



Board of Regents Program Action Request
University of Alaska
 Proposal to Add, Change, or Discontinue a Program of Study

| | | |
|--------------------------|---|---|
| 1a. UA University UAA | 1b. School or College College of Engineering | 1c. Department or Program Engineering, Science, and Project Management |
|--------------------------|---|---|

2. Complete Program Title Engineering Management MS

3. Type of Program

| | | | |
|--|---|--|---|
| <input type="checkbox"/> Undergraduate Certificate | <input type="checkbox"/> Associate | <input type="checkbox"/> Baccalaureate | <input type="checkbox"/> Post-Baccalaureate Certificate |
| <input checked="" type="checkbox"/> Master's | <input type="checkbox"/> Graduate Certificate | <input type="checkbox"/> Doctorate | |

4. Type of Action

Add Change Discontinue

5. Implementation date (semester, year)

Fall Spring Summer Year 2018

6. Projected Revenue and Expenditure Summary (not required if the requested action is discontinuation). Provide information for the 5th year after program change approval if a baccalaureate or doctoral degree program; for the 3rd year after program approval if a master's or associate degree program; or for the 2nd year after program approval if a graduate or undergraduate certificate. If information is provided for another year, specify (1st) and explain in the program summary attached. Note that revenues and expenditures are not always entirely new; some may be current (see 7d.)

| Projected Annual Revenues in FY | | Projected Annual Expenditures in FY | |
|---------------------------------|----|---|----|
| Unrestricted | | Salaries & benefits (faculty and staff) | \$ |
| General Fund | \$ | Other (commodities, services, etc.) | \$ |
| Student Tuition & Fees | \$ | TOTAL EXPENDITURES | \$ |
| Indirect Cost Recovery | \$ | One-time Expenditures to Initiate Program (if >\$250,000) | |
| TVEP or Other (specify): | \$ | (These are costs in addition to the annual costs, above.) | |
| Restricted | | Year 1 | \$ |
| Federal Receipts | \$ | Year 2 | \$ |
| TVEP or Other (specify): | \$ | Year 3 | \$ |
| TOTAL REVENUES | \$ | Year 4 | \$ |

Page # of attached summary where the budget is discussed, including initial phase-in:

7. Budget Status. Items a., b., and c. indicate the source(s) of the general fund revenue specified in item 6. If any grants or contracts will supply revenue needed by the program indicate amount anticipated and expiration date, if applicable.

| Revenue source | Continuing | One-time |
|---|------------|----------|
| a. In current legislative budget request | \$ | \$ |
| b. Additional appropriation required | \$ | \$ |
| c. Funded through new internal UA university redistribution | \$ | \$ |
| d. Funds already committed to the program by the UA university ¹ | \$ | \$ |
| e. Funded all or in part by external funds, expiration date | \$ | \$ |
| f. Other funding source (specify type): | \$ | \$ |

8. Facilities. New or substantially (>\$25,000 cost) renovated facilities will be required. Yes No

If yes, discuss the extent, probable cost, and anticipated funding source(s), in addition to those listed in sections 6 and 7 above.

9. Projected Enrollments (headcount of majors). If this is a program discontinuation request, project the teach-out enrollments.

| | | | |
|------------|---------|---------|---------|
| Year 1: 19 | Year 2: | Year 3: | Year 4: |
|------------|---------|---------|---------|

Page number of attached summary where demand for this program is discussed:

¹Sometimes the courses required by a new degree or certificate program are already being taught by a UA university, e.g., as a minor requirement. Similarly, other program needs like equipment may already be owned. 100% of the value is indicated even though the course or other resource may be shared.

| | | | | | | | | | | | | | | | | | |
|---|-------------|--|---------|--|------|--|--------------|--|---|-------------|--|---------|--|------|--|--------------|--|
| <p>10. Number² of new TA or faculty hires anticipated (or number of positions eliminated if a program discontinuation):</p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr><td>Graduate TA</td><td></td></tr> <tr><td>Adjunct</td><td></td></tr> <tr><td>Term</td><td></td></tr> <tr><td>Tenure track</td><td></td></tr> </table> | Graduate TA | | Adjunct | | Term | | Tenure track | | <p>11. Number² of TAs or faculty to be reassigned:</p> <table border="1" style="width:100%; border-collapse: collapse;"> <tr><td>Graduate TA</td><td></td></tr> <tr><td>Adjunct</td><td></td></tr> <tr><td>Term</td><td></td></tr> <tr><td>Tenure track</td><td></td></tr> </table> <p>Former assignment of any reassigned faculty: n/a For more information see page n/a of the attached summary.</p> | Graduate TA | | Adjunct | | Term | | Tenure track | |
| Graduate TA | | | | | | | | | | | | | | | | | |
| Adjunct | | | | | | | | | | | | | | | | | |
| Term | | | | | | | | | | | | | | | | | |
| Tenure track | | | | | | | | | | | | | | | | | |
| Graduate TA | | | | | | | | | | | | | | | | | |
| Adjunct | | | | | | | | | | | | | | | | | |
| Term | | | | | | | | | | | | | | | | | |
| Tenure track | | | | | | | | | | | | | | | | | |

12. Other programs affected by the proposed action, including those at other campuses (please list):

| Program Affected | Anticipated Effect |
|------------------|--------------------|
| | |
| | |

