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ACADEMIC PROGRAM REVIEW REPORT FORM AY2025-2026**Program(s) in the review:** Fire and Emergency Services Technology AAS**Specialized Accrediting Agency (if applicable):** N/A**Campuses where the program is delivered:** ☒ Anchorage ☐ KOD ☐ KPC ☐ MSC ☐ PWSC**Year of last review:** AY2019-2020**Final decision from last review:** Continuation

PROGRAM SECTION (Due on March 1)**Program Review Committee:**

Chris Lau, Fire and Emergency Services Program Director (Chair)

Bridgett Mayorga, Assistant Dean, School of Allied Health

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

Recommendation 1: *The program has at least three important opportunities – developing a baccalaureate degree in partnership with the Anchorage Fire Department, partnering with the Matanuska-Susitna College to further develop paramedical technology education in the Anchorage bowl, and offering additional continuing education options (including the National Registry Advanced-EMT course).*

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

Due a variety of factors, the program was able to successfully achieve one of the three recommendations from the 2019-2020 program review cycle.

Progress towards a Baccalaureate degree in Fire Leadership is no longer feasible for the university following the drop in student enrollment following the COVID pandemic. Secondly, partnering agencies readjusted their higher education requirements, making the same higher education degree through University of Alaska Anchorage (UAA) not as attractive to their members. Lastly, the proposed degree, while including the outline of the nationally recognized Fire and Emergency Services Higher Education (FESHE) model, also included several state and national certification classes as a mandatory for completion. These four classes were developed to meet both university and national standards with the intent of leading to certification. Unfortunately, UAA does not have the ability to offer the prerequisites required for students to gain certification from a national or state entity. In short, students would be able to take the classes, pass them and gain credit through the university, but would be unable to test for certification. As the primary goal for the degree is to incorporate both the higher education model along with fire service certifications for students, this discrepancy serves as a flaw limiting student development.

Partnering with the Mat-Su College paramedic program proved problematic due to turnover in their staffing and the withdrawal of support from their principal community partner. This effort relates to the baccalaureate degree, as there was to be an avenue to offer a paramedicine pathway to the BA in Fire

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Leadership to members enrolled in their program. We continue to work closely with Mat-Su College paramedic program and experience mutual crossover in our student populations.

The nationally and state recognized Advanced Emergency Medical Technician (AEMT) class has been developed by Fire and Emergency Services staff and added to offerings at all UA campuses.

Actions taken to date (2500 characters or less)

The outline and plan for initializing a baccalaureate degree was further developed and submitted for support to the Director of Allied Health. It was developed as a baccalaureate pathway to students in the UAA AAS Fire and Emergency Services Technology and the Mat Su College AAS in Paramedicine. At that time, it was decided not to pursue instituting this degree pathway until more student interest was witnessed and support for emergency services agencies were on board. The Anchorage Fire Department, the primary partner in developing the program and the principal pipeline to students, reevaluated their department goals and options towards higher education. The Fire and Emergency Services Technology program at UAA continues to support the Mat Su College Paramedic program and channels students in their direction when indicated. The AEMT class, leading to state and national certification, was developed by UAA staff and is offered at several UA campuses.

Evidence of success to date (2500 characters or less)

Current offerings of AEMT added to the Emergency Medical Technology offerings have provided qualified applicants to local and regional emergency response agencies. Current preparation of students by these classes has led to 94% success rate on National Registry exams leading to state and national certification.

- 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 Fire and Emergency Services program integrates all four competencies by incorporating them into practice as they relate to patient care, emergency response and responder safety. Our purpose is to develop professional responders using the community service model for providing care to the community they serve. We attempt to provide students with a combination of real life experience and guided practice. Partnering with the UAA Simulation Lab, we are able to promote student critical thinking and effective communication in a no risk environment for patient interactions. As students advance through the program, they are given the opportunity to perform ride-alongs with emergency service agencies in the community. They are monitored while administering care or performing rescue or firefighting tasks by service professionals in the industry. Our classes are made to set a foundation in practices but give students the ability to adapt to a given situation. This presents students with experiences where they are able to use their critical thinking and creativity in the actual environment.

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

i. AAS Fire & Emergency Services Technology

- *1) Discuss the history, support organizations, resources, incident management, training and emergency operations and relate how each plays a role within emergency services; 2) Define and use basic terms and concepts associated with the chemistry and dynamics of fire; 3) Relate how fire prevention and fire inspections are connected; 4) Demonstrate the importance of public education in relation to fire prevention; 5) Identify the equipment and systems used in control and extinguishment*

of fire; 6) Identify the types of building construction and their uniqueness under fire conditions and how these components are related to firefighter and life safety; 7) Relate how the basic principles and history related to the national firefighter life safety initiatives foster the need for cultural and behavioral change throughout the emergency services.

