

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: GC Family Nurse Practitioner, GC Nursing Education, GC Psychiatric and Mental Health Nurse Practitioner, MS Nursing Science

Specialized Accrediting Agency (if applicable): Accreditation Commission for Education in Nursing

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: Develop a plan to direct more instructional resources to the Graduate Certificates and Masters of Science programs.

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

Faculty are actively engaged in utilization of instructional resources available nationally and within the UAA system.

Actions taken to date (2000 characters or less)

Each month the Advanced Practice Registered Nurse (APRN) Doctor of Nursing Practice (DNP) Program Meeting includes an hour of education in best teaching practices and course design. The educational trainings are led by a UAA Instructional Designer with expertise in teaching and curriculum design.

All APRN Faculty are provided 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).

Evidence of success to date (2000 characters or less)

With the support from the UAA Instructional Designer, the UAA Graduate Program has 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.

Recommendation 2: Address student recruitment.

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

Though there was a short duration of decrease enrollment and leaves of absence due to the complexities of a pandemic, interest in the program is high and enrollment is up. The 2024 graduating cohort of Family Nurse Practitioner (FNP) students, for example, has 14 students. Our normal cohorts are 12 or less in both APRN tracks. There is typically more interest in the FNP track, but the Psychiatric Mental Health Nurse Practitioner (PMHNP) track is growing. There is renewed interest in the Graduate Nursing Education degree and certificate, particularly from nursing faculty early in their careers as faculty.

Actions taken to date (2000 characters or less)

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.

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

Evidence of success to date (2000 characters or less)

Evidence needs to be further tracked to evaluate success. For example, we will track the number of students who attend UAA School of Nursing booth at the first Graduate Fair to evaluate if this is a valuable recruitment strategy. Additionally, using the new student learning management program, Exxat, implemented in the 2022-2023 academic year, pre-admission advising can be tracked to evaluate if it is useful in recruiting students.

Recommendation 3: Address clinical site issues.

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

There are clinical sites for all students accepted to the program. Even the larger 2024 FNP cohort of 14 have been assigned sites and are completing required hours.

Actions taken to date (2000 characters or less)

In May 2022 the UAA School of Nursing graduate program organizational structure was updated to include an FNP Clinical Coordinator and a PMHNP Clinical Coordinator. These roles are held by faculty currently. Duties include, but are not limited to, collaborating with sites and preceptors, setting up the clinical site activities within the student learning management system, Exxat, working with the College of Health Compliance Specialist to obtain Memorandums of Agreement (MOAs) and Certificates of Insurance (COIs), and keeping updated preceptor CVs/Resume's and licensure in Exxat.

Evidence of success to date (2000 characters or less)

All students have clinical site placements including in notoriously difficult placements such as the pediatric specialty. The PMHNP clinical coordinator has even reported excess clinical sites currently. Designated clinical coordinators have allowed for better communication among compliance, clinical partners, and the School of Nursing, which has improved the timeframe from MOA and COI acquisition to clinical start.

- 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)**

A highlight of the graduate program at UAA School of Nursing is the clinical opportunities throughout the state including in rural communities and with indigenous populations. The graduate Collaboration with RuralCAP, which is the agency that runs the Head Start Program in Alaska Villages such as Nunapitchuk, Pilot Station, Allakaket, and Hooper Bay has allowed for more rural site opportunities. There are also partnerships with hospitals and clinics in places including Juneau, Kachemak Bay, Homer, Fairbanks, Ketchikan, Soldotna, Seward, Wasilla, Bethel, Ninilchik, and Valdez. 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. GC Family Nurse Practitioner**

- *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.*

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

Standardized syllabi require illustration of alignment of Course Learning Outcomes (CLOs) to Program Outcomes. Evaluation of syllabi across the program shows faculty are teaching and providing clinical opportunities to meet and exceed Program Outcomes.

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

To improve engagement in scholarly inquiry, including evaluation and application of evidence-based research to advanced nursing practice or nursing leadership, the APRN tracks have introduced and integrated Fitzgerald Health Education Associates (FHEA) courses and learning tools into the 3 Ps (Pathophysiology, Pharmacology, Physical Assessment), Psychopharmacology, and all the clinical specific tracks. FHEA is a leader in nurse practitioner education and accredited by the American Association of Nurse Practitioners.

