6/27/2022

ACADEMIC PROGRAM REVIEW FORM

All academic programs and units at UAA are required by Board of Regents Policy P10.06.010 to engage in program review on a seven-year cycle. University Regulation R10.06.010 sets out the minimum requirements for program review, including centrality of program mission, quality, demand, program productivity, effectiveness, and efficiency. Exceptional reviews may be conducted, per University Policy and Regulation, and with the provost's approval. The UAA process integrates information about student learning outcomes assessment and the improvement of student learning, as well as progress on student success measures and the closing of equity gaps, aligning program efforts and resources with institutional priorities. Final decisions include commendations and recommendations, which guide future program efforts. The results of cyclical Academic Program Review are reported to the UA Board of Regents annually and are published on the UAA Academic Program Review website.

This form is composed of four parts: the Program Section, the Dean Section, the Program Optional Response Section, and the Provost Section. Guidance for submission is provided in each section.

Using the Form: The form is pre-loaded with information specific to each program and sent by the dean to the program. The program should download and save their form to begin using it. The form is locked, so instructions are viewable and the only sections of the document that can be edited are the form fields. To ensure the fillable fields function correctly, the form must be completed in Microsoft Word. It will not function properly in Google Docs. Programs that wish to record collaborative discussion of the report might consider creating a separate document to take notes, prior to entering final responses in the official fillable form.

The form uses narrative boxes, text only, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. To undo an answer, press "Control-Z" or "Command-Z."

Responses are to be narrative text only, and must be ADA and FERPA compliant, and must not include the names of any current or former employees. Do not embed any tables or links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Rather, use statements such as, "In AY22 four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what may be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

Data: Each program is provided a datasheet, along with this pre-loaded form. For questions about the data, please contact Institutional Research (uaa.oir@alaska.edu).

Assistance: For technical assistance with this form, email Academic Affairs (uaa.oaa@alaska.edu).

Program(s) in the review: BA Political Science

Specialized Accrediting Agency (if applicable): N/A.

Campuses where the program is delivered: ☒ Anchorage ☐ KOD ☐KPC ☐MSC ☐PWSC

Year of last review: AY20

6/27/2022

Final decision from last review: Continued Review

PROGRAM SECTION (Due on March 1)

The program review committee chair and committee members are assigned by the dean. All program faculty should be included in the review process, including faculty on the community campuses. After completing the Program Section below, the program review committee chair will enter their name and date, and email this form to the dean, copying all committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program review committee chair's name and date lines are at the end of the Program Section.

Program Review Committee:

Forrest Nabors, Associate Professor, Political Science, Chair
James Muller, Professor, Political Science, Co-Chair
Kimberly Pace, Term Assistant Professor, Political Science

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

   Recommendation 1:   Monitor ways to control costs, and make sure the program has the right number of faculty to cover the curriculum in the most efficient manner.

   How do you know the recommendation has been successfully achieved? *(2000 characters or less)*

   All permanent faculty in the Department of Political Science know that if we can achieve a minimum of 20-25 students in our lower division courses (PS A101 Introduction to American Government and PS A102 Introduction to Political Science) and 15 students in our upper division courses, all of our efficiency metrics, as measured in financial terms, will take care of themselves. We communicate with each other about our enrollments and keep watch on changing enrollments from the week when registration is opened until instruction begins. The factor that drives enrollments, showing up as revenue, is recruitment both within and outside the university campus. Our course planning is the main factor in controlling costs. Enrollment numbers per course each semester gives us information that we use to shape our cost control and recruitment efforts.

   Actions taken to date *(2000 characters or less)*

   The most important actions that we have taken to improve the efficiency of our program have been related to course delivery, course planning, and internal and external promotions of our program.

   -Course delivery. Beginning in Fall Semester, 2022, the department committed to making our program fully accessible online. In each semester at least one section of all offered courses is available online, whether synchronous or asynchronous. In cases whereby two separate sections of the same course are offered in the semester, the mode of delivery of one section might be

face-to-face only, and the other online. All other courses meeting face-to-face must, in addition, be delivered online synchronously.