Page number of attached summary where effects on other programs are discussed:



| | |
|--|---|
| <p>13. Specialized accreditation or other external program certification needed or anticipated. List all that apply or 'none': n/a</p> | <p>14. Aligns with University or campus mission, goals, core themes, and objectives (list): Elimination of programs to assure best use of limited resources</p> <p>Page in attached summary where alignment is discussed:</p> |
|--|---|

15. Aligns with Shaping Alaska's Future themes:
Accountability to the people of Alaska through consolidation and elimination of programs to assure best use of limited resources

Page in attached summary where alignment is discussed:

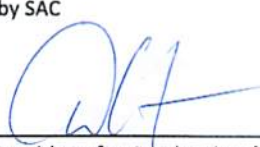
| | |
|---|---|
| <p>16. State needs met by this program (list): n/a</p> <p>Page in the attached summary where the state needs to be met are discussed:</p> | <p>17. Program is initially planned to be: (check all that apply)</p> <p><input type="checkbox"/> Available to students attending classes at campus(es).</p> <p><input type="checkbox"/> Available to students via e-Learning</p> <p><input type="checkbox"/> Partially available to students via e-Learning</p> <p>Page # in attached summary where e-Learning is discussed: n/a</p> |
|---|---|

Submitted by the University of Alaska Anchorage.

| | | | |
|---|-----------------------------|---|---------------------------|
|  _____ Provost | / 5/1/2017 _____ Date |  _____ Chancellor | 5/1/2017 _____ Date |
|---|-----------------------------|---|---------------------------|

Consensus support of SAC Not supported by SAC

Recommend approval by VPAAR Recommend disapproval by VPAAR

| | |
|---|---------------------------|
|  _____ UA Vice President for Academic Affairs & Research | / 5/5/17 _____ Date |
|---|---------------------------|

²Net FTE (full-time equivalents). For example, if a faculty member will be reassigned from another program, but his/her original program will hire a replacement, there is one net new faculty member. Use fractions if appropriate. Graduate TAs are normally 0.5 FTE. The numbers should be consistent with the revenue/expenditure information provided.

Attachments: Summary of Degree or Certificate Program Proposal Other (optional)

Revised: 02/28/2017

May 1, 2017

To: Statewide Academic Council, University of Alaska

Fr: Samuel Gingerich, Provost and Executive Vice Chancellor,
University of Alaska Anchorage

Re: Deactivation of MS in Engineering Management & MS Science Management

Attached is the Program Action Request (PAR) form seeking Board of Regents Action to discontinue the MS Engineering Management and MS Science Management. Also attached is the UAA letter to the Northwest Commission on Colleges and Universities (NWCCU) dated November 17, 2016 informing the NWCCU of the suspension of admissions to the program, and the NWCCU letter dated February 1, 2017 recognizing the suspension of admissions.

Admissions to the MS Engineering Management and MS Science Management were suspended with planned discontinuation as a result of Program Prioritization and follow-up reviews. Suspending admissions was justified due to limited and decreasing student interest and low graduation rates. Consistent with UAA's suspension guidelines, students have been contacted, and the programs are in active teach-out.

UAA will request BOR approval to reduce the programs effective immediately, and discontinue the programs upon completion of the teach-out set for the end of spring semester 2018, but in any event no later than the latest mandatory completion date of affected students. BOR approval will allow UAA to inform the faculty tied to the programs.

The following summary documents that the processes to date meet the standards of BOR P10.06.010 and R10.06.010.

UAA engaged in a Program Prioritization effort in AY14 and AY15. The Program Prioritization effort coupled with follow-up reviews meet the standards for BOR P & R 10.06.010.

In spring 2014 the program faculty submitted their complete templates to the Academic Task Force, made up of faculty from across the institution. The templates included responses to the following topics: 1) History, development and expectations of the program; 2) External demand for the program; 3) Internal demand for the program; 4) Quality of the program inputs and processes; 5) Quality of program outcomes; 6) Size, scope and productivity of the program; 7) Revenue and other resources generated by the program; 8) Costs and other expense associated with the program; 9) Impact, justification, and overall essentiality of the program; 10) Opportunity analysis of the program.

The Academic Task Force completed its report in June 2014. The Task Force placed both programs in the Further Review category. The Task Force findings informed the Chancellor's Cabinet report, which was published in January 2015. The report confirmed the findings of the Academic Task Force, placing both the MS in Engineering Management and the MS Science Management in Category 5, which recommended an expedited Program Review for revision or elimination.

After the expedited review, Interim Dean Bart Quimby made recommendations to the provost, and the provost concurred with the recommended actions: to delete the MS Science Management and to suspend and transform the MS Engineering Management.

Continued review resulted in the Dean Barlow's November 15, 2016 request to suspend admissions with the intent to delete.