Clinical opportunities across the state and in various practices give students the opportunity to meet Program Outcomes in meaningful ways.

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

The 2025 FNP cohort is the first cohort to use the FHEA products. The product was implemented first in Advanced Pathophysiology and Advanced Pharmacology. Students are in week 9 of the semester and all are passing FHEA quizzes, exams, and application exercises utilizing the information earned in the course.

Exit surveys evaluate if students felt Program Outcomes were met throughout their program of study. Students consistently report meeting and exceeding Program Outcomes.

ii. GC Nursing Education

- *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.*

Describe your key findings for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3000 characters or less)

Though previous student surveys identified students felt Program Outcomes were met at the end of the program, previous elimination of the 3Ps and a clinical practicum did not allow for a student to fully meet the Program Outcomes, especially in application, collaboration, and demonstration of competence. The Graduate Nursing Education MS degree and Certificate were put on a hold for a year to critically examine the curriculum.

Describe actions taken to improve student learning for these outcomes. Programs may enter “See above” if there is a significant overlap of outcomes. (3000 characters or less)

To meet national standards and accreditation standards the Graduate Nursing Education degree and certificate was updated and passed all university academic committees. Updating of curriculum to include the addition of the 3Ps and a clinical practicum will help students to better meet all Program Outcomes.

Describe evidence that these actions are working. Programs may enter “See above” if there is a significant overlap of outcomes. (3000 characters or less)

The first cohort to the updated Graduate Nursing Education MS and Certificate program will begin in Fall 2024. Evaluation methods will be utilized to examine Program Outcomes.

iii. GC Psychiatric & Mental Health Nurse Practitioner

- *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.*

Describe your key findings for these outcomes. Programs may enter “See above” if there is a significant overlap of outcomes. (3000 characters or less)

See GC Family Nurse Practitioner.

Describe actions taken to improve student learning for these outcomes. Programs may enter “See above” if there is a significant overlap of outcomes. (3000 characters or less)

See GC Family Nurse Practitioner.

Additionally, the GC PMHNP program coordinator has added Symptom Media, a learning platform for psychiatric mental health care clinicians.

Describe evidence that these actions are working. Programs may enter “See above” if there is a significant overlap of outcomes. (3000 characters or less)

See GC Family Nurse Practitioner.

iv. MS Nursing Science

- *1) Engage in scholarly inquiry, including evaluation and application of evidence-based research to advanced nursing practice or 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 provider, leader, and educator in the health care system; 5) Articulate a plan for self-directed, lifelong learning and professional development.*

Describe your key findings for these outcomes. Programs may enter “See above” if there is a significant overlap of outcomes. (3000 characters or less)

See GC Family Nurse Practitioner, GC Psychiatric & Mental Health Nurse Practitioner, and GC Nursing Education.

Describe actions taken to improve student learning for these outcomes. Programs may enter “See above” if there is a significant overlap of outcomes. (3000 characters or less)

See GC Family Nurse Practitioner, GC Psychiatric & Mental Health Nurse Practitioner, and GC Nursing Education.

Describe evidence that these actions are working. Programs may enter “See above” if there is a significant overlap of outcomes. (3000 characters or less)

See GC Family Nurse Practitioner, GC Psychiatric & Mental Health Nurse Practitioner, and GC Nursing Education.

- 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)**

All programs are fully accredited through ACEN. 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 terminal degree APRN program in the future to meet national APRN education standards. The APRN tracks utilize national recognized learning resources such as FHEA. Simulation is emphasized through both APRN tracks and the Nursing Education track curriculum emphasizes best practices in simulation education. Quality Matters is emphasized in course assessment and design.

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)**

Students continue to pass courses, graduate, and pass certification exams consistently. Due to the high demand for nurses in Alaska students frequently are offered jobs even before graduation. The 2022 Annual Academic Assessment Report found out of the Spring 2022 FNP graduates, five of the seven were employed before or immediately after graduation. Three of the five PMHNP 2022 graduates had taken and passed the certification exam and held jobs in advanced practice.