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

1. Met faculty expectations
2. Met faculty expectations
3. Exceeded faculty expectations
4. Exceeded faculty expectations
5. Exceeded faculty expectations
6. Met faculty expectations
7. Met faculty expectations

Student Learning Outcomes 1-7 are reflected in the improvement of student scores and class pass rate over the past 4 years. The program reviewed student scores and how our professors were interacting with students through our majority online classes. Several professors were moved into different courses based on their expertise and preference. Current adjunct professors bring prior experiences at most levels of emergency services and are all leaders in the state for the fire service. Across the board we now have buy-in from our instructors on not just interaction and student achievement, but also agreement on what our students will need to be successful in this career path. One example would be Student Learning Outcome 2, which is taught and reinforced through homework, projects and testing in our FIRE A121 Fire Behavior and Combustion, in 2020 we had a pass rate of 66.7% this past year it was 89%.

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

Student learning outcomes and curriculum were updated over the summers of 2023 and 2024. For many of the classes offered, these changes went into effect the Fall 2024 semester. Student textbooks and class materials were updated to more recent editions this past semester (Spring 2025). Many of the classes are now tied more completely to current state and federal certifications in the fire and emergency services field. This should make our students more marketable to future employers upon completion of the program and those non-degree seeking students that wish to gain education in this field. We are now also monitoring past students as they attempt to enter the job market in the fire and emergency services field.

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

The program is continuing to monitor recent changes and anecdotal feedback from hiring agencies and student responses has been promising. We have made significant changes to update our program to meet the needs of our students' pursuing careers in this field. Our EMS courses are probably the best indicators as students wishing to work in the emergency services fields must pass a state or national exam. Up until last year, when the state changed its testing policy requiring direct payment for testing, we were able to monitor our pass rates after classes completed. Our percentage of students passing the Emergency Medical Technician I exam on the first try was in the 90th percentile. Advanced EMS classes attract students in the field wishing to progress but also gives students an avenue to step up to a higher level of service. In 2025 the State of Alaska and National Registry updated all of its EMT I, II, III and AEMT curriculum and skill testing. We have made necessary updates to provide for changes in certification for

both cognitive and psychomotor assessments. Because of the recency of these changes, we are extremely limited on data and are currently still in the process of instituting most of these changes. As certification testing is no longer done at the university, we are also having to develop a voluntary survey system in order to evaluate student scores.

- 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 Fire and Emergency Services program was developed following the National Fire Academy's Fire and Emergency Service Higher Education (FESHE) model core curriculum for two-year degree programs. The Fire and Emergency Services AAS is one of two programs in the state recognized by FESHE. Students have opportunities to participate in service/community-based learning and in internship/field placements. Students also complete a capstone portfolio project that prepares them for applying for employment in their chosen field. During this practicum students are mentored by professionals working in emergency services and have the opportunity to observe, participate and apply firefighting, emergency medical or emergency management skills in a structured and supervised organizational setting. Pass rates on the National Registry of Emergency Medical Technicians exams are high (above 90%, well above the national average of 71%).

The FES program partners with several community partners in the emergency response field. Our students are currently partnered with Anchorage Fire Department, Central Mat Su Fire Department, Providence and Anchorage Regional Hospitals, Life Med and Alaska Medical Transport ambulances. These agencies are integral in providing our students with exposure to the emergency services response. They are also the largest employers of our students after attending UAA.

- c. 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 Fire and Emergency Services program was developed following the National Fire Academy's Fire and Emergency Service Higher Education (FESHE) model core curriculum for two-year degree programs. The Fire and Emergency Services AAS is one of two programs in the state recognized by FESHE. Courses were recently updated. Students have opportunities to participate in service/community-based learning and in internship/field placements. Students also complete a capstone portfolio project that prepares them for applying for employment in their chosen field. During this practicum students are mentored by professionals working in emergency services and have the opportunity to observe, participate and apply firefighting, emergency medical or emergency management skills in a structured and supervised organizational setting. Pass rates on the National Registry of Emergency Medical Technicians exams are high (above 90%, well above the national average of 71%).

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agencies are integral in providing our students with exposure to the emergency services response. They are also largest employers of our students after attending UAA.