Attachments:

- BOR PAR
- NWCCU letter recognizing suspended admissions (February 1, 2017)
- UAA letter to NWCCU informing of suspended admissions (November 17, 2016)
- Dean request to suspend admissions (November 15, 2016)
- Provost findings, post-expedited review (June 18, 2015)
- Dean recommendations, post-expedited review (May 11, 2015)
- Cabinet Findings (January 2015)
- Academic Task Force Findings (Adopted by the Task Force June 27, 2014)

RECEIVED

FEB - 6 2017

VP/UAA

8060 165th Avenue N.E., Suite 100

Redmond, WA 98052-3981

425 558 4224

Fax: 425 376 0596

www.nwccu.org



February 1, 2017

Ms. Megan Carlson
Assistant Vice Provost
University of Alaska Anchorage
3211 Providence Drive
Anchorage, AK 99508

Dear Assistant Vice Provost ^{Megan} Carlson:

This letter is to inform you of recent action taken by the Northwest Commission on Colleges and Universities (NWCCU) regarding the request by University of Alaska Anchorage to delete previously suspended certificate programs, and suspend various degree and certificate programs as follows:

Delete previously suspended certificate programs:

- Certificate program in Construction Technology (30 credits)
- Certificate program in Industrial Safety Program Support (33 credits)

Suspend student admission:

- Master of Science degree program in Engineering Management (30 credits)
- Master of Science degree program in Science Management (30 credits)
- Associate of Applied Science degree program in Architectural and Engineering Technology (60 credits)
- Certificate program in Architectural Technology (30 credits)
- Certificate program in Civil Technology (31 credits)
- Certificate program in Mechanical and Electrical Technology (31 credits)
- Certificate program in Structural Technology (31 credits)

The Commission has approved the suspension of the above-mentioned program as a *minor change* under Commission Policy, *Substantive Change*. The Commission notes that the currently enrolled students in the above-mentioned degree programs and in the above-mentioned certificate programs have been notified of the suspension and advisors will assist these students in completing their programs. Accordingly, the suspension of the above-mentioned degree programs and the above-mentioned certificate programs are now included under the accreditation of University of Alaska Anchorage.

Thank you for keeping the Northwest Commission on Colleges and Universities apprised of developments and initiatives at University of Alaska Anchorage. If you have questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink that reads "Valerie W. Martinez".
Valerie W. Martinez
Associate Vice President

c: Mr. Thomas R. Case, Chancellor
Dr. Sandra E. Elman, President, NWCCU



3211 Providence Drive
Anchorage, AK 99508-4614
T 907.786.1050, F 907.786.1426
www.uaa.alaska.edu/academicaffairs/

November 17, 2016

Dr. Sandra Elman, President
Northwest Commission on Colleges and Universities
8060 165th Avenue NE, Suite 100
Redmond, Washington 98052

Dear Dr. Elman,

This letter is to notify the Commission of the suspension of admissions into the MS Engineering Management and the MS Science Management. Admissions to the programs were suspended with intent to delete after accommodating existing students. The programs require 30 credits to complete, and were approved in 1962 and 1975, respectively.

The attached summary provides information about the considerations that went into the decision to suspend admissions into these programs. Consistent with UAA's suspension guidelines, the college has submitted a plan to accommodate the programs' current majors and a plan to communicate with students and other stakeholders. Institutional services and resources will continue to be available to students as they complete these programs.

Suspension of admissions into a program is approved by the appropriate Dean, the Provost and Executive Vice Chancellor for Academic Affairs, and the Chancellor. This notification will be submitted to the UA System Vice President for Academic Affairs and Research, so he can notify the Board of Regents.

We ask that the Commission update its record of UAA's programs to reflect these changes. If you have questions, please do not hesitate to contact us.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Samuel Gingerich'.

Samuel Gingerich
Provost and Executive Vice Chancellor

Attachments: Substantive Change Form, Provost Approval Memo, Dean Suspension Memo
Cc: Vice Provost Kalina, Accreditation Functions Director Carlson, Dean Barlow



Academic Affairs
UNIVERSITY of ALASKA ANCHORAGE

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Anchorage, AK 99508-4614
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November 17, 2016

To: Fred Barlow, Dean, College of Engineering

Fr: Samuel Gingerich, Provost and Executive Vice Chancellor

A handwritten signature in blue ink, appearing to be 'S. Gingerich', is written over the 'Fr:' line of the email header.

Cc: Thomas Case, Chancellor
Susan Kalina, Vice Provost

Re: Approval to Suspend Admissions to the MS Engineering Management and the MS Science Management

This is to approve the College of Engineering request to suspend admissions to the MS Engineering Management and the MS Science Management, to be implemented as soon as the appropriate communications have occurred, as per the UAA Academic Program Suspension of Admissions or Deletion Guidelines.

The suspension, with intent to delete, results from the Program Prioritization process and is justified by limited and decreasing student interest in the programs and low graduation rates.

As noted in your request, the College of Engineering is working with all admitted students on a teach out process. When the program has no students, you may proceed with deletion through the normal UAA curriculum process.

Please share my appreciation to all involved with delivering this program and supporting the students through this teach out period.



DATE: November 15, 2016

TO: Dr. Samuel Gingerich
Provost and Vice Chancellor of Academic Affairs

Samuel Gingerich
11/14/2016

FROM: Dr. Fred Barlow
Dean, College of Engineering

Fred Barlow

Cc: Dr. Susan Kalina, UAA Vice Provost for Undergraduate Academic Affairs

Re: **Suspension of admissions into Engineering Management and Science Management programs as a result of Program Prioritization results, anticipated budget contraction, and continued program decline**

The College of Engineering requests the suspension of admissions into the following programs within the Engineering, Science and Project Management Department:

- Master of Science, Engineering Management
- Master of Science, Science Management

Implementation date: Upon approval.

