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University of New England
School of Nursing
Annual Report to Communities of Interest - 2024

The Accreditation Commission for Education in Nursing (ACEN), formerly the National League for Nursing Accreditation Commission (NLNAC), requests we share the “Assessment Results” pertaining to the program outcomes with our graduates, employers and community. UNE’s School of Nursing uses the following standards of ACEN as a driver for programming and basis for program evaluation.

2023 Standards:

Standard 1: Administrative Capacity and Resources

The mission and/or philosophy of the nursing program reflects the governing organization’s mission, goals, and/or values. The governing organization and nursing program have administrative capacity and resources that support effective delivery of the program and facilitate the achievement of the end-of-program student learning outcomes and program outcomes for each nursing program type, and additionally for graduate programs the role-specific nursing competencies.

Standard 2: Faculty

Faculty are educationally and experientially qualified for their assigned roles and responsibilities, maintain expertlowa5ai- (ul)-2 0acilyrraf T (:):TJ0 5 (t)-2(85.69 2 (f)3 uMCID 1,01-22 (y)hIruI9s)-1 (so34d22 (e)-

The faculty create and implement a written SPE for each nursing program type to determine the extent of the achievement of each end-of-program student learning outcome and program outcome, and additionally for graduate programs the role-specific nursing competencies, to inform program decision-making to maintain or improve student and program performance.

Measuring these standards requires a team effort in process improvement and refinement from the faculty and the institution. These standards are directly aligned to our End of Program Student Learning Outcomes and Role-Specific Student Learning Outcomes (Maine Nurse Core Competencies for Education and Practice, 2011).

End of Program Student Learning Outcomes (EPSLO)	Role Specific Student Learning Outcomes Maine Nurse Core Competencies in Education and Practice
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1. Demonstrate the clinical judgment necessary for provision of safe, evidence-

Recruitment Data

Number Who Graduated from the Program

Year	2020-2021	2021-2022	2022-2023	2023-2024 preliminary
Total Grads	130	116	121	126
BSN Traditional	68	55	64	70
BSN Accelerated	30 (May) + 32 (Aug)	32 (May) + 29 (Aug)	57	50 + 6 MH
RN to BSN	1	0	0	0

Licensure Pass Rates:

NCLEX-RN Results

Program/ Type	2020	2021	2022	2023 -
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Employment Data Class of 2023

23-24
15
0
49
3**
20*
0
41
4

Organizational Chart

Interim Program Director

The organizational chart is mostly obscured by a large black redaction box. Only the top portion is visible, showing a box for the 'Interim Program Director'. Above this box, there are faint lines and shapes, including a blue rounded rectangle and a green line, which likely represent the reporting structure of the organization.

four-hour, 180 item, proctored test designed to help students assess their likelihood of passing the NCLEX while detailing areas for further remediation.

92% of students taking the Comp Predictor exam scored above the national mean (71%) with an 80% or higher likelihood of passing the NCLEX on first attempts.

Innovation in Programming

Undergraduate

We have contemporized our Accelerated Bachelor's of Science in Nursing (ABS~~N~~) program. The inaugural cohort will begin in May of 2024. This will be a 12-month program to include Summer, Fall and Spring semesters.

Traditional Bachelor's of Science in Nursing (BSN) will have a revised common core curriculum beginning in Fall of 2025.

Experiential placements remain strong, and we are appreciative of our HCO and community partners for continued support and opportunities. We strive to develop new partnership opportunities which will benefit patients/clients, students and our communities of interest.

Continue with collaborative partnerships with healthcare organizations to promote programming and provide opportunities for current employees who wish to continue education and pursue a nursing career. Reexamine articulation agreements with two-year degree institutions for seamless transition into final two years of nursing curricular completion.

The PMHNP grant (see below under Graduate Level) will allow additional programming, increasing awareness in undergraduate level in mental health nursing.

