

10/20/2025

ACADEMIC PROGRAM REVIEW REPORT FORM AY2025-2026**Program(s) in the review:** Pre-Medical Studies PBCT**Specialized Accrediting Agency (if applicable):** N/A**Campuses where the program is delivered:** ☒ Anchorage ☐ KOD ☐ KPC ☐ MSC ☐ PWSC**Year of last review:** The PBCT was implemented in Fall 2021 and has not been through the program review process.**Final decision from last review:** N/A

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

Chair, Ian van Tets, Associate Professor (Biological Sciences / AK WWAMI), UAA Anchorage Campus

Member, Shannon Uffenbeck, Associate Professor (AK WWAMI), UAA Anchorage Campus

Member, Nicholas Phelps, Assistant Dean (AK WWAMI), UAA Anchorage Campus

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

N/A – No previous recommendations

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 Post Baccalaureate Certificate (PBC) in Pre-Medical studies is a flexible program that helps students transition from college into medical school. The certificate is open to students with any bachelor's degree. PBC students can complete prerequisite courses for medical school, prepare for the MCAT exam, and strengthen their medical school applications with the help of designated Faculty Pre-Med Advisors.

The program serves Alaska by providing talented Alaskan students with a flexible, affordable, and realistic pathway to medical school. It also addresses the physician shortage in our state by increasing the number of applicants who can realistically compete for a place in our local MD program (Alaska WWAMI).

The courses BIOM 425 and 432 were intentionally designed for the PBC to address UAA's core competencies with BIOM 425 (Preparation for the MCAT and beyond) helping students practice Effective Communication and Creative and Critical Thinking. BIOM 432 (Preparing a Medical School Application) targets the Effective Communication and Awareness of Personal, Professional and Community Responsibility core competencies specifically within the practice of medicine.

The development of effective communication skills is central to preparing students for medical school. BIOM 432 encourages students to engage in early professional identity formation by reflecting on how they see themselves as future physicians within their community. Communicating those reflections in their medical school application demonstrates their readiness for medical school to admissions committees. Further, pre-

med advisors routinely meet with students to ensure they have the skills they need to communicate effectively in the time-limited environment of a medical school interview.

The program encourages students to expand their creative and critical thinking skills. BIOM 425 provides students with training in evidence-based learning strategies and the practical application of reasoning skills to help them prepare for the MCAT exam. The course relies on student-led teaching of MCAT content, allowing students to practice articulating challenging scientific content to colleagues.

PBC graduates must demonstrate intercultural fluency to successfully apply to medical school. This is actively promoted by the Pre-Med advisors and the elective list for the PBC includes AKNS 201 (AK Native Perspectives), ANTH 202 (Cultural Anthropology), and HS 370 (Social & Cultural Determinants of Health) to help students in this regard.

PBC graduates must demonstrate personal, professional and community responsibility as part of the medical school application process. This includes meaningfully discussing the responsibilities of physicians and providing a record of meaningful community service. BIOM 432 explicitly addresses awareness of the responsibilities expected of future physicians and the Pre-Med advisors provide students with individual guidance in this respect throughout the program.

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

i. PBCT Pre-Medical Studies

- *1) Demonstrate an understanding of the core concepts in organic chemistry, biochemistry, genetics, including molecular genetics, and cell biology; 2) Demonstrate an understanding of the core concepts associated with the disciplines that are assessed as part of the Medical College Admissions Test, MCAT that is administered by the Association of American Medical Colleges; 3) Demonstrate the successful completion of the majority of the pre-requisite courses required for admission to the MD program administered by the Alaska WWAMI School of Medical Education.*

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

1 – During the review period, 23 students graduated from this program and a 24th student successfully completed the program and is currently pending graduation. All of these students successfully completed at least one course in upper level Organic Chemistry, at least one course in upper level Biochemistry, and at least one course that was either a genetics course that included molecular genetics or a course in cell biology. Indeed, almost all of these students completed courses in both genetics and cell biology – the only exceptions to this rule were students who had already successfully completed an equivalent course in their earlier baccalaureate degree and who had, thereby, already demonstrated competence and understanding of the core concepts of the relevant subject.