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)**

Analysis of disaggregated data is challenging given the small number of degree seeking students in the program. The program will continue to monitor student data and propose alternate data sets that accurately reflect the number of non-degree students matriculating through the program.

- 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)**

The UAA Fire and Emergency Services program has made significant adjustments to scheduling and class offerings to adapt to our students' needs. The majority of classes throughout the program are online, under the semester schedule, but timetabled for adjustable completion within parameters. Our instructors are available to facilitate but provide reasonable deadlines for student progression through a course. Our in-person classes are offered in the evenings. The majority of our students are working and going to school. All of our adjunct professors and faculty are currently working in the emergency services field and have an insight into what students most require to be successful in this unique workforce. Several of our classes require community involvement such as participating with an emergency services agency. We have made excellent progress developing our community relations with emergency services providers in order for our students to have the ability to participate with these organizations.

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

The overall success of our program reflects the ability of our students to find employment with agencies once they complete state and national certification. Our A130 Emergency Medical Technician I class consistently has a 90% pass rate on the first attempt at the national registry and state exam. Our students have a high success rate of employment by fire and EMS departments across the state. Several of students use our classes as prerequisite qualifiers for paramedic schools and the UAF fire academies. By example,

the last Anchorage Fire Department hiring class had 30 students, 6 were former UAA students that took classes in the FES program, 5 of those students completed their EMT I through our EMT A130 class.

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 data from the data sheet does not effectively show the full function and benefit of the FES program. The majority of enrolled students are non-degree seeking or in a different program of study. Our classes that result in certification are the minimum qualification to work in the emergency services field. Classes such as EMT A130, after passing their national or state examination, allow them to work with emergency services agencies. A large portion of our students are military transitioning to civilian life, attempting to qualify for employment. These classes provide a gateway into the field of emergency services. Students also utilize the FES coursework to prepare for graduate level healthcare degrees in, nursing, physician assistant and medical education.

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)

The data are primarily neutral on enrollment trends. Over the past 5 years the student credit hours to full time faculty equivalency averages 244.6. Our program has one full time faculty member who also acts as the director of the FES program. Full-time equivalent students per full-time equivalent faculty averages 8.14 over the last 5 years.

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

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)

In Alaska, there are several different avenues to pursue education in emergency services. Private agencies offer EMS training and the majority of Fire and EMS courses are offered by fire and EMS agencies once a person is employed or volunteers. Within the University of Alaska system, students can complete associate degree programs in Paramedicine (at KPC, MSC and UAF), or a bachelor's degree in Homeland Security Emergency Management at UAF. The advantage and uniqueness of the UAA's AAS in Fire and Emergency Services is first of all the population it serves. The two largest fire and EMS agencies in the state are within driving distance. The majority of our students have the intent to stay in the Anchorage and Mat-Su area and work for these distinct departments. The program serves as a vital workforce pipeline for agencies in Anchorage and Mat-Su

A second distinction of the program is the online course delivery format. Students do not need to be in Anchorage to attend our program. In the past year we have been able to accommodate students throughout the state and secure practicum placements in their home communities. The program enrolls new students looking to get into the profession, professionals already working in the service but looking to gain education and those wanting to transition to a different line of work. A large segment of our student population is military transitioning to civilian life.

In the past 2 years, fire and EMS agencies on the island of Kodiak have been unable to attract and hire qualified candidates. Most fire departments have a minimum qualification for a candidate to be EMT I and Firefighter I certified to be eligible for employment. Both the city department as well as the federal Coast Guard base were unable to staff their departments. Emergency service organizations partnered with native corporations, the UAA Kodiak campus and the community to fund an academy to offer these two classes for free, in the hopes of training and keeping qualified candidates.

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 majority online format allows students from around the state to attain a degree without leaving their home communities. This partnered with certified experience credit permits them to take a certified EMS or fire course through a different agency and once certified, apply it to their degree. More importantly, the flexible schedule allows our students to work full time as they pursue their degree.

We have an excellent working relationship and reputation with emergency response agencies in our area and around the state. This is a benefit and allows our students to be easily accepted for internship and participation in future employment opportunities. Agencies get to know students during internships and practicum and the university has an excellent standing in providing qualified, competent applicants. The program benefits from qualified and dedicated adjunct faculty and lab assistants.

An area of improvement for the program would be to offer classes leading to Firefighter I certification. This certification requires equipment that UAA FES does not currently have. While the AAS degree supports employment in emergency services, the Firefighter I certification is a current requirement for employment. UAA FES program is accredited by the State of Alaska to teach these certification classes and would be willing to partner with fire departments in Anchorage or Mat-Su for access to the necessary equipment.

