

CS FOR SENATE BILL NO. 36(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

THIRTY-SECOND LEGISLATURE - FIRST SESSION

BY THE SENATE EDUCATION COMMITTEE

Offered: 3/19/21

Referred: Finance

Sponsor(s): SENATORS STEVENS, Hughes, Micciche, Costello, Wielechowski, Begich, Gray-Jackson

A BILL

FOR AN ACT ENTITLED

1 **"An Act relating to reporting requirements of the Board of Regents of the University of**
2 **Alaska."**

3 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

4 * **Section 1.** AS 14.40.190(b) is amended to read:

5 (b) In addition to the report required under (a) of this section, the Board of
6 Regents shall prepare and present to the legislative committees having jurisdiction
7 over education a biennial report, [NOT LATER THAN THE 30TH LEGISLATIVE
8 DAY OF THE FIRST SESSION OF EACH LEGISLATURE,] titled "Alaska's
9 University for Alaska's Schools" that describes the efforts of the university to attract,
10 train, and retain qualified public school teachers. The report must include an outline of
11 the university's current and future plans to close the gap between known teacher
12 employment vacancies in the state and the number of state residents who complete
13 teacher training. The information reported under this subsection may also include
14 short-term and five-year strategies with accompanying fiscal notes and outcome

measures. **Not later than the 30th legislative day of the first regular session of each legislature, the Board of Regents shall deliver a copy of the report to the senate secretary and the chief clerk of the house of representatives and notify the legislature that the report is available.**

* **Sec. 2.** AS 14.40.190 is amended by adding a new subsection to read:

(c) In addition to the reports under (a) and (b) of this section, the Board of Regents shall prepare a biennial report on accreditation. The report must, for each instructional program of the university, assess the program's quality and effectiveness for purposes of accreditation, assess the program's alignment with applicable national, regional, and specialized accreditation standards, and describe the efforts the university has made to achieve or maintain the program's accreditation. The report must be disaggregated by university campus, school or college, program, accrediting body, date of initial accreditation, next review date and review cycle, and current accreditation status. For each instructional program that has lost or is at risk of losing accreditation, the report must describe the university's plan to remediate the loss or risk. The Board of Regents shall

(1) not later than the 30th legislative day of the first regular session of each legislature, deliver a copy of the biennial report to the senate secretary and the chief clerk of the house of representatives and notify the legislature that the report is available;

(2) present the report to the legislative committees having jurisdiction over education.

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Senator Gary Stevens

SPONSOR STATEMENT

SENATE BILL 36 *UA Accreditation Reporting*

Senate Bill 36 is introduced in response to the revocation of accreditation of the University of Alaska-Anchorage School of Education in 2019.

One thought as to how the failure occurred includes the idea that perhaps not enough Alaskans were aware of the problems leading up to it. Establishing a reporting requirement on the subject of UA system-wide accreditation is an effort toward improved communication and awareness, the intent being to help avoid seeing such an unexpected accreditation loss from happening again.

Other reporting requirements have been installed and proven effective for the University of Alaska to maintain clear lines of communication with the Alaska Legislature. Including a biennial report on the status of the UA's accreditations seems timely and appropriate.

Thank you for your consideration of this important policy proposal.

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SECTIONAL ANALYSIS

CS for Senate Bill 36 (EDC) (Version B)

University of Alaska Accreditation Reporting Requirements

Sec. 1: AS 14.40.190(b) Amends existing University of Alaska reporting requirements regarding teacher training and retention, to specify the report is required to be submitted to the Legislature (Senate Secretary / House Chief Clerk) biennially, by the 30th legislative day of the first regular session of each new Legislature.

Sec. 2: AS 14.40.190(c) is a new subsection establishing a requirement for the University of Alaska to issue a biennial report on the status of all of its accreditations within the UA system. The report must be submitted to the Legislature (Senate Secretary / House Chief Clerk) by the 30th legislative day of the first regular session of the legislature; and

The accreditation report is subsequently to be presented in a formal hearing setting to the education committees of the legislature, the scheduling for which is intended to be at the discretion of the chairs of the committees.



University of Alaska Anchorage
Report on Institutional and Programmatic Accreditation
Report to the UA Board of Regents – August 25, 2020

Institutional Accreditation at UAA (Regents Policy 10.02.070A)

Accreditation Status: The University of Alaska Anchorage has been accredited by the Northwest Commission on Colleges and Universities (NWCCU) since 1974. This single accreditation status applies to all UAA campuses, including Anchorage, Kenai Peninsula College, Kodiak College, Matanuska-Susitna College, and Prince William Sound College.

Accreditation Cycle: Institutional accreditation is regularly reviewed and reaffirmed by the NWCCU. This occurs through regular reports and site visits on a seven-year cycle. In addition to these reports and visits, the institution also communicates regularly with the NWCCU about new and discontinued programs and changes to institutional leaders and organizational structure.

Reaffirmation of Accreditation: UAA's institutional accreditation was reaffirmed in January 2019, based on a comprehensive Year Seven Self-Evaluation Report and site visit. This reaffirmation began a new accreditation cycle that runs through fall 2025.

The Commission commended UAA for:

1. An inclusive planning process for UAA 2020, which brought the campuses together in an unprecedented joint effort focused on Student Success.
2. Its culture of diversity and inclusivity, especially in relationship to Alaska Native communities.
3. Its commitment to community engagement and the Public Square.
4. Its extensive assessment efforts related to student learning. Faculty exhibit robust ownership and leadership in assessing academic programs, and also engage proactively in the multifaceted assessment of General Education.

The Commission recommended that UAA:

1. Expand efforts around institutional planning of graduate programs to demonstrate their academic quality and role in mission fulfillment. (Standard 2.C.12)
2. Continue the focus on collaborative Student Success efforts to raise low graduation and retention rates and support Mission Fulfillment. (Standard 5.B.1)

UAA fulfilled all recommendations with Ad Hoc Report (Submitted March 1, 2020)

In March UAA submitted an ad hoc report on the two recommendations above. The NWCCU Board of Commissioners reviewed and took action on the report at their June 2020 meeting. On July 22, 2020 NWCCU President Ramaswamy informed Chancellor Sandeen that both recommendations have been fulfilled. UAA enters its new cycle with four commendations and no recommendations!

New NWCCU Standards: In January 2020 NWCCU implemented a revised set of standards and eligibility requirements. UAA's current cycle falls under the new standards and eligibility requirements, which evaluate mission fulfillment and institutional effectiveness based on student

learning and student achievement (Student Success) with an emphasis on equity and closing achievement gaps.

Progress toward meeting the new standards: In AY20, following a year-long broad and inclusive process, UAA identified a set of Core Competencies, as well as student achievement (success) metrics and their disaggregation. These received unanimous support from the Faculty Senate and Staff Council, and were supported by USUAA student governance.

UAA CORE COMPETENCIES

Effective Communication

The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.

Creative and Critical Thinking

The knowledge and skills necessary for the critical exploration of issues, ideas, artifacts, and events in order to creatively design, evaluate, and implement a strategy to answer complex questions or achieve a desired goal.

Intercultural Fluency

The knowledge and skills necessary to promote effective and appropriate interaction in a variety of cultural contexts, particularly in terms of the diverse populations of Alaska.

Personal, Professional, and Community Responsibility

The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.

UAA STUDENT ACHIEVEMENT METRICS

Disaggregation	Race/Ethnicity, Age, Gender, Socio-Economic Status, First Generation, First-Time Full Time, First-Time Part Time
Peer Groups	Peers applied where there are national figures (Graduation and Retention Rates). UAA will compare to open access peers, regional comprehensive peers, and UAA's approved list of peers.
Metrics	<p>Retention Rate: First to Second Fall Persistence: First to Third Fall Graduation Rate</p> <ul style="list-style-type: none">• Baccalaureate (6 year, 8 year, 10 year).• Associate (3 year, 5 year, 7 year).• Additional metric: Junior Graduation Rate.• Graduate Program Time-to-Degree. <p>Post-Graduation Success <i>Leading Indicators</i></p> <ul style="list-style-type: none">• <i>Students complete Tier 1 GERs within first 30 credits</i>• <i>Course Pass Rates in first-year and gateway courses</i>• <i>Attempted vs completed "credits earned to credits attempted"</i>

UAA AY20 ACCREDITATION HIGHLIGHTS

AY20-22 NWCCU Retention, Completion, and Student Success Academy

UAA was selected as one of the original twenty institutions to participate in the NWCCU Academy for Retention, Completion, and Student Success. The two-year Academy supports institutional efforts around retention, completion, and the use of data to create and implement interventions to drive positive student success results.

Led by Vice Provost Claudia Lampman and a team of faculty, UAA's project is to strengthen and develop interventions to get more students into GER-level writing and math classes within their first 30 credits, a strong predictor of future success and a UAA student success leading indicator.

UAA's Academy project builds on recent work by UAA faculty in the Community and Technical College (CTC) Department of Writing, who have adopted a nuanced, multiple measures approach to course placement, rather than simple reliance on standardized test scores. The approach includes having students whose test scores do not squarely place them in a particular class submit a writing sample. Between spring 2018 and spring 2020 about 400 students completed a writing sample; roughly 70% of these students were placed into a class higher than their Accuplacer score suggested. Moreover, students who were placed into their first UAA WRTG class using a writing sample passed that class at a significantly higher rate (79%) than those placed using Accuplacer alone (72%). In addition to a greater likelihood for future academic success, this opportunity for upward placement is saving students both time and money - so far about a quarter of a million in tuition dollars.

Other innovations include faculty-designed course matching surveys in writing and math to better determine a student's first writing and math courses, as well as their candidacy for acceleration based upon their academic background, test scores, and level of confidence. Currently in the pilot phase, over 800 students have completed the surveys since April 2020, giving first year advisors a much fuller picture of a student's readiness in writing and math.

Improved Graduation Rate Holding Steady

UAA's collaborative Student Success efforts have resulted in improved graduation rates. Over the past 15 years, UAA's 6-year graduation rates rose steadily for first-time, full-time students seeking a Bachelor's degree; 21.4% of students who entered the university in 1998 graduated in 6 years compared to 31.4% of students who entered in 2012. Preliminary data for students who entered in 2013 show rates basically holding steady at 31.1%. UAA's goal is to sustain recent gains through this current period of uncertainty.

ACCREDITATION CYCLE: REPORTS, REVIEWS, VISITS

Milestone	Date	Description	Synopsis of Commendations and Recommendations
Comprehensive Peer Evaluation, Reaffirmation	January 2019	Based on Year Seven Self-Evaluation and site visit	Commended for: inclusive planning, particularly around Student Success; diversity and inclusion; community engagement; and the assessment of student learning. Recommended to expand institutional planning of graduate programs and continue collaborative Student Success efforts.
Ad Hoc Report	March 2020	Detailed UAA's progress on the two recommendations	On July 22, 2020 NWCCU notified UAA that all recommendations are fulfilled.
Mid-Cycle Evaluation (Year Three, Report and Visit)	Fall 2021	Reviews institutional readiness to demonstrate mission fulfillment	Due Fall 2021
Policies, Regulations, and Financial Review (PRFR – Year Six, Report and Review)	Fall 2024	Reviews compliance in the areas of policies, regulations, and financial sustainability	Due Fall 2024
Evaluation of Institutional Effectiveness (EIE – Year Seven, Report and Visit)	Fall 2025	Comprehensive self-evaluation on all Standards; Attestation to continued compliance with NWCCU Eligibility Requirements	Due Fall 2025

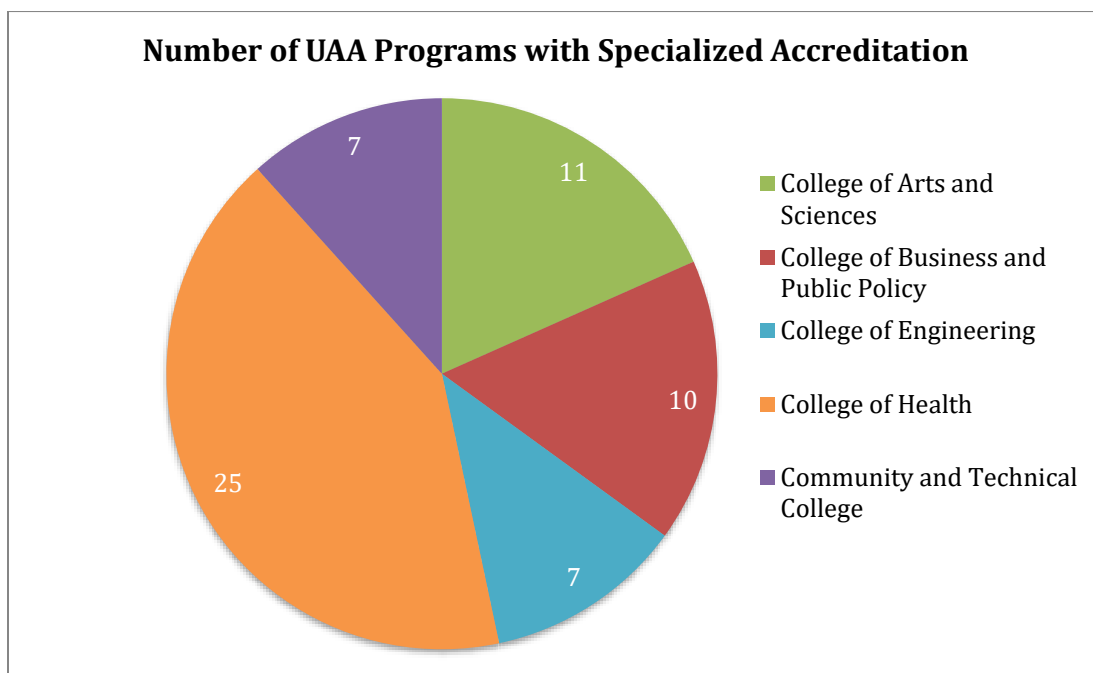
Websites:

[UAA Institutional and Specialized Accreditation](#)
[Northwest Commission on Colleges and Universities](#)

Specialized Program Accreditation at UAA (Regents Policy 10.02.070B)

Sixty UAA degree and certificate programs hold specialized accreditation or approval by external agencies. Many of these programs lead to professional certification or registration, such as in health or engineering. The figure below shows the relative distribution of programs with specialized accreditation. Accredited programs, including those delivered at community campuses, are located in the academic colleges.

Proposals to seek new specialized accreditation are evaluated based on criteria including the agency, eligibility requirements, benefits to the institution and students, and available resources and capacity to maintain ongoing accreditation. The Office of Academic Affairs partners with the deans to coordinate specialized accreditation efforts.



The chart includes academic programs which have received candidacy or accreditation from an external agency. It does not include programs still developing candidacy materials or awaiting approval for candidacy. It also does not include collaborative programs where the partner institution holds the accreditation (such as the WWAMI School of Medical Education).

Website:

[UAA Programs with Specialized Accreditation \(UAA Catalog\)](#)

UA Accreditation Definitions & Format

Institutional Accreditation: The status of public recognition that a recognized accrediting agency grants to an institution or educational program that meets its qualifying requirements and accreditation criteria. The process involves initial and periodic self-evaluation followed by an evaluation by peers.

Types of Accreditation: Each type of accreditation is awarded by a non-governmental agency recognized by the Secretary of the U.S. Department of Education. The essential purpose of the accreditation agency is to provide a professional judgment regarding the quality of the educational institution or program offered and to encourage continual institutional improvement.

Regional: Accreditation of an institution as a whole for institutions within a prescribed geographic region of the United States.

