

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

Unit: School of Nursing (SON)

Academic Year: 2017-2018

What is the Unit Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPI)? (insert strategic plan, goals and KPIs below)

(See Addendum 1)

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

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

**University of Arkansas at Monticello
School of Nursing
Strategic Plan**

UAM's Strategic Plan Category	School of Nursing Strategic Plan Task	School of Nursing Timeline	School of Nursing Action Steps	Key Performance Indicators (KPI)/ School of Nursing Goal Evaluation
STUDENT SUCCESS – fulfilling academic and co-curricular needs	Develop, deliver, and maintain quality academic programs.	Spring 2018 begin the steps	Revitalize Associate of Applied Science in Nursing (AASN) and Bachelor of Science in Nursing (BSN) curriculum from being “integrated” into a “block” curriculum. The purpose for changing the curriculum format is to move the School of Nursing’s (SON) into a more modern format allowing students to develop a deeper understanding in each area of learning. 1. Assign a faculty member to manage the process and request work (teaching) release time.	KPI#1: Steps to revitalize curriculum are within the timeline (see proposed timeline at end of strategic plan). 1. A faculty member was assigned as manager of curriculum revisions and granted ½ teaching release time. 2. Timeline developed and approved by faculty. Fall 2018 will begin curriculum revision process. KPI#2: 80% of graduates from both programs averaged over the most recent three-

UAM's Strategic Plan Category	School of Nursing Strategic Plan Task	School of Nursing Timeline	School of Nursing Action Steps	Key Performance Indicators (KPI)/ School of Nursing Goal Evaluation
			<p>2. Develop timeline with faculty to revise curriculum.</p> <p>Review NCLEX-RN pass rates to determine student success after graduation.</p> <p>3. Review NCLEX-RN pass rates of each cohort twice yearly.</p>	<p>year calendar time period will pass NCLEX-RN on the first attempt.</p> <p><u>2015-2017 Three year average:</u> AASN = 20/23 (87%) BSN = 62/73 (84.9%) <u>2017 cohort:</u> AASN = 2/3 (66.6%) BSN = 21/22 (95%)</p>
<p>ENROLLMENT and RETENTION GAINS</p>	<p>Examine program admission requirements to ensure program acceptance of highly qualified students and graduates.</p> <p>The following goal was set for the 2019-2020 year regarding students applying to the nursing programs: Generic BSN (pre licensure) = 60 applicants AASN (LPN – RN) = 15 applicants RN – BSN program (post licensure) = 5 applicants</p>	<p>Summer 2018 begin the process.</p>	<p>Monitor and review trended data, adjust appropriate strategies, and compare UAM SON to other Arkansas nursing programs for enrollment and retention on an annual basis including college ready cohort (Fall 2018-2021). Enrollment and retention data from goaled areas are trended and reviewed during monthly faculty meetings.</p> <p>1. Investigate pre-admission testing and national mean averages from the National League of Nursing (NLN), which is the accreditation body of the SON.</p> <p>2. Submit Curriculum and Standards Proposal for ACT composite score requirements based on data, preadmission exam</p>	<p>KPI#3: 80% of admitted AASN students will graduate from the program within one year from admission into the nursing sequence.</p> <p>1. AASN = 5/14 (35.7%). There were zero readmits; 15 were admitted but one student never attended class.</p> <p>2. Continue to use remediation strategies for at risk students.</p> <p>KPI#4: 60% of BSN students admitted will graduate from the BSN program within three years from admission into the nursing sequence.</p> <p>3. BSN = 19/32 (59%) (19 graduates/32 [30 original plus 2 readmits]).</p> <p>4. Faculty voted in April 2018 to require an ACT of 19 for acceptance into the nursing program to</p>

UAM's Strategic Plan Category	School of Nursing Strategic Plan Task	School of Nursing Timeline	School of Nursing Action Steps	Key Performance Indicators (KPI)/ School of Nursing Goal Evaluation
			requirement based on data and request for ranking of students based on ACT and preadmission exam scores.	increase standards for admission. This decision was based on trended data of program completion rates compared to ACT scores.

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

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
KPI#1: Steps to revitalize curriculum are within the timeline established by the SON.	Began steps in spring 2018. Progress is following developed timeline.	Continue to meet timeline benchmarks.
KPI#2: 80% of graduates from both programs (AASN and BSN) averaged over the most recent three-year calendar time period will pass NCLEX-RN on the first attempt.	The SON has been monitoring this data continually and reviewing NLCLEX-RN pass rates twice a year. <u>2015-2017 Three year average:</u> AASN = 20/23 (87%) BSN = 62/73 (84.9%) <u>2017 cohort:</u> AASN = 2/3 (66.6%) BSN = 21/22 (95%)	Continue with test review after each unit examination providing NCLEX-RN category rationales. Continue to update grading methodologies as indicated to ensure alignment with the NCLEX-RN Test plan. Continue to align unit exams with the NCLEX-RN Test Plan by using exam blueprints that are discussed at level meetings.
KPI#3: 80% of admitted AASN students will graduate from the program within one year from admission into the nursing sequence.	Monitor and review trended data, adjust appropriate strategies, and compare UAM SON to other Arkansas nursing programs for enrollment and retention on an annual basis including college ready cohort (Fall 2018-2021). Enrollment and retention data from goaled areas are trended and reviewed during monthly faculty meetings. Investigate pre-admission testing and national mean averages from the National League of Nursing (NLN), which is the accreditation body of the SON. AASN = 5/14 (35.7%). There were zero readmits; 15 were admitted but one student never attended class.	Continue to use remediation strategies for at risk students. Faculty voted in April 2018 to require an ACT of 19 for acceptance into the nursing program to increase standards for admission with a goal for increasing enrollment and retention. This decision was based on trended data of program completion rates compared to ACT scores.