Interprofessional education (IPE) will expand with the transition of the College of Medicine (COM) program to the Portland campus in 2025. This will result in all graduate health professions at UNE, along with undergraduate nursing and dental hygiene, on the Portland campus.

The School of Nursing continues to develop interprofessional simulations, working with standardized patients for Mental Health, and IPE work with Physical Therapy, Occupational Therapy, and College of Medicine which increases the amount of learning, sharing and real-world application practices necessary for patient safety and a team approach.

Graduate Level News

2022 began the new DNP Program for Nurse Anesthesia – 36-month full time program. This change was due to the Council on Accreditation standards and the final MSNA class was admitted in Summer of 2021.

New programming: Master's program for Psychiatric Mental Health Nurse Practitioner (PMHNP). **UNE has received a two-million-dollar grant** from the Glickman Lauder Foundation to promote the State of Maine's mental healthcare workforce. Inaugural class to begin in the Fall of 2025. [https://www.une.edu/news/2023/une-receives-2-million-glickman-lauder-foundabegin ilauTc -10 \(a\)\(be733 0 Tbe\)ase.004 Tc733 0 TdET2-2 \(c\)tss](https://www.une.edu/news/2023/une-receives-2-million-glickman-lauder-foundabegin%20ilauTc%20-10%20(a)(be733%20Tbe)ase.004%20Tc733%20TdTET2-2%20(c)tss)

Many of our nursing students remain engaged in either club sports, intramural activities or varsity sports. UNE's 2022-2023 Athletics report showed 21 varsity Nursing Student Athletes. The average cumulative GPA of student athletes was 3.26 (spring 2023). The School of Nursing works very closely with the Athletics Department to assure every effort is made to accommodate varsity games and course/clinical schedules, allowing flexibility to maintain their passion for participation.

Students are highly encouraged to engage in travel abroad programs, i.e., Morocco, which is feasible during the first semester of their sophomore year. They may study abroad, returning in the spring semester, to resume regular on-campus classes without a delay in coursework. This has been very well received by nursing students with approx. **28% of the 2nd year (sophomore)**
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Faculty/Program News and Accomplishments

Fall 2023 Highlights

Simpson, Nancy (Faculty) - Involved in role delineation study to update exam for Gerontological Nursing certification as content expert.

Awards or Honors

UNE Receives \$2 million dollar gift from **Glickman Lauder Foundation** to support creation of psychiatric mental health nurse practitioner program (see media).

32 students from UNE’s School of Nursing were inducted in the Sigma Theta Tau International Honor Society of Nursing at a ceremony on 4/23/24 in Freeport.

Faculty

Campbell, Polly (Director of SANE Program/Faculty) - NewTT1	1	e9De
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<https://www.newscentermaine.com/video/news/violent-patient-training-costa-430pm-vosot/97-53fe78d4-3e0c-40b7-bb0f-55cb12990a11>

Becker's Healthcare – interview regarding MOAB (Management of Aggressive Behavior)
<https://www.beckershospitalreview.com/nursing/a-nurses-gut-feeling-could-stop-hospital-violence->

In summary

Our outstanding faculty continue to provide best practice pedagogy in nursing education for our students. We are extremely proud of the pass rates our program has consistently achieved despite the challenging environment of current higher education. The School of Nursing faculty remains committed to the students, collectively and individually. We recognize the changing trends in student demographics, diversity, and expectations as consumers. The School of Nursing, along with the University of New England, is invested in the long-term success of our students and the impact programming has on the workforce's needs. Faculty maintain a prominent level in teaching, scholarship activities, faculty development, and service within the university. We will continue to monitor the trends in Higher Education and the evolving landscape of nursing education. We are preparing for our next accreditation visit in 2026 and will look to our communities of interest to assist in the program's efforts. We want to thank everyone for their continued support and encourage open dialogue with the program to maintain quality and improvements didactically and experientially. Our pledge to our partners is to put forth well-educated, critically thinking, itip