

2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)**PROGRAM SECTION (Due to the dean on October 15)****Submission date:** 10/21/2022**Submitted by:** Lisa Ernest, Chair of Undergraduate Programs, llernest@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):** Select Specialized Accrediting Agency or N/A.**If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:** Accreditation Commission for Education in Nursing (ACEN)**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 is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

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

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

- **If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning**

in this core competency, please discuss that implementation and any observations you have regarding how well it is working. (500 characters or less) N/A

- If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now. (500 characters or less) NURS A260 Transition to Professional Nursing is a course specifically designed to educate nursing students on professional excellence. This course prepares the student to sit for National Council Licensure Examination (NCLEX) to practice as a Registered Nurse (RN). This course also incorporates guest speakers from the Alaska State Board of Nursing to discuss their future roles as RNs and promote professional excellence.

B. *Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.*

- 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 that students would state that they have ample opportunity to engage in effective communication throughout the AAS Nursing program including in the classroom, skills lab, clinical settings, and also in simulation experiences.

- Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency. (500 characters or less)

In NURS A120/L and NURS A125/L students have multiple learning activities addressing communication skills. In particular, during skills lab for these courses, different scenarios are used for students to practice and then demonstrate their therapeutic communication techniques, including effective communication during the patient interview process. Students demonstrate their communication skills in simulation and then in the skills lab, as faculty use a skills lab checklist to assess them.

PROGRAM STUDENT LEARNING OUTCOMES

2. Please list the Program Student Learning Outcomes your program assessed in AY22. 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 AY22 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)**

During AY22 faculty identified that UAA undergraduate programs needed to incorporate a clinical judgment model into our curricula, since that was lacking in the curriculum and some students struggled to use critical thinking skills and develop clinical reasoning. The curriculum committee was reestablished in Spring 22, and unanimously selected Tanner's Clinical Judgment Model. They began planning how to implement the model in both clinical and didactic courses, and discussed evidencebased approaches to using this framework to facilitate students' developing clinical reasoning.

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

This model is being integrated into our curriculum in AY23. The National Council of State Boards of Nursing has recommended that all undergraduate nursing programs implement a clinical judgment model into their curricula in order to better prepare new nurses to develop and use clinical judgment to improve patient outcomes. Faculty anecdotally reported that the model is a helpful framework for students that is easy to use in both the classroom and during clinical activities.

- 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)** As the model is currently being implemented, we will continue gathering data from faculty and students, as well as assessing if students' clinical judgment improves through faculty and preceptor direct observation, structured learning activities, and by student performance on future national licensure examinations (NCLEX) as clinical judgment will be an important part of the NCLEX beginning in spring 2023. Collecting this data is a focus of our evaluation committee.

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 AY22.

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 are continuing to evaluate past and present SON academic assessment infrastructure, plans, and processes with our academic assessment consultant from Nursing Education Connections, LLC. Faculty are working with the consultant in developing a Systematic Plan of Evaluation that meets UAA assessment standards and practices, and meets ACEN accreditation standards and Alaska Board of Nursing Regulations. New assessment methods are being developed and proposed by our evaluation committee for future implementation. Data collection will begin with AY23.

8. PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE.

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)

I would like to highlight that the graduates from our AAS program performed well on the National Council Licensure Examination (NCLEX) with a 94% pass rate (97 passed out of 103) for April 2021/March 2022. This demonstrates that our AAS students are performing above the national average and have shown perseverance in unprecedented times.

Also, 45% of our graduates responded to an employment placement survey following Spring 2022 graduation, and 79.5% of those students reported having employment secured in Alaska. We will continue to assess undergraduate employment with our upcoming graduates.

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? (750 characters or less)

The program is commended for its exceptional pass rate on the NCLEX exam as well as job placement rate in Alaska.

The program did well in identifying one specific PSLO that had room for improvement and describing the process the program went through to integrate a curriculum modification to address that. As the program moves forward in revising its assessment process, it will be beneficial to include a more broad description of the overall assessment process and outcomes from that. It is recognized that the program is putting significant resources into enhancing their assessment process; the college administration will continue to support those efforts.

2. What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies? (750 characters or less)

As noted above, there is strength in being able to identify a specific area for improvement and providing evidence of overall faculty involvement to address that area throughout the curriculum. It is also noteworthy that the program has prioritized assessment such that they have engaged with a consultant to work on enhancing their overall assessment process using a methodology specific to their accreditation requirements. The program uses national board exam data as part of their assessment which is a strength in their assessment process.

The program has done well in identifying discipline-specific activities and evaluation methods which promote development of the UAA core competencies.

Dean's signature:



Date: 1/9/2023