



UNIVERSITY OF
NEW ENGLAND

Westbrook College of Health Professions

SCHOOL OF NURSING

ADVISORY BOARD

Report to Communities of Interest

May 7, 2024

**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 expertise, and are regularly evaluated to support 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. Full- and part-time faculty include those individuals teaching and/or evaluating students in didactic, clinical, and/or laboratory settings.

Standard 3: Students

Student policies and services support 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 4: Curriculum

The curriculum supports the achievement of the end-of-program student learning outcomes for each nursing program type, and additionally for graduate programs, the role-specific nursing competencies; and is consistent with safe practice in contemporary healthcare environments.

Standard 5: Outcomes

Nursing program assessment demonstrates the extent of student learning at or near the end of the program as well as program outcome achievement using a systematic plan for evaluation (SPE).

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
<ol style="list-style-type: none"> 1. Demonstrate the clinical judgment necessary for provision of safe, evidence-based nursing care that improves health outcomes for individuals, families, and communities. (Clinical Judgment/Evidence-based Practice) 2. Demonstrate use of information management and client care technology that supports the provision of safe, quality nursing care. (Informatics) 3. Demonstrate leadership principles that support effective health care delivery. (Leadership). 4. Demonstrate effective interprofessional communication and collaboration that contributes to safe, quality, team-based care. (Interprofessionalism) 5. Model professional values (ethical, moral, and legal tenets), including care of self, that are inherent in the practice of nursing. (Professionalism/Self Care) 	<ol style="list-style-type: none"> 1. Professionalism 2. Leadership 3. Patient Centered Care 4. Evidence Based Practice 5. Teamwork and Collaboration 6. Communication 7. Systems Based Practice 8. Informatics and Technology 9. Safety 10. Quality Improvement 11. Geriatrics

Recruitment, Admission, Enrollment and Graduation Data

Total Student Numbers

Traditional

Year	20-21	21-22	22-23	23-24	24-25 (*anticipated)
Freshman (or accepted*)	55	65	75	65	50*
Sophomore	74	60	62	63	65
Junior	63	71	62	56	63
Senior	68	61	70	54	56
Total	260	257	269	238	234

*Based on 5/2/2024 data

ABSN Cohorts

Winter/January entry	#	Summer/May entry	#	Fall/August Entry*	#
January 2020	30	May 2020	32		
January 2021	33	May 2021	32		
January 2022	28	May 2022	29	August 2022	7
January 2023	18	May 2023	12	August 2023	3
		May 2024	14	August 2024	<i>1 as of 5/2/24</i>

*MaineHealth/UNE partnership

Total (Both Programs)	20-21	21-22	22-23	23-24	24-25**
	322	322	326	260	271

**Projected number

Recruitment Data

Year	2020-2021			2021-2022			2022-2023				2023-2024		
Cohort	BSN	ABS-N-J	ABS-N-M	BSN	ABS-N-J	ABS-N-M	BSN	ABS-N-J	ABS-N-M	MH/ABS-N	BSN	ABS-N	MH/A BSN
Applications	705	117	87	634	99	96	584	41	81	7	535	39	3
Acceptances	427	80	70	484	82	51	470	40	72	7	428	36	3
Seats filled	55	34	33	68	28	32	78	18	29	7	61	13	3

