



UNIVERSITY OF  
NEW ENGLAND

Westbrook College of Health Professions

# SCHOOL OF NURSING AND POPULATION HEALTH

## ADVISORY BOARD

Report to Communities of Interest

June 25, 2021

**University of New England**  
**School of Nursing and Population Health**  
**Annual Report to Communities of Interest-2021**

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.

**2017 Standards:**

**Standard 1:** The mission of the nursing education unit reflects the governing organization’s core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.

**Standard 2:** Qualified and credentialed faculty are sufficient in number to ensure the achievement of the end-of program student learning outcomes and program outcomes. Sufficient and qualified staff are available to support the nursing program.

**Standard 3:** Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

**Standard 4:** The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments.

**Standard 5:** Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

**Standard 6:** Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome.

Measuring these standards requires a team effort in process improvement and refinement from the faculty and the institution. These standards are directly to our Program Outcomes and Role Specific Student Learning Outcomes (Maine Nurse Core Competencies for Education and Practice, 2011). Following the launch of the new [University Strategic Plan](#) in 2019, the School of Nursing and Population Health faculty unanimously decided to update their program Philosophy, Mission, Program Outcomes, Course Descriptions and Course Objectives. This process took about a year from start to finish. We are delighted with the product and look forward to the rollout of this updated curriculum beginning Fall 2021.

Program Outcomes (Student Learning Outcomes)	Role Specific Student Learning Outcomes  Maine Nurse Core Competencies in Education and Practice
<p><b>Interprofessionalism:</b> Integrate the knowledge and science of nursing with the natural/behavioral sciences, the humanities and interprofessional education to provide holistic care for individuals, families, groups, communities or populations.</p> <p><b>Evidence-Based Practice:</b> Demonstrate the capacity to practice nursing using an evidence-based and theoretically guided framework.</p> <p><b>Professionalism:</b> Model professional values as a nurse, which reflect the integration of ethical and moral principles, social advocacy, and legal standards in delivering quality care to all people.</p> <p><b>Technology &amp; Safety:</b> Utilize data from diverse sources with knowledge and skill in informatics and patient care technology to promote safety and optimal outcomes of care.</p> <p><b>Leadership:</b> Distinguish the components of nursing leadership and management as applied to healthcare organizations and healthy work environments.</p> <p><b>Self-Care:</b> Model principles of self-care while supporting the health and well-being of diverse individuals, families, groups, communities or populations.</p> <p><b>Health Care Delivery:</b> Demonstrate basic knowledge of the issues concerning health care delivery to diverse individuals, families, groups, communities or populations.</p>	<ol style="list-style-type: none"> <li>1. Professionalism</li> <li>2. Leadership</li> <li>3. Patient Centered Care</li> <li>4. Evidence Based Practice</li> <li>5. Teamwork and Collaboration</li> <li>6. Communication</li> <li>7. Systems Based Practice</li> <li>8. Informatics and Technology</li> <li>9. Safety</li> <li>10. Quality Improvement</li> <li>11. Geriatrics</li> </ol>

<b>Program Outcome (SLOs) 2021</b>	<b>Role Specific SLOs</b>
<ol style="list-style-type: none"> <li>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)</li> <li>2. Demonstrate use of information management and client care technology that supports the provision of safe, quality nursing care. (Informatics)</li> <li>3. Demonstrate leadership principles that support effective health care delivery (Leadership).</li> <li>4. Demonstrate effective interprofessional communication and collaboration that contributes to safe, quality, team-based care. (Interprofessionalism)</li> <li>5. Model professional values (ethical, moral, and legal tenets), including care of self, that are inherent in the practice of nursing. (Professionalism/Self Care)</li> </ol>	<ol style="list-style-type: none"> <li>1. Professionalism</li> <li>2. Leadership</li> <li>3. Patient Centered Care</li> <li>4. Evidence Based Practice</li> <li>5. Teamwork and Collaboration</li> <li>6. Communication</li> <li>7. Systems Based Practice</li> <li>8. Informatics and Technology</li> <li>9. Safety</li> <li>10. Quality Improvement</li> <li>11. Geriatrics</li> </ol>

