

ACADEMIC PROGRAM REVIEW FORM

All academic programs and units at UAA are required by Board of Regents Policy P10.06.010 to engage in program review on a seven-year cycle. University Regulation R10.06.010 sets out the minimum requirements for program review, including centrality of program mission, quality, demand, program productivity, effectiveness, and efficiency. Exceptional reviews may be conducted, per University Policy and Regulation, and with the provost's approval. The UAA process integrates information about student learning outcomes assessment and the improvement of student learning, as well as progress on student success measures and the closing of equity gaps, aligning program efforts and resources with institutional priorities. Final decisions include commendations and recommendations, which guide future program efforts. The results of cyclical Academic Program Review are reported to the UA Board of Regents annually and are published on the UAA [Academic Program Review website](#).

This form is composed of four parts: the Program Section, the Dean Section, the Program Optional Response Section, and the Provost Section. Guidance for submission is provided in each section.

Using the Form: The form is pre-loaded with information specific to each program and sent by the dean to the program. The program should download and save their form to begin using it. The form is locked, so instructions are viewable and the only sections of the document that can be edited are the form fields. To ensure the fillable fields function correctly, the form must be completed in Microsoft Word. It will not function properly in Google Docs. Programs that wish to record collaborative discussion of the report might consider creating a separate document to take notes, prior to entering final responses in the official fillable form.

The form uses narrative boxes, text only, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. To undo an answer, press "Control-Z" or "Command-Z."

Responses are to be narrative text only, and must be ADA and FERPA compliant, and must not include the names of any current or former employees. Do not embed any tables or links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Rather, use statements such as, "In AY22 four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what may be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

Data: Each program is provided a datasheet, along with this pre-loaded form. For questions about the data, please contact Institutional Research (uaa.oir@alaska.edu).

Assistance: For technical assistance with this form, email Academic Affairs (uaa.oaa@alaska.edu).

Program(s) in the review: DNP Nursing Practice

Specialized Accrediting Agency (if applicable): Commission on Collegiate Nursing Education

Campuses where the program is delivered: Anchorage KOD KPC MSC PWSC

Year of last review: AY20

Final decision from last review: Continued Review

PROGRAM SECTION (Due on March 1)

The program review committee chair and committee members are assigned by the dean. All program faculty should be included in the review process, including faculty on the community campuses. After completing the Program Section below, the program review committee chair will enter their name and date, and email this form to the dean, copying all committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program review committee chair's name and date lines are at the end of the Program Section.

Program Review Committee:

Megan Volkov, Assistant Professor, Nursing, Chair

Kristin Lutz, Associate Director/Associate Professor, Nursing

Carla Hagen, Director/Associate Professor, Nursing

1. Demonstrate that the program has responded to previous recommendations.

Recommendation 1: Consider realigning faculty resources to focus on the Masters of Science and the Graduate Certificates.

How do you know the recommendation has been successfully achieved? (2000 characters or less)

Despite the pandemic, interest and enrollment in APRN degrees and certificates continues. Students who complete the APRN tracks express interest in pursuing terminal nursing degrees. Two Family Nurse Practitioner (FNP) students from the Spring 2022 graduating cohort, for example, are enrolled in the UAA Post Master's DNP program. Many former UAA School of Nursing students return to pursue DNP degrees at UAA.

Actions taken to date (2000 characters or less)

In May 2022 the Master's/Certificate and Post Master's DNP program was restructured to include a new chair, dedicated APRN track program coordinators, clinical coordinators, and advisors.

The program revised Graduate Program Committee bylaws, developed an APRN DNP Program focused meeting with bylaws, and monthly faculty development led by an instructional designer.

All APRN Faculty are given National Organization of Nurse Practitioner Faculties (NONPF) membership. NONPF is the leader in nurse practitioner education best practices and support. Faculty are encouraged to utilize NONPF resources including opportunities to join Special Interest Groups (SIGs).

A new student management system, Exxat, was implemented to manage student profiles, plans of study, communication, clinical rotations/hours/patient logs, and compliance.

Evidence of success to date (2000 characters or less)

With the support from the UAA Instructional Designer, the faculty in the UAA Graduate Program Committee and APRN DNP Program Meeting have developed and utilized standardized syllabi, course calendars, and Blackboard templates. Students have expressed noticeable improved organization and communication with this change.

Faculty have begun self and peer-reviewed course evaluations with the support of the Instructional designer. The course evaluation tool emphasizes Quality Matters (QM) design, an emphasis of the graduate program for many years.

