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## ACADEMIC PROGRAM REVIEW REPORT FORM AY2024-2025

**Program(s) in the review:** Natural Resources Technician OEC, Anthropology BA/BS, Applied Anthropology MA

**Specialized Accrediting Agency (if applicable):** N/A

**Campuses where the program is delivered:** ☒ Anchorage ☐ KOD ☐ KPC ☐ MSC ☒ PWSC

**Year of last review:** The BA, BS, and MA were reviewed in AY2019-2020. The MA was reviewed in AY2021-2022. The OEC was implemented in Fall 2022 and has not been through the program review process.

**Final decision from last review:** Continuation (BA/BS); Continued Review & Interim Progress Report (MA)

### PROGRAM SECTION (Due on March 1)

#### Program Review Committee:

Dorn Van Dommelen, Professor of Geography, *Chair*;

Kristen Ogilvie, Associate Professor of Anthropology, *Member*;

Ryan Harrod, Associate Professor of Anthropology, *Member*;

Amanda Glazier, Assistant Professor of Biology and Environmental Science, *Member*

#### 1. Demonstrate that the program has responded to previous recommendations.

***BA/BS Recommendation 1: Increase class size where pedagogically appropriate.***

**How do you know the recommendation has been successfully achieved? (2500 characters or less)**

We set class size capacity higher than in the past when able and pedagogically appropriate.

**Actions taken to date (2500 characters or less)**

We raised our standard caps for lower and upper division courses and transformed many of our courses into hybrid delivery modes where students can attend in person or synchronously online.

**Evidence of success to date (2500 characters or less)**

Student credits hours produced in Anthropology courses remained relatively stable with fewer sections of courses offered on the Anchorage campus. Community campuses successfully increased enrollment even as the Anchorage campus remains stable. Enrollment in courses directly related to the Anthropology BA/BS is increasing and class sizes are growing.

***BA/BS Recommendation 2: Be willing to increase the class sizes on the Department's 100- and 200-level general education courses.***

**How do you know the recommendation has been successfully achieved? (2500 characters or less)**

Increase class increases in 100- and 200-level courses. We set class size caps consistently higher than before 2020. For instance, ANTH A200 used to be offered regularly with a class cap of 25, but it is now consistently offered with a cap of 40 unless a classroom space is not available with enough seats.

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### **Actions taken to date (2500 characters or less)**

Because we see higher enrollments in online courses, the faculty created online master course shells for three of our General Education courses, ANTH A101, ANTH A200, and ANTH A202. The online master courses allowed us to adjust pedagogy to ensure student learning outcomes consistently across sections are met even with higher enrollments. We also increased capacities in several other General Education courses, including ANTH A205, ANTH A211, and our Tier III GER Integrative Capstone courses. On a case-by case basis we increased the capacity of lower-division courses to accommodate student needs. As a department we proactively try to weigh student needs with curriculum constraints and adjust whenever we can ensure academic success. As a department our goal is to match student needs whenever possible. We proactively offer our courses as hybrids, which involves teaching in person, while using Zoom to allow students to attend remotely. In addition, we encourage faculty to record their lectures on Zoom so students can watch them asynchronously if necessary.

### **Evidence of success to date (2500 characters or less)**

We have added capacity to most sections. Enrolments were maintained even though the trend at UAA saw declines. Hopefully, as enrollment rebounds, the program will see increases.

**MA Recommendation 1:** *Create and implement a recruitment plan for the next five years. Admit a cohort of at least 5 students in the graduate MA program in AY23 with a plan to increase this in future years.*

### **How do you know the recommendation has been successfully achieved? (2500 characters or less)**

Through the implementation of a recruitment plan there was successful growth in the size of our MA cohorts. A plan was developed, the program is being actively advertised, and the size of cohorts is increasing.

### **Actions taken to date (2500 characters or less)**

In the 2022 Anthropology MA program review we stated that in order to recruit more students we needed to bring on more faculty. "Our greatest challenge presently is our reduction in faculty that limits our capacity, that is, the number of incoming students we can accept." In AY 2023 we hired Dr. [REDACTED] a bioarchaeologist and Dr. [REDACTED] an archaeologist. In AY 2024 with Dr. [REDACTED]'s announced retirement we hired Dr. [REDACTED] to maintain enough faculty to recruit new graduate students. Dr. [REDACTED] admitted one student who accepted, Dr. [REDACTED] admitted four and two accepted, and Dr. [REDACTED] admitted two but none accepted. In addition to new anthropology faculty, the department added Dr. [REDACTED] Professor of Geography. Courses offered by Dr. [REDACTED] in GEOG were integrated into the MA program, further extending offerings and making the program more attractive to students.

### **Evidence of success to date (2500 characters or less)**

The number of graduate applications increased between AY 2022 and AY 2024. In AY 2022 we accepted one student who did not select UAA. In AY 2023 we had nine complete applications for the MA program, and we offered admission to seven of those students but only three selected UAA. In AY 2024 we had nine complete applications for the MA program again. We offered admission to seven students, one accepted another program and withdrew their application, and two were rejected. The current cohort size is four. As of February 13th there are twenty applications in progress for AY 2025 and we hope to more than meet our targets for larger cohorts.

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**MA Recommendation 2:** *Revise the curriculum and/or course rotations so that students can graduate from the program in 2-3 years. Continue to explore possible solutions, for example, rethinking the scheduling of courses that might better serve working adults such as a block-schedule approach.*

**How do you know the recommendation has been successfully achieved? (2500 characters or less)**

Curriculum revisions and course additions. We now have an Accelerated MA program that allows undergraduate students to transition from their BA/BS degree to the MA with up to six credits. We added a new elective course and increased our course offerings of required courses.

**Actions taken to date (2500 characters or less)**

In AY 2022 the accelerated MA in Applied Anthropology was approved and added to the catalog. In AY 2023 we started actively advertising the program to our students through email and in class. In AY 2024 we continued to advertise the option. We created a graduate level version of a Geography course (GEOG A670 - Environmental Policy and Regulation in Alaska) that is crucial to the Cultural Resource Management (CRM) track of our MA in Applied Anthropology program. With additional faculty we are able to offer required courses more often. We also developed a non-thesis track in the graduate program. Prior to AY 2024 there was some hesitation about allowing this option for graduate students in the CRM track, however, after discussions with the State Historic Preservation Officer and federal agencies like the Army Corps of Engineers, this option is now available. All 600-level courses are now offered as synchronous hybrid courses allowing students to attend in-person and virtually.

