UAM OPERATING PROCEDURE 620.2
RE: Annual Review Policy Guidelines

June 5, 2017

Annual Report by Academic Units

By August 1 of each year, deans will submit to the vice chancellor for academic affairs a succinct and focused annual report of significant achievements and changes in their units for the previous academic year. These reports will constitute a major source of information regarding institutional achievement and effectiveness throughout departments, offices and units, colleges, and schools. The report must be submitted in both paper and electronic file formats.

Unit Data
- Faculty
- ➢ Faculty (full-time, adjuncts and part-time) qualifications, area(s) of responsibility, teaching loads, other assignments including any release time and stipends (* new faculty designation)

Faculty Name	Status	Qualifications	Areas of Responsibility	Teaching Load Per Semester	Other Assignments
Felts, Christine	Full Time	Registered Nurse; Master of Science in Nursing; Women's Health Nurse Practitioner, Texas Woman's University Currently enrolled in Doctor of Philosophy, Nursing Science at University of Arkansas for Medical Sciences	Teaching and Clinical Coordinator	Fall 201= 11 hours Spring 2017 = 3 hours Summer 1 2017 = 3 hours	SON: Teaching Resources Committee; Curriculum Committee; Faculty Association; Student Nurses Association Advisor; Professional Standards Review Committee, secretary; Admissions Committee; UAM: Institutional Review Board member
Haley, Brandy	Full Time	Registered Nurse; Doctor of Philosophy, Nursing Science, University of Arkansas for Medical Sciences	Teaching and Simulation/Skills Lab Coordinator	Fall 2016 = 4 hours Spring 2017= 13 hours	SON; Faculty Association; Curriculum Committee; Professional Standards Review Committee; Teaching Resources Committee, chair; UAM Library Committee
Hogue, Heidi	Full, Time	Registered Nurse; Master of Science in Nursing, University of Central Arkansas	Teaching	Fall 2016 = 11 hours Spring 2017 = 3 hours Summer 1 2017 = 1 hour	SON-Faculty Association; Curriculum Committee, Professional Standards Review Committee; UAM Curriculum & Standards Committee; Sigma Theta Tau faculty counselor
Hyatt, Karen	Full Time	Registered Nurse; Master of Science in Nursing, University of Central Arkansas	Teaching	Fall 2016 = 12 hours Spring 2017 = 12 hours	SON-Faculty Association; Curriculum Committee, Professional Standards Review Committee, Admissions Committee
O'Fallon, Leia	Full Time	Registered Nurse; Master of Nursing Science, University of Arkansas for Medical Sciences	Teaching	Fall 2016 = 11 hours Spring 2017 = 11 hours	UAM Committee on Committees; SON: Admissions Committee; Professional Standards Review Committee; Faculty Association; Curriculum Committee; Concepts II and III Course Coordinator
Ray, Wendy	Part Time	Registered Nurse; Bachelor of Science in Nursing, University of Arkansas at Monticello	Clinical Instructor	n/a (no classroom assignment)	SON: Faculty Association and Curriculum committee member
Shaw, Anita	Full Time	Registered Nurse; Master of Science in Nursing, University of Central Arkansas	Teaching	Summer II 2016 = 5 hours Fall 2016 = 12 hours Spring 2017 = 12 hours	UAM Program Review Committee SON-Professional Standards Review Committee, Chair; Faculty Association, Curriculum Committee, secretary; Outcomes Assessment AASN Coordinator, Principles I, II, and III Course Coordinator
Walters, Sharon	Full Time	Registered Nurse; Masters of Science in Nursing, Delta State University	Teaching	Summer II 2016 = 3 hours Fall 2016 = 11 hours Spring 2017 = 11 hours Summer 1 2017 = 7 hours	SON: Admissions Committee, Chair; Curriculum Committee; Professional Standards Review Committee; Faculty Association Committee, Secretary; BSN Outcomes Assessment Coordinator; UAM General Education Committee; Health Professions Review Committee UAM-COT-C

| Wells, Belinda | Full Time | Registered Nurse; Masters of Nursing Science; Pediatric Primary Care Nurse Practitioner, University of Arkansas for Medical Sciences Doctor of Nursing Practice, University of Alabama College of Nursing | Teaching | Fall 2016 = 3 hours Spring 2017 = 11 hours | SON: Faculty Association; Curriculum Committee, Chair; Professional Standards Review Committee; Teaching Resources Committee; UAM: Council on Assessment of Student Academic Achievement (CASAA) Committee; Arkansas Child Abuse and Neglect Board member (Governor appointment |

*All full-time faculty teaching in the AASN and BSN program have earned a Masters
 degree.

*The SON's full-time faculty and part-time instructors' credentials and workload all meet
 the Arkansas State Board of Nursing (ARSBN) education requirements and
 accreditation organization regulations.

*The SON faculty workloads are determined by contact hours and a faculty-to-student
 ratio in clinical of no less than 1:8 as regulated by the ARSBN.

➢ Faculty achievements in teaching, research, and service, especially those of national, regional, or statewide significance.
Faculty demonstrate individual and collective achievements appropriate to the SON faculty outcomes, and lead by example through research and scholarship.

 Dr. Haley finished her PhD degree in 2016. She conducted her research with UAM nursing students in Spring 2016.

 Dr. Haley published an article in the *NursingPlus Open* journal in 2017 and has another article in press in the *Clinical for Simulation in Nursing* journal.

 Leia O'Fallon was a podium presenter at the Daughters of the American Revolution event in 2016 and was asked to return in 2017.
Anita Shaw was the Go Red for Women event guest speaker in 2017 at the local Monticello chapter. In addition, Shaw was a podium speaker at a Chi ETA Phi event in 2017.
 Dr. Haley was appointed in October 2016 to a two-year term as an Arkansas state consultant on the board of directors for the Arkansas Nursing Students' Association.

➢ Faculty and/or student service learning projects
 *Leia O'Fallon traveled to Africa in June 2017 and treated several health issues with a medical mission team. She has been on several mission trips to other countries and she brings issues, pictures, and stories that affect global communities back with her applying those into her teaching.