Number Who Graduated from the Program

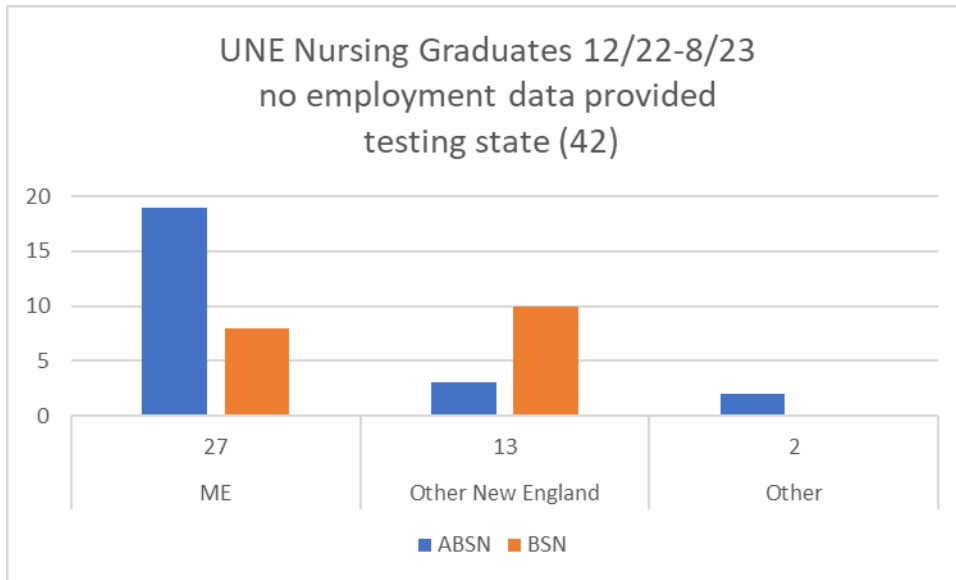
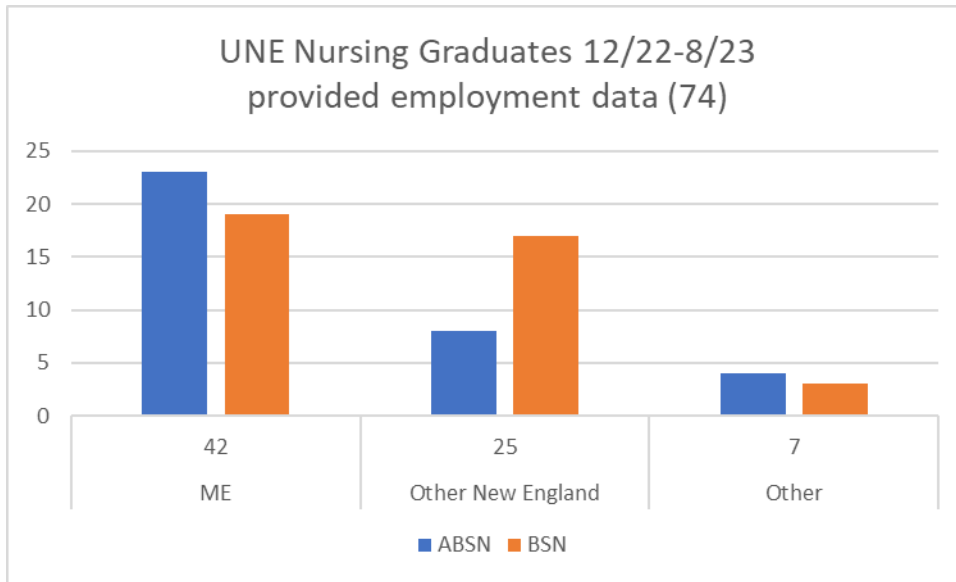
Year	2020-2021	2021-2022	2022-2023	2023-2024 preliminary
Total Grads	130	116	121	126
BSN Traditional	68	55	64	70
BSN Accelerated	30 (May) + 32 (Aug)	32 (May) + 29 (Aug)	57	50 + 6 MH
RN to BSN	1	0	0	0

Licensure Pass Rates:

NCLEX-RN Results

Program/Type	2020	2021	2022	2023
National - All	86.57%	82.48%	79.90%	88.63%
Maine - All	89.07%	88.07%	83.54%	91.46%
UNE	92.45%	95.16%	94.12%	98.29%

