University of Arkansas at Monticello
Academic Unit Annual Report

Unit: School of Nursing (SON)

Academic Year: 2019 - 2020

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 Timeline and Plan

Task	2017-2018	2018-2019	2019-2020	2020-2021
STUDENT SUCCESS—fulfilling academic and co-curricular needs				
Develop, deliver, and maintain quality academic programs. • Revitalize AASN and BSN nursing curriculum.	Spring 2018	→		
Retain and recruit high achieving faculty and staff. • Provide opportunities for faculty and staff professional development.	Spring 2018	→		
Enhance and increase scholarly activity for undergraduate faculty/student research opportunities as well as creative endeavors. • Develop short term (fiscal year) budgeting plan based on itemized budget spreadsheet from 2017-2018 for increased funding in faculty/student research opportunities including conference presentations with implementation to begin when funds are allocated.			Spring 2020	→
Immediately begin development of a classroom equipment and technology rotation plan for improved technologies to support instruction and learning with implementation to begin within one year as funds are available.	Spring 2018	→		
ENROLLMENT and RETENTION GAINS				
Coordinate and promote efforts that will highlight alumni, recognize outstanding faculty and staff, and spotlight student success.	Spring 2018	→		
Examine program admission requirements to ensure program acceptance of highly qualified students. • Monitor and review trended data, adjust appropriate strategies, and compare UAM SON to other Arkansas nursing programs for enrollment and retention on an annual basis including college ready cohort (Fall 2018-2021) in the areas of transfers, minority students, average ACT scores, retention rates of junior to senior, and NCLEX-RN pass rates. • Investigate pre-admission testing and national mean averages		Fall 2018	→	
Develop systematic structures for high-risk students. • Increase retention efforts in response to low completion rates.	Spring 2018	→		
INFRASTRUCTURE REVITALIZATION and COLLABORATIONS				
Increase external funding opportunities that will create a philanthropic culture among incoming students, graduates, and community. • Increase efforts to earn research and grant funds by attending and writing grants. • Attend workshops on grant writing opportunities & processes as part of professional development on an annual basis.			Spring 2020	→
Maintain and increase collaboration with inter and intra-disciplinary healthcare facilities. • Participate in articulation agreements to capitalize on academic and economic resources. • Partner with communities to address the socio economic, educational, and health and wellness (safety needs) of all citizens.				Spring 2021 →
Create a growing Alumni base involvement • Encourage Alumni opportunities in preceptorship, guest speakers, Advisory board, etc. where appropriate.				Spring 2021 →
UAM: All Units and programs will develop goals and strategies to align with the UAM Strategic Plan and publish on their unit web pages within one year (Fall 2018) and revise the plan as needed.		Fall 2018	→	

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.	Start Spring 2018 – Ongoing 2019-2020: Curriculum revisions continued during the academic year but where halted due to COVID-19. In addition, a new NCLEX-RN test plan design is being developed. Faculty voted to slow down the new curriculum development to make sure we stay in alignment with the NCLEX-RN test plan. Faculty will continue to work on this with a projected completion date to be determined upon faculty return in August 2020.	1. 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. 2. Develop and reevaluate revision curriculum timeline with faculty. 3. Review NCLEX-RN pass rates to determine student success after graduation. 4. Review NCLEX-RN pass rates of each cohort twice yearly. Ended Spring 2020: Assign a faculty member to manage the process and request work (teaching) release time.	KPI#1: Steps to revitalize curriculum are within the timeline established by the SON 2018-2019: Curriculum revisions began in Fall 2018 and is ahead of schedule with a projected completion date of Summer 2020. 2019-2020: 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 halted due to COVID-19. An updated timeline will be decided in August 2020 upon faculty return. 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. 2018-2020 Three year average: AASN = 15/19 (79%) BSN = 55/62 (89%) 2020 cohort: AASN = 5/6 (83%) four have not tested as of 7/6/2020 BSN = 19/24 (79%)

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	Retain and recruit high achieving faculty and staff. Submit budget request for faculty as needed.	Start Spring 2018 - Ongoing	1. Examine SON budget for professional development opportunities and expanding faculty positions. 2. 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 expenditures each academic term. 3. The Dean will hire qualified nurse educators for vacant faculty and clinical instructor positions.	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. 2019-2020: All faculty participated in professional development opportunities. A total of $3081.51 was spent on faculty professional development. A total of $1440.55 was spent on Dean professional development. 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. The SON was awarded

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				the requested full-time simulation instructor. The position begins the 2019-2020 academic term (Aug 2019). 2019-2020: One full-time faculty retired and the position was filled. One part-time clinical instructor was hired to work with two clinical groups. The new position of full-time Simulation Instructor began in Fall 2019.
ENROLLMENT and RETENTION GAINS	Examine program admission requirements to ensure program acceptance of highly qualified students and graduates. 2019-2020: Target recruiting: The following goal was set for the 2020-2021 cohort of students applying to the nursing programs: • Generic BSN (pre licensure) = 60 applicants Results: Goal not met. Thirty-one applied. One withdrew application. Thirty were accepted. • AASN (LPN – RN) = 16 applicants Results: Goal not met. Seven students applied and all	Start Fall 2018 - Ongoing	1. Target recruitment for program specifics n – set goals for applicants each year. 2. Monitor and review trended data, adjust appropriate strategies, and compare UAM SON to other Arkansas nursing programs for enrollment and retention on an annual basis. Enrollment and retention data from goaled areas are trended and reviewed during faculty meetings. 3. Continue to use remediation strategies for at risk students 4. Investigate pre-admission testing and national mean averages from the National	KPI#5: 80% of newly admitted AASN students will graduate from the program within one year from admission into the nursing sequence. • Class of 2019: 6/16 (37.5%) graduated. There were 2 readmits. Both readmits did not graduate. • Class of 2020: 8/11 (73%). There were no readmits 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. One of the 13 students that did not progress was readmitted. The student graduated in 2019. Therefore the three year average = 18/30 (60%).