 *The SON consistently demonstrates leadership in involvement in professional organizations. All faculty are members of at least one professional nursing organization.   Students are able to see the importance of being involved in professional organizations and participating in service learning projects.

 *Christine Felts has functioned as the UAM SON Student Nurses Association (SNA) Chapter Advisor since 2003 and has taken students to state and national conventions. The UAM SNA Chapter received three awards at the 65th annual Arkansas Nursing Students' Association convention in October 2016, held in Little Rock. The UAM SNA received the Community Health Award, the Financial Excellence Award, and the Image of Nursing Award. The Community Heath Award was presented for the UAM nursing students' work with Hope Place, which provides infant care kits to mothers. The Financial Excellence Award was

presented for "exceptional record keeping, internal control, and successful fund raising." The Image of Nursing Award was presented for a project on the UAM campus entitled "Bullying Hurts."

➢ Append a listing of college or school awards to faculty for teaching, advising, scholarly activity, research and creative activity, and public service. Include faculty/student research.

Faculty	2016-2017 Award/Acknowledgement	Date
Dr. Belinda Wells	2016 Outstanding Alumnus from UAM COT McGehee	2016
Karen Hyatt	UAM NLN Ambassador	2016
Karen Hyatt	Winner of the UAM alumni essay contest	2016
Sharon Walters	UAM SON Advisor of the Year	2016

*SON faculty outcomes include 100% participation in scholarship. This goal was not meet for the 2016-2017 academic year. The dean will continue to reflect goals not met on faculty evaluations and will continue to encourage faculty scholarship.
*The SON recognizes an improvement is needed in acknowledging faculty for teaching, advising, scholarly activity, research and creative activity, and public service. Recognition of faculty accomplishments are reflected on evaluations, but immediate recognition is needed and will be done by the dean as the activity occurs.
*The Dean has placed a Faculty "Points of Pride" board in the school and will announce faculty accomplishment on the board as achieved. In addition, achievements will be shared with the Vice Chancellor for Academic Affairs.

*Faculty will be formally recognized by the Dean at the annual SON Spring Recognition Ceremony.

➢ List of grants, source, purpose and total dollars for the academic year
*The AASN program received the following supplies that were purchased with Perkins Grant funds: Elmo CRV-32 + CR-1 Wireless Bundle, Elmo LX-1 Document Camera + CRA-1 Wireless Tablet Bundle, and Vizio 65" 4K HD TV E65-E0 Ultra HD Home Theater Display UHD TV.

Grant Title	Source of Funding	Amount	Grant date	Principal Investigator(s)
Perkins	Perkins	$3379	4/20/2017	Seth Bryant

➢ List partnerships, MOUs or other special agreements with brief description

Partner/Type	Purpose	Date	Length of Agreement
Arkansas State Board of Nursing/Agreement	Nursing education mobility agreement for continuing nursing education	10/9/2014	No end date
Agency		**Date**	**Length of Agreement**
Area Agency on Aging of SEARK, Inc.		6/1/2010	Annual with automatic renewal
Arkansas Children's Hospital		8/29/2012	Annual with automatic renewal
Arkansas Hospice		2/2/2015	Annual with automatic renewal
Arkansas State Hospital		6/1/2010	Annual with automatic renewal
Ashley County Medical Center		7/8/2013	Annual with automatic renewal
Belle View Estates Rehabilitation and Care Center		8/18/2010	Annual with automatic renewal
Bradley County Medical Center		6/1/2010	Annual with automatic renewal
Center on Aging South Central		6/1/2010	Annual with automatic renewal
Centers for Youth and Families, Inc.		6/1/2010	Annual with automatic renewal
Chicot Memorial Medical Center		6/1/2010	Annual with automatic renewal
Delta Counseling Associates		6/1/2010	Annual with automatic renewal

Partner/Type	Purpose	Date	Length of Agreement
Delta Memorial Hospital		6/1/2010	Annual with automatic renewal
Drew Central School District		6/1/2010	Annual with automatic renewal
Drew Memorial Hospital		6/1/2010	Annual with automatic renewal
Gardner Nursing and Rehabilitation		8/11/2015	Annual with automatic renewal
Hope Place		10/7/2014	Annual with automatic renewal
Hospice Care Services		12/8/2010	Annual with automatic renewal
Hospice Home Care PLLC		6/1/2010	Annual with automatic renewal
Jefferson Regional Medical Center		12/1/2012	Annual with automatic renewal
Mainline Health Clinics		8/18/2010	Annual with automatic renewal
McGehee Hospital, Inc.		6/12/2010	Annual with automatic renewal
Monticello School District		6/1/2010	Annual with automatic renewal
Ouachita County Medical Center		6/1/2010	Annual with automatic renewal
South Arkansas Regional Health Center		6/1/2010	Annual with automatic renewal
South Arkansas Women's Clinic		6/1/2010	Annual with automatic renewal
Southeast Arkansas Behavioral Healthcare System		6/1/2010	Annual with automatic renewal
Southeast Arkansas Human Development Center		4/11/2017	Annual with automatic renewal
University of Arkansas for Medical Sciences KIDS FIRST		6/1/2010	Annual with automatic renewal

➢ Significant changes of college/school/programs/departments both positive and negative Achievements of students and alumni or former students, especially those of national, regional, or statewide significance. Append a listing of student honors and awards as announced at the college or school honors ceremony and of other students receiving campus recognition.

SON faculty believe in the importance of acknowledging student success and accomplishments. Graduating students and the SON faculty select AASN and BSN students to receive several awards during the Spring Recognition Ceremony. These awards are based on cumulative success since admittance to the program (i.e. highest GPA, most involvement, etc.).

- Achievements of students and alumni or former students, especially those of national, regional, or statewide significance. Append a listing of student honors and awards as announced at the college or school honors ceremony and of other students receiving campus recognition.