Reason for suspension, including actions to date to rectify any issues:

The faculty of the Engineering, Science and Project Management Department reviewed the history of these programs as part of the prioritization process that was completed in 2015. They recommended that Engineering Management (EM) and Science Management (SM) should be combined into one degree. The rationale behind that recommendation was the fact that the enrollments in these programs have historically been low and the number of awards have been very low. As show below in table 1, while these programs include two full time faculty members, the number of awards has averaged 2.6 students per year for EM, and 0.8 students per year for SM over the last five academic years. As of September 16 2016, there were a combined total of thirteen students working towards these degrees.

However it is now clear that even a combined EM and SM program would remain marginal at best, and the enrollment and award counts have actually declined further since the recommendation of the Program Prioritization process was made in 2015. Given this further decline, the fundamental lack of interest from students in these programs, the low

graduation rates, and the current fiscal climate I recommend that we suspend enrollment in these programs effective immediately.

Table 1: Program award data for each of the most recent five academic years:

| | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 |
|----|-----------|-----------|-----------|-----------|-----------|
| EM | 2 | 2 | 3 | 4 | 2 |
| SM | 0 | 2 | 2 | 0 | 0 |

Statement of Intent:

Teach out and delete the program when existing students have had a reasonable opportunity to complete.

Plans for accommodating and communicating with active majors:

Active majors will be contacted to be taught-out and asked to plan a schedule with their academic advisor. New applicants will be directed to the MBA program offered by the UAA College of Business and Public Policy. That MBA program provides a similar career pathway for students at a much more well subscribed and cost effective manner for the State of Alaska.

Impact on other UAA (or UA) programs or departments and how this will be addressed:

None anticipated.

Description of the consultation that occurred before submitting the proposal: The proposal results from Program Prioritization and further discussions with the ESM faculty members. The faculty Program Prioritization Academic Task Force reviewed all academic programs for alignment with UAA's mission, strategic plan, and the needs of UAA's students and the state. With the release of the Program Prioritization findings in February 2015, faculty were charged with providing recommendations for the programs placed in categories four (transform) or five (deletion/further review). Those recommendations were submitted to the deans of each college, the deans reviewed those recommendations, and then forwarded proposed actions to the provost in May. As stated above the programs have continued to decline since that time and I have had multiple conversations with the faculty members over the last 18 months seeking ways to reverse that trend without success.

During the fall 2016 semester I presented the program data to the College of Engineering Advisory Board and the consensus from that meeting was that the decision to suspend the program made sense. One of the attendees indicated that her company does not hire graduates from this program because they are not a good fit relative to other degree

holders. No one spoke in favor of retaining either program. I also consulted with the ESPM department advisory board prior to making this decision.

The College of Engineering acknowledges that by no later than the conclusion of the fifth year of suspension, the dean must request, in consultation with the college faculty, to reinstate admission, extend the suspension, or initiate the deletion process.

Communication Plan

Students, community campuses, and stakeholders will be notified of the program admission suspension and information will be posted on the program website.

UAA has suspended admission of new students to the Engineering Management and Science Management programs as a result of budget cuts and academic program prioritization. New students may consider the MBA program offered by the UAA College of Business and Public Policy.

The UAA online catalog (<http://catalog.uaa.alaska.edu>) has the details about admission. While no new student will be accepted to the programs that have been suspended, suspension of new admissions does not change the University's commitment to students currently admitted and enrolled in those programs.

Letter to applicants:

Student

Date

Street address

City, State Zip

Thank you for applying to our program. We apologize for not having gotten back with you sooner - we were awaiting the results of a yearlong process of academic program prioritization that the university embarked upon, partially in response to the state's current budget situation.

The result of that process is that UAA has decided to suspend new admissions into the following programs:

- Master of Science, Engineering Management**
- Master of Science, Science Management**

It is possible that there is a pathway that could be of interest to you by pursuing a MBA program offered by the UAA College of Business and Public Policy.

The UAA online catalog (<http://catalog.uaa.alaska.edu>) has the details about admission.

Sincerely,

**Fred D. Barlow III, Ph.D.
Dean, College of Engineering**

Provost June 18, 2015 Memo

Academic Program Prioritization implementations and deletions

To: UAA Campus Community
From: Provost Samuel Gingerich

UAA has been engaged in a Program Prioritization effort since 2013. With the release of the findings report in February, faculty were charged with providing recommendations for the programs placed in category four (transform) or category five (deletion/further review). Those faculty recommendations were submitted to the deans of each college, the deans reviewed those recommendations and then forwarded proposed actions to me in May.

Following discussions with the deans and other academic leaders, I concur with the recommended actions brought forward. As a result of the prioritization process, 24 certificate programs, one associate degree program (AAS in Computer Information and Office Systems), one baccalaureate program (BA in Dual Languages) and one master's level degree program (MS in Career and Technical Education) will be eliminated pending approval from the Board of Regents (BOR). In addition, three master's level programs in engineering will be deleted: two of these, MS in Applied Science and Technology and the master's of Applied Environmental Science and Technology to be collapsed into the MS in Civil Engineering, and the other, MS in Science Management, will be collapsed into the MS in Science and Engineering Management. UAA also will eliminate 17 minors.

In addition to these actions, a few programs have plans to transform a major or minor in order to better meet the demands of our students and state. Each program that's been identified for transformation has specific benchmarks that will be used for evaluation during the next few years. Finally, there are a small number of programs that will require additional analysis before a decision is made; we expect that work to be done soon. Each college has a detailed list of programs undergoing transformation; [memos describing those changes by college](#).