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	were accepted.
	
	• RN – BSN program (post licensure) = 10 applicants
	Results: Goal met. Ten applied and all were accepted. However, only three paid their tuition/fees and started the program.
	
	2020-2021: Target recruiting goal for those applying in Spring 2021 –
	• Generic BSN (pre licensure) = 40 applications
	• AASN (LPN-RN) = 16 applicants
	• RN-BSN program (post licensure) = 10 applicants
			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.
			
			5. Begin specific recruitment of students into all three nursing program by target visits to high schools and other technical nursing programs.
				• Class of 2019: 18 graduated from the original 33 admitted in 2017. Three of the 14 students that did not progress were readmitted. Of those three, one graduated. Therefore the three year average = 19/33 (58%).
				• Class of 2020: 23 graduated from the original 37 admitted in 2018. Three of the 16 students that did not progress were readmitted. Three year average is pending those students graduating in 2021.
				
				• RN-BSN (Post licensure) program length varies (12-24 months).
				   ○ Class of 2019 = 1 graduate (12 month track)
				   ○ Class of 2020 = 1 graduate (24 month track)
				
				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.
				
				2018-2020: 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.

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				Faculty also attended JRMC nurse recruitment day. KPI#8: Target recruitment goals will be met for student cohort applications 2019-2020: see second column "School of Nursing Strategic Plan Task")
STUDENT SUCCESS – fulfilling academic and co-curricular needs	Immediately begin development of a classroom equipment and technology rotation plan for improved technologies to support instruction and learning with implementation to begin within one year as funds are available.	Start Spring 2018 - Ongoing	1. Instructional Support: Ensure all faculty use technology during the learning process. 2. Student/Learning Support: Improve student academic achievement through the use of technology. 3. Teaching Resource Committee will update classroom equipment and technology/software teaching resources and share with all faculty and students each year and as revised. 4. Review the budget for opportunities to purchase technology as needed and as funds are available. 5. Ensure all faculty are knowledgeable on how to teach with available technology by offering workshops and in-services.	KPI#9: SON budget supports the need for technology expenses. 2019-2020 academic year, a total of $4852.53 ($5000 starting budget) was used to purchase technology in the SON. • University workshops offered during professional develop week in August and as needed. • Library director meet with students to review library resources. Students are provided orientation to all equipment at the beginning of semesters. • IT support question added to end of course student surveys. • SON purchased NCLEX-RN Passpoint, Saunders Review books, Nursing Skills Videos, Vsim electronic student access codes, NCSBN 8 week review course and a Test Taking Strategies book for all students.

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			Include evaluation question on Faculty survey. 6. Provide opportunities for students to use high quality resources for learning that involve research and problem solving, analyzing, and evaluation of information. 7. Include student end of course evaluation question regarding student IT support	• Sorrells Hall upstairs rooms assigned to the SON for simulation use. KPI #10: 85% of faculty feel supported by the institutional IT department. 2018-2019 Faculty survey showed 100% of faculty feel supported by the IT department. 2019-2020 Faculty survey showed 100% of faculty feel supported by the IT department. KPI#11: 100% of AASN and BSN students will receive orientation, development, and support in the use of instructional technology. 2018-2020: All AASN and BSN students receive classroom orientation to technology used in the classroom/lab by the faculty member before use. Proof of orientation is found in course calendars. Student feedback regarding IT support is included on end of course evaluations. This data is recorded on the SON PEP.
ENROLLMENT and RETENTION GAINS	Coordinate and promote efforts that will highlight alumni, recognize outstanding faculty and staff,	Start Spring 2018 - Ongoing	1. Empower, support, and assist SON faculty/staff/students to achieve personal and	KPI#12: Faculty feedback from faculty survey's done at the end of each semester shows 85% feel empowered, supported, and

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	and spotlight student success.		professional goals and acknowledge appreciation of outstanding work. 2. Create a Points of Pride Faculty Board highlighting outstanding faculty. 3. Create a student success bulletin board highlighting outstanding student achievements. 4. Acknowledge faculty, staff, and student on Nationally Recognized dates (Administrative Day, Nurses Day, Teachers Day, birthdays, etc.). 5. Create a Happy Birthday announcement for faculty/staff to be posted monthly on the SON information board in Sorrells Hall. 6. Add questions to end of program surveys that address SON goals starting with the 2018-2019 cohorts.	appreciated by the university administration. 2017-2018: Dean selected "Faculty of the Month" and posted outstanding bullet points on the Points of Pride. 2018-2019: Dean highlighted faculty and student achievements. Faculty created the board and highlighted student success during the spring semester. Students were also acknowledge on SON social media accounts. SON secretary, nursing faculty, and students were recognized on social media on National Recognized Position dates. All faculty birthdays were celebrated each month during faculty meetings. 2019-2020: KPI met (91%) of faculty reported feeling supported by the dean/staff/peers from the Faculty Survey. Birthday, scholarly accomplishments, and faculty candid photos were shared on the SON social media platforms. In addition, alumni were spotlighted. KPI#13: Student feedback from survey's done at the end of program shows 80% feel acknowledged for outstanding work. 2018-2019: Student feedback reported in Faculty Association meeting.