A faculty member attended NONPF's 2022 annual conference and is a member of a leadership SIG.

Student data and clinical tracking is expertly organized through the new management system.

Recommendation 2: Improve program demand, efficiency, and productivity.

How do you know the recommendation has been successfully achieved? (2000 characters or less)

There is interest in the Post Master's DNP program from current and former UAA APRN students. New faculty in the undergraduate program at UAA School of Nursing have expressed interest in obtaining a Post Master's DNP at UAA.

Actions taken to date (2000 characters or less)

The new UAA graduate school organizational chart emphasizes advising including pre-admission advising to address recruitment into all graduate programs.

The APRN DNP Program Chair attends the UAA Graduate Advisory Council (GAC). In Spring of 2023 the Graduate School will hold its first Graduate Fair emphasizing the many graduate programs across UAA including nursing. The Graduate Nursing Program will have a table with flyers for each track and UAA School of Nursing swag. Flyers for the fair have been distributed across UAA undergraduate programs including the School of Nursing programs.

Several graduate faculty teach undergraduate nursing courses and/or prerequisite courses in the College of Health (COH). Presence of graduate faculty in these courses encourages ongoing education and growth in nursing.

Evidence of success to date (2000 characters or less)

Cohorts typically remain small at 3-4 Post Master's DNP students. The projected enrollment for the 2023-2024 year is greater at 5-6 students. The demand for the DNP will increase as the APRN tracks are moved to the national BS-DNP standard.

- 2. Demonstrate the centrality of the program to the mission, needs, and purposes of the university and the college/community campus. Include how the program is integrating (or planning to**

integrate) intentionally designed opportunities for students to develop the four core competencies (Effective Communication; Creative and Critical Thinking; Intercultural Fluency; and Personal, Professional, & Community Responsibility). (2500 characters or less)

The Post Master's DNP program's outcomes with emphasis on cultural sensitivity and community impact through evidence-based practices directly speaks to UAA's core competencies of intercultural fluency and community responsibility.

The program offers APRNs throughout the State of Alaska the opportunity to stay in their local communities, many of which are rural. Opportunities to serve in rural communities engages the learner in new ways to communicate, think critically, improve intercultural fluency, and recognize one's responsibility to Alaska's healthcare system.

3. Demonstrate program quality and improvement through assessment and other indicators.

a. Program Student Learning Outcomes Assessment and Improvement Process and Actions

i. DNP Nursing Practice

- *1) Demonstrate enhanced professional skills in advanced practice nursing using an ethical, evidence-based approach to promote healthy communities; 2) Apply clinical inquiry using a culturally sensitive, evidence-based approach to adapt practice and change health outcomes; 3) Act in expanded leadership roles to influence local, statewide and national health care policy and delivery systems serving unique, diverse and underserved populations.*

Describe your key findings for these outcomes. (3000 characters or less)

The DNP students complete a project that is meant to improve the health of a population, health care system, or community. The projects focus on synthesis, translation implementation, and evaluation of evidence to solve clinical problems. DNP graduates are prepared to demonstrate innovation of practice change, translation of evidence, and the implementation of quality improvement processes in specific practice settings, systems, or with specific populations to improve health or health outcomes.

Describe actions taken to improve student learning for these outcomes. (3000 characters or less)

The newly revised Graduate Program Committee and newly implemented APRN DNP Program Meeting are currently working on two tasks to improve outcomes:

1. A consultant from Idaho State University is helping faculty to develop BS-DNP curriculum. DNP specific courses will be used in the Post Master's DNP program as well.
2. Designated faculty have been assigned to evaluate the current DNP project handbook.

Describe evidence that these actions are working. (3000 characters or less)

These are new actions as of this academic year and evidence will be collected.

- b. Demonstrate program quality and improvement through other means, for example, maintaining specialized accreditation, using guidance from advisory boards/councils, responding to community partners and local needs, maintaining currency of the curriculum, implementing innovative program design, intentionally integrating high-impact teaching and learning practices into the program, and meeting indications of quality in distance education, such as the C-RAC Standards. (3000 characters or less)**

The Post Master's DNP received a full 10-year accreditation with no compliance concerns in April 2022. The CCNE comprehensive accreditation process consists of a review and assessment of the program's mission and governance, institutional commitment and resources, curriculum and teaching-learning practices, and assessment and achievement of program outcomes. In evaluating a baccalaureate, master's, DNP, and/or post-graduate APRN certificate program for accreditation, the CCNE Board of Commissioners assesses whether the program meets the standards and complies with the key elements presented by CCNE. Accreditation by CCNE is intended to accomplish at least five general purposes: 1. To hold nursing programs accountable to the community of interest — the nursing profession, consumers, employers, institutions of higher education, students and their families, nurse residents — and to one another by ensuring that these programs have mission statements, goals, and outcomes that are appropriate to prepare individuals to fulfill their expected roles. 2. To evaluate the success of a nursing program in achieving its mission, goals, and outcomes. 3. To assess the extent to which a nursing program meets accreditation standards. 4. To inform the public of the purposes and values of accreditation and to identify nursing programs that meet accreditation standards. 5. To foster continuing improvement in nursing programs and, thereby, in professional practice.

All graduates of the Post Master's DNP have successfully completed and defended their DNP projects. Currently, a Post Master's student will present her DNP project literature review at the Western Institute of Nursing (WIN) conference.

The APRN DNP Program Chair has met with the nursing Community Advisory Board (CAB). CAB expresses full support of graduate nursing education. They are particularly engaged in the movement towards a BS to DNP APRN program in the future to meet national APRN education standards.

The School of Nursing Graduate Program has recruited students to begin the process of developing the first Graduate Nursing Student Association (GNSA) at UAA. Students are actively working on the application process to become an official UAA student club.

- 4. Demonstrate student success and the closing of equity gaps.**
 - a. Analyze and respond to the disaggregated data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to close any equity gaps. The Student Success program review**

metrics are Junior Graduation Rate, Associate Graduation Rate, Semesters to Degree – Graduate Programs, and Course Pass Rates by Course Level. (3000 characters or less)

All graduates of the Post Master's DNP have successfully completed and defended their DNP projects. Currently, a Post Master's student will present her DNP project literature review at the Western Institute of Nursing (WIN) conference.

- b. Provide evidence of the overall success of students in the program. For example, you might talk about the percent of students in post-graduation employment in the field or a related field, the percent of students who go on to graduate school or other post-graduation training, and/or the percent of students who pass licensure examinations. You might also give examples of students who have been selected for major scholarships or other competitive opportunities. [Please do not use personally identifiable information.] (3000 characters or less)**

All Post Master's DNP students and graduates are APRNs working within their communities. There are also current and potential Post Master's students working as UAA School of Nursing faculty.

5. Demonstrate demand for the program.

- a. Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Demand program review metrics are Ratio of Out-of-Discipline Credit Hours to Total Credit Hours, Number of Program Graduates Who Continue Education, Number of Program Graduates Who Return to UAA to Pursue an Additional Program, and Gap between Job Openings and Degree Completions. (Note: Gap between Job Openings and Degree Completions not required for AY23 Program Reviews.) (3000 characters or less)**

Demand for the program decreased since the last review due to the pandemic. Nurses and APRNs are front line workers and were called up to care for the influx of patients and assist with public health efforts. Since the decreased COVID numbers, there is a return of inquiries about the Post Master's DNP from the community, current students, and current faculty.

6. Demonstrate program productivity and efficiency.

Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Productivity and Efficiency program review metrics are Five Year Degree and/or Certificate Awards Trend, Student Credit Hours per Full-Time Equivalent Faculty, and Full-Time Equivalent Student per Full-Time Equivalent Faculty. (3000 characters or less)

The Post Master's DNP decreased productivity since the last report is due to many factors including faculty turnover, the pandemic, and the fact APRN students are employed as APRNs and supporting families while obtaining a terminal degree. However, the national recommendation from NONPF states that by 2025 the entry level into nurse practitioner practice will be the DNP. Therefore, it is vital to continue the work on creating this important nursing education in the State.

Optional: Discuss the extent to which, if any, extramural funding supports students, equipment, and faculty in the program. (2500 characters or less)

N/A

- 7. Assess program distinctiveness, as well as any duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska System. Is duplication justified, and, if so, why? How are you coordinating with UAA's community campuses and the other universities in the system? (2000 characters or less)**

The DNP Program is the only doctoral nursing program in Alaska; there is no duplication. APRN students are given the opportunity to complete terminal degrees within Alaska.

- 8. Assess the strengths of your program and propose one or two action steps to address areas that need improvement. (3500 characters or less)**

The Post Master's DNP program 2021 CCNE accreditation visit resulted in a full 10-year accreditation renewal in April 2022 with no compliance concerns.

