University of Arkansas at Monticello
Academic Unit Annual Report

Unit: School of Nursing (SON)
Academic Year: 2018-2019

What is the Unit Vision, Mission and Strategic Plan including goals, actions and key performance indicators (KPI)? Please identify new goals from continuing goals.

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.	2017-2018: Spring 2018 begin with a timeline for completion in Fall 2020 2018-2019: Curriculum revisions began in Fall 2018 and is ahead of schedule with a projected completion date of Summer 2020.	Ongoing: 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 SON into a more modern format allowing students to develop a deeper understanding in each area of learning.	KPI#1: Steps to revitalize curriculum are within the timeline established by the SON • 2018-2019: Fall 2018 - work began on revisions with monthly faculty ad hoc meetings. Half work release granted to a faculty member who manages the revisions. Revisions continue and progress is ahead of initial timeline. Updated timeline will be approved

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			Ongoing: Assign a faculty member to manage the process and request work (teaching) release time. Ongoing: Develop and reevaluate revision curriculum timeline with faculty. Ongoing: Review NCLEX-RN pass rates to determine student success after graduation. Ongoing: Review NCLEX-RN pass rates of each cohort twice yearly.	by faculty in August 2019. 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. 2017-2019 Three year average: AASN = 17/20 (85%) BSN = 63/69 (91.3%) 2019 cohort: AASN = 5/6 (83%) BSN = 17/18 (94%) BSN cohort was 19 but one student tested after July 1, 2019.
STUDENT SUCCESS – fulfilling academic and co-curricular needs	2018-2019: Retain and recruit high achieving faculty and staff. 2018-2019: Submit budget request for full-time instructor position for simulation.	Ongoing: Examine SON budget for professional development opportunities and expanding faculty positions. 2018-2019: Summer 2018 begin recruitment of vacant full-time and clinical instructor positions to start in fall 2018 term. As vacant	Ongoing: Provide opportunities for faculty and staff professional development. The SON Dean will inform faculty of opportunities via email and during monthly faculty meetings and also allow faculty to make requests. The dean will budget for professional development	KPI#3: 100% of full-time nursing faculty will attend professional development as long as the budget allows. • 2018-2019: All full-time faculty participated in professional development opportunities. A total of $3670.29 was spent on professional development.

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
		positions arise, this timeline will expand to be ongoing.	expenditures each academic term. Ongoing: The Dean will hire qualified nurse educators for vacant faculty and clinical instructor positions.	KPI#4: 100% of nursing faculty/clinical instructor positions will be filled with qualified faculty. • 2018-2019: The SON received a 12-month half-time position for a simulation coordinator. This position was filled on July 1, 2018. No full-time faculty position were vacant. Two adjunct clinical instructors were hired for the 2018-2019 term. Professional training for the simulation coordinator was provided through the academic year. Adjunct clinical instructors received mentoring from senior faculty on job requirements. • 2018-2019: The SON was awarded the requested full-time simulation instructor. The position begins the 2019-2020 academic term (Aug 2019).
ENROLLMENT and RETENTION GAINS	2017-2018: Examine program admission requirements to ensure	2017-2018: Summer 2018 begin the process of reviewing admission data and	Ongoing: Monitor and review trended data, adjust appropriate strategies, and	KPI#5: 80% of newly admitted AASN students will graduate from the program

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	program acceptance of highly qualified students and graduates. 2018-2019: The following goal was set for the 2019-2020 cohort of students applying to the nursing programs: Generic BSN (pre licensure) = 60 applicants AASN (LPN – RN) = 15 applicants RN – BSN program (post licensure) = 5 applicants The following goal was set for the 2020-2021 cohort of students applying to the nursing programs: Generic BSN (pre licensure) = 60 applicants AASN (LPN – RN) = 16 applicants RN – BSN program (post licensure) = 10 applicants	suggest needed changes if data indicates. Continue to evaluate trended data in 2018-2019. 2018-2019: Fall 2018 begin attending target recruitment events.	compare UAM SON to other Arkansas nursing programs for enrollment and retention on an annual basis. Enrollment and retention data from goaled areas are trended and reviewed during faculty meetings. Ongoing: Continue to use remediation strategies for at risk students Ongoing: Investigate pre-admission testing and national mean averages from the National League of Nursing (NLN), which is the accreditation body of the SON. • New Admission criteria (ACT composite of 19 and a preadmission exam score of the national mean) was approved (1/1/2019) and became effective with the students making application to the SON for the May 2019 session. Ongoing: Begin specific recruitment of students into	within one year from admission into the nursing sequence. • 2018-2019: 6/16 (37.5%) graduated. There were 2 readmits. Both readmits did not graduate. KPI#6: 60% of BSN students admitted will graduate from the BSN program within three years from admission into the nursing sequence. • Class of 2018: 17 graduated from the original 30 admitted in 2016. Two of the 30 students failed and were readmitted. Those two students graduated in 2019. Therefore the three year average = 19/30 (63.3%). • Class of 2019: 18 graduated from the original 32 admitted in 2017. One RN-BSN student graduated within 12 months of admission. Four (Class of 2019) students were readmitted and should graduate in 2020. Three year

