UAA Program Prioritization 2013-14
Final Report of the
Academic Task Force

Adopted by the Academic Task Force

June 27, 2014

Presented to the UAA Chancellor's Cabinet

June 30, 2014

UAA

UNIVERSITY *of* ALASKA
ANCHORAGE

UAA Program Prioritization 2013-14

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Executive Summary

In May 2013, the University of Alaska Anchorage (UAA) began a program prioritization process in which faculty and staff comprehensively reviewed how effectively academic and support programs were fulfilling UAA's mission. The goal of the process was to help UAA improve the overall alignment of our programs with our essential mission and priorities, in order to maximize UAA's effectiveness in serving the state of Alaska. This report presents the findings of the Academic Task Force review of 313 academic programs on the main UAA campus.

Results

The table below summarizes the academic program prioritization results, including the number and percentage of academic programs in each category and the total number of graduates produced by category programs during the review period.

Category	Programs	Percent of Total	Total # of Graduates[*]
Priority for Enhancement	46	15%	1884
Consider for Enhancement	46	15%	1414
Maintain	73	23%	1866
Transform	62	20%	1175
Further Review	86	27%	478

* For programs that confer a credential

General characteristics of programs in each category

Programs in the *Maintain*, *Consider for Enhancement* and *Priority for Enhancement* categories are all mission-aligned, both conceptually and in execution. Programs that were placed into *Consider for Enhancement* or *Priority for Enhancement* have unmet demand or potential for growth, and made the case that they are actively seeking out new opportunities and/or pursuing efficiencies. They described robust student outcomes assessment procedures, provided outcomes data, and indicated that this assessment is being actively used to improve its offerings. Sponsored research programs demonstrated strength in traditional measures of research productivity (grant submissions, grant awards, publications and presentations), and provided evidence that they were fostering collaboration between departments and academic units, contributing to the public square and providing research and mentoring opportunities for undergraduate and graduate students. However, programs placed in *Priority for Enhancement* in particular are most ready to benefit from additional resources, as through facility expansion and/or renovation or more tenured/tenure track faculty (or any).

Most of the programs placed in *Maintain* appear to be both strong and adequately resourced at the moment. However, some programs in this category have been through recent additions of resources and are being allowed time to demonstrate results. A few were placed in Maintain in recognition that they have faced recent challenges and they submitted templates that demonstrated that these programs are aware of what they need to focus on to improve and do not require immediate resources to do this.

Programs in the *Transform* category are regarded as essential offerings for UAA, but ones that are being offered in a way that is not efficient or mission-aligned. The most prominent theme for programs placed in this category is that they appear to have a greater level of potential than their current performance indicates. Although many templates provide a logical case for why the program should be important, students have not been convinced. The templates for many of these programs indicated a need, plan, or aspiration to transform the program.

Programs in the *Further Review* category are less well-aligned to UAA and community needs, either in content or delivery, or both. Some of the programs in this category have theoretical internal or external demand, but in practice have so few students or produce so few degrees as to make them very inefficient programs to offer. Many templates did not address the most serious issues demonstrated in the data. Many of these programs belong to departments with one or more programs that are more mission-aligned, and reconsidering these programs might lead to more efficient internal allocation of resources within departments. The templates for others, however, describe isolated or insular programs that were not as connected to other departments and programs across UAA. Over a third of the programs in this category are here either because the template indicated the program was slated for deletion or there was insufficient information in the template (none, in most cases) to make any other categorization. No department's complete set of programmatic offerings were placed in Further Review, and it is intended that the programs that were placed in other categories become the priority for attention and resources within those departments, colleges, and UAA.

Prioritization and Academic Tenure

One of the issues that Dickeson raised in his book was that academic tenure was a "clog" on academic program change and development, and that effective change could not happen in the presence of academic tenure. This viewpoint, being frankly stated in the book that was supposed to guide UAA's Prioritization Process, caused considerable angst among the UAA community, to the point that the UAA Prioritization Process was accused of being, ipso facto, anti-tenure or a tenure-busting exercise. Our analysis of UAA's programs strongly rejects that the notion that tenure inhibits flexibility and accountability in academic programs. To the contrary, programs with a significant proportion of the program delivered by tenured and tenure-track faculty are more effective and far more flexible than those staffed primarily by adjuncts. In addition, programs with a significant proportion of the program delivered by tenured and tenure-track faculty are far more effective at self-managing and adjusting programs to meet changes within their discipline than those largely staffed by adjuncts.

Recurring Themes

Trends and themes that emerged from the templates are as follows:

- **Potential content overlap:** It appeared that multiple programs claim to exist for very similar purposes, such as preparing students to pass the same professional exam. We urge administrators and the relevant faculty to examine such clusters of programs to foster collaboration and efficiency.
- **Programs with insufficient resources:** There are too many under-resourced and moribund programs at UAA, and we need to examine carefully how programs are created, maintained, and can be better supported. Some programs have been entirely taught by term appointments and even solely by adjunct faculty. Programs must have the

requisite number of faculty composed of an intentional constellation of tenured/tenure-track, term, and adjunct instructors and adequate financial support.

- **Industry and government driving program creation:** In many cases, programs have industry support and/or a sponsor or endowment and may appear to be aligned with UAA's mission, but nonetheless have low student enrollments. This may indicate that the basis for establishing the program was not a genuine reflection of need, or that there was a failure to adequately recruit students into the program. We have to move past the *'If you build it, they will come'* model of curriculum development.
- **Problems across minors:** Many minor degree programs showed low completion rates, lack of assessment, and a sense that Minors are afterthoughts. Post-prioritization, departments should examine their minor degree offerings in terms of graduation rates, curriculum updates, relevancy of the minor, and its relationship to the academic major baccalaureate degree program. The best minor programs at UAA provided compelling arguments as to how their offerings complement other courses of study and the value that they are able to provide to students.
- **Challenges for Interdisciplinary programs:** There are a handful of interdisciplinary programs at UAA, and these face special challenges. The AcTF lauds the concept of interdisciplinary approaches in education, and are eager to have successful and sustainable interdisciplinary programs at UAA. It is imperative that the degree/program reflect a unified outcome or vision and that permanent faculty are assigned to the program to implement and assess it. In some cases programs have developed in a department or college without proper faculty oversight or attention, and perhaps might be more suitable if they are realigned within a larger (inter)disciplinary home with dedicated tenure track faculty.
- **Lack of attention to student learning outcomes:** One of the issues that arose repeatedly in the templates was the lack of data on student learning outcomes. Across numerous templates we read *how* programs defined their program outcomes, including expected skills and knowledge upon completion, as well as what program graduates would be prepared to move on to, whether in the workforce or in further education. However, only a minority of programs actually presented data that documented these outcomes systematically. We need to assess student learning vis-à-vis our program goals, and use empirical data to guide decision-making.
- **Resourcing sponsored programs:** For some of the centers and institutes, it is clear that additional resources could be used to support some portions of soft money funded personnel. However, it is not clear what enhancing sponsored research would look like for academic departments, where tri-partite faculty already have some portion of their workload assigned to research. The potential need for more tri-partite faculty to have different workloads with more research time is a separate issue at UAA that needs to be discussed in the context of the institutions' overall commitment. Several templates requested resources for support around proposal writing and management. This too needs to be addressed separate from program prioritization, alongside UAA's policy on distribution of F&A (Facilities & Administration, i.e., indirect cost) recovery, which is now being reviewed at an institutional level.

Moving Forward After Prioritization

      Community College Mission UAA has (at least) a dual mission to provide higher education that is both open-access and high quality. This commitment is felt across the institution and embraced in many creative and productive ways. Thus, it is important not to confuse the community college mission of UAA as being solely the bailiwick of the Community and Technical College (CTC). The fully integrated "four-year" and "two-year" institution is a rarity and is an opportunity for UAA to distinguish itself. We should highlight this aspect of our institution, and not rely solely on traditional metrics of institutional quality. The UAA executive leadership can support the former Anchorage Community College programs by providing organizational structures that do not isolate those programs or the students in them. The AcTF looks forward to seeing the conversation on the potential University College unfold, but would like to underscore the notion that the community college mission is institution-wide.

      Career and Technical Education It appears that many degree programs in Career and Technical Education are unnecessary, especially smaller certificates and OECs that sit within Associate of Applied Science and baccalaureate degree programs. Too often, few of the programs within a given field had more than a handful of graduates. The AcTF, in many cases, recommended the AAS for *Maintain*, but the smaller programs for *Transform* or *Further Review*. We urge administrators to continue working with outside entities such as AVTEC, Job Corps, and the public schools to determine which workforce needs can be adequately met by these other institutions while recognizing that these other entities cannot serve the variety of students that UAA can – Job Corps, for example, serves only young people – so UAA may always need to offer some of these programs to meet its community college function.

      GER courses and programs General education is central to the UAA mission but transcends any particular degree. However, many of the GER programs are not well justified or even considered important. GER courses are UAA's greatest opportunities for accomplishing our Strategic Plan 2017 Priorities A (strengthening instructional program) and C (expand opportunity and increase student success). Fundamentally all aspects of the GER should be reviewed: the learning outcomes, the tier approach, the menu approach, and the housing and staffing of the courses. Faculty need to take ownership and leadership of the GER in a university-wide coordinated and collaborative manner. GER review should begin by establishing the student learning outcomes that are current and relevant to all baccalaureate-level educational programs.

      Excelling with the Basics and Pursuing Excellence While our integrated community college and technical college creates challenges for us, these are challenges that most faculty gladly embrace in our effort to serve our students and our state. They also create opportunities for all of our students and faculty to work in a varied academic environment that exposes all to a diversity of interests, backgrounds, preparation levels, skill sets, and aspirations. This environment is rich in extracurricular lessons and is relevant to the lives and careers that our students will pursue beyond their immediate certificate or degree program goals. We must honor commitment to all students in Alaska and their various educational personal development, professional qualifications, and lives as educated citizens. Our commitment is to pursue excellence in all aspects of our mission, and to embrace our open-enrollment status with pride as we transition to a doctoral-granting institution. To some extent this reflects UAA's evolving sense of its institutional identity and its growth into a "University of First Choice." Our mission to provide education that is both open-access and high quality is inclusive, and in fact it is in

pursuing both aspects with a passion for achieving excellence that will lead us to become a university of first choice.

Prioritization and the University of Alaska System Program prioritization at UAA was not undertaken to cut costs, but instead was chosen as a method of self-study to improve alignment of programs and use of existing resources. While we were in the midst of the process, however, the budget climate for the entire University of Alaska system shifted from flat funding to significant cuts for the foreseeable future. While UAA must deal with its financial constraints, it would be irresponsible to look to the prioritization reports alone to meet the reductions. Indeed, the AcTF identified numerous programs for *Further Review*, and most of those programs have completed a self-study and received feedback in this process. None of the programs at the community campuses have undergone such a process, but they are still part of the whole picture of how UAA allocates resources and meets its mission. The programs at all campuses should be reviewed in as much detail as the Anchorage campus programs have been, especially when the whole of UAA is facing serious restrictions of resources.

The cuts UAA faces are simply the portion of the cuts made to the whole University of Alaska System that were distributed to us by the University of Alaska Statewide Offices. Distributing such cuts among Statewide and the three universities may appear reasonable, but we believe this approach is questionable. The UA Statewide Offices have undergone review, but have failed to make use of the MacTaggart Report[1] to reduce their burden of costs and unnecessary administrative oversight to the universities. The mission of higher education is dependent upon the high functioning of the academic programs in each individual university, but the budget allocated to the UA Statewide Offices produces no graduates, no student credit hours, and operates without faculty oversight. The UA Statewide Offices should set a strong example for the universities it oversees by reducing its spending to a minimum and pushing more resources down to the universities. At UAA, the AcTF offers 92 candidates for Enhancement, and these should be first in line for such resources.

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[1] *Planning the Future: Streamlining Statewide Services in the University of Alaska System*, prepared for the Office of the President, University of Alaska, February 1, 2008, by Dr. Terrence MacTaggart and Brian Rogers.

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1. Background and Context for Prioritization Effort

Reasons for Participating in Program Prioritization

The University of Alaska Anchorage (UAA) began work in May 2013 on a comprehensive program prioritization process. The program prioritization project was initiated at the request of Provost Elisha "Bear" Baker and Vice Chancellor William Spindle as a comprehensive review that could be used to improve how effectively programs contribute to the fulfillment of UAA's mission. While the program prioritization effort progressed in early 2014, the faculty and staff at UAA and throughout the UA system watched the FY15 budget pass from the Governor's office and through the legislature, a budget which resulted in a significant cut to UAA's operating funds. It became clear that cost-cutting measures were necessary and that the results of our program prioritization efforts would have real ramifications in UAA's budgeting process. Consequently, the Academic Task Force (AcTF) continued their efforts out of the belief that this faculty-operated process is a more constructive and effective way to make these decisions than across-the-board cuts or unilateral decision-making by university administration without systematic faculty input. Consistent with Provost Baker's remarks to the faculty in several public forums, the task force membership also embraced this process as a means to help UAA improve the overall alignment of our programs with our essential mission and priorities. We share the belief that through this process UAA will become a stronger, more focused and cohesive institution and improve our service to our students and the state of Alaska.

Our findings, presented in this report, have been guided by the desire to maximize UAA's effectiveness in serving the state of Alaska. This goal can be accomplished by directing resources toward programs that are well-aligned with UAA's mission of discovering and disseminating knowledge through teaching, research, engagement and creative expression, and with UAA's strategic vision of excellence in instruction, research, educational opportunity and student success, community and the public square.

Future Expectations

Provost Baker and Vice Chancellor Spindle have indicated that program prioritization is intended to be an ongoing process, with a full review of all UAA programs being repeated on a regular basis. Indeed, if this process is to be meaningful, programs will have to be given the opportunity to improve based on the feedback they receive. Therefore, this report is presented in the spirit of establishing the groundwork for a sustainable process of institutional review, renewal, and re-alignment. This report is also presented with the expectation that it will be immediately meaningful, and that it will impact this institution as it plans its direction for the next academic year and sets its budget.

The program prioritization process has been multi-dimensional, challenging and informative. This report details the academic prioritization process and summarizes the AcTF's

findings, including results at the individual program level and analysis of broader institutional trends uncovered in the review phase.

Program Prioritization Personnel

Personnel directly involved with UAA's program prioritization process were divided into three committees. The Steering Committee included Provost Baker, Vice Chancellor Spindle, the chairs of the Support Task Force and the Academic Task Force, and other personnel who facilitated the work of both groups. The Support Task Force was charged with evaluating all administrative and support functions, and was primarily comprised of staff with some faculty representation. The Academic Task Force (AcTF) was made up entirely of UAA faculty. Faculty were invited nominate themselves or other colleagues for service on this committee when this effort was announced in spring of 2013. Membership on the AcTF was limited to tenured faculty on the UAA main campus. The final list of nominees was vetted by the Executive Board of the Faculty Senate and approved by Provost Baker. The members of each committee are listed in Table 1-1 to Table 1-3. Not every original member of the AcTF was available to continue work past the end of contract in mid-May and into the summer; categorization was carried out by thirteen committee members listed in Table 1-3.

Table 1-1: Membership of the Steering Committee.

Elisha "Bear" Baker, Co-Chair	Provost and Vice Chancellor Academic Affairs
William Spindle, Co-Chair	Vice Chancellor for Administrative Services
Bruce Schultz	Vice Chancellor for Student Services
Cathy Ewing	Prioritization Project Manager, Business Analyst ES
Kristin DeSmith	Assistant Vice Chancellor, University Relations Advancement
Megan Olson	Vice Chancellor Advancement
Kelly Thorngren	Budget Director
Renee Carter-Chapman	Senior Vice Provost, Academic Affairs
John Dede	Interim Director, Institutional Research
Monica Kane	Assistant Provost, Academic Affairs
Sandi Culver	Co-Chair, Support Task Force
Dewain Lee	Co-Chair, Support Task Force
Robert Boeckmann	Tri-Chair, Academic Task Force
Mark Fitch	Tri-Chair, Academic Task Force
Tara Smith	Tri-Chair, Academic Task Force

Table 1-2: Membership of the Support Task Force.

Sandi Culver, Co-Chair	AVC Finance
Dewain Lee, Co-Chair	Dean of Students
Dede Allen	Associate Athletic Director (Compliance & Academics)
Christi Bell	UA Center for Economic Development
Jared Brandner	ANSEP Chief Administrative Officer
Ryan Buchholdt	Business Manager, Facilities & Campus Services
Dawn Dooley	Associate Dean of Students
Larry Foster	Professor of Mathematics, CAS
Ron Kamahele	Director of Human Resource Services
Monica Kane	Assistant Provost, Office of Academic Affairs
Geeta Kolean	College of Education
Diane Kozak	Director of Career Services Center, Division of Student Dev.
Lonnie Mansell	Facilities Planner
Bob McDonnell	Business Services Director
John Olofsson	Professor of Civil/Environmental Engineering, COEng
Soren Orley	Associate Professor of Accounting, CBPP
Kathy Stephenson	College of Health
Andre Thorn	Director of the Multicultural Center
Lora Volden	University Registrar

Table 1-3: Membership of the Academic Task Force. Committee members marked with a (*) were not available for voting on academic program categorization but participated in all other aspects of process design.

Robert Boeckmann, Tri-Chair	Associate Professor of Psychology
Mark Fitch, Tri-Chair	Associate Professor of Mathematics
Tara Smith, Tri-Chair	Professor of ESL
Jennifer Brock	Associate Professor of Mechanical Engineering
Tracey Burke	Associate Professor of Social Work
Keith Cates*	Associate Professor, Counseling and Special Education
Douglas Causey	Professor and Chair, Biological Sciences
Sharon Chamard	Associate Professor of Justice
Herminia Din	Professor of Art Education
Shannon Gramse*	Associate Professor, College Prep. & Developmental Studies
Bill Hazelton	Professor of Geomatics
Diane Hirshberg	Director, Center for Alaska Education Policy Research
Bogdan Hoanca*	Professor, Computer Information Systems
Ron McGee	Associate Professor, Journalism and Public Communications
John Mouracade	Associate Professor and Chair, Philosophy
Travis Rector*	Professor of Physics & Astronomy
Marny Rivera*	Associate Professor of Justice
Maria Williams	Director, Alaska Native Studies

In the remainder of this report, we describe the academic program prioritization process and our learnings. In Chapter 2 we explain in detail how the AcTF reviewed and categorized programs. Chapter 3 gives a general overview of the prioritization results. A discussion of trends noted in our examination of the templates and data is provided in Chapter 4. Chapter 5 concludes with a brief discussion of issues raised during, but not resolved by, the prioritization process, which the AcTF feels merit further discourse on campus. The placement of programs into categories is detailed in Appendix C of this report.

2. The Academic Prioritization Process

Design of the Overall Process

The program prioritization process at UAA was initially based on a framework developed by Dr. Robert C. Dickeson,[2] The members of the Academic Task Force (AcTF) received training in prioritization and began work on the process in May 2013 with the guidance of Mr. Larry Goldstein, a consultant who has completed trainings with Dr. Dickeson for many years. Dr. Dickeson is a controversial figure,[3] and the most serious criticism of Dickeson is his dislike of tenure for faculty. As will be detailed in the discussion on our findings, however, the AcTF analysis of UAA programs does not support limiting or eliminating tenure – quite the opposite. Although Dickeson's work provided the AcTF with a useful starting point, the AcTF process diverged from the Dickeson model in significant ways.

The use of Dr. Dickeson's book as a starting point for this effort, and the hiring of Mr. Goldstein to train the UAA faculty and staff who would be making up the prioritization committees, were the decision of Provost Baker and Vice Chancellor Spindle. Implicit in Dickeson's book, and explicit in Goldstein's training, is that *faculty* conduct peer review of academic programs (and staff conduct peer review of support functions). Peer review is a key feature of robust and productive academic institutions. The principle is simple: critical review and evaluation of activities and outcomes related to an institution's mission are best done by persons of similar expertise and experience. Peer reviewers are able to integrate their specialized knowledge with a nuanced perspective of context. They, better than any, are able to integrate these different realities into more generalized assessments, commentaries, and recommendations at other levels and for other purposes. The academic prioritization process we employ here is based entirely on this principle: that UAA faculty – those engaged in the day-to-day scholarly work of the institution – are best suited to evaluate academic and curricular activities at UAA. All of the faculty on the AcTF are tenured with many years' experience at UAA, a marked contrast to the regularity with which Deans and other administrators have come and gone, further insuring that that our rankings and comments are accurate, grounded in institutional memory, and reflective of UAA's mission.

The "Dickeson model" outlines a series of steps for affecting a comparison between all of the functions performed by an academic institution. The reasons for wishing to do so and the manner in which the findings are implemented depend on the institution. The aspects of the academic program prioritization process that are described in Dickeson's book and were used at UAA are as follows:

- The idea of prioritizing *programs*, as opposed to departments,
- The idea that every function of the university must be examined at the same time, so that administrative and support functions are included in the process as well as academic programs,

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[2] Dickeson, R. C. (2010). *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance.* San Francisco, CA: Jossey-Bass.
[3] For example, see the 2013 report by the American Association of University Professors, "Academic Freedom and Tenure: National Louis University (Illinois)."

- The ten criteria that were used as the basis for the academic programs template, discussed below, although the template design was the work of the AcTF,
- The idea that programs must be placed into equally-distributed categories, such as quartiles or quintiles – later modified by the AcTF to require a minimum of 15% of programs in each category with 25% to distribute as seemed fit.

The book was referenced during the initial training and was also referred to by the AcTF for ideas during the template design process, but was not consulted at all for the vast majority of the process. In fact, Provost Baker gave the AcTF a great degree of authority in developing UAA's prioritization process. Specific operational details were determined by the AcTF after much discussion, and the final process has incorporated feedback from our colleagues and our own judgment as to what is most appropriate for UAA.

The final process described in this report is the result of a great deal of serious deliberation, and we believe that our initial approach will be repeated and further refined. The discussion of the results that follows also contains suggestions for those aspects that the next committee may want to consider for change or improvement.

Categorization

The ultimate goal of the program prioritization process was to place every academic program offered at UAA into one of five categories: *Priority for Enhancement*, *Consider for Enhancement*, *Maintain*, *Transform*, or *Further Review*. These categories are further described in Table 2-1. It is to be stressed that a program's placement in any of the five categories is not a score or a grade. Placement is not a conclusion about the intrinsic worth of the individual programs; rather, placement is a statement about the program's relative performance and/or alignment with mission as represented by the template and available data.

The prioritization process for academic programs that was originally announced to campus involved distributing programs equally into "quintiles," which were set up to be more like rankings or grades. This is the procedure recommended by Dickeson, and raised a great deal of concern on campus for a number of reasons. A forced distribution of 20% of programs into each category seemed artificial, especially given that this process had never been attempted at UAA before and no one had any experience with evaluating or interpreting these data. We also were concerned that observers outside our process might draw the false conclusion, for example, that only 20% of the programs at UAA deserve the equivalent of an "A grade" or that 20% of the programs automatically needed to be eliminated.

The AcTF recognized the wisdom of these concerns and changed the originally-announced process into one in which programs were distributed into five categories with a minimum distribution of 15% in each category, with 25% of programs left to distribute as most appropriate. The minimum 15% distribution was retained to force the committee to resist the temptation of putting most of the programs into a single category, which would have made the results less constructive. Also, it bears restating that the categories into which the programs have been divided do not represent grades, but should be taken as descriptive of programs' alignment with UAA's mission and strategic vision combined with their readiness for additional investment. For this reason, the AcTF also committed to providing feedback to every program,

on the grounds that the name of the category into which the program has been placed cannot be expected to tell the whole story.

Table 2-1: Categories and descriptions for academic program prioritization

Category	Description
Priority for Enhancement	- Most well aligned with established institutional priorities and community needs relative to other UAA academic programs - Making efficient and effective use of their current resources as demonstrated by contributions in teaching, service, and research and creative activity (if appropriate) for the relevant field - Appears to the AcTF to be particularly well-positioned to improve program's quality, productivity, depth, and/or breadth with increased resources and that UAA is missing the opportunity to excel without such enhancement
Consider for Enhancement	- Well aligned with established institutional priorities and community needs relative to other UAA academic programs - Making efficient and effective use of their current resources as demonstrated by contributions in teaching, service, and research and creative activity (if appropriate) for the relevant field - Appears to the AcTF to be ready to improve their programs' quality, productivity, depth, and/or breadth with increased resources and that UAA is missing the opportunity to develop without such enhancement
Maintain	- Well aligned with established institutional priorities and community needs relative to other UAA academic programs - Making sufficient use of their current resources as demonstrated by contributions in teaching, service, and research and creative activity (if appropriate) for the relevant field - It appears to the AcTF that, although these programs are necessary to UAA's mission and making good use of available resources, increased resources beyond annual cost increases would not improve the program's quality, productivity, depth, and/or breadth as much as programs in the Consider for Enhancement and Priority for Enhancement categories
Transform	- Generally less well-aligned with established institutional priorities and community needs than other UAA academic programs; alternatively, conceptually well-aligned but not well-executed - Transformation (revision, change, adaptation) of approaches and/or structure is necessary to improve alignment or effective resource use for these academic programs - It appears to the AcTF that unlike programs in "Further Review," increased resources would improve the programs' alignment (i.e. transformation may require initial investment of resources to accomplish)
Further Review	- Generally less well aligned with established institutional priorities and community needs than other UAA academic programs - Less efficient and/or effective use of institutional resources than other UAA academic programs - It is not clear to the AcTF that these programs' alignment and use of resources would improve as much from increased resources as those in other categories - Further review is necessary to determine how best to address these academic programs

Academic Programs and the Academic Template

The program prioritization process mandated categorization of every individual program at UAA. This required defining both what constitutes an academic program as well as the basis by which the programs would be compared and placed into relative categories. Neither of these points necessarily has a single or obvious answer.

The simple answer to the first question, suggested by Dickeson, is that a program is "any activity or collection of activities of the institution that consumes resources (dollars, people,

space, equipment, time).[4]" In general, academic programs were considered to be entities that award transcripted credit, that are listed in the UAA catalog as programs, or that produce research or creative activity with externally awarded funds. Programs were expected to have their own purposes, audiences and constituencies. The academic program prioritization process was always intended to be finely detailed and was never meant to be a review of academic *departments*. Instead, we assessed baccalaureate degrees separately from associated academic minor degrees despite overlap in course requirements; associate degrees that articulate with bachelor degrees; occupational endorsement certificates that articulate with associate degrees; and so on. GER offerings were considered apart from their home departments' other offerings, and any externally-funded activity was considered apart from its home department's generally-funded activities. We attempted to reconcile the desired granularity with what was expedient and logical to the greatest extent possible. Discussion with the academic deans and campus faculty took place from the summer of 2013 all the way up until final template submissions in May 2014; consequently, we made many modifications, ranging from specific changes to general approaches, including:

- Departments offering both a Bachelor of Arts and a Bachelor of Science degree were permitted to decide for themselves whether those degrees should be combined into a single template,
- Programs that began any time during the review period were exempted,
- Support functions that exist solely for the benefit of one academic program could be combined with the template for that academic program, and
- Departments whose total external funding for sponsored research (or other sponsored programs) was not significant were given the option to describe their sponsored research activity within their other templates.

The primary basis upon which each program was placed into its ultimate category was its template submission and the prioritization data. The template is a form that asks program faculty to describe their program's performance in each of ten criteria. The ten criteria that make up each program's description are those suggested by Dickeson, and one of the first exercises that the members of the AcTF were lead through in training was to assign each category a relative weight to suggest its importance. After responding to feedback from pilot programs who submitted an initial draft of the template (further described below), and much discussion and compromise, the AcTF adopted the principle that the weights were intended only to be a guide as to which criteria were most important to categorization. The criteria and their final weights are listed in Table 2-2. Initial weights are provided in in Appendix A.

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[4] (Dickeson, 2010)

Table 2-2: Academic template categories, with final weight factors, word counts and descriptions

Category	Weight and Word Limit	Brief Description
History & Development	5%, 200 Words	A brief overview including historical background and connection with UAA mission, mainly provided for context
External Demand	15%, 500 Words	Demand for program from stakeholders and entities outside UAA
Internal Demand	15%, 500 Words	Importance of this program to other academic programs and support functions
Quality of Program Inputs	10%, 300 Words	Summary of quality and role of faculty and professional staff (exclusive of administrators) in the program, including description of the use of term and adjunct faculty
Outcomes Quality	15%, 500 Words	Allows the program to highlights its success in achieving its goals
Size, Scope and Productivity	5%, 200 Words	Addresses relative size of program in terms of its outputs of teaching, research/creative activity and service, as appropriate to the program
Revenue and Other Resources	5%, 200 Words	Focuses on revenues that are attributable to the program's efforts, including external funding and gifts/support from external stakeholders
Costs and Other Expenses	5%, 200 Words	Focuses on the expenses incurred by the program and how they relate to program quality, as well as its actions to manage costs and create efficiencies
Impact and Essentiality	20%, 700 Words	Focuses on alignment with UAA's strategic vision and mission, as well as effectiveness in supporting that mission and strategic vision
Opportunity Analysis	5%, 200 Words	Gives programs the opportunity to share its vision for how it could align more effectively with the UAA mission and what resources or opportunities would allow that to happen

Work on the template began in May of 2013 with a subcommittee of the AcTF and continued through the summer. Template design has always had the goal of gathering useful information for each of the ten criteria from two sources: (1) from program faculty, through questions that would be answered in their own words, and (2) from the Office of Institutional Research (OIR), by querying available data. The final version of the template, provided in Appendix A, went through many iterations to reach its final form. In August of 2013, three programs agreed to pilot an earlier draft of the academic template, and revisions were performed as the result of those programs' experience and feedback. In addition, the AcTF agreed to release the rubric that it would use to guide its decision making process with the final version of the template. The final version of the academic programs template was released to campus on September 20th, 2013, and the rubric was released on December 9th, 2013. The full academic template and rubric are provided in Appendix A.

Institutional Research Data

The numerical data portions of programs' academic templates were compiled by OIR from a variety of sources, mainly Banner and the Leardi database (produced for UAA administration to associate direct and indirect costs with courses and students). A data dictionary was provided to explain formulae used for calculated values, and some explanation of the rationale for each value.

Many of the searches and manipulations of the data were fairly straightforward, but some of the cost and revenue calculations in particular have acknowledged limitations that should be kept in mind when viewing program data sets. The limitations are due to the ways in which the calculations were simplified to enable meaningful comparison and to allow them to be calculated

within a reasonable timeframe. For example, the calculations of total student tuition that each program brings in assumed in-state rates for all students and ignored tuition waivers. Another example is that instructional costs per student credit hour were based on bipartite loads, which inflates the instructional costs associated with tripartite faculty. We expect that the error generated by these simplifying assumptions is both small and fairly evenly distributed across programs.

The OIR data were never intended to be used as "absolute" values – they are most constructively used as a means for comparing programs at UAA. Data generation was one of the most difficult parts of the academic prioritization process, and the fact that the data needed were not readily available before the process was started is telling. In the future, it is hoped that these types of measures will be improved and made more readily available all the time, to assist ongoing program management. Understanding costs and revenue, and the implications for these from various potential changes in how programs are operated and delivered, will help programs work with the University as a whole and better manage themselves. However, in keeping with the charge to determine mission alignment, the data were not the primary factor in program categorization. Quality of inputs and outcomes, along with impact and essentiality to mission, played a more important role in the process than the data.

Template Preparation

All program data sets were made available online to anyone with a UAA login, but program templates were only available for editing by the designated author(s) and approver for each program. The chairs or directors of the home departments were nominally made the approvers for their programs, although there was flexibility for the chairs/directors to designate author(s) and an alternative approver by communicating with the AcTF. The academic deans were not given editing power over the academic templates, nor were they given the ability to access and read templates via the software, although departments could choose to send drafts to their deans if they chose. It was not unusual for departments to be responsible for more than one academic template, and in many cases, individual departments were responsible for a large number of templates. In order to allow department faculty more time to accommodate the process of writing the templates, submissions were accepted on a rolling basis between the dates of April 4, 2014 and May 9, 2014.

Individual members of the AcTF exercised their own judgment in deciding whether to contribute to their own departments' submissions. By design, AcTF members were faculty playing a variety of roles in their departments and programs; we could not establish a blanket rule for everyone. Potential conflicts of interest with AcTF members in this process are discussed in greater detail in the next section and in the next chapter.

Members of the AcTF offered numerous training sessions during the template-writing period. Some of these took the form of open seminar-type events, and some were more narrowly focused to a particular college or center. Individual AcTF members also attended smaller meetings hosted by colleges or departments to discuss template submissions on a more individualized basis. In addition, both the AcTF and the Steering Committee made several training videos for both the software that was used to accept template submissions and the template-writing process itself.

Potential Conflicts of Interest

An item of controversy during the prioritization process was the fact that individual members of the AcTF were categorizing programs to which they belonged, potentially creating conflicts of interest or the appearance of conflicts of interest. A related, and no less controversial, issue was whether discussion of program templates would take place in open or closed meetings. Both of these concerns related to the desire of the campus faculty for the program prioritization process to take place in as transparent a manner possible. These concerns had to be balanced against the need for the process to take place in an environment of open discussion by the AcTF with minimal possibility of intimidation or embarrassment for AcTF members or our colleagues. These controversies were the subject of extensive discussion by the AcTF in deciding how to achieve this balance.

The members of the AcTF considered many options for its conflict of interest policy. Schemes involving recusal from voting in one's own programs were seriously considered and vigorously discussed. While recusal in the face of a conflict of interest or the appearance of a conflict of interest is often considered the appropriate course, we recognized that it is very difficult for most faculty to draw sharp boundaries as to where their interests lay – it could be with programs in their own departments, programs in which they teach, programs in which they have friends or family, programs on which their students depend, etc. We considered that recusals would create greater problems and that it was likely that decisions would be distorted by the statistics of small numbers and complications in the voting process as the number of recusals among AcTF members increased (for example, the threshold for 80% agreement would need to be adjusted each time a member recused him or herself). Further, any level of required distribution among the categories blurred the lines of conflict of interest to the point that recusal would not effectively resolve the issue. The members of the AcTF were committed to maintaining an institutional perspective (one of the five ground rules of the AcTF, see Table). Furthermore, the high level of consensus required for decision meant that one person could not change the outcome on a vote (see next section). We finally decided that everyone would vote on all programs.

Similarly, we decided that meetings would be closed during program categorization. This decision was partly to facilitate free discussion, but also in large part due to the complications that would have arisen had the meetings been open. The logistics of informing faculty which programs were up for discussion in a particular week, given that some would not end up being discussed due to sufficient agreement in the pre-meeting vote (as described in the next section), would have been burdensome. If votes had been taken in executive session, the room would have had to be cleared between short discussions of individual programs, which would not have been practical given the great number of programs that needed to be discussed. The AcTF was also concerned that programs whose representatives could attend the meeting might have an advantage over those whose could not. Even without being allowed to speak, they could have input that other programs would not be able to contribute. This effect would have been exacerbated by the review taking place during the summer, when many faculty members are off contract. Each meeting began with a review of the Task Force Ground Rules (see Table 2-3 below). These helped remind AcTF members of our obligation to the university to keep an institutional perspective, be fully engaged in the process, and to maintain confidentiality.

> *All members must maintain an institutional perspective throughout process.*
>
> *All members must commit to fully engage in the entire prioritization process.*
>
> *All members must comply with the decision-making procedures.*
>
> *All members must adhere to the confidentiality policy regarding communication with non-task force faculty, staff, students, alumni and the general public.*
>
> *All members are encouraged to voice views that are divergent from those of the group's majority, but must remain publicly supportive of final group decisions.*

The AcTF adopted its conflict of interest policy in December 2013, and as part of this policy, committed to further scrutinize those programs in which members have a potential conflict of interest. These include programs for which the OIR data identifies AcTF members as affiliated faculty, and programs without data (i.e., sponsored programs) in which AcTF members self-identify a potential conflict of interest. Our intention was to determine whether there were any significant differences between these programs' distribution and that of the larger group of UAA programs. The full AcTF conflict of interest policy appears in Appendix B along with the programs in which AcTF members identified potential conflicts of interest. Analysis of these programs appears in the next chapter.

The Voting Procedure

The process of program categorization included two rounds of review for every program, plus a third round for a subset of programs. Initial categorization of academic programs began as soon as the first group of academic templates was submitted on April 4, 2014 and lasted nine weeks. Every week, the templates under consideration were made available to the AcTF members, along with their corresponding data sets (except in the case of sponsored programs, which had no OIR-generated data). Templates were randomized for the first pass so that programs from the same department would not be considered side-by-side to the greatest extent possible. This was to allow committee members to more easily consider each program separately. Templates and data sets were read by all AcTF members in advance of that week's face-to-face meeting, and an initial vote was taken individually, anonymously and without discussion, by means of a digital survey using Qualtrics software. The results of the voting were released prior to each meeting, but not until all members had cast their initial votes.

Table 2-4: Votes required for decision in the AcTF, with thirteen members.

Action	Threshold	Votes
Categorization	80% agreement	Minimum of 11
Fallback (suspend discussion)	80% - 1	10

At weekly face-to-face meetings, initial categorization for the week's programs was completed. The votes necessary to cause a particular action are summarized in Table 2-4. The requirement was taken to mean 80% of the full committee, so the minimum votes for action never changed even if every committee member was not present. This requirement meant that no more than two people ever disagreed on any particular program placement.

Programs achieving an 80% level of agreement after the initial electronic vote did not require further discussion. For all other programs, the following procedure was used:

1. An initial discussion would occur in which any committee member who wished to make a point could do so, but speaking would only take place in the order in which hands were raised. These discussions were limited to five minutes, due to the large volume of programs to be discussed. At the end of five minutes, additional comments would not be entertained, but those who had been in the queue to speak before time was called were able to do so.
2. After discussion, there would be a "cascade vote," in which the committee would vote, in order, on whether to place the program into the *Enhance*, *Consider for Enhancement*, *Maintain*, *Transform*, or *Further Review* category. If, at any point, 80% agreement was achieved, the process would end and the program would be placed into that category. If, at any point, the 80% minus one level was reached, the program would be considered a "fallback" and held until the next week to allow committee members to review the template and data further.
3. If agreement was not achieved with the first cascade vote, a second five minute discussion would be held following the same rules as the first.
4. A second cascade vote would follow the second discussion period, and if 80% agreement or 80% minus one agreement was not achieved for any other category, the program would be placed into the *Further Review* category.

Note that fallback programs from the previous week would only have one discussion period and be allowed one cascade vote, if 80% or 80%-1 agreement was not reached in the next digital survey. In practice, the most common voting procedure, occurring in more than half the cases, was some discussion followed by a single cascade vote. The least common occurrence was automatic *Further Review* following insufficient agreement, which happened in only a handful of cases.

The secondary analysis was conducted for each program by initial categorization category. The procedure used for the secondary analysis was similar to that used for the first pass:

1. An anonymous, electronic survey recorded votes from each committee member on whether each program in a particular category should remain where it is or move into an adjacent category (for example a program in *Maintain* could be nominated to be moved into *Consider for Enhancement* or *Transform*). Programs receiving 11 or more votes at this stage would be moved without discussion.
2. At face-to-face meetings, movement of a program would only be discussed if it met a minimum threshold of votes. Discussion was limited to five minutes as in the first pass,

and if 80% agreement was not reached, the program would stay in its original category. Fallback voting was not used at this stage.