Another area of development would be advanced EMT classes. The course offerings for EMT A130 EMT I, are usually full, with a waitlist. Once students want to pursue EMT II or higher certifications they must submit authorization from a medical director and provide five patient care reports. As our students do not necessarily belong to an emergency service, they do not have access to either of these, as such they cannot continue on with higher levels of EMS at least through the university system. This is another area of development we hope to be able to partner with outside agencies.

Developing both these avenues to higher level classes opens the door to once again address evolving the baccalaureate option. It would enable students to meet the prerequisites for taking advanced fire leadership classes. But as stated, it would also open the door to students taking the four new certification classes just to attain the certification and not necessarily to pursue the actual degree.

9. Over the past two years programs and colleges conducted a comprehensive review of all fees. Moving forward, per the [UAA Course Fee Policy](#), programs conduct a comprehensive review and re-approval of all course fees as part of the cyclical Academic Program Review process. The college's strategic budget officer will conduct a review, and the dean will review the results and work with the program on any changes. The

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authorized lead, per the Course Fee Policy, will submit forms for each fee, whether to delete, retain, or change the fee. Forms are due to OAA by the regular February 15 deadline.

What was the general outcome of the comprehensive fee review? (2500 characters or less)

In the past 2 years our program has done a comprehensive review of our student fees. We found in several classes that fees could be reduced. We found a more economical way for students to have the necessary equipment and supplies while reducing costs.

Committee chair first name last name: Chris Lau

Date: 2/25/2026

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)

Recommendation 1: The program has at least three important opportunities – developing a baccalaureate degree in partnership with the Anchorage Fire Department, partnering with the Matanuska-Susitna College to further develop paramedical technology education in the Anchorage bowl, and offering additional continuing education options (including the National Registry Advanced-EMT course). Recommendation has been met.

One of three recommendations has been met.

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 program supports the mission of the University of Alaska Anchorage (UAA) by developing emergency responders through a community service model. It integrates UAA's four core competencies—Effective Communication, Creative and Critical Thinking, Intercultural Fluency, and Personal, Professional, & Community Responsibility into practice as they relate to patient care and responder safety. The program provides students with a blend of real-life experience and guided practice through partnerships with the UAA Simulation Lab and ride-alongs with community emergency service agencies. The program benefits from strong community partnerships and a high need across the state for trained emergency responders.

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

The program follows the National Fire Academy's Fire and Emergency Service Higher Education (FESHE) model core curriculum and is one of only two such recognized programs in the state. The program engages in consistent evaluation of student learning outcomes through the biennial review process. The most recent review indicates all seven student learning outcomes (SLOs), were "met" or "exceeded" expectations as determined by program faculty. Curriculum and student learning outcomes were updated in the summers of 2023 and 2024, with new textbooks and materials introduced in Spring 2025. Courses are now more closely aligned with state and federal certifications to increase student marketability. These changes have aligned with improvements in the pass rate for FIRE A121 (Fire Behavior and Combustion).

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

The program is challenged by high numbers of non-degree seeking enrollments. Students often enroll in specific courses due to workforce demand and do not complete the full Associates degree. This is evident when considering granular level data such as graduation rates. For example, the 4th-year graduation rate has risen in 2025. Undergraduate lower-division pass rates have generally remained high. A noted success is the pass rate on professional exams. The first attempt pass rate for the Emergency Medical Technician I exam is in the 90th percentile, well above the national average of 71%.

5. Demand (2000 characters or less)

The program experiences fluctuating demand from both degree-seeking and non-degree-seeking students looking for emergency services education. A high ratio of "out-of-discipline" credit hours (ranging from 76% to 89% between 2021 and 2025) suggests the program's courses are heavily utilized by students outside the immediate major. Data from the last five years indicate few students from the program continue beyond the Associates degree or return to UAA to pursue an additional program. In recent years, employers have requested the need for specialized courses rather than a full associate degree. Additional inquiry into these trends is recommended to determine the need for academic credit vs non-credit workforce training.

6. Productivity and Efficiency (2000 characters or less)

The number of degrees and/or certificates awarded over the last five years has been limited. The program continues to experience limited productivity in awarded degrees. Given the number of non-degree seeking students in the major, these numbers are anticipated. Despite limited degree completion, the program does serve a workforce training need with select high-volume courses. The EMT A130 (Emergency Medical Technician I) course is a high-volume offering, with 37 sections and 398 students enrolled over the five-year period. Other core courses like FIRE A105 (Fire Prevention) and FIRE A101 (Principles of Emergency Services) maintain steady enrollment. Student contact hour ratios trended slightly upward in 2025 (262.3) and the full time student to faculty equivalent remains low at 8.7.