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				Student representatives present at Curriculum meetings and given opportunity to voice cohort concerns. No written formal complaints from students for the academic year. 2019-2020: Same as 2018-2019 evaluation report. Student feedback is positive, thereby meeting the KPI.
ENROLLMENT and RETENTION GAINS	Develop systematic structures for high-risk students.	Start Spring 2018 - Ongoing	Increase retention efforts in response to low completion rates. 1. Initiate a student success plan that includes a remediation plan for high-risk students. 2. 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.	KPI#14: A remediation plan will be developed and implemented in the SON. 2018-2019: Fall 2018, a mandatory test-taking workshop for all students enrolled in major courses is offered each fall taught by SON faculty. The remediation plan will be reviewed during curriculum meetings and updated as needed. 1. A remediation committee made up of SON faculty will continue to work one-on-one with at risk students. 2019-2020: Fall 2019 – A remediation coordinator was named and the remediation policy was updated.
STUDENT SUCCESS—fulfilling academic and co-curricular needs	Enhance and increase scholarly activity for undergraduate faculty/student research opportunities as well as creative endeavors.	Start Spring 2020 - ongoing	1. Develop short term (fiscal year) budgeting plan based on itemized budget spreadsheet from the upcoming academic year for increased funding in faculty/student research	KPI#15: Dean will serve as example and support faculty for research and scholarly activities. 2019-2020: The following scholarly activity was done in the SON: • Dean was published in nursing

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			opportunities including conference presentations with implementation to begin when funds are allocated. 2. Explore new ways to teach and engage students outside of normal research/evidence based practice.	magazine in Fall 2019. • Dean worked with junior faculty on manuscript which was accepted for publication in Spring 2020. • Two faculty members were published during the academic year. KPI#16: Faculty teaching Leadership and Management course will implement scholarly activity for graduating BSN seniors. 2019-2020: The dean worked with Leadership and Management course BSN seniors for a publication assignment. Six groups of students submitted a scholarly prepared article for publication (pending response as of 7/6/2020)
INFRASTRUCTURE REVITALIZATION and COLLABORATIONS	Increase external funding opportunities that will create a philanthropic culture among incoming students, graduates, and community.	Start Spring 2020 - Ongoing	1. Increase efforts to earn research and grant funds by attending and writing grants. 2. Attend workshops on grant writing opportunities & processes as part of professional development on an annual basis.	KPI #17: The SON will apply for grants each year based on availability. 2019-2020: Spring 2020, The SON was awarded a $150,000 Blue and you Foundation grant. Several faculty read articles on grant writing but none attended professional workshops/webinars on grant writing.
	Maintain and increase collaboration with inter and intra-disciplinary healthcare facilities.	Start Spring 2021 - Ongoing	1. Develop new articulation agreements to capitalize on academic and economic resources.	

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			2. Partner with communities to address the socio economic, educational, and health and wellness (safety needs) of all citizens.	
	Create a growing Alumni base involvement	Start Spring 2021 - Ongoing	Encourage Alumni opportunities in preceptorship, guest speakers, Advisory board, etc. where appropriate.	
All Units and programs will develop goals and strategies to align with the UAM Strategic Plan and publish on their unit web pages within one year	Develop a Strategic Plan	Start Fall 2018 - Ongoing	Develop goals that align with UAM and the NLN Commission for Nursing Education Accreditation (CNEA) body. 1. Discuss this Strategic Plan in each Faculty Association Meeting. 2. Evaluate Strategic Plan at the end of each semester or as needed. 3. Post to School of Nursing webpage.	18-2019: Strategic Plan developed with Faculty in Spring 2018. Faculty Association Agenda template was updated by Dean to include discussion at each monthly meeting. The strategic plan is evaluated monthly instead of at the end of each semester. The strategic plan will be updated to the SON webpage at the end of each academic year. 18-Ongoing: Strategic Plan reviewed an updated at each Faculty Association meeting during the academic year.

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

Table 1: Assessment of Key Performance Indicators

KPI	Assessment of Progress	Implications for Future Planning/Change
KPI#1: Steps to revitalize curriculum are within the timeline established by the SON	Spring 2020: COVID-19 impaired progress of all curriculum revisions/development (AASN, BSN, and MSN). Faculty voted to re-evaluate AASN and BSN curriculum design due to NCLEX-RN test plan changes. Work release for curriculum revision chair ended. Faculty will rework timeline in August 2020. The RN-BSN online program was denied.	Spring 2020: COVID-19 impaired progression of AASN and BSN curriculum revision. Faculty will re-convene in Fall 2020 semester for revised timeline. MSN curriculum development also halted due to COVID-19 and will resume in Fall 2020.

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.
 	