2. – Of the students who have graduated to date, 14 have taken the MCAT exam, other graduates applied for medical school without taking the MCAT (as they applied during years when it was optional), and some students have not yet taken the MCAT. MCAT scores reflect students ranking relative to other medical school applicants and follow a bell curve pattern fitted to a normal distribution. A score of 500 or better indicates placement within the top 50% for medical school applicants nationally, and a score of 508 or better indicates placement within the top 16%. The median MCAT score for the PBC graduates who took the exam was 508.5, indicating that half of our graduates ranked in the top 16% for medical school applicants nationally. Furthermore, the majority of graduates earned scores greater than 500 (502 to 517) – indicating that the overwhelming majority of our students were able to complete the MCAT successfully and, in so doing, demonstrate their understanding of the core concepts being assessed.

3. - The pre-requisite requirements for the AK WWAMI program consist of 2 semesters of Physics, 4 semesters of Chemistry including 1 semester of Organic Chemistry and 1 semester of Biochemistry, and 2 semesters of biology including courses in Genetics and Cell Biology.

As described in (1) all of our graduates successfully completed all of the chemistry & biology pre-requisites for AK WWAMI either through the PBC or through the combination of the PBC and their previous degree. With respect to Physics, the PBC graduates all completed two semesters of Physics (invariable PHYS 123 & 124) with the exception of those students who had already completed one or both Physics semesters as part of their earlier degree and one or two students who intended to use the PBC to meet their requirements for medically-related professional programs (rather than medicine itself) and did not require physics as a pre-requisite for the program in which they were interested.

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

1 – The faculty pre-medical advisors worked closely with the Department of Biological Sciences and the Department of Chemistry to ensure they were aware of the PBC students' need for access to their courses. As a result of these discussions, Biological Sciences filed a letter with the College of Health's Academic Advisors informing them that students who were enrolled in the PBC could, if they wished, enroll in BIOL 242 and 252 without first completing BIOL 108 (the normal 6.0 credit pre-requisite for these courses). It agreed to do so as any student who successfully enrolled in the PBC must, by definition have already successfully completed a Baccalaureate degree, and that it was safe to assume that as pre-medical students in the final stages of preparing to apply for medical school, they were likely to be highly motivated. Biological Sciences has also expanded its offerings of both courses so that it routinely offers both courses in both Spring and Fall semesters enabling our students (and their own majors) to take these courses in a timely manner that works for them. Chemistry has also increased the frequency of both its CHEM 321 (Organic Chemistry I) and CHEM 441 (Biochemistry I) courses over the course of the review period and now typically offers both courses in both Spring and Fall again enabling our students to take these courses in a timely manner that works for them. Chemistry also routinely offers its 100-level general chemistry courses in all three semesters (Spring, Fall and Summer) and typically does so on the Anchorage campus and the Community Campuses, and in both in person and on-line formats thus maximizing the availability of these courses to PBC students who need to complete General Chemistry as part of their studies.

2 – To further facilitate our students' success in their MCAT exams, we have created an in-person 3 credit MCAT preparation course (BIOM A432) which is offered in person every Fall Semester. The course is offered in Fall, so that students can apply the skills and the material that they learn in this course as they complete their own personal preparation for the MCAT in Spring prior to taking the exam in the Summer. This course is described in more detail in Section 3b of this review.

3 - Students are required to meet with at least one of our Pre-Med advisors prior to enrollment in the PBC and are expected to meet with the Pre-Med advisors on a regular basis thereafter. This ensures that students are aware of the course requirements of the PBC and the pre-medical course requirements of the AK WWAMI program and any other medical school(s) that they happen to be interested in. Furthermore, it enables them to discuss the likely availability of these courses in any given semester with a Pre-Med Advisor and how best to fit those courses into their PBC program. As a result, students start the PBC with a clear picture of the courses they need to complete to not only successfully complete the certificate program but also to best prepare themselves for medical school.