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			all three nursing program by target visits to high schools and other technical nursing programs.	outcome rate is pending their 2020 graduation KPI#7: A SON representative will attend at least three high school recruitment events and make a visit at surrounding technical nursing programs for recruitment into the SON programs. • 2018-2019: Star City, Warren, and Rison High Schools were visited by nursing faculty/dean for nursing recruitment. JRMC SON, SouthArk College, and both UAM Colleges of Technology were visited by nursing faculty/dean for recruitment into our Advanced Placement programs. Faculty also attended JRMC nurse recruitment day.

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		
KPI#1: Steps to revitalize curriculum are within the timeline established by the SON	Spring 2018: Timeline developed Summer 2018: Faculty member chair appointed with 50% work release granted for chairing revisions Fall 2018: Revisions began Spring 2019: Progress is ahead of scheduled timeline. Spring 2019: Faculty voted to move the RN-BSN program to an online/hybrid format. AR State Board of Nursing, and accrediting body (NLN CNEA) made aware of plans to move to a distance education program. Curriculum and Standards proposals were submitted for university and further approval. Planned start date for this online/hybrid format is May 2020.	May 2019: Faculty member chair appointment continued with 50% work release. Fall 2019: a revised timeline will be voted on by faculty in August 2019 since progress is ahead of schedule. Summer 2019: Faculty will begin the process of moving RN-BSN coursework online. Summer 2019: Discussion about creating an online MSN program started with Academic Affairs and will be discussed with faculty in August 2019. Employer needs surveys were distributed in July 2019.
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 continues to monitor this data continually reviewing NLCLEX-RN pass rates twice a year. New NCLEX-RN requirements for students were initiated in the 2018-2019 calendar year to include: • National Council State Board of Nursing (NCSBN) eight-week review prior to graduation with a score of 75% • National League for Nursing (NLN) two-day live review mandatory attendance prior to graduation 2017-2019 Three year average: AASN = 17/20 (85%) • 7/7 (2017); 3/5 (2018); 7/8 (2019) BSN = 63/69 (91.3%) • 27/31 (2017); 19/20 (2018); 17/18 (2019)	Three-year NCLEX-RN pass rates have increased in both programs. 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	Assessment of Progress	Implications for Future Planning/Change
	2016-2018 Three year average: AASN = 14/18 (77.7%) • 4/6 (2016); 7/7 (2017); 3/5 (2018) BSN = 67/78 (85.8%) • 21/27 (2016); 27/31 (2017); 19/20 (2018)	
KPI#3: 100% of full-time nursing faculty will attend professional development as long as the budget allows.	All faculty participated in professional development opportunities. A total of $3670.29 was spent on professional development during 2018-2019. There was $2500 in the faculty development fund beginning the 2018-2019 academic year. Extra funds were moved from the SON Maintenance and Operating budget to cover additional expenses.	The dean will continue to inform faculty of faculty development opportunities as the budget allows. Faculty will continue to be supported and encouraged to attend professional development workshops/conferences with a focus on presentation of scholarship. Faculty teaching online courses will be required to complete online teaching professional development by the end of the 2019-2020 academic year. The dean will provide those opportunities.
KPI#4: 100% of nursing faculty/clinical instructor positions will be filled with qualified faculty.	July 2018: The SON received a 12-month half-time position for a simulation coordinator. This position was filled on July 1, 2018. No full-time faculty positions were vacant. Two adjunct clinical instructors were hired for the 2018-2019 term. Professional training for the simulation coordinator was provided through the academic year. Part-time clinical instructors received mentoring from senior faculty on job requirements. One clinical instructor resigned in April 2018 leaving one part-time clinical instructor for the remaining Spring 2019 semester. Students were reassigned to other faculty for equal distribution. June 2019: The SON was awarded the requested full-time simulation instructor. The position begins the 2019-2020 academic term (Aug 2019). The	The Dean will advertise for all open positions that occur in the SON. This includes hiring another part-time clinical instructor (if needed) based on student to faculty ratio clinical numbers. The AR State Board of Nursing limits eight students to one faculty member during hospital clinical rotations. It is anticipated that one full-time Assistant Professor position will be open for the 2019-2020 academic year.