National: Accreditation of an institution as a whole for institutions that are single purpose in nature, such as business or information technology institutes, or that have a clear thematic mission, such as faith-based institutions or liberal arts colleges.

Program/Specialized: Accreditation of a unit or educational program within an institution with regard to program-specific standards. The unit may be a school, department, program, or curriculum.

UAA's specialized accreditations are summarized in the table on the following pages. The table does not include other external reviews for recognition or endorsement, such as the Federal Aviation Administration, United States Fire Administration, or the North American Process Technology Alliance.

Specialized accrediting bodies use varying terminology. In some cases, a "recommendation" is a significant deficiency and requires correction. In some cases, it might be simply a suggestion for improvement. Some agencies note "commendations" or "strengths," while for others, simply not receiving any recommendations is the highest possible evaluation.

University of Alaska Anchorage Specialized Program Accreditation Status 2020

Unit	Program	Accrediting Agency	Last Review	Next Review	Notes	Summary of Significant Findings
CAS	Art BA, BFA	National Association of Schools of Art and Design (NASAD)	2018	2027		Accreditation renewed in November 2018 with no recommendations.
CAS	Clinical-Community Psychology PhD*	American Psychological Association (APA)	2019	2028	Draft follow-up report submitted and undergoing internal review. On track for September 1, 2020 due date.	Accreditation reaffirmed in November 2019 with two areas requiring additional attention in a follow-up report due September 1, 2020. Clarify how required elements are reflected in the evaluation process such that students are evaluated and receive feedback at the level of the elements and provide documentation that the Commission on Accreditation contact information is published on all program sites.
CAS	Early Childhood Development AAS	National Association for the Education of Young Children Commission on the Accreditation of Early Childhood Higher Education Programs (NAEYC)	2018	2025		Initial accreditation granted in March 2018 with no recommendations.
CAS	Early Childhood Special Education Med	National Council for Accreditation of Teacher Education (NCATE)/ Council for the Accreditation of Educator Preparation (CAEP)	2010	N/A	BOR decision archived in the CAEP Accreditation Information Management System on August 13, 2020.	On June 5, 2020, BOR approved the immediate reduction of the Master of Education in Early Childhood Special Education at UAA, with discontinuation effective upon completion of teach out.

Unit	Program	Accrediting Agency	Last Review	Next Review	Notes	Summary of Significant Findings
CAS	Educational Leadership (Principal) MEd, GC	National Council for Accreditation of Teacher Education (NCATE)/ Council for the Accreditation of Educator Preparation (CAEP)	2010	2021	On track for self-study submission in January 2021 and site visit in March 2021. Self-study will encompass all advanced programs. Nationally recognized by the Educational Leadership Council.	Accreditation continued for College of Education in November 2010 with no recommendations. In accordance with the scheduled phase-in of CAEP's 2016 Advanced Standards, a Self-Study Report for advanced programs is due in January 2021.
CAS	Language Education, GC	National Council for Accreditation of Teacher Education (NCATE)/ Council for the Accreditation of Educator Preparation (CAEP)	N/A	2021	On track for self-study submission in January 2021 and site visit in March 2021. Self-study will encompass all advanced programs. Earned national recognition by the Teachers of English to Speakers of Other Languages in July 2020.	Accreditation continued for College of Education in November 2010 with no recommendations. In accordance with the scheduled phase-in of CAEP's 2016 Advanced Standards, a Self-Study Report for advanced programs is due in January 2021.
CAS	Music BA, BM	National Association of Schools of Music (NASM)	2013	2023	NASM approved request to postpone next review by one year to AY23.	Accreditation continued in July 2013 with no recommendations.
CAS	Special Education GC	National Council for Accreditation of Teacher Education (NCATE)/ Council for the Accreditation of Educator Preparation (CAEP)	2010	2021	On track for self-study submission in January 2021 and site visit in March 2021. Self-study will encompass all advanced programs. Nationally recognized by the Council for Exceptional Children.	Accreditation continued for College of Education in November 2010 with no recommendations. In accordance with the scheduled phase-in of CAEP's 2016 Advanced Standards, a Self-Study Report for advanced programs is due in January 2021.

Unit	Program	Accrediting Agency	Last Review	Next Review	Notes	Summary of Significant Findings
CBPP	Accounting BBA; Economics BA, BBA; Finance BBA; General Management MBA; Global Logistics and Supply Chain Management BBA; Global Supply Chain Management MS; Management BBA; Management Information Systems BBA; Marketing BBA	Association to Advance Collegiate Schools of Business – International (AACSB)	2015	2020	On track for Continuous Improvement Review 2 (CIR2) submission in January 2021. Notification that the BOR made the decision to discontinue the BBA Management Information Systems and that the program is in teach out will be included in the January 15, 2021 Continuous Improvement Review 2 (CIR2) report.	Continuous Improvement Review (CIR) continued for additional year. The CIR2 report is due January 15, 2021. Issues to address and resolve: Develop standardized metrics for quality of intellectual contributions; develop contingency plan for acquiring financial support for the college's strategic plan and implementation; improve criteria to classify faculty as Participating; demonstrate sufficient number of faculty; develop an integrated assurance of learning calendar; meet faculty qualification standards in two areas; clarify criteria for Scholarly Academic; improve the strategic plan's metrics and demonstrate alignment between the faculty's intellectual portfolio, the college's financial strategies and sustainability, and the college's mission and strategic goals.
CoEng	Civil Engineering BS*	Engineering Accreditation Commission of ABET	2017	2023		Site visit was conducted in 2016, and notice of reaccreditation has been received.
CoEng	Computer Science BS*	Computing Accreditation Commission of ABET	2019	2024		Site visit was conducted in 2018, and notice of reaccreditation has been received.
CoEng	Computer Systems Engineering BS*	Engineering Accreditation Commission of ABET	2017	2023		Site visit was conducted in 2016, and notice of reaccreditation has been received.
CoEng	Electrical Engineering BS*	Engineering Accreditation Commission of ABET	2017	2023		Site visit was conducted in 2016, and notice of reaccreditation has been received.

Unit	Program	Accrediting Agency	Last Review	Next Review	Notes	Summary of Significant Findings
CoEng	Geomatics BS*	Applied Science Accreditation Commission of ABET	2017	2023		Site visit was conducted in 2016, and notice of reaccreditation has been received.
CoEng	Mechanical Engineering BS*	Engineering Accreditation Commission of ABET	2017	2023		Site visit was conducted in 2016, and notice of reaccreditation has been received.
CoEng	Project Management MS	Project Management Institute Global Accreditation Center for Project Management Education Programs (PMI-GAC)	2014	2022	Reaffirmation letter of intent submitted June 30, 2020. On track for self-study submission in December 2020 and site visit in 2021.	Accreditation status conferred in August 2015 (backdated to 2014) with no recommendations.
COH	Dental Assisting UC; Dental Hygiene BS	Commission on Dental Accreditation of the American Dental Association (CODA)	2015	2022	Self-study and site visit postponed by CODA for one year due to COVID-19. Report of Change Regarding Temporary Use of Distance Education Modalities approved in May 2020. Report of Change Regarding Interruption of Education submitted May 15, 2020 under review. August 2019 report on financial exigency accepted.	Accreditation approved in February 2015 with no recommendations. Proposal to transition accreditation from AAS to BS approved in spring 2018.