**Recruitment, Admission, Enrollment and Graduation Data**

**Total Student Numbers**

**Traditional**

Year	18-19	19-20	20-21	21-22
<b>Freshman or(accepted)</b>	<b>62</b>	<b>66</b>	<b>55</b>	<b>65*</b>
<b>Sophomore</b>	<b>72</b>	<b>66</b>	<b>74</b>	<b>60</b>
<b>Junior</b>	<b>52</b>	<b>69</b>	<b>63</b>	<b>71</b>
<b>Senior</b>	<b>60</b>	<b>49</b>	<b>68</b>	<b>61</b>
<b>Total</b>	<b>246</b>	<b>250</b>	<b>260</b>	<b>257*</b>

- **As of June 6, 2021**

**ABSN Cohorts**

<b>Summer/May</b>	<b>#</b>	<b>Winter/January</b>	<b>#</b>
<b>Summer 2019</b>	<b>12</b>	<b>January 2019</b>	<b>45</b>
<b>Summer 2020</b>	<b>32</b>	<b>January 2020</b>	<b>30</b>
<b>Summer 2021</b>	<b>32</b>	<b>January 2021</b>	<b>33</b>

<b>Total (Both Programs)</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>
	<b>307</b>	<b>322</b>	<b>322*</b>

**\*Projected number**

## Recruitment Data

Year	2017-2018		2018-2019		2019-2020			2020-2021		
Cohort	BSN	ABSN	BSN	ABSN	BSN	ABSN J	ABSN M	BSN	ABSNJ	ABSN M
Applications	768	247	736	180	737	141	30	613	117	96
Acceptances	439	120	439	100	433	101	18	475	80	51
Seats filled.	79	55	67	48	80	55	12	64	31	33

## Number Who Graduated from the Program

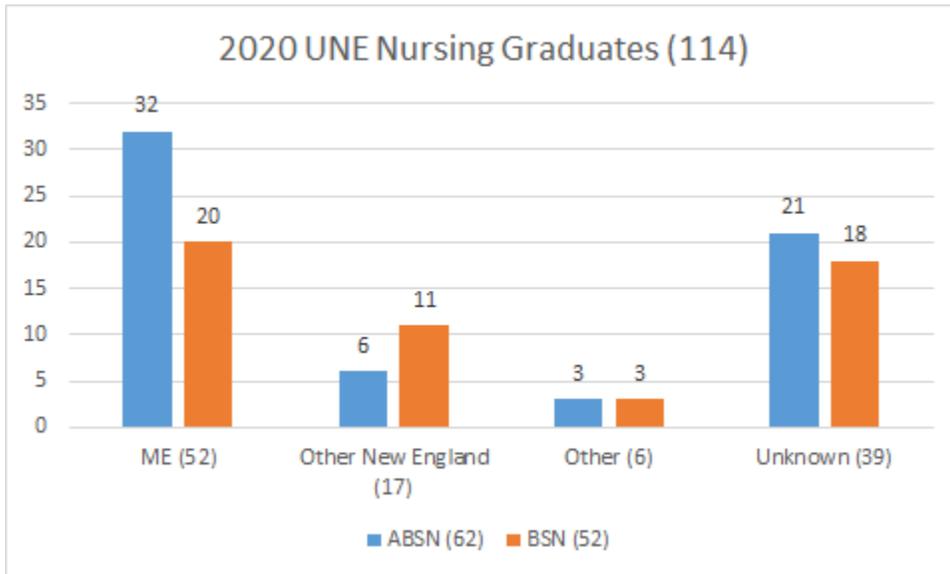
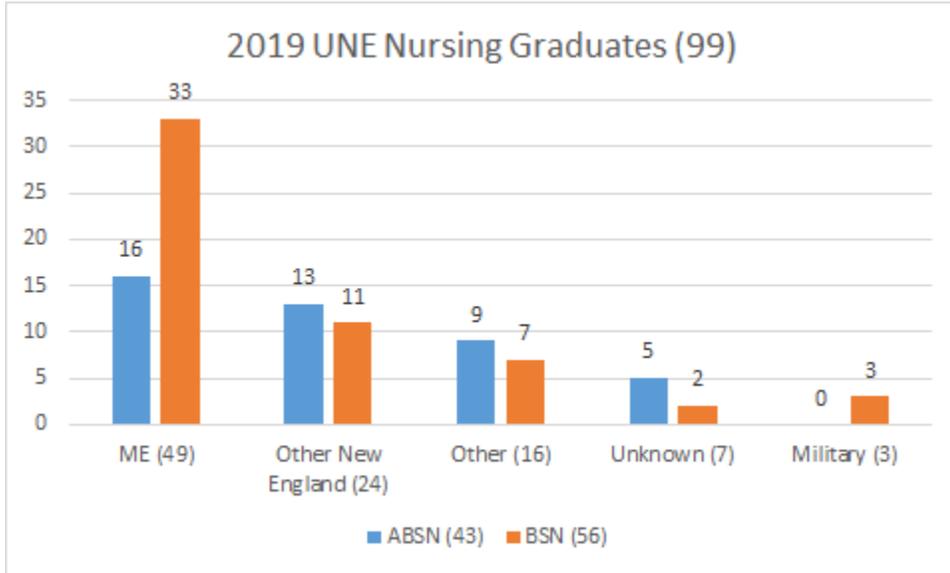
Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total Grads	90	100	104	99	114	130
BSN Traditional	54	63	51	56	52	68
BSN Accelerated	36	37	53	43	50 + 12	30 + 32 (8/21)
RN to BSN	1*	0	0	0	0	1

