

# Associate of Arts Five Year Program Review: 2007

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## Introduction

The Associate of Arts program review will be presented in nine sections:

1. An explanation of the purpose and scope of the program review.
2. A description of the Associate of Arts program
3. A description of how the Associate of Arts program functions at TVC, CRCO, and UAF
4. An analysis of the current data that we have to understand how the AA program functions. The questions will include:
  - a. For students who graduated with the AA degree when and where did they start the degree?
  - b. For students who graduated how long did it take them to earn the AA degree?
  - c. For students who graduated how extensively did the AA students use distance education to accomplish their degree?
  - d. For students who graduated which math course did the AA students take to meet the Baccalaureate Core math requirement?
  - e. For both students who graduated, and those who didn't, on which community campus did the student study for the AA degree and from which campus did they graduate?
  - f. For both students who graduated, and those who didn't, where did the AA students come from?
  - g. For both students who graduated, and those who didn't, who, within UAF, provided advising and support to the students?
5. The Associate of Arts program outcomes assessment
6. The Associate of Arts program self-assessment
7. Recommendations for the Associate of Arts program
8. A survey of Associate of Arts programs in Washington, Oregon, and California to find useful ideas and trends
9. Appendix

I will assume that the program review committee has a basic understanding of the UAF Baccalaureate Core, the outcomes assessment and program review process, and of decision making and academic policies of the university.

## **Purpose of the Associate of Arts Program Review**

For the five year program review for the Associate of Arts program we will modify the standard program review template to reflect the unique character of the AA program at UAF.

Four of the unique attributes of the AA program are:

1. The definition of an AA student was changed in Fall 2003 so there is not a consistent five year base of student information.
2. The AA program does not have a separate curriculum; the curriculum is identical to the Baccalaureate Core.
3. The AA program does not control when, where, and how students enter and leave the program.
4. The AA program has no assigned faculty. TVC has assigned a faculty coordinator to provide oversight, advocacy, and advising. The AA coordination is 20% of the faculty workload.

Because of the need to understand how the AA program functions at UAF, and also to see how the AA program interacts with the General Studies and Pre-Major programs, we will use the program review process to analyze how the AA program is currently being used by students at UAF.

Specifically we will gather the following information:

1. A sample of academic transcripts of AA students from fall 2004 to spring 2007. 108 transcripts were provided by Colleen Abrams.
2. Data provided by Ian Olsen and Mark Lew with the UAF Planning, Analysis & Institutional Research. The data was generated from a meeting we held to discuss the AA program
3. A funnel analysis of the students in the AA program provided by UAF Planning, Analysis & Institutional Research.
4. Other data, as suggested, and appropriate, that will help us understand how the AA degree functions.

Specific questions that we will try to answer through looking at the accumulated data will include:

1. For students who graduated with the AA degree when and where did they start the degree?
2. For students who graduated how long did it take them to earn the AA degree?
3. For students who graduated how extensively did the AA students use distance education to accomplish their degree?
4. For students who graduated which math course did the AA students take to meet the Baccalaureate Core math requirement?
5. For both students who graduated, and those who didn't, on which community campus did the student study for the AA degree and from which campus did they graduate?
6. For both students who graduated, and those who didn't, where did the AA students come from?
7. For both students who graduated, and those who didn't, who, within UAF, provided advising and support to the students?

In addition to the data analysis we will:

1. Look for unexpected and interesting trends and patterns that will lead to a deeper understanding of the actual use of the AA program at UAF.

2. Look at current practices for Associate of Arts degrees within the states of Washington, Oregon, and California to look for useful ideas that could be used to improve the AA program at UAF.

Currently we do not know enough about how the AA degree is being used or how the AA program interacts with the general studies and pre-major students. The three or four year goal of both the Pre-major and General Studies programs and the AA program is to understand how the the students we serve are using our programs. From that understanding we will create a coordinated strategy that meets the needs of General Studies, Pre-Major, and Associate of Arts students.

The Pre-Major program is just beginning, the scope of service of the AA program has been changed, and there is currently a lack of clarity as to the results of these changes. Only by looking at the data with an open mind can we adjust and coordinate our resources to meet the needs of the appropriate students. One of the purposes of this program review is to begin the process of coordinating service with the General Studies and Pre-Major program.

I use a metaphor that I find helpful in understanding the dilemma that we face, most university degree programs are like a road, with a clear path and an explicit destination. The Associate of Arts program is a highway interchange with students coming from multiple beginnings and leaving for multiple destinations. There is a competing, recently built, highway interchange that duplicates many of the purposes of the Associate of Arts program. This duplicate highway interchange is the General Studies program and the pre-major category. The task we have is to understand how the AA program works and how it will interact with the General Studies and the pre-major program. Through understanding we will be able to coordinate our services to meet the needs of our students.

We will use the information provided by UAF Planning, Analysis & Institutional Research to understand how the AA program is used on the rural campuses and also to look for areas to improve service and growth.

## **Associate of Arts Program Description**

The purpose of this section of the program review is to provide the official description of the Associate of Arts degree, the Baccalaureate Core curriculum and specific information on the Associate of Arts degree at TVC and CRCD.

To provide this information I have included the catalog description of the Associate of Arts program, and a description of the purpose of the Baccalaureate Core. I have also included the AA degree check list and the Baccalaureate degree checklist.

I wanted to include some information from CRCD rural sites, but when I looked at their web sites there was no current information on the AA degree. There were links to the General Studies program, which is not the AA degree program. One recommendation for the AA program will be to work with the CRCD campuses to have consistent and accurate information on the AA degree.

In the following section I will describe in detail how the program functions, which is naturally somewhat different then the program as described.

## **Associate of Arts Degree Description from 2007-2008 Catalog**

### **Associate of Arts**

#### 1. College of Rural and Community Development

Bristol Bay Campus (907) 842-5109  
Chukchi Campus (907) 442-3400  
Interior-Aleutians Campus (907) 474-5439  
Kuskokwim Campus (907) 543-4500  
Northwest Campus (907) 443-2201  
Tanana Valley Campus (907) 455-2800  
[www.tvc.uaf.edu/programs/aa/](http://www.tvc.uaf.edu/programs/aa/)

Minimum Requirements for Degree: 60 credits

2. The associate of arts degree is offered at all UAF campuses. The degree offers a rigorous program of study for the serious student who eventually intends to transfer to a bachelor's degree program. The degree may serve as a starting point for a career or as a stepping-stone to a bachelor's program. You may only earn one A.A. degree.

### **Major--A.A. Degree**

3. Complete the [general university requirements](#).
4. Complete the [A.A. degree requirements](#).
5. Minimum credits required--60 credits

## How to Earn a Certificate or Associate Degree

To earn a UAF degree, you must satisfy three sets of requirements: general university requirements, certificate or degree requirements and program (major) requirements. These requirements are all described in this section of the catalog. Requirements for your major are found in the [Certificate and Associate Degree Programs section](#).

If your degree program is delivered collaboratively within the UA system (e.g., information technology specialist, early childhood education, human services and rural human services), then the credits you earn from each UA institution will be counted toward fulfillment of the degree requirements and fulfillment of the minimum institutional residency requirements. Institutional residency requirements are the minimum number of credits you must earn from the campus where you earn a degree.

### General University Requirements

You must earn at least 30 semester hours for a certificate and 60 semester hours for an associate degree, including transfer credits, to earn a UAF certificate or degree. At least 15 semester credits applicable to any certificate or associate degree must be earned at UAF. A minimum GPA of 2.0 is required in all work as well as in your major fields. In addition, you must earn a minimum C grade in courses required for your associate degree major.

Unless otherwise specified by the appropriate academic unit, a course may be taken more than once toward fulfilling degree, certificate or major requirements. However, credit hours for such courses count only once toward total credits required for the degree or certificate.

Certifying that you have met all major requirements is the responsibility of your department faculty, who notify the Registrar's Office.

If you want to use correspondence study credits from a school other than UAF to satisfy degree requirements, you must have the approval of those courses by the dean of the school or college from which you will graduate; otherwise, you take the risk the courses will not be accepted.

### Majors

You may declare a major when you are admitted to UAF as a degree-seeking undergraduate student. If you haven't chosen a major you'll be enrolled as a general studies student. Non-degree students are not eligible to declare a major or to be assigned class standing.

Students enrolled in associate degree or certificate programs who want to declare a baccalaureate degree major must apply for admission to a degree program following the standard admission process for bachelor's degree programs. (See admission requirements in [How to Earn a Baccalaureate Degree](#).)

