



Academic Program Review

Program Name: Human Services - Associate of Applied Science

Academic Year 2025/2026

Recent Recommendations

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

Response:

The feedback from the mid-cycle review included comments regarding the SLOAs, clarification of HIPs, and a more detailed narrative regarding student success and equity. As noted in the mid-cycle review, the program was in the process of being revitalized, revised, and restructured. These majority of the revisions were completed for the 2024-2025 catalog and to reflect these revisions the SLOAs have also been completely revised in accordance with the standards for associate degrees provided by the Council for Standards in Human Services Education. The narrative explaining HIPs was expanded to provide additional information to "Close the Loop" and explicitly aligns with the new SLOAs per NWCCU guidelines.

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:

The AAS in HUMS was revised and revitalized as of AY 2024-2025. Assessing and refining the student learning outcomes is a work in progress as enrollments increase and best practices are utilized to build community in the online classes. As shown in the SLOA, high impact practices are in the process of being integrated into coursework throughout the program with a summative assessment as part of the required two practica courses.

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:

The curricular changes implemented were motivated by the need to revitalize, revise, and restructure an outdated program as described above. Now that the revisions are in place as of the AY 2024-2025, the focus can shift to working on refining the assessment process based on the SLOAs.

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?

If so, please summarize what changes were made.

Response: Yes

AAS in HUMS was revised and revitalized as of AY 2024-2025. Assessing and refining the student learning outcomes is a work in progress as enrollments increase and best practices are utilized to build community in the online classes. As shown in the SLOA, high impact practices are in the process of being integrated into coursework throughout the program with a summative assessment as part of the required two practica courses.

High Impact Practices

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

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

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

Response:

High Impact Practices are embedded into the SLOA as both formative and summative assessments. For each of the Student Learning Outcomes, the primarily formative assignments are described as well as the summative practica experiences. The formative assessments include both individual and group assignments. Individual analytical critical thinking assignments in the form of reflective journaling based on psychometrically sound research-based tools are utilized throughout the program as well as individual assignments in essay format exploring core concepts to promote writing skills. A case study approach is heavily utilized throughout the program to provide examples of the core concepts, opportunities for analysis and evaluation, as well as opportunities to apply the skills-based aspects of the program in both individual and group assignments. The group assignments are either in the form of peer-reviewed assignments, engaged discussions, or collaborative group projects. The peer-reviewed group projects include role play to demonstrate developing evidence-based skills sets required for working with individuals and groups. For example, students may work in triads trading off with the roles of professional helper (e.g., case manager), client, and observer to demonstrate emerging and mastery of skill sets recording the sessions to submit for instructor review. Collaborative group assignments include working as a team on a task such as the evaluation of a case study and/or production of a plan to provide services to an individual, group, or community. The summative experiences include the development of a professional development plan as well as structured evaluations of the student performance in the two required practica classes. The practica classes are completed at the end of the program serving as capstone experiences and may include community-based learning, service-learning, or research. It is of note that cultural awareness (diversity and global) learning) is explored explicitly in HUMS F120 as well as throughout the program using the methods described above.

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: Increase

Pass Rates: Increase

Student Credit Hours: Increase

Majors: Increase

Degrees Awarded: Increase

Other Trends (if applicable):

The data provided by PAIR does not provide an accurate reflection of the AAS in HUMS based on historical factors. It has been reported to this author that the HUMS program was divided between two colleges (CTC and CRCD/CIS), three campuses (Troth, IAC, and KuC) as well as three modalities of delivery (in-person, distance, and cohort) prior to the time when the CTC portion of the AAS in HUMS was transferred CRCD/CIS. There was also a significant discontinuity in what is currently known as the General Track of the HUMS AAS when CTC stopped offering classes without coordinating with CRCD/CIS. It is also of note that the significant discontinuities in course offerings (years?) were exacerbated by staffing issues. Due to these circumstances, reflected in programmatic coding, there continue to be issues with the data reported by PAIR. Additionally, there are aspects of the PAIR data that reflect the Department of Social and Human Development rather than the distinctly different programs within the department: Human Services, AAS, Rural Human Services Certificate, and Child Development and Family Studies, BA.