- 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)**

Our APRN graduates continue to pass certification exams. A 100% national certification pass rate has continued since the last program review including the most recent 2022 graduating class. Graduates in the FNP program can sit for the ANCC or the AANP board certification. Graduates in the PMHNP program sit for the ANCC board certification. Graduates of our FNP tracks frequently return for the PMHNP certificate and/or the post master's DNP degree.

Two of the Spring 2022 MS, FNP graduates have applied for the post master's DNP and one has applied for the PMHNP Certificate.

One of our Spring 2022 MS, FNP graduates was a graduate speaker. She highlighted the leadership skills she gained through UAA. "I never considered myself a leader, but [at UAA] we talked about our roles as nurse practitioners and how we have to take leadership roles to make change. It's an honor to stand with a community that provides so much support to the state and is willing to invest in us."

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)

The APRN MS and Certificate programs continue to be in high demand despite the decrease during the pandemic. Most students complete the part-time program within the 3 year-time frame and the certificate within 2 years. There is some noted attrition and leaves of absence during the pandemic due to students working in the field as RNs, staying at home to care for families, and also illness.

The program attendees represent diverse nursing experience, as well as age, gender, and race/ethnicity. Alaska is diverse so it is important to note efforts should be increased to recruit a diverse student pool through processes such as holistic admissions.

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)

It is important to note the Graduate Nursing Education track was put on hold for a year to update the curriculum to meet national and accreditation standards; this impacted enrollment and graduation rates. The program will restart in Fall of 2024 and interest in the program found among our own faculty and community partners.

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 UAA School of Nursing is the only university that offers Master's programs and graduate nursing degrees locally.

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

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. For our rural community members, participating in a program with small course fees also adds to the appeal of the program.

Graduate faculty are experienced clinicians 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 MS APRN tracks. Nationally, the recommended entry to APRN practice recommendation is a terminal degree, the Doctor of Nursing Practice (DNP). 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.

The MS in Nursing Education at UAA School of Nursing did not offer pathophysiology, pharmacology, health assessment, or a clinical component. The program was put on hold for a year and a consultant worked with graduate faculty to build courses within the degree to meet accreditation standards. An MS option and Nursing Education Certificate option will be offered beginning in Fall 2024. There are focused efforts on recruitment of a Nursing Education Program Coordinator and faculty.

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: 3/14/2023

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.oaa@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: Develop a plan to direct more instructional resources to the Graduate Certificates and Masters of Science programs. Recommendation has been met.

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: Address student recruitment. Recommendation has been met.

While student recruitment in our AAS and BSN programs is not currently challenging, recruitment for our graduate nursing programs has been challenging in the recent past. The efforts made by the SON leadership to recruit current nursing professionals into graduate level nursing programs has been successful, as evidenced by their slightly increased enrollments. In particular, given the urgent need for nurse educators both in Alaska and across the country, our Master's in Nursing Education program is a key component of working to meet the nurse educator workforce needs.

Recommendation 3: Address clinical site issues. Recommendation has been met.

Currently, each of our SoN graduate programs has sufficient clinical sites to meet student enrollment – which took some significant effort by the SoN leadership, including the graduate program clinical coordinators. Their work in this area is to be commended!

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

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

With clinical placement sites throughout rural Alaska, our nursing graduate students have the unique opportunity to experience rural healthcare that is unmatched in the lower 48. From Ketchikan to Bethel, Homer to Juneau, the graduate program's collaboration with RuralCAP has allowed for more rural clinical site opportunities. This aligns well with UAA's and the COH mission to develop healthcare professionals that will hopefully continue to work in these rural Alaskan villages after graduation. None of our programs in the COH do this more widely across Alaska than in our SoN.

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

Program quality is assured through the specialized accreditation (ACEN) of each of the SoN graduate programs (FNP, PMHNP, MS Nurse Educator, MS Nursing Science). The accreditation Standards include rigorous tracking of student learning objectives (SLOs) and outcomes. Thus, our continued accreditation attests to the maintenance of quality in each of the programs. Some improvement was required in the Nurse Educator program, including a full revision of the curriculum. The first cohort slated to begin with the newly improved curriculum starts in fall of 2024. Additionally, several SoN faculty have completed the "Quality Matters" program to assist with course design. The graduate faculty are to be commended to continuing to find new resources supplement the programs, such as the FHEA system for FNP education. I am confident that our SoN graduate programs are on an upward trajectory due to the dedication of the faculty and SoN leadership.

