UAA Faculty Senate Academic Assessment Committee

Agenda: April 6, 2018
11:00am - 12:30pm, ADM 204

Skype for Business: Join online at https://meet.uaa.alaska.edu/macarlson/I6FZBWQ
or Call 786-6755 or 1-844-368-7867 and enter Conference ID 642461

1. Approval of Agenda (pgs. 1-4)

2. Approval of Minutes (pgs. 5-8)

3. Conversation with David Marshall, Senior Scholar, National Institute for Learning Outcomes Assessment (NILOA)
   - How this approach might help us develop a framework for getting to “what a student should know and be able to do” that is inclusive of everyone’s efforts
   - Insights into the latest trends in assessment

4. Chairs Update

5. Review Assessment Plans
   - Anthropology, BA/BS, Program Representative: Kristen Ogilvie, Assistant Professor, Anthropology (pgs. 10-18)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=ANTH-BA
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=ANTH-BS
   - Anthropology, MA, Program Representative: Kristen Ogilvie, Assistant Professor, Anthropology (pgs. 19-27)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=ANTH-MA
   - Health Sciences, BS, Program Representative: Corrie Whitmore, Assistant Professor, Health Sciences (pgs. 28-47)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=HLSC-BS

6. Informational Plan Review
   - Please see page 9 for informational plan assignments. The lead AAC reviewer should be prepared to briefly comment (2 minutes) on the plan(s) for which they are listed.
   - Civil Engineering MS – Last AAC review 3/3/17 (pgs. 48-63)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=CIVL-MS
   - Early Childhood Education BA & Early Childhood PBCT – Last AAC review 5/5/17 (pgs. 64-92)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=BAEC-BA
https://nextcatalog.uaa.alaska.edu/programadmin/?code=ERCH-PBCERT

- Mathematics BA/BS – Last AAC review 10/21/16 (pgs. 93-102)
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=MATH-BA
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=MATH-BS

- Marketing BBA – Last AAC review 11/17/17 (pgs. 103-119)
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=MARK-BBA
  *(Shared plan for all BBA programs, reviewed informationally with Economics BBA earlier in AY18)*

- Nursing Practice DNP – Last AAC review 5/2/14 (pgs. 120-136)
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=NPRC-DOCDEG

- Nursing Science MS, Family Nurse Practitioner GC, Nursing Education GC, Psychiatric-Mental Health Nurse Practitioner GC – Last AAC review 11/6/15 (pgs. 137-166)
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=FNPR-GRCERT
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=NUED-GRCERT
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=NURS-MS
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=PMNP-GRCERT

- Sociology BA/BS – Last AAC review 2/15/13 (pgs. 167-170)
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=SOCI-BA
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=SOCI-BS

- Education MAT – Last AAC review 4/17/15 (pgs. 171-196)
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=EDUC-MAT

- Dental Hygiene BS – Last AAC review 4/21/17 (pgs. 197-225)
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=DHYG-BS

- Psychology BA/BS – Last AAC review 5/5/17 (pgs. 226-234)
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=PSYC-BA
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=PSYC-BS

- Special Education MEd/GC – Last AAC review 5/5/17 (pgs. 235-239)
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=SPED-MED
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=SPED-GRCERT

- Biological Sciences BA/BS – Last AAC review 12/5/14 (pgs. 240-249)
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=BIOL-BA
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=BIOL-BS
7. Upcoming Plans
- Nursing Science BS – Last AAC review 10/5/12 (pgs. 250-291)
  [https://nextcatalog.uaa.alaska.edu/programadmin/?code=NURS-BS](https://nextcatalog.uaa.alaska.edu/programadmin/?code=NURS-BS)
- Aviation Technology, BS
- Aviation Administration, AAS
- Automotive Technology, AAS/UC
- English, MA
- Journalism & Public Communications, BA
- Civil Engineering, BS
- Millwright, OEC
- Geomatics, AAS
- Geomatics, BS
- Nursing AAS – awaiting college review
- Justice BA – awaiting college review
- Diesel Power Technology, AAS/UC – awaiting college review
- Physical Education BS – awaiting college review
- Veterinary Assisting OEC – awaiting college review
- Computer Science BA/BS – awaiting college review
- Philosophy – revisions in process

8. Information Items
- Annual Academic Assessment Survey – Live April 1st to June 15th (pgs. 292-300)
- General Education Assessment Workshops and Forums (pg. 301)
- Assessment Website
- 2018 Annual Academic Assessment Seminar
  i. National Institute for Learning Outcomes Assessment

Committee Members

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<tr>
<th>Bill Myers, CAS</th>
<th>Scott Downing, KPC</th>
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<td>Christina McDowell, CBPP</td>
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<td>Kathi Trawver, COH, Co-Chair</td>
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*Attendance*
UAA Faculty Senate Academic Assessment Committee
Summary: March 2, 2018
11:00am - 12:30pm, RH 303
Skype for Business: Join online at https://meet.uaa.alaska.edu/macarlson/I6FZBWWQ
or Call 786-6755 or 1-844-368-7867 and enter Conference ID 642461

1. Approval of Agenda (pgs. 1-3)

2. Approval of Minutes (pgs. 4-6)

3. Chairs Update
   • The AAC co-chairs will send additional information out to assessment coordinators about assessment processes.

4. Discussion of February 2nd Assessment Listening Session Next Steps (pgs. 7-9)
   • The Listening Session provided guidance in effectively supporting faculty assessment coordinators in their work, from seasoned faculty to those just beginning in assessment.
   • The committee discussed scheduling an early fall meeting with coordinators and deans, an orientation for new assessment coordinators, and peer support for programs with specialized accreditation in aligning their requirements with UAA’s.

5. Confirmation of General Education Questions for Annual Academic Assessment Survey (pg. 10)
   • The language was revised so that it does not appear that programs were required to assess GER outcomes and have not.

6. Review Assessment Plans
   • Construction Management AAS, Program Representative: Joel Condon, Director/Associate Professor, Architectural & Engineering Technology (pgs. 11-33) https://nextcatalog.uaa.alaska.edu/programadmin/?code=CMGT-AAS

   Reviewed. The plan includes 20 PSLOs, which are required for the program’s accreditation. The AAC reinforced conducting assessment to meet the needs of their accreditation standards and making assessment feasible for program/faculty. For example, consider breaking assessment cycle into segments vs. assessing all PSLOs every year.

   • Construction Management BS, Program Representative: Joel Condon, Director/Associate Professor, Architectural & Engineering Technology (pgs. 34-73) https://nextcatalog.uaa.alaska.edu/programadmin/?code=CMGT-BS
Reviewed. The AAC reinforced conducting assessment to meet the needs of their accreditation standards and making assessment feasible for program/faculty.

- Public Health Practice MPH, Program Representative: Gabe Garcia, Associate Professor, Public Health (pgs. 74-91)
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=PUHL-MPH

Reviewed. The AAC reinforced conducting assessment to meet the needs of their accreditation standards and making assessment feasible for program/faculty.

- Radiologic Technology AAS, Program Representative: Kathryn Slagle, Term Assistant Professor, Radiologic Technology (pgs. 92-95)
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=RADT-AAS

Reviewed. The AAC reinforced conducting assessment to meet the needs of their accreditation standards and making assessment feasible for program/faculty.

7. Proposed Conversation with David Marshall at 4/6 Meeting

David is interested in working with UAA, and can help us think about framing our initiatives. He will call in to the April 6th meeting, and could be available for the Fall Annual Academic Assessment Seminar.

8. Assign Review of Informational Plans for Next Meeting (4/6)
   - Civil Engineering MS – Last AAC review 3/3/17 (pgs. 96-110)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=CIVL-MS
   - Early Childhood BA & Early Childhood PBCT – Last AAC review 5/5/17 (pgs. 111-139)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=BAEC-BA
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=ERCH-PBCERT
   - Mathematics BA/BS – Last AAC review 10/21/16 (pgs. 140-149)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=MATH-BA
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=MATH-BS
   - Marketing BBA – Last AAC review 11/17/17 (pgs. 150-166)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=MARK-BBA
     *(Shared plan for all BBA programs, reviewed informationally with Economics BBA earlier in AY18)*
   - Nursing Practice DNP – Last AAC review 5/2/14 (pgs. 167-183)
     https://nextcatalog.uaa.alaska.edu/programadmin/?code=NPRC-DOCDEG
• Nursing Science MS, Family Nurse Practitioner GC, Nursing Education GC, Psychiatric-Mental Health Nurse Practitioner GC – Last AAC review 11/6/15 (pgs. 184-213)
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=FNPR-GRCERT
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=NUED-GRCERT
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=NURS-MS
  https://nextcatalog.uaa.alaska.edu/programadmin/?code=PMNP-GRCERT

9. Upcoming Plans
• Anthropology BA/BS and MA – 4/6 Agenda
• Computer Science BA/BS – 4/6 Agenda
• Health Sciences BS – awaiting college review for 4/6 Agenda
• Civil Engineering BS – awaiting college review
• Millwright OEC – awaiting college review
• Aviation Administration AAS – awaiting college review
• Aviation Technology BS – awaiting college review

10. Information Items
• Reminder: No March 16th Meeting Due to Spring Break Holiday
• General Education Assessment Workshops and Forums (pg. 214)
• AAC&U Value Institute http://valueinstituteassessment.org/
• Assessment Website
• 2018 Annual Academic Assessment Seminar
  i. National Institute for Learning Outcomes Assessment
     http://www.learningoutcomesassessment.org/

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In addition to reviewing the assessment plans scheduled for full review, please be prepared to provide brief comments (2 minutes) for the informational plan(s) for which your name is listed below.

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ANTHROPOLOGY BACCALAUREATE PROGRAM

Academic Assessment Plan

Adopted by
The Anthropology Faculty: December 7, 2012
REVISED October 5, 2017

Revision Submitted to:
College of Arts and Sciences Curriculum Committee: October 6, 2017

Reviewed by the Academic Assessment Committee: 4/6/18
Reviewed by the Faculty Senate as an information item: TBD
INTRODUCTION
This document outlines a plan for the assessment of the new student learning outcomes for the revised Anthropology Baccalaureate program to be implemented in Fall 2018. Initial assessment strategies for the BA/BS were developed in 2005 at a department retreat and revisited again in Fall 2011. The assessment plan generated in 2011 was approved by the faculty in December 2012 and implemented in spring 2013. At this time, however, we noted that the Department intended to continue revisions to the baccalaureate programs by streamlining course offerings. The revisions proposed herein meet these aims, improving the clarity, completeness, and relevance of the BA/BS program’s structure and tightening its articulation with student learning outcomes.

MISSION STATEMENT
Anthropology is a discipline that examines the diversity of the human experience from a holistic, cross-cultural perspective. Anthropologists seek to understand how and why cultures change and how people organize their lives and fashion meaning from the world. The discipline is far reaching in scope, covering human societies anywhere, anytime, and ranging from charting the evolution of the human species to comprehending inequalities, transformations, and conflicts in an increasingly globalized society. The practice of anthropology is divided into four interrelated subfields: sociocultural anthropology, archaeology, biological anthropology, and anthropological linguistics. Anthropology is an applied social science in which practitioners employ anthropological techniques, perspectives, and methods to understand and improve the human condition.

The Anthropology Department at UAA offers undergraduate and graduate degrees, as well as a minor in anthropology. The undergraduate degree (available as either a BA or BS) provides students with a solid foundation in the contemporary theory and practice in the four subfields of anthropology through lecture courses and instruction that encourage critical thinking and provide opportunities for independent research and fieldwork. In addition to honing critical thinking skills and learning how to research social problems, an undergraduate major in anthropology learns the relevance of anthropology’s interconnectedness with disciplines as diverse as the fine arts, business, history, languages, the physical sciences, and medicine. With a focus on Alaska and the Circumpolar North, students in the program also gain appreciation for the perseverance and transformation of Indigenous cultures and lifeways, as well as key contemporary issues they face. The graduate program offers MA degrees in general anthropology and in applied anthropology, which employs anthropological perspectives and research methods to identify, analyze, and aid the resolution of contemporary social issues and problems. Undergraduate and graduate students benefit from stacked courses and collegiate interactions that allow for involved and peer-driven learning.

Anthropology faculty members practice engagement in teaching, research, and service to produce knowledge that is relevant to the concerns of local, national and international communities. Faculty members are committed to collaborative research and work with local, national, and international organizations—both governmental and nongovernmental—and, in particular Alaska Native communities, in both research and community service.
Anthropology courses and training address key core themes of the UAA campus in understanding one’s own culture, acquiring informed critical awareness and understanding of cultural differences, similarities and ambiguities, and providing the basis for respecting and celebrating diversity in a variety of forms.

**PROGRAM STUDENT LEARNING OUTCOMES**

Anthropology is the study of human diversity on a cross-cultural basis, aimed at achieving both scientific and humanistic understandings of the human condition. Anthropology is comprised of four subfields: sociocultural anthropology, biological anthropology, archaeology, and anthropological linguistics. The BA/BS degrees provide students with a solid general foundation in the discipline by emphasizing these four subfields in developing understanding of different cultures and peoples, especially those within Alaska and the Circumpolar North, as well as different anthropological methods and theories.

Students graduating with a B.A./B.S. in Anthropology will be able to:

1. Describe current understandings about human behavior and language, cultural processes, the evolution of humans, biocultural diversity, and trajectories of cultural change.

2. Demonstrate an understanding of theoretical approaches in anthropology, their foundations, and the issues they are designed to address.

3. Explain ethical practice in anthropological research and issues encountered in the discipline.

4. Exhibit proficiency in documenting, evaluating, and communicating anthropological information, including perspectives relevant to Alaska and the Circumpolar North.

5. Apply anthropological methods and techniques to research questions and practical problems.

**PROGRAM STRUCTURE**

The Anthropology Baccalaureate program introduces, develops, and assesses the anthropological knowledge and skills reflected in the program outcomes over the course of a student’s progression in the program. The course-level tiers provide structure for the development of the expected outcomes as well as critical General Education Requirements learning outcomes as shown in the Table 1. Each level has common course-level student learning outcomes that aim to ensure students acquire the knowledge and skills expected of an anthropology program graduate.

### 200-Level Core Courses

Course offerings at the 200 level develop four-field knowledge in anthropology. All students majoring in anthropology must complete the four core 200-level courses, each emphasizing one
of four primary subfields (A202, A205, A210, and A211). These courses provide students 
(evenly minors and majors) with the core knowledge of the four anthropological subfields. 
For majors, these courses provide foundational exposure to the anthropological subfields. Each 
course details themes germane to the subfield, and from which upper-division level courses 
develop further specialization. Non-majors taking the 200-level courses gain insight into social 
science theories and methods and an appreciation for the distinctive cross-cultural and holistic 
approach of anthropology.

Emphasis in the 200-level courses is on imparting understanding of terminology, facts, major 
topics, theories, principles, methods, ethics, and concepts particular to a given subfield. Exams 
assess the overall breadth of knowledge gained. Hands-on methodological projects expose 
students to the different methodologies used in the subfields. Written assignments initiate the 
foundations of anthropological information literacy by preparing students to conduct independent 
literature reviews and to use topics learned in class to formulate concise, clear expository and/or 
reflective essays.

300-Level Ethnographic Courses

In 300-level courses students gain focused and in-depth anthropological knowledge of a 
particular region or topic (ANTH A390A Arctic and Sub-Arctic Cultures, ANTH A390B World 
Cultures, and ANTH A390C Comparative Culture Studies). These courses are structured 
similarly to provide an integrative four-field anthropological view of a specific region or 
comparative view on a topic. Students gain an understanding of the history of anthropology 
research, identifying key anthropologists and anthropological works, and highlighting 
anthropological perspectives on contemporary issues. These courses also provide a framework 
for students to contextualize anthropological scholarship, including how regions and topics 
shaped disciplinary practice, as well as consistencies and transformations in professional 
practice.

In terms of coursework, the 300-level courses are distinguished from 200-level courses by more 
independent reading (i.e., in addition to those assigned on the syllabus) and independent 
research. Experiential learning activities are extended outside of the classroom into homework 
assignments, requiring more individual responsibility in project design, and with communication 
of findings through writing and class presentations. Critical thinking, reflection, and analysis are 
emphasized through assignments. Students develop research skills by conducting a problem-
oriented, independent research project. They build their information literacy through library- and 
web-based research, and gain experience with proper citation styles. Students also continue to 
develop written communication and presentation skills through this exercise.

400-Level Theory, Topic, and Methods Courses

The 400-level coursework includes the required core course ANTH A410 Anthropological 
Theory as well as advanced courses in anthropological topics and methods. A410 serves as a 
capstone course for anthropology majors, exposing them to the theoretical traditions of the 
discipline. Students choose among topical and methodological electives for the remainder of 
their coursework. These courses apply anthropological perspectives to specific topics and 
settings and further develop methodological skills.
Coursework at the 400-level prepares students for the types of responsibilities they will face either in the working world or in graduate studies; namely writing, editing, and researching skills. Our 400-level courses emphasize critical thinking, responsible critique, and the ability to communicate effectively in a variety of formats including small group discussions, subordinate-supervisor communication, abstracts and long papers, and presentations. In methods courses, experiential and (in laboratory courses) experimental education approaches provide students with opportunities to develop skills through real practice. In all courses at the 400 level, students further hone information literacy, written communication, and presentation skills through projects and written assignments that ask students to synthesize and critically analyze sources of information.
<table>
<thead>
<tr>
<th>Program Student Learning Outcomes</th>
<th>200 Core Courses</th>
<th>300 Level Courses</th>
<th>400 Topical Courses</th>
<th>400 Method Courses</th>
<th>ANTH A410</th>
</tr>
</thead>
</table>
| 1. Describe current understandings about human behavior and language, cultural processes, the evolution of humans, biocultural diversity, and trajectories of cultural change.  
  • GER – Investigate the complexity of human institutions and behavior                            | (B) (I) (F)      | (D) (F)           | (D) (F)             |                   | (S)       |
| 2. Demonstrate an understanding of theoretical approaches in anthropology, their foundations, and the issues they are designed to address.  
  • GER – Investigate the complexity of human institutions and behavior                            | (B) (I) (F)      | (D) (F)           | (D) (F)             |                   | (D) (S)   |
| 3. Explain ethical practice in anthropological research and issues encountered in the discipline. | (B) (I) (F)      | (D) (F)           | (D) (F)             |                   | (D)       | (S)       |
| 4. Apply anthropological methods and techniques to research questions and practical problems.  
  • GER – Analyze quantitative and qualitative data competently  
  • GER – Investigate the complexity of human institutions and behavior  
  • GER – Integrate knowledge and employ skills                                                  | (B) (I) (F)      | (D)               |                     | (D) (F)         | (S)       |
| 5. Exhibit proficiency in documenting, evaluating, and communicating anthropological information, including perspectives relevant to Alaska and the Circumpolar North.  
  • GER – Communicate effectively  
  • GER – Locate and use relevant information  
  • GER – Integrate knowledge and employ skills                                                  | (I) (F)          | (D) (F) *         | (D) (F) *           | (D) (F)         | (S)       |

Knowledge/Skills: (I)=Introducing, (D)=Developing, (A)=Applying  
Outcome Assessment: (B)=Baseline Knowledge, (F)=Formative, (S)=Summative  
Alaska Native/Circumpolar North Focus: *
MEASURES

The program’s student learning outcomes measure both knowledge (outcomes 1 through 3) and skills (outcomes 4 and 5). Each outcome has distinct assessment measures:

(1) Describe current understandings about human behavior and language, cultural processes, the evolution of humans, biocultural diversity, and trajectories of cultural change.

This student learning outcome reflects four-field anthropological knowledge, which we anticipate increases through progression through the program. To measure this anticipated increase, we will use the following measures:

- % of anthropology majors correctly answering questions about knowledge of the four subfields of anthropology
- % of anthropology majors reporting confidence in knowledge of the four subfields of anthropology
- Evidence (i.e., artifacts) of four-field knowledge presented by graduating anthropology majors in ePortfolio reflections

(2) Demonstrate an understanding of theoretical approaches in anthropology, their foundations, and the issues they are designed to address.

This student learning outcome reflects knowledge of anthropological theory, which we also anticipate increases through progression through the program. To measure this anticipated increase, we will use the following measures:

- % of anthropology majors correctly answering questions about anthropological theory
- % of anthropology majors reporting confidence in knowledge of anthropological theory
- Evidence (i.e., artifacts) of anthropological theory knowledge presented by graduating anthropology majors in ePortfolio reflections

(3) Explain ethical practice in anthropological research and issues encountered in the discipline.

This student learning outcome reflects awareness of anthropological ethics, which we also anticipate increases through progression through the program. To measure this anticipated increase, we will use the following measures:

- % of anthropology majors correctly answering questions about anthropological ethics
- % of anthropology majors reporting confidence in knowledge of anthropological ethics
- Evidence (i.e., artifacts) presented by graduating anthropology majors in ePortfolio reflections

(4) Apply anthropological methods and techniques to research questions and practical problems.
This student learning outcome represents the **methodological skills** we anticipate students building over the course of their program. To assess these skills, we will measure:

- Average # of anthropological methods/techniques anthropology majors can identify
- % of anthropology majors reporting confidence in anthropological methods
- Evidence (i.e., artifacts) presented by graduating anthropology majors in ePortfolio reflections

(5) Exhibit proficiency in documenting, evaluating, and communicating anthropological information, including perspectives relevant to Alaska and the Circumpolar North.

This student learning outcome represents the **information literacy and communication skills** we anticipate students building over the course of their program. To assess these skills, we will measure:

- % of anthropology majors who meet GER proficiency standards for communication skills and information literacy skills on select assignments at different levels in the program
- % of anthropology majors reporting confidence in anthropological methods
- Evidence (i.e., artifacts) presented by graduating anthropology majors in ePortfolio reflections

**PROCESS**

The program’s structure provides opportunities for both formative and summative assessment. To measure the five program student learning outcomes we are measuring progress toward each outcome (formative) as well as achievement of each outcome (summative). Three of our program outcomes measure anthropological knowledge (1, 2, and 3) while two are more skill-based (4 and 5). For the knowledge-based outcomes, part of the assessment will include a baseline assessment of knowledge.

**Baseline Assessment**

All 200-level core courses will implement a standardized Blackboard-based survey in the first week of classes that includes: 1) knowledge questions about the course’s subfield, 2) questions about pertinent anthropological theories to the course, 3) questions related to ethics in the subfield, 4) a question on the number of anthropological methods a student can identify, and 5) questions about the student’s confidence in their knowledge about the subfield, anthropological theory, ethics, and methods. This snapshot will capture the knowledge of anthropology majors early in the program and serve as comparison for students who are further along in the program.

**Formative Assessment**

Students at the 200-, 300-, and 400- level will develop knowledge and skills pertinent to their anthropological education as they move through the program. To assess progress, formative assessments will be given in select courses at different levels. Students enrolled in all 200-level courses will re-take the standardized 200-level, subfield-specific Blackboard-based knowledge survey in the final week of class. A modified survey of anthropological knowledge of the four-fields, theories, and
ethics will be distributed at the end of each 300-level and 400-level topical course. Students enrolled in 400-level methods courses will complete a survey at the end of the course that revisits anthropological methods. Select assignments from each level will also be assessed for information literacy and communication skills for courses that have adopted the GER assessment rubric for these measures.

**Formative Analysis**

Each year the assessment coordinator will compile the survey and assessment results for review by the faculty. Overall change in the cohort knowledge and skills will be assessed rather than individual student progress in order to focus on the program’s effectiveness. Befitting of a formative assessment, the faculty will identify any potential areas of weakness in the program that need to be addressed in the program through this review.

**Summative Assessments**

In the final capstone course (ANTH A410) students will complete an Anthropology ePortfolio in which students will reflect on their accomplishments in each of the five program outcomes. Students will highlight their experiences and articulate their successes in meeting the objectives. A final exit survey will also be given in this course that asks about anthropological knowledge and skills, building on the formative assessments for comparison. We anticipate 1) four-field anthropological knowledge, 2) theoretical knowledge in anthropology, 3) ethical awareness, 4) methodological skills in anthropology, and 5) information literacy and communication skills to improve through the course of the program. Cross-sectional yearly snapshots will provide evidence of this expectation, and the faculty will review and report on this progress annually.
Master of Arts in General or Applied Anthropology

Academic Assessment Plan

Version 2

Adopted by

The Anthropology faculty: December 2017 (Version 1 August 2009)

Reviewed by the Academic Assessment Committee: 4/6/18
Reviewed by the Faculty Senate as an information item: TBD
INTRODUCTION

This document defines the educational expected outcomes for the UAA Master’s Program in Applied and General Anthropology and outlines a plan for assessing them.

The development of the revised outcomes consisted of discussions in departmental faculty meetings under the direction of the chair, Dr. Diane Hanson. The faculty met and accepted revisions to the objectives and assessment processes in December 2017. Version 1 of these objectives and assessment procedures were originally approved in August 2009.

PROGRAM HISTORY AND ASSESSMENT BACKGROUND

The MA program in Anthropology was developed in 1999 in response to student needs and external demand among professionals in the Anchorage area. Between 2002-2017, we have graduated 58 students with MA degrees in Anthropology. Of those 58 graduates, 27 earned their MA degree within the last 5 years (2012-2017). Many of these graduates went on to work in the field of anthropology/archaeology, both in and outside of Alaska. Several have gone on to pursue PhDs.

The major events that have affected the MA program in Anthropology at UAA since its inception are:

- Early 2000s: Establishment of the voluntary Graduate Advisory Board (GAB)

The GAB provides advice to the Department of Anthropology on curriculum and training needs for entering the Alaska workforce in anthropology and archaeology; provide public/private/tribal/non-profit job, internship, and mentorship opportunities for graduate students; occasionally individuals serve as fourth members on graduate student thesis committees.

- Fall 2012: Graduate program restructured to decrease the average time to completion of the MA degree and implement a research design course

- Five new faculty hired between Fall 2013-Fall 2014, specializing in biological anthropology, ecological/environmental anthropology, linguistic anthropology, medical anthropology, and Alaska Native anthropology

Goals of the new faculty include diversifying expertise in the department; developing courses and research projects appropriate for the 21st century needs of the discipline and of the Alaska work force; and attracting graduate students with diverse research interests to UAA.

- 2017: Revamping the UAA Anthropology undergraduate curriculum

The restructuring of the undergraduate curriculum and of courses offered by current faculty will affect the stacked courses that are available for graduate students to take as a part of their required tracks in the MA degree. We may need to adjust our MA assessment plan in the future to align it with any changes to the MA program or to the stacked graduate/undergraduate courses.

MISSION STATEMENT

The purpose of the Anthropology Graduate program is to provide the student with a rigorous background in contemporary theory and practice in anthropology through proseminars, advanced coursework, internships, independent research, and a research-based thesis. The MA degree is offered
with a focus in General or Applied Anthropology. The general track is intended to provide a broad based academic background for those who wish gain an anthropological perspective applicable to a wide range of careers including an academic career. The applied track is designed to train students in the application of anthropological concepts, methods, and perspectives to the specific fields in which they are employed.

**PROGRAM STUDENT LEARNING OUTCOMES**

Students graduating with a Master of Arts in General or Applied Anthropology will be able to:

- Demonstrate comprehension at a graduate level in their knowledge of core concepts, research methods and findings in archeology, cultural anthropology and biological anthropology.
- Demonstrate comprehension of specialized knowledge in the track or subfield they select from program choices.
- Demonstrate the capacity to design anthropological research, conduct that research, analyze research results and present a thesis concerning that research acceptable by the faculty of the anthropology department.

**MEASURES**

A description of the measures used in the assessment of the program objectives and their implementation is presented in Table 1. The measures and their relationships to the program objectives are presented in Table 2.

There is a separate appendix of assessment tools that shows the measures themselves and describes its use and the factors that affect the results.
Table 1
Association of Measures to Program Outcomes

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
<th>Proseminar Grades</th>
<th>Comprehensive Exam Results</th>
<th>Research Design Course Prospectus Defense*</th>
<th>Thesis Defense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate level knowledge in archeology, cultural anthropology</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Advanced graduate level knowledge in track or subfield of anthropology</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Ability to conduct and present anthropological research at master’s level</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

0 = Measure not used to assess the associated objective.  
1 = Measure used to assess the associated objective.  
* = Data collection to begin in Fall 2018.

Table 2
Program Outcomes Assessment Tools and Administration

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
<th>Frequency / Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proseminar Grades</td>
<td>Compile proseminar grades and computer proportion of grades of A given</td>
<td>Annual / Spring 2006</td>
<td>Obtain final grade lists from proseminar instructors</td>
<td>Graduate Program Coordinator</td>
</tr>
<tr>
<td>Comprehensive Exam Results</td>
<td>Compile data on students’ comprehensive exam performance by admission class (i.e., yearly cohort)</td>
<td>Annual / Spring 2006</td>
<td>Review class lists and obtain data on comprehensive exam performance from course instructor</td>
<td>Graduate Program Coordinator</td>
</tr>
<tr>
<td>Research Design Course/Prospectus Defense</td>
<td>Compile data on student prospectus defense performance by admission class (i.e., yearly cohort)</td>
<td>Annual/Fall 2014</td>
<td>Review class lists and obtain data on prospectus defense performance from course instructor</td>
<td>Graduate Program Coordinator</td>
</tr>
<tr>
<td>Thesis Defense Review</td>
<td>Compile data on thesis defenses by admission class (i.e., yearly cohort)</td>
<td>Annual / Spring 2006</td>
<td>Review student files and consult with students’ advisors</td>
<td>Graduate Program Coordinator</td>
</tr>
</tbody>
</table>
**PROCESS**

The assessment plan for the Master’s Program in Applied and General Anthropology is directed by the Graduate Program Coordinator with the assistance of the Department Chair and the anthropology faculty.

Implementation of assessment of the Master’s Programs began in the 2005-2006 academic year. The Graduate Program Coordinator collected the grade lists for the eight proseminars conducted during the previous twelve semesters (through Spring 2009) and reviewed the grades earned by students overall. In the proseminars, a grade of “C” or lower is a failing grade, requiring that a student take the proseminar course again the following year. This process has continued with yearly updates and will into the future.

The Graduate Program Coordinator maintains a list of graduate students who were admitted and attended by year from the beginning of the program and determine the number and proportion of the students who have taken their comprehensive examinations. The performance on the comprehensive examinations (Pass/Fail) is recorded for cohorts (based on year admitted to the program), and the proportion of each cohort passing the exams is determined. Results are compiled and submitted in the yearly assessment reports. The format of the comprehensive exams was changed in 2012, as a part of the restructuring of the program. Therefore, long-term trends in assessment for cohorts taking the comprehensive exams should be compared separately for those individuals under the old (pre-2012) curriculum or in the new (since-2012) curriculum.

Each proseminar requires students to write in response to three comprehensive exam questions, which are graded Pass/Fail under careful consideration of a comprehensive exam committee. The exam committee is usually made up of the instructor who teaches the proseminar that term, plus two more faculty members who have expertise in that subject (cultural anthropology, biological anthropology, and archaeology). Proseminar grades are not tied to comprehensive exam grades. For example, it is possible for a student to pass the proseminar course with a “B” or an “A” but to fail one, two, or all three of the comprehensive exam questions. If a student fails one or more comprehensive exam question, they are afforded an opportunity to retake the ones they failed. If they fail the retake, they must take the proseminar over again the next year. Failure two years in a row will result in administrative withdrawal from the Graduate Program.

The Graduate Program Coordinator identifies the number of master’s thesis defenses that have occurred since the beginning of the program and identify the proportion that have come from different cohorts. Results are compiled and submitted in the yearly assessment reports.

The demand for our anthropology graduates continues to be strong in Alaska, with a wide range of organizations involved in subsistence studies, environmental assessments, cultural resource compliance, and tribal consultation, although budget cuts and a statewide recession are being felt. Our graduate students are also starting to work in areas aligned with the specialties of our newer faculty, for example in digital archiving and repatriation; in medical anthropology; and in biological and biocultural anthropology.

Our MA students typically attain jobs or internships in an anthropology-related field by their second year. Early job placement in one’s chosen field is sometimes a double-edged sword, in that while providing students with hands-on experience and a steady income, work off campus can also slow student progress through the program requirements. We are continuing to look at ways to decrease time to completion through the program, while balancing that against providing students opportunities...
and faculty support to be able to gain and keep employment in their chosen field and to develop professional social networks that prove invaluable as students develop in their careers. One way we try to do this balance work is by providing academic credits for working students through practicums and internships.

Rates of student employment after graduation are likewise high, and often times this is due at least in part to the extensive professional networks we are able to introduce students through by placing them in jobs during their MA program. The role of the Graduate Advisory Board here is crucial for keeping our MA program keyed into the major issues, trends, and opportunities for professional anthropologists outside of the Academia throughout Alaska.

**Method of Data Analysis and Formulation of Recommendations for Program Improvement**

The faculty of the Anthropology Department meets at least once a year to review the data collected using the assessment tools. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program’s objectives and outcomes. The results of the data collection, and interpretation of the results, and the recommended programmatic changes will be forwarded to the office of Academic Affairs by the end of May each year. A plan for implementing the recommended changes, including advertising changes to the program’s stakeholders, will be completed at this meeting.

The proposed programmatic changes may be actions or changes in policy that the faculty deems to be necessary to improve performance relative to the program’s objectives and outcomes. Recommended changes will also consider workload (faculty, staff, and students), budget, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:

- changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
- changes in faculty/staff assignments
- changes in advising methods and requirements
- addition and/or replacement of equipment
- changes to facilities

**Modification of the Assessment Plan**

The Anthropology Department faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the objectives, outcomes, assessment tools, or any other element; these are to be approved by the faculty of the program. The modified assessment plan will be forwarded to the Dean of the College of Arts and Sciences and to the Office of Academic Affairs.
Appendix A: Proseminar Grade Performance

Tool Description:

This tool is a compilation of grades from the proseminars offered since the beginning of the master’s program. The proportion of grades of A awarded in each cycle (consisting of archeology, cultural anthropology, and biological anthropology) and in each subfield will be computed.

Factors that affect the collected data:

The only possible factor to be considered is whether the faculty member who teaches each proseminar has changed over the period of review. It appears that three core faculty members taught these classes over the previous ten semesters. Because this might change in future years, the situation will have to be assessed each year.

How to interpret the data:

The data provide an indicator of the degree to which students are comprehending the core knowledge, skills and perspectives being taught in the anthropology master’s program. Comparison of the two cycles will allow consideration of (1) admission policies based on student performance and (2) teaching success. The data will be discussed by the departmental faculty to determine if modifications in admissions or proseminar instructional practices are in order.
APPENDIX B: COMPREHENSIVE EXAM REVIEW

**Tool Description:**

The tool will be a compilation consisting of number of students admitted/attending by year and the number/proportion who took comprehensive exams, including the performance, by year, of students on the comprehensive exams.

**Factors that affect the collected data:**

Records for some early students may be missing in terms of the qualitative performance – as Pass/Fail is a fairly crude yardstick.

**How to interpret the data:**

The longitudinal profile of this data will allow the department faculty to assess the relative success of different year classes, the time between admission and comprehensive examination, and relative performance of different cohorts of students. The data will be discussed by department faculty Fall 2009 to determine if the procedures for comprehensive exams and the time between completing course work and taking exams should be addressed.
APPENDIX C: THESIS DEFENSE REVIEW

**Tool Description:**

This tool involves compiling the number of master’s thesis defenses by students from different year classes.

**Factors that affect the collected data:**

All data is readily available.

**How to interpret the data:**

This data provides departmental faculty with a yardstick of productivity. With this data the departmental faculty will be able to address a number of issues. For example, is the time between admission and graduation appropriate? Is this time increasing or decreasing and, if so, why? Is the success rate appropriate and, if not, what might be done to increase the numbers of graduates. Department faculty will discuss this on a yearly basis.
Bachelor of Science in Health Sciences
(BS Health Science COH ANC)

Academic Assessment Plan

Adopted by

The Bachelor of Science in Health Sciences faculty: February 7, 2018

Reviewed by the Academic Assessment Committee: 4/6/18
Reviewed by the Faculty Senate as an information item: TBD
HEALTH EDUCATOR TRACK

MISSION STATEMENT

The purpose of the BSHS Health Educator Track is to provide training in the competencies for health educators identified by the National Health Educators Competencies Update Project and qualify students to take the Certified Health Educator Specialist (CHES) exam. In addition it provides education in population-based health and offers a community health education practicum. The Health Educator track provides a good foundation for careers or graduate studies in health education, public health, and community health promotion.

PROGRAM STUDENT LEARNING OUTCOMES

Students graduating with a Bachelors Degree in Health Sciences on the Health Educator Track will be able to:

- Assess individual and community needs for health education.
- Plan effective health education programs.
- Implement health education programs.
- Evaluate effectiveness of health education programs.
- Coordinate provision of health education programs.
- Act as a resource person in health education.
- Communicate health and health education needs, concerns, and resources.

These PSLOs are derived from the seven responsibility areas recognized as comprising the core of knowledge required for a certified health educator by the National Commission for Health Education Credentialing, Inc. (NCHEC).

MEASURES

The BSHS Alumni Exit Survey is attached as Appendix A.

The BSHS Health Educator ePortfolio Assessment Tool is attached as Appendix B.

The measures and their relationships to the program outcomes are listed in Table 1.

PROCESS

The Health Educator Track PLSOs are assessed in two ways:
The BSHS Alumni Exit Survey (Appendix A) is administered each March to graduates from the prior three semesters (i.e. in March 2019 it is administered to alumni who graduated in the Spring 2018, Summer 2018, Fall 2018 semesters). This measure includes questions specifically asking how well students perceive the BSHS program has prepared them to demonstrate each of the seven competencies described in the PLSOs. In addition the Alumni Survey collects information on how many of our students are pursuing a Certified Health Education Specialist (CHES) Credential and how many have earned it each year. The survey results are tabulated and reviewed by the BSHS Program Faculty annually.

BSHS faculty convene to review a sample of each year’s Health Education ePortfolios to assess whether the work demonstrates students can competently fulfill the PSLOs (Appendix B). The committee reviews a sample of Health Education ePortfolios, which were created by teams of students completing HS 433: *Health Education Theory of Practice* and by individual students to capture their community-based work in the *Health Education Practicum (HS 495)*. The HS 433 ePortfolios include a problem statement and several hypothetical Health Education interventions, developed by teams of students applying health education theories and building skills needed by health educators. The HS 495 ePortfolios each describe an individual student’s health practicum experience, including examples of the work they created for or with their community partner. The percentage of portfolios from HS 495 and HS 433 demonstrating competence on each PSLO is tracked longitudinally.

BSHS program faculty meets at least once a year to review assessment data. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program’s outcomes. The results of the data collection, interpretation of the results, and recommended programmatic changes are forwarded to the Office of Academic Affairs by June 15th each year. A plan for implementing recommended changes, including advertising the changes to all the program’s stakeholders, is completed at this meeting.

**PRE-PROFESSIONAL TRACK**

**MISSION STATEMENT**

The purpose of the BSHS Pre-Professional Track is to provide training in public health and health education and preparation for occupational therapy (OT), pharmacy, physical therapy (PT), physician assistant (PA), speech-language pathology (SLP) or other professional health-related graduate programs.

**PROGRAM STUDENT LEARNING OUTCOMES**

Students graduating with a Bachelors Degree in Health Sciences on the Pre-Professional Track will be able to:

- Demonstrate an understanding of public health and public health intervention strategies.
- Demonstrate adequate preparation for professional and/or graduate work in selected clinical concentration areas.
• Explain the interconnectedness of physical, socio-cultural, and environmental aspects of health and the role of civic engagement in promoting population based health in clinical and community settings.

• Collaborate with individuals, community groups, medical professionals, and policy makers to create culturally meaningful health and health education materials.

• Apply skills and professional expertise to meet Alaska’s health workforce needs.

These PSLOs were informed by the program prospectus presented to the UA Board of Regents and student outcomes for similar undergraduate degree programs at other institutions.

MEASURES

The BSHS Alumni Exit Survey is attached as Appendix A.

The BSHS Pre-Professional ePortfolio Assessment Tool is attached as Appendix C.

Measures and their relationships to the program outcomes are listed in Table 1, below.

PROCESS

Pre-Professional Track PLSEOs are assessed in three ways:

BSHS Alumni Exit Survey (attached as Appendix A) is administered each March to graduates from the prior three semesters (i.e. in March 2019 it is administered to alumni who graduated in the Spring 2018, Summer 2018, Fall 2018 semesters). This measure includes questions specifically asking how well students perceive the BSHS program has prepared them to demonstrate each of the competencies described in the PLSEOs. The survey results are tabulated and reviewed by the BSHS Program Faculty annually.

BSHS faculty convene to review a sample of each year’s Capstone Reflections, completed by all Pre-Professional Track students in the HS 492: Senior Seminar in Health Policy courses. The committee reviews a sample of Capstone Reflection assignments, which ask students in the Senior Seminar course to reflect specifically on how their coursework, practicum experiences, and other components of the BSHS program have prepared them to fulfill the Pre-Professional Track PSLOs (Appendix C). The percentage of Capstone Reflection assignments from HS 492 indicating competence on each Pre-Professional Track PSLO is tracked longitudinally.

In addition, the faculty review each of the PSLOs against the Health Sciences courses required for the BSHS every five years. Any gaps identified in this review are addressed via the addition of new courses or the adaptation of existing courses to improve alignment between the PLSEOs and course content.
The program faculty meet at least once a year to review assessment data. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program’s outcomes. The results of the data collection, interpretation of the results, and recommended programmatic changes are forwarded to the Office of Academic Affairs by June 15th each year. A plan for implementing the recommended changes, including advertising changes to all the program’s stakeholders, is completed at this meeting.

**Physician Assistant Track**

**Program Introduction & Context for Assessment Work**

The MEDEX program, which grants a small number of BSHS Physician Assistant track degrees at UAA, exists as a collaboration between the University of Alaska Anchorage and the University of Washington’s Medex Northwest PA Program. The program provides a broad, competency-based curriculum that focuses on primary care with an emphasis on underserved populations.

The assessment plan for this track was developed as a collaborative effort between UAA faculty and the University of Washington MEDEX Northwest PA program faculty and used criteria from the Accreditation Review Committee for PAs (ARC-PA). The objectives were revised in consultation with Tom Miller, Office of Academic Affairs in June 2007; the faculty met and accepted the outcomes and assessment processes in May 2008.

The plan is not being updated at this time (Spring 2018) because UAA will cease granting the Bachelor of Science in Health Sciences, Physician Assistant Track Degree to students who matriculate after 2020, per the requirements of their accrediting body (ARC-PA, the Accreditation Review Commission on Education for the Physician Assistant)’s *Standards, 4th Edition*.

**Mission Statement**

The purpose of the BSHS Physician Assistant Track is to provide a Bachelor of Science Degree for students who have completed the required education and clinical experience to work as a Physician Assistant.

**Program Student Learning Outcomes**

Students graduating with a Bachelors Degree in Health Sciences on the Physician Assistant Track will be able to:

- Perform data collection, medical interviewing, and physical examination skills and communicate the acquired information effectively.
- Formulate medical decisions and treatment plans.
- Perform procedural skills appropriate to the Physician Assistant’s role.
• Work with patients to educate them about appropriate treatments and interventions to maximize health.

• Demonstrate knowledge of pharmacology and other treatment modalities to enable the Physician Assistant to function at the full scope of practice as allowed by individual state law.

• Provide assessment and care for common mental health conditions and concerns.

• Understand the unique features of the Physician Assistant role, including the Physician Assistant’s legal relationship with supervising and delegating physicians.

• Increase health care access by providing primary care services to under-served populations.

**MEASURES**

The measures and their relationships to the program outcomes are listed in Table 2. A description of the measures used in the assessment of the program outcomes and their implementation are summarized in Table 3.

**PROCESS**

The Bachelor of Science, Health Sciences Physician Assistant Track Site Director will follow the timelines indicated for each component of the plan, and coordinate staff, faculty, and students to complete their parts in a timely manner. The Bachelor of Science, Health Sciences Physician Assistant Track Site Director will write final reports.

The program faculty meet at least once a year to review the data collected using the assessment measures. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program’s outcomes. The results of the data collection, interpretation of the results, and recommended programmatic changes will be forwarded to the Office of Academic Affairs by June 15th each year. A plan for implementing the recommended changes, including of advertising the changes to all the program’s stakeholders, will be completed at this meeting.
<table>
<thead>
<tr>
<th>Table 1: Association of Measures to Program Outcomes for Health Educator and Pre-Professional Tracks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Education Track Student Learning Outcomes</td>
</tr>
<tr>
<td>Assess individual and community needs for health education.</td>
</tr>
<tr>
<td>Plan effective health education programs.</td>
</tr>
<tr>
<td>Implement health education programs.</td>
</tr>
<tr>
<td>Evaluate effectiveness of health education programs.</td>
</tr>
<tr>
<td>Coordinate provision of health education programs</td>
</tr>
<tr>
<td>Act as a resource person in health education.</td>
</tr>
<tr>
<td>Communicate health and health education needs, concerns and resources.</td>
</tr>
<tr>
<td>Pre-Professional Track Student Learning Outcomes</td>
</tr>
<tr>
<td>Demonstrate an understanding of public health and public health intervention strategies.</td>
</tr>
<tr>
<td>Demonstrate adequate preparation for professional and/or graduate work in selected clinical concentration areas.</td>
</tr>
<tr>
<td>Explain the interconnectedness of physical, sociocultural, and environmental aspects of health and the role of civic engagement in promoting population based health in clinical and community settings.</td>
</tr>
<tr>
<td>Collaborate with individuals, community groups, medical professionals, and policy makers to create culturally meaningful health and health education materials.</td>
</tr>
<tr>
<td>Apply skills and professional expertise to meet Alaska’s health workforce needs.</td>
</tr>
</tbody>
</table>
Table 2: Association of Measures to Program Outcomes for Physician Assistant Track

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Alumni Survey</th>
<th>NCCPA Certification</th>
<th>PA Licensure</th>
<th>Final Clinical Course Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform data collection, medical interviewing, and physical examination skills and communicate the acquired information effectively</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Formulate medical decisions and treatment plans</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Perform procedural skills appropriate to the Physician Assistant’s role</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Work with patients to educate them about appropriate treatments and interventions to maximize health</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrate knowledge of pharmacology and other treatment modalities to enable the Physician Assistant to function at the full scope of practice as allowed by individual state law</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Provide assessment and care for common mental health conditions and concerns</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Understand the unique features of the Physician Assistant role, including the Physician Assistant’s legal relationship with supervising and delegating physicians</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Increase health care access by providing primary care services to under-served populations</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

0 = Measure is not used to measure the associated outcome.
1 = Measure is used to measure the associated outcome.
TABLE 3: PHYSICIAN’S ASSESSMENT TRACK PROGRAM OUTCOME ASSESSMENT MEASURES AND ADMINISTRATION

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
<th>Frequency/Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Survey</td>
<td>Alumni are surveyed one and three years after graduation to get their views on the achievement of the program objectives.</td>
<td>Every year after first graduating class</td>
<td>Mailed or phone survey</td>
<td>Program staff</td>
</tr>
<tr>
<td>NCCPA Certification</td>
<td>Determines graduates who have passed Certification Exam</td>
<td>Collected in odd numbered years beginning 2005</td>
<td>Manually review NCCPA certification on NCCPA website</td>
<td>Program Staff</td>
</tr>
<tr>
<td>PA Licensure</td>
<td>Determine graduates who have obtained professional licenses</td>
<td>Updated annually</td>
<td>Manually review registration rolls on Medical Board website</td>
<td>Program Staff</td>
</tr>
<tr>
<td>Final Clinical Course Pass Rate</td>
<td>Percent pass in grouped course subject categories.</td>
<td>Annually, starting 2008</td>
<td>Grade Reports</td>
<td>Program Staff</td>
</tr>
</tbody>
</table>
**APPENDIX A: BSHS ALUMNI EXIT SURVEY**

The BSHS Alumni Exit Survey is administered each March, via Qualtrics online software, to graduates from the prior three semesters (i.e. in March 2019 it will be administered to alumni who graduated in the Spring 2018, Summer 2018, Fall 2018 semesters).

**Questions for all alumni:**

Please answer the following short answer questions:

1) What is your name or UAA Student ID #?
2) What semester did you enter the BSHS program?
3) What semester did you graduate?
4) Which BSHS Track were you on (choose one): Pre-Professional or Health Educator
5) What is your Current Employment/Educational Status? (choose all that apply) employed, in school, or not employed/not in school

**For Only those who select “employed” in Question 5**

6) What # of hours do you work per week?
7) What is your current place of employment?
8) What is your current job title?
9) What is your current salary/rate of pay?
10) Briefly describe the responsibilities of your current position.

**For Only those who select “in school” in Question 5 only**

1) Where are you attending school?
2) Full time or part-time student?
3) What degree / certification / credential are you currently pursuing?
4) Briefly describe your career goals at this time.

**For Only those who select “not employed / not in school” in Question 5**

1) Have you graduated? If so, with what degree?
2) What are you up to these days?
3) Briefly describe your career goals at this time.
Please answer the following questions using the scale provided:

For Only Health Educator Track Graduates

Do you have or intend to pursue a Certified Health Education Specialist (CHES) credential? yes / no

Do you have a CHES credential? yes/no (if yes, stop here)

If no, have you taken the CHES exam? yes / no

If no on either of the previous questions, when do you intend to take the CHES exam?