Unit	Program	Accrediting Agency	Last Review	Next Review	Notes	Summary of Significant Findings
COH	Dietetics BS; Dietetics Internship GC	Accreditation Council for Education in Nutrition and Dietetics (ACEND)	2015	2023	<p>All recommendations addressed and incorporated into program materials and documents.</p> <p>Report for Program Seeking Reorganization under the ACEND Future Education Model (FEM) Standards for Graduate Degree Programs on track for September 6, 2020 due date.</p>	<p>Accreditation continued in July 2015 for GC, granted in July 2015 for BS. Recommendations: Update assessment plans with goals and aligned objectives; include program management in program director's position description; update website and manuals with ACEND's new name. BS: Ensure consistent goals and objectives in program materials; update handbook to include required computer equipment in estimated expenses, revise four-year plan. GC: Update graduate employment objective; keep chronological record of student complaints; include criminal background checks and drug testing in estimated costs.</p> <p>Application to be accredited under the Future Education Model Accreditation Standards for Bachelor Degree Programs and categorized as a reorganization of an existing ACEND-accredited program tentatively accepted December 12, 2017 with a report due in September 2020.</p> <p>Application to be categorized as a demonstration program accredited under the Future Education Model (FEM) Accreditation Standards for Graduate Degree Programs and categorized as a reorganization of an existing ACEND-accredited nutrition and Dietetics Internship (DI) program tentatively accepted in April 2019 with a report due in September 2020.</p>

Unit	Program	Accrediting Agency	Last Review	Next Review	Notes	Summary of Significant Findings
COH	Human Services AAS, BHS	Council for Standards in Human Services Education (CSHSE)	2019	2023	Recommendation addressed and change will be submitted in next self-study report. On track for self-study in 2023.	Reaccredited in October 2018. Recommendation: Develop and provide a succinct general and distinctive philosophical orientation which provides the conceptual framework for the curriculum.
COH	Legal Studies BA, Minor; Paralegal Studies AAS, PBCT	American Bar Association (ABA)	2017	2022	ABA uses “approval” rather than “accreditation.” Notification of UC Legal Nurse Consultant Paralegal discontinuation in June 2020. Regularly scheduled Interim Report submitted in November 2019.	Reapproval granted in February 2018 (backdated to 2016) with no recommendations.
COH	Medical Assisting AAS	Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Medical Assisting Education Review Board (CAAHEP)	2016	2024		Accreditation maintained in May 2017 with no recommendations.
COH	Medical Laboratory Technology AAS; Medical Laboratory Science BS	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	2014	2021	On track for self-study submission in October 2020 and site visit in Spring 2021.	Accreditation continued in October 2014 with no recommendations.

Unit	Program	Accrediting Agency	Last Review	Next Review	Notes	Summary of Significant Findings
COH	Nursing AAS, BS; Family Nurse Practitioner GC; Nursing Education GC; Psychiatric and Mental Health Nurse Practitioner GC; Nursing Science MS	Accreditation Commission for Education in Nursing (ACEN)	2017	2025	Actions to address areas needing development ongoing. To date: enhanced website public information; developed and implemented a retention/remediation program; encouraged advising prior to admission application; revised policy handbooks; incorporated practice standards essentials; and updated curriculum.	Accreditation granted in August 2017. Areas needing development: Accessible public information (AAS, BS, MS/GCs); student services commensurate with student needs related to program admission application (AAS) and student advisement (AAS/BS). MS/GCs: Consistent application of policies; clear, consistent, and timely communication of policy, procedure, and program changes to students; curriculum congruence with master's/post-master's standards, including accurate documentation of clinical hours for certification; regular curriculum review for integrity, rigor, and currency; ensure end-of-program student learning outcomes direct learning activities, and evaluation methodologies measure their achievement.
COH	Nursing Practice, DNP	Commission on Collegiate Nursing Education (CCNE)	2017	2022	On track for self-study and site visit in Fall 2021. Regularly scheduled Continuous Improvement Report submitted in December 2019.	Initial accreditation granted in May 2017 with no recommendations.
COH	Paramedical Technology AAS delivered at UAA's Kenai Peninsula College	Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation of	2020	2025		Initial accreditation awarded in July 2020 with no recommendations.

Unit	Program	Accrediting Agency	Last Review	Next Review	Notes	Summary of Significant Findings
COH	Paramedical Technology AAS delivered at UAA's Matanuska-Susitna College	Educational Programs for the Emergency Medical Services Professions (CoAEMSP)	2019	2024		Accreditation continued in July 2019 with no recommendations.
COH	Physical Therapist Assistant AAS	Commission on Accreditation in Physical Therapy Education (CAPTE)	2015	2020	Self-study submitted in August 2020, virtual site visit in October 2020.	Accreditation continued in November 2017 with no recommendations.
COH	Public Health Practice MPH	Council on Education for Public Health (CEPH)	2015	2023	December 2019 interim report accepted and accreditation term extended by one year.	Accreditation continued in June 2015 with no recommendations.
COH	Social Work BSW, MSW	Council on Social Work Education (CSWE)	2018	2026		Accreditation reaffirmed in July 2018 with no recommendations.
COH	Surgical Technology AAS	Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (CAAHEP)	2019	2024	Notification for use of distance learning due to COVID-19 acknowledged by ARC/STSA on April 16, 2020.	Initial accreditation awarded in January 2019 with no recommendations.
CTC	Automotive Technology AAS, UC; Diesel Power Technology AAS, UC	ASE Education Foundation	2016	2021	On track for self-study submission and site visit in May 2021.	Accreditation renewed in 2016 with no recommendations.
CTC	Construction Management AAS, BS*	American Council for Construction Education (ACCE)	2017	*Not published		Site visit was conducted in 2016, and notice of reaccreditation has been received.

Unit	Program	Accrediting Agency	Last Review	Next Review	Notes	Summary of Significant Findings
CTC	Culinary Arts AAS	American Culinary Federation Education Foundation Accrediting Commission (ACFEFCAC)	2018	2023		Accreditation approved in February 2018 with no recommendations.

Abbreviations: CAS = College of Arts and Sciences; CBPP = College of Business and Public Policy; CoEng = College of Engineering; COH = College of Health; CTC = Community and Technical College

*ABET, ACCE, and APA prohibit public disclosure of the findings. ACCE prohibits public disclosure of the length of period of accreditation.

Several programs have received recognition or endorsements similar to specialized accreditation: Aviation Maintenance Technology AAS/UCs, Aviation Technology BS, Professional Piloting AAS, Fire and Emergency Services Technology AAS, and Process Technology AAS.

Partner institutions hold the accreditation for several collaborative programs: Master of Clinical Health Science (University of Washington), Occupational Therapy OTD (Creighton University), Pharmacy PharmD (Idaho State University), WWAMI (University of Washington).



Institutional and Programmatic Accreditation

Report to the UA Board of Regents- August 2020

Institutional Accreditation at UAF (Regents Policy 10.02.070A)

The University of Alaska Fairbanks has been accredited by the Northwest Commission on Colleges and Universities (NWCCU) since 1934. This accreditation includes the Fairbanks campus, as well as the Bristol Bay Campus, Chukchi Campus, Community and Technical College, Interior Alaska Campus, Kuskokwim Campus and Northwest Campus.

Institutional accreditation is regularly reviewed and reaffirmed by the NWCCU. This reaffirmation occurs through regular reports and site visits conducted by peer evaluators. In addition to these reports and visits, the institution also communicates regularly with the NWCCU about new programs and changes to institutional leaders and organizational structure.

UAF's institutional accreditation was last reaffirmed in early 2013, based on the fall 2012 Year One Mission and Core Themes evaluation. The Mid-Cycle Evaluation was submitted in fall 2014, which ascertains the institution's readiness to provide evidence (outcomes) of mission fulfillment and sustainability in the Year Seven. After a one-year postponement by NWCCU and a one-year extension requested by UAF, the Comprehensive Self-Evaluation Report was submitted in July 2020. A site visit is scheduled for September 30-October 2, 2020.

Milestone	Date	Description	Synopsis of Recommendations¹
Comprehensive Peer Evaluation, Reaffirmation	February 2012	Based on Comprehensive Self Evaluation Report	Better align institutional planning, evaluation, and resource allocation with institutional Core Themes and Objectives; Improve student learning outcomes assessment.
Last Reaffirmation	February 2013	Based on Year One Self-Evaluation Report	None
Mid-Cycle Evaluation & site visit	October 2014	Regular Cyclical Report	None
Comprehensive Self-Evaluation Report	Submitted July 2020	Summative evaluation of mission fulfillment.	Site visit scheduled for Fall 2020.

