



Academic Program Review

Program Name: Licensed Practical Nurse - Certificate

Academic Year 2025/2026

Recent Recommendations

Using your most recent review, please respond to all feedback and recommendations.

Response:

N/A, There is no feedback or recommendations at this time as this program is a new program and currently only has its second cohort that began in Fall2025

Student Learning Outcomes

Describe the assessment of your student learning outcomes (SLOs). Discuss your findings, changes you are making, and what you hope to see as a result. Response:

There are no changes to the current student learning outcomes. This program has only graduated one class with the second cohort in session.

Did you make any curricular changes based on your most recent SLOA? If so, discuss what changes were made. If no changes were made, please discuss the strengths of your curriculum based on the assessment of your outcomes.

Response:

Kaplan resources were introduced in the third semester of the first cohort and are now incorporated beginning in the first semester for the current and all future cohorts. Kaplan NCLEX-PN questions will be integrated into the curriculum as homework assignments, test questions, and clinical scenarios to enhance student learning and preparedness. Homework assignments have been re-worked to enhance the students learning and gauge comprehension of content. This will allow instructors to assess student comprehension and engage students more thoroughly to the important content that is covered.

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

Communication outcomes in the SLOA plan are: **Not Embedded**

Check the checkbox to certify completion of the following tasks:

☒ Upload supporting documents to the Supporting Documents folder. This includes artifacts, rubrics, and other documents related to your SLOA.

☒ Upload your most recent SLOA to the Supporting Documents folder, even if no changes have been made since the last review.

Have changes been made to your SLOA document since your last review? **No**

If so, please summarize what changes were made.

Response:

N/A

High Impact Practices

Please indicate which high impact practices are currently being implemented in relation to the program's student learning outcomes.

- | | |
|--|--|
| ☐ Capstone Courses & Projects | ☐ Graduate Level Research |
| ☒ Collaborative Assignments & Projects | ☐ Writing-Intensive Courses |
| ☐ Diversity/Global Learning | ☐ Publications |
| ☐ ePortfolios | ☐ Communications |
| ☐ First-Year Seminars and Experiences | ☐ Scholarly Activities |
| ☐ Internships | ☐ Studios |
| ☐ Service or Community-Based Learning | ☐ Practicum |
| ☐ Undergraduate Research | ☒ Other |
| ☒ Labs | ☐ None of these |

Discuss how the HIPs in the program are reflected in the SLOA. If you have identified HIPs that are not included in the SLOA, please consider an update.

Response:

Students meet with the instructor and nurse administrator on a regular consistent basis to discuss ongoing progress within the program. Real time feedback is delivered to students at clinical daily and students meet with the clinical instructor weekly to discuss course progression. During this time students are given the opportunity to ask questions and have private discussions relating to concerns from either the student or instructor perspective. Students are evaluated in the skills lab by testing hands on skills that demonstrate knowledge of required skills needed for the profession. During clinical students are graded by way of a rubric which incorporates the skills that were learned during skills lab as well of the expected professional expectations as it relates to the profession.

Student Success

Please reference the [Resources tab](#) for information on accessing the Student Success Data Dashboard and contacting your designated data liaisons.

Student Success Data Trends

Persistence: No Change

Pass Rates: NoChange

Student Credit Hours: NoChange

Majors: No Change

Degrees Awarded: No Change

Other Trends (if applicable):

N/A

Achievement Disparities

Discuss any achievement disparities identified in your disaggregated student success data and explain how you plan to address them.

Response:

N/A

Closing the Loop

Please discuss how your student learning outcomes are reflected in high impact practices and student success data.

Response:

Clinicals directly apply classroom knowledge to real-world contexts—demonstrating mastery of SLOs related to critical thinking, clinical judgment, and professional competency. They also participate in end of day briefings to relate their experiences from their clinical day and reflect on their learning. Clinicals allows students the opportunity to demonstrate skills that are required for the profession and taught during skills lab. Through skills lab students are engaged in hands-on activities where they must demonstrate taught skills. Through clinical rotations and community partnerships students relate to cultural competence, empathy, and adaptability in diverse care environments. Students are held to high standards in which they are graded based on a rubric system that incorporates skills, professionalism, and critical thinking as required of them for the profession.

Academic Program Profile

The following questions help show how your program supports the university's mission, connects with other UA programs, engages with the community, contributes through service courses, and supports student success after graduation. Please use this section to highlight the value your program brings to students, the university, and beyond.