KPI	Assessment of Progress	Implications for Future Planning/Change
	current faculty working as part-time simulation instructor will move into this full-time position.	
KPI#5: 80% of admitted AASN students will graduate from the program within one year from admission into the nursing sequence.	The AASN program is a fast-track program for LPNs. Students are admitted in May and graduate the following May. • 2017-2018: 5/14 (35.7%) graduated. There were zero readmits; 15 were admitted but one student never attended class. • 2018-2019: 6/16 (37.5%) graduated. There were 2 readmits. Both readmits did not graduate. PassPoint NCLEX-RN Test Prep was purchased for all AASN students in July 2018 and required assignments were given to all students for extra study help.	Graduation rates of AASN students increased 1.8% from 2018 to 2019. New admission criteria was implemented with Class of 2020 students (who started in May 2019) with hopes of admitting students who would have a higher success rate in the program. Faculty and Dean will continue to review admission criteria and student progression through the program and offer remediation to identified high-risk students.
KPI#6: 60% of BSN students admitted will graduate from the BSN program within three years (150%) from admission into the nursing sequence.	The BSN program is a two year program. Students are admitted in May and graduate in May the following two years. The RN-BSN program is a fast-track program for RN's. Students are admitted in May and have the option to graduate the following May (12 months), December (18 months), or May (24 months). • Class of 2017: 21 graduated from the original 33 admitted in 2015. Two of the 33 students failed and were readmitted. Those two students graduated in 2018. Therefore the three year average reported for 2017 was 22/33 (69.6%). There were no RN-BSN graduates. • Class of 2018: 17 graduated from the original 30 admitted in 2016. Two of the 30 students failed and were readmitted. Those two students graduated in 2019. Therefore the three year average reported for 2018 was 19/30 (63.3%). There were no RN-BSN graduates.	Graduation rates of BSN students decreased 6.3% in 2018 from 2017. The 2019 three-year average cannot be reported until readmitted students graduate in 2020. Graduating changes in US southern nursing schools reporting 2017 and 2018 graduation rates showed a 4.7% increase in graduation numbers. The SON's lower graduation rate between 2017-2018 supports the need for higher admission standards. New admission criteria was implemented with Class of 2020 students (who started in May 2019) with hopes of admitting students who would have a higher success rate in the program. Faculty and Dean will continue to review admission criteria and student progression through the program and offer remediation to identified high-risk students.

KPI	Assessment of Progress	Implications for Future Planning/Change
	• Class of 2019: 18 graduated from the original 32 admitted in 2017. One RN-BSN student graduated within 12 months of admission. Four (Class of 2019) students were readmitted and should graduate in 2020. Three year outcome rate is pending their 2020 graduation.	
KPI#7: A SON representative will attend at least three high school recruitment events and make a visit at surrounding technical nursing programs for recruitment into the SON programs.	Star City, Warren, and Rison High Schools were visited by nursing faculty/dean for nursing recruitment. JRMC SON, SouthArk College, and both UAM Colleges of Technology were visited by nursing faculty/dean for recruitment into our Advanced Placement programs. Faculty also attended JRMC nurse recruitment day.	Continue to visit surrounding high schools, COT, SouthAR, and JRMC SON for recruitment. The Admission Committee will focus on recruitment of RNs at surrounding healthcare facilities for recruitment into the RN-BSN program. Faculty will make contact with SEARK College in Pine Bluff for recruitment into the Advanced Placement programs.

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: SON Student Learning Outcomes

University Student Learning Outcome	SON Student Learning Outcome/ Curricular Strands	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with SON Vision, Mission, and Strategic Plan
Communication: Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.	Student will demonstrate communication and collaboration with members of the health care team and consumers to provide and improve delivery of health care as evidenced by scores of ≥75% on all process recordings and presentations.	Creating a synergistic culture of safety, collegiality and productivity which engages a diverse community of learners. UAM Strategic Plan: STUDENT SUCCESS—fulfilling academic and co-curricular needs	Promote **leadership**, **teamwork and collaboration**, with dedication to improving health care outcomes through commitment to lifelong learning. In both programs, students are taught concepts of cultural competence, communication and collaboration, and are required to participate in group presentations.
Critical Thinking: Students will demonstrate critical thinking in	Students will demonstrate the ability to critically think using a problem	Fostering a quality, comprehensive, and seamless education for diverse	The overall mission of the SON is to strive for excellence in the

University Student Learning Outcome	SON Student Learning Outcome/ Curricular Strands	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with SON Vision, Mission, and Strategic Plan
evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.	solving process that is goal directed and ethical based on standards of nursing practice as evidenced by average scores of ≥75% written examinations, and passing the NCLEX-RN, the licensing examination, the first time.	student learners to succeed in a global environment. UAM Strategic Plan: STUDENT SUCCESS—fulfilling academic and co-curricular needs UAM Strategic Plan: ENROLLMENT AND RETENTION GAINS – develop systematic structures for first year and at-risk students	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. 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. 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.
Global Learning: Students will demonstrate sensitivity to and understanding of diversity issues	Client-Centered Care Safe and Caring Interventions	Fostering a quality, comprehensive, and seamless education for diverse	Provide excellence in **caring** that addresses health care needs of **diverse**

University Student Learning Outcome	SON Student Learning Outcome/ Curricular Strands	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with SON Vision, Mission, and Strategic Plan
pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.		student 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	individuals, families, local and global communities
Teamwork: Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.	Professional Nursing Behaviors	Promoting innovative *leadership, scholarship and research* which will provide for entrepreneurial endeavors and service learning opportunities.	Promote **leadership**, **teamwork and collaboration**, with dedication to improving health care outcomes through commitment to lifelong learning.