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

1 – As mentioned previously, all PBC graduates successfully completed courses in organic chemistry and biochemistry as part of their certificate program and all PBC graduates successfully completed at least one and in most cases two of the two biology courses (genetics and cell biology) associated with this objective. Those students who only completed one of the biology courses were able to do because they had already demonstrated competence with respect to the other by successfully completing a relevant course in their earlier degree.

2 – As mentioned above, many of the PBC graduates who have taken the MCAT exam earned scores that placed them in the top 50% of the medical school applicants in their given year and over half have earned scores that place them in the top 16%. The combination of personalized advising and the creation of a specific MCAT preparatory course has undoubtedly helped in this regard and will help the PBC program to maintain, and ideally improve on, this high standard going forward.

3 – Of PBC graduates, at least 16 have applied to MD programs, demonstrating that the students in the PBC program are able to complete all of the pre-requisites while in the program.

- 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 Post-Baccalaureate Program in Premedical Studies demonstrates program quality and continuous improvement through intentional enhancements to student support, flexible curricular options, and alignment with institutional and national standards for premedical preparation. From its inception, the program was designed to be highly flexible to meet the needs of a diverse applicant pool, including career changers, non-traditional students, and those balancing professional, family, or geographic constraints. As the program has evolved, this flexibility has been intentionally preserved while strengthening academic readiness, access to advising, and preparation for the medical school admissions process.

A central element of program quality is expanded access to individualized, one-on-one premedical advising, including mandatory advising meetings prior to enrollment to ensure that students understand program expectations and available support. Ongoing advising supports students in academic planning, experiential preparation, and application strategy while accommodating varied backgrounds and timelines. This advising model promotes informed decision-making and persistence and provides actionable insight into common student challenges, directly informing curricular refinement.

In response, the program developed two courses specifically designed for students seeking entry to medical school: MCAT Preparation and Applying to Medical Schools. Both courses are aligned with the AAMC Premed Competencies for Entering Medical Students, ensuring consistency with national benchmarks.

The MCAT Preparation course (BIOM A425, 3.0 Credits) emphasizes Creative and Critical Thinking through evidence-based learning strategies such as retrieval practice, spaced repetition, interleaving, elaboration, and self-assessment. Students design and revise personalized, question-based study plans using performance data and reflection, reinforcing PPCR through accountability, resilience, and capacity for improvement. Concept mapping, graphical organization, and peer explanation of complex scientific

10/20/2025

concepts strengthen Effective Communication while supporting AAMC competencies in scientific inquiry, quantitative reasoning, and adaptability.

The Applying to Medical School course (BIOM A432, 2.0 Credits) advances Effective Communication, Intercultural Fluency, and PPCR by focusing on reflective writing, ethical self-presentation, and professional communication across the medical school application. Guided reflection, structured feedback, and collaborative revision foster reliability, teamwork, and openness to feedback. Discussions of admissions committee expectations support AAMC competencies, including ethical responsibility, service orientation, cultural awareness, and professionalism.

Together, enhanced advising and the creation of these two courses represent a deliberate, flexible program design that integrates high-impact educational practices, strengthens alignment with institutional learning outcomes and national premedical standards, and enhances [REDACTED] access to preparation resources. These efforts reflect the program's commitment to continuous quality improvement, student success, and responsiveness to the evolving expectations of medical education.

- 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 PBC graduates who have applied to medical school to date seven have already matriculated into medical school (at AK WWAMI and with other MD programs), and more PBC students applied this year. Of those student applicants, at least five (5) have already been offered places (at WWAMI, with other MD programs, and with a DO program).

Most, if not all of our graduates have not merely completed our program but have used our program to successfully apply to medical school is an outstanding result and testament to the value of the PBC program to the students who have chosen to complete it and to the medical pipeline here in Alaska.