Student Name	Major	Honor
Teah Streeter	Nursing	JRMC Red Star- Spring 2017
Jarrett Frizzell	Nursing	JRMC Red Star- Spring 2017
Savanna Sampoleski	Nursing	JRMC Red Star- Spring 2017
Kira Gray	Nursing	JRMC Red Star- Spring 2017
Evangeline Forrest	Nursing	JRMC Red Star- Spring 2017
Bethany Beasley	Nursing	SON BSN Student Academic Excellence-2017
Brandi Jones	Nursing	SON BSN Student Academic Excellence-2017
Amanda Gustafson	Nursing	SON BSN Student Choice –Spring 2017
Siesha Boyette	Nursing	SON AASN Student Choice-Spring 2017
Trudi Thomas	Nursing	SON AASN Student Choice-Spring 2017
Brandi Jones	Nursing	SON AASN Student Choice-Spring 2017
Russell Peacock	Nursing	SON BSN Student Faculty Choice-Spring 2017
Siesha Boyette	Nursing	SON AASN Student Faculty Choice-Spring 2017
Amanda Gustafson	Nursing	SON Student Nurses Association-Spring 2017

Student Name	Major	Honor
LaTasha Shoper	Nursing	SON BSN Student Simulation Award-Spring 2017
Siesha Boyette	Nursing	SON AASN Student Simulation Award-Spring 2017

*Five BSN senior students were recognized and honored by JRMC Customer Service Department in the Spring 2017 semester. These four students received a red star to wear on their UAM student ID and issued a JRMC cafeteria voucher.

* UAM SON SNA chapter is one of 34 recognized stellar schools across the United States.

*One BSN senior currently holds a state board position on the AR Nursing Student Association Board of Directors.

*Nine BSN 2017 Graduates were inducted into the Sigma Theta Tau International (STTI) nursing honor society in 2016. Student qualifications for induction into the Society include being ranked in the upper 35 percent of their class in scholarship, achieved excellence according to the standards approved by the Society, and have completed at least one-half of the required nursing curriculum.
*Faculty decided to create a "Points of Pride" student bulletin board to display student achievements. Use of the bulletin board will begin in the 2017-2018 academic year.

- Attach a listing, where applicable, of chairs, professorships, distinguished professorships, and lectureships and faculty awards given by the college/school.
  N/A

  HLC Program/Unit Assessment
  Significant achievements and changes of college or school and programs/departments, both positive and negative, including progress related to strategic plans and university priorities particularly student success initiatives/successes.

- **Teaching and Learning**
  Progress related to strategic plans and university priorities for the academic year Initiatives/action steps to support effective teaching (new strategies, partnerships, use of technology, etc.) (based on program assessment data, summary and analysis: SLOs, retention, graduation rates, teaching strategy changes, curricular changes, etc. and changes made in response to data) *The SON has multiple communities of interest. The SON Advisory Board, established in 2008, convenes annually to be apprised of current SON activities, including reports from the Student Nurses' Association (SNA) and Sigma Theta Tau International (STTI) chapter faculty advisors, Skills/Simulation Lab and Clinical Coordinators, and program outcomes, including NCLEX-RN pass rates.

  *This annual meeting allows for valuable feedback from the community and clinical facilities regarding performances of current students as well as graduates working in the Advisory Board members' facilities, and other issues identified by Board members. This feedback helps faculty take action steps to support effective teaching, partnerships, and achieve program outcomes.

  *SON faculty demonstrate expertise, creativity, and innovative teaching strategies to cultivate a culture of excellence and caring with UAM students.

*Anita Shaw piloted care maps with AASN students during the 2016-2017 academic year because of student specific learning styles.

*Sharon Walters developed and taught a nursing care plan workshop and a math workshop to SON students in 2016.

*Christine Felts teaches the Research course (NURS 4473) to BSN students and oversees student research posters that are presented at the Annual UAMS Research Day each spring.

*Advisory Board Members and Appointment Dates

Sally Austin	8/1/2017
Emily Bendinelli	8/1/2017
Theresa Horton	8/1/2017
Peggie Orrell	8/1/2017
Shela Upshaw	8/1/2017
Gigi Flory	8/1/2017
Louise Hickman	8/1/2017
Jonathan Schell	7/17/2017
Robin Caldwell	8/1/2017
Sarah Tucker	7/17/2017
Amy Triplet	7/17/2017
Brandi Jones	1/30/2018
Amanda Bickford	8/1/2017
Tiffany Holland	10/6/2017

➢ Initiatives/action steps to support student engagement in the classroom (Ex: effective teaching and learning strategies and tools, including, but not limited to, the expanded use of technology, online materials/tools, campus instructional technology tools, and learner-centered activities, e.g., student-led projects, demonstrations, seminar-style class configurations, etc.
*Faculty facilitates learning by using various strategies based on the UAM SON Teaching/Learning Principles.

UAM Son Teaching/Learning Principles
The teacher and learner facilitate learning by using various strategies based upon the following Teaching/Learning principles:
If learners know what they are expected to learn, they will learn more efficiently.
Learners should be given frequent reinforcement for exhibiting desired behaviors, attitudes, and skills, thus, enhancing progress.
Learned skills or bits of knowledge repeated often will be remembered longer.
Active participation enhances learning.
Practicing what is learned in a variety of situations facilitates the transfer of learning to new situations.
Learning built on previous knowledge and experience is more meaningful and occurs at a faster rate.
A moderate amount of anxiety is essential for learning to occur but high levels of anxiety hamper learning.
Individuals must be motivated in order to learn. Learning is a strong motivator for some, whereas others need more tangible external reinforcement.

UAM Son Teaching/Learning Principles
Varying teaching techniques enhances learning and facilitates achievement of objectives.
Learners learn at different rates.
Learners are motivated when they: are interested; can see the end of the learning process; can recognize the material is directly related to a realistic goal; and are convinced they can reach the goal.

*The SON curriculum provides students with experiential learning through assigned evidenced based practice summaries related to recent research in specific areas of emphasis. The EBPS meets the SLOs by reflecting critical thinking to critique and apply research findings in nursing practice.

*Other examples of experiential learning are clinical experiences at various sites, preceptorship, community projects, and simulation experiences.