Employment Data Class of 2023



Faculty and Staff

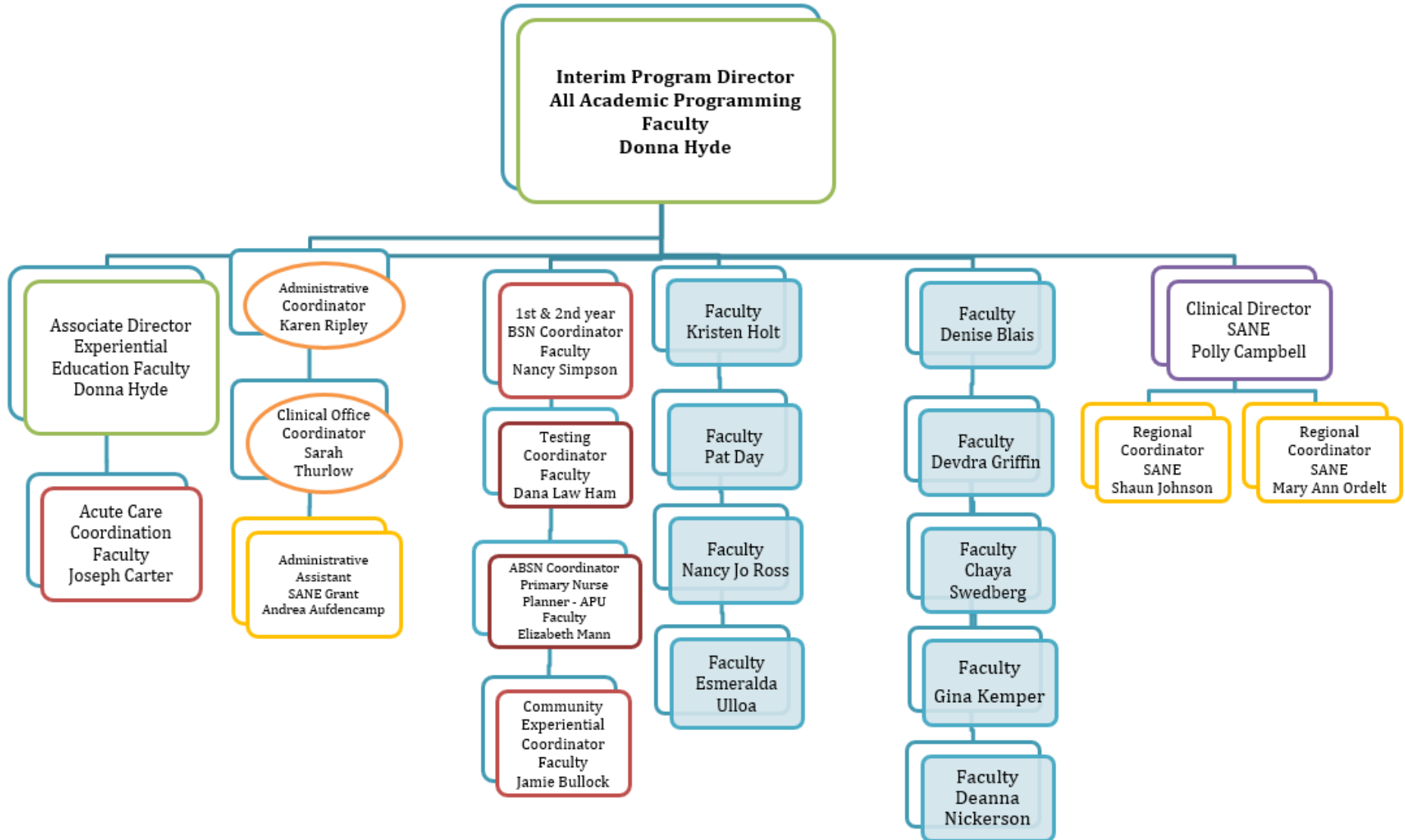
Year	20-21	21-22	22-23	23-24
Full-time	16	16	16	15
Part-time	0	0	0	0
Adjunct	58	52*	51*	49
Credentials				
Doctorate	5	5	5**	3**
MSN	16	16	16	20*
Other MS/MA/MPH	4	4	2	0
BSN	16	16	16	41
Certified Nurse Educator	5	5	5	4
Certified Healthcare Simulation Educator	0	1	0	0
Staff				
Administrative Coordinator	1	1	1	1
Clinical Office Coordinator	1	1	1	1
Grant	5	5	5	4

***Three FT faculty currently enrolled in doctoral programs**

**** 1 faculty with Doctoral outside of Nursing**

(Adjunct faculty – 8 MSN, 41 BSN included in numbers)

Organizational Chart



The University of New England School of Nursing Horizon of Nursing Education

The University of New England's School of Nursing continues to make innovative strides in nursing education. We are keenly aware of the challenges facing Higher Education. Enrollment in baccalaureate education was **down 1.6%** for 2022-2023 (first time in more than 20 years) **up 0.3% in 2023-2024** according to AACN 2023. The job growth for BSN RN positions is 6% (AACN, 2023). We are committed to strategies for increased student enrollment and increased student success with timely completion of the undergraduate program.