The BSHS program adequately prepared me to:

1) Assess individual and community needs for health education.
   
   strongly agree / agree / disagree / strongly disagree

2) Plan effective health education programs.
   
   strongly agree / agree / disagree / strongly disagree

3) Implement health education programs.
   
   strongly agree / agree / disagree / strongly disagree

4) Evaluate effectiveness of health education programs.
   
   strongly agree / agree / disagree / strongly disagree

5) Coordinate provision of health education programs.
   
   strongly agree / agree / disagree / strongly disagree

6) Act as a resource person in health education.
   
   strongly agree / agree / disagree / strongly disagree

7) Communicate health and health education needs, concerns and resources.
   
   strongly agree / agree / disagree / strongly disagree

For Only Pre-Professional Track Graduates

The BSHS program adequately prepared me to:

1) Demonstrate an understanding of public health and public health intervention strategies.
   
   strongly agree / agree / disagree / strongly disagree

2) Demonstrate adequate preparation for professional and/or graduate work in selected clinical concentration areas.
   
   strongly agree / agree / disagree / strongly disagree
3) Explain the interconnectedness of physical, socio-cultural, and environmental aspects of health and the role of civic engagement in promoting population based health in clinical and community settings.
   
   strongly agree / agree / disagree / strongly disagree

4) Collaborate with individuals, community groups, medical professionals, and policy makers to create culturally meaningful health and health education materials.
   
   strongly agree / agree / disagree / strongly disagree

5) Apply skills and professional expertise to meet Alaska’s health workforce needs.
   
   strongly agree / agree / disagree / strongly disagree

For All Alumni

Please answer the following short answer questions:

1) Based on your experiences, what were the strengths of the BSHS program in preparing you for employment or further education?

2) Based on your experiences, what recommendations would you make to strengthen the BSHS program to prepare other students for employment or further education?
### APPENDIX B: HEALTH EDUCATOR ePORTFOLIO ASSESSMENT TOOL

This ePortfolio demonstrates that students **can / cannot competently fulfill** the PSLOS:

<table>
<thead>
<tr>
<th>PSLOs</th>
<th>can competently fulfill:</th>
<th>cannot competently fulfill:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assess individual and community needs for health education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Plan effective health education programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Implement health education programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Evaluate effectiveness of health education programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Coordinate provision of health education programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Act as a resource person in health education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Communicate health and health education needs, concerns and resources.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX C: PRE-PROFESSIONAL TRACK REFLECTIVE ASSIGNMENT ASSESSMENT TOOL

This Capstion Reflection assignment indicates that students **can** / **cannot competently fulfill**:

<table>
<thead>
<tr>
<th>PSLOs</th>
<th>can competently fulfill</th>
<th>cannot competently fulfill</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an understanding of public health and public health intervention strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate adequate preparation for professional and/or graduate work in selected clinical concentration areas.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4. Collaborate with individuals, community groups, medical professionals, and policy makers to create culturally meaningful health and health education materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Apply skills and professional expertise to meet Alaska’s health workforce needs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D: MEDEX Alumni Survey

**Measure Description:**

The alumni survey asks graduates of the program to rate their performance relative to the program’s objectives. Additionally, alumni are asked to rate the importance of the program objectives from their viewpoint.

Surveys will be distributed to alumni that have graduated one, and three years prior to the survey administration. The results will be gathered by the program staff.

**Factors that affect the collected data:**

A number of factors need to be taken into consideration when analyzing the data. The following factors are those that we have identified:

- Low return rates. It may be difficult to get a good return rate from the alumni, even with follow up phone calls. This reduces the accuracy of the results.
- Some graduation years may not respond to the survey. The result would be that the data may be skewed to the viewpoint of a subset of our graduates.

**How to interpret the data:**

Care should be taken to investigate and discuss the factors influencing the results before interpreting the outcome.

**Sample Survey**

A sample survey is provided on the next page. An electronic version may be developed to replace this version. The questions and data collected will be the same.

**Tabulating and Reporting Results**

The survey will be prepared by the faculty and administered by the staff. Staff will receive the results and tabulate them, then share them with faculty. Survey data will be reviewed and used to create recommendations for program changes that are designed to enhance performance relative to the program’s outcomes.
MEDEX/UAA Physician Assistant Program

MEDEX Alumni Survey

The MEDEX/UAA Physician Assistant Program has received mandates from the university to implement an outcomes-based assessment program. As a part of the program, we are surveying graduates to find ways of improving our program. Your feedback will go a long way in helping us determine how well we are doing and what we can do to better serve our students, alumni, and the health community. Please return in the provided envelope.

Are you working as a physician assistant? □ Yes □ No

Type of practice in which you work:

□ Family Practice □ Surgery □ Emergency Medicine □ Orthopedics □ Dermatology
□ Occupational Medicine □ Not working as Physician Assistant
□ Other Medical Specialty: ___________________________

The MEDEX/UAA Physician Assistant Program has adopted 11 expected outcomes, please rate your knowledge/skills and the program’s effectiveness in teaching you knowledge/skills relative to each objective.

1) Increase health care access by providing primary care services to under-served populations

What is your understanding/ability now? □ poor, □ fair, □ good, □ excellent, □ outstanding, □ No opinion
How well did we do teaching this? □ poor, □ fair, □ good, □ excellent, □ outstanding, □ No opinion

2) Perform data collection, medical interviewing and physical examination skills and communicate the acquired information effectively.

What is your understanding/ability now? □ poor, □ fair, □ good, □ excellent, □ outstanding, □ No opinion
How well did we do teaching this? □ poor, □ fair, □ good, □ excellent, □ outstanding, □ No opinion

3) Understand the unique features of the Physician Assistant role, including the Physician Assistant’s legal relationship with supervising and delegating physicians.

What is your understanding/ability now? □ poor, □ fair, □ good, □ excellent, □ outstanding, □ No opinion
How well did we do teaching this? □ poor, □ fair, □ good, □ excellent, □ outstanding, □ No opinion

4) Perform procedural skills appropriate to the Physician Assistant’s role.

What is your understanding/ability now? □ poor, □ fair, □ good, □ excellent, □ outstanding, □ No opinion
How well did we do teaching this? □ poor, □ fair, □ good, □ excellent, □ outstanding, □ No opinion

5) Understand the roles of all other individuals involved in the care of the patient and be able to interact effectively with these individuals and groups to optimize patient care.

What is your understanding/ability now? □ poor, □ fair, □ good, □ excellent, □ outstanding, □ No opinion
How well did we do teaching this? □ poor, □ fair, □ good, □ excellent, □ outstanding, □ No opinion

6) Provide assessment and care for common mental health conditions and concerns.

What is your understanding/ability now? □ poor, □ fair, □ good, □ excellent, □ outstanding, □ No opinion
How well did we do teaching this? □ poor, □ fair, □ good, □ excellent, □ outstanding, □ No opinion

7) Work with patients to educate them about appropriate treatments and interventions to maximize health.
What is your understanding/ability now? □ poor, □ fair, □ good, □ excellent, □ outstanding, □ No opinion
How well did we do teaching this? □ poor, □ fair, □ good, □ excellent, □ outstanding, □ No opinion

8) Formulate medical decisions and treatment plans.

What is your understanding/ability now? □ poor, □ fair, □ good, □ excellent, □ outstanding, □ No opinion
How well did we do teaching this? □ poor, □ fair, □ good, □ excellent, □ outstanding, □ No opinion

9) Knowledge of pharmacology and other treatment modalities to function at the full scope of practice as allowed by individual state law.

What is your understanding/ability now? □ poor, □ fair, □ good, □ excellent, □ outstanding, □ No opinion
How well did we do teaching this? □ poor, □ fair, □ good, □ excellent, □ outstanding, □ No opinion

10) Be employable as a Physician Assistant.

What is your understanding/ability now? □ poor, □ fair, □ good, □ excellent, □ outstanding, □ No opinion
How well did we do teaching this? □ poor, □ fair, □ good, □ excellent, □ outstanding, □ No opinion

Please indicate your satisfaction with each of the following aspects of your experience at Medex/UAA. Please feel free to use the space after the list to briefly explain any of your responses, especially if you feel less than satisfied.

Quality of the Advising: □ poor, □ fair, □ good, □ excellent, □ outstanding, □ No opinion
Quality of Instruction: □ poor, □ fair, □ good, □ excellent, □ outstanding, □ No opinion

Optional Explanations:

Please list up to three major strengths of your MEDEX/UAA physician assistant education or other UAA experiences.

Please list up to three areas for improvement in the MEDEX/UAA physician assistant program or other aspects of UAA.

With respect to the previous question, do you have any suggestions on how UAA could address these improvements?

Would you recommend a MEDEX/UAA physician assistant education to a friend or relative?
□ Yes □ No □ Maybe
APPENDIX E: NCCPA CERTIFICATION DATA

Measure Description:

A listing of Physician Assistants is available on line from the NCCPA Website. This list is analyzed to determine the number of graduates who have successfully completed the NCCPA certification process. It will be queried the first year after graduation and every two years thereafter as recertification occurs in two year cycles.

The list of student names is created, and the interface with the NCCPA website search will be conducted by program staff.

Factors that affect the collected data:

A number of factors need to be taken into consideration when analyzing the data. The following factors are those that we have identified:

The data may miss students who failed their initial attempt at the exam and are waiting to retake it.

How to interpret the data:

This data is used to determine the employability of our graduates. For assessment purposes, the percentage of the PAs who pass the NCCPA certifying exam is used as an indicator of employability. As historical data comes available, the trend data will be used by the faculty in their assessment. This data should always be viewed in light of the status of the local economy current at the time the data was generated.

Tabulating and Reporting Results:

The data will be collected and reported by the staff. The data will be provided to the faculty for use in their analysis of the program objectives.
APPENDIX F: FINAL CLINICAL COURSE PASS RATE

Measure Description:

Grades are collected from faculty for each semester the final clinical course is offered. Descriptive statistics are calculated.

Factors that affect the collected data:

Grades are readily available

How to interpret the data:

Our goal is a 100% pass rate.

Tabulating and Reporting Results:

The data will be collected and reported by the staff. The data will be provided to the faculty for use in their analysis of the program objectives.
APPENDIX G: PA LICENSURE

Measure Description:

A listing of licensed Physician Assistants in the State of Alaska is available on line from the state’s web site. This list is analyzed annually to determine which of our graduates have received their professional licenses. The listing also tells where these Physician Assistants reside.

Factors that affect the collected data:

A number of factors need to be taken into consideration when analyzing the data. The following factors are those that we have identified.

- It is possible that not all Medex/UAA PA graduates on the list have been identified. This is particularly true of graduates that have changed their names.
- The professional licensing exams are an indicator of minimum acceptable competency. They do not provide information about the level of competency above the minimum.

How to interpret the data:

This data is imprecise but is felt that it is a good indicator of the technical competence of our graduates. This data should be compared with the Alaska Department of Labor statistics.

Tabulating and Reporting Results:

The data will be collected and reported by the staff. The data will be provided to the faculty for use in their analysis of the program objectives.

A complete listing of alumni with professional licenses is reported to the faculty along with the percentage of graduates working within Alaska that have obtained their licenses.
MS Civil Engineering (MSCE)

Educational Effectiveness

Assessment Plan

2016-2017
Revised: April 2017

Adopted by
The Civil Engineering faculty

Submitted to
The Dean of the College of Engineering

Reviewed by the Academic Assessment Committee as an information item 4/6/18
Reviewed as an information item by the Faculty Senate TBD

Reviewed by the Academic Assessment Committee 3/3/17
Reviewed as an information item by the Faculty Senate 4/7/17
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Introduction

Graduate study in civil engineering allows students to gain in-depth training in one or more of the sub disciplines of the civil engineering profession. Completion of a Master’s degree is strongly encouraged as a prerequisite for licensure and professional practice. Certain employment opportunities within the profession may require a master’s degree.

Graduate students in the civil engineering program may choose one of three options when pursuing the MSCE degree. The Thesis Option is designed for those students who wish to pursue specialized advanced study and original research, and is excellent preparation for both the practicing professional and the doctoral candidate. The Civil Engineering Project Option is intended for practice-oriented students that desire advanced study in a particular sub discipline of Civil Engineering to achieve their professional goals. The Comprehensive Exam Option is intended for practicing professionals that wish to be better-rounded in the field of Civil Engineering by studying topics not covered in the undergraduate curriculum or explore those undergraduate topics in more depth and/ or detail.

Program Objectives

It is the objective of the UAA Master of Science in Civil Engineering (MSCE) program to produce graduates that:

1. Have an advanced technical knowledge of one or more of the recognized sub-disciplines of civil engineering
2. Are capable of communicating their results;
3. Are capable of conceiving and conducting a research project (Thesis Option only)

Program Outcomes

The graduates of the UAA Master of Science in Civil Engineering (MSCE) program will have:

1. An ability to use advanced methods of analysis.
2. An ability to understand advanced civil engineering theory.
3. An ability to conduct advanced civil engineering research (Thesis Option only)
4. An ability to apply advanced engineering theory to the design of civil engineering systems.
5. An ability to work effectively within the management framework of organizations responsible for the practice of engineering
Assessment Tools

A description of the tools used in the assessment of the program outcomes and their implementation are summarized in Table 1. The tools and their relationships to the program outcomes are listed in Table 2.

There is a separate appendix for each tool that includes a more detailed description than is provided here and also describes the factors that affect the results and give examples of the tools and how they will be implemented.
<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Frequency/ Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory Board Review</td>
<td>Annual Civil Engineering Advisory Board Meeting</td>
<td>Administered yearly beginning Spring 2006</td>
<td>Group discussion</td>
<td>Program Faculty and Staff</td>
</tr>
<tr>
<td>Alumni and current students Evaluation</td>
<td>Program outcomes are evaluated by Alumni and current students</td>
<td>Once every three years beginning Spring 2017</td>
<td>Online survey</td>
<td>Program faculty and staff</td>
</tr>
<tr>
<td>Employer evaluation</td>
<td>Program outcomes are evaluated by employers of MSCE graduates</td>
<td>Once every three years beginning Spring 2017</td>
<td>Online survey</td>
<td>Program faculty and staff</td>
</tr>
<tr>
<td>Master’s Thesis (Thesis Option only)</td>
<td>Quality of Master’s thesis work as judged by whether the work is publishable in peer reviewed journals or conference proceedings</td>
<td>Once every three years beginning Spring 2018</td>
<td>Program Faculty</td>
<td>Program faculty and peer reviewers</td>
</tr>
<tr>
<td></td>
<td>Advisory Board Review</td>
<td>Alumni and current students Evaluation</td>
<td>Employer evaluation</td>
<td>Master’s Thesis</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-----------------------</td>
<td>----------------------------------------</td>
<td>---------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>An ability to use advanced methods of analysis.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>An ability to understand advanced civil engineering theory.</td>
<td>1</td>
<td>1</td>
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<td>0</td>
<td>1</td>
</tr>
<tr>
<td>An ability to apply advanced engineering theory to the design of civil engineering systems.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>An ability to work effectively within the management framework of organizations responsible for the practice of engineering</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

0 = Tool is not used to measure the associated objective.
1 = Tool is used to measure the associated objective.
Appendix: Advisory Board Review

Tool Description:

The Civil Engineering Advisory Board consists of industry leaders. Their knowledge and expertise will keep the department focused on the changing needs of Civil Engineering.

The Advisory Board members were instrumental in the development of the program offering many suggestions for program content. As practicing professionals, they are able to give insight into the areas of civil engineering that need more support in which to ensure program objectives are met.

The advisory board typically meets once each semester for 2-4 hours. In the spring semester meeting of each year, a detailed review of the CE graduate program outcomes and student performance will be reviewed.

Factors that affect the collected data:

The Advisory Board members are active in many different areas of business and industry where civil engineering is practiced. There may be other areas of civil engineering that may not be represented in our board members. This may leave out or inappropriately weight opinions on program objectives and outcomes.

How to interpret the data:

Input from Advisory Board members should be discussed and outcomes should be compared against civil engineering needs by local professional associations, State project needs, and national and global trends.

Sample Survey

A sample survey is provided on the next page.

Tabulating and Reporting Results

Results will be gathered via email or in person at the spring advisory board meeting and evaluated by faculty. A review of results will take place by the advisory board.
Civil Engineering Advisory Board  
Annual Program Review

1. Are additional resources needed to meet program outcomes?

2. Are there any areas of weakness in the program as related to civil engineering practices, tools and techniques that you see in your work environment?

3. Are there any civil engineering areas of weakness in the program as related to the national trend as you see in your work environment?
Appendix: Master’s thesis

Tool Description:

For those students pursuing the Thesis Option, the Master’s Thesis is the ultimate tool to determine if the student is capable of conducting research at a level that represents a contribution to the profession. The quality of the students’ thesis will be assessed by the graduate advisory committee as whether it is publishable in a peer reviewed journal or conference proceedings.

Factors that affect the collected data:

Bias of the graduate advisory committee

How to interpret the data:

Committee assessment or acceptance of paper will indicate quality of research work

Tabulating and Reporting Results

Evaluation scores will be gathered by staff and tabulated and results given to faculty for review and discussion.
Appendix: Alumni and Current student Survey

Tool Description:

An online survey will ask MSCE alumni and current graduate students to evaluate the program outcomes as related to their individual work environments.

Factors that affect the collected data:

Some graduates may not respond to the survey. The data may not reflect all areas of civil engineering they do not respond.

How to interpret the data:

The survey results will be compiled and discussed among faculty members and the advisory board. These results should be compared with student surveys to see if they are in line with alumni evaluations.

Sample Survey.

A sample survey is provided on the next page.

Tabulating and Reporting Results

The survey is prepared by faculty, administered and collected online. Staff will tabulate the result and submit them for review to faculty.
Sample Alumni and Current Students Survey

Survey Questions for Current MSCE/MCE/AE Students and Alumni

Q1 - Please select what relationship you have to UAA Master of and Master of Science of Civil Engineering Program, and Arctic Engineering Program

Q2 - When did you receive your Bachelor of Science in Civil Engineering from UAA? If you graduated prior to 2000 please select 2000.

Q3 - Do you have a Professional Engineering License (PE)?

Q4 - Are you a member of a professional engineering society (e.g. ASCE, AWWA, ITE)?

Q5 - Your company or agency can be classified as

Q6 - What is the name of your company or agency?

Q7 - What is the primary nature of your business or agency?

Q8 - Select a subcategory that better defines your Civil Engineering business or agency.

Q9 - Select a subcategory that better defines your Exploration & Production business or agency.

Q10 - We appreciate your anonymous response to these questions about how well the CE Master programs are helping students meet the following program outcomes:

**Scale: 1 (worst) – 10 (best)**

An ability to use advanced methods of analysis,

An ability to understand advanced civil engineering theory,

An ability to conduct advanced civil engineering research,

An ability to apply advanced engineering theory to the design of civil engineering systems, and

An ability to work effectively within the management framework of organizations responsible for the practice of engineering.

Q11 - As a result of Alumni comments, the CE faculty have revised Master of Science in Civil Engineering Program with Thesis, Project Report, and Comprehensive Exam options, and allow an emphasis in one of the following six areas (a minimum of 5 courses must be taken in the area to qualify for the emphasis):

1. Arctic Engineering
2. Environmental Engineering
3. Geotechnical Engineering
4. Structural Engineering
5. Transportation Engineering
6. Water Resources Engineering

Please provide any comments to this program change.

Q12. What software tools do you use that you feel need to be considered in our teaching?

Q13. What aspects of our educational practice might we improve upon?

Q14 – We would love to keep in touch with you with program updates. If you agree, please leave your current email for future contact.

Q15 - Do you have any additional comments?
Appendix: Employer Survey

Tool Description:

An online survey will ask employer of MSCE graduates to evaluate the attainment of program outcomes of the MSCE program.

Factors that affect the collected data:

Some employers may not respond to the survey. The data may not reflect all areas of civil engineering they do not respond.

How to interpret the data:

The survey results will be compiled and discussed among faculty members and the advisory board.

Sample Survey

A sample survey is provided on the next page.

Tabulating and Reporting Results

The survey is prepared by faculty, administered and collected online. Staff will tabulate the result and submit them for review to faculty.
APPENDIX: Survey for Employer of MSCE Graduates

Q1 - Please select what relationship you have to UAA Master of and Master of Science of Civil Engineering, Applied Environmental Science and Technology, and Arctic Engineering Programs

Q2 - How many UAA Civil Engineering Master Degree graduates have you hired in the last 6 years?

1
2 to 4
5 or more

Q3 - How well have UAA Civil Engineering Master Degree graduates in your employ demonstrated advanced knowledge of principles and skills relating to the civil engineering sub-disciplines of water resources, geotechnical, structural, transportation, or environmental engineering?

Scale: 1 (worst) – 10 (best)

Q4 - We appreciate your anonymous response to these questions about how well the CE Master programs are helping students meet the following program outcomes:

Scale: 1 (worst) – 10 (best)

An ability to use advanced methods of analysis,
An ability to understand advanced civil engineering theory,
An ability to conduct advanced civil engineering research,
An ability to apply advanced engineering theory to the design of civil engineering systems, and
An ability to work effectively within the management framework of organizations responsible for the practice of engineering.

Q5 - As a result of Alumni comments, the CE faculty have revised Master of Science in Civil Engineering Program with Thesis, Project Report, and Comprehensive Exam options, and allow an emphasis in one of the following six areas (a minimum of 5 courses must be taken in the area to qualify for the emphasis):
1. Arctic Engineering
2. Environmental Engineering
3. Geotechnical Engineering
4. Structural Engineering
5. Transportation Engineering
6. Water Resources Engineering

Please provide any comments to this program change.

Q7 - What aspects of our educational practice might we improve upon?

Q6 - What software tools do you use that you feel need to be considered in our teaching?

Q8 - Do you have any other additional comments?
Bachelor of Arts Early Childhood
&
Post-Baccalaureate Early Childhood Certificate

Educational Effectiveness

Assessment Plan

Version 4

Adopted by

The Early Childhood faculty:

Submitted to

The Dean of the College of Education: 2011

Reviewed with curriculum changes by the Academic Assessment Committee as an information item 4/6/18
Reviewed by the Faculty Senate as an information item TBD

Reviewed by the Academic Assessment Committee as an information item 5/5/17
Reviewed by the Faculty Senate as an information item 5/5/17
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Mission Statement

The Early Childhood Program at UAA blends theory and practice in the preparation of early childhood educators who can deliver quality care and education for young children from birth through age eight years.

PROGRAM INTRODUCTION

The Bachelor of Arts degree in Early Childhood (BAEC) and the Post-baccalaureate certificate prepares professionals to work with children from birth through age eight. The bachelor’s degree will offer opportunity for students to receive an Institutional Recommendation (IR) for certification in Alaska (AK) to teach Pre-K through third grade levels. The Post-baccalaureate certificate includes the IR as well.

The bachelor’s program and Post-baccalaureate certificate program offers professionals working in early care and education settings childcare or the public school system opportunities to further their professional career in early childhood. Many changes occurring nationally and in our state have brought attention to young children. It is an important time for our state and nation as there is a critical need for quality programs for young children, consequently the need for qualified early childhood professionals has increased. Children and the future of our society are shaped by children’s interactions with the environment, other people, and through the types of educational and learning experiences they encounter.

ASSESSMENT PROCESS INTRODUCTION

The Early Childhood Educational Effectiveness plan is based on the National Association of Education for Young Children (NAEYC) performance standards. These standards are intended for higher education programs that prepare practitioners at the “initial licensure” or certification level. These Early Childhood standards have been approved by the National Council for Accreditation of Teacher Education (NCATE) and describe the kinds of knowledge, skills, and dispositions that Early Childhood professionals should possess. In addition, these standards correlate with the College of Education Conceptual Framework. 1

The initial assessment plan was prepared and submitted in Fall, 2002. After teaching much of the program, Early Childhood faculty analyzed data and revised the program in Fall of 2006. Additional changes to the program, specifically in the internship, were revised in Spring of 2008. This document, version 3, includes a mission statement and updated assessments.

This document defines the educational objectives and expected outcomes for the BAEC program and for Post-Baccalaureate Early Childhood program. Both programs have the same outcome and the same Early Childhood content. Post-Baccalaureate students complete their Bachelor’s degree prior to taking the Early Childhood content. Therefore, this document outlines a plan for assessing the achievement of the stated objectives and outcomes.

1 NAEYC Guidelines Revision: NAEYC Standards for Early Childhood Professional Preparation: Baccalaureate or Initial Licensure Level, 2002., http://www.naeyc.org
The development of the objectives and outcomes consisted of discussions with advisory committee members during the development of the curriculum for the BAEC, discussions with BAEC faculty, consultation with other nationally recognized personnel preparation programs over the course of several years. Dr. Seitz, the coordinator for the EC programs has attended several conferences and workshops related to NAEYC/NCATE standards. She became a national reviewer for NAEYC/NCATE in the Fall of 2007 and has incorporated information from her experiences into this plan. In addition, EC faculty have consulted with community advisors (mentor teachers, principals, agency directors), graduates, and current students for guidance with revisions to course assignments and assessments.
PROGRAM STANDARDS AND OUTCOMES

At the bachelors and graduate degree level, NAEYC works with NCATE (the National Council for Accreditation of Teacher Education) to review the early childhood programs at four-year colleges and universities. NAEYC-trained reviewers who are faculty in other early childhood programs evaluate program reports to determine whether a program meets NAEYC’s five standards of professional preparation. If a program meets the standards and receives National Recognition, and if the institution goes on to be accredited by NCATE, the program has received a nationally known mark of quality. (naeyc.org)

Coherent, evidence-based standards for the preparation of early childhood professionals are powerful tools that act as signposts pointing the way to our desired goals for emerging professionals. NAEYC developed and supports professional preparation standards in five key areas that serve as widely held expectations about what early childhood professionals know and are able to do as they work with young children from birth through age 8. (naeyc.org)

The standards for Initial-licensure programs were revised and approved in 2001, and the standards and Essential Tools for advanced programs were revised and approved in 2002. The following are the standards that all coursework and assessments provide evidence of meeting and addressing:

1. **Understand child development knowledge and learning**
   - Understands young children’s characteristics and needs,
   - Understands multiple interacting influences on children’s development and learning,
   - Creates environments that are healthy, respectful, supportive, and challenging for all children.

2. **Build and support family and community relationships.**
   - Understands, and values the importance and complex characteristics of children’s families and communities.
   - Creates respectful, reciprocal relationships that support and empower families, and involves all families in their children’s development and learning.

3. **Observe, document, and assesses young children.**
   - Knows about and understands the goals, benefits, and uses of assessment.
   - Knows about and uses systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.

4. **Uses appropriate teaching and learning strategies – Knows appropriate content for young children**
   - Integrates their understanding of and relationships with children and families;
   - Understands developmentally effective approaches to teaching and learning
   - Uses knowledge of academic disciplines, to design, implement, and evaluate experiences that promote positive development and learning for all children.

5. **Becomes a professional.**
   - Identifies and conducts themselves as members of the early childhood profession.
   - Uses ethical guidelines and other professional standards as related to early childhood practices.
• They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources.

At the completion of this program, based on the above professional standards, students are able to:

▪ Create a healthy, respectful, supportive, and challenging learning environment based on knowledge of child development.

▪ Create respectful, reciprocal relationships that support and empower families, and involve all families in their children’s development and learning.

▪ Use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.

▪ Design effective approaches to teaching and learning, implement and evaluate experiences that promote positive development and learning for all children.

▪ Incorporate knowledge of content areas to create appropriate experiences for young children

▪ Use ethical guidelines and other professional standards related to early childhood practice.

▪ Demonstrate knowledgeable, reflective, and critical perspectives on professional practice, making informed decisions that integrate knowledge from a variety of sources.
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Family Community Study</th>
<th>Teacher as Researcher Project</th>
<th>Integrated Unit</th>
<th>Praxis II</th>
<th>Exit Survey</th>
<th>Curriculum Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a healthy, respectful, supportive, and challenging learning environment based on knowledge of child development.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Create respectful, reciprocal relationships that support and empower families, and involve all families in their children’s development and learning.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s development and learning.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Design effective approaches to teaching and learning, implement and evaluate experiences that promote positive development and learning for all children.</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Incorporate knowledge of content areas to create appropriate experiences for young children.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Use ethical guidelines and other professional standards related to early childhood practice.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrate knowledgeable, reflective, and critical perspectives on professional practice, making informed decisions that integrate knowledge from a variety of sources.</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

0 = Measure is not used to measure the associated outcome.
1 = Measure is used to measure the associated outcome.
A description of the measures used in the assessment of the program outcomes and their implementation are summarized in Table 2 below. The measures and their relationships to the program outcomes are listed in Table 1, above.

There is a separate appendix for each measure that shows the measure itself and describes its use and the factors that affect the results.

**TABLE 2: PROGRAM OUTCOMES ASSESSMENT MEASURES AND ADMINISTRATION**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
<th>Frequency/Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Community Study</td>
<td>The family community study is a collaborative project to help students understand a school community and to be culturally responsive with children.</td>
<td>Annually</td>
<td>EDEC 242 &amp; EDEC 492</td>
<td>Instructor</td>
</tr>
<tr>
<td>Teacher as Researcher Project</td>
<td>The teacher research project is an action research project requiring observations, analysis, and presentation. The student articulates their knowledge about child development through written and oral presentation.</td>
<td>Annually</td>
<td>EDEC 301</td>
<td>Instructor</td>
</tr>
<tr>
<td>Integrated Unit</td>
<td>The Integrated Unit Plan is a project that integrates appropriate curriculum with authentic assessment. The plan includes experiences and lessons for a minimum of two content areas that support building community in the classroom.</td>
<td>Annually</td>
<td>EDEC 403 &amp; EDEC 404</td>
<td>Instructors</td>
</tr>
<tr>
<td>Praxis II</td>
<td>The Praxis II is a standardized test required for teachers in Alaska to assess content knowledge.</td>
<td>Prior to internship</td>
<td>Results are mailed to Institution</td>
<td>Testing Center</td>
</tr>
<tr>
<td>Exit Survey</td>
<td>The exit survey asks graduates of the program to rate their performance relative to the program’s outcomes. Additionally, graduates are asked to rate the program’s delivery of the material related to the objectives from their viewpoint.</td>
<td>Annually</td>
<td>Emailed survey</td>
<td>COE Staff</td>
</tr>
<tr>
<td>Curriculum Analysis</td>
<td>The Curriculum Text Analysis is an investigation of a published curriculum unit. The analysis raises and examines questions in relation to practice and theory in the field of early childhood.</td>
<td>Annually</td>
<td>EDEC 206</td>
<td>Instructor</td>
</tr>
</tbody>
</table>
Assessment Implementation & Analysis for Program Improvement

General Implementation Strategy

Delivery of the Early Childhood program commenced in Fall of 2002.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

The program faculty will meet at least once a year to review the data collected using the assessment measures. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program’s outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be forwarded to the Office of Academic Affairs (in the required format) by June 15th each year. A plan for implementing the recommended changes, including advertising the changes to all the program’s stakeholders, will also be completed at this meeting.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to program outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:

- changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
- changes in faculty/staff assignments
- changes in advising methods and requirements
- addition and/or replacement of equipment
- changes to facilities

Modification of the Assessment Plan

As the early childhood program grows in numbers of students and years of delivery, the faculty will continue to monitor its progress. Through the NCATE/NAEYC review process, we will analyze the data from the assessments and make modifications to the curriculum and assessment loop.
APPENDIX A: STANDARDS BASED ASSESSMENT- FAMILY COMMUNITY STUDY

Tool Description:

The family community study is a collaborative project to help students understand a school community and to be culturally responsive with children.

Factors that affect the collected data:
This data has been collected in the internship and will begin to be collected in a lower division 200 level courses. Some students may be required to do this twice depending on their course attendance. If students take this course at other campuses (Mat-Su, KPC, or other universities) they may not do this study.

How to interpret the data:
The score data will be collected and aggregated each year. The data will be reviewed annually by early childhood faculty. They will note if the assessment continues to address NAEYC Standard 2.

Tabulating and Reporting Results

The Early Childhood Faculty will prepare a summary of results from the standards based assessment.

The assessment tool and scoring guide are attached.
Standards Based Assessment- School Community Study

Purposes:
- To develop student’s familiarity with an agency or school community, including key individuals, businesses and other organizations.
- To identify resources in the community.
- To identify the outside-of-school organizations, institutions, and patterns of activity that might influence students’ interests, ideas, and knowledge.

Description:
The student will focus on understanding the agency’s or school’s socio-cultural context in ways that inform his/her culturally responsive teaching practices.

This SBA addresses NAEYC Standard 2: Building Family and Community Relationships
- Family and community characteristics
- Supportive family relationships
- Involving families in child’s development

Alaska Teaching Standards and Alaska Cultural Standards Addressed:
Standards 3 & 7

Directions:
Phase 1 – Collection and presentation of data by the group.
The study should be presented as a PowerPoint or as a movie/video (some form of technology).
Research your topic using multiple data collection tools.
Researchers:
1. Parent Involvement
   a. Interview two parents or teachers about parent involvement issues at the agency or school
   b. Gather School Materials – handbooks, brochures
   c. Photograph – environment, children engaged in activity, other

2. What makes your agency or school Special? Does your agency or school have a special philosophy or guiding principles?
   a. Attend events a tour or event at the agency or school
   b. Collect calendars, documents, flyers
   c. Observe
   d. Photograph

3. Demographics and other statistic
   a. Interview agency or school administration
   b. Research population data (USDA stats, free or reduced lunch, ethnicity, etc.)
   c. Web searches (http://www.asdk12.org/ and http://www.greatschools.net) or an agency website

Phase 2 – Write an individual response
1. Write a description about your research. What method did you use to learn about your topic? How did you collaborate with others in your group others in the community?

2. Write a Reflection about the experience. How will/could this information influence your teaching?

Phase 3 – Documentation and presentation
Include the following:
- Documentation panel, PowerPoint, iMovie, etc. of Phase one information
- Analysis – the big picture. What does all the information mean?
- An overview of each area of research
- School/community resources
- PHOTOGRAPHS, TRANSCRIPTS, INTERVIEWS, ETC….

School Community Study
Scoring Guide

To earn a “Pass” for this project, the final product must include all three sections and successfully meet the following criteria:

_____Methods and Analysis: A one-page description of the methods used in the Study. Evidence that the group used two of the three data collection methods: (1) observations, (2) documents, (3) informal interviews.

_____Description: A description product that clearly includes the following three areas: (1) Community Demographics, Institutions, and Barriers; (2) Resources; (3) Socio-Cultural Context: Connections to Students.

_____Reflection: A 1-2-page reflective paper that clearly explains how the intern plans to apply the Study’s findings in his or her teaching practices. Reflection specifically addresses culturally-responsive teaching practices.

_____Presentation: Clearly presents the school/community socio-cultural context and how the students intend to integrate the Study’s findings in their teaching practices.
Appendix B: Standards Based Assessment-Teacher as Researcher Project

**Tool Description:**

The teacher research project is an action research project requiring observations, analysis, and presentation. The student articulates their knowledge about child development through written and oral presentation.

**Factors that affect the collected data:**

The course instructors may have different philosophy and different perceptions related to the demonstration of competency. In addition, if students take the prerequisite courses at other campuses, they may have different prior knowledge and abilities.

**How to interpret the data:**

The tool can be one indicator of the student knowledge level child development and ability to observe and document child learning.

Attached you will find a copy of the standards based assessment and rubric.

**Tabulating and Reporting Results**

The Early Childhood Faculty will prepare a summary of results from the standards based assessment.

*The assessment tool and scoring guide are attached.*
Standards Based Assessment - Teacher as Researcher Study

**Purposes**

- To understand young children’s characteristics and needs
- To understand the use of documentation as an inquiry process that can be used as an integral component of the assessment system.

**Description**

The teacher as researcher Study is an artifact and a presentation to demonstrate your learning and knowledge of child development and the observation and documentation process. The Child Development Study fulfills partial requirements to meet the National Association of the Education of Young Children Standards 1, 3 and 5.

**Components of the Teacher as Researcher Study**

The **Teacher as Researcher Study** consists of the following:

1. **Introduction of teaching practice, environmental issue, or special topic.**
   Explain your topic.
2. **Research focus** – Develop a research question and focus (most topics are very broad) – what do you want to learn about in relation to your **teaching practice, environmental issue, or special topic**. This research question will guide your literature review. Consider how you will observe this **teaching practice, environmental issue, or special topic** in your classroom.
3. **Literature Review** – your literature review consists of research-based articles/studies, books about the topics, and interviews with educators who are currently involved in your current topic. You must use a **minimum** of four sources. A minimum of two sources must be from a research-based article; a minimum of one source must be from a book. (Your fourth or more sources are from a variety of sources – your choice). You must also interview one or more person/people/children about your topic.
4. **Methodology** – the methodology includes how you obtained information (the action research part – not the library part), the types of observations you used, descriptions of the kids you observed/interviewed, description of the classroom and teacher, and how you collected the information.
5. **Analysis and Discussion** – This section explains the data you collected, the meaning behind the data (what do the observations mean? What did you learn from your observations? Also, what implications does this have for the future in this classroom? You should offer ways to extend the topic based on your findings, things that were changed or addressed because of your findings, ways you would change the curriculum, ways you would change the environment. Provide specific examples.
6. **Conclusion** – Your personal response to the topic. Will this topic impact your own teaching? Why? Why not? What more do you want to learn about this topic?
7. **Environmental analysis** - Describes how the environment promotes
relationships. Documents how the environment supports learning. Describes possible changes in the environment to support your project. Provides environmental plan – layouts

8. **Documentation** - Documents the classroom research project – (what you learned, what the children learned, explains why something works, etc.) in a form for the classroom (bulletin board, documentation panel, class book, class video, other). Include a beginning (intro to the project), middle (classroom observations), end (questions or future directions)

**Assessment**

The child development study is to be completed during stage one of the portfolio process. Stage one completion will be assessed and evaluated by Early Childhood Faculty.
## Standards Based Assessment - Teacher as Researcher Study Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectations</th>
<th>Mets Expectations</th>
<th>Does Not Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of child development and learning</td>
<td>Projects reflect thorough knowledge of the interaction and influence of relevant theory and research as it applies to the characteristics of young children. Examples might include reference to children with disabilities and culturally and linguistically diverse children.</td>
<td>Projects note the characteristics of young children with an understanding of research and theory.</td>
<td>Insufficient evidence noting the characteristics and needs of young children. Examples lack understanding of theory and research.</td>
</tr>
<tr>
<td>[NAEYC Standard 1: 1a, 1b]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of team work in the observation and document in the assessment process [NAEYC Standard 3; 3d]</td>
<td>Demonstrates contributions to partnerships in documentation process. Evidence of documentation in communication with children and families.</td>
<td>Core skills are evident in communicating with peers, teachers and families in the documentation process.</td>
<td>Minimal evidence of partnership in the documentation process.</td>
</tr>
<tr>
<td>Written Presentation of paper [NAEYC Standard 5; 5d]</td>
<td>Evidence of integration of knowledge from foundation courses in child development and in the understanding of observation and documentation as an approach in the assessment process. Use of APA. Clearly articulated concepts.</td>
<td>Core elements of understanding in child development knowledge and observation and documentation as an approach in the assessment process. Use of APA.</td>
<td>Lacks evidence of understanding of child development knowledge and observation and documentation approach. Writing does not adhere to APA and/or writing is disorganized.</td>
</tr>
<tr>
<td>Use of Technology</td>
<td>Technology makes significant contribution to teaching and learning experiences</td>
<td>Core elements of technology are evident.</td>
<td>Technology is inappropriately used or lacks evidence of use.</td>
</tr>
</tbody>
</table>
APPENDIX C: STANDARDS BASED ASSESSMENT-INTEGRATED UNIT

Tool Description:

The Integrated Unit Plan is a project that integrates appropriate curriculum with authentic assessment. The plan includes experiences and lessons for a minimum of two content areas that support building community in the classroom.

Factors that affect the collected data:

Perceptions of the person administering the tool can impact summary of the data. Inconsistency in consensuses with performance standards may also impact the summary of the data.

How to interpret the data:

The tool can be one indicator of the student level of child development knowledge, ability to observe children, work with families, and address content standards for children. An assessment rubric will be used to evaluate effectiveness of integrated unit.

Tabulating and Reporting Results

The integrated unit is addressed in a methods course and applied in a classroom. Method’s course instructor assesses the unit. Input will be given by mentoring team. The Early Childhood Faculty will prepare a summary of results from the standards based assessment.

The assessment tool and scoring guide are attached.
Standards Based Assessment-INTTEGRATED UNIT

**Purposes**

- The purpose of this portfolio piece is to offer an opportunity to integrate a minimum of two discipline areas into the course curriculum. This project will explain your process of introducing your Integrated Instructional Unit, planning developmentally appropriate practices to curriculum development, facilitating the plan, assessing the plan, and reflecting on the plan.

- This process should be centered on relationship building between students, students/intern, intern/families, and intern/school community.

**Description**

The Integrated Unit Plan is a project that integrates appropriate curriculum with authentic assessment. The plan includes experiences and lessons for a minimum of two content areas that support building community in the classroom.

The Integrate unit fulfills partial requirements to meet the National Association of the Education of Young Children Standards 1, 2, 3, 4, and 5.

**Components of the Integrated unit**

The Integrated Unit consists of the following:

You must submit a project that includes the following parts of the process of integrating an instructional unit:

1. **Introduction to project** – why/how the project evolved (rational for implementation)

2. **Planning**
   - Well focused, organized and sequenced
   - Developmentally appropriate
   - Authentic opportunity

3. **Content**
   - Addresses AK content standards
   - Focused on important/appropriate concepts
   - Aimed at deep understanding of minimum of two content areas
   - Culturally relevant and respectful

4. **Facilitation**
   - Variety of teaching-facilitating strategies
   - Opportunities for differences in learning styles
   - Authentic opportunities for children-ones that connect to child interests, experiences, needs
   - Use of resources
   - Use of technology

5. **Assessment**
- Authentic assessment
- Formal assessments
- Documents student (child) and intern learning processes
- Adjusts expectations as necessary to meet student needs

6. **Reflection**
   - Journal
   - Relationship building between students, families, school community and the intern.
   - How did these experiences change the student outcomes? How this is made visible through documentation?

7. **Supporting Evidence to be included:**
   - Lesson Plans
   - Observations
   - Student work
   - Formal assessment
   - Documentation (photographs, artifacts, transcripts, etc.)

**Assessment**

The integrated unit is to be completed during the last stage of the portfolio process. The unit will be assessed and evaluated by Early Childhood mentoring team.
## Integrated Unit Rubric

### Criteria

<table>
<thead>
<tr>
<th><strong>Alignment with content standards</strong> (Aligns with NAEYC standard 4.)</th>
<th><strong>Exceeds expectation</strong></th>
<th><strong>Satisfactory</strong></th>
<th><strong>Not Satisfactory</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>All lessons are explicitly linked to content standards. All learning activities, assignments, assessments, and resources are aligned with content standards. Intern’s use of content is accurate and appropriate. Lessons have an impact on children’s learning. Impact is visible through various means of documentation.</td>
<td><strong>Significant variety across instruction, activities, assignments, assessments, and resources. This variety makes a clear contribution to students’ learning, involves the family, and is culturally responsive. Intern integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.</strong></td>
<td><strong>Some variety in instruction, activities, assignments, assessments, or resources but with limited contribution to students’ learning or understanding of family or cultural diversity.</strong></td>
<td><strong>Little variety of instruction, activities, assignments, assessments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets). Does not address family or cultural needs. Technology is inappropriately used OR Intern does not use technology and provides no (or an inappropriate) rationale for its absence.</strong></td>
</tr>
</tbody>
</table>

### Integration is Accurate and appropriate for young children. The integration of content has an impact on children’s learning. (Aligns with NAEYC standard 1, 3 & 4.)

| **Use of a Variety of Instruction, Activities, Assignments, Assessments, and Resources that support families and the school community** (Aligns with NAEYC standard 2 & 5.) | **Intern integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.** | **Intern uses technology but it does not make a significant contribution to teaching and learning OR Intern provides limited rationale for not using technology.** | **Little variety of instruction, activities, assignments, assessments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets). Does not address family or cultural needs. Technology is inappropriately used OR Intern does not use technology and provides no (or an inappropriate) rationale for its absence.** |

### Use of Technology (Aligns with NAEYC standard 5.)

<table>
<thead>
<tr>
<th><strong>Use of Technology</strong> (Aligns with NAEYC standard 5.)</th>
<th><strong>Exceeds expectation</strong></th>
<th><strong>Satisfactory</strong></th>
<th><strong>Not Satisfactory</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Intern integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.</td>
<td><strong>Most lessons are explicitly linked to content standards. Most learning activities, assignments, assessments, and resources are aligned with content standards. Intern’s use of content is mostly accurate and appropriate. Shows some awareness of the big ideas or structure of the discipline.</strong></td>
<td><strong>Few lessons are explicitly linked to content standards. Few learning activities, assignments, assessments, and resources are aligned with content standards. Intern’s use of content contains numerous inaccuracies and is inappropriate. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</strong></td>
<td><strong>Technology is inappropriately used OR Intern does not use technology and provides no (or an inappropriate) rationale for its absence.</strong></td>
</tr>
</tbody>
</table>
APPENDIX D: PRAXIS II

Tool Description:

The Praxis II is a standardized test required for teachers in Alaska to assess content knowledge.

Factors that affect the collected data:

The testing materials are designed by national testing services and the competency areas that are tested may not be emphasized in the student’s GER’s offered through UAA. Students only need to pass the exam. Some students may perform well enough to pass but may not reflect “best” performance.

How to interpret the data:

A record of the students who pass the exam will give the program information related to the how well the program prepares the student’s basic content knowledge in Science, Mathematics, Language Arts, and Social Studies.

Tabulating and Reporting Results

The test results are received as students submit for application to Internship. The staff enters data, computes results and presents once a year results to faculty.
All teachers must be highly qualified by June 30, 2007 according to the federal government. To become highly qualified, new elementary teachers must take either of the two Praxis II tests identified for elementary teachers.

The Praxis Series™ assessments provide educational tests and other services that states use as part of their teacher licensure and certification process. The Praxis I® tests measure basic academic skills, and the Praxis II® tests measure general and subject-specific knowledge and teaching skills.

<table>
<thead>
<tr>
<th>Praxis II Exam</th>
<th>AK passing score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education Content Knowledge – 0014</td>
<td>143</td>
</tr>
<tr>
<td>Elementary Education, Curriculum, Instruction and Assessment – 0011</td>
<td>156</td>
</tr>
</tbody>
</table>
APPENDIX E: CURRICULUM ANALYSIS

Tool Description:
The Curriculum Text Analysis is an investigation of a published curriculum unit. The analysis raises and examines questions in relation to practice and theory in the field of early childhood.

Factors that affect the collected data:
Perceptions of the person administering the tool can impact summary of the data. Inconsistency in consensuses with performance standards may also impact the summary of the data.

How to interpret the data:
The tool can be one indicator of the student level of child development knowledge, ability to observe children, critically examine published material (professional disposition), and address content standards for children. An assessment rubric will be used to evaluate effectiveness of curriculum analysis.

Tabulating and Reporting Results
The curriculum analysis is conducted in an integrated curriculum course. The instructor will determine grades from this assessment. The Early Childhood Faculty will examine data and they will prepare a summary of results from the standards based assessment.

The assessment tool and scoring rubric are attached.
SBA – Curriculum Text Analysis

Description
The Curriculum Text Analysis is an investigation of a published curriculum unit. The analysis raises and examines questions in relation to practice and theory in the field of early childhood.

Purpose
To better understand how curriculum is developed, planned, applied, and assessed.

Directions
1. Examine two commercial curriculum packages. Be sure one of curriculum package is supported and or adopted by a school district (see instructor for permission). What types of materials are included in the curriculum package? Describe the particular features?

2. Review the Alaska Teacher Standards for the primary grades. See the following website: [http://www.eed.state.ak.us/standards/](http://www.eed.state.ak.us/standards/) or [http://www.journal.naeyc.org/btj/200303/links.asp](http://www.journal.naeyc.org/btj/200303/links.asp) Do you see connections between the standards and the curriculum package? What are they? How are they disconnected?

3. How are the activities, in the curriculum package, linked to the included assessments or standardized assessments? What types of assessment tools are included? Do these assessment tools reflect evidence of meeting the science standard?

4. Are the activities user-friendly for a teacher? Are the experiences meant to be a prescribed curriculum? An open-ended curriculum? An enrichment to another curriculum?

