



Academic Program Review

Program Name: High Latitude Range Management- Certificate

Academic Year 2025/2026

Recent Recommendations

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

Response:

Student enrollment, student recruitment, and number of students graduating from rural campuses continue to be a topic of importance. Since 2022, the HLRM program faculty and staff have been adamant in promoting course offerings, trainings, and public outreach events. Our programming is shaped directly by the communities of the Bering Strait region because the mission statement of Northwest Campus is to uphold core values or respect for diversity, innovation, collaboration, excellence, empowerment, and lifelong learning for the 15 Alaska Native villages in the Bering strait region plus Nome. The HLRM program manager informs village IRA offices and the president of the Kawerak Reindeer Herders Association with news of upcoming HLRM programming. We have extended HLRM programming to elementary and secondary schools and via in person guest lectures by HLRM faculty and via Zoom sessions.

Student Learning Outcomes

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

Response:

Since the HLRM mid-cycle review of 2023-24, the SLOs have remained the same but there have been changes to the curriculum. Since January late fall 2022, the HLRM leadership team was revamped with the onboarding of joint Faculty Dr. [REDACTED] and HLRM Program Manager [REDACTED]. This change in faculty and staff occurred due to the retirement of Professor [REDACTED] after a 20+ year career in reindeer education with University of Alaska Fairbanks. Our internal assessment of the overall strenghts and weaknesses of the High Latitude Range Management program showed that the SLOs drafted in 2013 were out of date. [REDACTED] and [REDACTED] met with [REDACTED] (Head of [REDACTED]) on multiple occasions and [REDACTED] guided us on modifying the HLRM curriculum for the certificate and occupational endorsement. One idea is to create a Northwest Campus 6-credit credential in reindeer husbandry to serve the needs of supporting the development of the Alaska Reindeer Industry. Prior to 2022, the previous focus of the HLRM Program was on student retainment. [REDACTED] was hired as the new program manager late fall 2022 because of [REDACTED] extensive networking connections and partnerships with the [REDACTED] communities, state and federal government entities. The [REDACTED] reindeer herders from the Bering Strait Region and state have conveyed new interests in vocational education leading to workforce development and food sovereignty. The main changes that are continuing to occur in HLRM programming is to ensure that the hands-on training in food production, animal health and disease, herd management, and range management meet the expressed needs of the herding communities. HLRM students are ages 20-70. Our dual credit student numbers have increased. They are seeking a degree but have not yet declared their degree program of study. Dr [REDACTED] global knowledge of the circumpolar reindeer husbandry has broadened partnerships with oversea reindeer herding cultures and has extended opportunities in slaughterhouse design with Kometos. The HLRM program has made curriculum advancements in the NWC Alaska native arts sewing and carving studios. The [REDACTED] communities told us of their interests in leather and fur sewing, including tanning. HLRM classes have broadened to include value-added traditional crafting. Herders have received Honoria from HLRM to bring in raw materials to Nome, such as hoofs, antlers, hides, and bones. The result of all the changes the HLRM program has made since 2022 has increased networking and local and federal interest in financially supporting HLRM education. The impact of program changes on students has resulted in student recruitment from family members and friends.

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

Response:

One of the strengths of the HLRM program curriculum is the partnership building which includes interacting with resource extracting companies. This curriculum is building baseline knowledge focused on ecological knowledge and environmental stability. HLRM faculty Dr. [REDACTED] combines scientific ecological knowledge with [REDACTED] knowledge to create a HLRM academic and vocational program that gives the [REDACTED] a voice and place to educate the influx of mining companies. The HLRM program creates a safe place where students build their knowledge and public speaking confidence skills. The HLRM curriculum removes hostility. Students learn at their own pace with one-on-one instruction and because of this, students are recruiting their own family members to class. Parents are registering their high school aged children and young adults to class. HLRM program is building equity. The HLRM USDA NIFA awards have significantly boosted the purchasing power of educational equipment and supplies. Local entities have offered funding for HLRM to offer additional workshops and training. We see more students interested in workshops than in the HLRM Occupational Endorsement of Certificate programs. HLRM students do not declare majors. Our program is based on short intensive courses, not on semester long courses. Communities want workshops offered over 1 to 2 days versus 2-credit intensives. Our students are parents and many are employed. They have requested that the HLRM program offers intensive training courses a few times each year. HLRM USDA grants cover full travel 3 to 4 times annually for intensive courses.

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

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

Check the checkbox to certify completion of the following tasks:

- ☒ Upload supporting documents to the Supporting Documents folder. This includes artifacts, rubrics, and other documents related to your SLOA.
- ☒ Upload your most recent SLOA to the Supporting Documents folder, even if no changes have been made since the last review.

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

If so, please summarize what changes were made.

Response:

High Impact Practices

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

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

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

Response:

The high-impact practice that the HLRM Program exemplifies is Diversity/Global Learning, with the reinforcement through the HLRM Program of scientific and academic [REDACTED] knowledge and its integration into the university curriculum. The coursework is relevant to the participants and the learning is experiential. Collaborative projects and assignments: small group work and dialog exercises are integrated into each HLRM course. First-year seminars and experiences: the number of HLRM courses or workshops per 12 month period ranges from approximately 5 to 9. They skill level of students in each training varies so it is important that HLRM staff and faculty offer new experiences for all ages of students in each class. Students that have completed 3 or more courses usually receive priority or notice of request to impact scheduling of the next courses. Service and Community based learning is a powerhouse of the HLRM program because we work with IRA offices and the schools to bring opportunities in higher education to them. Undergraduate research: the HLRM students taking core courses of the Occupational Endorsement or Certificate participate in reindeer research with hands on experiences in the Northwest campus lab, crafting studios, an on the tundra and watersheds surrounding Nome. Microscopy exams of parasites and macroinvertebrates in biological materials and from nature are a regular part of lab work. Communications: HLRM students are learning to use Shared Google drive course materials and to upload their assignments. HLRM communications are shared within a general folder for each specific HLRM course. Scholarly activities: some of the HLRM students participate in College of Indigenous Studies Life Scholar program and are current Caleb Scholars. Faculty Dr [REDACTED] knows each HLRM student personally and challenges each student to develop at a speed that they are comfortable with. Practicum: hands-on training and practicums reinforce the HLRM theory. The popular practicums over the past two years have mostly been with the production of reindeer meat jerky, the chemistry of meat, and other food production skills and food hygiene.

Student Success

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

Student Success Data Trends

Persistence: No Change

Pass Rates: No Change

Student Credit Hours: No Change

Majors: No Change

Degrees Awarded: No Change

Other Trends (if applicable):

Student success of the HLRM program is not measured on the number of degrees awarded, numbers of students which have declared HLRM as their major, or student credit hours. All of these points is just one part of the role and goal of the HLRM program. Community service and public outreach, trainings, school open house sessions, conference attendance and presentation etc are other major components of the HLRM program and must be considered in indexing student success or success of the program. Please read this program review in its entirety and the additional section 'Department profile' for imperative information. Since 2022 HLRM faculty Dr [REDACTED] and HLRM program manager took over the leadership of the HLRM program. The director of NWC left in 2024 spring. The new director of NWC is based in Kotzebue and is doing [REDACTED] best to learn first about HLRM at a distance through annual reports of fall 2025 and social media posts since summer/fall 2025. The current students taking HLRM program are approximately half way towards earning their HLRM Occupational Endorsement. Some of these students may decide to continue with the HLRM Certificate program. The Native Village of Savoonga received [REDACTED] for the construction of their brand new slaughterhouse August 2025. The HLRM program faculty and staff will be providing the slaughterhouse trainings as requested by the Savoonga Reindeer Commercial Company Leadership. I predict that during AY2025-26, the HLRM will have a new cohort of students from Savoonga. These students will be the herders and slaughterhouse workers that seek professional training to turn their business into a sustainable enterprise. HLRM must continue to offer practical training, workshops, OE and Certificate program opportunities to meet the needs of the excitement of the developing reindeer industry, home-grown at UAF Northwest Campus.

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

Response:

HLRM students do not declare their major until they have completed the majority of HLRM courses required for the HLRM Occupational Endorsement. Some of these students then go on to earn their certificate. Students do not participate in every HLRM offered each semester because they are employed in another field or they cannot find daycare. It can take three years for a HLRM student to earn their Occupational Endorsement but that absolutely does not de-value the HLRM program. Students are welcome to join in any course or workshop offering but all courses to complete the OE are not offered within a two-year period because there is only one main faculty that is employed the equivalent of only 4.5 months for HLRM and the other 4.5 months of contract are with Cooperative Extension.