*The SON has a Remediation Committee of all faculty to support student engagement in learning and retention.

➢ Initiatives/action steps to promote student success and persistence
*The SON believes not only in student success, but also success in the nursing workforce. Faculty teach success and persistence through teaching the Standard of Nursing Practice.
*This standard states that the student and then graduate will be prepared to "formulate judgments using a problem solving process that is goal directed, ethical, and based on standards of professional nursing practice" and is reflected in the SON Student Handbook.
*Practice standards are also discussed with the introduction of each specialty area of content such as psychiatric-mental health, maternal-child health, and end-of-life. Standards of practice are also included as class objectives and course assignments.
*The American Nurses Association (ANA) Scope and Standards of Practice and the ANA Code of Ethics for Nurses with Interpretive Statements are incorporated in the Clinical Evaluation Tool (CET), which is based on the major roles of the professional nurse as identified in the philosophy (provider of care, coordinator of care, and professional). The standards guide each student's actions, which are further developed and evaluated during each subsequent clinical course.
*The SON faculty and dean continued development of a student success plan to include individualized remediation.

School of Nursing Remediation Plan
Function: To assist high-risk students to develop strategies to promote successful progression through the nursing program.
Committee make-up: The committee will include a coordinator and one faculty member. All faculty members will assist in retention and remediation efforts as needed.
Definition of at-risk student: An at-risk student is a student enrolled in the nursing sequence who has a pattern of:
• risk of academic failure as evidenced by failing examination grade.
• risk of clinical failure as evidenced by not meeting clinical objectives.
• personal issues that disrupt the learning process.
• financial burden.
Process: The student who presents for remediation shall:
1. be counseled by the course coordinator after first examination failure.
2. be referred to the dean after the second examination failure.
At this time, the student may also be referred to a member of the remediation committee for assistance in developing a formal remediation plan. Be referred to the Remediation Committee to develop a plan for improvement after the first examination failure.

School of Nursing Remediation Plan
Faculty may refer students by completing a referral form (available on the SON Homepage under 'Departmental Resources'). Students may also self-refer by contacting a member of the committee.
3. attend a mandatory test-taking seminar offered by the SON faculty during fall and spring semesters.
4. submit a copy of the remediation plan to the course coordinator.
5. be referred to the Academic Alert System, the Counseling and Testing Center, general education tutors, workshops on note-taking, test- taking skills, time and stress management, and the Wellness Center as needed.
6. coordinate with the clinical instructor to develop a written plan of correction for unsatisfactory clinical performance before the next clinical week.
7. continue with the remediation process until demonstrates a pattern of progression or success.

- Curricular Changes (based on program assessment data, summary and analysis: SLOs, retention, graduation rates, teaching strategy changes, curricular changes, etc. and changes made in response to data

➢ List any addition/deletion/modification of degrees
  None

➢ List any addition/deletion of courses (If new/deleted courses were general education, was a request for changes in ACTS listing made?)
  None

➢ List and briefly describe specific curricular changes that impact student success/retention including variety of course delivery options

  *The SON faculty voted to initiate a student success plan including a mandatory test-taking workshop for all students enrolled in major courses.

  *Faculty adopted a new grading scale, effective Summer 2017 for incoming nursing students. Changes include increasing the lower limit of *C* to 75% and requiring an average on all unit exams to 75% to be eligible to sit for the final exam. Miscellaneous points will not be added to 75%. All assignments will use the new grading scale. The change was made to ensure integrity, rigor, and currency of the SON programs.

- List unit/faculty professional development provided throughout the academic year that enhances knowledge of content, instruction, research and/or student persistence/success.

  *Two faculty members attended local conferences (Christine Felts and Dr. Haley). Four faculty members attended national workshops (Christine Felts, Anita Shaw, Dr. Wells, and Dr. Haley).

  *The SON annually pays for NurseTim online continuing education hours for faculty to receive continuing education hours toward faculty development. Faculty have been instructed to complete online workshops specific to their teaching area.

Program Productivity and Program Viability

- **Effectiveness:** The number of progression goals met by undergraduate students. Extra consideration given to progression goals met by students who contribute to closing the attainment gap of underserved populations in Arkansas.

  Report in number and percentage of students by academic year.
- ➢ Credentials: Certificate of Proficiency, Technical Certificate, Associate, Baccalaureate, Masters

Undergraduate Programs	Number of Degrees Awarded						
	2016 2017	2015 2016	2014 2015	2013 2014	4 Year Total	4 Year Average	4 Year Range
Associate (LPN-RN)	3	9	11	12	35	8.75	3-12
BSN	22	26	25	15	88	22	15-26

Declared Nursing Majors for 2016-2017

LPN-RN (AASN)	15	0.38%
BSN	292	7.44%
Pending BSN	1	0.03%
Pending RN to BSN	1	0.03%

*2016-2017 there were 15 declared associate degree majors (38% of UAM majors)
*2016-2017 there were 294 declared baccalaureate degree majors (7.5% of UAM majors)

*This data indicates 7.88 percent of UAM students are declaring one of the nursing programs as a major. The majority of students are declaring the traditional BSN program as a major. The lowest percentage of declared nursing majors is in the RN to BSN bridge program.

*As a result of the information, continued recruitment is needed across nursing programs, especially in the RN to BSN bridge program. Dr. Haley has already began making contact with local hospital nursing management regarding recruitment opportunities targeting this population of students.