Describe how Student Learning Outcomes (SLOs) 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.

The SON adopted the UAM Grading Rubrics and have plans to incorporate those rubrics starting in the fall 2019. The faculty will determine PEP goals related to the rubrics in the fall 2019 semester and record outcomes at the end of each term. The following courses will incorporate the UAM Grading Rubrics: x = rubric used o = rubric not used

Prefix	Number	Name	Communication	Critical Thinking	Global Learning	Team Work
NURS	1023	First Aid and CPR	o	o	o	x
NURS	1034	LPN-RN Transition	o	o	o	o
NURS	124V	Principles of Nursing Care II	x - oral	o	o	o
NURS	2003	Introduction to Nursing Concepts and Roles	o	o	o	o
NURS	2211	Basic Skills Check Off	o	o	o	o
NURS	225V	Principles of Nursing Care III	x - oral and written	o	o	o
NURS	3011	Supplemental Nursing Skills	o	o	o	o
NURS	3064	Healthy Aging	o	o	o	o
NURS	3073	Role Transition	o	o	o	o
NURS	3103	Nursing Skills	o	o	o	x
NURS	311V	Concepts in Nursing Care I	x- oral and written	o	o	o
NURS	3121	NCLEX-RN Test Prep I	o	o	o	o
NURS	332V	Concepts in Nursing Care II	x - oral and written	o	o	o
NURS	3393	Pathophysiology for Nursing	o	o	o	o
NURS	3404	Health Promotion	o	o	o	o
NURS	4131	NCLEX-RN Test Prep II	o	o	o	o

Prefix	Number	Name	Communication	Critical Thinking	Global Learning	Team Work
NURS	4153	Community Health Nursing	o	o	o	x
NURS	444V	Concepts in Nursing Care III	x - oral and written	o	o	o
NURS	4473	Nursing Research	o	o	o	x
NURS	4504	Leadership and Management in Professional Nursing	x - oral and written	x	x	o
NURS	452V	Concepts in Nursing Care IV	o	o	o	o
NURS	479V	Independent Study in Nursing	o	o	o	o
NURS	1015	Principles of Nursing Care I	x - oral	o	o	o
NURS	1001	Essentials of Nursing	o	o	o	o

Public/Stakeholder/Student Notification of SLOs
List all locations/methods used to meet the HLC requirement to notify the public, students and other stakeholders of the unit SLO an.
(Examples: unit website, course syllabi, unit publications, unit/accreditation reports, etc.)
- SON Website
- SON Course Syllabi
- SON Student and Faculty 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 (Data Source: Institutional Research)

UNDERGRADUATE PROGRAM MAJOR: (data includes pre-nursing students)

AASN					
Classification	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Three-Year Total & Average**	**10-Year Total & Average**
Freshman	0	3	3	6 Total Average of 2	52 Total Average of 5
Sophomore	2	1	2	5 Total Average of 2	50 Total Average of 5
Junior	2	2	8	12 Total Average of 4	67 Total Average of 7
Senior	8	9	13	30 Total Average of 10	107 Total Average of 11
Post Bach	0	2	1	3 Total Average of 1	5 Total Average of 1
Total	12	17	22	51 Total Average of 17	280 total Average of 28

BSN					
Classification	**Fall 2016**	**Fall 2017**	**Fall 2018**	**Three-Year Total & Average**	**10-Year Total & Average**
Freshman	152	113	87	352 Total Average of 117	1540 Total Average of 154
Sophomore	43	46	43	132 Total Average of 44	535 Total Average of 54
Junior	36	28	38	97 Total Average of 32	425 Total Average of 43
Senior	33	38	42	113 Total Average of 38	475 Total Average of 48
Post Bach	5	5	4	14 Total Average of 5	56 Total Average of 6
Total	269	229	214	712 Total Average of 237	3062 Total Average of 306

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

Strengths
- In the AASN program, total majors grew from Fall 2016 (N = 12) to Fall 2018 (N = 22).
- In the AASN program, the three-year total majors grew from Freshman (N = 6) to Senior classification (N = 30).
  - This data suggests that the AASN program majors are growing, specifically in the Senior classification. This could indicate a growth in recruitment of transfer students.

