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ACADEMIC PROGRAM REVIEW REPORT FORM AY2025-2026**Program(s) in the review:** Refrigeration & Heating OEC**Specialized Accrediting Agency (if applicable):** N/A**Campuses where the program is delivered:** ☐ Anchorage ☐ KOD ☐ KPC ☒ MSC ☐ PWSC

Year of last review: The Refrigeration & Heating Technology UC/AAS, Commercial Refrigeration Systems OEC, and Light Commercial Heating and Ventilation OEC were reviewed in AY2019-2020. Admissions were suspended as per the request of the campus director in June 2020. The Refrigeration and Heating OEC was subsequently developed and implemented in Fall 2021. It has not been through the program review process.

Final decision from last review: Continued Review

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

Chad Petrie, Refrigeration & Heating Program Coordinator, Mat-Su College

Jeremy Nettleton, PhD, Interim Director of Academic Affairs, Mat-Su College

1. Demonstrate that the program has responded to previous recommendations.**Recommendation 1:** *Continue recent efforts around recruitment and retention.***How do you know the recommendation has been successfully achieved? (2500 characters or less)**

The Refrigeration & Heating program continues to place an emphasis on recruitment and retention. Continuing recruitment efforts are demonstrated by our participation in activities involving potential students such as the Alaska Construction Career Day, the MSC Engineering and Health program forum, working at the UAA: Mat-Su College booth at the Alaska State Fair, and providing multiple individual and group tours at MSC every year. The program also keeps a presence on the Mat-Su Campus website and social media and provides periodic information to highlight the program in the campus newsletter which is also published in the local newspaper. We are also anticipating involvement in targeted social media advertising as well as a possible interview with local radio media. This has resulted in an overall general trend in increased enrolment since the inception of the current Occupational Endorsement Certificate (OEC) program 5 years ago, going from 6 students beginning the program in 2021 to 14 students beginning the program in 2024. We have modified the schedule to provide classes for students at potentially more convenient times, rotating classes from evening presentations to afternoon presentations for one year then returning to an evening schedule the following year so as to both reach and retain students that have different timeframes available. Continuing retention efforts can also be demonstrated by the change from the previously available degrees and certifications to the current OEC, reducing the potentially unemployed time required for students to obtain various industry certifications. Efforts at increased program retention are also affected by the program's high pass rate for industry certification exams, which are used to assist in motivating students to complete the OEC.

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Actions taken to date (2500 characters or less)

The Refrigeration & Heating program has been working in several areas continuing efforts to better the recruitment and retention of students within the program. This includes discontinuing all four degrees or certificates that were offered when the program was last reviewed and offering a single OEC instead. The new OEC was offered in order to provide the necessary knowledge to students while requiring a shorter time period of training. This change provided more flexibility for students to continue their training when, in the two-year program, the students may not have been able to complete the degree due to time constraints. The new OEC also provides significantly more comprehensive training when compared to the older OECs in order to continue meeting the industry's needs for quality technicians. We have also implemented changes in the timeframe for the program's classes, running one cohort of classes in the afternoon for a year before changing back to evening classes the next year. This change should allow students that must work in the evening the opportunity to enroll in the program every other year.

The program has been collaborating with the MSC Marketing and Communications department in order to expand or continue involvement with various student recruitment programs, such as the Alaska Construction Career Day, the MSC Engineering and Health program forum, working at the UAA: Mat-Su College booth at the Alaska State Fair, and group tours to interested parties at MSC. We are also seeking funding for targeted social media advertising, continuing to work with local suppliers and contractors so that they are aware of our program and can pass along information to those who are looking to enter the industry, and continuing to look for more and better ways to make the public aware of the program and its benefits.

Evidence of success to date (2500 characters or less)

In general, the Refrigeration & Heating program shows an increase in enrollment, moving from 6 full-time students enrolling in 2021, the first year of the current OEC program, to 13 full-time students in 2024. This provides evidence of some success in increased recruitment efforts. Efforts to increase program retention have been less successful, resulting in 4-7 of these students continuing enrollment in the program for their last semester over the last four years.