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

Student success in the SoN graduate programs is evidenced by the 100% passing rate on national board exams – with national pass rates well below the 100% mark. Additionally, over 90% of our graduate nursing students are immediately employed upon graduation – with many having job offers well before graduation. Thus, our SoN graduate program alumni go out into the workforce as sought-after leaders in their specialty areas. Toward closing of equity gaps, there is still room for improvement in the SoN graduate programs. While our students have some diversity in age, gender identity, race and ethnicity, further efforts should be coordinated ensure greater diversity. The SoN faculty and leadership are aware of this. Through efforts such as the RRANN program, we hope to significantly improve diversity over time to mirror the populations our graduates will serve.

5. Demand (1750 characters or less)

The current demand for FNP, DNP, PMHNPs, Master of Nursing Science and Master of Nursing Education experts in Alaska is extremely high. The SoN leadership are keenly aware of the demand for our graduates, and continue to diligently create more opportunities to bring in more students. This demand, combined with the high quality of our graduates, positions UAA graduate nursing programs to be sustainable far into the future.

6. Productivity and Efficiency (1750 characters or less)

The SoN graduate programs are some of our most streamlined professional programs in the COH. The only program that the data portray poorly is the MS in Nursing Education track, which was put on hold to perform significant curricular revisions. This program will be up and running in the Fall of 2024, with a fresh new curriculum. We anticipate this program to be popular within our own undergraduate faculty, clinical faculty, and other working professionals in the state.

7. Duplication and Distinctiveness (1750 characters or less)

There are no other graduate nursing programs in the state of Alaska. Thus, we achieve the high mark of 0% duplication and 100% distinctiveness!

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

The number one strength of the SoN graduate programs is the quality and dedication of their leadership through Dr. Megan Volkov, Dr. Kristin Lutz, and Dr. Carla Hagen. These three professionals have taken on the difficult task of ‘righting-the-ship’, from a failing SoN several years ago. Their work has been a heavy lift, but is paying off in terms of greatly improved program quality at all levels, better communication and coordination with our community partners across the state, and a slow but sure culture shift with the SoN itself.

For the graduate programs in particular, the variety of experience that the graduate faculty bring to the programs is significant and important for student learning. Additionally, the ability to put the full curriculum into an online distance format has greatly increased the accessibility of our graduate nursing programs across the state – most importantly in our most rural and underserved areas. Lastly, the growth in clinical placement spots for our students has been critical to ensure program sustainability and growth into the future.

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The faculty are currently working toward aligning our programs with national norms in degree pathways. So, some changes will be coming forward in the near future to improve our competitiveness for student enrollment from our undergraduate programs directly into our graduate programs.

2. Dean's Final Evaluation

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

1. Quality of the SoN graduate program faculty and leadership.
2. Making the graduate programs vastly more accessible by going 'all online' to reach our most underserved rural populations.
3. Extending our student clinical placement sites into rural Alaska communities.
4. Bringing all SoN graduate programs in line with ACEN Standards and having a vision for the future of these programs.

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

1. Continue to work toward greater diversity in both our faculty and our students, to mirror the populations our graduates will serve.
2. Progress the work toward articulation pathways for RN program students in our UAA programs to enter our graduate programs to bring us in line with national trends.

Dean's overall recommendation to the provost: Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

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

If a Follow-up Program Review is proposed, recommended year: N/A

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.ooo@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: 3/18/2023

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

Optional Response: (10,000 characters or less)

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.

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 commend the program for supporting our own faculty to be able to teach in this area, addressing the critical shortage of nursing educators in Alaska. I also agree with the dean's recommendations, particularly that the programs should focus their work on alignment to ensure the programs meet current needs in Alaska as well as national standards. Consider more direct and efficient pathways for students that shorten the time to a terminal degree.

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

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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.

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: AY2027

Provost's signature: Denise K. Runge

Date: 5/12/2023