**Evidence of success to date (2500 characters or less)**

In AY 2023 we had four students graduate with their degrees and an additional five in AY 2024. Some level of completion was the result of renewed faculty efforts to encourage completion amongst students who were proceeding through their studies slowly. Currently, both our AY 2023 and AY 2024 cohorts are on track with their coursework to finish in 2-3 years. In AY 2024 two students started applications for the Accelerated MA program. We are also encouraging students who have "timed out" of the program to complete their degree by submitting a project in lieu of a thesis. These students are no longer listed in the program because they took longer than seven years to complete, but department efforts could yield unexpected graduates in the future. Please note that these "timed out" students are a legacy from many years ago, students who were often admitted before most of the current faculty in the department were program faculty members. The department is dedicated to student success and completion and is working with these students to improve their professional opportunities while we contribute to higher completion rates at UAA.

**MA Recommendation 3:** *Create a plan that counts the experience for part-time students working in the field as part of their graduate work.*

**How do you know the recommendation has been successfully achieved? (2500 characters or less)**

Regular use of practicum course. Students who are employed with agencies receive credit for work they are already performing.

**Actions taken to date (2500 characters or less)**

We require a 2-3 credit practicum as part of both tracks of the MA in Applied Anthropology program. To make this requirement easier to achieve we encourage students to work with their employers. Students are also given the opportunity to use work performed in the field in professional settings to contribute to MA theses and projects.

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**Evidence of success to date (2500 characters or less)**

Three students finished their practicums and two more are in progress. Several recent graduates have used professional fieldwork as a part of a thesis or project.

**MA Recommendation 4:** *Continue to work with the backlog of students who have finished their coursework and are working on a thesis, so that the program can regain a balance of students at a variety of stages in their program.*

**How do you know the recommendation has been successfully achieved? (2500 characters or less)**

Successful graduation of "timed out" students. As noted above, the non-thesis option is now available for MA students. The department worked with the Dean of the Graduate School to identify students who timed out of their degree program and to allow these students to return and finish their degrees.

**Actions taken to date (2500 characters or less)**

Students who had timed out or were about to exceed the seven year degree completion period were contacted. We sent emails and made phone calls. Most of these students returned to UAA and have graduated or are progressing towards graduation.

**Evidence of success to date (2500 characters or less)**

Four students graduated. Two students are actively working on degree completion. Two students are considering projects in lieu of a thesis.

2. **Demonstrate the centrality of the program to the mission, needs, and purposes of the university and the college/community campus. Include how the program is integrating (or planning to integrate) intentionally designed opportunities for students to develop the four core competencies (Effective Communication; Creative and Critical Thinking; Intercultural Fluency; and Personal, Professional, & Community Responsibility). (3000 characters or less)**

The Department of Anthropology & Geography at the University of Alaska Anchorage (UAA) and the OEC Natural Resources Technician program foster applied learning that benefits students, the state, and Southcentral Alaska communities. Through research and community engagement, we align with UAA's mission to transform lives while collaborating with Alaska's [REDACTED] populations.

Our interdisciplinary education equips students to address cultural, environmental, and societal challenges. Fieldwork, internships, and research provide real-world experience, while courses in research methods, intercultural fluency, and geospatial analysis ensure career readiness. Partnerships with local organizations, tribal entities, and state agencies enhance workforce development.

Alaska's complex landscape necessitates understanding [REDACTED] cultures, histories, and geographies. Faculty conduct collaborative research integrating Indigenous knowledge and cultural resource management, informing public policy and community development. Our department and program actively partner with government agencies, non-profits, and Indigenous organizations to support sustainable decision-making, cultural preservation, and land stewardship.

Our curriculum integrates UAA's four core competencies: Effective Communication, Creative and Critical Thinking, Intercultural Fluency, and Personal, Professional, & Community Responsibility. Students develop communication skills through research, reporting, and presentations. Courses emphasize storytelling, grant writing, and policy analysis. Hands-on learning fosters analytical reasoning and problem-solving through GIS analysis, archaeological excavation, and cultural impact assessments. Our courses highlight Indigenous

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perspectives, global interconnectedness, and ethical engagement, with fieldwork and service-learning enhancing multicultural competency.

We emphasize ethical responsibility and civic engagement. Many graduates pursue careers in public service, cultural resource management, environmental advocacy, natural resource management, and education. Our program promotes responsible research, collaboration around Indigenous knowledge and with Indigenous communities, and applied academic skills. The Department of Anthropology & Geography is central to UAA's mission, equipping students to address Alaska's pressing issues while developing essential competencies for lifelong success. Strong community partnerships and adaptation to state needs ensure a lasting impact.

### **3. Demonstrate program quality and improvement through assessment and other indicators.**

#### **a. Program Student Learning Outcomes Assessment and Improvement Process and Actions**

##### **i. BA Anthropology**

- *1) Demonstrate a familiarity with the development of anthropological thought and the contemporary concepts, theories, and application of the four subfields; 2) Use anthropological perspectives to describe the past and present cultural [REDACTED] of Alaska and analyze contemporary social topics in the Circumpolar North; 3) Identify ethical principles that guide anthropological practice and ethical issues encountered in anthropological research; 4) Exhibit proficiency in documenting, evaluating, and communicating anthropological information; 5) Explain how to apply anthropological methods and techniques to research questions and practical social problems.*

##### ***Describe your key findings for these outcomes. (3500 characters or less)***

Our summative evaluation of student achievement is based on an ePortfolio completed in the senior seminar course. Each year, the faculty instructor assesses all five learning outcomes for graduating students, while a faculty committee conducts an in-depth review of at least one outcome.

Students consistently demonstrate a strong command of key competencies, with notable growth in ethical awareness, methodological expertise, and the ability to effectively communicate anthropological concepts. The addition of a required ethics course and two methods courses in our last curricular revision significantly strengthened student understanding of anthropological and archaeological ethics, as well as their practical skills in anthropological methods.

The methods courses incorporate hands-on experience in labs and real-world research design and implementation, yielding impressive results. Students include a required narrative reflection on each outcome and may also submit artifact evidence of their mastery. The number of students showcasing key projects from their methods courses in their ePortfolios as evidence has increased, reflecting deeper engagement with research methodologies. Each year, at least one or two students produce senior theses or projects, many of whom present at the UAA Undergraduate Showcase. These projects not only highlight their ability to analyze cultural [REDACTED] in Alaska and the Circumpolar North through anthropological perspectives but also demonstrate their proficiency in effectively documenting, evaluating, and communicating anthropological research to academic and public audiences.

Overall, our curriculum revisions strengthened student preparedness, fostering graduates with ethical awareness, methodological proficiency, and the ability to critically assess, apply, and communicate anthropological concepts in diverse contexts.