Weaknesses
- In the BSN program, total majors decreased in Fall 2018 (N = 214) from Fall 2016 (N = 269).
- In the BSN program, the three-year total majors decreased from Freshman (N = 352) to Sophomore classification (N = 132).
- Three year AASN total major average (N = 17) is lower than the 10-year average (N = 28).
- Three year BSN total major average (N = 237) is lower than the 10-year average (N = 306).
  - This data suggests that the BSN program majors are decreasing, specifically from the Freshman class to the Sophomore class. This could indicate students deciding nursing is not their desired major. The SON created a new nursing course in the Fall 2018 and offered that course to Freshman. The course is called "Essentials of Nursing" and provides an overview of nursing. In addition, the data could indicate unsuccessful progression through nursing prerequisite coursework. The UAM Degree Pathways will have an impact on the declared nursing majors in the following years.

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. Faculty voted in the spring 2019 term to start an AASN-BSN rolling enrollment program for the 2020 cohort of students. Our goal is to increase enrollment in the RN to BSN program from two students (2018-2019) to five students (2020-2021) and expect 100% to graduate within 24 months since these are post licensure students that do not have to take the NCLEX-RN.
- Start conversations with stakeholders regarding the development of an online BSN to MSN program.

Threats to Effectiveness
- The SON implemented a new admission standard with 2019-2020 cohorts of students for both programs. This was implemented due to higher passing standards on the National Council State Boards of Nursing (NCLEX) RN examination and a desire to increase success of admitted students.
- 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. Focusing on academic advising regarding the new Degree Pathway will be an emphasis with students.

Progression/Retention Data
Table 4: Retention/Progression and Completion Rates by Major (Data Source: Institutional Research)
Name of Major: Nursing

Please note: SON progression/retention data only include applicants once starting the nursing program (junior-senior depending on program). Numbers includes readmits.

Program	2016-2017 Student Admits/Graduates	2017-2018 Student Admits/Graduates	2018-2019 Student Admits/Graduates	Three-Year Percentage of program completion
200% program completion rate for AASN	12 started 3 graduated (25%)	14 started 5 graduated (36%)	17 started 6 graduated (35%)	32%
	2015-2017 Student Admits/Graduates	**2016-2018 Student Admits/Graduates**	**2017-2019 Student Admits/Graduates**	**Three-Year Percentage of program completion**
150% program completion rate for BSN	35 started 23 graduated (70%)	30 started 19 graduated (63%)	32 (generic) started 1 RN to BSN student 19 graduated 4 readmits scheduled to graduate in 2020 and 150% program completion rate will be figured then.	71% (includes 2014-2016 rate of 71% [35 started and 25 graduated; includes 2 RN-BSN students] since 2017-2019 rate is pending)

What do the data indicate in regard to strengths, weaknesses, opportunities for growth and threats to effectiveness?
Strengths
- There was an increase in the number graduates in the May 2019 (N = 6) from the May 2017 (N = 3) graduates in the AASN program.
  - We feel like this is related to our remediation efforts with students.

Weaknesses
- Graduation data from BSN Class of 2016 (N = 25) through BSN Class of 2018 (N = 19) shows a downward trend in 150% program completion for our BSN students.
  - We feel this was related to not having higher admission standards. New admission standards were implemented with the BSN Class of 2020 students admitted.
  - Not all students were able to participate in simulation each semester due to only have a part-time simulation lab faculty.

Opportunities for Growth
- Creatively develop the simulation laboratory as an optimal teaching/learning environment for faculty and students through the new full-time position awarded. This position will begin August 12, 2019. The simulation lab will need expanding to be able to house more students. A request for more classrooms was made to the Chancellor in spring 2019.
- Improve attention to advising incoming student with new admission criteria approved by the faculty and University committees/administration. Examination 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.
- Moving the RN to BSN program online will hopefully attract more students into that program (pending UAM and BOT approval).
- Implementing a Rolling Enrollment opportunity for AASN graduates to easily transition into the RN to BSN online program, effective May 2020 (pending UAM and BOT approval).
- Begin the process for developing a BSN to MSN online program.

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 and equipment to accommodate the influx of students.
- Lack of simulation classrooms.
- Increased competition for students being accepted into the AASN and BSN programs.
- Lack of faculty to teach in the online RN to BSN program or in the MSN online program.

Completion (Graduation/Program Viability)
Table 5: Number of Degrees/Credentials Awarded by Program/Major (Data Source: Institutional Research)
Number of Degrees Awarded:

Undergraduate Program/Major	2016-2017	2017-2018	2018-2019	Three-Year Total	Three-Year Average
AASN	3	5	6	14	5
BSN	22	19	19	60	20

Program Viability Standards:
1. Five graduates per year for AASN program.
2. Twenty graduates per year for BSN program.

Both programs are meeting viability standards but the SON would like to promote progression and retention in both programs. Faculty focused on recruitment on the RN to BSN program for the 2018-2019 academic year. Two RN-BSN students applied and were accepted, starting classes in May 2018. Faculty voted in spring 2019 to seek university and board approval for a rolling enrollment option for AASN graduates to transition easily into the RN to BSN program. In addition, the SON will move major RN to BSN coursework into an online/hybrid format starting May 2020 (pending UAM and BOT approval).

