



Academic Program Review

Program Name: Rural Human Services - Certificate

Academic Year 2025/2026

Recent Recommendations

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

Response:

The recommendations that came out of the last mid-cycle review (2024) focused on the inadequacy of our SLOA. For this reason, the SLOA document has been completely redone to better reflect the proper format of program outcome statements and to better reflect the full scope of the RHS program activities. Also, in response to the recommendations, we have provided a more in-depth description of the high impact practices (HIP) including how they relate to the program curriculum and SLOs.

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:

As discussed above, we have reconstructed our SLOA for this review. Related to our last view and SLOA we indicated that we would pilot using the PC CARES (Promoting Community Conversations about Research to End [REDACTED]) project as the framework of our 120 hour RHS Practicum course and outcomes for the overall program. The RHS program is a subawardee of an International Research to Improve Native American Health (IRINAH) grant to use the PC CARES curriculum for practicum education. In the project Students are trained to facilitate PC CARES, a series of community based workshops on suicide prevention. Participation in this project has allowed for a more coordinated implementation of particular learning outcomes. Notably, we were able to integrate all five SLOA in this capstone course: Cultural Competence & Indigenous Knowledge, Communication Skills, Community and Leadership Engagement, Support Intervention & Case Management, Personal Growth and Self-Awareness. In AY 2025, as their practicum, fifteen students were trained in the PC CARES project to do community learning Circles in 10 different communities. As a result, twenty two learning circles were facilitated by students with a total of 125 community learning circle participants. It is our intention to expand the use of this project as the framework for the practicum to include all students in the AY 2027 Practicum course.

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:

There are two overall changes we have made, the first being the revamping of the SLOA itself as talked about above. This new SLOA will help us to focus on reporting and tracking our program activities in a more meaningful way while working on continuous improvement on our curriculum and student experience. The second change, also mentioned above, is that we will expand student participation in the PCCARES project, previously just piloted, as the framework of their practicum to all students.

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? **Yes**

If so, please summarize what changes were made.

Response:

Please see comments above about changes made to the SLOA, All objective and outcomes have been re-written

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:

PLEASE NOTE, this answer is also offered as a word documents in the supporting document folder under "High-Impact Practices and Closing the Loop" where it is more readable and better formatted -----The RHS Program integrates multiple High-Impact Practices (HIPs) that enhance student learning, engagement, and retention. Some identified HIPs were taken from the list provided while others were added to reflect the pedagogical / indigenous best practices used in the program.

Learning Communities (Cohort Model)

Students progress through the program in a student cohort of between 12-20 students over the course of 2 academic years (4 semesters). This collective learning community fosters peer support and a shared [redacted] and [redacted] experience. Students share stories and personal experiences as well as work in small groups integrating and discussing the class material. The teaching team includes a lead faculty instructor, a community base support instructor and 1-2 elders. The philosophy of the approach is that everyone in the room is a teacher as well as a student. Description: Students progress through the program in a cohort, often from the same region or village network.

Impact: Builds peer support, belonging, and a learning community grounded in shared [redacted] and [redacted] experiences.

SLOA application - #1, 2, 4

Example: Cohorts gather for on-campus intensives, learning and reflecting together with Elders and faculty.

Collaborative Projects and Team-Based Learning

Small-group projects and small break out groups are embedded in all of the classes. In these groups students integrate and apply the course material and present their work back to the whole class. In this way students have an opportunity to discuss and strategize how they will apply what they are learning as well practice presenting their ideas in a group setting enhancing communication and leadership skills with an emphasis on cultural acuity.

Description: Many RHS courses require small-group work and community-based wellness projects.

Impact: Strengthens communication, problem-solving, and leadership skills while promoting cultural and community values.

SLOA application - # 1,2,4,5

Example: Students work together to design a local wellness or prevention initiative, then present it to community stakeholders as part of the practicum.

Community-Based Learning / Service Learning

Students integrate academic learning with service in their home communities. This is done both in the classroom when they do group work and projects and in their out-of-class final homework assignments where they are asked to focus on implementation of what they have learned in their community work including directly applied practicum work.

Impact: Deepens civic responsibility and connects classroom learning to rural human service practice. Directly implements community healing best practices

SLOA application - # All SLOs

Example: As homework for a class students are asked to do a community readiness assessment that involves

Experiential Learning / Field Education (Practicum)

Hands-on placements supervised by community professionals and Elders when students implement community healing projects.

Impact: Provides applied, hands-on skill development in real human service settings. Supports community healing.