KPI	Assessment of Progress	Implications for Future Planning/Change
<p>KPI#4: 60% of BSN students admitted will graduate from the BSN program within three years from admission into the nursing sequence.</p>	<p>Monitor and review trended data, adjust appropriate strategies, and compare UAM SON to other Arkansas nursing programs for enrollment and retention on an annual basis including college ready cohort (Fall 2018-2021). Enrollment and retention data from goaled areas are trended and reviewed during monthly faculty meetings. Investigate pre-admission testing and national mean averages from the National League of Nursing (NLN), which is the accreditation body of the SON.</p> <p>BSN = 19/32 (59%) (19 graduates/32 [30 original plus 2 readmits]).</p>	<p>Continue to use remediation strategies for at risk students. Faculty voted in April 2018 to require an ACT of 19 for acceptance into the nursing program to increase standards for admission with a goal for increasing enrollment and retention. This decision was based on trended data of program completion rates compared to ACT scores.</p>

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

Table 2: Unit Student Learning Outcomes (See Addendum 2)

Unit Student Learning Outcome	Alignment with UAM Vision, Mission, and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
<p>BSN: Demonstrate 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 average scores of $\geq 75\%$ written examinations, and passing the NCLEX-RN, the licensing examination, the first time.</p> <p>AASN: Demonstrate the ability to critically think using a problem solving process that is goal directed and ethical based on standards of nursing practice as evidenced by average scores of $\geq 75\%$ on written examinations and meeting clinical objectives.</p>	<p>Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment.</p> <p>UAM Strategic Plan: STUDENT SUCCESS—fulfilling academic and co-curricular needs</p> <p>UAM Strategic Plan: ENROLLMENT AND RETENTION GAINS – develop systematic structures for first year and at-risk students</p>	<ul style="list-style-type: none"> • The overall mission of the SON is to strive for excellence in the preparation of technical (AASN) and professional (BSN) nurse generalists. • The SON complies with the Arkansas State Board of Nursing Education Progression Model. • The SON has a remediation policy and committee that works directly with at risk students. <p>SON Strategic Plan: STUDENT SUCCESS – fulfilling academic and co-curricular needs to develop, deliver, and maintain quality academic programs. KPI: Steps to revitalize curriculum are within the timeline decided by the SON Faculty.</p> <p>SON Strategic Plan: ENROLLMENT AND RETENTION GAINS – Examine program admission requirements to ensure program acceptance of highly qualified students and graduates. KPIs: 80% of admitted AASN students will graduate from the program within one year from admission into the nursing sequence. 60% of BSN students admitted will graduate from the BSN program within three years from admission into the nursing sequence.</p>
<p>BSN: Demonstrate an understanding of nursing research and evidence-based nursing practice as evidenced by scores of $\geq 75\%$ on evidenced-based practice summaries and the Nursing Research course project.</p>	<p>Promoting innovative leadership, scholarship and research which will provide for entrepreneurial endeavors and service learning opportunities.</p> <p>Evidence-based Decision Making: We improve practices and foster innovation through assessment, research, and evaluation for continuous improvement.</p>	<ul style="list-style-type: none"> • In the AASN program students are taught to review research evidence in evidence-based practice summaries. • In the BSN program, professional nursing education is based upon a liberal arts and science foundation. This foundation forms the basis for the evidence-based practice of

Unit Student Learning Outcome	Alignment with UAM Vision, Mission, and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
	UAM Strategic Plan: STUDENT SUCCESS—fulfilling academic and co-curricular needs	professional nursing as a generalist. Baccalaureate education prepares students for entry level professional practice across a variety of settings with culturally diverse populations and provides a foundation for graduate study.
BSN and AASN: Demonstrate 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 meeting clinical objectives and passing the NCLEX-RN the first time.	<p>Creating a synergistic culture of safety, collegiality and productivity which engages a diverse community of learners.</p> <p>Diversity: We embrace difference by cultivating inclusiveness and respect of both people and points of view, and by promoting not only tolerance and acceptance, but support and advocacy.</p> <p>UAM Strategic Plan: STUDENT SUCCESS—fulfilling academic and co-curricular needs</p> <p>UAM Strategic Plan: ENROLLMENT AND RETENTION GAINS – alignment of programs and partnerships</p> <p>UAM Strategic Plan: INFRASTRUCTURE REVITALIZATION and COLLABORATIONS – creation of philanthropic culture among incoming students, graduates, and community; partner with communities to address the socio economic, educational, and health and wellness of all citizens</p>	<ul style="list-style-type: none"> • In both the AASN and BSN programs students are taught the concepts of cultural competence. • In the BSN program, students in the Community Health in Nursing course work directly with community partners to identify socio economic, educational, ad health and wellness needs of the community. <p>SON Strategic Plan: STUDENT SUCCESS—Enhance and increase scholarly activity for undergraduate faculty/student research opportunities as well as creative endeavors.</p> <p>SON Strategic Plan: ENROLLMENT AND RETENTION GAINS - Examine program admission requirements to ensure program acceptance of highly qualified students and graduates.</p> <p>SON Strategic Plan: INFRASTRUCTURE REVITALIZATION and COLLABORATIONS - Develop new articulation agreements to capitalize on academic and economic resources.</p>
BSN: Demonstrate 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 $\geq 75\%$ on Leadership and Management course assignments, becoming members/officers of the Student Nurses Association,	<p>Promoting innovative leadership, scholarship and research which will provide for entrepreneurial endeavors and service learning opportunities.</p> <p>Professionalism: We promote personal integrity, a culture of servant leadership responsive to</p>	<ul style="list-style-type: none"> • In the AASN program, students are required to submit evidence-based practice summaries using research articles related to course content. They also have one week in clinical as manager. They are encouraged to participate in the local

Unit Student Learning Outcome	Alignment with UAM Vision, Mission, and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
<p>National Student Nurses Association, and Sigma Theta Tau International (if eligible).</p> <p>AASN: Demonstrate 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 $\geq 75\%$ on delegation examination items and management journals</p>	<p>individuals' needs as well as responsible stewardship of resources.</p> <p>UAM Strategic Plan: STUDENT SUCCESS—fulfilling academic and co-curricular needs</p> <p>UAM Strategic Plan: ENROLLMENT AND RETENTION GAINS – provide assistance and appropriate outreach initiatives with students</p>	<p>student nurses association as well as attend state and national conventions.</p> <ul style="list-style-type: none"> • In the BSN program, the students complete a research course in which they complete critiques and an evidence-based practice project. They are encouraged to attend the State and National student nurses conventions as well as participate in the local association. Eligible students in the BSN program are encouraged to join Sigma Theta Tau. • All students are encouraged to participate in service activities. • In the AASN program, students are taught that the technical nurse enacts three major roles: provider of care, coordinator of care, and member of the nursing discipline. • In the BSN program, students are taught that the professional nurse enacts three major roles: provider of care, coordinator of care, and professional.
<p>BSN and AASN: Demonstrate communication and collaboration with members of the health care team and consumers to provide and improve delivery of health care as evidenced by scores of $\geq 75\%$ on all process recordings and presentations.</p>	<p>Creating a synergistic culture of safety, collegiality and productivity which engages a diverse community of learners.</p> <p>Ethic of Care: We care for those in our UAM community from a holistic perspective by supporting them in times of need and engaging them in ways that inspire and mentor.</p> <p>UAM Strategic Plan: STUDENT SUCCESS—fulfilling academic and co-curricular needs</p>	<ul style="list-style-type: none"> • In the AASN program, students are taught Universal Precautions, HIPAA, and concepts of cultural competence, communication and collaboration, and are required to participate in group presentations. • In the BSN program, the students are taught Universal Precautions, HIPAA, and concepts of cultural competence, communication and collaboration, and are required to participate in group presentations. • In the AASN program, the technical nurse requires assuming responsibility and accountability for providing care based on the established ANA Scope and Standards

