Pre-Nursing Qualifications - Certificate

Current Compliance Year: 2024-2025
Full review

Resources

Before completing this form:

- Review the resources available to assist you.
- The link in WorkZone directs you to your program's folder for this year's review, which includes:
  - A full copy of your previous report with the SLOA of record attached.
  - A folder with previous SLOAs as individual documents.
- The Resources folder contains:
  - Templates for creating or updating SLOAs.
  - Training materials from the SLOA and Program Review Training held in August.
- Additional tools and information can be found on the Academic Program Review Website.

If you have questions or concerns during this process, please reach out to mailto:uaf-accreditation@alaska.edu

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.

Strengthen advising practices

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

Response to Previous Recommendations (if any):

Students are asked to meet with adviser at the beginning of each semester. In the PNQC degree students meet with an academic or general adviser when first admitted into the program. During that first appointment the advisers review all required courses and map courses to completion. Students then have a end date in mine knowing too that the date could change if needed. The sequencing of classes, specifically the science classes is crucial to a timely completion date.

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:
Missing collaboration in department

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.

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

(250 Word Limit)
Yes, the students are working towards the TEAS test and the score is included is considered in the acceptance of students into the Fairbanks cohort. But the advising is also for completion of all required courses in a timely matter.

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:

(250 Word Limit)
Curriculum changes are not a priority as they are done by the various departments but the offering of the courses are important and we have worked with departments in the past to make sure the required courses are offered throughout the academic year and some summer semesters as well.

Supporting Documents
Please ensure that all relevant supporting documents, such as artifacts, rubrics, and student data, are uploaded to your designated Google folder in WorkZone or directly into Google Drive. *Note: Do not include any information that may identify students in your data.*

Updated SLOA?
If you are updating your SLOA document, please include it with your report and other supporting documents in your designated folder. It does not need to be filed separately in the "SLOA" folder.

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. Please mark the appropriate box below.

Embedded:	
Not Embedded:	No

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

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%.

Student Success Data Trends:

Trend	Increase	Decrease	No Change
Persistence			
Pass Rates			
Student Credit Hours			
Majors			
Degrees Awarded			
Other Trends (Explain in narrative below)			

Equity Gaps

Please discuss any equity gaps identified in your disaggregated student success data and explain how you plan to address them. **Please contact your data liaison or make an appointment with Julia Manfredini to learn more about analyzing your data.**

The PNQC is a way to track students, set them on a course of timely completion of the required degrees and it allows us to ask for additional cohorts if needed. The program started with one cohort and now there are three. Students apply for admission through UAA SON and are selected by UAA SON. Both male and female students apply and are selected. I will look at the % of [redacted] nationwide entering in the Profession.

Optional Data Explanation

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

(250 Word Limit)

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

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.

High-Impact Practices Used in this Program

Please select all high-impact practices your program is currently using from the list below. For any practices you select, provide details in the corresponding narrative section. In the narrative, discuss how your program is implementing these practices, including any successes, known issues, and solutions. If you are considering incorporating any of these practices in the future, share your plans. If your program is not using any of the listed high-impact practices, please use the 'Other or None of These' field to explain how your program supports student success.

Capstone Courses & Projects		Research (Graduate Level)	
Collaborative Assignments & Projects		Writing-Intensive Courses	
Diversity/Global Learning		Publications	
ePortfolios		Communications	
First-Year Seminars & Experiences		Publications	
Clinical rotation for PNQC=CNA/EMt Phlebotomy	**x**	Scholarly Activities	
Service or Community-based Learning		Other (Please describe in box below)	
Undergraduate Research			

Collaborative Assignments & Projects

(250 Word Limit)

Undergraduate Research

(250 Word Limit)

Diversity/Global Learning

(250 Word Limit)

ePortfolios

(250 Word Limit)

First Year-Seminars & Experiences

(250 Word Limit)

Writing-Intensive Courses

(250 Word Limit)

Service-Learning and/or Community-based Learning

(250 Word Limit)

Internships

(250 Word Limit)

Capstone Courses & Projects

(250 Word Limit)

Other or None of these (explain)

(250 Word Limit)

Program Profile and Financial Data

The program review elements in this section usually stay consistent for departments. Any responses you provide will be saved for your next review. Please carefully review the information below and make any corrections or updates as needed to ensure accuracy for the next program review cycle. If any sections are incomplete, please ensure that you provide the necessary information. This will allow you to start from an updated baseline when you revisit these elements in future submissions.

Financial Data Resources

The Board of Regents shapes program review, through BOR Policy 10.06, to support budget increase advocacy in the state legislature. The standardized financial data template should be analyzed with your data liaison to assess your program's capacity and resource status.

To keep integrity and remain standard across all of UAF it is very important that you do not provide any additional or alternative data.

Financial Template

Your data liaison may have uploaded your template to the Google folder for this program, or you may do so now.

Previous Financial Feedback

Feedback will be provided once you have completed a full review.

Previous Profile Feedback

Feedback will be provided once you have completed a full review.

Cost Effectiveness (250 Word Limit)

How does your department/program approach being cost effective?

PreNursing Qualification Certificate degree does not use specific supplies or equipment. The students are required to purchase four books for all required classes.

