

10/20/2025

ACADEMIC PROGRAM REVIEW REPORT FORM AY2025-2026**Program(s) in the review:** Speech-Language Pathology Assistant AAS, Speech-Language Pathology 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 reviewed in AY2019-2020. The AAS was implemented in Fall 2023 and has not been through the program review process.**Final decision from last review:** Continuation

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

Alisa Konishi-Therkildsen, Term Assistant Professor, Speech-Language Pathology, Chair

Megan Bennett, Term Assistant Professor, Speech-Language Pathology, Member

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

Recommendation 1: *The program has several options for enhancement. These include marketing Speech-Language Pathology courses as electives to other programs in the College of Health, developing an AAS in Speech-Language Pathology Assistant, and providing educational options by distance.*

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

The recommendation has been successfully achieved through the intentional expansion of program offerings and the implementation of a fully online delivery modality. CSD A201 Foundations in Communication Disorders is open to all students, including those outside the major, and currently enrolls students from multiple disciplines across the university, including Psychology, Linguistics, Languages, and Kinesiology. This interdisciplinary enrollment demonstrates that Speech-Language Pathology (SLP) coursework is being effectively marketed and utilized as an elective option within the College of Health and beyond. In addition, courses from both the Post-Baccalaureate Certificate (PBCT) in SLP and Associate in Applied Science in Speech-Language Pathology Assistant (AAS in SLPA) are taken by students from the Linguistics and Interdisciplinary programs at the University of Alaska Fairbanks in order to meet degree and/or minor requirements, or to fulfill the State of Alaska SLPA licensure requirements. This enrollment across universities within the UA system demonstrates not only effective marketing, but also effective collaboration, resulting in a broader range of credentialing options for students across the state.

In response to workforce needs in Alaska and the recommendation to expand credentialing options, the AAS in Speech-Language Pathology Assistant (SLPA) was formally implemented in Fall 2023. The program includes nine newly developed courses designed to prepare students for eligibility for the national SLPA certification examination and State of Alaska licensure.

Additionally, all coursework is delivered fully online during evening hours or asynchronously, serving location-bound and working students. Enrollment of students residing outside Alaska demonstrates that distance education is actively utilized. Continued recruitment efforts and sustained student interest

indicate that the programs are functioning as intended and meeting both institutional and community needs.

Actions taken to date (2500 characters or less)

The AAS in SLPA was developed, approved, and launched in Fall 2023, expanding applied workforce pathways within the College of Health and responding directly to state and regional workforce needs.

To support distance education, all courses within both the AAS in SLPA and the PBCT programs were intentionally designed and delivered in a fully online format and scheduled during evening hours or asynchronously to accommodate working and location-bound students. For the AAS in SLPA, faculty developed course content aligned with the SLPA scope of practice, incorporated structured learning modules, and implemented consistent instructional design practices to support student engagement, accessibility, and success in a remote learning environment.

In parallel, the program initiated targeted recruitment and outreach efforts, including participation in local high school preview days, UAA recruitment events, and College of Health outreach activities. These recruitment efforts are ongoing and are designed to increase program visibility, support enrollment growth, and expand access for both traditional and non-traditional students.

Evidence of success to date (2500 characters or less)

Early indicators demonstrate that these actions have been effective. Enrollment data confirm the successful implementation of the AAS in SLPA program, with students actively progressing through the curriculum since its launch in Fall 2023. During AY24–25, courses within the AAS in SLPA program enrolled an average of approximately 15 students per course (range = 7-28), indicating sustained demand. Multiple students have completed the required coursework to be eligible to sit for the national SLPA certification examination. In accordance with national requirements, students who already hold an associate's or bachelor's degree are eligible to complete a reduced six-course sequence, which is fully supported within the program's current course offerings.

The open availability of CSD A201 Foundations in Communication Disorders has also contributed to sustained out-of-discipline enrollment, reflecting cross-program demand for introductory coursework in Communication Sciences and Disorders.

Distance education efforts have shown measurable success as well. Students are enrolling in both the AAS in SLPA and the PBCT programs from outside the Anchorage area, with at least four students currently residing outside of Alaska. This demonstrates that the fully online delivery model is expanding geographic access and serving location-bound learners. Informal student feedback suggests that many distance learners locate the program through independent internet searches, further indicating increased visibility beyond the local service area.

Targeted outreach has also resulted in immediate enrollment growth. For example, following an in-person presentation of the AAS in SLPA program to staff at a local school district, five students enrolled as a direct result of the outreach. Collectively, these outcomes provide clear evidence that the program has meaningfully addressed the recommendation through expanded access, workforce-aligned credentialing pathways, and effective distance delivery.

- 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 AAS in SLPA and PBCT programs are central to the mission of UAA and the College of Health by preparing a skilled, culturally responsive workforce to meet critical communication and healthcare needs across Alaska. Communication disorders impact educational achievement, vocational success, healthcare access, and quality of life across the lifespan, particularly in rural and underserved communities. These programs directly address workforce shortages by providing accessible, applied, and academically rigorous pathways for students to enter or advance within the SLP profession.

The programs support UAA's commitment to access, student success, and community engagement through fully online delivery, evening course scheduling, and applied coursework aligned with professional scope of practice. These design elements allow working adults, location-bound students, and rural learners to pursue credentials that lead directly to employment or further graduate study, thus contributing to Alaska's healthcare, education, and human services workforce.

The curriculum intentionally integrates opportunities for students to develop UAA's four core competencies. Effective Communication is emphasized throughout the program through written documentation, professional correspondence, clinical reporting, oral presentations, and collaborative discussions that mirror real-world clinical and educational settings. Creative and Critical Thinking is developed through case-based learning, problem-solving activities, and analysis of screening and intervention scenarios that require students to apply theoretical knowledge to novel and complex situations.