***Describe actions taken to improve student learning for these outcomes. (3500 characters or less)***

Our program is intentionally designed to ensure students achieve the learning outcomes through a structured and comprehensive curriculum. We require introductory courses in all four subfields of anthropology, providing a strong foundation in anthropological thought and contemporary theories. To deepen this understanding, students take two topical or theoretical courses that reinforce key concepts and analytical approaches, particularly in relation to the historical development of the discipline.

We emphasize regional expertise through lower- and upper-division courses focused on Alaska and the Circumpolar North, ensuring students develop a nuanced understanding of past and present cultural [REDACTED] in these regions. Ethical training is integrated throughout the curriculum, with a dedicated ethics course that strengthens students' ability to recognize and navigate ethical issues in anthropological research and practice.

Methodological proficiency is a key focus of our program. Students complete two methods courses, where they gain hands-on experience in labs and fieldwork, designing and conducting research that directly applies to real-world social problems. The progression of coursework ensures that core competencies are not confined to a single class but are reinforced across multiple levels of study, building toward mastery of the outcomes.

Furthermore, the fourth learning outcome—proficiency in documenting, evaluating, and communicating anthropological information—is intentionally woven throughout both lower- and upper-division courses. Students engage in research projects, presentations, and writing assignments that develop their ability to convey anthropological insights effectively. The senior seminar and capstone ePortfolio serve as culminating experiences where students synthesize and apply their learning in a meaningful way.

Through this intentional curricular design, we have created a learning environment where students progressively develop expertise, ethical awareness, methodological skills, and the ability to communicate anthropological knowledge, ensuring they graduate with the competencies needed for academic and professional success.

***Describe evidence that these actions are working. (3500 characters or less)***

The intentional curricular design has demonstrably improved student mastery of learning outcomes and enhanced our ability to measure their achievement. The structured progression from introductory courses through advanced coursework ensures that students develop a deep and integrated understanding of anthropological concepts, theories, and methods. This scaffolding led to noticeable improvements in students' ability to critically engage with and apply anthropological knowledge.

The addition of required ethics and methods courses strengthened students' grasp of ethical principles and methodological applications, as reflected in their senior seminar ePortfolios and capstone projects. These projects showcase their ability to analyze cultural [REDACTED] in Alaska and the Circumpolar North, effectively communicate anthropological information, and apply research methods to real-world problems. The increasing number of students choosing to present their work at the UAA Undergraduate Showcase further demonstrates their confidence and competency in anthropological research and communication.

By embedding learning outcomes throughout the curriculum, we enhanced students' ability to connect anthropological theories with contemporary social issues. Faculty assessments of student ePortfolios consistently indicate improved critical thinking, methodological proficiency, and ethical reasoning. Moreover, the faculty committee's annual in-depth review of learning outcomes allows us to measure student progress systematically and identify areas for continued improvement.

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Overall, our curricular design created a coherent and cumulative learning experience that fosters mastery of anthropology's core competencies. The combination of structured coursework, hands-on research, and reflective assessment ensures that students graduate with the skills and knowledge necessary for success in academic, professional, and applied anthropological contexts.

## ii. BS Anthropology

- *1) Demonstrate a familiarity with the development of anthropological thought and the contemporary concepts, theories, and application of the four subfields; 2) Use anthropological perspectives to describe the past and present cultural [REDACTED] of Alaska and analyze contemporary social topics in the Circumpolar North; 3) Identify ethical principles that guide anthropological practice and ethical issues encountered in anthropological research; 4) Exhibit proficiency in documenting, evaluating, and communicating anthropological information; 5) Explain how to apply anthropological methods and techniques to research questions and practical social problems.*

***Describe your key findings for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)***

See above

***Describe actions taken to improve student learning for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)***

See above

***Describe evidence that these actions are working. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)***

See above

## iii. OEC Natural Resources Technician

- *1) Perform relevant field tasks required of natural resource technicians; 2) Use a broad range of technical tools to document, map, measure, record and analyze data; 3) Demonstrate an understanding of concepts and principles in natural resource management; 4) Demonstrate a practical knowledge of Alaskan ecosystems; 5) Identify and describe the important physical processes that shape the surface of the earth and produce global patterns; 6) Demonstrate proficiency in small group communication and collaboration.*

***Describe your key findings for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)***

The assessment process involved discussions with faculty and collating data from the individual classes. The faculty were asked for the grades for the assessment measure outlined in the Assessment Plan addressing specific SLOs. They were also asked for the overall grade for the student. The grades of the assessment measure were then changed to the 10 point scale described in the Assessment Plan, with a grade of A being 10. These numbers were averaged within the assessment measure to determine the class average and this was related to the percentage scale in the Assessment Plan. For example, two grades of C and three of A would equate to two 7.5s, three 9.5s, and an average of 8.7. Equating this to the percentage scale (8.7=87%) gives a total score of "superior." All of the assessment measures fell into the "exceptional" category on this

scale based on the reporting faculty. Most students received an A for all major assignments addressing these outcomes throughout the courses.

In addition to assessment of student artifacts, the curricular advisory board of the OEC is consulted once a year to ensure these goals are consistent with industry needs and requirements. This board consists of local agency professionals working in natural resources management.

These assessments and the advisory board meetings tell us that the program goals are being met. The assessment tools can be further refined within each class to address specific natural resources skills, but the flexibility in them allows for the skills and concepts addressed to mirror those needed by land management agencies. The 10 point scale used to score the assessment tools can be further refined as well to be more precise in the scoring.

***Describe actions taken to improve student learning for these outcomes. Programs may enter “See above” if there is a significant overlap of outcomes. (3500 characters or less)***

A post-program survey was implemented to gauge student self reflection as to the learning goals and a pre-program survey will be integrated into the next iteration of the OEC. Feedback was also collected from associated faculty. A plan was established to mentor and provide guidance to adjunct faculty to ensure program and learning goals are met.

An action that we are working on improving is tracking student progress and maintaining communication with them after graduation. Getting feedback from previous students that are working in the field will provide firsthand information about how our program prepared them for this field.

This program has only had three cohorts and it has grown substantially. The first cohort had four students and this past fall had thirteen. This increase in student numbers adds data to our assessments but the short timeline means actions taken to better assessment methods and evaluations have not had much time to be established in classes. The youth of the program and increased numbers also means that steps taken to improve student learning are evolving. Increased student numbers bring a greater diversity of student needs and challenges in achieving these learning goals and the instructors and program director are working towards more steps to ensure student success.

***Describe evidence that these actions are working. Programs may enter “See above” if there is a significant overlap of outcomes. (3500 characters or less)***

These are new initiatives and efforts so successful outcomes have yet to be seen.