5. What aspects of the curriculum package do you wonder about, question the content, or disagree with?

6. What is the best part of this curriculum?

7. Facilitate a lesson from the curriculum package. Did the package provide enough information? Did you follow the lesson or did you supplement? Which standard did you meet in your lesson? How did you assess the children to see if they met your intent of the lesson (did the students learn what they were supposed to)? Attach a lesson plan and reflection about your experience.
## Curriculum/Textbook Analysis Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Relationships between curriculum materials, child development knowledge, and content standards (AK teacher standards and NAEYC standards).</td>
<td>Analysis demonstrates connections between child development and curriculum product. Analysis raises thoughtful questions about content knowledge and how it is adequately represented in the curriculum/textbook. Analysis addresses how standards are being met and raises questions about supporting materials, ideas, and resources.</td>
<td>Analysis demonstrates some pedagogical content knowledge. Several connections were raised between the content of curriculum materials and child development knowledge. Standards were addressed.</td>
<td>Displays little or no understanding of the relationship between child development knowledge and content. Few questions or information about how standards are being addressed.</td>
</tr>
<tr>
<td>Analysis demonstrates ability to use commercial curriculum materials thoughtfully and judiciously.</td>
<td>Analysis connects effective use of the material to learning goals, instructional design, and assessment results.</td>
<td>Connects learning goals, instructional design, and assessment results to student learning and effective instruction, but misunderstandings or conceptual gaps are present.</td>
<td>Does not connect learning goals, instructional design, and assessment results to student learning and effective instruction and/or the connections are irrelevant or inaccurate.</td>
</tr>
<tr>
<td>Analysis reflects connections between curriculum and assessment and between teaching and learning.</td>
<td>Analysis examines the connections between curriculum and assessment. Analysis provides clear examples of student learning from application of a lesson.</td>
<td>Analysis provides few connections between curriculum and assessment. Examples of student learning are weak. Limited rational of why this is a valuable lesson.</td>
<td>Provides limited ideas or inappropriate ideas for designing instruction around the material. Few or inappropriate assessment strategies are discussed.</td>
</tr>
</tbody>
</table>
APPENDIX G: EXIT SURVEY

Tool Description:

The exit survey asks graduates of the program to rate their performance relative to the program’s outcomes. Additionally, graduates are asked to rate the program’s delivery of the material related to the objectives from their viewpoint. Faculty needs to develop this survey.

Factors that affect the collected data:

A number of factors need to be taken into consideration when analyzing the data. The following factors are few of the considerations:

- Low return rates.
- Timing may be an issue. Students may not have completed the program or have had a chance to apply their education completely in the internship experience.

How to interpret the data:

Care should be taken to investigate and discuss the factors influencing the results before analysis.

Tabulating and Reporting Results

The faculty prepares the survey. The staff administers the survey through survey monkey or zoomerang. Staff receives the results and tabulates them for use in faculty outcomes review.
Early Childhood Exit Survey

1. The National Association of Education for Young Children (NAEYC) provides the framework for which our early childhood programs are developed. Indicate the degree to which you feel your program prepared you for professional practice with respect to the NAEYC teacher preparation standards:

<table>
<thead>
<tr>
<th>Standard 1. Promoting Child Development and Learning</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand young children’s characteristics and needs.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Understands and knows multiple interacting influences on children’s development and learning.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Creates environments that are healthy, respectful, supportive, and challenging for all children.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 2. Building Family and Community Relationships.</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know about, understand, and value the importance and complex characteristics of children’s families and communities. and to</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Creates respectful, reciprocal relationships that support and empower families.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Involves all families in their children’s development and learning.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families.</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know about and understand the goals, benefits, and uses of assessment.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>Uses systematic observations, documentation, and other effective assessment strategies in a responsible way.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Builds partnerships with families and other professionals, to positively influence children’s development and learning.</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Standard 4. Teaching and Learning.**

| Integrates their understanding of and relationships with children and families and their | 1 | 2 | 3 | 4 | 5 | 6 |
| Understands developmentally effective approaches to teaching and learning. | 1 | 2 | 3 | 4 | 5 | 6 |
| Knowledgeable of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children. | 1 | 2 | 3 | 4 | 5 | 6 |

**Standard 5. Becoming a Professional.**

| Identifies and conduct themselves as members of the early childhood profession. | 1 | 2 | 3 | 4 | 5 | 6 |
| Knows and uses ethical guidelines and other professional standards related to early childhood practice. | 1 | 2 | 3 | 4 | 5 | 6 |
| Are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources? | 1 | 2 | 3 | 4 | 5 | 6 |
| Are informed advocates for sound educational practices and policies? | 1 | 2 | 3 | 4 | 5 | 6 |

2. In terms of your preparation as an early childhood educator, what were the elements of the program that were the most satisfying and valuable for you?

3. What areas of your preparation do you feel were overlooked and/or needed more emphasis and attention?

4. Please add any additional comments regarding your program preparation as an early childhood educator
Bachelor of Science, Bachelor of Arts in Mathematics

Assessment Plan

Revised October 2016

Reviewed with curriculum changes by the Academic Assessment Committee as an information item: 4/6/18
Reviewed by the Faculty Senate as an information item: TBD

Reviewed by the Academic Assessment Committee as an information item 10/21/16
Reviewed by the Faculty Senate as an information item 11/4/16
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Mission Statement

The mission of the Mathematics program is to inspire our students to develop the knowledge and skills to understand, communicate and apply mathematical ideas, through excellence in instruction, quality research and scholarly activities, valuable and expert resources to the community, curriculum, and academic advising.

Program Introduction

There is no special accreditation available for mathematics programs in the United States. The CUPM (Committee on the Undergraduate Program in Mathematics) under the umbrella of the Mathematical Association of America develops guidelines for Mathematics Programs (current revision 2015).

Assessment Process

This document defines the expected student learning outcomes for the Mathematics program and outlines a plan for assessing the achievement of the stated student learning outcomes. The assessment uses three tools: student program portfolios, an exit survey, and the ETS Major Field Test.

The use of student program portfolios began in Fall 2011. These portfolios over time collect evidence of student achievement of the ability to understand, communicate, and apply mathematics. Descriptions of their philosophy of learning and interest in continuing to learn and use their skills are collected in required portfolio elements.

The exit survey began in Fall 2001. The exit survey was intended to determine how graduating majors perceived the department, its faculty, academic advising, and the quality of the program. Minor modifications to the survey have been made to provide more useful information to the department and to account for the portfolio which includes some of the information.

The program requirement that a mathematics major must take a standardized test of knowledge in order to graduate became effective as of the 2002-2003 catalog. The mathematics faculty decided to require the ETS Mathematics Major Field test which is administered by over 300 mathematics programs in the United States.

The mathematics faculty met and accepted the current student learning outcomes and assessment process in September 2012, and has accepted the process, report, and plan each fall semester. A committee was instituted in AY2016 to review the portfolios and provide initial feedback on the assessment report. The assessment report is reviewed each academic year by the mathematics faculty.
## Mathematics Baccalaureate Degree Student Learning Outcomes

<table>
<thead>
<tr>
<th>Demonstrate knowledge of the techniques of modern mathematical subjects including calculus, linear algebra, abstract algebra, real analysis, discrete mathematics, and probability and statistics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an ability to construct proofs and solve problems using deductive logic, data analysis, computation, modeling, and connections.</td>
</tr>
<tr>
<td>Demonstrate an ability to read, write, and speak mathematics.</td>
</tr>
<tr>
<td>Demonstrate cognizance of their mathematical knowledge, of mathematics around them, and the need for life-long learning.</td>
</tr>
</tbody>
</table>
Assessment Measures

A description of the measures used in the assessment of the program student learning outcomes and their implementation are summarized below. The measures and their relationships to the program student learning outcomes are also listed below.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
<th>Frequency/ Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Program Portfolios</td>
<td>Portfolios contain statements of goals, reflections on classes and materials from classes.</td>
<td>Students begin to construct their portfolio in MATH A265. Portfolios are collected and reviewed the semester before they graduate and the semester they graduate.</td>
<td>Students submit the portfolios using the eWolf system to faculty of MATH A265 and to the program assessment committee.</td>
<td>All mathematics faculty</td>
</tr>
<tr>
<td>Senior Exit Survey</td>
<td>The survey consists of fourteen questions and is administered to students in their senior year</td>
<td>Administered every fall and spring semester.</td>
<td>The surveys are administered using Qualtrics.</td>
<td>Assessment Coordinator</td>
</tr>
<tr>
<td>ETS Major Field Test</td>
<td>National standardized test</td>
<td>Administered every fall and spring semester.</td>
<td>A Mathematics faculty member supervises students taking the test online.</td>
<td>Assessment Coordinator or designee</td>
</tr>
</tbody>
</table>
### Student Learning Outcomes

<table>
<thead>
<tr>
<th>Description</th>
<th>Student Program Portfolios</th>
<th>Exit Survey</th>
<th>Standardized Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of the techniques of modern mathematical subjects including calculus, linear algebra, abstract algebra, discrete mathematics, analysis, and probability and statistics.</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrate an ability to construct proofs and solve problems using deductive logic, data analysis, computation, modeling, and connections.</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrate an ability to read, write, and speak mathematics.</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Demonstrate cognizance of their mathematical knowledge, of mathematics around them, and their need for life-long learning.</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

0 = Measure is not used to measure the associated outcome.

1 = Measure is used to measure the associated outcome.
Assessment Implementation & Analysis for Program Improvement

General Implementation Strategy

Implementation of the plan revolves around the Student Program Portfolios, the exit survey for graduating majors, and the Educational Testing Service (ETS) Major Field Test. The Student Program Portfolios are collected in MATH A265 and in the student’s last two semesters. The Major Field Test is administered every fall and spring semester. Students are encouraged to take the test in their penultimate semester. The exit survey is distributed using Qualtrics every term as needed.

All mathematics majors must submit a portfolio and take the ETS Major Field Test in order to graduate, and all graduating majors receive the exit survey.

Recommendations for Program or Assessment Improvement

The program assessment committee meets at the end of each semester to review portfolios. At the end of the spring semester they also review the assessment report and provide suggestions before it is submitted. Early in the fall semester, the mathematics program faculty are asked to review the assessment report. The program assessment committee or other faculty may recommend modifications of either the assessment tools or the program based on the results.

Recent changes include the following:

- revision of the major to ensure proper breadth, because students were avoiding certain classes
- reminders to the faculty to remember and mention student learning outcomes in their courses including the need to regularly add to the portfolio
Appendix A: Senior Exit Survey

Measure Description:
A ten question survey is administered to graduating majors to gather information about the quality of the Mathematics programs, department, faculty, academic advising, and why the student selected the major.

Factors that affect the collected data:
The response rate to the survey affect the representative nature of the data.

How to interpret the data:
The data provides information on whether students are satisfied with the educational experience provided by the program.
Exit Survey

Every semester the Department of Mathematics & Statistics requests graduates to provide feedback on the program. We use the results to help us evaluate the quality of our undergraduate program. Please take a few minutes to fill out this survey. Your responses are confidential.

1. Which type of degree did you receive? Bachelor of Arts Mathematics or Bachelor of Science Mathematics

2. Why did you choose a Bachelor of Arts (instead of a Bachelor of Science) or a Bachelor of Science (instead of a Bachelor of Arts)?

3. What are the major strengths of the department?

4. In what areas could the department improve?

5. How satisfied are you with the overall quality of your mathematics and statistics courses?

6. Please elaborate on why you are or are not satisfied with the courses.

7. List any mathematics or statistics courses that were not offered or not offered regularly at UAA that you would have liked. Explain why.

8. Did you have adequate access to the faculty in the Department Mathematics and Statistics? This includes for classes, advising, and any other interactions.

9. Please explain why you did or did not have adequate access to the faculty.

10. How satisfied were you with the quality of advising in the Department of Mathematics and Statistics?

11. Please explain why you were or were not satisfied with the advising.

12. If there are any additional comments that you would like to make concerning your undergraduate education, please add them below.
Appendix B: ETS Major Field Test

Tool Description:

The ETS Major Field Test in Mathematics is designed to measure the basic knowledge and understanding achieved by senior undergraduates in mathematics. In addition to factual knowledge, the test evaluates students’ abilities to analyze and solve problems, understand relationships, and interpret material. The ETS Major Field Test can be used by program faculty to evaluate their curricula and to measure the progress of their students. The tests also provide students with an assessment of their own level of achievement within the discipline of mathematics compared to that of students in their program and to national comparative data. Content areas covered on the test include Calculus (30%), Linear and Abstract Algebra (30%), Advanced Calculus, Real and Complex Analysis, Discrete Mathematics, Probability and Statistics, Dynamical Systems, Topology, Geometry, Differential Equations, and Numerical Analysis (40%). Changes are made to the ETS tests periodically to reflect current curriculum trends.

ETS major field tests are confidential, and sample tests are not permitted to be viewed except under strict security conditions.

Factors that affect the collected data:

Student motivation. There is currently no requirement that students have to obtain a specific grade on the standardized test. This raises the possibility that students will not spend time preparing for the test or take the test seriously.

How to interpret the data:

A Comparative Data Guide, published each year, contains tables of scale scores and percentiles for individual student scores, departmental mean scores, and any sub scores or group assessment indicators that the tests may support. Overall student scores are reported on a scale of 120-200. The Subject Test has been required as a graduation requirement since the 2002-2003 catalogs.

The test is administered on the last Fridays of October and March, so that the information is available for graduation audits to be completed if students fail to take the exam prior to their final semester.
Bachelor of Business Administration (BBA)
Educational Effectiveness Assessment Plan

Version 2016.1

Approved by the CBPP faculty on April, 2016

Submitted to the Dean of the College of Business and Public Policy on January, 2017

Reviewed with curriculum changes by the Academic Assessment Committee
as an information item 4/6/18
Reviewed by the Faculty Senate as an information item TBD

Reviewed with curriculum changes by the Academic Assessment Committee
as an information item 11/17/17
Reviewed by the Faculty Senate as an information item 12/1/17

Reviewed by the Academic Assessment Committee 3/3/17
Reviewed by the Faculty Senate as an information item 4/7/17
**BBA Educational Effectiveness Assessment Plan**

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Introduction

**Purpose.** The purpose of this document is to provide a guide for assessing the overall academic effectiveness of the Bachelor of Business Administration degree program (BBA) offered by the College of Business and Public Policy (CBPP). This document addresses the needs of accreditors, administrators, external stakeholders, students, and faculty. Accreditors set general standards including the requirement that actual results agree with the mission statements of the BBA program and the College. Administrators are accountable for program effectiveness and ensuring the program is delivering expected student learning outcomes (SLOs). The assessment of student learning outcomes is critical in order to certify the BBA program is meeting the expectations of external stakeholders (i.e., employers and business community) in relation to graduates and their professional skillsets. Students should receive a knowledge base in respective majors from the BBA program, which can be applied to professions. The faculty is responsible pedagogically for the implementation, assessment, and analysis of the effectiveness and continued improvement of instruction.

**Relationship to disciplinary majors.** The BBA program encompasses seven (7) disciplinary majors:

- Accounting
- Economics
- Finance
- Logistics
- Management
- Management Information Systems
- Marketing

Each department, or disciplinary area, will supplement this assessment plan with additional content knowledge program learning outcomes (PLOs) specific to their major. Supplemental materials will be included within this plan as appendices.

**Relationship to the Association to Advance Collegiate Schools of Business International (AACSB) standards and terminology.** The BBA is one of four CBPP degree programs accredited by the AACSB International (www.aacsb.edu). While this plan was designed to meet AACSB standards and program definitions, it is consistent with Northwest Commission on Colleges and Universities (NWCCU) standards. The AACSB defines the term *learning goal* as follows: “Learning goals state the educational expectations for each degree program. They specify the intellectual and behavioral competencies a program is intended to instill. In defining these goals, the faculty members clarify how they intend for graduates to be competent and effective as a result of completing the program.”¹ The BBA *learning goals* are the equivalent of the *program student learning outcomes (PSLOs)* employed by the University of Alaska Anchorage (UAA) for accreditation by NWCCU. Throughout this document the AACSB terminology is used.

To reinforce AACSB standards, learning goals will be supported by one to four measurable learning objectives. A learning objective is directly measurable in a way that can be mapped into a “yes, they did it” or “no, they didn’t” outcome. While at least one assessment tool must be used to measure each objective; multiple tools are encouraged. Readers of this plan should note that the term “learning objective” employed by AACSB is not the same as the term “program objective” employed in some UAA assessment plans and documentation.

AACSB also makes an important distinction between direct measures of learning and indirect measures. Alumni surveys or student self-assessments are examples of indirect measures. The AACSB regards these tools as supplementary.2

College Mission Statement

The College of Business and Public Policy at the University of Alaska Anchorage prepares students for leadership at the frontiers of a changing world. We help diverse and growing communities in Alaska and elsewhere meet their challenges by delivering the highest quality in business and public policy education, research, and professional assistance.

Program Mission Statement

The College of Business and Public Policy’s degree programs are designed to actively engage students, faculty, staff, and community members in developing and applying the knowledge and skills necessary for success in a complex, global environment.

Discipline specific mission statements:

- **Accounting** – The mission of the Accounting Program is to prepare professionals for careers in accounting by providing a well-rounded foundation in areas of accounting practice.

- **Economics** – The mission of the Economics Program is to discover and disseminate knowledge through teaching, research, and engagement. Economics professionals develop critical thinking, quantitative, problem solving, and communication skills.

2 "Provide a portfolio of evidence, including direct assessment of student learning, that shows that students meet all of the learning goals for each accounting degree program. Or, if assessment demonstrates that students are not meeting the learning goals, describe efforts that the unit has instituted to eliminate the discrepancy. Indirect assessments may be used as part of the portfolio of evidence to provide contextual information for direct assessment or information for continuous improvement.” AACSB International 2016, op. cit., p. 27.
allowing them to contribute to complex policy debates and excel in a rapidly changing global labor market.

- **Finance** – The mission of the Finance Program is to develop professionals grounded in the financial principles of diversification, asset pricing, valuation, and capital budgeting.

- **Management** – The mission of the Management Program is to present insights into best practices, both theoretical and applied, to help prepare professionals to understand, predict, and manage their work environment.

- **Logistics** – The mission of the Global Logistics and Supply Chain Management Program is to prepare professionals to pursue meaningful and rewarding careers in management areas involving the movement of material into and within a business, and distribution of final products to customers.

- **Management Information Systems** – The mission of the Management Information Systems Program is to develop technical, analytical, and leadership professionals who leverage information systems and technology to support business goals in multifaceted environments.

- **Marketing** – The mission of the Marketing Program is to produce creative and analytical professionals who hold a comprehensive knowledge base of the key marketing concepts, processes, and tools essential for success in the marketplace.

### BBA Learning Goals

Learning goals (PSLOs) articulate what graduates should be able to do and/or what overall traits they should possess at the conclusion of the BBA program.

Upon graduation, BBA program graduates will possess the following skills as defined by these BBA Learning Goals:

1. A baccalaureate content knowledge of his/her major discipline.
2. Knowledge of local, state, and global perspectives in business.
3. Ability to apply analytical thinking.
4. Skills in professional interactions and human relations.

Learning goal 1 will be measured separately for each discipline in the BBA program. Goals 2 through 4 are common to all disciplines and will be measured using representative samples of all BBA students.
BBA Measurable Learning Objectives

The achievement of each learning goal is measured by student achievement of specific and measurable learning objectives. The BBA faculty has identified student learning objectives for each goal.

<table>
<thead>
<tr>
<th>Learning Goal 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objective 1.1</td>
</tr>
<tr>
<td>Learning Goal 2</td>
</tr>
<tr>
<td>Learning Objective 2.1</td>
</tr>
</tbody>
</table>

Goal 1 - A baccalaureate content knowledge of his/her major discipline.

The learning objectives for this goal (called the “content knowledge goal”) vary by discipline. Learning objectives for each discipline area are listed in Table 1.
<table>
<thead>
<tr>
<th>Discipline</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>ACCT 1.1 – Prepare financial statements.</td>
</tr>
<tr>
<td></td>
<td>ACCT 1.2 – Prepare a cost allocation.</td>
</tr>
<tr>
<td></td>
<td>ACCT 1.3 – Prepare a tax return.</td>
</tr>
<tr>
<td></td>
<td>ACCT 1.4 – Analyze financial statements.</td>
</tr>
<tr>
<td>Economics</td>
<td>ECON 1.1 - Achieve a score of 80% or higher on a comprehensive exam.</td>
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<tr>
<td></td>
<td>ECON 1.2 – Demonstrate content knowledge in a written senior paper.</td>
</tr>
<tr>
<td></td>
<td>ECON 1.3 – Demonstrate content knowledge by applying economic reasoning to solve empirical problems in business and public policy.</td>
</tr>
<tr>
<td>Finance</td>
<td>FIN 1.1 – Show a knowledge of asset pricing.</td>
</tr>
<tr>
<td></td>
<td>FIN 1.2 – Execute an understanding of valuation and capital budgeting.</td>
</tr>
<tr>
<td></td>
<td>FIN 1.3 – Demonstrate knowledge of the financial environment.</td>
</tr>
<tr>
<td>Logistics</td>
<td>LOG 1.1 – Demonstrate an understanding of the role logistics plays in creating or adding value to supply chain management.</td>
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<tr>
<td></td>
<td>LOG 1.2 – Identify key logistics components and explain how they affect the economy and the financial performance of organizations.</td>
</tr>
<tr>
<td></td>
<td>LOG 1.3 – Recognize the process of how data is transformed into information appropriate to logistics and supply chain management.</td>
</tr>
<tr>
<td></td>
<td>LOG 1.4 – Explain how information systems can increase efficiency along a supply chain.</td>
</tr>
<tr>
<td>Management</td>
<td>MGMT 1.1 – Understand individual and organizational behavior and human resource issues</td>
</tr>
<tr>
<td></td>
<td>MGMT 1.2 – Identify business strategies and best practices for managing resources and optimizing results</td>
</tr>
<tr>
<td></td>
<td>MGMT 1.3 – Forecast and plan operating systems</td>
</tr>
<tr>
<td></td>
<td>MGMT 1.4 – Understand economic, demographic, and geographic trends and their impacts on industries</td>
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<tr>
<td></td>
<td>PMRE 1.1 - Pass the &quot;Certified Apartment Manager&quot; designation exam maintained by the National Apartment Association.</td>
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<tr>
<td></td>
<td>PMRE 1.2 - Demonstrate property management knowledge by producing a comprehensive Property Profile report/analysis.</td>
</tr>
<tr>
<td>Management</td>
<td>MIS 1.1 – Analyze and document information systems, including network, software, data, and security.</td>
</tr>
<tr>
<td>Information</td>
<td>MIS 1.2 – Design, develop, document, test, and implement information systems, including network, software, data, and security.</td>
</tr>
<tr>
<td>Systems</td>
<td>MIS 1.3 – Identify key challenges in the leadership and management of information systems and recommend ways to address them.</td>
</tr>
<tr>
<td>Marketing</td>
<td>MKTG 1.1 – Demonstrate the knowledge and skills to analyze markets and data to understand consumers, media, and competitors to make effective marketing decisions.</td>
</tr>
<tr>
<td></td>
<td>MKTG 1.2 – Explain marketing concepts and channels that drive, design, develop, and deliver integrated marketing communication.</td>
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<tr>
<td></td>
<td>MKTG 1.3 – Understand the strategic planning process by translating goals into a comprehensive marketing plan.</td>
</tr>
<tr>
<td></td>
<td>MKTG 1.4 – Identify and use the techniques and methods to define, segment, and target consumers and affect the consumer decision-making process.</td>
</tr>
</tbody>
</table>
## Table 2 - Common Learning Objectives for BBA Goals 2 through 4 (All Disciplines)

<table>
<thead>
<tr>
<th>Goal 2 – Knowledge of external and internal business environments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 2.1 – Demonstrate knowledge of local, state, and global perspectives in business.</td>
</tr>
<tr>
<td>Objective 2.2 – Demonstrate knowledge and understanding of social, economic, political, and legal implications for business environments.</td>
</tr>
<tr>
<td>Objective 2.3 – Communicate the importance of applying strategic management concepts when analyzing business opportunities and problems.</td>
</tr>
<tr>
<td>Objective 2.4 – Develop an understanding of cultural implications and how these influence business practices, decision-making processes, and all aspects of business relationships.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 3 – Ability to apply analytical thinking.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 3.1 – Identify and apply relevant information necessary to solve business problems.</td>
</tr>
<tr>
<td>Objective 3.2 – Use appropriate analytical techniques to identify, evaluate, and select logical solutions that meet the strategic goals of the organization.</td>
</tr>
<tr>
<td>Objective 3.3 – Demonstrate knowledge of and proficiency in the use of current information technologies for analyzing data of importance to business.</td>
</tr>
<tr>
<td>Objective 3.4 – Demonstrate knowledge of ethics, articulate and recognize the implications of both ethical and unethical behavior, and identify appropriate courses of action given contextual factors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 4 – Skills in professional interactions and human relations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 4.1 – Demonstrate effective written communication in an appropriate professional format (i.e., formal or informal).</td>
</tr>
<tr>
<td>Objective 4.2 – Demonstrate effective oral communication in professional contexts (i.e., group, teams, one-on-one).</td>
</tr>
<tr>
<td>Objective 4.3 – Identify the communication styles of self and others in situations and apply this knowledge toward improving human relation interactions.</td>
</tr>
</tbody>
</table>

## Assessment Tools

**Concept of the assessment tool.** For the purposes of this plan, an assessment tool is a procedure, protocol, or exercise that is reasonably objective, repeatable over time, and can be used to carry out the following two-step process for each learning objective:

1. **Step 1:** Determine whether each student did or did not meet the objective (a yes-no result).
2. **Step 2:** Determine the percentage of sampled students who have met the objective.

This concept follows AACSB guidelines and is, of course, different than simply taking the mean of a sample of scores that span a range. It de-emphasizes exceptionally high and low scores and focuses program improvement on increasing the number of students who achieve a certain competency level.

**Example.** Objective 4.2 states that students will “demonstrate effective oral communication in professional contexts (i.e., group, teams, one-on-one).” Any tools used to measure the achievement of this objective must be capable of returning a “yes” or “no” result for each oral
communication delivered by each student (or group or team). As a second step, the percentage of assessed students who did achieve the objective is computed. The result of using this tool might be that 80\% of sampled students achieved this objective.

**Challenges in designing and using assessment tools.** At least three key challenges must be addressed when crafting and using each tool.

Challenge 1: Repeatability. The tool must be utilized over time and across different sections of the same course or across two or more courses.

Challenge 2: Sampling. What is the sample of students? Is it representative of the population? How are students in the degree program identified (if at all) from other students taking a course? In the case of lower-level core courses, how are prospective degree program students identified and included (or not included) in the sample?

Challenge 3: Criteria for determining a yes vs. no (successful vs. unsuccessful) achievement. If assessment tools produce consistent scores/results over time, faculty must decide how these scores/results are to be interpreted—successful vs. unsuccessful.

Another issue, yet less critical than the three identified above, is the decision of what percentage of successful students is “acceptable” to the faculty. This determination need not be made in advance nor must it be a fixed target. Trends over time may be more important and different stakeholders may wish to judge different percentages as adequate or not. The goal of continuous improvement dictates that whatever the percentage of students achieving the learning objective is, we should strive to maintain or increase that percentage over time.

Table 3 summarizes the primary tools to be used in evaluating the BBA program’s learning goals. Assessment of these goals and their objectives will be completed primarily in the BBA curriculum’s core courses. These core courses are completed by the majority of all BBA degree seeking students.
<table>
<thead>
<tr>
<th>Tool</th>
<th>Description (Students will…)</th>
<th>Data Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Presentations</td>
<td>Prepare and deliver a managerial level presentation of a relevant business topic</td>
<td>Evaluation by faculty using standardized rubrics</td>
<td>Course Instructors</td>
</tr>
<tr>
<td>Written Papers</td>
<td>Compose varied length papers as part of BBA core course assignments</td>
<td>Evaluation by faculty using standardized rubrics</td>
<td>Course Instructors</td>
</tr>
<tr>
<td>Case Analyses</td>
<td>Analyze aspects of a business case; develop conclusions and/or recommendations</td>
<td>Evaluation by faculty using standardized rubrics</td>
<td>Course Instructors</td>
</tr>
<tr>
<td>Group Projects</td>
<td>Work in teams to produce a product (report, software, presentation, etc.)</td>
<td>Evaluation by faculty using standardized rubrics</td>
<td>Course Instructors</td>
</tr>
<tr>
<td>Embedded Course-Level</td>
<td>Complete or perform specific assignments and/or sections of course examinations</td>
<td>Evaluation by faculty</td>
<td>Course Instructors</td>
</tr>
<tr>
<td>Assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone Courses</td>
<td>Integrate discipline knowledge relative to program outcomes as demonstrated by written work,</td>
<td>Evaluation by faculty using standard rubrics</td>
<td>Course Instructors</td>
</tr>
<tr>
<td></td>
<td>project deliverables, and/or oral presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Evaluation Surveys</td>
<td>Complete a peer evaluation survey evaluating his/her team’s performance, work habits,</td>
<td>Student survey conducted via Blackboard</td>
<td>Blackboard; data compiled by CBPP</td>
</tr>
<tr>
<td></td>
<td>delegation of duties, team structure, and quality of product</td>
<td></td>
<td>Assurance of Learning Committee</td>
</tr>
</tbody>
</table>

NOTE: Standard rubrics have been developed to assist in assessing Learning Goals 2-4. These rubrics were developed by numerous BBA faculty serving on the CBPP Assurance of Learning Committee and/or participating in the CBPP’s Annual BBA Assessment Week activities.

Direct measures data will be collected for BBA Goal 1 (Content knowledge of his/her major discipline and a BBA Common Learning Goal) each year. Direct measures will include actual student products or outputs. Data will be collected during both fall and spring semesters of an academic year for BBA goal and the BBA Common Learning Goal being assessed in a particular year. For example, goals 1 and 2 will be collected the academic year 2016/2017 and again in the academic year beginning fall 2020/2021. While focus will be on collecting direct data measures, indirect data measures will be collected and analyzed when appropriate and available. Indirect data measures may include student, faculty, and/or employer opinion surveys, and will be used to supplement our assurance of learning activities. Such indirect measures may enable BBA faculty to better understand the value students and other stakeholders perceive the BBA program offers.
Table 4 shows how each assessment tool associates with one or more learning goals. Examples of some of the tools / rubrics are included in a separate appendix along with a description of how they will be implemented and any factors that may affect results.

Table 4 - Association of Assessment Tools to Learning Goals

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Business Presentations</th>
<th>Written Papers</th>
<th>Case Analyses</th>
<th>Group Projects</th>
<th>Embedded Course-Level Assessments</th>
<th>Capstone Courses</th>
<th>Peer Evaluation Surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A baccalaureate content knowledge of his/her major discipline.</td>
<td>√</td>
<td>√</td>
<td>~</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>~</td>
</tr>
<tr>
<td>2. Knowledge of external and internal business environments.</td>
<td>~</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>~</td>
<td>~</td>
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<tr>
<td>3. Ability to apply analytical thinking.</td>
<td>~</td>
<td>√</td>
<td>√</td>
<td>√</td>
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</tr>
<tr>
<td>4. Skills in professional interactions and human relations.</td>
<td>√</td>
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<td>~</td>
<td>√</td>
<td>√</td>
<td>~</td>
<td>√</td>
</tr>
</tbody>
</table>

~ = Tool is not used to measure the associated goals / objectives. √ = Tool is used to measure the associated goals / objectives.
Assessment Implementation & Analysis for Program Improvement

General Management of Assessment Activities
• The decision was made to improve the communication and coordination of assurance of learning by making the CBPP Department Chairs the Assurance of Learning Committee.

General Implementation Strategy
The CBPP Dean’s Office and college staff is responsible for:
• Scheduling and hosting an annual all-BBA faculty meeting to discuss assessment data analysis and recommendations for changes to BBA program.
• Provide sufficient financial support for development and implementation of this plan.
• Ensure that faculty assessment efforts are appropriately reflected in annual workload agreements.

The BBA Faculty is responsible for:
• Undertaking assessment efforts as an integral portion of teaching activity.
• Participating in meetings to discuss assessment data and offer recommendations for program improvement.

Assessment Timetable
1. BBA program faculty will collect raw data throughout the academic year (September-May).
2. The CBPP Assurance of Learning Committee will coordinate the compilation and analysis of a previous year’s collected data prior to or during January of the following academic year.
3. The CBPP Assessment Coordinator / Assurance of Learning Committee Chairperson shall prepare a BBA Annual Assessment Survey response and submit it to the UAA Office of Academic Affairs by June 15. The survey responses shall include data and information regarding data collected during the prior year; the status of recommendations previously adopted; and proposed recommendations made by faculty.
4. Program faculty will meet every fall at the start of the semester, prior to the start of classes, to review assessment data trends and to develop recommendations for program improvements to better achieve the stated objectives and outcomes.
5. Program faculty will meet every January to discuss and review data collection activities for the current academic year, discuss and approve any program improvement or curriculum change initiatives, and/or discuss any BBA program topics of importance to the CBPP.

Proposed program changes may be any action or change in policy the faculty deems as being necessary to improve performance relative to program objectives and outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:
• Changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
- Changes in faculty/staff assignments
- Changes in advising methods and requirements
- Addition and/or replacement of equipment
- Changes to facilities

**Modification of the Educational Effectiveness Assessment Plan**

The BBA faculty, after reviewing the collected data and the processes used to collect it, may decide to alter this assessment plan. This plan will also be reviewed and updated as needed every five to seven years as recommended by the UAA Faculty Senate Academic Assessment Committee. Changes may be made to any component of the plan, including the goals, objectives, assessment tools, collection methods, or any other aspect of the plan. Any changes are to be approved by the faculty of the program. A modified assessment plan will be forwarded to the CBPP Dean and the UAA Office of Academic Affairs.
Appendix A: BBA Core Curriculum Mapping

Bachelors of Business Administration (BBA)

Discipline areas include:
Accounting, Economics, Finance, Logistics, Management, Management Information Systems, and Marketing

BBA program graduates gain the following knowledge, skills, and abilities:

BBA COMMON GOALS (GOALS 2, 3, AND 4)

GOAL 2: Knowledge of external and internal business environments.
2.1 Demonstrate knowledge of local, state, and global perspectives in business.
2.2 Demonstrate knowledge and understanding of social, economic, political, and legal implications for business environments.
2.3 Communicate the importance of applying strategic management concepts when analyzing business opportunities and problems.
2.4 Develop an understanding of cultural implications and how these influence business practices, decision-making processes, and all aspects of business relationships.

GOAL 3: Ability to apply analytical thinking.
3.1 Identify and apply relevant information necessary to solve business problems.
3.2 Use appropriate analytical techniques to identify, evaluate, and select logical solutions that meet the strategic goals of the organization.
3.3 Demonstrate knowledge of and proficiency in the use of current information technologies for analyzing data of importance to business.
3.4 Demonstrate knowledge of ethics, articulate and recognize the implications of both ethical and unethical behavior, and identify appropriate courses of action given contextual factors.

GOAL 4: Skills in professional interactions and human relations.
4.1 Demonstrate effective written communication in an appropriate professional format (i.e., formal or informal).
4.2 Demonstrate effective oral communication in professional contexts (i.e., group, teams, one-on-one).
4.3 Identify the communication styles of self and others in situations and apply this knowledge toward improving human relation interactions.

*The objective was to map the individual course Student Learning Outcomes (SLOs) to the BBA Core Objectives (GOAL #2, #3, and #4).
Student learning outcomes were aligned with the BBA Objectives.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>Obj. 2.1</th>
<th>Obj. 2.2</th>
<th>Obj. 2.3</th>
<th>Obj. 2.4</th>
<th>Obj. 3.1</th>
<th>Obj. 3.2</th>
<th>Obj. 3.3</th>
<th>Obj. 3.4</th>
<th>Obj. 4.1</th>
<th>Obj. 4.2</th>
<th>Obj. 4.3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE COURSES</strong></td>
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<td><strong>MANAGEMENT</strong></td>
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<tr>
<td>BA A300 Organizational Behavior</td>
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<td>BA A151 Business Foundations</td>
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<td>BA A388 Global Business Environment</td>
<td>x</td>
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<td>CIS A280 Managerial Communications</td>
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<td><strong>MARKETING</strong></td>
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<td>BA A343 Principles of Marketing</td>
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<td><strong>FINANCE</strong></td>
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<td>BA A325 Corporate Finance</td>
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<td><strong>ACCOUNTING</strong></td>
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<td>ACCT A101 Principles of Accounting I</td>
<td>x</td>
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<td>CIS A376 MIS Capstone</td>
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<td>BA A273 Statistics for Business</td>
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</tr>
</tbody>
</table>
## Goal 1: Content knowledge of his/her major discipline.

### GOAL 2: Knowledge of external and internal business environments.

2.1 Demonstrate knowledge of local, state, and global perspectives in business.

2.2 Demonstrate knowledge and understanding of social, economic, political, and legal implications for business environments.

2.3 Communicate the importance of applying strategic management concepts when analyzing business opportunities and problems.

2.4 Develop an understanding of cultural implications and how these influence business practices, decision-making processes, and all aspects of business relationships.

*Complete each of the following where applicable (i.e., you may be assigned to assess one objective or multiple objectives in your course). Also, an example has been provided below as a guide – please remove example as well as all highlighting before submitting.*

### Course Number and Title: [Insert here]

<table>
<thead>
<tr>
<th>Goal 1 Objectives</th>
<th>Student Learning Objective (SLO)</th>
<th>Assessment Method</th>
<th>Assessment Method Specifics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1 – Obj. 1.x</td>
<td>[Insert here]</td>
<td>[Insert here]</td>
<td>[Insert here]</td>
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</table>

### Course Number and Title: [Insert here]

<table>
<thead>
<tr>
<th>Goal 2 Objectives</th>
<th>Student Learning Objective (SLO)</th>
<th>Assessment Method</th>
<th>Assessment Method Specifics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 2 – Obj. 2.1</td>
<td>[Insert here]</td>
<td>[Insert here]</td>
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<table>
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<tr>
<th>Goal 2 Objectives</th>
<th>Student Learning Objective (SLO)</th>
<th>Assessment Method</th>
<th>Assessment Method Specifics</th>
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</thead>
<tbody>
<tr>
<td>Goal 2 – Obj. 2.2</td>
<td>[Insert here]</td>
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</table>

<table>
<thead>
<tr>
<th>Goal 2 Objectives</th>
<th>Student Learning Objective (SLO)</th>
<th>Assessment Method</th>
<th>Assessment Method Specifics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 2 – Obj. 2.3</td>
<td>[Insert here]</td>
<td>[Insert here]</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 2 Objectives</th>
<th>Student Learning Objective (SLO)</th>
<th>Assessment Method</th>
<th>Assessment Method Specifics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 2 – Obj. 2.4</td>
<td>[Insert here]</td>
<td>[Insert here]</td>
<td>[Insert here]</td>
</tr>
</tbody>
</table>
Please indicate which of the BBA Program Learning Goals and Objective(s) you are reporting on and submit sample assessment data for:

- [Insert BBA Program Learning Goal]
- [Insert BBA Program Learning Goal Objective(s)]

Please indicate in which COURSE data was collect. (EXAMPLE BA A343 Principles of Marketing)
- [Insert Course]

In which SEMESTER was the data collected? (i.e., summer 2015, fall 2015, spring 2016)
- [Insert Semester]

How many student products were evaluated?
- [Insert Number of Student Products]

Of the student products evaluated, how many were rated as:
- Successful: [Insert Number]
- Unsuccessful: [Insert Number]
- Total Number: [Insert Total]

Describe your benchmark for determining a successful or unsuccessful product:
- [Insert Response]

Identify the assessment method and provide a copy of the assessment tool (i.e., exam [exam questions], activity, exercise, project, etc.).
- [Insert Response]

As course instructor, were you satisfied with student performance and learning as related to the Learning Goal and Objective(s) being assessed? Provide rationale for the selection.
- [Select Yes or No]
- [Insert Rationale for Selection]

What can you, your Department, or the College do to improve student performance and/or learning in future offerings of this course?
- [Insert Response]

Please also attach the following with your submission of this template (attach in e-mail response).

- One successful student product example. (Please remove any student identifiers from documents.)
- One unsuccessful student product example. (Please remove any student identifiers from documents.)
- If you utilized a rating/grading rubric for evaluating student performance and/or student products, attach the rubric document (Note: your rubric will not be shared with anyone outside of the College of Business and Public Policy’s Assurance of Learning Committee and AACSB Re-accreditation Committee without your express consent). Collection of rubrics is being requested for AACSB accreditation maintenance purposes as well as for the College of Business and Public Policy’s archival purposes.

Would you consent to having your evaluation rubric shared with others outside of the College of Business and Public Policy? [Select Yes or No]
Doctor of Nursing Practice
School of Nursing

Academic Assessment Plan

Adopted by

The Graduate Nursing Program faculty: February, 2014

Reviewed with curriculum changes by the Academic Assessment Committee as an information item: 4/6/18
Reviewed by the Faculty Senate as an information item: TBD

Reviewed by the Academic Assessment Committee: 5/2/14
Reviewed by the Faculty Senate as an information item: 5/2/14
**Mission Statement**

The purpose of the School of Nursing (SON) is to promote the health and well-being of Alaskans by fostering excellence and innovation in nursing education, research, and health care. The SON is also committed to transforming delivery of educational services to meet the needs of a complex, increasingly high-tech clinical environment by integrating evidence-based clinical knowledge, ethical behaviors, communication and caring skills, and information technology into a progressive curriculum. Doctoral level course work builds on master’s level education and includes additional clinical immersion experiences as well as enhanced didactic content addressing leadership and health policy advocacy, organizational and systems management, information technology, clinical prevention and population health management courses, and advanced clinical scholarship. The Doctor of Nursing Practice (DNP) curriculum will prepare leaders with the highest level professional skills necessary to assure high quality health care that will serve the needs of the citizens of Alaska and the Nation in the 21st century.

**Program Introduction**

The goal of a DNP program is to graduate doctorally prepared nursing who can assume roles as independent advanced practice registered nurses (APRN). Targeted students will consist of both post-baccalaureate and post-master’s groups. The post-baccalaureate group will be nurses interested in become either family nurse practitioners (FNP) or Psychiatric/mental health nurse practitioners (P/MHNP) as they pursue the clinical doctoral degree. The post-master’s group will consist of APRNs with certification as either FNPs or P/MHNPs, interested in obtaining a doctorate in nursing practice. The DNP program will build on the current master’s level of education, through expansion of current core courses and addition of courses designed to prepare APRNs in the appraisal of research and its application into practice. Courses providing content in leadership, systems management, and informatics will be implemented as well. Core competencies relate to education, clinical practice, research, teaching, consulting, and ethics; these are key threads throughout the DNP curriculum.

**Program Student Learning Outcomes**

Students graduating with a Doctor of Nursing Practice in Nursing Science will be able to:

- Demonstrate enhanced professional skills in advanced practice nursing using an ethical, evidence-based approach to promote healthy communities
- Apply clinical inquiry using a culturally sensitive, evidence-based approach to adapt practice and change health outcomes
- Act in expanded leadership roles to influence local, statewide and national health care policy and delivery systems serving unique, diverse and underserved populations
MEASURES
Assessment measures are listed in this section. A description of the measures used in the assessment of the program student learning outcomes and their implementation are summarized in Tables 1 and 2 below.

- Final clinical performance evaluation by faculty and preceptor
- Student exit interview after final clinical class
- External reviewer critique of capstone project
- Alumni follow-up survey
- Certification exam pass rates
- Involvement in clinical research
- Number of graduates in health care leadership positions
Table I  
*Assessment Measures Used to Evaluate Program Student Learning Outcomes*

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Final Clinical Performance Evaluation by Faculty &amp; Preceptor</th>
<th>Exit Interview after final clinical class</th>
<th>External Reviewer Critique of Capstone</th>
<th>Number of Graduates in Health Care Leadership Positions</th>
<th>Alumni follow-up survey</th>
<th>Certification exam pass rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enhance professional skills in advanced practice nursing using an ethical evidence-based approach to promote healthy communities.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2. Applying clinical inquiry using a culturally sensitive, evidence based approach to adapt practice and change health outcomes.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3. Expanding leadership roles to influence local, statewide and national health care policy and delivery systems serving unique, diverse and underserved populations.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
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</table>
Table 2
Description of Assessment Measures and Administration

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
<th>Frequency/Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Clinical Evaluation by Preceptor &amp; Faculty</td>
<td>Clinical preceptors and faculty independently evaluate whether students have met program outcomes.</td>
<td>End of spring semester for FNP annually</td>
<td>FNP Faculty collect evaluations</td>
<td>FNP Coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>End of Fall semester for PMH- NP every other year</td>
<td>PMH-NP faculty collect evaluations</td>
<td>PMH-NP Coordinator</td>
</tr>
<tr>
<td>Exit Interview</td>
<td>At the end of the final clinical course students fill out an electronic survey that asks them to provide feedback on individual courses, the overall curriculum, and their plans for ongoing education, professional development, and work.</td>
<td>End of spring semester for FNP annually</td>
<td>Faculty will email link to students.</td>
<td>Program Coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>End of Fall semester for PMH- NP every other year</td>
<td>Faculty will email link to students.</td>
<td>Program Coordinator</td>
</tr>
<tr>
<td>External Reviewer Critique of Capstone</td>
<td>An external reviewer (doctoral degree; UAA faculty) is asked to critique the capstone project paper presentation/defense.</td>
<td>Upon completion of Project (staggered)</td>
<td>Project Committee Chair responsible for having the external reviewer return the critique.</td>
<td>Program Coordinator</td>
</tr>
<tr>
<td>Certification Exam Pass Rate</td>
<td>Each PMH-NP &amp; FNP has a national certification exam which, when passed, makes the graduate eligible for advance practice licensure.</td>
<td>Ongoing tracking, reported once a year.</td>
<td>Specialty track coordinators collect this information. Most FNP &amp; PMH-NP students sit for exam within 6 months of completing program.</td>
<td>Program Coordinator</td>
</tr>
<tr>
<td>Alumni Follow-up Survey</td>
<td>Survey sent to alumni 1-2 years post-graduation, and every 5 years thereafter. Used to determine: a. employment and a self-evaluation of how well the program prepared them for specialty practice; b. determine number of graduates employed in positions of health care leadership; c. number of graduates involved in clinical research.</td>
<td>These are sent out once a year, in the Spring/Summer</td>
<td>Survey emailed to alumni; if email address undeliverable will mail with stamped return envelope.</td>
<td>Program Chair</td>
</tr>
</tbody>
</table>
PROCESS

General Implementation Strategy

Data collection is an ongoing process and is assigned to staff and/or faculty as noted in chart above. Results will be analyzed in June of each year and shared with faculty in the fall. At that time decisions will be made as to whether or not changes are needed.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

The program faculty will meet at least once a year to review the data collected using the assessment measures. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program’s outcomes. Any recommendations for curriculum change will be sent to the School of Nursing (SON) Graduate Curriculum Committee for review. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be forwarded to the Office of Academic Affairs (in the required format) by June 15th of each year. A plan for implementing the recommended changes, including advertising of the changes to all the program’s stakeholders, will also be completed at this meeting.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to program outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:

- Changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
- Changes in faculty/staff assignments
- Changes in advising methods and requirements
- Addition and/or replacement of equipment
- Changes to facilities

Modification of the Assessment Plan

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the outcomes, assessment measures, or any other aspect of the plan. The changes will be approved by the faculty of the program. The modified assessment plan will be forwarded to the dean/director's office and the Office of Academic Affairs.
APPENDIX A: FINAL CLINICAL/PRACTICUM COURSE EVALUATION
BY PRECEPTOR & FACULTY

Measure Description:

Each specialty track (FNP, PMH-NP) has developed a “Clinical Evaluation” instrument for the final clinical practicum course that reflects all three of the program student learning outcomes. Both faculty and clinical preceptors fill out the evaluation. The preceptor completes the evaluation via an online link. However, if the preceptor chooses, he or she may return the evaluation either by mail, or in person during a meeting with supervising faculty. The instruments consist of 5-point Likert scale items. The scores of faculty and preceptor are averaged.

Each clinical evaluation tool is different based on the area of specialty, but items on every tool have been mapped to student learning outcomes.

Factors that affect the collected data:

Preceptors readily return the completed evaluations since a grade cannot be assigned without them (100% return rate). The school provides self-addressed stamped envelopes for the mailed return.

How to interpret the data:

The data from the Final Clinical Evaluation Tool provides evidence for Student Learning Outcomes 1-4. Our Benchmark is a grade of B (3.0) or better.