➢ Progression: 15, 30, 45, 60, 90 credit hours

Undergraduate Programs	Progression Points 2017					
	15 hours	30 hours	45 hours	60 hours	90 hours	Total
AASN	1	1	0	2	2	6
BSN	33	33	23	28	33	150
Undergraduate Programs	Progression Points 2016					
	15 hours	30 hours	45 hours	60 hours	90 hours	Total
AASN	0	1	0	2	6	9
BSN	26	35	11	40	30	142
Undergraduate Programs	Progression Points 2015					
	15 hours	30 hours	45 hours	60 hours	90 hours	Total
AASN	0	0	0	4	3	7
BSN	29	31	25	32	35	152

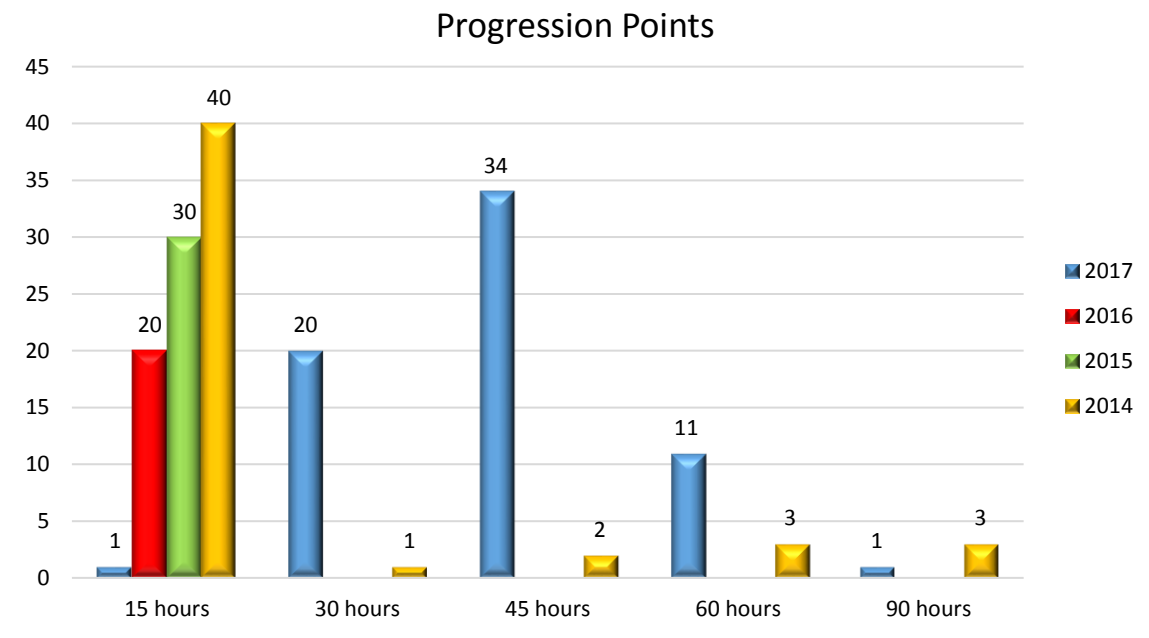| Undergraduate Programs	Progression Points 2017					
	15 hours	30 hours	45 hours	60 hours	90 hours	Total
Undergraduate Programs	Progression Points 2014					
	15 hours	30 hours	45 hours	60 hours	90 hours	Total
AASN	1	2	0	4	5	12
BSN	34	35	31	41	27	168

There were no RN-BSN program data included.

*There are 30 prerequisite hours for the AASN program. Major requirements equal 34 hours for a total of 64 credit hours to graduate.

*There are 57 prerequisite hours for the BSN program. Major requirements equal 63 hours for a total of 120 credit hours to graduate.

*The above data shows an overall decrease in total numbers of progression in both programs from 2014 to 2017 (50% for the AASN program [12 to 6 students] and 9% for the BSN program [168 to 150 students]).

*Student advisement through pre-req and major course progression remains a priority. Faculty will be encouraged to use the EAB system to send out campaigns for advisement appointments.
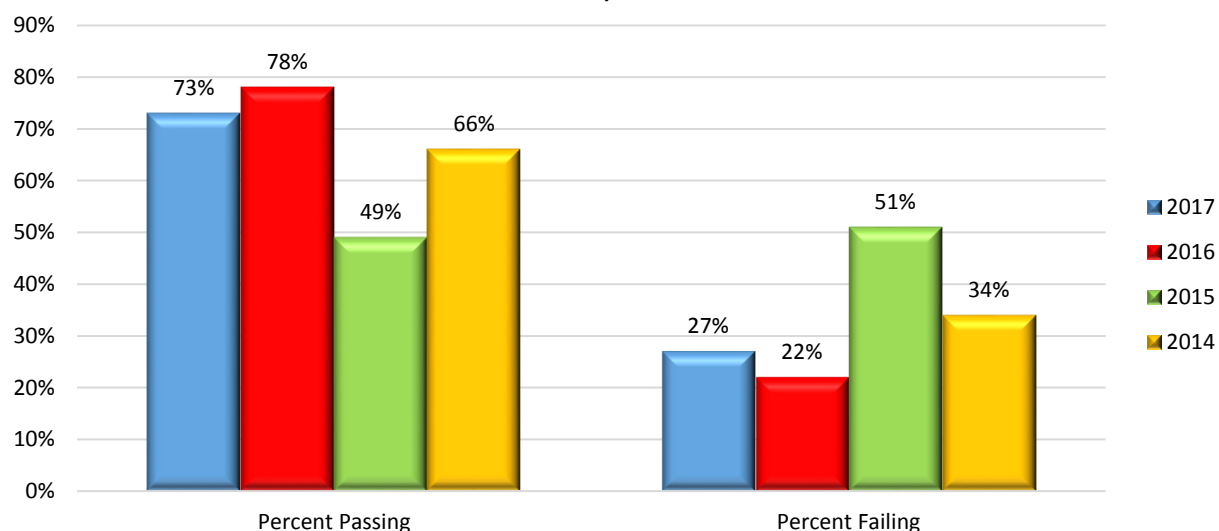

Gateway Course Success Rates (A, B or C)
*The following courses are identified as Gateway Courses for the SON:
MATH 1043 or MATH 1003, BIOL 2233, BIOL 2291, BIOL 2243, BIOL 2301, BIOL 3553, BIOL 3561 and NURS 3393. However, NURS 3393 is the most predictive nursing course for graduation.