Recommendation 2: ***Explore opportunities to utilize the non-credit training currently provided to the industry across Alaska for further program growth and expansion.***

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

Due to the changes in the Refrigeration & Heating program offerings, a reduction in the number of Refrigeration & Heating program faculty, and the onset of COVID-19 with all of the associated preventative measures, the program did not pursue the exploration of opportunities to utilize the non-credit training currently provided to the industry across Alaska for further program growth and expansion.

Actions taken to date (2500 characters or less)

None

Evidence of success to date (2500 characters or less)

None

Recommendation 3: Explore the opportunity to expand through use of an apprenticeship model.

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

Due to the changes in the Refrigeration & Heating program offerings, a reduction in the number of program faculty, and the onset of COVID-19 with all of the associated preventative measures, the program did not directly pursue the exploration of opportunities to expand through use of an apprenticeship model. We worked with existing apprenticeship programs within the state to expand their knowledge of our program, which resulted in our providing HVAC training to several apprentices from other organizations working in HVAC, Plumbing, or Sheet Metal trades.

Actions taken to date (2500 characters or less)

The Refrigeration & Heating program worked informally with two local apprenticeship programs, paving the way for several students using our program to meet the requirements of their existing apprenticeship program.

Evidence of success to date (2500 characters or less)

The Refrigeration & Heating program was able to assist in the training of at least four technicians who were apprentices in other programs over the time period in question, showing a limited success in exploring expansion associated with the apprenticeship model.

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 Refrigeration & Heating program supports the mission and purpose of both Mat-Su college and UAA. UAA is charged with preparing students for meaningful employment, supporting Alaska's infrastructure, and meeting the state's unique challenges. The program fulfills this mission by training skilled technicians essential to safe housing, energy efficiency, and the operation of critical facilities across the state.

Mat-Su College's role as a community campus emphasizes access, applied education, and responsiveness to regional needs. The program fulfills this role by offering hands-on, industry-aligned technical training that leads directly to employment in high-demand occupations. By preparing graduates who can install, troubleshoot, and maintain heating and refrigeration (HVAC) systems, the program supports community resilience, public safety, and economic continuity. Graduates of the program have the skills to work for local businesses or to pursue self-employment, helping to keep skilled labor and earnings within Alaska.

Students develop effective communication skills through required activities that mirror workplace expectations. These include producing technical documentation, writing service reports, and explaining system issues and solutions to instructors and peers. Class projects emphasize clear communication related to safety procedures, task coordination, and problem diagnosis. Report requirements reinforce the importance of clarity, accuracy, and professionalism.

Creative and critical thinking are core to troubleshooting equipment. Students must regularly diagnose system failures, analyze performance data, and apply theoretical principles to real equipment. Exercises require students to evaluate multiple possible failures, test hypotheses, and adjust solutions based on evidence and system behavior. The program emphasizes adaptability and problem-solving, preparing students to respond to both evolving technologies and site-specific challenges.

The program supports intercultural fluency by preparing students to work respectfully and effectively with all of Alaska's residents. Classroom discussions and applied scenarios emphasize professional conduct and respect for clients' values and circumstances. Collaborative lab work further encourages students to engage with peers from diverse backgrounds, fostering teamwork, mutual respect, and shared responsibility.

Personal and professional responsibility is presented through a strong emphasis on safety, ethical practice, and accountability. Students are trained to follow industry standards, environmental regulations, and workplace safety protocols. Attendance, punctuality, and tool care requirements mirror professional expectations. Community responsibility is taught by highlighting the essential role technicians play in protecting public health, energy conservation, and supporting community infrastructure. Students often view their work not only as a job, but as a service to their community.

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

i. OEC Refrigeration and Heating

- *1) Apply the fundamental laws of physics related to the Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC/R) industry; 2) Understand and describe the function of individual components that make up HVAC/R systems; 3) Work safely with tools, torches, electricity, refrigerants, heating fuels, and other equipment and material associated with HVAC/R work; 4) Follow work practices that are environmentally responsible; 5) Systematically troubleshoot HVAC/R systems; 6) Apply municipal, state, and national mechanical codes to decisions involving the design, installation, operation, and maintenance of HVAC/R systems.*

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

The Refrigeration & Heating program's Assessment Plan uses tools which include two standardized industry exams, pre/post-tests, and lab assessments. Analysis of the data consists of comparing the standardized industry exams with nationwide results, comparing the post-tests to the pre-tests, and comparing the students' lab work with industry expectations.

