Academic Assessment Plan

College: College of Health

Program(s): MS Nursing Science
GC Family Nurse Practitioner
GC Nursing Education
GC Psychiatric & Mental Health Nurse
Practitioner

Reviewed: Spring 2025

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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.

Reference: ACEN Accreditation Manual (updated July 2013). *A publication of the Accreditation Commission for Education in Nursing*. Retrieved from www.acenursing.org

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 1: ASSOCIATION OF ASSESSMENT MEASURES TO PROGRAM OUTCOMES

Outcomes	Final Clinical Eval by Faculty & Preceptor (#1)	Exit Survey Achievement of Program Outcomes (#2)	Exit Survey Pursue Doctorate (#3)	Exit Survey Membership in Prof. Org. (#4)	External Cap-stone Critique (#5)	Certification pass rate (#6)	Alumni follow-up survey (#7)	Employer follow-up survey (#8)	Job placement rates (#9)	Program completion (#10)
Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research to advanced nursing practice or nursing leadership.	1	1	0	0	1	1	1	1	1	1
Practice in a manner that incorporates ethical, legal, & professional standards for advanced nursing practice or nursing leadership.	1	1	0	0	1	1	1	1	1	1
Collaborate across disciplines and in partnership with communities, groups, families and individuals incorporating culturally sensitive principles.	1	1	0	0	0	1	1	1	1	1
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.	1	1	0	0	0	1	1	1	1	1
Articulate a plan for self-directed, life-long learning, and professional development.	0	1	1	1	0	0	1	1	1	0

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

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

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

Mea-sure	Grade	Criteria
	A	90-100% of students give an average rating of 3.0 or higher final clinical evaluation
	B	80-89.9% of students give an average rating of 3.0 higher final clinical evaluation
	C	70 to 79.9% of students give an average rating of 3.0 higher final clinical evaluation
	D	60 to 69.9% of students give an average rating of 3.0 higher final clinical evaluation
	F	< 60% of students gives an average rating of 3.0 higher final clinical evaluation

ND 660
UAA SCHOOL OF NURSING
FAMILY NURSE PRACTITIONER PROGRAM
CLINICAL PRECEPTOR/FACULTY/STUDENT EVALUATION TOOL

1 = Poor performance
2 = Needs improvement
3 = Appropriate for this level of student

4 = Exceeds expectations
5 = Outstanding
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**".*

Essential Components to Pass this Course	Poor Performance	Needs Improvement	Appropriate for this level of student	Exceeds Expectations	Outstanding	Not Observed
1. Prepares for patient encounter as appropriate (chart review, clinical guideline review, etc.).	1	2	3	4	5	NO
2. Presents a professional appearance, including dress, timeliness, demeanor and language.	1	2	3	4	5	NO
3. Displays interest and initiative in learning.	1	2	3	4	5	NO
4. Identifies patients with emergent or critical health needs in a timely manner and initiates appropriate care coordination/referral.	1	2	3	4	5	NO
5. Creates a climate of patient-centered care that includes confidentiality, emotional support, mutual trust, collaboration and respect.	1	2	3	4	5	NO
6. Demonstrates accountability for professional practice.	1	2	3	4	5	NO
Clinical Management of Patients	Poor Performance	Needs Improvement	Appropriate for this level of student	Exceeds Expectations	Outstanding	Not Observed
7. Approaches patient interview and exam in an organized and deliberate manner.	1	2	3	4	5	NO
8. Obtains an appropriate history including HPI, ROS, PMH, allergies, medications, FH, and relevant social history.	1	2	3	4	5	NO
9. Determines appropriate exam elements to be performed based on HPI.	1	2	3	4	5	NO
10. Performs appropriate physical exam elements for each visit using correct technique.	1	2	3	4	5	NO
11. Employs appropriate screening and diagnostic strategies in the development of diagnoses.	1	2	3	4	5	NO
12. Differentiates between normal, variations of normal, and abnormal findings.	1	2	3	4	5	NO
13. Formulates list of plausible differential diagnoses for problem-focused visits.	1	2	3	4	5	NO
14. Demonstrates critical analysis of data and research evidence in clinical decision making.	1	2	3	4	5	NO
15. Arrives at correct diagnosis.	1	2	3	4	5	NO
16. Creates comprehensive evidence-based, mutually acceptable treatment plans that incorporate relevant up to date clinical guidelines.	1	2	3	4	5	NO
17. Prescribes appropriate medications within scope of practice, and takes into account patient characteristics, efficacy, cost, and side effects.	1	2	3	4	5	NO
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.	1	2	3	4	5	NO
19. Evaluates results of interventions using accepted outcome criteria, revises plan and consults/refers when needed	1	2	3	4	5	NO