Closing the Loop

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

Response:

- The priorities of the HLRM USDA NIFA grants that fully fund the HLRM program were written based on the HLRM program student learning outcomes and specific high impact practices. The HLRM program priorities are to increase the capacity of local community members through workforce opportunities, center [REDACTED] knowledge and amplify culturally based methods and approaches, respond to unique [REDACTED] energy and food needs in a sustainable manner, and to integrate [REDACTED] knowledge into grant activities, all aimed at increased enrollment and completion. The specific and overall intent is to close the equity gap with Indigenous student enrollment. Northwest Campus is expanding its curriculum to include the training of [REDACTED] owners and managers of small-scale reindeer processing businesses to improve management practices that will result in reduced costs, added value, and will increase profitability in this industry. The HLRM Program will orient meat processing individuals and groups to food safety practices and laws governing meat processing and provide training on best practices to improve the quality and marketability of reindeer products. Savoonga's brand-new reindeer slaughterhouse will support local red meat production and support relevant higher education opportunities. An overall result will be increased student enrollment and completion. The NWC Native Art Leather and Fur sewing and carving studios will increase the number of hours students learn. At first the level of training will be beginner workshops but will build to Cooperative Extension workshops in fur hats and leather mittens, followed by CIS HLRM credit classes that incorporate the principles of HLRM traditional crafting and value-added production. Stay tuned for the next HLRM mid-cycle review which will see more students participating in the HLRM program.

Academic Program Profile

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

UAF's Mission:

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

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

Response:

The High Latitude Range Management Program is a role model program of the College of Indigenous Studies. The lead faculty, Dr. [REDACTED] is a [REDACTED] Arctic resident living and working with [REDACTED] reindeer herders, either through marriage or 26-year career in reindeer research herder from the Seward Peninsula and current owner of the Davis herd and Midnight Sun Reindeer Ranch. Together, we have created a passionate and powerful learning environment at University of Alaska Fairbanks Northwest Campus. Reindeer husbandry is our life and employment. The HLRM program is the only reindeer husbandry college program in North America. HLRM faculty, staff, and students are annually interviewed for newspaper articles, podcasts, video clips, and social media reels. From the local Nome Nugget newspaper or KNOM Nome radio to New York Times, or Swedish Public Broadcast, the value and impact of the HLRM program extends from community to globally in the circumpolar north. The impact of our small program is just beginning to take hold since Dr. [REDACTED] and [REDACTED] began leading HLRM in late fall 2022. Our reindeer herding students at Northwest Campus connect to the Reindeer Husbandry Department at the Sami Education Institute in Lapland, Finland and the University of the Arctic colleagues. HLRM programming does not currently have a distinct reindeer research project, however HLRM students, faculty, and staff are participating in researching USDA sanctioned reindeer slaughterhouse design and options for a food production kitchen training facility for Northwest Campus. Public service and community outreach are the heart of the HLRM program. Reindeer grazing permit holders and reindeer owners request consultation meetings with HLRM staff and faculty on a monthly basis. It's not just the Bering Strait region, or the Seward Peninsula, but also the reindeer communities of Nunivak Island, Mekoryuk and St. Paul, and the non-indigenous reindeer owners around the state (and nationwide) that seek knowledge from HLRM programming. The HLRM teachings are preparing the next generation of reindeer herders and red meat producers to develop sustainable businesses that also include the production of value-added products of the reindeer industry (leather, furs, bones, antler, hoofs) and tourism. The HLRM Occupational Endorsement and Certificate programs are just the beginning stages of a college career. Our curriculum is to [REDACTED] students of all ages to challenge themselves to learn and to share, for life, while maintaining their [REDACTED] values and culture. More than 90% of students participating in our programming are [REDACTED] and [REDACTED] families who have or continue to practice reindeer husbandry. Food is life. The HLRM [REDACTED] will continue to strive to meet the needs of the residents of the Bering Strait region and the goals as clearly defined in UAF's mission statement.

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

Response:

The HLRM program is based on the foundations of Natural Resources. Within it are components of biology and ecology, agriculture and farmer, health and disease, Native languages, business, Tribal Governance, English Comprehension, and Applied Arts. The HLRM F250 course (1-3 credits) is a special topics class that is offered annually with a highly varied curriculum. The multi-subject specialty class ensures that HLRM students are exposed to lectures and hands-on training experiences delivered by local experts. Did you know that the HLRM program is the only reindeer husbandry university program in North America? The advancement of the North American reindeer meat production and thus the Alaskan Reindeer Industry is dependent upon HLRM education. Reindeer owners and government entities around the state and nationally have invited current HLRM faculty and staff to deliver keynote lectures at local, national, and international conferences and meetings.

