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 answer 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 "four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation may have 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, use "Control-Z" or "⌘-Z" command.

Note: To ensure the fillable fields function correctly, the form
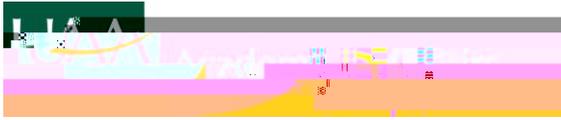
PROGRAM SECTION (Due to the dean on October 15)

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: 10/22/22

Submitted by: Megan Volkov DNP, APRN-CNP, APRN DNP Program Chair/mjbrady@alaska.edu

Program(s) covered in this report: Nursing Practice DNP
(Programs with suspended admissions and new programs in the first year of implementation are required to complete this form.)

    If you selected "Other," 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 specialized accreditation, briefly describe:

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus, deliberative process to identify the key skillsets that help
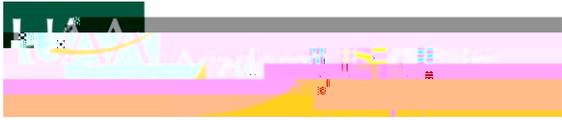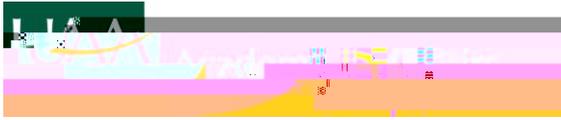
PROGRAM STUDENT LEARNING OUTCOMES

2. Please list the Program Student Learning Outcomes your program assesses. 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 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

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
    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? A
    they achieving their intended goals? Please include any data or assessment results that help y
    demonstrate th (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 progra
    coordinators, clinical coordinators, and student advisors. We will be evaluating these changes o
    the 2022-2023 academic year. Additionally the program faculty are working with a consultant f
    Idaho State University to develop the BS-DNP and revise the current post-master's DNP.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

Student success depends on many aspects of a stud

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. LAA 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,