



Academic Program Review

Program Name: Early Childhood Education - Associate of Applied Science

Academic Year 2025/2026

Recent Recommendations

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

Response:

Since the last review, the ECE program has refined its student learning outcomes to be more concise in both the Certificate degree program and Associate of Applied Science degree program. Faculty worked collaboratively to update assignments, improve assessments and embed more authentic, community-based learning opportunities creating more High Impact Practices.

Faculty also added more meaningful group or peer assignments, and projects. The program implemented and emphasized cultural relevance to meet the needs of Alaska's diverse and non-traditional student populations.

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 mid-cycle review urged us to reduce the number of SLOs from seven to five and articulate the difference between programs. Now ECE has five distinct SLOs all required for each program. We did this because all five SLOs are crucial foundational information for ECE, regardless of degree. Consequently, the certificate is a pathway to the associate degree. The program assesses student learning through a combination of key assessments, such as thematic unit, professional website, wellness project, family and community partnership plan, and development domains analysis and observation, which are tied directly to the SLOs that also align with the national teacher standard in ECE. By requiring real-world applications and scaffolded assignments, we have found better student performance. Offering multiple modes of participation, such as written, video, and interactive tools, as well as choice-based assignments, allows students to demonstrate learning in ways that align with their strengths, we experience higher online engagement. Consequently, there is enhanced trust and openness as we develop personal relationships and meet individual needs. Classes require applications of learning in classrooms, home, community, and in other places where students can apply their knowledge. Changes that faculty are observing include increased competence, stronger connections with theory and practice, and more consistent demonstration of competencies across courses and field experiences. We expect to see continual evidence of learning, ongoing communication and engagement, and knowledge translating into their own classroom practice. We anticipate seeing students apply and meet national standards.

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:

Yes, we have made several meaningful curricular changes. These adjustments were designed to strengthen student learning, faculty engagement, and alignment with our program mission. We made changes that include high impact practices, scheduled meetings, professional training, ongoing feedback, assessment, and marketing. **High Impact Practices:** High-Impact Practices continue to be an integral part of our Early Childhood Education (ECE) program. The faculty have added more HIPs. Community-based learning opportunities are embedded in courses, connecting theory to real-world early childhood settings. First-year experiences are integrated into introductory courses to provide new students with additional support and guidance, including orientation to Canvas, connections to the Debbie Moses Writing Lab, and strategies for successful online learning. These are explained in detail under the High Impact Learning section. **Scheduled Meetings:** Faculty meet bi-monthly, including adjuncts, to discuss and improve teaching and learning practices. ECE faculty have implemented virtual office hours, Zoom meetings, and frequent check-ins with students through phone, email, and in-person interactions. Collaboration with the Center for Teaching and Learning adds to the training schedule and quality in course delivery. **Professional Training:** Faculty development remains a high priority. Faculty engage in both scholarly work and the scholarship of teaching and learning, present at conferences, publish, and participate in ongoing professional growth opportunities. As funding allows, faculty attend and present at local, regional, and national conferences, sometimes in faculty research with the Center for Teaching and Learning. **Ongoing Feedback:** ECE faculty are committed to student-centered teaching practices that maximize students' potential. Therefore, we tailor instruction to meet individual learning needs. Consistent, personalized, mutual feedback is a hallmark of our program. Not only do instructors evaluate students, but students offer us formative assessments regularly to refine teaching strategies. Because the program provides teaching practice with guidance, students receive ample feedback before they teach alone in a practicum. **Assessment:** To meet the needs of Alaska's diverse and non-traditional student populations, the program highlights cultural relevance and flexibility. For example, students may resubmit assignments, and instructors provide a seven day grace period. Since many of our students are from rural areas, we consider their subsistence needs and adjust accordingly. The program also focuses on improving student engagement in online learning environments by offering multiple modes of participation (written, video, interactive tools) that provide more authentic assessments of their learning. ECE majors build a portfolio throughout their coursework, culminating in a final submission in the capstone course. Collaborative projects, rubrics, and clear instructional guidelines support student success. We recognize diverse learning styles and use varied approaches, including place-based project, to promote understanding. Examples of exemplary student work are provided to help guide learning and demonstrate expectations. All these changes mean more varied, frequent, and meaningful assessments of student work. **Marketing:** The ECE program continues to cultivate high-quality, student-centered, and community-responsive education that prepares graduates to excel in teaching across Alaska and beyond. We market that strength through city, military, community, and industry connections. Outreach includes flyer distribution, video creation (in development), and social media engagement, with particular attention to military bases and communities. Partnerships with high schools, Northern Interior Alaska Association Education Young Children (NIAAEYC), Alaska Thread, Headstart, Bunnell House Lab School, and other organizations throughout the state further support the visibility and relevance of our program. ECE incorporates partner feedback in programming and marketing. ECE collaborates with its advisory committee and co-sponsors conferences. ECE faculty change curricula quickly in response to workforce needs.

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: [Select](#)

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:

The SLOA are more concise and specific.

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:

Capstone Courses & Projects: The capstone courses and projects in the Early Childhood Education (ECE) classes capture students' competencies, abilities, and skills in the program and cover SLOs 1-5. The capstone courses offer students hands-on experience, connecting content between classroom theory and real-world practice while aligning with early childhood education standards. The preparation and completion of the final portfolio confirms students' knowledge, understanding, and application process. Additionally, students reflect on their academic journey and integrate their learning and professional growth in a manner that demonstrates their competence. Through the capstone work, students begin to master the national standards for ECE. Each student compiles their final portfolio to display all the work they have covered and engaged in throughout the program. **Collaborative Assignments & Projects:** Collaborative assignments and projects also cover SLOs 1-5. Group assignments and discussion boards are two main ways the ECE faculty utilize collaborative assignments. We encourage instructors to let students take responsibility for their learning as they build a classroom community. One empowering tool is for students, not instructors, to select peer partners for cooperative assignments. Projects can take various forms, including research papers, audiovisual presentations, or discussions. Instructors have introduced peer feedback, hypothesis, and H5P as interactive tools to also enhance the continuous learning experience. These diverse delivery methods are effective as we continue to explore different ways to accommodate students' learning styles. There is always an opportunity for students to work together on an assignment, so that they can offer that peer review, and support, as they develop their ideas. The ongoing process of completing collaborative assignments eliminates and reduces overstimulation, frustration, and anxiety for students. **Service or Community-Based Learning:** Students volunteer and involve themselves in various professional organizations and agencies within their communities. This community-based learning extends beyond the activities. Through group assignments and discussion boards, as students learn about different cultures, they expand their worldview and elevate their cultures' best practices. To develop and maintain real-world skills such as critical thinking, collaboration, and problem-solving, students complete assignments, tasks, and activities within their local environments, organizations, and agencies (SLOs 3, 4 and 5). For instance, students conduct observations at community centers, interview librarians, or explore parks and playgrounds to assess safety measures. These activities encourage students to build self-confidence and rapport with community leaders, contributing to their sense of belonging. For example, in ECE F242- Child and Family Ecology students complete a final project of a Family and Community Plan. Throughout the semester, students complete interviews and conference sessions with a parent, then develop a comprehensive plan to help this family. In the course ECE F 119, Curriculum I: Principles and Practice, students complete a Library Visit assignment. This task connects them with the local library in their home or school community, allowing them to explore the facility and engage in a conversation with the librarian about the services and resources available. In ECE F110, Safe Healthy Learning Environments, students analyze and compare the safety measures for toys, playground equipment, and play areas in their community. Similarly, in ECE F107, Child Development II, students compare and contrast developmental milestones and skills observed in centers, preschools, and early primary years. Through these activities, students visit relevant sites in their communities, conduct observations, perform analyses, and share their findings. **Practicum:** The ECE Department offers Practicums, which are courses in which students apply their knowledge of SLOs 1-5. Practicums address early childhood education competencies and standards. Students develop their skills and gain experience to demonstrate their abilities and knowledge in the classroom. Ongoing meetings throughout the semester foster a space for sharing and feedback. Supervisors at each practicum site maintain active communication with the Practicum Coordinator to encourage a partnership and continued support for the students. The collaboration also reinforces the mutual development among the university, the program, schools, industry partners, and students.

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: Decrease

Majors: Decrease

Degrees Awarded: Decrease

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 achievement disparities identified in our disaggregated student success data are age, gender, and first generation status. The age gaps reveal we need to focus more on students █ years of age and █. The data shows age █ years and █ are predominantly enrolled in our program. After high school graduation, students often work in child development centers as teacher aides. We will work more closely with these centers to promote our programs and encourage these students to apply for our ECE AAS degree. We will continue to offer scholarships and other resources to support students who are interested but have financial challenges. Faculty will increase high school partnerships both locally and statewide. To improve retention rates we will continue to work with the Community Outreach Coordinators, CTC's Student Wellness Coordinator, Debbie Moses Learning Center, and Student Services. Secondly, there is an underrepresentation of males in the ECE program. Marketing and recruitment efforts include: a new recruitment video upload, new flyers, student outreach in their communities, additional social media coverage, requests to industry partners for greater promotion, personal meetings with partners, and a symposium with industry partners. Finally, we plan to increase numbers in first generation and non first generation status. We will continue to work with our students through advising to increase and promote awareness about program. Faculty will continue to work with prospective students locally and statewide by the following: make ongoing calls, provide clear expectations, information, and a strong first-year experience that will appeal to them—for example, some hybrid formats to accommodate more non-traditional students and those with other responsibilities. As the ECE continues to work with students, our goal is to improve and actively provide meaningful outcomes, to follow our strategic plan that aligns with UAF's strategic mission. We will continue to work with student support services, improve our advising process, help students connect their classes to future career goals, and use our data to address the gaps. We want to equip students with the valuable skills and competencies that provides both immediate and long-term practice teaching. We anticipate an increase in the number of graduates in spring 2026.

Closing the Loop

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

Student learning outcomes are reflected in high impact practices through a variety of assignments and rubrics which promote authentic assessment. The high impact practices encourage hands-on learning that fosters meaningful relationships, critical- thinking, real-time observation, ongoing collaboration, reflection, and practical applications. Students learn to implement developmentally appropriate practices by observing, investigating, researching, documenting, and articulating their findings in different ways that connect with all student learning outcomes. By diversifying the ways we cater to our students, we empower them to define their own learning experiences and provide us (instructors) with the opportunity to capture different competencies throughout the semester. For example, in the Practicum classes, students gain experience at placement sites where they learn and develop skills relevant to their career readiness, interests, and abilities in the classroom. Overall, the capstone courses, community-based learning, and collaborative assignments and projects incorporate essential elements of communication, involvement, advocacy, ethics, professionalism, and research that are significant to early childhood education. Additionally, the student learning outcomes are reflected in persistence and pass rate data. Persistence has remained strong over the past three years, with an overall average of 55.3%, particularly given that most students are non-traditional, working professionals balancing family and employment. Important to note, most of the students in ECE are already teaching in the field. To increase our strengths in this area, we will continue to encourage our students, build their confidence through mentoring, provide support academically, increase resilience through positive reinforcement of effort and good work, and increase active communication. The ECE AAS overall average course pass rate in the past five years is 85%. In 2021, it was 84.7%, and in 2025, it is 87.5%, indicating a slight increase of 2.8%. Students progress gradually through the certificate and later complete the AAS degree. The program intentionally supports flexible pacing and individualized advising, consistent with UAF's mission to meet students where they are. This learner-centered approach promotes long-term retention even if over an extended timeline. The ECE department will continue to mentor each student through the required steps to graduation as they complete the capstone courses. We will also continue to motivate and encourage students to fulfill their goal of earning a degree.

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 Early Childhood Education program advances UAF's mission by preparing high-quality, culturally responsive early childhood educators who serve Alaska's diverse communities. Our military students teach around the world. Recently, we have attracted students in many parts of the United States. All ECE faculty (including adjuncts) designed a Strategic Plan aligned with UAF's mission. Our goals further support the mission of the university: flexibility, creativity, and commitment to authentic learning experiences empower non-traditional and rural students to achieve professional growth without leaving their communities. Through its online, community-based, and culturally grounded design, the program directly supports Alaska's workforce development goals and contributes to stronger educational foundations for young children statewide.

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

Response:

We have the flexibility to have a rigorous program considering students cultural knowledge, learning styles, scaffolding needs, and personalized feedback, implementing local and global knowledge. Many of our students are teachers with immediate needs for best practices. We meet them and help them apply their learning to make change in the classroom.

Who are your key community or external partners?

Response:

Our key community partners are Alaskan High Schools, Northern Interior Alaska Association for the Education of Young Children, Alaska Thread, Head Start, Bunnell House Lab School, Ft. U.S. Army Ft. Wainwright, Eielson Air Force Base, and Alaska System for Early Education and Development.

What role do your services courses play, if any?

Response:

How do your graduates succeed after leaving the program?

Response:

Graduates become leaders, directors, lead teachers and entrepreneurs. Others become certified teachers, social workers, or seek advanced degrees.

Submitter and Collaborator Names:

Dr. Virginia Golsan and Dr. Suzan South

Submitter Email:

vggolsan@alaska.edu

Committee Review

Program Name: Early Childhood Education - Associate of Applied Science
Academic Year 2025/2026

Overall Recommendations

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with feedback tags to attach to this program review. Please select as many as applicable.

- | | |
|---|--|
| ☐ Insufficient Narratives | ☐ Report Incomplete |
| ☐ Address Achievement Gap | ☐ Consider Curricular Revisions |
| ☐ Develop Online Offerings/Options | ☐ Improve Time to Degree |
| ☐ Increase Enrollment | ☐ Increase Graduates |
| ☐ Increase Retention/Persistence | ☐ Strengthen Advising Practices |
| ☒ May be asked to share Effective Practices | ☐ Recommendation to University-Wide Committee |

Explanation of Overall Recommendations

Response:

The Early Childhood Education AAS program effectively uses assessment data to close the loop, with persistence and pass rate trends, practicum evaluations, and authentic assignments informing curricular refinements and mentoring strategies. Strategies for improvement include diversifying assessments, embedding high-impact practices across courses, and providing flexible pacing and individualized advising to support non-traditional, working students. The program is highly responsive to student needs, incorporating feedback to increase repetition in key skill areas and offering learner-centered support that promotes confidence, resilience, and long-term retention. Strengths include strong integration of high-impact practices with outcomes, evidence of continuous improvement, and alignment with UAF's mission to meet students where they are. Overall, the program ensures graduates develop professional competence, career readiness, and persistence toward degree completion.

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:

Overall, the ECE program demonstrates a clear connection between assessment and outcomes, meaningful presentation of findings, use of direct measures, strong departmental collaboration, and evidence of results informing change. These practices reflect a commitment to continuous improvement, equity, and alignment with both institutional mission and workforce development priorities.

Student Success and Equity Feedback

Narrative:

The program thoroughly examined student success. Gaps were identified with a plan that addresses how to close the gaps. Additionally, the Program proposed detailed strategies for recruitment. Throughout this section it was made clear that a variety of supports are in place to retain students and help them graduate, while utilizing inclusive practices. The data provided indicates that the Program is efficient and successful in the way they are implementing it, which has led to student success.

High Impact Practices Feedback

Narrative:

The HIP are clearly described and align with the SLOA. It appears that students are engaged in regular and consistent meaningful experiences. The Program clearly indicates that they are integrating new options and practices on an ongoing basis as the field evolves and changes.

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, Laurel Keyer, Teisha Simmons

Dean Review

Program Name: Early Childhood Education – Associate of Applied Science

Academic Year 2025/2026

Dean Feedback

Overall feedback narrative:

Given the challenges facing local and statewide providers of early childhood education, the justification for this program remains very strong. The drop in majors is of concern, however this is likely attributed to reductions in marketing and program support resources within CTC. Smaller programs with few faculty are challenged in providing for their outreach and marketing. As restructuring with the RCNA unit takes place, I expect marketing will be better resourced and high-demand, low enrolled programs will take priority in new awareness campaigns. CTC has restored part-time program support in the form of a Program Administrative Coordinator (staff) to assist the faculty in the management of the program. These added resources are expected to result in higher enrollments.