All the graduate nursing degrees and certificates are offered online to improve access across the State. Given both the nursing and nursing faculty shortage nationally, these programs are crucial to the growth of nursing professionals in Alaska.

The program offers nurses throughout the State of Alaska the opportunity to stay in their local communities and continue their education. Due to the large size of this State, online programs improve access to all communities and can serve a much larger population.

Graduate faculty are experienced clinicians with primarily terminal degrees from a variety of APRN specialties including FNP, Adult Nurse Practitioner (ANP), PMHNP, Certified Registered Nurse Anesthetist (CRNA) which provides a rich learning experience. All APRN faculty also continue to practice their specialties in the community to maintain licensure, connect with the community, and stay up-to-date on clinical knowledge.

Currently, UAA School of Nursing only offers the Post Master's DNP. Nationally, the recommended entry to APRN practice recommendation is a terminal degree. Though the BS-DNP was previously approved alongside the Post Master's DNP, only the Post Master's DNP was initiated. UAA School of Nursing is working with a consultant from Idaho State University School of Nursing to build the BS-DNP APRN tracks. This will allow the program to be more competitive nationally.

After completing the Program Section above, the program review committee chair should enter their name, date, and email this form to the dean, copying the committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s).

Committee chair first name last name: Megan Volkov

Date: 3/15/2023

END OF PROGRAM SECTION

DEAN SECTION (Due on April 1)

If the program is fully delivered on one or more community campus, the dean should consult with the director(s) of the campus. After completing the Dean Section below and entering their name, the dean should email this form to the committee, and to uaa.ooo@alaska.edu. If the program is delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response Section of this form.

1. Evaluation of Progress on Previous Recommendations

For each recommendation from the last program review, indicate if the recommendation has been met or has not been met and provide commendations and guidance as appropriate. (2000 characters or less for each recommendation)

Recommendation 1: Consider realigning faculty resources to focus on the Masters of Science and the Graduate Certificates. Recommendation has been met.

Over the past summer, the DNP program went through significant redesign, to begin to align the program with national standards. This included assigning faculty to various leadership roles, along with monthly group meetings to assure progress. The addition of a Learning Design Specialist to the SoN has helped instructional progress immensely. The graduate program faculty experience much improved instructional support on a daily basis. The addition of membership to NONPF, provided by the SoN, is an excellent and multifaceted resource available to SoN graduate faculty. These efforts have created a more organized, progressive graduate student experience.

Recommendation 2: Improve program demand, efficiency, and productivity. Recommendation has been met.

Current cohorts have remained small, at 3-4 post master's DNP students. The projected enrollment for AY24 is 5-6 students. We anticipate the demand for the DNP program to increase as the APRN tracks are moved to the national BS-DNP standard over the coming 1-2 years. Many current and former UAA APRN students, along with our SoN new faculty in the undergraduate program have expressed interest in obtaining a post master's DNP at UAA.

Provide your analysis of #2-8 below, based on the data provided and the program's responses above.

1. Centrality of the Program. (1750 characters or less)

The DNP program offers nurses throughout the state the opportunity to stay in their local communities, many of which are rural, while completing the online curriculum. Opportunities to serve in rural communities engage students with local cultural norms, which improves intercultural fluency - central to our UAA mission and goals.

2. Program Quality and Improvement (1750 characters or less)

The DNP program is going through significant changes. After a very successful CCNE accreditation site visit in April 2022, the faculty set out to better align the program with national norms. The revised Graduate Program Committee is currently working on two tasks to improve the program: 1) Work with a consultant from Idaho State University to develop a BS to DNP curriculum; and, 2)

evaluate the current DNP project handbook. These new changes will be implemented in the coming year and evaluated accordingly. Thus, the program is currently going through major quality improvements.

3. Student Success and the Closing of Equity Gaps (1750 characters or less)

DNP program students have a 100% success/graduation rate, and all maintain or gain employment immediately after graduation. Diversity of program students is challenging to provide meaningful data, with low student numbers overall. Diversity data will be much more valuable in future years as more student matriculate.

4. Demand (1750 characters or less)

While student numbers dropped during the pandemic, there is renewed interest per the number of DNP program inquiries over the past year. We hope to increase student numbers by 2-3 students per cohort annually. The national recommendation from NONPF states that by 2025 the entry level into nurse practitioner practice will be the DNP. Thus, our work to transform the DNP program is critical to nursing education in the State.