Intercultural Fluency is embedded across coursework through explicit attention to culturally and linguistically responsive practices, ethical decision-making, and the distinction between speech and language differences and disorders. Students engage with case examples and learning activities that reflect the nation's varied populations, including rural, Indigenous, and multilingual communities. Personal, Professional, and Community Responsibility is reinforced through instruction aligned with professional ethics, scope of practice, and state and national credentialing standards, as well as through outreach and engagement with community partners.

Collectively, these programs advance UAA's mission by promoting access and workforce development while preparing graduates who communicate effectively, think critically, act ethically, and serve their communities with cultural humility and professional integrity.

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

i. AAS Speech-Language Pathology Assistant

- *1) Accurately select and administer screening instruments and calculations, taking cultural-linguistic factors into account, and report results to the Alaska licensed SLP; 2) Effectively assist an Alaska licensed SLP with regard to establishing and sustaining a culturally responsive environment for screening and intervention; 3) Comply with the Code of Ethics of the American Speech-Language Hearing Association and the Statutes and Regulations of the State of Alaska professional license for SLPAs; 4) Demonstrate intermediate to advanced skills performing as a speech language pathology assistant by following documented treatment plans, assisting a speech language pathologist in service delivery, accurately documenting client performance, accurately recording data and preparing materials, demonstrating appropriate written and oral communication, interpersonal skills, ethical behaviors and health and safety precautions.*

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

The AAS in SLPA program demonstrates strong student learning outcomes across all four program objectives, as measured through embedded course assessments, clinical performance evaluations, and comprehensive course pass rate data. Since the program's launch in Fall 2023, assessment findings indicate that students are successfully acquiring the foundational knowledge, clinical skills, and professional competencies required for entry-level SLPA practice.

Outcome 1: Students demonstrated proficiency in selecting and administering screening instruments through multiple course projects in CSD A104 Speech and Language Development for the SLPA. Since 2023, an average of 92% of students completed the screening instrument assignment with a score of 80% or higher and 82% of students completed the language sample analysis with a score of 80% or higher, indicating strong technical skill development.

Outcome 2: Assessment of culturally responsive practice occurs through clinical writing, case study analyses, and portfolios. These skills were demonstrated during CSD A211 Speech Disorders and Intervention for the SLPA, CSD A212 Language Disorders and Intervention for the SLPA, and CSD A213 Clinical Methods, Documentation and Professional Issues for the SLPA. Since 2023, an average of 84% of students completed a therapy portfolio, 88% analyzed case studies, 97% planned a therapy session, and 96% collected data during a mock therapy session with 80% accuracy or higher. The high percentage of students meeting the expectation indicates awareness of cultural and linguistic [REDACTED] and their ability to select appropriate therapy materials for a variety of clients.

Outcome 3: Knowledge of professional ethics and regulatory compliance is assessed through an examination and applied scenarios. Since 2023, an average of 96% students completed the ethical discussion activity with a score of 80% or higher. Since 2023, 100% of students achieved a passing score (80% or higher) on the ethics and scope of practice examination. The high pass rate indicates knowledge and application of ethics and regulatory compliance.

Outcome 4: Clinical competency is assessed through performance-based evaluations during supervised practicum experiences. Students are evaluated on their ability to follow treatment plans, document client performance, prepare materials, and demonstrate professional communication and behavior. Since 2023, 95% of students completing CSD A295 SLPA Practicum met or exceeded expectations on all clinical competency domains, as documented through standardized clinical evaluation rubrics. Supervising speech-language pathologists report that students demonstrate appropriate interpersonal skills, maintain accurate documentation, and consistently follow ethical and safety protocols.

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

The AAS in SLPA program has implemented multiple intentional, evidence-based actions to strengthen student learning across all four program outcomes, with a particular emphasis on applied skill development, cultural responsiveness, ethical practice, and clinical readiness.

To support Outcome 1, CSD A104 Speech and Language Development for the SLPA was redesigned to include more emphasis and explicit instruction on language sample analysis. Students receive formative feedback at multiple checkpoints prior to summative evaluation, allowing for targeted skill refinement and increased accuracy in reporting results to supervising SLP.

For Outcome 2, culturally responsive practice is intentionally integrated throughout clinical coursework rather than confined to a single module. Case-based learning, reflective writing, and therapy planning assignments require students to consider cultural, linguistic, and contextual variables when selecting

materials and designing intervention activities. The program will continue to systematically monitor student performance data and portfolio artifacts to ensure sustained competency and to guide ongoing instructional refinement for this outcome.

To address Outcome 3, ethical reasoning and regulatory compliance are reinforced longitudinally across the curriculum. The scope of practice and professional ethics are introduced early in CSD A201 Foundations of Communication Disorders and revisited with increasing complexity in subsequent coursework. Ethics instruction emphasizes applied decision-making, professional boundaries, scope of practice, and appropriate supervision. To strengthen student understanding and real-world application, discussion-based activities were revised to include application-based ethical scenarios aligned with the American Speech-Language-Hearing Association's (ASHA) Code of Ethics.

For Outcome 4, the program prioritized authentic clinical preparation through an enhanced practicum structure and the use of performance-based assessment. Additional instructional modules were added to reinforce scope of practice, ethical responsibilities, patient confidentiality, interprofessional practice, clinical documentation, professionalism, and effective workplace communication. Faculty and clinical supervisors provide consistent feedback on a monthly basis to support continuous skill development. Students also complete bi-weekly reflective assignments to promote self-monitoring, professional growth, and integration of feedback into clinical practice.

Across all outcomes, the program has adopted high-impact teaching practices, including portfolio-based assessment, iterative feedback cycles, and applied clinical tasks, to ensure students graduate with the competencies required for safe, ethical, and effective SLPA practice.

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

Multiple sources of assessment data provide strong evidence that the actions implemented to improve student learning are effective. Across all four outcomes, students demonstrate consistently high levels of achievement on embedded assessments and clinical evaluations, indicating that instructional and curricular improvements are positively impacting learning.