Program's Value to Mission (250 Word Limit)

The goal of the Allied Health programs is to provide quality healthcare workers for the Healthcare Facilities throughout the interior and rural areas. Working with out Industry Partners we train, educate and provide essential healthcare workforce each and

Duplicative Programs (250 Word Limit)

All but three of the Allied Health Programs involve learning hands-on skills. All of the programs require learning a new skill set but not all of the skills are hand on. Most of the programs are one year or less, it is important that instructors work w

Community or Other Partnerships (250 Word Limit)

UAF CTC AH partners with all healthcare industry to provide clinical and practicum work options for our healthcare students.

Value of Service Courses (Optional) (250 Word Limit)

The PNQC educates and prepares them to apply and be accepted in the UAA SON BSN program

Post-Graduate Success (250 Word Limit)

N/A

Submission

Submitter & Collaborator Names

Cathy Winfree

Submitter Email

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UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Pre-Nursing Qualifications - Certificate
AY 2024-25
University of Alaska Fairbanks Community and Technical College

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". **The Allied Health Mission is**: "To provide academic, clinical, administrative, and professional skills that will prepare graduates for employment in entry level positions in the healthcare field. This will afford the student the opportunity to obtain the credentials to advance in their field."	1)Students will create an academic plan for their Pre-Nursing Certificate before starting their first semester in the program.	Students register into courses each semester as outlined on academic plan. Full time students complete required prerequisites within 4 academic semesters (to include one summer = 5th semester) Students place into Math F105 and WRTG 111X	Program coordinator reviews advising forms for PNQC students to verify plans are followed and students complete required courses with specific timeframe. Spring of each year. Program coordinator and AH Administrative Assistant will review placement scores and track % of those needing additional classes. Spring of each year.
GOAL STATEMENT: Clearly articulate to students the required and optional courses they must take prior to applying to the UAA Bachelors of Science and AAS degrees in Nursing. Therefore, reducing delays in the admission process. 2) All UAF to document the successful delivery of prerequisite and general education courses to the pre-nursing students. 3) Provide a mechanism to identify success as students transition from PNQC to UAA BSN and AAS programs.	Students who complete the Pre-Nursing Certificate Program possess the scientific knowledge to be admitted to a nursing program. Students who complete the Pre-Nursing Certificate Program will demonstrate an understanding of the scientific method.	Graduates will successfully pass the required science classes with a "B" or above. Students will successfully complete at least two GER courses in Natural Science with labs.	Program coordinator and AH Administrative Assistant will track students and collect data every spring each year.
			.

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 (tags)

Address Equity Gap		Consider Curricular Revisions	
Develop Online Offerings/Options		Improve Time to Degree	
Increase Enrollment		Increase Graduates	x
Increase retention/persistence		Strengthen Advising Practices	
May be asked to share Effective Practices		Recommendation to University-Wide Committee	

Explanation of Overall Recommendations (narrative)

Student Learning Outcomes Feedback (tags)

Strong	x	Developing	
Requires Minor Revision		Requires Major Revision	

Student Learning Outcomes Assessment Feedback (tags)

Strong Alignment with SLOA Plan	x	Clear, Concise Presentation of Findings	x
Compelling Learning Story		Missing a Direct Measure	
Missing Active Verbs		Missing Curricular Connection	
Missing Collaboration within Department			

Student Learning Outcomes Assessment Feedback (narrative)

The pre-nursing certification has 3 student learning outcomes that focus on ensuring students meet the academic requirements to successfully apply to the UAA Bachelors of Science or AAS in nursing. Student learning outcomes are clear, specific, measurable, realistic, and realistic.

Student Success & Equity Feedback (narrative)

The program has experienced a consistent decrease in the number of majors since 2020, decreasing from 247 majors in 2020 to 183 in 2024. Students take an average of 14 student credit hours annually and this has been consistent throughout the period of review. Although the program has consistently had over 150 majors each year, the program only sees about five individuals complete program requirements each year. Graduation–informed persistence rates hover consistently around 55% to 60% which is interesting given that the program is only experiencing about five graduates per year. However, this could be explained by the fact that this is not a program that has graduates in the same sense that other programs do, but rather helps ensure that students meet the requirements to apply for nursing school. The percentage of students [redacted] is equivalent to that of students not [redacted] students experience significantly more success in obtaining their "degree" then do their [redacted] counterparts. With the exception of 2023 when 25% of "degree" recipients were [redacted], all of the "degree" recipients were [redacted] in all other years. [redacted] make up about 90% of the majors in the program. During the time of review, the program saw a significant increase in [redacted] and [redacted] students. It would be worthwhile to know if any targeted recruitment practices occurred to result in these increases. The program also saw a

significant reduction in the number of [redacted] students. The majority of the students in the program are [redacted]. The program could possibly benefit from targeted recruitment of students [redacted].

High-Impact Practices Feedback (narrative)

It is noted that the program utilizes the high impact practice of clinical rotation.However, there are no student learning outcomes that relate to the clinical rotation that the committee can see.

Profile Feedback

Mission-Centric to College and/or UAF	x	Unique within UA	
Collaborative with other UA Programs	x	Provides Job Placement for Graduates	
Strong Post-Grad Success for Students		Strong Service Teaching Component	
Strong Ties to Community or Industry	x		

Financial Feedback

High Tuition Revenues		High Grant Revenues	
Operates at Low Cost	x	Productive Faculty	
Opportunities to Increase Revenue		Low Enrollment	