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)**

The AY26 Program Review Data Sheet for the Pre Medical Studies Certificate (PBCT) does not include any disaggregated data. The trends associated with the aggregated data for metrics associated with Demand and Productivity are discussed in the answers to Questions 5 and 6 below.

- 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)

While the PBC program is relatively new and has been, to date, highly successful in facilitating the transition of talented Alaskan students from college into medical school, the most obvious challenge that limits the ability of students to take part in the program is the inability of certificate students to obtain financial aid.

The PBC certificate is an indirect rather than a direct pathway to a professional career. The certificate makes it possible for Alaskan students to compete successfully for places in an MD program but it is the MD program that qualifies them to continue on to residency and a career as a physician. As a result of this, students taking part in the PBC are ineligible for financial aid and in many cases cannot take part in the program without an additional source of income or support. The decision to make this program ineligible for aid, has undoubtedly forced many of our PBC students to take the program part time (thus delaying graduation) and has undoubtedly resulted in numerous potential applicants simply giving up on their medical dreams altogether.

The PBC program has attempted to address this by making part-time completion as practical as possible. In large part, through working with Departments such as Biological Sciences and Chemistry to ensure courses that PBC students require are available in multiple semesters and via multiple modalities.

- 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)**

Of the graduates who have applied to medical school to date seven (7) have already matriculated into medical school (at AK WWAMI and other MD programs), and another eight (8) applied this year. Of those 8 students at least five (5) have already been offered places at WWAMI, with other MD programs, and with a DO program).

The majority of graduates have not merely completed our program but have used our program to successfully apply to medical school is an outstanding result and testament to the value of the PBC program to the students who have chosen to complete it and to the medical pipeline here in Alaska. The students who have not (or not yet) applied to medical school, include students who enrolled in the PBC to make themselves for competitive programs in related fields such as Veterinary Medicine, Pharmacology, or Clinical Psychology rather than Medicine itself. That students can use the program in this manner is testament to the flexibility of the PBC program and its ability to help talented Alaskan students progress along multiple professional pathways that fall within the One Health umbrella. It is worth noting that students in the PBC program are not typical pre-medical students. Many of our PBC students come from non-traditional backgrounds with a majority completing the program while also working either full or part-time. Several of the PBC graduates are parents and some PBC graduates who went on to matriculate into medical school entered the PBC program with lower undergraduate GPAs. Such students would normally have little to no chance of ever going to medical school.

The PBC program has given these students an opportunity and their ability to turn that opportunity into success is a testament to both the PBC program and the students themselves.

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)**

As the Post Baccalaureate Certificate is a relatively new program, the data in the data sheet with respect to Demand is understandably sparse and consists of just two categories: the number of graduates who continue education and the number of graduates who return to UAA to pursue an additional program. Furthermore, with respect to both categories, the figures provided by the data sheet understate the number of graduates, presumably because of the difficulties in tracking students post-graduation.

Using the records available to our program through the American Association of Medical Colleges, AAMC, we were, however, able to determine that a total of seven PBC graduates have matriculated on to medical school.

This is an outstanding result for a small post-baccalaureate certificate program and an outstanding result for UAA and Alaska. The PBC program is clearly, as intended, truly providing Alaskan students with a local, flexible, and affordable pathway to medicine.

This result, and the associated increasing trend, is likely to be maintained going forward as additional PBC graduates applied to MD programs this year and, at time of writing, at least three of these graduates have been offered places in one or more of those programs.

These results are due to the close correlation between the learning objectives associated with this certificate and the steps that PBC students need to take to become competitive medical school applicants. The PBC program was designed to be sufficiently flexible to suit individual student needs while incorporating a small number of core courses that are directly relevant to all pre-medical applicants and has been further enhanced by the development of new courses (discussed in section 3b) designed to help students prepare for their MCAT exams and to prepare their medical school applications.

The program's pro-active approach to Pre-Medical advising (discussed in section 3b) has also undoubtedly contributed to our graduates success as students establish a relationship with their advisors from the beginning of their studies and our Pre-Medical advisors have all been trained by UW School of Medicine to be able to guide and advise students through all aspects of the admissions process and not merely with course selection within the PBC. We intend to maintain and further develop this approach to advising going forward.