(This KPI is a part of our accrediting body standards)
	2018-2020 Three year average:
	AASN = 15/19 (79%)
	   o 3/5 (2018); 7/8 (2019); 5/6 (2020)
	BSN = 56/63 (89%)
	   o 19/20 (2018); 17/18 (2019); 20/25 (2020)
	
	May 2020 graduate cohort:
	AASN = 5/6 (83%) four have not tested as of 6/30/2020, which is the deadline for fiscal year passing rate calculation. All four graduates have August test dates (Louisiana residents)
	BSN = 19/24 (79%) [one May 2019 graduate took the NCLEX-RN exam after June 30, which counted in the 2020 cohort passing rates]
	
	2017-2019 Three year average:
	AASN = 17/20 (85%)
	   o 7/7 (2017); 3/5 (2018); 7/8 (2019)
	BSN = 63/69 (91.3%)
	   o 27/31 (2017); 19/20 (2018); 17/18 (2019)
		Three-year NCLEX-RN pass rates decreased in both programs.
		   o 2017-2019 was AASN – 85% & BSN – 91%
		   o 2018-2020 is AASN – 79% & BSN – 89%
		
		Continue with test review after each exam providing NCLEX-RN category rationales.
		
		Continue to update grading methodologies as indicated to ensure alignment with the NCLEX-RN Test plan.
		
		Continue to align exams with the NCLEX-RN Test Plan by using exam blueprints that are discussed at level meetings each month.

KPI#5: 80% of admitted AASN students will graduate from the program within one year from admission into the nursing sequence. (This KPI is a part of our accrediting body standards)	The AASN program is a fast-track program for LPNs. Students are admitted in May and graduate the following May. • Class of 2020: 8/11 (73%) original cohort. There were two readmits that graduated who were in the 2019 cohort. Both readmits graduated.	Graduation rates of AASN students increased 35.5% from May 2019 to May 2020, however, our KPI is still not 80%. Faculty and Dean will continue to review admission criteria and student progression through the program and offer remediation to identified high-risk students. 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.

KPI	Assessment of Progress	Implications for Future Planning/Change

KPI#6: 60% of BSN students admitted will graduate from the BSN program within three years (150%) from admission into the nursing sequence.
 	
(This KPI is a part of our accrediting body standards)
	The BSN program is a two year program. Students are admitted in May and graduate in two years later in May.
	
	• Class of 2018: 17 graduated from the original 30 admitted in 2016. One of the 13 students that did not progress was readmitted. The student graduated in 2019. Therefore the three year average = 18/30 (60%).
	• Class of 2019: 18 graduated from the original 33 admitted in 2017. Three of the 14 students that did not progress were readmitted. Of those three, one graduated. Therefore the three year average = 19/33 (58%).
	• Class of 2020: 23 graduated from the original 37 admitted in 2018. Three of the 16 students that did not progress were readmitted. Three year average is pending those students graduating in 2021.
	
	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), August (15 months), December (18 months), or May (24 months).
	• RN-BSN (Post licensure) program length varies (12-24 months).
	  o Class of 2019 = 1 graduate (12 month track)
	  o Class of 2020 = 1 graduate (24 month track)
		Graduation rates of BSN students decreased 2% in 2019 from 2018. The 2020 three-year average cannot be reported until readmitted students graduate in 2021.
		
		Our graduation numbers are higher than the national reported average from the American Association of Colleges in Nursing 2018-2019 reported data (showing 37% for both 2017-2018 and 2018-2019 academic years. 2019-2020 data is not reported yet.
		
		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 #8: Target recruitment goals will be met for student cohort applications	2019-2020: Target recruiting - The following goal was set for the 2020-2021 cohort of students applying to the nursing programs:
	• Generic BSN (pre licensure) = 60 applicants
	  Results: Goal not met. Thirty-one applied. One withdrew application. Thirty were accepted.
	• AASN (LPN – RN) = 16 applicants
	  Results: Goal not met. Seven students applied and all were accepted.
	• RN – BSN program (post licensure) = 10 applicants
	  Results: Goal met. Ten applied and all were accepted. However, only three paid their tuition/fees and started the program.
		2020-2021: Target recruiting goal for those applying in Spring 2021 –
		• Generic BSN (pre licensure) = 40 applications
		• AASN (LPN-RN) = 16 applicants
		• RN-BSN program (post licensure) = 10 applicants
		
		Continue to target recruit for the profession.

KPI #17: The SON will apply for grants each year based on availability.	Spring 2020-Ongoing: 2019-2020: Spring 2020, The SON was awarded a $150,000 Blue and you Foundation grant. Several faculty read articles on grant writing but none attended professional workshops/webinars on grant writing.	Continue to increase efforts to earn research and grant funds by attending and writing grants. Encourage faculty to attend workshops/webinars on grant writing opportunities & processes as part of professional development on an annual basis.

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

University Student Learning Outcome	Unit Student Learning Outcome	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit 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 evaluating all forms of persuasion and/or ideas, in formulating innovative strategies, and in solving problems.	Students will demonstrate the ability to critically think using a problem solving process that is goal directed and ethical based on standards of nursing practice as evidenced by average scores of ≥75% written examinations, and passing the NCLEX-RN, the licensing examination, the first time.	Fostering a quality, comprehensive, and seamless education for diverse 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	The overall mission of the SON is to strive for excellence in the preparation of technical (AASN) and professional (BSN) nurse generalist. 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

University Student Learning Outcome	Unit Student Learning Outcome	Alignment with UAM/University Vision, Mission and Strategic Plan	Alignment with Unit Vision, Mission, and Strategic Plan
			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 pertaining to race, ethnicity, and gender and will be capable of anticipating how their actions affect campus, local, and global communities.	Client-Centered Care Safe and Caring Interventions	Fostering a quality, comprehensive, and seamless education for diverse 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	Provide excellence in caring that addresses health care needs of diverse 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 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 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 National League of Nursing (NLN) Commission on Nursing Education Accreditation (CNEA) Standards. Evaluation of findings are trended by program options, location, and date of completion, and are sufficient to inform program decision making for maintenance and improvement of the SLOs and program outcomes. The curriculum is regularly reviewed for academic consistency and currency of SLOs. Faculty meet monthly within the SON to address curricular issues. A monthly review of the PEP is used to ensure that all parts of the curriculum will be evaluated. In order to review the curriculum for each program, data are collected from SLOs, classroom evaluations, clinical evaluations, senior surveys, alumni surveys, employer surveys and licensure pass rates. The data are reviewed each semester by the SON Curriculum Committee for strengths and weaknesses and changes are made to the curriculum based on current best practice standards in education and professional nursing.