-Course planning. In '21-'22 the department adjusted our plans so that all courses required by the major are offered in one calendar year in a regular, repeating cycle, one year before administration requested departments to present plans for a four-year repeating cycle of course offerings. Our reform entailed phasing out some elective courses, e.g. The American Presidency, until enrollments increase. We cut or combined course sections after enrollments fell (e.g., Introduction to American Government), and offered some courses once per year rather than once per semester (e.g., Senior Seminar in Politics).

-Internal and external promotion. We developed ties with the Middle College and Anchorage School District, so that more high school students in Alaska will consider taking courses in Political Science or entering UAA as our majors. We are currently in discussions with South Anchorage High School about offering our lower-division courses there that could draw a significant number of student enrollments each semester. We have restarted the Ted Stevens Legislative Internship, after a two-year hiatus due to the pandemic, which draws students to us from across the UAA campus. Model UN, always attractive to high school students, is again convening face-to-face.

Evidence of success to date *(2000 characters or less)*

Since the expedited program review in 2020, enrollments fell per permanent faculty, which can be attributed to the pandemic, and have not yet returned to pre-pandemic levels. However, we are convinced that our decisions and the direction of our reforms - emphasizing recruitment and greater discipline in course planning - were appropriate. We are continuing to monitor enrollments closely and are working on more initiatives to improve recruitment.

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).** *(2500 characters or less)*

Personal, Professional & Community Responsibility - Many of our courses, especially those in American Government and Politics, emphasize good citizenship. Legislative Internship: Students are placed in legislative and executive branches of state government, where they learn that good policy outcomes and personal success reward effective professional conduct. In Spring 2023, the internship's first year since the pandemic (during which we did not send any), we have placed four interns. We strongly encourage all majors to apply to the internship. The Madison Cup, testing students' knowledge of the Constitution: Students learn to collaborate and compete in teams, demonstrating their knowledge of American citizenship based on the Constitution of the United States. In 2022 the most students competed since 2018.

Effective Communication - Most of our courses study statesmanship, or the actions of political actors, which requires learning the difference between effective and poor communication. The consequences of poor communication may lead to war. In studying effective communication, students also must develop their own powers of expression, both verbal expression in the

classroom, and in writing, which we emphasize. Our courses often require collaboration, diplomacy, and constructive dialogue (Model UN).

Our Little Platoon seminars are a new co-curricular activity that requires students to read one book and come prepared to discuss it for most of one day with their peers and a content expert, sometimes the author, flown to Alaska for that purpose. All students who participate must take an active part in the discussion, speaking about the text. The program is popular and attracts majors in Political Science as well as other majors.

Creative and Critical Thinking - Courses in Political Science are taught according to the traditional liberal arts, emphasizing critical thinking, writing, and speaking well, especially courses in Political Philosophy. We teach that clear thinking precedes clear writing and speaking.

Intercultural fluency - Model UN is hosted by the Dept. of Political Science and is a learning activity that pushes students to play the role of a political actor representing a nation. To play their roles well, students must know the country that they represent. Comparative Politics and International Relations similarly require intimate knowledge of cultures and political regimes in the world community.

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

   a. **Program Student Learning Outcomes Assessment and Improvement Process and Actions**

      i. **BA Political Science**

      - *1) Demonstrate the ability to write clear and precise English prose; 2) Demonstrate the ability to understand basic principles of American government; 3) Demonstrate the ability to understand the relationship between the United States and the larger world; 4) Demonstrate the ability to identify and criticize competing political science arguments; 5) Demonstrate the ability to identify and interpret important political texts; 6) Demonstrate the ability to write a satisfactory senior-level research paper; 7) Demonstrate knowledge of each recognized field within political science.*

      Describe your key findings for these outcomes. (3000 characters or less)

      During the review period the seven PSLOs denoted above were measured per academic year, per our assessment plan. Students met our PSLOs in almost every case, exceeding expectations once (#2, 2021) and falling below our expectations once (#3, 2021). These outcomes indicate satisfactory results but not excellence, which matches our subjective view of student outcomes. The cause of our program's stunted performance is well known. Our program continues to suffer from a lack of faculty in two subfields of our discipline, and this deficit of faculty predates the pandemic and the prior budget crises of 2014 and 2018-2019. Our content expertise is strong in some areas, but our award-winning faculty have been required to teach courses outside their primary fields, in order to offer all courses required by the major with limited faculty resources. This has compromised our teaching and, as a result, student learning. Overall, our coverage of all major subfields in Political Science is spotty.