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)**

With respect to Productivity and Efficiency the data sheet accurately reflects the progressive increase in the graduation rate associated with the program. The program produced relatively few graduates in the first three years of the review period simply because it is a new program and its very first graduates graduated during the 2021/2022 Academic year.

10/20/2025

The number of graduates increased, according to the data sheet, from 2021-2025. The individual student data that is available to us through UAA's Banner system, AK WWAMI's records, and the AAMC's database shows the same pattern with only minor discrepancies.

This upwards trend with respect to graduation reflects the increase in enrollment in the PBC over the review period and, with that increase in enrollment, a corresponding increase in the number of students successfully graduating from the PBC program.

This trend is the result of concrete steps that we have taken, and intend to build on, with respect to both recruitment and student support. Pre-Medical Advising is arguably the most critical of these steps as the requirement for an initial advising appointment with a faculty pre-medical advisor prior to enrollment has ensured that every student entering the program has started the program knowing what they needed to do to successfully complete the program, what they needed to do to successfully complete their medical school pre-requisites, and what resources (including ongoing advising) were available to them going forward to ensure they were able to use the program in the most effective way practical.

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

N/A

- 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)**

The Post-Baccalaureate Certificate in Pre-Medical Studies is unique within the UA system. There is no other program like it. Indeed, it is arguably unique within the United States, as it differs substantially in terms of its flexibility and its affordability from any other pre-medical certificated programs that we are aware of.

The program is intended to serve students across the state including students in both urban and rural communities. For that reason, we have worked with many of the relevant departments to ensure that the core courses are available in both in person and online format and we have also worked with those departments to ensure that many of the lower-level courses that students need are routinely available at all, or most, of our community campuses. This has maximized the opportunities available to PBC students to take the courses they need at the most convenient campus and via the most convenient modality for their personal situation.

The PBC Pre-Med advisors also routinely work with PBC students who are based in South-East Alaska and in Fairbanks to balance the opportunities available at UAS and UAF with the requirements of the certificate program so that the PBC students living in those areas can, if they wish, complete courses in person at their home campus to the greatest extent practicable.

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

The post baccalaureate certificate in pre-medical studies is designed to help students transition from college into medical school. Its core strengths lie in its flexible design, its affordability, the extent and type of advising support, and the supplementary courses that have been developed to further enhance the program.

The program allows students to pick from a wide suite of elective courses with the core courses required by the program limited to three courses that they will specifically need if they are to continue to medical school.

10/20/2025

This flexibility enables students from a wider variety of academic backgrounds (students with arts degrees, science degrees, business degrees etc.) to tailor their PBC course schedule to suit their personal situation, personal interests, and academic background.

As there are no special fees associated with the program and as, except for two special designed electives, all the courses associated with the PBC program are taught by other departments as part of their own degree programs, the certificate program is almost certainly the most affordable program of its nature in the United States.

At current tuition rates, an Alaskan resident could realistically complete the certificate for less than \$5,000. Whereas, completing a post-baccalaureate pre-medical certificate in one of the other 49 states is would incur a higher cost and carry with it the costs and hardships of studying outside. The affordability of the certificate plays a major role in not only attracting Alaskan students to the program but in helping to make the possibility of completing such a program, and by doing so completing the courses they need to be able to apply to medical school, realistic for many Alaskan residents.

The use of Faculty Pre-Medical advisors and their availability to students throughout their studies for assistance not only with the program itself but also with the various stages of applying to medical school undoubtedly adds considerable value to the PBC program and has contributed greatly to the PBC's success to date.

The two supplementary courses, BIOM 425 and BIOM 432, that have been created to help students in this course prepare for the MCAT and to prepare their applications for medical school have also undoubtedly contributed significantly to the program's success and our proposed action step (described in the following paragraph) is intended to build on this success by developing an additional 1 credit seminar course that would complement these two courses.