Who are your key community or external partners?

Response:

Kawerak Reindeer Herders Association, National Park Service, Norton Sound Health Corporation, Savoonga Reindeer Commercial Company, NIMA Corp, Kometos, Friesla, NACTEC, Alaska Fish and Game, Norton Sound Economic Development Corporation, Bureau of Indian Affairs, Intertribal Agriculture Council, Institute of Agriculture, Natural Resources Extension, Bering Strait Region IRA offices,

What role do your services courses play, if any?

Response:

The HLRM program meets annually with local and government partners to develop new curriculum or revamp existing curriculum to ensure teaching content and pedagogy keeps up with advances in science, technology, and engineering. The local reindeer herding communities share with HLRM faculty and staff their needs regarding workforce development.

How do your graduates succeed after leaving the program?

Response:

Students graduating from the HLRM program and even during their studies have become the chief reindeer herder of their community, recipient of the, in their community, business owners of the, hired by in a newly created position as for the state of Alaska, College of Indigenous Studies, Intern for representing, Business Manager of, Chief herder of, President or Vice President of

Submitter and Collaborator Names:

Jacqueline Hrabok, Bonnie Scheele

Submitter Email:

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Committee Review

Program Name: High Latitude Range Management- Certificate

Academic Year 2025/2026

Overall Recommendations

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

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

Explanation of Overall Recommendations

Response:

The High Latitude Range Management Certificate Program has data, but the Program is not solely focused on just numbers. The Program makes the point that the data accompanied by community service, public outreach, trainings, school open house sessions, conference attendance and presentation are other major components of the HLRM program and should be taken into consideration when measuring student success or the success of the program. With leadership turnover and internet service disruption the HLRM program has strategies in place for improvement. In addition, the student enrollment is expected to increase with the ability to now teach online courses. Being able to teach online courses could increase student numbers and reach more students around Alaska and in other States. On a positive note, there are other communities in the region that are now utilizing the HLRM program and enrollment, certificates, occupational endorsements, etc. are expected to increase. The HIPs narrative shows a strong commitment of the HLRM program towards students, community partners, and local Tribes. The HIPs are strongly in line with meeting the students needs, and the entire structure of the Certificate program is designed to be accommodating to individual student needs with a broad range of student demographic (20-70 years old). Given the threats to grant funding at the federal level, the already declining grant revenues and the low tuition revenue, it would be important for the HLRM program to look for ways to increase SCH while diversifying its external funding. The HLRM program could look into international partnerships as a source of revenue.

Student Learning Outcomes Feedback

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

Student Learning Outcomes Assessment Feedback

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

SLOA Feedback Narrative:

. The High Latitude Range Management Certificate has been responsive to the needs of the community, the demographic that it targets, and doing what works at a community level. With staff turnover, they have used the opportunity to bring in key curriculum designers and community members alongside key staff to assist in modeling the Certificate program to be what the community needs, to meet community development goals on a broader level, alongside workforce development. This amount of re-work will surely reap positive results for the individuals who take the workshops/intensive courses and participate. The key components of entrepreneurship, processing, and other focal points make for a robust Certification.

Student Success and Equity Feedback

Narrative:

The program has not thoroughly examined the Student Success Dashboard. Neither have they identified data trends. According to the student data dashboard, the HLRM program has had only six students declare it as their major in the past five years, and none in the last two years. There has been only [REDACTED] who has graduated from this program in the past five years. The only way to characterize these numbers is the term pathetic. With such low student numbers, a meaningful analysis of student success, achievement gaps and graduation rates is not possible. The student credit hours (SCH) generated by the course offered by the [REDACTED] are not [REDACTED] either. Though, about 90% of the students taking the HLRM courses are [REDACTED]. The review document does not propose any strategy for improving student enrollment in the HLRM program. There is an urgent need to increase enrollment in this program. When there aren't enough students enrolled in the program, the question of retention and graduation does not arise.

High Impact Practices Feedback

. The high impact practices are strongly in line with meeting the students needs, and the entire structure of the Certificate program is designed to be accommodating to individual student needs with a broad range of student demographic ([REDACTED]). The external community partners, including local Tribes, seems to be instrumental in its success, design and ongoing support (sustainability). The program knows what works for the students and still builds on their skill sets and knowledge both individually and as a collective group, it seems. For a community-based Indigenous model for the University, this is an example program to look at.