		Gateway Courses				
Year	Gateway Course	Total Number of Student	Number Passed (A, B, C)	Percentage Passing	Number not Passing (D, F,W)	Percentage not Passing
2013-2014	NURS 3393	50	33	66%	17	34%
2014-2015	NURS 3393	68	33	49%	35	51%
2015-2016	NURS 3393	49	38	78%	11	22%
2016-2017	NURS 3393	45	33	73%	12	27%
	Total	**212**	**137**	**65%**	**75**	**35%**

Gateway Courses
Total Pass/Fail Rates

First enrolled between Fall 2008 – Spring 2016

*This data indicates that Pathophysiology (NURS 3393) is the most predictive nursing course for graduation. 99.5 percent of students that graduated between 2013-2017 earned a passing grade of A, B or C on the first attempt.

*This data will be used by the SON Admission Committee. The committee will speak with the Pathophysiology Course Professor each spring to discuss grades when reviewing new student applications into the program.

➢ Completion Success: Data on graduation rates (number and percentage) for each major in unit

Year	Number of First Time Full Time Freshman Starting with Nursing degree	Number of First Time Full Time Freshmen Graduating with Nursing Degree
2010-2011	93	7

Year	Number of First Time Full Time Freshman Starting with Nursing degree	Number of First Time Full Time Freshmen Graduating with Nursing Degree
2011-2012	94	3
2012-2013	87	6
2013-2014	70	7

This following table is a more representation of the SON graduation rates since applicants are not admitted into the nursing program until their junior year.

Program	2015 Student Admits/Gradates	2016 Student Admits/Graduates	2017 Student Admits/Graduates	Three-Year Totals Admitted/Graduated
AASN	13/11 (85% graduated)	11/9 (82% graduated)	14/3 (21% graduated)	38/23 (61% graduation rate)
BSN	41/25 (61% graduated)	41/28 (68% graduated)	36/22 (61% graduated)	118/75 (64% graduation rate)

*2017 Associate Degree Program had 31 applicants with 15 admitted (one did not enroll), 6 failed, 5 withdrew, and 3 graduated (21%)

*2017 Baccalaureate Degree Program had 82 applicants with 36 accepted, 7 failed, 9 withdrew, 22 graduated (61%).

*The three-year average completion rate for the AASN program is 61 percent (23/38) and the BSN program is 64 percent (75/118).

*The SON expected program completion is that 60 percent of students admitted will graduate within three years from admission into the nursing sequence.
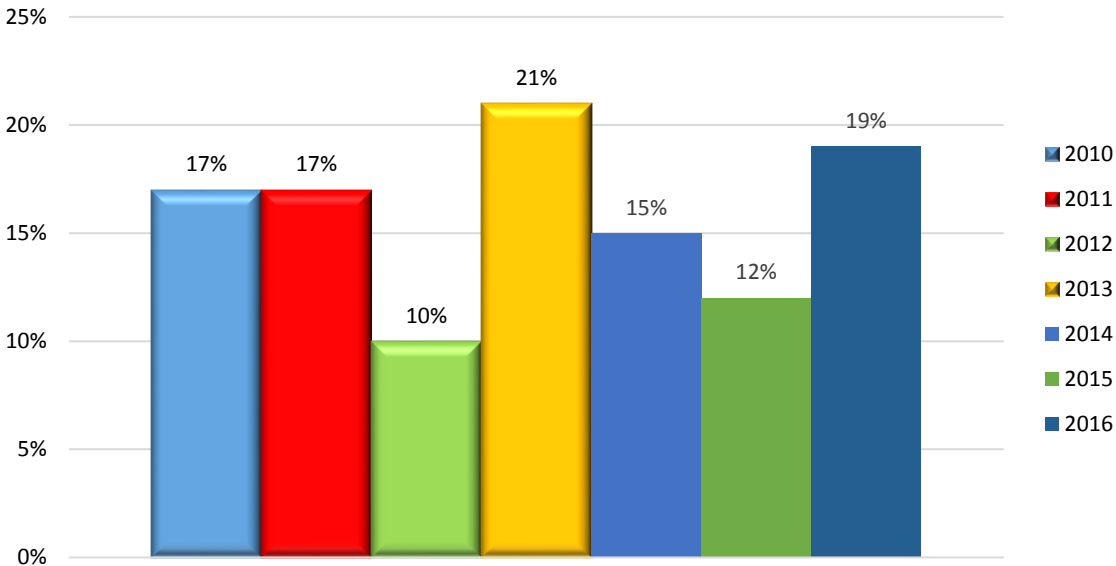
*The data indicates that the SON three-year average completion rate is meeting expected program outcomes. The SON curriculum in both the AASN and BSN programs are rigorous. Faculty understand that occasionally retention may be lower than usual but will continue and evaluate retention strategies.

*The faculty voted in May 2017 to initiate a student success plan including a mandatory test-taking workshop for all students enrolled in major courses. Course faculty will continue to refer at risk students (defined in the Student Handbook) to the Remediation Committee and campus resources (Academic Alert and UBIT) as indicated.

➢ Students changing majors in unit

Year	Number of First Time Full Time Freshman Starting	Number of First Time Full Time Freshmen Changing Majors	Percentage Changing Majors
2010	93	16	17%
2011	94	16	17%
2012	87	9	10%
2013	70	15	21%
2014	82	12	15%
2015	58	7	12%
2016	75	14	19%

Percentage of Major Changes

*At the beginning of the Fall 2016 term, there were 75 registered first time Freshmen that declared nursing as their major. Seventeen students left UAM (23%) and 14 students changed their major (19%) before the Spring 2017 term, leaving 44 students (59% of the original cohort).

*All 44 first time Freshmen who declared nursing as their major returned in the Spring 2017 term.

*This data indicates that UAM retained 59 percent of 2016-2017 first time freshmen who declared nursing as a major.

*The reason for students changing their major from nursing is unknown. As a result of this information, the nursing student advisors will continue to encourage all advisees to make an appointment early in the semester to discuss progression through pre-requisite courses and any concerns/questions students have about nursing.

*SON faculty also feel it is important to be realistic and ethical with students who score low on placement tests. SON faculty advisors currently counsel those students about other routes available that lead to a profession in nursing, such as the LPN program on UAM technical campuses in McGehee and Crossett.