<table>
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<tr>
<th>Measure</th>
<th>Grade</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>A</td>
<td>A</td>
<td>All students get a rating of 3.0 or higher on all clinical evaluation items</td>
</tr>
<tr>
<td>B</td>
<td>B</td>
<td>All but one student gets a rating of 3.0 or higher on all clinical evaluation items</td>
</tr>
<tr>
<td>C</td>
<td>C</td>
<td>All but two students get a rating of 3.0 or higher on all clinical evaluation items</td>
</tr>
<tr>
<td>D</td>
<td>D</td>
<td>All but three students get a rating of 3.0 or higher on all clinical evaluation items</td>
</tr>
<tr>
<td>F</td>
<td>F</td>
<td>More than three students get a rating of 3.0 or higher on all clinical evaluation items</td>
</tr>
<tr>
<td>Domain 1. Management of Patient Health/Illness Status</td>
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<td>2</td>
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<tr>
<td>----------------------------------------------------</td>
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</tr>
<tr>
<td>1. Obtains and accurately documents a comprehensive and/or problem-focused health history from the patient/family.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>2. Identifies health and psychosocial risk factors of patients and families.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>3. Identifies signs and symptoms of acute and chronic physical and mental illnesses across the life span.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>4. Performs and appropriately documents a comprehensive and problem-focused physical examination.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>5. Differentiates between normal and abnormal findings using knowledge of pathophysiology and epidemiology.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>6. Demonstrates critical thinking and diagnostic reasoning skills in clinical decision-making.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>7. Analyzes and interprets history, physical findings and diagnostic information to develop appropriate differential diagnoses.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>8. Diagnoses and manages acute and chronic conditions employing appropriate diagnostic and therapeutic interventions and regimens, including initiation of effective emergency care, with attention to safety, cost, invasiveness, simplicity, acceptability, adherence and efficacy.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>9. Prescribes medications based on patient characteristics, drug efficacy, safety and cost as legally authorized and counsels concerning drug regimens, drug side effects and interactions.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>10. Integrates and counsels the patient on the use of complementary/alternative therapies as well as other non-pharmacologic treatment modalities.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>11. Performs primary care procedures correctly based on program's clinical preparation and clinical setting expectations.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>12. Evaluates results of interventions using accepted outcome criteria, revises plan accordingly and consults/refers when needed.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>13. Communicates the patient's health status using appropriate terminology, format and technology.</td>
<td>5</td>
<td>4</td>
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**Domain 2. The Nurse Practitioner- Patient Relationship**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NO</th>
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<tbody>
<tr>
<td>14. Creates a climate of mutual trust and established partnerships with patients and families</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
</tr>
<tr>
<td>15. Validates and verifies findings with patients</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
</tr>
<tr>
<td>16. Maintains confidentiality while communicating data, plans and results in a manner that preserves the dignity and privacy of the patient and provides a legal record of care</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
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</tbody>
</table>

**Domain 3. The Teaching-Coaching Function**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NO</th>
</tr>
</thead>
</table>
| 17. Assesses the patient’s need for teaching based on  
- need for anticipatory guidance associates with growth and developmental stage  
- care management that requires specific information or skills.  
- patient’s understanding of his/her health condition | 5 | 4 | 3 | 2 | 1 | NO |
<p>| 18. Educates patient regarding a mutually acceptable plan of care that addresses the self-management of acute/chronic illness with sensitivity to the patient’s learning ability and cultural/ethnic background. | 5 | 4 | 3 | 2 | 1 | NO |
| 19. Communicates health advice, instruction and counseling appropriately using evidenced-based rationale. | 5 | 4 | 3 | 2 | 1 | NO |</p>
<table>
<thead>
<tr>
<th>Domain 4. Professional Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Uses scientific theories and research to implement the nurse practitioner role.</td>
</tr>
<tr>
<td>21. Advocates for the patient to ensure health needs are met to include timely and appropriate referrals and consultations.</td>
</tr>
<tr>
<td>22. Interprets the family nurse practitioner role in primary and specialty health care to other health care providers and the public.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 5. Managing and Negotiating Health Care Delivery systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Considers access, cost, efficacy and quality when making care decisions.</td>
</tr>
<tr>
<td>24. Demonstrates knowledge of relevant legal regulations for nurse practitioner practice including reimbursement of services.</td>
</tr>
<tr>
<td>25. Maintains current knowledge regarding state and federal regulations and programs for family health care.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 6. Monitoring and Ensuring the Quality of Health Care Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. Incorporates professional/legal standards into practice.</td>
</tr>
<tr>
<td>27. Act ethically to meet the needs of patients.</td>
</tr>
<tr>
<td>28. Engages in self-evaluation concerning practice and uses evaluative information, including peer review, to improve care and practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 7. Cultural Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. Shows respect for the inherent dignity and worth of every human being whatever their age, gender, religion, spiritual belief, socioeconomic class, sexual orientation and ethnicity</td>
</tr>
<tr>
<td>30. Acknowledges personal biases and prevents these from interfering with the delivery of quality care to persons of differing beliefs and lifestyles.</td>
</tr>
<tr>
<td>31. Incorporates patient and family cultural preferences, health beliefs and behaviors and traditional practices into the management plan.</td>
</tr>
</tbody>
</table>

COMMENTS:
<table>
<thead>
<tr>
<th>Domain 1. Management of Patient Health/Illness Status</th>
<th>1 = Unsatisfactory</th>
<th>2 = Marginal</th>
<th>3 = Satisfactory</th>
<th>4 = Above Average</th>
<th>5 = Excellent</th>
<th>NO = Not observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Obtains and accurately documents a relevant health history derived from a physical and mental health assessment that is appropriately adapted and prioritized to the client's age, development, and clinical status.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
</tr>
<tr>
<td>2. Involves client, significant others and interdisciplinary team in the collection of data from multiple sources using appropriate interviewing skills, assessment tools, diagnostic and laboratory tests, and clinical resources.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
</tr>
<tr>
<td>3. Accurately interprets, integrates and conceptualizes assessment data using standardized taxonomy systems in the differential diagnosis of common and recurrent psychiatric disorders and mental health problems.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
</tr>
<tr>
<td>4. Evaluates psychiatric emergencies by determining the level of risk and initiating and coordinating effective emergency care.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
</tr>
<tr>
<td>5. Differentiates psychiatric presentation of medical conditions from psychiatric disorders and arranges appropriate evaluation and follow-up.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
</tr>
<tr>
<td>6. Evaluates potential for abuse, neglect, and risk of danger to self and others.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
</tr>
<tr>
<td>7. Provides anticipatory guidance to individuals and families to promote mental health and to prevent or reduce risk of psychiatric disorders outcome.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
</tr>
<tr>
<td>8. Develops culturally congruent, individualized treatment plan of care based on biopsychosocial theories, evidence-based standards of care, and practice guidelines.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
</tr>
<tr>
<td>9. Prescribes psychopharmacological and non-pharmacological interventions that minimize the development of complications and promote function and quality of life.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
</tr>
<tr>
<td>10. Identifies, measures, and monitors clinical and related behavioral outcomes to determine the effectiveness and appropriateness of the plan of care.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 2. The Nurse Practitioner-Patient Relationship</th>
<th>1 = Unsatisfactory</th>
<th>2 = Marginal</th>
<th>3 = Satisfactory</th>
<th>4 = Above Average</th>
<th>5 = Excellent</th>
<th>NO = Not observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Manages the phases of the nurse-practitioner-patient relationship to promote positive clinical outcomes.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
</tr>
<tr>
<td>12. Applies evidence-based therapeutic communication strategies designed to reduce emotional distress, facilitate change and foster growth.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
</tr>
<tr>
<td>13. Identifies and maintains professional boundaries to preserve the integrity of the practitioner-patient relationship.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
</tr>
<tr>
<td>14. Analyzes the impact of the duty to report and other advocacy actions on the practitioner-patient relationship.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 3. The Teaching-Coaching Function</th>
<th>1 = Unsatisfactory</th>
<th>2 = Marginal</th>
<th>3 = Satisfactory</th>
<th>4 = Above Average</th>
<th>5 = Excellent</th>
<th>NO = Not observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Provides psychoeducation to individuals, families and groups to promote knowledge, understanding, and effective management of mental health problems and psychiatric disorders.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
</tr>
<tr>
<td>16. Tailors instruction to patient's ability and readiness to learn and to improve self-care and healthy behavior</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
</tr>
<tr>
<td>17. Teaches patients and significant others about intended effects and potential adverse effects of treatment options.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 4. Professional Role</th>
<th>1 = Unsatisfactory</th>
<th>2 = Marginal</th>
<th>3 = Satisfactory</th>
<th>4 = Above Average</th>
<th>5 = Excellent</th>
<th>NO = Not observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Collaborates as a member of the health care team in the patient’s treatment and referral to facilitate continuity and appropriate level of care.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
</tr>
<tr>
<td>19. Operates within scope of practice based on current laws, regulations and clinical and ethical standards of practice governing advanced practice psychiatric-mental health nursing.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
</tr>
<tr>
<td>20. Provides consultation to health care providers and others to enhance quality and cost-effective services for patients and effect change in organizational systems.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
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<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>21.</td>
<td>Supports the role of the psychiatric-mental health nurse practitioner through advocacy and participation in professional and community organizations.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>22.</td>
<td>Articulate plan for self-directed, life-long learning and professional development.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Domain 5. Managing and Negotiating Health Care Delivery systems</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>23.</td>
<td>Advocates for policies that enhance that promote mental health and reduce the impact of stigma on services for prevention and treatment of mental health problems</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>24.</td>
<td>Advocates for policies that enhance that promote mental health and reduce the impact of stigma on services for prevention and treatment of mental health problems</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Domain 6. Monitoring and Ensuring the Quality of Health Care Practice</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Incorporates professional/legal standards into practice.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>26.</td>
<td>Acts ethically to meet the needs of patients.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>27.</td>
<td>Engages in self-evaluation concerning practice and uses evaluative information, including peer review to improve care and practice.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Domain 7. Cultural Competence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>28.</td>
<td>Evaluates the impact of therapeutic interventions on the patient's cultural, ethnic, and spiritual identity and the impact of practices on outcomes of care.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>29.</td>
<td>Recognizes the variability of the presentations of psychiatric signs and symptoms of different cultures.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>COMMENTS:</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
APPENDIX B: EXIT SURVEYS

Measure Description:
At the end of the final clinical course students complete an online exit interview. At this point in the program of study the students may or may not have completed their capstone project. Using Likert scale items, students self-assess the degree to which they met program outcomes# 1-3. Students are also asked to grade the quality of the core courses and specialty courses. Students have the option of addressing specific comments about each core course in an open ended field.

Since all of our courses are offered in a distance format (either 100% distance, or a hybrid with some on campus time), we ask students to address the strengths and weaknesses of distance technology. As a final open ended question students are asked to comment on anything they feel is relevant to assist with program development.

Factors that affect the collected data:
The survey is anonymous and voluntary. We anticipate getting a minimum 70% response rate using this method.

How to interpret the data:
An average is taken of the students' ratings (five point Likert scale) of their achievement of program outcomes. Our benchmark is a grade of 8 or better, or that at least 80% of the students give an average rating of 3.0 on program outcomes.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>90-100% of students give an average rating of 3.0 or higher on program outcomes</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>80-89.9% of students give an average rating of 3.0 on program outcomes</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>70 to 79.9% of students give an average rating of 3.0 on program outcomes</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>60 to 69.9% of students give an average rating of 3.0 on program outcomes</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>&lt; 60% of students gives an average rating of 3.0 on program outcomes</td>
</tr>
</tbody>
</table>

The open ended questions will be analyzed to address program strengths and weaknesses. Faculty will meet to discuss both positive and negative comments and make program/course adjustments as deemed necessary.

Note: The exit survey has not yet been created as this is a new program and we do not anticipate having any graduates to survey until 2016 at the earliest.
APPENDIX C: CAPSTONE PROJECT CRITIQUE TOOL

Measure Description:
The Capstone Project evaluation tool is shown below. The scale items address Student Learning Outcomes #1 & #2 and relate to critical thinking, written communication, verbal communication, and adherence to ethical, legal and professional standards.

Factors that affect the collected data:
For the most part, external reviewers return the evaluations. They are distributed to the reviewer prior to the defense date. Many reviewers bring the form with them and turn it in at the end of the defense/presentation. In the event that doesn't happen, reminder letters are sent out, with a follow-up phone call if necessary. Return rates average 85%.

How to interpret the data:
The Capstone Project represents the student's ability to engage in scholarly thinking, utilize critical thinking, translate evidence-based research into practice change, and demonstrate effective oral and written communication, as well as adhere to ethical, legal and professional standards.

Our benchmark is an average rating of 3.0 or higher of the OVERALL CRITERIA.

Program outcomes 1 & 2 Grading Criteria (based on four 5-point likert scale items)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>All students get an average rating of 3.0 or higher on overall criteria</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>All but one student gets an average rating of 3.0 or higher on overall criteria</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>All but two students get an average rating of 3.0 or higher on overall criteria</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>All but 3 students get an average rating of 3.0 or higher on overall criteria</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>More than 3 students get an average rating of 3.0 or higher on overall criteria</td>
<td></td>
</tr>
</tbody>
</table>
## PROJECT EVALUATION

**KEY:** 5 = Excellent; 4 = Above average  3 = Average  2 = Below average  1 = Unacceptable  N/A = Not applicable

<table>
<thead>
<tr>
<th>Evaluation of Project</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clear statement of clinical problem/question</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Purpose of study is described in a logical, explicit manner</td>
<td></td>
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<tr>
<td>3. Literature review is current and relevant</td>
<td></td>
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<tr>
<td>4. Appropriate and sufficient evidence were synthesized</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>5. Existing practice and need for change are described</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6. Plan for implementing change based on evidence is described including potential barriers to be overcome</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>7. Description of how effect of change in practice will be measured</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8. Description of how nursing practice was altered based on evidence</td>
<td></td>
<td></td>
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<tr>
<td>9. Outcomes of change in clinical practice are described</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10. Organized, understandable with use of appropriate grammar</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student demonstrated the ability to engage in scholarly inquiry</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Critical thinking was demonstrated in this project</td>
<td></td>
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<tr>
<td>3. Evidence is analyzed and evaluated for translation into practice</td>
<td></td>
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<td></td>
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<tr>
<td>4. There was evidence of effective written communication</td>
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<tr>
<td>5. There was evidence of effective verbal communication (oral defense / presentation)</td>
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<tr>
<td>6. Project demonstrated adherence to ethical, legal and professional standards of practice</td>
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</tr>
</tbody>
</table>

### COMMENTS

Doctor of Nursing Practice
APPENDIX D: CERTIFICATION EXAM PASS RATES

**Measure Description:**

There is no specific tool for this data. Course coordinators for the Family Nurse Practitioner and Psychiatric Mental-Health Nurse Practitioner tracks determine first time pass rates for the certification exams and report them to the Program Chair.

**Factors that affect the collected data:**

Certification exam pass rates are confidential and cannot be reported to the school directly. Therefore we ask students to self-report to us. We can also verify successful completion of the certification through State of Alaska Licensure information which is available to the public.

The self-report approach has worked very well. Graduates want to share with us their good news. The only difficulty might arise if they leave the state, however, even then they tend to call and/or email us with the information. We also obtain their preferred personal email address so we can follow-up that way.

**How to interpret the data:**

Our Benchmark is a "B" - all but one of the nurse practitioner graduates (PMH-NP and FNP) pass the certification exam for advanced practice nursing.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>All of our nurse practitioner graduates (PMH-NP and FNP) pass the certification exam for advanced practice nursing the first time.</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>All but one of our nurse practitioner graduates (PMH-NP and FNP) pass the certification exam for advanced practice nursing the first time.</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Two of our nurse practitioner graduates (PMH-NP and FNP) pass the certification exam for advanced practice nursing the first time.</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>Three of our nurse practitioner graduates (PMH-NP and FNP) pass the certification exam for advanced practice nursing the first time.</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>Four or more of our nurse practitioner graduates (PMH-NP and FNP) pass the certification exam for advanced practice nursing the first time.</td>
</tr>
</tbody>
</table>
APPENDIX E: ALUMNI (GRADUATE) FOLLOW-UP SURVEY

Tool Description:

The follow-up surveys will be sent out at one to two years post-graduation, and then every five years. Information is elicited about whether the graduate obtained employment and what type of employment they are engaged in. Graduates will be asked about their involvement in healthcare leadership positions and clinical research. Graduates are also asked to rate their satisfaction with their program of study on a Likert scale (10 = Strongly Agree to 1 = Strongly Disagree). There are several Likert items that fall under each of the three program student learning outcomes. These are averaged for an individual score for each outcome. A series of open-ended questions are asked regarding how we can improve our program that will be discussed with faculty to see what, if anything, needs to be done. Additional questions are included in this tool that addresses some requirements of the ACNE accreditation body.

Factors that affect the collected data:

Several factors can affect the data collection process. Historically, the survey has been mailed and response rates have been less than ten percent. This last year we have developed an electronic version and to date have seen an improvement in response rates. We are currently asking students in their last clinical course for their ‘preferred email’ and remind them we will be sending out follow-up surveys 1-2 years after graduation. We also obtain permanent mailing addresses (if at all possible) so that if an email gets returned undeliverable, we can send a mailed survey (with a stamped return envelope).

How to interpret the data:

Program Outcomes
A: The average rating of all program outcomes will be between 8 to 10.
B: The average rating of all program outcomes will be between 6 to 7.9.
C: The average rating of all program outcomes will be between 4 to 5.9.
D: The average rating of all program outcomes will be between 2 to 3.9.
F: The average rating of all program outcomes will be between 0 to 1.9.

Leadership Positions
A: A minimum of 15% of graduates hold leadership positions
B: 12-14.9% of graduates hold leadership positions
C: 9-11.9% of graduates hold leadership positions
D: 6-8.9% of graduates hold leadership positions
F: < 6% of graduates hold leadership positions
Clinical Research Activities
A: A minimum of 15% of graduates participate in research
B: 12-14.9% of graduates participate in research
C: 9-11.9% of graduates participate in research
D: 6-8.9% of graduates participate in research
F: < 6% of graduates participate in research

Answers to open ended questions will be analyzed by faculty to determine what, if anything needs to be changed.

Note: The alumni follow-up survey has not yet been created, as this is a new program and we do not anticipate having any alumni to survey until 2017 at the earliest.
SCHOOL OF NURSING GRADUATE PROGRAM

EDUCATIONAL EFFECTIVENESS

ASSESSMENT PLAN FOR

MS, NURSING SCIENCE (NURS)

GRADUATE CERTIFICATE (GCRT)

MS (NURS) specialties include Family Nurse Practitioner, Psychiatric-Mental Health Practitioner, and Nursing Leadership (focus on education or administration)

Graduate Certificate (GCRT) specialties include Family Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner, and Nursing Education

COLLEGE OF HEALTH & SOCIAL WELFARE

Version 5

Adopted by The Graduate Nursing Program faculty: 8/2015

Developed by
Jill Janke RNc, WHNP, Ph.D. Professor, Chair Graduate Program

Submitted to Dr. Barbara Berner, Director School of Nursing: 9/2015

Reviewed with curriculum changes by the Academic Assessment Committee as an information item 4/6/18
Reviewed by the Faculty Senate as an information item TBD

Reviewed by the Academic Assessment Committee 11/6/15
Reviewed by the Faculty Senate as an information item 12/4/15
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Measure Description: ________________________________ 30
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How to interpret the data: ________________________________ 30
**MISSION STATEMENT**
To educate undergraduate and graduate students to provide high quality, culturally sensitive, ethical and compassionate nursing care.

**PROGRAM INTRODUCTION**
In 1981, the first students were admitted to the Graduate (MS) Nursing Program. The degree offered is the Master of Science, Nursing Science. There are currently three specialty options. Two options prepare Advance Practice Registered Nurses (nurse practitioners): Family Nurse Practitioner (FNP) and Psychiatric-Mental Health Nurse Practitioner (PMH-NP). We also have a newly revised (AY 16) non-practitioner track. Historically this track focused on nursing education, but due to national trends, a needs assessment, and consumer demand we broadened the focus to address Nursing Leadership (NLDR). The Nursing Leadership students can specialize in administration or education. Graduate Certificates are also offered for FNP, PMH-NP and the Education (NLDR-education specialization). Student learning outcomes are the same for all programs since the graduate certificate students have already earned a Master’s degree and are expected to apply past knowledge to the certificate program learning outcomes. The nursing program is approved by the Alaska Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN) (formerly known as the National League for Nursing Accreditation Commission) 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326; 404-975-5000. In 2009, the program was fully reaccredited for another eight years. The next reaccreditation visit is scheduled for 2017.

**ASSESSMENT PROCESS INTRODUCTION**
This document defines the expected student learning outcomes (SLOs) for the School of Nursing Masters of Science, Nursing Science and Graduate Certificate programs. Furthermore, it outlines a plan for assessing the achievement of the stated outcomes.

The Student Learning Outcomes were developed by faculty, utilizing professional standards and accreditation requirements from the ACEN, as well as input from alumni and employers of our graduates. In AY 16, the outcomes were reviewed and subsequently modified to reflect current changes in national standards and trends, as well as the new focus on Nursing Leadership (NLDR). To address ACEN accreditation criteria, Program Outcomes have also been identified and data collected regarding graduation rates, certification pass rates, employment rates and patterns, and student satisfaction must be gathered, analyzed, and trended over time; in addition achievement of accreditation requires evidence of use of the results of outcome assessment for program decision making (ACEN, 2013).

The School of Nursing has always had a systematic assessment plan. The plan is reviewed annually and was revised and re-approved by faculty in fall 2015. This is the current version of our plan.

STUDENT LEARNING OUTCOMES

At the completion of the Masters of Science, Nursing Science degree or Graduate Certificate students are prepared to:

1. Engage in scholarly inquiry, including evaluation and application of evidence-based research to advanced nursing practice or nursing leadership.

2. Practice in a manner that incorporates ethical, legal, and professional standards for advanced nursing practice or nursing leadership.

3. Collaborate across disciplines and in partnership with communities, groups, families and individuals through culturally sensitive practice.

4. Demonstrate competence and caring in the professional nurse role to serve as a leader, provider, and educator in the health care system.

5. Articulate a plan for self-directed, lifelong learning and professional development.

Students completing the Graduate Certificate already have a Master’s (MS) degree in nursing and are expected to meet the same outcomes as the MS program, utilizing knowledge obtained in their original graduate program as well as new knowledge acquired in the Graduate Certificate program. Students in the two practitioner certificate programs (FNP, PMH-NP) are eligible to sit for the same certification exam as those students in the MS program.

Student Learning Outcomes are published in the UAA catalog, the SON Graduate Handbook, and the SON website.

ASSESSMENT MEASURES

The assessment measures and their relationship to the program outcomes are found in Table 1. A description of the measures used in the assessment of the program outcomes and their implementation are summarized in Table 2. There is a separate appendix for each measure that shows the measure itself and describes its use and the factors that affect the results.
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research to advanced nursing practice or nursing leadership.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Practice in a manner that incorporates ethical, legal, &amp; professional standards for advanced nursing practice or nursing leadership.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Collaborate across disciplines and in partnership with communities, groups, families and individuals incorporating culturally sensitive principles.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrate competence and caring in the role of the advanced practice nurse to serve as a leader, provider, and educator in the health care system.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Articulate a plan for self-directed, life-long learning, and professional development.</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

0 = Measure is not used to measure the associated outcome.  
1 = Measure is used to measure the associated outcome.
# Table 2: Program Outcomes Assessment Measures and Administration

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
<th>Frequency/Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Clinical Evaluation by Preceptor &amp; Faculty</td>
<td>FNP/PMH-NP/NLDR: Clinical preceptors &amp; faculty evaluate students’ achievement of program outcomes (based on Master’s Essentials). The final grade is assigned by faculty.</td>
<td>At the end of the final clinical course: FNP NSA663 PMH NSA674 NLDR NSA647</td>
<td>Clinical evaluation survey completed online at the end of the final clinical course.</td>
<td>FNP Coordinator</td>
</tr>
<tr>
<td>Exit Survey</td>
<td>At the end of the final clinical course students fill out an electronic survey that asks them to provide feedback on individual courses, the overall curriculum, &amp; their plans for ongoing education, professional development, &amp; work.</td>
<td>End of any semester when NS A647, NS A663, &amp; A674 offered.</td>
<td>Faculty emails survey link to students.</td>
<td>Program Coordinator</td>
</tr>
<tr>
<td>External Reviewer of Project</td>
<td>An external reviewer is asked to critique the final project defense.</td>
<td>Upon project completion</td>
<td>External reviewer fills out Project Critique form.</td>
<td>Program Coordinator</td>
</tr>
<tr>
<td>Certification Exam Pass Rate*</td>
<td>The PMH-NP &amp; FNP have a national certification exam which, when passed, makes the graduate eligible for advanced practice licensure. [*No certification exam for NLDR]</td>
<td>Ongoing tracking reported once a year.</td>
<td>Certification agencies send a cumulative report to the SON.</td>
<td>Program Coordinator</td>
</tr>
<tr>
<td>Alumni 6-12 month post-graduation survey</td>
<td>Survey sent to alumni post-graduation. Used to determine employment and a self-evaluation of how well the program prepared them for specialty practice.</td>
<td>Set once a year in the fall.</td>
<td>Survey emailed to alumni; if undeliverable, it is mailed with stamped return envelope; in person or phone interview may also be done.</td>
<td>Program Chair &amp; Faculty</td>
</tr>
<tr>
<td>Employer survey</td>
<td>Survey sent to employers of graduates. Employer contact information provided by alumni during follow-up survey. The purpose is to determine satisfaction with program alumni and solicit advice on program strengths &amp; weaknesses.</td>
<td>Sent once a year in the fall.</td>
<td>Based on contact information we email survey link. If that fails we follow-up with mail survey &amp; return envelope.</td>
<td>Faculty</td>
</tr>
<tr>
<td>Program completion</td>
<td>Students complete program no later than one year after completing the final clinical course.</td>
<td>Tracking is ongoing.</td>
<td>Student plans of study and graduation data tracked for compliance.</td>
<td>Program Chair</td>
</tr>
</tbody>
</table>
ASSESSMENT IMPLEMENTATION & ANALYSIS FOR PROGRAM IMPROVEMENT

General Implementation Strategy

Data collection is an ongoing process and is assigned to staff and faculty as noted in the table above. Results are analyzed in June of each year and shared with faculty in the fall. At that time, decisions will be made as to whether or not changes are needed.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

The program faculty will meet at least once a year to review the data collected using the assessment measures. This meeting should result in recommendations for program changes that are designed to enhance performance about the program’s outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes are forwarded to the Office of Academic Affairs (in the required format) annually by mid-October. A plan for implementing the recommended changes, including advertising of the changes to all the program’s stakeholders, will also be completed at this meeting.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance about program outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:

- Changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
- Changes in faculty/staff assignments
- Changes in advising methods and requirements
- Addition and/or replacement of equipment
- Changes to Facilities

Modification of the Assessment Plan

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the outcomes, assessment measures, or any other aspect of the plan. The changes will be approved by the faculty of the program. The modified assessment plan will be forwarded to the dean/director’s office and the Office of Academic Affairs.
APPENDIX A:  FINAL CLINICAL/PRACTICUM COURSE EVALUATION BY PRECEPTOR & FACULTY

Measure Description:
Each specialty track (FNP, PMH-NP, and EDUC) has developed a “Clinical Evaluation” instrument for the final clinical/practicum course that reflects four of the student learning outcomes. Both faculty and clinical preceptors fill out the evaluation. The preceptor returns their evaluation either by mail or in person at a meeting with supervising faculty. The instruments consist of 5-point Likert scale items. The scores of both faculty and preceptor are averaged. In the event a student is rated below a 3.0, the faculty makes the final decision on the grade.

Each clinical evaluation tool is different based on the area of specialty, but items on every tool have been mapped to student learning outcomes.

Factors that affect the collected data:
Preceptors readily return the completed evaluations since a grade cannot be assigned without them (100% return rate). The evaluation is available online. We can also send a hard copy with a self-addressed stamped envelopes for the mailed return.

How to interpret the data:
The data from the Final Clinical Evaluation Tool provides evidence for Student Learning Outcomes 1-4. Our Benchmark is that at least 80% of students receive ratings of 3.0 or better, on the final clinical evaluation, indicating ability to meet safe minimum standards.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100% of students give an average rating of 3.0 or higher final clinical evaluation</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>80-89.9% of students give an average rating of 3.0 higher final clinical evaluation</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>70 to 79.9% of students give an average rating of 3.0 higher final clinical evaluation</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>60 to 69.9% of students give an average rating of 3.0 higher final clinical evaluation</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60% of students gives an average rating of 3.0 higher final clinical evaluation</td>
<td></td>
</tr>
</tbody>
</table>
ND 660
UAA SCHOOL OF NURSING
FAMILY NURSE PRACTITIONER PROGRAM
CLINICAL PRECECTOR/FACULTY/STUDENT EVALUATION TOOL

1 = Poor performance  4 = Exceeds expectations
2 = Needs improvement  5 = Outstanding
3 = Appropriate for this level of student  NO = Not observed

DIRECTIONS: Please fill out this evaluation on the student(s) you precepted (at midterm & at the end of the clinical). Note, that the rating should be based on expectations for a “Beginning NP student”.

<table>
<thead>
<tr>
<th>Essential Components to Pass this Course</th>
<th>Poor Performance</th>
<th>Needs Improvement</th>
<th>Appropriate for this level of student</th>
<th>Exceeds Expectations</th>
<th>Outstanding</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepares for patient encounter as appropriate (chart review, clinical guideline review, etc.).</td>
<td>1 2 3 4 5 NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Presents a professional appearance, including dress, timeliness, demeanor and language.</td>
<td>1 2 3 4 5 NO</td>
<td></td>
<td></td>
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<tr>
<td>3. Displays interest and initiative in learning.</td>
<td>1 2 3 4 5 NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Identifies patients with emergent or critical health needs in a timely manner and initiates appropriate care coordination/referral.</td>
<td>1 2 3 4 5 NO</td>
<td></td>
<td></td>
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<tr>
<td>5. Creates a climate of patient-centered care that includes confidentiality, emotional support, mutual trust, collaboration and respect.</td>
<td>1 2 3 4 5 NO</td>
<td></td>
<td></td>
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<tr>
<td>6. Demonstrates accountability for professional practice.</td>
<td>1 2 3 4 5 NO</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Management of Patients</th>
<th>Poor Performance</th>
<th>Needs Improvement</th>
<th>Appropriate for this level of student</th>
<th>Exceeds Expectations</th>
<th>Outstanding</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Approaches patient interview and exam in an organized and deliberate manner.</td>
<td>1 2 3 4 5 NO</td>
<td></td>
<td></td>
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<tr>
<td>8. Obtains an appropriate history including HPI, ROS, PMH, allergies, medications, FH, and relevant social history.</td>
<td>1 2 3 4 5 NO</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9. Determines appropriate exam elements to be performed based on HPI.</td>
<td>1 2 3 4 5 NO</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10. Performs appropriate physical exam elements for each visit using correct technique.</td>
<td>1 2 3 4 5 NO</td>
<td></td>
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<tr>
<td>11. Employs appropriate screening and diagnostic strategies in the development of diagnoses.</td>
<td>1 2 3 4 5 NO</td>
<td></td>
<td></td>
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<tr>
<td>12. Differentiates between normal, variations of normal, and abnormal findings.</td>
<td>1 2 3 4 5 NO</td>
<td></td>
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<tr>
<td>13. Formulates list of plausible differential diagnoses for problem-focused visits.</td>
<td>1 2 3 4 5 NO</td>
<td></td>
<td></td>
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<tr>
<td>14. Demonstrates critical analysis of data and research evidence in clinical decision making.</td>
<td>1 2 3 4 5 NO</td>
<td></td>
<td></td>
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<tr>
<td>15. Arrives at correct diagnosis.</td>
<td>1 2 3 4 5 NO</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>16. Creates comprehensive evidence-based, mutually acceptable treatment plans that incorporate relevant up to date clinical guidelines.</td>
<td>1 2 3 4 5 NO</td>
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<tr>
<td>17. Prescribes appropriate medications within scope of practice, and takes into account patient characteristics, efficacy, cost, and side effects.</td>
<td>1 2 3 4 5 NO</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>18. Communicates diagnoses, treatment plans, anticipatory guidance, referrals and follow-up plans effectively with clients using appropriate language, and accounting for the educational needs of the patient.</td>
<td>1 2 3 4 5 NO</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>19. Evaluates results of interventions using accepted outcome criteria, revises plan and consults/refers when needed</td>
<td>1 2 3 4 5 NO</td>
<td></td>
<td></td>
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</tbody>
</table>
### Clinical Management of Patients (continued)

<table>
<thead>
<tr>
<th>20. Documentation of each patient visit reflects the history and exam findings and treatment plan discussed. Documentation is organized appropriately and complete.</th>
<th>Poor Performance</th>
<th>Needs Improvement</th>
<th>Appropriate for this level of student</th>
<th>Exceeds Expectations</th>
<th>Outstanding</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NO</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>21. Completes patient encounter in a timely manner.</th>
<th>Poor Performance</th>
<th>Needs Improvement</th>
<th>Appropriate for this level of student</th>
<th>Exceeds Expectations</th>
<th>Outstanding</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NO</td>
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</table>

<table>
<thead>
<tr>
<th>22. Presents patients to preceptor in a thorough, concise and organized manner.</th>
<th>Poor Performance</th>
<th>Needs Improvement</th>
<th>Appropriate for this level of student</th>
<th>Exceeds Expectations</th>
<th>Outstanding</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NO</td>
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</tbody>
</table>

### Role Transition

<table>
<thead>
<tr>
<th>23. Utilizes feedback from clinical instructors, peer-review and self-evaluation to improve clinical practice.</th>
<th>Poor Performance</th>
<th>Needs Improvement</th>
<th>Appropriate for this level of student</th>
<th>Exceeds Expectations</th>
<th>Outstanding</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NO</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>24. Collaborates with others (health care disciplines, family members, etc.) in planning for transitions across the continuum of care.</th>
<th>Poor Performance</th>
<th>Needs Improvement</th>
<th>Appropriate for this level of student</th>
<th>Exceeds Expectations</th>
<th>Outstanding</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>25. Integrates technology where appropriate in clinical practice to improve outcomes.</th>
<th>Poor Performance</th>
<th>Needs Improvement</th>
<th>Appropriate for this level of student</th>
<th>Exceeds Expectations</th>
<th>Outstanding</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NO</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>26. Considers the relationships among access, cost, quality and safety when making care decisions.</th>
<th>Poor Performance</th>
<th>Needs Improvement</th>
<th>Appropriate for this level of student</th>
<th>Exceeds Expectations</th>
<th>Outstanding</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>27. Advocates for improved access, quality and cost effective health care for patients.</th>
<th>Poor Performance</th>
<th>Needs Improvement</th>
<th>Appropriate for this level of student</th>
<th>Exceeds Expectations</th>
<th>Outstanding</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>28. Integrates and applies ethical principles in decision making.</th>
<th>Poor Performance</th>
<th>Needs Improvement</th>
<th>Appropriate for this level of student</th>
<th>Exceeds Expectations</th>
<th>Outstanding</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>29. Incorporates the patient’s cultural and spiritual preferences, values and beliefs into health care.</th>
<th>Poor Performance</th>
<th>Needs Improvement</th>
<th>Appropriate for this level of student</th>
<th>Exceeds Expectations</th>
<th>Outstanding</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

Please note areas in need of improvement:

________________________________________________________________________

________________________________________________________________________

Preceptor or Faculty Signature: ___________________________ Date: __________

Student Signature: ___________________________ Date: __________
APPENDIX B: EXIT SURVEYS

Measure Description:
At the end of the final clinical course, students complete an online exit interview. At this point in the program of study, the students may or may not have completed their thesis/project. Using Likert scale items, students self-assess the degree to which they met program outcomes #1-4. Students are also asked to grade the quality of the core courses and specialty courses. Students have the option of addressing specific comments about each core course in an open-ended field. To address outcome #5, students were asked to indicate how likely it is they will pursue doctoral education in the next 5 years and they were asked to identify what professional nursing organizations they belong to or plan to join.

Since all courses are offered in a distance format (either 100% distance, or a hybrid with some on-campus time), we asked students to address the strengths and weaknesses of distance technology. As a final open-ended question, students were asked to comment on anything they feel is relevant to assist with program development.

Factors that affect the collected data:
The survey is anonymous and voluntary. We anticipate getting a minimum 70% response rate using this method.

How to interpret the data:

PROGRAM OUTCOMES 1-4: An average is calculated from the students’ ratings (five point Likert scale) of their achievement of program outcomes. **Our benchmark is an average rating of 3.0 (B) or better.**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A</td>
<td>Average rating is 4.0 or higher</td>
</tr>
<tr>
<td>B</td>
<td>B</td>
<td>Average rating is 3.0 to 3.99</td>
</tr>
<tr>
<td>C</td>
<td>C</td>
<td>Average rating is 2.0 to 2.99</td>
</tr>
<tr>
<td>D</td>
<td>D</td>
<td>Average rating is 1.0 to 1.99</td>
</tr>
<tr>
<td>F</td>
<td>F</td>
<td>Average rating is &lt; 1.0</td>
</tr>
</tbody>
</table>

Program Outcome 5: Students list all professional organizations to which they belong. **Our benchmark is a grade of B or better, or that at least 80% of students belong to a minimum of one professional organization at completion of their final clinical course**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A</td>
<td>90 to 100% of students indicate they belong to at least one professional organization</td>
</tr>
<tr>
<td>B</td>
<td>B</td>
<td>80 to 89.9% of students indicate they belong to at least one professional organization</td>
</tr>
<tr>
<td>C</td>
<td>C</td>
<td>70 to 79.9% of students indicate they belong to at least one professional organization next five years.</td>
</tr>
<tr>
<td>D</td>
<td>D</td>
<td>60 to 69.9% of students indicate they belong to at least one professional organization</td>
</tr>
<tr>
<td>F</td>
<td>F</td>
<td>&lt; 60% of students indicates they belong to at least one professional organization</td>
</tr>
</tbody>
</table>
Program Outcome 5: Students indicate how likely they are to pursue doctoral education in the next five years. Our benchmark is a grade of B or better, or that at least 15% of students indicate they plan on pursuing doctoral education in the next five years.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>20% or more of students indicate they are likely or very likely to pursue doctoral education in next five years.</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>15-19% of students indicate they are likely or very likely to pursue doctoral education in the next five years.</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>10-14% of students indicate they are likely or very likely to pursue doctoral education in the next five years.</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>5-9% of students indicate they are likely or very likely to pursue doctoral education in the next five years.</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0-4% of students indicate they are likely or very likely to pursue doctoral education in the next five years.</td>
<td></td>
</tr>
</tbody>
</table>

Open Ended Questions: The open-ended questions will be analyzed to address program strengths and weaknesses. Faculty will meet annually to discuss both positive and negative comments and make program/course adjustments as deemed necessary.
DIRECTIONS: Please take a few minutes to complete this survey. Your feedback is critical. We use the information for accreditation purposes and to improve the program. I am sending it out to all students who took and completed NS 663 this semester. Even if you are still working on your thesis/project, we need your input.

What FNP program are you completing?
- Family Nurse Practitioner master's degree
- Family Nurse Practitioner graduate certificate

How would you rate your overall SATISFACTION with the UAA nursing graduate program?

<table>
<thead>
<tr>
<th>Rate your overall satisfaction with the graduate nursing program</th>
<th>Extremely satisfied</th>
<th>Very satisfied</th>
<th>Moderately satisfied</th>
<th>Slightly satisfied</th>
<th>Not satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Upon completing your last clinical course how would you rate your ability in the following areas?

<table>
<thead>
<tr>
<th>Outcome 1</th>
<th>Extremely good</th>
<th>Very good</th>
<th>Moderately good</th>
<th>Somewhat good</th>
<th>Not good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize critical thinking skills to improve clinical outcomes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate published research for application to clinical practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilize scientific research and national guidelines to provide quality care.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome 2</th>
<th>Extremely good</th>
<th>Very good</th>
<th>Moderately good</th>
<th>Somewhat good</th>
<th>Not good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adhere to national and community practice standards.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice in an ethical, professional and legal manner.</td>
<td></td>
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<tr>
<td>Accurately document, assess, and evaluate management plans.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Upon completing your last clinical course how would you rate your ability in the following areas?

<table>
<thead>
<tr>
<th>Outcome 3</th>
<th>Extremely good</th>
<th>Very good</th>
<th>Moderately good</th>
<th>Somewhat good</th>
<th>Not good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate cultural awareness in professional encounters.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Collaborate and partner across disciplines with professionals to meet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the needs of diverse populations.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Upon completing your last clinical course how would you rate your ability in the following areas?

<table>
<thead>
<tr>
<th>Outcome 4</th>
<th>Extremely good</th>
<th>Very good</th>
<th>Moderately good</th>
<th>Somewhat good</th>
<th>Not good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate competence in advance practice nursing.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Demonstrate caring in advance practice nursing.</td>
<td></td>
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</tr>
<tr>
<td>Utilize verbal and written communication skills to provide quality,</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>professional care.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Employ leadership strategies to impact health care.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

In terms of FUTURE PLANS, please indicate how likely is it that you will:

<table>
<thead>
<tr>
<th>Future Plan</th>
<th>Extremely Likely</th>
<th>Very Likely</th>
<th>Moderately likely</th>
<th>Somewhat likely</th>
<th>Not likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pursue a DNP or PhD in the next 5 years.</td>
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<tr>
<td>Practice in Alaska</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work with under-served populations</td>
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<td></td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

How would you rate the QUALITY of the following CORE courses?

<table>
<thead>
<tr>
<th>Course</th>
<th>Extremely good</th>
<th>Very good</th>
<th>Moderately good</th>
<th>Somewhat good</th>
<th>Not good</th>
<th>Didn’t Take</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS 618 Adv. Practice Roles</td>
<td></td>
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<tr>
<td>NS 619 Health Policy for Adv.</td>
<td></td>
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<tr>
<td>Practice</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>NS 620 Research Methods</td>
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<tr>
<td>NS 621 Knowledge Develop.</td>
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<tr>
<td>NS 625 Biostatistics</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>NS 696 Project</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Please make any additional comments you may have regarding ways to improve the CORE COURSES:
How would you rate the QUALITY of the following SPECIALTY classes?

<table>
<thead>
<tr>
<th>Class</th>
<th>Extremely good</th>
<th>Very good</th>
<th>Moderately good</th>
<th>Somewhat good</th>
<th>Not good</th>
<th>Didn’t Take</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS 601 Adv. Pathophysiology</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>NS 602 Adv. Health Assessment</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>NS 610 Adv. Pharmacology</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>NS 611 Psychopharmacology</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>NS 660 FNP I</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>NS 661 FNP 2</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>NS 662 FNP 3</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>NS 663 FNP 4</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Please make any additional comments you may have regarding ways to improve the SPECIALTY CLASSES:

What PROFESSIONAL NURSING ORGANIZATIONS do you belong to or plan to join? (Check all that apply)

- Sigma Theta Tau
- National League of Nursing (NLN)
- American Nurses Association (ANA)
- Alaska Nurses Association (AaNA)
- Alaska Nurse Practitioner Association (ANPA)
- American Association of Nurse Practitioners (AANP)
- American College of Nurse Practitioners (ACNP)
- Others (Please Specify) ____________________
- NONE

How would you RATE the quality of the School of Nursing’s use of DISTANCE EDUCATION TECHNOLOGY?

<table>
<thead>
<tr>
<th>Category</th>
<th>Extremely good</th>
<th>Very good</th>
<th>Moderately good</th>
<th>Somewhat good</th>
<th>Not good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of distance education</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

How can we improve on delivery of DISTANCE EDUCATION?
Please indicate how IMPORTANT the following reasons were for choosing the UAA School of Nursing graduate program.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Extremely Important</th>
<th>Very Important</th>
<th>Somewhat important</th>
<th>Slightly important</th>
<th>Not important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online/distance courses</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Reasonable cost</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Local availability</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Quality of program</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Quality of faculty</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Availability of part-time study</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

What OTHER REASONS did you have for choosing the UAA School of Nursing Graduate Program?

What type of FINANCIAL AID did you receive while attending the UAA graduate program? Please check all that apply.
- Traineeship from School of Nursing Federal Grant
- Adjunct Faculty tuition waiver
- Alaska student loan
- Federal loan
- Employee tuition reimbursement (specify employer) ________________
- Scholarship (Please specify) ________________
- Other1 (Please specify) ________________
- Other2 (Please specify) ________________
- No financial aid

What UAA SERVICES did you utilize during your graduate education? (i.e. health center, writing center, library).
- UAA library
- School of Nursing Resource Center (NRC)
- Student health center
- Consultation with librarian
- Student health insurance
- UAA Gym facility
- Student housing
- UA services (outside of Anchorage): Please specify ________________
- Writing center (type of help) please specify: ________________
- UA Financial Aid (please specify)
- Information Technology Services (IT) - please specify for what ________________
- Other UA or UAA services utilized (please specify) ________________
- Didn't use any UA or UAA services

If you attended all or part of the program while living outside the Anchorage bowl area, please give us feedback on the hybrid approach to distance education that requires short periods of time on campus and remote access to classes.

Please comment on anything else you feel is relevant that would assist us with PROGRAM DEVELOPMENT AND IMPROVEMENT.
The following information is required so we can track who has completed the survey and to be able to contact you for post graduate follow-up. Follow-up reporting on our graduates is mandatory for accreditation AND is something you agreed to participate in when you applied for the traineeship grant. Your personal information will not be shared with anyone outside the School of Nursing.

What is your name?

List your personal emails.

What is/are your phone numbers (please give us your cell number and any other numbers we can use to contact you).

What is your mailing permanent address?

Thank you for taking time to fill out this survey. If you would like to provide additional input please contact the Program Chair:

Dr. Jill Janke,
907-786-4570
jrjanke@uaa.alaska.edu
APPENDIX C: EXTERNAL REVIEWER PROJECT CRITIQUE TOOL

Measure Description:
The External Reviewer Project Critique tool consists of five, 5-point Likert scales. An external reviewer reads the project paper and attends the defense and then completes the critique tool. The scale items address Student Learning Outcomes #1 & #2 and relate to critical thinking, written communication, verbal communication, and adherence to ethical, legal and professional standards.

Factors that affect the collected data:
For the most part, external reviewers return the evaluations. They are mailed out with the Project prior to the defense date. Many reviewers bring the form with them and turn it in at the end of the defense/presentation. In the event that doesn’t happen, reminder letters are sent out, with a follow-up phone call if necessary. Return rates average 85%.

How to interpret the data:
The Project represents the student’s ability to engage in scholarly enquiry, utilize critical thinking, and demonstrate effective oral and written communication (outcome 1), as well as adhere to ethical, legal and professional standards (outcome 2)

Our benchmark is an average rating of 3.0 or higher of the items 1-6.

Program Outcome 1 & 2 Grading criteria (based on five 5-point Likert scale items)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100% of graduates get an average rating of 3.0 or higher on items 1-6</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>80-89.9% of graduates get an average rating of 3.0 or higher on items 1-6</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>70-79.9% of graduates get an average rating of 3.0 or higher on items 1-6</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>60-69.9% of graduates get an average rating of 3.0 or higher on items 1-6</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60% of graduates get an average rating of 3.0 or higher on items 1-6</td>
<td></td>
</tr>
</tbody>
</table>
**EXTERNAL REVIEWER PROJECT CRITIQUE TOOL** (APPROVED 8-2015)

**Presentation Date:** ________________  **Specialty:** ________________________________

**Presentation Title:** ________________________________

**Student:** ___________________________  **Reviewer:** ____________________________

**Chair:** _______________________________  **Members:** ____________________________

<table>
<thead>
<tr>
<th>KEY</th>
<th>5 = Excellent</th>
<th>4 = Above average</th>
<th>3 = Average</th>
<th>2 = Below average</th>
<th>1 = Unacceptable</th>
<th>N/A = Not Applicable</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>OVERALL</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student demonstrated the ability to engage in scholarly inquiry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Critical thinking was demonstrated in this project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. There was evidence of effective written communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. There was evidence of effective verbal communication (oral defense/presentation)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Evaluate and apply research to advanced practice nursing</td>
<td></td>
<td></td>
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<tr>
<td>6. The project demonstrates adherence to ethical and legal standards.</td>
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<td></td>
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</tr>
<tr>
<td>7. Project defense is fairly administered and evaluated</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**OTHER COMMENTS** (if you need more space use back of paper):
APPENDIX D: CERTIFICATION EXAM PASS RATES

Measure Description:
There is no specific tool for this data. Course Coordinators for the Family Nurse Practitioner and Psychiatric Mental-Health Nurse Practitioner tracks determine pass rates for the certification exams and report them to the Program Chair. We also receive reports from the accreditation centers with grouped data on how our students did compare to national norms. A final method of checking whether students pass is to check the State of Alaska Licensure information website.

Factors that affect the collected data:
Certification exam pass rates are confidential, and individual results cannot be reported to the school directly. Therefore, we ask students to self-report to faculty. We can also verify successful completion of the certification through State of Alaska Licensure information which is available to the public.

The self-report approach has worked very well. Graduates want to share with us their good news. The only difficulty might arise if they leave the state, however, even then they tend to call and/or email us with the information. We also obtain their preferred personal email addresses and phone numbers so we can follow-up that way.