Unit Student Learning Outcome	Alignment with UAM Vision, Mission, and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
		<p>of Practice and the ANA Code of Ethics for Nurses with Interpretive Statements.</p> <ul style="list-style-type: none"> In the BSN program, the professional role requires assuming responsibility and accountability for providing holistic care based on established American Nurses Association Scope and Standards of Practice and the ANA Code of Ethics for Nurses with Interpretive Statements.
<p>BSN and AASN: Demonstrate the ability to educate individuals, families, and communities using teaching/learning principles that promote, maintain, and restore health as evidenced by scores of $\geq 75\%$ on all teaching plans.</p>	<p>Fostering a quality, comprehensive, and seamless education for diverse student learners to succeed in a global environment.</p> <p>Serving the communities of Arkansas and beyond to improve the quality of life as well as generate, enrich, and sustain economic development.</p> <p>Collaboration: We foster a collegial culture that encourages open communication, cooperation, leadership and teamwork, as well as shared responsibility.</p> <p>UAM Strategic Plan: STUDENT SUCCESS—fulfilling academic and co-curricular needs</p>	<ul style="list-style-type: none"> The overall mission of the SON is to strive for excellence in the preparation of technical (AASN) and professional (BSN) nurse generalists. The SON complies with the Arkansas State Board of Nursing Education Progression Model. In the AASN program, person is viewed as an individual, a family, and/or families in communities and as a holistic adaptive system in constant interaction with a changing environment. In the BSN program, person is viewed as an individual, a family, and/or a community and as a holistic adaptive system in constant interaction with an increasingly interconnected global environment. In the AASN program, students are taught that the technical nurse enacts three major roles: provider of care, coordinator of care, and member of the nursing discipline. In the BSN program, students are taught that the professional nurse enacts three major roles: provider of care, coordinator of care, and professional.

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

Both the AASN and BSN program curricula are designed to foster the achievement of SLOs specific to each program. The AASN SLOs are specific to technical nursing ([AASN SLOs](#)) and specify outcomes necessary for RN practice at the technical level. The SLOs at both program levels are congruent with the SON and

University missions. The BSN SLOs specify outcomes necessary for professional nursing practice ([BSN SLOs](#)) such as leadership and management, understanding research, and community nursing. The AASN and BSN SLOs are articulated in the curriculum design by curriculum strands. These curricular strands guide the implementation of the curriculum throughout the programs. The curricular strands are used as the basis of the course objectives for each nursing course. As students' progress in the curriculum, strands are developed and further delineated into course objectives, course content outlines, and learning outcomes. The integrity of the curriculum is evidenced by congruence among the program's stated mission, goals, values and expected program outcome measures.

Evaluation of student progress in each course is assessed on how well students meet the SLOs for the course and clinical components. The SON systematic Program Evaluation Plan (PEP) emphasizes the ongoing assessment and evaluation of SLOs, both program outcomes, role specific graduate competencies, and NLN CNEA Standards. Evaluation of findings are trended by program options, location, and date of completion, and are sufficient to inform program decision making for maintenance and improvement of the SLOs and program outcomes. The curriculum is regularly reviewed for academic consistency and currency of SLOs. Faculty meet monthly within the SON to address curricular issues. A monthly review of the PEP is used to ensure that all parts of the curriculum will be evaluated. In order to review the curriculum for each program, data are collected from SLOs, classroom evaluations, clinical evaluations, senior surveys, alumni surveys, employer surveys and licensure pass rates. The data are reviewed each semester by the SON Curriculum Committee for strengths and weaknesses and changes are made to the curriculum based on current best practice standards in education and professional nursing.

Public/Stakeholder/Student Notification of SLOs

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

- SON Website
- SON Course Syllabi
- SON Student and Faculty Handbook
- NLN CNEA accreditation reports
- SON Advisory Board Luncheon (held yearly)
- SON monthly curriculum meetings (faculty and student representatives attend)
-

Enrollment

Table 3: Number of Undergraduate and Graduate Program Majors

AASN					
Classification	Fall 2015	Fall 2016	Fall 2017	3-Year Total & Average	10-Year Total & Average
Freshman	0	0	3	1	5
Sophomore	2	2	1	2	5
Junior	2	2	2	2	6
Senior	8	8	9	8	9

AASN					
Post Bach	0	0	2	1	0
Total	12	12	17	13	25

BSN					
Classification	Fall 2015	Fall 2016	Fall 2017	3-Year Total & Average	10-Year Total & Average
Freshman	116	152	113	127	142
Sophomore	47	43	46	45	49
Junior	43	36	28	107	40
Senior	34	33	38	35	43
Post Bach	6	5	5	5	5
Total	246	269	229	248	279

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

Strengths

- In the AASN, program majors grew from Fall 2015 to Fall 2017 by 42%.

Weaknesses

- In the BSN program, majors have decreased from Fall 2015 to Fall 2017 by 7%.
- Three year AASN average is 48% lower than the 10-year average. Three year BSN average is 11% lower than the 10-year average.

Opportunities for Growth

- Create positive relationships and partnerships with area high schools to improve student awareness of nursing degrees offered.
- Create positive relationships with surrounding hospitals to encourage employed RN without a BSN to return for completion of the BSN degree.
- Perform recruitment of AASN graduates into the RN to BSN program. Our goal is to increase enrollment in the RN to BSN program from zero students (2017-2018) to five students (2019-2021) and expect 100% to graduate within 24 months since these are post licensure students that do not have to take the NCLEX-RN.