General University Requirements for Certificate and associate Degrees		
	Certificate	Associate Degree
Minimum number of credits required	30 credits	60 credits
Credits that must be earned at UAF (residence credit)	15 credits	15 credits
Grade point average required	2.0 cumulative and in major	2.0 cumulative and in major
Minimum grades required for major		No grade lower than C in courses required for major
Catalog year that can be used to meet requirements	May use any catalog in effect when enrolled as a degree-seeking student, regardless of major; five-year limit on catalog year	May use any catalog in effect when enrolled as a degree-seeking student, regardless of major; five-year limit on catalog year
Second degree requirements		Only one A.A. degree may be earned; 12 credits beyond first A.A.S. degree and all requirements for the second degree must be met

## Associate of Arts Requirements

1. The associate of arts degree represents the completion of broad-based college study. This degree may serve as a starting point for your career or as a stepping-stone to a bachelor's program. You may earn only one A.A. degree.
2. The curriculum of the associate of arts degree consists of all courses required to meet the University of Alaska Fairbanks baccalaureate core, with the following exceptions:
3. The upper division writing and oral intensive courses are not required
4. In place of the upper division ethics course a humanities or social science elective may be substituted.
5. All credits for the A.A. degree must be at the 100-level or above with 20 credits at the 200-level or above, and be distributed as follows:

Baccalaureate core credits 38-44

General electives 16-22

Requirements

Communication (9 credits)

- ENGL 111X—Introduction to Academic Writing (3)  
ENGL 190H may be substituted.
- Complete one of the following:  
ENGL 211X—Academic Writing about Literature (3)  
ENGL 213X—Academic Writing about the Social and Natural Sciences (3)
- Complete one of the following:  
COMM 131X—Fundamentals of Oral Communication: Group Context (3)  
COMM 141X—Fundamentals of Oral Communication: Public Context (3)

Perspectives on the Human Condition (Humanities and social sciences) (18 credits)

- Complete all of the following four courses:  
ANTH 100X/SOC 100X—Individual, Society and Culture (3)  
ECON 100X or PS 100X—Political Economy (3)  
HIST 100X—Modern World History (3)  
ENGL/FL 200X—World Literature (3) 12
- Complete one of the following three courses:  
ART/MUS/THR 200X—Aesthetic Appreciation: Interrelationship of Art, Drama and Music (3)  
HUM 201X—Unity in the Arts (3)  
ANS 202X—Aesthetic Appreciation of Alaskan Native Performance (3) 3
- Complete one of the following six courses:  
BA 323X—Business Ethics (3)  
COMM 300X—Communicating Ethics (3)  
JUST 300X—Ethics and Justice (3)  
NRM 303X—Environmental Ethics and Actions (3)  
PS 300X—Ethics and Society (3)  
PHIL 322X—Ethics (3) 3
- Or complete 12 credits from the above courses plus one of the following:  
Two semester-length courses in a single Alaska Native language or other non-English language  
Three semester-length courses (9 credits) in American Sign Language taken at the university level. 6–9

Mathematics 3

- Complete one of the following:  
MATH 103X—Concepts and Contemporary Applications of Mathematics (3)  
MATH 107X—Functions for Calculus\* (4)  
MATH 161X—Algebra for Business and Economics (3)

STAT 200X—Elementary Probability and Statistics (3)

\* No credit may be earned for more than one of MATH 107X or 161X.

- Or complete one of the following:\*

MATH 200X—Calculus (4)

MATH 201X—Calculus (4)

MATH 202X—Calculus (4)

MATH 262X—Calculus for Business and Economics (4)

MATH 272X—Calculus for Life Sciences (4)

\*Or any math course having one of these as a prerequisite 3–4

Natural Sciences (8 credits)

- Complete any two (4-credit) courses.

ATM 101X—Weather and Climate of Alaska (4)

BIOL 100X—Human Biology (4)

BIOL 103X—Biology and Society (4)

BIOL 104X—Natural History (4)

BIOL 105X—Fundamentals of Biology I (4)

BIOL 106X—Fundamentals of Biology II (4)

BIOL 111X—Human Anatomy and Physiology I (4)

BIOL 112X—Human Anatomy and Physiology II (4)

CHEM 100X—Chemistry in Complex Systems (4)

CHEM 103X—Basic General Chemistry (4)

CHEM 104X—Beginnings in Biochemistry (4)

CHEM 105X—General Chemistry (4)

CHEM 106X—General Chemistry (4)

GEOG 205X—Physical Geography (4)

GEOS 100X—Introduction to Earth Science (4)

GEOS 101X—The Dynamic Earth (4)

GEOS 112X—History of Earth and Life (4)

GEOS 120X—Glaciers, Earthquakes and Volcanoes (4)

GEOS 125X—Humans, Earth and Environment (4)

MSL 111X—The Oceans (4)

PHYS 102X—Energy and Society (4)

PHYS 103X—College Physics (4)

PHYS 104X—College Physics (4)

PHYS 115X—Physical Science I (4)

PHYS 116X—Physical Science II (4)

PHYS 175X—Astronomy (4)

PHYS 211X—General Physics (4)

PHYS 212X—General Physics (4)

PHYS 213X—Elementary Modern Physics (4)

Library and Information Research (0–1 credit)

- Successful completion of library skills competency test or LS 100X or 101X prior to junior standing 0–1

Total Credits Required 38–39

6. Students planning to go on to the bachelor's degree are advised to select courses meeting remaining core requirements and courses designated within bachelor's degree majors and minors.

Total Credits Required 60

## **Description of the Associate of Arts Program from the Tanana Valley Campus Web Site**

### **Associate of Arts**

The A.A. is a program of study with an interdisciplinary approach useful for transferring to future degree programs or as a starting point for a career. An emphasis created in an A.A. program can fulfill general education requirements or become the basis for a minor in many bachelors' programs. The A.A. degree is offered at all UAF campuses as well as online.

### **Associate of Arts**

#### **About the Program**

The Associate of Arts degree is designed for students who want to transfer to a four year Bachelor of Arts or Bachelor of Science degree. The curriculum of the Associate of Arts program consists of courses that meet the University of Alaska Baccalaureate Core requirements plus degree specific electives. Completing the UAF Associate of Arts degree is valuable for students who have one of the following purposes:

- Students transferring to a UAF Bachelor of Science or Bachelor of Arts degree.
- Students transferring to a specific UAF degree program.
- Students transferring to UAA or UAS
- Students transferring to a four year degree at another University
- Students who want a flexible liberal arts degree that can be designed for personal or professional development.

Because of the many purposes that can be met through the Associate of Arts degree it is crucial to work with an academic advisor. The academic advisor will work with students to individualize the Associate of Arts program and to make sure that the courses selected fulfill individual goals. The Associate of Arts is an exciting degree choice. The degree can be customized to meet many purposes. The Associate of Arts degree is also flexible; if your academic or career goals change we can adapt the degree to your interests and goals.

#### **Facilities and Instructors**

The Associate of Arts program office is located in downtown Fairbanks at the Tanana Valley Campus Center (TVCC) at 604 Barnette Street. Classes are offered at TVCC as well as the UAF main campus and other convenient locations. Class sizes are small. The atmosphere is relaxed and informal. The facilities are designed for student interaction with state of the art computer labs, student lounges and study spaces.

#### **Admissions Process**

Applications for admission into the program are located at the TVC Student Assistance Center, at the UAF Office of Admissions or online at <http://www.uaf.edu/admissions/index.html>.

We can answers questions about this standard form, financial aid, or the program at the TVC Student Assistance Center (455-2851) or you can talk to Stephen Cysewski (455-2836), coordinator for the Associate of Arts program, or email him at [ffsdc@uaf.edu](mailto:ffsdc@uaf.edu) If you do not have SAT or ACT placement information, you can take a free COMPASS or ASSET assessment to see

which English and math courses to start with. The assessment is free on a regular schedule or by appointment if necessary. You can take advantage of special enhancement and study programs if you need refresher courses or orientation information about college.

### **Associate of Arts Requirements**

All credits for the A. A. degree must be at the 100-level or above with 20 credits at the 200-level or above, and be distributed as follows:

Requirements (38 or 39 credits)

Meet the Baccalaureate Core requirements with the exception of Upper-Division Writing and Communication.

General electives (21 or 22 credits)

Any combination of courses. (Students planning to go on to the baccalaureate degree are advised to select courses meeting remaining core requirements and courses designated within baccalaureate majors and minors.)

Total Credits (60 credits)

### **Baccalaureate Core Requirements**

Courses used to meet a science or mathematics core requirement may also be used to satisfy the major and/or minor degree requirements. Other core courses may not be used to meet any other requirements for a degree.

Requirements

Communication (9 credits)

- ENGL 111X--Introduction to Academic Writing (3)  
ENGL 190H may be substituted.
- Complete one of the following:  
ENGL 211X--Academic Writing about Literature (3)  
ENGL 213X--Academic Writing about the Social and Natural Sciences (3)
- Complete one of the following:  
COMM 131X--Fundamentals of Oral Communication: Group Context (3)  
COMM 141X--Fundamentals of Oral Communication: Public Context (3)

Perspectives on the Human Condition (Humanities and social sciences) (18 credits)

- Complete all of the following four courses (12 credits):  
ANTH 100X/SOC 100X--Individual, Society and Culture (3)  
ECON 100X or PS 100X--Political Economy (3)  
HIST 100X--Modern World History (3)  
ENGL/FL 200X--World Literature (3)
- Complete one of the following three courses (3 credits):  
ART/MUS/THR 200X--Aesthetic Appreciation: Interrelationship of Art, Drama and Music (3)  
HUM 201X--Unity in the Arts (3)  
ANS 202X--Aesthetic Appreciation of Alaskan Native Performance (3)
- Complete one of the following six courses (3 credits):  
BA 323X--Business Ethics (3)  
COMM 300X--Communicating Ethics (3)

JUST 300X--Ethics and Justice (3)  
NRM 303X--Environmental Ethics and Actions (3)  
PS 300X--Ethics and Society (3)  
PHIL 322X--Ethics (3)

- Or complete 12 credits from the above courses plus one of the following (6–9 credits):  
Two semester-length courses in a single Alaska Native language or other non-English language  
Three semester-length courses (9 credits) in American Sign Language taken at the university level.

