



Academic Program Review

Program Name: Statistics and Data Science - Master of Science

Academic Year 2025/2026

Recent Recommendations

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

Response:

We agree with the comments from the review. For section 3 (Students will have consulting skills), we'll discuss modifications of the course assessment in the Student Learning Outcomes section. As requested by the reviewers, we will also remove information on graduate careers from the assessment of consulting skills.

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:

"There are four outcomes:

- 1) ""Students will master ..."" Statistical mastery can be best assessed through the Master's research project, which involves the writing and publishing (via the Rasmusen Library Scholarworks database) a project report, with frequent consultation with their faculty advisor. These reports showcase the student's ability to perform research, write a technical report, interact with faculty, and work within deadlines. As an artifact, we will attach references to several recent project reports. We are satisfied with student performance in this outcome.
- 2) ""Students will understand and be able to use..."" The comprehensive exams are designed to test four important core competencies for statistical professionals: Probability theory and computations (as introduced in Statistical Theory 1), Estimation (as introduced in Statistical Theory 11), Hypothesis tests and the theory of hypothesis testing (as introduced in Statistical Theory 11), Linear models (introduced in Statistical Theory 111), and Nonlinear models (also in Statistical Theory 111). All students in this assessment period performed well in both the written part of the exam, and the oral exam, with all students passing the exam on the first try. As an assessment artifact, we will include example comprehensive exams.
- 3) ""Students will have consulting skills..."" This is assessed in the Statistical Consulting course, STAT654. Students are expected to interact with clients, suggest possible statistical analyses, with one student assigned to follow up with the client if they have any further difficulties. The syllabus for this class is attached as a rubric, but in order to pass the course, all students have to actively advise and question the clients. All student in the assessment period performed adequately at consulting. We do plan on making some changes to this course, where each week one student will be chosen to lead the discussion and also be responsible for follow-up.
- 4) ""Students will display effective communication skills..."" While these are also assessed through the Consulting Seminar, and the oral portion of the comprehensive exam, the primary demonstration of communication skills is the presentation of their research project result, an hour-long public talk."

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:

We are continually modifying our courses and course topics to increase students' core research abilities (outcome 1 and 2), communications skills (outcome 4), and consulting skills (3). This includes the creation of a course in Data Visualization and a course in Statistical Computing, changes in the consulting seminar, modernization of the Distribution-Free Statistics course to include more machine learning topics (classification techniques, flexible regressions, neural nets, tree-based classification and regression, bagging, boosting, density estimation and other similar topics), along with the use of cutting-edge software. We are also working with computer science on the possibility of shared data science courses.

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

Communication outcomes in the SLOA plan are: **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:

Based on the feedback from the mid-cycle review, we removed the program learning outcome related to student job analysis post-graduation.

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:

We view the completion of a masters project as meeting the goals of a capstone course/project at the graduate level.

The Consulting Seminar is a practicum, as many graduates work in statistical consulting roles.

Student Success

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

Student Success Data Trends

Persistence: No Change

Pass Rates: No Change

Student Credit Hours: No Change

Majors: No Change

Degrees Awarded: No Change

Other Trends (if applicable): Students in the statistics masters program during the period under review are listed in the data in four different categories: STAT (from when the program was called MS Statistics), STAD (after the program was named Statistics and Data Science), STAA (for students in the accelerated BS Math / MS Statistics), SDAA (for students in the accelerated BS Math / MS Statistics and Data Science). From the point of view of NWCCU these students are all in the same program. 2024 and 2025 are particularly complicated. Aggregate numbers of majors are: 2021 (11), 2022 (14), 2023 (14), 2024 (15), 2025 (13), so enrollments in the aggregated "statistics MS" are basically flat, maybe with a slight increase from 2021. Degree recipients are similarly flat recently; 2021 (3), 2022 (6), 2023 (4), 2024 (6), 2025 (6). The MS changed its name between AY 2023-4 and AY 2024-5 so the "graduation-informed persistence" numbers are not meaningful over that transition.

Achievement Disparities

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

Response:

With a small number of students, we were unable to identify any achievement disparities beyond the expected variation with any sort of statistical validity. Overall, our graduate students do well in our program.

Closing the Loop

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

Response:

In the period under review, all students successfully passed the comprehensive exam. We have had failures (and subsequent retakes) in past review cycles, but we have lately improved preparation for the exams. In the review period, we have had no failures. Note that students can make up for weaknesses in parts of the written exam with good performance in the oral exam.

Of the students who graduated under the period under review, out of 26 students since 2020:

3 are teaching mathematics/statistics at either graduate or K-12 level outside Alaska 4 are

teaching mathematics/statistics at either graduate or K-12 level in Alaska

4 are in PhD programs

9 have research or consulting (mostly statistics) positions in Alaska

6 have research or consulting (mostly statistics) positions outside Alaska

1 has a position not related to statistics

1 present location unknown

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:

M.S. Statistics students graduate in high-demand job areas, as identified by the Bureau of Labor Statistics (BLS). Employment for mathematicians and statisticians is expected to grow 33% nationwide through 2026, making data science one of the quickest growing fields. The BLS website notes that "businesses will need these workers to analyze the increasing volume of digital and electronic data". Historically, graduates of our M.S. Statistics program find employment and indicate the M.S. program prepared them well for their careers. Statistics courses are requirements of many programs at UAF including B.S. degrees in NRM and wildlife, M. S. programs in biology, NRM, wildlife, and fisheries; and the Ph.D. in geophysics.

Researchers in a number of UAF departments and agencies around Alaska rely on the expertise of M.S. Statistics students for assistance with research design and data analysis. Over the period covered by this review, M.S. Statistics students completed research projects in collaboration with the Alaska Department of Fish and Game the U.S. Fish and Wildlife Service, the National Park Service, UAF's office of Institutional Research and the Alaska Center for Energy and Power. In all of these cases, the partnership included funding or summer employment for at least one M.S. Statistics student to complete an in-depth data analysis project of interest to both the student and the subject-area scientists.

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

Response:

There are no other graduate programs in Statistics in the UA system, or in the state. Our faculty interact with the mathematics and statistics faculty at UAA and UAS on programmatic issues, provide a graduate-program perspective on undergraduate curriculum design when consulted. UAA has a new bachelor's degree in "Business and Data Analytics" with little overlap to our program, as well as a MS in Artificial Intelligence, Data Science, and Engineering. However, the UAF MS in Statistics and Data Science is significantly more oriented towards actual graduate-level training in statistics and statistics-informed data science, whereas the UAA MS is more focused on computer science and engineering applications related to data science, requiring only "general statistics for data science". The two programs are not really comparable except that they both include "Data Science" in the title.

Who are your key community or external partners?

Response:

At a departmental level, DMS has a number of partners, including:

- UAF Baccalaureate Requirements - DMS provides mathematical training for all baccalaureate students at UAF, through general education mathematics courses; it also provides robust mathematical coursework for STEM students
- Quantitative fields at UAF: DMS supports a large number of majors and disciplines, which rely on the program to provide a solid mathematical background to students in quantitative fields
- Partnerships with Alaska Department of Fish and Game and US Fish and Wildlife: graduates from this department work at both agencies and we have informal partnerships, including working on shared data
- Research Experience for Undergraduates: undergraduate students participate in research in the summer through an NSF-funded program
- Partnerships with Biology and Wildlife: shared coursework (through Phylogenetics); Wildlife students regularly take statistics courses (including a steady stream of PhD students electing graduate credentials in DMS); research collaborations
- FNSBSD: DMS BS and MS graduates who work in the school district are some of the strongest math teachers in the district and we maintain informal lines of communication, as well as current teachers who are upskilling through our graduate programs

What role do your services courses play, if any?

Response:

For courses used for the MS in Statistics and Data Science, note that we have a number of science students (especially in Biology and Wildlife) who take our upper-division undergraduate and graduate courses in Statistics. We have had a number of PhD students from other disciplines elect to complete the Graduate Certificate in Statistics, or even, decide to complete an MS in Statistics and Data Science along with their PhD. In addition, the department provides extensive mathematical and statistical training for students across the university. From the data provided by PAIR, about 90% of the student credit hours generated by DMS are for students who are majors in programs outside the department; this includes graduate service teaching and service teaching at the upper-division. DMS provides general education coursework in mathematics for all baccalaureate students as well as for many students in the AA and AS community college degrees (as well as a few in AAS and CT2 degrees). We provide required mathematical training for engineers (Calculus 1, Calculus 2, Calculus 3, and Differential Equations) meeting CEM's specialized ABET accreditation, as well as required mathematical coursework for computer science (including Discrete Mathematics and STAT 300 Statistics) and most natural science majors (including STAT 200 Introductory Statistics and STAT 401 Regression and Analysis of Variance, as well as various calculus courses, including a purely service Calculus for Life Sciences course). At the graduate level it also provides mathematical and statistical service courses. (Unfortunately, the numbers provided by PAIR do not split out service teaching by course level.) The two graduate certificates use our MS graduate courses, but are designed primarily to enable PhD students in other disciplines (e.g., biology, fisheries, wildlife, engineering, physical sciences) to obtain meaningful credentials. Several courses commonly used in these certificates (graduate Optimization, Numerical Linear Algebra) were in part designed for this purpose, with students from other graduate programs often outnumbering our own.

Finally, we offer a significant number of asynchronous online courses, to meet student needs for a variety of modalities, which increase overall enrollment, including students from around the country as well as ones in Alaska. While the majority are asynchronous 100- and 200-level courses, offered in part to support asynchronous degrees such as the BS in Biology and the BS in Fisheries, synchronous ones for more advanced topics are generally made available if there is demand, especially to graduate students outside of Fairbanks. In particular, we routinely offer our graduate statistics and mathematics courses synchronously by zoom to make sure that location-bound students across Alaska (and in the lower 48) can access graduate training in the mathematical sciences.

How do your graduates succeed after leaving the program?

Response:

Of the students who graduated under the period under review, out of 26 students since 2020:

3 are teaching mathematics/statistics at either graduate or K-12 level outside Alaska 4 are teaching mathematics/statistics at either graduate or K-12 level in Alaska

4 are in PhD programs

9 have research or consulting (mostly statistics) positions in Alaska

6 have research or consulting (mostly statistics) positions outside Alaska

1 has a position not related to statistics

1 present location unknown

Submitter and Collaborator Names:

Julie McIntyre, Ron Barry, Leah Berman

Submitter Email:

lwberman@alaska.edu

Committee Review

Program Name: Statistics and Data Science - Master of 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:

Past failures of comprehensive exams have led to additional exam prep for students in this program. The program has successfully adjusted so no students have failed in this review period.

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:

SLO: SLO1 seems more overarching and less specific on how a wide variety of methodologies are mastered and evaluated. How is student research evaluated? Is mastery really evaluated by the entire faculty or just the committee? It appears the required courses (e.g., Statistical Theory III) are more suited to evaluating mastery. SLO #1 mostly seems to be covered by the other SLOs. While SLO1 includes "research," there is no research evaluation included in the rest of the report. "Statistical mastery" is vague and seems to already be included and evaluated in SLO #2. We recommend SLO1 be reevaluated and revised to focus exclusively on research and research evaluation.

SLOs 2-4 are clear and align closely with program goals - their level of specificity is appropriate for program-level outcomes. SLO #2-4 have adequate assessment tools included. These include a comprehensive exam (SLO #2), a consultation course (SLO#3), and a presentation evaluation (SLO #4). For SLO2 and 4, the narrative emphasizes required courses, but these are not mentioned in the SLOA table. For SLOA3, having experience and having done it well are not always coupled - is this evaluated by a single faculty member? We suggest including an evaluation from the client for SLO #3. This may better demonstrate that the goal of the client was heard and met.

Student Success and Equity Feedback

Narrative:

There are not enough students to evaluate equity – Dashboard also makes it hard to disaggregate some data (even with filters). Students that have finished within the evaluation period have generally gone on to further education or careers related to the program for which math/stats skills are required.

Past failures of comprehensive exams have led to additional exam prep for students in this program. The program has successfully adjusted so no students have failed in this review period.

High Impact Practices Feedback

Narrative:

The HIPs are mostly aligned with the SLOs although specific linkage between each would provide clarity. It is likely more could be selected from the list. For example, “communication” should also be included since it is the goal of SLO #4. Additionally, the consultation goal indicates a “Service or Community-Based learning” HIP. Are “collaborative assignments/projects” not part of the program? The Practicum (Consulting Seminar) is high impact and central to the program, with extensive evidence for its effectiveness.

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:

Ellen Candler, Simon Zwieback, Russ Hopcroft

Dean Review

Program Name: Statistics and Data Science – Master of Science

Academic Year 2025/2026

Dean Feedback

Overall feedback narrative:

The MS in statistics and data science at UAF is unique in the UA system and provides students with excellent preparation for high-demand workforce areas. SLOA is well developed and further improved based on the mid-cycle review. Enrollment is steady at a moderate level. The program is well integrated with other quantitative academic programs and aligns with UAF's research strengths through the statistical consulting seminar that provides statistical support to the UAF research community.

Recommendation to University-Wide Committee **No**

Vice Provost Review

Program Name: Statistics and Data Science – Master of 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. Four SLOs were provided, each with procedures for assessment and implementation plans, including where in the curriculum assessments occur. Assessment criteria and procedures are documented, and artifacts/rubrics were included; however, the data used to assess SLOs should also be provided in future reviews. The narrative overview of SLO assessments was strong and included future plans, which is commendable. The program noted curricular changes but provided only a brief overview; future reviews should elaborate on these changes and their impact. For the 2027 mid-cycle review, include direct evidence (data) in the supplementary folder to show how assessment data informs decisions and whether additional curricular changes are needed. Closing the loop on assessment is essential for NWCCU expectations and should include evidence for each SLO to demonstrate meaningful, evidence-based improvements.

The program reports a 100% pass rate on comprehensive exams during the review period, along with stable enrollment and degree production. Graduates have strong post-graduation success, securing employment in statistics or data science roles or continuing into PhD programs. The program effectively uses high-impact practices, including the master's project as a capstone, the Statistical Consulting Seminar as a practicum, and engagement with real-world research and consulting partners. The program demonstrates responsiveness to developments in the field by incorporating topics such as data visualization, statistical computing, and machine learning. Future reviews should monitor and report on the impact of these changes on retention, equity, and completion beyond exam performance. Greater engagement with disaggregated student success data is advised to support equity-focused strategies related to admissions, funding, and student support.

The HIP section needs further detail to describe the impact and assessment points of these practices. The report was not sufficiently descriptive, making it difficult to evaluate HIP outcomes and provide meaningful feedback.



Department Profile and Financial Data

Department Name: Mathematics and Statistics

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:

The department supports 13 different academic programs (see below), but these **extensively** utilize shared courses. For example, the BA and BS in mathematics, as well as the three accelerated programs, use exactly the same collection of MATH and STAT undergraduate courses. The three undergraduate minor programs (Mathematics; Statistics; Applied Statistics) use a subset of the major courses. Students in the first few years of the Math PhD and students in the Math MS program also draw from the same courses. When possible (e.g., Mathematical Modeling when taught as Mathematical Phylogenetics) we offer concurrent undergraduate and graduate versions of the same course with one instructor receiving credit for teaching one course.

In addition, the department provides extensive mathematical training for students across the university, which suppresses the calculation of majors/FTE in the Financial Data. Note that from the data provided by PAIR, about 90% of the student credit hours generated by DMS are for students who are majors in programs outside the department; this includes graduate service teaching and service teaching at the upper-division. DMS provides general education coursework in mathematics for all baccalaureate students as well as for many students in the AA and AS community college degrees (as well as a few in AAS and CT2 degrees). It provides required mathematical training for engineers (Calculus 1, Calculus 2, Calculus 3, and Differential Equations) meeting CEM's specialized ABET accreditation, as well as required mathematical coursework for computer science (including Discrete Mathematics and STAT 300 Statistics) and most natural science majors (including STAT 200 Introductory Statistics and STAT 401 Regression and Analysis of Variance, as well as various calculus courses, including a purely service Calculus for Life Sciences course). At the graduate level it also provides mathematical and statistical service courses. (Unfortunately, the numbers provided by PAIR do not split out service teaching by course level.) The two graduate certificates use our MS graduate courses, but are designed primarily to enable PhD students in other disciplines (e.g., biology, fisheries, wildlife, engineering, physical sciences) to obtain meaningful credentials. Several courses commonly used in these certificates (graduate Optimization, Numerical Linear Algebra) were in part designed for this purpose, with students from other graduate programs often outnumbering our own.

Finally, we offer a significant number of asynchronous online courses, to meet student needs for a variety of modalities, which increase overall enrollment, including students from around the country as well as ones in Alaska. While the majority are asynchronous 100- and 200-level courses, offered in part to support asynchronous degrees such as the BS in Biology and the BS in Fisheries, synchronous ones for more advanced topics are generally made available if there is demand, especially to graduate students outside of Fairbanks. In particular, we routinely offer our graduate statistics and mathematics courses synchronously by zoom to make sure that location-bound students across Alaska (and in the lower 48) can access graduate training in the mathematical sciences.

Associated Programs

Program Name	Degree Type
Mathematics (Mathematics Concentration, Statistics Concentration)	BS
Mathematics (Mathematics Concentration, Statistics Concentration)	BA
Mathematics / Statistics and Data Science—Accelerated	BS/MS
Mathematics / Mathematics—Accelerated	BS/MS
Mathematics / Secondary Education	BS/MEd
Mathematics	MS
Mathematics	PhD
Statistics	Graduate Certificate
Applied and Computational Mathematics	Graduate Certificate
Mathematics	Minor
Statistics	Minor
Applied Statistics	Minor

Collaborator Name(s):

Leah Berman, John Rhodes

Collaborator Email(s):

lwberman@alaska.edu



Financial Data

Department Name: **Mathematics and Statistics**

Academic Year 2025/2026

	FY2023	FY2024	FY2025	For Data Entry Staff	For Programs and Review Committees
Total Student Credit Hours (SCH)	5943	6845	6954	Provided in SCH tab in the student success data provided by PAIR.	
Service SCH	5371	6319	6507	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	18.855	18.735	19.96	FTE = Full-time equivalent employee. This field will auto-populate from the FTE Worksheet below.	
Total SCH per Department FTE	315.19	365.36	348.40		
Service SCH per Department FTE	284.86	337.28	326.00		
Majors in Programs	68	60	56	Sum for all programs from the Majors Total tab in the data provided by PAIR.	
Department FTE's	18.855	18.735	19.96	This field will auto-populate from the FTE Worksheet below.	
Majors per Department FTE	3.61	3.20	2.81		

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	322.5	258.5	244.5	Department faculty's workload units assigned to teaching
Service Units	64	56	69	Department faculty's workload units assigned to service
Research Units	154.5	183.5	106.5	Department faculty's workload units assigned to research

Full-Time Equivalent Worksheet*	FY2023	FY2024	FY2025	
Faculty FTEs	13.47	13.34	13.81	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	1.175	1.275	1.4	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	0.92	0.92	0.92	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	3.29	3.2	3.83	Base assumption: 40 hours/week for 12 months = 1.0 FTE. 9-month = 0.75 FTE.
Total Department FTEs	18.855	18.735	19.96	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)

Additional Comments:

The department is unable to verify the accuracy of the financial data listed here, especially the restricted income categories; we are not sure why FY24 is showing a surplus or why the deficit for FY25 was so large. We are concerned with the meaningfulness of the computation "majors per department FTE" and "SCH per departmental FTE" since graduate students -- the primary type of student being assessed in this full program review -- are counted both in the numerator, as "majors" or "SCH producers" and also in the denominator, as "departmental FTE". We just don't understand what the point of this computation is. For determining adjuncts, we hire graduate students to teach courses over the summer, but I counted them as "adjuncts" for summer teaching. Continuing faculty who were teaching classes in the summer were not counted under "adjuncts" although these contracts were outside their standard workload. To compute Grad Student TA/RA FTEs, we summed the total number of hours worked by students in 'GN' status and divided the total by 52*40 = 2080.

Information last updated by: Laycie N. Schnekenburger, Leah Berman (10/19/25)

Date: 9/26/2025