For Outcome 1, the program recently implemented structured formative feedback checkpoints for the language sample analysis in response to feedback from practicum supervisors and student course evaluations. These changes were designed to strengthen student accuracy in collecting, transcribing, and analyzing language samples. Because the revisions were implemented recently, post-implementation outcome data are not yet available; however, the program has established a plan to collect and review assessment data annually to evaluate the impact of these changes and to guide ongoing program improvement.

Evidence supporting Outcome 2 is demonstrated through strong performance on therapy planning, case study analysis, and portfolio assignments. High completion and proficiency rates on culturally responsive case analyses and therapy portfolios indicate that students are able to apply course content to a variety of clinical scenarios. Faculty evaluation of portfolios shows clear alignment between selected materials, client characteristics, and culturally appropriate intervention strategies, suggesting that intentional integration of these competencies is effective.

For Outcome 3, near-universal success on ethics-focused assignments and examinations provides evidence that longitudinal reinforcement of ethical reasoning is working. Students consistently demonstrate the ability to apply ethical principles and regulatory requirements to applied scenarios, rather than relying solely on factual recall.

For Outcome 4, evidence of effectiveness is strongest within supervised practicum experiences. Following the implementation of additional instructional modules, practicum supervisors reported that students are better prepared to follow treatment plans, accurately document client performance, communicate professionally, and adhere to ethical and safety standards. Students likewise reported increased preparedness for practicum participation. Nearly all students completing CSD A295 SLPA Practicum have met or exceeded expectations across all clinical competency domains, as measured by standardized clinical evaluation rubrics. Collectively, these findings indicate that the enhanced practicum structure and performance-based assessment model are effectively preparing students for entry-level SLPA practice.

ii. PBCT Speech-Language Pathology

- *1) Identify anatomical structures and physiological processes that support the communication and swallowing processes; 2) Describe the role of the systems of respiration, phonation, and articulation/resonance in the production of a spoken word; 3) Identify milestones in normal speech and language development; 4) Identify common disorders that affect the ability to communicate; 5) Discuss the impact of culturally and linguistically diverse backgrounds on speech and language development and determination of speech or language difference vs. disorder.*

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

The PBCT in SLP demonstrates consistently strong student learning outcomes across all five program objectives, as measured through embedded course assessments over a five-year review period (AY20-21 through AY25-26). Assessment data indicate that students successfully acquire the foundational knowledge and clinical competencies required for admission to graduate programs in Communication Sciences and Disorders.

Outcome 1: Students demonstrated proficiency in anatomy and physiology through two assessments. The Anatomy/Physiology Electronic Reference Guide in CSD A301 Anatomy and Physiology of Speech and Hearing showed an average of 93% of students achieving scores of 80% or higher, while the Neurological Foundations Electronic Reference Guide in CSD A411 Neurological Foundations of Speech and Hearing demonstrated exceptional performance with 99% average success.

Outcome 2: Students demonstrated strong understanding of speech production systems through two assessments. The Systems Project in CSD A301 Anatomy and Physiology of Speech and Hearing showed an average of 95% of students completing the assignment with a score of 80% or higher, while the Case Study Review in CSD A410 Speech Science demonstrated a 96% average success rate, indicating students can effectively integrate knowledge of speech production systems.

Outcome 3: Students demonstrated proficiency in identifying developmental milestones through two assessments. The Child Language Sample Analysis in CSD A303 Language Development Across the Lifespan showed an average of 96% of students meeting expectations. The Speech Screening/Oral-Motor Assessment in CSD A401 Phonology and Articulation Development and Disorders demonstrated a 91% average success rate.

Outcome 4: Students demonstrated strong knowledge of communication disorders through two assessments. The Research Paper on Hearing or Vestibular Disorders in CSD A402 Audiology showed an average of 97% of students achieving 80% or higher, while the Discussion Board Reflection on Adult Acquired Hearing Loss in CSD A403 Aural Rehabilitation demonstrated 96% average success.

Outcome 5: Students demonstrated cultural-linguistic competency through two assessments. The Discussion Board Reflection on Cultural-Linguistic [REDACTED] in CSD A303 Language Development Across the Lifespan showed 90% average success, while the Position Paper on Cultural-Linguistic Issues and Ethics in CSD A302 Phonetics demonstrated 90% average success. Lower performance in 2024-25 and 2025-26 (73%) reflected unsubmitted assignments rather than content mastery deficits, as students who completed assignments demonstrated strong competency.

Collectively, these findings demonstrate that PBCT students consistently achieve the knowledge outcomes required for graduate study in Communication Sciences and Disorders.

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

The PBCT program has implemented targeted, evidence-informed actions to strengthen student learning across program outcomes, with attention to foundational knowledge, clinical application, and culturally responsive practice.

For Outcome 1, the Anatomy and Physiology Electronic Reference Guide in CSD A301 Anatomy and Physiology of Speech and Hearing were restructured into multiple staged submissions, allowing students to receive formative feedback at key points throughout the development process rather than submitting a single summative product. This iterative structure promotes deeper engagement with complex anatomical and physiological content, supports progressive skill refinement, and reduces the likelihood of misconceptions persisting unchecked through the assignment.

For Outcome 3, the Child Language Sample Analysis in CSD A303 Language Development Across the Lifespan was redesigned to include multiple structured checkpoints prior to final submission. Students receive targeted instructor feedback at each stage of the process, enabling them to identify and address errors incrementally and develop greater confidence and accuracy in language sample procedures.

To strengthen Outcome 5, culturally responsive content was intentionally integrated throughout all courses in the program rather than being concentrated in isolated assignments within CSD A302 Phonetics and CSD A303 Language Development Across the Lifespan. Faculty developed additional case-based learning activities that reflect a range of cultural backgrounds and multilingual communities. These activities are embedded across the curriculum so that students engage with issues of cultural and linguistic [REDACTED] within multiple clinical and disciplinary contexts, reinforcing the understanding that culturally responsive practice is foundational to all aspects of speech-language pathology rather than a discrete competency.

