



Academic Program Review

Program Name: Tribal Governance - Certificate

Academic Year 2025/2026

Recent Recommendations

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

Response:

At the start of this report it is important to note that Mid-term cycle review committee feedback was not provided to the Department prior to Program Review.

Mid-cycle SLOA feedback was that the SLOA Plan required major revision. We have made proposed major revisions to the SLOA's, following the specific feedback of the review committee.

Student success feedback revolved around working with PAIR to provide accurate data, which was done and the data is accurate.

High-Impact Practice feedback was to make more clear what percentage of students participated in HIP's which is included in this report.

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:

Major revisions were made to the SLOA, as recommended by the review committee to eliminate an existing SLOA and add 2 additional SLOA's based on direct assessment. Formatting to include instrument, rubric, minimum standard and specific implementation plan.

The revisions were made utilizing a global perspective of our Department's degrees consulting the Bloom's Taxonomy on Learning to ensure our SLOAs represented a clear trajectory of learning objectives. The newly proposed SLOA is attached.

Under the previous SLOA plan, during this reporting period, 100% (29 out of 29) of supervising employers in TG 199 observed competency with development of skills and knowledge as a result of Tribal Governance course of study.

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:

No curricular changes made based on SLOA. Major revision to SLOA plan made.

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:

As recommended, we eliminated an existing SLOA and added 2 additional SLOA's based on direct assessment. Formatting to include instrument, rubric, minimum standard and specific implementation plan. The revisions were made utilizing a global perspective of our Department's degrees consulting the Bloom's Taxonomy on Learning to ensure our SLOAs represented a clear trajectory of learning objectives.

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:

Collaborative Assignment and projects: 100% of student have to complete a collaborative project/assignment in TG 105

Diversity/Global Learning: 100% of TG courses fall within the category of Diversity/Global learning.

Service or Community Based Learning: 100% of student are required to complete a service/community-based project in TG 199.

Practicum: 100% of students are required to complete TG 199, Tribal Management Practicum course

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: **No Change**

Student Credit Hours: **No Change**

Majors: **Decrease**

Degrees Awarded: **No Change**

Other Trends (if applicable):

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

Response:

We have had a slight decrease in Majors which we attribute to the loss of a long time Tribal Governance Coordinator/Advisor who had been working with our students for a decade. The position was filled with a new employee but the position has now been eliminated due to reorganization within the College of Indigenous Studies. Advising is now being provided by CIS and we are expecting to see an increase in Majors. Additionally, many students taking TG courses are not degree seeking, rather taking courses for employment or personal reasons. These students tend not to declare a major but do significantly contribute to TG Student Head Count, which did not decrease during the period that Majors did.

While there has been "no change" in degrees awarded or student credit hours, we have had a significant decrease in Department FTE's during this period (from 5.38 in FY23 to 3.72 in FY25). In addition, 2 key senior faculty (Prof. Illingworth and Stevens) have had a reduced teaching workload in FY24-25 as they began working in development of a B.A. degree in Tribal Governance. Despite these decreases, SCH per Department FTE has increased, keeping our SCH and Degrees Awarded consistent.

Closing the Loop

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

Response:

As discussed throughout our SLOs directly associate to the high impact practices (HIP) of 1. Collaborative Assignment and Projects, 2. Diversity/Global Learning, 3. Community Based Learning, and 4. Practicum. Historically our SLOA was built off student success in completing the Practicum course, which includes all four high impact practices above. Moving forward, our revised SLOA continues to include this metric but is further inclusive of the learning outcomes from our core Certificate required courses (101, 105, 199) and directly encompass all 4 high impact practices listed here:

- Completion of the TG 101 Final Exam incorporates Diversity/Global Learning.
- Completion of the TG 105 Final Project is centered on completing a collaborative project/assignment.
- Completion of the TG 199 is centered on completion of service/community-based project through experiential learning. Student must be willing and able to work independently outside the classroom and in the community.

In our applied academic field, our SLO, HIP, and SSD are interwoven and interdependent, all contributing to student success.

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:

This degree directly aligns with UA Roadmap to Empower Alaska Pillars and Goals:

- Financially Responsible and Future-Focused: TG is a low-cost degree born out of direct request from students and industry partners.
- State and Arctic Leadership: Leadership Development is a core focus of TG.
- Quality Education and Reputation: The Department of Tribal Governance has a proven reputation across the state for providing high-value, high-quality education and service.
- Deliver academic excellence and success at all levels: TG offers Occupational Endorsements, Certificate, and AAS degrees.
- Contribute to Alaska's skilled workforce and engaged citizenship: The Alaska Department of Labor identified Tribal Governance as a high-demand job area. January 2025 UA reporting identified over 94% of Associates Graduates are employed in Alaska within a year with competitive salaries.
- Provide a welcoming, diverse, equitable, and inclusive university for all students, faculty, and staff: Over 90% of TG students are [REDACTED].

This degree directly aligns with UAF Mission Fulfillment Indicators:

- Skilled workforce: The Alaska Department of Labor identified Tribal Management/Governance as a high-demand job area. January 2025 UA reporting has identified ~ 94% of Certificate Graduates are employed in Alaska within a year with competitive salaries.
- Community and Belonging: Over 90% of TG students are [REDACTED].

This degree directly aligns with UAF Strategic Plan 2027 Goals:

2. Strengthen our position as global leaders in Alaska Native and Indigenous programs
5. Embrace and grow a culture of belonging
6. Revitalize key academic programs

This degree directly aligns with the purpose and mission of the College of Indigenous Studies to:

- Offer academic programs that build strong individuals and sustainable communities, designed to serve Indigenous communities and build a new generation of leaders.
- Offer programs are grounded in Indigenous communities and the challenges they face, teaching and learning as a community. Programs and courses are developed with input from our students, and rooted in social and economic issues they face. We teach and learn where we are.

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

Response:

There are no directly related degrees within the UA system to the Department of Tribal Governance. We offer courses intentionally focused on issues important to tribal governments, offering Occupational Endorsements in Tribal Justice and Tribal Stewardship, a Tribal Governance Certificate, a Tribal Governance A.A.S. degree, with a B.A. in Tribal Governance proposal submitted fall 2025.

The degree requires multiple approved electives from other academic programs, including: Applied Arts, Applied Business, Alaska Native Studies, Rural Development, Alaska Native Languages, Environmental Studies, High Latitude Range Management, Human Services, and Rural Human Services. This increases enrollment for those units.

We partner with multiple UAF Departments to offer for credit-courses, offer guest lectures, and build UAF/Tribal partnerships, including: College of Fisheries and Ocean Sciences, Drumbeats Consortium, Alaska Climate Adaptation Center, Tamamta, International Arctic Research Center, and Community Partnerships for Self-Reliance.

Who are your key community or external partners?

Response:

The Department consistently leverages external partnerships and funding, with support from the US Department of Agriculture and Tribal Organizations. Extensive community and tribal partnerships increase enrollment and provide student support in the form of tuition and travel:

- Alaskan Non-Profits: First Alaskans Institute, RuralCap, Alaska Native Justice Center, Alaska Conservation Foundation, Northwest Boreal Landscape Conservation Cooperative, Native Peoples Action, Alaska Native Women's Resource Center;
- Tribal Organizations: Council of Athabascan Tribal Governments, Tanana Chiefs Conference, Association of Village Council Presidents, Bristol Bay Native Association, Copper River Native Association, Kawerak, Chugach Regional Resources Commission, Central Council Tlingit Haida Indian Tribes of Alaska, Ahtna Inter-Tribal Resource Commission, Yukon River Inter-Tribal Fish Commission, Kuskokwim River Inter-Tribal Fish Commission, and numerous individual Tribal Governments.

What role do your services courses play, if any?

Response:

The required TG 199 Tribal Management Practicum focuses on professional and personal development while working in a rural service organization. Emphasis is on developing the understanding and skills necessary for delivery of rural services. Student must be willing and able to work independently outside the classroom and in the community.

In addition to the required practicum course, TG faculty hold several service courses each academic year in conjunction with community and Tribal partners. These again are central to the program. Courses are held offering direct experiential learning in: participating in the public policy process (from the Board of Game to the North Pacific Fisheries Management Council), building and strengthening Tribal courts and Tribal Justice systems, and learning and teaching culture through local and regional Indigenous Knowledge and Science Camps.

Additionally, service courses are held by community-based partners and experts who serve as adjuncts, recognizing the benefit of offering local courses for college-credit. All courses held by community-based partners and experts are service courses offering specifically crafted hands-on, experiential learning opportunities.

The Service Course approach is embedding in our course delivery, founded on the Adult Experiential Learning, Learning in Action, and Culturally Relevant/ Appropriate Models of learning. Elders are incorporated into classrooms and course offering is scheduled in alignment with the seasons and Tribal schedules. [REDACTED] students and Tribal Citizens bring tremendous wealth to the classroom, bringing years of experience, insight, Indigenous perspectives and knowledge, and a greater understanding of the context within which they live, work, and study.

Instruction is practical with coursework providing learning in action where students apply academic coursework to their daily lives.

How do your graduates succeed after leaving the program?

Response:

. During this reporting period, according to data provided by University of Alaska Statewide-- Administration and Finance Workforce Report, Tribal Governance students are incredibly successful after leaving the program.

In 2021, 95% of Certificate graduates were employed in Alaska within 1 year with a salary of ~ [REDACTED]

In 2023, 93% of Certificate graduates were employed in Alaska within 1 year with a salary of ~ [REDACTED] and ~ [REDACTED] after 5 years

In 2025, 94% of Certificate graduates were employed in Alaska within 1 year with a salary of ~ [REDACTED] and ~ [REDACTED] after 5 years

TG students and graduates are leading Tribal Governments, Regional Non-profit Service Corporations, Regional Health Corporations, Village and Regional ANC's, Federal Advisory Boards, State and Federal legislative staff, Alaska-based non-profit as well as National and International Advocacy organizations, just to name a few.

Submitter and Collaborator Names:

Prof. Kevin Illingworth, Prof. Carrie Stevens

Submitter Email:

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Committee Review

Program Name: Tribal Governance - 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 program closely examines how the data demonstrates the high impact practices within the program and even includes data about student employment after graduation. Tribal Governance has been identified as by the State of Alaska as a high demand field and therefore, the TG Certificate offers a unique program of high value. The program has been developing a new BA degree. This and the addition of a new advisor is expected to also lead to increased majors and increase student success. The TG certificate program is very responsive to student needs. The program is especially focused on preparing students for the workforce and takes into consideration the importance of being able to complete degrees without having to leave their communities. The program has clearly outlined SLOs that guide students on a path to success. It is recommended that the program work toward diversifying enrollment. Identify inclusive practices to help grow the program and help student success.

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 Student Learning Outcomes Assessment (SLOA) plan for the certificate in Tribal Governance (TG) has clearly specified learning objectives/outcomes. These learning objectives/outcomes are well-suited and appropriate for a certificate program in TG. The learning objectives/outcomes are not overly ambitious and easily attainable. Similarly, the assessment criteria and procedure for the three learning objectives are well laid out. They clearly specify how each learning objective will be assessed, which rubrics will be used, and the minimum standard for achieving each learning objective. The assessments are well aligned with learning outcomes. Finally, the implementation of the SLOA assessment is also clear. The TG program faculty will implement the SLOA plan. The plan implementation will take place through the faculty report on the TG F 199 Practicum course, and through questions embedded in the assessments for the TG F101 and TG F105 courses. There is evidence of faculty collaboration in the assessment of TG certificate learning outcomes since assessments from multiple program courses are included in the SLOA assessment implementation. Overall, the Student Learning Outcomes (SLOs) are strong.

Student Success and Equity Feedback

Narrative:

The program has closely examined the Student Success Dashboard and identified relevant data trends.

The student population, not only in the TG certificate but in the entire TG department, is overwhelmingly [REDACTED]. Similarly, 80% to 90% of the student population is [REDACTED]. The certificate program and the TG department as a whole will benefit from proactively recruiting students from diverse backgrounds. There is no significant change in retention and graduation in the program. No evidence of inclusive practices has been identified.

High Impact Practices Feedback

Narrative:

The Tribal Governance Certificate curriculum prepares students well for the Tribal Governance workforce. The HIPs are aligned with the SLOAs, and they are clearly described. The Program encourages and teaches students through applied collaboration, internships, service learning, and community-based learning. The Program accomplishes these meaningful experiences for students through culturally relevant and place-based classes and having students complete the TG 199 Tribal Governance Practicum I. Students are engaged in meaningful classes and a practicum that develops the student's skills and knowledge. These HIPs and SLOAs have resulted in 100% of employers expressing overall satisfaction with the student's skill and knowledge development. The Program does a great job of making classes available through distance learning, and this helps students stay connected to their community without having to leave. One thing that would make this even better would be some short details about the classes to give an outsider a quick review of what each class has to offer.

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 |

Reviewer Names:

Dean Review

Program Name: Tribal Governance - Certificate

Academic Year 2025/2026

Dean Feedback

Overall feedback narrative:

Based on recommendations from the midyear review, one student learning outcome assessment was eliminated and 2 assessments that were based on direct assessment were added. The SLOs clearly display the level of knowledge and skills students graduating with a TG certificate will develop. Four high-impact practices were identified and clearly outlined stating that 100% of TG certificate students are all required to complete them. The program experienced a decrease in majors, but their student credit hours increased and all other student success trends did not experience change. The program expects to see the number of majors increased once the new college reorganization has a chance to get its grounding and take effect. The program developed high quality student learning outcomes, high-impact practices. The increase in graduation rates and success in post-graduation job placement exemplify the quality learning by the students which is a direct reflection of the quality curriculum and its interdependence on the SLO and HIPs. I appreciate the thorough understanding of how the program advances UAF's missions in numerous ways to include the mission Fulfillment Indicators, UA Roadmap to Empower Alaska Pillars and Goals, the University's 2027 Strategic Plan Goals, and the purpose and mission of the College of Indigenous Studies. The TG Certificate Program has a large number of internal and external partnerships. Overall, I am highly impressed with such an accomplished program review carried out with thorough and detailed information and improvements based upon the midcycle review that the faculty did not receive until right before this review process started. The TG certificate program serves as a strong component for workforce development and empowering Alaska Native people and communities throughout Alaska. I would recommend a thorough review of how the program can see an increase in a diverse student body, particularly [REDACTED].

Recommendation to University-Wide Committee **No**

Vice Provost Review

Program Name: Tribal Governance - Certificate

Academic Year 2025/2026

Vice Provost Feedback

Overall feedback narrative:

The assessment for the Certificate and AAS in Tribal Governance is nearly identical given the related nature of the two programs, and the feedback is the same. 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 and for differentiating the SLOs between the Certificate and AAS in a scaffolded manner. Three 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, and one artifact was included. For the 2027 mid-cycle review, include all 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.

High-impact practices are integrated into the curriculum through collaborative projects, service and community-based learning, practicum, and diversity/global learning. Students benefit from hands-on, experiential learning aligned with Alaska Native values and community priorities, incorporating Elders and community-based instructors. Distance learning allows students to remain in their communities while completing courses. Employment outcomes are strong, with 93–95% of graduates employed within a year and salaries increasing over five years. Graduates occupy leadership roles in tribal governments, nonprofits, health corporations, and advocacy organizations. However, the program does not compare outcomes to institutional benchmarks, report equity metrics, or describe strategies to recruit students from more diverse backgrounds. Persistence rates and early interventions are not clearly quantified or documented.

No additional HIP feedback was provided beyond noting that the original review was thorough.

Department Name: Tribal Governance

Last updated: 2025/2026

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

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Financial Data

Department Name: **Tribal Governance**

Academic Year 2025/2026

	FY2023	FY2024	FY2025	For Data Entry Staff	For Programs and Review Committees
Total Student Credit Hours (SCH)	794	761	550	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	5.38	4.8	3.72	FTE = Full-time equivalent employee. This field will auto-populate from the FTE Worksheet below.	
Total SCH per Department FTE	147.58	158.54	147.85		
Service SCH per Department FTE	0.00	0.00	0.00		
Majors in Programs	44	41	32	Sum for all programs from the Majors Total tab in the data provided by PAIR.	
Department FTE's	5.38	4.8	3.72	This field will auto-populate from the FTE Worksheet below.	
Majors per Department FTE	8.18	8.54	8.60		

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				Department faculty's workload units assigned to teaching
Service Units				Department faculty's workload units assigned to service
Research Units				Department faculty's workload units assigned to research

Full-Time Equivalent Worksheet*	FY2023	FY2024	FY2025	
Faculty FTEs	4.45	4.02	3.02	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	0.25	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	0.68	0.78	0.7	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	5.38	4.8	3.72	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