#### Mathematics (3 credits)

- Complete one of the following:  
MATH 107X--Functions for Calculus\* (4)  
MATH 161X--Algebra for Business and Economics (3)  
MATH 103X--Concepts and Contemporary Applications of Mathematics (3)  
\* No credit may be earned for more than one of MATH 107X or 161X.
- Or complete one of the following:•  
MATH 200X--Calculus (4)  
MATH 201X--Calculus (4)  
MATH 202X--Calculus (4)  
MATH 262X--Calculus for Business and Economics (4)  
MATH 272X--Calculus for Life Sciences (4)
- \*Or any math course having one of these as a prerequisite (3–4 credits)

#### Natural Sciences (8 credits)

Complete any two (4-credit) courses (8 credits).

- ATM 101X--Weather and Climate of Alaska (4)
- BIOL 100X--Human Biology (4)
- BIOL 103X--Biology and Society (4)
- BIOL 104X--Natural History (4)
- BIOL 105X--Fundamentals of Biology I (4)
- BIOL 106X--Fundamentals of Biology II (4)
- BIOL 111X--Human Anatomy and Physiology I (4)
- BIOL 112X--Human Anatomy and Physiology II (4)
- CHEM 100X--Chemistry in Complex Systems (4)
- CHEM 103X--Basic General Chemistry (4)
- CHEM 104X--Beginnings in Biochemistry (4)
- CHEM 105X--General Chemistry (4)
- CHEM 106X--General Chemistry (4)
- GEOG 205X--Physical Geography (4)
- GEOS 100X--Introduction to Earth Science (4)
- GEOS 101X--The Dynamic Earth (4)
- GEOS 112X--History of Earth and Life (4)
- GEOS 120X--Glaciers, Earthquakes and Volcanoes (4)
- GEOS 125X--Humans, Earth and Environment (4)
- MSL 111X--The Oceans (4)
- PHYS 102X--Energy and Society (4)
- PHYS 103X--College Physics (4)

- PHYS 104X--College Physics (4)
- PHYS 115X--Physical Science I (4)
- PHYS 116X--Physical Science II (4)
- PHYS 175X--Astronomy (4)
- PHYS 211X--General Physics (4)
- PHYS 212X--General Physics (4)
- PHYS 213X--Elementary Modern Physics (4)

Library and Information Research (0–1 credits)

- Successful completion of library skills competency test or LS 100X or 101X prior to junior standing

**For more information contact:**

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## Description of the Core Curriculum for the 2007-2008 UAF Catalog

### Bachelor Degree Requirements

#### The Core Curriculum

For a summary of the bachelor degree requirements see [bachelor's degree programs in brief](#). Undergraduate bachelor's study at UAF is characterized by a common set of learning experiences known as the Core Curriculum. The core provides students with a shared foundation of skills and knowledge that, when combined with specialized study in the major and other specific degree requirements, prepares students to better meet the demands of life in the 21st century. Through the baccalaureate core experience, every UAF student is expected to achieve:

- multidimensional competency in written and oral English—including comprehension of complex materials and creation of clearly organized presentations of soundly reasoned thought in both oral and written form;
- a solid grasp of quantitative reasoning and mathematical application;
- an intellectual comfort with the sciences—including the scientific method, frameworks that have nurtured scientific thought, traditions of human inquiry and the impact of technology on the world's ecosystems;
- an appreciation of cultural diversity and its implications for individual and group values, aesthetics and social and political institutions;
- an understanding of global economic interdependence, sense of historical consciousness and a more critical comprehension of literature and the arts;
- a better understanding of one's own values, other value systems and relationships between value systems and life choices.

If you completed your bachelor's degree from a regionally accredited institution, you will be considered to have completed the equivalent of the baccalaureate core when you have been officially accepted to an undergraduate degree program at UAF.

#### Course Classifications for the Baccalaureate Core

Courses that may be used to satisfy general baccalaureate core requirements have course numbers ending with "X." For example, English 111X, Communication 141X and other "X" courses meet specific core requirements. See the requirements for the baccalaureate core for a listing of other specific core courses. Courses meeting the upper-division writing intensive and oral communication intensive requirements for the baccalaureate core are identified in the course description of the catalog with the following designators:

O—oral communication intensive course

W—writing intensive course

Two courses designated "O/2" are required to complete the oral communication intensive requirement.

#### Baccalaureate Core

Courses used to meet a science or mathematics core requirement may also be used to satisfy the major and/or minor degree requirements. Other core courses may not be used to meet any other requirements for a degree.

## Requirements

### Communication 9 credits

- ENGL 111X—Introduction to Academic Writing (3)  
ENGL 190H may be substituted.
- Complete one of the following:  
ENGL 211X—Academic Writing about Literature (3)  
ENGL 213X—Academic Writing about the Social and Natural Sciences (3)
- Complete one of the following:  
COMM 131X—Fundamentals of Oral Communication: Group Context (3)  
COMM 141X—Fundamentals of Oral Communication: Public Context (3)

### Perspectives on the Human Condition (Humanities and social sciences) 18 credits

- Complete all of the following four courses (12 credits):  
ANTH 100X/SOC 100X—Individual, Society and Culture (3)  
ECON 100X or PS 100X—Political Economy (3)  
HIST 100X—Modern World History (3)  
ENGL/FL 200X—World Literature (3)
- Complete one of the following three courses (3 credits):  
ART/MUS/THR 200X—Aesthetic Appreciation: Interrelationship of Art, Drama and Music (3)  
HUM 201X—Unity in the Arts (3)  
ANS 202X—Aesthetic Appreciation of Alaskan Native Performance (3)
- Complete one of the following six courses (3 credits):  
BA 323X—Business Ethics (3)  
COMM 300X—Communicating Ethics (3)  
JUST 300X—Ethics and Justice (3)  
NRM 303X—Environmental Ethics and Actions (3)  
PS 300X—Ethics and Society (3)  
PHIL 322X—Ethics (3)
- Or complete 12 credits from the above courses plus one of the following:  
Two semester-length courses in a single Alaska Native language or other non-English language  
Three semester-length courses (9 credits) in American Sign Language taken at the university level. 6–9

### Mathematics 3 credits

- Complete one of the following:  
MATH 103X—Concepts and Contemporary Applications of Mathematics (3)  
MATH 107X—Functions for Calculus\* (4)  
MATH 161X—Algebra for Business and Economics (3)  
STAT 200X—Elementary Probability and Statistics (3)  
*\* No credit may be earned for more than one of MATH 107X or 161X.*
  - Or complete one of the following:\*
- MATH 200X—Calculus (4)
  - MATH 201X—Calculus (4)
  - MATH 202X—Calculus (4)
  - MATH 262X—Calculus for Business and Economics (4)
  - MATH 272X—Calculus for Life Sciences (4)
- \*Or any math course having one of these as a prerequisite 3–4*

### Natural Sciences 8 credits

- Complete any two (4-credit) courses.  
ATM 101X—Weather and Climate of Alaska (4)  
BIOL 100X—Human Biology (4)  
BIOL 103X—Biology and Society (4)  
BIOL 104X—Natural History (4)  
BIOL 105X—Fundamentals of Biology I (4)  
BIOL 106X—Fundamentals of Biology II (4)  
BIOL 111X—Human Anatomy and Physiology I (4)  
BIOL 112X—Human Anatomy and Physiology II (4)  
CHEM 100X—Chemistry in Complex Systems (4)  
CHEM 103X—Basic General Chemistry (4)  
CHEM 104X—Beginnings in Biochemistry (4)  
CHEM 105X—General Chemistry (4)  
CHEM 106X—General Chemistry (4)  
GEOG 205X—Physical Geography (4)  
GEOS 100X—Introduction to Earth Science (4)  
GEOS 101X—The Dynamic Earth (4)  
GEOS 112X—History of Earth and Life (4)  
GEOS 120X—Glaciers, Earthquakes and Volcanoes (4)  
GEOS 125X—Humans, Earth and Environment (4)  
MSL 111X—The Oceans (4)  
PHYS 102X—Energy and Society (4)  
PHYS 103X—College Physics (4)  
PHYS 104X—College Physics (4)  
PHYS 115X—Physical Science I (4)  
PHYS 116X—Physical Science II (4)  
PHYS 175X—Astronomy (4)  
PHYS 211X—General Physics (4)  
PHYS 212X—General Physics (4)  
PHYS 213X—Elementary Modern Physics (4)

Library and Information Research 0–1 credit

- Successful completion of library skills competency test or LS 100X or 101X prior to junior standing

Upper-Division Writing and Oral Communication

- Complete the following:  
Two writing intensive courses designated (W) and one oral communication intensive course designated (O), or two oral communication intensive courses designated (O/2), at the upper-division level (see degree and/or major requirements)

Total Credits Required 38-39

## How the Associate of Arts Program Functions

The AA program is primarily a package of pre-existing courses that are offered through the baccalaureate core curriculum. Since our curriculum is identical with the baccalaureate core the academic purpose of the curriculum is identical. If the requirements for the baccalaureate core change the requirements for the AA program will also change. The programs are synchronized.

The purpose of the core program as stated in the UAF catalog is:

*Through the baccalaureate core experience, every UAF student is expected to achieve:*

- *multidimensional competency in written and oral English--including comprehension of complex materials and creation of clearly organized presentations of soundly reasoned thought in both oral and written form;*
- *a solid grasp of quantitative reasoning and mathematical application;*
- *an intellectual comfort with the sciences--including the scientific method, frameworks that have nurtured scientific thought, traditions of human inquiry and the impact of technology on the world's ecosystems;*
- *an appreciation of cultural diversity and its implications for individual and group values, aesthetics and social and political institutions;*
- *an understanding of global economic interdependence, sense of historical consciousness and a more critical comprehension of literature and the arts;*
- *a better understanding of one's own values, other value systems and relationships between value systems and life choices.*

This statement of purpose is similar to many Associate of Arts programs in the lower 48.

