



NURSING PROGRAM

ADVISORY BOARD

Report to Communities of Interest

May 13, 2026

**University of New England
Nursing Program
Annual Report to Communities of Interest - 2026**

The Accreditation Commission for Education in Nursing (ACEN), formerly the National League for Nursing Accreditation Commission (NLNAC), requires that we share and analyze assessment results pertaining to the program outcomes with our graduates, employers and community. UNE's Nursing Program 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 reflect 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.

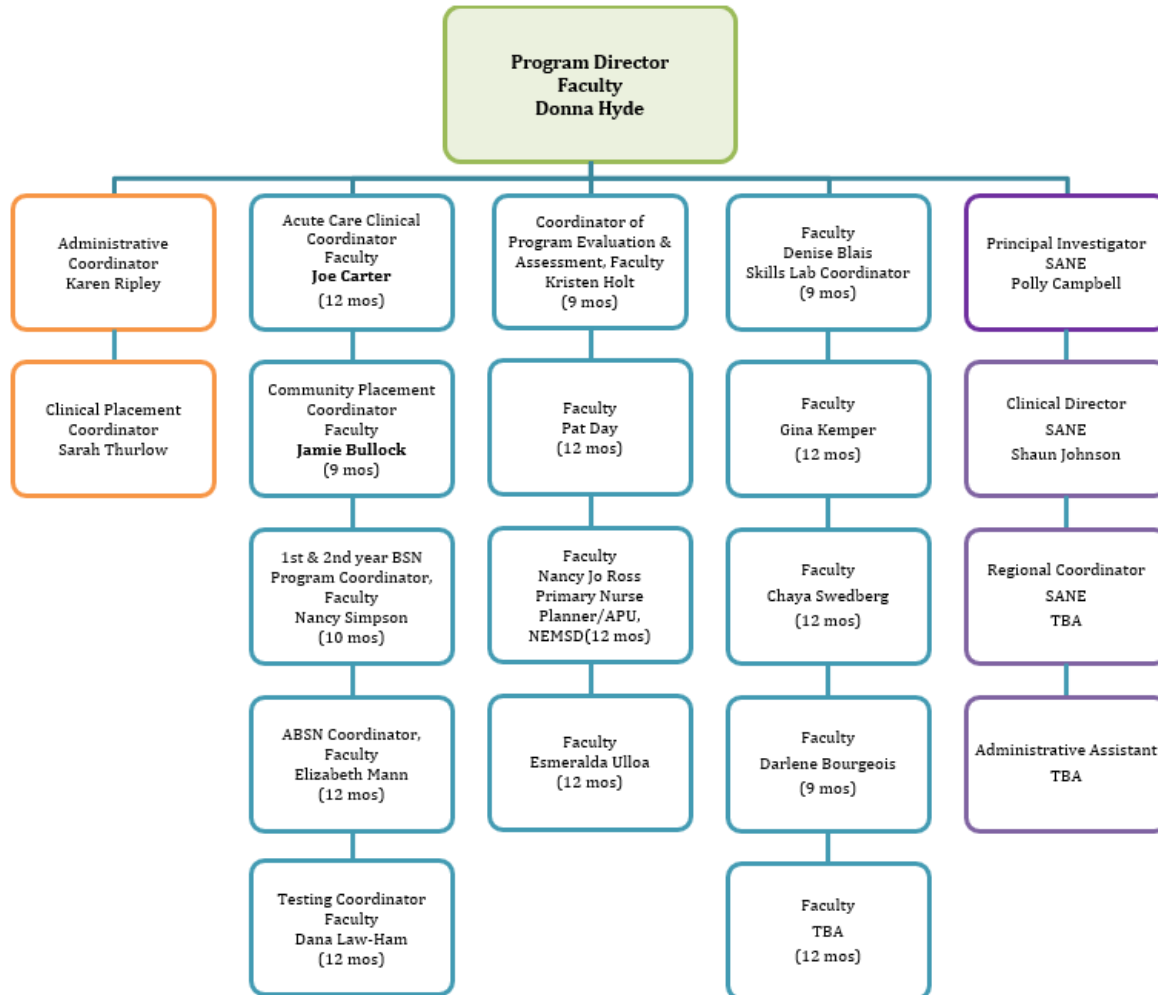
Measuring these standards requires a team effort in process improvement and refinement from the faculty and the institution. These standards are directly aligned to our End of Program Student Learning Outcomes and Role-Specific Student Learning Outcomes (Maine Nurse Core Competencies for Education and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

