

**2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM**  
**(Due October 15 to the dean)****PROGRAM SECTION (Due to the dean on October 15)****Submission date:** 10/22/2022**Submitted by:** Megan Volkov DNP, APRN, NP-C/ APRN DNP Program Chair/mjbrady@alaska.edu**Program(s) covered in this report:** Nursing Practice DNP

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):** Commission on Collegiate Nursing Education

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 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)**

There have not been any changes to NSG 684 Clinical Concentration discussed last year. The post master's DNP will be undergoing revisions due to the current development of the new BS-DNP program in progress. It is planned a clinical concentration will remain to offer students a clinical opportunity that highlights professional excellence and community engagement at the doctoral level.

- **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) N/A**

**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)**

Program faculty would hope students would express appreciation for variety of courses including, but not limited to, NSG 684 (Clinical Concentration) and NSG 696 a-c (Capstone Project) in developing communication as leaders in advanced nursing practice. These courses require a student to communicate and collaborate with individuals within a healthcare setting to evaluate a need of the setting and implement best evidence, provide quality improvement, or examine health policy.

- **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)**

Communication as advanced practice leaders is further explored in NSG 618A (Advanced Nursing Leadership). Communication beyond the patient-provider context is examined with the goal of systems improvements.

**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.***

- Demonstrate enhanced professional skills in advanced practice nursing using an ethical, evidence-based approach to promote healthy communities
- Apply clinical inquiry using a culturally sensitive, evidence-based approach to adapt practice and change health outcomes

- Act in expanded leadership roles to influence local, statewide and national health care policy and delivery systems serving unique, diverse and underserved populations

We were unable to assess these formally as there were no graduates in Spring 2022 to provide an exit interview. An alumni survey had not been completed at the time of this report.

**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)**

As mentioned above there was not a formal evaluation of PSLOs given there were no graduates in Spring 2022. An alumni survey had not been completed at the time of this report. There were course evaluations and IDEA surveys of course/faculty completed throughout the academic year.

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

Course evaluations revealed better alignment of some courses, such as Practice Inquiry II-IV, may better serve learner's needs and promote success. Additionally, use of a variety of learning assessments other than traditional platforms such as discussion board narratives could enhance learning.

**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)**

There was no formal discussion of PSLOs in the Graduate Program Council. Since the reaccreditation of the program faculty are engaged in the plan for a BS-DNP program. In discussion regarding the BS-DNP program, faculty have identified ways in which the post master's DNP can be improved including better alignment of the Practice Inquiry courses to fully explore and engage in the process required to complete a capstone project within the community. Better alignment of these courses speaks to all three PSLOs.

**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)** Curriculum revision plans

**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)**

The program made the decision to formally reorganize the graduate program which includes a designated APRN DNP program chair and NLDR program chair. There are also designated program coordinators, clinical coordinators, and student advisors. We will be evaluating these changes over the 2022-2023 academic year. Additionally the program faculty are working with a consultant from Idaho State University to develop the BS-DNP and revise the current post-master's DNP.

**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)**

A highlight of the post master's DNP program is it is considered or pursued by current UAA MS/Cert FNP and PMHNP students. Four of the Spring 2022 FNP and PMHNP graduates applied to the post master's DNP for Fall 2022. All four were accepted to the program. Two are continuing in the program at this time, one took a leave of absence and will restart in Fall 2023, and one withdrew.

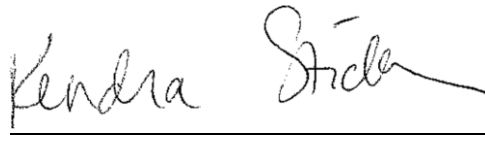
**DEAN SECTION (Due to the program on January 15)**

**1. Based on the program's responses above, what guidance and support do you have for the program moving forward? (750 characters or less)**

As the program has noted, outcomes were not assessed this year due to lack of graduates. The program has struggled with enrollment numbers over time and is actively working to address that, largely through a modified program format. The BS-to-DNP pathway was a goal since the inception of the DNP, but has only recently begun to be actively explored. The program is commended for taking active steps and investing resources in this effort. College administration will work with the program to continue to make progress on these programmatic changes.

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)** A strength at this time is that the program is working to significantly modify the format of leadership within the program as well as overall program design to achieve outcomes. This is an essential program for the state of Alaska and the program is commended for working to align the program itself, as well as the assessment process for the program, with national trends and standards.

Dean's signature:

  
\_\_\_\_\_

Date: 1/9/2023