The order in which the categories were reconsidered was 1) *Maintain*, 2) *Consider for Enhancement*, 3) *Transform*, 4) *Further Review*, and 5) *Priority for Enhancement*. Therefore, it was possible for programs to be considered more than twice if they moved multiple times (this was rare but did happen).

As a third and final step in the review process AcTF members were allowed to bring motions for moving programs into different categories if they felt there was an argument for doing so. All such motions were considered, with discussion again limited to five minutes. A single vote was taken in these cases, with 80% agreement required to carry the motion.

Additional Analysis

The AcTF committed to additional analyses to review for bias as part of its Conflicts of Interest Policy, discussed previously and presented in Chapter 3 and Appendix B. Furthermore, as the categorization process progressed, members of the AcTF became curious about trends observed in the academic programs' templates and data sets. This resulted in a great deal of qualitative observation and discussion, and some additional quantitative analyses, which are presented in the next chapters.

3. Results

Common and Distinguishing Program Features for Each Category

The descriptions of the five categories into which programs were placed are found in Table 2-1. While the programs placed in each category vary considerably, there are some common characteristics that emerged for each. Programs in the *Maintain*, *Consider for Enhancement* and *Priority for Enhancement* categories are all mission-aligned, both conceptually and in execution.

Programs that were placed into *Consider for Enhancement* or *Priority for Enhancement* were recognized to have unmet demand or potential for growth, and the templates were able to make the case that they are actively seeking out new opportunities and/or pursuing efficiencies. All of the academic programs considered here (with the exception of sponsored research programs) deliver content through courses, and so we considered student outcomes achievement as an important indicator of quality. We considered programs as better candidates for potential investment if they described a robust outcomes assessment procedure, provided outcomes data, and indicated that this assessment is being actively used to improve its offerings. For evaluation of sponsored research programs, we considered traditional metrics of productivity (grant submissions, grant awards, publications and presentations), evidence that they were fostering collaboration between departments and academic units, and evidence that they were contributing to the public square as well as the degree to which programs were generating research and mentoring opportunities for undergraduate and graduate students.

However, programs placed in *Priority for Enhancement* in particular need additional resources in order to continue to excel. Some programs are in need of facility expansion and/or renovation, and many lack sufficient numbers of tenured/tenure track faculty (or any) to either grow and meet unmet student demand or improve their program's quality, productivity, depth, and/or breadth. A few have proposed innovative ways to better enhance the public square and serve Alaska.

Most of the programs placed in *Maintain* appear to be both strong and adequately resourced at the moment. However, some programs in this category have been through recent additions of resources and are being allowed time to demonstrate results. A few were placed in Maintain in recognition that they have faced recent challenges and they submitted templates that demonstrated that these programs are aware of what they need to focus on to improve and do not require immediate resources to do this.

Programs in the *Transform* category are regarded as essential offerings for UAA, but ones that are being offered in a way that is not efficient or mission-aligned. The most prominent theme for programs placed in this category is that they appear to have a greater level of potential than their current performance indicates. Although many templates provide a logical case for why the program should be important, students have not been convinced. The templates for many of these programs indicated a need, plan, or aspiration to transform the program. For some that did not, the AcTF has tried in the comments to make suggestions as to what a transformation might look like, but programs will need to engage in their own discussions about what would work best for them. Most will need support from administration to accomplish this.

Transformation may require some kind of restructuring, collaboration, and/or active student recruitment. Alternatively, some departments may decide that the courses need not be packaged as a credential, and let the programs as programs go.

Programs in the *Further Review* category are less well-aligned to UAA and community needs, either in content or delivery, or both. Some of the programs in this category have theoretical internal or external demand, but in practice have so few students or produce so few degrees as to make them very inefficient programs to offer. Many templates did not address the most serious issues demonstrated in the data. Many of these programs belong to departments with one or more programs that are more mission-aligned, and reconsidering these programs might lead to more efficient internal allocation of resources within departments. The templates for others, however, describe isolated or insular programs that were not as connected to other departments and programs across UAA. Faculty and administrators responsible for programs in this category will have the opportunity to meet with the Office of Academic Affairs and discuss their categorization. Over a third of the programs in this category are here either because the template indicated the program was slated for deletion or there was insufficient information in the template (none, in most cases) to make any other categorization. No department's complete set of programmatic offerings were placed in Further Review, and it is intended that the programs that were placed in other categories become the priority for attention and resources within those departments, colleges, and UAA.

Results

Results of program categorization are presented in Appendix C and D. Programs are broken out by college and department, and again by category, with feedback provided for each program. Readers are strongly encouraged to refer to templates and data sets when perusing these results.

Table 3-1 contains an overview of the academic program prioritization results, specifically the breakdown of programs in each category. In addition to the number and percentage of academic programs in each category, a breakdown of the total number of graduates produced by each category's programs is provided. These statistics are somewhat crude – sponsored research programs, for example, had neither enrolled students nor graduates. However, they do give a sense of programs' impact on UAA students.

Table 3-1: Summary of academic program prioritization results, including the number and percentage of academic programs in each category and the total number of graduates produced by category programs during the review period.

Category	Programs	Percent of Total	Total Graduates[*]
Priority for Enhancement	46	15%	1884
Consider for Enhancement	46	15%	1414
Maintain	73	23%	1866
Transform	62	20%	1175
Further Review	86	27%	478

* For programs that confer a credential

Additional Analyses

Categorizations of Programs by College

Table 3-2 shows the distribution of programs in each category by college. Comparing the distribution of programs in each category by college with the overall distribution of programs by college, and using a Chi-square Goodness of Fit Test, we find that at the 5% level of significance, the Colleges of Business and Public Policy, Health, Community and Technical, and Engineering have similar distributions of programs to the overall distribution. The other two Colleges, Arts and Sciences, and Education, do not have similar distributions.

Table 3-2: Categorization of Programs by College

Category	CAS	CBPP	COE	COH	CTC	SOE	Other
Priority for Enhancement	31	0	0	9	5	1	0
Consider for Enhancement	19	3	3	11	7	3	0
Maintain	33	10	2	10	10	10	0
Transform	17	8	6	10	12	4	3
Further Review	12	8	12	13	24	13	4

The College of Arts and Science had a distribution that was skewed towards Enhance and Consider, and there are several reasons why this is so. CAS is the largest college, and many of its high quality programs are severely under-funded, in particular Languages, Theater and Dance, and Women's Studies, resulting in placement in the "Enhance" category. History and English also produced excellent discussions of their work and dedication, and were considered well-aligned and worth additional investment. None of these programs had faculty members serving on the AcTF.

The College of Education had a distribution of programs that was oriented towards Further Review. There were CoE programs that themselves expressed interest in transforming, and some that failed to complete templates, as well as programs that shared information that led the AcTF to determine there was a need for realignment and reorganization.

Assessing the Potential of Bias

Elsewhere in this report, we address the steps taken to make the prioritization process as transparent and fair as possible. We followed our own rules: taking an institutional perspective at all times and identifying programs with which we were associated so that others would be on the lookout for potential bias despite the institutional perspective. We also tended to limit our participation in discussions about programs with which we were associated. We are confident that we reviewed the templates in a rigorous and fair manner, and that others who examine the templates will identify the patterns of relative impact, essentiality and efficiency that we did.

We also committed to assessing whether, despite our best efforts, "our" programs were categorized differently from the group of programs. The basis for the analysis reported here is a comparison between UAA program categorization and the categorization of programs in which AcTF members were listed in the OIR data as contributing faculty, or, for sponsored research programs, in which AcTF members self-identified contributions. A list of these programs is provided in in Appendix B, and the categorization of these programs is summarized in Table 3-3. As indicated by a comparison between Table 3-1 and Table 3-3, programs with which AcTF members are associated were more likely to be categorized as *Maintain*, *Consider for Enhancement*, or *Priority for Enhancement*. These findings are statistically significant using a chi-square goodness of fit test (see discussion in Appendix B). While we note that not all of our programs were placed in those categories, and some departments with which we are not associated were also more likely to find themselves there, still the outcome makes it appear that we were biased.

Table 3-3: Categorization of programs in which AcTF members appear in OIR data as contributing faculty or, in the case of sponsored programs, self-identify a potential conflict of interest.

Category	Programs	Percent of Total
Priority for Enhancement	15	22%
Consider for Enhancement	17	25%
Maintain	15	22%
Transform	12	18%
Further Review	9	13%

It is possible that despite our best efforts, we were in fact biased. However, we offer these observations about the AcTF members and our departments, and we urge critics to examine the templates.

- It was a requirement for service on the AcTF that faculty be tenured. As addressed at length in this report, many programs have few tenured faculty who would have been eligible.
- Faculty who were nominated were vetted by the Executive Board of the Faculty Senate and the Provost and were selected in part for their history of university-wide service as a marker of capacity for "institutional perspective."
- Nominated faculty were given a course release each semester of the 2013-14 year to work on prioritization. Faculty whose departments could not accommodate the necessary

workload adjustments could not accept the invitation to serve – or in one case, accepted but then had to leave the task force before the fall.

In sum, the departments with the longest-serving, most stable faculty and with the most capacity to support university service were more likely to have faculty on the AcTF. Perhaps it is not surprising that a fair comparison would find an additional association between these departments and program categorization. If the administration is able to act on our recommendations, which can be summarized as *If we're going to do this program, let's do it right and support it*, we look forward to a deeper pool of faculty nominations for the next prioritization process.

4. Discussion and Recommendations

Notes on the Process

Unlike typical academic reviews – and all previous academic reviews at UAA – that have been based at department levels or higher, our work here focuses on activities at the program level. As described above, this means examining every academic activity on campus at a finer scale than usual. While many people, including some AcTF members, were doubtful that there would be value in distinguishing among what appeared to be similar activities accomplished by the same group of faculty (e.g., an undergraduate major degree program and its associated minor), we have found great value in this approach. Academic review at the departmental level naturally emphasizes the stronger aspects and minimizes duplicative or underperforming components in each department. University-wide, program-level review as we employ here has identified many cases where faculty effort is diverted into non-productive activities where student successes are minimal or even unknown. We have identified programs that could be consolidated or moved to more appropriate academic units. We have identified possibilities for interdisciplinary collaboration that might yield novel, exciting outcomes. We have found within single departments instances where several programs within could be eliminated or reconfigured, allowing faculty and students to devote greater resources to stronger programs. Another positive outcome of examining programs at such a granular level is that it forces attention to smaller programs, which may ordinarily be neglected. Evaluation at the program level creates incentives for faculty to deliberately develop and assess all programs.

We have emphasized from the beginning that the prioritization process has been to identify the best practices that exemplify programs that are working well, that are strongly aligned with UAA's mission, and that maximize student outcomes. We identify those programs that are struggling due to lack of resources or opportunity, and that with a little support can flourish and grow. We identify those programs that need further review and possible reformulation to better meet UAA's goals and objectives. The Academic Task Force (AcTF), comprised of active faculty of diverse disciplines and academic units at UAA and as peers of UAA's entire faculty, have categorized every single academic program at UAA – 313 distinct programs – as presented in the previous chapter, but we feel that the broader trends and observations that arose during the categorization process are equally valuable to the effort of comprehensive institutional review that we agreed to undertake. These broader findings and recommendations are discussed here.

Prioritization and Academic Tenure

One of the issues that Dickeson raised in his book was that academic tenure was a "clog" on academic program change and development, and that effective change could not happen in the presence of academic tenure. This viewpoint, being frankly stated in the book that was supposed to guide UAA's Prioritization Process, caused considerable angst among the UAA community, to the point that the UAA Prioritization Process was accused of being, ipso facto, anti-tenure or a tenure-busting exercise.

UAA has a wide range of programs that use a wide range of staffing practices. Some programs employ very few, if any, adjunct or term faculty. Other programs consist solely of adjunct and/or term faculty. Our criteria included one on personnel "inputs." We had data

concerning the number of faculty of various ranks and classifications who delivered each program. As stated in the template rubric (see Appendix A), part of what was evaluated in the narrative was the explanation of why the relative proportions of tenured/tenure-track, term, and adjunct faculty was appropriate for maintaining program quality, recognizing that, for example, having current practitioners in a field teach as adjuncts might be a strength for a professional program, while relying on adjuncts simply as cheap labor is not.

We noted that there was a range of levels of ability to articulate program missions among faculty authors across all staffing arrangements. There seemed to be no correlation between how a program was staffed and the enthusiasm for the program expressed in the template, or the extent to which the template was well-crafted.

However, we did observe that programs with a higher proportion of tenured and tenure-track faculty were more prepared to undertake major program revisions, together with continuous updating of curriculum, than programs that were predominantly staffed by non-tenure-track faculty. We also observed that programs that were seeing significantly declining student numbers and were doing something to try and reverse this were predominantly those with tenured and tenure-track staffing arrangements. Adjunct faculty, and term faculty as well, are usually not paid, encouraged or supported to manage programs, especially if that management requires major revisions that take significant periods of time to complete.

Our analysis of UAA's programs strongly suggests that Dickeson's notion that tenure inhibits flexibility and accountability in academic program management grossly misrepresents the facts. Our observations suggest the complete opposite of Dickeson's unsupported beliefs. To the contrary, we find that programs with a significant proportion of the program delivered by tenured and tenure-track faculty are more effective and far more flexible than those staffed primarily by adjuncts. In addition, programs with a significant proportion of the program delivered by tenured and tenure-track faculty are far more effective at self-managing and adjusting the program to meet changes within their discipline than those largely staffed by adjuncts. It seems sensible that people following an academic career will have greater buy-in to programs where their success depends upon the program's success, and they have control over how the program is shaped. If people have no certainty of having a job next semester or next year, there is little point in them undertaking the multi-semester effort necessary to complete major curricular and programmatic changes. Fear of losing one's livelihood seems to be a poor and unimaginative people management tool, and a major disincentive to flexibility and long-term commitment.

This is not to denigrate adjunct or term faculty. Many of the best programs we examined had dedicated adjunct and term faculty involved in delivering the program, but the most robust and flexible programs were guided by tenured and tenure-track faculty.

Recurring Themes and Best Practices

Potential Content Intersection/Overlap
During the review process we identified possible examples of program intersection or overlap, where it appeared that multiple programs claimed to exist for very similar purposes. Often the programs were housed in different colleges, and sometimes they suggested disciplinary

or professional turf issues. The AcTF categorized programs individually, but we urge administrators and the relevant faculty to examine the following clusters of programs to foster collaboration and efficiency. In general, the individual programs were categorized across the spectrum, and we wonder if the resources necessary to "transform" some troubled programs might be better used to "enhance" well-functioning programs. At the very least, there should be opportunity for shared courses and other resources, as well as collaboration in research and creative activity. For example, while there may be some important differences between "management" in the for-profit and non-profit sectors, or the hospitality and construction industries, there may also be points of contact that can be leveraged.

- **Primary care medical care provision:** WWAMI MD, the Health Sciences BS (PA track), graduate nursing (currently the Nurse Practitioner MS, in the process of becoming the DNP)
- **Clinical services around behavioral health** (Master's level): Psychology MS, Social Work Clinical certificate, Educational Counseling MEd
- **Behavioral health research:** Institute for Circumpolar Health Studies (COH), Center for Behavioral Health Research and Services (CAS/Psychology)
- **Management and administration:** Project Management, Engineering Management, Science Management, Construction Management, General (Business) Management, Business Administration, Global Supply Chain Management, MPA, Social Work Management certificate, Hospitality and Restaurant Management
- **Geographic Information Systems (GIS)**: various minors and certificates within Geomatics, Geology, Anthropology, and Geography/Environmental Studies, as well as research programs such as the Alaska Experimental Forecast Facility and the Justice Center's Crime Mapping Center; also mentioned as an interest in the templates of other social sciences disciplines

Programs with Insufficient Resources

UAA is the largest and has been, for many years, the fastest growing institution within the University of Alaska System. In our observation, within the review period a subset of programs have been woefully neglected or have given little to no attention to their growth or vitality. Some programs have been entirely taught by term appointments and even solely by adjunct faculty. The previous section addresses the threats to program flexibility posed by such an arrangement. There are too many under-resourced and moribund programs at UAA, and we need to examine carefully how programs are created, maintained, and can be better supported.

There exists a 'critical mass' or threshold that must be identified for any program or curriculum to be sustained. Programs must have the requisite number of faculty composed of an intentional constellation of tenured/tenure-track, term, and adjunct instructors and adequate financial support. A minimum number of enrolled students and graduates or completers is also necessary. As addressed in the next section, institutional support cannot guarantee student interest, but our holistic analysis suggests that the absence of institutional support almost always guarantees too few students. In these cases, we must make a choice as to whether the program is important enough to continue, in which case it must be resourced properly, or whether it should be discontinued.

Industry and Government Initiatives

Programs that have industry support and/or a sponsor or endowment, but nonetheless have low student enrollments, were a frequent occurrence. These programs often were categorized as *Transform* or *Further Review*, mostly due to low enrollments, poor productivity (number of awards), and to a lesser extent higher costs of instruction/efficiency concerns owing to poor class enrollment. The AcTF discussed such programs at length as they often appeared to be modestly or well aligned with UAA's mission and priorities and intent on serving state needs. However, the apparent lack of student interest in enrolling or completing suggested either that the basis for establishing the program was not a genuine reflection of need, or that there was a failure to adequately recruit students into the program. In the first instance, we suspect several forces behind establishing these programs, such as well intentioned (but not very thorough) advisory boards, business leaders who are responding to a temporary skilled labor shortage by asking UAA to develop a training program for it, and the legislature responding to constituent needs by asking the university to create a program. However, when it is apparent that few students have enrolled in or graduated from a program for a number of years, we cannot say that the program is meeting state needs. There are successful programs at UAA that were started either by a state legislative mandate or at the behest of local private industry; these more successful programs reflect several characteristics that should be considered in the future. These include: 1) programs with robust enough support and demand to remain *sustainable* once start-up funds are gone; 2) degrees or programs that reflect long-term, as opposed to temporary, needs; 3) existing programs that were able to adapt to fulfill new needs with minor adjustments; and 4) new programs able to compliment and share resources with more established programs. Before new programs are established, there should be a rigorous needs assessment process. We have to move past the *'if you build it, they will come'* model of curriculum development.

Academic Minor Degree Programs

Academic minor degree programs at UAA exist across all colleges and most disciplines. Most of the minors are attached to a baccalaureate degree program, but there are also a handful of stand-alone minors (e.g. Physics, Women's Studies). Post-prioritization, departments should examine their minor degree offerings in terms of graduation rates, curriculum updates, relevancy of the minor, and its relationship to the academic major baccalaureate degree program. When done well, minor degree programs enable students to obtain interdisciplinary academic preparation highly attuned to individual interests and outcomes.

Several recurring issues were identified in the reviews of many academic minor degree programs, in particular low completion rates, lack of assessment, and a sense that minors are afterthoughts. In discussion, we identified several factors that might contribute to these issues, including: 1) administrative pressure to emphasize the academic major degree; 2) lack of recruiting efforts for students that could be enrolled in the minor degree program; 3) disproportionate number of courses taught by contingent faculty; 4) poor definition of how the minor benefits students; and 5) academic minor degree programs that depend upon the strengths of one or two faculty, thus creating issues of sustainability and breadth of course offerings. Minor degree programs should be clearly defined, relevant and offer measurable outcomes to students.

Most academic minor degree programs require a minimum of 18 credits, but this number varies dramatically within college and discipline, as does the proportion of upper division (UD) courses.[5] Each discipline is best suited to determine their academic course profiles, but this great disparity in minimum requirements merits attention. Another vital factor to successful minor programs is explicit student learning outcomes. In some of the minor programs there was lack of attention to student outcomes, and this undercuts the programs' viability.

We suggest that departments either regard academic minor degree programs as meriting time and attention, with their own purposes and students, or consider eliminating them. Minor degree programs incur real costs to the institution (through administrative overhead and faculty advising), and can draw revenue. Many minor programs claimed there was no additional cost incurred since all courses were required for the related major. However, even if this is factually true, it does not justify the program. Departments should provide a positive reason for a minor. The best minor programs at UAA provided compelling arguments as to how their offerings complement other courses of study and the value that they are able to provide to students. The AcTF identified several well-aligned, well-subscribed minors which faculty clearly care about. Departments need to aim for productive, relevant and well-tuned minors that have well-defined purposes and measured outcomes; and they must market them to potential students.

Challenges of Interdisciplinary Programs

There are a handful of interdisciplinary programs at UAA, and these face special challenges. The AcTF lauds the concept of interdisciplinary approaches in education, and are eager to have successful and sustainable interdisciplinary programs at UAA.

Interdisciplinary programs need to have a vision that is supported by appropriate curriculum and pedagogy. If there is a suite of courses from multiple disciplines that are assembled to create a degree/program, it is imperative that the degree/program reflect a unified outcome or vision and that permanent faculty are assigned to the program to implement and assess it. It is relatively easy to create an umbrella in which courses from other disciplines are offered, but the challenge is that the program can lose focus on student learning outcomes. The result is a degree consisting of courses that are not given any logical framework. This serves neither the students nor the program. In some cases programs have developed in a department or college without proper faculty oversight or attention, and perhaps might be more suitable if they are realigned within a larger (inter)disciplinary home.

Some programs are interdisciplinary by nature, including Women's Studies, Alaska Native Studies, University Honors, etc. Successful interdisciplinary programs use the faculty to devise the student learning outcomes and provide a focus for the interdisciplinary program distinct from the individual programs that contribute courses. This means that the faculty who are involved must meet *regularly* to discuss curriculum, student learning outcomes, student success and how to maintain the vision for that particular program. All programs need faculty

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[5] For example, within the College of Arts and Sciences, a Minor in Mathematics requires a minimum of 18 credits total (6 UD credits), while a Minor in Biological Sciences requires 28 credits total (12 UD credits) and a Minor in Sociology requires 21 credits with 18 UD credits. In the College of Engineering, a Minor in Computer Sciences requires 26 credits and only 3 UD credits, while a Minor in Computer Science Engineering requires 24 credits and 6 UD credits.

workload allotted to student advising, but interdisciplinary programs may need more because of programmatic complexity. The less successful interdisciplinary programs at UAA lacked faculty cohesion, and the critical aspects of student advising and attention to student learning outcomes.

Student Outcomes Data

One of the issues that arose repeatedly in the templates was the lack of data on program outcomes, especially student learning outcomes. Across numerous templates we read *how* programs defined their program outcomes, including expected skills and knowledge upon completion, as well as what program graduates would be prepared to move on to, whether in the workforce or in further education. However, only a minority of programs actually presented data that documented these outcomes systematically.

The template instructions asked for the following (italics added for emphasis)

IA. *Describe the quality of learning* for students completing this program. Following are possible guiding questions; adapt as best fits your program. • What is the students' readiness/mastery upon program completion? • What percentage of students is accepted into next-stage academic program, if applicable? • List external recognitions of student work (e.g., showcased papers, awards, and internships). • What percentage of graduates meets external standards (e.g. boards, acceptance to grad school, national exams)? • *What do the results of the program's student learning outcomes assessment indicate*?
IB. GER Programs: please address how the department/program measures the quality of the GER and *provide evidence of outcomes quality*.
IC. Developmental, professional development, and community education programs: Please address how program measures quality of student progress toward program goals and *provide evidence of outcomes quality*.

Programs with less effective student outcomes discussions often provided anecdotal data, such as descriptions of job placements or graduate school attendance for a handful of individuals. Many, though not all, acknowledged that their data was anecdotal. In some cases there were bold statements about the skills students acquired in programs, but a lack of evidence to support these statements. Even when student learning outcomes data were provided, often there was no indication of how this data was or would be used to inform program decision-making. Some talked of the need to have a better and more systematic data collection process, but the majority did not. Programs that stood out in the area of student outcomes provided very strong evidence of student learning and program outcomes, from national test data to evidence of learning from analysis of student work to graduate survey data (with good response rates). Especially strong were those programs that discussed clearly how they used or would use program and student learning outcomes data to strengthen what their program.

We cannot tell from the templates whether the lack of student learning data was simply a misunderstanding of what we were requesting (there were several examples of descriptions of very strong student outcomes assessment plans that then failed to provide the results), or whether

this is symptomatic of programs not adequately assessing student learning outcomes. While we do not want external bodies determining how we measure the effectiveness of our programs, we strongly believe that we need to be systematically assessing student learning vis-à-vis our program goals, and using empirical data to guide decision making. If we do not do this, we face the possibility of external assessment mandates and the use of externally determined measures of student learning and program outcomes, as are being discussed at the federal level and in the state legislature (which this year mandated some outcomes reporting for the university system as a whole).

Resourcing Sponsored Programs

One of the challenges of the academic prioritization process was the very diverse set of programs under the label "sponsored research." They included everything from large research institutes like ENRI, ICHS and ISER to departments with a few faculty members conducting externally funded research. This designation also encompassed programs that do not do sponsored research in the traditional sense, but are externally funded. These include programs that provide courses as continuing and professional education, such as PACE, and large centers that run externally funded programs providing service and training, such as the Center for Human Development, as well as centers that do externally-funded research and offer academic programs, such as the Justice Center. Finally, externally funded service programs run by faculty were also designated part of this category.

The AcTF debated what it means to enhance sponsored programs or recommend them for further review, given that the vast majority of the funding for these comes from external sources. For some of the centers and institutes, it is clear that additional resources could be used to support some portions of soft money funded personnel, including faculty or support staff such as proposal writers and research staff. However, it is not clear what enhancing sponsored research would look like for academic departments, where tri-partite faculty already have some portion of their workload assigned to research. The potential need for more tri-partite faculty to have different workloads with more research time is a separate issue at UAA that needs to be discussed in the context of the institutions' overall commitment to research as is highlighted below. Determining what it might mean to recommend sponsored programs for further review is also difficult. Some of the sponsored programs at UAA are legislatively or federally mandated. In other cases, external funding could be declined, but who would make that decision and on what basis? This needs more discussion generally, outside the program prioritization process.

At present, UAA's policy on distribution of F&A (Facilities & Administration, i.e., indirect cost) recovery from sponsored research is arbitrary and inconsistently applied across programs and units involved in external research. Based on review of the templates, it is clear that this inconsistency has created real problems for faculty and staff involved in sponsored research, and has hindered the UAA research community in increasing and strengthening its research enterprise. It was clear that some sponsored research programs are struggling because of a lack of adequate support or facilities. It was clear in reading the templates that faculty in different departments and programs have very different access to supports for research; there are some departments with very large, very well established research programs with many sources of external funding, and others that are struggling to figure out how to go about doing research and generating external funding. Some units are so understaffed that a single person must deal with

budgets, curriculum, pre- and post-award financial accounting—not only does this overwork support staff, but it often means that they are required to administer research grants without training or expertise. In some fields, grant writers and facilitators are key in getting large and complex proposals completed, and few units have the resources to hire this expertise. Inconsistent, or inconsistently administered, policies on applying the appropriate F&A rate to grant activities means that some faculty and units actually are losing resources by working on grants. A unified F&A rate structure, F&A distributions, and F&A investment into commonly used and centrally administered activities will go far in minimizing the disparity between units in how effectively they are able to undertake sponsored research. We recognize that these policies are now being reviewed at an institutional level, and we endorse that effort.

One issue discussed was whether we would need more investment in individual departments' sponsored research programs if we had a more robust infrastructure supporting research in general at UAA. UAA's OSP is understaffed and cannot proactively reach out to researchers and provide them with information about opportunities for funding nor actively provide them with direct support in proposal writing beyond help with budgets and ensuring that proposals respond appropriately to the RFPs. Sponsored research is perhaps one area where program prioritization falls short of pointing towards a solution. It is very instructive to examine sponsored programs on an individual basis, but when it comes time to recommend them for placement into categories based on their suitability for additional investment, we cannot help but feel that a broader conversation about enhancing research support in general would lead to a more constructive and efficient scheme than the notion of allocating resources on a program-by-program basis. We would like to see this addressed systematically, but it is again beyond the scope of the AcTF's assignment.

5. Moving Forward After Prioritization

Community College Mission

One of the often-heard criticisms of the academic program prioritization process was that the task force would be "comparing apples and oranges." UAA offers credentials programs ranging from Occupational Endorsement Certificates (OECs) to doctoral degrees, and sets of courses with no credentials attached (e.g., professional development courses, GERs). Comparing such a variety of programs was exactly the point of this process. Although we categorized each program independently, we note some patterns across *types* of programs.

UAA has a dual mission to provide higher education that is both open-access and high quality. This history and current commitment is felt across the institution and embraced in many creative and productive ways. Thus, it is important not to confuse the community college mission (or, as we might call it, the open-access mission) of UAA, as being solely the bailiwick of the Community and Technical College (CTC). The fully integrated "four-year" and "two-year" institution is a rarity and is an opportunity for UAA to distinguish itself. We should highlight this aspect of our institution, and not rely solely on traditional metrics of institutional quality.

From the AcTF perspective, the UAA executive leadership can support the former Anchorage Community College programs by providing organizational structures that do not isolate those programs or the students in them. The model used within CTC circa 2000–2005 was called "Career Clusters," which grouped programs by similarity of the fields in which they were preparing students to work. If a similar approach were used more broadly, then many programs in CTC might be housed in other units. Allied Health programs were moved into the College of Health several years ago, and the templates from those programs generally suggest that they are doing well there. Templates of programs currently in CTC prompted discussion of similar types of moves. For example, if the AET and CM programs were housed in the College of Engineering, many productive collaborations with courses or projects could be encouraged and supported. The AcTF looks forward to seeing the conversation on the potential University College unfold, but would like to underscore the notion that the open-access mission is institution-wide. The University College may offer a structure that can help support students, interdisciplinary programs, even potentially the GER, but neither its existence, nor CTC's, is the whole of our commitment to our community.

Career and Technical Education

Two features of the technical programs designed to prepare students for specific occupations, housed within CTC, stand out (though these are not uniformly true of all such programs). First, they consisted of an Associate of Applied Science degree that includes several smaller Certificates and/or OECs as earlier points of completion. Too often, none of the programs within a given field had more than a handful of graduates, making it seem that none was truly viable, although often the classes were reasonably well-subscribed. There also was a refrain in the templates that many students were getting jobs in the field before completing the program – even the OECs. This suggests that the certificate programs, apart from the classes, were unnecessary. The AcTF's usual response was to recommend the AAS for *Maintain*, but the smaller programs for *Transform* or *Further Review*. Our logic was that it was unique to the university setting to offer a degree, and it was part of the community college mission to do so,

and that funneling students into one "program" in the field would increase student numbers to a sustainable level. We urge administrators to continue working with outside entities such as AVTEC, Job Corps, and the public schools to determine which workforce needs can be adequately met by these other institutions. If the AAS and smaller programs are not desired either by students or industry, then perhaps UAA does not need to offer them.

However, we urge administrators to recognize that these other entities cannot serve the variety of students that UAA can – Job Corps, for example, serves only young people – so UAA may always need to offer some of these programs to meet its community college function. Many students probably will not finish a full Associate's degree, and there is an acceptable rate of attrition. Those programs need not fear penalties because they appear to have high attrition, when in fact they are meeting their stated goal of preparing students for a career. Having student outcomes that focus on career preparation and enhancement rather than graduation rates, and measuring these outcomes, will show a program's success, even without high graduation numbers.

The second feature of many technical programs is that they were offered primarily, sometimes entirely, by contingent faculty. As with other programs across campus, and as addressed at length elsewhere in this report, UAA must commit to the programs it offers. To the extent these technical programs have few students because they lack permanent faculty to advise and recruit students, we arguably do not know yet what the student demand could be beyond current enrollments.

UAA must accept that some programs are for job training and not for a degree. Our community college heritage and community need requires us to offer them, but the usual metrics of attrition/completion and graduation may not apply. Shifting focus to meeting community and industry needs, rather than program completion (internal needs), may provide a better connection to our communities, as well as better outcomes for all concerned. Further, it may be more cost effective for students and UAA to offer some parts of these programs via continuing education courses, rather than as academic credit. This would not require charging standard tuition and may open further access to the community for enhancing required skills.

GER Discussion
General education is central to the UAA mission but transcends any particular degree. UAA's baccalaureate program is not fundamentally geared toward the preparation of workers with narrow skill sets; UAA is about creating thoughtful citizens who can meet and deal with challenges that we have not yet encountered and cannot yet imagine. GER courses are UAA's greatest opportunities for accomplishing our Strategic Plan 2017 Priorities A (strengthening instructional program) and C (expand opportunity and increase student success).

Currently, there are committees examining UAA's assessment of GERs, the creation of a University College at UAA, and aligning UAA's GER Student Learning Outcomes with the LEAP learning outcomes[6]. As largest academic program in Alaska, the GER represents the

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[6] National Leadership Council for Liberal Education & America's Promise (2007). *College Learning for the New Global Century.* Washington, DC: The Association of American Colleges and Universities. http://www.aacu.org/leap/documents/GlobalCentury_final.pdf

greatest opportunity to impact student success, and it is not surprising that it has attracted so much attention. Yet in many ways, the GER as a whole receives the least coordination and enjoys the least shared vision. It is clear that the GERs in their role as general education requirements suffer from neglect. Many templates ostensibly describing the GER program instead addressed the major. Few GER templates acknowledged GER learning outcomes, and even fewer demonstrated attempts to assess them. The GERs were openly referred to as a way to recruit majors with little discussion about the ways in which the courses might contribute to the *general* education of students who choose a different major.

Having examined some forty GER program templates – a GER program being defined as a group of courses with the same prefix that fulfill Tier 1 and/or Tier 2 GER requirements – we offer the following observations and suggestions to inform the ongoing discussions. Fundamentally all aspects of the GER should be reviewed: the learning outcomes, the tier approach, the menu approach, and the housing and staffing of the courses. Faculty need to take ownership and leadership of the GER in a university-wide coordinated and collaborative manner across UAA.

The review of the GERs needs to start from the most basic level. Following on the model of the Internationalization Task Force, the GER review should begin by establishing the student learning outcomes that are current and relevant to all baccalaureate-level educational programs. Further review should consider the tier system and the departments responsible for delivering the required coursework to UAA students. There is a national trend to emphasize "civic" skills and attitudes, which UAA might want to consider adding to our repertoire. UAA currently does not require graduates to have any level of fluency in a language other than English, yet we aspire "to prepare students to think and work in a rapidly changing world" (Strategic Priority A).

Based on review of the templates, it is clear that GER programs do better with focused attention of tenure-track and tenured faculty. We support the executive leadership of UAA making faculty workloads available and providing the charge to evaluate the structure, content, and delivery of the GER. The AcTF has offered suggestions that such a group might consider, but there are likely many more questions, ideas, and concerns among the UAA faculty that should be placed on the table for a comprehensive re-visioning of the GER. This may be part of the University College Task Force conversation, but if it is not, it needs a group of faculty to focus their time and attention on revising the GER. Further, we suggest that UAA administration establish policies to encourage and reward tenured and tenure-track faculty to teach and assess GER courses in the future.

Excelling with the Basics and Pursuing Excellence

The preceding discussion is clearly a legacy of Anchorage Community College's integration with UAA and our continued commitment to career education as well as helping students establish a strong foundation for their four-year degrees should they choose that route. While our integrated community college and technical college creates challenges for us, these are challenges that most faculty gladly embrace in our effort to serve our students and our state. They also create opportunities for all of our students and faculty to work in a varied academic environment that exposes all to a diversity of interests, backgrounds, preparation levels, skill sets, and aspirations. This environment is rich in extracurricular lessons and is relevant to the

lives and careers that our students will pursue beyond their immediate certificate or degree program goals. We must honor commitment to all students in Alaska and their various educational personal development, professional qualifications, and lives as educated citizens. Our commitment is to pursue excellence in all aspects of our mission, and to embrace our open-enrollment status with pride as we transition to a doctoral-granting institution. To some extent this reflects UAA's evolving sense of its institutional identity and its growth into a "University of First Choice." Our mission to provide education that is both open-access and high quality is inclusive, and in fact it is in pursuing both aspects with a passion for achieving excellence that will lead us to become a university of first choice.

Prioritization and Our Larger System

The AcTF must emphasize that the context and purpose of the program prioritization process is critical to understanding and acting upon the results of this endeavor. Program prioritization at UAA was not undertaken to cut costs, but instead was chosen as a method of self-study to improve alignment of programs and use of existing resources. We began this extensive program review to give the institution an inclusive examination of the academic programs of the Anchorage campus.

While we were in the midst of the process, however, the budget climate for the entire University of Alaska system shifted from flat funding to significant cuts for the foreseeable future. This change in financial realities for UAA has made the need for this study more tangible, and the results more ominous for the campus. While the AcTF understands that UAA must make reductions to match the cuts to our general funds from the state, the definitions for categorizations were set before such news was available. Therefore, the programs in *Transform* should not be assumed to be runners up for *Further Review*, and programs in *Further Review* should not be assumed to be sentenced to death. The definitions for each category remain, and the comments for each program are intended to help both the program faculty and their leadership make necessary decisions. We do acknowledge that the budget climate has made it less likely that the programs in *Priority for Enhancement* and *Consider for Enhancement* will see immediate or short term increases in resources. We are deeply disappointed by this reality given the quality, alignment, and need that these programs have demonstrated, and the likely missed opportunities for UAA to excel in these program areas.

While UAA must deal with its financial constraints, it would be irresponsible to look to the prioritization reports alone to meet the reductions. Indeed, the AcTF identified numerous programs for *Further Review*, and most of those programs have completed a self-study and received feedback (those who did not turn in templates are indicated). None of the programs at the community campuses have yet undergone such a process, but are still part of the whole picture of how UAA allocates resources and meets its mission. The programs at all campuses should be reviewed in as much detail as the Anchorage campus programs have been, especially when the whole of UAA is facing serious restrictions of resources.

Further, the cuts that UAA faces are simply the portion of the cuts made to the whole University of Alaska System that were distributed to us by the University of Alaska Statewide Offices. Distributing such cuts among Statewide and the MAU's may appear reasonable, but we believe this approach is questionable. The UA Statewide Offices have undergone review, but

have failed to make use of the MacTaggart Report[7] to reduce their burden of costs and unnecessary administrative oversight to the MAUs. The mission of higher education is dependent upon the high functioning of the academic programs in each MAU, but the budget allocated to the UA Statewide Offices produces no graduates, no student credit hours, and operates without faculty oversight. The UA Statewide Offices should set a strong example for the universities it oversees by reducing its spending to a minimum and pushing more resources into the MAUs. At UAA, the AcTF offers 92 candidates for Enhancement, and these should be first in line for such resources.

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[7] *Planning the Future: Streamlining Statewide Services in the University of Alaska System*, prepared for the Office of the President, University of Alaska, February 1, 2008, by Dr. Terrence MacTaggart and Brian Rogers.

Appendixes

A. Templates: Original weight factors and directions

When the Academic Task Force first developed the program prioritization template for academic programs, we developed a complex weighting structure across the categories, as shown in Table A-1. That structure was later modified and simplified, as shown in Table 2-2.

Table 0-1: Original weight factors for template categories announced to campus, later changed in favor of those weight factors listed in Table 2-2.

Category	Weight	Brief Description
History & Development	4%	A brief overview including historical background and connection with UAA mission, mainly provided for context
External Demand	13%	Demand for program from stakeholders and entities outside UAA
Internal Demand	12%	Importance of this program to other academic programs and support functions
Quality of Program Inputs	11%	Summarization of quality and role of faculty and professional staff (exclusive of administrators) in the program, including description of the use of term and adjunct faculty
Outcomes Quality	15%	Allows the program to highlights its success in achieving its goals
Size, Scope and Productivity	11%	Addresses relative size of program in terms of its outputs of teaching, research and service, as appropriate to the program
Revenue and Other Resources	7%	Focuses on revenues that are attributable to the program's efforts, including external funding and gifts/support from external stakeholders
Costs and Other Expenses	7%	Focuses on the expenses incurred by the program and how they relate to program quality, as well as its actions to manage costs and create efficiencies
Impact and Essentiality	15%	Focuses on alignment with UAA's strategic vision and mission, as well as effectiveness in supporting that mission and strategic vision
Opportunity Analysis	5%	Gives programs the opportunity to share its vision for how it could align more effectively with the UAA mission and what resources or opportunities would allow that to happen

The following document is the instructions for completing the templates provided online to all academic programs at UAA, which includes the rubric that guided AcTF ranking of programs.

Directions

This document is a .pdf version of the program prioritization template that your program(s) will be asked to complete in the next few weeks. Please note, this document is NOT the format in which programs will compile their submissions for the Academic Task Force (AcTF). UAA is setting up a central on-line database for template submissions, but this PDF contains all of the questions programs will be asked.

The template for each program will focus on three academic years: 2011, 2012 & 2013. This means that all narrative answers should be limited to that timeframe with the exceptions of History & Development and Opportunity Analysis. Data provided by the Facilitation Team will only focus on those academic years, but in some cases will only cover AY12 & 13. This will be uniform for all programs and not be used against any program.

Please note that the template is intended to be completed collaboratively by *all* faculty who participate in the program. The chair has final responsibility for sending the completed form to the respective dean's office. The dean may return templates to programs for revisions, but may not revise the submission for programs him- or herself. Once the dean has approved a completed template, it is sent to the Academic Task Force. *ALL template submissions received by the AcTF will be posted in the Sharepoint site and can be read by any UAA employee.*

All items that appear in GREEN are data that will be centrally provided. The Facilitation Team will provide data sheets with this information to every program.

For many departments, there will be partial or complete overlap between the faculty members involved in programs. It is acceptable to repeat information on faculty teaching, research, creative activity, and service for those programs.

This template has been designed for the broad variety of programs defined on the Academic Program List. Many questions apply to programs with certificates or degrees awarded but not to other kinds of programs, some apply only to GER courses or collections of courses where there is no specific credential awarded, and some apply to research or training centers. Therefore, the AcTF does not expect every program to have an answer to every question. We have noted "if applicable" in many places, or indicated when a response is optional, and designated some pieces of the templates for certain kinds of programs only.

When composing your responses to the questions, please be mindful that most if not all of the Academic Task Force members are not from your discipline. We appreciate clarification about your field/discipline/specialty-terms and acronyms.

Please contact any AcTF member with questions on this template. Our full membership list and other Program Prioritization information is available at
http://www.uaa.alaska.edu/chancellor/Prioritization/index.cfm

Thank you!

History & Development

Weight: 5%; 200 Words

This criterion focuses on providing a brief overview that includes historical background/factors as well as connection to the UAA Mission. UAA Priorities will be addressed under "Impact & Essentiality" and future potential will be address under "Opportunity Analysis."

1.	• Date of curriculum revisions • Date of hires for current faculty

2.	Describe why your program exists as it does at UAA. Please do not attempt to include a full history of the program. The context and how your program has corresponded to the UAA mission are desired.

Stronger	Satisfactory	Weaker
Purpose was and remains relevant and well-connected to UAA mission.	Purpose was historically important but less relevant to mission now.	Purpose was never clearly connected to UAA mission.

External Demand

Weight: 15%; 500 Words

This criterion is intended to assess demand for the program from stakeholders and entities outside UAA. This includes prospective students, employers and members of the community at large. This criterion also gives programs the opportunity to identify their external stakeholders.

1.	• Federal or state designation as a "high demand" degree or certificate program OR Federal or state designation as a critical field for research • Number of declared majors and pre-majors (if applicable)

2.	Describe demand at the local, state, and/or national levels for the program's expertise. For academic programs, you may use, for example, students' prospective employment prospects as indicated by National Bureau of Labor statistics, Alaska Department of Labor statistics, or other data; or comment on contribution to an educated citizenry. Describe steps taken or any unique ways to better meet demand. Please acknowledge other programs in the state that address similar external demand and comment on your program's unique contribution. And, if applicable, for research/creative activity and related programs, please comment on demands for workshops, presentations and other research/creative activity products. Describe steps taken or any unique ways to better meet demand. Verifiable data are encouraged.

Stronger	Satisfactory	Weaker
Demand for program expertise outside UAA is strong and sustained, as demonstrated by multiple points of specific evidence	Demand for program expertise outside UAA is moderate, as demonstrated by some points of evidence.	Demand for program expertise outside UAA is very limited as demonstrated by few points of specific evidence

Internal Demand

Weight: 15%; 500 Words

This criterion describes the importance of this program to other academic programs and support functions. If your program has a mission to provide primarily external functions, please indicate this.

1.	• Which of these courses are GERs and how many students take these courses? • Which of these courses are required for another program and how many students take these required courses? • How many students take these courses for other reasons (not for a GER, major, minor, or a requirement in another degree)? • Do any of these courses fulfill accreditation requirements for other programs? (Specify which program(s))

2.	Describe the importance of teaching, research, creative activity, and service from this program's faculty to other academic programs and support functions. Note this includes only activities that require your program's expertise.

Stronger	Satisfactory	Weaker
Demand for program expertise within UAA is strong and broad, as demonstrated by multiple points of specific evidence	Demand for program expertise within UAA is moderate or narrow, as demonstrated by some points of evidence	Demand for program expertise within UAA is very limited as demonstrated by few points of specific evidence

Quality of Program Inputs
Weight: 10%; 300 Words

This criterion allows the program to present the quality of its inputs. Any shortcoming and needs in terms of program inputs should be addressed in Size, Scope & Productivity or Opportunity Analysis.

1.	- Total number of full-time faculty members - Total number of term faculty members at each rank - Total number of tenure-track faculty members at each rank - Total number of tenured faculty members at each rank - What percentage of the program do tenured or tenure-track faculty members deliver? - What percentage of the program do term faculty members deliver? - What percentage of the program does adjunct faculty deliver? - Does the program have external accreditation? If no, check appropriate box: ☐ Not available ☐ Program not qualified for available accreditation ☐ Other:

2.	Summarize the quality and role of all faculty and professional staff (exclusive of administrators) in your program. How do they help the program succeed? What specific expertise do they bring to the program? Is the percentage of the program delivered by tenured, term, and adjunct faculty at an appropriate level? Please explain why or why not.

Stronger	Satisfactory	Weaker
Program uses primarily personnel with appropriate skills and experience. Use of fulltime and non-fulltime faculty is well justified.	Program uses personnel with appropriate skills. Justification for under- or over-utilization of non-full-time faculty and less qualified staff is adequate.	Program uses personnel with insufficient skills and experience and provides insufficient justification.

Outcomes Quality

Weight: 15%; 500 Words

This criterion allows the program to highlight its success in achieving its goals.

Question 1:
- If this is a program that leads to completion of a degree or certificate, please address part IA.
- If this is a GER program, please address part IB.
- If this is a developmental, professional development, or community education program, please address part IC.
- If this is a Research Program or a Center or Institute without a teaching mission, only answer question 2.

Question 2:
All programs with research and creative activity and program/disciplinary service contributions should answer this question.

1.	IA. Describe the quality of learning for students completing this program. Following are possible guiding questions; adapt as best fits your program. • What is the students' readiness/mastery upon program completion? • What percentage of students is accepted into next-stage academic program, if applicable? • List external recognitions of student work (e.g., showcased papers, awards, and internships). • What percentage of graduates meets external standards (e.g. boards, acceptance to grad school, national exams)? • What do the results of the program's student learning outcomes assessment indicate? IB. GER Programs: please address how the department/program measures the quality of the GER and provide evidence of outcomes quality. IC. Developmental, professional development, and community education programs: Please address how program measures quality of student progress toward program goals and provide evidence of outcomes quality.

2.	Demonstrate the quality of faculty and/or staff work from this program at the local/regional/national/international levels. Describe how your evidence demonstrates quality within the context of your program/discipline. Possible examples include creative/research/service endeavors that received community, disciplinary, or other forms of recognition or demonstrated impact (e.g., peer-reviewed journals, Kennedy Center performances, grants, publications, competitive awards, presentations, performances, Fulbright grants, how research is used or applied by clients or others, community boards).

Stronger	Satisfactory	Weaker
Outcomes of high quality as demonstrated by multiple, varied, AND specific sources of evidence.	Outcomes of moderate quality as demonstrated by multiple, varied AND/OR specific sources of evidence.	Outcomes of limited quality as demonstrated by few, vague, or repetitive sources of evidence.

Size, Scope, and Productivity
Weight: 5%; 200 Words

This criterion addresses the relative size of the program in terms of credit-hour production, number of students successfully served, as well as teaching, research, creative activity, and service contributions produced by the program.

1.	Total Faculty FTE: SCH production by year: Number of graduates OR number of course completers: Percentage of capacity unfilled (below course capacity): Other applicable size metric: (e.g. number of publications, performances, grants, client reports, trainings, contracts, etc.)

2.	Given the numbers above, comment on how productive your program is in terms of teaching, research/creative activity, and service that draws on programmatic expertise. Are there any unique features of this program that would assist in explaining its productivity?

Stronger	Satisfactory	Weaker
Evidence provided demonstrates high productivity relative to size and scope.	Evidence provided demonstrates moderate productivity relative to size and scope.	Evidence provided demonstrates limited productivity relative to size and scope.

Revenue and other resources generated

Weight: 5%; 200 Words

This criterion focuses on the revenues that are attributable to the program's efforts. Directions:

Provide details on efforts to increase revenue from tuition and fees and how this has impacted the operation of the program. Explain efforts to obtain external funding (other than tuition and fees) and how these efforts impacted the operation of the program (i.e., were the efforts successful). If no efforts have been made to increase revenue through tuition, fees, or external funding, or if those efforts were not successful, explain why.

1.	Non-teaching programs leave question 1 blank. - Total Tuition (use number of student credit hours times tuition cost; tuition waivers are not subtracted) - Lab, course, and program related fees - How many SCH were in-state? Out-of-state? % of department and college tuition revenue produced by this program

2.	List how much money the program secured/maintained in external funding? - Gifts and donations (including alumni support); donations for scholarships - Equipment donations - Contracts and grants - Fundraising - Legislative direct (such as line items to support certain programs) - Statewide direct (such as line items to support certain programs) - Other external subsidies - Indirect cost recovery - Endowed chair - Other endowments - Performance revenue (PBAC)

3.	Provide any context, explanation or interpretation relevant to understanding the above data.

Stronger	Satisfactory	Weaker
Sources and amounts of revenue are well aligned with the quality of inputs and outcomes.	Sources and amounts of revenue are moderately aligned with quality of inputs and outcomes.	Sources and amounts of revenue are not aligned to program goals.

Costs and Other Expenses

Weight: 5%; 200 Words

This criterion focuses on the expenses (including assigned overhead) incurred by the program in conducting its activities.

1.	• Instructional costs per SCH, calculated: Instructional cost per FTES = Instructional Salaries/Total FTES

2.	Please describe how you have created efficiencies and managed costs and quality within your program (as applicable). Please comment on the costs above as appropriate.

Stronger	Satisfactory	Weaker
Strong and usually successful attempts to manage costs without sacrificing quality. Costs are in line with value and UAA mission.	Strong attempts to manage costs without sacrificing quality. Costs are moderately in line with value and UAA mission.	No evidence of attempts to manage costs. Costs are not in line with value and UAA mission.

Impact and Essentiality
Weight: 20%; 700 Words

This criterion measures alignment with UAA's strategic vision and mission. Impact measures effectiveness in supporting the mission and strategic vision.

Impact and essentiality that is historic should be noted in the "History" section of the template. Impact and essentiality that is expected in the future should be noted in the "Opportunity Analysis" section.

1.	Non-teaching programs leave question 1 blank.
	• Diversity of graduates or completers
	• Percentage of graduates or completers who were Alaska residents
	• Percentage of total UAA graduates who took any courses from this program

2.	Below are the priorities from the UAA Strategic Plan 2017. Provide evidence that illustrates how this program makes significant contributions to at least two (2) and no more than three (3) of the strategic plan priorities, listed below.

Stronger	Satisfactory	Weaker
Strong evidence of significant contributions to two or three of UAA's priorities.	Adequate evidence of significant contributions to two of UAA's priorities.	Weak evidence contributions to UAA's priorities.

1. Priority A: Strengthen the total UAA instructional program: sustain and develop courses and programs to address the opportunities and challenges of Alaskan life; prepare students to think and work in a rapidly changing world; and increase active student participation in research, creative expression, and service learning.
2. Priority B: Reinforce and rapidly expand UAA's research mission: strengthen capacity for competitive sponsored research, and give special attention to Alaska, the Pacific Rim, and the circumpolar North.
3. Priority C: Expand educational opportunity and increase student success: improve transition to higher education with an emphasis on serving Alaska Natives, other underrepresented populations, and first-generation college students; continue to improve the rates at which students attain their educational goals; and substantially increase the number of our students who achieve the highest academic distinction.

4. Priority D: Strengthen the UAA community: develop campus life and the total college experience; build and maintain our facilities as sustainable models for northern universities; and recruit, retain, and develop the highest quality faculty and staff.
5. Priority E: Expand and enhance the Public Square: expand our commitment to community engagement, become a national model for community partnerships, and make our campuses the venue of choice for Alaskan public life.

Opportunity Analysis

Weight: 5%; 200 Words

This criterion gives each program the opportunity to share its own vision for how it could align more effectively with the mission of UAA and what resources or opportunities would allow that to happen. This criterion is meant to encourage innovative suggestions that have not previously been considered by the institution.

1.	Given current resources, what do the next 3-5 years look like for your program? If desired, what new opportunities could you exploit by restructuring and/or realigning existing resources?

2.	Of the following, which would be your greatest priority for increased funding? (choose one): • Increase volume of outcomes • Increase quality of outcomes • Increase breadth of outcomes Please Explain:

Stronger	Satisfactory	Weaker
Realistic plan to make significant contributions with new resources.	Realistic plan to make contributions with new resources.	Vague plan unlikely to make contributions with new resources.

B. Analysis for Potential Conflicts of Interest

A Conflict of Interest (COI) is a clash between an AcTF member's concern for addressing the objectives of prioritization with an institutional perspective and that member's private interests or allegiances. Our general guideline is to avoid COI and the appearance of COI in all of our activities, such that a reasonable person with knowledge of the relevant facts would not question the impartiality of individual members or of the AcTF as a whole in the matters before us.

However, as there is a minimum forced distribution of programs to all categories, common recusal practices are ineffectual for addressing COI for program prioritization.

Therefore, the AcTF has adopted several practices to minimize COI during our evaluation activities that are listed below:

- All initial voting will be done electronically and anonymously. This will help prevent peer pressure from influencing votes on other members' program(s).
- We will limit our review of each program to the data and narratives that were submitted.
- Discussion of programs will be limited. Whenever 80% agreement is reached through anonymous voting, there is no further discussion of that program
- There will be no advocacy for any program; instead, each program narrative and template will stand on its own and be compared on an equivalent basis with every other program narrative and template.
- Each AcTF member will identify to the AcTF as a whole any potential COI that may exist between him or her and a particular program. If the AcTF agrees that there is a COI or an appearance of COI, the AcTF will add it to the list of programs whose categorizations the AcTF will review for bias.
- The AcTF will review all programs identified above after initial and final categorizations have been made to verify that COI did not influence the categorizations. These analyses will be part of the AcTF's final report.

Figure 0-1: The AcTF Conflict of Interest Policy.

Table B-1 shows Programs where a voting Academic Task Force Member was recorded as teaching in the program's data profile, as well as Sponsored Programs with which Task Force members self-identified. These were used as the basis of the analysis for potential bias.

Table 0-2: Programs where AcTF members identified any potential conflict of interest.

College	Program
CAS	Alaska Native Studies GER
CAS	Alaska Native Studies Minor
CAS	Applied Ethics Certificate
CAS	Art Bachelor of Arts
CAS	Art Bachelor of Fine Arts
CAS	Art Education Minor
CAS	Art GER
CAS	Art Minor

CAS	Biological Sciences Bachelor of Arts / Bachelor of Science
CAS	Biological Sciences GER
CAS	Biological Sciences Master of Science
CAS	Biological Sciences Minor
CAS	Biological Sciences Sponsored Research
CAS	Center for Behavioral Health Research & Services Sponsored Research
CAS	Clinical Psychology Master of Science
CAS	Clinical-Community Psychology Doctor of Philosophy
CAS	Environment and Natural Resources Institute Sponsored Research
CAS	International Studies BA
CAS	Journalism & Public Communications Bachelor of Arts
CAS	Journalism & Public Communications GER
CAS	Journalism & Public Communications Minor
CAS	Mathematics Bachelor of Arts / Bachelor of Science
CAS	Mathematics GER
CAS	Mathematics Minor
CAS	Music GER
CAS	Natural Sciences Bachelor of Science
CAS	Philosophy Bachelor of Arts
CAS	Philosophy GER
CAS	Philosophy Minor
CAS	Psychology Bachelor of Arts / Bachelor of Science
CAS	Psychology GER
CAS	Psychology Minor
CAS	Psychology Sponsored Research
CAS	Sociology BA/BS
CAS	Sociology Minor
CBPP	Institute of Social and Economic Research Sponsored Research
COE	Educational Leadership Master of Education
COE	Special Education-MEd
COE	Teaching and Learning-MEd
COE	Counselor Education-MEd
COE	Early Childhood Special Education-MEd
COH	Civic Engagement Certificate
COH	Civic Engagement GER
COH	Justice Bachelor of Arts
COH	Justice GER
COH	Justice Minor
COH	Justice Sponsored Research
COH	Social Welfare Studies Minor
COH	Social Work Bachelor of Social Work
COH	Social Work GER
COH	Social Work Master of Social Work
COH	Social Work Sponsored Research
CTC	ESL Prerequisite

Honors	Honors GER
Honors	Natural and Complex Systems Honors
Honors	University Honors Scholar Honor
SOE (now CoEng)	Civil Engineering Bachelor of Science
SOE (now CoEng)	Civil Engineering Sponsored Research
SOE (now CoEng)	Engineering Computer Systems Engineering Bachelor of Science
SOE (now CoEng)	Electrical Engineering Sponsored Research
SOE (now CoEng)	Engineering Electrical Engineering Bachelor of Science
SOE (now CoEng)	Geographic Information Systems Certificate
SOE (now CoEng)	Geographic Information Systems Minor
SOE (now CoEng)	Geomatics Associate of Applied Science
SOE (now CoEng)	Geomatics Bachelor of Science
SOE (now CoEng)	Engineering Mechanical Engineering Bachelor of Science
SOE (now CoEng)	Mechanical Engineering Minor
SOE (now CoEng)	General Engineering Minor

Statistical Analysis

AcTF members conducted a statistical analysis compared the distribution of programs into the five categories for the AcTF contributing faculty to the distribution of all programs into the five categories. We believed this chi squared analysis could enable us to determine the extent to which AcTF affiliated programs were categorized differently than non-affiliated programs. Categorization results for UAA programs as a whole and for AcTF affiliated programs are summarized in Table 3-1 and Table 3-3, respectively.
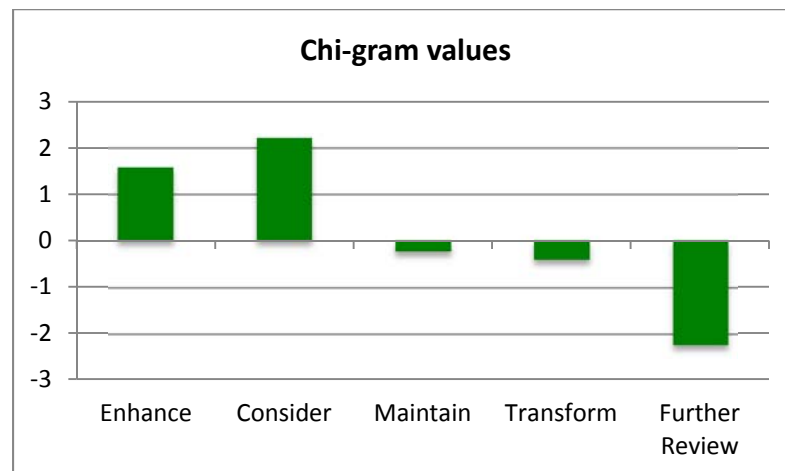
The simplest approach to determining whether there is a significant difference between how all UAA programs were categorized, compared to those in which AcTF members had an interest is the Chi-square Goodness of Fit Test. The above chart gives the chi-gram, which shows the proportional differences between the actual program numbers for each category for programs that had any teaching input from a voting member of the AcTF (or, in the case of sponsored programs, a self-identified interest), and the number of programs expected in each

category, based on the proportion of all programs. These values are used for determining the Chi-square test of goodness of fit.

The thirteen AcTF voting members were involved with 68 different programs (see Table 3-3). The overall squared proportional differences for the five categories are added and compared with the critical Chi-square value for the significance level required, and four degrees of freedom. The null hypothesis is that there is no statistically significant difference between the distribution of all programs, and those associated with voting AcTF members.

In this case, the 5% significance level gave a value of 9.488, while the summed value is 12.646. This means that the null hypothesis is rejected at the 5% level. Therefore there is some other factor or factors behind the selection of programs, as is discussed in Chapter 3 of the report.

C. Program Categorization by Category and College

Priority for Enhancement College	Department	Program	Type	Comments
CAS	Alaska Native Studies	Alaska Native Studies	GER	In this case, Enhance means that we want this program to grow. Currently, there is only one Tenured/tenure track faculty member. This is a program with excellent mission alignment, and an enhancement would have benefits throughout UAA.
CAS	Alaska Native Studies	Native Studies	Minor	Good mission alignment supported by high level of participation in activities that contribute to campus life. It is very productive in terms of creative activity and outreach activity to campus at large. Faculty small but highly qualified, most courses delivered by FT faculty. Good faculty productivity in terms of creative output relative to program size and teaching load. Request for additional faculty time and/or classroom space seems reasonable given current outputs. Program needs more faculty resources to be viable in long term.
CAS	Art	Art	BA	Template had impressive level of student-centric discussion. This is an accredited, professional fine art program. External funding well-leveraged for instruction. Collaborative faculty, very productive students and faculty. What this program needs is facilities as opposed to more faculty – building desperately needs a renovation, and in the case Enhance means facilities need to be fixed.
CAS	Art	Art	BFA	Only accredited Art school in state, and with steady enrollments. BFA is a very rigorous degree that serves a smaller group of students. Very good alignment with UAA Mission, especially outreach and engagement, both on-campus and in the wider community. Very good student outcomes, including 55% acceptance rate for next-stage academic programs. Student work highlighted in exhibits, excellent student mentoring, excellent faculty productivity. Art is suffering from lack of facilities currently, so this program's need is for a renovation of its space rather than new faculty lines.

Priority for Enhancement				
College	Department	Program	Type	Comments
CAS	English	English	BA	Students and full time faculty (including tenured/tenure track and term) productive in terms of creative activity. Approximately half of students accepted into next stage academic program, active outcomes assessment that is used to guide curriculum decisions, and a generalist curriculum which seems very appropriate for a BA degree. Good efforts to move into research that is topical and local. Good, healthy program with excellent mission alignment, and willingness to work with other programs and create classes for them (e.g. professional writing). Program rewrote its mission statement for better mission alignment with Priority B and uses student outcomes assessment to guide curriculum improvements, so this group is engaged in continuous improvement and is a good bet for investment. Should be allowed to refill their tenure track ranks.
CAS	History	History	BA	Effective and efficient program, potential to expand. Good demand. Program has undergone recent growth (3 tenure track and 1 term). Good case made that UAA's History program serves need for depth, breadth and volume not met elsewhere in state. Heavy reliance on adjuncts, but full time faculty teach at all levels and professional standards for adjuncts in place. Very high faculty productivity in publications and service. Discussion of revenues seems defensive considering creativity shown by other Humanities programs in finding sources for funding projects, but instructional costs very low indicating overall program efficiency. Well-considered plan for growth.

Priority for Enhancement College	Department	Program	Type	Comments
CAS	History	History	GER	Good case made that History GER complements other degree programs by producing students who are more aware and able to think critically and analyze complex issues; internal demand extremely strong. All full time faculty teach GER courses, and played active role in GER assessment effort. Adjuncts deliver significant portion of GER offerings due to demand, policy in place to provide some oversight and standards of adjunct quality. Strong emphasis on written analysis with feedback from faculty (in this context, class caps of 49 seem appropriate and logical). Low cost/SCH. History department is obviously serious about maintaining quality of its GER offerings, so request for additional FT faculty does not seem inappropriate. This is a model for attention and passion in a GER program.
CAS	History	History	Minor	Efficiently operated program. Department obviously cares about and has vision for this minor. As with the GERs, highly enrolled courses taught by tenured/tenure track faculty. Enrollments and # degrees awarded are sustained and high for a minor. Excellent case made that History minor enhances any number of other degrees. Highly qualified faculty and standards for adjunct qualifications. Excellent faculty productivity and mission alignment, low cost/SCH. This is a program which is doing well, with classes operating mainly at capacity, and so their request for additional faculty seems justified. Mission aligned program. Great plans for the future.
CAS	International Studies	International Studies	BA	A well-designed program with strong demand and strong outcomes. Clear plans for improvement and interdisciplinary enhancements. Mission aligned, well enrolled, and low cost. No dedicated faculty, all faculty belong to other programs. Current level of support for this inter-disciplinary major is inadequate and should be increased. Enhance would increase quality. This program is core to what UAA wants to become.

| **Priority for Enhancement** | | | | |
College	Department	Program	Type	Comments
CAS	Languages	ASL	GER	With so many people taking these courses, this program needs at least one tenure track faculty line to manage curriculum, outcomes assessment, student advising, etc. The coordinator of the program should be a full-time position, not an adjunct. The demand for this offering seems to be substantial, and the program started in 1979, so it is amazing that this program does not have any full-time faculty.
CAS	Languages	French	BA	Courses are well-filled. Good internal and external demand. High quality inputs, good outcomes, but something more formal in student assessment would be good. Very highly productive program, based on one person. Reasonable efforts to increase revenue and contain costs. Very good alignment with UAA Mission. Only one faculty member - not sustainable. This faculty member is extremely productive, but this is no way to run an academic program. While it is not requested, an additional TT position is critical to the long-term success of this program.
CAS	Languages	French	GER	Very full classes, engagement across the campus with other programs, mission aligned and high functioning along with the entire suite of language GER's. No discussion of student outcomes assessment data provided. Only one tenured/tenure track faculty member, with rest of program delivered by adjuncts, which does not seem sustainable. Faculty member extremely productive, with outreach to ASD, contributions to International Studies program, work with Honors College, writing peer-reviewed publications, conducting workshops for adjuncts, etc. This offering needs to be taken seriously and resourced properly.
CAS	Languages	French	Minor	The focus on Quebec is good, this program is doing extremely well at what it should be doing. The fact that this is a "one-man show" is not sustainable. Template did do a reasonable job of addressing the minor as a minor. Minor enrollments are increasing, program should be given more faculty.

Priority for Enhancement				
College	Department	Program	Type	Comments
CAS	Languages	German	BA	Low unfilled course capacity, good productivity. High demand, externally and internally, reflected in steady numbers. High quality inputs, good outcomes in terms of study abroad and international scholarships (e.g. Fulbright), but little said about student outcomes assessment at a course level. Good efforts to increase revenue and contain costs, limited by not having tripartite faculty able to bring in significant grants (this isn't a fault of the program). Very good alignment with UAA Mission. A bachelor's degree program with only one faculty member is a ridiculous level of staffing that needs to be addressed.
CAS	Languages	Japanese	BA	Highly productive BA program with healthy enrollments and number of degree awards. Faculty are productive in publications, conferences, community engagement. Great student outcomes, majors taking advantage of exciting opportunities for continued study abroad and in US. Excellent mission alignment. Overall solid program with productivity going up, but understaffed along with the other languages.
CAS	Languages	Russian	BA	This program is doing a good job with the number of students they have. This program has suffered from the loss of a tenured faculty member to administration. Excellent civic engagement and impressive that the department has created a sense of community for its students. This program is operating a bare minimum financial support. Good numbers of students graduating AND going on to next-stage programs. Good external and internal demand. Good quality inputs and outcomes. Good efforts with finances, but nothing really left to cut. Maximum class sizes for quality limit throughput with limited faculty. Good alignment with UAA Mission. Good case made for increasing the number of faculty, rather than continued reduction. Enhancement in the form of a tenured/tenure track position is necessary for continued success.
CAS	Languages	Russian	GER	Impressed at how well they carry students through sequence – there is not the large drop off between 1st and 2nd years that most languages have. Productivity and success of this program would be impressive even if they were not operating on a shoestring budget.

Priority for Enhancement College	Department	Program	Type	Comments
CAS	Philosophy	Philosophy	BA	Strong case for external demand. Good discussion of student outcomes assessment and how it has driven changes to the program. Adjuncts must have at least an MA in Philosophy. Faculty and students active in campus life, faculty productive in terms of products of creative activity and aggressive at pursuing external funding. Conscious effort to maximize efficiency with respect to course offerings. More tenure track faculty are needed. Opportunity Analysis talks about strengthening areas that are in high demand. Program has ideas for future directions to continue growth, including new Ethics Center.
CAS	Philosophy	Philosophy	GER	This is a mission-aligned GER with strong enrollments. This department needs to replace some of its adjunct faculty with tenure track faculty. One of the most quantitative cases made for the value added. Department has increased offerings based on feedback and needs from other departments.
CAS	Psychology	Clinical Psychology	MS	Strong, stable program serving an important state need and constantly evolving. Highly aligned with UAA Mission. 77% of grads who go into the workforce do so in Alaska and 33% go on for doctoral studies. Excellent faculty productivity. Students complete practica and internships in community as part of degree requirements. Opportunity analysis discusses accreditation and distance delivery for rural areas, both of which seem like logical places for this program to go.
CAS	Psychology	Clinical-Community Psychology	Ph.D.	Extremely mission-aligned, producing grads that are very needed for the state. Many graduates stay in Alaska and several work in rural locations. Extremely high level of community engagement and service by both faculty and students. Program is actively finding efficiencies and seeking improvements. High-functioning program and an excellent entry point for UAA into the realm of producing PhDs.
CAS	Psychology	Psychology	BABS	High functioning program, well-aligned with UAA mission. Good attention to student learning outcomes and lots of opportunities for students to engage in research. Faculty are very productive and professionally involved. Here we are voting to enhance space-this program needs better facilities for research, especially for human subjects.

Priority for Enhancement College	Department	Program	Type	Comments
CAS	Psychology	Psychology	Sponsored	A large funded research program, with good external and internal demand. High quality inputs and great outcomes. Very productive program. Great revenue generation and appears to have kept costs within budget for the grants' projects. Good alignment with UAA Mission. In this case, the enhancement that we are suggesting is for facilities, namely for animal research, and redoing 2nd floor of their building, which would greatly enhance this program. This request for enhancement is for ongoing research, so there is expectation of a good return on this investment.
CAS	Sociology	Sociology	GER	Good alignment with GER mission and UAA mission, good internal and external demand for these courses. Many GER offerings are taught by term/tenure track faculty, although terms and adjuncts used as well. Outcomes for students are a bit indirect, i.e., via the major students but are still compelling. This is one of the best GER templates - student learning outcomes, discussion of faculty teaching the GERs, thoughtful ideas for increasing productivity and numbers of students.
CAS	Theatre and Dance	Dance	GER	Very efficiently delivered GER course that is well aligned with strategic vision. Collaborative project work and library research emphasized for students, building generally useful skills. Exposes students to other cultures and means of expression. This GER seems to offer a valuable experience to students and to do it well. GER is taught by a seasoned Tenured professor; it shows commitment to GER courses and the quality of education for the students. Request to reinstate a term faculty member seems well-considered; There is very high demand. Concern that the CAS eliminated Term appointment that directly impacts the ability of delivery of this course. Good description of how quality is measured and what the learning outcomes are, but the data on those outcomes is not shared. This is a vibrant and productive GER offering that should be resourced sufficiently.

	Priority for Enhancement			
College	**Department**	**Program**	**Type**	**Comments**
CAS	Theatre and Dance	Dance	Minor	The background history on how the minor was established shows good planning, community support. Faculty are actively publishing and performing; Student engagement is huge. Desire to stabilize the minor by replacing the term is reasonable. Quotes from the multidisciplinary majors who did this minor are very compelling, fills a real niche. High quality inputs and great outcomes. Very productive program, especially given the teaching load and service faculty undertake. Good efforts at generating revenue and containing costs. Great alignment with UAA Mission, especially in contributing to the campus environment. Good case made that a minor in a creative/artistic field is a good addition to any number of other degrees or career paths.
CAS	Theatre and Dance	Theatre	BA	Faculty thoughtful about how to reach as many local needs as possible with limited budgets. Absolutely essential to UAA's mission and role in the community. Over reliant on temporary faculty (terms and adjuncts) and deserving of hard funding for advertising. Well written template. They have tracked their graduating students very well and have specific information on where they have furthered their professional education. Program produces publicly presented performances at a high level. Their production income offsets the production costs. They have done amazing work to maintain quality without adequate resources. Needs enhancement to support all the Department's programs. Nice discussion of student outcomes from multiple points of assessment.
CAS	Theatre and Dance	Theatre	GER	Very full sections. Excellent internal demand. High input quality, and outcomes assessment is very good. Productive program. These GER offerings are sound, and popular with students, and are running well. This department would do very well with a Tier I GER offering for public speaking/oral communication GER, since this group clearly does a quality job with its GER
CAS	Women's Studies	Women's Studies	GER	The program appears to be serving both GER and general UAA demand for gender studies under the current configuration. Enrollments continue to increase, and community engagement is active through internships and focused study. Niche program. Inexpensive. Cannot achieve desired

Priority for Enhancement College	Department	Program	Type	Comments
				outcomes without faculty. Very good case made for usefulness of Women's Studies GER coursework toward wide variety of professions. Impressive level of community outreach given size of faculty (1 term, 2 adjunct), also, statistic that ~10% of UAA grads take a WS course. Productivity impressive relative to size of program. Low cost/SCH. Excellent mission alignment. Opportunity analysis gives reasonable plan to expand offerings and recruit more students. Wish expressed that two adjunct faculty be made term, which seems reasonable given their level of dedication and productivity.
CAS	Women's Studies	Women's Studies	Minor	Minor is doing a good job with the number of students they have. Low enrollments but steady. This program is wildly under resourced and faculty do not have much time to focus on improvement. Potential here for collaboration with other programs (Psychology, Social Welfare, Criminology). Mission alignment and community engagement are already there, even with the minimal resources that this group has been given. Programs with no tenured/tenure track faculty are not sustainable – needs to be resourced properly.
CAS		General Program	AA	Hugely important program with healthy enrollments that needs more institutional commitment. There seems to be a lot of potential here for both advising undeclared students and tracking data on student offerings. We need this program staffed adequately to support these students and perhaps do some more linking with other advising supports. This is default program for all undeclared students, which partially explains attrition (a lot of students are not meant to get a degree in this program). At the very least, this program should have a dedicated course release for a faculty member to pay attention to and care about this program (basically, a director). There are many ways in which this program could be modified for maximum benefit, and some time should be spent carefully looking at options.

Priority for Enhancement **College**	**Department**	**Program**	**Type**	**Comments**
COH	Justice Center	Justice	BA	The program is highly engaged in broader UAA community, and also Anchorage community; Faculty is highly productive; this is a program that has grown. Good analysis of external demand, and nice comparison to UAF's program. Good internal demand. Good input and outcomes quality. A productive and relevant program. Great efforts at fundraising and containing costs, as well as a good understanding of the financial side of the program. Good alignment with UAA Mission. Good opportunity analysis. As this program appears to be growing steadily, it would be a good place for investing additional funds, especially considering the return on investment at present. Request for more resources to establish MA program is outside the scope of the BA program.
COH	School of Allied Health	Dental Hygiene	AAS	This program is doing its job extremely well, and is applying its program in a good and thoughtful way. The idea of a mobile clinic is potentially very well-aligned with Priority E. What this group intends to do with enhancement is extremely mission-aligned and would improve our community engagement. This program cannot actually increase its number of students because there is a hard cap based on space.
COH	School of Allied Health	Medical Assisting	AAS	Growing number of majors with good advancement to next level academic programs. Growing external demand, solid internal demand. Good quality inputs. Outstanding outcomes over a long period of time. High-demand field, enrollments and # degrees trending up. Good efforts to contain costs. Very good alignment with UAA Mission, and the externship helps outreach. Good analysis of opportunities, and an extra faculty position is a sensible move, as that person should be able to cover some courses in closely related programs. Enhance this program to set up a new position and keep the lab facilities fully equipped and operational. Excellent student outcomes on CMA exam, and both graduates and faculty are professionally involved. Job placement and employer satisfaction tracked for accreditation purposes. Cost/SCH not much higher than UAA average.

Priority for Enhancement				
College	Department	Program	Type	Comments
COH	School of Allied Health	Medical Laboratory Science	BS	Articulated with AAS, externally accredited, only such program in state. Alumni survey data indicates grads are finding employment, mostly in Alaska. Very good efforts to increase revenue and contain costs. Good connections to the industry community as a result (external partners provide practica for students and consumables for labs). Very good student outcomes including performance on Board of Certification exam. Good management of course offerings to keep capacity at a good level. Program has good enrollments and increasing awards and good alignment with UAA mission. This is a program that has a lot of term faculty. Student outcomes data are presented and thoughtfully discussed, challenges of open enrollment model discussed, advising and college success work discussed as being directions for enhancement. Program wants to use enhancement to develop additional interdisciplinary opportunities.
COH	School of Allied Health	Pharmacy Technology	OEC	Due to upcoming changes in state licensing requirements (by 2020 all schools offering pharmacy courses must be accredited), UAA will have to plan accordingly if it wants to keep this offering. Only such program in Alaska, good mission alignment, and on-line allows delivery anywhere. Good outcomes, based on the national certification exam, and program is forward-looking enough to realize that change is needed. Accreditation will require adding tenured/tenure track faculty.
COH	School of Allied Health	Radiologic Technology	AAS	Competitive entry has been effective at keeping quality up. Strong program with good and thoughtful ideas for the future. Almost all students passing national exam. The program is high demand - they have developed curriculum that includes long-distance deliver so students outside of Anchorage can take courses and the clinical portion is in various sites throughout Alaska. Well written template. Basically run by term faculty, which makes program continuation from year-to-year somewhat unstable.
COH	School of Nursing	Nursing Science	BS	Program is strong and highly aligned with our mission. It cannot add additional majors in Anchorage due to space limitations on campus, but they could grow in Fairbanks and Juneau via distance offerings. There are so many students waiting to get into this program who could be helped by enhanced advising.

Priority for Enhancement College	Department	Program	Type	Comments
				Another item that they mentioned as a priority for enhancement is increasing their outreach and instruction, such as more interprofessional simulations.
COH	School of Social Work	Social Work	BSW	Essential to UAA mission and meets state need, especially as the only program at UAA leading to licensure. Over 55% of students move into next-stage academic program. Solid program, good alignment, external demand (tending upwards in enrollments), good quality inputs and outcomes, great plan for how to use more resources to help meet current student needs as well as anticipating growth that is indicated in enrollment trends. Plan for enhancement is student focused. Excellent student outcomes, faculty keep track of alumni and have data showing a high % working in the field in AK. Opportunity Analysis asks for additional upper level courses (implies more people to teach those) to benefit student via course sequencing (move more students through the pipeline). Program keeps track of its alumni, and shows high % working in field in AK, so definitely value added for the state and excellent mission alignment. Holistic discussion of research and service, and how these aspects fit in with this program.
COH	School of Social Work	Social Work	MSW	Program is very healthy and doing its job very well, as well as filling an obvious need within the state. A program that could do more productive work with additional resources. Excellent mission alignment. Excellent productivity. Only MSW program in state, externally accredited. High external demand, robust projected growth. Program has dual degree option with MPH. Significant faculty outreach in service projects and other forms of expertise, significant productivity in terms of grants and products of creative activity. Specific plan for enhancement that is consistent with demand and competition.

Priority for Enhancement				
College	Department	Program	Type	Comments
CTC	College Preparatory & Development Studies	ESL		Program is well aligned with meeting Alaska's and UAA's needs for serving our very diverse population. Program has strong enrollments and well assessed and quality outcomes. High productivity. Trends nationally and in Anchorage suggest ESL will continue to be an important part of our instruction. The fact that this high volume program has only one tenured faculty and 84-95% of courses taught by adjuncts indicates the program should be enhanced. This program also needs structural change because its location is not currently appropriate - although it is in College Preparatory & Developmental Studies, this is not a remedial program.
CTC	Culinary Arts, Hospitality, Dietetics & Nutrition Division	Culinary Arts	AAS	Program has brought in impressive external funding and support from industry, and is also making good efforts and demonstrating quality through the accreditation process. Good alignment with UAA Mission, and good percentage of minorities among graduates. Opportunity Analysis points to some interesting potential for growing the tourism industry. Program is community oriented and mission aligned, also operating at capacity with most of the program delivered by Tenured/Tenure Track faculty. Exceptional engagement with local restaurant/hospitality industry.
CTC	Culinary Arts, Hospitality, Dietetics & Nutrition Division	Dietetics Internship	Internship	Small focused quality program, good alignment (UAA Health Campus), managing well with little faculty, strong external demand meeting consistent demand. Only program in state, forward looking, potential for growth and expansion. This program meets a requirement by Accreditation Council for Education in Nutrition and Dietetics. Good case made for need for RDs in state. Good rate of completion by enrollees, and good rate of assessment activity. Field is moving to graduate studies; this seems an obvious foundation for that, but it needs tenure track faculty for stability. Enhancement justified based on 1) need in the community/state; and 2) only one faculty member currently delivering courses.

Priority for Enhancement				
College	**Department**	**Program**	**Type**	**Comments**
CTC	Department of Health, Physical Education & Recreation	Physical Education	BS	Excellent outcomes, for both faculty and students. Very productive program, and strong involvement in campus life. Good efforts to increase revenue and contain costs. Great alignment with UAA Mission, especially the community emphasis. This is another program where there are no tenured/tenure track faculty for stability and long-term leadership - it seems pointless to offer this if it is not going to be resourced properly. This program needs facilities as well – renovation of Wells Fargo center.
CTC	ROTC	National Defense, Strategic Studies, and Leadership, Army	Minor	An enthusiastic program that had a lot of discussion about how they are working to improve their outcomes. This program is mission-aligned and support here is consistent with our designation as a military-friendly campus, although space is at a premium at UAA and we want to be careful not to bump out another academic program. Enhancement in this case means support for some of the Opportunity Analysis suggestions of more administrative support, centralizing ROTC programs, moving from a UAF satellite program to fully on UAA campus (so an enhancement of space and/or administrative support). The amount of return we'd get from a very small investment makes this attractive - it's a modest request for a very well-aligned program, very good for public square, in line with our status as military-friendly campus. We would like to see any enhanced resources shared with the other ROTC programs.
SOE	Engineering, Science, & Project Management	Project Management	MS	A highly desirable, national-level program that has strong enrollment and community partnerships. The program has done well in securing external community support and has done an excellent job in meeting specific needs. Program enhancement may be accomplished through industry support rather than traditional university resources. Some general funds to support more tenured/tenure track faculty seems reasonable.

Consider for Enhancement College	Department	Program	Type	
CAS	Anthropology	Anthropology	BABS	Template and Data indicate healthy enrollments and degree awards; great mission alignment. Template addresses outcomes assessment, described as an evolving process and the results are being used to make curriculum changes. Faculty productive in terms of teaching, grant writing and creative activity. Promising trajectory for the program with addition of recent hires.
CAS	Anthropology	Anthropology	GER	Significant collaboration and resource sharing with other departments (e.g. English, AKNS) for instruction. High % of terms and adjuncts teaching GER courses, but template discusses a commitment to putting best teachers in front of GER courses and argues that many of the adjuncts fit this description. Excellent alignment to UAA mission and GER mission, good student outcomes assessment, low costs, good enrollments. Excellent discussion of how these courses align with GER mission and how these courses enhance any number of majors and courses of study. High use of term/adjunct faculty to teach GERs, and although their very excellent qualifications are discussed, it's nice to have more tenure track/tenured faculty teaching GERs
CAS	Art	Art	GER	Template and Data indicate this is a popular GER; it runs with very high enrollments. A large volume of students, and good student completion rates. Value added for students, with good discussion of student outcomes.
CAS	Art	Art	Minor	This is a small minor, but it does have good enrollments and graduation rates. Enrollments trending up, and number of degree awards holding steady. Opportunity Analysis had good, specific ideas. Department provides attention to the minor degree program. More flexible than other minors, with opportunity to take electives or an art education course
CAS	Biological Sciences	Biological Sciences	GER	Template indicates there is a focus on assessment, student success, and pedagogical approaches. Some of these courses are required for Nursing or other Allied Health programs; good external demand. Template justifies how basic knowledge of biology fits in with GER mission. Great mission alignment. Doing a good job with current resources. Excellent alignment with GER mission and discussion of the GER as a GER.

Consider for Enhancement				
College	**Department**	**Program**	**Type**	
CAS	Biological Sciences	Natural Sciences	BS	The growth of this program shows that interdisciplinary programs can be effective, meet demand, and be popular with students. Developing interdisciplinary team-based research courses would be a great move, especially if linked with experiential and community-based learning. Around half of students go on to grad or professional school. Program wants to improve its student assessment as part of its Opportunity Analysis and this is to be encouraged. Opportunity analysis provides reasonable directions (i.e. better advising, increasing quality of outcomes). Rate of completers is low compared to rate of graduates – this might be because premajors are included. Robust GER assessment process in place. The interdisciplinary nature of this program is a strength (the science version of a liberal arts degree), and some tracks are in place. Enrollments are impressive.
CAS	Center	Center for Behavioral Health Research & Services	Center	Template provides evidence there is a strong demand for this program, and it produces graduates. Supports other programs. Originally established in 1999 as research workgroup in CAS. Engaged in research in issues related to public health. Impressive level of community engagement, including robust training program on topics that include suicide prevention, substance abuse, etc. CBHRS faculty teach special topics classes in Psychology and provide avenues for support of Psychology PhD students. CBHRS employs many student workers including undergraduates. Very productive in terms of grant writing and products of creative activity. Active cost-cutting measures have included consolidating administrative support and eliminating two support positions. Point that recent retirement of senior research faculty has hurt productivity is logical. Is it possible to examine this program together with the Institute for Circumpolar Health Studies?

Consider for Enhancement				
College	**Department**	**Program**	**Type**	
CAS	English	English	Minor	Template makes a very compelling case for the importance of the English Minor and how efficiently the English faculty work. English Dept. has a very consistent vision for their Minor degree program. Template provides a clear plan for increasing output (while maintaining quality). Program makes case that an English minor meshes well with any number of professional degrees or areas of study. Enrolled numbers and minors awarded increased during review period and is sustained, but there seems to be even more potential in that area. Noted that 100- and 200-level mainly taught by term/adjunct. Productive research/creative activity. Plan to double number of minors seems realistic and promising. Not sure this requires a great amount of additional funding. Clearly the program and faculty are engaged in teaching, research and it is mission aligned and they do community engagement, etc.
CAS	Geography and Environmental Studies	Environment and Society	BA	Template addresses that this field is in transition and the program is currently evolving. Students are placed in internships in substantial numbers. Very new program, with a lot of potential. Template shows there is a high degree of focus on student outcomes assessment. Enrollment trajectory is impressive for a new program (interdisciplinary programs can have both a core and strong enrollment). Good Opportunity Analysis that shows program is identifying future needs in terms of faculty expertise.
CAS	Geography and Environmental Studies	Geography	GER	Template address how this program is integrated into multiple programs of study; many degrees use geography courses as requirements (International Studies, Environment and Society). FT faculty committed to delivering GER courses. Good GER assessment program in place. Template indicates the department examined all of its GER offerings and that the GER offerings are the right size given issues of funding and pedagogy. Strong use of service learning components in GER courses and strong community outreach. Excellent mission alignment. Realistic plan for future operation either with existing funds or if granted an additional faculty line. FT faculty committed to teaching GER, courses, which are running at capacity. Assessment program in place. Good alignment with GER mission.

Consider for Enhancement				
College	**Department**	**Program**	**Type**	
CAS	Languages	German	GER	Good alignment with the UAA Mission. Good input quality, but the outcomes for students need to be assessed more directly. There is only one tenure track/tenured faculty member who is having to rely on a changing group of adjuncts to deliver these courses. A tripartite faculty member would be a great addition to this department and a catalyst for further growth based on what we've seen from some of the other languages.
CAS	Languages	Japanese	GER	Good external and internal demand. High quality inputs and outcomes. Productive program, but suffering because of a lack of faculty. Good alignment with UAA Missions, especially the Public Square. Template discusses culture very well in addition to teaching the language.
CAS	Languages	Spanish	BA	Template indicates this is the largest language program, with the most faculty and also the most students. Mission aligned and good SLO's. Template reflects the importance the faculty and program have for their students. Good enrollments and graduation rates. Upper-division courses are relatively full
CAS	Music	Music	GER	Well aligned and quality GER offerings. Program wants to offer new GER courses, which could be achieved by reducing sections of courses under-capacity. Discussion focused on enrollments, perhaps more info on at assessment of student outcomes could have been addressed more thoroughly. Good and growing internal demand. Very high quality inputs. Enrollments are trending up (752 – 972 during review period). Community-engaged GER that encourages students to attend performances in town. Intriguing possibilities mentioned in Opportunity Analysis, such as group ensemble classes as opposed to the one-on-one conservatory model (although what this group needs to enhance first is academic assessment) – outcomes quality is not indicated by consistent growing enrollments

Consider for Enhancement				
College	**Department**	**Program**	**Type**	
CAS	Music	Music Education	B.Mus.	Template describes the programs partnership with ASD and other external stakeholders, high level of community engagement. Majority of graduates get jobs with ASD. Very high quality inputs. Excellent outcomes by both students and faculty. Very good alignment with UAA Mission, especially community engagement and outreach. Expensive program due to need for one-on-one instruction (intensive personnel and space requirements). Opportunity Analysis looks at transforming this offering into a full program with a certification. This program has a lot of potential. This program needs to have access to the Wendy Williamson
CAS	Philosophy	Philosophy	Minor	Excellent (and quantitative) case made for value of this minor program of study; template addresses student performance on GRE and LSAT. Internal demand extremely high. Very mission-aligned, high community engagement. Minor offers nice articulation with any number of other degrees, including professional degrees, thorough choice of advanced electives. Template and data illustrate healthy/high enrollments and degrees awarded, although program believes it could/should be higher. Template illustrates the minor is high-functioning and faculty are engaged in the program.
CAS	Psychology	Psychology	GER	Template describes active measurement of student outcomes with thoughtful discussion about areas for curriculum improvement. Excellent mission alignment, and also good alignment to GER mission. Enough demand to justify providing resources to bring the distance offerings online (also, there are a lot of resources along those lines already available at UAA). Excellent mission alignment and alignment to GER mission (although a lot of these classes are required by other programs, so the GER element might not be emphasized as much here). Pass rate is a little bit low compared to other social sciences, but near UAA average for lower-division GERs, so increasing student success should maybe be a higher priority than increasing volume. Faculty obviously care about program and are thinking about how they can reach more people through distance delivery (professional development not just for FT faculty but for adjuncts as well). There is a vision for how to continue to meet needs and serve students, and there are huge numbers in the courses. Robust student outcomes assessment process in place.

Consider for Enhancement College	Department	Program	Type	
CAS	Psychology	Psychology	Minor	Template indicates the Department clearly understands the need for this minor degree and gives it attention, and makes a good case for its usefulness to students in a number of majors. It is a highly productive program. Good efforts to increase revenue and contain costs. Very good alignment with UAA Mission. Consider for enhancement to obtain funds for more space and improved facilities.
CAS	Sociology	Sociology	BA	This program is doing a great job, template included thoughtful analysis of student outcomes. Programs request for WL adjustment for an UG research coordinator will increase their productivity, although they might also try to experiment with reallocation of internal resources to free up a faculty member to take this on (e.g. consolidating some upper-level course offerings). High-functioning program: students are engaged in research, students tracked after graduation, program obviously really cares about its students, and the way they track student success is laudable. Faculty do collaboration, and involve students in research.
CBPP	Accounting	Accounting	AAS	High functioning program with good mission alignment and up-to-date curriculum. Other similar programs offered throughout the state, but this one seems to have several unique factors and enjoys high, steady enrollments and degree awards. Faculty are connected to local industry/field and help place students in employment, and faculty productivity is excellent. Template provides concrete assessment data for students and discussion of how adjuncts are mentored - program is really committed to its students and their success. There is an empty faculty position with one faculty serving in administration, and this position should be filled.
CBPP	Business Administration	General Management	MBA	High external demand and good internal demand. High input quality and outcomes, both student and faculty. Productive program with a focus on quality. Good efforts to raise revenue and awareness of costs, balanced with the need to retain quality of instructors. Very good alignment with UAA Mission. Laudable efforts to limit admissions to not oversaturate the local market for MBAs. Overall, doing a great job with existing resources. Maintain the program, allowing it to arrange its own development as needed.

Consider for Enhancement				
College	**Department**	**Program**	**Type**	
CBPP	Center	ISER	Center	Template illustrates that this is a very visible and productive part of UAA, very successful institute, with a steady history of productivity. Template illustrates the collaborative-nature of the institute, in terms of teaching, service, student collaboration. Largely grant supported. Value added for the state and mission aligned.
COE	Special Education	Speech Language Pathology	Graduate	Clear external and student demand. Viable plans for growth to meet future demand. Program has made the most of few resources through a productive partnership. Well aligned, good internal demand, meeting state needs, creative resourcing, local and interstate partnering. A program that clearly meets Alaskan needs. Good handle on finances. Productive and effective program. Good alignment with UAA Mission. Forward looking. This is an extremely 'high need' program in this state. Suggestion that we need interns to do their practica in state. Cohort at ECU is capped, and possibility of increasing that cap with ECU might be a point of discussion. Opportunity Analysis discusses UAA site with ASD to increase available internships, and partnering with COH and COE, which should be encouraged
COE	Teaching and Learning	Early Childhood Development	AAS	Template clearly makes a case for the need and relevancy of the program; good faculty productivity and the faculty as well. Program has a healthy student enrollment and graduation numbers which are trending up. It demonstrates excellent focus on the needs of the community and their students. They have embraced strategic partnerships that enhance opportunities for both. Good discussion on outcomes assessment data. Alignment between BA and AA encourages students to go on for bachelor's degrees. Plan for future growth is realistic. This program lost a faculty member to administration (one is now an associate dean). Critical need for state, growing demand, good employments rates for graduates. It is NAEYC accredited, so there is an outcomes assessment in place

Consider for Enhancement College	Department	Program	Type	
COE	Teaching and Learning	Early Childhood Education	BA	Well-aligned program with high external demand. The number of completers compared to number of enrollments is low, but this is because there is a premajor and to be fully admitted, students must pass Praxis I. Enrollments and degree awards have been trending up and students are getting hired. Discussion of student outcomes was a little bit lacking. Opportunity Analysis reflects passion of faculty. It is clear from the template that this program needs help in order to fulfill the needs of the state, the question is what that help should look like
COH	Center	Center for Human Development	Sponsored	Template indicates this is a very focused research group providing needed, local services. Mission aligned with potential for growth. Makes a strong case for UAA funds to be used to hire a research coordinator/grant writer.
COH	Justice Center	Justice	GER	Important GERs which teach the fundamentals of the American justice system. Template commendable for addressing GER outcomes of their discipline area. Mostly taught by tenure track/tenured faculty members. Well-aligned with UAA mission and GER mission. Good enrollments. Impressive list of speakers in the GER courses. Addressed GER outcomes of their discipline area, which is very commendable.
COH	Justice Center	Justice	Minor	The template indicates the faculty have a vision for the minor and address quality. Justice minor makes sense as a companion to numerous majors, and students seem to agree in that enrollments trending up, and degree awards starting to increase as well. Faculty productive in terms of creative activity, professionally involved, and involved on campus. A useful minor whose numbers are starting to increase. Solid program that is growing. Numbers are great for a minor. Good explanation of why students should be interested in taking this minor (in terms of well-rounded citizenship, etc.).
COH	Justice Center	Justice	Sponsored	This program is very visible and useful in the community, very productive, very mission-aligned, and able to pull in an impressive amount of funding. Their programs foster collaboration and is relevant to the Degree program. The Opportunity Analysis addresses a larger question about how we buy out research, which merits further discussion. This group is already successful at its sponsored research, but is looking for staff support and an opening to discussing workloads of faculty

Consider for Enhancement				
College	**Department**	**Program**	**Type**	
COH	School of Allied Health	Dental Assisting	AAS	Template and Data indicate the Certificate and AAS have similar enrollments, and both seem to have an audience, with good enrollments. Students take this degree in large numbers so there is some external demand. 95% pass rate on first try on national exam illustrates quality of education being provided to the student. Well aligned with Alaska needs in terms of skill development.
COH	School of Allied Health	Limited Radiography	OEC	The Template reflects this OEC has a clear purpose and is increasing its enrollments and graduates. Online program that is serving a great need for rural communities, which is well-aligned with our mission and something UAA should be doing. Clinical environment requirement results in low enrollments, and while this requirement makes sense given the nature of the OEC, would like to see program be more proactive about working with rural providers to create opportunities for students. Also, the fact that this is taught by 100% term faculty makes this program seem vulnerable. Critical program that is reaching out to be delivered across the state. It would be a good idea to reach out to other health corporations besides YKHC
COH	School of Allied Health	Medical Office Coding	OEC	Template indicates this program is productive despite its size. A good example of an OEC embedded in an AAS program that still manages to graduate students with the OEC. Good alignment with UAA Mission, especially in connecting to rural clinics and practices. There might be a way to find efficiencies by re-examining the way courses are offered - offering courses twice daily might be too much, since traditional students can also take evening classes. There may also be advantages to considering some courses on-line, to reach out to remote locations, especially with new coding systems coming on line next year. Enrollments and number of degree awards both trending up. Moving courses online to reach more remote locations is a sensible move. There might be some possibilities for collaboration with UAF and UAS, where are also programs being offered.

Consider for Enhancement				
College	**Department**	**Program**	**Type**	
COH	School of Allied Health	Phlebotomist	OEC	There are a good number of students in this program, and good productivity in terms of completers, but there are no permanent faculty associated with this program, which puts it in a precarious position. This is a good skill for other medical professionals to have, such as nurses. This offering is beginning to be marketed to rural communities but there is room for growth here. Good alignment with UAA Mission. Program meets a need, especially for rural Alaska, and should be supported.
COH	School of Nursing	Nursing	AAS	Template indicates the Program is very cognizant of increasing its reach in the state. Data shows good student enrollments and graduates. Program is certainly making efficient and effective use of its resources – thoughtful discussion of how it looks for efficiencies. Mission aligned.
COH	School of Social Work	Social Work	GER	Template misinterprets data on what "program affiliated" means
COH	WWAMI	WWAMI	M.D.	The template makes a compelling case for why the program is needed and its importance to Alaska. Template also illustrates the high quality of the teaching and learning. It appears that increases in size and funding are legislatively driven. Small program in terms of number of students, but otherwise important impact and potential for further growth contingent on legislative funding. Productive and successful program, aligned with mission. Growth and influence very positive.
CTC	Aviation Technology	Aviation Maintenance Technology	AAS	Faculty workloads, with continual overloads, are not sustainable, and may have something to do with unfilled capacity in some courses and the inability to restructure to better use faculty time (faculty do not have time for these activities). Enhancement in this case might mean providing resources to help them with their enrollments and with potentially reworking schedules somewhat to better use existing (and potentially new) resources.
CTC	Aviation Technology	Aviation Maintenance Technology: Powerplant	Certificate	Template makes a good case made for mission alignment, and benefit to Alaska. Template included a clear and realistic plan to improve contributions with new resources. Highly productive, high quality program. On top of financials, program management, and assessment. There is strong evidence of external demand and potential for growth, and a clear rationale for more resources.

Consider for Enhancement				
College	**Department**	**Program**	**Type**	
CTC	Aviation Technology	Aviation Technology Aviation Management	BS	Template indicates there is strong demand externally (especially regionally), limited internally, apart from other Aviation programs. Good alignment with UAA Mission, with an emphasis on Priority D. Good quality inputs, and excellent student outcomes. Good attention to assessment of student outcomes (including identifying areas in need of improvement). Good discussion of improvements that can happen with flat funding. Further resources should go to addressing the problem of frequent teaching overloads. Designed to require CBPP business courses, which is great, and this collaboration could be increased a bit more. Only program that focuses on aviation business in Alaska, so should be encouraged to attract more students from around the state. Very adjunct-heavy, understaffed in terms of faculty, and most compelling case for enhancement in Aviation, given productivity. Excellent thoughtful discussion of student outcomes assessment, lots of data.
CTC	College Preparatory & Development Studies	PRPE Composition	Prerequisite	Template and Data indicate substantial enrollment/completion numbers. This is a critical program, foundational to success for substantial number of students; relies heavily on part time faculty. This is a core part of the UA and UAA mission. This program has good success rates for remedial courses, faculty are very dedicated, and obviously care very deeply about teaching these courses
CTC	Computer Networking & Office Technologies Department	Cisco-Certified Network Associate	OEC	Attracts working professionals in networking field. Template addresses the program's strong ties to employers which benefits program. Provided good examples of cost management, such as through equipment donations. Template includes the importance of mentoring their adjunct instructors to insure quality. Template indicates good use of limited resources to produce graduates in a high demand field. This program seems to be doing well with its current level of resourcing.

Consider for Enhancement				
College	**Department**	**Program**	**Type**	
CTC	Construction & Design Technologies Division	Construction Management	BS	Template indicates the program is committed to interfacing with the local construction community and providing students internships, etc. Student outcomes measured at multiple levels, and all show impressive performance (national exam, performance of students at national competitions, employment rate of grads). Faculty are productive, program enjoys nice level of financial and other support from local construction firms. Excellent mission alignment. Realistic and promising plans for future growth. The field in general is in very high demand and critical. Student numbers in BS not as robust as in the Certificate program; it appears students are opting for other certifications and programs.
CTC	Transportation and Power Division	Welding & Nondestructive Testing Technology	AAS	Template illustrates this is a well aligned program meeting crucial state needs in high demand job area. Only program in state that leads to an AAS degree, although classes are offered at KPC, UAF, UAS, AVTEC. Good input quality, and good student outcomes. Requiring industry certifications is a good assessment strategy. Quite a popular program, but a low graduation rate (only 23 over 3 years out of almost 300 students enrolled). The courses are definitely oversubscribed so demand is high but more attention needs to be paid to degree completion. Good enrollments, and not enough tenure track/tenured faculty to provide long-term vision and support. This is another program where students are not completing this program because they are getting good jobs based on only a few classes; Perhaps with more FT faculty and better advising students could be persuaded to stay and finish degree
SOE	Computer Science and Engineering	Computer Science	BS/BA	Template clearly provided context of recent CS merger with CSE during review period, which is expected to generate efficiencies for both programs. Program has an advisory board to respond to external demand. Good employment prospects for graduates (this is supported by program's alumni survey), and many senior capstone projects taken in from community. Internal demand low on academic side, but expertise of students/faculty called on for many projects in other departments. Very collaborative department in terms of research activity. Lots of undergraduate student research.

Consider for Enhancement				
College	Department	Program	Type	
SOE	Electrical Engineering	Electrical Engineering	BS	Template indicates that although there is a relatively small group of faculty they are operating efficiently. Good student enrollments and graduation rates. Great discussion of student outcomes assessment in the Template. Very collaborative faculty in terms of research, well-connected in college as a whole. Cost/student credit hour lowest for bachelor's programs.
SOE	Mechanical Engineering	Mechanical Engineering	BS	Template indicates evidence of quality in terms of inputs and outputs, and efforts to stay up-to-date. Very specific plan for using new resources. Program enrollments are substantial, some room to grow in upper division. Lower cost per student credit hour than other programs in Engineering, one of the more successful programs in Engineering given its growth

Maintain College	Department	Program	Type	Comments
CAS	Anthropology	Anthropology	MA	This is a productive graduate program that seems well-resourced. High quality inputs and outcomes. Student outcomes are good, with most graduates working in anthropology-related jobs during and/or after graduation. Unique focus on cultural resource management. Sustained demand from in state and out of state for positions in program.
CAS	Anthropology	Anthropology	Minor	Template makes a good case that UAA anthropology program is unique in its focus on northern regions, cultural resource management and applied anthropology. Number of students enrolled as minors and receiving minors is steady. Good mission alignment. Courses in high demand due to GER and CAS requirements. Steady number of students enrolling and completing minor. Program working well with room to grow.
CAS	Anthropology	Anthropology	Sponsored	Productive program, bringing in a good stream of revenue and turning that into a wide range of outcomes. Faculty are involved with many external agencies that provide funding and/or have an interest in applied Anthropology work. Anthropology shares faculty with a number of departments, and participates in collaborative research with a number of other departments. Good faculty productivity in terms of products of creative activity, also, faculty active in mentoring both graduate and undergraduate student research.
CAS	Biological Sciences	Biological Sciences	BABS	Thoughtful breakdown and discussion of student outcomes which shows that while improvement is occurring, there is room for more. Program faculty are actively working to improve quality of outcomes. Excellent mission alignment. Department has recently benefitted from facilities enhancement from construction of CPISB and renovation of NSB. Opportunity Analysis speaks to developing better advising and increasing volume, and program seems to have the resources it needs to accomplish this.

Maintain College	Department	Program	Type	Comments
CAS	Biological Sciences	Biological Sciences	MS	This is a program with good mission alignment and value added for students, but instructional costs very high. Some thoughts of using cohorts to optimize scheduling, which seems like a good idea that should be encouraged. Healthy graduate program with productive faculty and students.
CAS	Biological Sciences	Biological Sciences	Sponsored	This is a healthy program with solid mission alignment and high productivity. Research has broad impact due to the amount of collaboration and student involvement. This is a well-funded program that is operating well.
CAS	Center	Alaska Natural Heritage Program	Sponsored	A very useful function for researchers at university and government agencies in the state. Good output of books and papers, and good rate of external funding (program is 82% externally funded and 18% funded by General Funds). Good alignment with UAA Mission.
CAS	Center	ENRI	Center	This is a productive and useful program. The alignment with mission is strong and described clearly. Clear sense of reasonable opportunities in the near future.
CAS	Communication	Communications	Minor	Good internal and external demand, and a reasonable number of students in the Minor and graduating with the Minor. Good quality inputs and outcomes. Productive program. Some efforts apparent to increase revenue and contain costs (e.g., term faculty hires). Reasonable ideas for future development, but might be good to wait out the changes they are considering as a result of the merger with journalism before suggesting more resources or revisions.
CAS	Creative Writing & Literary Arts	Creative Writing and Literary Arts	MFA	This is a unique, community-engaged program in terms of public events, Alaska-focused volumes. Program is an innovative way to run a graduate degree effectively and efficiently.
CAS	English	Creative Writing and Literary Arts	Minor	Small minor that is effectively delivered by a mix of tenure track faculty and adjuncts. Moving courses to on-line delivery to increase enrollment shows concern and vision for the minor.

Maintain College	Department	Program	Type	Comments
CAS	English	English	GER	As ENGL 111 is one of the foundational courses for the entire university, the program needs to do a better job of assessing GER outcomes. The template focused on Tier 1 GER's with little attention to all of the Tier 2 courses. Program is well-run given the level of institutional demand and faculty turnover.
CAS	English	English	MA	Solid enrollments and alignment with mission. Program seems to have suffered from high faculty turnover. Program should be maintained and pursue improved quality of outcomes as emphasized in the opportunity analysis.
CAS	Geography and Environmental Studies	Environmental Studies	Minor	Good external and internal demand for this field, and a good match with UAA priorities. Very small number of student enrollments, but number is steady and should increase with new and popular Environmental Studies Major.
CAS	Geography and Environmental Studies	Geography	Sponsored	Strong research program, productive and well aligned.
CAS	Geology	Geological Sciences	BS	This major is well-suited to the region with strong external demand and faculty expertise that is useful to other programs around campus. Good record of grads either finding jobs or attending graduate school. Good outcomes across the board and good discussion of student assessment. Faculty highly productive. Strong alignment with the UAA Mission.
CAS	Geology	Geological Sciences	GER	Solid GER offering, though very little delivered by tenure or tenure track faculty. Good case made that knowledge of geology fits in not only with external demand, but also with natural interest of Alaskans and Anchorage residents. Articulation of impact and essentiality of courses as GER's was underdeveloped. Program needs to reduce the number of sections offered in order to deliver courses more efficiently.

Maintain College	Department	Program	Type	Comments
CAS	Geology	Geological Sciences	Sponsored	High demand for this research for both basic science and more applied work. Sponsored research involves both graduate and undergraduate students. Program was recently enhanced with three faculty positions and anticipates subsequent increase in productivity. This program is doing its job very well and should be maintained.
CAS	Journalism & Public Communications	Journalism & Public Communications	BA	Excellent mission alignment, including community outreach and involvement in campus life. Externally accredited and home for student media, in particular the Northern Light and KRUA-FM 88.1. Department has recently undergone serious chances (the merger between Communications and Journalism), so seems best for now to maintain and let it grow into new organizational structure, especially as the number of majors and degrees have declined steadily during the review period.
CAS	Languages	German	Minor	This is a minor that has a lot of potential to be valuable to students in many different degree programs. High quality instruction and well aligned. Program needs focused attention and recruitment in order to achieve potential.
CAS	Languages	Japanese	Minor	Modest enrollment in the minor but steady and courses have good enrollment - no concrete plan for increasing # of minors, data on student outcomes in language classes is good. Good external and internal demand. High quality inputs and outcomes. Good alignment with UAA Missions, especially the Public Square with the Montgomery Dickson Center for Japanese Language & Culture. Adequately funded given current levels of demand.

Maintain College	Department	Program	Type	Comments
CAS	Languages	Spanish	GER	Impressive amount of community engagement across the campus, ASD and the larger community. Good alignment with UAA Mission, good external and internal demand. Number of tenure track/tenured faculty members more reasonable here than in many of the languages. Rapidly declining retention from SPAN A101 to A102 - program needs to look at how it works with students in SPAN A101 and beyond. Overall a healthy, essential program with good productivity.
CAS	Languages	Spanish	Minor	Overall a solid and well-aligned program. Discussion of student outcomes needs actual data. Good number of students enrolled in and completing minor. Program properly resourced with room to grow.
CAS	Mathematics and Statistics	Mathematics	BABS	Good internal and external demand, and students are tracked well – either to employment in a variety of fields or to graduate programs. Department actively seeking to grow program through high school outreach, collaboration with other programs, and increased use of technology for course delivery.
CAS	Mathematics and Statistics	Mathematics	GER	Program has a high dependence on adjuncts/terms without much explanation as to the justification for such heavy reliance. Program provides no data on student learning outcomes and does not discuss the high fail rate.
CAS	Mathematics and Statistics	Mathematics	Minor	Minor has consistently high enrollments and number of degrees given. Courses delivered by qualified instructors. Faculty very productive in terms of products of creative activity, but would have liked to see quantitative information given about student achievement of outcomes. Future efforts dedicated to helping students succeed is appropriate.
CAS	Physics	Astronomy	GER	Popular GER with high demand. GER instruction and outcomes assessment needs more direct attention from tenure track and tenured faculty.
CAS	Physics	Physics	Sponsored	Highly productive faculty for grants expiring during review period, but template only discusses grants that were initiated in 2010, 2011, so these grants are set to expire soon – does not discuss grants under submission or future plans.

Maintain College	Department	Program	Type	Comments
CAS	Political Science	Political Science	BA	Template indicates that faculty are aware of ways to improve degree and are working on them. Program needs to focus on improving the completion rate for majors, not just on recruiting more majors. That being said, this is a high impact program with strong numbers.
CAS	Political Science	Political Science	GER	Program has strong mission alignment and strong commitment to delivering quality GER's. There is room to reduce the number of sections given the unfilled capacity.
CAS	Political Science	Political Science	Minor	Good vision for developing minor. Alignment with mission is strong. A good case was made for this minor as serving a variety of majors. Well-resourced with room to grow.
CAS	Sociology	Sociology	Minor	Outcomes/productivity presented for major, but this was acknowledge in the template and the department has tried to differentiate the minor as much as possible. The plan to increase number of minors is realistic and promising; department asks that program be maintained, and this seems appropriate.
CAS	Sociology	Sociology	Sponsored	Number of grants made it difficult to evaluate this sponsored research program independently of typical tri-partite research. Faculty provide expertise to community at large, especially ASD.
CBPP	Accounting	Accounting	BBA	A valuable and high demand program that seems to be quite successful. Program needs to reduce number of sections-- too many sections running well below capacity. Program appears mission aligned; has impressive student enrollment numbers and also number of graduates. Productive program in a high demand field.
CBPP	Business Administration	Business Administration	Minor	Healthy enrollments and graduation rates. Good alignment with UAA Mission. Good opportunity analysis, and sensible move to increase courses in the minor and sections available.
CBPP	Business Administration	Management	BBA	This seems to be a well-resourced, productive program. High external demand, but limited internal demand. Input quality is good, but outputs seem disconnected from the student success. Program is operating well at current level of resources with room to grow.

Maintain College	Department	Program	Type	Comments
CBPP	Business Administration	Marketing	BBA	The program pays excellent attention to their curriculum, with regular updates and revisions. One of UAA's more highly subscribed majors. It seems to have plenty of faculty support. Reasonably good alignment, solid demand, good productivity, no strong argument for increased resources.
CBPP	Business Administration	Real Estate	Minor	Program had recently picked up new faculty and seems to be gaining momentum, and has potential to be very useful for the community. External demand is strong. Program should focus attention on assessment and student outcomes in order to demonstrate productivity/success.
CBPP	Computer Information Systems	Management Information Systems	BBA	Externally accredited program with good alignment with UAA Mission, and good connections to and engagement with the community, including minority graduates. Program clearly highlights student outcomes, tracks and supports student success. Faculty have been successful at leveraging external funding for research and lab equipment, productive in publications/ journals/book chapters. The template makes a good argument for how this program with a business focus is significantly different from other IT and computer programs at UAA, but there might be possibilities for cross-listing and reducing sections.
CBPP	Economics	Economics	BA	Is there a need for both a BBA and a BA program in Economics? This template did not adequately differentiate between the two or make an argument for the two programs. No argument for resources. Program seems to be content to continue at current level of resources, which is a satisfactory level of operation.
CBPP	Economics	Economics	BBA	Is there a need for both a BBA and a BA program in Economics? This template did not adequately differentiate between the two or make an argument for the two programs. No argument for resources. Program seems to be content to continue at current level of resources, which is a satisfactory level of operation.

Maintain College	Department	Program	Type	Comments
CBPP	Finance	Finance Investment	BBA	Healthy enrollments and degree productivity. Reasonably high external and internal demand and highly qualified faculty. No discussion of student learning outcomes at all, just percent accepted into next level. No discussion of efforts to increase revenue and contain costs, which was surprising given that it is a finance program.
CBPP	Logistics	Logistics & Supply Chain Management	AAS	This program appears to be strongly aligned not only with the UAA Strategic Plan, but with external state priorities. It plans to expand offerings at greater efficiency through online delivery, using existing resources. Program is reaching out to economically disadvantaged youth, but should be doing more student recruiting in general. Program has potential to increase volume of students receiving degrees and related jobs through better marketing of this field of study.
COE	Teaching and Learning	Elementary Education	Sponsored	A sponsored program that provides language skills for ESL and ELL students in schools across the state. A Grad Cert is part of the offering, and courses are electives in M.Ed. Low indirect rate, but otherwise Project LEAP seems worthwhile and aligned with the UAA mission
COE		PACE		Majority of professional development credits of this kind in Alaska generated here. Self-supported 500-level instruction with some funds shared with contributing discipline as appropriate. No faculty specifically assigned to PACE, but office collaborates with numerous faculty and houses a small staff. A model for this type of activity, and well aligned with the UAA mission.
COH	Center	Institute for Circumpolar Health Studies	Center	Productive and well aligned program, but only two of the grants mentioned in the template extend beyond 2014 (not counting the ones that are legislated). Program needs to fill open positions in order to increase productivity.
COH	Health Sciences	Health Science	BS	This program is leveraging an outside resource to serve a need within the state. This seems like an efficient way to meet a state need that would be very expensive to meet through traditional delivery.

Maintain College	Department	Program	Type	Comments
COH	Health Sciences	Public Health Practice	MPH	Categorized as a high external demand field. Active assessment of student outcomes showing very good attainment by students, and active tracking of alumni by program faculty. Faculty are active at pursuing external funding for research and instruction. Excellent mission alignment.
COH	Health Sciences	Public Health Practice	Sponsored	Good internal and external demand. High quality inputs and outcomes. Very productive program. Good opportunities and possibilities, especially linking research to teaching and graduate education. Program well aligned particularly with Health Campus designation and service to Alaska.
COH	Justice Center	Legal Studies	GER	Only survey course of American law at UAA, supports five legal studies credentials and all prelaw students at UAA. Strong external demand exists for paralegals and other legal support positions. The GER has good enrollments and taught by Tenured/Tenure Track Faculty, which is a good indicator of programmatic commitment to GER. Enrollments trending upward. Faculty productive in terms of products of creative activity and outreach activities. Excellent mission alignment and clear plan for future growth.
COH	School of Allied Health	Dental Assisting	Certificate	Productive and well aligned program that serves Alaska well. Good work in getting students through the program and into jobs.
COH	School of Allied Health	Fire & Emergency Services Technology	AAS	This program is one of the few programs which discussed eliminating some of its more specialized courses in favor of having fewer classes offered at greater capacity – this is a laudable way to create efficiency and be responsible with existing resources. This degree does not have a clear career path, which makes External Demand portion problematic.
COH	School of Nursing	Nursing Science	MS	Well-resourced and productive program meeting state need for nurse practitioners.
COH	School of Social Work	Social Work	Sponsored	Productive and aligned research program. Request for support staff and infrastructure raises broader questions about support for grant writing and sponsored research at UAA.

Maintain College	Department	Program	Type	Comments
COH		Occupational Therapy	Doctorate	This program serves an overwhelming need for the state, and 90% of the graduates do stay in the state. Seems like a great way to serve Alaska residents at much smaller cost than would be accrued by trying to establish OTD at UAA.
CTC	Aviation Technology	Aviation Administration	AAS	Discussion of outcomes assessment and enrollments demonstrated productivity and output quality. Good mission alignment and response to external demand. Operating well at current funding levels.
CTC	Aviation Technology	Aviation Maintenance Technology Airframe	Certificate	Large unfilled capacity and teaching overloads indicates a structural issue as teaching overloads would indicate courses being maxed out, while they are not. It is unclear why this situation exists, but if it is necessitated by the FAA mandated curriculum, then the program must be enhanced to run without constant dependence on faculty overloads.
CTC	Aviation Technology	Aviation Technology	Sponsored	This template is for the Alaska Experimental Forecast Facility. Serves important function regarding local weather forecasting and archiving climate data. Obvious internal demand for this data to support faculty/student research (in fact, seems like there's potential for growth here). This is a valuable service that is rightly housed in our university, rightly funded by external stakeholders, and should continue its operations. Hopefully there are ways that we can encourage even more use of this resource, perhaps through Geology, earth sciences, maybe with the Environment & Society major and/or Environmental Studies and Geography Dept., and/or Geomatics. Great asset for the state and UAA.
CTC	Aviation Technology	Aviation Technology Professional Piloting	BS	Excellent student outcomes, both in terms of pass rates on flight examinations for pilot certificates and in terms of employment stats for graduates. Program has been effective at getting gifts of equipment and consumables for labs. Productive and needed program for Alaska, but seems to have a lot of unfilled capacity currently and should re-examine course offerings.

Maintain College	Department	Program	Type	Comments
CTC	Computer Networking & Office Technologies Department	Computer & Networking Technology	AAS	Good mission alignment for this high demand program. It appears that students are completing the AAS degree, even if many have job opportunities by their 2nd year. Department has successfully leveraged external donations of funds and equipment to fill its labs. Suggest that closer ties to CS/CSE be investigated to look at greater areas of commonalities to increase efficiencies and outcomes.
CTC	Construction & Design Technologies Division	Architectural & Engineering Technology	AAS	Good connections to community and industry. Program encourages student participation in community design projects, events, and service, and in design competitions worldwide. Excellent case made for mission alignment in terms of an instructional program that remains agile to meet future needs and takes pride in stressing the creative and problem-solving aspects of design process. Use of adjuncts appropriate and justified by pedagogical reasons (student exposure to professionals). Program seems right-sized, operating efficiently with room to grow. No justifiable reason for more funding or expansion.
CTC	Culinary Arts, Hospitality, Dietetics & Nutrition Division	Nutrition	Minor	Template gives the impression that department does not care about this offering and whether it stays or goes, but it is a healthy minor that is highly productive and has good external demand. By maintaining this program, UAA needs for faculty to make it a priority, especially given its usefulness to other programs, such as nursing.
CTC	Department of Health, Physical Education & Recreation	Physical Education Recreation		Good SCH production at a low cost. The heavy use of adjuncts is justified given the varied areas of skill needed to teach these courses. Maintain these offerings.
CTC	ROTC	ROTC Air Force	Minor	Program provides a good service at a minimal cost to the university.

Maintain College	Department	Program	Type	Comments
CTC	Transportation and Power Division	Automotive Technology	AAS	Program is nationally accredited and prepares students for high-demand jobs. Enrollments steady at roughly 60 students, but graduation rates are low (3-5/year during review period). A lot of good information given on quality measures and how program faculty have thoughtfully contained costs. Good alignment with UAA Mission. Moving forward, program needs to make attempts to increase completion rate.
SOE	Civil Engineering	Civil Engineering	BS	High external demand with good employment figures for grads. Healthy rates of enrollment and degrees awarded. External accreditation and good student outcomes. Plenty of unfilled capacity in many courses, so it seems efficiencies could be found here that would allow enrollments to increase without requiring additional faculty. Department should consider consolidating some of its graduate offerings and refocusing resources on this program.
SOE	Civil Engineering	Civil Engineering	Sponsored	Both graduate and undergraduate students involved in and benefiting from research productivity. Faculty production in terms of publications is good. Incorporation of collaborative research is very good
SOE	Computer Science and Engineering	Computer Science	Minor	Large increase in enrollment and degree awards in AY13, so this minor might be starting to find an audience. Good efforts to increase revenue and contain costs through restructuring after the CS/CSE merger. Good alignment with UAA Mission. Some good ideas for future development. Looks like this offering needs time settling into new degree structure now that the merger is complete.
SOE	Computer Science and Engineering	Computer Science	Sponsored	Highly productive faculty work. High impact and interdisciplinary work consistently being done.

Maintain College	Department	Program	Type	Comments
SOE	Computer Science and Engineering	Computer Systems Engineering	BS	Good mission alignment and industry alignment, impressive faculty productivity, and publications include undergraduate coauthors. Faculty are very productive, extremely collaborative with many other departments on campus, including many outside the SOE. Faculty increasing outreach to K-12 and established an advisory board during review period - good steps. Valuable program for UAA as technology becomes increasingly computerized, collaborative faculty are a plus.
SOE	Engineering, Science, & Project Management	Project Management	Sponsored	Template focuses on the academic program; Information on sponsored projects buried in criterion 6, mostly workforce development. Needs to focus on the research quality and outcomes, not just the funding.
SOE	Geomatics	Geomatics	AAS	With 65-80% of program delivered by tenure track/tenured faculty, there is no need to add faculty. However, if the revised curriculum and increased distance education/web delivery increases enrollment, then a case can be made for enhancement, but current productivity does not warrant it. Program faculty seem to be making changes to address enrollment management issues.
SOE	Geomatics	Geomatics	BS	Small major that has capacity to grow. As degree leads to high demand jobs, stronger student recruitment is recommended. Faculty productivity is high for a small department. Number of sections offered is inefficient and can be reduced without negatively impacting students' ability to graduate.

Transform

College	Department	Program	Type	Comments
CAS	Biological Sciences	Biological Sciences	Minor	No measure of student learning outcomes, but did a good job discussing the minor as a minor, and what majors the minors have, etc. Enrollments are low but steady. Would focused tracks aimed at different majors increase enrollment?
CAS	Chemistry	Chemistry	GER	Chemistry is certainly a GER/service area UAA cannot do without. The template describes outcomes assessment using a national standardized exam done for GER courses, which is great, but it would been even better to see more detail on the results. The template does not address the very poor pass rates reflected in the data. Recruitment problems alluded to, and it is troubling that faculty and offerings have not yet been "brought up to standards" for external accreditation. Placement into Transform is meant to signal the need for the department to focus on teaching these classes more effectively.
CAS	Communication	Communications	GER	The template did address the scope of these GER course(s). The template makes an excellent case that communication skills are valued by employers. The template does not address how adjunct qualifications are ensured. Unfortunately, we have seen how quickly the Board of Regents can change its policies. This program seems poised for transformation in its new structure.

Transform

College	Department	Program	Type	Comments
CAS	Geography and Environmental Studies	Geography	Minor	There is high demand for geography courses, but almost none for the Minor as a program. The template states that students could potentially fulfill a lot of requirements for this minor through GER courses, so the reason for so few awards may be advising and/or the relative newness of this program. Since there are only two faculty affiliated with this minor, it may be difficult to recruit and advise students into this minor.
CAS	Geology	Geological Sciences	Minor	The template does not give a strong, clear purpose for this minor. There does seem to be some potential here to transform this offering into something unique that could recruit students or augment other areas of study. This program needs attention or it may not need to exist.
CAS	International Studies	Canadian Studies	Minor	Program is well-aligned with UAA's priorities and has endowment support, but students are not interested. Interested faculty should be encouraged to do Canada-focused research and include materials about Canada in courses when appropriate. Canadian Studies seems like it has the potential for UAA to distinguish itself and take the lead in the field, but demand must be addressed.
CAS	International Studies	International North Pacific Studies	Minor	This is a low demand and minimal enrollment program. The program was recently revised, and the template makes an excellent case about the importance of its subject matter. This program draws on existing faculty from other programs and has no dedicated lines of its own. If resources to this program are increased, more effective efforts to bring students to this minor are needed.

Transform

College	Department	Program	Type	Comments
CAS	Journalism & Public Communications	Journalism & Public Communications	GER	The template has a good discussion of academic assessment and results. The template raises the question as to whether it should be a social science GER. The department does not require this course for its majors, so it is a fully dedicated GER. This program offered nine sections with 30% capacity unfilled, and so should consider reducing the number of sections. This program seems poised for transformation in its new structure.
CAS	Journalism & Public Communications	Journalism & Public Communications	Minor	This department has a lot of enthusiasm for this minor's potential as an excellent addition to many possible majors. Perhaps a series of more focused minors might be more complementary to other programs and might find a broader audience?
CAS	Languages	Languages Dual Language Option	BA	The template makes a strong case for the importance of languages but does not address this Dual Languages program, which has very few students. The template does not make clear how this is different from a double major in two languages or a major in one with a minor in another.
CAS	Languages	Russian	Minor	This program is understaffed - no tenured or tenure track faculty - and does run reasonable numbers of students through its GER offerings and bachelor's program, so perhaps low enrollments here are a sign that program does not have sufficient resources to promote its minor (other language minors seem to be more popular, and students seem to see language minors in general as useful). This program is in Transform because its low enrollments and degree awards indicate that it is not healthy. It needs to be staffed properly if it is to be offered.

Transform

College	Department	Program	Type	Comments
CAS	Liberal Studies	Liberal Studies	BLS	Apparently CAS has decided this program has little value and has taken steps to eliminate it. However, the program does serve a valuable need for education majors and typifies what cross-college and interdisciplinary courses and programs should entail. A form of the program should be maintained at UAA, perhaps in a different setting than CAS.
CAS	Mathematics and Statistics	Statistics	GER	The template had some discussion on efforts to increase revenue and contain costs. The courses in the program are important to many other programs and disciplines. However, the template did not address student learning outcomes data, the low completion rate for the courses, nor the unfilled capacity in some courses. This is a critical GER and needs more attention.
CAS	Mathematics and Statistics	Statistics	Minor	The data show that there are very few students interested in this minor, even though statistics has high internal and external demand. This is further disappointing given how many students take required statistics courses but still do not continue on to complete a minor. Because UAA has so many programs in multiple disciplines (Sociology, Psychology, Engineering, etc.) that want students to have strong statistical skills, this minor seems to have great potential for interdisciplinary collaboration.
CAS	Music	Music	Minor	Declared students are high for a UAA minor, but few students do actually complete it, and this is not addressed in the template. The department needs to examine the purposes and viability of different models for a music minor. This one is not working, but a minor is music is at least initially attractive to students.

Transform				
College	**Department**	**Program**	**Type**	**Comments**
CAS	Physics	Physics	GER	Physics instruction vital to many UAA degree programs. The template indicates little interest in the program despite noting it as the primary purpose of the department; the template describes no academic assessment. The program relies too much on temporary faculty for such an important GER while fulltime faculty have buy-outs for research. The primary purpose for the department should merit greater energy and attention from the tenure track/tenured faculty in the department.
CAS	Theatre and Dance	Theatre	Minor	The template did offer some discussion on the minor, although much of the discussion was on the major. The program has few declared students and awards are very low. It is clear from the template that many students take these classes and participate in productions without the minor, so there may be reasonable ways to make this program more attractive to these students.
CBPP	Business Administration	Public Administration	MPA	The student learning outcomes listed in the template were very general and did not seem appropriate to the graduate level. The template did not have any discussion of academic assessment results. MPA is absolutely needed, but this program needs to be strengthened. The interdisciplinary collaborations listed in this template and in others who want to collaborate with the MPA program offer viable avenues for improvement.

Transform				
College	**Department**	**Program**	**Type**	**Comments**
CBPP	Business Administration	Small Business Administration	AAS	The template focuses on national statistics rather than program data. There needs to be more on academic assessment of this program. This does not seem like a small business administration degree so much as a business administration degree. The template states that the curriculum change to a 2+2 program hurt enrollments, but offers no plans to address this issue. The program seems to have good demand external and internal, but also offered a very thoughtful discussion about what would be needed to transform from the SMBA to Small Business and Entrepreneurship (SMBE) Program.
CBPP	Center	Center for Economic Education	Sponsored	The work described here seems similar to that performed by PACE, although it is not clear that this Center communicates with PACE in any way. Template does not adequately address the question of why UAA needs to create material for K-12 other than the fact that this Center is legislatively mandated. No evidence presented that the teachers who take classes through the Center are effectively taking the material into their classrooms.
CBPP	Computer Information Systems	Business Computer Information Systems	AAS	Internal demand appears strong, external demand similar, but the low number of majors show this really does not have student demand. They say they think they need to change their curriculum, but are going to wait because of the downturn. This program should be addressed sooner rather than later.

Transform

College	Department	Program	Type	Comments
CBPP	Economics	Economics	GER	This is a robustly-enrolled GER, and it is not difficult to see why citizens need to have some foundation in economics, but no other evidence was presented for the value or quality of this GER other than enrollments (which have less weight considering that Economics GER courses are required for BBA and other degrees). The template presented no evidence that the department pays attention to the mission of the GER, student learning outcomes, and mission alignment.
CBPP	Economics	Economics	Minor	The template did not make the case for this minor. The number of declared students and awards are healthy for a minor, but based on the template, little else can be said about this program.
CBPP	Logistics	Global Logistics and Supply Chain Management	BBA	The template describes concrete and enduring external demand, yet graduation rate indicates limited student demand. This program be articulated with the Master's as a 4+1 option that could potentially attract more students. The Opportunity Analysis mentions the possibility of using foundation money for Transformation.
CBPP	Logistics	Global Logistics and Supply Chain Management	MS	This field is critical for Alaska. This program has clear external demand; however, the amount of demand from students is not very clear. This program should be transformed to leverage resources more creatively. As suggested in the BBA comments, perhaps a 4+1 program with the bachelor's?

Transform

College	Department	Program	Type	Comments
COE	Counseling and Special Education	Early Childhood Special Education	MEd	This is a hugely important program for Alaska, but didn't make a strong case for how it is meeting state needs. This template has insufficient information and also in some cases information was in the wrong place. This program needs attention. Program serves critical state need, but has 1 term faculty member, is relatively young and serves field with continually changing regulations. Current structure is not sustainable although program is clearly needed.
COE	Educational Leadership	Educational Leadership	MEd	The program is a necessary one for the state. Insufficient staff is hampering the program's ability to meet needs. The template demonstrates no real vision or anticipation of how to meet the changing requirements in educational administration.
COE	Educational Leadership	Educational Leadership: Principal	Grad Cert	Principal - Grad Cert Needed program, but very dependent on one grant (RAPPS) for support, but this grant has ended and it does not appear additional funding has been found, nor is there a discussion of what has been done to look for funding. "Until additional funding is found it will be difficult to meet leadership needs of rural Alaskan school districts." Recent faculty turnover is a problem. No reference to demand for EDLD courses from elsewhere on campus.
COE	Teaching and Learning	Elementary Education	BA	Very good quality inputs, and very good outcomes, for both students and faculty. Confused discussion about declining external demand and also the need for more students. Rural schools are where the need is, but template does not discuss initiatives to capture students from these markets, beyond a great deal of discussion on Chevak cohort. Opportunities to recruit more widely, especially in rural Alaska via distance education, should be explored.

Transform

College	Department	Program	Type	Comments
COE	Teaching and Learning	MAT	MAT	Good, data-based point made about need for highly-qualified Alaskan teachers to address teacher turnover problem. ~90% MAT grads hired in Alaska. Program is externally accredited, delivered by qualified instructors and shows good student outcomes. Faculty are productive in terms of teaching and creative output, although inefficiencies are described in terms of the Methods classes, which must be offered for each separate concentration area and which lead to small classes with unfilled capacity. Enrollments and # degrees are sustained. Faculty have been proactive about getting federal education funds, such as from NSF. Excellent mission alignment. Program faculty want to transform the program and have a detailed plan for what they wish to achieve. Sounds like they're on a better trajectory but need resources and stability.

Transform

College	Department	Program	Type	Comments
COE	Teaching and Learning	Teaching & Learning	M.Ed.	Professional development for teachers is really important, and template makes good case that there should be an avenue that allows teachers to take part in professional development without changing their careers (e.g., becoming principals). Template makes the point that working teachers are an appropriate constituent group for COE to engage with, and this degree allows them to do this. However, this is an example of an interdisciplinary program that wasn't communicated as well as it could have been; there is only one core course listed for this program, and no description of how the course selection and advising work to help teachers meet their goals for the degree. Also, template makes claim of cultural relevance and focus on Alaska Native education but there is only one course on Alaska Native education referenced and no mention of other activities in this area. This program has a lot of potential to be a lot of things to a lot of people, but can only work if the advising is strong.
COH	Center for Community Engagement & Learning	Civic Engagement	Certificate	The goal of this program was to highlight the civic portion of other programs which may be why it's confusing to and unloved by students. How does having the Civic Engagement certificate encourage civic engagement on campus? The template explains that many nonprofits in town have support credential and see it as marketable. The program does not appear to be optimally housed or staffed to accomplish its goals.

Transform

College	Department	Program	Type	Comments
COH	Center for Community Engagement & Learning	Civic Engagement	GER	This course has good alignment. The template demonstrates that students are actually taking this one as a GER, and this program is definitely interested in being a GER, but course is currently siloed in a way that seems counterproductive. Civic engagement needs to be included to a greater extent in the GER conversation, perhaps, but not necessarily this course. This program needs Tenured/Tenure Track faculty.
COH	Center for Human Development	Children's Behavioral Health	OEC	Program of high importance that needs attention to work better. It may be that this is academic program would be able to meets its goals more effectively as a Workforce Credential. It is admirable that this program has gone for scholarship money for its students, who are working in a field with low remuneration.
COH	Human Services	Human Services	AAS	This program is the only AAS-level degree at UAA for training social service support personnel, but the template does not make it clear that the external demand is specific to this degree program. The template demonstrates this is a highly isolated program on a campus with myriad related disciplines and programs. The template argues that external accreditation is a distinguishing feature of this program versus its competitors, but the accreditation itself is new and not yet valued by employers. This program is encouraged to participate in the broader discussions of counseling and related programs that the report suggests. This program should work more closely with related disciplines to further integrate itself and its students into interdisciplinary discussions, courses, and programs.

Transform				
College	**Department**	**Program**	**Type**	**Comments**
COH	Human Services	Human Services	BHS	The template is not entirely clear what careers this program is focusing on preparing students for, nor if this degree is required for those professions. This program could draw more on interdisciplinary resources. Unfilled capacity is high in some courses, which suggests that restructuring the way courses are offered may allow the department to reallocate resources internally. Faculty staffing issues and workload assignments appropriate to faculty in a BA program need to be addressed. This program is encouraged to participate in the broader discussions of counseling and related programs that the report suggests. This program should work more closely with related disciplines to further integrate itself and its students into interdisciplinary discussions, courses, and programs.
COH	School of Allied Health	Medical Lab Technology	AAS	Enrollments decreased when department began offering baccalaureate degree, but enrollments are steady as are degree awards. Overall, this program has students, is at capacity, has a good record of interdisciplinary collaboration, and has a plan for improvement. Transform indicates encouragement to re-examine what AAS is trying to accomplish for these students other than just an early exit and to address the insufficient number of tenure track/tenured faculty.
COH	School of Social Work	Clinical Social Work Practice	Grad Cert	This program has very few students, though awards have been trending upward. It is not clear from the template why certificate as another credential is needed, rather that courses for professional development.

Transform

College	Department	Program	Type	Comments
COH	School of Social Work	Gerontology	Minor	The template provides a very clear argument that gerontology is critical for Alaska. The multidisciplinary nature of this program is a strength. However, this program has no dedicated tenure track/tenured faculty and serves few students. This program needs help to reach its intended audience and fulfill its function.
COH	School of Social Work	Social Welfare Studies	Minor	The template describes a program that has potential, but it has only a small group of students. To truly be effective, it needs to find ways of recruiting more students, perhaps from related disciplines.
COH	School of Social Work	Social Work Management	Grad Cert	This program has a good vision for its graduates, but very few of them. Healthcare management is an important field, and there is a strong argument for developing managers from within the cadre of providers, but there is significant overlap with other programs. This program could collaborate both for efficiency and to broaden its audience.
CTC	Aviation Technology	Air Traffic Control	AAS	Prepares students for acceptance into FAA training program (provided they meet other requirements), but FAA has recently ceased offering preferential acceptance of college graduates. Enrollments trending down. Template seems to be suggesting a transformation including addressing non-governmental opportunities.
CTC	Aviation Technology	Aviation Technology	Minor	Department did explicitly address who they think their audience is, although this audience is tiny. If it were invigorated, this offering might provide this ordinarily isolated department with the opportunity to connect with other departments.

Transform				
College	**Department**	**Program**	**Type**	**Comments**
CTC	Aviation Technology	Professional Piloting	AAS	The template describes the limitations for employment for individuals with this credential. This is an expensive program with low numbers of awards. Most students opt for the BSAT if they want to become professional pilots. Many students receive pilot certificates and rating but few complete the associates. Is it possible that offering just a professional training certificate and a BA will make more sense?
CTC	College Preparatory & Development Studies	Developmental Math	Developmental	This is a critical program for UAA's mission, but not be achieving its full potential. The template makes a compelling case that developmental courses are the "gateway to everything else," but pass rates indicate they having more of a "gatekeeping" result. The template focuses on approaches, but not results. The template does not make a compelling case for the current organizational structure of isolating this program from the Mathematical Sciences Department.
CTC	Computer Networking & Office Technologies Department	Computer Information and Office Systems	AAS	This program has reasonable enrollments but very few completers (OECs have very few completers as well). The template's suggestion that students enroll in AAS to get financial aid for OECs is very problematic as a reason for offering this degree. The department appears to be rethinking their offerings and should be encouraged to do so.

Transform

College	Department	Program	Type	Comments
CTC	Computer Networking & Office Technologies Department	Office Support	OEC	The template states that this OEC has not been performing well and the department is looking revise its OEC's. These OECs are currently being delivered entirely by term faculty. For this department should have at least one fulltime faculty member. These courses are so inexpensive to deliver, it may not be necessary or reasonable to charge to tuition for them. Could this instruction be delivered, and more accessible, if it were CEU-based, rather than academic credit-based?
CTC	Construction & Design Technologies Division	Civil Drafting	Certificate	Although there does seem to be a small market of people who prefer the Undergraduate Certificate to an AAS degree, in its current incarnation, this is not reaching many students. There are so many drafting certificates that are practically duplicative programs. The department is encouraged to review the OEC's and Undergraduate Certificates. Perhaps some of these offerings could be CEU's or the curriculum restructured so that it is less attractive to take a class or two and then opt out.
CTC	Construction & Design Technologies Division	Construction Management	AAS	This program has unfilled capacity, but does seem to have industry demand. The template indicates that the department is already looking at the relationship between AAS and BS.
CTC	Construction & Design Technologies Division	Architectural Drafting	Certificate	Program has declining enrollment. If students are leaving because they are getting the skills they need without having to complete the degree, then the design of the program is not optimal; perhaps this should be a continuing education offering.

Transform

College	Department	Program	Type	Comments
CTC	Culinary Arts, Hospitality, Dietetics & Nutrition Division	Hospitality Restaurant Management	BA	This program asked to transform and look at additional ways to create efficiencies including by collaborations with CTC/Health, Physical Education and Recreation (HPER) program and the Culinary Arts, Hospitality/Dietetics and Nutrition programs. This program has strong industry demand in addition to strong student demand. Well-filled courses. Interesting step of having students take 24 credits at a top-10 university in the field. Good input quality and strong efforts at outcomes assessment; the employment record is a good external indicator. Template leaves some questions unanswered, such as How is the senior year transcripted if it is done at another university? Does UAA grant all of the degrees or are some granted at NAU and UNLV? Productive program that should be able to expand, but appears limited by class capacity and resources.
CTC	Transportation and Power Division	Heavy Duty Transportation & Equipment	AAS	The template states that employers prefer to hire techs with 2- or 4-year degrees, but it appears students leave for employment before receiving their AAS. The program is strong in several ways: external accreditation, professionally involved faculty and advisory board, etc. The template describes good efforts at raising revenue and containing costs, but the curriculum has not been updated since 2000 or 2001 and there are few graduates. The Opportunity Analysis calls for a statewide examination of these programs for possible collaboration, which is a good plan for transformation.

Transform

College	Department	Program	Type	Comments
CTC	Transportation and Power Division	Heavy Duty Transportation & Equipment	Certificate	The program is strong in several ways: external accreditation, professionally involved faculty and advisory board, etc. The template describes good efforts at raising revenue and containing costs. Active academic assessment seems to be in place with good results. Enrollments and awards low for this certificate. The Opportunity Analysis calls for a statewide examination of these programs for possible collaboration, which is a good plan for transformation.
HNRS		Honors	GER	The template seems to describe the current purpose of this being a GER to let students doing honors program not take other courses, which is insufficient justification for these courses to be GER's. The program's added value to students is in the delivery, not the unique content, but the delivery methods would benefit any students. The template argues that two lower-division courses are preparation for graduate study, which is hard to imagine and no evidence is presented that this is achieved. It is possible that HNRS 292 could be a GER and prepare students for undergraduate research before the 3rd or 4th year. Honors at UAA needs to be reimagined.
HNRS		Natural and Complex Systems	GER	The template describes an exciting and innovative area, but it does not articulate the program's contribution to the GER. Is it necessary or optimal for this program to be housed in Honors?
HNRS		University Honors Scholars		The template did not address academic assessment and does not make clear what the goal of this program is. The faculty list is impressive and students are impressive; however, both would still be so without this program. Can other programs afford to give up faculty time to support this program? It seems ripe for transformation into a more stable structure.

Transform

College	Department	Program	Type	Comments
SOE	Civil Engineering	Applied Environmental Science & Technology	Masters	Good alignment with UAA Mission. Interdisciplinary nature of this degree, with its combination of engineering and natural science courses, has lots of potential. This program needs a new vision and new direction. Based on the information given here, and plenty of faculty and resources, this should be a strongly subscribed program, but few students are interested.
SOE	Civil Engineering	Applied Environmental Science & Technology	MS	Good alignment with UAA Mission. Quality inputs, but nothing about student outcomes or achievements. Limited efforts to understand or deal with costs and revenue. Interdisciplinary nature of this degree, with its combination of engineering and natural science courses, has lots of potential. This program needs a new vision and new direction. Based on the information given here, and plenty of faculty and resources, this should be a strongly subscribed program, but few students are interested.
SOE	Civil Engineering	Civil Engineering	MCE	This program has more specializations than it had graduates during the review period. Courses in this program have a lot of unfilled capacity. This program is not efficiently delivered. The graduate-level programs in the College of Engineering need to be reviewed together to identify efficiencies and look at ideas for better recruitment.
SOE	Civil Engineering	Civil Engineering	MS	The expertise in this field is in demand, but degree appears to not be in demand. The template makes a strong point that CE faculty are already stretched very thin, so maybe it is time to look at other graduate offerings more critically (MS Arctic, M&MS AEST). The graduate-level programs in the College of Engineering need to be reviewed together to identify efficiencies and look at ideas for better recruitment.

Transform

College	Department	Program	Type	Comments
SOE	Geomatics	Geographic Information Systems	Minor	The template combines the discussion of student outcomes for the BS and AAS Geomatics, and GIS minor, which makes it difficult to understand value of having these separate degrees, especially to industry. Minor has had very poor numbers. There is high demand for and interest in GIS across campus, and there are excellent opportunities for collaboration.
SOE		Arctic Engineering	MS	Template fails to make the case that this program is different from a MS in Civil Engineering, since all affiliated faculty and courses are CE faculty and courses. Skills and courses are important to the state and demand is constant. Program as a degree is not in demand.

Further Review

College	Department	Program	Type	Comments
CAS	Chemistry	Chemistry	BS	Chemistry is obviously essential, but offering a major is not necessarily essential. The number of graduates is very troubling and not adequately addressed in the template. 13 Chemistry faculty are covering 6.2 FTE, which is not acceptable unless they had a much greater research output. However, it is not reasonable to develop graduate courses when the template describes trouble in adequately staffing their undergraduate offerings. It may be that UAA needs Chemistry to be a service department.
CAS	Chemistry	Chemistry	Minor	The template alludes to difficulties recruiting tenure track faculty, leading to instruction skewed to term faculty, and a need to bring "faculty and offerings to standards" of ACS so that program might apply for accreditation. Very few students elect to complete a chemistry minor. The template does not provide adequate explanation of internal demand.
CAS	Chemistry	Chemistry	Sponsored	The template does not make a strong case for mission alignment of research. The template argues for more resources to hire additional tenure-track faculty to reduce teaching workload so more focus can be placed on sponsored research. It does not make a strong case supporting the contention that more faculty will increase sponsored research. It appears that better targeted research appropriate to the state's needs and external funding sources will provide a more positive result.

Further Review				
College	**Department**	**Program**	**Type**	**Comments**
CAS	Languages	Languages Chinese	GER	The AcTF is convinced that Chinese is an important language to offer at UAA. The template shows strong community engagement with cultural events and courses offered to students and non-students, K-12 outreach, and program is well-aligned with UAA mission. However, this program should stop creating new courses and contemplating new programs when it has only part of one faculty position. It was difficult to separate the program from the Confucius Institute, but this is a language program and should be within The Department of Languages. Having this program entirely reliant on external funding makes it vulnerable. UAA needs to commit to having a Chinese language program, or not.
CAS	Liberal Studies	Liberal Studies	GER	The template seems to indicate a lack of interest in this program and very limited need beyond BAECE students. The program relies heavily on term faculty. Consider change to the BAEC program so that students can meet these requirements with other courses.
CAS	Music	Music	BA	This is a very expensive and relatively non-productive program, and there are serious opportunity costs with putting so many resources into something that produces only four graduates in three years. The department has made efforts to manage its costs, particularly for facilities and equipment, but this is likely to remain an expensive program. The template does not seriously consider this issue and did not address the low graduating numbers. Music is definitely important, but each of the individual offerings may not be needed within the state; graduating so few students in such an expensive program is not something we can afford to keep doing.

Further Review

College	Department	Program	Type	Comments
CAS	Music	Music Performance	BMus	Highly qualified faculty but heavy reliance on adjuncts for private instruction. The cost relative to the number of completers makes it hard to justify continuing this program, yet it requires more resources to adequately offer it. It is clearly high quality for the level of resourcing it has, but UAA cannot afford to give it what it really needs. There are too few students that graduate from this program and the template did not address this issue.
CAS	Philosophy	Applied Ethics	Certificate	The template does not refute the data. There is insufficient demand for this program. Departmental energies and workload should be put towards more successful philosophy programs.
CAS	Physics	Physics	Minor	Physics instruction is essential to several UAA degree programs. Research productivity of faculty impressive, but if there is not a reasonable pool of qualified adjunct/term faculty, are tenure track/tenured course buyouts sustainable? Request for another TT faculty member reasonable given increasing enrollments, but if this faculty member will end up buying out courses as well, then it will not make a difference to course staffing. Many degree programs at UAA depend on strong Physics coursework; however the minor was only awarded seven times in three years. Opportunity Analysis talks about GER (how they're having trouble meeting it) and an aspirational BS program, but doesn't even mention the minor
CAS	Political Science	Political Science-Public Administration	Minor	This program has very low enrollments and no degree awards during the review period. The department is already in the process of revising this minor.

Further Review

College	Department	Program	Type	Comments
CAS		Humanities	GER	The template does not make a good argument for these courses being necessary. There are plenty of Humanities GER's at UAA that could easily meet the requirements that these two GER's make. Superficial alignment with UAA Mission, declining enrollments, and no tenure track/tenured faculty associated with this program.
CBPP	Accounting	Accounting	Minor	The template addresses the entire accounting program and does not provide specific information on the minor and the success of the students that graduate with a minor; they state they have increased their enrollments - but clearly this is not the case with the Minor. The template does not address how or why this program benefits the university or serves students.
CBPP	Business Administration	Business Administration	GER	This template expressed no vision for this GER beyond recruitment for the majors. The template has no discussion of GER outcomes and does not address decreases in enrollments and completion rates.
CBPP	Center	Alaska Center for Supply Chain Integration	Center	No template was submitted. Data was too limited a basis upon which to make any judgment. Further review necessary to determine categorization
CBPP	Computer Information Systems	Computer Information Systems	Minor	The template does not address very low enrollments for minor, raising the issue of whether this program is a priority for this department. one of the minor courses is required for BBA, so the fact that more students cannot be convinced to go for minor suggests it might not be necessary. The Impact & Essentiality and Opportunity Analysis do not discuss the minor itself
CBPP	Economics	Economics	Sponsored	The template included insufficient information to adequately review this program, while other templates for this department listed significant departmental activity in sponsored research. Further review necessary to determine categorization.

Further Review

College	Department	Program	Type	Comments
CBPP	Logistics	Logistics & Supply Chain Management	Certificate	This program has low student demand and unfilled capacity in courses. It produces few graduates and includes no evidence of academic assessment. The Opportunity Analysis is not supported by the data.
CBPP	Logistics	Logistics & Supply Chain Management	OEC	The template does not present evidence for student learning outcomes and has very few graduates. The template articulates why this program has lots of external demand, but enrollments are very low (either demand isn't there or program not structured/advertised/advised correctly). It seems that there are further efficiencies to find here with respect to enrollments, especially given that cost/SCH is high compared to UAA average
COE	Counseling and Special Education	Counselor Education	Grad Cert	The template describes a program that is far broader than the mission of the College of Education.
COE	Counseling and Special Education	Counselor Education	M.Ed.	The template does not adequately discuss school counseling and there is complete overlap with other programs for counseling outside the school setting. The template did not provide evidence of student learning outcomes, nor on how many students take and pass the LPC exam. This program has not been qualified to seek accreditation.
COE	Counseling and Special Education	Special Education	Grad Cert	No template was submitted. Data was too limited a basis upon which to make any judgment. Further review necessary to determine categorization.
COE	Counseling and Special Education	Special Education	MEd	No template was submitted. The data show good enrollments and consistent degree awards, too limited a basis upon which to make any judgment. Further review necessary to determine categorization.
COE	Counseling and Special Education	Special Education	Sponsored	No template was submitted. Data was too limited a basis upon which to make any judgment. Further review necessary to determine categorization.

Further Review

College	Department	Program	Type	Comments
COE	Educational Leadership	Educational Leadership Superintendent	Grad Cert	The external demand for this program is limited. The placement of graduates does not seem strong, and the template states that doctoral degrees are becoming the gold standard for superintendent training, rather than certification. Very high percent of enrollment capacity unfilled in classes; program does not appear to be operating efficiently. The curriculum has not been revised since 2000.
COE	Teaching and Learning	Early Childhood	Post-bac cert	Post-baccalaureate certificates are a historical accident of Board of Regents policy and do not offer a pay increase or any other benefit above a baccalaureate degree. For a post-bac certificate, this is mostly made up of undergraduate classes associated with the BAEC.
COE	Teaching and Learning	Early Childhood Development	Certificate	The template makes no case for this program to continue.
COE	Teaching and Learning	Elementary Education	Post-bac cert	Program is currently being revised and processed through curriculum review. Students in program do well on outcome measures, but results are not differentiated from those for the BA in Elementary Education. Template addresses enrollment problems and discusses the fact this it is trying to address this. Template discusses the fact that there is a downturn in external demand, but then says that it needs more students, which is contradictory. It is not clear from this template that we need this Post-Bac Certificate.
COE		e-Learning	Grad Cert	This program is slated for deletion.
COE		School-Age Care-Administration	OEC	No template was submitted. Data show low, declining enrollments and zero degrees offered during review period, but are too limited a basis upon which to make any judgment. Further review necessary to determine categorization.

Further Review

College	Department	Program	Type	Comments
COE		School-Age Care-Practitioner	OEC	No template was submitted. Data show one enrollment and zero degrees offered during review period. Further review necessary to determine categorization.
COH	Health Sciences	Health Science	GER	The template does not make clear what the value is of this GER offering as a GER – what is the value added for students who are not going to major in the Health Sciences? This is described as a recruitment course, not a general education course.
COH	Human Services	Addiction Studies	Minor	This program is slated for deletion.
COH	Human Services	Advanced Human Service Systems	Grad Cert	The template states that 21% of students received a promotion or were accepted to next-stage academic program, which seems low. This program has low enrollment and an unclear rationale for its existence.
COH	Human Services	Conflict Resolution	OEC	An OEC with 200- and 400- level courses sounds more like a minor, and there is no evidence of student learning outcomes. While there clearly is value in the course offerings, there is no argument made for why the OEC itself is of value. This program has weak student demand, and it is not clear why increasing the number of faculty or revisions to the AA and BA degrees would increase the number of students in the OEC unless it is a requirement of the other degrees.
COH	Human Services	Human Services	Sponsored	The template did not adequately describe this sponsored program, so there was insufficient information to categorize this in any other way. There should be an expectation that faculty who deliver graduate-level credentials are active in relevant research.
COH	Justice Center	Paralegal Studies	Certificate	This program is slated for deletion.

Further Review

College	Department	Program	Type	Comments
COH	School of Allied Health	Clinical Assistant	OEC	OEC Phlebotomist/Clinical Assistant are articulated programs, but while Phlebotomist program is doing well, this one is not. OEC Clinical Assistant formed at request of Yukon Kuskokwim Health Corporation to train employees, but enrollments and degree awards are very low. The department offers two reasonable suggestions: delete this offering entirely or repackage it as continuing education courses.
COH	School of Allied Health	Massage Therapy	Certificate	This program is slated for deletion.
COH	School of Allied Health	Pharmacy Technology	Certificate	This program is slated for deletion.
COH	School of Nursing	Family Nurse Practitioner	Grad Cert	This program is being replaced or revised by DNP. This program has weak student demand.
COH	School of Nursing	Nursing Education	Grad Cert	The template describes this program in terms that sound more like professional development rather than a graduate certificate. This program has weak student demand.
COH	School of Nursing	Nursing Science	Sponsored	Template did not actually discuss sponsored research, nor are the grants that this program does get discussed in a meaningful way (these grants are for efforts related to teaching). Nursing needs to do more research if they are serious about the DNP program, it needs to start with the department and COH supporting this aspect of faculty work. A doctoral program in this field does not seem compatible with the level of research productivity described in this template.
COH	School of Nursing	Psychiatric & Mental Health Nurse Practitioner	Grad Cert	This program is being replaced or revised by DNP. This program has weak student demand.

Further Review

College	Department	Program	Type	Comments
CTC	Aviation Technology	Aviation Technology ATC	BS	This is a low enrollment emphasis of the Aviation Technology BS, since many students stop with an AAS and those who stay for the BSAT mainly go into the management track.
CTC	Career & Technical Education	Career & Technical Education	MS	No template was submitted. Data was too limited a basis upon which to make any judgment. Further review necessary to determine categorization. Beyond that, a graduate program with only one tenure track/tenured faculty member does not seem viable.
CTC	Career & Technical Education	Career & Technical Education	Sponsored	No template was submitted. Data was too limited a basis upon which to make any judgment. Further review necessary to determine categorization.
CTC	Career & Technical Education	Technology	BS	The way this offering is structured does not encourage a level of specialization that constitutes a major. Perhaps the degree needs to be transformed along the "applied leadership" lines as the template suggests, but such a program may duplicate or be more closely aligned with offerings in CBPP.
CTC	Construction & Design Technologies Division	CAD for Building Construction	OEC	Students seem to want the courses, but not the OEC - only one person has received this endorsement in 3 years. CAD skills are in demand but it is not clear if this program with its particular configuration is what students are seeking for enhancing their employment options. Another certificate within AET program that does not seem to generate much student interest compared to the AAS.

Further Review

College	Department	Program	Type	Comments
CTC	Construction & Design Technologies Division	Mechanical & Electrical Drafting	Certificate	Enrollments in Certificate program very low. AET is productive in student enrollments, but this Certificate is not. Template states that companies hire grads before they finish the program, which calls into question the value of the certificate. The relevance of the material covered in courses is clear, but the usefulness of this credential is not.
CTC	College Preparatory & Development Studies	PRPE Reading & Study Skills		This program provides support that is essential to UAA's open enrollment mission, but that need not be delivered as an academic program. The template does not articulate why reading and study skills are taught in isolation from writing. The AcTF suggests exploring reading support being offered through the Learning Resources Center as a support function (not courses with academic credit) and examining integrating reading support into other courses and instruction.
CTC	Computer Networking & Office Technologies Department	Computer & Networking Technology	Certificate	Students sign up for the certificate but actually want the AAS degree - this is an area where students can get jobs without finishing certificate or can get certifications without paying tuition. The template demonstrates external demand for this training for the state, but there is very low student demand (3 awards in the review period).
CTC	Computer Information and Office Systems	CIOS AA requirements	GER	The template did not clearly articulate why this course is preferable to the general course in written communications. This appears to be staffed almost exclusively by adjuncts and to duplicate other course offerings.
CTC	Computer Networking & Office Technologies Department	Corporate Specified Skills	OEC	This is a low demand program with minimal enrollment. It is unclear that even with better marketing either demand or enrollment would be improved. Opportunity analysis mentioned that talks are already underway to potentially transform CIOS into something that generates better outcomes. OEC does not seem to be popular with its intended audience in any case.

Further Review

College	Department	Program	Type	Comments
CTC	Computer Networking & Office Technologies Department	Office Foundations	OEC	The template describes a department ready and able to make changes. These courses are so inexpensive to deliver, it may not be necessary or reasonable to charge to tuition for them. Could this instruction be delivered, and more accessible, if it were CEU-based, rather than academic credit-based?
CTC	Department of Health, Physical Education & Recreation	Fitness Leadership	OEC	Program has reasonable enrollments and degree productivity, however, the fitness industry is not regulated – therefore this program competes with on-line offerings and non-credit training options. It does not sound like there is sufficient reason to continue this offering.
CTC	Department of Health, Physical Education & Recreation	Health & Fitness Leadership	Minor	Template says that this program was developed with industry partners to meet state need, but student demand has not materialized. Low enrollments and no degrees awarded during review period. The Opportunity Analysis states that most local hiring organizations are accepting online credentials, which calls into question the need for UAA to be funding this offering.
CTC	Department of Health, Physical Education & Recreation	Outdoor Leadership	Minor	No real productivity as a Minor. Template states that most of the jobs that this program was designed to prepare students for are "part-time and/or seasonal and don't necessarily require this kind of preparation," which helps explain why there were no graduates from this program during review period.
CTC	Department of Health, Physical Education & Recreation	Physical Education	Minor	No minors awarded in the past 3 years. Even if it is a low-cost program to offer, it does not appear to have student demand as it stands.
CTC	Transportation and Power Division	Automotive Brakes, Suspension, Alignment	OEC	The program has low student demand. The template describes a department interested in statewide coordination and the large changes that may come from such a process.
CTC	Transportation and Power Division	Automotive Electrical	OEC	The program has low student demand. The template describes a department interested in statewide coordination and the large changes that may come from such a process.

Further Review

College	Department	Program	Type	Comments
CTC	Transportation and Power Division	Automotive Engine Performance	OEC	According to the Data and the Template the program has low student demand. The template describes a department interested in statewide coordination and the large changes that may come from such a process, but does not make a strong case.
CTC	Transportation and Power Division	Automotive Power Trains	OEC	The program has low student demand. The template describes a department interested in statewide coordination and the large changes that may come from such a process.
CTC	Transportation and Power Division	Automotive Technology	Certificate	The program has low student demand. The template describes a department interested in statewide coordination and the large changes that may come from such a process. The template is also honest that industry prefers people with 2-year degrees
HNRS		Forty-Ninth State Fellow		This program is slated for deletion.
HNRS		Natural and Complex Systems	Honors	The template makes problematic comparisons to other programs and does not adequately justify itself.
Library		Library Instruction		The Library is a critical piece of UAA infrastructure, and it needs to be able to provide input to all programs. The partnerships and integrating information literacy into existing courses is incredibly valuable and should be expanded. However, the for-credit, stand-alone courses are not as productive and the Library does not appear to have enough faculty workload to dedicate to this instruction, much less a GER, to make this program viable.

Further Review

College	Department	Program	Type	Comments
SA		Guidance	Prerequisite	Opportunity analysis suggests requiring courses for non-declared students and offering online delivery to prospective and rural students, which seems to be a drastic change from the way these offerings are currently handled. These courses currently have no disciplinary home and meet no degree requirements. A freshman experience course should be coordinated broadly with the campus, generally be interdisciplinary in nature, and potentially meet program requirements for students. Convincing case made that completers are more likely to return for additional semesters of enrollment, but no data is presented on degree completion rates.
SOE	Civil Engineering	Civil Engineering	Minor	This minor has one declared student and zero degrees during review period. The template is mostly blank.
SOE	Civil Engineering	Coastal, Ocean and Port Engineering	Grad Cert	There is little apparent demand for this program (only one degree award during review period). Coastal engineering research and short course/seminar offerings are more productive and do not depend on the existence of this certificate. It would seem possible to offer these courses as needed for CE graduate students. No evidence presented that putting this certificate online will make it more viable.
SOE	Civil Engineering	Earthquake Engineering	Grad Cert	Based on the template and the data the program has such weak student demand, it may not be sustainable.
SOE	Computer Science and Engineering	Computer Science (Joint with UAF)	MS	This program is slated for deletion.
SOE	Computer Science and Engineering	Computer Systems Engineering	Minor	The template stated that increase in minors not anticipated. Neither students nor the department are interested in this offering.
SOE	Electrical Engineering	Electrical Engineering	Minor	No template was submitted. Data was too limited a basis upon which to make any judgment. Further review necessary to determine categorization.

Further Review

College	Department	Program	Type	Comments
SOE	Electrical Engineering	Electrical Engineering	Sponsored	No template was submitted. Data was too limited a basis upon which to make any judgment. Further review necessary to determine categorization.
SOE	Engineering, Science, & Project Management	Engineering Management	MS	The template does not adequately justify the differentiation between Master's degrees based on undergraduate majors. This program has weak student demand.
SOE	Engineering, Science, & Project Management	Science Management	MS	The template describes external demand, but the program cannot meet this without students. Sixteen courses have not been revised since 2001. Having faculty teach six courses a year when those courses are almost empty is not good management of instructional resources.
SOE	Geomatics	Geographic Information Systems	Certificate	Data and Template indicate issues with student enrollment numbers. Program has been around for many years, but is not able to recruit students. Template did not indicate there were any efforts to go out and recruit students either. Distance courses currently do not seem to have high enrollments and yet distance is the plan for increasing enrollments. Opportunity Analysis discusses adding additional specialized programs, when the department's other specialized programs don't currently have any students.
SOE	Mechanical Engineering	Mechanical Engineering	Minor	This program has only had three declared students and one graduate in the review period. The department recognizes low student demand and is open to discussions about whether this minor should continue to be offered.
SOE		Environmental Regulation & Permitting	Grad Cert	No template was submitted. Data was too limited a basis upon which to make any judgment. Further review is necessary to determine categorization. 14 graduates in three years is good for a Graduate Certificate.
SOE		General Engineering	Minor	The department recognizes low student demand and is open to discussions about whether this minor should continue to be offered.

D. Program Categorization by College and Department

College of Arts and Sciences

Department	Program	Type	Placement	Comments
Alaska Native Studies	Alaska Native Studies	GER	Priority for Enhancement	In this case, Enhance means that we want this program to grow. Currently, there is only one Tenured/tenure track faculty member. This is a program with excellent mission alignment, and an enhancement would have benefits throughout UAA.
Alaska Native Studies	Native Studies	Minor	Priority for Enhancement	Good mission alignment supported by high level of participation in activities that contribute to campus life. It is very productive in terms of creative activity and outreach activity to campus at large. Faculty small but highly qualified, most courses delivered by FT faculty. Good faculty productivity in terms of creative output relative to program size and teaching load. Request for additional faculty time and/or classroom space seems reasonable given current outputs. Program needs more faculty resources to be viable in long term.
Anthropology	Anthropology	BABS	Consider for Enhancement	Template and Data indicate healthy enrollments and degree awards; great mission alignment. Template addresses outcomes assessment, described as an evolving process and the results are being used to make curriculum changes. Faculty productive in terms of teaching, grant writing and creative activity. Promising trajectory for the program with addition of recent hires.
Anthropology	Anthropology	GER	Consider for Enhancement	Significant collaboration and resource sharing with other departments (e.g. English, AKNS) for instruction. High % of terms and adjuncts teaching GER courses, but template discusses a commitment to putting best teachers in front of GER courses and argues that many of the adjuncts fit this description. Excellent alignment to UAA mission and GER mission, good student outcomes assessment, low costs, good enrollments. Excellent discussion of how these courses align with GER mission and how these courses enhance any number of majors and courses of study. High use of term/adjunct faculty to teach GERs, and although their very excellent qualifications are discussed, it's nice to have more tenure track/tenured faculty teaching GERs

College of Arts and Sciences Department	Program	Type	Placement	Comments
Anthropology	Anthropology	MA	Maintain	This is a productive graduate program that seems well-resourced. High quality inputs and outcomes. Student outcomes are good, with most graduates working in anthropology-related jobs during and/or after graduation. Unique focus on cultural resource management. Sustained demand from in state and out of state for positions in program.
Anthropology	Anthropology	Minor	Maintain	Template makes a good case that UAA anthropology program is unique in its focus on northern regions, cultural resource management and applied anthropology. Number of students enrolled as minors and receiving minors is steady. Good mission alignment. Courses in high demand due to GER and CAS requirements. Steady number of students enrolling and completing minor. Program working well with room to grow.
Anthropology	Anthropology	Sponsored	Maintain	Productive program, bringing in a good stream of revenue and turning that into a wide range of outcomes. Faculty are involved with many external agencies that provide funding and/or have an interest in applied Anthropology work. Anthropology shares faculty with a number of departments, and participates in collaborative research with a number of other departments. Good faculty productivity in terms of products of creative activity, also, faculty active in mentoring both graduate and undergraduate student research.
Art	Art	BA	Priority for Enhancement	Template had impressive level of student-centric discussion. This is an accredited, professional fine art program. External funding well-leveraged for instruction. Collaborative faculty, very productive students and faculty. What this program needs is facilities as opposed to more faculty – building desperately needs a renovation, and in the case Enhance means facilities need to be fixed.

College of Arts and Sciences				
Department	**Program**	**Type**	**Placement**	**Comments**
Art	Art	BFA	Priority for Enhancement	Only accredited Art school in state, and with steady enrollments. BFA is a very rigorous degree that serves a smaller group of students. Very good alignment with UAA Mission, especially outreach and engagement, both on-campus and in the wider community. Very good student outcomes, including 55% acceptance rate for next-stage academic programs. Student work highlighted in exhibits, excellent student mentoring, excellent faculty productivity. Art is suffering from lack of facilities currently, so this program's need is for a renovation of its space rather than new faculty lines.
Art	Art	GER	Consider for Enhancement	Template and Data indicate this is a popular GER; it runs with very high enrollments. A large volume of students, and good student completion rates. Value added for students, with good discussion of student outcomes.
Art	Art	Minor	Consider for Enhancement	This is a small minor, but it does have good enrollments and graduation rates. Enrollments trending up, and number of degree awards holding steady. Opportunity Analysis had good, specific ideas. Department provides attention to the minor degree program. More flexible than other minors, with opportunity to take electives or an art education course
Art	Art Education	Minor	Further Review	This program is slated for deletion.
Biological Sciences	Biological Sciences	BABS	Maintain	Thoughtful breakdown and discussion of student outcomes which shows that while improvement is occurring, there is room for more. Program faculty are actively working to improve quality of outcomes. Excellent mission alignment. Department has recently benefitted from facilities enhancement from construction of CPISB and renovation of NSB. Opportunity Analysis speaks to developing better advising and increasing volume, and program seems to have the resources it needs to accomplish this.
Biological Sciences	Biological Sciences	GER	Consider for Enhancement	Template indicates there is a focus on assessment, student success, and pedagogical approaches. Some of these courses are required for Nursing or other Allied Health programs; good external demand. Template justifies how basic

College of Arts and Sciences Department	Program	Type	Placement	Comments
				knowledge of biology fits in with GER mission. Great mission alignment. Doing a good job with current resources. Excellent alignment with GER mission and discussion of the GER as a GER.
Biological Sciences	Biological Sciences	Minor	Transform	No measure of student learning outcomes, but did a good job discussing the minor as a minor, and what majors the minors have, etc. Enrollments are low but steady. H265Would focused tracks aimed at different majors increase enrollment?
Biological Sciences	Biological Sciences	MS	Maintain	This is a program with good mission alignment and value added for students, but instructional costs very high. Some thoughts of using cohorts to optimize scheduling, which seems like a good idea that should be encouraged. Healthy graduate program with productive faculty and students.
Biological Sciences	Biological Sciences	Sponsored	Maintain	This is a healthy program with solid mission alignment and high productivity. Research has broad impact due to the amount of collaboration and student involvement. This is a well-funded program that is operating well.
Biological Sciences	Natural Sciences	BS	Consider for Enhancement	The growth of this program shows that interdisciplinary programs can be effective, meet demand, and be popular with students. Developing interdisciplinary team-based research courses would be a great move, especially if linked with experiential and community-based learning. Around half of students go on to grad or professional school. Program wants to improve its student assessment as part of its Opportunity Analysis and this is to be encouraged. Opportunity analysis provides reasonable directions (i.e. better advising, increasing quality of outcomes). Rate of completers is low compared to rate of graduates – this might be because premajors are included. Robust GER assessment process in place. The interdisciplinary nature of this program is a strength (the science version of a liberal arts degree), and some tracks are in place. Enrollments are impressive.
Center	Alaska Natural Heritage Program	Sponsored	Maintain	A very useful function for researchers at university and government agencies in the state. Good output of books and papers, and good rate of external funding (program is

College of Arts and Sciences Department	Program	Type	Placement	Comments
				82% externally funded and 18% funded by General Funds). Good alignment with UAA Mission.
Center	Center for Behavioral Health Research & Services	Center	Consider for Enhancement	Template provides evidence there is a strong demand for this program, and it produces graduates. Supports other programs. Originally established in 1999 as research workgroup in CAS. Engaged in research in issues related to public health. Impressive level of community engagement, including robust training program on topics that include suicide prevention, substance abuse, etc. CBHRS faculty teach special topics classes in Psychology and provide avenues for support of Psychology PhD students. CBHRS employs many student workers including undergraduates. Very productive in terms of grant writing and products of creative activity. Active cost-cutting measures have included consolidating administrative support and eliminating two support positions. Point that recent retirement of senior research faculty has hurt productivity is logical. Is it possible to examine this program together with the Institute for Circumpolar Health Studies?
Center	ENRI	Center	Maintain	This is a productive and useful program. The alignment with mission is strong and described clearly. Clear sense of reasonable opportunities in the near future.
Chemistry	Chemistry	BS	Further Review	Chemistry is obviously essential, but offering a major is not necessarily essential. The number of graduates is very troubling and not adequately addressed in the template. 13 Chemistry faculty are covering 6.2 FTE, which is not acceptable unless they had a much greater research output. However, it is not reasonable to develop graduate courses when the template describes trouble in adequately staffing their undergraduate offerings. It may be that UAA needs Chemistry to be a service department.

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Department	**Program**	**Type**	**Placement**	**Comments**
Chemistry	Chemistry	GER	Transform	Chemistry is certainly a GER/service area UAA cannot do without. The template describes outcomes assessment using a national standardized exam done for GER courses, which is great, but it would been even better to see more detail on the results. The template does not address the very poor pass rates reflected in the data. Recruitment problems alluded to, and it is troubling that faculty and offerings have not yet been "brought up to standards" for external accreditation. Placement into Transform is meant to signal the need for the department to focus on teaching these classes more effectively.
Chemistry	Chemistry	Minor	Further Review	The template alludes to difficulties recruiting tenure track faculty, leading to instruction skewed to term faculty, and a need to bring "faculty and offerings to standards" of ACS so that program might apply for accreditation. Very few students elect to complete a chemistry minor. The template does not provide adequate explanation of internal demand.
Chemistry	Chemistry	Sponsored	Further Review	The template does not make a strong case for mission alignment of research. The template argues for more resources to hire additional tenure-track faculty to reduce teaching workload so more focus can be placed on sponsored research. It does not make a strong case supporting the contention that more faculty will increase sponsored research. It appears that better targeted research appropriate to the state's needs and external funding sources will provide a more positive result.
Communication	Communications	GER	Transform	The template did address the scope of these GER course(s). The template makes an excellent case that communication skills are valued by employers. The template does not address how adjunct qualifications are ensured. Unfortunately, we have seen how quickly the Board of Regents can change its policies. This program seems poised for transformation in its new structure.

College of Arts and Sciences				
Department	**Program**	**Type**	**Placement**	**Comments**
Communication	Communications	Minor	Maintain	Good internal and external demand, and a reasonable number of students in the Minor and graduating with the Minor. Good quality inputs and outcomes. Productive program. Some efforts apparent to increase revenue and contain costs (e.g., term faculty hires). Reasonable ideas for future development, but might be good to wait out the changes they are considering as a result of the merger with journalism before suggesting more resources or revisions.
Creative Writing & Literary Arts	Creative Writing and Literary Arts	MFA	Maintain	This is a unique, community-engaged program in terms of public events, Alaska-focused volumes. Program is an innovative way to run a graduate degree effectively and efficiently.
English	Creative Writing and Literary Arts	Minor	Maintain	Small minor that is effectively delivered by a mix of tenure track faculty and adjuncts. Moving courses to on-line delivery to increase enrollment shows concern and vision for the minor.
English	English	BA	Priority for Enhancement	Students and full time faculty (including tenured/tenure track and term) productive in terms of creative activity. Approximately half of students accepted into next stage academic program, active outcomes assessment that is used to guide curriculum decisions, and a generalist curriculum which seems very appropriate for a BA degree. Good efforts to move into research that is topical and local. Good, healthy program with excellent mission alignment, and willingness to work with other programs and create classes for them (e.g. professional writing). Program rewrote its mission statement for better mission alignment with Priority B and uses student outcomes assessment to guide curriculum improvements, so this group is engaged in continuous improvement and is a good bet for investment. Should be allowed to refill their tenure track ranks.
English	English	GER	Maintain	As ENGL 111 is one of the foundational courses for the entire university, the program needs to do a better job of assessing GER outcomes. The template focused on Tier 1 GER's with little attention to all of the Tier 2 courses. Program is well-run given the level of institutional demand and faculty turnover.

College of Arts and Sciences				
Department	**Program**	**Type**	**Placement**	**Comments**
English	English	MA	Maintain	Solid enrollments and alignment with mission. Program seems to have suffered from high faculty turnover. Program should be maintained and pursue improved quality of outcomes as emphasized in the opportunity analysis.
English	English	Minor	Consider for Enhancement	Template makes a very compelling case for the importance of the English Minor and how efficiently the English faculty work. English Dept. has a very consistent vision for their Minor degree program. Template provides a clear plan for increasing output (while maintaining quality). Program makes case that an English minor meshes well with any number of professional degrees or areas of study. Enrolled numbers and minors awarded increased during review period and is sustained, but there seems to be even more potential in that area. Noted that 100- and 200-level mainly taught by term/adjunct. Productive research/creative activity. Plan to double number of minors seems realistic and promising. Not sure this requires a great amount of additional funding. Clearly the program and faculty are engaged in teaching, research and it is mission aligned and they do community engagement, etc.
Geography and Environmental Studies	Environment and Society	BA	Consider for Enhancement	Template addresses that this field is in transition and the program is currently evolving. Students are placed in internships in substantial numbers. Very new program, with a lot of potential. Template shows there is a high degree of focus on student outcomes assessment. Enrollment trajectory is impressive for a new program (interdisciplinary programs can have both a core and strong enrollment). Good Opportunity Analysis that shows program is identifying future needs in terms of faculty expertise.
Geography and Environmental Studies	Environmental Studies	Minor	Maintain	Good external and internal demand for this field, and a good match with UAA priorities. Very small number of student enrollments, but number is steady and should increase with new and popular Environmental Studies Major.

College of Arts and Sciences Department	Program	Type	Placement	Comments
Geography and Environmental Studies	Geography	GER	Consider for Enhancement	Template address how this program is integrated into multiple programs of study; many degrees use geography courses as requirements (International Studies, Environment and Society). FT faculty committed to delivering GER courses. Good GER assessment program in place. Template indicates the department examined all of its GER offerings and that the GER offerings are the right size given issues of funding and pedagogy. Strong use of service learning components in GER courses and strong community outreach. Excellent mission alignment. Realistic plan for future operation either with existing funds or if granted an additional faculty line. FT faculty committed to teaching GER, courses, which are running at capacity. Assessment program in place. Good alignment with GER mission.
Geography and Environmental Studies	Geography	Minor	Transform	There is high demand for geography courses, but almost none for the Minor as a program. The template states that students could potentially fulfill a lot of requirements for this minor through GER courses, so the reason for so few awards may be advising and/or the relative newness of this program. Since there are only two faculty affiliated with this minor, it may be difficult to recruit and advise students into this minor.
Geography and Environmental Studies	Geography	Sponsored	Maintain	Strong research program, productive and well aligned.
Geology	Geological Sciences	BS	Maintain	This major is well-suited to the region with strong external demand and faculty expertise that is useful to other programs around campus. Good record of grads either finding jobs or attending graduate school. Good outcomes across the board and good discussion of student assessment. Faculty highly productive. Strong alignment with the UAA Mission.
Geology	Geological Sciences	GER	Maintain	Solid GER offering, though very little delivered by tenure or tenure track faculty. Good case made that knowledge of geology fits in not only with external demand, but also with natural interest of Alaskans and Anchorage residents. Articulation of impact and essentiality of courses as GER's was underdeveloped. Program needs to reduce

College of Arts and Sciences Department	Program	Type	Placement	Comments
				the number of sections offered in order to deliver courses more efficiently.
Geology	Geological Sciences	Minor	Transform	The template does not give a strong, clear purpose for this minor. There does seem to be some potential here to transform this offering into something unique that could recruit students or augment other areas of study. This program needs attention or it may not need to exist.
Geology	Geological Sciences	Sponsored	Maintain	High demand for this research for both basic science and more applied work. Sponsored research involves both graduate and undergraduate students. Program was recently enhanced with three faculty positions and anticipates subsequent increase in productivity. This program is doing its job very well and should be maintained.
History	History	BA	Priority for Enhancement	Effective and efficient program, potential to expand. Good demand. Program has undergone recent growth (3 tenure track and 1 term). Good case made that UAA's History program serves need for depth, breadth and volume not met elsewhere in state. Heavy reliance on adjuncts, but full time faculty teach at all levels and professional standards for adjuncts in place. Very high faculty productivity in publications and service. Discussion of revenues seems defensive considering creativity shown by other Humanities programs in finding sources for funding projects, but instructional costs very low indicating overall program efficiency. Well-considered plan for growth.

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Department	**Program**	**Type**	**Placement**	**Comments**
History	History	GER	Priority for Enhancement	Good case made that History GER complements other degree programs by producing students who are more aware and able to think critically and analyze complex issues; internal demand extremely strong. All full time faculty teach GER courses, and played active role in GER assessment effort. Adjuncts deliver significant portion of GER offerings due to demand, policy in place to provide some oversight and standards of adjunct quality. Strong emphasis on written analysis with feedback from faculty (in this context, class caps of 49 seem appropriate and logical). Low cost/SCH. History department is obviously serious about maintaining quality of its GER offerings, so request for additional FT faculty does not seem inappropriate. This is a model for attention and passion in a GER program.
History	History	Minor	Priority for Enhancement	Efficiently operated program. Department obviously cares about and has vision for this minor. As with the GERs, highly enrolled courses taught by tenured/tenure track faculty. Enrollments and # degrees awarded are sustained and high for a minor. Excellent case made that History minor enhances any number of other degrees. Highly qualified faculty and standards for adjunct qualifications. Excellent faculty productivity and mission alignment, low cost/SCH. This is a program which is doing well, with classes operating mainly at capacity, and so their request for additional faculty seems justified. Mission aligned program. Great plans for the future.
International Studies	Canadian Studies	Minor	Transform	Program is well-aligned with UAA's priorities and has endowment support, but students are not interested. Interested faculty should be encouraged to do Canada-focused research and include materials about Canada in courses when appropriate. Canadian Studies seems like it has the potential for UAA to distinguish itself and take the lead in the field, but demand must be addressed.
International Studies	International North Pacific Studies	Minor	Transform	This is a low demand and minimal enrollment program. The program was recently revised, and the template makes an excellent case about the importance of its subject matter. This program draws on existing faculty from other programs and has

College of Arts and Sciences Department	Program	Type	Placement	Comments
				no dedicated lines of its own. If resources to this program are increased, more effective efforts to bring students to this minor are needed.
International Studies	International Studies	BA	Priority for Enhancement	A well-designed program with strong demand and strong outcomes. Clear plans for improvement and interdisciplinary enhancements. Mission aligned, well enrolled, and low cost. No dedicated faculty, all faculty belong to other programs. Current level of support for this inter-disciplinary major is inadequate and should be increased. Enhance would increase quality. This program is core to what UAA wants to become.
Journalism & Public Communications	Journalism & Public Communications	BA	Maintain	Excellent mission alignment, including community outreach and involvement in campus life. Externally accredited and home for student media, in particular the Northern Light and KRUA-FM 88.1. Department has recently undergone serious chances (the merger between Communications and Journalism), so seems best for now to maintain and let it grow into new organizational structure, especially as the number of majors and degrees have declined steadily during the review period.
Journalism & Public Communications	Journalism & Public Communications	GER	Transform	The template has a good discussion of academic assessment and results. The template raises the question as to whether it should be a social science GER. The department does not require this course for its majors, so it is a fully dedicated GER. This program offered nine sections with 30% capacity unfilled, and so should consider reducing the number of sections. This program seems poised for transformation in its new structure.
Journalism & Public Communications	Journalism & Public Communications	Minor	Transform	This department has a lot of enthusiasm for this minor's potential as an excellent addition to many possible majors. Perhaps a series of more focused minors might be more complementary to other programs and might find a broader audience?
Languages	ASL	GER	Priority for Enhancement	With so many people taking these courses, this program needs at least one tenure track faculty line to manage curriculum, outcomes assessment, student advising, etc. The coordinator of the program should be a full-time position, not an adjunct. The demand

College of Arts and Sciences Department	Program	Type	Placement	Comments
				for this offering seems to be substantial, and the program started in 1979, so it is amazing that this program does not have any full-time faculty.
Languages	French	BA	Priority for Enhancement	Courses are well-filled. Good internal and external demand. High quality inputs, good outcomes, but something more formal in student assessment would be good. Very highly productive program, based on one person. Reasonable efforts to increase revenue and contain costs. Very good alignment with UAA Mission. Only one faculty member - not sustainable. This faculty member is extremely productive, but this is no way to run an academic program. While it is not requested, an additional TT position is critical to the long-term success of this program.
Languages	French	GER	Priority for Enhancement	Very full classes, engagement across the campus with other programs, mission aligned and high functioning along with the entire suite of language GER's. No discussion of student outcomes assessment data provided. Only one tenured/tenure track faculty member, with rest of program delivered by adjuncts, which does not seem sustainable. Faculty member extremely productive, with outreach to ASD, contributions to International Studies program, work with Honors College, writing peer-reviewed publications, conducting workshops for adjuncts, etc. This offering needs to be taken seriously and resourced properly.
Languages	French	Minor	Priority for Enhancement	The focus on Quebec is good, this program is doing extremely well at what it should be doing. The fact that this is a "one-man show" is not sustainable. Template did do a reasonable job of addressing the minor as a minor. Minor enrollments are increasing, program should be given more faculty.
Languages	German	BA	Priority for Enhancement	Low unfilled course capacity, good productivity. High demand, externally and internally, reflected in steady numbers. High quality inputs, good outcomes in terms of study abroad and international scholarships (e.g. Fulbright), but little said about student outcomes assessment at a course level. Good efforts to increase revenue and contain costs, limited by not having tripartite faculty able to bring in significant grants (this isn't a fault

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Department	**Program**	**Type**	**Placement**	**Comments**
				of the program). Very good alignment with UAA Mission. A bachelor's degree program with only one faculty member is a ridiculous level of staffing that needs to be addressed.
Languages	German	GER	Consider for Enhancement	Good alignment with the UAA Mission. Good input quality, but the outcomes for students need to be assessed more directly. There is only one tenure track/tenured faculty member who is having to rely on a changing group of adjuncts to deliver these courses. A tripartite faculty member would be a great addition to this department and a catalyst for further growth based on what we've seen from some of the other languages.
Languages	German	Minor	Maintain	This is a minor that has a lot of potential to be valuable to students in many different degree programs. High quality instruction and well aligned. Program needs focused attention and recruitment in order to achieve potential.
Languages	Japanese	BA	Priority for Enhancement	Highly productive BA program with healthy enrollments and number of degree awards. Faculty are productive in publications, conferences, community engagement. Great student outcomes, majors taking advantage of exciting opportunities for continued study abroad and in US. Excellent mission alignment. Overall solid program with productivity going up, but understaffed along with the other languages.
Languages	Japanese	GER	Consider for Enhancement	Good external and internal demand. High quality inputs and outcomes. Productive program, but suffering because of a lack of faculty. Good alignment with UAA Missions, especially the Public Square. Template discusses culture very well in addition to teaching the language.
Languages	Japanese	Minor	Maintain	Modest enrollment in the minor but steady and courses have good enrollment - no concrete plan for increasing # of minors, data on student outcomes in language classes is good. Good external and internal demand. High quality inputs and outcomes. Good alignment with UAA Missions, especially the Public Square with the Montgomery Dickson Center for Japanese Language & Culture. Adequately funded given current levels of demand.

College of Arts and Sciences				
Department	**Program**	**Type**	**Placement**	**Comments**
Languages	Languages Chinese	GER	Further Review	The AcTF is convinced that Chinese is an important language to offer at UAA. The template shows strong community engagement with cultural events and courses offered to students and non-students, K-12 outreach, and program is well-aligned with UAA mission. However, this program should stop creating new courses and contemplating new programs when it has only part of one faculty position. It was difficult to separate the program from the Confucius Institute, but this is a language program and should be within The Department of Languages. Having this program entirely reliant on external funding makes it vulnerable. UAA needs to commit to having a Chinese language program, or not.
Languages	Languages Dual Language Option	BA	Transform	The template makes a strong case for the importance of languages but does not address this Dual Languages program, which has very few students. The template does not make clear how this is different from a double major in two languages or a major in one with a minor in another.
Languages	Russian	BA	Priority for Enhancement	This program is doing a good job with the number of students they have. This program has suffered from the loss of a tenured faculty member to administration. Excellent civic engagement and impressive that the department has created a sense of community for its students. This program is operating a bare minimum financial support. Good numbers of students graduating AND going on to next-stage programs. Good external and internal demand. Good quality inputs and outcomes. Good efforts with finances, but nothing really left to cut. Maximum class sizes for quality limit throughput with limited faculty. Good alignment with UAA Mission. Good case made for increasing the number of faculty, rather than continued reduction. Enhancement in the form of a tenured/tenure track position is necessary for continued success.
Languages	Russian	GER	Priority for Enhancement	Impressed at how well they carry students through sequence – there is not the large drop off between 1st and 2nd years that most languages have. Productivity and success of this program would be impressive even if

College of Arts and Sciences Department	Program	Type	Placement	Comments
				they were not operating on a shoestring budget.
Languages	Russian	Minor	Transform	This program is understaffed - no tenured or tenure track faculty - and does run reasonable numbers of students through its GER offerings and bachelor's program, so perhaps low enrollments here are a sign that program does not have sufficient resources to promote its minor (other language minors seem to be more popular, and students seem to see language minors in general as useful). This program is in Transform because its low enrollments and degree awards indicate that it is not healthy. It needs to be staffed properly if it is to be offered.
Languages	Spanish	BA	Consider for Enhancement	Template indicates this is the largest language program, with the most faculty and also the most students. Mission aligned and good SLO's. Template reflects the importance the faculty and program have for their students. Good enrollments and graduation rates. Upper-division courses are relatively full
Languages	Spanish	GER	Maintain	Impressive amount of community engagement across the campus, ASD and the larger community. Good alignment with UAA Mission, good external and internal demand. Number of tenure track/tenured faculty members more reasonable here than in many of the languages. Rapidly declining retention from SPAN A101 to A102 - program needs to look at how it works with students in SPAN A101 and beyond. Overall a healthy, essential program with good productivity.
Languages	Spanish	Minor	Maintain	Overall a solid and well-aligned program. Discussion of student outcomes needs actual data. Good number of students enrolled in and completing minor. Program properly resourced with room to grow.
Liberal Studies	Liberal Studies	BLS	Transform	Apparently CAS has decided this program has little value and has taken steps to eliminate it. However, the program does serve a valuable need for education majors and typifies what cross-college and interdisciplinary courses and programs should entail. A form of the program should

College of Arts and Sciences Department	Program	Type	Placement	Comments
				be maintained at UAA, perhaps in a different setting than CAS.
Liberal Studies	Liberal Studies	GER	Further Review	The template seems to indicate a lack of interest in this program and very limited need beyond BAECE students. The program relies heavily on term faculty. Consider change to the BAEC program so that students can meet these requirements with other courses.
Mathematics and Statistics	Mathematics	BABS	Maintain	Good internal and external demand, and students are tracked well – either to employment in a variety of fields or to graduate programs. Department actively seeking to grow program through high school outreach, collaboration with other programs, and increased use of technology for course delivery.
Mathematics and Statistics	Mathematics	GER	Maintain	Program has a high dependence on adjuncts/terms without much explanation as to the justification for such heavy reliance. Program provides no data on student learning outcomes and does not discuss the high fail rate.
Mathematics and Statistics	Mathematics	Minor	Maintain	Minor has consistently high enrollments and number of degrees given. Courses delivered by qualified instructors. Faculty very productive in terms of products of creative activity, but would have liked to see quantitative information given about student achievement of outcomes. Future efforts dedicated to helping students succeed is appropriate.
Mathematics and Statistics	Statistics	GER	Transform	The template had some discussion on efforts to increase revenue and contain costs. The courses in the program are important to many other programs and disciplines. However, the template did not address student learning outcomes data, the low completion rate for the courses, nor the unfilled capacity in some courses. This is a critical GER and needs more attention.
Mathematics and Statistics	Statistics	Minor	Transform	The data show that there are very few students interested in this minor, even though statistics has high internal and external demand. This is further disappointing given how many students take

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Department	**Program**	**Type**	**Placement**	**Comments**
				required statistics courses but still do not continue on to complete a minor. Because UAA has so many programs in multiple disciplines (Sociology, Psychology, Engineering, etc.) that want students to have strong statistical skills, this minor seems to have great potential for interdisciplinary collaboration.
Music	Music	BA	Further Review	This is a very expensive and relatively non-productive program, and there are serious opportunity costs with putting so many resources into something that produces only four graduates in three years. The department has made efforts to manage its costs, particularly for facilities and equipment, but this is likely to remain an expensive program. The template does not seriously consider this issue and did not address the low graduating numbers. Music is definitely important, but each of the individual offerings may not be needed within the state; graduating so few students in such an expensive program is not something we can afford to keep doing.
Music	Music	GER	Consider for Enhancement	Well aligned and quality GER offerings. Program wants to offer new GER courses, which could be achieved by reducing sections of courses under-capacity. Discussion focused on enrollments, perhaps more info on at assessment of student outcomes could have been addressed more thoroughly. Good and growing internal demand. Very high quality inputs. Enrollments are trending up (752 – 972 during review period). Community-engaged GER that encourages students to attend performances in town. Intriguing possibilities mentioned in Opportunity Analysis, such as group ensemble classes as opposed to the one-on-one conservatory model (although what this group needs to enhance first is academic assessment) – outcomes quality is not indicated by consistent growing enrollments
Music	Music	Minor	Transform	Declared students are high for a UAA minor, but few students do actually complete it, and this is not addressed in the template. The department needs to examine the purposes and viability of different models for a music minor. This one is not working,

| College of Arts and Sciences | | | | |
Department	Program	Type	Placement	Comments
				but a minor is music is at least initially attractive to students.
Music	Music Education	B.Mus.	Consider for Enhancement	Template describes the programs partnership with ASD and other external stakeholders, high level of community engagement. Majority of graduates get jobs with ASD. Very high quality inputs. Excellent outcomes by both students and faculty. Very good alignment with UAA Mission, especially community engagement and outreach. Expensive program due to need for one-on-one instruction (intensive personnel and space requirements). Opportunity Analysis looks at transforming this offering into a full program with a certification. This program has a lot of potential. This program needs to have access to the Wendy Williamson
Music	Music Performance	BMus	Further Review	Highly qualified faculty but heavy reliance on adjuncts for private instruction. The cost relative to the number of completers makes it hard to justify continuing this program, yet it requires more resources to adequately offer it. It is clearly high quality for the level of resourcing it has, but UAA cannot afford to give it what it really needs. There are too few students that graduate from this program and the template did not address this issue.
Philosophy	Applied Ethics	Certificate	Further Review	The template does not refute the data. There is insufficient demand for this program. Departmental energies and workload should be put towards more successful philosophy programs.
Philosophy	Philosophy	BA	Priority for Enhancement	Strong case for external demand. Good discussion of student outcomes assessment and how it has driven changes to the program. Adjuncts must have at least an MA in Philosophy. Faculty and students active in campus life, faculty productive in terms of products of creative activity and aggressive at pursuing external funding. Conscious effort to maximize efficiency with respect to course offerings. More tenure track faculty are needed. Opportunity Analysis talks about strengthening areas that are in high demand. Program has ideas for future directions to continue growth, including new Ethics Center.

College of Arts and Sciences				
Department	**Program**	**Type**	**Placement**	**Comments**
Philosophy	Philosophy	GER	Priority for Enhancement	This is a mission-aligned GER with strong enrollments. This department needs to replace some of its adjunct faculty with tenure track faculty. One of the most quantitative cases made for the value added. Department has increased offerings based on feedback and needs from other departments.
Philosophy	Philosophy	Minor	Consider for Enhancement	Excellent (and quantitative) case made for value of this minor program of study; template addresses student performance on GRE and LSAT. Internal demand extremely high. Very mission-aligned, high community engagement. Minor offers nice articulation with any number of other degrees, including professional degrees, thorough choice of advanced electives. Template and data illustrate healthy/high enrollments and degrees awarded, although program believes it could/should be higher. Template illustrates the minor is high-functioning and faculty are engaged in the program.
Physics	Astronomy	GER	Maintain	Popular GER with high demand. GER instruction and outcomes assessment needs more direct attention from tenure track and tenured faculty.
Physics	Physics	GER	Transform	Physics instruction vital to many UAA degree programs. The template indicates little interest in the program despite noting it as the primary purpose of the department; the template describes no academic assessment. The program relies too much on temporary faculty for such an important GER while fulltime faculty have buy-outs for research. The primary purpose for the department should merit greater energy and attention from the tenure track/tenured faculty in the department.
Physics	Physics	Minor	Further Review	Physics instruction is essential to several UAA degree programs. Research productivity of faculty impressive, but if there is not a reasonable pool of qualified adjunct/term faculty, are tenure track/tenured course buyouts sustainable? Request for another TT faculty member reasonable given increasing enrollments, but if this faculty member will end up buying out courses as well, then it will not make a difference to course staffing. Many degree programs at UAA depend on strong Physics coursework; however the minor was only

| College of Arts and Sciences | | | | |
Department	Program	Type	Placement	Comments
				awarded seven times in three years. Opportunity Analysis talks about GER (how they're having trouble meeting it) and an aspirational BS program, but doesn't even mention the minor
Physics	Physics	Sponsored	Maintain	Highly productive faculty for grants expiring during review period, but template only discusses grants that were initiated in 2010, 2011, so these grants are set to expire soon – does not discuss grants under submission or future plans.
Political Science	Political Science	BA	Maintain	Template indicates that faculty are aware of ways to improve degree and are working on them. Program needs to focus on improving the completion rate for majors, not just on recruiting more majors. That being said, this is a high impact program with strong numbers.
Political Science	Political Science	GER	Maintain	Program has strong mission alignment and strong commitment to delivering quality GER's. There is room to reduce the number of sections given the unfilled capacity.
Political Science	Political Science	Minor	Maintain	Good vision for developing minor. Alignment with mission is strong. A good case was made for this minor as serving a variety of majors. Well-resourced with room to grow.
Political Science	Political Science-Public Administration	Minor	Further Review	This program has very low enrollments and no degree awards during the review period. The department is already in the process of revising this minor.
Psychology	Clinical Psychology	MS	Priority for Enhancement	Strong, stable program serving an important state need and constantly evolving. Highly aligned with UAA Mission. 77% of grads who go into the workforce do so in Alaska and 33% go on for doctoral studies. Excellent faculty productivity. Students complete practica and internships in community as part of degree requirements. Opportunity analysis discusses accreditation and distance delivery for rural areas, both of which seem like logical places for this program to go.

College of Arts and Sciences				
Department	**Program**	**Type**	**Placement**	**Comments**
Psychology	Clinical-Community Psychology	Ph.D.	Priority for Enhancement	Extremely mission-aligned, producing grads that are very needed for the state. Many graduates stay in Alaska and several work in rural locations. Extremely high level of community engagement and service by both faculty and students. Program is actively finding efficiencies and seeking improvements. High-functioning program and an excellent entry point for UAA into the realm of producing PhDs.
Psychology	Psychology	BABS	Priority for Enhancement	High functioning program, well-aligned with UAA mission. Good attention to student learning outcomes and lots of opportunities for students to engage in research. Faculty are very productive and professionally involved. In this case, we are voting to enhance space - this program needs better facilities for research, especially with human subjects.
Psychology	Psychology	GER	Consider for Enhancement	Template describes active measurement of student outcomes with thoughtful discussion about areas for curriculum improvement. Excellent mission alignment, and also good alignment to GER mission. Enough demand to justify providing resources to bring the distance offerings online (also, there are a lot of resources along those lines already available at UAA). Excellent mission alignment and alignment to GER mission (although a lot of these classes are required by other programs, so the GER element might not be emphasized as much here). Pass rate is a little bit low compared to other social sciences, but near UAA average for lower-division GERs, so increasing student success should maybe be a higher priority than increasing volume. Faculty obviously care about program and are thinking about how they can reach more people through distance delivery (professional development not just for FT faculty but for adjuncts as well). There is a vision for how to continue to meet needs and serve students, and there are huge numbers in the courses. Robust student outcomes assessment process in place.

College of Arts and Sciences				
Department	**Program**	**Type**	**Placement**	**Comments**
Psychology	Psychology	Minor	Consider for Enhancement	Template indicates the Department clearly understands the need for this minor degree and gives it attention, and makes a good case for its usefulness to students in a number of majors. It is a highly productive program. Good efforts to increase revenue and contain costs. Very good alignment with UAA Mission. Consider for enhancement to obtain funds for more space and improved facilities.
Psychology	Psychology	Sponsored	Priority for Enhancement	A large funded research program, with good external and internal demand. High quality inputs and great outcomes. Very productive program. Great revenue generation and appears to have kept costs within budget for the grants' projects. Good alignment with UAA Mission. In this case, the enhancement that we are suggesting is for facilities, namely for animal research, and redoing 2nd floor of their building, which would greatly enhance this program. This request for enhancement is for ongoing research, so there is expectation of a good return on this investment.
Sociology	Sociology	BA	Consider for Enhancement	This program is doing a great job, template included thoughtful analysis of student outcomes. Programs request for WL adjustment for an UG research coordinator will increase their productivity, although they might also try to experiment with reallocation of internal resources to free up a faculty member to take this on (e.g. consolidating some upper-level course offerings). High-functioning program: students are engaged in research, students tracked after graduation, program obviously really cares about its students, and the way they track student success is laudable. Faculty do collaboration, and involve students in research.
Sociology	Sociology	GER	Priority for Enhancement	Good alignment with GER mission and UAA mission, good internal and external demand for these courses. Many GER offerings are taught by term/tenure track faculty, although terms and adjuncts used as well. Outcomes for students are a bit indirect, i.e., via the major students but are still compelling. This is one of the best GER templates - student learning outcomes, discussion of faculty teaching the GERs,

College of Arts and Sciences Department	Program	Type	Placement	Comments
				thoughtful ideas for increasing productivity and numbers of students.
Sociology	Sociology	Minor	Maintain	Outcomes/productivity presented for major, but this was acknowledge in the template and the department has tried to differentiate the minor as much as possible. The plan to increase number of minors is realistic and promising; department asks that program be maintained, and this seems appropriate.
Sociology	Sociology	Sponsored	Maintain	Number of grants made it difficult to evaluate this sponsored research program independently of typical tri-partite research. Faculty provide expertise to community at large, especially ASD.
Theatre and Dance	Dance	GER	Priority for Enhancement	Very efficiently delivered GER course that is well aligned with strategic vision. Collaborative project work and library research emphasized for students, building generally useful skills. Exposes students to other cultures and means of expression. This GER seems to offer a valuable experience to students and to do it well. GER is taught by a seasoned Tenured professor; it shows commitment to GER courses and the quality of education for the students. Request to reinstate a term faculty member seems well-considered; There is very high demand. Concern that the CAS eliminated Term appointment that directly impacts the ability of delivery of this course. Good description of how quality is measured and what the learning outcomes are, but the data on those outcomes is not shared. This is a vibrant and productive GER offering that should be resourced sufficiently.
Theatre and Dance	Dance	Minor	Priority for Enhancement	The background history on how the minor was established shows good planning, community support. Faculty are actively publishing and performing; Student engagement is huge. Desire to stabilize the minor by replacing the term is reasonable. Quotes from the multidisciplinary majors who did this minor are very compelling, fills a real niche. High quality inputs and great outcomes. Very productive program, especially given the teaching load and service faculty undertake. Good efforts at generating revenue and containing costs. Great alignment with UAA Mission, especially in contributing to the campus environment. Good case made that a minor

College of Arts and Sciences Department	Program	Type	Placement	Comments
				in a creative/artistic field is a good addition to any number of other degrees or career paths.
Theatre and Dance	Theatre	BA	Priority for Enhancement	Faculty thoughtful about how to reach as many local needs as possible with limited budgets. Absolutely essential to UAA's mission and role in the community. Over reliant on temporary faculty (terms and adjuncts) and deserving of hard funding for advertising. Well written template. They have tracked their graduating students very well and have specific information on where they have furthered their professional education. Program produces publicly presented performances at a high level. Their production income offsets the production costs. They have done amazing work to maintain quality without adequate resources. Needs enhancement to support all the Department's programs. Nice discussion of student outcomes from multiple points of assessment.
Theatre and Dance	Theatre	GER	Priority for Enhancement	Very full sections. Excellent internal demand. High input quality, and outcomes assessment is very good. Productive program. These GER offerings are sound, and popular with students, and are running well. This department would do very well with a Tier I GER offering for public speaking/oral communication GER, since this group clearly does a quality job with its GER
Theatre and Dance	Theatre	Minor	Transform	The template did offer some discussion on the minor, although much of the discussion was on the major. The program has few declared students and awards are very low. It is clear from the template that many students take these classes and participate in productions without the minor, so there may be reasonable ways to make this program more attractive to these students.
Women's Studies	Women's Studies	GER	Priority for Enhancement	The program appears to be serving both GER and general UAA demand for gender studies under the current configuration. Enrollments continue to increase, and community engagement is active through internships and focused study. Niche program. Inexpensive. Cannot achieve desired outcomes without faculty. Very good case made for usefulness of Women's Studies GER coursework toward wide

College of Arts and Sciences Department	Program	Type	Placement	Comments
				variety of professions. Impressive level of community outreach given size of faculty (1 term, 2 adjunct), also, statistic that ~10% of UAA grads take a WS course. Productivity impressive relative to size of program. Low cost/SCH. Excellent mission alignment. Opportunity analysis gives reasonable plan to expand offerings and recruit more students. Wish expressed that two adjunct faculty be made term, which seems reasonable given their level of dedication and productivity.
Women's Studies	Women's Studies	Minor	Priority for Enhancement	Minor is doing a good job with the number of students they have. Low enrollments but steady. This program is wildly under resourced and faculty do not have much time to focus on improvement. Potential here for collaboration with other programs (Psychology, Social Welfare, Criminology). Mission alignment and community engagement are already there, even with the minimal resources that this group has been given. Programs with no tenured/tenure track faculty are not sustainable – needs to be resourced properly.
	General Program	AA	Priority for Enhancement	Hugely important program with healthy enrollments that needs more institutional commitment. There seems to be a lot of potential here for both advising undeclared students and tracking data on student offerings. We need this program staffed adequately to support these students and perhaps do some more linking with other advising supports. This is default program for all undeclared students, which partially explains attrition (a lot of students are not meant to get a degree in this program). At the very least, this program should have a dedicated course release for a faculty member to pay attention to and care about this program (basically, a director). There are many ways in which this program could be modified for maximum benefit, and some time should be spent carefully looking at options.
	Humanities	GER	Further Review	The template does not make a good argument for these courses being necessary. There are plenty of Humanities GER's at UAA that could easily meet the requirements that these two GER's make. Superficial alignment with UAA Mission,

College of Arts and Sciences				
Department	**Program**	**Type**	**Placement**	**Comments**
				declining enrollments, and no tenure track/tenured faculty associated with this program.

College of Business and Public Policy

Department	Program	Type	Placement	Comments
Accounting	Accounting	AAS	Consider for Enhancement	High functioning program with good mission alignment and up-to-date curriculum. Other similar programs offered throughout the state, but this one seems to have several unique factors and enjoys high, steady enrollments and degree awards. Faculty are connected to local industry/field and help place students in employment, and faculty productivity is excellent. Template provides concrete assessment data for students and discussion of how adjuncts are mentored - program is really committed to its students and their success. There is an empty faculty position with one faculty serving in administration, and this position should be filled.
Accounting	Accounting	BBA	Maintain	A valuable and high demand program that seems to be quite successful. Program needs to reduce number of sections-- too many sections running well below capacity. Program appears mission aligned; has impressive student enrollment numbers and also number of graduates. Productive program in a high demand field.
Accounting	Accounting	Minor	Further Review	The template addresses the entire accounting program and does not provide specific information on the minor and the success of the students that graduate with a minor; they state they have increased their enrollments - but clearly this is not the case with the Minor. The template does not address how or why this program benefits the university or serves students.
Business Administration	Business Administration	GER	Further Review	This template expressed no vision for this GER beyond recruitment for the majors. The template has no discussion of GER outcomes and does not address decreases in enrollments and completion rates.
Business Administration	Business Administration	Minor	Maintain	Healthy enrollments and graduation rates. Good alignment with UAA Mission. Good opportunity analysis, and sensible move to increase courses in the minor and sections available.
Business Administration	General Management	MBA	Consider for Enhancement	High external demand and good internal demand. High input quality and outcomes, both student and faculty. Productive program with a focus on quality. Good efforts to raise revenue and awareness of costs, balanced with the need to retain quality of instructors. Very good alignment with UAA Mission. Laudable efforts to limit admissions to not oversaturate

College of Business and Public Policy

Department	Program	Type	Placement	Comments
				the local market for MBAs. Overall, doing a great job with existing resources. Maintain the program, allowing it to arrange its own development as needed.
Business Administration	Management	BBA	Maintain	This seems to be a well-resourced, productive program. High external demand, but limited internal demand. Input quality is good, but outputs seem disconnected from the student success. Program is operating well at current level of resources with room to grow.
Business Administration	Marketing	BBA	Maintain	The program pays excellent attention to their curriculum, with regular updates and revisions. One of UAA's more highly subscribed majors. It seems to have plenty of faculty support. Reasonably good alignment, solid demand, good productivity, no strong argument for increased resources.
Business Administration	Public Administration	MPA	Transform	The student learning outcomes listed in the template were very general and did not seem appropriate to the graduate level. The template did not have any discussion of academic assessment results. MPA is absolutely needed, but this program needs to be strengthened. The interdisciplinary collaborations listed in this template and in others who want to collaborate with the MPA program offer viable avenues for improvement.
Business Administration	Real Estate	Minor	Maintain	Program had recently picked up new faculty and seems to be gaining momentum, and has potential to be very useful for the community. External demand is strong. Program should focus attention on assessment and student outcomes in order to demonstrate productivity/success.
Business Administration	Small Business Administration	AAS	Transform	The template focuses on national statistics rather than program data. There needs to be more on academic assessment of this program. This does not seem like a small business administration degree so much as a business administration degree. The template states that the curriculum change to a 2+2 program hurt enrollments, but offers no plans to address this issue. The program seems to have good demand external and internal, but also offered a very thoughtful discussion about what would be needed to transform from the SMBA to Small Business and Entrepreneurship (SMBE) Program.
Center	Alaska Center for Supply	Center	Further Review	No template was submitted. Data was too limited a basis upon which to make any

College of Business and Public Policy

Department	Program	Type	Placement	Comments
	Chain Integration			judgment. Further review necessary to determine categorization
Center	Center for Economic Education	Sponsored	Transform	The work described here seems similar to that performed by PACE, although it is not clear that this Center communicates with PACE in any way. Template does not adequately address the question of why UAA needs to create material for K-12 other than the fact that this Center is legislatively mandated. No evidence presented that the teachers who take classes through the Center are effectively taking the material into their classrooms.
Center	ISER	Center	Consider for Enhancement	Template illustrates that this is a very visible and productive part of UAA, very successful institute, with a steady history of productivity. Template illustrates the collaborative-nature of the institute, in terms of teaching, service, student collaboration. Largely grant supported. Value added for the state and mission aligned.
Computer Information Systems	Business Computer Information Systems	AAS	Transform	Internal demand appears strong, external demand similar, but the low number of majors show this really does not have student demand. They say they think they need to change their curriculum, but are going to wait because of the downturn. This program should be addressed sooner rather than later.
Computer Information Systems	Computer Information Systems	Minor	Further Review	The template does not address very low enrollments for minor, raising the issue of whether this program is a priority for this department. one of the minor courses is required for BBA, so the fact that more students cannot be convinced to go for minor suggests it might not be necessary. The Impact & Essentiality and Opportunity Analysis do not discuss the minor itself
Computer Information Systems	Management Information Systems	BBA	Maintain	Externally accredited program with good alignment with UAA Mission, and good connections to and engagement with the community, including minority graduates. Program clearly highlights student outcomes, tracks and supports student success. Faculty have been successful at leveraging external funding for research and lab equipment, productive in publications/ journals/book chapters. The template makes a good argument for how this program with a business focus is significantly different from other IT and computer programs at UAA, but there might be possibilities for cross-listing and reducing sections.

College of Business and Public Policy

Department	Program	Type	Placement	Comments
Economics	Economics	BA	Maintain	Is there a need for both a BBA and a BA program in Economics? This template did not adequately differentiate between the two or make an argument for the two programs. No argument for resources. Program seems to be content to continue at current level of resources, which is a satisfactory level of operation.
Economics	Economics	BBA	Maintain	Is there a need for both a BBA and a BA program in Economics? This template did not adequately differentiate between the two or make an argument for the two programs. No argument for resources. Program seems to be content to continue at current level of resources, which is a satisfactory level of operation.
Economics	Economics	GER	Transform	This is a robustly-enrolled GER, and it is not difficult to see why citizens need to have some foundation in economics, but no other evidence was presented for the value or quality of this GER other than enrollments (which have less weight considering that Economics GER courses are required for BBA and other degrees). The template presented no evidence that the department pays attention to the mission of the GER, student learning outcomes, and mission alignment.
Economics	Economics	Minor	Transform	The template did not make the case for this minor. The number of declared students and awards are healthy for a minor, but based on the template, little else can be said about this program.
Economics	Economics	Sponsored	Further Review	The template included insufficient information to adequately review this program, while other templates for this department listed significant departmental activity in sponsored research. Further review necessary to determine categorization.
Finance	Finance Investment	BBA	Maintain	Healthy enrollments and degree productivity. Reasonably high external and internal demand and highly qualified faculty. No discussion of student learning outcomes at all, just percent accepted into next level. No discussion of efforts to increase revenue and contain costs, which was surprising given that it is a finance program.
Logistics	Global Logistics and Supply Chain Management	BBA	Transform	The template describes concrete and enduring external demand, yet graduation rate indicates limited student demand. This program be articulated with the Master's as a 4+1 option

College of Business and Public Policy

Department	Program	Type	Placement	Comments
				that could potentially attract more students. The Opportunity Analysis mentions the possibility of using foundation money for Transformation.
Logistics	Global Logistics and Supply Chain Management	MS	Transform	This field is critical for Alaska. This program has clear external demand; however, the amount of demand from students is not very clear. This program should be transformed to leverage resources more creatively. As suggested in the BBA comments, perhaps a 4+1 program with the bachelor's?
Logistics	Logistics & Supply Chain Management	AAS	Maintain	This program appears to be strongly aligned not only with the UAA Strategic Plan, but with external state priorities. It plans to expand offerings at greater efficiency through online delivery, using existing resources. Program is reaching out to economically disadvantaged youth, but should be doing more student recruiting in general. Program has potential to increase volume of students receiving degrees and related jobs through better marketing of this field of study.
Logistics	Logistics & Supply Chain Management	Certificate	Further Review	This program has low student demand and unfilled capacity in courses. It produces few graduates and includes no evidence of academic assessment. The Opportunity Analysis is not supported by the data.
Logistics	Logistics & Supply Chain Management	OEC	Further Review	The template does not present evidence for student learning outcomes and has very few graduates. The template articulates why this program has lots of external demand, but enrollments are very low (either demand isn't there or program not structured/advertised/advised correctly). It seems that there are further efficiencies to find here with respect to enrollments, especially given that cost/SCH is high compared to UAA average

College of Education

Department	Program	Type	Placement	Comments
Counseling and Special Education	Counselor Education	Grad Cert	Further Review	The template describes a program that is far broader than the mission of the College of Education.
Counseling and Special Education	Counselor Education	M.Ed.	Further Review	The template does not adequately discuss school counseling and there is complete overlap with other programs for counseling outside the school setting. The template did not provide evidence of student learning outcomes, nor on how many students take and pass the LPC exam. This program has not been qualified to seek accreditation.
Counseling and Special Education	Early Childhood Special Education	MEd	Transform	This is a hugely important program for Alaska, but didn't make a strong case for how it is meeting state needs. This template has insufficient information and also in some cases information was in the wrong place. This program needs attention. Program serves critical state need, but has 1 term faculty member, is relatively young and serves field with continually changing regulations. Current structure is not sustainable although program is clearly needed.
Counseling and Special Education	Special Education	Grad Cert	Further Review	No template was submitted. Data was too limited a basis upon which to make any judgment. Further review necessary to determine categorization.
Counseling and Special Education	Special Education	MEd	Further Review	No template was submitted. The data show good enrollments and consistent degree awards, too limited a basis upon which to make any judgment. Further review necessary to determine categorization.
Counseling and Special Education	Special Education	Sponsored	Further Review	No template was submitted. Data was too limited a basis upon which to make any judgment. Further review necessary to determine categorization.
Educational Leadership	Educational Leadership	MEd	Transform	The program is a necessary one for the state. Insufficient staff is hampering the program's ability to meet needs. The template demonstrates no real vision or anticipation of how to meet the changing requirements in educational administration.

Educational Leadership	Educational Leadership Superintendent	Grad Cert	Further Review	The external demand for this program is limited. The placement of graduates does not seem strong, and the template states that doctoral degrees are becoming the gold standard for superintendent training, rather than certification. Very high percent of enrollment capacity unfilled in classes; program does not appear to be operating efficiently. The curriculum has not been revised since 2000.
Educational Leadership	Educational Leadership: Principal	Grad Cert	Transform	Principal - Grad Cert Needed program, but very dependent on one grant (RAPPS) for support, but this grant has ended and it does not appear additional funding has been found, nor is there a discussion of what has been done to look for funding. "Until additional funding is found it will be difficult to meet leadership needs of rural Alaskan school districts." Recent faculty turnover is a problem. No reference to demand for EDLD courses from elsewhere on campus.
Special Education	Speech Language Pathology	Graduate	Consider for Enhancement	Clear external and student demand. Viable plans for growth to meet future demand. Program has made the most of few resources through a productive partnership. Well aligned, good internal demand, meeting state needs, creative resourcing, local and interstate partnering. A program that clearly meets Alaskan needs. Good handle on finances. Productive and effective program. Good alignment with UAA Mission. Forward looking. This is an extremely 'high need' program in this state. Suggestion that we need interns to do their practica in state. Cohort at ECU is capped, and possibility of increasing that cap with ECU might be a point of discussion. Opportunity Analysis discusses UAA site with ASD to increase available internships, and partnering with COH and COE, which should be encouraged
Teaching and Learning	Early Childhood	Post-bac cert	Further Review	Post-baccalaureate certificates are a historical accident of Board of Regents policy and do not offer a pay increase or any other benefit above a baccalaureate degree. For a post-bac certificate, this is mostly made up of undergraduate classes associated with the BAEC.

Teaching and Learning	Early Childhood Development	AAS	Consider for Enhancement	Template clearly makes a case for the need and relevancy of the program; good faculty productivity and the faculty as well. Program has a healthy student enrollment and graduation numbers which are trending up. It demonstrates excellent focus on the needs of the community and their students. They have embraced strategic partnerships that enhance opportunities for both. Good discussion on outcomes assessment data. Alignment between BA and AA encourages students to go on for bachelor's degrees. Plan for future growth is realistic. This program lost a faculty member to administration (one is now an associate dean). Critical need for state, growing demand, good employments rates for graduates. It is NAEYC accredited, so there is an outcomes assessment in place
Teaching and Learning	Early Childhood Development	Certificate	Further Review	The template makes no case for this program to continue.
Teaching and Learning	Early Childhood Education	BA	Consider for Enhancement	Well-aligned program with high external demand. The number of completers compared to number of enrollments is low, but this is because there is a premajor and to be fully admitted, students must pass Praxis I. Enrollments and degree awards have been trending up and students are getting hired. Discussion of student outcomes was a little bit lacking. Opportunity Analysis reflects passion of faculty. It is clear from the template that this program needs help in order to fulfill the needs of the state, the question is what that help should look like
Teaching and Learning	Elementary Education	BA	Transform	Very good quality inputs, and very good outcomes, for both students and faculty. Confused discussion about declining external demand and also the need for more students. Rural schools are where the need is, but template does not discuss initiatives to capture students from these markets, beyond a great deal of discussion on Chevak cohort. Opportunities to recruit more widely, especially in rural Alaska via distance education, should be explored.

Teaching and Learning	Elementary Education	Post-bac cert	Further Review	Program is currently being revised and processed through curriculum review. Students in program do well on outcome measures, but results are not differentiated from those for the BA in Elementary Education. Template addresses enrollment problems and discusses the fact this it is trying to address this. Template discusses the fact that there is a downturn in external demand, but then says that it needs more students, which is contradictory. It is not clear from this template that we need this Post-Bac Certificate.
Teaching and Learning	Elementary Education	Sponsored	Maintain	A sponsored program that provides language skills for ESL and ELL students in schools across the state. A Grad Cert is part of the offering, and courses are electives in M.Ed. Low indirect rate, but otherwise Project LEAP seems worthwhile and aligned with the UAA mission
Teaching and Learning	MAT	MAT	Transform	Good, data-based point made about need for highly-qualified Alaskan teachers to address teacher turnover problem. ~90% MAT grads hired in Alaska. Program is externally accredited, delivered by qualified instructors and shows good student outcomes. Faculty are productive in terms of teaching and creative output, although inefficiencies are described in terms of the Methods classes, which must be offered for each separate concentration area and which lead to small classes with unfilled capacity. Enrollments and # degrees are sustained. Faculty have been proactive about getting federal education funds, such as from NSF. Excellent mission alignment. Program faculty want to transform the program and have a detailed plan for what they wish to achieve. Sounds like they're on a better trajectory but need resources and stability.

Teaching and Learning	Teaching & Learning	M.Ed.	Transform	Professional development for teachers is really important, and template makes good case that there should be an avenue that allows teachers to take part in professional development without changing their careers (e.g., becoming principals). Template makes the point that working teachers are an appropriate constituent group for COE to engage with, and this degree allows them to do this. However, this is an example of an interdisciplinary program that wasn't communicated as well as it could have been; there is only one core course listed for this program, and no description of how the course selection and advising work to help teachers meet their goals for the degree. Also, template makes claim of cultural relevance and focus on Alaska Native education but there is only one course on Alaska Native education referenced and no mention of other activities in this area. This program has a lot of potential to be a lot of things to a lot of people, but can only work if the advising is strong.
	e-Learning	Grad Cert	Further Review	This program is slated for deletion.
	PACE		Maintain	Majority of professional development credits of this kind in Alaska generated here. Self-supported 500-level instruction with some funds shared with contributing discipline as appropriate. No faculty specifically assigned to PACE, but office collaborates with numerous faculty and houses a small staff. A model for this type of activity, and well aligned with the UAA mission.
	School-Age Care-Administration	OEC	Further Review	No template was submitted. Data show low, declining enrollments and zero degrees offered during review period, but are too limited a basis upon which to make any judgment. Further review necessary to determine categorization.
	School-Age Care-Practitioner	OEC	Further Review	No template was submitted. Data show one enrollment and zero degrees offered during review period. Further review necessary to determine categorization.

College of Health Department	Program	Type	Placement	Comments
Center	Center for Human Development	Sponsored	Consider for Enhancement	Template indicates this is a very focused research group providing needed, local services. Mission aligned with potential for growth. Makes a strong case for UAA funds to be used to hire a research coordinator/grant writer.
Center	Institute for Circumpolar Health Studies	Center	Maintain	Productive and well aligned program, but only two of the grants mentioned in the template extend beyond 2014 (not counting the ones that are legislated). Program needs to fill open positions in order to increase productivity.
Center for Community Engagement & Learning	Civic Engagement	Certificate	Transform	The goal of this program was to highlight the civic portion of other programs which may be why it's confusing to and unloved by students. How does having the Civic Engagement certificate encourage civic engagement on campus? The template explains that many nonprofits in town have support credential and see it as marketable. The program does not appear to be optimally housed or staffed to accomplish its goals.
Center for Community Engagement & Learning	Civic Engagement	GER	Transform	This course has good alignment. The template demonstrates that students are actually taking this one as a GER, and this program is definitely interested in being a GER, but course is currently siloed in a way that seems counterproductive. Civic engagement needs to be included to a greater extent in the GER conversation, perhaps, but not necessarily this course. This program needs Tenured/Tenure Track faculty.
Center for Human Development	Children's Behavioral Health	OEC	Transform	Program of high importance that needs attention to work better. It may be that this is academic program would be able to meets its goals more effectively as a Workforce Credential. It is admirable that this program has gone for scholarship money for its students, who are working in a field with low remuneration.

College of Health Department	Program	Type	Placement	Comments
Health Sciences	Health Science	BS	Maintain	This program is leveraging an outside resource to serve a need within the state. This seems like an efficient way to meet a state need that would be very expensive to meet through traditional delivery.
Health Sciences	Health Science	GER	Further Review	The template does not make clear what the value is of this GER offering as a GER – what is the value added for students who are not going to major in the Health Sciences? This is described as a recruitment course, not a general education course.
Health Sciences	Public Health Practice	MPH	Maintain	Categorized as a high external demand field. Active assessment of student outcomes showing very good attainment by students, and active tracking of alumni by program faculty. Faculty are active at pursuing external funding for research and instruction. Excellent mission alignment.
Health Sciences	Public Health Practice	Sponsored	Maintain	Good internal and external demand. High quality inputs and outcomes. Very productive program. Good opportunities and possibilities, especially linking research to teaching and graduate education. Program well aligned particularly with Health Campus designation and service to Alaska.
Human Services	Addiction Studies	Minor	Further Review	This program is slated for deletion.
Human Services	Advanced Human Service Systems	Grad Cert	Further Review	The template states that 21% of students received a promotion or were accepted to next-stage academic program, which seems low. This program has low enrollment and an unclear rationale for its existence.

College of Health Department	Program	Type	Placement	Comments
Human Services	Conflict Resolution	OEC	Further Review	An OEC with 200- and 400- level courses sounds more like a minor, and there is no evidence of student learning outcomes. While there clearly is value in the course offerings, there is no argument made for why the OEC itself is of value. This program has weak student demand, and it is not clear why increasing the number of faculty or revisions to the AA and BA degrees would increase the number of students in the OEC unless it is a requirement of the other degrees.
Human Services	Human Services	AAS	Transform	This program is the only AAS-level degree at UAA for training social service support personnel, but the template does not make it clear that the external demand is specific to this degree program. The template demonstrates this is a highly isolated program on a campus with myriad related disciplines and programs. The template argues that external accreditation is a distinguishing feature of this program versus its competitors, but the accreditation itself is new and not yet valued by employers. This program is encouraged to participate in the broader discussions of counseling and related programs that the report suggests. This program should work more closely with related disciplines to further integrate itself and its students into interdisciplinary discussions, courses, and programs.

College of Health Department	Program	Type	Placement	Comments
Human Services	Human Services	BHS	Transform	The template is not entirely clear what careers this program is focusing on preparing students for, nor if this degree is required for those professions. This program could draw more on interdisciplinary resources. Unfilled capacity is high in some courses, which suggests that restructuring the way courses are offered may allow the department to reallocate resources internally. Faculty staffing issues and workload assignments appropriate to faculty in a BA program need to be addressed. This program is encouraged to participate in the broader discussions of counseling and related programs that the report suggests. This program should work more closely with related disciplines to further integrate itself and its students into interdisciplinary discussions, courses, and programs.
Human Services	Human Services	Sponsored	Further Review	The template did not adequately describe this sponsored program, so there was insufficient information to categorize this in any other way. There should be an expectation that faculty who deliver graduate-level credentials are active in relevant research.

College of Health Department	Program	Type	Placement	Comments
Justice Center	Justice	BA	Priority for Enhancement	The program is highly engaged in broader UAA community, and also Anchorage community; Faculty is highly productive; this is a program that has grown. Good analysis of external demand, and nice comparison to UAF's program. Good internal demand. Good input and outcomes quality. A productive and relevant program. Great efforts at fundraising and containing costs, as well as a good understanding of the financial side of the program. Good alignment with UAA Mission. Good opportunity analysis. As this program appears to be growing steadily, it would be a good place for investing additional funds, especially considering the return on investment at present. Request for more resources to establish MA program is outside the scope of the BA program.
Justice Center	Justice	GER	Consider for Enhancement	Important GERs which teach the fundamentals of the American justice system. Template commendable for addressing GER outcomes of their discipline area. Mostly taught by tenure track/tenured faculty members. Well-aligned with UAA mission and GER mission. Good enrollments. Impressive list of speakers in the GER courses. Addressed GER outcomes of their discipline area, which is very commendable.

College of Health Department	Program	Type	Placement	Comments
Justice Center	Justice	Minor	Consider for Enhancement	The template indicates the faculty have a vision for the minor and address quality. Justice minor makes sense as a companion to numerous majors, and students seem to agree in that enrollments trending up, and degree awards starting to increase as well. Faculty productive in terms of creative activity, professionally involved, and involved on campus. A useful minor whose numbers are starting to increase. Solid program that is growing. Numbers are great for a minor. Good explanation of why students should be interested in taking this minor (in terms of well-rounded citizenship, etc.).
Justice Center	Justice	Sponsored	Consider for Enhancement	This program is very visible and useful in the community, very productive, very mission-aligned, and able to pull in an impressive amount of funding. Their programs foster collaboration and is relevant to the Degree program. The Opportunity Analysis addresses a larger question about how we buy out research, which merits further discussion. This group is already successful at its sponsored research, but is looking for staff support and an opening to discussing workloads of faculty
Justice Center	Legal Studies	GER	Maintain	Only survey course of American law at UAA, supports five legal studies credentials and all prelaw students at UAA. Strong external demand exists for paralegals and other legal support positions. The GER has good enrollments and taught by Tenured/Tenure Track Faculty, which is a good indicator of programmatic commitment to GER. Enrollments trending upward. Faculty productive in terms of products of creative activity and outreach activities. Excellent mission alignment and clear plan for future growth.
Justice Center	Paralegal Studies	Certificate	Further Review	This program is slated for deletion.

College of Health Department	Program	Type	Placement	Comments
School of Allied Health	Clinical Assistant	OEC	Further Review	OEC Phlebotomist/Clinical Assistant are articulated programs, but while Phlebotomist program is doing well, this one is not. OEC Clinical Assistant formed at request of Yukon Kuskokwim Health Corporation to train employees, but enrollments and degree awards are very low. The department offers two reasonable suggestions: delete this offering entirely or repackage it as continuing education courses.
School of Allied Health	Dental Assisting	AAS	Consider for Enhancement	Template and Data indicate the Certificate and AAS have similar enrollments, and both seem to have an audience, with good enrollments. Students take this degree in large numbers so there is some external demand. 95% pass rate on first try on national exam illustrates quality of education being provided to the student. Well aligned with Alaska needs in terms of skill development.
School of Allied Health	Dental Assisting	Certificate	Maintain	Productive and well aligned program that serves Alaska well. Good work in getting students through the program and into jobs.
School of Allied Health	Dental Hygiene	AAS	Priority for Enhancement	This program is doing its job extremely well, and is applying its program in a good and thoughtful way. The idea of a mobile clinic is potentially very well-aligned with Priority E. What this group intends to do with enhancement is extremely mission-aligned and would improve our community engagement. This program cannot actually increase its number of students because there is a hard cap based on space.
School of Allied Health	Fire & Emergency Services Technology	AAS	Maintain	This program is one of the few programs which discussed eliminating some of its more specialized courses in favor of having fewer classes offered at greater capacity – this is a laudable way to create efficiency and be responsible with existing resources. This degree does not have a clear career path, which makes External Demand portion problematic.

College of Health Department	Program	Type	Placement	Comments
School of Allied Health	Limited Radiography	OEC	Consider for Enhancement	The Template reflects this OEC has a clear purpose and is increasing its enrollments and graduates. Online program that is serving a great need for rural communities, which is well-aligned with our mission and something UAA should be doing. Clinical environment requirement results in low enrollments, and while this requirement makes sense given the nature of the OEC, would like to see program be more proactive about working with rural providers to create opportunities for students. Also, the fact that this is taught by 100% term faculty makes this program seem vulnerable. Critical program that is reaching out to be delivered across the state. It would be a good idea to reach out to other health corporations besides YKHC
School of Allied Health	Massage Therapy	Certificate	Further Review	This program is slated for deletion.
School of Allied Health	Medical Assisting	AAS	Priority for Enhancement	Growing number of majors with good advancement to next level academic programs. Growing external demand, solid internal demand. Good quality inputs. Outstanding outcomes over a long period of time. High-demand field, enrollments and # degrees trending up. Good efforts to contain costs. Very good alignment with UAA Mission, and the externship helps outreach. Good analysis of opportunities, and an extra faculty position is a sensible move, as that person should be able to cover some courses in closely related programs. Enhance this program to set up a new position and keep the lab facilities fully equipped and operational. Excellent student outcomes on CMA exam, and both graduates and faculty are professionally involved. Job placement and employer satisfaction tracked for accreditation purposes. Cost/SCH not much higher than UAA average.

College of Health Department	Program	Type	Placement	Comments
School of Allied Health	Medical Lab Technology	AAS	Transform	Enrollments decreased when department began offering baccalaureate degree, but enrollments are steady as are degree awards. Overall, this program has students, is at capacity, has a good record of interdisciplinary collaboration, and has a plan for improvement. Transform indicates encouragement to re-examine what AAS is trying to accomplish for these students other than just an early exit and to address the insufficient number of tenure track/tenured faculty.
School of Allied Health	Medical Laboratory Science	BS	Priority for Enhancement	Articulated with AAS, externally accredited, only such program in state. Alumni survey data indicates grads are finding employment, mostly in Alaska. Very good efforts to increase revenue and contain costs. Good connections to the industry community as a result (external partners provide practica for students and consumables for labs). Very good student outcomes including performance on Board of Certification exam. Good management of course offerings to keep capacity at a good level. Program has good enrollments and increasing awards and good alignment with UAA mission. This is a program that has a lot of term faculty. Student outcomes data are presented and thoughtfully discussed, challenges of open enrollment model discussed, advising and college success work discussed as being directions for enhancement. Program wants to use enhancement to develop additional interdisciplinary opportunities.