Our proposed action step is the addition of a third supplementary course: a 1.0 credit seminar course entitled "Beginning the pre-medical journey" that students in the PBC would be encouraged to take as part of their first semester in the program. This course would be designed to help new students work with their instructor and fellow students to use the opportunities available to them to optimize their time in the PBC and their preparation for medical school. As a 1.0 credit course, this new elective would not impose a substantial additional burden on PBC students especially as it would, if taken in combination with the 2.0 credit BIOM 432 course, effectively turn the two courses into a combined 3.0 credit elective which would fit naturally within the certificate program's overall (24.0) and upper level (15.0) credit requirements.

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 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)

N/A

Committee chair first name last name: Ian van Tets

Date: 3/2/2026

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)

N/A – No previous recommendations

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 Pre-Medical Studies PBC is a flexible, affordable pathway for students with any bachelor's degree to transition into medical education. It addresses the physician shortage in Alaska by increasing the number of competitive applicants for the Alaska WWAMI program and prepares graduates for other medical training such as veterinary medicine or Doctor of Osteopathic Medicine. It integrates UAA's four core competencies through specific coursework including:

Effective Communication & Critical Thinking: Addressed in BIOM 425 (MCAT Prep) through evidence-based learning and peer teaching.

Intercultural Fluency: Promoted via electives like Alaska Native Perspectives and Cultural Anthropology.

Personal, Professional, & Community Responsibility: Cultivated in BIOM 432 through reflective writing on professional identity and community service.

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

The program demonstrates quality through strong student outcomes and proactive curricular adjustments. All graduates completed critical upper-level requirements in Organic Chemistry, Biochemistry, and Genetics/Cell Biology. Students perform well on the Medical College Admission Test (MCAT) with the majority of graduates ranking in the top 50% of applicants and a small percentage ranked in the top 16% nationally. The program created two new courses—BIOM A425 (MCAT Prep) and BIOM A432 (Applying to Medical School)—to align with national AAMC competencies and support student success. The program utilizes a dedicated and required advisor model that offers critical support to students as they navigate the journey to medical school.

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

Given the start date of the program, limited student data is available. The program does report a high success rate of acceptance into MD or DO programs. The primary barrier identified by the program is the lack of financial aid available for certificate programs. Many students are required to participate in the program part time due to employment demands. COH is responsive to this barrier and maintains a limited amount of funds for student support while pursuing the PBC. The program remains mindful of challenges and accessibility for students. To close potential gaps in accessing courses, the program offers flexible modalities (online/in-person) and works with the Biology and Chemistry departments to ensure frequent course offerings across multiple semesters. The program has successfully worked with both traditional and non-traditional age students, including students with lower undergraduate GPAs who might be at a disadvantage in the competitive medical school application process.

5. Demand (2000 characters or less)

Demand for the program is challenging to assess with limited internal data. Completion of the PBC remains optional and many students enroll to take specific courses and do not complete the certificate. The high acceptance rate of PBC students into medical schools is a strong indicator of demand for the program, from the perspective of student success. The Association of Medical Colleges (AAMC) anticipates increased competitiveness for medical school applications in the next five years. This increase may generate strong interest in the program and the reasonable price and flexible, online delivery model is valuable for students across the state.

6. Productivity and Efficiency (2000 characters or less)

As a new program (implemented Fall 2021), productivity shows a significant upward trend between 2021 and 2025. An additional consideration is the large number of students who enroll in courses without completing the full certificate program. Student to faculty ratios and contact hours were not measured during this program review cycle. The program demonstrates high levels of efficiency since it utilizes existing courses from other departments for the majority of its curriculum, requiring very few program-specific resources.

7. Duplication and Distinctiveness (2000 characters or less)

The PBCT is unique within the UA system and arguably the United States. An Alaskan resident can complete the program for under \$5,000, compared to \$40,000–\$80,000 for similar certificates in other states. The program coordinates with community campuses to ensure lower-level prerequisites are available locally or online, allowing students in rural Alaska to progress toward medical school in a timely manner.