#### **iv. MA Applied Anthropology**

- *1) Demonstrate graduate-level knowledge of core concepts and research methods in the selected applied program concentration; 2) Articulate key ethical considerations and responsibilities in applied anthropological research; 3) Design, conduct, analyze, and present applied anthropological research within the conventions of the selected program concentration and acceptable to the faculty of the anthropology department.*

***Describe your key findings for these outcomes. Programs may enter “See above” if there is a significant overlap of outcomes. (3500 characters or less)***

Demonstration of student mastery of learning outcomes takes place on two levels, first as demonstrated in the successful command of course content and then through the application and development of this content in their thesis project. Faculty mentorship is a critical component to both of these facets of graduate



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learning. Students develop the three outcomes of Anthropological Knowledge, Ethical Awareness and Application, and Anthropological Research Skills through meaningful interactions with their advisors and other faculty.

Graduate coursework emphasizes ethical considerations to their profession, peers, and the community not only as a specific course, but integrated into the other courses. Graduate student responsibilities in stacked classes include attention to research goals and appropriate analyses to meet those goals that culminates in their research design class and finally the production of the thesis.

Defending students establish they have mastered required Anthropological Research Skills. Analytic Reasoning, Application of Research Design, Use of Methods, and Written and Oral Presentation of Research are all components of a defensible thesis and a successful defense. Our graduates exhibit mastery of these skills.

Admittedly, the results of assessment of graduate student learning outcomes in the last several years have been limited as the program rebuilds. Only a handful of students have defended their theses since our last program review, and for much of this time, we had limited graduate faculty too. With a practical complement of graduate faculty, a graduate coordinator, and healthy cohorts of graduate students, assessment will be more robust in the future.

The department will revisit the graduate outcome assessment plan and make needed changes to it to make outcome assessment in the MA more meaningful and appropriate, especially in light of changes to thesis requirements.

***Describe actions taken to improve student learning for these outcomes. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)***

The assessment process is embedded in regular faculty meetings when we discuss the progress of the students in the program, potential impediments to their advancement that need to be addressed, and opportunities for their advancement. Some level of program assessment takes place during these faculty meetings or during the post-defense conversations among the graduate student committee members that affect decisions about program changes. In addition, we are able to monitor progress towards achievement of the student learning outcomes in ANTH A620: Research Design, in which students defend their research projects or theses. In both the Spring of 2022 and 2024, three students successfully defended in ANTH A620, which is a strong sign of student achievement. More importantly, a total of eight theses have been submitted since AY 2021. Again, student success in meeting learning outcomes is best understood through defense of the thesis or research project.

Our students are successfully navigating the program at present. Recent changes to the MA program, especially the addition of a non-thesis option, requires that the department reviews and revises the academic assessment plan in the coming year.

***Describe evidence that these actions are working. Programs may enter "See above" if there is a significant overlap of outcomes. (3500 characters or less)***

As noted above, outcomes assessment in the Master's program focused on the thesis option. Findings demonstrate that outcomes are good, but we will need to adjust the assessment plan to ensure that a growing number of non-thesis graduates are adequately assessed through a robust system. This will be addressed in the near future.

- b. Demonstrate program quality and improvement through other means, for example, maintaining specialized accreditation, using guidance from advisory boards/councils, responding to community partners and local needs, maintaining currency of the curriculum, implementing innovative program design, intentionally**

**integrating high-impact teaching and learning practices into the program, and meeting indications of quality in distance education, such as the C-RAC Standards. (3500 characters or less)**

The Anthropology programs demonstrate quality and continuous improvement by responding to workforce and community needs, maintaining curriculum relevance, and integrating high-impact teaching practices. A critical area of focus is the growing demand for trained archaeologists in cultural resource management (CRM), particularly in Alaska, where development projects and the national infrastructure bill both increased the need for professionals with archaeological expertise. To address this, we strengthened baccalaureate and master's level training. We created an accelerated track for the Master's degree, which allows our baccalaureate students to transition into the Master's program and more quickly finish a graduate degree.

Two new archaeologists bring expertise in Indigenized and collaborative approaches to research and teaching. This ensures our curriculum remains current, responsive to best practices in the field, and aligned with ethical and community-based research methodologies. Faculty members actively engage with Alaska Native communities and regional stakeholders to incorporate traditional knowledge and collaborative fieldwork into undergraduate and graduate education.

Our program intentionally integrates high-impact teaching and learning practices to enhance student engagement and professional preparedness. The ePortfolio, used in the senior seminar, provides students with a structured means of demonstrating mastery across learning outcomes. Our ethics courses employ a team-based learning approach, reinforcing critical thinking and ethical reasoning through case studies and collaborative discussion. Our practicums and community-engaged courses provide hands-on experience, allowing students to apply anthropological methods in real-world contexts while building relationships with local organizations and agencies.

Our program remains at the forefront of anthropological education in Alaska. Graduates are well-equipped to meet the evolving needs of cultural resource management, archaeological research, culture and language revitalization, and broader anthropological practice. By aligning our curriculum with industry demands, engaging in innovative pedagogy, and strengthening ties with local communities, we continue to uphold the highest standards of program quality and relevance.

The Natural Resources Technician program regularly meets with an advisory board to ensure that program goals are meeting industry needs. This advisory board includes representatives from various land management organizations, such as AF&G, BLM, Aitrc, and NPS. Regular guest instructors from these organizations join classes and teach the skills directly. This allows for more thorough skills-based learning as well as interactions between the students and industry professionals. Multiple classes in the OEC incorporate project-based learning as well, with the students developing a project throughout the semester using the skills and knowledge gained during the class.

**4. Demonstrate student success and the closing of achievement gaps.**

- a. Analyze and respond to the disaggregated data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to close any achievement gaps. The Student Success program review metrics are Junior Graduation Rate, Associate Graduation Rate, Semesters to Degree – Graduate Programs, and Course Pass Rates by Course Level. (3500 characters or less)**

Student success for anthropology programs show significant variability over the past five years, with no consistent trend, especially in the disaggregated data. This reflects external factors (including the pandemic effects) and our targeted efforts to support students in completing their degrees.

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The junior graduation rate for baccalaureate students has fluctuated, with a low of 29% in 2022 and a high of 86% in 2020. The 2021/2022 lows are likely related to pandemic effects. The rate rebounded to 78% in 2023 and 67% in 2024. These fluctuations may be influenced by graduation class size, larger enrollment trends, student persistence, and external circumstances affecting retention. Full-time students generally have stronger graduation rates. Part-time student success remains variable. We are working to enhance support for part-time students through flexible course offerings and working with advisors.

Graduate program completion times have also varied, peaking at 16.7 semesters in 2021 before declining to 9.0 semesters in 2024. Changes in completion time reflect, in part, our commitment to student success by ensuring that students who had previously timed out were able to return and complete their degrees. During this period, we admitted fewer new students to focus on existing students. Moving forward, we are balancing efforts to increase new admissions while continuing individualized support for those needing additional time to graduate, especially those who work full-time.