The first standardized exam, the EPA Section 608 certification conducted through the ESCO Institute, shows 89.5% of our students receive universal certification over the time period of the review with 92% of our students receiving at least some level of certification. This is well above the national average of 61% that receive universal certification and 76% receiving some level of certification. Our goal for this certification is to have an 80% universal certification rate, so the results are acceptable. The second standardized exam, the ESCO Employment Ready certification in Gas Heat (Open Book), showed our students obtained an average result of 87% correct answers, above the national average of 81%. This certification requires a score of 85% to obtain, which 65% of our students were able to achieve. Those students that did not obtain certification missed the 85% benchmark by less than 6%. Our goal for this certification is to have an 80% pass rate, so we are looking for ways to improve while continuing to monitor results.

Pre/post-test analysis shows the average score on the pre-test is 33% and the average on the post test is 54%. While this indicates that most students are learning a lot of new material, it also shows that there is room for improvement.

All students met or surpassed industry expectations on their lab assessments.

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

The program is increasing in-class emphasis on topics found in the ESCO Employment Ready exam as well as providing additional materials so that students will be better prepared to obtain their Gas Heating certification prior to graduation. Also, by analyzing the post-test answers to questions that are missed at a higher-than-average rate, the program identified topics and is working to provide more in-depth coverage of those topics in both the classroom and lab in order to improve student retention of the material.

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

In general, both the EPA 608 certification rates and the ER Gas Heat certification rates have been remaining steady or increasing, with some allowances for significant deviation due to small class sizes. The students in the first year of the program obtained a pass rate of 100% on the EPA 608 certification and a pass rate of 75% with an average score of 88% on their ER Gas Heat certification. The most recent students obtained a pass rate of 87% on the EPA 608 certification and a pass rate of 80% with an average score of 89.5% on their ER Gas Heat certification.

The pre/post-test analysis also shows that the general trend for students correctly answering questions on the post-test has also been increasing, with the difference between the pre- and post- test changing from 22% for the first year to 26% in the most recent year.

- 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 Refrigeration and Heating program demonstrates strong program quality and improvement by responding to local workforce needs, updating to the most current curriculum, and emphasizing hands-on, applied learning. The program is aligned with workforce needs across Alaska. Local employers consistently report demand for entry-level technicians with practical troubleshooting skills and industry-recognized certifications that are ready and willing to meet the needs of the local communities. The program works closely with local HVAC contractors and suppliers to ensure graduates are prepared for residential and light commercial service environments and locally found equipment. Feedback from industry partners informs decisions about equipment purchases and skill emphasis, ensuring students graduate with competencies that reflect real-world expectations.

The HVAC/R industry is constantly changing, experiencing advances in energy efficiency, control systems, and diagnostic technologies along with modifications to refrigerant regulations. The program maintains curriculum currency by regularly reviewing course content to incorporate updated mechanical codes and align instruction with current safety and environmental standards. We monitor changes in industry regulations and new equipment or emerging technologies by monitoring industry codes, observing media outlets, and working with equipment suppliers and manufacturers, then incorporate any changes into our students' instruction.

The program integrates high-impact learning practices by utilizing extensive hands-on applied learning. Students work directly with furnaces, boilers, heat pumps, refrigeration units, and electrical control systems in a lab environment that simulates field conditions. Practical exercises require students to apply theory by installing, assembling, and disassembling various types of equipment as well as performing commissioning and troubleshooting on multiple pieces of equipment. This applied approach builds

confidence, reinforces safety practices, and develops critical thinking skills necessary for service work. Equipment used in instruction reflects what students will encounter in local homes and businesses, strengthening the transition from classroom to job site.

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 within the program, based on undergraduate lower division course pass rates by course levels, can vary widely from year to year due to the small size of the classes and the time commitment required of students to be successful in program. These programmatic pass rates range from 57% to 83%, as compared with similar university wide pass rates ranging from 76% to 80%. With enrollment ranging from 4-14 students per semester within the review period, a small number of students experiencing changes in their available time to spend on class and lab work can greatly impact the pass rate. The program maintains extensive open office (8 hours per week) and open lab hours (20+ hours per week with more available by appointment) outside of the scheduled combined class and lab time (averaging 15 hours per week) to meet the needs of these students who are experiencing difficulties with time availability. Some students also struggle with the assigned material. These students are encouraged to make use of the available office and lab time for assistance on their assigned projects. In addition, to maximize assistance to students who are struggling, all students have access to not only their textbook but also all PowerPoint presentations, video and website links, and handouts used in class, along with recordings of all lectures.