There are multiple reasons why students might take an AA degree.

Some of the purposes are:

- Students transferring to a UAF Bachelor of Science or Bachelor of Arts degree.
- Students transferring to a specific UAF degree program.
- Students transferring to UAA or UAS
- Students transferring to a four year degree at another University
- Students who want a flexible liberal arts degree that can be designed for personal or professional development.

## The AA program and the community college mission

Sometimes it is useful to see the fundamental clarity of the Associate of Arts degree before we descend into the complexity of how the degree works at UAF. The primary purpose of Associate of Arts degrees nationwide is a means for preparing for transferring from a community college to a four year institution. The Associate of Arts degree is the capstone for an academic community college degree. The Associate of Arts degree is equivalent to the first two years of a bachelor degree. Students who earn an Associate of Arts degree transfer into a four year institution as juniors. There is a traditional and accurate expectation for what an AA degree is. The Associate of Arts degree is widely understood and accepted nationally and internationally.

At most universities with restrictive admission, like the University of Washington, students who are not qualified are not admitted. The students then go to a community college to earn an Associate of Arts degree. In the state of Washington students who earn an Associate of Arts degree have priority for admission into the University of Washington. There are a specific number of admissions that are reserved for students who have earned an Associate of Arts degree.

### **The AA program and the pre-major program at UAF**

At the University of Alaska Fairbanks, which is adopting a more restrictive admissions policy, the classic simplicity of the Associate of Arts degree has been obscured because of the pre-major and general studies program. Logically when students are not qualified for entry into a Bachelors program they should be admitted into the Associate of Arts program. At UAF the purpose of the Associate of Arts degree is being met by the pre-major and general studies program. These new categories, perhaps unique to UAF, have been created to capture head count, not to meet the needs of students! The resulting complexity has made it difficult to find out exactly who the AA program is serving. *The fundamental questions is who cares about which students and when do they care about them.* We do not know who is caring for the general studies, the pre-major, and the Associate of Arts students. There have been many meetings and proposals to clarify the roles of advising and support, but it is a work in process.

One of the purposes of this program review process is to understand how the AA program is being used and how it interacts with the general studies and pre-major program. Since these programs are new, the process of understanding how they work will be a multi-year task. The simplest process, and the process that makes sense traditionally, would be that students earn an AA degree and then transfer to a BA or BS degree. By earning the AA degree a student would have shown that they could academically succeed at UAF. Such a process would be consistent with the common role of an Associate of Arts degree. This will not happen at UAF because of the pre-major program.

### **The AA program and Rural CRCDC Community Campuses**

In addition to Tanana Valley Campus the AA program is offered at all the rural campuses of the College of Rural and Community Development.

- Northwest Campus
- Bristol Bay Campus
- Chukchi Campus
- Kuskokwim Campus
- Interior Aleutian Campus

I had assumed, since the AA program was not immersed in the complexity of UAF, that the degree would have a clearer focus. This assumption needs to be tested. When I looked at the CRCDC web sites for the rural campuses I was amazed by the lack of visibility of the Associate of Arts program. There were even some campuses that were linking to the general studies program at UAF. Hopefully the committee representative from the CRCDC rural campuses can help clarify the AA degrees role in rural Alaska. I think there is a definite opportunity for coordination and growth through clearer communication and more effective explanation of the AA degree on rural campuses.

## **The Role of the AA coordinator**

The AA coordinator provides degree information, program advocacy, and advising as requested and as needed. The program coordinator is a faculty position that is funded by TVC. The time allocated to program coordination is approximately 20% of the faculty work load. The program coordinator role of the AA program is very different than that of the role of other coordinators. Since there is not a distinct curriculum and many people can do program advising the coordinators role is one of program advocacy, degree information, meeting administrative expectations, and advising as needed. The program coordinator also participates in the faculty senate core review committee and has asked to be, but is not currently included, on the CRCD academic council

## **The AA program and financial aid eligibility**

A student can be eligible for financial aid if they declare they are AA students without taking the SAT or ACT test. If a student declares for a BA or BS degree they must take the ACT or SAT to be eligible for financial aid. This is an asset for returning adult students, or students who for some reason are not willing to take the ACT or SAT. The academic task is identical for an AA student and for a student who has declared for a BS or BA degree. There is an opportunity to start a college career, and to develop the skills to succeed in college, without going through the ACT or SAT process.

For adults this is a valuable attribute of the AA program. Perhaps the criteria for placing a student in the AA program, and to distinguish AA students from general studies students, should be students who arrive on campus without an SAT or ACT and who are not seeking an AAS degree?

## **The AA program and outcomes assessment**

For the purposes of the AA program we can assume that the successful completion of the core curriculum will result in the expected academic achievement. The academic assessment of the Associate of Arts program would be identical to the outcomes assessment for the core curriculum. What additional steps should be taken for outcomes assessment is unclear and is one of the purposes of this program review.

## **The AA program, distance education, and articulation with the UA system**

The Associate of Arts degree articulates well with similar programs at UAS and UAA. There is an explicit table of substitution of the core requirements of each institution. The courses transfer at an individual level and also, if the entire core requirement is met at one MAU it is met at the others MAUs.

This articulation agreement is a great asset to the AA program. Because of this agreement any course offered through distance delivery in the UA system, that meets a core requirement, will be honored at other academic units. UAS, especially, has a strong set of distance education core courses, these courses, which can be accessed through the distance education gateway, will apply to the UAF baccalaureate core. Instead of creating parallel courses at UAF the AA program has advocated the use of distance education resources that are available throughout the UA system.

Here is the information from the UAF catalog related to credits and transfer within the UA system:

### **Transferring to UAF from UAA or UAS**

If you are planning to transfer to UAF from UAA or UAS, the general education requirements for your baccalaureate degree are transferable; the requirements you completed at one UA institution fulfill the same categories at all other UA institutions.

If you have completed your general education requirements at UAA or UAS, you have fulfilled all requirements of the UAF baccalaureate core. If you have taken some of the general education requirements at UAA or UAS, refer to the table of substitutions for [intra-UA transfers](#) or use the [student transfer credit resource site](#) to see what UA courses you've already taken meet the general requirements for your baccalaureate degree at UAF.

## **Associate of Arts Program Questions for Analysis**

We do not know enough about how the AA degree is being used or how it interacts with the general studies and pre-major students. We developed a set of questions about the AA program in a meeting with Richard Caulfield, Dana Thomas and Susan Henrichs. The questions and supporting data are discussed in this section of the program review.

### **Specific questions that we will try to answer through looking at the accumulated data would include:**

1. For students who graduated with the AA degree when and where did they start the degree?
2. For students who graduated how long did it take them to earn the AA degree?
3. For students who graduated how extensively did the AA students use distance education to accomplish their degree?
4. For students who graduated which math course did the AA students take to meet the Baccalaureate Core math requirement?
5. For both students who graduated, and those who didn't, on which community campus did the student study for the AA degree and from which campus did they graduate?
6. For both students who graduated, and those who didn't, where did the AA students come from?
7. For both students who graduated, and those who didn't, who, within UAF, provided advising and support to the students?

### **In addition to the data analysis we will:**

1. Look for unexpected and interesting trends and patterns that will lead to a deeper understanding of the actual use of the AA program at UAF.
2. Look at current practices for Associate of Arts degrees within the states of Washington, Oregon, and California to look for useful ideas that could be used to improve the AA program at UAF.

### **Sources of data for understanding the AA degree:**

1. 108 Transcript copies of AA students who have graduated provided by Colleen Abrams
2. Worksheet Data from Colleen Abrams
  - a. Colleen Abrams worksheet grads with additional degrees 071004.xlsx
  - b. Colleen Abrams worksheet graduates with admit info.xlsx
3. Statistics and Analysis generated from a meeting with Ian Olsen and Mark Lew with the UAF Planning, Analysis & Institutional Research worksheet 11-21 AA Overview.xlsx
  - a. The number of AA degrees awarded at UAF by fiscal year
  - b. Associate of Arts Degree Recipients at UAF by Campus
  - c. Associate of Arts Degree Recipients at UAF by Gender
  - d. Associate of Arts Degree Recipients at UAF by Residency Status
  - e. Associate of Arts Degree Recipients at UAF by Age
  - f. Associate of Arts Degree Recipients at UAF that Took Distance Education Courses
  - g. Associate of Arts Degree Recipients at UAF by Math Courses Taken
  - h. Associate of Arts Degree Recipients at UAF by Minimum Math Course Taken at UAF prior to graduation.
  - i. Headcount of Associate of Arts Degree-seeking TVC Students Enrolled in UA System

- j. AA Degree-seeking TVC Students enrolled in UA system by class standing
  - k. AA degree-seeking TVC students enrolled in UA system by residency code
  - l. Average time to the AA degree for UAF students
4. An AA degree funnel analysis provided by UAF Planning, Analysis & Institutional Research.