Admission to programs slated for deletion will be suspended soon. Students currently enrolled in these programs will be allowed to finish their course of study before the program is phased out completely. Minors slated for elimination will be dealt with similarly. Typically, it takes two to five years to teach out a program before deletion. Academic policy requires BOR approval for degree program eliminations; UAA will present the BOR with a list of proposed deletions this fall.

It's important to note the Program Prioritization process was a university-wide analysis of both academic programs and administrative functions. This exhaustive look at our programs and functions was designed to help UAA better align its offerings with our mission, the needs of the state and our students. This was not a budget-cutting exercise. Nearly all layoffs, contract reductions and position eliminations are being done in response to the current budget cuts happening in the state and are not the result of Prioritization.

Finally, students who are concerned about how any of these program changes may impact their course of study should contact program faculty and/or an academic advisor. These individuals can answer questions and can help form a plan for the successful completion of a major or minor.

I'm proud of the work done by the Academic Task Force, the program faculty and the deans in order to bring this significant, mission-alignment project to a close. It's clear that we've learned a great deal about ourselves as an institution through this process, and I'm confident that the tools we've developed to support this undertaking will be of value to us as we move forward.

For additional information about [UAA's Program Prioritization process, including supporting documents](#).

Proposed academic program deletions

[memos with detailed narrative](#)

College of Arts & Sciences

- BA, Dual Languages
- Minor, Biological Sciences
- Minor, Geological Sciences
- Minor, Chemistry
- Minor, Canadian Studies
- Minor, Geography
- Minor, Journalism and Public Communications
- Minor, Russian
- Minor, Statistics

- Minor, Music
- Minor, Political Science Public Administration
- Minor, Theatre
- Certificate, Applied Ethics

Community & Technical College

- BS, Air Traffic Control
- Minor, Health, Physical Education and Recreation
- Minor, Health and Fitness Leadership
- Minor, Coaching
- Certificate, Fitness Leadership
- Certificate, Auto Brakes, Suspension, Alignment
- Certificate, Auto Electrical
- Certificate, Auto Engine Performance
- Certificate, Auto Power Trains
- Certificate, Outdoor Leadership

College of Health

- Minor, Addiction Studies
- General Education Requirement, HS 220
- Certificate, Advanced Human Service Systems
- Certificate, Paralegal Studies
- Certificate, Clinical Assistant
- Certificate, Massage Therapy
- Certificate, Pharmacy Technology
- Certificate, Clinical Social Work
- Certificate, Social Work Management

College of Engineering

- MS, Applied Environmental Science and Technology
- Master of Applied Environmental Science & Technology
- MS, Science Management
- MS, Computer Science (joint with UAF), end UAA agreement
- Minor, Civil Engineering
- Minor, General Engineering
- Certificate, Geographic Information Systems

College of Education

- NO DELETIONS

College of Business & Public Policy

- NO DELETIONS

Program/admission suspensions and transformations

memos with detailed narrative

College of Arts & Sciences

- Transform: BA, Music
- Transform: BM, Music Performance
- Transform: Physics Minor
- Admission suspension (continued), BS Chemistry

Community & Technical College

- Transform: BA, Hospitality Management
- Transform: BS, Technology

- Transform: AAS, Professional Piloting
- Transform: AAS, Construction Management
- Transform: Minor, Aviation Technology
- Transform: Minor, Athletic Training
- Transform: Certificate, Civil Drafting
- Transform: Certificate, Structural Drafting
- Transform: Certificate, Heavy Duty Transportation and Equipment
- Transform: Preparatory College Mathematics
- Transform: Reading and Study Skills

College of Health

- Transform: BHS, Human Services
- Transform: AAS, Human Services
- Transform: Minor, Social Welfare Studies
- Transform: Certificate, Civic Engagement
- Transform: Certificate, Children's Behavioral Health

College of Engineering

- Transform: MS, Arctic Engineering
- Transform: MCE, Civil Engineering
- Transform: MS, Civil Engineering
- Transform: MS, Engineering Management
- Transform: Minor, Computer Systems Engineering
- Transform: Minor, Electrical Engineering
- Transform: Minor, Geographic Information Systems
- Transform: Minor, Mechanical Engineering
- Transform: Certificate, Coastal, Ocean and Port Engineering
- Transform: Certificate, Earthquake Engineering
- Transform: Certificate, Environmental Regulations and Permitting

College of Education

- Transform: MAT, Secondary Education
- Transform: M.Ed., Teaching and Learning
- Transform: M.Ed., Early Childhood Special Education
- Transform: M.Ed., Educational Leadership, Principal
- Transform: M.Ed., Special Education
- Transform: BA, Elementary Education
- Transform: Certificate, Educational Leadership, Principal
- Transform: Certificate, Special Education
- Transform: Certificate, Early Childhood
- Transform: Certificate, Elementary Education
- Admission suspension (continued): Certificate, Early Childhood Development
- Admission suspension (continued): Certificate, eLearning
- Admission suspension (continued): Certificate, School-Age Care, Administration
- Admission suspension (continued): Certificate, School-Age Care, Practitioner
- Admission suspension (continued): Certificate, Educational Leadership, Superintendent

College of Business & Public Policy

- Transform: MPA, Public Administration
- Transform: MS, Global Supply Chain Management
- Transform: AAS, Logistics
- Transform: AAS, Small Business Administration
- Transform: AAS, Business Computer Information Systems
- Transform: Minor, Accounting
- Transform: Minor, Management Information Systems
- Transform: Minor, Economics
- Transform: Certificate, Logistics



Date: 11 May 2015

To: Samuel Gingerich, Provost

From: Bart Quimby, Interim Dean

RE: April 2015 Prioritization Summary

As requested, this memo summarizes the findings/recommendations presented at the end of April 2015. Table 1 is an overview. In general, I concur with the detailed recommendations which were submitted at the end of April.