SLOA Application - # ALL SLOs

Example: Students will be trained facilitators of PCCARES where they will facilitate community healing/learning circles.

Undergraduate Research / Reflection

Students conduct applied inquiry into human service issues affecting their communities. Example: Capstone reflection integrating personal growth, Indigenous knowledge, and practice. Description: Students conduct reflective and applied inquiry into human service issues affecting their communities.

Impact: Builds research literacy, cultural analysis, and ethical understanding.

SLOA application: # ALL SLOs

Example: PCCARES (RHS Practicum) involves self reflection towards cultural facilitation of the PCCARES model.

Diversity and Global Learning (Culturally-Responsive Education)

Curriculum centers cultural competence and Alaska Native worldviews and diverse rural perspectives. Example: Cultural Competence and Ethics courses addressing historical trauma and cultural resilience.

Impact: Enhances intercultural competence, respect for diversity, and understanding of systemic inequities.

SLOA Application: # 1 SLO

Example: Courses such as Cultural Competence in Practice and Ethic in Human Services address cross-cultural communication and historical trauma.

Capstone Experience

The final course, RHS Practicum, synthesizes all learning through reflection and community engagement. Example: Capstone presentation summarizing practicum and community project. Description: The final course (RHS 287 – RHS Practicum) integrates learning across all courses through a final reflection, presentation, and community engagement project.

Impact: Synthesizes academic, personal, and professional growth into a comprehensive demonstration of competence.

SLOA application – All SLOs

Example: Students deliver a capstone presentation that includes their practicum experience, community project, and vision for ongoing service.

Mentorship and Elders-in-Residence

Elders participate as mentors to provide intergenerational learning. Example: Elder-facilitated cultural teachings and healing circles.

Impact: Strengthens intergenerational learning and aligns education with Alaska Native pedagogies.

SLOA application – All SLOs

Example: Elders facilitate discussions, healing circles, and cultural teachings during residential intensives. Elders give support, feedback and insights to students related to all class activities.

Reflective and Integrative Learning

Regular self-assessment, journals, and storytelling link knowledge, practice, and identity. Example: Students submit reflective journals assessing personal growth as helpers and community members

Description: Self-assessment journals, cultural reflections, and storytelling are core pedagogical tools.

Impact: Promotes deep metacognitive learning and links knowledge, practice, and personal identity.

SLOA Application: All SLOs

Example: Students regularly submit reflective journals assessing their growth as helpers and community members as well as interview elders in their community on course related topics.

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):

RHS is a 2-year cohort based program designed for students to move through the program as a group. Currently all students enter the program (first year) in the same year, currently the even AYs (2022, 2024). No students enter the program in the second (AY odd year) year (2023, 2025). This creates 2 trends: one is that the number of students in the first year is larger than the 2nd year because of attrition ('22, '24) and there are also more classes in the first year of the program. The second trend is that the majority of students will finish (graduate) from the program in the 2nd year ('23, '25) and there are less classes because it is the practicum year. There are always carry over students from one cohort to another because sometimes the student can not attend a class with their cohort because of being weathered out of the in-person session or some other personal reason. In this case the student is always given the opportunity to take the class at another time, including taking it the next year if needed. This will explain the 4 graduates in 2024 (with a first year cohort) when they graduated in an even year.

The "pass rate" data that was provided was only broken down by department and not by program. This cannot be commented on as it does not give just RHS numbers.

In general, the data provided by majors is not completely accurate. In researching this we were able to get some student lists and their declared majors from the CIS Admin office. In some cases the students were non-declared and in others they had majors in other programs either as carry over from previous university attendance or as they moved into a upper level program. This made some of the data confusing. In general the data indicating that we had 40-60 majors seems very high.

Achievement Disparities

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

Response:

See comments above.

Closing the Loop

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

Response:

See Table in supporting documents folder, file titled "High-Impact Practices and Closing the Loop".

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 RHS Program directly supports UAF's mission to inspire learning and serve Alaska by preparing paraprofessional human service providers who meet critical workforce needs in Alaska's rural communities and its diverse people. It integrates Indigenous knowledge and builds community wellness capacity teaching nationally recognized best practices in community and individual support and healing.

Preparing paraprofessional human service providers who meet critical workforce needs in Alaska's rural communities.

Integrating Indigenous knowledge and values into academic and applied learning.

Building community capacity and promoting wellness through culturally responsive education.

