

Pre-Nursing Qualifications - Certificate - Mid-Cycle Review & SLOA Year

Current Compliance Year: 2022-2023

Mid-Cycle review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

Yes, the PNQC was created as a tool to track the students and advise them throughout their pathway. When advising the students, they generally have an option as to what next if not selected the first time. Students will often take, Phlebotomy, CNA, MA so they can work ,gain experience in healthcare and make money.
It would be great to track all of the students in the degree. The tracking of students is time consuming and without additional staffing it would be difficult but ideal.

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

UAA School of Nursing (SON) Bachelors of Science Nursing degree went through four years of back to back updates to the curriculum. It was challenging to keep the degree updated.
The degree was originally created to help identify the students pursuing the RN AAS degree to ensure accurate advising for all of the students. This continues to be true today for the UAF Rural campuses. The BSN degree was offered for the first time at UAF CTC about 5 years ago. The Pre-Nursing Certification degree was then updated to meet the requirements of the RN AAS degree to help Advisors at the rural campuses. The BSN concentration was added for the Fairbanks students. Currently the PNQC degree is in the system to update the curriculum for both the BSN concentration and the RN AAS degree.
Advisers will then need to be updated throughout the system. UAF CTC advisers are in constant communication with the UAA advisers. UAF CTC Administration and Allied Health Programs Director are also in contact with the SON. Communication between the UAA SON and UAF CTC has improved. I feel like we are on a much better path.
Tracking students, 300 +, is a good goal but it is also time consuming. We will brainstorm ideas.

The students taking the Pre-Nursing Qualification Certificate degree often will take a second Allied Health class or program. They want the healthcare experience, need the money, and know they might not get into the program the first year.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

Due to curriculum changes over the last 4 years at UAA School of Nursing we have submitted curriculum changes to match their requirements for the BSN. The Pre-Nursing Qualification Certificate degree serves both UAF CTC Bachelor Science in Nursing students and the UAF CRCRD RN AAS students in the rural areas.

The change does not have to do with the SLOA. There were classes added to the BSN curriculum that are now in the process of becoming a formal part of the advising for the program.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends:

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If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

The Pre-Nursing Qualification Certificate degree attracts [REDACTED] and [REDACTED] and students with various ethnic backgrounds.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the “Other or None of These,” field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Other or None of these (explain)

Submission

Submitter & Collaborator Names

Cathy Winfree

Submitter Email

cmwinfree@alaska.edu

College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

Strengthen advising practices

Explanation of Recommendations

Better tracking of students; given the small number of students accepted into UAA's Nursing program each year (compared to the large number of PNQC majors), it would be beneficial to know what becomes of the students who do not go into the Nursing program

Student Learning Outcomes Assessment Feedback (tags)

Missing collaboration in department

Student Learning Outcomes Assessment Feedback (narrative)

The main measure of students' content knowledge appears to be the TEAS test. This seems appropriate for a professional degree of this type.

Student learning outcome 4 seems to focus on what the faculty will do, rather than what students will learn. While there are things that the program should consider, such as advising and coordinating with other programs, these are program planning decisions, rather than the results of your assessment of student learning.

Outcomes assessment is intended to be a collaborative learning experience for the program or department. This is an opportunity to share results and discuss how to enhance the students' experiences and make curricular decisions based on the results of assessments.

Profile Feedback

Financial Feedback

Student Success & Equity Feedback

The program does not discuss student success.

The committee noted that there was a significant decline in majors over the course of the review period, dropping from 286 in 2018 to 194 in 2022. Number of degree completion has also dropped. The committee also finds it noteworthy that of the over 200 students majoring in this certificate in each of the years 2018 through 2021, the number of degrees awarded seems disproportionately small, ranging between 5 and 7 each year from 2019 to 2022. The program is encouraged to provide additional discussion for the next review.

The program explains that "The Pre-Nursing Qualification Certificate degree attracts [REDACTED] and [REDACTED] and students with various ethnic backgrounds." However, the data indicate that the vast majority of degree seeking students in the program are [REDACTED]; ranging from 84.7% to 89.7%.

High-Impact Practices Feedback

There are no high impact practices identified, though it seems reasonable that there must be some. If not, please consider incorporating some, as they have been shown to increase student engagement and success.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Pre-Nursing Qualification Certification
 UAF Community and Technical College
 Date: November 19, 2022

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
MISSION STATEMENT: UAF CTC mission is: "Alaska's quality choice for workforce development, academic preparation, lifelong learning and building community". Allied Health Mission is: "To provide academic, clinical, administrative, and professional skills that will prepare graduates for employment in entry level positions in the health care field. This will afford the student the opportunity to obtain the credentials to advance in their field." GOAL STATEMENT: To clearly articulate to students the required and optional courses they must take in preparation to apply to the UAA Associate of Applied Science in Nursing or BSN, so that they are highly qualified for admission to the program To provide a mechanism for identifying and advising the students interested in nursing careers. To document the successful delivery of prerequisite and general education courses to the pre-nursing students.	Students in the Pre-Nursing Certificate program will score 80 or better on the Nursing Entrance Test (TEAS test)	Nursing Entrance Test administered annually to students near the completion of their program of study.	Program coordinator requests test results from students. Adjustments to curriculum coordinated among faculty annually if needed.
	Students who complete the Pre-Nursing Certificate Program will possess the knowledge to be admitted to a nursing program.	Graduates will secure admission to the UAA AAS or BSN program.	Program coordinator will track students and collect data annually.
	Graduates of the Pre-Nursing Certificate program are satisfied that they have been properly advised and have acquired the appropriate knowledge to gain entrance into a nursing program.	Graduates who secure admission to a nursing program are surveyed to assess satisfaction with the pre-nursing qualification-certificate program.	Program director or designee will annually survey graduates.
	Identify number of UAF students interested UAA AAS and BSN degree. Follow students to verify accuracy in class selection and advising appropriately to apply in a timely manner to UAA SON.	Review declared major reports to verify number of PNQC students. Work with UAF advisers to discuss value of degree.	AH Programs Director to work with UAF advisers and UAA advisers to have clear understanding of expectations of all Pre-Nursing students.
	Work with UAA SON to remain current with curriculum updates. Identify Industry demand and work to ensure UAF CTC adds cohort as needed.	Meet with advisers at the rural campuses to support all student's success in their pursuit of their Nursing degrees. Meet with Industry partners throughout the year to identify employment needs.	AH program director will continue to meet with FHP HR staff to identify high demand professions and top priority career opportunities.