Describe actions taken to improve student learning for these outcomes. (3000 characters or less)

During the review period, the department revised our course planning strategy. We have changed some instructional assignments so that faculty with the best available, though not ideal content expertise are assigned to matching courses, required by the major. In addition, we have found qualified, available instructors outside the department who bring different content expertise in Political Science, doctorates in Political Science and are willing to teach courses on an ongoing but occasional basis. By diversifying our instructor resources, we can also bring fresh perspectives to the department to augment our current strengths. We are fortunate that we have located individuals so qualified and available in Alaska, because as enrollments improve, we will have sufficient instructor resources on hand who can help us transition to expansion of permanent faculty. These instructors are our contingency plan that may be put into effect when our recruitment efforts are successful and enrollments rise. By being prepared in this way, we will be in a position to offer strong content expertise in all major subfields, which ought to translate into better student learning outcomes, that is exceeding expectations.

Describe evidence that these actions are working. (3000 characters or less)
We believe that our students' satisfactory results, generally meeting expectations across all PSLOs, is a greater success than what might otherwise be concluded. Our existing faculty have been "holding the line" for almost ten years against heavy headwinds. To us, that is a success. Nevertheless, other evidence shows that our impact on student success may be greater than our PSLOs have captured.

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.** *(3000 characters or less)*

During the review period, the department has created a new co-curricular program, called the "Little Platoon" seminars. These seminars require students to read one book and come prepared to discuss it for most of one day with their peers and a content expert, sometimes the author, flown to Alaska for that purpose. All students must participate, speaking about the text. The program is popular and attracts majors in Political Science as well as other majors.

In addition, the department has continued to bring notable outside lecturers to the university in our Chartwell and Seward lecture series.

The subject of the lectures and seminars always concern Political Science, broadly understood. The advantage to our program is that our guests bring perspectives, pedagogical strengths and knowledge different from the existing faculty with whom are students are accustomed.

4. **Demonstrate student success and the closing of equity 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 equity 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.** *(3000 characters or less)*

   The absence of benchmarks and goals is natural, since this is the first time we and others at UAA have reviewed our programs in common for equity gaps. We do not know how our numbers compare to other programs. Therefore, our analysis is limited to the outcomes as presented.

   From 2018-2022, graduation rates rose to 100% across all disaggregated groups. In 2018 our lowest rate of graduations were Female and Alaska Native/American Indian (both 25%), but both groups rebounded to 100%. The cohort Age 18-24 and Full-Time were the next lowest rates in 2018 (44%) but they too rebounded and generally stayed at 100%, dipping to 75%-80% once.

   For Course Pass Rates in Lower Division, our highest performing groups in 2022 were African American and Native Hawaiian/Pacific Islander (100%), both of which rose from much lower levels in 2018. Most groups were above 78% in 2022. The groups with the lowest pass rates in 2022 and show struggles in prior years are Pell Grant recipients (67%) and First Generation students (55%).

   For Course Pass Rates in Upper Division, our highest performing groups in 2022 were, again, African American and Alaska Native/American Indian (100%) and also, Pell Grant recipients (100%). Non-resident alien (50%) and Asian (67%) show the lowest pass rates in 2022. The latter shows some consistency across the review period, whereas the former shows strong pass rates in prior years, and then a low pass rate this year.

   Some of the inconsistent longitudinal findings may be the result of low numbers in some groups. However, we do note that the pass rates and graduation rate of African American students were 100% in all three areas in 2022, which might be statistically significant. Outlier groups were Non-resident alien and Asian in upper division courses and First Generation and Pell Grant recipients in lower division courses students.

   b. **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.]** *(3000 characters or less)*

   Graduates from our program during the review period have attained excellent professional placements early in their careers, Advocacy Manager, ACLU of Alaska; Advocacy Coordinator, Identity, Inc.; Policy Analyst for Regional and Legislative Affairs, Koniag, Inc.; Gender-Based

Violence Training Coordinator at Coalition to Stop Violence Against Native Women, Albuquerque, NM; Communications Director and Office Manager at Alaska AFL-CIO.

Two of our graduates are now serving in the Alaska House of Representatives.

The first Rhodes Scholar from a UA university was a recent major in Political Science, as were two recent Truman Scholars and most Alaska legislative interns.