- 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 program has taken steps to increase student success by redesigning the available certificates, modifying the course scheduling, and investigating the possibility of modifying the program again to include general education requirements that would benefit students after graduation. We discontinued all four degrees or certificates that were offered when the program was last reviewed and are now offering a single OEC instead. This change was made in order to provide students with the skills and knowledge they will need to be successful while requiring a shorter time period of training. This change provided more flexibility for students to continue their training when, in the two-year program, students often discontinued their training upon gaining employment rather than completing the degree. The new OEC also provides significantly more comprehensive training when compared to the older OECs in order to continue meeting the industry's needs for quality technicians. We have also implemented changes in the course scheduling, starting in the fall of 2025, running one cohort of classes in the afternoon before changing back to evening classes for the fall of 2026. This change is intended to allow students that must work in the evening the opportunity to enroll in the program every other year while students that have daytime responsibilities

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have the opportunity to attend classes in alternate years. We are also examining the possibility of adding or changing to a certificate, allowing students to not only obtain technical training, but also life skills training in math and communications.

- 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)**

Students who graduate from the Refrigeration & Heating program seeking employment in HVAC or related fields are quite successful in finding employment if that is their goal. While the program does not officially track all students, of the 18 students who successfully completed the program over the last 4 years, 12 are known to be successfully employed in this or related fields, 5 were not looking for employment, going through the program for other personal benefits, and one of the more recent students may or may not have found employment yet. We consider having a 92%-100% employment rate of former students that are looking for employment to be a success. Also, the EPA Section 608 certification is a required certification for any technician who works with refrigerants, and the rate at which our students obtain this certification should be considered when looking at their success. Our students test for this certification near the end of their training, where they perform significantly better than the national average, with 89.5% of our students receiving universal certification and 92% of our students receiving at least some level of certification, whether or not they are able to obtain an occupational endorsement certificate through our program. This is well above the national average of 61% that receive universal certification and 76% receiving some level of certification. We are proud to be associated with students operating at this level of success.

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 the Refrigeration and Heating program calculated using internal metrics within the UAA system is lower than many other UAA programs. Our ratio of out-of-discipline credit hours to total credit hours is normally quite low because all of the classes for the program are dedicated to program subjects, primarily serving students who are going through the program. We do have a history of industry professionals occasionally taking a program class to meet their continuing education credit requirements, as well as occasional students taking single classes in the program as electives, resulting in two years where the out-of-discipline credit hours for those years were 4% and 6%. The two other years under review show a significantly larger number of out-of-discipline credit hours, 100% and 55%, which can be attributed to either the beginning of the current OEC program, where the records do not accurately reflect that virtually all credit hours were taken by the program cohort, or to years when the students within the cohort were more interested in learning the knowledge presented and passing the classes than in obtaining the OEC. This resulted in multiple students who obtained all credits and classes needed for the OEC, but who never declared that they were a part of the program.

Most students pursue their new careers once they complete the OEC rather than pursuing further education or degrees. While I am familiar with one student who is currently pursuing a second degree,

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there has not been significant incentive to look into additional areas of study in the past, leading to none of the students over the time period in question continuing with additional classes or programs of study. We are currently looking into developing additional classes that would be of interest to these and other students to assist them as they continue developing their technical careers.

The State of Alaska also projects a continuing demand for Heating, Air Conditioning, and Refrigeration Mechanics and Installers, publishing that the demand for technicians is increasing by 8.3%, with 38 open positions expected over the next year.