Achievement Disparities

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

Response:

Please refer to prior answer regarding limitations of the PAIR data.

Closing the Loop

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

Response:

In the revised, revitalized, and restructured AAS in HUMS, the student learning outcomes are directly integrated into the SLOA plan as described in previous questions. Please refer to the description of high impact practices for additional information. The student success data are being evaluated as enrollments increase in the revised program instituted in A Y 24-25 Catalog. The program will continue to work with PAIR to refine and increase the accuracy and applicability of the institutional data sets.

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 Human Service, AAS, directly supports the mission of UAF by providing educational experiences as part of a career pathway including the Rural Human Services Certificate, the AAS in HUMS, and the BA in SWK. This career pathway directly addresses a significant workforce need in Alaska providing behavioral health services to individuals, groups, and communities. Additionally, the AAS in HUMS is aligned with the requirements for State of Alaska Certifications in Chemical Dependency and Behavioral Health Counseling as well as the Alaska Native Tribal Health Consortium Behavioral Health Aide Certifications.

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

Response:

The AAS in HUMS is part of a career pathway including the Rural Human Services Certificate, the Associate of Applied Science in Human Services, and the Bachelor of Social Work. The recent revisions of the AAS in HUMS were structured to dovetail into the BSW degree by methods such as the aligning coursework outside of the program with the GER and BA requirements needed for the BA in SWK. The AAS in HUMS fulfills half of the credits required for a BA in SWK. Coursework in HUMS related to State of Alaska Certification for Chemical Dependency Counseling is also integrated into the new Behavioral Health and Integrated Behavioral Health Bachelor's Degrees at UAS approved by the BOR for the AY 25-26. The Human Services program also provides a GER course crosslisted with the Department of Justice (HUMS/JUST F125X) and a Minor in Human Services popular with students in Justice, Social Work, and Psychology. Human Services classes are also integrated into Interdisciplinary Studies degrees and the General Track of the Human Services is an online program provided through E-Campus.

Who are your key community or external partners?

Response:

The HUMS program is aligned with the State of Alaska Commission for Behavioral Health Certification. The HUMS program also works with community partners as part of the two-semester sequence of required practicum class. This network of community partners is in the process of being revitalized after the discontinuity in of provision of classes in Human Services for several years. The revitalization of the HUMS program has been funded by a grant from the Alaska Technical Vocational Program (TVEP) renewed yearly for the past four years. This grant supports the one faculty position in Human Services.

What role do your services courses play, if any?

Response:

The services courses directly support the UAF mission as both a vital summative component of the student's education experiences and the provision of services related to the behavioral health needs of individuals and communities. Additionally, many service courses lead to offers of employment for students.

How do your graduates succeed after leaving the program?

Response:

Students utilize their HUMS AAS to gain employment through contacts made through practicum experiences as well as certifications from the State of Alaska. Students often choose the career pathway including AAS in HUMS to have a degree in place before continuing on licensure with a BSW and graduate work in an MSW or MPH program.

Submitter and Collaborator Names:

Susan M. Fallon, Ph.D., Term Associate Professor, Human Services Program Head, Social and Human Development Department Chair

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Committee Review

Program Name: Human Services – Associate of Applied Science

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:

From the previous mid-cycle review which included comments regarding the SLOAs, clarification of HIPs, and a more detailed narrative regarding student success and equity, the program went through a process of being revitalized, revised, and restructured. The revisions were completed in 2024-2025 and these revisions the SLOAs have also been completely revised in accordance with the standards by the Council for Standards in Human Services Education. Student enrollment has increased along with embedding more high impact practices into the program in addition to the assessment work. The changes and revisions that this program has undergone has resulted in positive outcomes for students and the program overall.