One major, a graduate summa cum laude, was a finalist for a Marshall Scholarship in 2022 and has now been admitted to top-rated law schools.

Our alumni frequently attend our Chartwell and Seward lecture series. We interpret their visits as another measure of our successful impact on their lives when they were students.

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, Number of Program Graduates Who Return to UAA to Pursue an Additional Program, and Gap between Job Openings and Degree Completions. (Note: Gap between Job Openings and Degree Completions not required for AY23 Program Reviews.)** *(3000 characters or less)*

   The Ratio of Out-of-Discipline Credit Hours to Total Credit Hours has steadily declined from 13.17% in 2018 to 5.82% in 2022. The demand for our courses by non-majors was stronger prior to 2018. This steady decline is due to budget constraints and shrinking faculty resources. The department has had to cut back on our course offerings. We deliberately changed our course planning so that our first focus was our majors and helping them graduate. Previously, we offered more sections of courses that non-majors did take. Now, we must serve our primary constituency, and that is our majors. Also, some of our courses met discontinued requirements, which generated enrollments in the past. We believe that some of our courses might be able to meet the new requirements and, biased though we are, we do believe that a course on the Constitution ought to be required, given the low level of civic knowledge in American society at this time.

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. (3000 characters or less)

   Before the pandemic, the department was on the upswing as the graduation numbers show for 2020, 22 graduates, up from 12 in 2018 and 11 in 2019. Then our graduation numbers fell to prior lows. Simultaneously, our credits generated and full-time students per full-time faculty have fallen considerably in 2022, to 342 and 11.42, respectively. Partly, this might be due to cross-listed courses

with AKNS and Justice, but some of our courses have been as sparsely enrolled as the cross-listed courses in the prior academic year.

To combat this trend, we have been more diligent, probably as diligent as we ever have been in ten years, in recruitment. To be candid, these numbers have alarmed the department. Recruitment and enrollment are top of our priorities in all of our weekly meetings.

Optional: Discuss the extent to which, if any, extramural funding supports students, equipment, and faculty in the program. *(2500 characters or less)*

The friendship of the department with several outside educational organizations, especially the Jack Miller Center, the Intercollegiate Studies Institute, and the national honors society in Political Science, Pi Alpha Sigma, has allowed us to host many notable guest speakers and to purchase equipment for students to generate their own podcasts on politics. The Hertog Foundation, Henry Clay Center, Student Conference on U.S. Affairs (US Military Academy), Intercollegiate Studies Institute, and others have offered scholarship funds to our students to attend educational conferences.

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?** *(2000 characters or less)*

Our program serves the unique needs of Southcentral Alaska, the state's major population center and the home of almost all students in political science. Many graduated from high schools in Kenai, Mat-Su, and Anchorage. Many high school students who participated in MUN have come to UAA as a result as majors in Political Science or in other programs at UAA. Many students develop a connection to UAA because they attended our department's lecture series while they were high school students in Southcentral Alaska, often at the suggestion of teachers.

Many of our majors are non-traditional students whose families are established here. Many are veterans or active duty military connected to their base here. Many are able to work half-time and sometimes full-time jobs, due to the convenience of our class schedule. Our open admissions policy gives some the opportunity to earn a degree in political science who would otherwise not be able to do so in Alaska.

Furthermore, it is highly likely that our students would not move to another part of the state to pursue the same degree. In a 2019 survey of non-matriculating students who were admitted to UAA, a large majority chose not to attend college or to attend college out of state rather than attend another university in the UA system. If students do not have the option to major in political science at UAA, most will probably follow the pattern found in that study.

8. **Assess the strengths of your program and propose one or two action steps to address areas that need improvement.** *(3500 characters or less)*

The opportunities that the program in Political Science offers students are far greater than the size of our faculty warrants: Award-winning research faculty; internships in state legislature (funded) and local government; Model UN; funded opportunities to attend conferences (Hertog, SCUSA, ISI, Clay

Center); high quality lecturers (Chartwell & Seward Lecture Series); additional learning opportunities ("Little Platoon" seminars). Our program cultivates leadership so that our majors can take up significant responsibilities in government, business, non-profits and the professions. In the future, several measures that we are considering to strengthen our program are: 1) requiring internships; 2) altering our course titles to attract more enrollments; 3) establishing political science clubs in local high schools; 4) integrating our course offerings with local high schools for advanced students (South Anchorage High School). These measures can help strengthen our program and enrollments, and develop a stronger brand in Alaska.

