



2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM  
(Due October 15<sup>th</sup> 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. Assessment reporting informs decision making and resource allocation aimed at improving student learning and success. It allows the AAC to analyze assessment across the institution and to report to the 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, we have moved to one academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Report and the Annual Academic Assessment Report. It also incorporates questions about how academic programs contribute to achievement of institutional core competencies to student success.

This annual report will be due to the dean on October 15. Programs with suspended admissions or 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 statistics such as "four program graduates were placed on graduate programs in the field." Programs with specialized accreditation 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 boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop boxes, if you want to undo a "Z" or "Command

To ensure the fillable fields function correctly, the form





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 regarding how well it is working (500 characters or less)  
N/A
  - If last year you *did not* identify a current or planned example of intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one (500 characters or less)  
NS A474P Nursing Practicum Immersion exempts the core competencies promoting personal flourishing and professional excellence. As a fully immersive practicum experience, students have the opportunity to thoroughly engage in the role of the professional nurse prior to graduation. The student completes 150 hours with a Registered Nurse preceptor. This course supports nursing students' skill development and personal growth and engages them in their health profession.
  
- B. *Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.*
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## PROGRAM STUDENT LEARNING OUTCOMES



## PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

6. In the past academic year, did your program use the results of previous assessment cycle 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/B/C/D/F])
  - Changes in program policies/procedures
  - Changes to Program Student Learning Outcomes (PSLOs)
  - Collegewide initiatives (e.g. High Impact Practices)
- Faculty, staff, student development
  - Other
- No changes were implemented in AY2

If you checked "Other" above, please describe (100 characters or less)

7. Do you have any information about how these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that demonstrate this. (750 characters or less)

We are continuing to evaluate present SOA academic assessment infrastructure, plans, and processes with an academic assessment consultant from Nursing Education Connections, LLC. Faculty are working with the consultant in developing a Systematic Plan of Evaluation that meets UAA assessment standards and practices meets ACEN accreditation standards. Alaska Board of Nursing Regulations New assessment methods are being developed and by our evaluation committee for future implementation. Data collection will begin with AY23.

## STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

Student success depends on many aspects of a student's experience. On the one hand, it can relate to correct placement, course sequencing, standard prerequisites 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 not, how they can be used responsibly, and what programs can do to close equity gaps in student achievement metrics, as well as to improve overall student achievement. 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. THIS IS HERE JUST FOR THEIR REFERENCE. Describe the actions your program is taking to improve student achievement on 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	



Metric	Definition	Rationale
	from a graduate program as their primary degree. 5-year trend. <i>Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.</i>	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 less)

I would like to highlight that the graduates from our BSN program performed well on the National Council Licensure Examination (NCLEX) with a pass rate of 81% from April 2021 to 2024 (16 passed out of 16). This demonstrates that BSN students are performing along the national average and have shown perseverance in unprecedented times.

Also, 45% of our graduates responded to a placement survey following Spring 2022 graduation, and 79.5% of those students reported having employment secured within Alaska. We will continue to assess for employment placement with our upcoming graduates.

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DEAN SECTION (Due to the program on January 15)