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

Program Strengths include:

Affordability and Value: The program presents a highly affordable option in preparing students for graduate medical studies.

Curricular Flexibility: Online course delivery allows students from diverse academic backgrounds (including arts, business, and science) to tailor their schedules to their specific needs and interests.

Specialized Advising: The use of Faculty Pre-Medical advisors provides critical support through all stages of the medical school admissions process, not just course selection.

Successful Student Outcomes: Graduates have demonstrated high performance on the MCAT, placing half of the graduates in the top 16% of applicants nationally.

Strategic Course Development: The creation of specific preparatory courses, such as BIOM 425 (MCAT Prep) and BIOM A432 (Applying to Medical School), directly supports national competency requirements.

Ideas for Moving Forward include:

Addressing Financial Barriers: Because certificate students are currently ineligible for federal financial aid, the program aims to continue working with departments to ensure courses are available in multiple modalities (online/in-person) and across multiple semesters to support students who maintain employment.

New Seminar Course: The program proposes the addition of a 1.0-credit elective seminar entitled "Beginning the Pre-Medical Journey". This course would be taken in the first semester to help students optimize their time in the program and build a peer community.

10/20/2025

Data Enhancement: A recommendation for future focus is to improve data tracking for non degree seeking students who enroll in individual courses for medical school preparation but do not necessarily intend to finish the full certificate

Explore opportunities with UAF Veterinary Medical Program: The program should explore opportunities to partner with pre-veterinary medicine students to determine if the PBC could support the unique needs of students interested in veterinary medicine.

9. Comprehensive Fee Review (2000 characters or less)

The program does not currently utilize course fees.

Dean's Final Evaluation

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

1. Cost-Effectiveness and Value: The Dean commends the program for offering an affordable option with noted program efficiencies in utilizing existing coursework.
2. High Student Success: The program is recognized for its high success rate in medical school acceptances (MD and DO programs) and for graduates' strong performance on the MCAT.
3. Proactive Curriculum Development: The program is commended for responsive curricular design in the creation of two new courses (BIOM A425 and BIOM A432) that align with national AAMC competencies and support student readiness.
4. Advising Model: The program is commended for the "dedicated and required advisor model" as a critical support system for students navigating the medical school application journey.

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

1. New Seminar Course: Develop the planned 1-credit seminar titled "Beginning the Pre-Medical Journey" and continue with creative responses to identified barriers of student success as preparatory needs change in coming years.
2. Address Financial Barriers: Explore the interest and availability of clinical partners to provide financial support to students given the lack of financial aid for certificate programs.
3. Data Enhancement: Improve data tracking for students who take courses without completing the full certificate.

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: Select N/A or Academic Year.

If a Follow-up Program Review is proposed, recommended year: Select N/A or Academic Year.

Proposed next regular Program Review: AY2033

10/20/2025

Dean first name last name: Jay Butler

Date: 3/31/2026

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.

Select Yes or No.

Optional Response: (10,000 characters or less)

We would like to clarify that, while we do not charge any program fees, as most pre-med post-bac programs do, the MCAT prep course (BIOM 425) does, in fact, have a significant course fee to partially cover the cost of a practice question bank. Between the institutional discount that comes with our purchase of the resource and our program covering half of the subscription cost, this is an economical way for students to access a highly recommended, evidence-based learning resource for their MCAT preparation.

Committee chair first name last name: Ian Van Tets

Date: 4/8/2026

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 agree with the dean's commendations, and particularly wish to call out the program's focus on student success. I encourage the faculty to continue their efforts in this area.

I also agree with the dean's recommendations, and wish to call out the goal of working with clinical partners to explore financial support for students in the program.

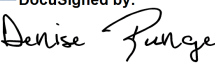
Provost's decision: Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

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

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

Next regular Program Review: AY2032

Provost's signature:

DocuSigned by:

AE7EE55F615543D...

Date: June 26, 2026