**1. For students who graduated with the AA degree when and where did they start the degree?**

**Data source**

Associate of Arts Degree Recipients at UAF By Campus (Closed Data)							
Campus	2002	2003	2004	2005	2006	2007	6 Yr Avg
UAF - Bristol Bay (RB)	2	6	2	5	2	1	3
UAF - Interior-Aleutians (RI)	4	5	1	5	5	4	4
UAA - Military Program	35	40	28	17	15	11	24
UAF - Kuskokwim Campus	8	8	12	5	7	6	8
UAF - Northwest Campus	0	1	1	5	3	0	2
UAF - Tanana Valley Campus	53	43	54	38	52	34	46
UAF - Chukchi Campus	0	1	1	1	0	0	1
TOTAL	102	104	99	76	84	56	87

\*Note- UAA Military Pogram-- There was an administrative transfer of these students and these degrees are now assoicaited with UAF through TVC

Associate of Arts Degree Recipients at UAF By Residency Status (Closed Data)

	2002	2003	2004	2005	2006	2007	6 Yr Avg
Military	34	39	28	17	17	14	25
NonResident	7	6	8	7	8	3	7
Pending	2	1	2	3	4	2	2
Resident	52	55	60	49	54	37	51
Blank	7	3	1	0	1	0	2
Child of Alumni	0	0	0	0	0	0	0
TOTAL	102	104	99	76	84	56	87
% Military	33%	38%	28%	22%	20%	25%	28%
% NonResident	7%	6%	8%	9%	10%	5%	7%
% Pending	2%	1%	2%	4%	5%	4%	3%
% Resident	51%	53%	61%	64%	64%	66%	60%
% Blank	7%	3%	1%	0%	1%	0%	2%
% Child of Alumni	0%	0%	0%	0%	0%	0%	0%

\*Note- Military here has nothing to do with the Military Program- Military is the residency code in Banner

**Analysis**

The surprise in this data is that the number of graduates from the CRCD campuses is so small; the other unexpected and useful information is the number of students from the military program. There is a clear opportunity for growth for the AA program by working with the military program and improving the articulation with the CRCD rural sites.



**3. For students who graduated how extensively did the AA students use distance education to accomplish their degree?**

**Data source**

Associate of Arts Degree Recipients at UAF That Took Distance Education Courses (Closed Data)							
	2002	2003	2004	2005	2006	2007	6 Yr Avg
AA Degrees Rcvd at UAF	102	104	99	76	84	56	87
# that took Distance (1)	47	57	58	42	49	31	47
# that took Yearlong (2)	16	19	26	11	14	11	16
# that took Substr X (3)	12	15	25	24	37	25	23
New PIDMS in Yearlong	8	3	6	3	8	2	5
New PIDMS in Substr X	3	0	1	2	6	5	3
% that took Distance (1)	46%	55%	59%	55%	58%	55%	55%
% that took Yearlong (2)	16%	18%	26%	14%	17%	20%	19%
% that took Substr X (3)	12%	14%	25%	32%	44%	45%	29%
Unduplicated (1+2+3) TOTAL	58	60	65	47	63	38	55
% Unduplicated (1+2+3) TOTAL	57%	58%	66%	62%	75%	68%	64%

\*Note- We can make no comment regarding the quality of the Course-just that the student took a distance or yearlong course through UAF

**Analysis**

This is an interesting table. I was surprised that so many students did use distance education resources.

**4. For students who graduated which math course did the AA students take to meet the Baccalaureate Core math requirement?**

**Data source**

Associate of Arts Degree Recipients at UAF By MATH Courses Taken (Closed Data)

	2002	2003	2004	2005	2006	2007	6 Yr Avg
Students that received an AA Degree from UAF and took a MATH Course in UA System (Distinct PIDM Count)	72	80	75	56	72	44	67
Students that received an AA Degree from UAF that took a MATH Course from UAF (Distinct PIDM Count)	66	64	68	52	67	43	60
Students that received an AA Degree from UAF that took a MATH Course from UAF and the MATH Course ended in 'X' (Distinct PIDM Count)	62	59	64	44	61	42	55
Students that received an AA Degree from UAF that took a MATH Course from UAF and the MATH Course did NOT end in 'X' (Distinct PIDM Count)	39	32	23	31	26	13	27
Students that received an AA Degree from UAF that took a MATH Course from UAA or UAS (Distinct PIDM Count)	18	23	15	11	15	8	15
<b>Headcount of AA Degrees Received at UAF (Fiscal Year)</b>	<b>102</b>	<b>104</b>	<b>99</b>	<b>76</b>	<b>84</b>	<b>56</b>	<b>87</b>
Percent of Degree Received Cohort that took any MATH Course in UA System	71%	77%	76%	74%	86%	79%	77%
Percent of Degree Received Cohort that took any MATH Course from UAF	65%	62%	69%	68%	80%	77%	70%
Percent of Degree Received Cohort that took a MATH Course ending in 'X' from UAF	61%	57%	65%	58%	73%	75%	65%
Percent of Degree Received Cohort that took a MATH Course NOT ending in 'X' from UAF	38%	31%	23%	41%	31%	23%	31%
Percent of Degree Received Cohort that took a MATH Course from UAA or UAS	18%	22%	15%	14%	18%	14%	17%

\*\*Note- We can not sum the columns, as the Headcount and Percentage totals will add up to more then the cohort totals for the given fiscal year due to the fact that students could have taken multiple MATH Courses

\*\*Note- A 6 Year Average shows that 23% of the Students that Graduate from UAF with an AA Degree each year do not take a MATH Course in the UA System

**Associate of Arts Degree Recipients at UAF By Minimum MATH Course Taken at UAF Prior to Graduation (Closed Data)**

Minimum MATH Course Taken	2002	2003	2004	2005	2006	2007	6 Yr Avg
107	11	2	2	3	7	1	4
107X	20	22	26	20	28	15	22
108	6	4	1	6	4	2	4
103X OR 131X	23	25	23	14	20	15	20
161	3	0	4	1	1	0	2
161X	0	0	0	2	3	4	2
200X	1	5	7	1	0	3	3
201X	2	2	1	0	0	0	1
202X	0	1	1	0	0	0	0
205	0	2	1	5	2	1	2
206	0	1	0	0	0	1	0
262X	0	0	2	0	2	1	1
<b>TOTAL at UAF</b>	<b>66</b>	<b>64</b>	<b>68</b>	<b>52</b>	<b>67</b>	<b>43</b>	<b>60</b>
Percent that took 107	17%	3%	3%	6%	10%	2%	7%
Percent that took 107X	30%	34%	38%	38%	42%	35%	36%
Percent that took 108	9%	6%	1%	12%	6%	5%	6%
Percent that took 103X OR 131X	35%	39%	34%	27%	30%	35%	33%
Percent that took 161	5%	0%	6%	2%	1%	0%	2%
Percent that took 161X	0%	0%	0%	4%	4%	9%	3%
Percent that took 200X	2%	8%	10%	2%	0%	7%	5%
Percent that took 201X	3%	3%	1%	0%	0%	0%	1%
Percent that took 202X	0%	2%	1%	0%	0%	0%	1%
Percent that took 205	0%	3%	1%	10%	3%	2%	3%
Percent that took 206	0%	2%	0%	0%	0%	2%	1%
Percent that took 262X	0%	0%	3%	0%	3%	2%	1%
Total UAF Percentage	100%	100%	100%	100%	100%	100%	100%

\*Note- On Average, 36% of the AA Degree Recipients at UAF at the least took 107X prior to graduation

\*Note- On Average, 33% of the AA Degree Recipients at UAF at the least took 103X OR 131X prior to graduation

\*Note- On Average, 69% of the AA Degree Recipients at UAF at the least took either 107X, 103X or 131X

**Analysis**

The purpose of this question was to see how many students were following the BA and BS degree tracks. We assumed that many students would be following the BA track and this data shows that our assumption was wrong. It looks like AA students are pretty evenly divided between BA and BS tracks.

**5. For both students who graduated, and those who didn't, on which community campus did the student study for the AA degree and from which campus did they graduate?**

**Data source**

Associate of Arts Degree Recipients at UAF By Campus (Closed Data)							
Campus	2002	2003	2004	2005	2006	2007	6 Yr Avg
UAF - Bristol Bay (RB)	2	6	2	5	2	1	3
UAF - Interior-Aleutians (RI)	4	5	1	5	5	4	4
UAA - Military Program	35	40	28	17	15	11	24
UAF - Kuskokwim Campus	8	8	12	5	7	6	8
UAF - Northwest Campus	0	1	1	5	3	0	2
UAF - Tanana Valley Campus	53	43	54	38	52	34	46
UAF - Chukchi Campus	0	1	1	1	0	0	1
TOTAL	102	104	99	76	84	56	87

\*Note- UAA Military Program-- There was an administrative transfer of these students and these degrees are now associated with UAF through TVC

**Analysis**

What is surprising here is the lack of degree recipients from the rural sites. We need to develop better coordination and communication with the rural sites about the AA program.