Websites:

UAF Institutional Accreditation: <http://www.uaf.edu/accreditation/>

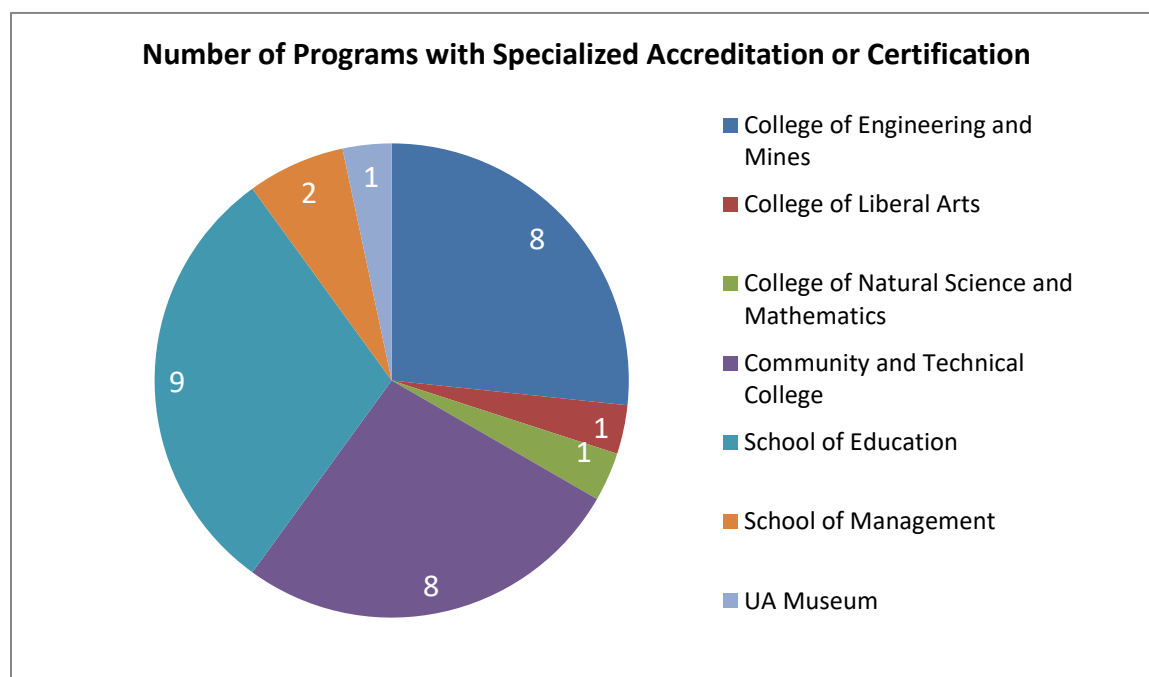
Northwest Commission on Colleges and Universities: <http://www.nwccu.org/>

¹ These are included verbatim at the end of the report.

Program Accreditation at UAF (Regents Policy 10.02.070B)

30 UAF degree and certificate programs hold accreditation or approval by external agencies with more working towards specialized accreditation. Many of these programs are in disciplines with professional certification or registration requirements, such as engineering, education, and business. The figure below shows the relative distribution of accredited programs in the institution's academic units. The table at the end of this report provides a complete list of programs with special approval or accreditation.

Proposals to seek new program accreditation are evaluated based on criteria including the agency, eligibility requirements, benefits to the institution and students, and available resources and capacity to maintain ongoing accreditation. The Office of the Provost and the Accreditation Liaison Officer coordinate and monitor specialized accreditation efforts.



Website:

UAF Program Accreditation <http://www.uaf.edu/accreditation/specialized-accreditation/>

Accreditation Definitions

Institutional Accreditation: The status of public recognition that a recognized accrediting agency grants to an institution or educational program that meets its qualifying requirements and accreditation criteria. The process involves initial and periodic self-evaluation followed by an evaluation by peers.

Types of Accreditation: Each type of accreditation is awarded by a non-governmental agency recognized by the Secretary of the U.S. Department of Education. The essential purpose of the

accreditation agency is to provide a professional judgment regarding the quality of the educational institution or program offered and to encourage continual institutional improvement.

Regional: Accreditation of an institution as a whole for institutions within a prescribed geographic region of the United States. [UAF is regionally accredited.]

National: Accreditation of an institution as a whole for institutions that are single purpose in nature, such as business or information technology institutes, or that have a clear thematic mission, such as faith-based institutions or liberal arts colleges. [Does not apply to UA.]

Program/Specialized: Accreditation of a unit or educational program within an institution with regard to program-specific standards. The unit may be a school, department, program, or curriculum.

UAF's specialized accreditations and other external reviews of similar intent and scope are summarized in the table on the following pages. Note that the various organizations conducting these reviews use varying terminology. In some cases, a 'recommendation' is a significant deficiency in the institution's performance relative to an accreditation standard, and requires correction to maintain accreditation. In other cases, a recommendation is simply a suggestion for improvement. Some reviews use "weakness", "deficiency", or "citation" to indicate deficiencies in performance relative to accreditation standard. In the table, the original language in the reviews is used for the most part.

University of Alaska Fairbanks Program Accreditation

The following programs have approval and/or accreditation from agencies external to UAF.

The “Notes” column may indicate where departments are in the process of obtaining initial accreditation, or other clarifying details.

Unit	Program	Accrediting Agency	Date of Last Review	Date of Next Review	Notes	Summary of Significant Findings
CEM	Civil Engineering, BS	Engineering Accreditation Commission of ABET	2018	2023		Site visit was conducted in fall of 2017, and notice of reaccreditation has been received.
CEM	Computer Engineering, BS	Engineering Accreditation Commission of ABET	2018	2023		Site visit was conducted in fall of 2017, and notice of reaccreditation has been received.
CEM	Computer Science, BS	Computing Accreditation Commission	2018	2020		Site visit was conducted in fall of 2017, and notice of reaccreditation has been received. An interim report was submitted July 1, 2019 to address shortcomings identified in the 2018 ABET Final Statement. An official response is anticipated in August or September 2020.
CEM	Electrical Engineering, BS	Engineering Accreditation Commission of ABET	2018	2023		Site visit was conducted in fall of 2017, and notice of reaccreditation has been received.
CEM	Geological Engineering, BS	Engineering Accreditation Commission of ABET	2018	2023		Site visit was conducted in fall of 2017, and notice of reaccreditation has been received.
CEM	Mechanical Engineering, BS	Engineering Accreditation Commission of ABET	2018	2023		Site visit was conducted in fall of 2017, and notice of reaccreditation has been received.
CEM	Mining Engineering, BS	Engineering Accreditation Commission of ABET	2018	2023		Site visit was conducted in fall of 2017, and notice of reaccreditation has been received.
CEM	Petroleum Engineering, BS	Engineering Accreditation Commission of ABET	2018	2023		Site visit was conducted in fall of 2017, and notice of reaccreditation has been received.

*ABET and its programmatic accrediting commissions prohibit public disclosure of the length of the period of accreditation.

Unit	Program	Accrediting Agency	Date of Last Review	Date of Next Review	Notes	Summary of Significant Findings
CLA	Social Work, BA	Council on Social Work Education	2016	2023		Reaffirmed in March 2016 with no recommendations.
CNSM	Chemistry, BS	American Chemical Society	2014	2021	Concentrations in Biochemistry and Environmental Chemistry available.	<p>Renewal approved August 2015 included recommendation to be addressed in the next regular review: additional laboratory space to accommodate the growth of the undergraduate chemistry program, a dedicated departmental budget to maintain laboratory instruments, and a long-range plan for their replacement. Program was recognized as well organized and cohesive, with high quality student research reports and self-evaluation practices.</p> <p>Periodic report is due June 30, 2021.</p>
CRCDD	Child Development and Family Studies, BA	National Association for the Education of Young Children	N/A	N/A	In accreditation seeking status. Program is undergoing self-study and estimating visit and review will occur in fall of 2022.	
CTC	Developmental Education	National Association for Developmental Education	2015	2022		Advanced Certification formally awarded in February, 2015.
CTC	Automotive Technology, Cert.	National Automotive Technicians Foundation	2019	2025		Renewal awarded in December 2019 and valid until January 1, 2025.