Public/Stakeholder/Student Notification of SLOs

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

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

Enrollment

Table 3: Number of Undergraduate and Graduate Program Majors (Data Source: Institutional Research)

UNDERGRADUATE PROGRAM MAJOR: AASN

Classification	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	16	8	2	5	2	0	0	3	3	3	9 3	42 4.2
Sophomore	11	7	8	6	3	2	2	1	2	3	6 2	45 4.5
Junior	7	13	5	7	3	2	2	2	8	6	16 5.3	55 5.5
Senior	7	14	12	7	8	8	8	9	13	6	28 9.3	92 9.2
Post Bach	0	0	0	0	0	0	0	2	1	1	4 1.3	4 .4
Total	41	42	27	25	16	12	12	17	22	19	63 21	233 23.3

UNDERGRADUATE PROGRAM MAJOR: BSN

Classification	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	3-Year Total & Average	10-Year Total & Average
Freshman	166	170	165	150	130	116	152	113	87	53	253 84.3	1302 130.2
Sophomore	42	47	38	46	63	47	43	46	43	27	116 38.6	442 44.2
Junior	43	35	34	31	44	42	36	28	38	38	104 34.6	369 36.9
Senior	59	52	30	31	40	33	33	38	42	35	115 38.3	393 39.3
Post Bach	2	3	5	6	11	6	5	5	4	6	15 5	53 5.3
Total	312	307	272	264	288	244	269	229	214	159	602 200.6	2558 255.8

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

Strengths

- In the AASN program, the three-year total majors grew from Freshman (N = 9) to Senior (N = 28). This suggests that AASN program majors are growing, specifically in the Senior classification. This could indicate a growth in recruitment of transfer students.
- In the BSN program, the three-year total majors grew from Junior (N = 104) to Senior classification (N = 115). This data suggests that the BSN program majors are growing, specifically in the Senior classification. This could indicate a growth in recruitment of transfer students or students that are changing majors to nursing.
- In the AASN program, the three-year average (N= 21) of majors is very comparable to the 10 year average (N = 23.3). This data suggests that the AASN program is maintaining majors. This could indicate a growth in technical nursing program graduates with interest in continuing their nursing education.

Weaknesses

- In the AASN program, total majors decreased from Fall 2018 (N = 22) to Fall 2019 (N = 19).
- In the BSN program, total majors decreased from Fall 2018 (N = 214) to Fall 2019 (N = 159).
- In the BSN program, there continues to be a steady decrease in the number of Freshman to Sophomores over the past ten years.
- In the BSN program, there continues to be a steady decrease in the total number of declared majors from Fall 2016.
- Three year BSN total major average (N = 200.6 is lower than the 10-year average (N = 255.8). 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. In addition, the data could indicate unsuccessful progression through nursing prerequisite coursework. We also believe the UAM Degree Pathway has an impact on the declared nursing majors.

Opportunities for Growth

- Create positive relationships and partnerships with area high schools to improve student awareness of nursing degrees offered.
- Create positive relationships with surrounding hospitals to encourage employed RN without a BSN to return for completion of the BSN degree.
- Perform recruitment of AASN graduates into the RN to BSN program. Our goal is to increase enrollment in the RN to BSN program from one student (2019-2020) 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.
- Continue investigating 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 Degree Pathway, we expected the AASN and BSN number of majors to decrease. Focusing on academic advising regarding the new Degree Pathway continues to be an emphasis with students.

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

NOTE: SON progression/retention data only include applicants once starting the nursing program (junior-senior depending on program). Numbers includes readmits. The AASN program is a 12 month program, thus the reason for a 100% and 200% program completion rate. The BSN program is five semesters after acceptance (Junior year), thus the 100% and 150% program completion rate. The RN-BSN program allows students to go at a pace of three semesters or eight semesters. Therefore, RN-BSN students are counted in the 100% rate if completing within three-eight semesters. This is how we are required to report our program completion rates to the Arkansas State Board of Nursing and our accrediting body.

Program	2017-2018 Student Admits/Graduates	2018-2019 Student Admits/Graduates	2019-2020 Student Admits/Graduates	Three-Year Percentage of program completion
100% program completion rate for AASN	5/14 (36%)	6/16 (38%)	8/11 (73%)	19/41 (46%)
200% program completion rate for AASN	0/2 (0% original 2017 cohort)	2/5 (40% original 2018 cohort)	0/0 No readmits requested from 2019 original cohort for the 2020 class	2/7 (29%)
	2016-2018 Student Admits/Graduates	**2017-2019 Student Admits/Graduates**	**2018-2020 Student Admits/Graduates**	**Three-Year Percentage of program completion**
100% program completion rate for BSN	17/30 (57%)	18/33 (55%)	23/37 (62%)	59/100 (59%)
150% program completion rate for BSN	1/1 (100%) 18/30 (60%)	1/3 (33%) 19/33 (58%)	X/3 Pending Should have graduated in 2020 - three students readmitted X/37 (X%)	2015-2018 4/6* (66%) *2015-2017 150% completion time = 2/2 (100%)

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

Strengths

• Our retention rate for the AASN program increased from 38% to 73% in one year. Our retention rate for the BSN program increased from 55% to 62% in one year. We contribute these increases to the higher admission standards implemented with the 2019-2020 cohort of students.