Undergraduate course pass rates remained relatively stable. Lower-division courses rates (~80%) demonstrate steady success across student groups. Upper-division pass rates fluctuated, likely reflecting course difficulty and student preparedness. Our department has embraced peer-to-peer faculty reviews to enable faculty to share strategies for ensuring learning across groups in their courses.

Graduate course pass rates saw a dip in 2022 and 2023 but improved in 2024. We believe these data are not reflective of the success of our graduate students. Graduate students tend not to fail courses. Instead these grades are more likely incompletes or withdrawals. Many current students have had life struggles and we are committed to supporting them.

While these data highlight areas for continued improvement, they also demonstrate our commitment to student success through curriculum adjustments, individualized supports, and enhanced collaborations with university support services.

In Natural Resource Technician program, based on the IR data, student seat count increased from 6 in 2023 to 36 in 2025 and student credit hours increased from 16 to 87. The data reports that we had 2 graduates in 2023, 6 in 2024, and 6 in 2025. Our internal data suggests that the numbers should be 4, 7, and 11 respectively as some students have transferred to other programs after completing the OECs and not yet applied for graduation.

The OEC program is capped at 15 students to ensure an appropriate student-teacher ratio for the learning goals and for safety in field experiences. The number of students in the program is increasing due to marketing efforts and word of mouth. With two more years of funding we hope to maintain the accessibility of the program and increase enrollment.

- b. Numerous US universities, and a number of programs across UAA, have holistically evaluated their programs and courses to look for unintended barriers to student success. For example, the Purdue IMPACT (Instruction Matters: Purdue Academic Course Transformation) effort between 2011 and 2018 resulted in 325 courses being redesigned to incorporate research-based strategies known to increase student outcomes, while maintaining academic quality and rigor. Other efforts have involved course sequencing and scheduling, resulting in improved success even for [graduate students](#). Please consider your program's graduation rate, course pass rates, and similar data sources to reflect on any barriers to students moving through the curriculum, and describe what steps you have taken (or are planning to**

**take) for possible redesign of gateway courses, course sequence changes, course scheduling, or similar efforts. (3500 characters or less)**

Our department continuously evaluates its curriculum and structure to identify and address barriers to student success. Recent data on graduation rates and course pass rates indicate areas for improvement, particularly in degree progression and time to completion.

One of our most significant changes was the creation of an accelerated Master's program, which provides a seamless transition from the undergraduate to graduate level, allowing students to enter the workforce with a master's degree more quickly. This effort directly addresses barriers related to prolonged degree completion and enhances career readiness, particularly in cultural resource management (CRM) fields where demand for qualified professionals is growing.

Recognizing that traditional thesis requirements can be a barrier for some students, we introduced a non-thesis track for the MA in Applied Anthropology. The applied project option aligns with our program's emphasis on practical skills and significantly reduces time to degree completion while maintaining academic rigor. This change ensures that students who are more practice-oriented can still engage deeply in anthropological research and application.

At the undergraduate level, we identified the need for curricular revisions, particularly in the BS program. The current structure has limited flexibility due to its upper-division requirements, which may slow students' progress. To address this, we are expanding the available pathways by incorporating additional options in math, statistical science, health science, and general science. These changes will enhance the program's scientific rigor while providing students with more opportunities to tailor their education to their interests and career goals.

Additionally, we recognize the importance of interdisciplinary perspectives. To provide students with a broader knowledge base and more degree completion options, we are integrating more sociology and geography coursework into both the BA and BS programs. This will not only create more flexible pathways for students but also enhance their ability to work in interdisciplinary fields after graduation.

Beyond curriculum changes, we also worked to identify other barriers to students. We had a course that was taught with 6+ contact hours a week, and many students avoided the course. Although elective, it is a critical course for students who want to work in Alaska. The faculty worked to revise it so that is now a 3-hour course that meets within the regularly scheduled course time slots. We look for these opportunities every year and discuss and problem-solve them in our annual faculty retreat and subsequent faculty meetings.

In the OEC Natural Resources Technician program, semester and assignment planning seem to be a barrier to success for some, especially our younger, less experienced students. To alleviate this barrier we will have more individual check-ins and an introductory course addressing these and other academic and work-related skills, such as time management, meeting deadlines, and professional use of email communications. Given the newness of the program, it is difficult to adequately assess graduation rates, course pass rates, etc. in the context of unintended barriers to student success.

- c. Provide evidence of the overall success of students in the program. For example, you might talk about the percent of students in post-graduation employment in the field or a related field, the percent of students who go on to graduate school or other post-graduation training, and/or the percent of students who pass licensure examinations. You might also give examples of students who have been selected for**

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**major scholarships or other competitive opportunities. [Please do not use personally identifiable information.] (3500 characters or less)**

The success of students in our anthropology programs is demonstrated by their strong post-graduation employment outcomes, continued education, and professional achievements. Many students secure internships during their studies, often leading directly to full-time employment upon graduation. The internships and employment provide valuable hands-on experience and professional networking opportunities, contributing to their seamless transition into the workforce.

Graduates of all our programs find employment in a variety of sectors, including state and federal agencies, tribal organizations, consulting firms, and non-profits. In addition to employment success, a significant number of undergraduate students choose to further their education by pursuing graduate studies, professional certifications, or other advanced training programs. As previously mentioned, our program consistently supports students in continuing their education, reinforcing their long-term career growth. We are proud to report a 100% employment rate for graduate students upon completion of the graduate program. Additionally, many of our former graduates work as supervisors and help mentor students entering the MA in Applied Anthropology program. In AY 2023 we established a job placement program with a local engineering firm in Anchorage for students in the CRM track of the graduate program.

Beyond employment and education, our students have also achieved notable recognitions. Many were awarded competitive scholarships and fellowships, a McNair scholar among them, allowing them to engage in specialized research and leadership opportunities. Others have presented at regional and national conferences and collaborated on important projects.

In the OEC Natural Resource Technician program we have a significant number of students stay at PWSC to complete another OEC and an Associate of Arts. Due to the fact that this is a fairly new program, most students haven't completed or moved on to their next steps. One student moved on to a four year degree at UAF, four students have pursued internships, and at least two students are planning on transferring to UAS after completing their Associates degree. We are working on a process to track students after program completion but have not yet implemented it, so other students may have pursued such opportunities.

