsibility for ensuring the CET was uniform throughout the courses followed. It was agreed that Course Coordinators would be responsible for updating CETs in each syllabi and making sure progression was shown across all levels.

2.2 Journal Grading Criteria

Ms. Walters and Ms. Bryant stated there is increased difficulty with journal grading due to students with poor writing skills. They have requested that some journaling be added back to Concepts I and that the level of journaling progress in complexity over the Concepts courses. Ms. Walters stated that this should help students improve writing skills from the beginning of the program.

The surgery journal and Kids First journal will be required for Concepts II. Faculty voted to introduce journaling in Concepts I.

3.0 Other

The student representative for the junior class stated that the students would like a computer data base for patient information gathering. Faculty informed student this would create HIPAA Violation and could not be done. There was no further discussion.

With no further business to discuss, the meeting was adjourned at 4:10 p.m.

Respectfully Submitted
Anita Shaw, Secretary

Secretary

University of Arkansas at Monticello
School of Nursing
AASN Curriculum Meeting Minutes
February 21, 2014

Present: Dr. Laura Evans, Dean
Leia O'Fallon, Chair
Brandy Haley
Sharon Walters
Jacque Bryant, Secretary
Belinda Wells
Heidi Hogue
Anita Shaw
Karyn Hall, AASN student representative

Absent: Christine Felts

1.0 Approval of Minutes

January 13, 2014 minutes were approved.

2.0 Review SON student handbook

Faculty reviewed the student handbook. Mrs. Haley requested that within the simulation/skills lab guidelines on page 33, a description regarding use of the laptops by students in the simulation lab be added. She also requested to add a CPR pocket shield to required clinical equipment for students.

Mrs. Hogue reported that Mr. Hogue in the UAM bookstore cannot get the current BARCO scrub uniforms for male students. He is working on making BARCO a vendor. Faculty voted to use the current vendor, Landau. Male scrubs will be Landau cargo pants item #8555 and Landau top item #7489. Also, the current Landau warm-up jacket is out of production. Students will purchase the Landau warm-up jacket item #7525. These will be added to the student handbook.

Dr. Evans will make editorials to the student handbook.

3.0 Admission committee recommendations.

Tabled until March meeting.

4.0 Summary of Fall Course Evaluations

See attachment.

5.0 Review Therapeutic NI and Communication

After review, faculty decided that no changes will be made to the process recording guidelines or format.

6.0 Fall Clinical Changes Recommended

Mrs. Shaw suggested that the SON use area OB-GYN clinics for clinical sites and to reduce the nursery rotation to a half day and postpartum to a half day. Mrs. Shaw and Mrs. Haley suggested use of the simulation laboratory for intra- and postpartum clinical experience. Mrs. Shaw, Mrs. Haley, and Mrs. Felts will discuss clinical slots. Further discussion will be continued in the March meeting.

7.0 Review Principles I and II

Discussion regarding the reduction of psychiatric nursing content in principles I. Health assessment will be added to principles I. Principles I will be four hours of theory and one hour of lab. There will be 60 hours of lecture and 45 hours of clinical.

OB content will remain in the principles II course.

See Attached.

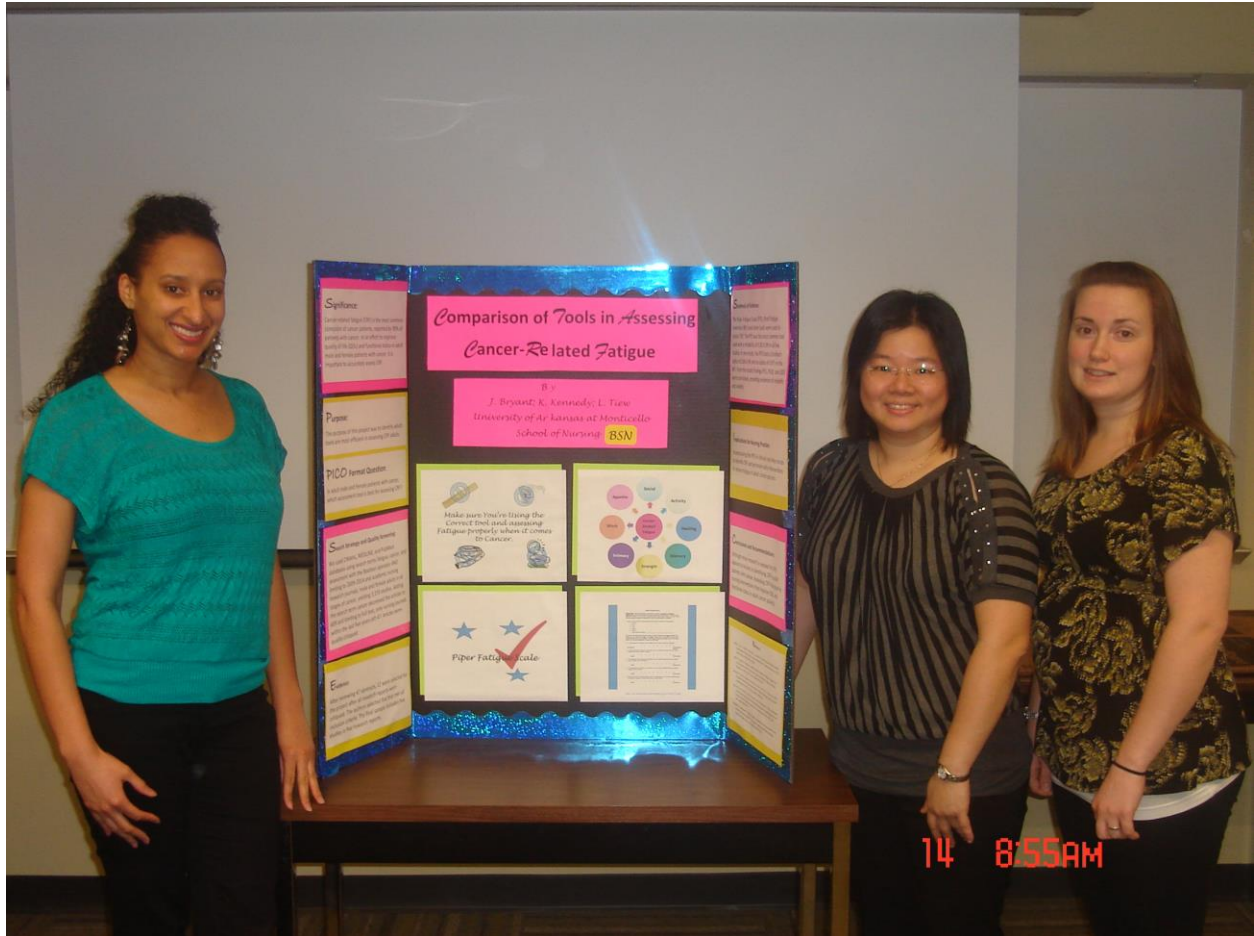
8.0 Other

None

With no further business to discuss, the meeting was adjourned.

Jacqueline Bryant, MSN/ED, RN

APPENDIX D
2014 UAMS Research Day



Second Place Undergraduate Research Winners UAMS Research Day 2014