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:

A clear re-structuring of SLOAs was drafted in October 2025 that identified how the competencies would be measured and implemented beginning in AY2526. A curricular connection is indicated for each planned procedure broken down by specific course. HIPs are still being developed to integrate into the online curriculum and two practicums. Enrollment has been increasing so the SLOAs will continue to be refined. HUMS collaborates with community partners in which students gain experience during two-semester practicums. HUMS AAS prepares students for SOA commission Behavioral Health Certification.

Student Success and Equity Feedback

Narrative:

The program identified an increase in all areas, but it also states that the PAIR data does not accurately reflect the program. It identifies several areas of discontinuity in the data due to the program previously being split among colleges and campuses, past staffing issues.

In future student success and equity narratives, it would be helpful to address how the program supports student success and incorporates inclusive practices, and identifies and addresses gaps.

High Impact Practices Feedback

Narrative:

HIPs are identified within the SLOAs which mesh with the overall mission of the HSAAS. The main contrast in HIPs occurs between the individual and group assignments consisting of analytical critical thinking involving essays, discussion, case studies, and practicum. Students are engaged in meaningful experiences in community service, public service, and research via analyzing case studies and during their practicums. HUMS education was revitalized for each of the past four years by a grant from the Alaska Technical Vocational Program. This supports program development in keeping course content relevant thereby effectively preparing graduates for employment.

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 educating students into career paths and active citizenship by guiding its students into the crucial field of behavioral health. The program has built strong partnerships by aligning with the State of Alaska Commission for Behavior Health Certification, as well as partnering with community organizations as part of its practicum requirements. And there is evidence of graduate success, as students who graduate with an HS AAS often continue on to higher degrees, such as a BSW and MSW.

Financial Feedback

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

Despite data inaccuracies due to multiple program groupings by PAIR as noted by the program faculty (and others across UAF) the trends in this department are promising, while individual program performance isn't necessarily reflected. Still, SCH appears to be on the rise and tuition revenues account for nearly half (46%) of the department expenditures. This is a common budget target and therefore seems to indicate success with this program area.

Reviewer Names:

Dean Review

Program Name: Human Services – Associate of Applied Science

Academic Year 2025/2026

Dean Feedback

Overall feedback narrative:

Program faculty took the recommendations of the midcycle review and revised the student learning outcomes assessments standards in accordance with accrediting bodies. Additionally, the program faculty did an excellent job describing the high-impact practices and how they were expanded in effort to close the loop and align with the accreditation guidelines. After navigating complex transitions, it will be exciting to see the effect this important work as had on enrollment numbers, student credit hours, number of graduates, and how well the assessments are related to the curriculum. I appreciate the explanation that the student learning outcomes assessments will be evaluated and refined now that the AY 2024/2025 revisions are in place after the programs transfer from CTC to CIS. It is evident this important analysis and planning work is occurring with thoughtful understanding of its significance. I also appreciate the explanation as to why there was a significant decrease in enrollment numbers and student credit hours given the complex changes in modalities and the transition among colleges. I would recommend that the program to work with PAIR to inform them of how to best display the data as accurately as possible even amid such complexities. The program advances the University's mission by increasing the number of students enrolled in a field with high workforce demand. It is exemplary that such a strong pathway exists among this program and the RHS certificate and Social Work BA programs, and also has strong partners externally. I would recommend program faculty remain mindful of student success and equity between now and the midcycle review in an effort to understand the types of practices that can result in positive impacts in these areas.

Recommendation to University-Wide Committee

Vice Provost Review

Program Name: Human Services – Associate of Applied Science

Academic Year 2025/2026

Vice Provost Feedback

Overall feedback narrative:

The program followed the guidance from the 2023 mid-cycle review and revised the SLOA and SLOs, which represent a significant improvement—faculty should be commended for this effort. Five SLOs were provided, each with clear assessment procedures and implementation plans, including where in the curriculum assessments occur. Assessment criteria and procedures are well documented, but the program did not provide an overview of curricular changes, their rationale, or their impact. For the 2027 mid-cycle review, include artifacts, rubrics, and direct evidence in the supplementary folder to show how assessment data is collected and used to evaluate SLOs. The program should also detail curricular changes made, their impact, and consider whether additional changes are needed based on assessment results. Closing the loop on assessment is essential for NWCCU expectations and should include evidence for each SLO to demonstrate meaningful, evidence-based improvements that enhance program quality and student learning.