Weaknesses

• Our 150% program completion rate in the BSN program decreased from 100% to 33%. This is contributed to one readmit changing majors and one readmit being dismissed for failing a random drug screen.

Opportunities for Growth

- 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.
- Student advisement through pre-requisite and major course progression remains a priority. Faculty will continue to be encouraged to use email to send out requests for advisement appointments.
- Begin the process for developing a BSN to MSN online program.

Threats to Effectiveness

- Increased competition for students being accepted into the AASN and BSN programs.
- Lack of faculty to teach in the online MSN program (once developed).

Gateway Course Success (Applies only to units teaching Gateway Courses: Arts/Humanities, Math/Sciences, Social Behavioral)
(Data Source: Institutional Research)

   Table 5: Gateway Course Success* -N/A to SON

Completion (Graduation/Program Viability)

Table 6: Number of Degrees/Credentials Awarded by Program/Major (Data Source: Institutional Research)

Number of Degrees Awarded

Undergraduate Program/Major	2017-2018	2018-2019	2019-2020	Three-Year Total	Three-Year Average
AASN	5	7	10	22	7.3
BSN	20	20	25	65	21.6

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

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

Both programs are meeting viability standards. The SON received a substantial endowed nursing scholarship (Steelman) and plans to use that for recruitment and retention. Faculty are also doing targeted recruitment now at surrounding schools and technical programs. In addition, faculty will continue working on an online BSN to MSN program.

Faculty

Table 7: 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
Dr. Brandy Haley	Full-Time Associate Professor	PhD	Dean	0	1 contact hours 1 credit hours	4 contact hours 4 credit hours	0	
Christine Felts	Full-Time Associate Professor	MS	Advising, Classroom and clinical teaching; clinical coordinator		12.5 contact hours 6.2 credit hours	19 contact hours 8 credit hours	3 credits	SON Committees: Student Nurses Association Advisor; Clinical Coordinator; UAM: Institutional Review Board
Heidi Hogue	Full-Time Associate Professor	MSN	Advising, Classroom and clinical teaching, AASN outcomes coordinator	3 credits	17.8 contact hours 8.8 credit hours	18.6 contact hours 9.6 credit hours	0	SON Committees; UAM Curriculum & Standards Committee; Sigma Theta Tau faculty counselor
Karen Hyatt	Full-Time Assistant Professor	MSN	Advising, Classroom and clinical teaching	0	17 contact hours 8.5 credit hours	18 contact hours 8 credit hours	0	SON Committees; UAM Library committee
Leia O'Fallon	Full-Time Associate Professor	MNSc	Advising, Classroom and clinical teaching	0	11.5 contact hours 6.2 credit hours	15.5 contact hours 7.5 credit hours	0	SON Committees; UAM Committee on Committees
Jamie Palmer	Full-Time Assistant Professor	MSN	Advising, Classroom and clinical teaching	0	13 contact hours 7 credit hours	15.5 contact hours 7.5 credit hours	1 credit	SON Committees, UAM Academic Appeals, UAM Title IX investigator
Morgan Scott	Part-Time Clinical Instructor	BSN	Clinical teaching	0	20 contact hours 7.2 credit hours	27 contact hours 9 credit hours	0	SON Committees
Anita Shaw	Full-Time Associate Professor	MSN	Advising, Classroom and clinical teaching	5 credits	8 contact hours 4 credit hours	4 contact hours 4 credit hours	0	SON Committees; UAM Program Review Committee; UAM Animal Care and Use Research Committee ½ faculty workload (administrative assignment)
Joy Stringfellow	Full-Time Assistant Professor	BSN	Advising, Classroom and clinical teaching	0	15.7 contact hours 7.95 credit hours	17.2 contact hours 7.4 credit hours	0	SON Committees
Sharon Walters	Full-Time Associate Professor	MSN	Advising, Classroom and clinical teaching, and BSN outcomes coordinator	0	14 contact hours 7 credit hours	7 contact hours 6 credit hours	7 credits	SON Committees; UAM General Education Committee; Health Professions Review Committee UAM-COT-C
Robin Wood	Part-Time Simulation Instructor	BSN	Advising and Simulation clinical lab	0	13 contact hours 5.1 credit hours	16 contact hours 5.3 credit hours	0	SON Committees; Simulation lab coordinator

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

Dr. Belinda Wells, Associate Professor, retired July 1, 2019. Joy Stringfellow, Assistant Professor was hired for the vacancy and began employment August 2019. Robin Wood, Instructor, began full-time status as Simulation Instructor in August 2019. Morgan Scott, Clinical Instructor, was hired as part-time (Non-Student Extra Help – hourly paid up to 30 hours/week) and began in August 2019.

Table 8: Total Unit SSCH Production by Academic Year (ten year) (Data Source: Institutional Research)

Academic Year	Total SSCH Production	Percentage Change	Comment
2010-11	2597	-2%	Highest SSCH in 10 years
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%	
2019-20	2353	0%	Remains at 28% increase from 2017-2018.

