**2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM**
**(Due October 15 to the dean)**

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. Annual assessment reporting informs decision making and resource allocation aimed at improving student learning and success. It also enables the AAC to analyze assessment across the institution and to respond to UA System, Board of Regents, legislative, and Northwest Commission on Colleges and Universities (NWCCU) requests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA moved to one academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Annual Academic Assessment Report. It also incorporates questions about how academic programs contribute to student achievement of institutional core competencies and to student success.

**This annual report will be due to the dean on October 15. Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.**

These reports are public documents and will be posted on the assessment website. Responses are to be narrative only, and must be ADA- and FERPA-compliant. Do not embed any links, including to webpages or other documents. To be FERPA-compliant, do not include the names of any current or former students. Rather, use statements such as, "In AY22 four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

The form uses narrative, text, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop-down boxes, if you want to undo an answer, press "Control-Z" or "Command-Z."

*Note:* To ensure the fillable fields function correctly, the form must be completed in Microsoft Word. It will not function properly in Google Docs. Programs that wish to record collaborative discussion of the report might consider creating a separate document to take notes, before entering final responses in the official fillable form.

For technical assistance with this form, email Academic Affairs (uaa.oaa@alaska.edu).

**PROGRAM SECTION (Due to the dean on October 15)**

*After completing the Program Section, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.*

**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 Science MS, Family Nurse Practitioner GC, Nursing Education GC, and Psychiatric & Mental Health Nurse Practitioner GC
*(Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.)*

   If you selected "Other" above, please identify. *(100 characters or less)* Nursing Education is not covered since it had suspended admissions.

**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 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)***
    The FNP and PMHNP programs held their 2nd annual white coat ceremony. This ceremony was highlighted in COH communications. FNP students in their last semester continue to submit a portfolio consisting of a cover letter, CV/Resume, and Typhon record of clinical hours and experiences. Additionally, this last year students were required to give a presentation regarding their personal mission statement for clinical excellence and relate it to AACN essentials.

    - **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 the variety of educational modalities (e.g. diverse clinical opportunities across Alaska, simulation, and interprofessional collaboration) that helped them gain proficiency in professional communication.

    - **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)***
    NSG 673 (PMHNP IV) Course Assignment:  Proactive PR plan, an NP or NP organization seeks to generate articles or television pieces about NPs or to showcase the expertise of NPs not in response to attacks or in defense of NPs, but rather as a regular, systematic promotion strategy.

    For this discussion, generate an idea for an article that would educate the public on a relevant mental health topic while also promoting the PMHNP profession.

**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.*

   • Engage in scholarly inquiry, including evaluation and application of evidence-based research to advanced nursing practice or nursing leadership (Exceeded faculty expectations).

   • Practice in a manner that incorporates ethical, legal, and professional standards for advanced nursing practice or nursing leadership (Exceeded faculty expectations).

   • Collaborate across disciplines and in partnership with communities, groups, families and individuals through culturally sensitive practice (Exceeded faculty expectations).

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

   • Articulate a plan for self-directed, lifelong learning and professional development (Unknown).

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)*
   We evaluated PSLO through course evaluations, exit surveys, and certification exam pass rates. Course evaluations are posted on the graduate Blackboard shell for all faculty to view. Faculty also shared their IDEA survey results with one another. Outcomes are discussed the the Graduate Program Council.

4. **What are the findings and what do they tell the faculty about student learning in your program?** *(750 characters or less)*
   There was 100% return rate for FNP exit surveys at the time of this report. Narrative student reports suggest some improvement in supplemental resources such as Fitzgerald versus APEA is needed. The three Ps were stressed as an area needing more guidance from teachers. Students highlighted the Covid-19 pandemic as a detriment to learning in the program.

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. Faculty have made the recommendation to teach out the supplemental resource APEA to Fitzgerald, which would allow improved student learning through other modalities than quizzes. The 3 Ps were already improved prior to the exit surveys and include faculty lectures as well as various forms of learning and

assessment. These changes impact all 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)***


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 an 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.

## STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

Student success depends on many aspects of a student's experience. On the academic program level, it can relate to correct placement, course sequencing, standardized pre-requisites across sets of courses, the intentional use of high-impact practices, proactive advising, course scheduling practices, etc.

UAA has selected the below metrics as student success metrics for accreditation.

In response to faculty questions and concerns about reporting on these data without more discussion and training, we will spend AY23 exploring together what equity data are and are not, how they can be used responsibly, and what programs can do to close equity gaps in student achievement on the below metrics, as well as to improve overall student achievement on them.  UAA has a team participating in the NWCCU Data Equity Fellowship, and that team will help to guide these conversations.

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.** Describe the actions your program is taking to improve student achievement on one or more of the following metrics. Also, describe any resulting improvements in student learning.

| Metric | Definition | Rationale |
|---|---|---|
| UNDERGRADUATE COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division). | The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students in a course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. *Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.* | Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity. |
| ANNUAL RETENTION 1ST TO 2ND FALL | Traditional measure of the % of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the following fall. *Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.* | Following the student from the 1st fall to 2nd fall can indicate ongoing connections and support inside and outside of the classroom are motivating students to return to continue their studies at the institution. Continuing enrollment is a key factor in completion. |
| SEMESTERS TO DEGREE – GRADUATE PROGRAMS | The average number of semesters taken by students to complete any graduate degree or graduate certificate program. Determined by students who have graduated | Looking at the number of semesters graduate students take to complete their degrees illustrates how students progress through their degree programs (full-time, part- |

| Metric | Definition | Rationale |
|---|---|---|
| | from a graduate program as their primary degree. 5-year trend. *Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.* | time, stop-out). This information on student behavior and completion can inform program structure and help the institution support students in a way that honors the time needed for rigorous intellectual engagement and growth and also ensures that students can complete in a timely manner. |

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)*

One of our Spring 2022 MS, FNP graduates was a graduate speaker at the commencement ceremony. She highlighted the leadership skills she gained through UAA. "I never considered myself a leader, but [at UAA] we talked about our roles as nurse practitioners and how we have to take leadership roles to make change. It's an honor to stand with a community that provides so much support to the state and is willing to invest in us." The most current informal findings show 6 of the 7 2022 FNP graduates have taken and passed the certification exam. Five of the seven are already employed in advanced practice. Three of the five PMHNP 2022 graduates have taken and passed the certification exam and hold jobs in advanced practice.

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

*After completing the Dean Section and signing it, the dean should email this form to the program, and copy uaa_oaa@alaska.edu for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.*

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 congratulated on having a graduate be selected as a commencement speaker. Her words, along with other elements of this assessment report, demonstrate the program's commitment to developing leaders in the field which is commendable.

The program did well in identifying discipline-specific activities that contribute to the development of UAA's core competencies; the next step would be to articulate how those are assessed and what the outcomes indicate.

The reorganization of the graduate program and leadership within the program will likely have a positive impact on assessment as leaders within speciality area can assist in that process; college administration is available to provide support for that as needed.

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)*
The program includes course evaluations, exit surveys, and certification pass rates as part of its assessment process which is a strength in that it provides a variety of input to be considered. In addition to course surveys, the assessment report would benefit from identifying how specific course (or program) assignments or activities feed into the assessment of specific PSLOs.
The program did well at identifying a specific area for improvement based on the assessment data collected and articulating a plan for addressing that.

**Dean's signature**: _____       **Date:** 1/9/2023