- **Affordability:** An average of the number of students who graduated within the recommended timeframe for the Certificate of Proficiency, Technical Certificate, Associate and Bachelor's degrees over the most recent three years.

  Report in number and percentages for most recent three years and the average.
- ➢ Credits at Completion: Completed on Schedule: (60 associate or 120 credit hours undergraduate)
  *The AASN program requires a total of 64 credit hours.
  *The BSN program requires a total of 120 credit hours. In 2015, 1/25 (4%), 2016, 1/26 (4%), and 2017 1/22 (5) students finished with less than 121 hours.

Completed on Schedule + 10%: (61 - 66 or 121 - 132)

Program	2017	2016	2015	2014	2013
AASN (LPN-RN) **61-66 hours**	3 graduates 0 (0%)	9 graduates 0 (0%)	11 graduates 0 (0%)	9 graduates 0 (0%)	11 graduates 1 (9%)
BSN **121-132 hours**	22 graduates 7 (32%)	26 graduates 5 (19%)	25 graduates 7 (28%)	13 graduates 2 (15%)	13 graduates 2 (15%)

*In the AASN program, 1/43 (2%) graduates completed degree on schedule +10%.

*In the BSN program, 23/99 (23%) graduates completed degree on schedule +10%.

Completed on Schedule + 25%: (67 - 75 or 133 - 150)

Program	2017	2016	2015	2014	2013
AASN (LPN-RN) **67-75 hours**	3 graduates 1 (33%)	9 graduates 3 (33%)	11 graduates 4 (36%)	9 graduates 4 (44%)	11 graduates 1 (9%)
BSN **133-150 hours**	22 graduates 9 (41%)	26 graduates 14 (54%)	25 graduates 8 (32%)	13 graduates 7 (54%)	13 graduates 4 (31%)

*In the AASN program, 13/43 (30%) graduates completed degree on schedule +25%.

*In the BSN program, 42/99 (42%) graduates completed degree on schedule +25%.

Completed with (76 or more; 151 or more) Hours

Program	2017	2016	2015	2014	2013
AASN (LPN-RN) **76 or more hours**	3 graduates 2 (66%)	9 graduates 6 (67%)	11 graduates 7 (64%)	9 graduates 5 (56%)	11 graduates 9 (82%)
BSN **151 or more hours**	22 graduates 6 (27%)	26 graduates 6 (23%)	25 graduates 9 (36%)	13 graduates 4 (31%)	13 graduates 7 (54%)

*In the AASN program, 29/43 (67%) graduates completed degree with $\geq$ 76 hours.

*In the BSN program, 42/99 (42%) graduates completed degree with $\geq$ 151 hours

*The above data indicates that the majority of AASN graduates (67%) are graduating with more than 76 hours. In the BSN program, the majority of students are either graduating with completed on schedule +25% (42%) or more than 150 hours (42%).

*There are several implications from the data. First, it is possible that many students who completed more than required hours could have taken courses leading to a minor, whether declared or removed. Secondly, it is also possible that students could have changed their major to nursing resulting in more credit hours earned. Thirdly, it is possible that some credit hours were transferred from other institutions but were not applicable to the nursing degree.

*SON faculty will be encouraged to review nursing course sequencing with advisees and complete degree audits on all junior and senior nursing students.

➢ Time to Degree: IPEDS definition of First Time/Full Time Degree Seeking
        On Time: (24 or 48 months)

On Time + 25%:   (25 - 30 or 49 - 60 months)
On Time + 50%:   (31 - 36 or 61 72 months)

*In the AASN program, the majority of students (61%) are finishing degrees on time. Thirty percent are finishing the degree in more than 36 months.

*In the BSN program, the majority of students (48%) are finishing degrees on time. Four percent are finishing the degree in more than 72 months.

*The SON has a policy that allows students who do not pass course content to apply for readmission. In addition, the SON implemented a remediation/retention policy with hopes to retain students through course progression better with a goal of completing their degree on time.

- **Graduates**
- ➤ Special honors/recognitions of graduates/alumni
  *none
- ➤ Available data on employability

Year of Completion	Number of Completers	Number Employed	Percentage of Completers Employed
2017	25	25	100
2016	28	28	100
2015	36	31	86
2014	22	20	91
2013	24	21	88
2012	43	41	95

*UAM nursing graduates have job placement opportunities available to them upon graduation

- ➤ Available data on enrollment in graduate programs
  *No 2017 graduates report enrollment in graduate programs. One 2016 BSN graduate (4%) verbally report being enrolled part-time in an online Masters degree program. Two 2015 BSN graduates (8%) verbally report being enrolled part-time in graduate programs.

Enrollment/Program Viability

- ➤ Student semester credit hour (SSCH) by terms/by faculty including adjuncts and part-time

Faulty	Work Load Summer II 2016	SSCH Summer II 2016	Work Load Fall 2016	SSCH Fall 2016	Work Load Spring 2017	SSCH Spring 2017	Work Load Summer I 2017	SSCH Summer I 2017	Faculty Workload Totals	Faculty SSCH Totals
Wells, Belinda			3.00	72.00	11.00	121.00			14.00	193.00
Hyatt, Karen			12.00	48.00	12.00	24.00			24.00	72.00
O'Fallon, Leia			11.00	143.00	11.00	132.00			22.00	275.00
Shaw, Anita	5.00	50.00	12.00	48.00	12.00	24.00			29.00	122.00
Walters, Sharon	3.00	42.00	11.00	154.00	11.00	132.00	7.00	97.00	32.00	425.00
Evans, Laura			1.00	11.00	5.00	108.00			6.00	119.00
Hogue, Heidi			11.00	154.00	3.00	135.00	1.00	12.00	15.00	301.00
Felts, Christine			11.00	121.00	3.00	69.00	3.00	96.00	17.00	286.00

Faulty	Work Load Summer II 2016	SSCH Summer II 2016	Work Load Fall 2016	SSCH Fall 2016	Work Load Spring 2017	SSCH Spring 2017	Work Load Summer I 2017	SSCH Summer I 2017	Faculty Workload Totals	Faculty SSCH Totals
Haley, Brandy			4.00	98.00	13.00	186.00			17.00	284.00
Totals for 2016-2017	8.00	92.00	76.00	849.00	81.00	931.00	11.00	205.00	176.00	2077.00

*The SON admitted 16 AASN students for the 2018 AASN graduating class. Currently, 11 remain enrolled as of July 1, 2017.