In March of 2026, the Nursing Program underwent a site visit for continuing accreditation with ACEN. This was a rigorous process and communities of interest were asked to share input into our program. We thank you for your time and dedication to the process. Although not formally complete until the Fall of 2026, we feel strongly that we will have an excellent outcome and continuing accreditation will be granted.

On March 4, 2026, the State of Maine Board of Nursing voted to grant our request for waiver of an on-site visit and grant continuing approval of the UNE Baccalaureate Degree Nursing Program.

Organizational Chart



University of New England
Nursing Program
Looking Towards the Future of Nursing Education

The Nursing Program at the University of New England remains committed to the integrity and delivery of the baccalaureate-level nursing education. The landscape of higher education continues to change and shift with an emphasis on monitoring the demographic cliff which provides a smaller pool of high school graduates entering colleges and universities. Numbers continue to decline and colleges are closing at alarming rates across the United States. Another area of concern is the number of qualified students being turned away from programs due to faculty shortage, capacity of clinical placements, and financial constraints. It is estimated that over **80,000** students are turned away from nursing programs annually (Teaching and Learning in Nursing, 2025).

Ref: Aller, L., & Doherty, C. (2025). Raising contextual awareness: The landscape of prelicensure nursing education. *Teaching and Learning in Nursing*, 20(1), 13–16. <https://doi.org/10.1016/j.teln.2024.08.007>

At the academic level, nurse educators are aging and trending towards retirement. AACN (2024, updated 2026) identified the national nurse faculty vacancy rate as 7.2%. Many of these vacancies were at the doctoral prepared level. At UNE, we have a 7% vacancy rate for full time faculty which has been open for over a year.

One-third of the nursing faculty in both undergraduate and graduate nursing programs were anticipated to retire by 2025 (Fang and Kesten, 2017). Higher compensation in the clinical and private sector is attractive to professional nurses and impact the decisions to leave the clinical realm for education. New changes at the federal level have changed the funding available to graduate programs, redesignating them from professional categories. This may not impact the undergraduate student significantly related to funding; however, as we state the concern over nurse educators which require advanced degrees per accreditation requirements, it will impact nurses with two or four year degrees advancing towards higher education, further impacting the pool of MSN prepared educators. We also continue to require our adjunct faculty (clinical instructors) to have a minimum of a BSN degree. The MSBON will allow an ADN if all other options and attempts have been exhausted; however, this should be considered an exception versus a rule. Increasingly, ADN prepared nurses are entering the workforce which could also limit the instructors or preceptors used to oversee our students in the BSN program. In Maine, 378 ADN students sat for the boards in 2024 and 405 sat for the boards in 2025. We realize there are pathways to further advance one's degree to bachelors or master's level; however, the funding continues to be a concern for many.

We have been very fortunate to see our enrollment remain steady and consistent. We are seeing some of the highest numbers of applications and acceptances. Their yield remains consistent, and we seek methods to capture higher numbers from those who accept. The university has made

significant strides in marketing and recruitment outreach. Our goal in the new academic year is to promote the program for both the traditional BSN and the accelerated BSN program options. The UNE Nursing Program maintains a strong and positive reputation with consistently high pass rates. This has attracted prospective students and families as they consider nursing schools. Faculty maintain high standards of academics, providing best-practice pedagogy and maintaining current standards based on experiential education, continuing education and professional development. Our relationships with our clinical and community partners remain strong and students are attracted to the prospect of engaging in specialty areas including Pediatrics, Maternity and Mental Health. Students are securing jobs before graduation, often related to preceptorship placements where they have been placed.