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 Refrigeration & Heating program seeks to maximize productivity and efficiency. We are a small program, with a single full-time faculty member and a relatively low cap of around 16 students in our classes due to safety concerns for potentially unsupervised students, a limited area of space to work in, and a desire to maintain the quality of our hands-on instruction. This small size limits the metrics for our certificate awards trend, ranging from 3-5 each year, student credit hours per full-time equivalent faculty (SCH/FTEF), starting at 123 and working upwards to 234, and full-time equivalent students per full-time equivalent faculty (FTES/FTEF), starting at 4.1 and working upwards to 7.8. Our certificate awards trend is affected not only by the class size, directly tied to recruitment, but also to student retention. While both our SCH/FTEF and FTES/FTEF are lower than the UAA average, they have been showing an increasing trend which is directly tied to increased enrolment, in part due to additional efforts in recruitment. The program continues to work towards improving recruitment and retention by participating in various activities involving potential students such as the Alaska Construction Career Day, the MSC Engineering and Health program forum, working at the UAA: Mat-Su College booth at the Alaska State Fair, and providing multiple individual and group tours at MSC every year. The program also keeps a presence on the Mat-Su Campus website and social media and provides periodic information to highlight the program in the campus newsletter, which is also published in the local newspaper. We are also working towards obtaining a targeted social media presence.

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

The Refrigeration & Heating program feels honored to have received funds from the Alaska Technical Vocational Education Program (TVEP). We have used these funds periodically to both modernize our tools and the equipment our students work upon, assisting our program to stay current with changes to regulations and industry best practices, and to replace tools or equipment that have reached the end of their usable life.

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 Refrigeration & Heating program at Mat-Su College is unique within the UA system. There are programs on the same topic available within Alaska through AVTEC, Charter College, and Union apprenticeships. While all of these programs cover the same general topic, there is a wide range on the time commitment, location, length, cost, and contractual obligation of the various programs. There are limited options available to those students

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who wish to remain in the Mat-Su or Anchorage area and receive HVAC training without the necessity of signing a long-term contract, and the program at Mat-Su College provides a quality education emphasizing both theoretical and hands-on training for a reasonable cost and time commitment.

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 Refrigeration and Heating (HVAC/R) program at Mat-Su College demonstrates several significant strengths that position it well to meet regional workforce needs and support student success. A primary strength is the program's strong alignment with industry demand across Southcentral Alaska. Heating and refrigeration systems are critical infrastructure in Alaska's climate, and employers consistently report a need for well-trained technicians. The program's emphasis on hands-on, applied learning prepares students for immediate entry into the workforce and reflects the college's mission as a community campus focused on access and applied education.

Another key strength is the program's practical, lab-centered instructional model. Students gain extensive experience working with tools, equipment, and troubleshooting scenarios that mirror real-world job conditions. This approach supports skill development, reinforces safety practices, and builds student confidence. The program also serves a diverse student population, including non-traditional students and military veterans, providing an accessible pathway to stable, well-paid employment without requiring relocation.

The program also directly influences community well-being. Graduates' skills contribute to housing safety, energy efficiency, food storage, and the operation of public and commercial facilities. This clear connection between coursework and community impact helps motivate students and reinforces the value of program completion.

Program recruitment is a potential area for improvement. We hope to do this using an intentional outreach strategy focused on local high schools' technical programs and targeted social media advertising, as well as continuing efforts to recruit using more traditional means. Emphasizing the program's short-term credentials and methods to integrate the program certification into other training programs can further attract students seeking rapid entry into the workforce.

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)

The course fee review found that the fees were appropriate and accurate for all Refrigeration & Heating classes that have fees and made a slight change to the fee rationale. The program removed all references to replacement of obsolete equipment from the rationale in order to improve accuracy.

Committee chair first name last name: Chad Petrie

Date: 2/26/2026

END OF PROGRAM SECTION

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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: Continue recent efforts around recruitment and retention. Recommendation has been met.

The faculty's recruitment efforts have created a stable cohort of students. With only one faculty member, a cohort of 14 students in a lab intensive program allows for a reasonable offset of costs. The recommendation has been met but should continue to maintain the sustainable level of operation.

Recommendation 2: Explore opportunities to utilize the non-credit training currently provided to the industry across Alaska for further program growth and expansion. Recommendation has not been met.

The program has not met the recommendation to explore further opportunities such as noncredit courses and trainings. It is possible that the faculty's focus on program recruitment made this difficult with the time available. If the recruitment efforts have become a stable process, this might be easier to do soon.

Recommendation 3: Explore the opportunity to expand through use of an apprenticeship model. Recommendation has been met.