Threats to Effectiveness

- Higher passing standards on the National Council State Boards of Nursing (NCLEX) RN examination require the School of Nursing to examine and implement stricter admission criteria.
- Increased competition for students being accepted into the AASN and BSN program.
- With the implementation of the new Degree Pathway, we expect AASN and BSN number of major to decrease. Focus on academic advising regarding the new Degree Pathway will be an emphasis with students.

Progression/Retention Data

(See Addendum 3)

Table 4

Please note: SON graduation rates only include applicants once starting the nursing program (junior-senior depending on program).

Program	2015-2016 Student Admits/Gradates	2016-2017 Student Admits/Graduates	2017-2018 Student Admits/Graduates	Three-Year Percentage of program completion
200% program completion rate for AASN	10 started 9 graduated (90%)	12 started 3 graduated (25%)	14 started 5 graduated (36%)	50%
	2014-2016 Student Admits/Gradates	2015-2017 Student Admits/Graduates	2016-2018 Student Admits/Graduates	Three-Year Percentage of program completion
150% program completion rate for BSN	36 started 29 graduated (81%)	33 started 26 graduated (79%)	33 started 22 graduated (67%)	76%

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

Strengths

- There was a 11% increase in graduates from 2017-2018 in the AASN program after a substantial decline from 2016-2017. We feel like this is related to our remediation efforts with students.

Weaknesses

- Students were not able to use the simulation lab as a clinical site during the 2017-2018 year due to not having a faculty member to coordinate teaching/learning efforts. Simulation is a key component for remediation.

Opportunities for Growth

- Creatively develop the simulation laboratory as an optimal teaching/learning environment for faculty and students through the new position awarded. This position will begin July 1, 2018.
- Improve attention to advising incoming student with new admission criteria approved by the faculty and University committees/administration. Examination/medication of admission criteria is vital to admit potential students that will not only graduate the program but also pass the RN licensure exam on the first attempt.
- Revision of curriculum in both programs to bring the curriculum structure to a more modernized system.
- Student advisement through pre-requisite and major course progression remains a priority. Faculty will continue to be encouraged to use the EAB system to send out campaigns for advisement appointments.

Threats to Effectiveness

- Ensuring that the new Simulation Coordinator position received necessary faculty development to facilitate optimal usage of the simulation laboratory. Also, the simulation lab will need updated software.

- Increased competition for students being accepted into the AASN and BSN programs.

Table 5: Gateway Course Success

N/A to the School of Nursing since math, english, and reading courses are not taught within the school.

Completion (Graduation/Program Viability)

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

	Number	of	Degrees	Awarded	
	2015-2016	2016-2017	2017-2018	Three-Year Total	Three-Year Average
AASN	9	3	5	17	6
BSN	28	22	19	69	23

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

Program Viability Standards:

1. Four (4) graduates per year for associate degree programs.
2. Six (6) graduates per year for bachelor in science degrees.

Both programs are meeting viability standards but the School of Nursing would like to promote progression and retention in both programs. One Memorandum of Understanding specifically targeting LPNs and RNs was completed with Drew Memorial Hospital during the 2017-2018 academic year with hopes to grow student applications in the AASN and RN to BSN program. Faculty have plans to focus recruitment on the RN to BSN program for the 2018-2019 academic year.

Faculty

Table 7: 2017-2018 Faculty Profile, Teaching Load, and Other Assignments

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Teaching Load	Teaching Load	Teaching Load	Teaching Load	Other Assignments
				Summer II	Fall	Spring	Summer I	
Dr. Brandy Haley	Full-Time Associate Professor	PhD	Dean/Administration Classroom teaching	0	1 credit	5 credits	6 credits	
Christine Felts	Full-Time Associate Professor	MS	Classroom and clinical teaching; clinical coordinator	0	19.35 (contact)	18 (contact)	3 credits	SON Committees: Student Nurses Association

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Teaching Load	Teaching Load	Teaching Load	Teaching Load	Other Assignments
					9.55 (credits)	(credits)		Advisor; Clinical Coordinator; UAM: Institutional Review Board member
Heidi Hogue	Full-Time Assistant Professor	MSN	Classroom and clinical teaching	3 credits	14.6 (contact) 7.8 (credits)	15 (contact) 7 (credits)	1 credit	SON Committees; UAM Curriculum & Standards Committee; Sigma Theta Tau faculty counselor
Karen Hyatt	Full-Time Assistant Professor	MSN	Classroom and clinical teaching	0	16.6 (contact) 7.8 (credits)	27 (contact) 9 (credits)	0	SON Committees; Simulation Coordinator;
Leia O'Fallon	Full-Time Associate Professor	MScN	Classroom and clinical teaching	0	18.01 (contact) 9.21 (credits)	15.5 (contact) 7.5 (credits)	0	SON Committees; UAM Committee on Committees; SON
Anita Shaw	Full-Time Associate Professor	MSN	Classroom and clinical teaching	0	18.84 (contact) 9.84 (credits)	9 (contact) 8 (credits)	5 credits	SON Committees; UAM Program Review Committee AASN Outcome Assessments Coordinator
Sharon Walters	Full-Time Associate Professor	MSN	Classroom and clinical teaching	4 credits	15.6 (contact)	7 (contact)	3 credits	SON Committees; BSN Outcomes

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Teaching Load	Teaching Load	Teaching Load	Teaching Load	Other Assignments
					7.8 (credits)	6 (credits)		Assessment Coordinator; UAM General Education Committee; Health Professions Review Committee UAM-COT-C
Dr. Belinda Wells	Full-Time Associate Professor	DNP	Classroom and clinical teaching	0	13.6 (contact) 6.8 (credits)	15.5 (contact) 7.5 (credits)	0	SON Committees UAM: Council on Assessment of Student Academic Achievement (CASAA) Committee; Arkansas Child Abuse and Neglect Board member (Governor appointment)

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

Dr. Brandy Haley, RN, was appointed to the Dean position July 1, 2017. Her full-time faculty position was not filled for the 2017-2018 academic year. Two part-time clinical instructors were hired to help in the clinical setting only.