Clinical Management of Patients (continued)	Poor Performance	Needs Improvement	Appropriate for this level of student	Exceeds Expectations	Outstanding	Not Observed
20. Documentation of each patient visit reflects the history and exam findings and treatment plan discussed. Documentation is organized appropriately and complete.	1	2	3	4	5	NO
21. Completes patient encounter in a timely manner.	1	2	3	4	5	NO
22. Presents patients to preceptor in a thorough, concise and organized manner.	1	2	3	4	5	NO
Role Transition	Poor Performance	Needs Improvement	Appropriate for this level of student	Exceeds Expectations	Outstanding	Not Observed
23. Utilizes feedback from clinical instructors, peer-review and self-evaluation to improve clinical practice.	1	2	3	4	5	NO
24. Collaborates with others (health care disciplines, family members, etc.) in planning for transitions across the continuum of care.	1	2	3	4	5	NO
25. Integrates technology where appropriate in clinical practice to improve outcomes.	1	2	3	4	5	NO
26. Considers the relationships among access, cost, quality and safety when making care decisions.	1	2	3	4	5	NO
27. Advocates for improved access, quality and cost effective health care for patients.	1	2	3	4	5	NO
28. Integrates and applies ethical principles in decision making.	1	2	3	4	5	NO
29. Incorporates the patient's cultural and spiritual preferences, values and beliefs into health care.	1	2	3	4	5	NO

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.**

Measure	Grade	Criteria
	A	Average rating is 4.0 or higher
	B	Average rating is 3.0 to 3.99
	C	Average rating is 2.0 to 2.99
	D	Average rating is 1.0 to 1.99
	F	Average rating is < 1.0

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**

Measure	Grade	Criteria
	A	90 to 100% of students indicate they belong to at least one professional organization
	B	80 to 89.9% of students indicate they belong to at least one professional organization
	C	70 to 79.9% of students indicate they belong to at least one professional organization next five years.
	D	60 to 69.9% of students indicate they belong to at least one professional organization
	F	< 60% of students indicates they belong to at least one professional organization

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.**

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

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.

FAMILY NURSE PRACTITIONER EXIT SURVEY

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?

	Extremely satisfied	Very satisfied	Moderately satisfied	Slightly satisfied	Not satisfied
Rate your overall satisfaction with the graduate nursing program	○	○	○	○	○

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

Outcome 1	Extremely good	Very good	Moderately good	Somewhat good	Not good
Utilize critical thinking skills to improve clinical outcomes.	○	○	○	○	○
Evaluate published research for application to clinical practice.	○	○	○	○	○
Utilize scientific research and national guidelines to provide quality care.	○	○	○	○	○

Outcome 2	Extremely good	Very good	Moderately good	Somewhat good	Not good
Adhere to national and community practice standards.	○	○	○	○	○
Practice in an ethical, professional and legal manner.	○	○	○	○	○
Accurately document, assess, and evaluate management plans.	○	○	○	○	○

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

Outcome 3	Extremely good	Very good	Moderately good	Somewhat good	Not good
Demonstrate cultural awareness in professional encounters.	❍	❍	❍	❍	❍
Collaborate and partner across disciplines with professionals to meet the needs of diverse populations.	❍	❍	❍	❍	❍

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

Outcome 4	Extremely good	Very good	Moderately good	Somewhat good	Not good
Demonstrate competence in advance practice nursing.	❍	❍	❍	❍	❍
Demonstrate caring in advance practice nursing.	❍	❍	❍	❍	❍
Utilize verbal and written communication skills to provide quality, professional care.	❍	❍	❍	❍	❍
Employ leadership strategies to impact health care.	❍	❍	❍	❍	❍

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

	Extremely Likely	Very Likely	Moderately likely	Somewhat likely	Not likely
Pursue a DNP or PhD in the next 5 years.	❍	❍	❍	❍	❍
Practice in Alaska	❍	❍	❍	❍	❍
Work with under-served populations	❍	❍	❍	❍	❍
Other (please specify)	❍	❍	❍	❍	❍

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

	Extremely good	Very good	Moderately good	Somewhat good	Not good	Didn't Take
NS 618 Adv. Practice Roles	❍	❍	❍	❍	❍	❍
NS 619 Health Policy for Adv. Practice	❍	❍	❍	❍	❍	❍
NS 620 Research Methods	❍	❍	❍	❍	❍	❍
NS 621 Knowledge Develop.	❍	❍	❍	❍	❍	❍
NS 625 Biostatistics	❍	❍	❍	❍	❍	❍
NS 696 Project	❍	❍	❍	❍	❍	❍

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?

	Extremely good	Very good	Moderately good	Somewhat good	Not good	Didn't Take
NS 601 Adv.Pathophysiology	○	○	○	○	○	○
NS 602 Adv.Health Assessment	○	○	○	○	○	○
NS 610 Adv. Pharmacology	○	○	○	○	○	○
NS 611 Psychopharmacology	○	○	○	○	○	○
NS 660 FNP I	○	○	○	○	○	○
NS 661 FNP 2	○	○	○	○	○	○
NS 662 FNP 3	○	○	○	○	○	○
NS 663 FNP 4	○	○	○	○	○	○

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?

	Extremely good	Very good	Moderately good	Somewhat good	Not good
Quality of distance education	○	○	○	○	○

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.