## Licensure Pass Rates:

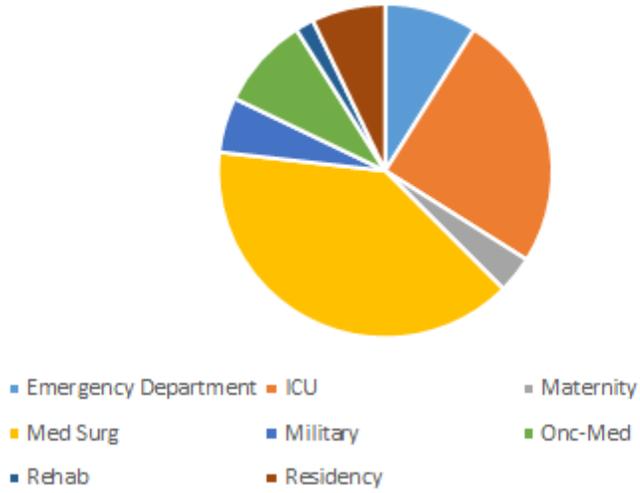
### NCLEX-RN Results

Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1 <sup>st</sup> Attempt Pass Rate	90.41%	91.76%	93.55%	98.02%	96.97%	92.45%

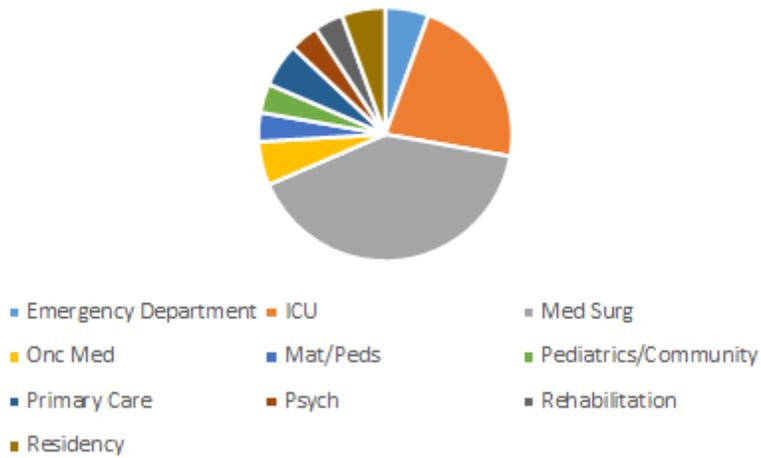
**Employment Data Class of 2019 & 2020**



