UAA Academic Affairs
UNIVERSITY *of* ALASKA ANCHORAGE

2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)

PROGRAM SECTION (Due to the dean on October 15)

Submission date: 10/18/2021

Submitted by: Jill Janke PhD Graduate Program Chair

Program(s) covered in this report: Nursing Science MS, Family Nurse Practitioner GC, Nursing Education GC, and Psychiatric & Mental Health Nurse Practitioner GC

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.

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

   o **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)*

   Students would indicate they had mutidisplinary exposure through several venues (clinicals, interprofessional collaboration, experts). This exposure builds both professional and personal growth as they refine advance practice skills. Clinicals occur throughout Alaska and expose students to diverse communities and cultures. Professional growth is built upon throughout the program as they progress toward graduation.

   o **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)*

   For the FNP and PMH-NP programs, professional growth begins with a White Coat Ceremony prior to clinicals. Professional Conduct and Evidence-Based Practice Guidelines are provided early in the program. Towards the end of the program professional CV, APRN applications, and other professional topics are covered.

   o **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)*

   We are having our students develop ePortfolio's to highlight their professional and personal growth throughout the program.

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.
   1. Engage in scholarly inquiry, including evaluation and application of evidence-based research to advanced nursing practice or leadership (exceeded faculty expectations).
   2. Practice in a manner that incorporates ethical, legal, and professional standards for advanced nursing practice or nursing leadership (exceeded faculty expectations).
   3. Collaborate across disciplines and in partnership with communities, groups, families and individuals through culturally sensitive practice (exceeded faculty expectations).

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

5. Articulate a plan for self-directed, lifelong learning and professional development (partially 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)*

   In AY 21 we evaluated program learning outcomes (PSLOs) 1-5.   We used several assessment measures: Final Clinical Course Evaluations (PSLOs 1-4), NSG A647 for Nursing Leadership students, NSG A663 for FNP students, and NSG A673 for PMH-NP students; Exit Survey (PSLOs 1-5), sent out at the end of the program; Certification Exam Pass rates for the FNP and PMH-NP students (PSLOs 1-4); Alumni Survey (PSLOs 1-5) sent out 12 months post-graduation. Results are discussed formally during a fall semester Graduate Program Council meeting; and informally with individual faculty and program coordinators. The Exit Survey and Alumni Survey use open ended questions, allowing students the opportunity to share ideas on strengths and weaknesses.

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

   The benchmarks were exceeded for the Final Clinical Course evaluation: all FNP, PMHNP, & NLDR students passed. Exit Surveys for FNP had an 88.9% return rate (8/9); all benchmarks exceeded. The PMH-NP students had a 100% return rate (5/5) and all but one benchmark was exceeded [0% planned to pursue DNP education in next 5 years]. No Exit Surveys were returned for NLDR students. Certification Pass Rates are not official, they were obtained from an AK Professional License Search: among the Sp 21 grads 100% of the FNPs are licensed APRNs in AK; 60% of the PMHNPs are licensed APRNs in AK. The Alumni Survey for FNP had a 7/9 return rate (77.8%) and benchmarks were exceeded; both PMH-NP and NLDR had 0% return on Alumni Survey.

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)*

   Due to the DNP re-accreditation visit, we delayed discussion of the MS/Cert Program Assessment outcomes. We have placed it on the agenda for our Nov. meeting. There are two items that need to be addressed. First, is a discussion on how to promote interest in pursuing the DNP. The second has to do with the PMH-NP certification pass rate. We know three students took the exam and are licensed in the state of Alaska. The other two may have gotten licensed outside of Alaska, or they may have taken and not passed the exam, or just not taken the exam. Either way we need to find out and not wait until the official report, which is generally sent in February. We have new faculty

for the PMHNP program and we are reviewing the curriculum.

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

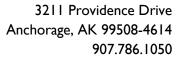6. **In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the program student learning outcomes? Please check all that apply.**
☐ Course curriculum changes
☐ Course prerequisite changes
☒ Changes in teaching 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)*

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)*
   We approved a standardized syllabus which was implemented this fall semester. This was done in response to student's comments about difficulty finding things. We will evaluate the effectiveness of the standardized syllabus at the end of fall semester. The same concern was voiced about BB shells and we have begun work on standardization of that as well. Last spring we decided to incorporate 'teaching tips' in at least one Graduate Program Meeting per month. To date we have had guests share high impact teaching techniques they are using in their courses. We have also scheduled a full-day Quality Matters workshop for the graduate faculty in November. The sharing has been well-received by faculty.

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)*

Seventy-five to eighty percent of our students stay and practice in the State of Alaska after graduation and passing the professional certification exam. One hundred percent of our graduates are employed in nursing.

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 is commended for using a variety of formative/summative and qualitative/quantitative assessment measures. It is also appreciated that the program has had one of the focus areas being on licensing and practice in the state of Alaska since that is a critical need. As the program looks for strategies to meet the goal of more graduates pursuing doctoral level nursing education, it is encouraged to look at the full continuum of nursing education within the School of Nursing and how that meets current or emerging professional standards, Alaska workforce needs, and student needs and expectations. Sustainability of graduate nursing programs will also be an important consideration.

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)*

Dean's signature: _Kendra Sticle_   **Date:** 1/14/2022