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

2019-2020 data shows no change in total SSCH Production from 2018-2019. We had 51 students accepted across both programs both years. Threats to effectiveness could be from increased competition for students not enrolling in UAM and declaring nursing as a major. We also did not have strict admission criteria in place for acceptance into the School of Nursing AASN and BSN programs in 2018-2019. The 2019-2020 applicants are the first cohorts to come in under the higher admission standards (ACT of 19, passing score on pre-admission exam).

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

Unit	Partner/Type	Purpose	Date	Length of Agreement	Date Renewed
School of Nursing	Arkansas State Board of Nursing/Agreement	Nursing education mobility agreement for continuing nursing education	10/9/2014	No end date	No end date
	Area Agency on Aging of SEARK, Inc.	Clinical/Practicum	6/1/2010	Annual with automatic renewal	6/1/2020
	Arkansas Childrens'	Clinical/Practicum	7/1/2016	Annual with automatic renewal	5/1/2020
	Arkansas Department of Health	Clinical/Practicum	6/1/2010	Annual	6/1/2020
	Arkansas Hospice	Clinical/Practicum	2/2/2016	Annual with automatic renewal	2/2/2020
	Ashley County Medical Center	Clinical/Practicum	7/8/2013	Annual with automatic renewal	7/18/2020
	Belle View Estates Rehabilitation and Care Center	Clinical/Practicum	8/18/2010	Annual with automatic renewal	8/18/2020
	Bradley County Medical Center	Clinical/Practicum	6/1/2010	Annual with automatic renewal	6/1/2020
	Center on Aging South Central	Clinical/Practicum	6/1/2010	Annual with automatic renewal	6/1/2020
	Centers for Youth and Families, Inc.	Clinical/Practicum	6/1/2010	Annual with automatic renewal	6/1/2020
	Chicot Memorial Medical Center	Clinical/Practicum	6/1/2010	Annual with automatic renewal	6/1/2020
	Delta Counseling Associates	Clinical/Practicum	6/1/2010	Annual with automatic renewal	6/1/2020
	Delta Memorial Hospital	Clinical/Practicum	6/1/2010	Annual with automatic renewal	6/1/2020
	Drew Central School District	Clinical/Practicum	6/1/2010	Annual with automatic renewal	6/1/2020
	Drew Memorial Healthcare	Clinical/Practicum	8/21/2017	Annual with automatic renewal	8/21/2020
	Gardner Nursing and Rehabilitation	Clinical/Practicum	5/20/2016	Annual with automatic renewal	5/20/2020
	Hope Place	Clinical/Practicum	10/7/2014	Annual with automatic renewal	10/7/2020
	Hospice Home Care PLLC	Clinical/Practicum	6/1/2010	Annual with automatic renewal	6/1/2020
	Jefferson Regional Medical Center	Clinical/Practicum	12/1/2012	Annual with automatic renewal	12/1/2020
	Mainline Health Clinics	Clinical/Practicum	8/18/2010	Annual with automatic renewal	8/18/2020
	McGehee Hospital, Inc.	Clinical/Practicum	6/11/2012	Annual with automatic renewal	6/11/2020
	Medical Center of South Arkansas	Clinical/Practicum	8/1/2015	Annual with automatic renewal	8/1/2020
	Monticello School District	Clinical/Practicum	6/1/2010	Annual with automatic renewal	6/1/2020
	Millcreek Behavioral Health	Clinical/Practicum	6/17/2019	Annual with automatic renewal	6/17/2020
	South Arkansas Regional Health Center	Clinical/Practicum	6/1/2010	Annual with automatic renewal	6/1/2020
	South Arkansas Women's Clinic	Clinical/Practicum	6/1/2010	Annual with automatic renewal	6/1/2020

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

Faculty Scholarly Activity
- Jamie Palmer - Appointed to the Arkansas Nursing Student Association Board as a State Consultant, Fall 2019
- Dr. Brandy Haley – Elected to the AR Nursing Foundation Board (Secretary) – Fall 2019
- 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
- Dr. Brandy Haley – published article in nursing magazine – Fall 2019
- Karen Hyatt – published article in nursing magazine – Spring 2019
- Joy Stringfellow – enrolled in Masters program –Fall 2019
- Robin Wood – enrolled in Masters program – Fall 2019
- Morgan Scott – enrolled in Masters program – Fall 2019
- Dr. Christine Felts – graduated from Doctoral program – Fall 2019

Notable Faculty or Faculty/Service Projects
- Karen Hyatt – volunteer for the Girls in STEM Leadership conference, Spring 2020
- Leia O'Fallon – service project "Overseas Mission to Africa", Summer II 2019
- Anita Shaw - Advisor- PHI BETA SIGMA Fraternity, 2019-2020 academic year
- Dr. Brandy Haley – mentor to graduate students (seeking doctoral degrees) 2019-2020 academic year

Faculty Grant Awards
- Sharon Walters and Karen Hyatt – awarded a Blue and You Foundation grant for the SON ($150,000)

Describe any significant changes in the unit, in programs/degrees, during the past academic year.
- One faculty member retired (Associate Professor) in July 2019 and one new Assistant Professor was hired August 2019.
- Our part-time simulation lab coordinator went full-time nine month contract in July 2019.
- A new part-time clinical instructor was hired August 2019 (non-student extra help paid hourly).
- The SON was given Room 208, which was turned that into a smart classroom, which is used as our simulation classroom.
- The SON was given the former Human Resources office, which was turned into simulation/lab areas for students.