2019 Graduate Employment by Site Type



2020 Graduate Employment by Site Type

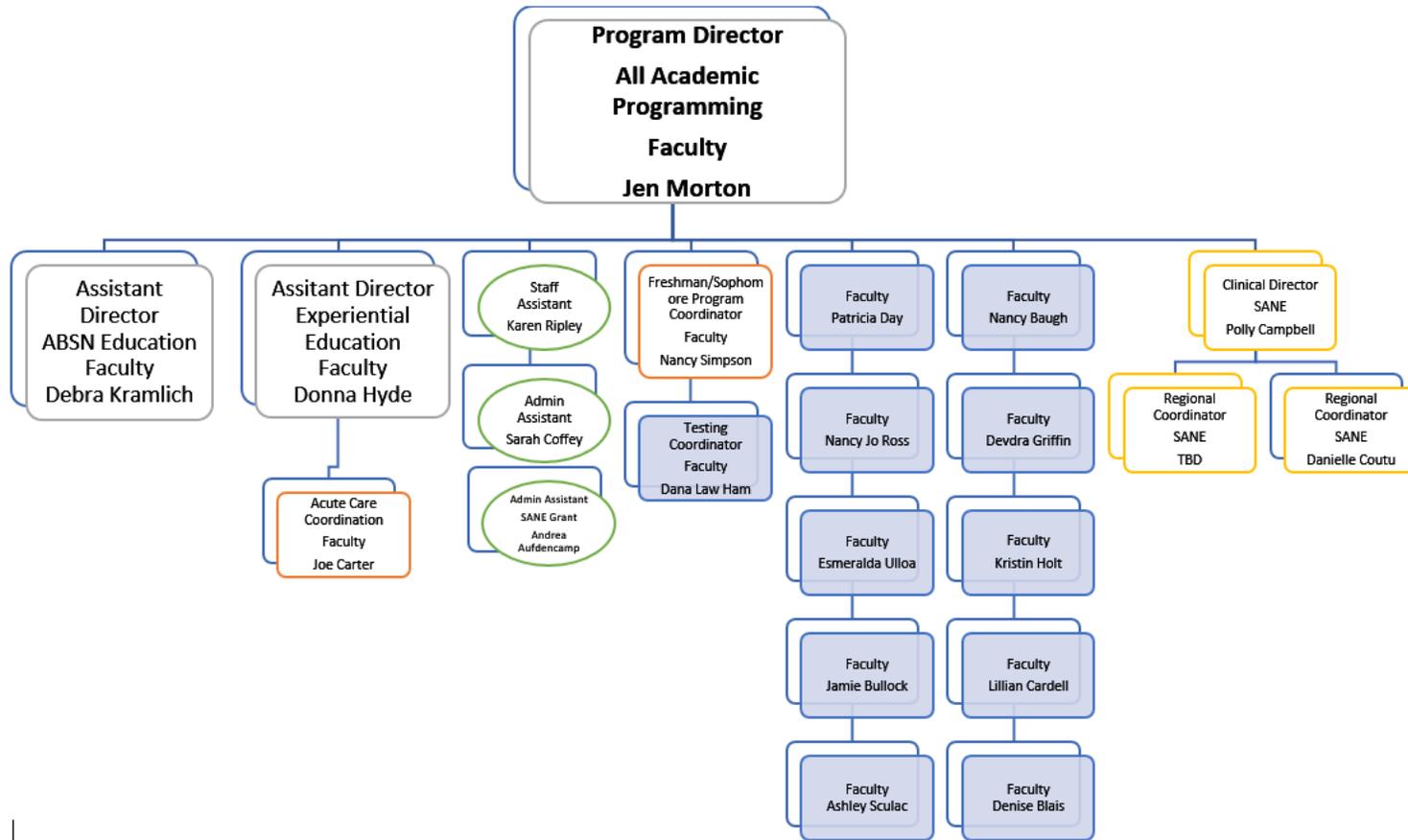


## **Faculty and Staff**

<b>Year</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>
Full-time	17*	16	16
Part-time	1	0	0
Adjunct	47	53	58
<b>Credentials</b>			
Doctorate	5	5	5
MSN	17	17	16
Other MS/MA/MPH	4	4	4
BSN	17	17	16
Certified Nurse Educator	5	5	5
<b>Staff</b>			
Admin Asst	1	1	1
Staff Asst	1	1	1
Grant		3.5	5

\*Reflects one faculty member with limited teaching who is grant funded.