The Nursing Program continues to seek creative ways in which students are able to secure needed clinical and experiential hours, looking to increase other exposure to simulation, skills labs and community placements.

Teaching Pedagogy

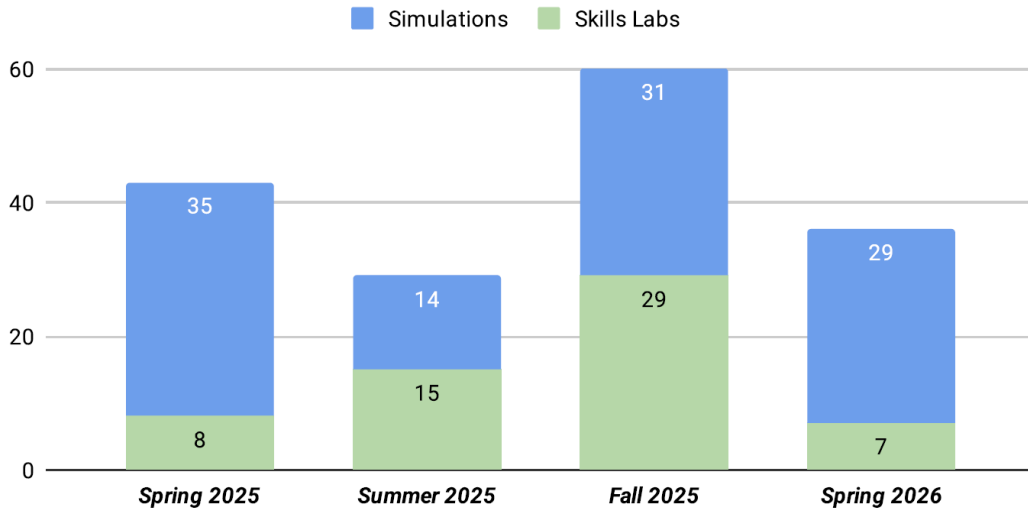
- Apply the framework of Next Generation NCLEX questions throughout courses to prepare students for the expectations and format of the national licensure exam. Monitor and follow NCLEX Test Blueprint to ensure best practice content delivery.
- Clinical coursework follows a clinical judgement model to assess student learning in the experiential setting. Maintain lower clinical faculty to student ratios in the clinical setting for more meaningful experiences.
- Incorporate evolving case studies in Simulation to enhance critical thinking and clinical reasoning.
- Standardized testing resources (currently ATI) are used for nationally normed testing and program content along with continued education for faculty including webinars, conferences, virtual and online programming, and access to UNE's Center for Excellence in Teaching and Learning (CETL).
- Maintain programmatic analyses of faculty-developed exams and assignments. Program outcomes are reviewed through programmatic evaluation and assessed through a shared-governance approach with all faculty.

Experiential (clinical, community, skills, simulation)