How to interpret the data:
Our Benchmark is a “B”, at least 80% of our nurse practitioner graduates (PMH-NP and FNP) to pass the certification exams the first time. For ACEN, our pass rates should at least equal the national average for a given year.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 to 100% of our nurse practitioner graduates (PMH-NP and FNP) pass the certification exam for advanced practice nursing the first time.</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>80 to 89.9% of our nurse practitioner graduates (PMH-NP and FNP) pass the certification exam for advanced practice nursing the first time.</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>70 to 79.9% of our nurse practitioner graduates (PMH-NP and FNP) pass the certification exam for advanced practice nursing the first time.</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>60 to 69.9% of our nurse practitioner graduates (PMH-NP and FNP) pass the certification exam for advanced practice nursing the first time.</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60% of our nurse practitioner graduates (PMH-NP and FNP) pass the certification exam for advanced practice nursing the first time.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E: ALUMNI (GRADUATE) FOLLOW-UP SURVEY

**Tool Description:**
The follow-up surveys are sent out at 6-12 months post-graduation. Information is elicited about whether the person obtained employment and what type of employment they are engaged in. Graduates are asked to rate their satisfaction with the program of study on a Likert scale (5 = Strongly Agree to 1 = Strongly Disagree). Another Likert scale item addresses graduate perceptions that their education gave them a strong foundation to build their nurse practitioner skills (addresses SLO 1-5). A series of open-ended questions are asked regarding how we can improve our program. Results will be discussed with faculty to see what, if anything, needs to be done. Additional questions are included in this tool that address requirements of the ACEN accreditation body.

**Factors that affect the collected data:**
Several factors can affect the data collection process. Historically, the survey has been mailed, and response rates have been very low. This last year we have developed an electronic version and to date have seen an improvement in response rates. We are currently asking students in their last clinical course for their ‘preferred email’ and remind them we will be sending out follow-up surveys 6-12 months after graduation. We also obtain permanent mailing addresses (if at all possible) so that if an email gets returned undeliverable, we can send a mailed survey (with a stamped return envelope). As a last resort, we attempt a phone interview.

**How to interpret the data:**
Our benchmark is an average rating of 3.0 or higher on the item “My UAA graduate education gave me a strong foundation to build my nurse practitioner/nurse educator skills.”

<table>
<thead>
<tr>
<th>Measure</th>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Average rating is 4.0 or higher</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Average rating is 3.0 to 3.99</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Average rating is 2.0 to 2.99</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Average rating is 1.0 to 1.99</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Average rating is &lt; 1.0</td>
<td></td>
</tr>
</tbody>
</table>

Our benchmark is an average rating of 3.0 or higher on the item “I am satisfied with the quality of my graduate education at UAA.”

<table>
<thead>
<tr>
<th>Measure</th>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Average rating is 4.0 or higher</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Average rating is 3.0 to 3.99</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Average rating is 2.0 to 2.99</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Average rating is 1.0 to 1.99</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Average rating is &lt; 1.0</td>
<td></td>
</tr>
</tbody>
</table>
Our benchmark is that 80% of our students will be employed in positions for which the program prepared them within 6-12 months post-graduation.

SLO 1 & 2 Grading criteria (based on five 5-point Likert scale items)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100% of graduates report they are employed in positions for which the program prepared them.</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>80-89.9% of graduates report they are employed in positions for which the program prepared them.</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>70-79.9% of graduates report they are employed in positions for which the program prepared them.</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>60-69.9% of graduates report they are employed in positions for which the program prepared them.</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60% of graduates report they are employed in positions for which the program prepared them.</td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: Please take a few moments to fill out this short survey. The data is critical to UAA School of Nursing program improvement and continuing accreditation and is required for continued funding of our TRAINEESHIP grant.

NAME of person filling out survey (we need this for grant reporting purposes only):

What program did you graduate from?
- FNP Master's degree
- FNP Graduate Certificate (if you selected this, what was your prior NP specialty?)

Please indicate the extent to which you agree or disagree with the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am satisfied with the quality of my graduate education at UAA.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>My UAA graduate education gave me a strong foundation to build my nurse practitioner skills.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

What is your FNP licensure status?
- I have not taken the certification exam but plan to do so (specify target date)
- I passed the certification exam on the first attempt
- I passed the certification exam on the second attempt
- I don’t plan on taking the FNP certification exam (if selected answer the question below)
  - What are your reasons for not taking the certification exam?
    - I don't need FNP certification for my current job
    - Other (please specify) ____________________

Since graduation have you acquired prescriptive authority?
- Yes
- No (if No, what are your plans?)

Where are you currently working?
Facility Name:

Facility Address:
We are required to obtain feedback from individuals who employ our graduate. To do that we need the following information:

Name of your employer/supervisor (someone who has worked with you)

Their email address so we can send them the link to the survey.

What best describes your current job?
- I am working as an NP in Family Practice
- I am working as an NP in another specialty (please specify) ____________________
- I am working in a dual capacity as a FNP and another NP specialty (please specify other specialty) ____________________
- I am not working in a job that requires licensure as a nurse practitioner (please specify type of work) ____________________
- I haven't looked for a nurse practitioner job (please explain) ____________________
- Other (please specify) ____________________

How much time elapsed between graduation and finding employment as a Family Nurse Practitioner?
- Less than 6 months
- 6 to 12 months
- Over 12 to 24 months
- Over 24 months
- I haven't sought work as a FNP

What type of clients do you work with [check all that apply]?  
- Pediatric
- Adolescent
- Adult
- Geriatric
- Family
- Groups
- Male
- Female
- Community
- Other (please specify) ____________________

What clients are served by your agency? This information increases our competitiveness for federal and state grant funding [check all that apply].
- Low income
- Ethnically diverse
- Medically under served
- Medicare
- Medicaid
- Uninsured
- Under-insured
- Agency located in a designated Health Profession Shortage Areas (HPSA)
- Denali Kid Care
- Other (please specify) ____________________
Have you gone back to school since graduating from UAA School of Nursing Graduate Program?
☑ No
☑ Yes (if yes, what degree are you pursuing and what school are you attending?)

What professional organizations do you currently belong to?

What were the strengths of the UAA School of Nursing Graduate Program?

How can we improve the UAA SON Nursing Graduate Program?

Thank you for taking the time to fill out this survey. If you have questions or would like to provide additional feedback please contact:

Dr. Jill Janke
jrjanke@uaa.alaska.edu
907-786-4570
APPENDIX F: EMPLOYER EVALUATION OF GRADUATES

Tool Description:
The employer surveys are sent out at six to 12 months post-graduation. Contact information is solicited from the students when they fill out the Alumni Survey. Employers are asked whether they would hire another UAA graduate in the future should there be a need (Yes/No). They are also asked how satisfied they are with the graduates’ entry level skills (Likert scale 1-5). They are also asked to comment on the strengths of our program and how we can improve on the program.

Factors that affect the collected data:
Several factors can affect the data collection process. Historically, the survey has been mailed, and response rates have been less than stellar. This last year we developed an electronic version and to date have seen improved response rates. We elicit information from Alumni regarding their immediate supervisor, their email, address, phone number, and place of employment. We use this information to send the employer survey. We try the electronic link first; then a mailed survey with return envelope; and finally we attempt a phone or personal contact for a live interview. We also send reminders to our alumni that we haven’t heard from their employer. For the most part, the electronic link works well, and we have seen improved return rates.

How to interpret the data:

Our benchmark is that at least 80% of employers are willing to hire another UAA graduate.
Program Outcome 1-4 Grading criteria (based on five 5-point Likert scale items)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100% of employers state they would hire another UAA graduate</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>80-89.9% of employers state they would hire another UAA graduate</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>70-79.9% of employers state they would hire another UAA graduate</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>60-69.9% of employers state they would hire another UAA graduate</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60% of employers state they would hire another UAA graduate</td>
<td></td>
</tr>
</tbody>
</table>

Our benchmark is an average satisfaction rating of 3.0 or higher on the overall entry level job performance of our graduates.
Program Outcome 1 & 4 Grading criteria (based on five 5-point Likert scale items)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Average rating is 4.0 or higher</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Average rating is 3.0 to 3.99</td>
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</tr>
<tr>
<td>C</td>
<td>Average rating is 2.0 to 2.99</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Average rating is 1.0 to 1.99</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Average rating is &lt; 1.0</td>
<td></td>
</tr>
</tbody>
</table>
**Introduction:** Program assessment is integral to maintaining a quality Psychiatric-Mental Health Nurse Practitioner (PMH-NP) Program. An important component of our program assessment is eliciting feedback from Employers of our Graduates. Please take a few minutes to fill out this survey, providing us with valuable information for program improvement. This survey is confidential and all individual responses will be grouped for data analysis.

**Directions:** These questions refer to the most recent UAA PMH-NP you hired and are based on expectations of a novice, entry level, PMH-NP graduate.

What is the name of employing agency/facility [we need this information for our accreditation report and future grant funding]?

Name of Agency/Clinic/Company:

Address:

City/State/Zip code:

Name of individual filling out survey:

Date:

How many UAA PMH-NP Graduates have you hired, supervised, or worked with in the last two years?

How long has your most recent new graduate hire worked in your facility?

- > 6 to 12 months
- >12 to 24 months
- More than 24 months

Would you consider hiring a UAA PMH-NP graduate in the future?

- Yes
- No (please specify why not) ____________________
Please indicate how **SATISFIED** you are with the new graduate’s entry level performance for each of the following abilities:

<table>
<thead>
<tr>
<th>Ability</th>
<th>Extremely satisfied</th>
<th>Very satisfied</th>
<th>Moderately satisfied</th>
<th>Slightly satisfied</th>
<th>Not at all satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall entry level job performance</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Job specific knowledge</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Critical thinking skills</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Use of scientific evidence to guide practice</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Work quality</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Entry level work time management/productivity</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Culturally sensitive care</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Adaptability</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Caring</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Intra-disciplinary work</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Appropriate referrals</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Leadership potential</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Knowledge seeking (active learner)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Ethical, legal &amp; professional standards</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Verbal &amp; written communication</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Based on the question above, if you rated your satisfaction as a 1 (not at all satisfied) or 2 (slightly satisfied) on any item please provide an explanation below.

Based on your experience with UAA’s PMH-NP graduates, what are the strengths of the PMH-NP program?

Based on your experience with UAA’s PMH-NP graduates, how can we improve the UAA PMH-NP program?

*Thank you so much for your input. Your feedback will help us improve our program. Please contact the program chair if you would like to provide additional information:*

*Dr. Jill Janke*

*jrfjanke@uaa.alaska.edu*

*907-786-4570*
Evaluation of Completion Rates for Nursing Programs

**APPENDIX G: COMPLETION RATES**

**Measure Description:**
After a student completes their final clinical course (FNP – NS A660, PMH-NP – NS A674, EDUC – NS A647) we track the time until they complete the degree. We expect students to graduate within one year of completing the final clinical course.

**Factors that affect the collected data:**
Data is easily retrievable from Banner.

**How to interpret the data:**
Our Benchmark is that 60% of students complete their degree no later than one year after completing their final clinical course.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNP PMH EDUC</td>
<td>A</td>
<td>80 to 100% of our nurse practitioner graduates complete their degree within one year of completing the last clinical course.</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>60 to 79.9% of our nurse practitioner graduates complete their degree within one year of completing the last clinical course.</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>40 to 59.9% of our nurse practitioner graduates complete their degree within one year of completing the last clinical course.</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>20 to 39.9% of our nurse practitioner graduates complete their degree within one year of completing the last clinical course.</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>&lt; 20% of our nurse practitioner graduates complete their degree within one year of completing the last clinical course.</td>
</tr>
</tbody>
</table>
Sociology BA/BS

Educational Effectiveness
Assessment Plan

2013

Reviewed with curriculum changes by the Academic Assessment Committee as an information item: 4/20/18 (tent.)
Reviewed by the Faculty Senate as an information item: TBD

Reviewed by the Academic Assessment Committee: 2/15/13
Reviewed by the Faculty Senate as an information item: 3/1/13
MISSION STATEMENT
The mission of the University of Alaska Anchorage Sociology Department is to train students in Public Sociology. Public Sociology is the application of academic sociology to address community and societal needs. Our department is committed to training students in sociological theory and various methods of applied empirical research so that students may become practitioners and participants in building a better world.

PROGRAM STUDENT LEARNING OUTCOMES
At the completion of this program, students will be able to:

- Demonstrate decision-making skills appropriate to evidence-based identification, understanding, and amelioration of social problems.

- Demonstrate fundamental technical proficiency in social science research in preparation for graduate level training or direct employment in professional fields utilizing the methods and analytical skills of the social sciences.

- Demonstrate ability to work collaboratively in preparation for work in organizations characterized by complexity, rapid change, and high levels of cultural diversity.

TABLE 1: ASSOCIATION OF ASSESSMENT MEASURES TO PROGRAM OUTCOMES

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>ETS Major Field Exam</th>
<th>Student Research Activities</th>
<th>Practica Internships</th>
<th>CSL</th>
<th>Alumni Survey</th>
<th>Reference Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate decision-making skills appropriate to evidence-based identification, understanding, and amelioration of social problems.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrate fundamental technical proficiency in social science research in preparation for graduate level training or direct employment in professional fields utilizing the methods and analytical skills of the social sciences.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrate ability to work collaboratively in preparation for work in organizations characterized by complexity, rapid change, and high levels of cultural diversity.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

0 = Measure is not used to measure the associated outcome.
1 = Measure is used to measure the associated outcome.
**DATA COLLECTION**

**ETS MAJOR FIELD EXAM: (ANNUALLY)**

The Educational Testing Service (ETS) Major Field Test is given to senior level students in the Sociology Capstone Course (A488) during the Spring Semester each academic year. The Major Field Tests are objective, end-of-program tests in specific disciplines. The tests are designed to be shorter and less difficult than the GRE subject tests, making them suitable for all seniors majoring in a field, not just those planning graduate study. The content specifications for the Major Field Test reflect the basic knowledge and understanding gained in the undergraduate curriculum. They have been designed to assess the mastery of concepts, principles, and knowledge expected of students at the conclusion of a major. The tests also evaluate students’ abilities to analyze and solve problems, understand relationships, and interpret material. They contain questions that call for information as well as questions that require interpretation of graphs, diagrams, and charts based on material related to the field. The test measures student performance against a nationally standardized sample of sociology programs. It measures core content knowledge in the discipline, critical thinking skills, and sub-disciplinary areas: general theory, methodology and statistics, deviance and social problems, demography and urban/rural community, multiculturalism, social institutions, social psychology, gender, and globalization. The Sociology Department has been using the Major Field Test since 1999. Consequently, we have a basis for longitudinal program assessment.

**STUDENT RESEARCH ACTIVITIES: (FALL/SPRING SEMESTERS)**

During Fall and Spring Semesters each school year, student research leading to presentations, poster sessions, publications, internal or external research funding, or other research related activities are tracked to measure this indicator of student learning outcomes.

**PRACTICA, INTERNSHIPS, SERVICE-LEARNING ACTIVITIES: (FALL/SPRING SEMESTERS)**

During Fall and Spring Semesters each school year, student practica, internships, and service-learning courses or course activities are tracked to measure this indicator of student learning outcomes.

**ALUMNI SURVEY: (EVERY 3 YEARS)**

An alumni survey is under development to assess aspects of program effectiveness in preparing students for post-graduate employment and education. It is expected that data will be collected annually and summarized every three years.

**LETTERS OF REFERENCE: (FALL/SPRING SEMESTERS)**

Faculty letters of reference for student employment and post-graduate education are tracked for both Fall and Spring Semesters each school year to measure this indicator of student outcomes.
DATA ANALYSIS

ETS MAJOR FIELD EXAM:
Quantitative data are analyzed for content knowledge, critical thinking, and sub-disciplinary mastery against prior years’ student performance and against the national ETS sample and compared by percentile.

STUDENT RESEARCH ACTIVITIES:
The number of student research projects that result from coursework, faculty mentorship, or other sources is tracked against the total number of sociology majors. The overall assessment goal is to have high percentages of sociology majors involved in research. The department is particularly interested in recording and documenting student research that leads to professional presentations, publications, research funding, and the demonstration of higher levels of student engagement.

PRACTICA, INTERNSHIPS, SERVICE-LEARNING ACTIVITIES:
The number of practica, internships, and service-learning activities is tracked against the total number of sociology majors. The overall assessment goal is to have high percentages of sociology majors involved in these activities. The department is particularly interested in recording and documenting practica, internships, and service-learning activities that demonstrate higher levels of student engagement.

ALUMNI SURVEY:
The alumni survey will produce quantitative and qualitative data that addresses post-graduate program impacts. It is expected that data will be collected annually and summarized every three years. Analysis will be initially by graduating cohort.

LETTERS OF REFERENCE:
Faculty letters of reference for student employment and post-graduate education are analyzed in proportion to the number of majors in any given year. The measures of interest to the department are the number of students faculty are recommending, the number of students being recommended by multiple faculty members, the purposes of the recommendations, and (to the degree possible) the outcomes of student applications. The department is not interested in how many different letters a particular student requests, but in an overall indicator of the department’s level of confidence in our graduates, and in their post-graduate endeavors.

CONCLUSION
The Sociology Department Program Assessment Plan for 2013 is very similar to the plan for 2012. This should allow for a reasonable transition process for data collection and analysis. It should however, be noted that the plan is presented as a working draft, and may require further revision. It is expected that data will be collected as noted above, reported annually or as required, and subject to extensive review every 3 years.
Master of Arts in Teaching (MAT) Degree
Secondary Education Program

Educational Effectiveness

Assessment Plan

Version 2.0

Adopted by
The MAT faculty: April 1, 2015

Submitted to
The Dean of the College of Education: April 6, 2015

Reviewed with curriculum changes by the Academic Assessment Committee as
an information item: 4/6/18
Reviewed by the Faculty Senate as an information item: TBD

Reviewed by the Academic Assessment Committee: 4/17/15
Reviewed by the Faculty Senate as an information item: 5/1/15
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  - Measure Description: [11]
  - Factors that affect the collected data: [11]
  - How to interpret the data: [11]
- **Appendix D: Praxis II** [12]
  - Measure Description: [12]
  - Factors that affect the collected data: [12]
  - How to interpret the data: [12]
- **Appendix E: Grades in MAT Classes** [13]
  - Measure Description: [13]
  - Factors that affect the collected data: [13]
  - How to interpret the data: [13]
- **Attachment to Appendix A: Intern Continuous Assessment of Progress** [14]
- **Attachment to Appendix B: Summary of Standards Based Assessments and Reflective Essays** [21]
- **Attachment to Appendix C: MAT Intern Exit Survey** [22]
MISSION STATEMENT

The Secondary Education Program, Master of Arts in Teaching (MAT) offers professional preparation for candidates entering the teaching field and professional development for educators whose goal is to broaden and deepen the range of their expertise. As a secondary education program within the College of Education, the MAT Degree is designed to carry out the college mission of preparing culturally responsive teachers for Alaska and beyond. Therefore, all program elements focus on enabling secondary content educators to effectively support the cognitive, physical, and social/emotional growth of school-age children in a diverse society with particular attention to Alaska Native populations.

PROGRAM INTRODUCTION

The UAA Master of Arts in Teaching (MAT) Degree is intended to prepare students for a career in teaching. It is an intensive experience for the dedicated graduate student who has both academic preparation in a content area taught in the public schools and significant life experience. The program integrates course work and field experiences to meet Alaska and national teacher education standards.

The program outcomes of the Master of Arts in Teaching (MAT) Degree were drawn from the Alaska Department of Education and Early Development (EED) Standards for Alaska’s Teachers, which are aligned with the 1999 Guidelines for Preparing Culturally Responsive Teachers for Alaska’s Schools. These standards include eight professional content standards and associated performance standards for each. In the past, teacher preparation programs had significant latitude to determine how these standards were addressed, particularly with regard to the performance standards. However, effective September 2008, EED required Alaska teacher preparation programs to use the beginning teacher professional content and performance standards as exit criteria for program graduates. These standards were adopted in June 2008 by the State Board of EED and were also used as part of the program approval process. The eight professional content standards remain the same as those for all Alaska teachers, but the performance standards have been modified to a level more appropriate for beginning teachers.
ASSESSMENT PROCESS INTRODUCTION

This document defines the expected student learning outcomes for the secondary education program and Master of Arts in Teaching (MAT) Degree. It outlines a plan for assessing the achievement of the stated outcomes. The development of the outcomes began with a faculty review of all the abovementioned standards, data from previous assessment cycles, and current research. The faculty then examined and refined the educational objectives and expected outcomes for the MAT Degree based on the state required standards. Strategies for assessing the achievement of the stated objectives and outcomes were then developed. As with all programs in the UAA College of Education, the ultimate objective is that the program is successful in achieving the College of Education goal: Preparing Educators to Transform Lives. This must be established as the context for stating the MAT Program objectives and outcomes because the assessments reflect our need to evaluate less-traditional indicators such as dispositions and pedagogical content knowledge. Additionally, this educational effectiveness plan must reflect the requirements for any Alaska teacher education program that is authorized to grant an Institutional Recommendation for Teacher Licensure as regulated by the Alaska Department of Education and Early Development. This is why the secondary education program must prepare graduates who meet the Alaska Standards for Teachers and the Alaska Cultural Standards.

The faculty met and accepted the outcomes and assessment processes on April 1, 2015.
**PROGRAM OUTCOMES**

At the completion of this program, students are able to:

1. Demonstrate and examine how their educational philosophy affects their teaching in the classroom. (ABTS 1, CS I)

2. Demonstrate application of learning theory, effective instructional planning and practice, and assessment processes for all students. (ABTS 2, 5, CS II, V)

3. Demonstrate knowledge of the individual and cultural diversity in Alaskan communities and schools and apply that knowledge in educational practice. (ABTS 3, CS III)

4. Demonstrate content and pedagogical knowledge in the endorsement area as specified by the appropriate Specialized Professional Association (SPA) - NCTM, NSTA, NCSS, NCTE, ACTFL, NASM, etc. (ABTS 4, CS IV)

5. Demonstrate technological knowledge and proficiency to enhance instructional practice. (ABTS 5, CS V)

6. Demonstrate an appropriate learning environment including effective classroom management. (ABTS 6, CS VI)

7. Demonstrate participation in and contribution to the profession by maintaining high professional standards, including collaboration and communication (both oral and written), with all stakeholders in the university and school community. (ABTS 7, 8, CS III, VII, VIII)

8. Complete the MAT program and receive an Institutional Recommendation for initial licensure. (ABTS 1-8, CS I-VIII)
### Table 1: Association of Assessment Measures to Program Outcomes

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Internship Evaluation</th>
<th>Intern Portfolio</th>
<th>Exit Survey</th>
<th>Praxis II</th>
<th>Grades in MAT Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate and examine how their educational philosophy affects their teaching in the classroom. (ABTS 1, CS I)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2. Demonstrate application of learning theory, effective instructional planning and practice, and assessment processes for all students. (ABTS 2, 5, CS II, V)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3. Demonstrate knowledge of the individual and cultural diversity in Alaskan communities and schools and apply that knowledge in educational practice. (ABTS 3, CS III)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4. Demonstrate content and pedagogical knowledge in the endorsement area as specified by the appropriate Specialized Professional Association (SPA) - NCTM, NSTA, NCSS, NCTE, ACTFL, NASM, etc. (ABTS 4, CS IV)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5. Demonstrate technological knowledge and proficiency to enhance instructional practice. (ABTS 5, CS V)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6. Demonstrate an appropriate learning environment including effective classroom management. (ABTS 6, CS VI)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7. Demonstrate participation in and contribution to the profession by maintaining high professional standards, including collaboration and communication (both oral and written), with all stakeholders in the university and school community. (ABTS 7, 8, CS III, VII, VIII)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8. Complete the MAT program and receive an Institutional Recommendation for initial licensure. (ABTS 1-8, CS I-VIII)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

0 = Measure is not used to measure the associated outcome.
1 = Measure is used to measure the associated outcome.
ASSESSMENT MEASURES

A description of the measures used in the assessment of the program outcomes and their implementation are summarized in Table 2 below. The measures and their relationships to the program outcomes are listed in Table 1, above.

There is a separate appendix for each measure that shows the measure itself and describes its use and the factors that affect the results.

**TABLE 2: PROGRAM OUTCOMES ASSESSMENT MEASURES AND ADMINISTRATION**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
<th>Frequency/Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship Evaluation</td>
<td>Formative and Summative assessment of intern’s progress towards meeting AK Teaching and Cultural Standards.</td>
<td>Each semester/SP15</td>
<td>MAT Faculty Evaluation Form</td>
<td>Mentoring Team</td>
</tr>
<tr>
<td>Intern Portfolio</td>
<td>Each student is expected to complete an Internship Portfolio to demonstrate that the outcomes are met.</td>
<td>Yearly/SP15</td>
<td>Electronic submission</td>
<td>MAT Faculty</td>
</tr>
<tr>
<td>Exit Survey</td>
<td>MAT survey of all program completers. Questions specific to MAT Degree.</td>
<td>Yearly/SP15</td>
<td>Electronic submission</td>
<td>COE Data Manager</td>
</tr>
<tr>
<td>Praxis II</td>
<td>National content knowledge test. Used as indicator for specific content areas.</td>
<td>Yearly/SP15</td>
<td>Submitted by student and recorded in COE database</td>
<td>Educational Testing Service</td>
</tr>
<tr>
<td>Grades in MAT classes</td>
<td>Student grades earned in MAT classes.</td>
<td>Yearly/SP15</td>
<td>Banner Reports</td>
<td>COE Data Manager</td>
</tr>
</tbody>
</table>
General Implementation Strategy

Assessment for the MAT Degree must accomplish several purposes. Of paramount importance is its role in assisting MAT faculty in determining the success of the current implementation. This is achieved through an annual review of the program objectives and outcomes in the context of the College of Education’s assessment and accreditation cycle.

Because the College is now accredited by CAEP, all COE programs are accountable for meeting the standards of their respective professional organizations. Therefore, this plan is designed to earn and maintain the status of “nationally recognized” from each appropriate content area SPA while at the same time answering to the requirements for UAA Program Assessment and our regional accrediting body.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

The MAT faculty will meet at least once a year to review the data collected using the assessment measures. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program’s outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be forwarded to the Office of Academic Affairs (in the required format) by June 15th each year. A plan for implementing the recommended changes, including advertising the changes to all the program’s stakeholders, will also be completed at this meeting.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to program outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:

- changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
- changes in faculty/staff assignments
- changes in advising methods and requirements
- addition and/or replacement of equipment
- changes to facilities

Modification of the Assessment Plan

The MAT faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the outcomes, assessment measures, or any other aspect of the plan. The changes will be approved by the faculty of the program. The modified assessment plan will be forwarded to the dean/director’s office and the Office of Academic Affairs.
APPENDIX A: INTERNSHIP EVALUATION

Measure Description:
Internship evaluation is ongoing throughout the yearlong internship. MAT faculty use data from both their observations (formal and informal) and mentor teacher’s observations to determine intern progress towards meeting the Alaska Teacher Standards and the Alaska Cultural Standards. Two times per year the MAT faculty complete the “Intern Continuous Assessment of Progress” (attached; pages 13-19). Interns receive a “grade” of “Meets Standard” (used for final evaluation only), “Exceeds Expectations,” “Meets Expectations,” “Developing,” or “Does Not Meet Expectations.”

Factors that affect the collected data:
Teaching is both an art and a science. Factors ranging from different teaching/educational philosophies of the MAT faculty, different student demographics in the intern’s classroom, and varied expectations of the mentor teachers, can lead to different thoughts on what constitutes the difference between some levels of progress (i.e. “Meets Expectations” and “Developing”). Therefore, some evaluation, especially the fall formative evaluation, might not be totally accurate. Since earlier evaluations are formative in nature, this will not bear heavily on the final outcome of meeting the standards.

How to interpret the data:
The Continuum is a rubric like document that was developed several years ago as a guide to intern’s developmental progress throughout the internship and MAT Degree as a whole. The Continuum takes the indicators for each of the Alaska Teaching Standards and breaks them down into progression that interns are expected to meet through the course of the internship and on into their teaching careers.

This data will directly state how well interns are progressing towards meeting the Alaska Standards and the Alaska Cultural Standards, which are closely linked to the program outcomes.
APPENDIX B: INTERN PORTFOLIO

Measure Description:
The Intern Portfolio is a compilation of program requirements consisting of Standards Based Assessments and Assignments (taken from MAT courses), and Cumulative Essay (from EDFN A649). Currently the portfolio is web-based. Typical work would include Curriculum Unit Plan, School Community Study, Learning Environment Plan, Transition Plan, Philosophy, and Student Work Sample Analysis. These assignments are directly related to the Alaska Teacher Standards. It is not possible to attach an entire Intern Portfolio but a list of portfolio requirements is attached (page 20).

Factors that affect the collected data:
“Technical difficulties” in using a web-based portfolio system, either on the part of students posting work or faculty evaluating work, can result in incomplete data. Some assignments in the Intern Portfolio are linked to specific secondary teaching content areas and there is not a “universal” rubric. In the end, however, these factors will play a small part in the overall results.

How to interpret the data:
Rubrics have been developed for all of the individual requirements of the intern portfolio. MAT faculty revise the rubrics periodically. Data from individual work from the intern portfolio give very direct data about meeting the applicable Alaska Teacher Standards and Alaska Cultural Standards, which in turn relate directly to the program outcomes.
APPENDIX C: EXIT SURVEY

**Measure Description:**
The Exit Survey is specific to the MAT Degree. A 5-page exit survey is attached (pages 21-25). The specific survey questions may vary a little from year to year.

**Factors that affect the collected data:**
Incomplete returns (students not completing the survey) is a concern with any optional survey. Often times those who complete surveys have opinions on the ends of the spectrum. For this reason results from the survey may be widely varied and determining trends or patterns might not be possible.

**How to interpret the data:**
No rubrics are used in evaluating this data. Instead, inordinate numbers, especially in the negative end of the range, are noted. This data can be applied directly to most program outcomes but needs to be considered at a lower level due to the anecdotal nature of free response items and a lower sample size.
APPENDIX D: PRAXIS II

Measure Description:
The Praxis II is a nationally-normed content specific test developed and administered by the Education Testing Service (ETS). There is a specific test for each secondary education endorsement offered by the MAT Degree (except for Japanese and Russian). Many states (including Alaska) require the Praxis II to demonstrate content mastery.

Factors that affect the collected data:
The Praxis II Tests are content only tests. That is, there is no pedagogical component. Therefore, data from Praxis II cannot be used to demonstrate teaching effectiveness.

How to interpret the data:
There is no “rubric” for the Praxis II Tests. However, the tests have been taken by thousands of students across the nation for many years. There is sufficient data to norm the tests and come up with useful statistical measures. The MAT Degree requires the Praxis II passing scores for the State of Alaska for admission into the program.
APPENDIX E: GRADES IN MAT CLASSES

Measure Description:
Grades in MAT classes is simply a compilation of grades earned by MAT students in classes required in the program.

Factors that affect the collected data:
Many factors impact grades received by students in classes with a variety of instructors thus grades as a data source need to be viewed carefully in a broad general sense. Although specific assignments in classes can be tied directly the Alaska Teacher Standards, Cultural Standards, and the program outcomes, classes have a differing number of SBAs.

How to interpret the data:
There are no rubrics developed for analyzing student grades. Grades provide an overall sense of how well students are doing in the program.
ATTACHMENT TO APPENDIX A: INTERN CONTINUOUS ASSESSMENT OF PROGRESS

University of Alaska Anchorage
College of Education
2014-2015
Master of Arts in Teaching Program
Intern Continuous Assessment of Progress (all subjects except Social Studies and Science)

Clinical Faculty does summary form after meeting which is placed in intern’s file.

Intern Name: ____________________________  

_____ I. Fall Formative Practicum or Internship  

_____ II. Final Internship (Spring Summative)

<table>
<thead>
<tr>
<th>Standard I: Philosophy</th>
<th>Evaluation of Formal Evidence from Portfolio and Classroom Observations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The intern describes his/her philosophy of education and demonstrates its relationship to his/her practice.</td>
<td>□ Exceeds Expectations □ Meets Expectations</td>
</tr>
<tr>
<td>□ Meets standards (Spring only)</td>
<td></td>
</tr>
<tr>
<td>□ Developing</td>
<td></td>
</tr>
<tr>
<td>□ Does Not Meet Expectations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Strengths/Areas for Improvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Articulates a vision and purpose for teaching and learning, and has clear aims and goals for students.</td>
<td></td>
</tr>
<tr>
<td>- Develops a philosophy that is consistent across all aspects of practice and that he/she can explain to others.</td>
<td></td>
</tr>
<tr>
<td>- Shows a consistency between beliefs/vision/goals and teaching practices.</td>
<td></td>
</tr>
<tr>
<td>- Engages in thoughtful and critical examination of beliefs and teaching practices.</td>
<td></td>
</tr>
</tbody>
</table>
## Standard II: Learning Theory and Practice

The intern understands how students learn and develop, and applies that knowledge in teaching practice.

### Evaluation of Formal Evidence from Portfolio and Classroom Observations:

- [ ] Exceeds Expectations
- [ ] Meets Expectations
- [ ] Developing
- [ ] Does Not Meet Expectations
- [ ] Meets standards (Spring only)

### Indicators
- Identifies and teaches to the developmental skills of students.
- Diversifies instruction to address students’ differences in learning style, intelligence and dispositions.
- Connects lessons to students’ previous learning, interests and needs.

### Strengths/Areas for Improvement:

## Standard III: Diversity

The intern teaches students with respect for their individual and cultural characteristics.

### Evaluation of Formal Evidence from Portfolio and Classroom Observations:

- [ ] Exceeds Expectations
- [ ] Meets Expectations
- [ ] Developing
- [ ] Does Not Meet Expectations
- [ ] Meets standards (Spring only)

### Indicators
- Demonstrates belief that all students can learn by having high expectations for each learner.
- Selects materials and content that represents multiple views, human diversity, various ways of knowing; does not perpetuate stereotypes.
- Shows consistent sensitivity to and instructional support for individual physical, social, cultural, and linguistic diversity as well as local community characteristics.

### Strengths/Areas for Improvement:
**Standard IV: Content**
The intern knows the appropriate subject matter content and how to teach it.

<table>
<thead>
<tr>
<th>Evaluation of Formal Evidence from Portfolio and Classroom Observations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Exceeds Expectations    □ Meets Expectations</td>
</tr>
<tr>
<td>□ Developing             □ Does Not Meet Expectations</td>
</tr>
<tr>
<td>□ Meets standards (Spring only)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates an understanding of Alaska content and performance standards, national content area standards, and local district curriculum guidelines.</td>
</tr>
<tr>
<td>• Organize lessons that represent key concepts of the academic disciplines(s).</td>
</tr>
<tr>
<td>• Establish relevancy by making connections between students’ lives and key concepts, skills, and differing perspectives within and among the disciplines.</td>
</tr>
<tr>
<td>• Develops lesson plans and units that demonstrate strong pedagogical content knowledge.</td>
</tr>
<tr>
<td>• Continues to learn new knowledge in their content area(s).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strengths/Areas for Improvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Standard V: Instruction and Assessment</td>
</tr>
<tr>
<td>---------------------------------------</td>
</tr>
<tr>
<td>The intern facilitates, monitors, and assesses student learning.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Indicators**
- Creates, selects, adapts, and uses a variety of instructional strategies (including inquiry-based) and resources to engage students in learning.
- Provides students with multiple opportunities to explain ideas and demonstrate thinking.
- Uses assessment information to design and implement instruction. Adjusts teaching practice as necessary.
- Communicates effectively through oral, visual, physical, and written media. Uses technology appropriately as an instructional tool.
- Uses time effectively.
- Organizes and maintains records of student learning in an organized way.

**STRENGTHS/AREAS FOR IMPROVEMENT:**
### Standard VI: Learning Environment
The intern creates and maintains a learning environment in which all students are actively engaged and contributing members.

**Evaluation of Formal Evidence from Portfolio and Classroom Observations:**
- ☐ Exceeds Expectations  ☐ Meets Expectations
- ☐ Developing  ☐ Does Not Meet Expectations
- ☐ Meets standards (Spring only)

<table>
<thead>
<tr>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develops a caring and respectful classroom.</td>
</tr>
<tr>
<td>• Communicates high standards for student performance and clear expectations of what students will learn. Assists students in taking responsibility for their learning.</td>
</tr>
<tr>
<td>• Manages classroom behavior effectively through a variety of strategies.</td>
</tr>
<tr>
<td>• Fosters and maintains positive and collaborative student-to-student relationships that reflect democratic principles.</td>
</tr>
</tbody>
</table>

### Standard VII: Family and Community Involvement
The intern works as a partner with parents, families, and with the community.

**Evaluation of Formal Evidence from Portfolio and Classroom Observations:**
- ☐ Exceeds Expectations  ☐ Meets Expectations
- ☐ Developing  ☐ Does Not Meet Expectations
- ☐ Meets standards (Spring only)

<table>
<thead>
<tr>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develops regular and meaningful communication with students’ families.</td>
</tr>
<tr>
<td>• Connects learning activities with student homes, interests, cultures, work places, and the community.</td>
</tr>
<tr>
<td>• Encourages and supports contributions and involvement from the broader community and families in student learning.</td>
</tr>
<tr>
<td>• Works with families to support, promote, and monitor student learning goals.</td>
</tr>
</tbody>
</table>

**Strengths/Areas for Improvement:**
<table>
<thead>
<tr>
<th>Standard VIII: Professionalism</th>
<th>Evaluation of Formal Evidence from Portfolio and Classroom Observations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The intern participates in and contributes to the teaching profession.</td>
<td>□ Exceeds Expectations □ Meets Expectations</td>
</tr>
<tr>
<td></td>
<td>□ Developing □ Does Not Meet Expectations</td>
</tr>
<tr>
<td></td>
<td>□ Meets standards (Spring only)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Engages in relevant school and district professional development activities.</td>
</tr>
<tr>
<td>• Articulates a professional development plan to improve effectiveness and expand teaching repertoire.</td>
</tr>
<tr>
<td>• Implements and adheres to school policies and procedures.</td>
</tr>
<tr>
<td>• Displays a positive attitude. Maintains positive dialogue about teaching and learning with colleagues and community.</td>
</tr>
<tr>
<td>• Maintains a high standard of professional conduct and ethics.</td>
</tr>
<tr>
<td>• Demonstrates proficiency in all the six ISTE Standards.</td>
</tr>
<tr>
<td>• Works cooperatively with colleagues, university/school staff, and community.</td>
</tr>
<tr>
<td>• Uses constructive feedback from mentoring team to enhance and improve performance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strengths/Areas for Improvement:</th>
<th></th>
</tr>
</thead>
</table>
**Action Plan**

For formative evaluation: What specific actions will the intern take to improve performance?

For summative evaluation: How has the intern successfully completed the Action Plan designed in formative evaluation?

<table>
<thead>
<tr>
<th>Clinical Faculty</th>
<th>date</th>
<th>Principal or Designee</th>
<th>date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Mentor Teacher</th>
<th>date</th>
<th>Intern Teacher</th>
<th>date</th>
</tr>
</thead>
</table>
### ATTACHMENT TO APPENDIX B: SUMMARY OF STANDARDS BASED ASSESSMENTS INCLUDING MAJOR ASSIGNMENTS

<table>
<thead>
<tr>
<th>Required Element</th>
<th>Class Connection</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAEP/SBA #1 Praxis Scores</td>
<td>N/A</td>
<td>Evaluated prior to admissions</td>
</tr>
<tr>
<td>CAEP/SBA #2 Content Review</td>
<td>N/A</td>
<td>Evaluated prior to admissions</td>
</tr>
<tr>
<td>CAEP/SBA #3 Curriculum Unit Plan</td>
<td>EDSY A663, A664, A665, A667, A669, PEP A645, MUS A668A (Methods Courses)</td>
<td>Fall</td>
</tr>
<tr>
<td>CAEP/SBA #4 Intern Continuous Evaluation</td>
<td>EDFN A695</td>
<td>Fall, Spring</td>
</tr>
<tr>
<td>CAEP/SBA #5 Student Work Sample</td>
<td>EDFN A649 Capstone Inquiry</td>
<td>Spring</td>
</tr>
<tr>
<td>CAEP/SBA #6 Learning Environment Plan</td>
<td>EDSY 644 Community of Learners</td>
<td>Fall</td>
</tr>
<tr>
<td>CAEP/SBA #7 (Science Only) Safety Plan</td>
<td>EDSY A669 Science Methods</td>
<td>Fall</td>
</tr>
<tr>
<td>CAEP/SBA #8 (Science Only) Research Opportunity</td>
<td>EDSY A669 Science Methods</td>
<td>Fall</td>
</tr>
<tr>
<td>Assignment #1 Educational Philosophy</td>
<td>EDFN A601 Philosophy of Education</td>
<td>Spring, Summer</td>
</tr>
<tr>
<td>Assignment #2 School Community Study</td>
<td>EDFN A603 History and Sociology of Education</td>
<td>Spring, Summer</td>
</tr>
<tr>
<td>Assignment #3 Technology Plan</td>
<td>EDSY A648 21st Century Literacies</td>
<td>Fall</td>
</tr>
<tr>
<td>Assignment #4 Final Paper</td>
<td>EDFN A478 Alaska Native Issues</td>
<td>Spring, Summer</td>
</tr>
<tr>
<td>Assignment #5 Transition Plan</td>
<td>EDSE A637 Inclusive Learning</td>
<td>Spring (February)</td>
</tr>
</tbody>
</table>
ATTACHMENT TO APPENDIX C: MAT INTERN EXIT SURVEY

The UAA College of Education has instituted a process to evaluate how well the Master of Arts in Teaching Degree is working and to recommend improvements for future years. We would like to ask you a few questions about your experience with the teacher education program.

Your participation is critical but, of course, entirely voluntary. You may refuse to answer any or all questions. Data from these interviews will be kept secure in the dean’s office and will be destroyed as soon as it has been aggregated for reports. No information that would identify you will be included in any reports.

1. How well coordinated was what you were learning in your subject-matter methods with your experience interning in your school? (Circle one.)
   A. Very well coordinated – methods course supported my teaching
   B. Somewhat coordinated – methods course somewhat supportive of my teaching
   C. Not well coordinated – methods course provided little support for my teaching
   D. Uncoordinated – no relation between methods course and my teaching

2. What proportion of the time did you feel like your university instructors and mentor(s) were sending you the same message about good teaching practice? (Circle one.)
   A. 100% of the time – i.e., my university instructors and mentor(s) consistently shared a vision of good teaching
   B. 75% of the time – i.e., most of the time my university instructors and mentor(s) shared a vision of good teaching
   C. 50% of the time – i.e., about half the time my university instructors and mentor(s) shared a vision of good teaching
   D. 25% of the time – i.e., rarely did my university instructors and mentor(s) share a vision of good teaching
   E. 0% of the time – i.e., my university instructors and mentor(s) never shared a vision of good teaching

3. For each of the following program elements, please indicate how well each has prepared you for teaching on a scale from “very well” (4) to “poorly” (1).

| Program Elements                  | How well element prepared you….
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Well</td>
</tr>
<tr>
<td>3a. Foundations courses (EDFN 601, 602, 603)</td>
<td>4</td>
</tr>
<tr>
<td>3b. Content methods course</td>
<td>4</td>
</tr>
</tbody>
</table>
### 3c. Community of Learners course (EDSY 644)
<table>
<thead>
<tr>
<th></th>
<th>A lot</th>
<th>Some</th>
<th>Not Much</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

### 3d. Diverse Learners and Place Education courses (EDFN 478, EDFN A641)
<table>
<thead>
<tr>
<th></th>
<th>A lot</th>
<th>Some</th>
<th>Not Much</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

### 3e. 21st Century Literacies course (EDSY 648)
<table>
<thead>
<tr>
<th></th>
<th>A lot</th>
<th>Some</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

### 3f. Year-long internship (or)
<table>
<thead>
<tr>
<th></th>
<th>A lot</th>
<th>Some</th>
<th>Not Much</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

### 3f. Advanced practicum and internship
<table>
<thead>
<tr>
<th></th>
<th>A lot</th>
<th>Some</th>
<th>Not Much</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

### 3g. Capstone course (EDFN 649)
<table>
<thead>
<tr>
<th></th>
<th>A lot</th>
<th>Some</th>
<th>Not Much</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

4. How much did you learn about each of the following topics from the whole teacher education program? For each item, did the MAT Degree teach you a lot, some, not much, or nothing about it?

- a. Planning instruction
- b. Developing curriculum
- c. Incorporating local knowledge in the curriculum
- d. Managing the classroom
- e. Meeting the individual learning needs of students
- f. Teaching specific curriculum content
- g. Evaluating or grading student work
- h. Assessing or testing student learning
- i. Using multiple teaching strategies
- j. Non-teaching responsibilities at the school
- k. Counseling students with problems
- l. Working with parents
- m. Working with other teachers
- n. Working with the principal
- o. Using computer technology to plan instruction
- p. Using computer technology during instruction
- q. Using computer technology to find information
- r. Teaching bilingual students
- s. Teaching special needs students
- t. Teaching reading
- u. Teaching writing
- v. Teaching other literacies (speaking, listening, nonverbal [including arts], etc.)
- w. Teaching students from diverse cultural backgrounds
5. How well did the MAT Degree prepare you to meet each of the Alaska Standards for Teachers?

<table>
<thead>
<tr>
<th>Alaska Standards for Teachers</th>
<th>(circle one for each row)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Well</td>
</tr>
<tr>
<td>5a. A teacher can describe the teacher’s philosophy of education and demonstrate its relationship to practice.</td>
<td>4</td>
</tr>
<tr>
<td>5b. A teacher understands how well students learn and develop, and applies that knowledge in the teacher’s practice.</td>
<td>4</td>
</tr>
<tr>
<td>5c. A teacher teaches students with respect for their individual and cultural characteristics.</td>
<td>4</td>
</tr>
<tr>
<td>5d. A teacher knows the teacher’s content area and how to teach it.</td>
<td>4</td>
</tr>
<tr>
<td>5e. A teacher facilitates, monitors, and assesses student learning.</td>
<td>4</td>
</tr>
<tr>
<td>5f. A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.</td>
<td>4</td>
</tr>
<tr>
<td>5g. A teacher works as a partner with parents, families, and with the community.</td>
<td>4</td>
</tr>
<tr>
<td>5h. A teacher participates in and contributes to the teaching profession.</td>
<td>4</td>
</tr>
</tbody>
</table>

6. What are the best features of the Master of Arts in Teaching Degree?
__________________________________________________________________________
__________________________________________________________________________

7. If you could change anything about the Master of Arts in Teaching Degree, what would you change?
__________________________________________________________________________
__________________________________________________________________________

8a. If you could start over, would you use the Master of Arts in Teaching Degree again?
☐ Yes
☐ No

8b. Why or why not?
__________________________________________________________________________
__________________________________________________________________________
Future Plans

9a. What are your plans for next fall?

☐ Begin teaching full-time
☐ Begin teaching part-time
☐ Substitute full-time
☐ Substitute part-time
☐ Pursue another degree
☐ Work outside of education
☐ Other: _________________

9b. How likely is it that you will teach in a school in Alaska this fall?

☐ Definite
☐ Very likely
☐ Somewhat likely
☐ Somewhat unlikely
☐ Very unlikely

9c. How likely is it that you will try to find a job in a rural Alaskan school this fall?

☐ Definite
☐ Very likely
☐ Somewhat likely
☐ Somewhat unlikely
☐ Very unlikely

9d. How likely is it that you will try to find a job this fall in an urban Alaskan school that enrolls a lot of poor and minority students?

☐ Definite
☐ Very likely
☐ Somewhat likely
☐ Somewhat unlikely
☐ Very unlikely

9e. How likely is it that you will try to find a job in a rural Alaskan school some time in the near future?

☐ Definite
☐ Very likely
☐ Somewhat likely
☐ Somewhat unlikely
☐ Very unlikely

9f. How likely is it that, in the near future, you will try to find a job in an urban Alaskan school that enrolls a lot of poor and minority students?
Definite
☐ Very likely
☐ Somewhat likely
☐ Somewhat unlikely
☐ Very unlikely

10. Where do you see yourself in five years?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

11. Where do you see yourself in 20 years?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

12. Is there anything you would like to add that would help us understand your experience with the program?
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Thank you again for taking the time to answer this evaluation!!
Dental Hygiene

Educational Effectiveness

Assessment Plan

This plan combines program outcomes from the AAS and BSDH-completion programs

New Version 1
Version 3
(based on previous BSDH outcomes)
Version 7
(based on previous AAS outcomes)

Adopted by

The Dental Hygiene Faculty:
January 2017 for implementation AY 19

Reviewed with curriculum changes by the Academic Assessment Committee as an information item on 4/6/18
Reviewed as an information item by the Faculty Senate TBD

Reviewed by the Academic Assessment Committee on 4/21/17
Reviewed as an information item by the Faculty Senate 5/5/17
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MISSION STATEMENT

The mission of the UAA Dental Hygiene Program is to educate students in dental hygiene to the Bachelor of Science degree level. The educational objectives of the Dental Hygiene Program are to produce graduates who:

1. Have the technical skills and professional demeanor to perform occupational-related procedures.
2. Demonstrate academic and clinical proficiency necessary to succeed on national and regional examinations.
3. Are prepared to perform occupational-related procedures in various settings.
4. Meet the occupational requirements of employers.
5. Prepare students for graduate education.

PROGRAM INTRODUCTION

To become licensed in dental hygiene in the State of Alaska, students must graduate from an American Dental Association (ADA) accredited dental hygiene program. The ADA has specific accreditation standards that must be met to maintain accreditation status. The UAA Dental Hygiene Program went through accreditation renewal in 2007 and received approval without reporting requirements.