7. Duplication and Distinctiveness (2000 characters or less)

The program is distinctive as one of only two in Alaska recognized by the FESHE. It maintains unique community partnerships for student ride-alongs and clinical exposure with entities such as the Anchorage Fire Department, Providence, Alaska Regional Hospital, and Life Med.

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

Strengths: The program has many strengths and should be commended for a responsive approach to curriculum based on changing needs and preferences in the workforce. The program also demonstrates high certification pass rates, strong community partnerships, and a curriculum aligned with national FESHE standards. The program is also commended for developing and implementing the Advanced Emergency Medical Technician (AEMT) course across all UA campuses.

Ideas Moving Forward: Due to changes in state testing policies, the program is encouraged to develop a voluntary survey system to track student certification scores and job market entry. The program is also encouraged to consider barriers to student enrollment in the degree given the clear interest in the content as demonstrated in high volume classes like EMT A130. The program is also encouraged to reach out to community partners and gauge interest in non-credit offerings that would meet workforce demand, can be offered at a reduced cost, offer an adaptable schedule and possibly reduce time to completion of the training.

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9. Comprehensive Fee Review (2000 characters or less)

The program fees cover necessary student equipment and supplies and reflect the actual cost of these items. A course fee review in 2024-2025 reduced fees for some courses.

Dean's Final Evaluation

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

1. High Certification Pass Rates: The program maintains a success rate of over 90% on the National Registry of Emergency Medical Technicians (NREMT) exams, which is notably higher than the national average of 71%.
2. Flexible Delivery Format: The majority of courses are offered online, allowing students from across Alaska to complete coursework without leaving their home communities.
3. Strong Industry Partnerships: The program has established robust relationships with major community partners, including the Anchorage Fire Department, Central Mat-Su Fire Department, Providence Hospital, Alaska Regional Hospital, and Life Med.
4. Expert Faculty: Adjunct professors and lab staff are all current or former leaders in the emergency services field, providing students with deep professional insight and mentorship.
5. Successful Implementation of Advanced Training: The program successfully developed and launched the Advanced Emergency Medical Technician (AEMT) course, which is now offered at all UA campuses.

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

1. Improve Student Outcome Data Tracking: Because certification testing is no longer conducted directly at the university, the program should develop a voluntary survey system to better evaluate student scores and entry into the workforce. Additionally, given the high number of non-degree seeking students involved in course work, the program is encouraged to identify additional assessment measures to document student progress.
2. Review the industry need for the AS degree and ensure that academic degrees are necessary to enhance career options in emergency services
3. Utilize community partner feedback and guidance in considering future directions for the program
4. Increase the number of graduates for the degree

Dean's overall recommendation to the provost: Revision -- Program will be revised in the next academic year using existing resources.

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

If a Follow-up Program Review is proposed, recommended year: AY2027

Proposed next regular Program Review: N/A

Dean first name last name: Jay Butler

Date: 3/31/2026

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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:** Chris Lau**Date:** 4/7/2026END 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 agree with the dean's commendations and commend the faculty for their many efforts and the resulting success of their students.

While I generally agree with the dean's recommendations, I am changing the final decision to suspend admissions to the AAS, teach out the current students, and delete the associate's degree. To retool the program to align with employer and state needs, student behaviors, and Workforce Pell eligibility, the program will want to consider developing a series of short-term credentials that embed professional certifications into the curriculum. The faculty will want to put forward any new credentials in Fall 2026.

Finally, I want to thank the program for the comprehensive review of course fees as part of this Program Review process. The program retained all 5 course fees, increasing only 3 of them. Controlling costs to students is a significant part of UAA's affordability initiative, and I wish to thank the program for its efforts in this area. The program will want to revisit these fees, once decisions about the individual courses and possible short-term credentials are made.

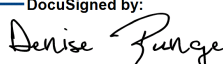
Provost's decision: Suspension with Intent to Delete -- Admissions to the program will be suspended, a teach-out process will be developed and communicated to majors, and the program will remain in the catalog until the teach-out process is complete.

Interim Progress Report: Select N/A or Academic Year.

Follow-up Program Review: Select N/A or Academic Year.

Next regular Program Review: AY2030

Provost's signature:

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Date: June 26, 2026