Data review from the 2023 graduating class (based on a 61% response rate) identifies approximately 57% of graduates remained in Maine to practice, 33% in other New England states, and 10% outside of New England. We are thrilled to have most of our graduates remain within Maine, which positively impacts the nursing workforce. Students have identified working in various placements including general med/surg, specialties, and community/primary care settings.

Data reviewed from non-responders shows approx. 64% tested in Maine which may suggest a higher likelihood of working in Maine or New England.

This May, we anticipate approximately 126 BSN graduates (up approx. 5% from last year with 121). Our 2024 graduating class will include students most significantly impacted by the COVID-19 pandemic. Many of these students did not experience their high school graduations. Our traditional students entered our program in the fall of 2020. Much of the learning remained virtual and through intentional design using hybrid/online teaching modalities, creative programming and ingenuity, students persevered in their educational trajectory. Many of our accelerated students came from various backgrounds, often within healthcare, and were front and center during the rigorous demands of the pandemic. We will graduate our inaugural class of MaineHealth students this spring!

Next Generation NCLEX (NGN)

Faculty have prepared students for the NGN style testing for several years. Spring of 2023 was the implementation of the new NCLEX Exam, which used the NCSBN Clinical Judgment Measurement Model (CJMM). Faculty continue to use standardized testing and resources (currently ATI), webinars, conferences and faculty development to continue with the new format and integrate appropriate NGN-styled questions in faculty-developed exams.

Seniors are enrolled in a culminating course, Transition to Practice, which administers a standardized Comprehensive Predictor Exam through ATI. The Comprehensive Predictor is a

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 (ABSN) 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.

Our School has worked with nurse leadership at MaineHealth to develop a Student Guidelines Clinical policy which examined the role of the student nurse and clinical instructor. An updated document outlines the skills and interventions approved to be implemented throughout our curriculum. This provided increased clarity and expectations between students, staff, instructors, the School and MaineHealth. Our hope is to work with other HCO's to develop site-specific updates on student nurse roles along with other nursing programs. It is our belief this will improve student satisfaction along with patient safety and staff/instructor partnerships.

Undergraduates are given Part I of MOAB (Management of Aggressive Behavior) training to help develop safety awareness in experiential settings. This is delivered in the junior semester.

Integration of contemporary concepts through the Sexual Assault Nurse Examiner programming will continue within the curriculum, beginning with our first-year students. **A Dept. Of Justice grant** provides training for the Wabanaki tribes of Maine related to sexual assault prevention and care. UNE has partnered with Wabanaki Public Health and Wellness and Wabanaki Women's Coalition.

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-foundation-support-mental-health-care-and-ease>

Student Life

It can be a challenge to integrate extracurricular activities into the nursing program due to the rigor and prescriptive nature of programming. We have had a robust Student Nurse Association for the 23-24 academic year. The club received Club of the Year on the Portland Campus. The SNA also had 6 students present scholarly posters at the annual National Student Nurse Association conference in Florida. Our club president, Ashleigh Marshall, received the Student Leader Award. The School of Nursing promotes involvement in Service Learning activities, some within the curriculum while other opportunities are value added and based on student preferences.

Community engagement has been robust through the Community and Public Health Nursing course with the leadership of Professor Jamie Bullock, Community Placement Coordinator. Professor Bullock continues to work towards development of a travel opportunity for a health care clinic in Cuba.

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) students traveling to Morocco in the Fall of 2023.**

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) - was recently awarded the esteemed Kim Day Service Award from the International Association of Forensic Nurses (IAFN).

Bullock, Jamie (Faculty, DNP student) - Sandra Montague Scholarship Recipient-Johns Hopkins School of Nursing

Invited Presentations

Carter, Joseph (Faculty/Clinical Coordinator/Lunder-Dineen Liaison)

Invited to present **Poster Presentation:** *Preceptor Education as a Solution to Workforce Issues: A Collaborative Model*. 48th Annual AAMN (American Association of Male Nurses) Conference, New Orleans, October 2023. Sponsored by the Lunder-Dineen Health Education Alliance of Maine

Carter, J., Nozdrovicky, M. (2023). Start with the Learner: The Role of the Preceptor for Nursing Students, New Graduate Nurses and Experience Nurses. Lunder-Dineen Health Education Alliance of Maine. **Workshop Presentation**, Maine Nursing Preceptor Education Program, October 26.