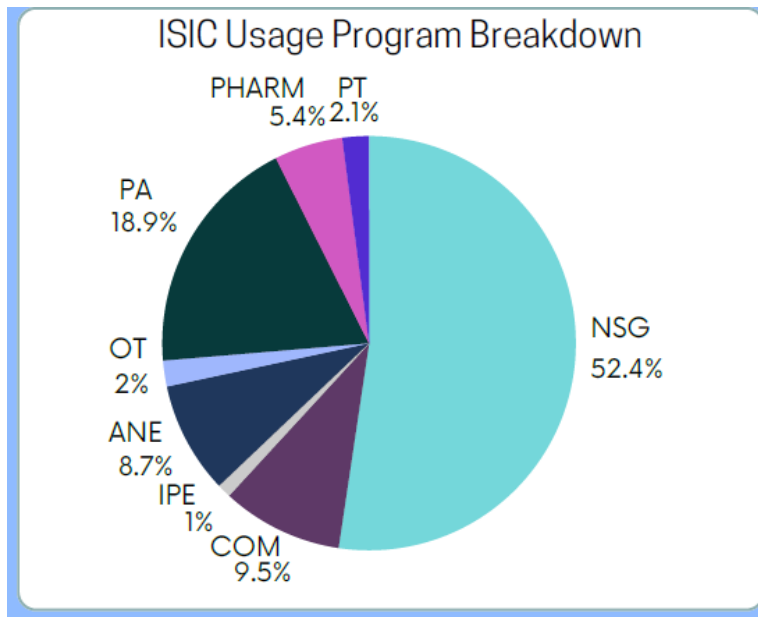
Experiential education consists of approximately 500+ hours of clinical (including preceptorship) with approximately 10-15% of allocation for Simulation and Skills Lab. Nursing remains a consistent, heavy user of simulation and we are constantly striving to incorporate best practice, including development and delivery of interprofessional simulation.

Nursing Usage of ISIC

AY 2025/26



Fall 2025 ISIC Usage Based on Program



Analysis of Recruitment, Admission, Enrollment and Graduation Data

Traditional (4 year BSN) ABSN (both 12 month and 5 semester)

Year	25-26	26-27 *Anticipated and Prelim
First-year student	54	68 deposits
Sophomore	54	52
Junior	65	72
Senior	42 BSN 16 ABSN	40 BSN 20 ABSN
Total	231	252

*Based on May 2026. Student numbers for 2026/2027 are preliminary until end of May when final adjustments are made.

ABSN Cohorts

Summer/May entry	#	Fall/August Entry (MaineHealth)*	#
May 2022	29	August 2022	7
May 2023 (<i>last admitted 16 mos cohort</i>)	12	August 2023	3
May 2024 (<i>revised 12 mos program</i>)	14	August 2024	0
May 2025	16 (+14%)	August 2025	3
May 2026	17 (+6.25%)	August 2026 (anticipated)	0

*MaineHealth/UNE partnership

Total (Both Programs)	20-21	21-22	22-23	23-24	24-25	25-26	26-27*
	322	322	326	253	247	231	252

*Based on May 2026. Student numbers for 2026/2027 are preliminary until end of May when final adjustments are made.

Recruitment Data

Year	2024-2025		2025-2026		2026-2027	
Cohort	BSN Fall start	ABS N and Transfer	BSN Fall start	ABS N and Transfer	BSN Fall start	ABS N and Transfer
Applications	561	22	671	46	1209	34
Acceptances	458	21	526	32	924	31
Seats filled	46	15	63	17	68	17

On-Time Program Completion Rates

Graduation Year	BSN	ABS N	PBS N
2022/2023	May 2023 71% (47/66)	Aug 2022 84% (27/32)	N/A
		May 2023 86% (24/28)	
2023/2024	May 2024 78% (42/54)	Aug 2023 93% (26/28)	May 2024 71% (5/7) (first graduating cohort)
		May 2024 94% (17/18)	
2024/2025	May 2025 57% (35/61) *81% (35/43), 19% (8/43) at 150%	Aug 2024 92% (11/12)	May 2025 100% (3/3)
		May 2025 92% (12/13) (first 3-semester program)	
2025/2026	May 2026 49% (34/70), **79% (34/43)	May 2026 94% (15/16)	N/A

*43 total students (from 61) - 3 changed majors and 15 withdrew from UNE. 81% for those who remained in nursing. Remaining 19% graduated at 150% time completion.

**43 total students (from 70) - 9 changed majors and 18 withdrew from UNE. 79% for those who remained in nursing. Of note, 9 students finished the program. Unable to currently calculate 150% at this timeframe.