## **5. Demonstrate demand for the program.**

- a. Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Demand program review metrics are Ratio of Out-of-Discipline Credit Hours to Total Credit Hours, Number of Program Graduates Who Continue Education, and Number of Program Graduates Who Return to UAA to Pursue an Additional Program. (3500 characters or less)**

The demand for our anthropology programs and courses remains strong, as reflected in key metrics. The Ratio of Out-of-Discipline Credit Hours to Total Credit Hours has remained consistently high, averaging 91% over five years. This indicates that our courses serve a broad student base beyond majors, demonstrating the program's relevance across disciplines.

Degree and certificate awards show stable productivity. The BA in Anthropology consistently graduates 10–11 students per year, except for 2022, when there were 5 graduates, aligning with the lower number of graduates pursuing further education that year. The BS in Anthropology sees more variation, reflecting its smaller enrollment and specialized focus, with no graduates in some years. To address this, we plan to revise the BS curriculum as its narrow requirements for upper-division courses outside the discipline have limited its growth. The MA in Applied Anthropology has demonstrated steady output, with 3–5 graduates annually, reinforcing the program's sustainability.

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The number of program graduates who continue education has fluctuated, with a peak of 16 in 2020 and a low of 3 in 2022, before rebounding to 10 and 9 in the last two years. Similarly, the number of graduates returning to UAA for additional programs peaked at 7 in 2020 and dropped to 1 in 2022, before stabilizing. These fluctuations align with variations in total degree completions, particularly the drop in BA graduates in 2022. This suggests that external factors such as economic conditions, shifts in student career goals, and the evolving job market influence graduates' post-degree pathways.

To sustain and enhance demand, we are focusing on recruitment, curriculum flexibility, and career integration. We developed an interdisciplinary minor in Cultural and Natural Resource Management that directly builds on the state workforce needs. Expanded outreach to prospective students, increased partnerships with local organizations, and enhanced hands-on learning experiences are strengthening student engagement and retention. The intentional design of our curriculum ensures that students are well-prepared for continued education and career opportunities, contributing to the overall stability and relevance of the program. The program remains a valuable asset to the university, serving both majors and non-majors while equipping graduates for diverse professional paths.

The OEC Natural Resources Technician program is new but, as described above, has demonstrated cohort growth.

## 6. Demonstrate program productivity and efficiency.

**Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Productivity and Efficiency program review metrics are Five Year Degree and/or Certificate Awards Trend, Student Credit Hours per Full-Time Equivalent Faculty, and Full-Time Equivalent Student per Full-Time Equivalent Faculty. (3500 characters or less)**

Anthropology data from 2020 to 2024 highlights both strengths and areas for improvement, particularly in degree completion rates and faculty efficiency metrics. The Anthropology (BA) program shows relatively stable graduation numbers, with 10 graduates in 2020 and 11 in 2021, a slight dip to 5 in 2022 (likely due to the pandemic), and then a return to 11 graduates in 2023 and 2024. This consistency suggests that retention and graduation strategies are generally effective. The Anthropology (BS) program saw fluctuations, with awards ranging from 2 to 6 in some years and no completions in others. Structural challenges in the BS curriculum have been identified, and we are working on curricular revisions to address these challenges. Clearer degree pathways are being developed to improve stability in graduation rates.

The Applied Anthropology (MA) program remained steady, with 3 to 5 graduates annually. Given the program's 100% post-graduation employment rate, this consistency reflects its strong career preparation, with many students securing internships that lead directly to full-time employment in governmental agencies, tribal organizations, consulting firms, and non-profits.

Examining efficiency metrics, our department, which offers such a breadth of degrees, is incredibly efficient. The program's Student Credit Hours per Full-Time Equivalent Faculty (SCH/FTEF) varied, starting at 606.6 in 2020, dipping to 404.1 in 2023, and recovering to 537.0 in 2024. In 2023, we hired two faculty members who had some release in teaching duties for their initial year, which may account for the dip. Despite this decline, our undergraduate SCH/FTEF remains above the institutional undergraduate average, which ranged from 393.2 to 444.7 during the same period. This suggests that, even with fluctuations, our program maintains higher instructional productivity than the broader institution. Similarly, the program's Full-Time Equivalent Student per Full-Time Equivalent Faculty (FTES/FTEF) started at 20.3 in 2020, declined to 13.5 in 2023, and rebounded to 17.9 in 2024. This remains notably higher than the institution-wide undergraduate FTES/FTEF, which ranged from 13.1 to 14.8, further highlighting the program's efficiency in student-to-faculty ratios.

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At the graduate level, our SCH/FTEF and FTES/FTEF trends show a similar pattern to the overall institution, reflecting the broader challenges in maintaining steady graduate enrollment. However, our graduates consistently secure employment in their fields, reinforcing the program's strong professional outcomes despite enrollment shifts.

To continue improving, the program is strengthening recruitment for the graduate program and outreach for the undergraduate program. Additionally, curriculum and scheduling adjustments are being made to better align course offerings with student needs, ensuring greater flexibility and efficiency.

Enrolment trends are too new in the OEC Natural Resources Technician program to adequately assess. The program is quite new and growing as demonstrated above.

**Optional: Discuss the extent to which, if any, extramural funding supports students, equipment, and faculty in the program. (3000 characters or less)**

Our program saw renewed efforts to secure extramural funding with the addition of three newer faculty members who are actively pursuing grant opportunities to support graduate students. These faculty are committed to expanding financial support through research grants and internships that provide students with critical funding. Despite current challenges and uncertainties especially related to federal funding, faculty remain dedicated to finding funding sources, including state and private foundation grants, as well as partnerships with tribal and community organizations. The program is committed to ensuring that graduate students have access to research opportunities and financial assistance, and faculty will continue to seek out new funding avenues to strengthen support for students in the years ahead.

N.B. Eight students in the OEC Natural Resources Technician program are funded through a USDA workforce development grant.

**7. Assess program distinctiveness, as well as any duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska System. Is duplication justified, and, if so, why? How are you coordinating with UAA's community campuses and the other universities in the system? (2500 characters or less)**

Our programs at UAA maintain a distinct applied focus that differentiates it from similar programs within the University of Alaska System. While UAF offers a bachelor's and a graduate program, including a PhD, these programs emphasize a more academic and theoretical approach. In contrast, both our bachelor's and master's programs prioritize practical application, preparing students for direct engagement in their fields.

Our Master's program was intentionally developed in 1999 as an applied complement to UAF's offerings, fulfilling a critical role in workforce development and professional advancement. Since our last review, we further strengthened our applied distinctiveness by developing a minor in Cultural and Natural Resource Management. This addition enhances interdisciplinary opportunities for students and reinforces our program's alignment with the needs of agencies and industries in Alaska.