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

Evidence that these actions are working is drawn from assessment data and faculty evaluation of student work.

For Outcome 1, sustained high performance on the Anatomy and Physiology Electronic Reference Guide in CSD A301 Anatomy and Physiology of Speech and Hearing, with an average of 93% of students achieving scores of 80% or higher, suggests that the staged submission structure supports student mastery of complex anatomical and physiological content. Student course evaluations indicate that iterative feedback opportunities support deeper understanding and reduce uncertainty about performance expectations.

For Outcome 3, the Child Language Sample Analysis in CSD A303 Language Development Across the Lifespan has demonstrated an average success rate of 96% over the review period, indicating that structured checkpoints effectively support student accuracy in language sample collection, transcription, and analysis. Faculty observation of student work across submission stages shows progressive improvement within the assignment cycle, suggesting that incremental feedback is being applied meaningfully rather than received passively.

For Outcome 5, strong performance on both culturally responsive assessments provides evidence that intentional integration of culturally responsive content throughout the curriculum is effective. Faculty evaluation of student work demonstrates that students engage with cultural and linguistic [REDACTED] as a cross-cutting professional competency rather than an isolated topic, with case analyses and position papers reflecting nuanced understanding of the distinction between speech and language differences and disorders across various populations. It is noted that lower performance in AY24-25 and AY25-26 reflected unsubmitted assignments rather than deficits in content mastery; students who completed assignments demonstrated strong competency consistently exceeding 90%.

Collectively, these findings indicate that PBCT students are successfully prepared for graduate study in Communication Sciences and Disorders, as evidenced by both quantitative assessment data and qualitative faculty evaluation of student work demonstrating appropriate depth of knowledge and application skills.

- 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 SLP programs demonstrate program quality and continuous improvement through innovative program design, community-engaged learning, curriculum responsiveness, and the intentional integration of high-impact educational practices.

In response to documented workforce needs across Alaska, the program developed and implemented the AAS in SLPA, creating a structured and accessible pathway into the profession aligned with Alaska licensure requirements and national certification standards. The program is delivered in a flexible, non-cohort model to maximize access for students balancing work, family, and geographic constraints, including a reduced course sequence for students who already hold a degree.

The program maintains strong community partnerships. In collaboration with Anchorage School District, the program operates a summer speech and language clinic funded by a grant from the State of Alaska's Department of Education and Early Development. Students will also begin participating in rural speech, language, and hearing screenings in partnership with Alaska's Area Health Education Center (AHEC), expanding access to services in underserved communities while strengthening intercultural competence and professional responsibility.

Program quality is further supported through high-impact teaching and learning practices across both programs. The PBCT program has undergone intentional restructuring to reflect current clinical needs, incorporating case-based learning, scaffolded assignments, iterative feedback cycles, and applied clinical tasks. Portfolio-based assessment, structured reflection, and undergraduate research opportunities promote integration of theory and practice.

A distinctive feature is the flexible dual-pathway model available to students pursuing SLPA licensure while preparing for graduate study. Students with a prior degree completing PBCT coursework may concurrently fulfill Alaska state SLPA licensure requirements with the addition of one course and supervised practicum hours, and are also eligible to sit for the national SLPA certification examination. This unique model enables students to enter the workforce as licensed SLPAs while completing graduate prerequisites, addressing immediate workforce needs while creating a financially sustainable pathway for students pursuing advanced education.

Curriculum content is regularly reviewed and informed by student feedback, evidence-based research, and evolving service delivery models including telepractice. Online courses are intentionally structured to promote substantive instructor-student interaction and active learning consistent with C-RAC standards. The establishment of a program advisory board in Spring 2026 will formalize ongoing input from community and clinical partners to guide curriculum relevance and workforce alignment.

- 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)**

See the response to the previous question.

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 SLP programs demonstrate strong overall student success as measured through course pass rates across both lower and upper division coursework. Since the AAS in SLPA program was implemented in Fall 2023, there is insufficient data to calculate associate graduation rate metrics. Program enrollment and completion data also do not fully capture the student populations served, as many students in both programs enroll as non-degree-seeking in the AAS in SLPA to complete the six courses and practicum hours required for national certification eligibility, and in the PBCT to complete specific graduate prerequisite courses without pursuing the full certificate. Course pass rate data therefore provide the most meaningful indicators of student success across all populations.

Lower Division Course Pass Rates: Overall lower division pass rates remained consistently strong, ranging from 95% to 100% over five years (average 97%). Pass rates were strong across full-time and part-time students, all racial and ethnic groups, age groups, Pell Grant recipients, and first-generation students, suggesting lower division coursework equitably supports students across demographic backgrounds.

Upper Division Course Pass Rates: Upper division pass rates ranged from 91% to 96% (average 95%), representing strong performance in advanced coursework. Part-time students consistently achieved 92% to 100%, while full-time students demonstrated rates of 86% to 100%, likely reflecting the demands of maintaining a full course load while working, as is typical for students in these programs.

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Disaggregated data reveal some variation. Alaska Native/American Indian students showed upper division pass rates ranging from 50% to 100%, with 2025 data at 63%, an area requiring continued attention. Asian, Hispanic, Native Hawaiian/Pacific Islander, students identifying as two or more races, and White students demonstrated consistently strong performance in recent years. Pell Grant recipients achieved 100% in 2025, and first-generation students demonstrated strong performance with 96% in 2025.

Areas for Continued Attention: Disaggregated data identify Alaska Native/American Indian students in upper division courses as a priority area for targeted support. The program is committed to culturally responsive pedagogy, individualized advising, and peer mentoring to support the success of all students, particularly those from historically underserved populations.