Faculty

Table 6: Faculty Profile, Teaching Load, and Other Assignments (Data Source: Institutional Research)

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
				Teaching Load				
Dr. Brandy Haley	Full-Time Associate Professor	PhD	Dean/Administration Classroom teaching	0	5 contact hours 5 credit hours	4 contact hours 4 credit hours	0	
Christine Felts	Full-Time Associate Professor	MS	Classroom and clinical teaching; clinical coordinator		16.75 contact hours 8.57 credit hours	16 contact hours 6 credit hours	3 credits	SON Committees: Student Nurses Association Advisor; Clinical Coordinator; UAM: Institutional Review Board member
Heidi Hogue	Full-Time Associate Professor	MSN	Classroom and clinical teaching	3 credits	20.44 contact hours 10.64 credit hours	24.14 contact hours 11.94 credit hours	0	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 hours 7.8 credit hours	17 contact hours 7 credit hours	0	SON Committees; UAM Library committee

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
Leia O'Fallon	Full-Time Associate Professor	MNSc	Classroom and clinical teaching	0	18.01 contact hours 9.21 credit hours	15.5 contact hours 7.5 credit hours	0	SON Committees; UAM Committee on Committees; SON
Jamie Palmer	Full-Time Assistant Professor	MSN	Classroom and clinical teaching	0	14.6 contact hours 7.8 credit hours	15 contact hours 7 credit hours	1 credit	SON Committees
Anita Shaw	Full-Time Associate Professor	MSN	Classroom and clinical teaching	5 credits	5.6 contact hours 4.8 credit hours	4 contact hours 4 credit hours	0	SON Committees; UAM Program Review Committee AASN Outcome Assessments Coordinator
Anne Stafford	Part-Time Clinical Instructor	MS	Clinical teaching	0	12 contact hours 4 credit hours	12 contact hours 4 credit hours	0	SON Faculty Association member
Joy Stringfellow	Part-Time Clinical Instructor	BSN	Clinical teaching	0	9 contact hours 3 credit hours	4.95 contact hours 1.65 credit hours	0	SON Faculty Association member
Sharon Walters	Full-Time Associate Professor	MSN	Classroom and clinical teaching	0	15.6 contact hours 7.8 credit hours	9.16 contact hours 8.16 credit hours	7 credits	SON Committees; BSN Outcomes Assessment

Faculty Name	Status/Rank	Highest Degree	Area(s) of Responsibility	Summer II	Fall	Spring	Summer I	Other Assignments
								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 hours 6.8 credit hours	15.5 contact hours 7.5 credit hours	0	SON Committees UAM: Council on Assessment of Student Academic Achievement (CASAA) Committee; Arkansas Child Abuse and Neglect Board member (Governor appointment)
Robin Wood	Part-Time Simulation Instructor	BSN	Simulation clinical lab	0	24 contact hours 8 credit hours	24 contact hours 8 credit hours	0	SON Faculty Association member; Simulation lab coordinator

What significant change, if any, has occurred in faculty during the past academic year?
Robin Wood was hired as part-time simulation lab coordinator and began July 1, 2018. Her position was granted full-time status in June 2019 with an effective date of August 12, 2019. Anne Stafford resigned during the spring 2019 semester as part-time clinical instructor.

Table 7: Total Unit SSCH Production by Academic Year (ten year) (Data Source: Institutional Research)

Academic Year	Total SSCH Production	Percentage Change	Comment
2009-10	2657	-1%	Highest SSCH in 10 years
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%	
2018-19	2353	28%	

What significant change, if any, has occurred in unit SSCH during the past academic year and what might have impacted any change?
2018-2019 data shows a positive 28% change in total SSCH Production between 2018-2019 and 2017-2018. We contribute that to slight increase in the number of students we admitted (six more students) in May 2018 (AASN program = 2 more admits that 2017 and BSN program = 4 more admits than 2017) due to having a part-time simulation lab instructor. Having another faculty member (even though part-time) allows the SON to admit more students as long as we stay within the faculty/student ratio (1:8) mandated by the Arkansas State Board of Nursing.