This is an odd situation. The faculty have explored some of the opportunities for using the apprenticeship model, specifically acting as a support unit for current apprenticeship programs as opposed to creating or sponsoring apprenticeships. This maybe a better model and with further support of the programs, RH could become one of the primary RTI for HVAC and other similar programs. CTC finds that the recommendation was actually 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)

I agree with the faculty's assessment of the program, the program aligns well with CTC, Mat-Su College, and UAA's mission. RH is central to Alaska's workforce needs and is one of the few locations where Alaskans can receive training in refrigeration and heating. While the industry has shifted to shorter term programs the OEC's meet those needs. The advantage of the program is the focus of not just training but actual education in the program. The program meets, at least somewhat, all the core competencies of UAA.

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

The pre and posttests do show growth for the students. The faculty pointed out there is room for improvement based on that metric. However, a more interesting metric is the certification levels of the program. 92% of the students receive certification of some type. In an industry that highly values certification, this is a high level of success. I agree that the faculty should continue to work toward improving the ESCO certification pass rate, but the faculty should consider the certifications that they do get. Additionally, the faculty should be clearer about their coordination with industry, it was not clear in this section, but we do know that the coordination does occur.

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

RH continues to have a high employment rate post completion; however we are also seeing an increase in success throughout the program. It is possible that the shift to the shorter program has improved the pass rate. It is also possible that the shifting the program courses will continue to support growth and success but it is too soon to see if those changes have had any effect.

5. Demand (2000 characters or less)

UAA's metrics for program demand often do not show OEC's that are independent in a clear light. That said, the program has been growing using the cohort model and shorter-term programing, and the program will only attract those interested only in its topics. The employment needs show a different picture, with consistent 38 new positions annually needed in the state over the five years. A cohort is 12 to 14, meaning that we are not yet meeting the demand for the state. A more focused marketing and information campaign is needed to draw in more students to meet industry needs.

6. Productivity and Efficiency (2000 characters or less)

The program has shown growth from the low point of 4 to 1 student to faculty to 8 to 1, and SCH/FTEF is up from 123 to 234. This growth in a lab intensive program is a good sign of its health. The goal should be about 11 to 12 students per FTEF, but they are approaching that level. While they are not there yet, it is possible that we could achieve that level over the next two years with focused effort.

7. Duplication and Distinctiveness (2000 characters or less)

As stated, the program is unique in the UA system and has limited duplication that is outside of the main population areas of Alaska. Additionally, like stated earlier, the program is not just training but education. Students that complete our programs make excellent employees and are well sought after.

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

I agree that the program's strength is still it's lab-based instruction. The hands on approach improves student capability on their first day of employment. I am not sure however, if the recruitment is the issue or if it is just an overall lack of visibility for the program. Refrigeration and Heating is one of CTC's least known programs, at least part of the issue is how UAA's programs are discussed at events, with the Anchorage campus focusing on only Anchorage programs. The CTC Dean's office should change their event recruiting to include the community campus programs thus increasing their visibility.

9. Comprehensive Fee Review (2000 characters or less)

The fees have been reviewed and are up to date.

Dean's Final Evaluation

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

1.) The program graduates and students are highly capable, this is shown in the high level of certification and employment. The faculty should be commended for their commitment to rigor and student success after completion.

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2.) The choice to shorten the program and create flexible course scheduling has removed barriers to students and increased enrollments in the program. The faculty should be commended for their work at improving access and completions.

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

1.) The faculty should examine the possibilities of non-credit programs for specific community needs.

2.) The faculty should coordinate with organizations that do apprenticeships in the HVAC areas and work on more coordination for providing Related Technical Instruction for those organizations.

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: AY2031

Dean first name last name: Raymond Weber

Date: 3/10/2026

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.

No

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

Committee chair first name last name: Chad Petrie

Date: 3/12/2026

END OF PROGRAM OPTIONAL RESPONSE SECTION

10/20/2025

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 success of the program's graduates.

I also agree with the dean's recommendations, particularly that the faculty will want to explore cooperation with organizations participating in apprenticeship programs.

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 6 course fees with no change in level. 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.

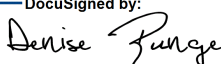
Provost's decision: Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

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

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

Next regular Program Review: AY2031

Provost's signature:

DocuSigned by:

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Date: June 26, 2026