

2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)**PROGRAM SECTION (Due to the dean on October 15)****Submission date:** 1/13/2022**Submitted by:** Kristin Lutz, Associate Director SON, kflutz@alaska.edu**Program(s) covered in this report:** Nursing AAS

If you selected "Other" above, please identify. (100 characters or less)

College: College of Health**Campuses where the program(s) is delivered:** ☒ Anchorage ☐ KOD ☒ KPC ☒ MSC ☒ PWSC**Specialized accrediting agency (if applicable):** Accreditation Commission for Education in Nursing**If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:****INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES**

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four "core competencies" at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). This decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.

1. Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.

- **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this Core Competency? (500 characters or less)**

I would hope the student would say that they had numerous opportunities throughout the program via their clinical, didactic and service experiences and faculty and staff modeling to develop proficiency in this Core Competency.

- **Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency?** ☐ Yes ☒ No

If yes, please briefly describe. (500 characters or less)

- **Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency?** ☒ Yes ☐ No

If yes, please briefly describe. (500 characters or less)

By working with our community partners, we could collaboratively design learning and service opportunities such as participating in professional development training and/or engaging in community COVID-19 testing and immunization clinics which would promote community engagement, professional excellence and personal flourishing.

PROGRAM STUDENT LEARNING OUTCOMES

2. Please list the Program Student Learning Outcomes your program assessed in AY21. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.

Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

Utilize critical thinking skills to assess and diagnose nursing needs and to prioritize, plan, implement, and evaluate care for patients and their families in institutional and community based settings - Met faculty expectations.

3. Describe your assessment process in AY21 for these program student learning outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)

Faculty have established program completion benchmarks for the undergraduate programs. The faculty expect that 80% of the students in the Associate of Applied Science program will graduate within six semesters and we have exceeded that benchmark with an 85.7% completion rate within

four terms for students graduating in Spring 2021 and 86.3% completion rate within four terms for students graduating in Fall 2021.

4. What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)

Over the past two years faculty have worked to incorporate more student remediation activities and follow up with students who are having difficulties in courses to increase the number of AAS students to graduate within four terms. We anticipate that the challenges imposed by the COVID pandemic upon students' time and financial circumstances will significantly impact data on the number of students graduating in the upcoming academic year.

5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the program student learning outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)

Ongoing evaluation of the curriculum, additional tutoring support, remediation and increased faculty availability has been implemented to support student success and work to minimize progression delays. A major curriculum change has been implemented and outcomes will be evaluated.

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

6. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the program student learning outcomes? Please check all that apply.

- ☐ Course curriculum changes
- ☐ Course prerequisite changes
- ☐ Changes in teaching methods
- ☐ Changes in advising
- ☐ Degree requirement changes
- ☐ Degree course sequencing
- ☐ Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- ☐ Changes in program policies/procedures
- ☐ Changes to Program Student Learning Outcomes (PSLOs)
- ☐ College-wide initiatives (e.g., High Impact Practices)
- ☐ Faculty, staff, student development
- ☒ Other
- ☐ No changes were implemented in AY21.

If you checked "Other" above, please describe. (100 characters or less)

We are working with a consultant to evaluate and improve the SON's assessment plan and processes.

- 7. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)**

With our consultant, we evaluating past and current assessment processes. We are working to identify faculty to join the SON Assessment Council. Members of this faculty council will be actively involved in assessment activities, and will serve as champions, mentors, and leaders in SON assessment activities.

- 8. Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.**

- 9. Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)**

DEAN SECTION (Due to the program on January 15)

- 1. Based on the program's responses above, what guidance and support do you have for the program moving forward? Is there a particular area the program should focus on? (750 characters or less)**

The program has identified its primary assessment measure as program completion rates. One PSLO was identified as being assessed, but no assessment data for that outcome provided. The program is supported in its use of a consultant to assist in developing a comprehensive assessment plan. The program is encouraged to incorporate both formative and summative assessment tools that assist with timely and impactful changes as needed. Both qualitative and quantitative assessment will be valuable. It is appreciated that the program recognizes the need for a robust assessment process that includes active engagement and leadership from faculty. The program is recognized for the efforts to re-prioritize assessment following significant transition.

- 2. Is there something the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, including the closing of equity gaps, that might serve as a model for other programs? If yes, please explain. You may skip this question. (750 characters or less)**



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