ASSESSMENT PROCESS INTRODUCTION

This document defines the expected student learning outcomes for the dental hygiene program and outlines a plan for assessing the achievement of the stated outcomes. ADA accreditation requires publicly posted program competencies that demonstrate required skills and knowledge. These competencies must be assessable and specific courses or activities must be identified that assess each competency. Development of the outcomes in this plan consisted of initial faculty development of program competencies to meet accreditation standards, then application of these competencies as outcomes in the UAA Assessment Plan to provide congruency.

The program competencies and assessment tools were reviewed by faculty prior to the Commission on Dental Accreditation site visit in October 2007 and 2014 and were accepted by the ADA. They are reviewed yearly by faculty in response to institutional changes, professional emphasis, student performance in school and on national and regional examinations, and changes in professional research data. Evaluation and revision are made during program faculty meetings or special meetings as needed. The Dental Advisory Committee is consulted as needed and formal meetings are held once each semester.

Assessment of outcomes is done at the end of the academic year. Faculty meet to share instrument data from their courses and to discuss student performance in each outcome area. After frank discussion, faculty grade student performance based on the assessment instrument data and faculty discussion. Suggestions for improvement are also made at this time for implementation in the following academic year, or as soon as is practical. An assessment report is written after the meeting and sent out to faculty for review and approval.
PROGRAM OUTCOMES

At the completion of this program, students are able to:

1. Provide and document dental hygiene care in a legal and ethical manner.
2. Exhibit professional behavior, including time management, risk management, and respect of patients and co-workers.
3. Critically evaluate scientific literature and research relevant to dental hygiene.
4. Collect, analyze, and record data on the general and oral health status of patients.
5. Use critical decision making skills to develop a dental hygiene diagnosis, which will provide a basis for interventions that are within the scope of dental hygiene practice and determine the need for referral to appropriate health professions as needed.
6. Formulate a dental hygiene care plan, including a planned sequence of educational, preventive, and therapeutic services based on the dental hygiene diagnosis in collaboration with the patient and other health care providers.
7. Deliver preventive and therapeutic care to achieve and maintain oral health utilizing established infection control procedures, pain control measures, and ergonomic practices.
8. Evaluate the effectiveness of the implemented services, and modify as needed.
9. Promote the profession of dental hygiene through service and affiliations with professional organizations.
10. Assess, plan, implement, and evaluate complex community oral health projects to diverse populations.
# Table 1: Association of Assessment Measures to Program Outcomes

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Written examination</th>
<th>Case presentation</th>
<th>Professionalism grade</th>
<th>Literature review</th>
<th>Competencies</th>
<th>ADHA membership</th>
<th>Community projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide and document dental hygiene care in a legal and ethical manner.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Exhibit professional behavior, including time management, risk management, and respect of patients and co-workers.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Critically evaluate scientific literature and research relevant to dental hygiene.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Collect, analyze, and record data on the general and oral health status of patients.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Use critical decision making skills to develop a dental hygiene diagnosis, which will provide a basis for interventions that are within the scope of dental hygiene practice and determine the need for referral to appropriate health professions as needed.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Formulate a dental hygiene care plan, including a planned sequence of educational, preventive, and therapeutic services based on the dental hygiene diagnosis in collaboration with the patient and other health care providers.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Deliver preventive and therapeutic care to achieve and maintain oral health utilizing established infection control procedures, pain control measures, and ergonomic practices.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Evaluate the effectiveness of the implemented services, and modify as needed.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Promote the profession of dental hygiene through service and affiliations with professional organizations.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Assess, plan, implement, and evaluate complex community oral health projects to diverse populations.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

0 = Measure is not used to measure the associated outcome.
1 = Measure is used to measure the associated outcome.
ASSESSMENT MEASURES

A description of the measures used in the assessment of the program outcomes and their implementation are summarized in Table 2 below. The measures and their relationships to the program outcomes are listed in Table 1, above.

There is a separate appendix for each measure that shows the measure itself and describes its use and the factors that affect the results.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
<th>Frequency/ Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written examination</td>
<td>Paper or computerized testing in various courses (DH A202, DH A222, DH A310, DH A311, DH A321) used for evaluating student knowledge. These are summative assessments.</td>
<td>As necessary</td>
<td>Grading</td>
<td>Faculty</td>
</tr>
<tr>
<td>Case presentation</td>
<td>Student oral and written presentation of a clinical case. These are both formative and summative assessments, as the students demonstrate what they have learned up to that point in time, and also receive constructive feedback to improve their knowledge and skills for future cases.</td>
<td>Once per semester/starts 3rd semester</td>
<td>Grading</td>
<td>Faculty</td>
</tr>
<tr>
<td>Professionalism grade</td>
<td>Grade in clinical and laboratory courses based on grading rubric. The final grade is based on formative assessment throughout each semester.</td>
<td>Throughout each semester in applicable courses</td>
<td>Grading</td>
<td>Faculty</td>
</tr>
<tr>
<td>Literature review</td>
<td>Written and class discussion on professional literature assignments.</td>
<td>Throughout the two year curriculum</td>
<td>Discussion and written assignments</td>
<td>Faculty</td>
</tr>
<tr>
<td>Competencies</td>
<td>Skill-based assessments in laboratory and clinical courses. These are summative, as students demonstrate competence in skills learned each semester.</td>
<td>As necessary</td>
<td>Grading by observation using rubrics</td>
<td>Faculty</td>
</tr>
<tr>
<td>ADHA membership</td>
<td>Student membership in the American Dental Hygiene Association.</td>
<td>Once per year in May</td>
<td>Contact with local component</td>
<td>Faculty</td>
</tr>
<tr>
<td>Community projects</td>
<td>Summative assessment of student group projects involving community involvement.</td>
<td>Spring semester</td>
<td>Project grading, Participation</td>
<td>Faculty</td>
</tr>
</tbody>
</table>
General Implementation Strategy

This assessment plan is already in place. The Program’s 2007 American Dental Association’s accreditation site visit resulted in development of Program Competencies (outcomes) and evaluation mechanisms (assessment measures). Minor revisions have been made, but the framework and essential components of this plan mirrors the one that was approved by the Commission on Dental Accreditation Site Visit teams in 2007 and again in 2014. The current revision adds outcomes for related instruction (required by NWCCU accreditation standards) and aligns outcome wording that had undergone minor revision during a catalog copy change.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

Didactic and clinical faculty meet at the end of the academic year to review the plan in regard to outcomes, measurement instruments, and process. Discussion of outcome achievement by students stimulates suggestions for program improvement and honest evaluation of both student performance and the assessment process. The information from this meeting is used by the Assessment Coordinator to generate an assessment report. The report is sent electronically to faculty for review and comment, then uploaded onto the appropriate website before the established institutional deadline Modification of the Assessment Plan

The faculty may decide to alter the assessment plan to meet institutional requirements, program needs, or external accreditation standards. Changes may be made to any component of the plan, including the outcomes, assessment measures, or any other aspect of the plan. Changes must meet American Dental Association standards, and corresponding changes to posted Program Competencies must be made. The changes will be approved by the faculty of the program. The modified assessment plan will be submitted through the curriculum software and proceed through the established review/approval process.
APPENDIX A: WRITTEN EXAMINATION

Measure Description:

Paper or computerized testing in various courses (DH A202, DH A222, DH A310, DH A311, DH A312, DH A321) used for evaluating student knowledge. These are summative assessments.

Factors that affect the collected data:

1. Standardized evaluation method that is common to all students
2. Student test-taking skills may impact quality of data

How to interpret the data:

Answer keys are used to grade examinations. Examinations provide data on knowledge and application of knowledge.

Sample exam questions are provided on the following pages:
1. In choosing the oral physiotherapy aids that meet the patient’s needs, the clinician must explain to the patient:
   a. What is present in the oral cavity
   b. What disease process is occurring
   c. How the use of OPT aids will help the patient
   d. Explain the consequences if the aids are not used
   e. All of the above

2. In choosing OPT aids for the patient, it is best to:
   a. Provide every aid available to ensure the patient has access to the various aids
   b. Provide at least four various aids that will help in attaining and maintaining oral health
   c. Explain brushing and flossing only. This will keep it simple for the patient
   d. Individualize selection and use of aids based on patient’s needs while keeping it simple for the patient

3. A patient presents himself for tooth brushing instruction. He is a fifteen-year-old with full orthodontic appliances. Upon inspecting his mouth you find generalized plaque on the orthodontic work. Which method of tooth brushing would you recommend to clean the orthodontic appliances?
   a. Circular
   b. Charters
   c. Bass
   d. Modified Stillmans
   e. Leonards

4. A patient has completed periodontal surgery. The dentist directs you to provide homecare instruction to the patient emphasizing cleaning of the surgical site, but not to disrupt healing. From the list below, what toothbrushing technique would be recommended?
   a. Bass technique with extra soft bristle brush
   b. Modified Stillmans technique with a extra soft bristle brush
   c. Charters technique with a extra soft bristle brush
   d. Circular technique with a extra soft bristle brush

5. The most common design of today’s toothbrush is:
   a. Flat bristled, multitufted, end rounded
   b. Flat bristled, multitufted, end flattened
   c. Rippled, multitufted, flat bristled, end flattened
   d. Rippled, single tufted, end rounded

6. End rounding refers to:
   a. The design of the individual toothbrush bristle
   b. The grouping together of a number of bristles
   c. The shape of the head of the toothbrush
   d. The shape of the handle of the toothbrush
   e. None of the above
7. End rounding is important because by using this type of toothbrush bristle _____ can be minimized.
   a. Overhangs
   b. Gingival recession
   c. Plaque removal
   d. b and c together

8. Power toothbrushes are indicated for patients who: 1) have fine motor skills impaired; 2) are physically compromised; 3) are mentally compromised; 4) are medically compromised; 5) patients with periodontal disease
   a. 1 only
   b. 2 and 3
   c. 1, 2, and 3
   d. 1, 2, 3, and 4
   e. all of the above

9. When using the toothbrush, acute or chronic tissue problems along the facial gingival margin surfaces of premolars and canines can be attributed to:
   a. Incorrect bristle angulation
   b. Incorrect placement of the toothbrush bristles
   c. Too vigorous a brushing stroke
   d. Use of a hard bristle brush
   e. All of the above

10. The situation below may be caused by improper tooth brushing. If tooth brushing technique is corrected, the situation **will heal** to normal, healthy tissue.
    a. Gingival recession
    b. Rolled firm gingiva
    c. Gingival clefting
    d. Abrasion of the cementum

11. Which type of heart murmur(s) would usually necessitate antibiotic premedication: 1) organic; 2) functional; 3) congenital
    a. 1 only
    b. 2 only
    c. 3 only
    d. 1 and 3
    e. All of the above

12. Angina pectoris is:
    a. Transitory in nature
    b. Irreversible
    c. Signifies a portion of heart muscle dies
    d. Indicates hypertrophic cardiomyopathy
13. Angina pectoris is usually treated with:
   a. CPR
   b. Antihistamine
   c. Nitroglycerin
   d. Insulin

14. When can a patient who has experienced a myocardial infarction be seen for dental hygiene therapy?
   a. 1-3 months after the attack
   b. 3-6 months after the attack
   c. 6 months or longer after the attack
   d. None of the above. Patients with history of coronary thrombosis shouldn’t be treated

15. Your patient indicates she needs to sleep propped up in bed with 4 pillows so that she can breathe while she sleeps. This statement would alert you to which medical situation?
   a. Myocardial infarction
   b. Cardiac arrhythmias
   c. Hypertension
   d. Congestive heart failure
   e. Coronary heart disease

16. Gingival hyperplasia may be exhibited by patients who:
   a. Have diabetes
   b. Have epilepsy
   c. Suffered a myocardial infarction less than six months ago
   d. Are allergic to penicillin

17. When recording the blood pressure, the lower reading:
   a. Reflects the minimal pressure that is constantly sustained by the arteries
   b. Is the maximal pressure that the arteries undergo when the heart is working
   c. That is most influenced by external factors
   d. Refers to the pressure in the blood level at the point of ventricular contraction

18. In the UAA dental hygiene clinic, at which point would you consult with the clinic dentist about a patient’s blood pressure? When the reading is:
   a. 90/60
   b. 120/80
   c. 135/85
   d. 139/80
   e. 140/90

19. Which of the following is true of sickle scalers?
   a. It is not suitable for heavy calculus
   b. It allows very good tactile sensitivity
   c. It is difficult to adapt to curved surfaces
   d. It is always used subgingivally on facial surfaces of anteriors
   e. All of the above
20. Which design feature(s) of the sickle limit(s) its use in subgingival areas?
   a. A sharp pointed tip
   b. Straight cutting edges
   c. Sharp back of blade
   d. Bulky blade
   e. All of the above

21. When inserting an instrument subgingivally the face of the instrument is inserted at ___ degree angulation.
   a. Nearly 0 degrees
   b. 45 degrees
   c. less than 90 and more than 45 degrees
   d. 90 degrees
   e. greater than 90 degrees

22. When moving or inserting an instrument into the sulcus, which stroke is used?
   a. A channeling stroke
   b. A gentle exploratory stroke
   c. A gentle probing stroke
   d. A working stroke

23. “Area-specific” curets:
   a. Are designed to adapt to a specific area or tooth surface
   b. Have two cutting edges per blade
   c. Are the only curets suitable for root planing
   d. Are used only in specific areas of the United States

24. A curet designed to scale and root plane anterior teeth with deep pockets will have a
   a. Short, angled shank
   b. Long, angled shank
   c. Short, straight shank
   d. Long, straight shank

25. The best way to examine the dorsum of the tongue is to:
   a. Ask the patient to say “ah” and depress the tongue with the mouth mirror
   b. Use a dental mirror for indirect vision
   c. Extend the tongue fully by grasping the tongue with a gauze square and use direct vision
   d. Palpate between the thumb and index finger

26. The submandibular salivary glands are best examined by:
   a. Transillumination
   b. Digital palpation
   c. Bidigital palpation
   d. Manual palpation
   e. Bimanual palpation
APPENDIX B: CASE PRESENTATION

Measure Description:

Student oral and written presentations of a clinical case. These are required the second, third, and fourth semesters. They are both formative and summative assessments, as the students demonstrate what they have learned up to that point in time, and also receive constructive feedback to improve their knowledge and skills for future cases.

Factors that affect the collected data:

Patient cooperation: Patients must return for multiple appointments so the student can complete the required tasks. If a patient is non-compliant, the student may have to start over at a late date and compromise the quality of the case presentation.

How to interpret the data:

The grading rubric used to evaluate the case presentation is on the following page. The data quantify student knowledge and ability to comprehensively apply knowledge and skills learned. This measure demonstrates students’:

- Legal and ethical behavior in a clinical situation
- Ability to acquire and critically analyze clinical information
- Critical thinking skills in developing a dental hygiene diagnosis and need for referral
- Ability to formulate a dental hygiene care plan, include collaboration with other health care providers
- Ability to deliver care and maintain the oral health of patients
- Related instruction skills in communication, computation, and relationship-building
- Ability to evaluate the effectiveness of services rendered, and the knowledge to modify treatment as needed based on patient response
CASE PRESENTATION ASSIGNMENT

The objective of the case presentation is to acquire a periodontal patient, collect all pertinent data, analyze all factors involved in the case, and develop a comprehensive treatment plan. The patient’s treatment plan is completed in clinic and the results are documented following healing.

In your first semester of clinical work, you will do a portion of a case presentation that will involve selection of a patient with normal periodontal condition to gingivitis. A more advanced periodontal condition may be presented if available, but is not required. All assessments (EOIO, dental, perio) must be completed by the student doing the case presentation. Radiographs may be exposed by another clinician. First year case presentations do not include treatment rendered or post-op evaluation findings. Second year case presentations include post-op photos and patient response to treatment. Please do not used clinical abbreviations in the formal written paper, e.g. pt, max, man. Please do not use animation in slide presentation. Additional details will be given in the periodontics course, DH A311.

Required materials and data for case presentation. Information in oral presentation and written report should be the same:

- Comprehensive medical and dental examination
- Photographic documentation of case to include pre-op pictures—please include after objective data is presented in oral presentation
- Full mouth (18 films) radiographic survey—include after pre-op photos in oral presentation
- Complete periodontal charting at initial exam (and after treatment for 2nd year)
- Post-op photos for 2nd year cases

Copies of the written case presentation with a color periodontal chart should be made for all instructors and should include the following, with headings (in this order):

Subjective Data
   - Personal profile—narrative format
   - Chief complaint—narrative format
   - Medical History—narrative format
   - Dental History—narrative format

Objective Data
   - Extraoral examination
   - Intraoral examination
   - Dental examination—should include existing teeth, restorations, and pathology
   - Occlusal summary
   - Periodontal summary—narrative format
   - Radiographic summary

Diagnosis (aka assessment) of dental and periodontal needs—narrative format

Treatment plan—should not include exams, should address everything in assessment, including referrals

Prognosis—narrative format

Copy of periodontal charting pre-treatment (1st & 2nd year) and post-treatment (2nd year)

Treatment rendered (2nd year)

Periodontal summary of post-treatment evaluation; post-Tx photos (2nd year)

Each 1st year student will be allowed 20 minutes and each 2nd year student will be allowed 30 minutes to present the entire case and answer all questions.

Evaluation of presentation is dependent on:
   - Completeness of evaluation and summary of data
   - Recognition of disease activity or stability in case
   - Comprehensive nature of treatment plan
   - Quality of write-up, organization, and presentation of case

Please refer to grading rubric for case presentation.
<table>
<thead>
<tr>
<th>Written Report and Oral Presentation (100 points total)</th>
<th>Points Possible</th>
<th>Comments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar, terminology</strong></td>
<td>10</td>
<td></td>
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<tr>
<td>1-2 errors=8-9; 3-4 errors =6-7; &gt;4 errors=0-5</td>
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<tr>
<td><strong>Professional presence</strong></td>
<td>5</td>
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<tr>
<td>Professional dress, demeanor, slides</td>
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<tr>
<td><strong>Content</strong></td>
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<tr>
<td><strong>Organization/sequencing/format</strong></td>
<td>10</td>
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<tr>
<td><strong>Completeness of relevant info</strong></td>
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<tr>
<td><strong>Subjective Data</strong></td>
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<tr>
<td>CC, personal, medical, dental profiles, obtained by the student making presentation</td>
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<tr>
<td><strong>Objective Data Summaries</strong></td>
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<tr>
<td>EO, IO, Dental, Occlusion, Perio (including post-tx measurements for 2nd year only), Accretions (Plaque scores are encouraged), Radiographs, Photos: pre/post (post 2nd year only) and good quality; all but radiographs must be obtained by the student making presentation</td>
<td>15</td>
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<tr>
<td><strong>Diagnosis (Assessment)</strong></td>
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<tr>
<td>Lists needs, problems, contributing factors of perio/dental condition, and risk assessments, nutritional analysis (prn)</td>
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<tr>
<td><strong>Treatment Plan</strong></td>
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<tr>
<td>Systemic, emergency, debridement, OHI, referrals prn, hard tissue finishing (e.g. Fl, removal of overhangs and defective restorations), re-eval of periodontal therapy, maintenance/recall interval</td>
<td>20</td>
<td></td>
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<tr>
<td><strong>Prognosis</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Treatment rendered, post treatment evaluation periodontal summary—2nd year only</strong></td>
<td>Included in treatment plan score</td>
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<tr>
<td><strong>Ability to knowledgably answer questions</strong></td>
<td>5</td>
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<tr>
<td><strong>Professional conduct during other presentations</strong></td>
<td>5</td>
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<tr>
<td>(Can be a negative grade if student has multiple incidences of unprofessional conduct.)</td>
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<tr>
<td><strong>Ethics related to patient care</strong></td>
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<tr>
<td>Appropriate, Not appropriate</td>
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<tr>
<td>Notes on ethics:</td>
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<tr>
<td><strong>Point Total</strong></td>
<td><strong>100</strong></td>
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</table>
APPENDIX C: PROFESSIONALISM GRADE

Measure Description:

Grade in clinical and laboratory courses. An example grading rubric is provided. The final grade is based on formative assessment throughout each semester.

Factors that affect the collected data:

1. Ability of faculty to observe and record student behavior: If faculty do not observe and record infractions, then the data is irrelevant. It is fairly impossible to observe all students at all times.
2. Faculty calibration for grading: Some subjectivity is inherent in this process, and can result in variances.

How to interpret the data:

Example criteria for professionalism grading is listed on the following page, but varies from course to course.
Professionalism is essential in dental hygiene. Dental employees are expected to:
   Be timely, well-groomed, and respectful
   Exhibit professional manners and good judgment
   Maintain proper infection control and accurate records
   Be responsible for equipment and supplies

The professionalism grade provides this information regarding our students’ behavior.
## Professionalism Grading Rubric

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>PTS</th>
<th>CRITERIA</th>
<th>PTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is punctual in attendance at each class session. (see note)</td>
<td></td>
<td>Maintains complete and accurate records.</td>
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</tr>
<tr>
<td>10: Always on time</td>
<td></td>
<td>10: Student &amp; patient records are complete and orderly.</td>
<td></td>
</tr>
<tr>
<td>5: Late by ≤15 minutes 1-3 times (unexcused)</td>
<td></td>
<td>5: Student &amp; patient records mostly complete and somewhat organized</td>
<td></td>
</tr>
<tr>
<td>0: Late by &gt; 15 minutes more than 3 times (unexcused)</td>
<td></td>
<td>0: Student &amp; patient records not complete or organized</td>
<td></td>
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<tr>
<td>-10: Each additional unexcused tardy ≤15 minutes</td>
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<td></td>
<td></td>
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<tr>
<td>-25: Each unexcused tardy &gt;15 mins late; &gt;60 mins = absence</td>
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<td></td>
<td></td>
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<tr>
<td>-50: Each unexcused absence</td>
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<tr>
<td>Is appropriately attired and groomed.</td>
<td></td>
<td>Performs lab duties as scheduled.</td>
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</tr>
<tr>
<td>10: Always appropriately attired and groomed</td>
<td></td>
<td>5: Always performs tasks and rarely needs reminding</td>
<td></td>
</tr>
<tr>
<td>5-9: Occasional grooming/uniform errors</td>
<td></td>
<td>3: May forget tasks and sometimes needs reminding</td>
<td></td>
</tr>
<tr>
<td>0: &gt; 5 grooming/uniform errors</td>
<td></td>
<td>0: Often forgets tasks and requires much supervision</td>
<td></td>
</tr>
<tr>
<td>Interacts with peers and faculty in a professional manner.</td>
<td></td>
<td>Maintains instruments and supplies in an appropriate condition.</td>
<td></td>
</tr>
<tr>
<td>10: Always professional interaction</td>
<td></td>
<td>10: Instruments &amp; supplies neat and in excellent condition.</td>
<td></td>
</tr>
<tr>
<td>5: Occasional unprofessional interaction</td>
<td></td>
<td>5: Instruments &amp; supplies neat and in excellent condition.</td>
<td></td>
</tr>
<tr>
<td>0: Frequent unprofessional interaction or single major incident</td>
<td></td>
<td>3: Instruments &amp; supplies sometimes disorganized</td>
<td></td>
</tr>
<tr>
<td>-5: For each additional major incident</td>
<td></td>
<td>0: Instruments &amp; supplies usually disorganized and/or in poor condition</td>
<td></td>
</tr>
<tr>
<td>Promotes team relationships.</td>
<td></td>
<td>Performs daily operatory maintenance as specified.</td>
<td></td>
</tr>
<tr>
<td>5: Excellent team player—always helps others</td>
<td></td>
<td>5: Daily operatory maintenance always performed</td>
<td></td>
</tr>
<tr>
<td>3: Good team player—often helps others</td>
<td></td>
<td>3: Daily operatory maintenance usually performed</td>
<td></td>
</tr>
<tr>
<td>0: Poor team player—puts self interests before others</td>
<td></td>
<td>0: Daily operatory maintenance often not performed, or reminders are often needed</td>
<td></td>
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<tr>
<td>Exhibits good judgment.</td>
<td></td>
<td>Manages time in a manner which allows optimum learning.</td>
<td></td>
</tr>
<tr>
<td>5: Makes wise decisions</td>
<td></td>
<td>5: Excellent time management; Uses time wisely</td>
<td></td>
</tr>
<tr>
<td>3: Occasionally exhibits poor judgment</td>
<td></td>
<td>3: Good time management; occasionally wastes time</td>
<td></td>
</tr>
<tr>
<td>0: Often exhibits poor judgment</td>
<td></td>
<td>0: Poor time management; often wastes time</td>
<td></td>
</tr>
<tr>
<td>Maintains OSHA standards.</td>
<td></td>
<td>Completes requirements by due dates.</td>
<td></td>
</tr>
<tr>
<td>10: Rarely has lapse in infection control</td>
<td></td>
<td>10: All requirements/assignments completed by due dates</td>
<td></td>
</tr>
<tr>
<td>5: Lapses in infection control average - 1/week</td>
<td></td>
<td>5-9: Occasionally late on a requirement/assignments</td>
<td></td>
</tr>
<tr>
<td>0: Commonly has lapses in infection control</td>
<td></td>
<td>0: Frequently late on requirements/assignments</td>
<td></td>
</tr>
<tr>
<td>Completes tasks within a reasonable time.</td>
<td></td>
<td>NOTE: Excused tardy may include weather-related events but must be accompanied by lead faculty notification PRIOR to class start time or else will be treated as an unexcused tardy.</td>
<td></td>
</tr>
<tr>
<td>10: Always or almost always finishes in given time period</td>
<td></td>
<td>NOTE: Early departure from class without faculty permission will be counted as an unexcused tardy.</td>
<td></td>
</tr>
<tr>
<td>5: Often takes additional time to complete tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0: Almost always takes additional time to complete tasks</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Column totals:</td>
<td></td>
<td></td>
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<tr>
<td>Professionalism Total Grade:</td>
<td></td>
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</tbody>
</table>

NOTE: Excused tardy may include weather-related events but must be accompanied by lead faculty notification PRIOR to class start time or else will be treated as an unexcused tardy.

NOTE: Early departure from class without faculty permission will be counted as an unexcused tardy.
APPENDIX D: LITERATURE REVIEWS

Measure Description:

Written and class discussion on professional literature assignments

Factors that affect the collected data:

1. Written literature evaluation is mostly objective based on rubric, providing a stable effect on results.
2. Class discussion is varied and quality is dependent of literature selection.
3. Student participation can vary depending on interest and personality.

How to interpret the data:

A rubric for the written literature review is on the following page. The written report and class discussion provide insight into student understanding of proper research methodology and student ability to critically analyze scientific literature.
Criteria for Professional Literature Review

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Pts</th>
<th>Self Evaluation</th>
<th>Instructor Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Overall description of the article</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Title concise and descriptive</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2 Author’s affiliations &amp; credentials noted</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>a Researcher has satisfactory reputation for well-conducted research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b Researcher is not affiliated with a commercial firm</td>
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<tr>
<td>3 Article found in reputable, peer-reviewed journal</td>
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<td></td>
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<tr>
<td>a Journal has an editorial review board; articles are peer-reviewed prior to publication</td>
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</tr>
<tr>
<td>b Journal is affiliated with a learned society, professional group, specialty group, or reputable scientific publisher</td>
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<td></td>
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</tr>
<tr>
<td>c Journal is not a “popular” magazine sponsored by a cause or published by a commercial firm</td>
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<tr>
<td>d Concisely written using a scientific style</td>
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<tr>
<td>4 Data published indicate current knowledge &amp; are not outdated by more recent research</td>
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<tr>
<td><strong>B</strong> Author has qualifications to write the article</td>
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<tr>
<td>1 Author’s current or past position supports expertise in a particular area</td>
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<tr>
<td>2 If reporting research results, there is evidence of finances &amp; facilities to support the research</td>
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<tr>
<td><strong>C</strong> References are available for articles</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1 References are comprehensive, accurate, &amp; reputable</td>
<td></td>
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<tr>
<td>2 Given the topic, there is an appropriate number of current references, although older references may be indicated for historical purposes or because</td>
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<tr>
<td><strong>D</strong> Research problem is clearly, accurately, &amp; completely described</td>
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<tr>
<td>1 Purposes of the study are clearly stated</td>
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<tr>
<td>2 There is a thorough review of the literature</td>
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<tr>
<td>3 Important terms &amp; concepts are defined adequately</td>
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<tr>
<td>4 Hypotheses or objectives are adequate &amp; clearly stated; hypothesis or objective follow directly from the problem statement</td>
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<tr>
<td><strong>E</strong> Prospective &amp; retrospective research require a different evaluation &amp; materials &amp; methods section</td>
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<tr>
<td>1 Characteristics of the population sampled are described; allocation of groups outlined if a clinical trial</td>
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<tr>
<td>2 Sampling techniques are described &amp; adequate</td>
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<tr>
<td>Criteria</td>
<td>Pts</td>
<td>Self Evaluation</td>
<td>Instructor Evaluation</td>
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<tr>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>3  There is evidence of no bias in selection or assignment of objects or persons in the sample</td>
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<td>4  Research design is described; there is control indicated</td>
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<tr>
<td>for variables that might influence the results; comparability of</td>
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<tr>
<td>experimental &amp; control groups is evident’ limitations of the design</td>
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<tr>
<td>are pointed out</td>
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<tr>
<td>5  Tests &amp; instruments used give reasonable measures of the factors</td>
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<tr>
<td>under study</td>
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<tr>
<td>a Tests &amp; instruments used are valid &amp; reliable</td>
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<tr>
<td>b Conditions in which measurements are made are described</td>
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<tr>
<td>c Duration of study is appropriate</td>
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<tr>
<td>6  All factors needed to test the hypotheses or achieve the objectives</td>
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<tr>
<td>are included in the analysis</td>
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<tr>
<td>a Statistical tests are described; general-purpose</td>
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<tr>
<td>computer programs for data analysis are specified</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b Hypotheses are tested through statistical analysis</td>
<td></td>
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<tr>
<td>7  Findings are presented in a clear manner</td>
<td></td>
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</tr>
<tr>
<td>a Data tables &amp; figures are clear, easy to understand, &amp; titled</td>
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</tr>
<tr>
<td>b Data are presented in a straightforward manner; authors report</td>
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<tr>
<td>statistical method used &amp; reason for selection</td>
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<tr>
<td>8  Discussion highlights significant issues from the research</td>
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</tr>
<tr>
<td>a Author may speculate on the significance of the findings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b Strengths &amp; limitations of the study are stated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c Treatment or study complications &amp; adverse effects are reported</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d Results are related to the current literature &amp; implications for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>practice or the profession</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9  Conclusions are supported by the methods used &amp; the findings</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Points
APPENDIX E: COMPETENCIES

Measure Description:

Skill-based assessments in laboratory and clinical courses. These are summative, as students demonstrate competence in skills learned each semester.

Factors that affect the collected data:

1. Scoring is somewhat subjective.
2. Poor faculty calibration can result in grading variation.
3. Students get nervous and may not perform to their best ability.

How to interpret the data:

Each skill has a specifically designed task analysis that lists each step or criteria. Faculty observe each student on each task, and students must perform to a pre-determined skill level to pass. This data demonstrates student skill competency.

A sample task analysis sheet is provided on the following page.
Clinical Practicum Competency Exam—Rules of the Road

* Each student will have 15-30 minutes to complete the competency exam.
* Completion of 3-10 instrumentation situations is required.
* Three minutes maximum per situation will be given.
* Once instrumentation on a tooth surface has begun (as indicated by the student verbally), the student cannot make corrections during the three minutes. Three minutes only will be allowed per situation.
* To receive points for a situation, the correct tooth, surface, instrument, and end MUST be used.
* Faculty will not prompt or tutor the student during the exam.
* If time permits, faculty will review the exam with the individual student. Otherwise, the exam grade will be provided at a later date.

PRACTICAL INSTRUMENT COMPETENCIES DR A202

Student ___________________________ Date ___________________________ Examiner ___________________________

Instructors: Please provide the student with input by giving the score that best identifies the student’s proficiency level for each given task. Use the criteria scores listed below.

2 = Excellent No improvement needed
1 = Acceptable Appears to comprehend the step but should consider practice time in addition to what is scheduled in class
0 = Unacceptable Student requires additional time with the faculty for help.

Demonstrate the correct use of the following instruments on the specified surface

<table>
<thead>
<tr>
<th>Instrument</th>
<th>R</th>
<th>L</th>
<th>Correct instrument &amp; end position</th>
<th>Intraoral control</th>
<th>Lighting</th>
<th>Occlusal</th>
<th>Intraoral (intraoral)</th>
<th>Intraoral (sheath)</th>
<th>Shrink initiation</th>
<th>Activation</th>
<th>Surface instrumentation</th>
<th>TOTAL POINTS</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tooth #</td>
<td></td>
<td></td>
<td>Surface</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tooth #</td>
<td></td>
<td></td>
<td>Surface</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Tooth #</td>
<td></td>
<td></td>
<td>Surface</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tooth #</td>
<td></td>
<td></td>
<td>Surface</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL POINTS/SCORE</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Clinical Performance Record

Student: ____________________________  Patient: ____________________________

Appointment Type: ☐ New  ☐ Returning  ☐ Re-evaluation  ☐ Periodontal Maintenance  ☐ Periodontal Therapy

Patient Profile: ☐ Geriatric (>84)  ☐ Adult (>18)  ☐ Youth (11-17)  ☐ Pediatric (3-10)  ☐ Culturally Diverse  ☐ Special Needs

Periodontal Classification: ____________________________

Calculus: ____________________________

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Date</th>
<th>Faculty</th>
<th>Pts</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. VITALS • MEDICAL HISTORY • DENTAL HISTORY</td>
<td></td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>(points are averaged for multiple appointments)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. RADIOGRAPHS Y N INTERPRETATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. ECHO</td>
<td></td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>4. HARD TISSUE • DENTAL EXAM Y N</td>
<td></td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>5. PERIO EXAM: PROBING • RECESSION • CAL</td>
<td></td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>6. PERIO CLASSIFICATION • CALCULUS • PLAQUE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. DEBRIDEIMENT</td>
<td></td>
<td></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>8. CARE PLAN</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. RISK ASSESSMENT (PERIO, CARIES, CANCER)</td>
<td></td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>10. ADJUNCT PROCEDURES (SEE COMMENTS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. PROFESSIONALISM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. PATIENT COMPLETE DATE: FACULTY:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PATIENT INCOMPLETE

TIME ERROR(S) __________

COMPETENCY A: PATIENT ASSESSMENT

Consent Form and Medical History: (15 Points):
FACULTY __________ SCORE __________

Personal Profile and Contributing Factors: (15 Points):
FACULTY __________ SCORE __________

Extraoral • Intraoral Exam: (15 Points):
FACULTY __________ SCORE __________

Periodontal Charting: (15 Points):
FACULTY __________ SCORE __________

Dental Charting: (15 Points):
FACULTY __________ SCORE __________

Treatment Plan: (25 Points):
FACULTY __________ SCORE __________

DATE __________ TOTAL POINTS __________

COMPETENCY B: DEBRIDEIMENT AND POLISH

Calculus (C):
(error) X ___ (pts) = ___
Plaque/Stain (P/B):
(error) X ___ (pts) = ___
Tissue Trauma (T):
(error) X ___ (pts) = ___

Final Score: 100 - ___ = ___

FACULTY __________ START TIME: __________ END TIME: __________ DATE __________ TOTAL POINTS __________

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

19 20 21 22 23 24 25 26 27 28 29 30 31 32

Patient Experience Score

H P N
FACULTY __________ DATE __________
FACULTY __________ DATE __________
FACULTY __________ DATE __________
### Student Teaching Competency

<table>
<thead>
<tr>
<th>Task</th>
<th>Scoring Basis</th>
<th>Self-evaluation</th>
<th>Peer-evaluation</th>
<th>Faculty evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize/prepare for classes</td>
<td>Well prepared with all materials and well thought-out plan for class time</td>
<td>4-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lacked 1-2 materials or plan was lacking details</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lacked 3 or more materials and/or plan was poorly developed</td>
<td></td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td>Assess student performance in lab or clinical activities</td>
<td>Well engaged with students and able to distinguish performance levels.</td>
<td>4-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>At times was engaged with students and/or was able to distinguish performance levels.</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unengaged with students and/or was unable to distinguish performance levels.</td>
<td></td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td>Cultivate student skills through one-on-one interaction</td>
<td>Focused time and effort on individual students, spending equal amount of time with each student. Able to ascertain student weaknesses and provide appropriate instruction.</td>
<td>4-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>At times focused on students; Spent unequal between students; Sometimes ascertained weaknesses and provided appropriate instruction.</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Usually not focused on students. Spent unequal time between students; Usually could not distinguish student weaknesses nor help instruct.</td>
<td></td>
<td>1-2</td>
<td></td>
</tr>
<tr>
<td>Evaluated student competence</td>
<td>Provided fair and consistent evaluations.</td>
<td>4-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>At times provided fair and consistent evaluations.</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rarely provided fair and consistent evaluations.</td>
<td></td>
<td>1-2</td>
<td></td>
</tr>
</tbody>
</table>

(15 points required to pass.)
Student Name: ____________________________ Date: ____________________________
Evaluator: __________________________________________

Scoring: 0-2=unacceptable; 3-5=acceptable

<table>
<thead>
<tr>
<th>AREA</th>
<th>SELF</th>
<th>INSTRUCTOR</th>
<th>Marginal Ridge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occlusal</td>
<td></td>
<td></td>
<td>Mesial (high—low—wide—narrow—shape)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Distal (high—low—wide—narrow—shape)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fossa</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mesial (position—excess—overcarved—shape—define)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Central (position—excess—overcarved—shape—define)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Distal (position—excess—overcarved—shape—define)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Triangular Ridges</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transverse –Mesial</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>High—low—wide—narrow—location—shape—bulky</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oblique or Distal transverse</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>High—low—wide—narrow—location—shape—bulky</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Spillway</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mesial (location—high—low—defined)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Distal (location—high—low—defined)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Contact</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mesial (broad—small—high—low—open)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Distal (broad—small—high—low—open)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Embrasure</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mesio-buccal or lingual (excess—over)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Disto-buccal or lingual (excess—over)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Gingival—(mesial—distal) (excess—over)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cavosurface</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mesial (flashing—sub)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Central (flashing—sub)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Distal (flashing—sub)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Gingival Floor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mesial (excess—sub)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Distal (excess-sub)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TOTAL AVERAGE (divide by 19)</td>
</tr>
</tbody>
</table>

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AAC Agenda 4/6/18

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APPENDIX F: AMERICAN DENTAL HYGIENE ASSOCIATION

Measure Description:

Inquiry to American Dental Hygiene Association (ADHA) regarding the membership status of the two student cohorts. The request is for a numerical value only, not for names.

Factors that affect the collected data:

Ability to contact and receive information from local/state/national organization. Currently the UAA Dental Hygiene Program and the components of the ADHA have a good working relationship.

How to interpret the data:

Membership in a professional association exposes the student to benefits of participation in a professional association and promotes the profession.
APPENDIX G: COMMUNITY PROJECTS

Measure Description:
Student group projects involving diverse community populations.

Factors that affect the collected data:
This measure is based on assessing, planning, implementing, and evaluating community oral health projects. Projects will, by nature, be different, which can make grading more difficult. A grading rubric for each stage of the project development helps maintain grading consistency.

How to interpret the data:
It is ethically responsible for professionals to participate in community service activities. By requiring students to participate in community activities for diverse groups, the Dental Hygiene Program exposes students to diversity, the need for community service, and the personal satisfaction that can be obtained.

An extensive grading rubric is used for evaluation of the community project; one section of it is included as a sample.
## CRITERIA SHEET XI
### FORMAT FOR FINAL REPORT

<table>
<thead>
<tr>
<th>CRITERIA SHEET XI</th>
<th>INTRODUCTION (14PTS)</th>
<th>ASSESSMENT (16PTS)</th>
<th>PLANNING (25 PTS)</th>
<th>IMPLEMENTATION (15 PTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Points</td>
<td>Self Evaluation</td>
<td>Instructor</td>
<td>Evaluation</td>
</tr>
<tr>
<td>1. Population is clearly identified</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Population is described</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Oral problem described</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Statement of need or problems</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Library research incorporated-at least 3 journal articles cited</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Description of facility and its role in the community is provided</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Personnel responsible described</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Dental health care mechanisms described</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Attitudes, knowledge, values summarized</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Issues re: dental health summarized</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Community profile provided</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Problems clearly identified</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Limitations of students doing implementations identified</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Priorities listed</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Goals listed</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Objectives listed</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Solutions listed</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Presentation of plan to appropriate persons</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Target population identified and method of sampling described</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Activities done to meet each goal are explained</td>
<td>15</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
## EVALUATION (19 PTS)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluation mechanisms included in appendix</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2. Presentation of data is provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) summary of findings</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>b) tables and/or graphs appropriately labeled</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>c) extraneous variables mentioned</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>d) interpretation of results</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3. Recommendations made</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

## ADDITIONAL (11PTS)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Title Page</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2. References: proper format employed</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Total Points: 100 100

## REPORT FORMAT (16 pts)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Agreement between use of singular and plural nouns and pronouns</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2. Use of the simple present tense or simple past tense only</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3. Use of the third person only</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4. No colons or semicolons</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>5. Agreement between nouns, pronouns, and verbs</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>6. Correct grammar</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>7. Complete sentences (no fragments, comma slices, or run on sentences</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>8. Avoid the use of commas. When in doubt, do not use commas</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Total Points: 16 16
University of Alaska Anchorage
BA/BS in Psychology

Educational Effectiveness

Assessment Plan

Version

Adopted by

The Psychology Department Undergraduate Studies Committee faculty on
April 26, 2017

Reviewed with curriculum changes by the Academic Assessment Committee as an
information item: 4/6/18
Reviewed by the Faculty Senate as an information item: TBD

Reviewed by the Academic Assessment Committee as an information item: 5/5/17
Reviewed by the Faculty Senate as an information item: 5/5/17
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  Measure Description: .................................................................................................. Error! Bookmark not defined.
  Factors that affect the collected data: .......................................................................... Error! Bookmark not defined.
  How to interpret the data: ........................................................................................... Error! Bookmark not defined.

Psychology Department BA/BS Assessment Plan Submitted April 26, 2017
MISSION STATEMENT

PROGRAM INTRODUCTION

This document defines the expected educational outcomes for the Psychology Department’s Baccalaureate (BA/BS) degree program, and outlines a plan for assessing the achievement of the stated outcomes during 2016-17.

The Psychology Department’s Undergraduate Studies Committee (USC) consists of all full-time faculty (tenure-track and term) teaching undergraduate courses in the department (list of faculty appears below). The USC meets every Wednesday from 11:30am-12:30pm during the Fall and Spring semesters.

Faculty serving on the Psychology Department Undergraduate Studies Committee (USC) in 2016-2017 include:

Dr. Gwen Lupfer
Dr. Robert Boeckmann
Dr. Veronica Howard
Prof. Phil Jordan
Dr. Maria Ippolito
Dr. Anayansi Lombardero
Dr. Mychal Machado (USC Coordinator)
Dr. Eric Murphy (Psychology Department Director)
Dr. Yasuhiro Ozuru (Outcomes Assessment Coordinator for BA/BS)
Dr. Karen Ward
ASSESSMENT PROCESS INTRODUCTION

The program outcomes for the BA/BS in Psychology were originally developed by the USC in 2000, and have been reviewed and updated every Fall (most recently in April 2017). Dr. Yasuhiro Ozuru, Associate Professor of Psychology, has been serving as the Outcomes Assessment Coordinator for the baccalaureate degree in Psychology since 2000.

This document defines the expected student learning outcomes for the BA/BS in Psychology program and outlines a plan for assessing the achievement of the stated outcomes.

The student learning outcomes were recently revised during the Undergraduate Study Committee meeting on DATE (will get this). The revision centered on: (1) having student learning outcomes that were measurable in an objective manner, and (2) having outcomes that clearly reflected what students are expected to achieve by completing the training in the program. As such, the meeting proceeded to reframe the outcome by specifically focusing on the performance and ability level that students are expected to acquire when completing the BA/BS degree in Psychology.

The faculty met and accepted the outcomes and assessment processes in the Undergraduate Studies Committee weekly meeting on April 26, 2017.
STUDENT LEARNING OUTCOMES

The Undergraduate Studies Committee (USC) has determined a set of desired learning outcomes for students receiving a baccalaureate degree (BA or BS) in Psychology at UAA. These outcomes state that students completing a BA or BS in Psychology will:

1. Possess a broad knowledge of contemporary psychology.
2. Have experience conducting psychological research.
3. Be able to demonstrate skills in research design and data analysis.
4. Be prepared for advanced study in psychology and related disciplines.
**TABLE 1: ASSOCIATION OF ASSESSMENT MEASURES TO PROGRAM OUTCOMES**

<table>
<thead>
<tr>
<th></th>
<th>PACAT Exit Exam</th>
<th>Independent study, Research</th>
<th>Graduate School Acceptance, Theses, Presentations</th>
<th>Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possess a broad knowledge of contemporary Psychology.</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Be able to demonstrate skills in research design and data analysis</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Have experience conducting psychological research</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Be prepared for advanced study in psychology and related disciplines.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

0 = Tool is not used to measure the associated objective.
1 = Tool is used to measure the associated objective.
A description of the measures used in the assessment of the student learning outcomes and their implementation are summarized in Table 2. The measures and their relationships to the learning outcomes are listed in Table 1, above. There is a separate appendix for each measure that shows the measure itself and describes its use and the factors that affect the results.

### Table 2: Program Outcomes Assessment Measures and Administration

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Frequency/Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>PACAT Exit Exam</td>
<td>Project in Area Concentration Achievement Testing (PACAT) in Psychology, a standardized exam that measures knowledge of psychology in 10 areas. National norms available for comparison.</td>
<td>Administered year round at University Center in the Testing Center.</td>
<td>Standardized multiple choice exam (see Appendix A, below)</td>
<td>UAA Testing Center.</td>
</tr>
<tr>
<td># of student conducting independent studies in research and research assistantship</td>
<td>This will be a measure of students research experience</td>
<td>Administered during Exit Exams</td>
<td>Survey of faculty mentors</td>
<td>Outcomes Assessment Coordinator</td>
</tr>
<tr>
<td>Graduate School Acceptance Rate, University and Departmental Honors Graduates, and Undergraduate Research Grants</td>
<td>This is a measure of how well our students are prepared for advanced graduate training in the field of psychology.</td>
<td>Spring semesters</td>
<td>Survey of faculty mentors; Exit Survey (see above); Review of Records from Office of Undergraduate Research and Scholarship</td>
<td>Outcomes Assessment Coordinator</td>
</tr>
<tr>
<td>Number of students completing senior theses, conference presentations and publications</td>
<td>Conducting research is a critical component of an undergraduate education in psychology. This will be a measure of our students’ successes in this area.</td>
<td>Spring semesters</td>
<td>Survey of faculty mentors; enrollments in PSY 499; 397; 497; conference programs;</td>
<td>Outcomes Assessment Coordinator</td>
</tr>
</tbody>
</table>
ASSESSMENT IMPLEMENTATION & ANALYSIS FOR PROGRAM IMPROVEMENT

General Implementation Strategy
Overall, our assessment plan relies on information from the following sources: 1) scores on the nationally standardized PACAT exit exam; 2) records of senior thesis completion, graduate school acceptances, student publications, presentations, and grants, and enrollment and participation in independent research and research assistantships; and 3) self-reports provided by the students on the Exit Survey.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

The program faculty will meet at least once a year to review the data collected using the assessment measures. This meeting should result in recommendations for program changes that are designed to enhance students meeting/exceeding the expected learning outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be forwarded to the College of Arts and Sciences Assessment Coordinators Committee by June 15th each year, and it will be submitted to Office of Academic Affairs every 5 years. A plan for implementing the recommended changes, including advertising the changes to all of the program’s stakeholders, will also be completed at this meeting.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to program outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints.

A few examples of changes made by programs at UAA include:
- changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
- changes in faculty/staff assignments
- changes in advising methods and requirements
- addition and/or replacement of equipment
- changes to facilities

Modification of the Assessment Plan

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the outcomes, assessment measures, or any other aspect of the plan. The changes will be approved by the faculty of the program. The modified assessment plan will be forwarded to the dean/director’s office and the Office of Academic Affairs.
APPENDIX A: PACAT EXIT EXAM

Measure Description:

Each semester, the Psychology Department administers an exit exam to graduating seniors. All students are required to take this exam prior to graduation. The exam is used only as an assessment tool; students do not need to attain a certain score on the exam to graduate, nor do scores appear on transcripts. Since 1991, this exit exam has been supplied and scored by the Project in Area Concentration Achievement Testing or PACAT. The exam measures knowledge of psychology in eight major areas; our curriculum requires coursework in all of these areas. The reports we receive allow us to examine how our students compare with other undergraduates nationwide.

Factors that affect the collected data:

Because students need to merely take the exam, and not achieve a certain score, the exam is not always taken seriously by students. All advisors and faculty are encouraged to speak with their advisees and students about the importance of the exit exam to the assessment of the program.