Number of UNE Graduates Fulfilled Requirements for NCLEX Testing

Year	2023-2024	2024-2025	2025-2026
Total Grads	99	72	55
BSN Traditional	59	53	39
BSN Accelerated	40	19	16

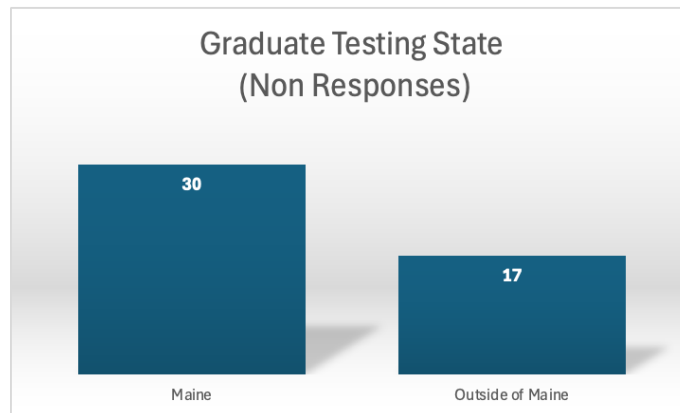
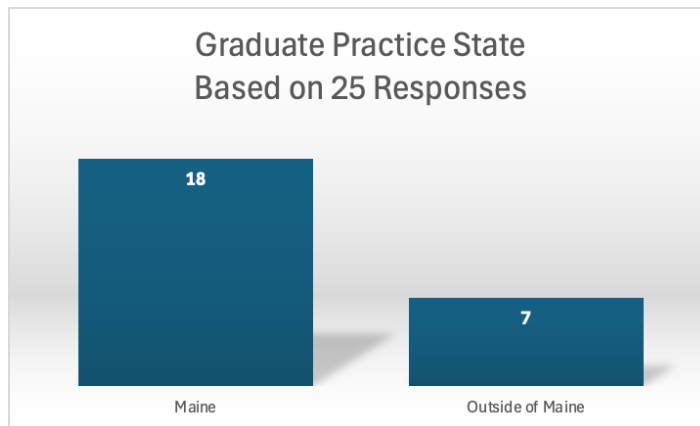
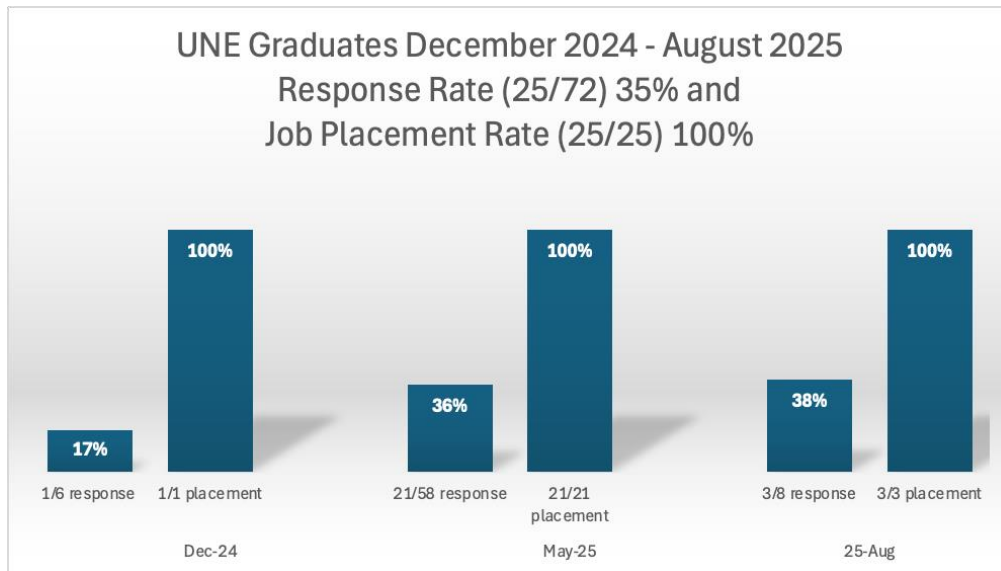
Licensure Pass Rates:

NCLEX-RN Results

Program/Type	2021	2022	2023	2024	2025
National - All	82.48%	79.90%	88.63%	82.21%	80.5%
Maine - All	88.07%	83.54%	91.46%	91.98%	89.74%
UNE	95.16%	94.12%	98.29%	98%	94.44%

3-year weighted average: # of UNE test takers (578) and the # of UNE students who passed (566) provides a pass rate of 97.9% (2023-2025)

Employment Data December 2024 through May 2025



Faculty (including Director) and Staff

Year	20-21	21-22	22-23	23-24	24-25	25-26
Full-time	16	16	16	15	14	14
Part-time	0	0	0	0	0	0
Adjunct	58	52	51	49	38	39
Credentials						
Doctorate	5	5	5	3	6*	6*
MSN	16	16	16	20	14	14 (UNE Faculty) 6 (Adj)
Other (MS, MBA, etc.)	4	4	2	0	1	1
BSN	16	16	16	41	33**	39**
Certified Nurse Educator	5	5	5	4	4	5
Certified Healthcare Simulation Educator	0	1	0	0	1	1
Staff						
Administrative Coordinator	1	1	1	1	1	1
Clinical Placement Coordinator	1	1	1	1	1	1
SANE Grant	5	5	5	4	4	3

***1 faculty member with Doctorate outside of Nursing. Currently 2 additional FT faculty enrolled in doctoral programs**

ABSN Program Coordinator – Elizabeth Mann

Acute Care Clinical Coordinator – Joseph Carter

Community Placements – Jamie Bullock

SANE Year in Review – Polly Campbell

Continued Programmatic Vision

Our future goals will be working towards reviewing, researching and revising our curriculum to provide continued excellence with updating best practice in education, focusing on real-world competencies and expectations of the practice-ready nurse graduate, and providing students with immersion in diverse areas of interest and experience.

Continued expansion of university-wide program committee, increasing interprofessional education, increasing access and collaboration with the College of Osteopathic Medicine, which is now officially housed on the Portland Campus.

Attract and recruit diverse student populations, including international students, second-degree students, and students with transferrable credits. This could be students with increased number of college credits or dual degrees from high school to offering a pathway to the nontraditional student who may have partially completed a degree and easing transition into higher education within the nursing profession.

Explore possible opportunities for specialty tracks for critical care, mental health, community health, interprofessional education, etc. where students can earn advanced education and immersion into focused areas of interest. This would improve preparedness in the clinical setting upon entering the workforce.

Work towards development of hybrid CNA program for first- or second-year nursing students to offer didactic content as asynchronous and offer experiential opportunities earlier in nursing program, partnering with nearby long-term care facilities near the Biddeford campus. This model would introduce CNA's into the healthcare system sooner and support their nursing education throughout the program.

Continue to work with community colleges, expanding articulation agreements transitioning into a BSN program from pre-nursing or other allied health profession degrees, i.e., Medical Assistant.

Work towards incorporating the safe use of artificial intelligence to promote critical thinking and clinical judgement without sacrificing the fundamental knowledge and level of rigor required to incorporate its use in a safe and responsible manner.

Grant Work Continues Within the Nursing Program

The Sexual Assault Nurse Examiner (SANE) programming will continue threading concepts 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 is partnered with Wabanaki Public Health and Wellness and Wabanaki Women's Coalition. Nursing Program is a supporting collaborator of two grants including:

The UNE Northern Border Workforce RCORP (UNE-RCORP) - awarded!

Focus on expanding 9 Medication Assisted Treatment (MAT), Medication for Opioid Use Disorder (MOUD), and Medication Assisted Recovery (MAR) training for health professions students providing training to health profession students. In the development stages and anticipated to begin rolling out in Fall of 2026.