Unit	Program	Accrediting Agency	Date of Last Review	Date of Next Review	Notes	Summary of Significant Findings
CTC	Aviation Maintenance, AAS	Federal Aviation Administration	2019	2020	The certification does not have an expiration date, but inspections are conducted annually.	Last inspection was conducted in March 2019, with no findings. Program requested and received approval in 2018 to increase admission requirements and to raise maximum program enrollment to improve retention.
CTC	Early Childhood Education, AAS	National Association for the Education of Young Children	2018	2021		Received award of accreditation in July 2019, lasting through July 2021.
CTC	Medical Assistant, Cert.	Commission on Accreditation of Allied Health Education Programs	2006	2026	The program outcomes are also regularly reviewed by the Medical Assisting Education Review Board. UAF has consistently met the outcome thresholds.	Reaffirmed with the following recommendations: (1) Form an advisory committee to formulate and periodically revise appropriate goals and learning domains. (2) New faculty member must demonstrate documented evidence of instruction received in educational theory and techniques. (3) Correct deficiencies in syllabi and address content and competencies stated in MAERB Core Curriculum. (4) Annual assessment of resources for 2017 and 2018.
CTC	Paralegal, AAS	American Bar Association	2018 (interim report)	2022	ABA “approves” rather than accredits programs.	Reapproval in 2016; an interim report was submitted March 2018.
CTC	Paramedic Academy, AAS	Commission on Accreditation of Allied Health Education Programs, Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP)	2018	2023	A site visit was conducted in Dec. 2018	CoAEMSP review was positive with no findings.

Unit	Program	Accrediting Agency	Date of Last Review	Date of Next Review	Notes	Summary of Significant Findings
CTC	Process Technology, AAS	Alaska Process Industry Careers Consortium	2017	NAPTA review (see next page) is substituted for comprehensive review; annual course reviews continue.	APICC is not an accrediting organization but rather could be characterized as an external reviewer. Full audits are performed at approximately 3-4 year intervals.	See below.
		North American Process Technology Alliance (NAPTA)	2017	2020	NAPTA is the recognized national standard organization for Process Technology.	The audit review is currently ongoing, with a report due to be submitted in August. Site visits are no longer required after successful NAPTA endorsement. Results or findings should be received by the program in the fall 2020 semester.
SOE	Elementary Education, BA	Council for the Accreditation of Educator Preparation	2018	2024		Received initial accreditation through CAEP in 2018; advanced programs will be renewed in 2021.
SOE	Elementary Post Baccalaureate Teacher Licensure, Post Baccalaureate Certificate	Council for the Accreditation of Educator Preparation	2018	2024		See Elementary Education above. All programs were addressed in a single accreditation review document.
SOE	K-12 Art, Post Baccalaureate Certificate, Graduate Certificate	Council for the Accreditation of Educator Preparation	2018	2024		See Elementary Education above. All programs were addressed in a single accreditation review document.

Unit	Program	Accrediting Agency	Date of Last Review	Date of Next Review	Notes	Summary of Significant Findings
SOE	Elementary Education, MEd	Council for the Accreditation of Educator Preparation	2018	2024		See Elementary Education above. All programs were addressed in a single accreditation review document.
SOE	Language and Literacy, MEd	Council for the Accreditation of Educator Preparation	2018	2024		See Elementary Education above. All programs were addressed in a single accreditation review document.
SOE	Secondary Education, Post Baccalaureate Certificate	Council for the Accreditation of Educator Preparation	2018	2024		See Elementary Education above. All programs were addressed in a single accreditation review document.
SOE	Music Education, BM	Council for the Accreditation of Educator Preparation	2018	2024		See Elementary Education above. All programs were addressed in a single accreditation review document.
SOE	Special Education, MEd, Post Baccalaureate Certificate	Council for the Accreditation of Educator Preparation	2018	2024		See Elementary Education above. All programs were addressed in a single accreditation review document.
SOE	Counseling, MEd, Post-Baccalaureate Certificate	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	2018	2026	Application for accreditation submitted 06/30/16 and accreditation granted as of 01/12/18.	An interim report was submitted in October 2019 addressing the following standards: Standard 4.A Standard 4.B Standard 4.C Standard 4.D Standard 4.F The board met in January 2020 to review the report and extended the accredited status of the programs through the remainder of the 8-year cycle.

Unit	Program	Accrediting Agency	Date of Last Review	Date of Next Review	Notes	Summary of Significant Findings
SOM	Accounting, BBA	Association to Advance Collegiate Schools of Business	2019	2020		<p>Continuous improvement review will be continued for one year. A follow-up report must be submitted by November 1, 2020 to address the following concerns:</p> <ul style="list-style-type: none"> (1) A separate strategic plan is needed for the accounting program. (2) Strategies and resources to support an increase in quality and impact of intellectual contributions. (3) Future financial strategies given the \$70 million funding decrease across the UA system in 3 years. More information is needed to address how the cuts will impact the sustainability of the program. (4) It is recommended that a plan is developed to give the accounting program leader more budget autonomy or access to designated minimum funds. <p>While they do not affect the programs' current accreditation status, these concerns must be successfully resolved before accreditation is extended.</p>

Unit	Program	Accrediting Agency	Date of Last Review	Date of Next Review	Notes	Summary of Significant Findings
SOM	Business Administration, BBA, MBA	Association to Advance Collegiate Schools of Business	2019	2020		<p>Continuous improvement review will be continued for one year. A follow-up report must be submitted by November 1, 2020 to address the following concerns:</p> <p>(1) Future financial strategies given the \$70 million funding decrease across the UA system in 3 years. More information is needed to address how the cuts will impact the sustainability of the school and programs.</p> <p>(2) Measurable outcomes for the main objectives identified in the SOM's strategic plan.</p> <p>While they do not affect the programs' current accreditation status, these concerns must be successfully resolved before accreditation is extended.</p>
Prov	Museum of the North	American Alliance of Museums	2008	2021	<p>Reaccreditation cycle change in process. The next review date would have been 2016, but the interval is being changed to 15 years.</p>	<p>Re-accredited. There were no formal recommendations requiring a response prior to the next review. Areas for improvement that will be examined in the next review include planning and integration across departments; systematic assessment of needs for funding, space, faculty, and staff; further refinement of collections management policies and practices; and staff diversity.</p>

Abbreviations: CEM = College of Engineering and Mines; CLA = College of Liberal Arts; CNSM = College of Natural Science and Mathematics; CTC = Community and Technical College; PROV = Office of the Provost; SOE = School of Education; SOM = School of Management.

Northwest Commission on Colleges and Universities Accreditation Commendations and Recommendations

Institutional Accreditation – Comprehensive Peer Evaluation Report, Fall 2011

Commendations

1. The Evaluation Committee commends UAF for the thorough and inclusive nature of their development of institutional Core themes involving a broad range of UAF constituencies and their deliberative identification of measurable indicators and objectives that help define mission fulfillment.
2. The Evaluation Committee commends UAF for their continuing, unwavering commitment to serving Native and rural populations across the state through effective educational programming that is responsive to local community and state needs. That commitment also includes the collaborative establishment and operation of community partnerships that help sustain Alaska's rural economy.
3. In recognition of UAF's unique location in the circumpolar North, the Evaluation Committee commends the institution for the depth and breadth of its activities focused around Alaska, the circumpolar North and their diverse peoples that encompass high quality educational, research and outreach programs.