How to interpret the data:

This exam is used by the USC to assess outcome #1 (that our graduates should possess a broad knowledge of contemporary psychology), outcome #3 (that our graduates should be able to demonstrate skills in research design and data analysis), and outcome #4 (that graduates should be prepared for advanced study in psychology and related disciplines). We examine standard scores and percentile ranks for our students in each of the eight areas where we have required coursework, and overall. The table below shows recent scores and trend data on the exit exam.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Abnormal %</td>
<td>63</td>
<td>61</td>
<td>60</td>
<td>57</td>
<td>59.40</td>
</tr>
<tr>
<td>Developmental %</td>
<td>48</td>
<td>56</td>
<td>57</td>
<td>54</td>
<td>55.77</td>
</tr>
<tr>
<td>Exper. Design %</td>
<td>67</td>
<td>59</td>
<td>66</td>
<td>57</td>
<td>61.02</td>
</tr>
<tr>
<td>Learn./Cog. %</td>
<td>64</td>
<td>71</td>
<td>69</td>
<td>55</td>
<td>65.37</td>
</tr>
<tr>
<td>Personality %</td>
<td>51</td>
<td>54</td>
<td>54</td>
<td>56</td>
<td>54.61</td>
</tr>
<tr>
<td>Physiological %</td>
<td>52</td>
<td>50</td>
<td>53</td>
<td>43</td>
<td>49.00</td>
</tr>
<tr>
<td>Social %</td>
<td>54</td>
<td>58</td>
<td>64</td>
<td>55</td>
<td>59.34</td>
</tr>
<tr>
<td>Statistics %</td>
<td>45</td>
<td>60</td>
<td>59</td>
<td>63</td>
<td>60.54</td>
</tr>
<tr>
<td>Overall %</td>
<td>59</td>
<td>64</td>
<td>67</td>
<td>59</td>
<td>63.60</td>
</tr>
<tr>
<td>Number of Examinees</td>
<td>68</td>
<td>67</td>
<td>79</td>
<td>64</td>
<td>210</td>
</tr>
</tbody>
</table>
Master of Education in Special Education & Graduate Certificate in Special Education

Academic Assessment Plan

Adopted by

The Special Education faculty: May 2017

Submitted to the Academic Assessment Committee: May 1, 2017

Reviewed with curriculum changes by the Academic Assessment Committee as an information item: 4/6/18
Reviewed as an information item by the Faculty Senate: TBD

Reviewed by the Academic Assessment Committee: 5/5/17
Reviewed as an information item by the Faculty Senate: 5/5/17
MISSION STATEMENT

We prepare educators and support the lifelong learning of special education professionals to embrace diversity and to be intellectually and ethically strong, resilient, and passionate in their work with Alaska’s learners, families, and communities.

PROGRAM STUDENT LEARNING OUTCOMES

Students graduating with a Master of Education and Graduate Certificate in Special Education will be able to:

- Utilize a variety of assessments to identify specific areas of student strengths and weaknesses and use the results to guide instruction.
- Individualize instruction to meet the specific needs of students with disabilities in inclusive settings.
- Support and promote inclusiveness and equity for students with diverse cultural and ethnic backgrounds.
- Apply the legal and ethical principles associated with special education.
- Promote a positive social environment for all students, particularly those with significant emotional and/or behavioral disorders.
- Develop and maintain an atmosphere of collaboration with teachers, parents, administrators, and paraprofessionals.
- Critically analyze and apply principles of research.
- Demonstrate literacy regarding theoretical perspectives associated with human development and learning.

MEASURES

Assessment #1: Licensure assessment, or other content-based assessment
- Praxis II 5011 (Curriculum & Instruction), or 5014 (Content Knowledge)
- Licensure Exam
- Prior to graduation

Assessment #2: Assessment of content knowledge in special education
- Case Study Project
- Individualized Education Plan /Lesson Plan (generalization & maintenance) & Instructional Program
- EDSE A635 Universal Design for Learning: Differentiation of Instruction for All Learners

Assessment #3: Assessment of candidate ability to plan instruction
- Literacy Project
- Individualized Education Plan /Lesson Plan (Literacy)
- EDSE A623 Language & Literacy

Assessment #4: Assessment of student teaching
• Internship Evaluation
• Final Internship Evaluation
• EDSE A695 Advanced Internship

Assessment #5: Assessment of candidate effect on student learning
• Behavior Change Project
• Functional Behavior Assessment/Behavior Support Plan
• EDSE A624: Social and Emotional Development

Assessment #6: Additional assessment that addresses CEC standards
• Math Lesson Plan Project
• Individualized Education Plan/Lesson Plan (Math)
• EDSE A625: Teaching Math to Special Learners

Assessment #7: Additional assessment that addresses CEC standards
• Capstone Project
• EDSE A695 Advanced Internship

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>ASSESSMENT MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>UTILIZE A VARIETY OF ASSESSMENTS TO IDENTIFY SPECIFIC AREAS OF STUDENT STRENGTHS AND WEAKNESSES AND USE THE RESULTS TO GUIDE INSTRUCTION.</td>
<td>ASSESSMENT #1: LICENSURE ASSESSMENT, OR OTHER CONTENT-BASED ASSESSMENT</td>
</tr>
<tr>
<td></td>
<td>ASSESSMENT #4: ASSESSMENT OF STUDENT TEACHING</td>
</tr>
<tr>
<td></td>
<td>ASSESSMENT #5: ASSESSMENT OF CANDIDATE EFFECT ON STUDENT LEARNING</td>
</tr>
<tr>
<td>INDIVIDUALIZE INSTRUCTION TO MEET THE SPECIFIC NEEDS OF STUDENTS WITH DISABILITIES IN INCLUSIVE SETTINGS.</td>
<td>ASSESSMENT #1: LICENSURE ASSESSMENT, OR OTHER CONTENT-BASED ASSESSMENT</td>
</tr>
<tr>
<td></td>
<td>ASSESSMENT #3: ASSESSMENT OF CANDIDATE ABILITY TO PLAN INSTRUCTION</td>
</tr>
<tr>
<td></td>
<td>ASSESSMENT #4: ASSESSMENT OF STUDENT TEACHING</td>
</tr>
<tr>
<td></td>
<td>ASSESSMENT #6: ADDITIONAL ASSESSMENT THAT ADDRESSES CEC STANDARDS</td>
</tr>
<tr>
<td>SUPPORT AND PROMOTE INCLUSIVENESS AND EQUITY FOR STUDENTS WITH DIVERSE CULTURAL AND ETHNIC</td>
<td>ASSESSMENT #1: LICENSURE ASSESSMENT, OR OTHER</td>
</tr>
<tr>
<td>BACKGROUNDS.</td>
<td>CONTENT-BASED ASSESSMENT</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>ASSESSMENT #3: ASSESSMENT OF CANDIDATE ABILITY TO PLAN INSTRUCTION</td>
</tr>
<tr>
<td></td>
<td>ASSESSMENT #4: ASSESSMENT OF STUDENT TEACHING</td>
</tr>
<tr>
<td></td>
<td>ASSESSMENT #5: ASSESSMENT OF CANDIDATE EFFECT ON STUDENT LEARNING</td>
</tr>
<tr>
<td></td>
<td>ASSESSMENT #6: ADDITIONAL ASSESSMENT THAT ADDRESSES CEC STANDARDS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPLY THE LEGAL AND ETHICAL PRINCIPLES ASSOCIATED WITH SPECIAL EDUCATION.</th>
<th>ASSESSMENT #4: ASSESSMENT OF STUDENT TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ASSESSMENT #5: ASSESSMENT OF CANDIDATE EFFECT ON STUDENT LEARNING</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROMOTE A POSITIVE SOCIAL ENVIRONMENT FOR ALL STUDENTS, PARTICULARLY THOSE WITH SIGNIFICANT EMOTIONAL AND/OR BEHAVIORAL DISORDERS.</th>
<th>ASSESSMENT #5: ASSESSMENT OF CANDIDATE EFFECT ON STUDENT LEARNING</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>DEVELOP AND MAINTAIN AN ATMOSPHERE OF COLLABORATION WITH TEACHERS, PARENTS, ADMINISTRATORS, AND PARAPROFESSIONALS.</th>
<th>ASSESSMENT #2: ASSESSMENT OF CONTENT KNOWLEDGE IN SPECIAL EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ASSESSMENT #4: ASSESSMENT OF STUDENT TEACHING</td>
</tr>
<tr>
<td></td>
<td>ASSESSMENT #7: ADDITIONAL ASSESSMENT THAT ADDRESSES CEC STANDARDS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRITICALLY ANALYZE AND APPLY PRINCIPLES OF RESEARCH.</th>
<th>ASSESSMENT #4: ASSESSMENT OF STUDENT TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ASSESSMENT #7: ADDITIONAL ASSESSMENT THAT ADDRESSES CEC STANDARDS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEMONSTRATE LITERACY REGARDING THEORETICAL PERSPECTIVES ASSOCIATED WITH HUMAN DEVELOPMENT AND LEARNING.</th>
<th>ASSESSMENT #1: LICENSURE ASSESSMENT, OR OTHER CONTENT-BASED ASSESSMENT</th>
</tr>
</thead>
</table>
**PROCESS**

The program faculty will meet at least once a year to review the data collected using the assessment measures. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program’s outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be forwarded to the Office of Academic Affairs (in the required format) by June 15th each year. A plan for implementing the recommended changes, including of advertising the changes to all the program’s stakeholders, will also be completed at this meeting.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to program outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:

- changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
- changes in faculty/staff assignments
- changes in advising methods and requirements
- addition and/or replacement of equipment
- changes to facilities
Bachelor of Science, Biological Sciences
Bachelor of Arts, Biological Sciences

Educational Effectiveness

Assessment Plan

Version 3

Adopted by

The Biological Sciences faculty: 9/9/02
Revised and Updated 10/30/14

Reviewed with curriculum changes by the Academic Assessment Committee as an information item: 4/6/18
Reviewed by the Faculty Senate as an information item: TBD

Reviewed by the Academic Assessment Committee 12/15/14
Reviewed as an information item by the Faculty Senate 2/4/15
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- **Learning Outcomes** 4
- **Assessment Tools** 5
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  - General Implementation Strategy 7
  - Method of Data Analysis and Formulation of Recommendations for Program Improvement 7
  - Modification of the Assessment Plan 9
- **Appendix A: ETS Major Field Exam in Biology** 10
Introduction

This document defines the educational objectives and expected outcomes for both the Bachelor of Sciences and Bachelor of Arts degrees in the Biological Sciences program, and outlines a plan adopted by the Department for assessing the achievement of our published learning objectives and outcomes.

The student learning objectives for these degree programs are designed to ensure that undergraduate candidates for these degrees can: (1) demonstrate an understanding of the core concepts in the biological sciences: evolution; structure and function relationships; information flow, exchange and storage; transformation of energy and matter; (2) apply the process of science and construct knowledge through observations, experimentation, quantitative reasoning and hypothesis testing; and (3) read, analyze and synthesize primary literature, and communicate scientific concepts and data in written and oral form.

The department of Biological Sciences assesses its BS and BA Biological Sciences baccalaureate programs in two ways: (1) Educational Testing Service’s Major Field Test in Biology, which has been administered continuously since FY03; and (2): ePortfolios, which will be instituted in newly revised courses during the fall term of AY16.

Educational Testing Service’s Major Field Test in Biology: All Biological Sciences majors who graduate with BS or BA degrees have been required to complete the Educational Testing Service’s Major Field Test in Biology since FY03 (hereafter referred to as the MFT-B). The MFT-B provides nationally normed, comparative assessment data in the thematic areas of Biological Sciences including evolution; structure and function (organismal biology); exchange and storage (genetics, cell biology, molecular biology); and transformation of energy and matter (cell biology, ecology). Recently, the Biological Sciences faculty decided to accept newly defined student learning objectives (above), and to continue our MFT-B assessment process. As of 9 June 2014, 397 of our graduating majors have completed the MFT-B (including 322 BS and 45 BA majors). The overall average of AY14 MFT-B scores and subscores for our UAA BS and BA Biological Sciences majors fell within one-half of a standard deviation of national institutional means (database of 488 academic institutions and 32,929 students). Please refer to the department’s AY14 BS and BA Biological Sciences Academic Assessment Reports (9 June 2014) for a more detailed information.

ePortfolios: The department’s Academic Assessment Committee is presently coordinating with colleagues involved in each of the courses tentatively scheduled for FY16 to define key concepts, particularly concerning the second and third above student learning outcomes for the following offerings:

    BIOL A108: Principles and Methods in Biology
    BIOL A253: Experiential Learning: Cell Biology and Genetics
    BIOL A273: Experiential Learning: Ecology and Evolution
    BIOL A492: Undergraduate Seminar
ePortfolios are intended to address the second and third student learning outcomes noted above. The department’s Academic Assessment Committee is presently in the process of establishing clear and appropriate learning outcomes by subject area and level for each above course: first in terms of subject-specific outcomes, and second, by way of transferable skills/general competencies. The overall point of such an exercise is to prepare students for careers after graduation (jobs, graduate school, and professional school).

Learning Objectives

As noted above, student learning objectives for the Bachelor of Science in Biological Science and Bachelor of Arts in Biological Science programs are to produce graduating students who:

- (1) Demonstrate an understanding of the core concepts in the biological sciences: evolution; structure and function relationships; information flow, exchange and storage; transformation of energy and matter.
- (2) Apply the process of science and construct knowledge through observations, experimentation, quantitative reasoning and hypothesis testing.
- (3) Read, analyze and synthesize primary literature, and communicate scientific concepts and data in written and oral form.

Learning Outcomes

The specific educational outcomes that support the program objectives are to produce graduates who are able to:

- (1) *Demonstrate an understanding of the core concepts in the biological sciences: evolution; structure and function relationships; information flow, exchange and storage; transformation of energy and matter.*
  - Evolution
  - Structure and function relationships
  - Information flow, exchange and storage
  - Transformation of energy and matter

Each above core concept is intimately associated with one another, and reflects the highly integrated and homeostatic nature of Biological Sciences. Hence, the four MFT-B subject areas, which include Molecular Biology-Genetics, Cell Biology, Population Biology-Evolution-Ecology, and Organismal Biology, represent and statistically corroborate our revised student learning outcomes for Biological Sciences.
• (2) Apply the process of science and construct knowledge through observations, experimentation, quantitative reasoning and hypothesis testing.

Students are expected to submit a variety of assignments such as experimental design, lab reports, data sets, calculations, statistical analyses and final write-ups in BIOL A253: Experiential Learning: Cell Biology and Genetics or BIOL A273: Experiential Learning: Ecology and Evolution. Such assignments are considered to be evidence artifacts destined for a student’s ePortfolio. All are assessed by instructional faculty using the same departmental rubric (some criteria for this rubric are included above).

• (3) Read, analyze and synthesize primary literature, and communicate scientific concepts and data in written and oral form.

Students presently perform these tasks in BIOL A492: Undergraduate Seminar. This last learning outcome is measured based on a selection of general competencies (some of which are listed above), and incorporated into a student’s ePortfolios. Examples of exemplars included in an ePortfolio are analytical research papers, posters, video recordings of oral reports and PowerPoint presentations, and self-evaluations.

Assessment Tools

A description of the tools used in the assessment of the program outcomes and their implementation are summarized in Table 1. The tools and their relationships to the program objectives are listed in Table 2.

There is a separate appendix for each tool that describes the factors that affect the results and give examples of the tools and how they will be implemented.

Table 1

Program Outcomes Assessment Tools and Administration

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Frequency/ Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tool #1</td>
<td>ETS Major Field Exam in Biology Subscore 1 Cell Biology</td>
<td>Fall/02–2x/year</td>
<td>Exam</td>
<td>Department Faculty</td>
</tr>
<tr>
<td>Tool #2</td>
<td>ETS Major Field Exam in Biology Subscore 2 Molecular Biol-Genetics</td>
<td>Fall/02–2x/year</td>
<td>Exam</td>
<td>Department Faculty</td>
</tr>
<tr>
<td>Tool #3</td>
<td>ETS Major Field Exam in Biology Subscore 3 Organismal Biology</td>
<td>Fall/02–2x/year</td>
<td>Exam</td>
<td>Department Faculty</td>
</tr>
<tr>
<td>Tool #4</td>
<td>ETS Major Field Exam in Biology Subscore 4 Evolution/Ecology</td>
<td>Fall/02–2x/year</td>
<td>Exam</td>
<td>Department Faculty</td>
</tr>
</tbody>
</table>
Table 2
Association of Assessment Tools to Program Objectives

<table>
<thead>
<tr>
<th>Objective 1 – Evolution</th>
<th>0</th>
<th>0</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1 – Structure &amp; Function</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Objective 1 – Exchange &amp; Storage</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Objective 1 – Transformation of Energy &amp; Matter</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

0 = Tool is not used to measure the associated objective.
1 = Tool is used to measure the associated objective.
Assessment Implementation & Analysis for Program Improvement

General Implementation Strategy

The assessment process in Biological Sciences presently is as follows. Majors for both the BS and BA degrees in Biological Sciences are required to enroll in Undergraduate Seminar (BIOL A492). As a standard requirement for successful completion of the class, students are required to take the ETS-MFT Biology at the end of the semester. The test is a two part, two hour exam which the instructor administers as the final exam for the course. Although performance on the exam is not used to assess student performance in the seminar class, participation in the exam is a requirement for passing the class. The assessment process was initiated in the fall semester, 2002, and the exam has been given every semester to date. In all, 397 students in the Biological Sciences representing 322 BS Biology majors and 45 BA Biology majors have completed this exam.

Method of Data Analysis and Formulation of Recommendations for Program Improvement

1) Demonstrate an understanding of the core concepts in the biological sciences: evolution; structure and function relationships; information flow, exchange and storage; transformation of energy and matter.

The analysis of data from the ETS examination is straight-forward. Scores for each student are obtained from ETS, including a comparison of our student’s performance to those of students in Biology programs across the country. The Assessment program coordinator in Biology compiles a summary of these results by June of each year for the previous year (ETS generally returns the spring semester test results by April-May). Results are submitted to Assessment Coordinators, Dean and Academic Affairs, and reviewed by faculty in August-September. Faculty will discuss the results, discuss whether changes or modifications to either the assessment tools or the curriculum should be made, and prepare recommendations for amendments, if necessary.

2) Apply the process of science and construct knowledge through observations, experimentation, quantitative reasoning and hypothesis testing.

Analysis of student assignments is also well-defined for both students and instructors alike. Department-wide rubrics are formulated for specific evidence or artifacts for a representative array of assignments in BIOL A253: Experiential Learning: Cell Biology and Genetics or BIOL A273: Experiential Learning: Ecology and Evolution. Exemplars for ePortfolios include experimental design, lab reports, data sets, calculations, statistical analyses and final write-ups; individual and team research projects will also be included.

3) Read, analyze and synthesize primary literature, and communicate scientific concepts and data in written and oral form.

Students presently perform these tasks in their required 1-credit class BIOL A492: Undergraduate Seminar. Assessment of a student’s performance in this class is not
complicated, given clear departmental rubrics. Besides learning about how to process primary literature in Biological Sciences, students give oral PowerPoint presentations and they actively peer-critique and review presentations by other students. These and also video recordings of a student’s oral and/or poster presentation are made so that students can self-evaluate their talks and include it in their ePortfolio.

**Modification of the Assessment Plan**

The faculty, after reviewing the collected data and the processes used to collect it in the fall of each year, will decide whether to alter the assessment process. Changes may be made to any component of the plan, including the objectives, outcomes, assessment tools, or any other aspect of the plan. The assessment program coordinator will oversee the documentation of these changes, if any, and submit the revisions to the faculty for approval. The modified assessment plan will then be forwarded to the dean/director’s office and the Office of Academic Affairs.
Appendix A: ETS Major Field Exam in Biology

Tool Description:

The ETS Major Field Exam is a standardized test prepared and scored by the Educational Testing Service, Princeton, NJ. The test in Biology consists of two parts, each requiring exactly one hour completing. The test includes questions from all the major thematic areas of Biological Sciences, and the ETS categorizes the scores of these tests into 4 subcategories of these major thematic areas for comparison.

Factors that affect the collected data:

Factors affecting the validity and usefulness of the data collected using this method includes the following.

Students entering the BIOL A492 class may or may not be close to graduation. As a consequence, some students may not have completed all the coursework necessary to perform optimally. Although it would be advantageous to instead administer the test to students immediately prior to graduation, this would greatly increase problems of implementation, scoring, and data analysis.

Secondly, there are no incentives associated with performance on the test. Performance is not a part of formal student assessment in any part of the program, and therefore, some students may choose not to perform to the best of their capabilities. Although faculty prefer not to change this policy at the present time, we strongly advise the students to “do their best”. We feel students are currently taking the tests seriously (there are some exceptions), and many have come in to find out how they do on the exams. We continue to emphasize to students that the exams are good practice for exams for graduate school and for professional programs (e.g., the GRE and MCAT exams), and they can use this exam as a benchmark for preparing for these exams.

How to interpret the data:

Interpretation of the test results is relatively straight-forward. ETS provides a breakdown of student scores in 4 subcategories of biology, including Cell Biology, Molecular Biology/Genetics, Organismal Biology, and Population Biology/Evolution/Ecology. Scores can be compared to the percentiles for students taking the same test nationwide, providing both a standard for our program relative to others across the nation, and comparisons within our program among the major thematic areas in Biology.

For example, the ETS results for all of our students who have taken the test to date (407 BS and BA Biological Sciences students since 2002) reveal an average total score of 147.3, which is within one-half of national norms based on 32,929 students from 488 academic institutions who have taken this exam over time. BS-Biology majors for FY14 averaged 149.42 while BA-Biology majors averaged, 147. These results correspond to a relative national ranking (for seniors majoring in Biology) around the 53rd and 51st percentiles, respectively for the BS-Biology and BA-Biology majors. Overall, around 30% of our students scored in the 90th percentile, and
our BS-Biology students tended to score better as a group when compared to BA-Biological Sciences students. Surprisingly, BS students scored close to the national average in Exchange and Storage (Subscore 1), while BA majors did better than the national average in both Evolution (Subscore 3) and Transformation of Energy and Matter (Subscores 3, 4). One conspicuous issue is that BA majors did poorest on Structure and Function (Subscore 2). Such results have led to the department’s creation of its Academic Assessment Committee where we continually reassess all areas of our biology program. Differences between the BS-Biology and BA-Biology degrees appear to reflect the intensity and/or number of biology classes taken by the BS students relative to the BA students, an outcome that is certainly not surprising.
Bachelor of Science, Nursing Science
Academic Assessment Plan
Assessment 2016-2017

Academic Assessment Plan Updated by:
Christine M. Michel, PhD, BSc, FNC, DABFN
Associate Professor
Chair, Baccalaureate Program

Submitted to Dr. Marianne Murray
School of Nursing: October 13, 2017

Reviewed with curriculum changes by the Academic Assessment Committee as an
information item: 4/6/18
Reviewed by the Faculty Senate as an information item: TBD
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Bachelor of Science, Nursing Science Assessment Plan 2016 2017
INTRODUCTION

The Bachelor of Science, Nursing Science Program of the University of Alaska Anchorage School Of Nursing has been continually approved by the Alaska Board of Nursing and has been accredited by the Accreditation Committee of Education in Nursing (ACEN) since 1976. Accreditation has been renewed every 8 years with the most recent renewal being successfully completed in 2017. There are two study options offered to students through the UAA campus; a pre-licensure and a RN-BS Option. Registered nurses who have graduated with their Diploma or Associates Degree in Nursing, can utilize the RN-BS option and take courses online to fulfill the requirements to complete their Baccalaureate degree in nursing.

ASSESSMENT PROCESS INTRODUCTION

This document delineates the program student learning outcomes (PSLOs) for the Bachelor of Science, Nursing Science Program and the RN-BS Option. The BS Program and BS Evaluation Committees worked closely this past year to develop an improved data collection process, method for data storage, measures for outcomes for PSLOs, and specific time periods for assessment of data. The Mission, Vision, and Core Values for the University of Alaska Anchorage School of Nursing were reviewed and accepted in Spring 2017 and are outlined below.

The PSLOs were developed by faculty using the Baccalaureate Essentials, Quality and Safety Education for Nurses standards, and the National League of Nursing Standards and Criteria for Baccalaureate Programs. The BS Program annually assesses its educational effectiveness using the four indicators mandated by the ACEN; these include graduation rates, licensure (NCLEX) pass rates, employment rates and patterns, and student satisfaction. Faculty also regularly assesses students’ abilities in critical thinking, communication skills and therapeutic nursing interventions using both formative and summative means (through the use of nationally standardized examinations and graduate/employer surveys). According to the ACEN accreditation criteria, these data must be gathered, analyzed, and over time, aggregated and trended. Further achievement of accreditation requires evidence of use of the results of the outcomes assessment for program decision making.

MISSION

The mission of UAA School of Nursing is to promote health and wellbeing of diverse populations by fostering excellence and innovation in nursing education, research and clinical practice.

VISION

The vision of the School of Nursing is to be a leader in the transformation of nursing in Alaska dedicated to improving local and global health outcomes.

CORE VALUES

The School of Nursing Core Values reflect the values as stated by the College of Health and the American Association of Colleges of Nursing Baccalaureate Essentials.

<table>
<thead>
<tr>
<th>COH</th>
<th>AACN</th>
<th>NLN</th>
<th>Merged</th>
<th>SON Values</th>
</tr>
</thead>
</table>

Bachelor of Science, Nursing Science Assessment Plan 2016 2017
<table>
<thead>
<tr>
<th>Essentials</th>
<th>Core Values</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence/Innovation</td>
<td>Altruism</td>
<td>Excellence</td>
</tr>
<tr>
<td>Respect Collaboration</td>
<td>Autonomy</td>
<td>Diversity</td>
</tr>
<tr>
<td>Integrity</td>
<td>Human Dignity</td>
<td>Ethics, Integrity</td>
</tr>
<tr>
<td>Caring</td>
<td>Integrity</td>
<td>Caring</td>
</tr>
<tr>
<td>Social Justice</td>
<td>Holism</td>
<td></td>
</tr>
</tbody>
</table>

The core values held by the SON include:
Excellence – We strive for the best, to continually improve ourselves and our endeavors.
Respect – We treat each person in a manner that recognizes their intrinsic value as a human being.
Integrity – We demonstrate unwavering honesty and decency.
Caring – We display kindness and concern for all, especially for those in need.

**Program Student Learning Outcomes**

The Bachelor of Science, Nursing Science Program Student Learning Outcomes were reviewed and accepted by the Academic Assessment Committee in Fall 2012. At the completion of either the Pre-licensure Student Option or the Registered Nurse Option in the Bachelor of Science, Nursing Science Program, graduates will have met the following Program Outcomes:

1. Demonstrate critical thinking by making evidence-based nursing judgments through the use of intellectual, interpersonal, and technical competencies to promote safe and effective client-centered care.
2. Implement caring behaviors in the practice of professional nursing using established standards, evidence-based practice, and innovation to prevent illness and promote and restore health in order to meet the changing needs of diverse individuals, families, groups, and communities.
3. Utilize principles of management and leadership to collaborate as a member of the inter-professional care team by using a spirit of inquiry to direct clinical nursing practice.
4. Compare and contrast roles of the professional nurse in promoting optimal healthcare and policies locally, nationally, and globally.
5. Develop an individual plan for ongoing professional development and professional identity.
ASSOCIATION OF ASSESSMENT MEASURES TO PROGRAM OUTCOMES

This table organizes Program Student Learning Outcomes (PSLOs) and current measures that are used to assess them. Each measure contributes information on the students’ achievement of certain outcomes and is tracked in this table. This table also forms the basis of the template for reporting/analyzing combined data gathered from these methods.

**TABLE 1**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>School Records</th>
<th>Clinical Evaluations in NS411L</th>
<th>Clinical Evaluations in NS416L</th>
<th>Kaplan Exams</th>
<th>NCLEX Pass Rates and Program Reports</th>
<th>BS Nursing Graduate Surveys</th>
<th>Employer Survey of Graduates</th>
<th>RN-BS Option Graduate Survey</th>
<th>RN-BS Option Graduate Surveys</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate critical thinking by making evidence-based nursing judgments through the use of intellectual, interpersonal, and technical competencies to promote safe and effective client-centered care.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Implement caring behaviors in the practice of professional nursing using established standards, evidence based practice, and innovation to prevent illness and promote and restore health in order to meet the changing needs of diverse individuals, families, groups, and communities.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. Utilize principles of management and leadership to collaborate as a member of the inter-professional care team by using a spirit of inquiry to direct clinical nursing practice.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4. Compare and contrast roles of the professional nurse in promoting optimal healthcare and policies locally, nationally, and globally.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5. Develop an individual plan for ongoing professional development and professional identity.</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Bachelor of Science, Nursing Science Assessment Plan 2016 2017
ASSESSMENT MEASURES

A description of the measures used in the assessment of the program objectives and their implementation are summarized in Table 2 below. The measures and their relationships to the program student learning outcomes are listed in Table 1, above. There is a separate appendix for each measure that shows the measure itself and describes its use and the factors that affect the results.

PROGRAM OBJECTIVES ASSESSMENT TOOLS AND ADMINISTRATION 2015-2016

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Frequency/ Start Date</th>
<th>Collection Method</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Records</td>
<td>Class rosters are used from entry into program to track students through graduation and assess numbers of semesters or trimesters until graduation.</td>
<td>Annually since program began</td>
<td>Viewed and calculated annually prior to September.</td>
<td>Program Chair or designee.</td>
</tr>
<tr>
<td>NCLEX-RN Pass Reports</td>
<td>UAA SON obtains the National Council of State Boards of Nursing NCLEX Reports.</td>
<td>Biannually from NCSBN.</td>
<td>View BON website and review reports from NCSBN.</td>
<td>National Council State Boards of Nursing.</td>
</tr>
<tr>
<td>NCLEX Program Report</td>
<td>UAA SON obtains the National Council of State Boards of Nursing NCLEX Reports.</td>
<td>Biannually from NCSBN.</td>
<td>View BON website and review reports from NCSBN.</td>
<td>National Council State Boards of Nursing.</td>
</tr>
</tbody>
</table>
| Kaplan Exams | 1. Kaplan Management and Professional Issues Test – evaluates students’ understanding of the scope and role of the registered professional nurse in the health care environment – 75 items (Has Critical Thinking component).  
2. Kaplan Diagnostic Test – end-of-program test based on NCLEX-RN test plan blueprint that evaluates students’ strengths and weaknesses in content areas, and predicts their probability of passing the NCLEX-RN exam – 150 questions – (NCLEX-Review Course – 4 Days – Mandated for all NS416 students) (Diagnostic has been given since Summer 2016 and Predictor discontinued. Research data suggests that the Diagnostic has more rigor and Kaplan research data to support predictability.) | All exams started Spring 2013 – following trends in data:  
1. Given to each cohort at the end of the Management and Leadership course NS415 – 3 times a year.  
2. Given to each cohort at the end of their last program course NS416 – 3 times a year – last given Spring 2016.  
3. Given to each cohort at the end of their last program course NS416 – 3 times a year. | 1. Online.  
2. Online.  
2. NS416 faculty – NCLEX Review.  
3. NS416 faculty – NCLEX Review. |
<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Frequency</th>
<th>Technology</th>
<th>Evaluation Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS Nursing Graduate Survey</td>
<td>Program developed survey (Revised 2013 and currently under review) designed to measure graduate perception of program outcomes. Solicits demographic and PSLO data and uses Likert scale.</td>
<td>Annual, – New tool implemented Fall 2013.</td>
<td>Qualtrics computer based with URL sent to students 6 to 12 months post-graduation.</td>
<td>BS Evaluation Chair and Program Chair assisted by administrative assistants.</td>
</tr>
<tr>
<td>BS Nursing Employer Survey</td>
<td>Program developed survey (Revised 2015) designed to measure employer perception of graduates meeting program outcomes. Solicits demographic data and uses Likert scale.</td>
<td>Annual since 1990’s – New tool was implemented in Fall 2015.</td>
<td>Qualtrics computer based with URL sent to employers yearly in fall.</td>
<td>BS Evaluation Chair and Program Chair assisted by administrative assistants.</td>
</tr>
<tr>
<td>RN-BS Option Graduate Survey</td>
<td>Program developed survey designed to measure graduate perception of program outcomes. Solicits demographic data and uses Likert scale –Revised survey first deployed Spring 2016 with subsequent deployment each Fall &amp; Spring trimester.</td>
<td>Annually, new survey starting data collected Spring 2016 with.</td>
<td>Qualtrics computer based with URL sent to students post-graduation yearly.</td>
<td>BS Evaluation Committee assisted by administrative assistants.</td>
</tr>
<tr>
<td>RN-BS Option Employer Survey</td>
<td>Program developed survey designed to measure graduate perception of program outcomes. Solicits demographic data and uses Likert scale –Revised survey deployed first time in Fall 2016.</td>
<td>Annually – New survey to deploy Fall 2016.</td>
<td>Qualtrics computer based with URL sent to students post-graduation yearly.</td>
<td>BS Evaluation Committee assisted by administrative assistants.</td>
</tr>
<tr>
<td>NS411L Clinical Evaluation</td>
<td>Faculty developed tool using the program outcomes and conceptual framework as structure. Uses a 5 point Likert scale.</td>
<td>With each class.</td>
<td>Final evaluation.</td>
<td>Class instructor.</td>
</tr>
<tr>
<td>NS416L Clinical Evaluation</td>
<td>Faculty developed tool using the program outcomes and conceptual framework as structure. Uses a 5 point Likert scale. Evaluation tool with new framework included revised Summer 2016 and used first time Fall 2016.</td>
<td>With each pre-licensure class. New tool used starting Fall 2016.</td>
<td>Completed and evaluated at mid-point (65hrs) and at the completion of 135 clinical hours.</td>
<td>Faculty liaison, student and preceptor.</td>
</tr>
</tbody>
</table>
ASSESSMENT IMPLEMENTATION & ANALYSIS FOR PROGRAM IMPROVEMENT

GENERAL IMPLEMENTATION STRATEGY

The Baccalaureate Nursing Program Assessment Plan strategy is for data to be collected from each cohort as appropriate throughout the program, upon graduation, after licensure and at six months to 1 year post-graduation. Data is reviewed yearly by the Chair of the Baccalaureate Program and the Baccalaureate Program Evaluation Committee, as well as the Baccalaureate Curriculum Committee. The Chair of the Baccalaureate Program reports the data to the Alaska State Board of Nursing annually. Faculty is informed of the outcomes as information is gathered during Baccalaureate Program meetings. The last meeting in which the outcomes were reviewed was in April 2017.

METHOD OF DATA ANALYSIS AND FORMULATION OF RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

The latest recommendations by the Baccalaureate Program Evaluation Committee were discussed by the faculty in the April 2017 Baccalaureate Program Committee meeting. Discussion outcomes and recommendations for program improvements and changes will be forwarded to the Office of Academic Affairs by October 15 each year. An implementation plan for recommendations with advertising to affected stakeholders will also be completed during this meeting.

The following are examples of changes that are under review to enhance performance regarding the PSLOs:

- Changes in course content, scheduling, sequencing, prerequisites, delivery method
- Changes in faculty/staff assignments
- Changes in advising process/methods/requirements
- Addition/Replacement of equipment

MODIFICATION OF THE ASSESSMENT PLAN

Changes approved by the faculty of the program and updated modifications of the assessment plan will be forwarded to the Office of Academic Affairs, the Dean’s Office, and the Director of the School of Nursing.
APPENDIX A: SCHOOL RECORDS

MEASURE DESCRIPTION

Class rosters containing the names of students enrolled in each course throughout the program are kept for each trimester. Cohorts are identified upon admission and the cohort is tracked through the program until graduation to obtain graduation rates.

FACTORS THAT AFFECT THE COLLECTED DATA

Collected data can be affected by poor reporting from Banner on students in courses. For this reason, rosters that are maintained are collected at the end of the trimester after grades are posted, which shows actual completion of the course by student name.

HOW TO INTERPRET THE DATA

Graduation rates are calculated as percentage of students who enter a given cohort who complete the program by graduation in seven trimesters. The percentage not completing the program in this time is examined for reason(s) not completing (i.e., twice failing a course, which leads to dismissal; voluntary withdrawal for personal reasons; left the state). Attrition reasons may be due to differing factors: academic, personal, financial, health or a combination thereof. The cause for the attrition is not shown in these tables. The benchmark for this measure is that 80% of undergraduate students who enter the baccalaureate clinical sequence graduate within eight clinical trimesters. This measure will be re-evaluated for its effectiveness as an assessment measure for the current PSLOs. The benchmark for the BS Program evaluation is that 80% of undergraduate students who enter the baccalaureate clinical sequence graduate within eight clinical trimesters. This benchmark was met for all but the cohort admitted 2014 Spring.

Graduation implies that students have met the program outcomes.

Table 3 (for Pre-licensure Students) and Table 4 (for RN-BS Option Students) below show how this information is presented to the Alaska Board of Nursing. This information was reported at the recent ACEN site visit in Spring 2017.

The benchmark for the RN-BS Option is more difficult to evaluate. Many of these students work full time and take courses in the RN-BS Option part time. The 80% RN-BS Option completion was not met for students graduating in the 4 trimesters of the published plan of study for the two cohorts that graduated over the past year nor for any year at the 8 trimester mark (2 years) since the admitted 2009 cohort.

There has been a detailed plan initiated by the new SON director, Dr. Marianne Murray, which addresses the attrition and completion rates. The first implementation is that the SON will be increasing the number of times each of the online courses are offered from once to twice per year. This will allow our RN-BS students a greater option of choices with a hope to improve graduation rates. Other initiatives include streamlining our admission process and reaching out to our RN-Bs students early to answer questions and address problems and challenges early.

Bachelor of Science, Nursing Science Assessment Plan 2016 2017
### TABLE 3
**ATTRITION & COMPLETION RATES BY COHORT – BS PRELICENSED PROGRAM**

<table>
<thead>
<tr>
<th>Term Admitted</th>
<th>Term Graduated</th>
<th>Cohort</th>
<th>5&lt;sup&gt;th&lt;/sup&gt; Term – On Time (100% Time) n – %</th>
<th>7&lt;sup&gt;th&lt;/sup&gt; Term – Late (150% Time) n – %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2015</td>
<td>116</td>
<td>84 – 74.1%</td>
<td>85.3%</td>
</tr>
<tr>
<td></td>
<td>201403</td>
<td>201601</td>
<td>39 – 82.1%</td>
<td>94.9%</td>
</tr>
<tr>
<td>201501</td>
<td>201602</td>
<td>38</td>
<td>34 – 89.47%</td>
<td>94.2%</td>
</tr>
<tr>
<td>201502</td>
<td>201603</td>
<td>40</td>
<td>30 – 75%</td>
<td>82.5%</td>
</tr>
<tr>
<td>Total</td>
<td>2016</td>
<td>117</td>
<td>82.16%</td>
<td>87.2%</td>
</tr>
<tr>
<td></td>
<td>201503</td>
<td>201701</td>
<td>38 – 86.84%</td>
<td>N/A</td>
</tr>
<tr>
<td>201601</td>
<td>201702</td>
<td>34</td>
<td>31 – 91.17%</td>
<td>N/A</td>
</tr>
<tr>
<td>201602</td>
<td>201703</td>
<td>40</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Total</td>
<td>2017</td>
<td>112</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### TABLE 4
**ATTRITION & COMPLETION RATES BY COHORT – RN-BS Option**

<table>
<thead>
<tr>
<th>Term Admitted</th>
<th>Term Graduated</th>
<th>Cohort</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Term – On Time (100% Time) n – %</th>
<th>8&lt;sup&gt;th&lt;/sup&gt; Term – Late (200% Time) n – %</th>
</tr>
</thead>
<tbody>
<tr>
<td>201502</td>
<td>201602</td>
<td>16</td>
<td>3 – 18.8%</td>
<td>8 - 50%</td>
</tr>
<tr>
<td>201602</td>
<td>201702</td>
<td>23</td>
<td>7 – 30.43%</td>
<td>Not Available</td>
</tr>
</tbody>
</table>

Bachelor of Science, Nursing Science Assessment Plan 2016 2017
APPENDIX B: NS411L CLINICAL EVALUATION

MEASURE DESCRIPTION

The evaluation measure for NS411L was developed by faculty to verify achievement of course objectives for this course. The tool has 2 distinct parts: one evaluating the individual students’ performance and one evaluating the performance as a group engaged in a specific activity. Each tool uses a different evaluation key and the faculty has established that independent behaviors for the group and consistent behaviors individually are behaviors that signify competency for this course. Benchmarks were established for goal attainment that is equivalent to a 75% number grade which is the lowest acceptable passing grade in the BS Program in the School of Nursing.

FACTORS THAT AFFECT THE COLLECTED DATA

Data collection is done by a limited number of faculty members assigned to this course who work very closely with the student groups on their aggregate project. Because of the small number of faculty, data is very reliable from year to year. There has been in the past a concern about adjunct evaluations as they have often times had higher total ratings than full time faculty. The faculty in the course is continually working on this issue to ensure that the ratings are fair for all students and groups.

HOW TO INTERPRET THE DATA

This information is presented in course reports to faculty yearly as the percentage of students meeting the objectives particularly concerning communication and therapeutic nursing interventions which are the major thrusts of this course. One hundred percent of students completing the BS, Nursing Science Program meet the criteria and therefore meet the benchmarks. This information is reported to the Alaska Board of Nursing as well as to the ACEN in reports and during their visits. Below are the current evaluation forms for the NS411L capstone course for the BS Program.

Summer 2016 through Spring 2017 – All students passed the NS411L capstone course
EVALUATION CRITERIA - GROUP EFFORT (50%)

Directions: The faculty member will evaluate the students’ accomplishment of each objective by placing a number in the “Key” column reflecting appropriate evaluation of behavior. There are twenty-two objectives in the Group Effort section. If more than six objectives are rated as “3”, the group earns a no-pass. All students in a group will receive the same ratings for the Group Effort section.

<table>
<thead>
<tr>
<th>Key</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Independently with minimal faculty direction</td>
</tr>
<tr>
<td>2</td>
<td>With faculty direction, demonstrated progress during the semester</td>
</tr>
<tr>
<td>3</td>
<td>Only with major faculty direction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Key</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and Analysis</td>
<td></td>
<td>• Identifies, defines, and describes the aggregate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identifies existing and potential health problems of the chosen aggregate.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identifies demographics and available services and resources.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identifies health services needs and the potential consequences of not meeting those needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identifies a realistic project with goals and outcome criteria.</td>
</tr>
<tr>
<td>Planning</td>
<td></td>
<td>• Develops a comprehensive plan for implementation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Formulates objectives, strategies, and timelines for accomplishing goals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Considers barriers and supports that impact goals, objectives, and strategies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provides the instructor with an outline of the various tasks that includes the names of the individual(s) responsible for accomplishing those tasks.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Develops and maintains a budget according to guidelines.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Political forces, economic factors, public perceptions, structural barriers, and other factors are considered in developing a plan to address the assessed health needs.</td>
</tr>
<tr>
<td>Implementation</td>
<td></td>
<td>• Demonstrates creativity and flexibility in meeting the aggregate or group’s teaching needs and the agency’s planning needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identifies supports and barriers to implementation (including political, social, economic, and organizational/agency factors).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Applies appropriate teaching/learning or planning strategies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Implements a health education, health planning, or political action activity in a community setting.</td>
</tr>
<tr>
<td>Synthesis and Evaluation</td>
<td></td>
<td>• Develops a plan to evaluate the outcomes of the implementation and of the overall project (to include description of specific methods, identification of responsible individuals, and specification of realistic timelines).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Describes current status of project in relation to the evaluation plan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Develops realistic recommendations for further work with the aggregate.</td>
</tr>
<tr>
<td>Group Process</td>
<td></td>
<td>• Demonstrates professional conduct in utilizing effective interpersonal skills with peers and faculty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Collaborates with individuals and agencies to devise and implement solutions to assessed health needs/concerns/problems.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrates cohesiveness in accomplishing group goals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Respects group member’s concerns and works to resolve group process issues constructively.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Works effectively to accomplish project goals.</td>
</tr>
</tbody>
</table>

Faculty Signature: _______________________________         Student Signature: _______________________________
EVALUATION CRITERIA - INDIVIDUAL EFFORT (50%)

Directions: The faculty member will evaluate the students’ accomplishment of each objective by placing a number in the “Key” column reflecting appropriate evaluation of behavior. There are twenty-one objectives in the Individual Effort section. If more than six objectives are rated as “3”, the individual earns a no-pass.

Key
1  Independently with minimal faculty direction
2  With faculty direction, demonstrated progress during the semester
3  Only with major faculty direction

<table>
<thead>
<tr>
<th>Category</th>
<th>Key</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td></td>
<td>• Demonstrates commitment to project goals in assuming fair share of semester work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrates evidence of preparation for and active contributions to clinical seminar discussions and activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Adheres to confidentiality of client, agency and small group interactions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrates accountability, integrity and reliability in the completion of assigned tasks and project goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Appropriately consults with faculty and agency liaison with drafts of paper, timeline, printed materials, and purchases</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Appropriately responds to and delivers constructive feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Appropriately manages self-disclosure and personal boundaries</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
<td>• Contributes realistic &amp; substantive ideas for meeting the project goals verbally and in writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrates integration of relevant theories, concepts and course content into clinical practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Critically examines own role and behavior in group interactions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Written and verbal responses show evidence of critical analysis, reflection and adherence to standards of good writing and speech</td>
</tr>
<tr>
<td>Roles</td>
<td></td>
<td>• Attends weekly seminar, community activities, and group meetings outside of seminar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Analyzes roles and responsibilities of the nurse and other providers in the delivery of services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Willing to work successfully in a group and participate in weekly group process activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Achieves quality work while meeting deadlines</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Facilitates maximum group function and peer support</td>
</tr>
<tr>
<td>Caring</td>
<td></td>
<td>• Openly communicates concerns to group members and faculty for resolution in a respectful manner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrates respect for and cooperation with agency colleagues and the aggregate</td>
</tr>
<tr>
<td>Population</td>
<td></td>
<td>• Uses advocacy as a population-focused strategy to influence the health and well-being of vulnerable populations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrates community assessment, planning, intervention and evaluation with the chosen semester group at risk</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Examines community based programs and interventions which address community health needs</td>
</tr>
</tbody>
</table>

Faculty Signature: _______________________________         Student Signature: _______________________________
APPENDIX C: NS416L CLINICAL EVALUATION

MEASURE DESCRIPTION

This is a faculty generated tool based on meeting the objectives of the course. Critical thinking, nursing therapeutics and communication are inherent within the descriptors within the tool. The tool uses a 5-point Likert scale to assess the students’ performance and in order to pass the course and thus the program, students must achieve a score of 4 when all categories are averaged at the final evaluation. Students now complete 134 hours of clinical. The updated was first implemented for use in Fall 2016.

FACTORS THAT AFFECT THE COLLECTED DATA

The evaluation form is scored by the student being evaluated, the preceptor of the student being evaluated, and the faculty liaison assigned to the student-preceptor dyad. The evaluation tool is designed to be used by the three individuals sitting together and discussing each point and coming to an acceptable rating.

HOW TO INTERPRET THE DATA

A meeting of the benchmark means that the student receives a grade of “Pass” for this course. This course is the last required course for completion of the BS, Nursing Science. Course reports each year examine the percentage of students who pass this course with each offering and are directly linked to the pass rate for the program. This information is reported to the Alaska Board of Nursing as well as to the ACEN in reports and during visits.