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

Response:

RHS is the first degree in a rural/culturally focused Human Service academic pipeline. The pipeline includes:

RHS 34 credit certificate that can be applied to a 60 credit associates in Human Services (HUMS) that can then be applied to a 120 credits bachelor's in Social Work (BSW). The RHS/HUMS/BSW programs work in collaboration offering an Indigenous pedagogy through a cohort model of education.

Students from this integrated academic pathway have gone on to obtain Masters in Social work and some have gone on to the CIS PHD program in Indigenous Studies.

Approx _ 40-50% of students who graduate from RHS go on the HUMS AAS program. About 30% of those students go into the BSW cohort program. These programs are interconnected with an Indigenous pedagogy and collaboration among faculty.

Who are your key community or external partners?

Response:

State of Alaska - Student enrolment and travel for RHS is funded by the State of Alaska Division of Behavioral Health Prevention Services.

Agency employers – Approximately 80-90% of students are employed in the Human Service field and their employer signs an agreement to support their student by offering paid time while they attend classes.

The RHS program has a partnership with the University of Michigan through an IRINAH grant to facilitate the implementation of the PC CARES community based [REDACTED] prevention program.

What role do your services courses play, if any?

Response:

How do your graduates succeed after leaving the program?

Response:

As stated above 40-50% of students go on to a more advanced academic program (including HUMS) while others either enter the work field or continue their work in the field using the skills acquired in the program.

One example of the efficacy of this program/model would be the Yukon Kuskokwim region, before the RHS/HUMS/BSW pathway (27 years ago), there were no social work degree holders who were [REDACTED]

Currently graduates populate agencies, have become directors of programs, and fill village based social service positions.

Submitter and Collaborator Names:

Submitter: Robyn Henry, Program Head, Faculty Collaborator: Diane McEachern, Program Faculty

Submitter Email:

rnhenry@alaska.edu

Committee Review
Program Name: Rural Human Services - 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 |

Response:

Explanation of Overall Recommendations

The RHS program aligns with UAF's mission by preparing paraprofessional human service providers to meet the critical workforce needs in Alaska's rural communities and its diverse people. The RHS Program Student Success Dashboard has shown positive improvements in student success data trends. The RHS program is strong in serving underrepresented students and communities. The program is financially stable and viable; however, a diversified funding strategy needs to be explored going forward. The faculty affiliated with the RHS program need to increase their teaching workload and abate the increase in the service component of their workload.

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 thorough revamp of the SLOAs has been submitted, providing conscientious care to the program development of the RHS Certificate program. The assessment clearly connects to the stated outcomes and findings are presented in a meaningful way using direct measures in the rubric. Collaborative projects and team based learning introduce students to the village network. There is evidence of departmental collaboration with State of Alaska Behavioral Health, other government health fields, and with University of Michigan.

Student Success and Equity Feedback

Narrative:

The RHS Program Student Success Dashboard has made some positive improvements in the student success data trends. There has been an increase in the degrees awarded, number of majors, student credit hours, student pass rate, and graduation-informed persistence for students. The RHS Program did a great job explaining that the RHS Certificate was a 2-year cohort. This helped in explaining the number of students, classes in each year, and the possibility of carry over between cohorts for students who might not be able to take in person session for some other personal reason. If possible, it would be great to see the RHS Certificate data without being attached to the AAS Human Services. The RHS Program demonstrated proactive plans to address the "pass rate" and majors data confusion by working with the CIS Admin office. The RHS Program is strong in serving underrepresented students and communities. As stated in the Program Profile, 40-50% of students go on to a more advanced academic program and this benefits the rural communities with graduates who join agencies, become directors of programs, and fill village based social service positions.

High Impact Practices Feedback

Narrative:

An in-depth document detailing the HIP's highlights, SLOA applications, and implementation (using examples) for each HIP. A considerable effort was made to improve and restructure the RHS Certificate Program based on the supplementary documents provided in this full-program review, which included practices to build community capacity and to promote wellness through culturally responsive education. Students are engaging in meaningful experiences and the HIPs are reflected in the SLOAs. The mentorship-Elders in residence program aligns education with Alaska Native pedagogies.

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 | |

Financial Feedback

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

This program brings extensive external revenue and tuition offsets only about 6% of total expenditures. As grants are threatened at the federal level, an even more diversified funding strategy might be worth exploring.

Despite an uptick in SCH in FY24, the overall trend is flat at best and may even be slightly declining. A correlation to this is a consistent 3-year trend of declining teaching workload (~4% per year) and, conversely, increasing faculty service workload. This correlation, along with increasing FTEs and declining SCH per FTE, suggests a casual relationship if the collective effort's focus is drifting away from teaching, although the review committee cannot speculate.