After completing the Program Section above, the program review committee chair should enter their name, date, and email this form to the dean, copying the committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s).

Committee chair first name last name: Forrest Nabors   **Date:** 3/1/2023

END OF PROGRAM SECTION

DEAN SECTION (Due on April 1)

If the program is fully delivered on one or more community campus, the dean should consult with the director(s) of the campus. After completing the Dean Section below and entering their name, the dean should email this form to the committee, and to uaa.oaa@alaska.edu. If the program is delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response Section of this form.

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. *(2000 characters or less for each recommendation)*

   Recommendation 1: Monitor ways to control costs, and make sure the program has the right number of faculty to cover the curriculum in the most efficient manner. Recommendation has been met.

   The program has adjusted its curriculum and course schedule in an efficient manner to better control costs. All programs in the College constructed 4-year course plans that outline the offerings of the program on a regular cycle. This combined with the College's guidelines on minimum enrollments and other factors have resulted in healthy enrollments in most of the program's courses. The program has not yet reached equilibrium between costs and tuition revenue, but with the pandemic, most departments have seen a drop in enrollment. It should be noted that the comment in item (1) about enrollment targets for courses is not sufficient to meet the current costs of the program. Recruitment and retention of students in the coming years will be key to the long-

term health of the program; the faculty are encouraged to continue and expand their efforts in these regards. While the department has monitored ways to control costs, the fiscal gap remains.

Provide your analysis of #2-8 below, based on the data provided and the program's responses above.

2. **Centrality of the Program.** *(1750 characters or less)*

    Many of the courses in the Political Science Department are focused on good citizenship, an essential ingredient in society. The courses in the program are designed to develop students' competencies in the four key areas.

3. **Program Quality and Improvement** *(1750 characters or less)*

    As noted in the review, assessment outcomes are satisfactory, but not excellent. This is attributed to the fact that the program suffers from a lack of breadth across the subfields of the discipline and faculty are teaching outside their primary fields. Current enrollments do not indicate a need for additional faculty; thus the program is encouraged to continue to find ways to meet the needs of the major with the current resources. With the upcoming retirement of one of the faculty members, the program is encouraged to rethink the curriculum and to make a strategic hire in order to best meet the needs of the students and program.

4. **Student Success and the Closing of Equity Gaps** *(1750 characters or less)*

    Graduates of the program have been successful in initial job placements as well as long-term careers. The program does a good job of tracking alumni accomplishments. Additionally, the department has mentored students to apply for and to be successful in obtaining scholarships. The disaggregated data are inconsistent (maybe due to small numbers) and thus make it difficult to observe trends. However, analyzing pass rates, in general, could prove impactful for all groups.

5. *Demand (1750 characters or less)*

    There has been a "steady decline" of enrollment in political science courses by non-majors. With less faculty, the department has prioritized the needs of majors over non-majors. The program is encouraged to find ways to achieve a better balance so as to increase the number of non-majors enrolled in political science courses.

6. **Productivity and Efficiency** *(1750 characters or less)*

    The number of graduates has remained relatively constant, while SCH and undergraduate FTE have declined significantly; there are less students taking political science courses. While the Department is concerned with recruitment, details were not given as to the actions taken to date. The Department hosts Model UN, an event that brings many high school students to campus, but no mention is given in this review regarding recruitment from this group of highly engaged students. The Department does a fantastic job in providing extra-curricular activities, activities that have been shown to retain students. They are commended on hosting Model UN, Little Platoon Seminar, and Chartwell & Seward Lecture Series as well as on sending students to conferences and encouraging participation in internships.

7. **Duplication and Distinctiveness** *(1750 characters or less)*

The Department hosts Model UN each year, giving high school students in the Anchorage area (and beyond) the opportunity to participate. This event is the only one of its kind in the state. The program also serves the needs of those who are place-bound and prefer in-person instruction.

8. **Strengths and Ideas for Moving Forward** *(1750 characters or less)*

One of the departments greatest strength is the out-of-class opportunities that the faculty provide to their students. The faculty are commended for giving their time to provide these opportunities. The success of their alumni is a testament to the quality of the education that the program provides. Moving forward, the department is encouraged to proceed with the actions described in item (8) to increase enrollment in courses.