The program reports increases in persistence, pass rates, SCH, majors, and degrees awarded following the 2024-2025 revitalization, and reviewers note positive outcomes from restructuring. The two-semester practicum sequence serves as a capstone experience, reinforcing applied skills, workforce readiness, and professional identity development. The program is well integrated into a clear educational and workforce pathway (Rural Human Services Certificate to AAS to BSW to graduate degrees), and partnerships with community agencies enhance applied learning and student success. However, the narrative does not fully engage with disaggregated PAIR data or verify trends across dashboard tabs. While persistence is improving, intentional advising, early alert systems, and structured retention strategies-particularly for online students-are not clearly documented. Employment outcomes and certification attainment are referenced anecdotally but not systematically tracked. Future reviews should include equity-focused strategies, measurable retention plans, and systematic outcome tracking.

The HIP review was thorough and comprehensive, clearly connected to the SLOA and demonstrating engagement through formative and summative assessments at multiple stages of the program. This was an excellent report of HIP integration and impact.



Department Profile and Financial Data

Department Name: Human Services and Rural Human Services

Last updated: 2025/2026

Department Profile and Financial Data

This section aligns with Board of Regents Policy 10.06 and supports systemwide consistency in academic program review. Responses are maintained across review cycles and may not need to be updated annually. Please review your previous answers and update only if necessary.

When answering the following questions, refer exclusively to the standardized Financial Data Template provided by UAF. Work with your data liaison to interpret the template accurately. Do not include any additional or alternative data — consistency across programs is essential. To maintain integrity and standardization across all of UAF it is very important that you do not provide any additional or alternative data from this template.

Confirmation of Review

Have you reviewed the information in this section and made any necessary updates? ☒ Yes

Financial Data Spreadsheet

☒ I have reviewed the Financial Template for updates and accuracy.

Cost Effectiveness

Please describe strategies such as instructional efficiency, shared resources, cross-listed courses, or other ways your department uses resources thoughtfully.

Response:

Cross-listed course (HUMS/JUST F125X), Online Delivery of General Track, In-Person Cohort Intensives Rural Human Services Track, Career Pathway including RHS Certificate, AAS In HUMS, and BA in Social Work; shared faculty with RHS Certificate and HUMS AAS programs as both regular and overload assignments

Associated Programs

Program Name	Degree Type
Rural Human Services	Certificate

Collaborator Name(s):

Sarah Niecko, UAS; Jeff May, Justice Dept; Retchenda George-Bettisworth, SWK Dept.; Diane McEachern and Robyn Henry, RHS,

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Financial Data

Department Name: **Human Services and Rural Human Services**

Academic Year 2025/2026

	FY2023	FY2024	FY2025	For Data Entry Staff	For Programs and Review Committees
Total Student Credit Hours (SCH)	457	352	570	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	0.6	1.21	0.98	FTE = Full-time equivalent employee. This field will auto-populate from the FTE Worksheet below.	
Total SCH per Department FTE	761.67	290.91	581.63		
Service SCH per Department FTE	0.00	0.00	0.00		

Majors in Programs	40	56	65	Sum for all programs from the Majors Total tab in the data provided by PAIR.	
Department FTE's	0.6	1.21	0.98	This field will auto-populate from the FTE Worksheet below.	
Majors per Department FTE	66.67	46.28	66.33		

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	73%	74%	79%	Department faculty's workload units assigned to teaching
Service Units	14%	7%	19%	Department faculty's workload units assigned to service
Research Units	0%	1%	2%	Department faculty's workload units assigned to research

Full-Time Equivalent Worksheet*	FY2023	FY2024	FY2025	
Faculty FTEs	0.6	1.21	0.68	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	0.3	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	0	0	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	0.6	1.21	0.98	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

Date: 10/1/25