**6. For both students who graduated, and those who didn't, where did the AA students come from?**

**Data source**

Associate of Arts Degree Recipients at UAF By Residency Status (Closed Data)							
	2002	2003	2004	2005	2006	2007	6 Yr Avg
Military	34	39	28	17	17	14	25
NonResident	7	6	8	7	8	3	7
Pending	2	1	2	3	4	2	2
Resident	52	55	60	49	54	37	51
Blank	7	3	1	0	1	0	2
Child of Alumni	0	0	0	0	0	0	0
TOTAL	102	104	99	76	84	56	87
% Military	33%	38%	28%	22%	20%	25%	28%
% NonResident	7%	6%	8%	9%	10%	5%	7%
% Pending	2%	1%	2%	4%	5%	4%	3%
% Resident	51%	53%	61%	64%	64%	66%	60%
% Blank	7%	3%	1%	0%	1%	0%	2%
% Child of Alumni	0%	0%	0%	0%	0%	0%	0%

\*Note- Military here has nothing to do with the Military Program- Military is the residency code in Banner

AA Degree-seeking TVC Students Enrolled in UA System By Residency Code (Closed Data)									
Residency Code	1999	2000	2001	2002	2003	2004	2005	2006	8 Yr Avg
Child of Alumni	2	1	0	0	0	0	0	1	1
International Student	1	0	0	0	0	2	2	3	1
Military	77	100	69	80	66	65	45	27	66
Non-Resident	21	16	20	25	10	9	9	8	15
Pending	2	4	4	10	5	9	2	4	5
Resident	510	460	511	564	481	356	313	266	433
Canadian Territories Agreement	0	0	0	1	1	1	1	1	1
TOTAL	613	581	604	680	563	442	372	310	521
% Child of Alumni	0%	0%	0%	0%	0%	0%	0%	0%	0%
% International Student	0%	0%	0%	0%	0%	0%	1%	1%	0%
% Military	13%	17%	11%	12%	12%	15%	12%	9%	13%
% Non-Resident	3%	3%	3%	4%	2%	2%	2%	3%	3%
% Pending	0%	1%	1%	1%	1%	2%	1%	1%	1%
% Resident	83%	79%	85%	83%	85%	81%	84%	86%	83%
% Canadian Territories Agreement	0%	0%	0%	0%	0%	0%	0%	0%	0%
	100	100	100	100	100	100	100	100	100
	%	100%	%	100%	%	%	100%	%	100%

**Analysis**

Again the number of military family participants in the AA program is surprising and helpful. This participation has not happened because of our intention. With greater focus we can serve this community more effectively.

**7. For both students who graduated, and those who didn't, who, within UAF, provided advising and support to the students?**

**Data source**

Associate of Arts Degree Recipients at UAF By Campus (Closed Data)							
Campus	2002	2003	2004	2005	2006	2007	6 Yr Avg
UAF - Bristol Bay (RB)	2	6	2	5	2	1	3
UAF - Interior-Aleutians (RI)	4	5	1	5	5	4	4
UAA - Military Program	35	40	28	17	15	11	24
UAF - Kuskokwim Campus	8	8	12	5	7	6	8
UAF - Northwest Campus	0	1	1	5	3	0	2
UAF - Tanana Valley Campus	53	43	54	38	52	34	46
UAF - Chukchi Campus	0	1	1	1	0	0	1
TOTAL	102	104	99	76	84	56	87

\*Note- UAA Military Program-- There was an administrative transfer of these students and these degrees are now associated with UAF through TVC

**Analysis**

Again the lack of participation in the rural sites and the extent of participation by military families is useful information for future program growth.

**8. Other data, not including in the previous questions, provided by Mark Lew and Ian Olsen from UAF Planning, Analysis, and Institutional Research**

**Data**

Associate of Arts Degrees Awarded at UAF By Fiscal Year (Closed Data)							
	2002	2003	2004	2005	2006	2007	6 Yr Avg
AA Degrees Awarded at UAF	102	104	99	76	84	56	87

Headcount of Associate of Arts Degree-seeking TVC Students Enrolled in UA System (Closed Data)									
	1999	2000	2001	2002	2003	2004	2005	2006	8 Yr Avg
AA Degree-seeking TVC Students Enrolled in UA System	613	581	604	680	563	442	372	310	521

Associate of Arts Degree Recipients at UAF By Gender (Closed Data)							
Gender	2002	2003	2004	2005	2006	2007	6 Yr Avg
Female	61	55	72	55	56	43	57
Male	41	49	27	21	28	13	30
TOTAL	102	104	99	76	84	56	87
% Female	60%	53%	73%	72%	67%	77%	67%
% Male	40%	47%	27%	28%	33%	23%	33%

Associate of Arts Degree Recipients at UAF By Age (Closed Data)											
	1999	2000	2001	2002	2003	2004	2005	2006	2007	1999-2004	2005-2007
Under 25	0	0	0	0	2	5	17	24	18	1	20
25 - 29	11	11	20	30	46	46	17	22	19	26	19
30 - 34	26	19	21	32	21	18	13	13	3	20	10
35 - 39	18	16	6	11	15	8	11	9	7	10	9
40 - 49	14	14	20	21	14	15	13	10	8	14	10
50 Plus	15	3	6	8	6	7	5	6	1	7	4
TOTAL	84	63	73	102	104	99	76	84	56	77	72
% Under 25	0%	0%	0%	0%	2%	5%	22%	29%	32%	1%	28%
% 25-29	13%	17%	27%	29%	44%	46%	22%	26%	34%	27%	27%
% 30-34	31%	30%	29%	31%	20%	18%	17%	15%	5%	22%	13%
% 35-39	21%	25%	8%	11%	14%	8%	14%	11%	13%	10%	13%
% 40-49	17%	22%	27%	21%	13%	15%	17%	12%	14%	16%	14%
% 50 Plus	18%	5%	8%	8%	6%	7%	7%	7%	2%	8%	5%

AA Degree-seeking TVC Students Enrolled in UA System By Class Standing (Closed Data)									
UA Class Standing	1999	2000	2001	2002	2003	2004	2005	2006	8 Yr Avg
First-Time Freshman	194	166	205	203	119	124	104	69	148
Freshman (Other)	208	233	200	261	225	141	115	113	187
Sophomore	136	121	134	132	144	111	98	79	119
Junior	41	45	49	52	57	37	39	34	44
Senior	34	16	16	32	18	29	16	15	22
TOTAL	613	581	604	680	563	442	372	310	521
% First-Time Freshman	32%	29%	34%	30%	21%	28%	28%	22%	28%
% Freshman	34%	40%	33%	38%	40%	32%	31%	36%	36%
% Sophomore	22%	21%	22%	19%	26%	25%	26%	25%	23%
% Junior	7%	8%	8%	8%	10%	8%	10%	11%	9%
% Senior	6%	3%	3%	5%	3%	7%	4%	5%	4%
	100	100	100	100	100	100	100	100	100
	%	%	%	%	%	%	%	%	100%

AA Degree-seeking TVC Students Enrolled in UA System By Residency Code (Closed Data)									
Residency Code	1999	2000	2001	2002	2003	2004	2005	2006	8 Yr Avg
Child of Alumni	2	1	0	0	0	0	0	1	1
International Student	1	0	0	0	0	2	2	3	1
Military	77	100	69	80	66	65	45	27	66
Non-Resident	21	16	20	25	10	9	9	8	15
Pending	2	4	4	10	5	9	2	4	5
Resident	510	460	511	564	481	356	313	266	433
Canadian Territories Agreement	0	0	0	1	1	1	1	1	1
TOTAL	613	581	604	680	563	442	372	310	521
% Child of Alumni	0%	0%	0%	0%	0%	0%	0%	0%	0%
% International Student	0%	0%	0%	0%	0%	0%	1%	1%	0%
% Military	13%	17%	11%	12%	12%	15%	12%	9%	13%
% Non-Resident	3%	3%	3%	4%	2%	2%	2%	3%	3%
% Pending	0%	1%	1%	1%	1%	2%	1%	1%	1%
% Resident	83%	79%	85%	83%	85%	81%	84%	86%	83%
% Canadian Territories Agreement	0%	0%	0%	0%	0%	0%	0%	0%	0%
	100	100	100	100	100	100	100	100	100
	%	%	%	%	%	%	%	%	100%

**9. AA degree funnel analysis provided by UAF Planning, Analysis & Institutional Research.**

**Appendix of Data provided by UAF Planning, Analysis & Institutional Research.**

UAF First-Time Associate Degree-seeking Freshman Credit Enrolled at UAF the Following Year (Open-Graduation Adjusted)										
	1999	2000	2001	2002	2003	2004	2005	2006	2007	Averages
Enrolled	291	234	333	394	275	284	281	200	185	275
Return 2nd-Year	141	91	142	181	95	117	126	96		124
<b>Retention</b>	<b>48.5%</b>	<b>38.9%</b>	<b>42.6%</b>	<b>45.9%</b>	<b>34.5%</b>	<b>41.2%</b>	<b>44.8%</b>	<b>48.0%</b>		<b>43.1%</b>
Return 3rd-Year	87	68	72	117	62	80	100			84
<b>Retention (2-3)</b>	<b>61.7%</b>	<b>74.7%</b>	<b>50.7%</b>	<b>64.6%</b>	<b>65.3%</b>	<b>68.4%</b>	<b>79.4%</b>			<b>66.4%</b>
<b>Retention (1-3)</b>	<b>29.9%</b>	<b>29.1%</b>	<b>21.6%</b>	<b>29.7%</b>	<b>22.5%</b>	<b>28.2%</b>	<b>35.6%</b>			<b>28.1%</b>
Return 4th-Year	66	42	58	71	39	56				55
<b>Retention (3-4)</b>	<b>75.9%</b>	<b>61.8%</b>	<b>80.6%</b>	<b>60.7%</b>	<b>62.9%</b>	<b>70.0%</b>				<b>68.6%</b>
<b>Retention (1-4)</b>	<b>22.7%</b>	<b>17.9%</b>	<b>17.4%</b>	<b>18.0%</b>	<b>14.2%</b>	<b>19.7%</b>				<b>18.3%</b>
Return 5th-Year	48	35	53	66	24					45
<b>Retention (4-5)</b>	<b>72.7%</b>	<b>83.3%</b>	<b>91.4%</b>	<b>93.0%</b>	<b>61.5%</b>					<b>80.4%</b>
<b>Retention (1-5)</b>	<b>16.5%</b>	<b>15.0%</b>	<b>15.9%</b>	<b>16.8%</b>	<b>8.7%</b>					<b>14.6%</b>
Return 6th Year	39	26	36	38						35
<b>Retention (5-6)</b>	<b>81.3%</b>	<b>74.3%</b>	<b>67.9%</b>	<b>57.6%</b>						<b>70.3%</b>
<b>Retention (1-6)</b>	<b>13.4%</b>	<b>11.1%</b>	<b>10.8%</b>	<b>9.6%</b>						<b>11.2%</b>