Additionally, our programs are well-integrated across UAA's Anchorage and the community campuses. Kenai Peninsula College (KPC) has a tenure-track faculty member who regularly collaborates with us, and Prince William Sound College (PWSC) offers the Natural Resources Technician Occupational Endorsement Certificate, one of our programs. We also have strong ties with Kodiak College. These partnerships help extend our program's reach and ensure that students across Southcentral Alaska have access to applied educational opportunities. To further strengthen these pathways, we are exploring the development of an Associate of Arts (AA) in Anthropology, which would provide a clear academic trajectory for students at community campuses to

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pursue higher-level degrees within our program while also providing students with an expeditious introduction to anthropological skillsets relevant to local workforce needs.

Furthermore, our locations in Southcentral Alaska —the state’s population and agency hub—enhance student access to professional networks, internships, and employment opportunities. We actively coordinate with UAA’s community campuses and collaborate across the UA System to ensure program alignment, resource sharing, and minimal redundancy while maintaining the necessary distinction that justifies our continued existence.

Note that the OEC Natural Resources Technician program is unique in the UAA system. There are other semester-long intensives but this is the only introductory-level, field-based program focused on job skills for technician-level employees.

**8. Assess the strengths of your program and propose one or two action steps to address areas that need improvement. (4000 characters or less)**

Our department is distinguished by its strong commitment to student success through collaboration and adaptation. Through collaborative partnerships with community organizations and agencies, we ensure students gain practical, real-world experience that enhances their education and career readiness. These connections provide invaluable opportunities for internships, research collaborations, and professional networking, directly contributing to student achievement. Additionally, our commitment to collaboration extends across UAA’s Anchorage and community campuses, where we actively engage in cooperative efforts to strengthen educational opportunities.

Another major strength of our program is its adaptability. We demonstrated resilience and innovation, successfully navigating challenges such as the COVID-19 pandemic, budget reductions, and university-wide program cuts. Despite these obstacles, we maintained high-quality instruction, ensured continuous student support, and adapted our curriculum to meet evolving needs. In direct response to the state's workforce demands, we developed the Natural Resource Technician Occupational Endorsement Certificate (OEC) and the minor in Cultural and Natural Resource Management to provide students with specialized, applied training. Additionally, we modified our Master's curriculum to enhance student success and better align with workforce needs. Our undergraduate degrees are also student-focused and intentionally designed to develop UAA’s institutional core competencies in every graduate. Our applied approach across all programs ensures that students leave with the knowledge, skills, and professional connections necessary to succeed. These proactive changes underscore our commitment to student-centered learning and institutional sustainability.

While our program is strong, we recognize opportunities for growth, particularly in graduate student recruitment and retention. To address this, we need to secure additional external funding and internship opportunities that will help attract and support students. A key priority is increasing [REDACTED] in our graduate program to ensure rural Alaska has homegrown cultural experts equipped to manage cultural resources.

We also recognize the need for curricular and assessment adjustments to support student success. We aim to reduce the time to graduation for graduate students by refining the program to include additional practice-based skills courses, developing a structured degree plan for part-time students, and revising the accelerated track to help draw more students into the pathway. For our baccalaureate programs, we plan to enhance interdisciplinary appeal and improve the viability of the BS in Anthropology by incorporating more STEM options, creating greater flexibility and opportunities for students. Finally, we would like to propose an AA in Anthropology to provide clear pathways for students, especially at community campuses, to complete degrees within our program.



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By addressing these challenges and building on our strengths, we will continue to evolve in ways that serve our students, our communities, and the broader Alaska workforce.

**Committee chair first name last name:** Dorn Van Dommelen

**Date:** 2/24/2025

## END OF PROGRAM SECTION

### DEAN SECTION (Due on April 1)

#### 1. Evaluation of Progress on Previous Recommendations

**For each recommendation from the last program review, indicate if the recommendation has been met or has not been met and provide commendations and guidance as appropriate. (2500 characters or less for each recommendation)**

***BA/BS Recommendation 1: Increase class size where pedagogically appropriate.*** Recommendation has been met.

***BA/BS Recommendation 2: Be willing to increase the class sizes on the Department's 100- and 200-level general education courses.*** Recommendation has been met.

***MA Recommendation 1: Create and implement a recruitment plan for the next five years. Admit a cohort of at least 5 students in the graduate MA program in AY23 with a plan to increase this in future years.*** Recommendation has not been met.

The Department has created a recruitment plan, but, primarily due to faculty turnover, has not been able to admit a cohort of at least 5 students. The Department is working on this and has made this a priority. With several new faculty in place, I anticipated that this goal will be met in the coming year and acknowledge that changes in enrollment trends take time.

***MA Recommendation 2: Revise the curriculum and/or course rotations so that students can graduate from the program in 2-3 years. Continue to explore possible solutions, for example, rethinking the scheduling of courses that might better serve working adults such as a block-schedule approach.*** Recommendation has been met.

The Department has made great strides restructuring their course rotations and curriculum in order to contribute to higher completion rates in the 2–3-year period. The accelerated MA in Applied Anthropology gives additional opportunities to our undergraduate students to complete an MA degree. The faculty are encouraged to continue to monitor and explore ways to best meet student needs as this is an on-going need.

***MA Recommendation 3: Create a plan that counts the experience for part-time students working in the field as part of their graduate work.*** Recommendation has been met.

The Department used the practicum course to allow students with relevant work experience to receive credit. Additionally, students are also given the opportunity to use work performed for their employer as a possible

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basis for their thesis or project, thus making use of the expertise and research experiences the students have by virtue of their employment. The Department is commended for making these adjustments.

***MA Recommendation 4: Continue to work with the backlog of students who have finished their coursework and are working on a thesis, so that the program can regain a balance of students at a variety of stages in their program.*** Recommendation has been met.

Changes to the program requirements combined with outreach to past students has been successful in the successful graduation of a number of students. The Department's work in this area is appreciated.

**Provide your analysis of #2-8 below, based on the data provided and the program's responses above.**

## **2. Centrality of the Program (2000 characters or less)**

The degrees, minors, and certificate programs in the Department of Anthropology and Geography provide interdisciplinary training focused on the unique aspects of Alaska, both people and place. The Department has a strong curriculum which enables students to develop the four core competencies.

## **3. Program Quality and Improvement (2000 characters or less)**

The Department has implemented changes to many of its programs in order to promote student success and increase program quality. For example, in the BA/BS degree, there is currently the inclusion of one ethics and two methods courses in the curriculum which is designed to include more hand-on experiences and thus increase both student understanding and preparedness. The OEC Natural Resources Technician has produced three cohorts to date. Moving forward, the faculty may wish to do a more holistic evaluation of the program, which, as they suggest, could include tracking graduate's career paths. The assessment of the MA program relies heavily on the thesis option. As noted, now that a non-thesis MA option is available, the academic assessment plan will need to be revised. Overall, the department's efforts in using assessment for thoughtful improvements is appreciated.