Reviewer Names:

Dean Review

Program Name: Rural Human Services - Certificate

Academic Year 2025/2026

Dean Feedback

Overall feedback narrative:

It is evident program faculty took the recommendations from the midyear cycle review seriously and evaluated all feedback given. Changes to student learning outcomes and student learning outcomes assessment were high-quality, thoughtful, and pertinent. Additionally, the explanations around graduation rates were helpful in understanding the varying numbers. This program has strong partnerships internally and externally. The programs number of high-impact practices is exemplary. The program review conducted by the faculty would be a great example for other programs undergoing review as to how to take recommendations from midyear reviews, assess them thoughtfully, and make practical and thoughtful changes that can have positive impacts on students, tuition revenue, enrollments, and the broader communities served. I commend program faculty for taking the time to give in-depth explanations where questions could have arisen or information presented may not have given the full picture.

Recommendation to University-Wide Committee

No

Vice Provost Review

Program Name: Rural Human Services - Certificate

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, resulting in a vastly improved plan—faculty should be commended for this effort. Five SLOs were provided, each with clear assessment procedures and implementation plans, and the inclusion of a curriculum map was an excellent addition. Assessment criteria and procedures are well documented, and the program provided an overview of curricular changes, their rationale, and potential impacts. 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 consider whether additional curricular 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 RHS program reports increases in persistence, pass rates, SCH, majors, and degrees awarded following revitalization efforts. The program provides a clear explanation of enrollment and graduation patterns based on its two-year cohort model and demonstrates strong support for [REDACTED] and [REDACTED] students through Indigenous pedagogy, community-based instructors, and applied learning in home communities. Employer-supported attendance and flexible scheduling further support retention and completion. However, the program does not explicitly analyze disaggregated PAIR data or compare outcomes by race, age, or rural/urban status, missing an opportunity to demonstrate equity success. Advising practices and early-alert strategies are implied but not clearly documented. Future reviews should include systematic data analysis, equity comparisons, and measurable strategies for retention and completion. The HIP review was thorough and demonstrated strong integration of high-impact practices with the SLOA. While the report lacked detail on the outcomes of these changes, evidence elsewhere suggests that implemented changes are producing desired student learning outcomes.



Department Profile and Financial Data

Department Name: **Rural Human Services and 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:

Note: This is being answered as a Department question since it is stated as such. This is being submitted as part of the RHS Program Review

The CIS Department of Human and Social Development includes the following programs:

Child Development and Family Studies, B.A.

Human Services, A.A.S.

Rural Human Services, Cert.

In terms of efficiencies related to program overlap and cross over in the Department, while there is some cross over in students and teaching between the RHS and HUMS programs, there is no cross over between RHS and Child Development and Family Services. RHS and HUMS are part of the same rural specialized academic pathway. Students can use their 34 credit RHS certificate towards the 60 credit Human Service Associates degree therefore there is a student overlap between these programs. We also have some shared faculty that teach in both the RHS and HUMS programs.

Associated Programs

Program Name	Degree Type
Human Services	AAS

Collaborator Name(s):

Robyn Henry, RHS Program Head

Collaborator Email(s):

rmhenry@alaska.edu



Financial Data

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

Academic Year 2025/2026

	FY2023	FY2024	FY2025	For Data Entry Staff	For Programs and Review Committees
Total Student Credit Hours (SCH)	424	538	414	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	4.03	5.41	4.4	FTE = Full-time equivalent employee. This field will auto-populate from the FTE Worksheet below.	
Total SCH per Department FTE	105.21	99.45	94.09		
Service SCH per Department FTE	0.00	0.00	0.00		

Majors in Programs	47	64	49	Sum for all programs from the Majors Total tab in the data provided by PAIR.	
Department FTE's	4.03	5.41	4.4	This field will auto-populate from the FTE Worksheet below.	
Majors per Department FTE	11.66	11.83	11.14		

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%	69%	66%	Department faculty's workload units assigned to teaching
Service Units	27%	31%	34%	Department faculty's workload units assigned to service
Research Units	0%	0%	0%	Department faculty's workload units assigned to research

Full-Time Equivalent Worksheet*	FY2023	FY2024	FY2025	
Faculty FTEs	2.4	3.48	3.57	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	0.45	0.35	0.23	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	1.18	1.58	0.6	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	4.03	5.41	4.4	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 / Sheena Tanner

Date: 9/23/25