	Extremely Important	Very Important	Somewhat important	Slightly important	Not important
Online/distance courses	○	○	○	○	○
Reasonable cost	○	○	○	○	○
Local availability	○	○	○	○	○
Quality of program	○	○	○	○	○
Quality of faculty	○	○	○	○	○
Availability of part-time study	○	○	○	○	○

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

Measure	Grade	Criteria
	A	90-100% of **graduates get an average rating of 3.0 or higher on items 1-6**
	B	80-89.9% of **graduates get an average rating of 3.0 or higher on items 1-6**
	C	70-79.9% of **graduates get an average rating of 3.0 or higher on items 1-6**
	D	60-69.9% of **graduates get an average rating of 3.0 or higher on items 1-6**
	F	< 60% of **graduates get an average rating of 3.0 or higher on items 1-6**

EXTERNAL REVIEWER PROJECT CRITIQUE TOOL (APPROVED 8-2015)

Presentation Date: _____ **Specialty:** _____

Presentation Title: _____

Student: _____ **Reviewer:** _____

Chair: _____ **Members:** _____

KEY
5 = Excellent **4** = Above average **3** = Average **2** = Below average **1** = Unacceptable

N/A = Not Applicable

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

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.

Measure	Grade	Criteria
	A	90 to 100% of our nurse practitioner graduates (PMH-NP and FNP) pass the certification exam for advanced practice nursing the first time.
	B	80 to 89.9% of our nurse practitioner graduates (PMH-NP and FNP) pass the certification exam for advanced practice nursing the first time.
	C	70 to 79.9% of our nurse practitioner graduates (PMH-NP and FNP) pass the certification exam for advanced practice nursing the first time.
	D	60 to 69.9% of our nurse practitioner graduates (PMH-NP and FNP) pass the certification exam for advanced practice nursing the first time.
	F	< 60% of our nurse practitioner graduates (PMH-NP and FNP) pass the certification exam for advanced practice nursing the first time.

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."**

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

Measure	Grade	Criteria
	A	Average rating is 4.0 or higher
	B	Average rating is 3.0 to 3.99
	C	Average rating is 2.0 to 2.99
	D	Average rating is 1.0 to 1.99
	F	Average rating is < 1.0

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."**

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

Measure	Grade	Criteria
	A	Average rating is 4.0 or higher
	B	Average rating is 3.0 to 3.99
	C	Average rating is 2.0 to 2.99
	D	Average rating is 1.0 to 1.99
	F	Average rating is < 1.0

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

Measure	Grade	Criteria
	A	**90-100% of** graduates report they are employed in positions for which the program prepared them.
	B	**80-89.9% of** graduates report they are employed in positions for which the program prepared them.
	C	**70-79.9% of** graduates report they are employed in positions for which the program prepared them.
	D	**60-69.9% of** graduates report they are employed in positions for which the program prepared them.
	F	**< 60% of** graduates report they are employed in positions for which the program prepared them.

UAA SCHOOL OF NURSING GRADUATE PROGRAM

FAMILY NURSE PRACTITIONER FOLLOW-UP SURVEY

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.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am satisfied with the quality of my graduate education at UAA.	❍	❍	❍	❍	❍
My UAA graduate education gave me a strong foundation to build my nurse practitioner skills.	❍	❍	❍	❍	❍

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 your 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:

<div align="center">

Dr. Jill Janke
jrjanke@uaa.alaska.edu
907-786-4570

</div>

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)

Measure	Grade	Criteria
	A	**90-100% of** employers state they would hire another UAA graduate
	B	**80-89.9% of** employers state they would hire another UAA graduate
	C	**70-79.9% of** employers state they would hire another UAA graduate
	D	**60-69.9% of** employers state they would hire another UAA graduate
	F	**< 60% of** employers state they would hire another UAA graduate

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

Measure	Grade	Criteria
	A	Average rating is 4.0 or higher
	B	Average rating is 3.0 to 3.99
	C	Average rating is 2.0 to 2.99
	D	Average rating is 1.0 to 1.99
	F	Average rating is < 1.0

School of Nursing
UNIVERSITY of ALASKA ANCHORAGE

EMPLOYER SURVEY
PSYCHIATRIC-MENTAL HEALTH
NURSE PRACTITIONER
GRADUATE

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:

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

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
jrjanke@uaa.alaska.edu
907-786-4570

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.

Measure	Grade	Criteria
FNP **PMH** **EDUC**	A	80 to 100% of our nurse practitioner graduates complete their degree within one year of completing the last clinical course.
	B	60 to 79.9% of our nurse practitioner graduates complete their degree within one year of completing the last clinical course.
	C	40 to 59.9% of our nurse practitioner graduates complete their degree within one year of completing the last clinical course.
	D	20 to 39.9% of our nurse practitioner graduates complete their degree within one year of completing the last clinical course.
	F	< 20% of our nurse practitioner graduates complete their degree within one year of completing the last clinical course.