# Organizational Chart



## **The University of New England- School of Nursing and Population Health's experience of the COVID-19 impact on Prelicensure Nursing Education and Outcomes**

The COVID 19 pandemic has greatly impacted the nursing workforce due to the existing shortage. The same is true for the nursing academic community working to educate and train student nurses for practice ready roles. The University of New England in Portland and Biddeford, Maine graduates approximately 100 students annually, holds a year three NCLEX-RN pass rate average of 98%, and employment rates are near 100% in a variety of settings all over the United States-roughly 40% in Maine.

### **Transitioning teaching from in person to remote**

In March 2020, the University of New England (UNE) made the difficult decision, along with many other institutions of higher education, to close the campuses and transition all learning to remote access, including experiential learning. Additionally, partnering health care settings had to close their doors for clinical education out of an abundance of caution for their own nurses and patients, and for the preservation of personal protective equipment. Synchronous learning ensued through "zoom" and while students and faculty found aspects of it to be a challenging transition, the lecturing and active learning activities continued.

### **Loss of clinical sites for student clinical and the shift to virtual clinical**

Experiential learning was greatly altered. Instead of authentic patient encounters in an acute care setting, students were engaging in virtual case studies providing patient care in a world without human interaction. Faculty worked diligently to bring higher level clinical decision making to virtual patient care while also maintain the rigor of clinical instruction.

### **Impacts of above transitions to student learning and wellbeing**

During the pandemic, most students traveled back to the homes, some out of state and across the country. Some experienced financial impacts requiring them to work more than what is recommended for a rigorous nursing program. Some worked in the front lines as nursing assistants, emergency medical technicians and also in the hospitality industry and were able the trauma firsthand. Others had loved ones impacted by COVID-19. As nursing education in an unplanned, virtual world continued, it was clear that some students' coping mechanisms were impacted. Approximately 4% of our juniors and seniors opted for a leave of absence. In the Freshman/Sophomore classes, approximately 4% have opted for a leave of absence or withdrawal completely from the program. Conversely, we have taken in 3% of external transfer students wanting to be closer to their homes during the uncertainty of an ongoing pandemic.

### **Impacts of above transitions with regard to program outcomes (graduation, NCLEX, employment)**

It will be another 6 months or so, before we fully understand the impacts of COVID-19 on the outcomes of the class of 2020, however May graduation rates were constant with prior years. As of Aug 2020, approximately 75% of graduates have taken the licensing exam and 95% have passed. Employment numbers are higher than in prior years with 100% of those we are aware of employed in settings they are highly interested in.

### **Interface with above transitions regarding faculty expertise and pedagogical experience**

The School of Nursing and Population Health is a face-to-face program with 2 program options (4-year BSN degree, Accelerated BSN degree). Therefore, faculty are trained and have expertise in this pedagogy. The Center for Excellence in Teaching and Learning at UNE has been very helpful in providing tools for successful transitioning to remote learning. Additionally, the school and college have provided additional resources to augment virtual clinical learning for students. Faculty have worked tirelessly to provide the best alternative possible for the students.

### **University resource support during a fiscally strained time**

The School of Nursing and Population Health has maintained all of its faculty and staff during the pandemic. Other resources, including faculty development webinars have been prioritized as necessary support for garnering remote and online teaching expertise.

### **Maintaining and building other programmatic priorities during COVID-19**

It is quite challenging to continue with other programmatic priorities including the creation of new graduate studies, grant acquisition and more. The day-to-day operations of maintaining existing programs during COVID-19 has created new challenges that directly impact the workload of administrators and faculty alike. Moreover, recruitment and marketing require added attention due to unexpected impacts to retention and persistence.

### **Unexpected positive outcomes (different clinical/experiential opportunities, more emphasis on population health management, etc.).**

There are some unexpected positive outcomes that have surfaced as a result of the COVID-19 pandemic. There is an added emphasis on population health management that is now realized in academic programs as well as with university operations. Second, newer and long-term experiential opportunities are in discussion, and some have actualized, including our own university health center, case management in long term care settings, and contact tracing with our local and state health departments.