**Graduates- A% Degrees from UAF**

Cohort Year	1999	2000	2001	2002	2003	2004	2005	2006	Averages
Graduated in 1 Yr	2000	2001	2002	2003	2004	2005	2006	2007	
AA	0	0	0	0	0	0	1	0	
AAS	0	0	1	1	0	1	1	0	
Total	0	0	1	1	0	1	2	0	
% Of Cohort	0.0%	0.0%	0.3%	0.3%	0.0%	0.4%	0.7%	0.0%	0.2%
Graduated in 2 Yrs	2001	2002	2003	2004	2005	2006	2007		
AA	1	1	3	3	1	2	1		
AAS	7	3	6	12	5	7	7		
Total	8	4	9	15	6	9	8		
% Of Cohort	2.7%	1.7%	2.7%	3.8%	2.2%	3.2%	2.8%		2.7%
Graduated in 3 Yrs	2002	2003	2004	2005	2006	2007			
AA	1	6	6	3	1	4			
AAS	21	10	10	24	12	13			
Total	22	16	16	27	13	17			
% Of Cohort	7.6%	6.8%	4.8%	6.9%	4.7%	6.0%			6.1%
Graduated in 4 Yrs	2003	2004	2005	2006	2007				
AA	3	7	7	4	3				
AAS	26	13	11	34	17				
Total	29	20	18	38	20				
% Of Cohort	10.0%	8.5%	5.4%	9.6%	7.3%				8.2%
Graduated in 5 Yrs	2004	2005	2006	2007					
AA	4	8	7	5					
AAS	26	18	14	36					
Total	30	26	21	41					
% Of Cohort	10.3%	11.1%	6.3%	10.4%					9.5%
Graduated in 6 Yrs	2005	2006	2007						
AA	5	10	9						
AAS	27	21	17						
Total	32	31	26						
% Of Cohort	11.0%	13.2%	7.8%						10.7%

\*Out of the 37 AA Degrees Awarded to the above FirstTime Freshman A% cohorts, it took an Average of 3.43 Years to complete AA

UAF First-Time Associate of Arts Degree-seeking Freshman Credit Enrolled at UAF the Following Year (Open-Graduation Adjusted)										
	1999	2000	2001	2002	2003	2004	2005	2006	2007	Averages
Enrolled	202	139	215	224	147	140	130	81	66	149
Return 2nd-Year	94	39	98	100	41	54	48	38		64
<b>Retention</b>	<b>46.5%</b>	<b>28.1%</b>	<b>45.6%</b>	<b>44.6%</b>	<b>27.9%</b>	<b>38.6%</b>	<b>36.9%</b>	<b>46.9%</b>		<b>39.4%</b>
Return 3rd-Year	56	34	47	67	26	41	47			45
<b>Retention (2-3)</b>	<b>59.6%</b>	<b>87.2%</b>	<b>48.0%</b>	<b>67.0%</b>	<b>63.4%</b>	<b>75.9%</b>	<b>97.9%</b>			<b>71.3%</b>
<b>Retention (1-3)</b>	<b>27.7%</b>	<b>24.5%</b>	<b>21.9%</b>	<b>29.9%</b>	<b>17.7%</b>	<b>29.3%</b>	<b>36.2%</b>			<b>26.7%</b>
Return 4th-Year	50	20	41	41	17	33				34
<b>Retention (3-4)</b>	<b>89.3%</b>	<b>58.8%</b>	<b>87.2%</b>	<b>61.2%</b>	<b>65.4%</b>	<b>80.5%</b>				<b>73.7%</b>
<b>Retention (1-4)</b>	<b>24.8%</b>	<b>14.4%</b>	<b>19.1%</b>	<b>18.3%</b>	<b>11.6%</b>	<b>23.6%</b>				<b>18.6%</b>
Return 5th-Year	43	13	37	32	11					27
<b>Retention (4-5)</b>	<b>86.0%</b>	<b>65.0%</b>	<b>90.2%</b>	<b>78.0%</b>	<b>64.7%</b>					<b>76.8%</b>
<b>Retention (1-5)</b>	<b>21.3%</b>	<b>9.4%</b>	<b>17.2%</b>	<b>14.3%</b>	<b>7.5%</b>					<b>13.9%</b>
Return 6th Year	31	18	28	30						27
<b>Retention (5-6)</b>	<b>72.1%</b>	<b>138.5%</b>	<b>75.7%</b>	<b>93.8%</b>						<b>95.0%</b>
<b>Retention (1-6)</b>	<b>15.3%</b>	<b>12.9%</b>	<b>13.0%</b>	<b>13.4%</b>						<b>13.7%</b>

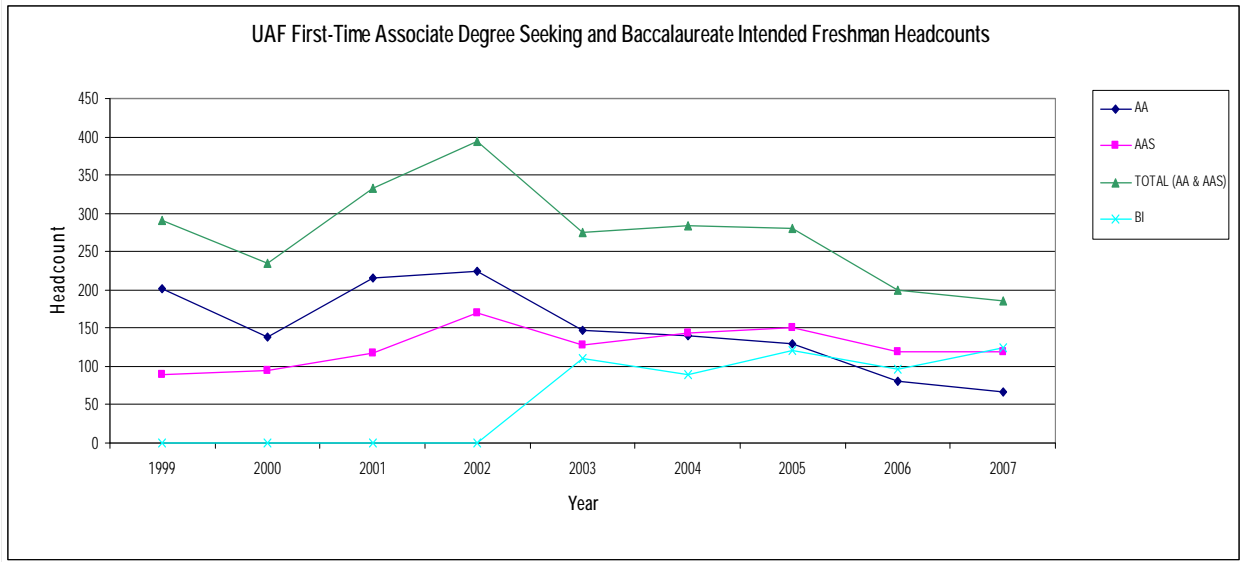
**Graduates- A% Degrees from UAF**

Cohort Year	1999	2000	2001	2002	2003	2004	2005	2006	Averages
Graduated in 1 Yr	2000	2001	2002	2003	2004	2005	2006	2007	
AA	0	0	0	0	0	0	1	0	
AAS	0	0	0	0	0	0	0	0	
Total	0	0	0	0	0	0	1	0	
% Of Cohort	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.1%	0.0%	0.3%
Graduated in 2 Yrs	2001	2002	2003	2004	2005	2006	2007		
AA	1	1	3	3	1	2	1		
AAS	2	2	0	1	0	1	0		
Total	3	3	3	4	1	3	1		
% Of Cohort	3.2%	7.7%	3.1%	4.0%	2.4%	5.6%	2.1%		4.0%
Graduated in 3 Yrs	2002	2003	2004	2005	2006	2007			
AA	1	5	5	3	1	3			
AAS	3	4	2	3	0	2			
Total	4	9	7	6	1	5			
% Of Cohort	4.3%	23.1%	7.1%	6.0%	2.4%	9.3%			8.7%
Graduated in 4 Yrs	2003	2004	2005	2006	2007				
AA	2	5	6	4	2				
AAS	4	4	2	5	1				
Total	6	9	8	9	3				
% Of Cohort	6.4%	23.1%	8.2%	9.0%	7.3%				10.8%
Graduated in 5 Yrs	2004	2005	2006	2007					
AA	3	5	6	5					
AAS	4	4	4	5					
Total	7	9	10	10					
% Of Cohort	7.4%	23.1%	10.2%	10.0%					12.7%
Graduated in 6 Yrs	2005	2006	2007						
AA	4	7	8						
AAS	4	4	6						
Total	8	11	14						
% Of Cohort	8.5%	28.2%	14.3%						17.0%