Summer 2016 through Spring 2017 – All students passed the NS411L capstone course during this time.
### CLINICAL EXPERIENCE EVALUATION
**NS A416L - Concentration in Clinical Nursing**

#### 35 Hour Evaluation – Circle with black ink

**Preceptor Only**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Process (1)</td>
<td>5</td>
<td>Demonstrates use of nursing process including assessment, problem identification, goal setting, therapeutic nursing interventions and evaluation of goals.</td>
</tr>
<tr>
<td>Teacher (2)</td>
<td>5</td>
<td>Identifies teaching/learning needs of clients/families. Implements teaching, discharge and teaching.</td>
</tr>
<tr>
<td>Decision Making (3)</td>
<td>5</td>
<td>Explains rationale. Identifies factors used in making decision.</td>
</tr>
<tr>
<td>Manager (3, 4)</td>
<td>5</td>
<td>Manages time &amp; resources adequately. Delegates appropriately. Sets priorities for clients and self appropriately.</td>
</tr>
<tr>
<td>Client Advocate (5, 6)</td>
<td>5</td>
<td>Acts in best interest of client. Supports client decisions &amp; wishes. Takes into account client culture, age, ethnicity, community, and population in advocating for client.</td>
</tr>
<tr>
<td>Collaborator (5, 7)</td>
<td>5</td>
<td>Demonstrates assertive interactions. Demonstrates use of other resources to achieve client goals. Works with staff, family &amp; community, resources. Demonstrates caring for all groups.</td>
</tr>
<tr>
<td>Direct Care Provider (8)</td>
<td>5</td>
<td>Provides direct care demonstrating skills of new graduate. May include IV therapy, medication administration, psychomotor skills, use of equipment. Demonstrates caring attitude toward client.</td>
</tr>
<tr>
<td>Communicator (7, 8)</td>
<td>5</td>
<td>Uses appropriate therapeutic and nonverbal communication techniques with individuals, families and groups. Documentation is timely, accurate, and complete.</td>
</tr>
<tr>
<td>Problem Solving (9, 10)</td>
<td>5</td>
<td>Demonstrates ability to identify, analyze, plan and implement a solution using reasoning and scientific method.</td>
</tr>
<tr>
<td>Scholarship (9, 10)</td>
<td>5</td>
<td>Identifies questions. Applies to care as appropriate. Identifies researchable issues in clinical situations. Plans &amp; implements project specific to needs of setting. Shares information appropriately.</td>
</tr>
</tbody>
</table>

#### 135 Hour Evaluation – Circle with red ink

**Clinical Competence Rating Scale Key**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Dependent</td>
<td>Unsafe, unable to demonstrate behavior, student lacks confidence, coordination, efficiency; continuous verbal and physical cues are needed.</td>
</tr>
<tr>
<td>2 – Marginal</td>
<td>Safe, but not alone; student performs at risk; student is not always accurate; the student is inefficient and uncoordinated; expends excess energy to accomplish task; task is completed within a prolonged time period; frequent verbal and occasional physical directive cues are needed in addition to supportive cues.</td>
</tr>
<tr>
<td>3 – Assisted</td>
<td>Safe, accurate performance according to accepted standards; the desired outcome is obtained most of the time; affect is appropriate most of the time; skillful in parts of behavior; the student is inefficient and uncoordinated; expends excess energy to accomplish task; task is completed within a delayed time period; frequent verbal and occasional physical directive cues are needed.</td>
</tr>
<tr>
<td>4 - Supervised</td>
<td>Safe, accurate performance according to accepted standards; the desired outcome is obtained each time; affect is appropriate; the student is efficient, coordinated, confident; some expenditure of excess energy is noted; task is completed within a reasonable time period; occasional supporting cues are needed.</td>
</tr>
<tr>
<td>5 – Independent</td>
<td>Safe, accurate performance according to accepted standards; the desired outcome is obtained each time; affect is appropriate; the student is proficient, coordinated, confident; occasional expenditure of excess energy is noted; task is completed within a reasonable time period; no supporting cues are needed.</td>
</tr>
</tbody>
</table>

**Clinical Competence Rating Scale**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liaison Only</td>
<td>5</td>
<td>Completed on-line orientation prior to clinical</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>5</td>
<td>Sets realistic individual learning goals, evaluates them, creates new goals weekly with description of how goal is achieved.</td>
</tr>
<tr>
<td>Critical Incident Journal</td>
<td>5</td>
<td>Submits journal weekly. Demonstrates good analysis of own goals and critical incidents per guidelines.</td>
</tr>
<tr>
<td>Schedule</td>
<td>5</td>
<td>Schedule reported to liaison weekly.</td>
</tr>
</tbody>
</table>

**Final Grade (at completion of 160 hours)**

<table>
<thead>
<tr>
<th></th>
<th>P</th>
<th>NP</th>
</tr>
</thead>
</table>

Pass requires that all items be rated at no less than a 4 with an average of 4.

---

**Bachelor of Science, Nursing Science Assessment Plan 2016 2017**
MEASURE DESCRIPTION

The Management/Professional Issues Proctored Kaplan Test evaluates students’ understanding of the scope and role of the registered professional nurse in the health care environment and is an online exam with 75 items. This exam is given at the end of the Management course to each cohort, and it has a critical thinking subset. Students must meet the benchmark of 60% to get credit for the exam. The Kaplan Secure Predictor or Diagnostic Test is given during the last course before the NCLEX-RN Review and is based on the NCLEX-RN test plan blueprint that evaluates students’ strengths and weaknesses in content areas. These tests have 150 questions and are online. The Predictor and Diagnostic Tests identifies the student’s strengths and weakness areas after five trimesters and the probability (at 80%) of passing the NCLEX-RN exam. The Diagnostic Test was given in spring and summer 2015 then switched to Predictor in fall 2015 and spring 2016. Although both tests are normed, the use of the Diagnostic Test will resume in summer 2016, as this test is more robust and has been used over a longer period of time.

FACTORS THAT AFFECT THE COLLECTED DATA

Students may not take the Proctored Kaplan tests prior to completing assigned focused practice tests. Therefore, some students experience delays in completing their Proctored tests due to various personal factors or take the tests without putting forth their best efforts. Students putting forth their best efforts have been a challenge especially in the final trimester Diagnostic test when students are distracted due to their focus on their final clinical internship. Some Proctored tests are not scheduled properly and class cancellations due to unforeseen circumstances affect data collection. The data may be interpreted incorrectly.

HOW TO INTERPRET THE DATA

The “Kaplan Tests and Percentage of Students Meeting Benchmarks” Table 5 demonstrates results of the Kaplan Secure Predictor, Diagnostic, and Management/Professional Issues test results. All of these assessments are used to evaluate the BS Program. ACEN and UAA require that the program student learning outcomes of the program, as published in the UAA catalog, be assessed. The Program Evaluation Committee included these tests as part of the review process for measuring program student learning outcomes, and it will continue to be updated and used for future Program assessment reports to UAA.

The Management/Professional Issues Test has a normed 60% benchmark at 73.3. Between 87% and 96% of the students who graduated between August 2016 and May 2017 met this benchmark. The percentage of students who met the Diagnostic Tests at the normed 50% benchmark of 60 ranged from 8% to 17.14%. These results did not prove to correlate with the first time NCLEX pass rates our graduating cohort students achieved during 2016-2017 academic year. However, there are steps, which the BS Program are taking to increase the percentage of those passing the Diagnostic Test so that the majority of our senior students can improve their performance on the Kaplan Diagnostic test. Alternatively, another option would include to have students continue to remediate and take the practice tests until they achieve the benchmark prior to taking the Diagnostic Test, rather than the students taking the practice tests only once. Such interventions include mandating exam remediation on the practice tests students take to prepare them for the Diagnostic test. Additionally there is discussion about incorporating a grading scale to results so that students spend time working through the material and take the final Diagnostic more seriously. It is the hope that further improvement in Diagnostic outcomes will correlate with further rises in the first time NCLEX pass rates.

The following are the interpreted results of the data collected from the Kaplan Tests from graduating cohorts August 2016 through May 2017:

Bachelor of Science, Nursing Science Assessment Plan 2016 2017
## TABLE 5
KAPLAN TESTS AND PERCENTAGE OF STUDENTS MEETING BENCHMARKS

<table>
<thead>
<tr>
<th>Cohort Name</th>
<th>Test Name &amp; 50% Normed Benchmark</th>
<th># of Students who Met Benchmark / # of Students Who Took Test</th>
<th>% Met Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate August 2016</td>
<td>Management/Professional – (73.3)</td>
<td>18/38</td>
<td>87.87%</td>
</tr>
<tr>
<td></td>
<td>Diagnostic – (60)</td>
<td>3/34</td>
<td>8.82%</td>
</tr>
<tr>
<td>Graduate December 2016</td>
<td>Management/Professional – (73.3)</td>
<td>29/30</td>
<td>96.6%</td>
</tr>
<tr>
<td></td>
<td>Diagnostic – (60)</td>
<td>6/30</td>
<td>16.6%</td>
</tr>
<tr>
<td>Graduate May 2017</td>
<td>Management/Professional – (73.3)</td>
<td>29/33</td>
<td>87.87%</td>
</tr>
<tr>
<td></td>
<td>Diagnostic – (60)</td>
<td>6/35</td>
<td>17.14%</td>
</tr>
</tbody>
</table>
APPENDIX E: NCLEX – RN PASS REPORTS

MEASURE DESCRIPTION

The NCLEX-RN is a national exam developed by the National Council of State Boards of Nursing and given as a computer adaptive exam to determine minimum competency in nursing. The test plan covers 4 major categories of client needs with 2 of these divided into a total of 6 subcategories. The categories and questions were developed by experts in the field of nursing and include the following:

• Safe and Effective Care Environment
  § Management of Care
  § Safety and Infection Control
• Health Promotion and Maintenance
• Psychosocial Integrity
• Physiological Integrity
  § Basic Care and Comfort
  § Pharmacological and Parenteral Therapies
  § Reduction of Risk Potential
  § Physiological Adaptation

FACTORS THAT AFFECT THE COLLECTED DATA

Successful completion of this exam is reported to the Alaska Board of Nursing and then to UAA School of Nursing twice a year. Graduates who test within the state of Alaska and receive a license here are listed on the Alaska State Board of Nursing website as a matter of public record.

Data is not received by the School of Nursing at intervals that correspond to specific cohorts of students, nor are students required to test within a specific time frame after graduation. Those who track the data may not capture each individual student’s NCLEX result to update the table for “the Total % Pass of Those Taking the NCLEX”. These three factors make it difficult to determine pass rates for an individual cohort, so we report pass rates on a yearly basis.

HOW TO INTERPRET THE DATA

The data represented in Table 3.9 is data we feel supports the outcomes of the program in that, unless the program outcomes have been met, students would be unable to pass the NCLEX-RN exam. In Table 3.9 below is the rubric used to examine the NCLEX-RN pass rate as we report it to the Alaska Board of Nursing. The below information was also reported as part of the ACEN site visit in Spring 2017. The following are the benchmarks for this measure:

• 92.1% average of graduates achieve a passing score on NCLEX-RN on the first attempt.
• 95.16% average of graduates achieve a passing score on NCLEX-RN on either the first, second, or third attempt.

The May 2015 NCLEX-RN first time pass rate increased from 72% in May 2016 to 82.9%. Faculty worked on an action plan with evidence based resources in spring/summer 2014, after the first time pass rate decreased in December 2013 (due to a new national NCLEX-RN exam with enhanced rigor) to help with this improvement. Currently, the first time pass rate for this past year is: May 2016 – 82.9%. August 2016 – 96.8%; December 2016 – 96.6%, and partial completion cohort pass rate for May 2017 – 100%. All of the data is greater than the 80% program goal.
Table 3.9: NCLEX PASS RATES

<table>
<thead>
<tr>
<th>Graduation Date</th>
<th>Graduates (n)</th>
<th>Graduates Taking NCLEX (n)</th>
<th>First Time Pass (n)</th>
<th>First Time Pass Rate (%)</th>
<th>Annual 1st Time Pass Rate (%)</th>
<th>Repeaters Passing NCLEX (n)</th>
<th>Term NCLEX Pass Rate (%)</th>
<th>Annual NCLEX Pass Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>201401</td>
<td>37</td>
<td>36</td>
<td>26</td>
<td>72.2%</td>
<td></td>
<td>8</td>
<td>94.4%</td>
<td></td>
</tr>
<tr>
<td>201402</td>
<td>36</td>
<td>35</td>
<td>25</td>
<td>71.4%</td>
<td></td>
<td>8</td>
<td>94.3%</td>
<td></td>
</tr>
<tr>
<td>201403</td>
<td>40</td>
<td>39</td>
<td>35</td>
<td>89.7%</td>
<td>78.2%</td>
<td>4</td>
<td>100.0%</td>
<td>96.4%</td>
</tr>
<tr>
<td>201501</td>
<td>37</td>
<td>37</td>
<td>34</td>
<td>91.9%</td>
<td></td>
<td>1</td>
<td>94.6%</td>
<td></td>
</tr>
<tr>
<td>201502</td>
<td>35</td>
<td>32</td>
<td>27</td>
<td>84.4%</td>
<td></td>
<td>2</td>
<td>90.6%</td>
<td></td>
</tr>
<tr>
<td>201503</td>
<td>30</td>
<td>26</td>
<td>24</td>
<td>88.5%</td>
<td>88.4%</td>
<td>3</td>
<td>100%</td>
<td>95.1%</td>
</tr>
<tr>
<td>201601</td>
<td>37</td>
<td>35</td>
<td>29</td>
<td>82.9%</td>
<td></td>
<td>2</td>
<td>88.6%</td>
<td></td>
</tr>
<tr>
<td>201602</td>
<td>34</td>
<td>31</td>
<td>30</td>
<td>96.8%</td>
<td></td>
<td>0</td>
<td>96.8%</td>
<td></td>
</tr>
<tr>
<td>201603</td>
<td>30</td>
<td>29</td>
<td>28</td>
<td>96.6%</td>
<td>92.1%</td>
<td>0</td>
<td>96.6%</td>
<td>94%</td>
</tr>
<tr>
<td>201701</td>
<td>33</td>
<td>16</td>
<td>16</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>201702</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>201703</td>
<td>TBD</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Graduation Date** – the date students completed the requirements for the BS in Nursing Science Degree (i.e.: 201501 = student graduated 2015 – Spring; 201502 – Summer; 201503 – Fall).

**Graduates (n)** – the number of students at the Graduation Date completing the requirement for the BS in Nursing Science Degree.

**Graduates Taking NCLEX (n)** – the number of students who completed the BS in Nursing Science Degree who actually took the NCLEX exam after graduation. There are students who have chosen to never sit the exam or that we do not have any information from either the State of Alaska Board of Nursing or the NLN indicating sitting for the NCLEX exam or licensure, so the assumption is made that they did not sit for the NCLEX exam.

**First Time Pass (n)** – the number of students successfully passing the NCLEX exam on the first attempt out of the graduation cohort.

**First Time Pass Rate (%)** – the percentage of students successfully passing the NCLEX exam on the first attempt from the graduation cohort.

**Annual 1st Time Pass Rate (%)** – the total percentage of students in three cohorts over a one-year period who successfully passed the NCLEX exam on the first attempt.

**Repeaters Passing NCLEX (n)** – the number of students repeating the NCLEX one or more times who were successful in passing NCLEX after a repeated attempt.

**Term NCLEX Pass Rate (%)** – the final percentage of the graduating students successfully passing the NCLEX exam in one cohort.

**Annual NCLEX Pass Rate (%)** – the final total percentage of students in three cohorts over a one-year period who successfully passed the NCLEX.
APPENDIX F: BS NURSING GRADUATE SURVEY

MEASURE DESCRIPTION

This measure was developed by the faculty using the guidelines from the ACEN for the content for each outcome. The outcomes examined are Communication Abilities, Critical Thinking Abilities, Therapeutic Nursing Intervention Abilities and a general evaluation. These are assessed using a 4-point Likert scale. Demographic data is also collected including information regarding practice in a medically underserved area or with this population via the zip code of employment. There is also a section of qualitative input. The survey is sent to graduates in the BS Pre-licensed Program six months after graduation via email as a Qualtrics Survey.

FACTORS THAT AFFECT THE COLLECTED DATA

Factors that dramatically affect this data are having current email addresses available for graduates and the willingness of them to complete the surveys online. To date collecting data from a large sample has been challenging. Such difficulties propose roadblock to correctly interrupting data and evaluating outcomes.

HOW TO INTERPRET THE DATA

The areas of Professional Activities, Communication, Critical Thinking, Therapeutic Nursing Interventions and Abilities, and Satisfaction have a 4-point Likert scale with “1” as the high score. Descriptive statistics were also used in interpretation of the qualitative data.

CHANGES TO BE MADE

This survey was revised in Fall 2013. The Qualtrics Survey is currently sent to recent graduates of the BS Program once a year by the BS Evaluation Chair. The data are collected, assessed, and reported to Alaska Board of Nursing and ACEN. Below is the 2016 graduate survey.

Overall, results indicated that 52% of respondents were satisfied with the UAA Baccalaureate Nursing Program?” The lower than desirable results are to be evaluated at the BS Program level and will be monitored and trended in the upcoming year to assess if program changes bring an increase in student satisfaction rates.
2016-11-Baccalaureate nursing post-graduation survey

Q1 Congratulations on completing your BS in Nursing in the last year! Please participate in the evaluation of UAA BS Nursing program to help us improve. This survey includes 11 items and should only take about 10 minutes to complete. **Date of program completion**

- May 2016 (1)
- August 2015 (2)
- December 2015 (3)

Q2 Indicate your Primary employment setting (Choose all that apply)

- Inpatient (1)
- Outpatient (2)
- Community health (3)
- Other (4) ________________________________________________
- Work place zip code (5) ___________________________________

Q3 How soon after obtaining your professional nursing license were you able to secure employment?

- Less than 3 months (1)
- 3-6 months (2)
- More than 6 months (3)
- Not employed (4)

Bachelor of Science, Nursing Science Assessment Plan 2016 2017
**Q5 Professional activities (yes/no)**

<table>
<thead>
<tr>
<th>Yes (1)</th>
<th>No (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have taken continuing education courses</td>
<td>○</td>
</tr>
<tr>
<td>Member of professional nursing association</td>
<td>○</td>
</tr>
<tr>
<td>At some point in the future I plan to attend graduate school</td>
<td>○</td>
</tr>
<tr>
<td>If yes is the degree you seek within the nursing profession</td>
<td>○</td>
</tr>
</tbody>
</table>

**Q6 Communication Behavior/Ability: Please rate your ability to communicate:**

<table>
<thead>
<tr>
<th>Very Effective (1)</th>
<th>Effective (2)</th>
<th>Not effective (3)</th>
<th>Ineffective (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbally</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Within our discipline</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>With other health care providers, professionals and/or agencies</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Advocating for clients/patients</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Electronic health record</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Leadership</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Q7 Critical thinking Behavior/Ability: Please rate your ability to:

<table>
<thead>
<tr>
<th>Behavior/Ability</th>
<th>Very Effective</th>
<th>Effective (2)</th>
<th>not effective (3)</th>
<th>Ineffective (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prioritize needed nursing care for multiple clients/patients</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapt decision making and nursing care to meet the needs of clients of different cultures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapt decision making and nursing care to meet the needs of clients of different ages</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotes safe and effective client/patient centered care</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is creative in solving client problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence based clinical judgments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q8 Therapeutic Nursing Intervention and Abilities

<table>
<thead>
<tr>
<th>Therapeutic Nursing Intervention and Abilities</th>
<th>Very Effective (1)</th>
<th>Effective (2)</th>
<th>not effective (3)</th>
<th>Ineffective (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please rate your ability in relation to nursing interventions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q9 Satisfaction with program

<table>
<thead>
<tr>
<th>Very Satisfied</th>
<th>Satisfied (2)</th>
<th>Dissatisfied (3)</th>
<th>Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
</tbody>
</table>

How satisfied are you with the UAA Baccalaureate Nursing Program: (1)

Q10 Please comment on your overall satisfaction of the UAA Baccalaureate Nursing program

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Q11 Please indicate both our greatest strengths and weaknesses (qualitative entry for this one open-ended unlimited space)

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Bachelor of Science, Nursing Science Assessment Plan 2016 2017
Appendix G: BS Nursing Employer Survey

**MEASURE DESCRIPTION**

This measure was developed by the faculty using the guidelines from the ACEN for the content for each outcome. The outcomes examined are Communication Abilities, Critical Thinking Abilities, Therapeutic Nursing Intervention Abilities and a general evaluation. These are assessed using a 4-point Likert scale. Demographic data about the employer is also collected including information regarding practice in a medically underserved area with this population via the zip code where the employer is located. There is also a section of qualitative input. A URL is sent to employers via email or by hand by members of the BS Evaluation Committee or faculty members who are known by managers in places of employment in the fall, and the completed Qualtrics surveys are reviewed by the BS Evaluation Committee Chair and BS Chair in the spring.

**FACTORS THAT AFFECT THE COLLECTED DATA**

One factor that affects this data is having current email addresses for employers. It also depends on the willingness of the employer to complete and return the survey to us. Return rates had been below 5% to zero in years when data were first collected. However, there were 11 employer respondents who participated when the new employer survey was implemented Fall 2013. In Fall 2014, there were 7 employer respondents who participated, and in Fall 2015, there were 6 employer respondents.

**HOW TO INTERPRET THE DATA**

The areas of Professional Activities, Communication, Critical Thinking, Therapeutic Nursing Interventions and Abilities, and Satisfaction have a 4-point Likert scale with "1" as the high score. Descriptive statistics were also used with interpretation of the qualitative data.

**CHANGES TO BE MADE**

Data are collected, assessed, and reported to Alaska Board of Nursing and ACEN. Below is an example of the revised survey for employers.

Results (mean) are as follows for “How satisfied are you with UAA BS new graduates?”:

Over the past year, data results indicated that 52% of respondents were satisfied with the UAA Baccalaureate Nursing Program?” The lower than desirable results are to be evaluated at the BS Program level and will be monitored and trended throughout the upcoming year to assess if program curriculum and process changes bring an increase in student satisfaction rates.
2016-11-BS Employer Survey

Q2 Thank you for participating in the evaluation of our BS Program in nursing at the University of Alaska Anchorage. This survey includes 9 items and should only take 10 minutes to complete. For this data collection period please answer the questions based on UAA BS student graduates employed by you or your facility who have graduated in the last year.

Your name (optional)

________________________________________________________________

Q3 Title

________________________________________________________________

Q4 At what type of agency are you employed? (Choose all that apply)

☐ Hospital (1)

☐ Nursing Home (2)

☐ Clinic (3)

☐ Office (4)

☐ Home Health Agency (5)

☐ Community Agency/Public Health (6)

☐ other (7) ________________________________________________

☐ Work place Zip code (8) ________________________________________________

Q6 Please indicate the number of UAA baccalaureate nursing graduates you have employed in the last 3 years (new graduate employees)

________________________________________________________________
Q7 Communication Behavior/ability: Please identify your level of satisfaction with our New Graduate(s) in relation to communication

<table>
<thead>
<tr>
<th></th>
<th>Very Satisfied (1)</th>
<th>Satisfied (2)</th>
<th>Dissatisfied (3)</th>
<th>Very Dissatisfied (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal (1)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Within our discipline (2)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>With other health care providers, professionals and/or agencies (3)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Advocating for clients/patients (4)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Electronic health record (5)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Leadership (6)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
### Q11 Critical thinking Behavior/Ability: Please rate UAA BSN New graduate(s) ability to:

<table>
<thead>
<tr>
<th>Behavior/Ability</th>
<th>Very Satisfied (1)</th>
<th>Satisfied (2)</th>
<th>Dissatisfied (3)</th>
<th>Very Dissatisfied (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prioritize needed nursing care for multiple clients/patients</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Adapt decision making and nursing care to meet the needs of clients of different cultures</td>
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<tr>
<td>Adapt decision making and nursing care to meet the needs of clients of different ages</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotes safe and effective client/patient centered care</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is creative in solving client problems</td>
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<tr>
<td>Evidence based clinical judgments</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Q12 Therapeutic Nursing Intervention and Abilities

<table>
<thead>
<tr>
<th>Ability</th>
<th>Very Satisfied (1)</th>
<th>Satisfied (2)</th>
<th>Dissatisfied (3)</th>
<th>Very Dissatisfied (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please identify your level of satisfaction with our New Graduate(s) in relation to nursing interventions and abilities</td>
<td></td>
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</tbody>
</table>

Bachelor of Science, Nursing Science Assessment Plan 2016 2017
Q13 General Evaluation  

<table>
<thead>
<tr>
<th>Very Satisfied (1)</th>
<th>Satisfied (2)</th>
<th>Dissatisfied (3)</th>
<th>Very Dissatisfied (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

How satisfied are you with UAA BS new graduates: (1)

Q15 Please comment on your overall satisfaction of new graduates from the UAA Baccalaureate Nursing program

________________________________________________________________
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Q16 Please indicate both our greatest strengths and weaknesses (qualitative entry for this one open-ended unlimited space)

________________________________________________________________
________________________________________________________________
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Bachelor of Science, Nursing Science Assessment Plan 2016 2017
Appendix H: RN-BS Option Graduate Survey

MEASURE DESCRIPTION

This revised measure was developed by faculty in the BS Evaluation Committee using the guidelines from the Accreditation Commission for Education in Nursing (ACEN) for the content for each outcome. The student outcomes examined are abilities in Communication, Interprofessional Practice, Teamwork, Management and Leadership, Evidence based clinical judgment, Therapeutic Nursing Intervention, Prioritization of Client needs, Care of all age groups and Cultures, and a general evaluation of the program option. Demographic data is also collected including graduation year and month, present work as a nurse, employment setting and changes in employment post option completion. There is also a section of qualitative input on this survey reflecting graduate satisfaction of the RN-BS Option strengths and weaknesses. Graduates supply employer data so that a follow-up survey can be sent to graduate employers.

In past years, the measure was sent to graduates at a year and 2-years after graduation; however, there was no data regarding the use of a survey of these graduates from 2008-2015. Therefore, a new survey was developed reflecting current program objectives and current ACEN objectives. This survey is sent to graduates in the RN-BS Option within the BS Program twice a year in fall and in spring.

FACTORS THAT AFFECT THE COLLECTED DATA

Factors that dramatically affect this data are having current email addresses available for graduates and the willingness of them to complete the surveys online. The BS Evaluation Committee may inadvertently omit sending the survey to graduates. Data may not be interpreted correctly.

HOW TO INTERPRET THE DATA

The current RN-BS Option Graduate Survey has a multitude of different question types, including fill-in-the-blank, yes or no, ranking, and a Likert scale of 4 points from “no-change” (4) to “greatly improved” (1), which coordinates with the program outcomes and student learning objectives. An overall 5-point general satisfaction question from “extremely dissatisfied” to “extremely satisfied” is offered for students to rank their satisfaction regarding the program option.

CHANGES TO BE MADE

This survey was revised in Spring 2016 and disseminated to graduates from in March 2016. Below, is the current survey and the results from 10 graduates who completed the survey. Inclusion of employer data was stressed in the revised survey, as respondents included scant information regarding present employers after receiving the first survey results. The current survey contains a more standardized scale including a “4” for “greatly improved” and “1” for “no change”. This survey will be deployed each fall and spring by the RN-BS Option Program Coordinator which began spring 2016.

RESULTS

As of May 2016 there had been only 6 responses from previous RN to BS graduate students. There were 31 graduates who graduated from 2014-2016 that were sent the survey. All of the respondents continue to work as an RN. Fifty percent (50%) of the respondents work in an inpatient setting, 16.67% reported to be working in a specialty care clinic, 16.67% reported to be working as a school nurse, and 16.67% reported to be working in an “other” environment.
Seventy five percent (75%) of graduates who responded to the survey currently live in Alaska. Sixty percent (60%) of post-graduate RN-BS option respondents reported that their jobs had changed. Respondents noted that opportunity for leadership roles increased within one year of obtaining their BS degree. All of the survey respondents noted that finishing the RN to BS option positively affected their critical thinking ability by improving or greatly improving the delivery of safe effective care based on evidence based clinical judgement. Eighty percent (80%) of respondents noted that their ability to communicate interprofessionally improved or greatly improved post completion. The completion of the program option also greatly improved the respondent’s management and leadership abilities. Overall, 83% of the respondents were satisfied or very satisfied with the nursing RN to BS option. Most of the anecdotal comments related to student dissatisfaction were in regards to administration processes such as registration and student support. Moving forward, the focus for the School of Nursing is to improve student outcomes and satisfaction by streamlining the admission and registration process. Additionally, improving delivery methods and frequency of course delivery is targeted to begin in Spring 2018 to enhance student satisfaction, student progression and student success within our RN-BS program.
2016-11-RN to BS Satisfaction Survey

Q1 RN-BS Nursing post-graduation survey
Congratulations on completing your BS in Nursing in the last three years! Please participate in the evaluation of UAARN-BS Option of the BS Nursing program to help us improve. This survey includes 12 items and should only take about 10 minutes to complete.
Please indicate the date of your program completion.

- 2014  (1)
- 2015  (2)
- 2016  (3)

Q2 How has completing your baccalaureate degree in nursing science changed your professional experience in nursing?

________________________________________________________________

Q3 If you changed professional position since graduation, how soon after graduation?
- No change since graduation  (1)
- Less than 1 month  (2)
- 1-6 months  (3)
- 6-12 months  (4)
- Over 12 months  (5)
- Other  (6)

Q4 If you have not changed position, do you intend to do so within the next year?
- Yes, I intend on making a change professionally.  (1)
- No, I do not intend on making a change professionally.  (2)
- I made a recent change, and don't intend on making another change within the next year.  (3)
Q5 In what type of agency are you working?
- Hospital patient care (1)
- Hospital supervisory role (2)
- Nursing Home (3)
- Primary Care Clinic (4)
- Specialty Care Clinic (5)
- Urgent Care Clinic (6)
- Home health Agency (7)
- Community or Public Health Nursing (8)
- School Nursing (9)
- Other (10)

Q6 What is your zip code?

________________________________________________________________
Q7 To what extent in each area has your ability to communicate been enhanced by completing the RN to BS Option at UAA School of Nursing?

<table>
<thead>
<tr>
<th>Area</th>
<th>Greatly Improved (1)</th>
<th>Improved (2)</th>
<th>Somewhat Improved (3)</th>
<th>No Change (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbally (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within our discipline (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With other providers, professionals and, or agencies (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocating for clients or patients (4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic health records (5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership (6)</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Q8 To what extent has your ability to use critical thinking been enhanced by completing the RN-BS Option at UAA School of Nursing?

<table>
<thead>
<tr>
<th></th>
<th>Greatly Improved (1)</th>
<th>Improved (2)</th>
<th>Somewhat Improved (3)</th>
<th>No change (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prioritize needed nursing care for multiple clients/patients (1)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Adapt decision making and nursing care to meet the needs of clients of diverse cultures (2)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Adapt decision making and nursing care to meet the needs of clients of diverse ages (3)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Promote safe and effective client/patient centered care (4)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Creatively facilitate solutions with patients/clients (5)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Use evidence-based clinical judgments (6)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

Q9 How has your baccalaureate nursing education impacted your knowledge and/or role in patient care, management, research, community or public health?

________________________________________________________________

Bachelor of Science, Nursing Science Assessment Plan 2016 2017
Q10 To what extent has your ability to select and use nursing interventions been enhanced by completing the RN-BS Option at UAA School of Nursing?

<table>
<thead>
<tr>
<th>Ability</th>
<th>Greatly Improved (1)</th>
<th>Improved (2)</th>
<th>Somewhat Improved (3)</th>
<th>No change (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please rate your ability in relation to nursing interventions (1)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Please rate your ability in relation to patient education (2)</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Please rate your ability in relation to patient advocacy (3)</td>
<td>[ ]</td>
<td>[ ]</td>
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<td>[ ]</td>
</tr>
</tbody>
</table>

Q11 Please rank in order of importance (1=highest importance) the factors which influenced your decision to complete the RN to BS Option baccalaureate education.

- [ ] Increase in income (1)
- [ ] Required for my job (2)
- [ ] Required for certification (3)
- [ ] Personal satisfaction (4)
- [ ] Need for graduate education (5)
- [ ] Other (6)

Q12 How satisfied are you with the UAA School of Nursing RN to BS Option?

<table>
<thead>
<tr>
<th>Overall satisfaction (1)</th>
<th>Very Dissatisfied (1)</th>
<th>Dissatisfied (2)</th>
<th>Satisfied (3)</th>
<th>Very Satisfied (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

Q13 Please comment on your overall satisfaction with the RN to BS on-line program.

__________________________________________________________________________________

Bachelor of Science, Nursing Science Assessment Plan 2016 2017
Q14 Please indicate both our greatest strengths and greatest needs for change.

________________________________________________________________________

Q15 If you consent to us contacting your employer, please provide the name of your agency, the name and email address of your supervisor(s), so we are able to survey employers of the RN to BS Option graduates to improve our program and meet community needs.

Thank you.

________________________________________________________________________
**APPENDIX I: RN-BS OPTION EMPLOYER SURVEY**

**MEASURE DESCRIPTION**

This revised measure was developed by faculty in the BS Evaluation Committee using the guidelines from the Accreditation Commission for Education in Nursing (ACEN) for the content for each outcome. The outcomes examined are abilities in Communication, Prioritization, Care of all age groups and Cultures, Promoting safe/effective care, Creative problem solving, Evidence based clinical judgement, Therapeutic Nursing Intervention, and a general evaluation of the graduates from the RN-BS program option. Demographic data is also collected including name and title of employer completing the survey, type of agency, and work place zip code. There is also a section of qualitative input on this survey reflecting employer satisfaction of the RN-BS Option strengths and weaknesses. Graduates of the RN-BS Option supply employer data so that a follow-up survey can be sent to their employers.

In past years, the measure was sent to employers once a year; however, there was no data regarding the use of a survey for employers of the RN-BS Option graduates from 2008-2015. Therefore, a new survey was developed reflecting current program objectives and current ACEN objectives. This survey may need revision in spring 2018 by the BS Program Evaluation and/or BS Program Committee and will be sent to employers of RN-BS Option graduates within the BS Program once a year in the fall.

**FACTORS THAT AFFECT THE COLLECTED DATA**

Factors that dramatically affect this data are having current email addresses available for graduates and the willingness of graduates to complete the survey information in their graduate survey to include contact information for their current employers. The BS Evaluation Committee may inadvertently omit sending the survey to graduates. Data may not be interpreted correctly.

**HOW TO INTERPRET THE DATA**

The new RN-BS Option Graduate Employer Survey has a 4-point Likert scale with 1 indicating “no change” and 4 indicating “significant change”.

**CHANGES TO BE MADE**

This survey was revised Spring 2016. The Qualtrics Survey will be sent to employers of recent graduates of the RN-BS Option within the BS Program once a year in the spring by the BS Evaluation Committee. The plan is for the data to be collected, assessed, and reported to Alaska Board of Nursing and ACEN, when we receive employer information from graduate respondents. Due to the low return rate of this survey for this year, the Program Evaluation committee will be rethinking the way this survey was distributed. In the future, the committee members are planning to do more face-to-face meetings to encourage survey participation from our community partners who employ our graduates. This will possibly help the school obtain a greater representative sample size and response perspective.

**RESULTS**

There were only four returned and completed surveys. Three of the four were from Alaska-based inpatient hospital managers who employ our RN-BS graduates. All respondents’ were satisfied or very satisfied with the graduate’s communication and critical thinking skills. Furthermore, all respondents’ felt the School of Nursing was effectively fulfilling its goal, mission, and expected outcomes.
RN TO BS OPTION EMPLOYER SURVEY

Thank you for participating in the evaluation of our BS program in nursing at the University of Alaska Anchorage. This survey includes 9 items and should only take 10 minutes to complete. For this data collection period please answer the questions based on UAA RN to BS student graduates employed by you or your facility who have graduated in the last 3 years.

Please enter your name and title


What type of agency are you employed with?

- ○ Hospital
- ○ Nursing Home/Assisted Living
- ○ Outpatient Clinic
- ○ Home Health Agency
- ○ Public Health Agency/ Community Agency
- ○ Other

Please enter your work place zip code


Please indicate the number of UAA RN to BS degree nursing graduates you have employed in the last three years


Please identify your satisfaction level with our RN to BS program option graduates ability to communicate

Verbal

- ○ Very Dissatisfied ○ Dissatisfied ○ Satisfied ○ Very Satisfied

Intraprofessional

- ○ Very Dissatisfied ○ Dissatisfied ○ Satisfied ○ Very Satisfied

Interprofessional

- ○ Very Dissatisfied ○ Dissatisfied ○ Satisfied ○ Very Satisfied

Electronic Health Record

- ○ Very Dissatisfied ○ Dissatisfied ○ Satisfied ○ Very Satisfied

Bachelor of Science, Nursing Science Assessment Plan 2016 2017
Leadership

- Very Dissatisfied
- Dissatisfied
- Satisfied
- Very Satisfied

Critical thinking Behavior/Ability

Please rate UAA RN to BS graduate(s) ability to:

Prioritize needed nursing care for multiple clients/patients
- Very Dissatisfied
- Dissatisfied
- Satisfied
- Very Satisfied

Adapt decision making and nursing care to meet the needs of clients of different cultures
- Very Dissatisfied
- Dissatisfied
- Satisfied
- Very Satisfied

Adapt decision making and nursing care to meet the needs of clients of different ages
- Very Dissatisfied
- Dissatisfied
- Satisfied
- Very Satisfied

Promotes safe and effective client/patient centered care
- Very Dissatisfied
- Dissatisfied
- Satisfied
- Very Satisfied

Is creative in solving client problems
- Very Dissatisfied
- Dissatisfied
- Satisfied
- Very Satisfied

Evidence based clinical judgments
- Very Dissatisfied
- Dissatisfied
- Satisfied
- Very Satisfied

Therapeutic Nursing Intervention and Abilities

Please identify your level of satisfaction with our RN to BS graduates in relation to nursing interventions and abilities
- Very Dissatisfied
- Dissatisfied
- Satisfied
- Very Satisfied

General Evaluation

How satisfied are you with UAA RN to BS graduates?
- Very Dissatisfied
- Dissatisfied
- Satisfied
- Very Satisfied

Bachelor of Science, Nursing Science Assessment Plan 2016 2017
Please feel free to comment on any areas of concern or praise related to the RN to BS option at UAA School of Nursing
2018 Annual Academic Assessment Survey

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. The Annual Academic Assessment Survey enables the AAC to analyze assessment across the institution and to respond to Statewide, BOR, legislative, and NWCCU requests for information about overall student achievement of program learning outcomes. We thank you for your continued support of and participation in this annual activity.

1. Please enter your full name.

2. Please enter your title or position.

3. In the case that the Faculty Senate Academic Assessment Committee or the Office of Academic Affairs needs to contact you or a designee to discuss any of these survey responses, please provide the appropriate name(s) and contact information.

4. Programs are listed in this survey by the college in which they are listed in the Catalog. Please select the college you are reporting for.
   - College of Arts and Sciences
   - College of Business and Public Policy
   - College of Education
   - College of Engineering
   - College of Health
   - Community and Technical College
   - General Education

5. Please select the CAS degree program you are submitting this survey for.
   - Alutiiq Language, OEC
   - Anthropology, BA/Anthropology, BS
   - Anthropology, MA
   - Applied Ethics, UC
   - Applied Geological Sciences, MS
   - Art, BA/Art, BFA
   - Biological Sciences, BA / Biological Sciences, BS
   - Biological Sciences, MS
   - Chemistry, BS
   - Children’s Mental Health, GCRT
   - Clinical Psychology, MS
   - Clinical-Community Psychology, PHD
   - Creative Writing & Literary Arts, MFA
   - Digital Art, AAS
   - English, BA
   - English, MA
6. Please select the CBPP degree program you are submitting this survey for.
   - Accounting, AAS
   - Accounting, BBA
   - Business Computer Info Systems, AAS
   - Economics, BA
   - Economics, BBA
   - Finance, BBA
   - General Business, AAS
   - General Management, MBA
   - Global Log Supply Chain Mgmt, BBA
   - Global Supply Chain Mgmt, MS
   - Logistics & Supply Chain Ops, AAS/Logistics & Supply Chain Ops, UC/Logistics & Supply Chain Ops, OEC
   - Management Information Systems, BBA
   - Management, BBA
   - Marketing, BBA
   - Public Administration, MPA
   - Retail Management, UC
   - Small Business Administration, AAS
   - Small Business Management, UC

7. Please select the COE degree program you are submitting this survey for.
   - Counselor Education, GCRT
   - Counselor Education, MED
   - Early Childhood Development, AAS/Early Childhood Development, UC
   - Early Childhood Education, BA/Early Childhood, PBCT
   - Early Childhood Spec Educ, MED
8. Please select the CoEng degree program you are submitting this survey for.
   - Appl Environ Science & Tech, MO/Appl Environ Science & Tech, MS
   - Arctic Engineering, MS
   - Civil Engineering, BS
   - Civil Engineering, MS/Civil Engineering, MCE
   - Computer Science, BA/Computer Science, BS
   - Computer Systems Engineering, BS
   - Electrical Engineering, BS
   - Engineering Management, MS/Science Management, MS
   - Environmental Reg & Permitting, GCRT
   - Geomatics, AAS/Geographic Information Systems, UC
   - Geomatics, BS
   - Mechanical Engineering, BS
   - Mechanical Engineering, MS
   - Project Management, MS

9. Please select the COH degree program you are submitting this survey for.
   - Advanced Human Service Systems, GCRT
   - Children's Behavioral Health, OEC
   - Civic Engagement, UC
   - Clinical Assistant, OEC
   - Dental Assisting, AAS/Dental Assisting, UC
   - Dental Hygiene, AAS
   - Dental Hygiene, BS
   - Diagnostic Medical Sonography, AAS
   - Dietetic Internship, GCRT
   - Dietetics and Nutrition, MS
   - Dietetics, BS
   - Disability Services, AAS
   - Fire & Emergency Services Tech, AAS
   - Fitness Leadership, OEC
   - Health Sciences, BS
   - Human Services, AAS/Human Services, BHS/Conflict Resolution, OEC
   - Justice, BA
10. Please select the CTC degree program you are submitting this survey for.

- Air Traffic Control, AAS
- Applied Technologies Leadership, BS
- Apprenticeship Technology, AAS
- Arch & Engr Technology, AAS/Architectural Technology, UC/Civil Technology, UC/Mech 
  & Elect Technology, UC/Structural Technology, UC/CAD for Building Construction, 
  OEC
- Automotive Technology, AAS/Automotive Technology, UC
- Aviation Administration, AAS
- Aviation Maint Technology - Airframe, UC
- Aviation Maint Technology - Powerplant, UC
- Aviation Maint Technology, AAS
- Aviation Technology, BS
- Career & Technical Education, GCRT
- Career & Technical Education, MS
- Computer and Networking Tech, AAS/Computer & Networking Tech, UC/Cisco Cert 
  Network Associate, OEC
- Computer Electronics, AAS
11. Please select the General Education program you are submitting this survey for.
   o General Education

12. What is the status of your program? (Note: if neither of these options fit your program, please contact OAA for assistance at 786-1054 or uaa.aac@alaska.edu.)
   o Active
   o Admissions Suspended

If Admissions Suspended is selected, Survey Ends.

13. Have you submitted your annual academic assessment report to your college?
   o Yes
   o Not yet

14. Is the program externally accredited by any organization other than the NWCCU?
   o Yes
   o No
15. Please estimate the percentage of program teaching faculty who actively engaged in assessment activities this past academic year, such as data collection, discussion, making recommendations, and/or implementing changes.
   
   - 0-24%
   - 25-49%
   - 50-74%
   - 75-100%

16. In the past academic year, has the program made changes to its assessment plan?
   
   - Yes
   - No

17. If plan changes is selected: Please explain the purpose for the changes and briefly highlight what major changes were made.

18. Please select what stage of this year’s annual assessment process the program is in.
   
   - No assessment data has been collected.
   - Assessment data has been collected.
   - Assessment data has been compiled or aggregated.
   - Program faculty have reviewed and discussed assessment data.
   - Program faculty have made recommendations for improvement based on assessment data.

19. If no data collected is selected: Please explain.

20. If data has been collected is selected: Please estimate when data will be compiled or aggregated.

21. If data has been compiled or aggregated is selected: Please estimate when program faculty will review and discuss assessment data.

22. If program faculty have reviewed and discussed data is selected: Please estimate when program faculty will consider and make recommendations for improvement.

23. If program faculty have made recommendations for improvement is selected: Please describe any program improvement recommendations that have been made.

24. What is the number of current Program Student Learning Outcomes (PSLOs) for the program?
25. While not all PSLOs need to be measured annually, PSLOs should be measured within a reasonable review cycle. Please provide information below about the PSLOs that the program measured this academic year.

___ Indicate the number of measured PSLOs for which student achievement met or exceeded program faculty expectations

___ Indicate the number of measured PSLOs for which student achievement did not meet program faculty expectations

___ Total

26. The ultimate goal of academic program assessment at UAA is to serve as a resource for improving teaching and learning. Over the course of this academic year, has the program used past assessment results to make improvements? If yes, please check all that apply.

- Course curriculum changes
- Course prerequisite changes
- Changes in teaching methods
- Changes in advising
- Degree requirement changes
- Degree course sequencing
- Course enrollment changes [e.g. course capacity, grading structure (pass/fail, A-F)]
- Personnel decisions
- Changes in program policies/procedures
- Changes to Program Student Learning Outcomes (PSLOs)
- College-wide initiatives (e.g. High Impact Practices)
- Faculty, staff, student development
- Other
- None were recommended for this year

27. If other is selected: Please briefly describe.

28. Would you share a student learning success story that came out of your assessment process? (Optional)

29. General Education Assessment

UAA is engaged in a shared GER assessment process that begins with specific GER courses in seven different disciplinary categories (the GER SLOs in A) and then extends to the cross-cutting skills that are pertinent in all programs and majors (B: Application).

The following questions are designed to find out what, if any, of these outcomes you are already assessing as part of ongoing program student learning outcomes assessment or specialized accreditation.
30. A. Assessment of Current GER Outcomes
Which of the following GER Student Learning Outcomes, if any, did your program assess this year? (You may select more than one response.)
- Written Communication: Communicate effectively in a variety of contexts and formats
- Oral Communication: Communicate effectively in a variety of contexts and formats
- Information Literacy: Locate and use relevant information to make appropriate personal and professional decisions
- Quantitative Skills: Reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions
- Natural Sciences: Identify ways in which science has advanced the understanding of important natural processes
- Social Sciences: Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics
- Humanities: Relate knowledge to the historical context in which it developed and the human problems it addresses
- Fine Arts: Interpret different systems of aesthetic representation and understand their historical and cultural contexts
- Knowledge Integration 1: Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner
- Knowledge Integration 2: Adopt critical perceptions for understanding the forces of globalization and diversity
- None of the Above
- I don't know

31. B. Assessment of Cross-Cutting GER Skills
Which of the following GER cross-cutting skills, if any, are you assessing (or interested in assessing) in your program beyond giving grades?

<table>
<thead>
<tr>
<th>Skill</th>
<th>Assessing</th>
<th>Interested in Assessing</th>
<th>Not Interested in Assessing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
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<tr>
<td>Oral Communication</td>
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<tr>
<td>Information Literacy</td>
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<tr>
<td>Quantitative Skills</td>
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<td></td>
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<tr>
<td>Critical Thinking</td>
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</tbody>
</table>

32. Would you like any assistance from the Faculty Senate Academic Assessment Committee?
- Yes
- No

33. If Request for Assistance is selected: Please describe the type of assistance you are requesting.
34. The Faculty Senate Academic Assessment Committee is dedicated to minimizing additional assessment reporting requirements. Please let us know if you have any comments, concerns, or feedback on this survey tool.

35. Please select "Next" at the bottom of this page to submit your survey. To change any entries before submitting this survey, you may navigate using the "Back" and "Next" buttons at the bottom of each page.

At the conclusion of the survey, the program’s response is displayed with an option to download a PDF.
AY2018 General Education Assessment Workshops and Forums

A map does not just chart, it unlocks and formulates meaning; it forms bridges between here and there, between disparate ideas that we did not know were previously connected.
-Reif Larsen

Building on September’s Academic Assessment Seminar, Dan Kline (Director of General Education) will lead a series of workshops for faculty from across UAA (1) to develop a curriculum map of their majors and programs, (2) to align programs and majors to UAA GER outcomes, (3) to create assignments and rubrics to evaluate the GER Student Learning Outcomes, and (4) to map out an approach to assessment that fosters student success in the programs and majors as well as the GER assessment required by the Northwest Commission on Colleges and Universities’ reaffirmation of UAA’s accreditation.

In AY16, the GER Curriculum Mapping Workshops led to the development of a shared rubric which can be used in both GER courses and by programs to assess outcomes in Written Communication, Oral Communication, and Information Literacy; in AY17, the faculty workshops developed indicators in the Social Sciences, Humanities, and Fine Arts. This year’s workshops will focus upon the development of shared rubrics in Quantitative Skills, Natural Sciences, and Knowledge Integration.

Throughout the process, we will develop practical tools for curriculum mapping and assessment, and at the end of the CAFE series, we hope to have a group of programs and majors that are willing to pilot this assessment process on May 7-8, 2018, along with members of the AA assessment team.

You do not need to attend all three CAFE sessions to benefit from the discussion. All faculty, programs, and majors are invited – from certificates and associate degrees to baccalaureate, masters, and doctoral degrees.

This year there will also be discussions about Alaska Native-themed general education, general education and High Impact Practices, and looking ahead in general education and student success.

The workshop and forum series will repeat in the spring semester.

<table>
<thead>
<tr>
<th>Date</th>
<th>Room</th>
<th>Forum/Workshop</th>
<th>Register</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri 1/26</td>
<td>LIB 307</td>
<td>GER Assessment Workshop 1: Curriculum Mapping &amp; Shared Assessment</td>
<td>Register</td>
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<tr>
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<td></td>
<td>GER Forum: Alaska Native-Themed General Education Discussion</td>
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</tr>
<tr>
<td>Fri 2/23</td>
<td>LIB 302A</td>
<td>GER Assessment Workshop 2: Student Learning Outcomes &amp; Rubric Development</td>
<td>Register</td>
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<tr>
<td></td>
<td></td>
<td>GER Forum: General Education High Impact Practices (HIPs) &amp; Student Success</td>
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<tr>
<td>Fri 3/23</td>
<td>LIB 302A</td>
<td>GER Assessment Workshop 3: Rubric Development &amp; Student Work</td>
<td>Register</td>
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<tr>
<td></td>
<td></td>
<td>GER Forum: Looking Ahead in General Education</td>
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<tr>
<td>Mon 5/7–Tues 5/8</td>
<td>LIB 307</td>
<td>GER/AA Assessment Soiree — 9:00 am to 1:00 pm</td>
<td>Register</td>
</tr>
</tbody>
</table>

Questions? Contact Dr. Dan Kline, General Education Director, at 786-4354 or dtkline@alaska.edu. Questions about connecting by distance? Email uaa.oaa@alaska.edu.