

**BIENNIAL PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT REPORT FORM –  
ASSESSMENT COMPLETED IN AY2023-2024 (Due to the dean on November 15)****Submission date:** 11/14/2024**Assessment Plan covered in this report:** Nursing AAS**College:** College of Health**Campuses where the program(s) is delivered:** ☐ Anchorage ☐ KOD ☒ KPC ☐ MSC ☒ PWSC**Submitted by:** Kristin Lutz, PhD, RN; Marisa Bune, MSN, APRN, NP-C, Janet Hargrove, MSN, RN

*After responding to the questions below, the program should email this report form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.*

- 1. Please list and number the Program Student Learning Outcomes your program assessed in the past academic year. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

2. Effectively communicate verbally, in writing and electronically with health team members, patients and their families -- Met faculty expectations

3. Plan, implement and evaluate care that is safe, evidence-based, caring, and developmentally and culturally sensitive within ethical, legal and professional standards -- Met faculty expectations

- 2. Describe what your assessment process was last year 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. (1000 words or less)**

The School of Nursing's Undergraduate Programs Evaluation Committee (UGPEC) works with all faculty in the AAS Program many of whom are in outreach areas statewide. The focus is on assessment of course evaluations each semester in order to gain a better understanding of what each faculty is achieving in their course, and then providing meaningful feedback from

the committee to ensure End of Program Student Learning Outcomes (EPSLOs) are met. EPSLOs #2 was demonstrated throughout the AAS program as evidenced by a minimum of 95% of all students having consistent achievement of receiving a final clinical evaluation of 'Passing' for all patient-centered care components in their clinical course. Elements in the evaluation tool focused on patient-centered care includes, Demonstrates use of effective communication skills with patients, families, and health care team members; Establishes rapport with patient and family; and Provides culturally sensitive care for all patient populations. It was recognized that in order to adequately address EPSLO #3, additional changes needed to be made to the clinical evaluation form to ensure students are able to plan and evaluate the care they have provided to patients and care which is evidence-based, caring, ethical, and culturally sensitive based upon professional standards. The UGPEC began to review the clinical evaluation tool and added additional components as distinct measures. These included clinical reasoning, patient-centered care, safety, and professionalism. In order to be successful, each student is evaluated according to cognitive, psychomotor, and affective behaviors. Competencies listed below are considered critical behaviors that the student must consistently demonstrate and show progression in proficiency in order to pass the clinical portions of the course. Safety: Utilizes critical thinking skills to meet patients' healthcare needs with progressive independence; Practices within limits of educational preparation. Demonstrates independence and seeks supervision appropriately; Complies with policies and procedures of UAA SON and clinical faculty; Provides safe nursing care to two or more patients using standards of professional practice. Professionalism: Reports to and leaves clinical on time. Notifies instructor/preceptor if absent or late; Adheres to professional standards of ethics; Accepts responsibility for own actions.

**3. What are the findings and what do they tell the faculty about student learning in your program? (1000 words or less)**

When reviewed for the AAS program, the clinical evaluation tool as revised with these distinct measures was found to demonstrate students' achievement of EPSLO #3 with 100% of students meeting the measure.

**4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? No**

- i. Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words or less)**

The UGPEC will continue to work alongside the AAS Program Committee and Faculty to evaluate the distinct measures of the clinical evaluation tool.

5. 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 last year. *(If no options above were selected)*

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

There are current discussions to initiate a curriculum change for the AAS program to include Pathophysiology into the course requirements which is in alignment with the requirements from the Alaska State Board of Nursing statutes and regulations document. The SON has also recently (November 2024) made changes to advising by onboarding two (2) advisors who are able to specialize in healthcare careers to be able to better guide and advise the students.

6. 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. (1000 words or less)

These improvements are edifying the students as they prepare for their licensure certification test, NCLEX. The SON has excellent outcomes for the last three (3) years with the most recent biannual pass rate for 2024 of 89.71. A three (3) year average for the NCLEX is a pass rate of 86.06% which is well above the national/territorial average of 81.48%. This demonstrates marked improvement in all categories of outcomes including, client needs, nursing process, human functioning, health alterations, wellness/illness continuum, stages of maturity, and physiologic needs.

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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 report form to the program,*

and copy [uaa\\_ooo@alaska.edu](mailto:uaa_ooo@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? (200 words or less)**

The AAS program outlines a clear and thorough plan for evaluating identified student learning outcomes. The program is encouraged to consider other metrics for data collection in addition to national exam pass rates and end of course surveys. Graduate surveys, mapping of course assignments to EPSLO's, and/or employer feedback surveys may offer additional information for the assessment process. Continued assessment of curricular needs, in response to the evaluation process, is recommended. The program is again commended for implementing advising changes in conjunction with a proposed curricular change so that students continue to be supported and progress in the degree path.

**2. Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. (200 words or less)**

The School of Nursing (SON) AAS degree offers students a valuable option in a high demand workforce field. Furthermore, the AAS degree supports degree completion in satellite campuses across the state, supporting students to live and work in their home communities. The SON is commended for consistently engaging in an inherently challenging program assessment process. Faculty in Anchorage work diligently with instructors on satellite campuses to ensure evaluation methods are both meaningful for students and accurate for reporting purposes. The SON is additionally commended for integrating rigorous accreditation standards into UAA processes for evaluating program learning outcomes. Pass rates on the national accreditation exam (NCLEX) remain well above the national average and are a strength of the program. COH administration offers deep appreciation for the ongoing commitment and engagement with the program outcome assessment process.

*Cary C Moore*

Dean's signature:

Cary Moore, Associate Dean Clinical Health Sciences

Date: 1/21/2025