- 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)**

Faculty conduct ongoing review of the AAS in SLPA and PBCT programs each year to identify potential barriers to student progression and implement evidence-based strategies to support student success.

Course Sequencing and Scheduling: All courses are offered online during late afternoon and evening hours to accommodate working adults and location-bound students, removing geographic and scheduling barriers and supporting equitable access across Alaska and beyond. The program operates on a non-cohort model, allowing students to enter at multiple points and progress at individualized paces. In response to practicum supervisor feedback, the AAS in SLPA program was re-sequenced for AY26-27 to move foundational courses from summer to full 16-week semesters. Beginning Fall 2026, both programs will transition from one three-hour weekly class meeting to two shorter sessions, addressing feedback regarding attention and engagement during extended class periods.

Gateway Course Support: CSD A201 Foundations in Communication Disorders serves as a gateway course open to all university students. Active learning strategies, scaffolded assignments, and multiple formative feedback opportunities have resulted in consistently high performance across demographic groups.

Culturally Responsive Curriculum: Culturally and linguistically responsive content is intentionally integrated throughout the curriculum. Case-based learning activities reflect Alaska's many populations, including rural, Indigenous, and multilingual communities, preparing students to serve clients from varied backgrounds.

Applied Learning and Authentic Assessment: The program emphasizes applied learning through clinical tasks, case studies, practicum experiences, and performance-based assessment. Faculty are implementing alternative grading methods focused on Student Learning Outcomes, moving toward competency-based assessment aligned with professional preparation. Reflection is integrated throughout coursework to promote metacognitive development.

Academic Advising and Student Support: Faculty maintain regular communication with students and provide individualized advising. Students encountering challenges are connected with university support

services including the care team, accessibility services, and tutoring, with early intervention when difficulty is identified.

Continuous Improvement: Faculty systematically review course evaluations, assessment data, and practicum supervisor feedback to inform improvement. Recent enhancements include strengthened formative feedback in CSD A104 Speech and Language Development for the SLPA and CSD A303 Language Development Across the Lifespan and added modules in CSD A295 SLPA Practicum. Following re-sequencing in AY26-27, the program will review and revise all Student Learning Outcomes to ensure alignment with professional standards. Faculty also incorporate zero-cost instructional materials whenever possible to reduce financial barriers.

- 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)**

National Certification and Alaska State Licensure: Since the AAS in SLPA program launched in Fall 2023, multiple students have obtained Alaska state licensure as SLPAs, which is required for practice in Alaska, and are eligible to sit for the national certification examination. Students who pass the national exam administered by ASHA earn the Certified SLPA (C-SLPA) credential, enhancing employability and professional recognition nationally. Both credentials ensure graduates meet professional standards for competent, ethical practice.

Post-Graduation Employment: Alumni of the programs consistently secure employment shortly following program completion. The program initiated systematic data collection in Fall 2025 through exit interviews with all graduating students to formally track employment outcomes and will continue this practice moving forward. Anecdotal feedback from graduates indicates they feel well-prepared to enter the workforce and contribute meaningfully to service delivery in their communities.

Continuation to Graduate Education: The majority of PBCT graduates who apply to graduate programs have successfully matriculated into master's degree programs in Communication Sciences and Disorders at institutions across the country. Beginning with the Fall 2025 exit interviews, the program will formally track graduate school acceptance and matriculation rates. Acceptance into competitive graduate programs demonstrates that the PBCT program provides a strong foundation in the discipline and effectively prepares students for advanced study.

Undergraduate Research and Scholarship: Beginning in Fall 2025, students have opportunities to engage in faculty-mentored undergraduate research as faculty workload and research activities permit. Multiple students are currently engaged in manuscript preparation for publication with research partners across the country. Future opportunities may include supporting data organization and analysis for ongoing research projects. The program aims to support student presentation of research findings at local or national conferences within the next two years. These experiences enhance critical thinking, evidence-based practice skills, and preparation for graduate study.

Collectively, these indicators demonstrate that students in the SLP programs achieve strong academic outcomes, acquire the competencies needed for professional practice or advanced study, and successfully transition into the workforce or graduate education following program completion.

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 SLP programs demonstrate strong and increasing demand as evidenced by out-of-discipline enrollment and graduate continuation to advanced education.

Ratio of Out-of-Discipline Credit Hours to Total Credit Hours: Out-of-discipline enrollment has increased from 33% in 2021 to 48% in 2025, with a peak of 51% in 2024, demonstrating that SLP courses serve students across multiple programs and contribute to university-wide educational goals. Contributing factors include open enrollment in CSD A201 Foundations in Communication Disorders, enrollment by University of Alaska Fairbanks Linguistics and Interdisciplinary Studies students meeting degree or licensure requirements, and fully online evening scheduling that maximizes accessibility. The slight decline from 51% in 2024 to 48% in 2025 likely reflects increased enrollment of declared majors as AAS in SLPA recruitment gains momentum.

Number of Program Graduates Who Continue Education: Graduates continuing education fluctuated between 3 and 7 graduates annually, averaging 5 per year, with 2025 data showing 7 graduates continuing their education. These figures likely underrepresent the full population progressing to graduate study, as many students complete individual PBCT courses as non-degree-seeking students to fulfill specific prerequisites without declaring the certificate. Students who complete the certificate consistently demonstrate readiness for competitive graduate admissions in Communication Sciences and Disorders. As the AAS in SLPA program matures, continuation rates are expected to increase as graduates pursue additional credentials.

Number of Program Graduates Who Return to UAA to Pursue an Additional Program: Between 2 and 5 graduates annually returned to UAA over the review period, with 3 returning in 2025. In most years, returning graduates represent 40% to 100% of all graduates continuing education, indicating strong student confidence in UAA for continued learning.

