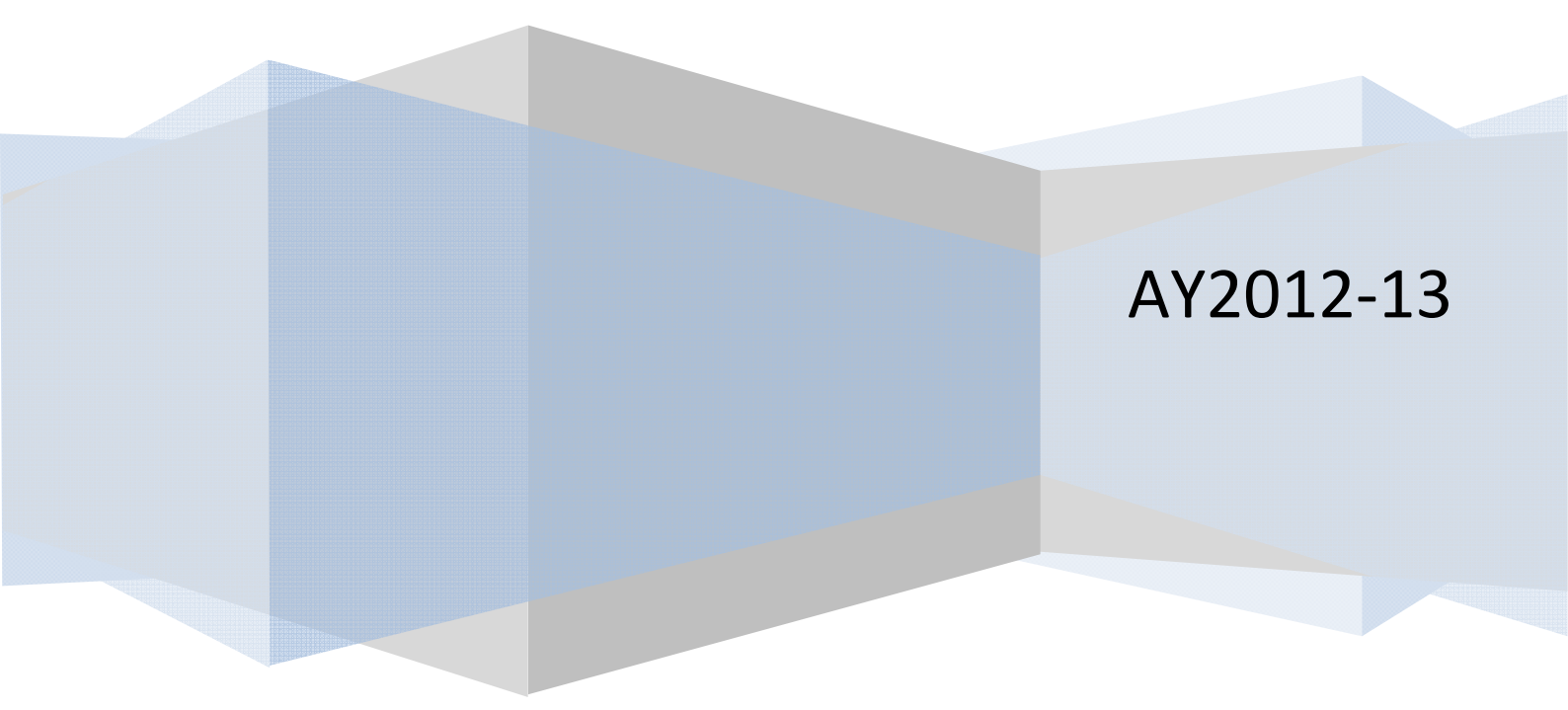


University of Alaska Fairbanks

Program Review

Instructions

Office of the Provost



AY2012-13

A. Narrative Instructions

--Please submit a brief, but thorough, narrative with the following content. It is imperative to follow this format for the ease of evaluating. A template is provided at [<link>](#)--

1 PROGRAM INFORMATION

- a. **Unit name** - Please title the program review document with unit name (e.g. CEM)
- b. **Program name** – List the program name with title(e.g. Chemistry)
- c. **Degree level** - List the degree level with the program name (e.g. Cert., AAS, BA, BS, BA/BS, BBA, MA, MS,MA/MS, PhD)

Special Note: Programs with differing degree levels should not be combined in the same review (e.g. BS and MS). Programs of the same level (e.g. BA and BS) should only be combined when the overall requirements coordinate with only a slight variation.