Profile Feedback

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

The program aligns with UAF's mission of emphasizing the circumpolar North and its diverse peoples. The program has connections with the Reindeer Husbandry Department of the Sami Education Institute in Lapland, Finland, and with their counterparts at the University of the Arctic. However, these connections cannot be termed as partnerships simply because they do not benefit or enhance the UAF's HLRM program in any way. It seems that local folks from the [REDACTED] or [REDACTED] who are involved in reindeer herding and meat harvesting, take HLRM courses without bothering to complete the actual HLRM certificate. The unique aspect of the HLRM program is that it is the only college program in North America dedicated to reindeer husbandry.

Financial Feedback

- | | |
|---|---|
| ☐ High Tuition Revenues | ☒ High Grant Revenues |
| ☐ Operates at Low Cost | ☐ Productive Faculty |
| ☒ Opportunities to Increase | ☐ Low Enrollment |

Revenue

The program benefits from high grant revenue. That said, the grants do not fully fund the HLRM program as described in the narrative. The financial data shows that nearly 1/2 of the program expenses are supported through state appropriation. It shows that in FY25 [REDACTED] state appropriation supported the program in addition to the [REDACTED] grant award that year. In fact, the grant revenue has been declining for 3 years and the state appropriation is increasing. This is a concerning trend given that tuition revenue and SCH production are lower in FY25 than they were in FY23 despite a large uptick in FY24. In FY25, tuition revenue offset just over 2% of the program expenses.

Given the threats to grant funding at the federal level, the already declining grant revenues and the low tuition revenue, the program faculty would be good to look for ways to increase SCH while diversifying its external funding. As the only North American program focussed on reindeer husbandry, and likely one of few if any in the world, perhaps international partnerships would be a source of revenue.

Reviewer Names:

Dean Review

Program Name: High Latitude Range Management- Certificate

Academic Year 2025/2026

Dean Feedback

Overall feedback narrative:

Despite mid review cycle recommendations to make significant changes to student learning outcomes and to assess how to increase enrollments, student credit hours, and graduates. In fact, enrollment numbers nearly non-existent with [REDACTED] graduate in five years and only six students declaring the certificate as a major in the last five years. Student success and equity data were not ascertained because there are not enough students to analyze any data. While the program has greatly benefit from grant funding, it is not a good use of state funding to support an academic that there is clearly not a need or demand. While the program continues to offer workshops requested by the community, these workshops do not meet the certificate requirements, nor meet an academic program need. In fact while the narrative can be compelling, it speaks to the cooperative extension work being done as a component of the non-academic cooperative extension joint appointment.

Recommendation to University-Wide Committee Yes

Vice Provost Review

Program Name: High Latitude Range Management- Certificate

Academic Year 2025/2026

Vice Provost Feedback

Overall feedback narrative:

The program did not revise its SLOs as requested in the 2023 mid-cycle review. Five SLOs were provided, but the first two—"prepare students for entry-level employment" and "prepare students for advanced university coursework"—are program outcomes, not SLOs, and should be removed. Only three valid SLOs remain (#3–5), which address range management at high latitudes, processing knowledge, and health issues associated with domestic ungulates. While the program provided an overview of assessment, rubrics, and artifacts, it did not include actual documentation or data used to assess the SLOs. The review notes some programmatic changes and activities but does not show how these are tied to SLOs or how SLOs drive curricular changes. The recommendation is to revise the SLOA by removing program outcomes, strengthening the remaining SLOs, and including all required components—rubrics, artifacts, and evidence—within the context of program assessment. This should also include curricular changes resulting from the SLOA process. All of this must be completed prior to the 2027 mid-cycle review. Closing the loop on assessment is essential for NWCCU expectations and should include evidence for each SLO to demonstrate meaningful, evidence-based improvements.

The program serves a high proportion of [REDACTED] students (approximately 90%) and demonstrates strong inclusive and culturally responsive practices, including [REDACTED] knowledge integration, community expertise, and intergenerational learning. Instructional design accommodates [REDACTED] students through flexible participation, one-on-one instruction, self-paced learning, and community-based delivery, reducing access barriers for rural students. The narrative provides qualitative evidence of success, noting leadership roles, workforce advancement, entrepreneurship, and community recognition. However, reported trends such as "no change" in persistence, pass rates, majors, graduates, and SCH are not analyzed using PAIR data, and there is no disaggregated analysis by student group. The program does not articulate strategies to move students from workshops to credentials or improve time to completion. Retention is discussed culturally and socially but not in terms of curriculum sequencing, advising, or scheduling. Future reviews should include systematic data analysis, equity comparisons, and targeted strategies for retention and completion.