Geriatric Workforce Enhancement Program (GWEP)– active – building on current HRSA funding Aging Maine Transformation program. AgingME2 will address these issues in new ways, with initiatives designed to increase the numbers and geriatrics competencies of a more inclusive workforce. Training and education will include physicians, medical and nursing students and their faculty and preceptors, Certified Nurse Assistants (CNAs), Community Health Workers (CHWs), Lifelong Fellows, Caregivers and Allied Health Professionals.

Our Students

All students in the Nursing Program are automatically members of the Student Nurses Association (SNA). Students are highly encouraged to participate in many social and community events organized throughout the academic year. The SNA also provides a pathway of representation and a voice for student issues or concerns within the Nursing Program. Students are encouraged to work with the nursing faculty, at any level, to bring forth issues at any time. Student representation is also included through the Dean’s Council, discussing and bringing forth any areas of concerns or ideas shared at a leadership level.

The Nursing Program works diligently to provide the opportunity for our student athletes to compete all four years in a varsity sport without disruption in progression. Our program has many student athletes who are also scholar athletes, and we believe this creates a well-rounded student engaged in extra-curricular interests along with a strong dedication to academics.

A unique feature of our Nursing Program is in providing our students the opportunity to travel abroad to Tangier, Morocco. Students have the option, as part of their tuition, to study abroad during the fall semester of their sophomore year. Upon returning in the spring semester, they are able to resume regular on-campus classes without any delay in coursework. Students have consistently been taking part in this opportunity for many years, showing strong enrollment from students within the nursing major. Typically, we have between 30-40% of our nursing cohorts traveling abroad annually.

Nursing students maintain high academic standards throughout the program. Based on GPA, students are then eligible for induction into the Sigma Theta Tau (STT) International Honor Society of Nursing.

For the 2025/2026 academic year, the Nursing Program had 39 students who met and were invited to join STT with 15 accepting memberships.

Faculty/Program News and Accomplishments 2025/2026

Students

The Student Nurses Association, led by faculty member, Prof. Gina Kemper, won the **Student Community Service Organization of the Year** at the annual spring awards ceremony for 2026

Faculty/Program

Dana Law-Ham received the Innovation in Education Award

Kristen Holt earned her Certified Healthcare Simulation Educator certification. Kristen will be instrumental in implementing best practice within the Nursing Program and offer expertise in simulation activities.

Jamie Bullock, Associate Clinical Professor, has been appointed as the Assistant Director of Nursing beginning June 1st.

Joseph Carter, Associate Clinical Professor, has been appointed as the Assistant Director of Experiential Education beginning June 1st.

Chaya Swedberg, Assistant Clinical Professor, completed her DNP Educational Leadership degree.

In Summary

The Nursing Program maintains the highest standards and expectations of our students. We take seriously the responsibility of preparing the next generation of nurses who will care for members of the public in a safe, effective, skillful and compassionate manner, delivering the best possible care and positively impacting health outcomes. Faculty continue to deliver outstanding nursing education maintaining the highest standards, evidence-based teaching pedagogy, relevancy in current clinical practice requirements, and continuing education for ongoing curricular adjustments. NCLEX pass rates are a testimony of the hard work and effort put forth by students, faculty and staff. We strengthen our commitment to attracting the best and brightest students, highly qualified educators and aim to collaborate with our Communities of Interest to offer a pipeline of future workforce individuals to carry forth the profession.

We thank our clinical, community, and academic partners who continue to be giving of their time and commitment, ensuring students have the opportunities needed to apply and solidify the classroom knowledge. We could not run our programming without your kind support. We value and appreciate the entire university in supporting our program and strengthening the experiences of students, faculty, and staff. We would not be able to do what we do without our partners' collaborative approaches. We welcome feedback and ideas from both a programmatic and student preparedness viewpoint and all are encouraged to reach out at any time for additional collaboration. A follow-up survey will be sent to our Communities of Interest, and we thank you, in advance, for your participation in providing quality improvement data to be used for current and future programmatic changes.

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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