UAF's Mission:

The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers.

In what ways does your program advance UAF's mission?

Response:

The program is designed to prepare graduates who are eligible to take the national licensure exam (NCLEX-PN) and enter the nursing workforce—thus creating workforce-ready graduates which will assist in job placements within Interior Alaska. Students engage within the community of Fairbanks Alaska which includes diversity among the community. Through this engagement the students play a large role as a student and as a graduate to enhance the healthcare system within the community it serves.

How is your program related to others in the UA system?

Response:

The program aligns with the Allied Health Department to provide quality education in Allied health fields.

Who are your key community or external partners?

Response:

Fairbanks Memorial Hospital, Bassett Army Community Hospital, Pioneer Home

What role do your services courses play, if any?

Response:

How do your graduates succeed after leaving the program?

Response:

Students that leave the program will have the ability to take the NCLEX-PN exam and join the healthcare workforce as an LPN where they will contribute to the ever growing need of the healthcare system

Submitter and Collaborator Names:

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Submitter Email:

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Committee Review

Program Name: Licensed Practical Nurse - Certificate

Academic Year 2025/2026

Overall Recommendations

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

- | | |
|---|---|
| ☐ Insufficient Narratives | ☐ Report Incomplete |
| ☐ Address Achievement Gap | ☐ Consider Curricular Revisions |
| ☐ Develop Online Offerings/Options | ☐ Improve Time to Degree |
| ☐ Increase Enrollment | ☐ Increase Graduates |
| ☐ Increase Retention/Persistence | ☐ Strengthen Advising Practices |
| ☒ May be asked to share Effective Practices | ☐ Recommendation to
University-Wide Committee |

Explanation of Overall Recommendations

Response:

Because the LPN program is new, this is its first program review. There is no feedback or recommendations to address as noted. Providing evidence will strengthen the SLOA and the section continuous improvement and closing the loop for the 2027 full-program review.

Student Learning Outcomes Feedback

- | | |
|---|--|
| ☒ Strong | ☐ Developing |
| ☒ Requires Minor Revision | ☐ Requires Major Revision |

Student Learning Outcomes Assessment Feedback

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

SLOA Feedback Narrative:

■ Provided 4 SLOs, all of which have clear and well-defined procedures for assessment and implementation plan (that includes where in the program the SLO must be completed and assessed in the program). The assessment plan and implementation processes for each SLO were strong; the artifacts/rubrics used for assessment were included in the supplementary documents folder.

Evidence (data) on how the SLOs is being met was not available because there is not much available yet given the newness of the program. For the full-program review in 2027, please provide evidence for all SLOs as a more in-depth narrative with data and/or as a supplementary document(s). Also, it should be noted that SLO #4 (job placement) is not a SLO needed for academic program review since it is not a direct assessment measure. SLOs #1-3 are fine as written and do meet university and NWCCU criteria for SLOs.

Noted curricular changes and the rationale for those changes in the program review. No changes to the SLOA to date.

The program provided a discussion on how SLOs are reflected in the HIPs and student success data. This is essential to discuss as it is a primary expectation of NWCCU. Documenting continuous improvement and the closing of the loop are important components of the program review process, not just as an exercise, but to demonstrate that assessment results are used to make meaningful, evidence-based changes that enhance program quality and student learning. This process ensures accountability, fosters a culture of ongoing improvement, and provides clear evidence to accreditors and stakeholders that actions lead to measurable outcomes. For the full-program review in 2027, should include additional evidence to document this outcome specifically for each SLO to support the narrative overviews.

Student Success and Equity Feedback

Narrative:

Because the LPN program is new, this review represents its first cycle, and no prior recommendations or multi-year data trends are yet available. Current Student Success Dashboard data indicate a diverse student cohort with no evident disparities in outcomes for the limited time frame available. The program supports diverse student success through clinical experiences that connect classroom learning to real-world practice, daily debriefings that encourage reflection, and skills labs that require students to demonstrate competencies assessed through rubrics emphasizing professionalism, proficiency, and critical thinking. Clinical rotations and community partnerships further help students develop cultural competence, empathy, and adaptability in varied care environments. As a new program, no equity gaps, retention strategies, or additional inclusive practices are yet noted. Continued reporting on student progress and any emerging strategies to support diverse learners will strengthen the 2027 full program review.

High Impact Practices Feedback

Narrative:

Reviewer Names: