



Academic Program Review

Program Name: Associate of Science

Academic Year 2025/2026

Recent Recommendations

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

Response:

The previous mid-cycle review of the Associate of Science (AS) degree recommended strengthening advising practices for the program. Since the most recent review, the AS degree program has shifted from the Interior Alaska Campus (IAC) of the College of Indigenous Studies (CIS) to the Community and Technical College (CTC). At the IAC, we had only one student advisor for the AS program. At the CTC, there is a comprehensive student advising center with four academic advisors. With the availability of more student advisors, the student advising component for the AS degree has become stronger.

Student Learning Outcomes

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

Response:

The Student Learning Outcomes Assessment (SLOA) for the AS degree indicated that students who complete the degree program successfully transition to different bachelor's degrees or pursue further education in applied science professions, such as process technology, Computer science, and Information Technology, or Allied Health professions. Therefore, we are not going to make any changes to the AS degree at this time.

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 the department is not going to make any changes to the AS degree program at this time.

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:

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:

Changed the date and the name of the College in the SLOA document.

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:

With the proliferation of distance education in the basic sciences, some AS degree courses now offer 100% online labs through simulations.

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: Decrease

Pass Rates: NoChange

Student Credit Hours: No Change

Majors: Increase

Degrees Awarded: Increase

Other Trends (if applicable):

Achievement Disparities

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

Response:

The disaggregated data for the AS degree is not available. The disparities data for the AS degree is combined with other degree programs such as the AA General Program, AAS Apprentice Technology, AAS Interdisciplinary Studies and OEC Content Creation.

Closing the Loop

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

Response:

The AS is a general education degree and while the degree program is housed at the CTC, students in this program take courses from different colleges and academic units of UAF. As such, it isn't easy to draw a correlation between the high-impact practices or student success data with the student learning outcomes for the AS.

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 AS degree advances the teaching mission of UAF by providing holistic education in the sciences via distance delivery.

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

Response:

The AS degree program is closely related to the Associate of Arts (AA) degree since both degree programs provide general education up to the associate degree level.

Who are your key community or external partners?

Response:

None

What role do your services courses play, if any?

Response:

None

How do your graduates succeed after leaving the program?

Response:

Most graduates go on to get further education after getting the AS degree. They enroll in bachelor degree programs in STEM or pursue further education in applied science professions, such as process technology, Computer science, and Information Technology, or Allied Health professions

Submitter and Collaborator Names:

Anshul Pandya

Submitter Email:

aapandya@alaska.edu

Committee Review

Program Name: Associate 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:

The AS degree establishes that students complete courses across various colleges and academic departments. The strength of the AS program lies in its ability to help students transition into different BA programs or pursue further studies in applied science professions. However, the AS program's improvement can be enhanced by providing information about the strategies in place. There is no evidence of the narrative informing students' needs.

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 assessment aligns with the stated outcomes. The review lists various programs (Process Technology, Computer Science, Information Technology, or Allied Health) students can transition into after completing the AS degree. It would be beneficial to mention the collaborations that take place during these transitions.

Student Success and Equity Feedback

Narrative:

It appears that there is some disaggregated data available for the AS, although the program indicated otherwise. Even if these were not disaggregated, points should be made relative to the categories that are identified. Although the SLO identifies that a bi-annual survey and statistics are gathered, there is no indication of outcomes from these or ways the program intends to increase retention and graduation.

Narrative Notes: Include observations on data trends, equity strategies, and areas for growth.

Persistence - Decrease indicated by program. I am seeing an increase in persistence from FY23 to FY24, however these numbers are still down from the first three FYs of the program.

Pass Rates - No change indicated by program, however, I am seeing a decrease in pass rates. Note that this is not disaggregated so it would cover all of the programs in the category of General and Technical Programs. This is seen throughout the categories of gender, race, age, ethnicity, Pell Grant status, and First-gen status with the only outlier being an increase in pass rates by those whose gender is not reported and by [REDACTED] students.

Student Credit Hours - No change indicated by program. Slight uptick seen, but could stay as no change.

Majors - Increase indicated by program. There is an increase in these degrees from 2024 to 2025. There is no information as to why this might have been seen.

Degrees Awarded - Increase indicated by program. There is only a slight increase, by 1 for this program. Based on the no change indicated by the SCH variable, I would say the same for Degrees Awarded.

High Impact Practices Feedback

Narrative:

The program highlights online labs (100%) is HIP implemented to the AS program as distance education. The program provides students to continue BS or related programs after they complete; however, it is difficult to examine students' meaningful experiences through 100 % online labs. It would be helpful to evaluate HIP with additional documents (e.g. online lab syllabus and teaching materials). It was unclear how students engage with hands-on experiments and doing the lab work online, and how it supports students' learning outcomes.

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:

Debra Steed, Suzan South, Yoko Kugo

Dean Review
Program Name: Associate of Science
Academic Year 2025/2026

Dean Feedback

Overall feedback narrative:

As one of the fundamental degrees at UAF, this program is of utmost importance along with the AA. With the recent move of IAC personnel and this degree, there will likely be some inconsistency as newly identified bugs get worked out (class offerings at various campuses, UAF handling of the GERs going forward etc). The efforts being put into advising into the AA and AS degree with the removal of the BI classification is expected to see an increase in enrollments along with an increased laddering into BS degrees across UAF. That said, there is currently no academic structure in place to support this degree properly. CTC will adjust this in the very near future to provide adequate support for this degree and the faculty that lead and teach in it.

Recommendation to University-Wide Committee No

Vice Provost Review
Program Name: Associate of Science
Academic Year 2025/2026

Vice Provost Feedback

Overall feedback narrative:

The program transitioned from CIS to CTC since the 2023 mid-cycle review, but the recommended SLO revisions were not implemented. The three listed SLOs are program-level outcomes rather than measurable student learning outcomes and should be removed. New SLOs must articulate the knowledge, skills, and abilities students will attain by program completion and be assessable at that point. While assessment criteria and an implementation plan were provided, they do not clearly support program-level assessment. No rubrics, artifacts, or data were included, and there was no discussion of curricular changes or strengths. For the 2027 mid-cycle review, the program must develop measurable SLOs, provide evidence of assessment (including rubrics, artifacts, and data), and document curricular changes resulting from the SLOA process. AY26-27 should be used as a development year to address these needs. Closing-the-loop evidence must also be included to demonstrate how assessment informs improvements.

The program reports improved advising support following its transition to CTC, increasing advisors from one to four and strengthening guidance for students. There was a slight increase in majors and degrees awarded, and graduates successfully transition into bachelor's programs in STEM, Applied Sciences, and Allied Health. Online labs support retention for students unable to attend in person. However, persistence has declined overall, and while pass rates are reported as stable, external review notes a decrease with no disaggregated data to identify affected student groups. Future reviews should include analysis by gender, race/ethnicity, Pell status, and first-generation status, and outline strategies to support struggling students and improve completion rates.

High-Impact Practices are present, primarily through lab-based experiences, but the report lacks sufficient detail for meaningful feedback. Future reviews should include specific examples and evidence for each HIP identified to demonstrate their impact on student learning.



Department Profile and Financial Data

Department Name: **General Academic and Technical Programs**

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:

This degree encompasses a wide range of existing courses across UAF and electives serving a broad range of students. This degree serves as a laddering pathway into BS degrees at any MAU. The attached financial data is for the entire program area of General Academics at CTC but this degree has only 1 FTE associated with it and courses taught are highly enrolled.

Associated Programs

Program Name	Degree Type
Associate of Arts	AA
Apprenticeship Technology	AAS
Interdisciplinary	AAS

Collaborator Name(s):

Kevin Alexander, Professor

Collaborator Email(s):

kwalexander



Financial Data

Department Name: **General Academic and Technical Programs**

Academic Year 2025/2026

	FY2023	FY2024	FY2025	For Data Entry Staff	For Programs and Review Committees
Total Student Credit Hours (SCH)	694	1188	1246	Provided in SCH tab in the student success data provided by PAIR.	
Service SCH				Sum rows labeled as "In unit, outside department, Service" and "Outside unit, Service" in the SCH tab of the data provided by PAIR.	
Department FTEs	0.75	0.75	4.7865	FTE = Full-time equivalent employee. This field will auto-populate from the FTE Worksheet below.	
Total SCH per Department FTE	925.33	1584.00	260.32		
Service SCH per Department FTE	0.00	0.00	0.00		

Majors in Programs	7.5	7.4	0	Sum for all programs from the Majors Total tab in the data provided by PAIR.	
Department FTE's	0.75	0.75	4.7865	This field will auto-populate from the FTE Worksheet below.	
Majors per Department FTE	10.00	9.87	0.00		

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

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

Workload Allocation	FY2023	FY2024	FY2025	
Teaching Units			26	Department faculty's workload units assigned to teaching
Service Units			4	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	0.75	0.75	0.75	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort assigned. F9 faculty on sabbatical count as 67% of one 9-month 0.75 FTE (or 0.50 FTE).
Adjunct FTEs	0	0	3.7615	Base assumption: 40 units/credits = 1.0 FTE. Total # of credits taught by adjuncts in a year divided by 40 = the FTE of adjuncts in that year.
Staff FTEs	0	0	0.275	Base assumption: 12-month full-time = 1.0 FTE. 9-month = 0.75 FTE. Split appointments are multiplied by the % of effort assigned to this department. Part-time are multiplied by the % of effort.
Graduate TA/RA FTEs	0	0	0	Base assumption: 40 hours/week for 12 months = 1.0 FTE. 9-month = 0.75 FTE.
Total Department FTEs	0.75	0.75	4.7865	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 AAS program transferred from CIS/IAC to CTC, effective 9/8/2024. For FYs 23 & 24, the PAIR/APRIE data is pulled from "CIS Community Based Science" (D44SCI) and for FY25, the data is pulled from "CTC Other Instruction" (D48OTI). Please note that D48OTI data includes all of CTC's General Education programs.

Information last updated by: Sheena Tanner

Date: 11/3/25