Table 1
Summary of Recommendations

| Program | Task Force Recommendation | CoEng Recommendation |
|--|---------------------------|--|
| Minor in Civil Engineering | Further Review | Eliminate |
| Minor in Computer Systems Engineering | Further Review | Retain |
| Minor in Electrical Engineering | Further Review | Retain |
| Minor in General Engineering | Further Review | Eliminate |
| Minor in Geographic Information Systems | Transform | Retain |
| Minor in Mechanical Engineering | Further Review | Retain |
| Certificate in Geographic Information Systems (GIS) | Further Review | Eliminate |
| Master of Applied Environmental Science & Technology | Transform | Collapse into the Master of Civil Engineering |
| MS Applied Environmental Science & Technology | Transform | Collapse into the MS Civil Engineering |
| MS Arctic Engineering | Transform | Retain & enhance |
| Master of Civil Engineering | Transform | Retain |
| MS Civil Engineering | Transform | Retain |
| MS Computer Science (joint with UAF) | Further Review | Not our degree – end agreement |
| MS Engineering Management | Further Review | Retain: Change name to MS Engineering & Science Management, merging with MS Science Management and update curriculum |

| | | |
|---|-----------------------|--|
| MS Science Management | Further Review | Collapse into the renamed MS Engineering & Science Management |
| Graduate Certificate in Coastal, Ocean and Port Engineering | Further Review | Retain: New leadership has the time to update and promote |
| Graduate Certificate in Earthquake Engineering | Further Review | Retain: move courses online and increase promotion |
| Graduate Certificate in Environmental Regulations & Permitting | Further Review | Retain: The program is strong. Move to 100% online. |

Suspension of Admissions/Deletions:

1. **Minor in Civil Engineering:** I concur with the decision by the Civil Engineering Department to delete the Civil Engineering minor.
2. **Minor in General Engineering:** I concur with the decision by the Mechanical Engineering Department and the CoEng Chair's council to delete the Civil Engineering minor.
3. **Certificate in Geographic Information Systems (GIS):** I concur with the decision by the Geomatics Department to delete the Undergraduate Certificate in GIS.
4. **Master of Applied Environmental Science & Technology:** I concur with the decision of the Civil Engineering department to delete the Master of Applied Environmental Science & Technology.
5. **Master of Science in Applied Environmental Science & Technology:** I concur with the decision of the Civil Engineering department to delete the Master of Science in Applied Environmental Science & Technology.
6. **Master of Science in Science Management:** I concur with the decision of the Engineering, Science, and Project Management department to delete the Master of Science in Science Management

Transformation:

1. **Minor in Computer Systems Engineering:** I concur with the plans for transformation of the Computer Systems Engineering Minor. The program has suffered from lack of promotion and, since the fall prioritization report, efforts to educate the students regarding its existence and utility have resulted in a substantial increase in interest. The program has set a target to award at least two minors per year within three years.
2. **Minor in Electrical Engineering:** I concur with the plans for transformation of the Electrical Engineering Minor. The program has suffered from lack of promotion and, since the fall prioritization report, efforts to educate the students regarding its existence and utility have resulted in a substantial increase in interest. The program has set a target to award at least two minors per year within three years.
3. **Minor in Geographic Information Systems:** I concur with the plans for transformation of the Geographical Information Systems minor. This plan includes an examination of courses and course prerequisites to make the minor more accessible to majors both within and without the CoEng. The plan also calls for increasing the number of courses offered in a distance format and for increasing awareness of the award across the campus. After the revised program is put into place, it will take a couple of years for awards to be given. The plan is to implement changes in the next academic year and then expect to see up to five awards per year by AY2021.
4. **Minor in Mechanical Engineering:** I concur with the plans for transformation of the Mechanical Engineering Minor. The program has suffered from lack of promotion and, since the fall

prioritization report, efforts to educate the students regarding its existence and utility have resulted in a substantial increase in interest. The program has set a target to award at least five minors per year within five years.