Recommendations

1. The Evaluation Committee recommends that UAF coordinate its planning and evaluation processes of Core themes in a systematic manner to help ensure that the institution's programs and services align with the accomplishment of the Core themes' objectives. (Standard 3.B.1 and 3.B.2 - Core Theme Planning, and Standard 4.A.1 - Assessment)
2. The Evaluation Committee recommends that UAF evaluate its resource allocation processes and institutional capacity relative to its Core themes' objectives to help ensure adequacy, effectiveness and sustainability of its programs and services (Standard 5.B.2 - Adaptation and Sustainability)
3. The Evaluation Committee recommends that UAF systematically implement and execute its educational assessment plan to consistently achieve identified program and degree learning outcomes and that assessment results be used to guide program improvement. (Standard 4.A.3 - Assessment)

Institutional Accreditation – Year 1 Report, Fall 2012

Commendations

1. The University of Alaska Fairbanks has made very significant improvements in its planning and evaluation processes, addressing recommendation one from the fall 2011 comprehensive peer evaluation. The approach outlined in this self-assessment report appropriately aligns mission, core themes, objectives and indicators. The strategic plan draft provides a detailed goals and strategies to bring these changes to fruition.

Recommendations

None.

Institutional Accreditation – Mid-cycle Report, Fall 2014

NWCCU Board of Commissioners accepted UAF's mid-cycle report at its January 7-8, 2015 meeting.

Institutional Accreditation – Evaluation of Institutional Effectiveness, Fall 2020

Report submitted August, 2020. Site visit scheduled for September 30 – October 2, 2020.



Academic Program Review

Report to the University of Alaska Board of Regents

August 3, 2020

Academic Program Review Process at the University of Alaska Fairbanks

Academic program review is designed to meet the standards of the Northwest Commission on Colleges and Universities, the regional accrediting organization that oversees UAF, as well as to comply with University Regulation 10.06.010.B. As required in Regulation, centrality of the program to the university's mission, program quality and distinctiveness within the UA system, student demand, employment opportunities for graduates, program productivity, efficiency, and total cost are considered. Every academic program at UAF undergoes review at least once during a five-year cycle. Additional reviews are required for programs that are given a "conditional" review decision, to assess whether or not the conditions are being met. Those reviews are typically focused on the identified areas of weakness. The regular reviews are conducted at three levels, including a faculty committee, an administrator committee (consisting of deans and campus directors), and the Chancellor's Cabinet.

In 2019-20, UAF conducted an expedited program review of 87 programs (16 already in suspended status), and a regular academic program review of 18 programs.

Summary of Academic Year 2019-20 Program Review and Expedited Review Outcomes

Decision	Number of Programs
Enhancement or reinstatement	1
Continuation	43
Revision or reduction	5
Conditional, with improvements or continued review	28
Suspension	1
Deletion	25
Actions pending BOR review in January 2021	2
Total reviewed (unduplicated)	105

The recommendations and outcomes from the expedited review are summarized [here](#).

Academic Program Review 2019-20						
No.	Unit	Program	Degree	Average # Majors	Degrees Awarded	Decision
1	CNSM	Biological Sciences	BA	68.6	32	Continue
2	CNSM	Biological Sciences	BS	378.2	235	Continue
3	CNSM	Chemistry	BS	69.0	45	Continue
4	CNSM	Mathematics	BS	50.4	25	Continue
5	CNSM	Mathematics	BA	10.4	5	Continue
6	CNSM	Physics	BS	46.6	21	Continue
7	CNSM	Wildlife Biology and Conservation	BS	101.2	48	Continue
8	CTC	Fire Science	AAS	82.8	66	Continue
9	CTC	Information Technology Specialist	AAS	98.2	46	Continue
10	CTC	Information Technology Specialist	Cert	22.0	11	Continue
11	CTC	Paramedicine	AAS	39.8	47	Continue
12	SOM	Accounting	BBA	163.8	111	Continue
13	SOM	Applied Management	BAM	19.0*	0*	Continue
14	SOM	Business Administration	BBA	363.2	189	Continue
15	SOM	Business Administration	MBA	108.6	166	Continue
16	SOM	Homeland Security and Emergency Management	BSEM	228.4	129	Continue
17	SOM	Security and Disaster Management	MSDM	31.2*	17*	Continue
18	SOM	Sport and Recreation Business	BSRB	19.0*	0*	Continue

CNSM = College of Natural Science and Mathematics; CTC = Community and Technical College; SOM = School of Management

Average number of majors and total number of degrees awarded over the 5-year period prior to review.

* indicates that the program was newly created during the 5-year period prior to review.

The following programs are scheduled for expedited academic program review in 2020-21. Going forward, the 5-year schedule of regular academic program review will need to be substantially revised after these two years of comprehensive expedited reviews.

Expedited Academic Program Review 2020-21			
No.	Unit	Program	Degree
1	CEM	Engineering	PhD
2	CEM	Mechanical Engineering	BS
3	CEM	Mechanical Engineering	MS
4	CES	Cooperative Extension Service	n/a
5	PROV	Marine Advisory Program	n/a
6	CLA	Art	BA
7	CLA	Art	BFA
8	CLA	Art	MFA
9	CLA	Communication	BA
10	CLA	Communication, Professional	MA
11	CLA	Digital Journalism	BA
12	CLA	English	BA
13	CLA	English	MA
14	CLA	Creative Writing	MFA
15	CLA	Foreign Languages	BA
16	CLA	Japanese Studies	BA
17	CLA	History	BA
18	CLA	Justice	BA
19	CLA	Justice Administration	MA
20	CLA	Native Language Education	AAS
21	CLA	Native Language Education	Cert
22	CLA	Philosophy	BA
23	CLA	Political Science	BA
24	CLA	Psychology	BA
25	CLA	Psychology	BS
26	CLA	Yup'ik Language and Culture	BA
27	CLA	Yup'ik Language Proficiency	AAS
28	CLA	Yup'ik Language Proficiency	Cert
29	CNSM	Biochemistry and Neuroscience	PhD
30	CNSM	Biological Sciences	MS
31	CNSM	Biological Sciences	PhD
32	CNSM	Chemistry	MS
33	CNSM	Environmental Chemistry	PhD
34	CNSM	Mathematics	MS
35	CNSM	Mathematics	PhD
36	CNSM	Natural Resources and Environment	BS
37	CNSM	Natural Resources and Environment	MS
38	CNSM	Natural Resources and Sustainability	PhD
39	CNSM	Natural Resources and Environment	MNRE

40	CNSM	Physics	MS
41	CNSM	Physics	PhD
42	CNSM	Physics, Space	PhD
43	CNSM	Statistics	MS
44	CNSM	Wildlife Biology and Conservation	MS
45	CRCD	Associate of Science	AS
46	CRCD	Community Health	AAS
47	CRCD	Construction Trades Technology	Cert
48	CRCD	Rural Human Services	Cert
49	CRCD	Tribal Management	AAS
50	CRCD	Tribal Management	Cert
51	CTC	Accounting Technician	Cert
52	CTC	Accounting, Applied	AAS
53	CTC	Airframe	Cert
54	CTC	Airframe and Powerplant	Cert
55	CTC	Apprenticeship Technologies	AAS
56	CTC	Associate of Arts	AA
57	CTC	Aviation Maintenance	AAS
58	CTC	Business Management	Cert
59	CTC	Business, Applied	AAS
60	CTC	Construction Management	AAS
61	CTC	Culinary Arts	Cert
62	CTC	Culinary Arts and Hospitality	AAS
63	CTC	Baking and Pastry Arts	Cert
64	CTC	Dental Assistant	AAS
65	CTC	Dental Assistant	Cert
66	CTC	Developmental Education	n/a
67	CTC	Diesel/Heavy Equipment	Cert
68	CTC	Early Childhood Education	AAS
69	CTC	Early Childhood Education	Cert
70	CTC	Health Care Reimbursement	Cert
71	CTC	Instrumentation Technology	Cert
72	CTC	Medical Assistant	AAS
73	CTC	Medical Assistant	Cert
74	CTC	Medical/Dental Reception	Cert
75	CTC	Piloting, Professional	AAS
76	CTC	Powerplant	Cert
77	CTC	Pre-Nursing Qualifications	Cert
78	CTC	Process Technology	AAS
79	INDS	Interdisciplinary Studies	AAS
80	INDS	Interdisciplinary Studies	BA
81	INDS	Interdisciplinary Studies	BAAS
82	INDS	Interdisciplinary Studies	BS
83	INDS	Interdisciplinary Studies	MA
84	INDS	Interdisciplinary Studies	MS