List program/curricular changes made in the past academic year and briefly describe the reasons for the change.
- Added course subs (Research Methods I, Intro to Statistics, Probability and Statistics) to allow substitution for other general and supportive education courses giving students more options to help them tailor their degree toward their career goals and reach the 120 hour minimum in an efficient manner.
- The SON removed the paragraph from the catalog that stated UAM students would receive first consideration for admission. We felt like the paragraph may discourage transfer students from applying.
- The SON changed admission policy on RN to BSN students allowing those students to be lacking up to nine hours of pre-req coursework. We felt like this would help with recruitment since all pre-req coursework would not have to be completed prior to starting the program.
- The SON added the option for AASN graduates to participate in a rolling enrollment into the RN to BSN program without having to reapply to the program.
- The SON added a statement that all currently enrolled LPNs and RNs in the AASN and BSN program must maintain an unencumbered AR licenses while enrolled in the program and not just upon admission.

 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 2020. The National League for Nursing (NLN) NCLEX Review course had to be moved to a webinar setting due to COVID-19 versus the normal face to face two day live review.

Other Unit Student Success Data

AASN and BSN Job Placement within 12-Months 2013-2020

Graduation Year	AASN	BSN
2020	10/10 (100%)	25/25(100%)
2019	6/6 (100%)	20/20 (100%)
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%)

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
2019-2020	20/25	80%	5/6	83%
2018-2019	17/18	94%	7/8	87.5%
2017-2018	19/20	95%	3/5	60%
2016-2017	27/31	87%	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%

Addendums

Addendum 1: UAM Vision, Mission, and Strategic Plan

VISION

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

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

MISSION

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

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

CORE VALUES:

- *Ethic of Care*: We care for those in our UAM community from a holistic perspective by supporting them in times of need and engaging them in ways that inspire and mentor.
- *Professionalism*: We promote personal integrity, a culture of servant leadership responsive to individuals' needs as well as responsible stewardship of resources.
- *Collaboration*: We foster a collegial culture that encourages open communication, cooperation, leadership, and teamwork, as well as shared responsibility.
- *Evidence-based Decision Making*: We improve practices and foster innovation through assessment, research, and evaluation for continuous improvement.

- *Diversity*: We embrace difference by cultivating inclusiveness and respect of both people and points of view and by promoting not only tolerance and acceptance, but also support and advocacy.

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.

STRATEGIC PLAN

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

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

⬜ Encourage and support engagement in academics, student life, and athletics for well-rounded experience.
o Develop an emerging student leadership program under direction of Chancellor's Office.
o Enhance and increase real world engagement opportunities in coordination with ACT Work Ready Community initiatives.
o Prepare a Student Affairs Master Plan that will create an active and vibrant student culture and include the Colleges of Technology at both Crossett and McGehee.

⬜ Retain and recruit high achieving faculty and staff.
o Invest in quality technology and library resources and services.
o Provide opportunities for faculty and staff professional development.
o Invest in quality classroom and research space.
o Develop a model Leadership Program (using such programs as American Council on Education, ACE and/or Association of American Schools, Colleges, and Universities, AASCU) under the direction of the Chancellor's Office to grow our own higher education leaders for successive leadership planning.
o Create an Institute for Teaching and Learning Effectiveness.

⬜ Expand accessibility to academic programs.
o Engage in institutional partnerships, satellite programs, alternative course delivery, and online partnerships with eVersity.
o Create a summer academic enrichment plan to ensure growth and sustainability.
o Develop a model program for college readiness.
o Revitalize general education.
o Coordinate with community leaders in southeast Arkansas to provide student internships, service learning, and multi-cultural opportunities.

2. ENROLLMENT and RETENTION GAINS

⬜ Engage in concurrent enrollment partnerships with public schools, especially in the areas of math transition courses.

⊓ Provide assistance and appropriate outreach initiatives with students (working adults, international, transfers, and diversity) for successful transition.

⊓ Coordinate and promote marketing efforts that will highlight alumni, recognize outstanding faculty and staff, and spotlight student success.

⊓ Develop systematic structures for first year and at-risk students.

⊓ Identify and enhance pipeline for recruiting

3. INFRASTRUCTURE REVITALIZATION and COLLABORATIONS

⊓ Improve Institutional Effectiveness and Resources through participation in a strategic budget process aligned with unit plans and goals for resource allocations.

⊓ Conduct and prepare Economic Impact Studies to support UAM efforts and align program and partnerships accordingly.

⊓ Prepare and update University Master Plan.

⊓ Partner with system and state legislators to maximize funding.

⊓ Increase external funding opportunities that will create a philanthropic culture among incoming students, graduates, and community.

o Increased efforts to earn research and grant funds.

o Creation of philanthropic culture among incoming students, graduates and community.

⊓⊓Collaborating with Athletics Fundraising to maximize synergies.

⊓⊓Create a Growing our Alumni Base Campaign.

o Encourage entrepreneurial opportunities where appropriate.

o Participation in articulation agreements to capitalize on academic and economic resources.

o Partner with communities to address the socio economic, educational, and health and wellness (safety needs) of all citizens.

Addendum 2: Higher Learning Commission Sample Assessment Questions

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

- How well do the student learning outcomes of programs and majors align with the institutional mission?

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

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

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

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

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

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

Addendum 3: Arkansas Productivity Funding Metrics

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

Effectiveness	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