5. **Master of Science in Arctic Engineering:** I concur with the plans for transformation of the MS in Arctic Engineering. The plan calls for broadening the scope of the degree to create tracks in Civil, Mechanical, and Electrical Engineering. This will result in the creation of several new courses for asynchronous distance delivery in order to maintain the ability of students worldwide to complete the program. This will answer the concern made by the prioritization task group suggesting that this program is a subset of the civil engineering masters programs. While the program currently has sufficient enrollment, the program has set the goal of doubling enrollments in by AY2020.
6. **Master of Civil Engineering:** I concur with the plans for transformation of the Masters in Civil Engineering. The civil engineering faculty wish to maintain the distinction between the professional masters (MCE) from the research oriented MSCE as is fairly common in the discipline. The major impediment to degree completion has been the culminating project, which is of limited value given the nature of the degree. The plan calls for the option of a comprehensive exit exam in place of the project. The plan also calls for the modification of entrance requirements to allow someone without an engineering degree and who interested in the Applied Environmental Science & Technology track to enter the program with a science background. The program has set a target to increase awards by 30% by AY2020.
7. **Master of Science in Civil Engineering:** I concur with the plans for transformation of the Masters of Science in Civil Engineering. The civil engineering faculty wish to maintain the distinction between the professional masters (MCE) from the research oriented MSCE as is fairly common in the discipline. The plan calls for the modification of entrance requirements to allow someone without an engineering degree and who interested in the Applied Environmental Science & Technology track to enter the program with a science background. The program has set a target to increase awards by 30% by AY2020.
8. **Master of Science in Engineering Management:** I concur with the plans for transformation of the Master of Science In Engineering Management. The plan calls for renaming the degree to be the Master of Science in Engineering & Science Management, merging the two existing programs into one and loosening the entrance requirements to include both engineers and scientists. It was correctly pointed out that the two degrees were duplicates of each other with only the student background designating which degree is earned. Combined, the two programs provide a healthy number of graduates. The plan also includes a revitalization of the program requirements (almost completed) and increased program promotion. The program has set a target of eight graduates per year by AY2020.
9. **Graduate Certificate in Coastal, Ocean, and Port Engineering:** I concur with the plans for transformation of the graduate certificate in Coastal, Ocean, and Port Engineering. This program has new leadership after the retirement of its founder. The transformation plan calls for curricular changes, increased promotion, and a switch to distance delivery. The program has set a target of increasing enrollments to ten students within three years and three awards within the same three years.
10. **Graduate Certificate in Earthquake Engineering:** I concur with the plans for transformation of the graduate certificate in Earthquake Engineering. The transformation plan calls for increased promotion and a switch to distance delivery. The program has set a target of increasing enrollments to ten students within three years and three awards within the same three years.
11. **Graduate Certificate in Environmental Regulations & Permitting:** I concur with the plans for transformation of the graduate certificate in Environmental Regulations & Permitting. While the

program is an extremely healthy and vigorous program which ended up in quintile 5 only because of the lack of a prioritization template, the program is looking at transformations to enhance the good things they are already doing. The transformation plan calls for increased promotion and switching the one remaining face-to-face course to distance delivery. The program has set a target of maintain their awards record at an average of approximately five per year.

Other Deletion:

1. **Master of Science in Computer Science (Joint with UAF):** I concur with the recommendation of the Computer Science & Engineering department to remove this option from the Catalog. This is an agreement which has been defunct for a number of years and we are not actively supporting it and there are no students involved in this project. As it is not a “program” (i.e. we do not award a degree for this) deleting it should simply be a matter of removing the associated language from the Catalog.

**UAA Program and Function Prioritization Findings
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CATEGORIES 4 (TRANSFORM) AND 5 (FURTHER REVIEW)

The following summarizes the final recommendations of the Cabinet. These were reached following the series of meetings outlined within the prioritization timeline. As such, these recommendations are based on the work of the Academic Task Force as well as the follow-up work of the departments and colleges. In sum, the Cabinet developed these recommendations based on the best work of the campus as a whole.

The Task Force established the framework used for this review and recommendation determination. Specifically, this includes the following definitions of Category 4, Transform, and Category 5, Further Review:

“Programs in the Transform category are regarded as essential offerings for UAA, but ones that are being offered in a way that is not efficient or mission-aligned. The most prominent theme for programs placed in this category is that they appear to have a greater level of potential than their current performance indicates. Although many templates provide a logical case for why the program should be important, students have not been convinced. The templates for many of these programs indicated a need, plan, or aspiration to transform the program.

“Programs in the Further Review category are less well-aligned to UAA and community needs, either in content or delivery, or both. Some of the programs in this category have theoretical internal or external demand, but in practice have so few students or produce so few degrees as to make them very inefficient programs to offer. Many templates did not address the most serious issues demonstrated in the data. Many of these programs belong to departments with one or more programs that are more mission-aligned, and reconsidering these programs might lead to more efficient internal allocation of resources within departments. The templates for others, however, describe isolated or insular programs that were not as connected to other departments and programs across UAA. More than a third of the programs in this category are here either because the template indicated the program was slated for deletion or there was insufficient information in the template (none, in most cases) to make any other categorization. No department’s complete set of programmatic offerings was placed in Further Review, and it is intended that the programs that were placed in other categories become the priority for attention and resources within those departments, colleges and UAA.”

This summary states that several programs will be required to undergo an expedited review. This process will follow the Board of Regents Policy and Regulation 10.06. An expedited program review process will be designed by the chancellor and provost and submitted to the president for approval. Given the data and information gathered, reviewed, assessed and evaluated for prioritization, this expedited review will focus exclusively on developing and gaining approval for a strategy to transform or delete an offering. It is expected that these processes will be completed by May 1, 2015.

The following undergraduate and graduate programs were identified in categories 4 or 5. After review, the Cabinet agrees these require immediate, focused attention. While in many of the cases listed, a particular weakness is cited, in most cases these were abstracted from the Academic Task Force report, which provides detailed rationale for the categorization. Those reviewing this summary, as well as those preparing required follow-up documents as part of an expedited review, need to reread the original ActF report and consider the detailed issues raised therein.