2 DEMAND FOR PROGRAM SERVICES

- a. **Prospective market** - The prospective market for program graduates expressed need by clientele in the service area and documented needs of the state (note if program is included in state high demand job area list) and /or nation. The following sites provide state and national employment related information:

- UA System list of high demand job programs
<http://www.alaska.edu/swbir/performance/metrics/MetricDetail/HDJTable1.pdf>
- State of Alaska Department of Labor
<http://www.labor.state.ak.us/research/iodata/occproj.htm>
- U.S. Department of Labor Bureau of Labor Statistic
- <http://www.bls.gov/oco/>

Programs may use other appropriate data, e.g., placement information they collect (can refer to part B Outcomes Assessment if employment placement is summarized there) or information from professional societies. Avoid anecdotal information. Include, if appropriate, continuing education such as baccalaureate enrollment for AA or AAS programs or graduate or professional school placement for baccalaureate program. Market data may not be available or appropriate for some programs. *Please give aggregate student information; do not give outcomes for individually named students.*

b. **PAIR summaries** - Please find Planning, Analysis and Institutional Research (PAIR) summaries at this website <http://www.uaf.edu/pair/>. Copy and paste the graphs into the template in this document, then provide a narrative explaining any unusual features observed in the demand and productivity. *Please contact PAIR if you have any data summary concerns. PAIR phone number: 474-6638 and Email: institutional.research@alaska.edu*

(1) Five- year trends in the following:

- SCH lower division (developmental coursework listed as well for select units)
- SCH upper division (500 level SCH not included unless specifically requested)
- SCH graduate

(2) Five-year trends in the following:

- SCH by students outside the major
- SCH by students outside the college/school

(3) Five-year trends in distance SCH partitioned by those offered through the Center for Distance Education (CDE) and those not offered through CDE.

(4) Five-year trends in the number of majors by degree/certificate type

(5) Five-year trends in the gender and ethnicity distribution of majors over five years

(6) Five-year trends in the number of degrees/certificates awarded by type

(7) Average number of declared majors in program over 4 years /average number of degrees (certificates) over 4 years (no intention to compare across different degrees)

(8) FTE faculty positions

(9) FTE staff positions

3 PROGRAM PRODUCTIVITY AND EFFICIENCY

a. **Unique and significant service achievements** - Complete a description of unique and significant service achievements by unit faculty during the past five academic years. These service achievements should be ones where local or regional expertise was needed or were exceptional because of the achievement made. Please do not include common service functions such as refereeing journals, service on UAF committees or science fair judging the following examples illustrate what is wanted:

- Civil Engineering faculty worked with the local school district to implement a pre-engineering curriculum track.

- A Fisheries faculty member served on the North Pacific Fisheries Management Council.
 - An Anthropology faculty member serves as editor of a major journal in the field.
 - Music faculty participate in the Fairbanks Symphony collaboration between UAF and the local community.
- b. **Performances and exhibits by faculty** – if applicable - Programs with faculty in the fine and performing arts units should supply a list of performances and exhibits by faculty from annual activities reports for the last five academic years.
- c. **Publications by faculty and students** - List all publications by faculty and students in the program for the last five calendar years: calendar year 2008 through calendar year 2012. Please copy and paste the list provided by the Provost's Office located at this link: Please add any missing publications to your list but notify your dean and the Accreditation and Assessment Coordinator of the missing publication(s).
- d. **Specialized accreditation** - Indicate whether the program has specialized accreditation (identify the professional association or accrediting body, the date of the last review and the date of the next review) or not.
- e. **Degrees awarded by program** - Please find Planning, Analysis and Institutional Research (PAIR) summaries at this website <http://www.uaf.edu/pair/>. Review "Degrees awarded by program" to assess how this program compares to others of the same type (certificate, associate, etc.). If this program has relatively few graduates, say less than 10, in the past five years, please provide a narrative describing any limitations, efficiencies or benefits to the university or state this program may have. The following examples help illustrate limitations, efficiencies and benefits:
- (1) The program is purposefully student cohort based because of equipment limitations. Describing the limitations will be useful.
 - (2) The program is mostly comprised of coursework related to another program. Describing the efficiency relationship between the programs will be useful.
 - (3) The program is a graduate program limited by the number of externally funded research assistantship positions. Describing this limitation will be useful.
 - (4) The program is in a high demand job area documented by the state or is the only such program available in the state or nationally. Describing the benefit of continuing the program will be useful.

4 CENTRALITY TO MISSION AND PROGRAM DUPLICATION WITHIN UA SYSTEM

- a. **Program's role with respect to UAF's mission, and core themes** (educate, discover, prepare, connect and engage) - Please describe.
- b. **Duplication of the program** - State whether similar programs exist elsewhere in the UA system and briefly describe differences and/or justify program duplication. If the program is special or unique in the state or national context, or is critical to UAF's mission, the program should describe why.

5 COST OF THE PROGRAM

- a. **Total department annual budget** (where department budgets are problematic to obtain measures of the cost of the program will be developed by the college or school, described and used or college/school budget used). The information may be found at the Financial Services website: <http://www.uaf.edu/finsvcs/budget-cost-records/budget-information/>
- b. **Faculty and staff effort related to this program**
- c. **Fractional cost of program versus total department cost**
- d. **Tuition revenue generated** - Tuition revenue generated by all designators associated with department (approximate tuition revenue will be determined by ignoring in-state/out-of-state and whether tuition waivers were applied or not). Write numerical summary for the previous fiscal year.
- e. **Grant revenue** – PI and Co-PI supported on external funding. List the program's principal investigators supported on external funding and the amount of funding over the past five years. Find the PI information at this **LINK to be added**.
- f. **Other revenue**

6 LIBRARY AND INFORMATION

- a. **Program's incorporation of library and information resources** - Institutional accreditation requires that "Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of the library and information resources is integrated into the learning process." Please explain how this is done for this program.