Unit Agreements, MOUs, MOAs, Partnerships
Table 8: 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	
	Area Agency on Aging of SEARK, Inc.	Clinical partnership	6/1/2010	Annual with automatic renewal	5/24/2019
	Arkansas Childrens'	Clinical partnership	7/1/2016	Annual with automatic renewal	7/1/2019
	Arkansas Department of Health	Clinical partnership	6/1/2010	Annual	6/1/2019
	Ashley County Medical Center	Clinical partnership	7/8/2013	Annual with automatic renewal	5/24/2019
	Belle View Estates Rehabilitation and Care Center	Clinical partnership	8/18/2010	Annual with automatic renewal	5/24/2019
	Bradley County Medical Center	Clinical partnership	6/1/2010	Annual with automatic renewal	5/24/2019
	Center on Aging South Central	Clinical partnership	6/1/2010	Annual with automatic renewal	5/24/2019
	Centers for Youth and Families, Inc.	Clinical partnership	6/1/2010	Annual with automatic renewal	5/24/2019
	Chicot Memorial Medical Center	Clinical partnership	6/1/2010	Annual with automatic renewal	5/24/2019
	Delta Counseling Associates	Clinical partnership	6/1/2010	Annual with automatic renewal	5/24/2019
	Delta Memorial Hospital	Clinical partnership	6/1/2010	Annual with automatic renewal	5/24/2019
	Drew Central School District	Clinical partnership	6/1/2010	Annual with automatic renewal	5/24/2019
	Drew Memorial Healthcare	Clinical partnership	8/21/2017	Annual with automatic renewal	5/24/2019

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
	Gardner Nursing and Rehabilitation	Clinical partnership	5/20/2016	Annual with automatic renewal	5/24/2019
	Hope Place	Clinical partnership	10/7/2014	Annual with automatic renewal	5/24/2019
	Hospice Home Care PLLC	Clinical partnership	6/1/2010	Annual with automatic renewal	5/24/2019
	Jefferson Regional Medical Center	Clinical partnership	12/1/2012	Annual with automatic renewal	12/1/2019
	Mainline Health Clinics	Clinical partnership	8/18/2010	Annual with automatic renewal	5/24/2019
	McGehee Hospital, Inc.	Clinical partnership	6/11/2012	Annual with automatic renewal	5/24/2019
	Medical Center of South Arkansas	Clinical partnership	8/1/2015	Annual with automatic renewal	8/1/2019
	Monticello School District	Clinical partnership	6/1/2010	Annual with automatic renewal	5/24/2019
	Millcreek Behavioral Health	Clinical partnership	6/17/2019	Annual with automatic renewal	6/17/2019
	Ouachita County Medical Center	Clinical partnership	6/1/2010	Annual with automatic renewal	5/24/2019
	South Arkansas Regional Health Center	Clinical partnership	6/1/2010	Annual with automatic renewal	5/24/2019
	South Arkansas Women's Clinic	Clinical partnership	6/1/2010	Annual with automatic renewal	5/24/2019
	Southeast Arkansas Behavioral Healthcare System	Clinical partnership	6/1/2010	Annual with automatic renewal	5/24/2019
	Southeast Arkansas Human Development Center	Clinical partnership	4/11/2017	Annual with automatic renewal	5/24/2019
	University of Arkansas for Medical Sciences KIDS FIRST	Clinical partnership	6/1/2010	Annual with automatic renewal	5/24/2019

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

Faculty Scholarly Activity
- Christine Felts - William Randolph Hearst Foundation Scholar, July 2018 - present
- Karen Hyatt – Appointed to the Arkansas Nursing Student Association Board as a State Consultant, Fall 2018 - present
- Karen Hyatt and Jamie Palmer – Podium presenters at the Arkansas Nursing Student's Association Annual Convention, October 2018
- Karen Hyatt – Certified as an American Heart Association Instructor, July 2018
- Dr. Brandy Haley – AR Nursing Student Association State Consultant, July 2018 – October 2018
- Dr. Brandy Haley – manuscript reviewer for peer reviewed *Nurse Education Today* journal
- Dr. Brandy Haley – manuscript reviewer for peer reviewed *International Journal of Nursing and Health Care Research*
- Dr. Brandy Haley – manuscript reviewer for peer reviewed *Nursing Education Perspectives* journal

Notable Faculty or Faculty/Service Projects
- Heidi Hogue – promotion and tenure to Associate Professor in Nursing, August 2018
- Karen Hyatt – volunteer for the Girls in STEM Leadership conference, March 2019
- Leia O'Fallon – service project "Overseas Mission to Africa", July 2018
- Jamie Palmer – recipient of the Arkansas Center for Nursing "40 Nurse Leaders Under 40) award, April 2019
- Jamie Palmer – court appointed Special Advocate, March 2019
- Anita Shaw – appointment to the AR Department of Health and Human Services Infant Death Review Committee, April 2018
- Anita Shaw – service project "Leading Ladies of Legacy" mentoring program at Warren Schools, January 2019
- Anita Shaw - Advisor- PHI BETA SIGMA Fraternity, August 2018
- Sharon Walters – service to the UAM Faculty and Promotion Tenure Committee (Chair), August 2018
- Dr. Brandy Haley – volunteer for the Southeast AR Regional Science Fair as a judge, September 2018
- Dr. Brandy Haley – appointed to the LPN Advisory Board as Chair at the UAM CTC – McGehee, September 2018
- Dr. Brandy Haley – appointed to the AR Center for Nursing Leadership Task force, October 2018
- Dr. Brandy Haley – appointed to the JRMC School of Nursing Advisory Board, January 2019
- Dr. Brandy Haley – appointed to the Drew Memorial Health System Advisory Board, January 2019
- Dr. Brandy Haley – appointed to the UAMS Advisory Board, August 2018
- Dr. Brandy Haley – mentor to two graduate students (both seeking doctoral degrees) 2018-2019 academic year

Faculty Grant Awards
- Dr. Haley, AR Blue and You, "Developing Nursing Leaders"

Describe any significant changes in the unit, in programs/degrees, during the past academic year.
- New admission criteria was developed and became effective January 1, 2019. See below.