### **In summary**

As the School of Nursing and Population Health at UNE looks toward an in person start to our fall semester in a few short weeks, we cautiously have planned for an in person teaching environment for classes that engage high stakes NCLEX-RN style testing. We are fortunate that our clinical partners and stakeholders' value clinical education and are planning for a return of students in the clinical setting. We are hopeful for an uninterrupted, successful year ahead but as with other educational entities, have built in pandemic mitigation to all ongoing and future activities.

## News & Accomplishments:

- The School of Nursing is pleased to be engaging in an academic/clinical partnership with UNE's Student Health Center this upcoming year, building on the successful Upstream Program that trains practice ready nurses for careers in community and public health nursing.
- The School of Nursing and Population Health applied for and was approved for two HRSA grants focused on Behavioral Health in Community Settings and Simulation Education Training in Public Health. Both grants were approved and scored well, however were not funded due to decreases in appropriations.
- Over 105 UNE nursing students were inducted into Sigma Theta Tau International over the last 2 years (4 Inductions).
- Jen Morton Published:
  - Morton, J. L., **Kramlich, D.**, & Simpson, N. (2020). Re-envisioning advising models: Meeting the needs of pre-licensure nursing students. *Nursing Education Perspectives*. doi: 10.1097/01.NEP.0000000000000598
- Jen Morton Plenary Presentations:
  - "Policy Integration for Public and Community Health Nurse Educators and Leaders: A Two-Pronged Approach", Association of Community Health Nurse Educators, included participation from UNE, Wright State University, Marymount College, Grand Valley State University, and the University of Maryland, June 6, 2020.
  - "Using Nursing Education to Engage Nurses in Policy" Association of Community Health Nurse Educators, included participation from UNE, Wright State University, University of Wisconsin, Grand Valley State University, and the University of Maryland, June 9, 2021.
- Nancy Baugh Published:
  - Fackler CA, Baugh N, Lovegren AA, Nemeroff C, Whatley Blum J. Technology-Enhanced Health Promotion for College Students: A Seed Development Project. *Nursing Reports*. 2021; 11(1):143-151. <https://doi.org/10.3390/nursrep11010014>
- Deb Kramlich Published:
  - Kramlich, D. (2021). School nursing. In D. Gillespie (ed.), *The many roles of the registered nurse* (pp. 90-95). Cambridge Scholars Publishing.
  - Morton, J. L., Kramlich, D., & Simpson, N. (2020). Re-envisioning advising models: Meeting the needs of pre-licensure nursing students. *Nursing Education Perspectives*. doi: 10.1097/01.NEP.0000000000000598
- Deb Kramlich Presentations:
  - "Writing Across the Nursing Curriculum" Oral presentation at the Sigma Region 15 Collaborative Research Symposium: Retreat, Recharge and Research (virtual), October 2020.
  - Poster presentation at the Saint Anselm 28<sup>th</sup> Annual Conference for Nurse Educators: Educators and Clinicians: Collaborating to Achieve Excellence (virtual), June 2021

### **New Faculty:**

- Esmeralda Ulloa, PHD, APRN has joined the faculty as a FT Clinical Assistant Professor. Dr. Ulloa teaches mental health nursing for the program and has served as a clinical instructor for the last 4 years.

### **Volunteerism:**

- Many nursing faculty members volunteered their time serving communities through the vaccine response.

### **Grants:**

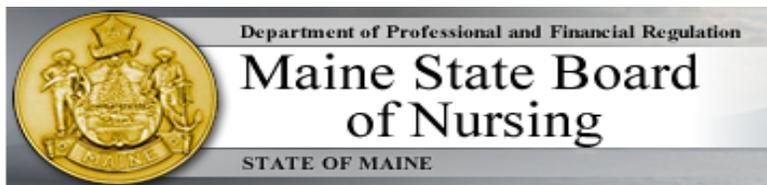
**Foundations:** Helene Fuld Health Trust awarded UNE's Nursing Program \$900,000 for scholarships to assist accelerated nursing students with identified need and aspirations for leadership in working with vulnerable communities, October 2018

**Federal Extramural:** Advanced Nursing Education, Sexual Assault Nurse Examiner Training Grant, Health Resources and Services Administration, ANE Maine SANE Program, \$1,499,000, Originally funded in September, 2018. The award underwent competing continuation review and was awarded an additional three years of funding.

## 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.