Media Appearances

UNE Receives \$2 million dollar gift from Glickman Lauder Foundation for PMHNP program. <https://www.wmtw.com/article/une-aims-to-ease-mental-health-care-workforce-shortage-with-new-program/45229854>

UNE Aims to UNE offers training to students to on how to handle aggressive patients.

<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-before-it-happens.html>

Spring 2024 Highlights

On April 26, 2024, the WCHP DEI (Diversity, Equity, and Inclusion) Committee in conjunction with the ANE-SANE Team hosted an event entitled Health Equity, Social Justice and Sexual Assault. National Speaker Maija Anderson headlines and discusses the experience of healthcare following sexual assault for historically marginalized communities including Black, Latine, Latine, and people who experience disability.

In April 2024, Jamie Eve Bullock traveled to Havana, Cuba to evaluate the ability to host an interdisciplinary travel course focused on medical care and the public health system in Cuba. Professor Bullock met with a Cuban-based physician from the group MEDICC (Medical Education Cooperative with Cuba) to discuss travel programming and then evaluated program sites, board accommodations, and the academic and tourist visa processes. Professor Bullock is now working to build the travel course with Emily Dragon, the Assistant Vice President for Global Programming.

(5) Faculty members virtually attended a two-day conference of the program's accrediting body, ACEN, for the 2023 Update Self-Study Forum, Las Vegas, NV, April 2-3.

Awards or Honors

Prof. Gina Kemper received the Excellence in Faculty Mentoring and Advising Awards for WCHP at UNE's spring awards ceremony 4.23.24.

Assoc. Prof. Jamie Bullock – Graduating John Hopkins University School of Nursing with Doctor of Nursing Practice (DNP) May 2024.

7 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.

Invited Presentations

Assoc. Clinical Professor, Joseph Carter

Sepples, S., Carter, J., Davis, C., Nock, S. (2024) "Investing in tomorrow's nursing workforce: A preceptor education collaborative. 31st Annual Conference for Nurse Educators. *Fusing Lessons*

of the Past with Current Innovations to Prepare Nurses for The Future. Poster Presentation, North Falmouth, MA, May 29-31.

Assoc. Clinical Prof. Donna Hyde

Presented ePoster at NurseTRUST leadership conference in Austin, TX March 2024 on Promoting Clinical Skills in Acute Care Setting: The Student Nurse Role

ANE/Sexual Assault Nurse Examiner (SANE) Grant

Five Forensic Nursing Courses for practicing nurses; all hybrid (live/in person and virtual)

- 3 Adult/Adolescent
- 2 Pediatric

Continued **integration of interpersonal violence topics into the UNE nursing curriculum** including:

- Overview of the FN specialty
- Commercial sex and labor trafficking
- Elder/Incapacitated abuse
- Child abuse and neglect
- Domestic violence
- Gender affirming care

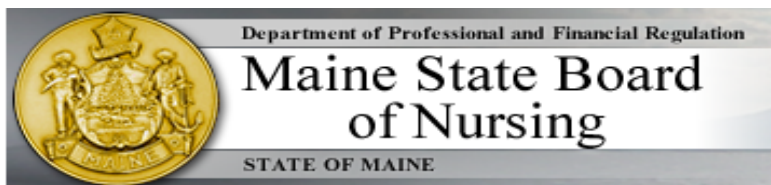
In summary

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, compassionate nurses of the future.

Regulatory Bodies



The purpose of the Accreditation Commission for Education in Nursing is to oversee the specialized accreditation of nursing education programs, both postsecondary and higher degree, which offer either a certificate, a diploma, or a recognized professional degree (clinical doctorate, master's/post-master's certificate, baccalaureate, associate, diploma, and practical). The Commission has authority and accountability inherent in the application of standards and criteria, accreditation processes, and the affairs, management, policy-making, and general administration of the ACEN



The Maine State Board of Nursing (MSBON) also requires ongoing reporting to ensure that Colleges, Schools and Departments of Nursing are meeting their regulatory requirements. UNE's last site visit from MSBON was in 2010. The School of Nursing received a waiver for the last scheduled site visit in 2015.