Demand metrics demonstrate that the SLP programs serve a wide variety of students and contribute meaningfully to UAA's workforce development mission. The absence of a Bachelor of Science in Communication Sciences and Disorders creates a structural gap in the credentialing pathway, requiring students to pursue a different major before completing PBCT prerequisite coursework—adding time, cost, and complexity. Implementing a bachelor's degree with an accelerated master's pathway aligns directly with UAA's mission of access, student success, and workforce development. Additionally, existing out-of-state enrollment in both the AAS in SLPA and PBCT programs demonstrates the national demand for fully online SLP preparation that has emerged without targeted recruitment. A formalized accelerated pathway would serve not only Alaskan students but also students across the country who lack access to affordable, flexible, fully online pathways into the SLP profession, positioning UAA to grow enrollment and meaningfully address a national gap in accessible CSD 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 SLP programs demonstrate strong productivity and efficiency through degree awards trends, increasing student credit hour production, and growth in student-to-faculty ratios. As a small program with limited faculty, resources are strategically managed to serve growing demand while maintaining instructional quality.

Five Year Degree and/or Certificate Awards Trend: The PBCT program awarded 1 to 7 certificates annually over five years, averaging 4.4 graduates yearly. Awarded certificates do not fully reflect the population served, as many students complete individual courses as non-degree-seeking to fulfill specific graduate prerequisites without pursuing the full certificate. Variability further reflects the intentional non-cohort structure, where predominantly non-traditional students complete the certificate on individualized timelines rather than as a consistent annual cohort. Recent data (2025) show 4 PBCT graduates, consistent with the five-year average.

The AAS in SLPA program awarded its first 4 degrees in 2025. As with the PBCT, degree awards underrepresent the population served, as students who already hold a degree may pursue national certification eligibility by completing only six required courses and supervised practicum hours without completing the full AAS degree. Combined awards across both programs totaled 8 in 2025, with continued growth anticipated. The two programs are largely distinct in curriculum, with only one cross-listed course, requiring dedicated course offerings and instructional support for each. Course delivery is coordinated across both programs by two full-time faculty members supported by adjunct instructors.

Student Credit Hours per Full-Time Equivalent Faculty (SCH/FTEF): SCH/FTEF increased steadily from 297.0 in 2021 to 387.2 in 2025, a 30% increase reflecting growing enrollment. Faculty maintain regular substantive interaction, provide individualized feedback, and ensure enrollment growth does not reduce educational quality. However, SCH/FTEF metrics alone do not fully capture the instructional demands of allied health education, which requires individualized clinical feedback, practicum coordination, and applied assessment beyond what credit hour production reflects.

Full-Time Equivalent Student per Full-Time Equivalent Faculty (FTES/FTEF): The student-to-faculty ratio increased from 9.9 in 2021 to 12.9 in 2025. Importantly, this metric captures only degree-seeking students and does not reflect the significant population of non-degree-seeking students who require equivalent instructional support and advising. Faculty workload is concentrated in teaching and service, with limited capacity for scholarship given the demands of two growing programs. As enrollments continue to grow, the gap between reported metrics and actual faculty workload will become increasingly significant.

The program is committed to sustainable growth that preserves the instructional quality and individualized support that have contributed to strong student outcomes, and will continue to monitor workload and capacity as both programs develop.

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)

The SLP programs at UAA are distinctive within Alaska and serve a critical role in workforce development and educational pathways. There is no duplication of these programs elsewhere in the University of Alaska system.

UAA is the only institution in Alaska offering an AAS in SLPA, which provides the only state pathway for students to complete academic coursework and supervised practicum required for Alaska state licensure and national certification eligibility. Without this program, Alaska residents seeking SLPA credentials would need to relocate out of state or pursue expensive distance education, creating significant workforce entry barriers.

Similarly, UAA is the only Alaska institution offering a PBCT in SLP. The PBCT provides the only in-state option for completing prerequisite coursework required for admission to graduate SLP programs. Students pursuing SLP master's degrees depend on the PBCT to fulfill admission requirements.

Coordination Within UA System: The programs actively coordinate with other UA institutions to serve students statewide. University of Alaska Fairbanks students in Linguistics and Interdisciplinary Studies regularly take SLP courses to fulfill degree, minor, or licensure prerequisites. Fully online delivery and evening scheduling ensure accessibility for students across the UA system regardless of location.

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 SLP programs demonstrate several notable strengths contributing to student success and workforce development. Faculty are deeply committed to student success and evidence-based pedagogy, consistently implementing high-impact practices, culturally responsive curriculum, and authentic assessment. This commitment is reflected in strong course pass rates, positive student feedback, and successful credential attainment. Notably, these outcomes have been achieved by two full-time faculty members supported by adjunct instructors, demonstrating that the program consistently delivers high-quality, workforce-aligned education with limited resources.

The programs demonstrate responsiveness and agility in addressing identified gaps. Faculty systematically review assessment data, student feedback, and supervisor input to implement solutions efficiently. Recent examples include comprehensive program re-sequencing, transition to competency-based grading, integration of zero-cost materials, and implementation of exit interviews to track outcomes. Fully online delivery and evening scheduling remove geographic and temporal barriers, supporting working adults, location-bound students, and those balancing multiple responsibilities. Strong community partnerships provide authentic clinical experiences while addressing service gaps in underserved communities.

Action Step 1: Explore pathways to expand degree options in Communication Sciences and Disorders to meet Alaska workforce demands for SLPs

The program will engage in preliminary conversations with college and university leadership to explore the potential development of a BS in Communication Sciences and Disorders, with an accelerated pathway enabling qualified students to complete both a bachelor's and a master's degree, positioning graduates for SLP state licensure and national certification. If feasible, the program would seek to design such a pathway for online, nationally accessible delivery, serving Alaskan students and students throughout the country who currently lack access to flexible, affordable SLP preparation. Any master's-level component would need to be developed in alignment with Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) standards to ensure graduates meet state licensure and ASHA requirements for clinical certification.