85	INDS	Interdisciplinary Studies	PhD
86	SOE	Counseling	MEd
87	SOE	Counseling, School Counselor, Post-MA Licensure	Lic

Unit abbreviations: CEM = College of Engineering and Mines; CES = Cooperative Extension Service; CFOS = College of Fisheries and Ocean Sciences; CLA = College of Liberal Arts; CNSM = College of Natural Science and Mathematics; CRCD = College of Rural and Community Development; CTC = Community and Technical College; INDS = Interdisciplinary Studies; SOE = School of Education

University of Alaska Southeast

Report on Academic Program Reviews – AY 20-21

UA Board of Regents – September 2020

Academic Program Reviews at UAS

The University of Alaska Southeast's mission, values, and core themes emphasize the importance of both academic excellence and accountability. Program reviews, required by Board of Regents policy, are an integral part of our practice to ensure that we meet that mission.

Program reviews focus on data-informed evidence of quality teaching and learning, graduation effectiveness, success of graduates in securing employment or advancing their educational goals, community engagement, adequacy of available resources, alignment with related programs at UAS and across UA, and program elements requiring improvement. Reviews offer an opportunity to celebrate successful programs and to identify ways to build on that success. Reviews also offer an opportunity to look critically at program needs, challenges, and weaknesses — to suggest changes, to reallocate resources internally, or to propose eliminating a program altogether.

Regents' policy calls for such reviews at least every seven years and more frequently as the need arises (BOR P10.06.010 [B]--Academic Program Review). At UAS our practice continues to be completing such reviews at least every five years. The current schedule for reviews is found at http://www.uas.alaska.edu/provost/program_review.html.

The review process includes participation from program faculty and staff, students, Faculty Senate, administrators, discipline experts, and industry/community representatives. It concludes with a final decision by the UAS Provost, with concurrence from the UAS Chancellor. Special reviews outside of the normal cycle may be conducted as determined by university leadership.

UAS Academic Program Reviews Scheduled in AY 19-20

In AY 19-20, UAS was scheduled to conduct six Academic Program Reviews. (*Also, see special Expedited Program Reviews at end of document.*) The programs and results are listed below.

Academic Program Reviews	Decision
Medical Assisting: Certificate	Granted one-year extension.
Social Science: Bachelor of Arts	<i>Continuation</i>
Health Information Management: Certificate and Associate of Applied Science	Granted one-year extension.
Mathematics Education: Graduate Programs	See section on special Expedited Program Reviews.
Secondary Education: Graduate Programs	Granted one-year extension.
Associate of Arts	<i>The IRC recommends enhancement and continued review of the program.</i>

Reviews Planned in Next Five Years

Academic Year	Reviews Scheduled
AY 20-21	9
AY 21-22	6
AY 22-23	6
AY 23-24	5
AY 24-25	2
Total	28

UAS Specialized Program Accreditation

- **Teacher Education:** National Council for the Accreditation of Teacher Education (NCATE) consolidated into the Council for the Accreditation of Educator Preparation (CAEP) in July of 2013.
- **Health Information Management:** Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)
- **Medical Assisting:** Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Medical Assisting Education Review Board (MAERB).
- **Business Programs:** ACBCP, the Accreditation Council for Business Schools and Programs.

UA Academic Program Review Definitions and Format

Academic Program

Degree or Certificate Program: UAS programs include Occupational Endorsements, Undergraduate Certificates, Associate degrees, Baccalaureate degrees, and Master's degrees. Academic Program Review decisions are listed relative to each academic program. For example, deleting a track within a program would be considered a revision of the program. In some cases, stand-alone minors and academic departments that are not degree-granting undergo Academic Program Review at the discretion of the Provost and Dean.

Decision Types

Enhancement: Program will be enhanced with additional resources. (Areas for enhancements might include, for example, faculty or staff, curriculum, program delivery, student success initiatives, outreach and/or partnerships with the community or industry, program promotion and marketing, and facilities.)

Continuation: Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

Revision: Program will be revised using existing resources, which might entail a reallocation of resources within the program. (Areas for revision might include, for example, faculty or staff workloads and assignments, curriculum, program delivery, student success initiatives, outreach and/or partnerships with the community or industry, program promotion and marketing, and facilities.)

Continued Review: Program is required to address specific issues and to undergo another review within the next two academic years.

Suspension: While decisions relative to the program are made, admissions to the program are suspended. There are a variety of reasons for suspension. These may include, among others, temporary circumstances (e.g., insufficient faculty to meet substantial enrollment increases), planned major revisions to the program (e.g., deleting a track or changing the degree level), or potential program deletion.

Deletion: Program is scheduled for deletion, a teach-out process will be developed and communicated to majors, and the program will remain in the catalog until the teach-out process is complete.

Actions

Action on results of program review: This column allows for details relative to decisions regarding the particular program.

Special Expedited Program Reviews Completed in AY 19-20

To address our FY21 budget challenge, the Board of Regents asked each university in Fall 2019 to undertake a review of both academic and administrative programs and costs. In keeping with that request, Provost Carey asked in that faculty complete expedited program reviews for the following degrees, certificates, and endorsements:

Alaska College of Education Programs

- M.Ed. Reading: *After preliminary enrollment review, no action will be taken on the program this year.*
- M.Ed. Special Education: *After preliminary enrollment review, no action will be taken on the program this year.*
- M.Ed. Mathematics Education (UA Board of Regents approved elimination at its February 2020 meeting) | Mathematics Education, K-5 Graduate Certificate (UA Board of Regents approved elimination at its February 2020 meeting) | Mathematics Education, K-8 Graduate Certificate (UA Board of Regents approved elimination at its February 2020 meeting)
- Educational Technology Graduate Certificate | Endorsement in Distance Teaching and eLearning

School of Arts and Sciences Programs

- BS Mathematics
- BA Geography, Environmental & Outdoor Studies | BS Geography and Environmental Resources | BS Environmental Science | BLA Outdoor and Adventure Studies (*The Board of Regents approved elimination of the BS in Geography and Environmental Resources at the June 2020 Board meeting, which will become part of a broader BS in Environmental Resources. Similarly, the BA in Geography, Environmental, and Outdoor Studies was approved for elimination by the Board of Regents at the June 2020 Board meeting as part of a redesigned and streamlined Environmental Studies degree.*)
- Biology pre-major
- BA English
- BA Social Science Concentrations: Economics and Anthropology
- OEC Financial Institutions | OEC Small Business Management

Alaska College of Education: Based on expedited reviews in Education and recommendations from Executive Dean Steve Atwater in the Alaska College of Education, UAS has already suspended admissions for the M.Ed. in Mathematics Education, the Mathematics Education graduate certificates, as well as the Educational Technology Graduate Certificate and the Endorsement in Distance Teaching and eLearning. Moreover, at its February meeting, the Board of Regents approved elimination of the M.Ed. in Mathematics Education.

School of Arts and Sciences: In the School of Arts and Sciences,

At this time, we do not anticipate other proposals to eliminate UAS degrees, certificates, or OECs. However, reductions in academic and academic support areas are under consideration where faculty positions have become vacant or restructured.