7 PARTNERSHIPS

- a. **Program's partnerships** - Describe successful partnerships resulting in scholarships, equipment, in-kind services, secondary collaborations, and research during the past five academic years.

Examples:

- **CEM – Electrical Engineering** – The ECE department has benefitted greatly from software grants and discounts. These include: Agilent ADS (\$500,000 microwave circuit design package for \$1,500 annually), Satellite Tool Kit (\$2,700,000 satellite communication system package for free), Cadence (\$300,000 electronics circuit design, simulation and circuit board layout package for \$4,500 annually), Altera (\$50,000 digital logic design package for free), Aspen (\$60,000 power simulation software for \$600 annually), and Crossworks (\$22,500 embedded development software for \$2,250). These specialized software packages are available to students in academic coursework. Additionally there have been equipment donations from electric power companies over the last few years.
- **CLA – Music** - The UAF Music Academy in collaboration with Fairbanks Symphony Orchestra produces Music Department scholarships for community students. UAF Music Department's partnership with Music Man of Anchorage produces free rentals of instruments for music students
- **CRCD – Alaska Native Studies and Rural Development** – For the past thirteen years the National Park Service has supported a jointly planned rural development seminar which focuses on land resources and related issues. The support level is typically \$35,000 in cash each year, and is supplemented by significant in-kind support services from NPS staff. The Peace Corps Master's International Program provides participating students with an international perspective and an unparalleled educational experience. A \$50,000 grant from the National Science Foundation provided full scholarships for a group of 14 students to attend the United Nations Conference on Climate Change (COP-15) in Copenhagen, December 2009. The UAF Resilience and Adaptation (RAP) Program has provided grant funding for DANSRD faculty members' doctoral studies as well as scholarship monies for RD students. The Andrew W. Mellon Dissertation Fellowship provided funding for a DANSRD faculty member to complete her PhD dissertation. The Integrative Graduate Education and Research Traineeship (IGERT) also provided fellowship funding to a faculty member to facilitate doctoral studies. Finally, a signal characteristic of ANS and RD courses is the frequent participation of distinguished guest speakers, elders, legislators, and individuals who are highly successful across fields and who contribute their time and their knowledge in order to enhance the education of

emerging Alaskan leaders. No data are available on the cash value of these services, but the educational value is priceless.

- **CRCD – Process Technology** -Our industry partners have also contributed significant amounts of equipment to the Process Technology program. Local industry partners such as Petro Star Refinery, Flint Hills Resources Refinery, Doyon Utilities, Kinross Ft. Knox Mine, and Grainger have contributed process equipment and instrumentation, safety equipment and supplies, power generation switchgear, and valves for use as learning tools. Recently, BP has donated equipment from the decommissioned Gas to Liquids research plant in Nikiski.

B. Student Learning Outcomes Assessment

- 1 **Attach an assessment plan for the program** - Link to the template:
<http://www.uaf.edu/provost/assessment-review/assessment/>
- 2 **Attach an assessment summary** – Includes information collected and summarized during the previous five academic years. Link to the template:
<http://www.uaf.edu/provost/assessment-review/assessment/>

Programs are encouraged to do the following:

- a. Ensure your summary addresses all elements of your assessment plan.
- b. Include employment placement and/or graduate school enrollment information as part of the assessment process.
- c. Include a summary of programmatic revisions (improvements) resulting from the assessment information.
- d. Please refrain from using student names in reports. Use “Student 1” “Student 2” etc. when the situation necessitates student references. Aggregate student information is highly preferred; e.g., 10 graduates were employed by state agencies
- e. Provide a summary of the reasons why students did not complete the program.
- f. Self-assessment: check to make sure the following components are included in the outcomes assessment. Explain if necessary:
 - Separate plan for each program level (e.g. Cert., AA/AAS, BS, BA, BS/BA, BBA, MS, MA, PhD)
 - Plan has direct evidence of student learning not just surveys
 - All elements recorded in the assessment plan are addressed in the assessment summary.
 - Multiple (at least two) measures of student outcomes -one is direct evidence
 - Assessment information is collected and summarized regularly
 - Assessment summary is based on aggregate student information
 - Assessment process has resulted in curricular improvement

C. Submission Instructions

1. Be sure the narrative follows the exact template [<template link>](#) given for the program review. The template coordinates with the evaluation format and allows for ease and efficiency in reviewing.
2. Please compile the template and the attachments into one pdf. *Note: Reports submitted in any other format will be returned to sender for compilation.*
3. Send the pdf by Email to your dean's office and cc the Accreditation and Assessment Coordinator, LaNora Tolman in the Provost's Office: latolman@alaska.edu