Dean's Final Evaluation

I commend the program for: *(number and list the specific commendations in the narrative box, 1500 character limit)*

1. Support of cocurricular activities: Model UN, the Little Platoon Seminar, and the Chartwell and Seward Lecture Series,

2. Interest in participating in the partnership with South Anchorage High School in Civic Engagement,

3. Mentorship of students for opportunities such as of the Ted Stevens internship and various prestigious scholarships.

4. Engagement with alumni.

I recommend that the program: *(number and list the specific recommendations in the narrative box, 1500 character limit)*

1. Review the curriculum. As there will be a new hire to replace a retiring faculty member, it is an opportune moment to make changes to the courses and the major, to look at current trends, and to evaluate the currency of the curriculum. Particular attention should be given to the coverage of the subfields of political science so that the faculty have the expertise to cover the curriculum.

2. Investigate interdisciplinary opportunities, perhaps in relation to civic engagement or leadership in conjunction with the Alaska Leaders archive.

3. Increase enrollment in courses for the major and non-major alike.

4. Continue to monitor the costs to cover the curriculum.

Due to the upcoming changes in the department and the fact that the fiscal gap remains, I am recommending a review in three years (not two) to address the ongoing problem of sustained enrollments.

Dean's overall recommendation to the provost: Continued Review -- Program is required to address specific issues and to undergo another review within the next two academic years.

> **If an Interim Progress Report is proposed, recommended year:** N/A
>
> **If a Follow-up Program Review is proposed, recommended year:** N/A
>
> **Proposed next regular Program Review:** AY2026

After completing the Dean Section above, the dean should enter their name, date, and email this form to the committee, and to uaa.oaa@alaska.edu. If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response Section below.

Dean first name last name: Jenny McNulty   **Date:** 4/3/2022

END OF DEAN SECTION

PROGRAM OPTIONAL RESPONSE SECTION (Due within one week of receiving dean's review)

Programs have the option to submit to the provost a response to the dean's evaluation within one week of receiving the dean's review, using the narrative box below. Please indicate whether or not you will submit an optional response below.

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)

No.

After completing this section, the form should be submitted to uaa.oaa@alaska.edu, with a copy to the dean. If the program is fully delivered on a community campus, copy the appropriate community campus director(s) as well.

Committee chair first name last name: Forrest Nabors   **Date:** 4/24/2023

END OF PROGRAM OPTIONAL RESPONSE SECTION

6/27/2022

PROVOST SECTION (Due on August 1)

After completing, signing, and dating the Provost Section of this form, email the completed form to the program review committee and dean, with a copy to uaa.oaa@alaska.edu for posting. If the program is delivered on a community campus, copy the appropriate community campus director(s) as well.

Provost's commendations, additional or adjusted recommendations, if any, and other general comments *(3000 characters or less)***:**

I agree with the dean's commendations and wish to particularly acknowledge the program's many deep engagement opportunities for students, such as the Model UN, the Ted Stevens Internship, and Chartwell and Seward lecture series. I also agree with the dean's recommendations and wish, in particular, to ask that the program consider narrowing its focus to align with the department's strengths. The program will also want to consider including greater flexibility to offer courses that align to current student interest.

As I did last year in the Program Review process, I am asking programs to think about how they put students first. This includes continuing to monitor any courses with high DFW rates and seeking out strategies for remediation as needed. It also includes continuing to think about what it means to embrace diversity and inclusivity on the course and program level and to demonstrate this in your particular program(s). This could be through the use of proven, high-impact practices at the program level, or through proven pedagogic strategies such as designing assignments using Transparency in Learning and Teaching (TILT). It can also be through implementing OER and ZTC materials, particularly where course materials can be more reflective of diverse perspectives, or by using the same materials across all sections of a course. Finally, I am asking that every program identify at least one opportunity for students to develop each of UAA's core competency within the program's curricular and/or co-curricular offerings.

Provost's decision: Continued Review -- Program is required to address specific issues and to undergo another review within the next two academic years.

> **Interim Progress Report year:** N/A
>
> **Follow-up Program Review year:** AY2026
>
> **Next regular Program Review:** N/A

Provost's signature: _Denise K. Runge_   **Date:** 5/12/2023