5. Productivity and Efficiency (1750 characters or less)

Productivity has dropped over the pandemic, which precipitated the significant changes currently being implemented. We anticipate a highly organized and efficient program once the new changes get fully implemented.

6. Duplication and Distinctiveness (1750 characters or less)

There are no other DNP programs in the state. Thus there is no duplication and 100% distinctiveness.

7. Strengths and Ideas for Moving Forward (1750 characters or less)

After a very successful accreditation site visit by CCNE in the spring of 2022, program changes are being made to modernize. The fully online curriculum increases access to this advanced degree by currently working nurses across the entire state. This is extremely helpful to these students, who are able to stay in their local, often rural communities while attaining the advanced degree. The faculty bring varied and valuable experience to the program via their different specialties and devotion to continued learning.

Dean's Final Evaluation

I commend the program for: (number and list the specific commendations in the narrative box, 1500 character limit)

1. Excellent SoN leadership not only through the recent CCNE reaccreditation efforts, but in having the vision to align the post-master's DNP program with changing national norms.
2. Creating the fully online program, which increases accessibility to all practicing nurses across the state of Alaska - including our rural nurses. This will increase enrollment in the future.

6/27/2022

I recommend that the program: (number and list the specific recommendations in the narrative box, 1500 character limit)

1. Continue to focus on program improvements toward national norms.
2. Continue to consider new recruitment pathways. Working with the COH Recruitment Specialist is recommended.

Dean's overall recommendation to the provost: Continued Review -- Program is required to address specific issues and to undergo another review within the next two academic years.

If an Interim Progress Report is proposed, recommended year: N/A

If a Follow-up Program Review is proposed, recommended year: AY2025

Proposed next regular Program Review: AY2027

After completing the Dean Section above, the dean should enter their name, date, and email this form to the committee, and to uaa.oaa@alaska.edu. If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response Section below.

Dean first name last name: Debbie Craig

Date: 3/19/2023

END OF DEAN SECTION

PROGRAM OPTIONAL RESPONSE SECTION (Due within one week of receiving dean's review)

Programs have the option to submit to the provost a response to the dean's evaluation within one week of receiving the dean's review, using the narrative box below. Please indicate whether or not you will submit an optional response below.

Are you submitting an optional response? If yes, add your response below, enter your name and date, and follow the guidance below for submission. If no, enter your name and date, and follow the guidance below for submission. No

After completing this section, the form should be submitted to uaa.oaa@alaska.edu, with a copy to the dean. If the program is fully delivered on a community campus, copy the appropriate community campus director(s) as well.

6/27/2022

Committee chair first name last name: Megan Volkov

Date: 4/10/2023

END OF PROGRAM OPTIONAL RESPONSE SECTION

PROVOST SECTION (Due on August 1)

After completing, signing, and dating the Provost Section of this form, email the completed form to the program review committee and dean, with a copy to uaa.oaa@alaska.edu for posting. If the program is delivered on a community campus, copy the appropriate community campus director(s) as well.

Provost's commendations, additional or adjusted recommendations, if any, and other general comments (3000 characters or less):

I agree with the dean's commendations. In addition, I am impressed with the way the program has produced DNPs out of UAA's own faculty. The program is to be commended for making the program available as one pathway for supporting the pursuit of higher education for our own. I also agree with the dean's recommendations and encourage the program to move forward to address them.

As I did last year in the Program Review process, I am asking programs to think about how they put students first. This includes continuing to monitor any courses with high DFW rates and seeking out strategies for remediation as needed. It also includes continuing to think about what it means to embrace diversity and inclusivity on the course and program level and to demonstrate this in your particular program(s). This could be through the use of proven, high-impact practices at the program level, or through proven pedagogic strategies such as designing assignments using Transparency in Learning and Teaching (TILT). It can also be through implementing OER and ZTC materials, particularly where course materials can be more reflective of diverse perspectives, or by using the same materials across all sections of a course. Finally, I am asking that every program identify at least one opportunity for students to develop each of UAA's core competency within the program's curricular and/or co-curricular offerings.

I am changing the decision to continuation and scheduling the next regular program review for AY26.

Provost's decision: Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

Interim Progress Report year: N/A

Follow-up Program Review year: N/A

Next regular Program Review: AY2026

Provost's signature:



Date: 5/12/2023