*The SON admitted 32 BSN students for the 2019 BSN graduating class. Currently, 29 remain enrolled as of July 1, 2017.

*There are currently 21 BSN seniors enrolled for the 2017 fall term with expected graduation in May 2018

➢ Identify potential program growth areas and plans for implementation

➢ *Faculty believe in the importance of recruiting for program sustainability. The dean, faculty, and staff are available for drop-in student visits, advisement sessions, and SON tours.

➢ *While the faculty are committed to student success, the implementation of more rigorous remediation is needed. Faculty have been working diligently to update and revise remediation policy, which is reflected in the 2017 Faculty and Student Handbooks and all Principles and Concepts Courses.

➢ *The faculty voted and approved the implementation of a new student electronic learning system called Assessment Technologies Institute (ATI). This system offers a wide variety of NCLEX-RN preparation assessments, remediation assessments, critical thinking activities, and helps students establish a generalized nursing knowledge base for successful program completion.

➢ *Remediation and retention referral forms are uploaded on the SON website and tracking of student remediation completion is needed. A plan for improvement was discussed in the May Faculty Association meeting with implementation of the plan to begin in Summer II, 2017 term with AASN students and the Fall 2017 term with BSN students.

➢ Number of majors/minors by discipline and classification individually for past 3 years and as a rolling average
*The number of new freshmen who pre-registered during Scholar's Day and other pre-registration events show that 21% of 2016-2017 freshmen declared nursing as a major (by mid-July of each year), which is up from 2016 (13%).

Undergraduate Declared Majors by Program 2014-2016

Program	Fall 2014	Fall 2015	Fall 2016	3 Year Total	3 Year Average	3 Year Range
AASN	16	12	12	40	13.33	12-16
BSN	288	248	269	805	268.33	248-288
Total Undergraduate Majors	**304**	**260**	**281**	**845**	**281.66**	**12-288**
Graduate Declared Majors by Program 2014-2016						
Program	**Fall 2014**	**Fall 2015**	**Fall 2016**	**3 Year Total**	**3 Year Average**	**3 Year Range**
None for nursing						
Total Graduate Majors						

Total Undergraduate Declared Majors			
Fall 2015	**Fall 2016**	**Total Percentage of Increase from Fall 2015 to Fall 2016**	

Total Undergraduate Declared Majors		
AASN - 12	AASN - 12	0
BSN - 248	BSN - 269	9.2
Total Graduate Declared Majors		
Fall 2015	Fall 2016	Total Percentage of Increase from Fall 2015 to Fall 2016
n/a		

*This data implies that students entering college are still interested in nursing as a profession. Attention is still needed for recruiting students into the profession.

*During the 2016-2017 academic year, the SON mailed 649 letters to prospective students contacted through the Admissions Office at high school career fairs, prospective students who attended Weevil Welcome, and scholarship awardees.

*During spring 2017, Dr. Haley, Sharon Walters, and Christen Felts took BSN Seniors to several area high schools: Monticello, Drew Central, Hamburg, and Crossett, to teach health careers students. Seniors taught basic cardiac, respiratory, infection control, and nutrition classes. Leia O'Fallon and Dr. Wells supervised BSN Juniors as they did group presentations at the UAM Health Fair. The Juniors taught topics covering cancer awareness, nutrition, heart health, and poison control.

*The dean will share the three-year average with faculty upon their return in August, and encourage continued recruitment effort participation.

*Countless numbers of phone calls and emails are answered throughout the year regarding prospective students. The SON secretary will start keeping up with inquiries (email and phone) for data reporting next year (2017-2018).

*In the spring 2017 semester, Dr. Haley and Karen Hyatt were facilitators for a UAM sponsored Science, Technology, Engineering and Math (STEM) program and provided information about nursing to junior high students.

* Dr. Haley has also given several tours and informal presentations to the Medical Applications of Science for Health (MASH) program during the 2016-2017 academic year.

*Heidi Hogue presented "Nursing Careers" and information about UAM SON to Hamburg Junior High students in 2016.

*The SON will continue recruitment efforts through the above mentioned student involvement. Faculty will be encouraged to make appointments with local high school health classes to speak about the nursing career. The SON will continue to work the UAM Office of Admissions on recruitment events.

➢ Explanation of any significant program enrollment changes (growth/decline) from the previous year

*Applications to the SON are accepted annually from January 15 through March 1 of each year. The admissions committee meets after the March 1 deadline to rank applicants per SON and University policy.

*The AASN 2017 class had a low percentage of graduates, which was a decline from 2015 and 2016 graduating classes. Six of the 14 admitted students failed (43%) and five withdrew (36%).

*This data indicates there is no significant program enrollment changes from 2015-2017 in the BSN program.
*There were no RN-BSN applicants in 2016 or 2017. There were two RN-BSN students accepted in 2015.
*If there are sufficient eligible applicants, 16 AASN and approximately 34 students are accepted into the BSN programs (RN-BSN and traditional BSN) respectively. The accepted number of incoming (junior) BSN students relies on retention of Senior BSN students.
*The SON stays in compliance with the Arkansas State Board of Nursing regulations to maintain a clinical faculty-to-student ratio of 1:8.

Plans/strategies for addressing low enrollment programs including barriers that prevent enrollment growth. ADHE Policy: When an academic program is identified as below the viability threshold, the institution may request that ADHE reconsider decisions that identified the program as a low viability program. If the request is based on suspected data submission errors, the institution must provide the source, nature, and extent of the data error.

*This above data indicates that viability standards were met for both programs with a three-year average of 25 graduates/year from the BSN program and 8 graduates/year from the AASN program.

> ➢ List of programs approved as cognates and dates of approval
>   N/A

Revised: January 29, 2018