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Initial steps will include assessing demand, identifying resource requirements, and consulting with leadership on the viability of pursuing formal development through UAA governance processes.

Action Step 2: Expand community engagement, rural outreach, and clinical training partnerships

The program is actively expanding partnerships with community organizations, school districts, and healthcare facilities to increase visibility and expand practicum placements. Planned initiatives include rural speech, language, and hearing screenings in partnership with Alaska's AHEC, statewide outreach to establish practicum partnerships, and participation in interdisciplinary grant initiatives. A formal advisory board launching in Spring 2026 will provide structured input from employers, community organizations, and alumni to guide curriculum development and workforce alignment.

Collectively, the SLP programs represent a significant and growing asset to UAA and Alaska. In fewer than ten years, the program has grown from a single certificate to two distinct credential pathways with no in-state competition. Enrollment is growing, student outcomes are strong, and workforce demand for SLP professionals is particularly acute in Alaska. The program has demonstrated a clear ability to design, launch, and sustain high-quality programs and is well-positioned for continued growth with strategic investment in faculty, clinical infrastructure, and credential expansion.

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 SLP programs conducted a comprehensive review of all course fees as part of the university-wide fee review process over the past two years. Following this review, the program determined that course fees were not necessary to support program operations or student learning outcomes. Consequently, all previously existing course fees were eliminated, and the programs currently have no course fees. This decision aligns with the program's commitment to reducing financial barriers to student access and success.

The program will continue to monitor this decision as part of ongoing program review processes and will reassess the need for course fees if future program developments, such as expanded clinical training or specialized equipment needs, warrant reconsideration.

Committee chair first name last name: Alisa Konishi-Therkildsen

Date: 3/10/2026

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)

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Recommendation 1: The program has several options for enhancement. These include marketing Speech-Language Pathology courses as electives to other programs in the College of Health, developing an AAS in Speech-Language Pathology Assistant, and providing educational options by distance. Recommendation 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 Speech-Language Pathology (SLP) programs, including the AAS in Speech-Language Pathology Assistant (SLPA) and the Post-Baccalaureate Certificate (PBCT), are fundamental to the mission of UAA and the College of Health. These programs provide an essential workforce pathway by preparing skilled, culturally responsive practitioners to address healthcare shortages across Alaska, particularly in rural and underserved areas.

Alignment with Mission and Workforce Needs

The program contributes directly to the university's commitment to community engagement and student success by:

- Addressing Workforce Shortages: Providing accessible, academically rigorous pathways for students to enter or advance in the SLP profession.
- Enhancing Access: Utilizing fully online delivery, asynchronous options, and evening scheduling to serve working adults and location-bound learners across the state.
- Supporting Credentialing: Offering the only in-state pathways for SLPA licensure and the prerequisite coursework necessary for graduate-level study.

Integration of Core Competencies

The curriculum is intentionally designed to support UAA's four core competencies:

Effective Communication: Emphasized through clinical reporting, professional correspondence, and collaborative discussions that mirror real-world healthcare settings.

Creative and Critical Thinking: Developed via case-based learning and the analysis of complex screening and intervention scenarios.

Intercultural Fluency: Embedded through instruction on culturally responsive practices, ethical decision-making, and distinguishing between language differences and disorders in diverse populations, including Indigenous and multilingual communities.

Personal, Professional, & Community Responsibility: Reinforced through adherence to professional ethics, state/national credentialing standards for graduate students, and community outreach

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

Both the Associates degree and the Post-Baccalaureate Certificate programs demonstrate high quality and a commitment to continuous improvement through innovative and responsive curricular design, community engagement and rigorous assessment measures. Students in both the SLPA AAS and the PBCT demonstrate high levels of proficiency in key assignments and competency based assessments. Furthermore, students demonstrate high overall course pass rates for upper and lower division courses. The program is commended for a responsive approach to instruction which includes scaffolded learning, flexible delivery to accommodate

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working students, and curricular re-sequencing in response to clinical supervisor feedback. The dual-pathway model allows students to pursue both programs simultaneously while meeting SLPA licensure requirements. The program has a long and dedicated history of partnership with the Anchorage School District to offer the Summer Speech Clinic.

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

The SLP program measures student success and the closing of achievement gaps through course pass rates and rigorous assessment of student learning outcomes. Course pass rates for both programs are high, while graduation rates are less reflective of student success given the number of students enrolled as non-degree seeking and who complete the six course sequence SLPA practicum to meet the requirement for the national certification exam. The program's response to disaggregated data includes instructional redesign to scaffold assignments and frequent instructor feedback to support student mastery of concepts. An impressive emphasis on intercultural fluency, in alignment with university values, is a hallmark of the program and achieved with the intentional integration of culturally responsive practices throughout the curriculum.

5. Demand (2000 characters or less)

Workforce Demand and Industry Growth

High Projected Growth: The U.S. Bureau of Labor Statistics and state-level data project a 15% to 25% increase in demand for speech-language professionals over the next decade. This growth is significantly faster than the average for all occupations. Additionally, Alaska faces a substantial shortage of SLPs, particularly in rural and underserved areas. The state currently averages roughly 1.5 SLPs per 1,000 residents, which is below the national average, ensuring a robust job market for graduates.

Program Enrollment and Demand

UAA offers the only SLPA program in the state. This unique position creates a steady stream of applicants who are location-bound or seeking to serve their local Alaskan communities. The program demonstrated an increase in out of discipline credit hours over the last four years, indicating course utilization across programs. The AAS degree meets a specific workforce need for students seeking immediate entry into this valuable field. The PBCT ensures students are prepared for graduate level training. The program's shift to a fully online, asynchronous, or evening delivery model has specifically addressed demand from working professionals and students in remote communities who previously lacked access to this specialized training. This flexibility is a primary factor in maintaining strong enrollment and meeting the needs of Alaska's diverse and geographically dispersed population. Of note, the program demonstrated significant growth in enrollment and course sections offered between 2020 and 2025. Specifically, in AY 2023-24, the number of sections offered increased from 9 to 16, and total enrollment increased from 141 to 241 students.