- A part-time simulation lab coordinator was hired in July 2018 and simulation was used with all AASN students and one class of the BSN students.

List program/curricular changes made in the past academic year and briefly describe the reasons for the change.
- New Admission criteria began January 1, 2019 and included a required composite score of 19 and passing a Pre-Admission Exam scoring the national mean for all incoming AASN and BSN students. This was implemented to increase standards of admission to help improve graduation rates.
- A new online "Essential of Nursing", NURS 1001 course was developed (1 credit hour) by Dr. Haley. Data shows that 15% of freshmen are changing their majors from nursing. This course would provide students information regarding nursing practice to help decide if nursing is a field of interest. This course is not a required course for completion of the Associate or Bachelor's degree in nursing curriculum.
- Directed electives were added for completion of nursing pre-requites courses in order for students to earn an Associate of Arts degree.
- Added the option for students to complete the following courses as subs for required pre-reqs: General Chemistry with lab (sub for Intro to Chemistry with lab); Film Appreciation (sub for Art or Music Appreciation), Business Statistics or Statistics for the Social Sciences (sub for Statistical Methods). Allowing the proposed new courses to substitute for other general and supportive education courses allows students more options to help them tailor their degree toward their career goals and reach the 120 hour minimum in an efficient manner.

Describe unit initiatives/action steps taken in the past academic year to enhance teaching/learning and student engagement.
The National Council for State Boards of Nursing (NCSBN) review for NCLEX-RN was required for all AASN and BSN seniors in spring 2019. The National League for Nursing (NLN) nurse educator visited the SON in April 2019 for a live two day review with all graduating students. Both were required of students with intent to provided additional preparation for student success on the NCLEX-RN.

Other Unit Student Success Data

Graduate Employment Table (six month employment after graduation rates)

Graduation Year	AASN	BSN
2019	6/6 (100%) reported having a job at graduation. Data will be reported in December 2019	20/20 (100%) reported having a job at graduation. Data will be reported in December 2019
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
2018-2019	17/18	94.4%	7/8	87.5%
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%

Revised February 8, 2018

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Addendums

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Addendum 1: UAM Vision, Mission, and Strategic Plan

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VISION

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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.

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MISSION

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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.

UAM STUDENT LEARNING OUTCOMES:
- *Communication:* Students will communicate effectively in social, academic, and professional contexts using a variety of means, including written, oral, quantitative, and/or visual modes as appropriate to topic, audience, and discipline.
- *Critical Thinking:* Students will demonstrate critical thinking in evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.
- *Global Learning:* Students will demonstrate sensitivity to and understanding of diversity issues pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.
- *Teamwork:* Students will work collaboratively to reach a common goal and will demonstrate the characteristics of productive citizens.

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.

<u>**Addendum 2: Higher Learning Commission Sample Assessment Questions**</u>

1. How are your stated student learning outcomes appropriate to your mission, programs, degrees, students, and other stakeholders? How explicitly do major institutional statements (mission, vision, goals) address student learning?
- How well do the student learning outcomes of programs and majors align with the institutional mission?
- How well do the student learning outcomes of general education and co-curricular activities align with the institutional mission?
- How well do course-based student learning outcomes align with institutional mission and program outcomes?
- How well integrated are assessment practices in courses, services, and co-curricular activities?
- How are the measures of the achievement of student learning outcomes established? How well are they understood?

2. What evidence do you have that students achieve your stated learning outcomes?
- Who actually measures the achievement of student learning outcomes?
- At what points in the curriculum or co-curricular activities are essential institutional (including general education), major, or program outcomes assessed?
- How is evidence of student learning collected?
- How extensive is the collection of evidence?

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

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

5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?
- What is the quality of the information you have collected telling you about your assessment processes as well as the quality of the evidence?
- How do you know how well your assessment plan is working?

6. In what ways do you inform the public about what students learn—and how well they learn it?
- To what internal stakeholders do you provide information about student learning?

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

Addendum 3: Arkansas Productivity Funding Metrics

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

Effectiveness	Affordability	Adjustment	Efficiency
• Credentials • Progression • Transfer Success • Gateway Course Success	• Time to Degree • Credits at Completion	• Research (4-year only)	• Core Expense Ratio • Faculty to Administrator Salary