The HIPs appear to have their intended impact and outcomes, supporting student learning and engagement through practica and community-based projects. However, the review notes the need to update the SLOA, which remains outdated, and requests specific examples of collaborative projects in TG 205 to strengthen the documentation of HIP implementation and assessment.

Department Name: High Latitude Range Management

Last updated: 2025/2026

Yes

High Latitude Range Management

OECD

Collaborator Name(s):

Jacqueline Hrabok, Bonnie Scheele

Collaborator Email(s):

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Financial Data

Department Name: **High Latitude Range Management**

Academic Year 2025/2026

	FY2023	FY2024	FY2025	For Data Entry Staff	For Programs and Review Committees
Total Student Credit Hours (SCH)	30	91	27	Provided in SCH tab in the student success data provided by PAIR.	
Service SCH				Sum rows labeled as "In unit, outside department, Service" and "Outside unit, Service" in the SCH tab of the data provided by PAIR.	
Department FTEs	0.63	1.26	1.2	FTE = Full-time equivalent employee. This field will auto-populate from the FTE Worksheet below.	
Total SCH per Department FTE	47.62	72.22	22.50		
Service SCH per Department FTE	0.00	0.00	0.00		
Majors in Programs	2	2	0	Sum for all programs from the Majors Total tab in the data provided by PAIR.	
Department FTE's	0.63	1.26	1.2	This field will auto-populate from the FTE Worksheet below.	
Majors per Department FTE	3.17	1.59	0.00		

Total Unrestricted Expenditures				Total Expenditures made from budgets with an F1 or F7 fund type designation, from provided cycle report data filtered by Data Liaison	
Total Restricted Expenditures				Total Expenditures made from budgets with revenue of the F2 or S2 fund type designation, from provided cycle report data filtered by Data Liaison	
Total Unit/Central Support Allocated to Program(s)				Expenses incurred for direct support of instruction within orgs identified as central or academic support, if applicable	
Total Expenditures					

Tuition Revenue				Receipts to college from tuition generated by the department/program (F1). NOTE: under the current 80/20 percent tuition distribution model generating units receive 80%. PLEASE USE PAIR REPORTED SCH.	Receipts to college from tuition generated by the department/program, based on the campus's active tuition distribution model, which determines how much the unit receives of their generated tuition, and how much the campus keeps (in addition to the out-of-state surcharges) to support central offices/functions. The current distribution model is 80/20, where the unit/college receives 80% of their generated in-state tuition.
State Appropriation Revenue				Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle. This category also includes TVEP and State Mental Health Trust funds, if allocated to the department. (F1)	Appropriations for current funds operation of the university from the general fund of the State of Alaska through the annual budget cycle.
Restricted/Sponsored Project Revenue				Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds (F2/S2)	Revenue from external sponsors; includes grants, contracts, sponsored projects & restricted (grant) accounts funded by UA Foundation funds
Fees				Course Fees (9159)	
Other UA Receipts/Revenue				e.g. Performance and Sales Receipts, Space Rental Revenue, Indirect Cost Recovery (F1/F7); NOTE: COURSE FEES (9159) REPORTED ABOVE	
Total Revenue					

Workload Allocation	FY2023	FY2024	FY2025	
Teaching Units		49%	61%	Department faculty's workload units assigned to teaching
Service Units		28%	19%	Department faculty's workload units assigned to service
Research Units		23%	20%	Department faculty's workload units assigned to research

Full-Time Equivalent Worksheet*	FY2023	FY2024	FY2025	
Faculty FTEs	0.36	0.38	0.38	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort assigned. F9 faculty on sabbatical count as 67% of one 9-month 0.75 FTE (or 0.50 FTE).
Adjunct FTEs	0	0	0	Base assumption: 40 units/credits = 1.0 FTE. Total # of credits taught by adjuncts in a year divided by 40 = the FTE of adjuncts in that year.
Staff FTEs	0.27	0.88	0.82	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort.
Graduate TA/RA FTEs	0	0	0	Base assumption: 40 hours/week for 12 months = 1.0 FTE. 9-month = 0.75 FTE.
Total Department FTEs	0.63	1.26	1.2	Sum of all employee FTEs

*Note: FTE definitions and calculations for the purpose of Academic Program Review are different than for other institutional reporting processes (e.g. OMB or IPEDS reporting)

Information last updated by: Anne Record / Lisa Yancey / Scott Culbertson

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