Recommendation to University-Wide Committee **No**

Vice Provost Review

Program Name: Early Childhood Education – Associate of Applied Science

Academic Year 2025/2026

Vice Provost Feedback

Overall feedback narrative:

The reviews for the Certificate and AAS in Early Childhood Education are largely the same given the similarities in the programs. These reviews are solid, and I appreciate the faculty's effort in revising the SLOAs and SLOs following the 2023 mid-cycle guidance. The revisions improved clarity and structure, and the inclusion of five SLOs with well-defined assessment procedures and implementation plans is commendable. Artifacts and rubrics were provided, which is excellent. For future reviews, the program should more clearly differentiate the SLOs between the Certificate and AAS and explain how the certificate scaffolds into the AAS. Additionally, evidence and narrative on SLO assessment results should be included to demonstrate whether students are achieving the intended knowledge and skills. Continued documentation of curricular changes and their impact will be important, and for the 2027 mid-cycle review, direct evidence of assessment data and closing-the-loop actions should be provided.

The program accurately identifies trends such as increases in persistence and pass rates alongside decreases in credit hours, majors, and degrees awarded, and contextualizes these for a predominantly non-traditional, working-student population. Strengths include partnerships with child development centers and high schools, statewide outreach, and male-focused recruitment efforts. Student wellness initiatives are impressive, incorporating flexible pacing, grace periods, financial access strategies, and strong advising and mentoring. Capstone projects, practicum, and community-based learning are integrated into the curriculum. For future reviews, numeric targets and timelines for recruitment and retention goals should be defined, and further analysis of online/hybrid delivery and its impact on persistence and equity would strengthen the report. Post-graduation success could also be disaggregated by student group and tied to equity goals.

High-Impact Practices are clearly integrated and aligned with the SLOA, and the curriculum reflects these practices well. No additional recommendations were noted beyond continuing to provide strong examples and evidence in future reviews.

Department Profile and Financial Data only needs to be completed for programs undergoing FULL review.



Department Profile and Financial Data

Department Name: **Early Childhood Education**

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?

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:

We cross-list courses, provide online and some hybrid courses, and share resources when possible. We use the budget judiciously, with all purchases carefully and thoughtfully requested. In 2023, we received a grant for technology to enhance student learning through video reflection and feedback. Industry partners will sometimes pay for a class. For example, in 2024, Alaska Headstart paid tuition for their employees to take a special requested class. The military partners will also pay for tuition for employees at the child development centers. We received a scholarship and recently received another scholarship for ECE students.

Associated Programs

Program Name	Degree Type
Early Childhood Education	Certificate
Early Childhood Education	Minor
Nanny Caregiving	OEC

Collaborator Name(s):

Dr. Virginia Golsan

Collaborator Email(s):

vggolsan@alaska.edu



Financial Data

Department Name: Early Childhood Education

Academic Year 2025/2026

	FY2023	FY2024	FY2025	For Data Entry Staff	For Programs and Review Committees
Total Student Credit Hours (SCH)	2885	2827	2241	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	3.0375	2.875	2.9375	FTE = Full-time equivalent employee. This field will auto-populate from the FTE Worksheet below.	
Total SCH per Department FTE	949.79	983.30	762.89		
Service SCH per Department FTE	0.00	0.00	0.00		

Majors in Programs	101	105	108	Sum for all programs from the Majors Total tab in the data provided by PAIR.	
Department FTEs	3.0375	2.875	2.9375	This field will auto-populate from the FTE Worksheet below.	
Majors per Department FTE	33.25	36.52	36.77		

Total Unrestricted Expenditures				Total Expenditures made from budgets with an F1 or F2 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 programs 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	39	45	45	Department faculty's workload units assigned to teaching
Service Units	15	12	12	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	1.5	1.5	1.5	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 60% of one 9-month (0.75 FTE) (or 0.50 FTE).
Adjunct FTEs	1.225	1.0625	1.125	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	0.3125	0.3125	0.3125	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	3.0375	2.875	2.9375	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: Sheena Turner / Martha Westphal

Date: 9/18/25