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 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 "Ctrl Z" or "⌘ Z" command

To ensure the fillable fields function correctly, the form

PROGRAM SECTION (Due to the dean on October 15)

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 Science MS, Family Nurse Practitioner GC, Nursing Education GC, and Psychiatric & Mental Health Nurse Practitioner GC

If you selected "Other" above, please identify: 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 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 extracurricular (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 integrates Effective Communication.

Question #1 below is designed to engage program faculty in thinking about how they can or already 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 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 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 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 seek to generate articles or television pieces about NPs or to showcase the expertise of NPs not 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 releva mental health topic while also promoting the PMHNP profession.

assessment. These changes impact SLOs.

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

6. In the past academic year, were W* c2how

In response to faculty questions and concerns about reporting on these data, 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. IAA 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,	

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 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