UNDERGRADUATE DEGREES - CATEGORY 4 (TRANSFORM)

AAS

CBPP Business Administration: Small Business Administration

Needs more academic assessment of its value. Will be part of expedited program review for revision.

CBPP Computer Information Systems: Business Computer Information Systems

Low student demand. Needs more academic assessment of its value. Will be part of expedited program review for revision.

COH Human Services

One of UAA's top associate degree programs (45 awards in AY 2014). Further efforts to integrate into interdisciplinary efforts with other related counseling programs is recommended.

COH School of Allied Health: Medical Laboratory Technology

Important program, but this offering needs to be more clearly distinguished from the baccalaureate Medical Laboratory Science program.

CTC Aviation Technology: Professional Piloting

Need for this degree is questioned given the BSAT. Recommend expedited program review.

CTC Computer Networking & Office Technologies Department: Computer Information and Office Systems

Few students finish this degree. Recommend expedited program review.

CTC Construction & Design Technology Division: Construction Management

This program has been redesigned by CTC leadership to increase enrollments. Recommend program review in six months.

MEd

COE Counseling and Special Education: Early Childhood Special Education
Needs attention. Revisions should be informed by the statewide review/reform of education programs.

COE Educational Leadership
Needs attention. Revisions should be informed by the statewide review/reform of education programs.

COE Teaching and Learning
Needs attention. Revisions should be informed by the statewide review/reform of education programs.

MAT

COE Teaching and Learning: MAT
Needs attention. Revisions should be informed by the statewide review/reform of education programs.

GRADUATE DEGREES - CATEGORY 5 (FURTHER REVIEW)

MEd

COE Counseling and Special Education: Special Education
Needs attention. Recommend for expedited review; a review informed by the statewide reform of programs required.

COE Counseling and Special Education: Counselor Education
Needs attention. Recommend expedited review; a review informed by the statewide reform of programs required.

MS

CTC Career & Technical Education
This does not appear to be a viable program. Recommend expedited review for revision or elimination.

COEng Engineering, Science & Project Management: Engineering Management
It is not clear how this option is differentiated from others offered in the program. Weak student demand. Recommend expedited program review for revision or elimination.

CoEng Engineering, Science & Project Management: Science Management
It is not clear how this option is differentiated from others offered in the program. Weak student demand. Recommend expedited program review for revision or elimination.

UNDERGRADUATE CERTIFICATES

There are very few students being awarded any of the following certificates. In some cases, students may be going to work after completing a few key courses, without finishing all of the requirements. In others, there appears to be very little demand. Given the technical nature of a set of these offerings, course enrollment may demonstrate interest and relevance. These certificates will undergo an expedited review and those deemed to be viable will be redesigned while all others will be deleted.

TRANSFORM

COH Center for Community Engagement & Learning: Civic Engagement
CTC Construction & Design Technologies Division: Civil Drafting
CTC Transportation and Power Division: Heavy Duty Transportation & Equipment

FURTHER REVIEW

CAS Philosophy: Applied Ethics
CBPP Logistics: Logistics & Supply Chain Management
COE Teaching and Learning: Early Childhood Development
COH Justice Center: Paralegal Studies
COH School of Allied Health: Massage Therapy
COH School of Allied Health: Pharmacy Technology
CTC Computer Networking & Office Tech Department: Computer & Networking Technology
CTC Construction & Design Technologies Division: Mechanical & Electrical Drafting
CTC Construction & Design Technologies Division: Structural Drafting
CTC Transportation and Power Division: Automotive Technology
CoEng Geomatics: Geographic Information Systems

GRADUATE CERTIFICATES

The following graduate certificates have little demand, funding issues or an unclear rationale for their need. These certificates will undergo an expedited review and those that are still viable may be redesigned while all others will be deleted.

Further Review

| College | Department | Program | Type | Comments |
|---------|--|---------------------------------------|-------------|---|
| SOE | Electrical Engineering | Electrical Engineering | Sponsored | No template was submitted. Data was too limited a basis upon which to make any judgment. Further review necessary to determine categorization. |
| SOE | Engineering, Science, & Project Management | Engineering Management | MS | The template does not adequately justify the differentiation between Master's degrees based on undergraduate majors. This program has weak student demand. |
| SOE | Engineering, Science, & Project Management | Science Management | MS | The template describes external demand, but the program cannot meet this without students. Sixteen courses have not been revised since 2001. Having faculty teach six courses a year when those courses are almost empty is not good management of instructional resources. |
| SOE | Geomatics | Geographic Information Systems | Certificate | Data and Template indicate issues with student enrollment numbers. Program has been around for many years, but is not able to recruit students. Template did not indicate there were any efforts to go out and recruit students either. Distance courses currently do not seem to have high enrollments and yet distance is the plan for increasing enrollments. Opportunity Analysis discusses adding additional specialized programs, when the department's other specialized programs don't currently have any students. |
| SOE | Mechanical Engineering | Mechanical Engineering | Minor | This program has only had three declared students and one graduate in the review period. The department recognizes low student demand and is open to discussions about whether this minor should continue to be offered. |
| SOE | | Environmental Regulation & Permitting | Grad Cert | No template was submitted. Data was too limited a basis upon which to make any judgment. Further review is necessary to determine categorization. 14 graduates in three years is good for a Graduate Certificate. |
| SOE | | General Engineering | Minor | The department recognizes low student demand and is open to discussions about whether this minor should continue to be offered. |