## **4. Student Success and the Closing of Achievement Gaps (2000 characters or less)**

The junior graduation rate data show fluctuations across the 5-year period with a large drop in 2022 as do the data for the number of BA/BS awarded. The pass rates in courses have remained steady over this same period. The junior graduation rates and number of awarded undergraduate degrees appear to have rebounded, but not stabilized. The department is encouraged to monitor these data, investigate the reasons for the variations, and address these issues. The work done to date in recognizing bottlenecks and increasing flexibility of program requirements is appreciated. The department is encouraged to make the changes to the BA and BS degrees as mentioned in this report and to revisit this issue periodically. The department has spent a significant amount of time revising the graduate program and re-engaging students who stopped out of the MA program. With changes to the program and with new faculty additions, the data for the MA program should continue to improve and stabilize moving forward. The 100% MA student employment rate is impressive. The OEC is in its initial stages and has already seen significant growth. More time is needed to more fully analyze this student success in the program.

## **5. Demand (2000 characters or less)**

The demand for the program among all students is strong with out-of-discipline credit hours to total credit hours at 90+%. The enrollment in classes is robust with SCH production rebounding post-pandemic. The program has also consistently produced 11+ BA/BS majors (except in 2022) and 3-5 MA graduates each year. It is not clear if the decline in the number of students in the BS degree is due to a bottleneck or a decline in demand, but fixing the perceived bottleneck should determine if the demand for this degree persists.

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## 6. Productivity and Efficiency (2000 characters or less)

The SCH/FTFE is one of the highest for CAS which indicates the department is efficient in offering courses and balances higher enrollment in general education courses with lower enrolled graduate courses. As noted, the department offers graduate courses using a stacked model which is an efficient way to offer these courses. Faculty have been successful in supporting students with external funding at all levels - from OEC students to undergraduate to graduate students. Faculty attempts to get funding for students and their own research is appreciated.

## 7. Duplication and Distinctiveness (2000 characters or less)

The focus of the undergraduate and graduate programs is on applied anthropology which complements the programs at UAF. Additionally, UAA offers a cultural and natural resources management minor and the natural resources technician OEC, which are unique in the UA system. Lastly, the collaborations with KPC and PWSC are strong and ensure program alignment and resource sharing.

## 8. Strengths and Ideas for Moving Forward (2000 characters or less)

The strengths of the department include collaboration, adaptability, and a strong interdisciplinary curriculum with a focus on place. Collaborations with community partners have helped the program by supplying internships opportunities, providing research collaborations and more. These collaborations have impacts beyond the program, for example internships have, on many occasions, led to full-time employment for program graduates. The OEC was created to meet workforce needs in the PWS area, demonstrating the adaptability of the department. Moving forward, the department has recognized several areas for improvement. These include the need to recruit more students for the graduate program, an on-going need for external funding and internship opportunities, a need to improve time to degree in MA program, and options to better accommodate full time and part time undergraduate students.

## Dean's Final Evaluation

**I commend the program for: (number and list the specific commendations in the narrative box, 2000-character limit)**

1. successfully addressing previous recommendations,
2. being adaptable and innovative in meeting student, University and workforce needs,
3. providing high-quality interdisciplinary education with a focus on Alaska,
4. engaging in impactful research, securing external grants, and fostering student success.

**I recommend that the program: (number and list the specific recommendations in the narrative box, 2000-character limit)**

1. continue to monitor enrollment data and student success metrics and both the undergraduate and graduate level,
2. look for ways to more fully engage students and better prepare them for the workforce, (e.g. offering field camps, increasing internship opportunities).

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**Dean's overall recommendation to the provost:** Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

**If an Interim Progress Report is proposed, recommended year:** N/A

**If a Follow-up Program Review is proposed, recommended year:** N/A

**Proposed next regular Program Review:** AY2032

**Dean first name last name:** Jenny McNulty

**Date:** 3/31/2025

END OF DEAN SECTION

**PROGRAM OPTIONAL RESPONSE SECTION (Due within one week of receiving dean's review)**

**Are you submitting an optional response?** If yes, add your response below, enter your name and date, and follow the guidance below for submission. If no, enter your name and date, and follow the guidance below for submission.

No

**Optional Response:** *(10,000 characters or less)*

**Committee chair first name last name:** Dorn Van Dommelen

**Date:** 4/9/2025

END OF PROGRAM OPTIONAL RESPONSE SECTION

**PROVOST SECTION (Due on August 1)**

**Provost's commendations, additional or adjusted recommendations, if any, and other general comments (3500 characters or less):**

I strongly concur with the dean's commendations. I also would like to add and call out how the program integrates expertise at the community campuses by scheduling community campus faculty to teach required courses. I encourage the program to continue these efforts and initial successes.

I also concur with the dean's recommendations, with the adjustment that all previous recommendations have been met. I am also adjusting the first recommendation to be, "Continue to monitor how enrollment data and student success metrics are related, looking for potential roadblocks or scheduling issues that may impede student progress at both the undergraduate and graduate level. Examples might include courses which, when taken together, exhibit higher, or lower than normal, pass rates for enrolled students, or scheduling courses for days and times that work best for students in the program. Continue to make adjustments based on the findings."

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Finally, I am asking that over the next year or so faculty holistically review the overall design of their program(s) within the framework of UAA's dual mission and make changes accordingly. As per accreditation standards, degrees must demonstrate breadth, depth, and appropriate sequencing of coursework. UAA's core competencies provide a mechanism for breadth, as do the general education requirements for associate's and baccalaureate degrees. Whenever possible, students are able to complete UAA programs within the Board of Regents' minimum credit requirements, ensuring programs are affordable financially and in terms of a student's commitment of time. UAA programs provide clear and streamlined pathways into and through the credential, not requiring specific Tier 1 and Tier 2 GERs, ensuring no hidden prerequisites, requiring prerequisites only when clearly tied to success in the course, and, whenever possible, standardizing prerequisites across courses at a particular level within the credential. Credentials within the same discipline or related disciplines clearly stack one within the next, providing students flexible, streamlined opportunities to earn one credential and return to UAA at a later time to complete the next level. Finally, programs formally acknowledge appropriate alternative credit paths, allowing students to take advantage of prior learning and avoid unnecessary credit accumulation.

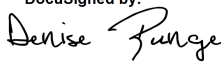
**Provost's decision:** Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

**Interim Progress Report:** N/A

**Follow-up Program Review:** N/A

**Next regular Program Review:** AY2030

**Provost's signature:**

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**Date:** May 9, 2025