Table 8: Total Unit SSCH Production by Academic Year (ten year)

Academic Year	Total SSCH Production	Percentage Change	Comment
2007-08	2220	-5%	
2008-09	2681	21%	Highest SSCH in 10 years
2009-10	2657	-1%	
2010-11	2597	-2%	
2011-12	2124	-18%	
2012-13	1694	-20%	Lowest SSCH in 10 years
2013-14	2148	27%	
2014-15	2458	14%	
2015-16	2345	-5%	
2016-17	2077	-11%	
2017-18	1832	-12%	

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

We had a 13% overall decrease in the number of AASN and BSN applicants for the 2017-2018 academic. Threats to effectiveness could be from increased competition for students not enrolling in UAM and declaring nursing as a major. We also did not have strict admission criteria in place for acceptance into the School of Nursing AASN and BSN programs. SON faculty plan to implement higher admission standards for the 2018-2019 academic year and follow the new Degree Pathway.

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

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
School of Nursing	Arkansas State Board of Nursing/Agreement	Nursing education mobility agreement for continuing nursing education	10/9/2014	No end date	
School of Nursing	Area Agency on Aging of SEARK, Inc.	Clinical	6/1/2010	Annual with automatic renewal	6/1/2017
School of Nursing	Arkansas Children's'	Clinical	7/1/2016	Annual with automatic renewal	7/1/2017
School of Nursing	Arkansas Department of Health	Clinical	6/1/2010	Annual with automatic renewal	6/1/2017
School of Nursing	Ashley County Medical Center	Clinical	7/8/2013	Annual with automatic renewal	7/8/2017
School of Nursing	Belle View Estates Rehabilitation and Care Center	Clinical	8/18/2010	Annual with automatic renewal	8/18/2017

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
School of Nursing	Bradley County Medical Center	Clinical	6/1/2010	Annual with automatic renewal	6/1/2017
School of Nursing	Center on Aging South Central	Clinical	6/1/2010	Annual with automatic renewal	6/1/2017
School of Nursing	Centers for Youth and Families, Inc.	Clinical	6/1/2010	Annual with automatic renewal	6/1/2017
School of Nursing	Chicot Memorial Medical Center	Clinical	6/1/2010	Annual with automatic renewal	6/1/2017
School of Nursing	Delta Counseling Associates	Clinical	6/1/2010	Annual with automatic renewal	6/1/2017
School of Nursing	Delta Memorial Hospital	Clinical	6/1/2010	Annual with automatic renewal	6/1/2017
School of Nursing	Drew Central School District	Clinical	6/1/2010	Annual with automatic renewal	6/1/2017
School of Nursing	Drew Memorial Healthcare	Clinical	8/21/2017	Annual with automatic renewal	
School of Nursing	Gardner Nursing and Rehabilitation	Clinical	5/20/2016	Annual with automatic renewal	5/20/2017
School of Nursing	Hope Place	Clinical	10/7/2014	Annual with automatic renewal	10/7/2017
School of Nursing	Hospice Home Care PLLC	Clinical	6/1/2010	Annual with automatic renewal	6/1/2017
School of Nursing	Jefferson Regional Medical Center	Clinical	12/1/2012	Annual with automatic renewal	12/1/2017
School of Nursing	Mainline Health Clinics	Clinical	8/18/2010	Annual with automatic renewal	8/18/2017
School of Nursing	McGehee Hospital, Inc.	Clinical	6/11/2012	Annual with automatic renewal	6/11/2017
School of Nursing	Medical Center of South Arkansas	Clinical	8/1/2015	Annual with automatic renewal	8/1/2017
School of Nursing	Monticello School District	Clinical	6/1/2010	Annual with automatic renewal	6/1/2017
School of Nursing	Ouachita County Medical Center	Clinical	6/1/2010	Annual with automatic renewal	6/1/2017
School of Nursing	South Arkansas Regional Health Center	Clinical	6/1/2010	Annual with automatic renewal	6/1/2017
School of Nursing	Southeast Arkansas Behavioral Healthcare System	Clinical	6/1/2010	Annual with automatic renewal	6/1/2017

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
School of Nursing	Southeast Arkansas Human Development Center	Clinical	4/11/2017	Annual with automatic renewal	4/11/2018
School of Nursing	University of Arkansas for Medical Sciences KID FIRST	Clinical	6/1/2010	Annual with automatic renewal	6/1/2017

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

Faculty Scholarly Activity

- Podium presentation at Arkansas Nursing Student Association Annual Convention (Hogue and Hyatt)
- Arkansas Nursing Student Association State Consultant (Haley)
- Manuscript reviewer for *Nursing Education Perspectives* journal (Haley)
- Manuscript reviewer for *Nurse Education Today* journal (Haley)

Notable Faculty or Faculty/Service Projects

- Service Project – Pine Bluff Birthing Project with Chi ETA Phi (Shaw)
- JRMC Nurses Week Celebration (Shaw)
- Bradley County Hometown Health Coalition Health Fair – Health Education (Shaw, Wells, & Hogue)
- Medical Mission trip (O’Fallon)

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

No significant changes in the SON programs/degrees. The SON was awarded initial accreditation status for the AASN and BSN program by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) for a maximum term of six years, beginning February 27, 2018 and terminating February 29, 2024.

The AASN program underwent a review from the Arkansas State Board of Nursing and received full approval from 2017-2023.

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

No changes.

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

NCLEX-RN PassPoint was adopted as part of the requirements for program completion and will be used in all senior level medical/surgical courses. The NCSBN review for NCLEX-RN was required for all AASN students in the spring 2018 term and will be required of AASN and BSN seniors in spring 2019. Both adoptions of new learning tools are to ensure student success on the NCLEX-RN. The use of Kaplan and ATI program software was discontinued since no correlation between student successes was noted.

Other Unit Data

Job Placement Rates of Graduates

Graduation Year	AASN	BSN
2018	3/5 (60%)	19/19 (100%)
2017	3/3 (100%)	22/22 (100%)
2016	7/7 (100%)	21/21(100%)
2015	10/11 (91%)	21/25 (84%)
2014	7/9 (78%)	13/13 (100%)
2013	9/11 (82%)	12/13 (92%)
2012	12/14 (86%)	29/29 (100%)

NOTE: 2018 AASN rates included one student that did not pass NCLEX-RN after graduation thereby being unable to be employed as an RN. The other student has personal reasons for not seeking job placement at the time of the survey.