6. Productivity and Efficiency (2000 characters or less)

Degrees awarded underrepresents the number of students served given the high number of non-degree seeking students enrolled in AAS and PBCT courses. Despite a small faculty team, the program demonstrated increases in student credit hours per full time equivalent faculty (increase of 30%) and an increase in the student to faculty ratio. These notable outcomes are achieved by only two full-time faculty members supported by adjuncts, showcasing significant efficiency in delivering workforce-aligned education.

7. Duplication and Distinctiveness (2000 characters or less)

The SLP programs are highly distinctive, filling unique gaps within the state's educational landscape and COH degree and certificate offerings. UAA is the only institution in Alaska offering an AAS in Speech-Language

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Pathology Assistant and a PBCT in Speech-Language Pathology. The PBCT provides the only in-state option for students to complete the prerequisites required for admission to graduate SLP programs.

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

The program demonstrates many strengths, chief among them are:

Alignment with workforce need: the program directly addresses Alaska's critical shortage of speech language pathology assistants and provides a clear pathway for state licensure and national certification as an SLPA.

Dual-pathway model: students can complete the SLPA degree requirements while completing prerequisites for graduate level studies in communication sciences disorders.

Ideas for Moving Forward include:

Instructional Refinement: Starting Fall 2026, the program will transition from one long weekly class to two shorter sessions to improve student engagement and attention.

Strategic Advisory Board: The program plans to establish a formal program advisory board in Spring 2026 to ensure the curriculum remains aligned with community needs and workforce trends.

Long-term Growth: Preliminary conversations are planned with leadership to explore developing a Bachelor of Science in Communication Sciences and Disorders with an accelerated Master's pathway to fill a structural gap in Alaska's current credentialing options. The program is encouraged to consider capturing student enrollment data to inform this conversation, given the disparity between non-degree seeking student enrollment and program graduation rates.

9. Comprehensive Fee Review (2000 characters or less)

The program is commended for completing a thorough review of existing course fees and removing all course fees effective Fall of 2025. The program determined that course fees were not needed to support operations or student learning outcomes. This decision aligns with the program's commitment to reduce financial barriers to student learning and success.

Dean's Final Evaluation

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

1. Workforce Responsiveness: The program successfully developed and launched the AAS in Speech-Language Pathology Assistant in Fall 2023 to address critical state and regional healthcare workforce needs.
2. Accessibility and Innovation: All coursework has been transitioned to a fully online format with evening or asynchronous scheduling, successfully expanding access to location-bound, rural, and working students.
3. Strong Learning Outcomes: AAS students demonstrate high proficiency across all program objectives, including a 100% pass rate on ethics and scope of practice examinations and a 95% success rate in clinical practicum.
4. Graduate Preparation: PBCT students consistently achieve the foundational knowledge required for graduate study, with success rates between 91% and 99% on key assessments in anatomy, physiology, and language development.

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5. Collaborative Enrollment: The program effectively markets courses across the UA system, with students from UAF utilizing UAA's SLP coursework to fulfill their own degree requirements.
6. Maintaining the summer speech clinic, which serves as a valuable learning opportunity for students while serving a significant community need for SLP services for elementary students in the Anchorage School District.
7. Previous Recommendation Progress: The program fully achieved a previous recommendation to enhance offerings by creating the AAS degree, providing distance education options, and marketing courses as electives to other College of Health programs.

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

1. Instructional Redesign and assessment: Complete proposed plan to improve student engagement and transition from single weekly long-block classes to two shorter sessions per week starting in Fall 2026. Continue to assess the potential impact of this change on program student learning outcomes through various assessment methods.
2. Formalize Community Input: Complete the proposed plan to establish a formal Program Advisory Board and ensure continued alignment with industry and community needs.
3. Curricular Revisions: The AAS program is being re-sequenced for the AY26-27 catalog to move foundational courses to full 15-week semesters based on feedback from clinical supervisors. The program should also include: a review of electives, total degree credits for the AAS, contact hours for CSD A695A and 695B, and minimum grade requirements should be built into prerequisites.
4. Future Degree Exploration: Engage with COH and UAA leadership in preliminary discussions regarding the potential development of a Bachelor of Science in Communication Sciences and Disorders with an accelerated master's pathway.

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

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.

No

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Optional Response: (10,000 characters or less)

Committee chair first name last name: Alisa Konishi-Therkildsen **Date:** 4/7/2026

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 many commendations, and would add a shout out to the program for removing course fees as part of an earlier affordability initiative.

While I generally agree with the dean's recommendations, I am changing the final decision to suspend admissions to the AAS with intent to delete following teach out and to revision for the post-baccalaureate certificate and minor. This will be a two-phase process.

1) In Fall 2026 the program should review the current courses and make any needed curricular updates to the minor and the post-baccalaureate certificate so that both programs prepare students for admission to graduate study.

2) Given the broad range of career opportunities a bachelor's degree in this area offers students, in AY2027-2028 the program and college should explore and report back on the possibility of a bachelor's degree. This should include a gap analysis, looking at position openings, salaries, etc. A report is due to the provost by March 1, 2028.

Post-Baccalaureate Certificate & Minor 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.

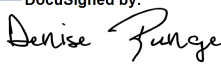
AAS Provost's decision: Suspension with Intent to Delete -- Admissions to the program will be suspended, a teach-out process will be developed and communicated to majors, and the program will remain in the catalog until the teach-out process is complete.

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

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

Next regular Program Review: AY2031

Provost's signature:

DocuSigned by:

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Date: June 26, 2026