College of Health Department	Program	Type	Placement	Comments
School of Allied Health	Medical Office Coding	OEC	Consider for Enhancement	Template indicates this program is productive despite its size. A good example of an OEC embedded in an AAS program that still manages to graduate students with the OEC. Good alignment with UAA Mission, especially in connecting to rural clinics and practices. There might be a way to find efficiencies by re-examining the way courses are offered - offering courses twice daily might be too much, since traditional students can also take evening classes. There may also be advantages to considering some courses on-line, to reach out to remote locations, especially with new coding systems coming on line next year. Enrollments and number of degree awards both trending up. Moving courses online to reach more remote locations is a sensible move. There might be some possibilities for collaboration with UAF and UAS, where are also programs being offered.
School of Allied Health	Pharmacy Technology	Certificate	Further Review	This program is slated for deletion.
School of Allied Health	Pharmacy Technology	OEC	Priority for Enhancement	Due to upcoming changes in state licensing requirements (by 2020 all schools offering pharmacy courses must be accredited), UAA will have to plan accordingly if it wants to keep this offering. Only such program in Alaska, good mission alignment, and on-line allows delivery anywhere. Good outcomes, based on the national certification exam, and program is forward-looking enough to realize that change is needed. Accreditation will require adding tenured/tenure track faculty.

College of Health Department	Program	Type	Placement	Comments
School of Allied Health	Phlebotomist	OEC	Consider for Enhancement	There are a good number of students in this program, and good productivity in terms of completers, but there are no permanent faculty associated with this program, which puts it in a precarious position. This is a good skill for other medical professionals to have, such as nurses. This offering is beginning to be marketed to rural communities but there is room for growth here. Good alignment with UAA Mission. Program meets a need, especially for rural Alaska, and should be supported.
School of Allied Health	Radiologic Technology	AAS	Priority for Enhancement	Competitive entry has been effective at keeping quality up. Strong program with good and thoughtful ideas for the future. Almost all students passing national exam. The program is high demand - they have developed curriculum that includes long-distance deliver so students outside of Anchorage can take courses and the clinical portion is in various sites throughout Alaska. Well written template. Basically run by term faculty, which makes program continuation from year-to-year somewhat unstable.
School of Nursing	Family Nurse Practitioner	Grad Cert	Further Review	This program is being replaced or revised by DNP. This program has weak student demand.
School of Nursing	Nursing	AAS	Consider for Enhancement	Template indicates the Program is very cognizant of increasing its reach in the state. Data shows good student enrollments and graduates. Program is certainly making efficient and effective use of its resources – thoughtful discussion of how it looks for efficiencies. Mission aligned.
School of Nursing	Nursing Education	Grad Cert	Further Review	The template describes this program in terms that sound more like professional development rather than a graduate certificate. This program has weak student demand.

College of Health Department	Program	Type	Placement	Comments
School of Nursing	Nursing Science	BS	Priority for Enhancement	Program is strong and highly aligned with our mission. It cannot add additional majors in Anchorage due to space limitations on campus, but they could grow in Fairbanks and Juneau via distance offerings. There are so many students waiting to get into this program who could be helped by enhanced advising. Another item that they mentioned as a priority for enhancement is increasing their outreach and instruction, such as more interprofessional simulations.
School of Nursing	Nursing Science	MS	Maintain	Well-resourced and productive program meeting state need for nurse practitioners.
School of Nursing	Nursing Science	Sponsored	Further Review	Template did not actually discuss sponsored research, nor are the grants that this program does get discussed in a meaningful way (these grants are for efforts related to teaching). Nursing needs to do more research if they are serious about the DNP program, it needs to start with the department and COH supporting this aspect of faculty work. A doctoral program in this field does not seem compatible with the level of research productivity described in this template.
School of Nursing	Psychiatric & Mental Health Nurse Practitioner	Grad Cert	Further Review	This program is being replaced or revised by DNP. This program has weak student demand.
School of Social Work	Clinical Social Work Practice	Grad Cert	Transform	This program has very few students, though awards have been trending upward. It is not clear from the template why certificate as another credential is needed, rather that courses for professional development.

College of Health Department	Program	Type	Placement	Comments
School of Social Work	Gerontology	Minor	Transform	The template provides a very clear argument that gerontology is critical for Alaska. The multidisciplinary nature of this program is a strength. However, this program has no dedicated tenure track/tenured faculty and serves few students. This program needs help to reach its intended audience and fulfill its function.
School of Social Work	Social Welfare Studies	Minor	Transform	The template describes a program that has potential, but it has only a small group of students. To truly be effective, it needs to find ways of recruiting more students, perhaps from related disciplines.
School of Social Work	Social Work	BSW	Priority for Enhancement	Essential to UAA mission and meets state need, especially as the only program at UAA leading to licensure. Over 55% of students move into next-stage academic program. Solid program, good alignment, external demand (tending upwards in enrollments), good quality inputs and outcomes, great plan for how to use more resources to help meet current student needs as well as anticipating growth that is indicated in enrollment trends. Plan for enhancement is student focused. Excellent student outcomes, faculty keep track of alumni and have data showing a high % working in the field in AK. Opportunity Analysis asks for additional upper level courses (implies more people to teach those) to benefit student via course sequencing (move more students through the pipeline). Program keeps track of its alumni, and shows high % working in field in AK, so definitely value added for the state and excellent mission alignment. Holistic discussion of research and service, and how these aspects fit in with this program.
School of Social Work	Social Work	GER	Consider for Enhancement	Template misinterprets data on what "program affiliated" means

College of Health Department	Program	Type	Placement	Comments
School of Social Work	Social Work	MSW	Priority for Enhancement	Program is very healthy and doing its job very well, as well as filling an obvious need within the state. A program that could do more productive work with additional resources. Excellent mission alignment. Excellent productivity. Only MSW program in state, externally accredited. High external demand, robust projected growth. Program has dual degree option with MPH. Significant faculty outreach in service projects and other forms of expertise, significant productivity in terms of grants and products of creative activity. Specific plan for enhancement that is consistent with demand and competition.
School of Social Work	Social Work	Sponsored	Maintain	Productive and aligned research program. Request for support staff and infrastructure raises broader questions about support for grant writing and sponsored research at UAA.
School of Social Work	Social Work Management	Grad Cert	Transform	This program has a good vision for its graduates, but very few of them. Healthcare management is an important field, and there is a strong argument for developing managers from within the cadre of providers, but there is significant overlap with other programs. This program could collaborate both for efficiency and to broaden its audience.
WWAMI	WWAMI	M.D.	Consider for Enhancement	The template makes a compelling case for why the program is needed and its importance to Alaska. Template also illustrates the high quality of the teaching and learning. It appears that increases in size and funding are legislatively driven. Small program in terms of number of students, but otherwise important impact and potential for further growth contingent on legislative funding. Productive and successful program, aligned with mission. Growth and influence very positive.

College of Health Department	Program	Type	Placement	Comments
	Occupational Therapy	Doctorate	Maintain	This program serves an overwhelming need for the state, and 90% of the graduates do stay in the state. Seems like a great way to serve Alaska residents at much smaller cost than would be accrued by trying to establish OTD at UAA.

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Department	Program	Type	Placement	Comments
Aviation Technology	Air Traffic Control	AAS	Transform	Prepares students for acceptance into FAA training program (provided they meet other requirements), but FAA has recently ceased offering preferential acceptance of college graduates. Enrollments trending down. Template seems to be suggesting a transformation including addressing non-governmental opportunities.
Aviation Technology	Aviation Administration	AAS	Maintain	Discussion of outcomes assessment and enrollments demonstrated productivity and output quality. Good mission alignment and response to external demand. Operating well at current funding levels.
Aviation Technology	Aviation Maintenance Technology	AAS	Consider for Enhancement	Faculty workloads, with continual overloads, are not sustainable, and may have something to do with unfilled capacity in some courses and the inability to restructure to better use faculty time (faculty do not have time for these activities). Enhancement in this case might mean providing resources to help them with their enrollments and with potentially reworking schedules somewhat to better use existing (and potentially new) resources.
Aviation Technology	Aviation Maintenance Technology Airframe	Certificate	Maintain	Large unfilled capacity and teaching overloads indicates a structural issue as teaching overloads would indicate courses being maxed out, while they are not. It is unclear why this situation exists, but if it is necessitated by the FAA mandated curriculum, then the program must be enhanced to run without constant dependence on faculty overloads.

Community & Technical College				
Department	**Program**	**Type**	**Placement**	**Comments**
Aviation Technology	Aviation Maintenance Technology: Powerplant	Certificate	Consider for Enhancement	Template makes a good case made for mission alignment, and benefit to Alaska. Template included a clear and realistic plan to improve contributions with new resources. Highly productive, high quality program. On top of financials, program management, and assessment. There is strong evidence of external demand and potential for growth, and a clear rationale for more resources.
Aviation Technology	Aviation Technology	Minor	Transform	Department did explicitly address who they think their audience is, although this audience is tiny. If it were invigorated, this offering might provide this ordinarily isolated department with the opportunity to connect with other departments.
Aviation Technology	Aviation Technology	Sponsored	Maintain	This template is for the Alaska Experimental Forecast Facility. Serves important function regarding local weather forecasting and archiving climate data. Obvious internal demand for this data to support faculty/student research (in fact, seems like there's potential for growth here). This is a valuable service that is rightly housed in our university, rightly funded by external stakeholders, and should continue its operations. Hopefully there are ways that we can encourage even more use of this resource, perhaps through Geology, earth sciences, maybe with the Environment & Society major and/or Environmental Studies and Geography Dept., and/or Geomatics. Great asset for the state and UAA.

Community & Technical College				
Department	**Program**	**Type**	**Placement**	**Comments**
Aviation Technology	Aviation Technology ATC	BS	Further Review	This is a low enrollment emphasis of the Aviation Technology BS, since many students stop with an AAS and those who stay for the BSAT mainly go into the management track.
Aviation Technology	Aviation Technology Aviation Management	BS	Consider for Enhancement	Template indicates there is strong demand externally (especially regionally), limited internally, apart from other Aviation programs. Good alignment with UAA Mission, with an emphasis on Priority D. Good quality inputs, and excellent student outcomes. Good attention to assessment of student outcomes (including identifying areas in need of improvement). Good discussion of improvements that can happen with flat funding. Further resources should go to addressing the problem of frequent teaching overloads. Designed to require CBPP business courses, which is great, and this collaboration could be increased a bit more. Only program that focuses on aviation business in Alaska, so should be encouraged to attract more students from around the state. Very adjunct-heavy, understaffed in terms of faculty, and most compelling case for enhancement in Aviation, given productivity. Excellent thoughtful discussion of student outcomes assessment, lots of data.

Community & Technical College				
Department	**Program**	**Type**	**Placement**	**Comments**
Aviation Technology	Aviation Technology Professional Piloting	BS	Maintain	Excellent student outcomes, both in terms of pass rates on flight examinations for pilot certificates and in terms of employment stats for graduates. Program has been effective at getting gifts of equipment and consumables for labs. Productive and needed program for Alaska, but seems to have a lot of unfilled capacity currently and should re-examine course offerings.
Aviation Technology	Professional Piloting	AAS	Transform	The template describes the limitations for employment for individuals with this credential. This is an expensive program with low numbers of awards. Most students opt for the BSAT if they want to become professional pilots. Many students receive pilot certificates and rating but few complete the associates. Is it possible that offering just a professional training certificate and a BA will make more sense?
Career & Technical Education	Career & Technical Education	MS	Further Review	No template was submitted. Data was too limited a basis upon which to make any judgment. Further review necessary to determine categorization. Beyond that, a graduate program with only one tenure track/tenured faculty member does not seem viable.
Career & Technical Education	Career & Technical Education	Sponsored	Further Review	No template was submitted. Data was too limited a basis upon which to make any judgment. Further review necessary to determine categorization.
Career & Technical Education	Technology	BS	Further Review	The way this offering is structured does not encourage a level of specialization that constitutes a major. Perhaps the degree needs to be transformed along the "applied leadership" lines as the template suggests, but such a program may duplicate or be more closely aligned with offerings in CBPP.

Community & Technical College				
Department	**Program**	**Type**	**Placement**	**Comments**
College Preparatory & Development Studies	Developmental Math	Developmental	Transform	This is a critical program for UAA's mission, but not be achieving its full potential. The template makes a compelling case that developmental courses are the "gateway to everything else," but pass rates indicate they having more of a "gatekeeping" result. The template focuses on approaches, but not results. The template does not make a compelling case for the current organizational structure of isolating this program from the Mathematical Sciences Department.
College Preparatory & Development Studies	ESL		Priority for Enhancement	Program is well aligned with meeting Alaska's and UAA's needs for serving our very diverse population. Program has strong enrollments and well assessed and quality outcomes. High productivity. Trends nationally and in Anchorage suggest ESL will continue to be an important part of our instruction. The fact that this high volume program has only one tenured faculty and 84-95% of courses taught by adjuncts indicates the program should be enhanced. This program also needs structural change because its location is not currently appropriate - although it is in College Preparatory & Developmental Studies, this is not a remedial program.
College Preparatory & Development Studies	PRPE Composition	Prerequisite	Consider for Enhancement	Template and Data indicate substantial enrollment/completion numbers. This is a critical program, foundational to success for substantial number of students; relies heavily on part time faculty. This is a core part of the UA and UAA mission. This program has good success rates for remedial courses, faculty are very dedicated, and obviously care very deeply about teaching these courses

Community & Technical College				
Department	**Program**	**Type**	**Placement**	**Comments**
College Preparatory & Development Studies	PRPE Reading & Study Skills		Further Review	This program provides support that is essential to UAA's open enrollment mission, but that need not be delivered as an academic program. The template does not articulate why reading and study skills are taught in isolation from writing. The AcTF suggests exploring reading support being offered through the Learning Resources Center as a support function (not courses with academic credit) and examining integrating reading support into other courses and instruction.
Computer Information and Office Systems	CIOS AA requirements	GER	Further Review	The template did not clearly articulate why this course is preferable to the general course in written communications. This appears to be staffed almost exclusively by adjuncts and to duplicate other course offerings.
Computer Networking & Office Technologies Department	Cisco-Certified Network Associate	OEC	Consider for Enhancement	Attracts working professionals in networking field. Template addresses the program's strong ties to employers which benefits program. Provided good examples of cost management, such as through equipment donations. Template includes the importance of mentoring their adjunct instructors to insure quality. Template indicates good use of limited resources to produce graduates in a high demand field. This program seems to be doing well with its current level of resourcing.
Computer Networking & Office Technologies Department	Computer & Networking Technology	AAS	Maintain	Good mission alignment for this high demand program. It appears that students are completing the AAS degree, even if many have job opportunities by their 2nd year. Department has successfully leveraged external donations of funds and equipment to fill its labs. Suggest that closer ties to CS/CSE be investigated to look at greater areas of commonalities to increase efficiencies and outcomes.

Community & Technical College				
Department	**Program**	**Type**	**Placement**	**Comments**
Computer Networking & Office Technologies Department	Computer & Networking Technology	Certificate	Further Review	Students sign up for the certificate but actually want the AAS degree - this is an area where students can get jobs without finishing certificate or can get certifications without paying tuition. The template demonstrates external demand for this training for the state, but there is very low student demand (3 awards in the review period).
Computer Networking & Office Technologies Department	Computer Information and Office Systems	AAS	Transform	This program has reasonable enrollments but very few completers (OECs have very few completers as well). The template's suggestion that students enroll in AAS to get financial aid for OECs is very problematic as a reason for offering this degree. The department appears to be rethinking their offerings and should be encouraged to do so.
Computer Networking & Office Technologies Department	Corporate Specified Skills	OEC	Further Review	This is a low demand program with minimal enrollment. It is unclear that even with better marketing either demand or enrollment would be improved. Opportunity analysis mentioned that talks are already underway to potentially transform CIOS into something that generates better outcomes. OEC does not seem to be popular with its intended audience in any case.
Computer Networking & Office Technologies Department	Office Foundations	OEC	Further Review	The template describes a department ready and able to make changes. These courses are so inexpensive to deliver, it may not be necessary or reasonable to charge to tuition for them. Could this instruction be delivered, and more accessible, if it were CEU-based, rather than academic credit-based?

Community & Technical College				
Department	Program	Type	Placement	Comments
Computer Networking & Office Technologies Department	Office Support	OEC	Transform	The template states that this OEC has not been performing well and the department is looking revise its OEC's. These OECs are currently being delivered entirely by term faculty. For this department should have at least one fulltime faculty member. These courses are so inexpensive to deliver, it may not be necessary or reasonable to charge to tuition for them. Could this instruction be delivered, and more accessible, if it were CEU-based, rather than academic credit-based?
Construction & Design Technologies Division	Architectural & Engineering Technology	AAS	Maintain	Good connections to community and industry. Program encourages student participation in community design projects, events, and service, and in design competitions worldwide. Excellent case made for mission alignment in terms of an instructional program that remains agile to meet future needs and takes pride in stressing the creative and problem-solving aspects of design process. Use of adjuncts appropriate and justified by pedagogical reasons (student exposure to professionals). Program seems right-sized, operating efficiently with room to grow. No justifiable reason for more funding or expansion.
Construction & Design Technologies Division	Architectural Drafting	Certificate	Transform	Program has declining enrollment. If students are leaving because they are getting the skills they need without having to complete the degree, then the design of the program is not optimal; perhaps this should be a continuing education offering.
Construction & Design Technologies Division	CAD for Building Construction	OEC	Further Review	Students seem to want the courses, but not the OEC - only one person has received this endorsement in 3 years. CAD skills are in demand but it is not clear if this program with its particular configuration is what students are seeking for enhancing their employment options. Another certificate within AET program that does not seem to generate much student interest compared to the AAS.

Community & Technical College				
Department	**Program**	**Type**	**Placement**	**Comments**
Construction & Design Technologies Division	Civil Drafting	Certificate	Transform	Although there does seem to be a small market of people who prefer the Undergraduate Certificate to an AAS degree, in its current incarnation, this is not reaching many students. There are so many drafting certificates that are practically duplicative programs. The department is encouraged to review the OEC's and Undergraduate Certificates. Perhaps some of these offerings could be CEU's or the curriculum restructured so that it is less attractive to take a class or two and then opt out.
Construction & Design Technologies Division	Construction Management	AAS	Transform	This program has unfilled capacity, but does seem to have industry demand. The template indicates that the department is already looking at the relationship between AAS and BS.
Construction & Design Technologies Division	Construction Management	BS	Consider for Enhancement	Template indicates the program is committed to interfacing with the local construction community and providing students internships, etc. Student outcomes measured at multiple levels, and all show impressive performance (national exam, performance of students at national competitions, employment rate of grads). Faculty are productive, program enjoys nice level of financial and other support from local construction firms. Excellent mission alignment. Realistic and promising plans for future growth. The field in general is in very high demand and critical. Student numbers in BS not as robust as in the Certificate program; it appears students are opting for other certifications and programs.
Construction & Design Technologies Division	Mechanical & Electrical Drafting	Certificate	Further Review	Enrollments in Certificate program very low. AET is productive in student enrollments, but this Certificate is not. Template states that companies hire grads before they finish the program, which calls into question the value of the certificate. The relevance of the material covered in courses is clear, but the usefulness of this credential is not.

Community & Technical College				
Department	**Program**	**Type**	**Placement**	**Comments**
Construction & Design Technologies Division	Structural Drafting	Certificate	Further Review	This certificate had four awards in three years, which does not support the idea that the market has high demand. If students are leaving because they are getting the skills they need without having to complete the degree, then the design of the program is not optimal; perhaps this should be a continuing education offering.
Culinary Arts, Hospitality, Dietetics & Nutrition Division	Culinary Arts	AAS	Priority for Enhancement	Program has brought in impressive external funding and support from industry, and is also making good efforts and demonstrating quality through the accreditation process. Good alignment with UAA Mission, and good percentage of minorities among graduates. Opportunity Analysis points to some interesting potential for growing the tourism industry. Program is community oriented and mission aligned, also operating at capacity with most of the program delivered by Tenured/Tenure Track faculty. Exceptional engagement with local restaurant/hospitality industry.
Culinary Arts, Hospitality, Dietetics & Nutrition Division	Dietetics	Sponsored	Further Review	No template was submitted, despite confirmation of externally funded activities. Further review necessary to determine categorization.

Community & Technical College				
Department	**Program**	**Type**	**Placement**	**Comments**
Culinary Arts, Hospitality, Dietetics & Nutrition Division	Dietetics Internship	Internship	Priority for Enhancement	Small focused quality program, good alignment (UAA Health Campus), managing well with little faculty, strong external demand meeting consistent demand. Only program in state, forward looking, potential for growth and expansion. This program meets a requirement by Accreditation Council for Education in Nutrition and Dietetics. Good case made for need for RDs in state. Good rate of completion by enrollees, and good rate of assessment activity. Field is moving to graduate studies; this seems an obvious foundation for that, but it needs tenure track faculty for stability. Enhancement justified based on 1) need in the community/state; and 2) only one faculty member currently delivering courses.
Culinary Arts, Hospitality, Dietetics & Nutrition Division	Hospitality Restaurant Management	BA	Transform	This program asked to transform and look at additional ways to create efficiencies including by collaborations with CTC/Health, Physical Education and Recreation (HPER) program and the Culinary Arts, Hospitality/Dietetics and Nutrition programs. This program has strong industry demand in addition to strong student demand. Well-filled courses. Interesting step of having students take 24 credits at a top-10 university in the field. Good input quality and strong efforts at outcomes assessment; the employment record is a good external indicator. Template leaves some questions unanswered, such as How is the senior year transcripted if it is done at another university? Does UAA grant all of the degrees or are some granted at NAU and UNLV? Productive program that should be able to expand, but appears limited by class capacity and resources.
Culinary Arts, Hospitality, Dietetics & Nutrition Division	Nutrition	BS	Further Review	This program is slated for deletion.

Community & Technical College				
Department	**Program**	**Type**	**Placement**	**Comments**
Culinary Arts, Hospitality, Dietetics & Nutrition Division	Nutrition	Minor	Maintain	Template gives the impression that department does not care about this offering and whether it stays or goes, but it is a healthy minor that is highly productive and has good external demand. By maintaining this program, UAA needs for faculty to make it a priority, especially given its usefulness to other programs, such as nursing.
Department of Health, Physical Education & Recreation	Athletic Training	Minor	Further Review	The template explains that this program is delivered exclusively by adjunct faculty. The template does not explain how the effectiveness of the adjuncts nor how the whole program is monitored given its staffing. The template makes a weak case for its existence other than stating that the courses in the program are included already in other programs.
Department of Health, Physical Education & Recreation	Coaching	Minor	Further Review	The template explains that this minor was created to address a perceived demand, but that has not materialized. Being low cost is not sufficient justification for a programmatic offering.
Department of Health, Physical Education & Recreation	Fitness Leadership	OEC	Further Review	Program has reasonable enrollments and degree productivity, however, the fitness industry is not regulated – therefore this program competes with on-line offerings and non-credit training options. It does not sound like there is sufficient reason to continue this offering.
Department of Health, Physical Education & Recreation	Health & Fitness Leadership	Minor	Further Review	Template says that this program was developed with industry partners to meet state need, but student demand has not materialized. Low enrollments and no degrees awarded during review period. The Opportunity Analysis states that most local hiring organizations are accepting online credentials, which calls into question the need for UAA to be funding this offering.

Community & Technical College				
Department	**Program**	**Type**	**Placement**	**Comments**
Department of Health, Physical Education & Recreation	Outdoor Leadership	Minor	Further Review	No real productivity as a Minor. Template states that most of the jobs that this program was designed to prepare students for are "part-time and/or seasonal and don't necessarily require this kind of preparation," which helps explain why there were no graduates from this program during review period.
Department of Health, Physical Education & Recreation	Physical Education	BS	Priority for Enhancement	Excellent outcomes, for both faculty and students. Very productive program, and strong involvement in campus life. Good efforts to increase revenue and contain costs. Great alignment with UAA Mission, especially the community emphasis. This is another program where there are no tenured/tenure track faculty for stability and long-term leadership - it seems pointless to offer this if it is not going to be resourced properly. This program needs facilities as well – renovation of Wells Fargo center.
Department of Health, Physical Education & Recreation	Physical Education	Minor	Further Review	No minors awarded in the past 3 years. Even if it is a low-cost program to offer, it does not appear to have student demand as it stands.
Department of Health, Physical Education & Recreation	Physical Education Recreation		Maintain	Good SCH production at a low cost. The heavy use of adjuncts is justified given the varied areas of skill needed to teach these courses. Maintain these offerings.

Community & Technical College

Department	Program	Type	Placement	Comments
ROTC	National Defense, Strategic Studies, and Leadership, Army	Minor	Priority for Enhancement	An enthusiastic program that had a lot of discussion about how they are working to improve their outcomes. This program is mission-aligned and support here is consistent with our designation as a military-friendly campus, although space is at a premium at UAA and we want to be careful not to bump out another academic program. Enhancement in this case means support for some of the Opportunity Analysis suggestions of more administrative support, centralizing ROTC programs, moving from a UAF satellite program to fully on UAA campus (so an enhancement of space and/or administrative support). The amount of return we'd get from a very small investment makes this attractive - it's a modest request for a very well-aligned program, very good for public square, in line with our status as military-friendly campus. We would like to see any enhanced resources shared with the other ROTC programs.
ROTC	ROTC Air Force	Minor	Maintain	Program provides a good service at a minimal cost to the university.
Transportation and Power Division	Automotive Brakes, Suspension, Alignment	OEC	Further Review	The program has low student demand. The template describes a department interested in statewide coordination and the large changes that may come from such a process.
Transportation and Power Division	Automotive Electrical	OEC	Further Review	The program has low student demand. The template describes a department interested in statewide coordination and the large changes that may come from such a process.
Transportation and Power Division	Automotive Engine Performance	OEC	Further Review	According to the Data and the Template the program has low student demand. The template describes a department interested in statewide coordination and the large changes that may come from such a process, but does not make a strong case.
Transportation and Power Division	Automotive Power Trains	OEC	Further Review	The program has low student demand. The template describes a department interested in statewide coordination and the large changes that may come from such a process.

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Department	Program	Type	Placement	Comments
Transportation and Power Division	Automotive Technology	AAS	Maintain	Program is nationally accredited and prepares students for high-demand jobs. Enrollments steady at roughly 60 students, but graduation rates are low (3-5/year during review period). A lot of good information given on quality measures and how program faculty have thoughtfully contained costs. Good alignment with UAA Mission. Moving forward, program needs to make attempts to increase completion rate.
Transportation and Power Division	Automotive Technology	Certificate	Further Review	The program has low student demand. The template describes a department interested in statewide coordination and the large changes that may come from such a process. The template is also honest that industry prefers people with 2-year degrees
Transportation and Power Division	Heavy Duty Transportation & Equipment	AAS	Transform	The template states that employers prefer to hire techs with 2- or 4-year degrees, but it appears students leave for employment before receiving their AAS. The program is strong in several ways: external accreditation, professionally involved faculty and advisory board, etc. The template describes good efforts at raising revenue and containing costs, but the curriculum has not been updated since 2000 or 2001 and there are few graduates. The Opportunity Analysis calls for a statewide examination of these programs for possible collaboration, which is a good plan for transformation.
Transportation and Power Division	Heavy Duty Transportation & Equipment	Certificate	Transform	The program is strong in several ways: external accreditation, professionally involved faculty and advisory board, etc. The template describes good efforts at raising revenue and containing costs. Active academic assessment seems to be in place with good results. Enrollments and awards low for this certificate. The Opportunity Analysis calls for a statewide examination of these programs for possible collaboration, which is a good plan for transformation.

Community & Technical College				
Department	**Program**	**Type**	**Placement**	**Comments**
Transportation and Power Division	Welding & Nondestructive Testing Technology	AAS	Consider for Enhancement	Template illustrates this is a well aligned program meeting crucial state needs in high demand job area. Only program in state that leads to an AAS degree, although classes are offered at KPC, UAF, UAS, AVTEC. Good input quality, and good student outcomes. Requiring industry certifications is a good assessment strategy. Quite a popular program, but a low graduation rate (only 23 over 3 years out of almost 300 students enrolled). The courses are definitely oversubscribed so demand is high but more attention needs to be paid to degree completion. Good enrollments, and not enough tenure track/tenured faculty to provide long-term vision and support. This is another program where students are not completing this program because they are getting good jobs based on only a few classes; Perhaps with more FT faculty and better advising students could be persuaded to stay and finish degree

Honors College

Program	Type	Placement	Comments
Honors	GER	Transform	The template seems to describe the current purpose of this being a GER to let students doing honors program not take other courses, which is insufficient justification for these courses to be GER's. The program's added value to students is in the delivery, not the unique content, but the delivery methods would benefit any students. The template argues that two lower-division courses are preparation for graduate study, which is hard to imagine and no evidence is presented that this is achieved. It is possible that HNRS 292 could be a GER and prepare students for undergraduate research before the 3rd or 4th year. Honors at UAA needs to be reimagined.
Natural and Complex Systems	GER	Transform	The template describes an exciting and innovative area, but it does not articulate the program's contribution to the GER. Is it necessary or optimal for this program to be housed in Honors?
Natural and Complex Systems	Honors	Further Review	The template makes problematic comparisons to other programs and does not adequately justify itself.
University Honors Scholars		Transform	The template did not address academic assessment and does not make clear what the goal of this program is. The faculty list is impressive and students are impressive; however, both would still be so without this program. Can other programs afford to give up faculty time to support this program? It seems ripe for transformation into a more stable structure.

Library

Program	Placement	Comments
Library Instruction	Further Review	The Library is a critical piece of UAA infrastructure, and it needs to be able to provide input to all programs. The partnerships and integrating information literacy into existing courses is incredibly valuable and should be expanded. However, the for-credit, stand-alone courses are not as productive and the Library does not appear to have enough faculty workload to dedicate to this instruction, much less a GER, to make this program viable.

Student Affairs

Program	Type	Placement	Comments
Guidance	Prerequisite	Further Review	Opportunity analysis suggests requiring courses for non-declared students and offering online delivery to prospective and rural students, which seems to be a drastic change from the way these offerings are currently handled. These courses currently have no disciplinary home and meet no degree requirements. A freshman experience course should be coordinated broadly with the campus, generally be interdisciplinary in nature, and potentially meet program requirements for students. Convincing case made that completers are more likely to return for

| | | | | additional semesters of enrollment, but no data is presented on degree completion rates. |

School of Engineering (now College of Engineering)

Department	Program	Type	Placement	Comments
Civil Engineering	Applied Environmental Science & Technology	Masters	Transform	Good alignment with UAA Mission. Interdisciplinary nature of this degree, with its combination of engineering and natural science courses, has lots of potential. This program needs a new vision and new direction. Based on the information given here, and plenty of faculty and resources, this should be a strongly subscribed program, but few students are interested.
Civil Engineering	Applied Environmental Science & Technology	MS	Transform	Good alignment with UAA Mission. Quality inputs, but nothing about student outcomes or achievements. Limited efforts to understand or deal with costs and revenue. Interdisciplinary nature of this degree, with its combination of engineering and natural science courses, has lots of potential. This program needs a new vision and new direction. Based on the information given here, and plenty of faculty and resources, this should be a strongly subscribed program, but few students are interested.
Civil Engineering	Civil Engineering	BS	Maintain	High external demand with good employment figures for grads. Healthy rates of enrollment and degrees awarded. External accreditation and good student outcomes. Plenty of unfilled capacity in many courses, so it seems efficiencies could be found here that would allow enrollments to increase without requiring additional faculty. Department should consider consolidating some of its graduate offerings and refocusing resources on this program.
Civil Engineering	Civil Engineering	MCE	Transform	This program has more specializations than it had graduates during the review period. Courses in this program have a lot of unfilled capacity. This program is not efficiently delivered. The graduate-level programs in the College of Engineering need to be reviewed together to identify efficiencies and look at ideas for better recruitment.
Civil Engineering	Civil Engineering	Minor	Further Review	This minor has one declared student and zero degrees during review period. The template is mostly blank.

Civil Engineering	Civil Engineering	MS	Transform	The expertise in this field is in demand, but degree appears to not be in demand. The template makes a strong point that CE faculty are already stretched very thin, so maybe it is time to look at other graduate offerings more critically (MS Arctic, M&MS AEST). The graduate-level programs in the College of Engineering need to be reviewed together to identify efficiencies and look at ideas for better recruitment.
Civil Engineering	Civil Engineering	Sponsored	Maintain	Both graduate and undergraduate students involved in and benefiting from research productivity. Faculty production in terms of publications is good. Incorporation of collaborative research is very good
Civil Engineering	Coastal, Ocean and Port Engineering	Grad Cert	Further Review	There is little apparent demand for this program (only one degree award during review period). Coastal engineering research and short course/seminar offerings are more productive and do not depend on the existence of this certificate. It would seem possible to offer these courses as needed for CE graduate students. No evidence presented that putting this certificate online will make it more viable.
Civil Engineering	Earthquake Engineering	Grad Cert	Further Review	Based on the template and the data the program has such weak student demand, it may not be sustainable.
Computer Science and Engineering	Computer Science	BS/BA	Consider for Enhancement	Template clearly provided context of recent CS merger with CSE during review period, which is expected to generate efficiencies for both programs. Program has an advisory board to respond to external demand. Good employment prospects for graduates (this is supported by program's alumni survey), and many senior capstone projects taken in from community. Internal demand low on academic side, but expertise of students/faculty called on for many projects in other departments. Very collaborative department in terms of research activity. Lots of undergraduate student research.
Computer Science and Engineering	Computer Science	Minor	Maintain	Large increase in enrollment and degree awards in AY13, so this minor might be starting to find an audience. Good efforts to increase revenue and contain costs through restructuring after the CS/CSE merger. Good alignment with UAA Mission. Some good ideas for future development. Looks like this offering needs time settling into new degree structure now that the merger is complete.

Computer Science and Engineering	Computer Science	Sponsored	Maintain	Highly productive faculty work. High impact and interdisciplinary work consistently being done.
Computer Science and Engineering	Computer Science (Joint with UAF)	MS	Further Review	This program is slated for deletion.
Computer Science and Engineering	Computer Systems Engineering	BS	Maintain	Good mission alignment and industry alignment, impressive faculty productivity, and publications include undergraduate coauthors. Faculty are very productive, extremely collaborative with many other departments on campus, including many outside the SOE. Faculty increasing outreach to K-12 and established an advisory board during review period - good steps. Valuable program for UAA as technology becomes increasingly computerized, collaborative faculty are a plus.
Computer Science and Engineering	Computer Systems Engineering	Minor	Further Review	The template stated that increase in minors not anticipated. Neither students nor the department are interested in this offering.
Electrical Engineering	Electrical Engineering	BS	Consider for Enhancement	Template indicates that although there is a relatively small group of faculty they are operating efficiently. Good student enrollments and graduation rates. Great discussion of student outcomes assessment in the Template. Very collaborative faculty in terms of research, well-connected in college as a whole. Cost/student credit hour lowest for bachelor's programs.
Electrical Engineering	Electrical Engineering	Minor	Further Review	No template was submitted. Data was too limited a basis upon which to make any judgment. Further review necessary to determine categorization.
Electrical Engineering	Electrical Engineering	Sponsored	Further Review	No template was submitted. Data was too limited a basis upon which to make any judgment. Further review necessary to determine categorization.
Engineering, Science, & Project Management	Engineering Management	MS	Further Review	The template does not adequately justify the differentiation between Master's degrees based on undergraduate majors. This program has weak student demand.
Engineering, Science, & Project Management	Project Management	MS	Priority for Enhancement	A highly desirable, national-level program that has strong enrollment and community partnerships. The program has done well in securing external community support and has done an excellent job in meeting specific needs. Program enhancement may be accomplished through industry support rather than traditional university resources. Some general funds to support more tenured/tenure track faculty seems reasonable.

Engineering, Science, & Project Management	Project Management	Sponsored	Maintain	Template focuses on the academic program; Information on sponsored projects buried in criterion 6, mostly workforce development. Needs to focus on the research quality and outcomes, not just the funding.
Engineering, Science, & Project Management	Science Management	MS	Further Review	The template describes external demand, but the program cannot meet this without students. Sixteen courses have not been revised since 2001. Having faculty teach six courses a year when those courses are almost empty is not good management of instructional resources.
Geomatics	Geographic Information Systems	Certificate	Further Review	Data and Template indicate issues with student enrollment numbers. Program has been around for many years, but is not able to recruit students. Template did not indicate there were any efforts to go out and recruit students either. Distance courses currently do not seem to have high enrollments and yet distance is the plan for increasing enrollments. Opportunity Analysis discusses adding additional specialized programs, when the department's other specialized programs don't currently have any students.
Geomatics	Geographic Information Systems	Minor	Transform	The template combines the discussion of student outcomes for the BS and AAS Geomatics, and GIS minor, which makes it difficult to understand value of having these separate degrees, especially to industry. Minor has had very poor numbers. There is high demand for and interest in GIS across campus, and there are excellent opportunities for collaboration.
Geomatics	Geomatics	AAS	Maintain	With 65-80% of program delivered by tenure track/tenured faculty, there is no need to add faculty. However, if the revised curriculum and increased distance education/web delivery increases enrollment, then a case can be made for enhancement, but current productivity does not warrant it. Program faculty seem to be making changes to address enrollment management issues.
Geomatics	Geomatics	BS	Maintain	Small major that has capacity to grow. As degree leads to high demand jobs, stronger student recruitment is recommended. Faculty productivity is high for a small department. Number of sections offered is inefficient and can be reduced without negatively impacting students' ability to graduate.

Mechanical Engineering	Mechanical Engineering	BS	Consider for Enhancement	Template indicates evidence of quality in terms of inputs and outputs, and efforts to stay up-to-date. Very specific plan for using new resources. Program enrollments are substantial, some room to grow in upper division. Lower cost per student credit hour than other programs in Engineering, one of the more successful programs in Engineering given its growth
Mechanical Engineering	Mechanical Engineering	Minor	Further Review	This program has only had three declared students and one graduate in the review period. The department recognizes low student demand and is open to discussions about whether this minor should continue to be offered.
	Arctic Engineering	MS	Transform	Template fails to make the case that this program is different from a MS in Civil Engineering, since all affiliated faculty and courses are CE faculty and courses. Skills and courses are important to the state and demand is constant. Program as a degree is not in demand.
	Environmental Regulation & Permitting	Grad Cert	Further Review	No template was submitted. Data was too limited a basis upon which to make any judgment. Further review is necessary to determine categorization. 14 graduates in three years is good for a Graduate Certificate.
	General Engineering	Minor	Further Review	The department recognizes low student demand and is open to discussions about whether this minor should continue to be offered.