UAM SON BSN & AASN NCLEX-RN Ten-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
2017-2018	19/20	95%	3/5	60%
2016-2017	27/31	87.1%	7/7	100%
2015-2016	21/27	77.7%	4/6	66.6%
2014-2015	17/20	85%	12/13	92%
2013-2014	7/8	88%	7/8	88%
2012-2013	20/25	80%	12/16	75%
2011-2012	30/32	94%	11/16	69%
2010-2011	19/25	76%	7/10	70%
2009-2010	24/25	96%	11/11	100%
2008-2009	22/23	96%	3/3	100%
2007-2008	18/21	78%	6/6	100%

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

**University of Arkansas at Monticello
School of Nursing
2017-2018 AASN Program Completion Survey Results**

N = 5

Question	Open responses	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	% Agree Strongly Agree
What year were you initially accepted into the AASN program?	2017						
Were you readmitted into the program?	No = 5 Yes = 0						
What is your gender?	Male = 1 Female = 4						
What is your racial/ethnic origin?	AA = 2 Caucasian = 2 Other = 1						
What is your age?	19-24 = 1 31-40 = 2 41-50 = 2						
Have you secured a job in the nursing field upon graduation?	No = 2 Yes = 3						
Where have you been hired? If you have not been hired yet, please type "none". (one response was left blank)	Current Job Gardners None None						
My first nursing position will be in a:	Hospital Med Surg = 1 Hospital ER/ICU = 2 Clinic/Dr Office = 1 Nursing Home = 1						
I am prepared to critically think using a problem-solving process that is goal directed, ethical, and based on standards of professional nursing practice					2 (40%)	3 (60%)	100%
I am prepared to use the nursing process to provide therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and communities throughout the lifespan.					2 (40%)	3 (60%)	100%
I am prepared to apply management skills to provide cost-effective quality nursing care, implement and support change, and serve as a client advocate in a variety of settings.					3 (60%)	2 (40%)	100%

Question	Open responses	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	% Agree Strongly Agree
I am prepared to communicate and collaborate with member of the healthcare team and consumers to provide and improve delivery of nursing care.					1 (20%)	4 (80%)	100%
I am prepared to teach individuals, families, and communities using teaching/learning principles that promote, maintain, and restore health.					1 (20%)	4 (80%)	100%
I am prepared to incorporate the Nursing Code of Ethics and Professional Standards of Nursing Practice into my personal nursing practice.					2 (40%)	3 (60%)	100%
I am able to identify the Quality and Safety Education for Nursing standards.					3 (60%)	2 (40%)	100%
I believe personal and professional development in nursing is important.					1 (20%)	4 (80%)	100%
I plan to return to school and earn my BSN, MSN, DNP, PhD in nursing. If yes, which is the highest degree you are interested in?	Yes (within 5 years) = 3 Yes (within 10 years) = 0 No = 2 BSN = 2 DNP = 1						
Overall, I am satisfied with the nursing education I received at the UAM SON				1 (20%)	3 (60%)	1 (20%)	80%

**University of Arkansas at Monticello
School of Nursing
2017-2018 BSN Program Completion Survey Results**

N = 19

Question	Open responses	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	% Agree Strongly Agree
What year were you initially accepted into the BSN program?	2015 2016						
Were you readmitted into the program?	No = 17 Yes (Jr course) = 0 Yes (Sr course) = 2						
What is your gender?	Male = 1 Female = 18						
What is your racial/ethnic origin?	AA = 3 Caucasian = 14 Hispanic = 1 Other = 1						
What is your age?	19-24 = 15 25-30 = 1 31-40 = 2 41-50 = 1						
Have you secured a job in the nursing field upon graduation?	No (currently looking) = 1 Yes = 18						
Where have you been hired? If you have not been hired yet, please type "none".	ACH Baptist – Little Rock Baptist – Memphis DMH Delta Memorial JRMC None St. Francis Saline Memorial St. Vincent Washington Regional White Co Medical Center						
My first nursing position will be in a:	Hospital Med Surg = 5 Hospital ER/ICU = 9 Hospital Specialty = 4						

Question	Open responses	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	% Agree Strongly Agree
	Hospital Surgery = 1						
I am prepared to critically think using a problem-solving process that is goal directed, ethical, and based on standards of professional nursing practice					6	13	
I am prepared to use the nursing process to provide therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and communities throughout the lifespan.					7	12	
I am prepared to apply management skills to provide cost-effective quality nursing care, implement and support change, and serve as a client advocate in a variety of settings.				1	6	12	
I am prepared to communicate and collaborate with member of the healthcare team and consumers to provide and improve delivery of nursing care.					7	12	
I am prepared to teach individuals, families, and communities using teaching/learning principles that promote, maintain, and restore health.					7	12	
I am prepared to incorporate the Nursing Code of Ethics and Professional Standards of Nursing Practice into my personal nursing practice.				1	6	12	
I am able to identify the Quality and Safety Education for Nursing standards.					7	12	
I believe personal and professional development in nursing is important.					5	14	
I plan to return to school and earn my BSN, MSN, DNP, PhD in nursing. If yes, which is the highest degree you are interested in?	Yes (within 5 years) = 7 Yes (within 10 years) = 5 No = 7 Yes (within 5 years) DNP = 1 MSN = 3 Not sure = 1 Yes (within 10 years) CRNS = 1 MSN = 2 Nurse Practitioner = 1						

Question	Open responses	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	% Agree Strongly Agree
Overall, I am satisfied with the nursing education I received at the UAM SON					5	14	

Qualitative Feedback/Other Comments from above table:

1. I believe that this in in the upper echelon of nursing schools.
2. I feel adequately prepared to begin my career as a nurse.
3. I think the clinical experience during the program should be greater factor in the final grade each semester.
4. It was hard but well worth it.
5. Learned so much from the program.
6. Such a tough yet rewarding program. I'm so thankful for the UAM SON.
7. The only thing that I would change would be that we were able to have clinical experience in larger hospitals in Little Rock.
8. The program is hard but it's more than worth the work. All instructors go out of their way to help. Clinical experiences are very helpful.
9. The program was very challenging, but worth every bit of it!
10. This is a great program.

**University of Arkansas at Monticello
School of Nursing
2017 Six Month Employer Surveys from 2017 AASN and BSN Graduates**

N = 7

Questions	Open Response Answers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	I am answering for multiple graduates that differ such as:	% Strongly Agreeing and Agreeing
I am evaluating a:	AASN Graduate = 2 BSN Graduate = 5							
What is the name of your facility?	Prefer not to answer = 1 Drew Memorial Jefferson County Dialysis DaVita Ashley Dialysis ACH GHCSH of Rison							
What type of orientation program was provided for the graduate? Select all that apply.	Internship = 1 Preceptorship = 7 Progressively increased workload with supervision = 3 Residency = 1							
After completing orientation, the graduate was prepared to function in his/her first position.		5 (83%) figured 5/6 since "other response indicate orientation not complete	1 (17%) figured 1/6 since "other response indicate orientation not complete				1 Still on orientation at this time but both are doing well.	100%
After completing orientation, this graduate was prepared to care for multiple clients.		5	1				1 Still on orientation at this time but both are doing well.	

Questions	Open Response Answers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	I am answering for multiple graduates that differ such as:	% Strongly Agreeing and Agreeing
Upon hire, the graduate was prepared to therapeutically communicate with members of the healthcare team, clients, families, and communities to provide safe and effective care.		5	2					
Upon hire, the graduate was adequately prepared to reflect critical thinking to critique and apply research findings in nursing practice.		4	2	1				
Upon hire, the graduate was able to use the nursing process adequately in providing cultural and ethnical care.		5	2					
Upon hire, the graduate was adequately prepared to demonstrate effective leadership and management skills to provide cost-effective, quality nursing care.		3	2	2				
Upon hire, what was the graduate's strengths? (select all that apply)	Technical Skills = 6 Work Ethic = 5 Clinical Knowledge/Critical thinking skills = 5 Teamwork & collaboration = 6 Therap. Communication = 2							
Upon hire, what area(s) did the graduate need to improve in? (select all that apply)	Technical Skills = 3 Work Ethic = 0 Clinical Knowledge/Critical thinking skills = 2 Teamwork & collaboration = 0 Therap. Communication = 1							

Questions	Open Response Answers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	I am answering for multiple graduates that differ such as:	% Strongly Agreeing and Agreeing
	Other: Cost efficiency = 1							

Survey cards completed by clinical facilities used during the Spring 2018 semester.

Spring 2018 Clinical Evaluation Card Feedback

Scale

1 – Strongly Disagree 2 – Disagree 3 – Neither agree nor disagree 4 – Agree 5 – Strongly agree N/A – not applicable

Total Survey Recipients N = 20

Site	Program	Students are professional dressed.	Students are prepared to care for patients.	Students exhibit a caring attitude.	Students follow safety and infection control policies.	Students use effective communication strategies with staff, patients, and families.	Students seek guidance appropriately and know the limits of their scope of practice.	Students are self-directed and actively seek learning opportunities without being prompted.	Would you hire or desire to work with a UAM nursing graduate?
JRMC	AASN	5	5	5	5	5	5	5	Yes
JRMC	AASN	5	5	5	5	5	5	5	Yes
JRMC	AASN	5	5	5	5	5	5	5	Yes
JRMC	AASN	5	5	5	5	5	5	5	Yes
JRMC	AASN	5	4	5	5	4	4	4	N/A
	Totals	25	24	25	25	24	24	24	
	Average	100%	96%	100%	100%	96%	96%	96%	
	BSN	5	4	5	5	4	5	4	Yes
	BSN	5	5	5	5	4	5	5	Yes
JRMC	BSN	5	5	5	5	5	5	5	Yes
	BSN	5	5	5	5	5	5	4	Yes
JRMC	BSN	5	5	5	5	5	5	4	Yes
	BSN	5	4	5	4	5	5	4	Yes
JRMC	BSN	5	5	5	5	5	5	5	Yes
JRMC	BSN	5	5	5	5	5	5	5	Yes
	BSN	5	5	5	5	5	5	5	Yes
JRMC	BSN	5	5	5	5	5	5	5	Yes
JRMC	BSN	5	5	5	5	5	5	5	Yes
MCSA	BSN	5	5	5	5	5	5	5	Yes
MCSA	BSN	5	5	5	5	5	5	5	Yes
MCSA	BSN	5	5	5	5	5	5	5	Yes
MCSA	BSN	5	5	5	5	5	5	5	Yes
JRMC	BSN	5	5	5	5	5	5	5	Yes
	BSN	5	5	5	5	5	5	5	Yes
Drew	BSN	5	5	5	5	5	5	5	Yes

Site	Program	Students are professional dressed.	Students are prepared to care for patients.	Students exhibit a caring attitude.	Students follow safety and infection control policies.	Students use effective communication strategies with staff, patients, and families.	Students seek guidance appropriately and know the limits of their scope of practice.	Students are self-directed and actively seek learning opportunities without being prompted.	Would you hire or desire to work with a UAM nursing graduate?
Drew	BSN	5	5	5	5	5	5	4	Yes
	Totals	95	93	95	94	93	95	90	
	Average	100%	97.8%	100%	98.9%	97.8%	100%	94.7%	
	Both Program Averages	100%	96.9%	100%	99.4%	96.9%	98%	95.3%	

Qualitative Feedback from Clinical Evaluation Cards (see above table)

How can we improve our program?

- 1 – Good program already.
- 2 – UAM Students are awesome! We love having them here.
- 3 – Students were well prepared and very helpful. I look forward to working with any of these nurses.
- 4 – We love UAM students. Always so helpful!
- 5 – UAM students always help and eager to learn.

BSN student feedback from those enrolled in the NURS 4504 Leadership and Management in Professional Nursing course regarding their assigned preceptor.

Preceptor Evaluation Summary Table

N = 17

	Not Applicable	Unsatisfactory/ Needs Improvement	Satisfactory/ Average	Consistently Very Good/Above Average	Exceptional/ Outstanding
Provided me with orientation to the physical facility, other health care team members, policies, procedures, and standards of practice during the practicum experience				1 (6%)	16 (94%)
Mentored me on a one-to-one basis serving as a role model.					17 (100%)
Helped me identify realistic personal objectives for the practicum.				1 (6%)	16 (94%)
Scheduled and maintained attendance as agreed.			1 (6%)	2 (12%)	14 (82%)
Provided supervision, teaching and evaluation to me during the practicum experience.				1 (6%)	16 (94%)

	Not Applicable	Unsatisfactory/ Needs Improvement	Satisfactory/ Average	Consistently Very Good/Above Average	Exceptional/ Outstanding
Demonstrated knowledge from literature and research related to the practicum experience.				1 (6%)	16 (94%)
Discussed/Identified legal and ethical concerns with me during the practicum experience.					17 (100%)
Analyzed the quality assurance program for the practicum setting					17 (100%)
Identified the standards of practice for clients in the practicum setting.					17 (100%)
Helped me to identify a need for change based on a useful rationale.					17 (100%)
Initiated and maintained appropriate communication with members of the health care team.				1 (6%)	16 (94%)
Helped me identify effective strategies for conflict resolution.				2 (12%)	15 (88%)
Utilized ethical and legal principles in delegation of responsibilities to other health care team members.				2 (12%)	15 (88%)
I would recommend this preceptor to students	Yes -17 (100%) No - 0				

Qualitative Feedback from Students:

PRECEPTOR STRENGTHS:

1. Very approachable and ready to teach. She made sure I was a part of her entire leadership role.
2. Her ability to be flexible and maintain professionalism.
3. Dedicated to her position. Her passion is knowing the correct and legal way of performing her job. She is professional, intelligent, and a wonderful educator.
4. Great at teaching. I really enjoyed learning from her. She is great with her staff as well.
5. Very engaged in her work and environment always stopping to help patients and families that needed help. She goes above and beyond for her staff to help resolve any conflicts they may be facing. Very good leader and manager.
6. Fair, Great Leader, Hard worker, great attitude.
7. Helpful and looked for teaching moments.
8. Professionalism and very knowledgeable
9. Communication with employees and explaining everything to me.
10. Compassionate, communication, ethical, adaptability, stamina, and commitment to development.
11. She took the time to educate me on the duties of a manager.
12. Loves her team cares for her staff and patients on a personal level.

PRECEPTOR AREAS NEEDNG IMPROVEMENT:

1. Getting her staff to communicate more with scheduler about missed visits.
2. Being more vocal and explain things being done and why they are done.
3. Alerting me a head of time if an incident came up and she is unable to precept. This happened three times.

OTHER COMMENTS:

1. After a rocky start, I really enjoyed the experience. (She wasn't able to start preceptorship until end of Feb due to preceptor being on unexpected sick leave).
2. I looked forward to going on Wednesdays and Friday's to precept.
3. I learned a lot in the leadership role regarding leadership and management. I would chose her all over again.

Addendums

Addendum 1: UAM Vision, Mission, and Strategic Plan

VISION

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

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

MISSION

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

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

CORE VALUES:

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

STRATEGIC PLAN

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

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

- Encourage and support engagement in academics, student life, and athletics for well-rounded experience.
 - o Develop an emerging student leadership program under direction of Chancellor's Office.
 - o Enhance and increase real world engagement opportunities in coordination with ACT Work Ready Community initiatives.

o Prepare a Student Affairs Master Plan that will create an active and vibrant student culture and include the Colleges of Technology at both Crossett and McGehee.

- Retain and recruit high achieving faculty and staff.
 - o Invest in quality technology and library resources and services.
 - o Provide opportunities for faculty and staff professional development.
 - o Invest in quality classroom and research space.
 - o Develop a model Leadership Program (using such programs as American Council on Education, ACE and/or Association of American Schools, Colleges, and Universities, AASCU) under the direction of the Chancellor's Office to grow our own higher education leaders for successive leadership planning.
 - o Create an Institute for Teaching and Learning Effectiveness.
- Expand accessibility to academic programs.
 - o Engage in institutional partnerships, satellite programs, alternative course delivery, and online partnerships with eVersity.
 - o Create a summer academic enrichment plan to ensure growth and sustainability.
 - o Develop a model program for college readiness.
 - o Revitalize general education.
 - o Coordinate with community leaders in southeast Arkansas to provide student internships, service learning, and multi-cultural opportunities.

2. ENROLLMENT and RETENTION GAINS

- Engage in concurrent enrollment partnerships with public schools, especially in the areas of math transition courses.
- Provide assistance and appropriate outreach initiatives with students (working adults, international, transfers, and diversity) for successful transition.
- Coordinate and promote marketing efforts that will highlight alumni, recognize outstanding faculty and staff, and spotlight student success.
- Develop systematic structures for first year and at-risk students.
- Identify and enhance pipeline for recruiting

3. INFRASTRUCTURE REVITALIZATION and COLLABORATIONS

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

Addendum 2

Higher Learning Commission Sample Assessment Questions

1. How are your stated student learning outcomes appropriate to your mission, programs, degrees, students, and other stakeholders? How explicitly do major institutional statements (mission, vision, goals) address student learning?

- How well do the student learning outcomes of programs and majors align with the institutional mission?
- How well do the student learning outcomes of general education and co-curricular activities align with the institutional mission?
- How well do course-based student learning outcomes align with institutional mission and program outcomes?
- How well integrated are assessment practices in courses, services, and co-curricular activities?
- How are the measures of the achievement of student learning outcomes established? How well are they understood?

2. What evidence do you have that students achieve your stated learning outcomes?

- Who actually measures the achievement of student learning outcomes?
- At what points in the curriculum or co-curricular activities are essential institutional (including general education), major, or program outcomes assessed?
- How is evidence of student learning collected?
- How extensive is the collection of evidence?

3. In what ways do you analyze and use evidence of student learning?

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

4. How do you ensure shared responsibility for student learning and assessment of student learning?

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

5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?

- What is the quality of the information you have collected telling you about your assessment processes as well as the quality of the evidence?
- How do you know how well your assessment plan is working?

6. In what ways do you inform the public about what students learn—and how well they learn it?

- To what internal stakeholders do you provide information about student learning?
- What is the nature of that information?
- To what external stakeholders do you provide information about student learning?
- What is the nature of that information?

Addendum 3

Arkansas Productivity Funding Metrics

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

Effectiveness

- Credentials
- Progression
- Transfer Success
- Gateway Course Success

Affordability

- Time to Degree
- Credits at Completion

Adjustment

- Research (4-year only)

Efficiency

- Core Expense Ratio
- Faculty to Administrator Salary