UAF First-Time Associate of Applied Science Degree-seeking Freshman Credit Enrolled at UAF the Following Year (Open-Graduation Adjusted)										
	1999	2000	2001	2002	2003	2004	2005	2006	2007	Averages
Enrolled	89	95	118	170	128	144	151	119	119	126
Return 2nd-Year	47	52	44	81	54	63	78	58		60
<b>Retention</b>	<b>52.8%</b>	<b>54.7%</b>	<b>37.3%</b>	<b>47.6%</b>	<b>42.2%</b>	<b>43.8%</b>	<b>51.7%</b>	<b>48.7%</b>		<b>47.4%</b>
Return 3rd-Year	31	34	25	50	36	39	53			38
<b>Retention (2-3)</b>	<b>66.0%</b>	<b>65.4%</b>	<b>56.8%</b>	<b>61.7%</b>	<b>66.7%</b>	<b>61.9%</b>	<b>67.9%</b>			<b>63.8%</b>
<b>Retention (1-3)</b>	<b>34.8%</b>	<b>35.8%</b>	<b>21.2%</b>	<b>29.4%</b>	<b>28.1%</b>	<b>27.1%</b>	<b>35.1%</b>			<b>30.2%</b>
Return 4th-Year	13	22	17	30	22	23				21
<b>Retention (3-4)</b>	<b>41.9%</b>	<b>64.7%</b>	<b>68.0%</b>	<b>60.0%</b>	<b>61.1%</b>	<b>59.0%</b>				<b>59.1%</b>
<b>Retention (1-4)</b>	<b>14.6%</b>	<b>23.2%</b>	<b>14.4%</b>	<b>17.6%</b>	<b>17.2%</b>	<b>16.0%</b>				<b>17.2%</b>
Return 5th-Year	5	22	16	14	13					14
<b>Retention (4-5)</b>	<b>38.5%</b>	<b>100.0%</b>	<b>94.1%</b>	<b>46.7%</b>	<b>59.1%</b>					<b>67.7%</b>
<b>Retention (1-5)</b>	<b>5.6%</b>	<b>23.2%</b>	<b>13.6%</b>	<b>8.2%</b>	<b>10.2%</b>					<b>12.1%</b>
Return 6th Year	8	10	8	8						9
<b>Retention (5-6)</b>	<b>160.0%</b>	<b>45.5%</b>	<b>50.0%</b>	<b>57.1%</b>						<b>78.1%</b>
<b>Retention (1-6)</b>	<b>9.0%</b>	<b>10.5%</b>	<b>6.8%</b>	<b>4.7%</b>						<b>7.8%</b>

### Graduates- A% Degrees from UAF

Cohort Year	1999	2000	2001	2002	2003	2004	2005	2006	Averages
Graduated in 1 Yr	2000	2001	2002	2003	2004	2005	2006	2007	
AA	0	0	0	0	0	0	0	0	
AAS	0	0	1	1	0	1	1	0	
Total	0	0	1	1	0	1	1	0	
% Of Cohort	0.0%	0.0%	2.3%	1.2%	0.0%	1.6%	1.3%	0.0%	0.8%
Graduated in 2 Yrs	2001	2002	2003	2004	2005	2006	2007		
AA	0	0	0	0	0	0	0		
AAS	5	1	6	11	5	6	7		
Total	5	1	6	11	5	6	7		
% Of Cohort	10.6%	1.9%	13.6%	13.6%	9.3%	9.5%	9.0%		9.6%
Graduated in 3 Yrs	2002	2003	2004	2005	2006	2007			
AA	0	1	1	0	0	1			
AAS	18	6	8	21	12	11			
Total	18	7	9	21	12	12			
% Of Cohort	38.3%	13.5%	20.5%	25.9%	22.2%	19.0%			23.2%
Graduated in 4 Yrs	2003	2004	2005	2006	2007				
AA	1	2	1	0	1				
AAS	22	9	9	29	16				
Total	23	11	10	29	17				
% Of Cohort	48.9%	21.2%	22.7%	35.8%	31.5%				32.0%
Graduated in 5 Yrs	2004	2005	2006	2007					
AA	1	3	1	0					
AAS	22	14	10	31					
Total	23	17	11	31					
% Of Cohort	48.9%	32.7%	25.0%	38.3%					36.2%
Graduated in 6 Yrs	2005	2006	2007						
AA	1	3	1						
AAS	23	17	11						
Total	24	20	12						
% Of Cohort	51.1%	38.5%	27.3%						38.9%



## **Associate of Arts Program Outcomes Assessment**

### **What does success and failure mean in the Associate of Arts program?**

#### **Program success:**

- A student finishes the AA degree, graduates, and becomes a student in a four year BA or BS degree.
- A student chooses the AA degree to meet personal and professional goals. The student accomplishes the goals and graduates.
- A student starts the AA program and decides to transfer to an AAS degree.
- A student starts the AA degree, gets admitted into a four year degree program, and does not graduate with an AA degree, but graduates with a BA or BS degree.
- A student starts the AA program and transfers to another college or university.
- A student takes courses, on a regular basis, to work slowly toward an AA degree.

#### **Program failure**

- A student starts the AA program and drops out because of poor academic performance.
- A student drops out of the AA program because of financial aid difficulty.
- A student does not take the appropriate developmental education courses to prepare for their academic courses.
- A student takes courses that are not useful to their personal or professional interest or their intended BA or BS degree.

I am not sure how we can create an outcomes assessment that would capture student failure and success. For purposes of curriculum the AA program should rely upon the outcomes assessment for the baccalaureate core program. For monitoring student behavior a report should be created each year that would monitor trends and changes from the analysis developed in this year's program review. The report would be based on the same questions that we looked at in the program review.

1. For students who graduated with the AA degree when and where did they start the degree?
2. For students who graduated how long did it take them to earn the AA degree?
3. For students who graduated how extensively did the AA students use distance education to accomplish their degree?
4. For students who graduated which math course did the AA students take to meet the Baccalaureate Core math requirement?
5. For both students who graduated, and those who didn't, on which community campus did the student study for the AA degree and from which campus did they graduate?
6. For both students who graduated, and those who didn't, where did the AA students come from?
7. For both students who graduated, and those who didn't, who, within UAF, provided advising and support to the students?

## **Associate of Art Program Self-Assessment**

Each academic year TVC programs write a Strengths, Weaknesses, Opportunities, and Threats Analysis (SWOT). I am using the SWOT analysis as the basis for the AA program self-assessment.

### **The Associate of Arts degree SWOT analysis**

#### **Strengths**

The AA program curriculum is clear and stable, by mirroring the UAF Baccalaureate Core we have made it easy for students to get advising and to transfer to the BA or BS degrees.

There is a traditional and accurate expectation for what an AA degree is. There are AA degrees with a similar purpose at every major university, college and community college in the United States. This clear degree understanding is a program strength.

The credit transfer understanding between UAA, UAF, and UAS is a program strength that provides an implicit articulation agreement between the UA major academic units.

That TVC has assigned a faculty member to coordinate the AA program is a program strength.

The AA program has an advising web site that clearly presents information for AA students.

The faculty coordinators participation in the faculty senate core review committee is a program strength.

#### **Weaknesses**

There are many ways for students to become AA students. The service that we provide to AA students, after the recent curriculum revision, is primarily advising. Advising services are provided to AA students in many locations including the student advising center on campus. It is possible for a student to graduate with an AA degree with no contact with TVC or the AA coordinator. The broad range of service providers to the AA program is not necessarily a weakness. What is a weakness is the incomplete information as to students, and potential students, that we serve.

The AA program does not have a clear outcomes assessment plan. I believe that the curriculum outcomes assessment should be the same as the Baccalaureate Core curriculum. I am on the Core Review committee and one of my goals was to participate in reviewing and revising the core outcomes assessment plan. After talking with the committee I believe that an outcomes assessment revision will not happen soon.

Outcomes assessment for the advising portion of the AA program is also unclear. Because of the many ways that the students use the AA program there are many possible outcomes, many of these outcomes we have no direct influence on. I have not been able to design a clear, integrated, sensible method of outcomes assessment for the AA program.

Because the AA program mirrors the Baccalaureate core we have all the difficulties of academic preparation that students have when studying for the BA and BS degrees. If we do not have strong student support services AA students, who are not well prepared, will fail. The AA program is an academically difficult degree.

## **Opportunities**

The UAF Pre-major program and the limiting of students with poor academic preparation to pre-major status is an opportunity for the AA program. The AA program is an open entry path to major status at UAF. It will take experience to see how this opportunity will be realized. We also do not require the ACT or SAT to be admitted into the AA program.

Dana Thomas's academic work groups are an excellent opportunity for increased student support. Many students in pre-major status could be converted into AA degree students. The quality of service provided to students who might become AA students will improve. The emphasis on advising, and support for advising, will help the AA degree.

Working with the Academic Advising Center on Campus to coordinate and provide services to the AA program is an opportunity for growth and also to provide better student services.

## **Threats**

Because the AA program is an alternative path to major status at UAF we could be viewed as a threat, or a loophole, that needs controlling.

Mandatory pre-requisite checking could be a threat to the AA program. Pre-requisite checking might make it difficult for students to take the required courses they need for the degree. For instance what happens if courses require major status for admission, would the AA program count as major status?

It will be important to monitor and participate in academic planning to advocate for the AA degree and to make sure that academic policy is supportive of the growth of the AA degree.

The rising cost of tuition impacts the Associate of Arts program. The Associate of Arts program, traditionally is a community college degree. The tuition cost at UAF is priced for a four year institution. The cost of tuition limits the scope of the audience that would normally take advantage of the Associate of Arts program.

The retirement of the Academic program coordinator last year (Tina) and the retirement of the current AA program coordinator (Steve) this year, means that two of the people who provide support for the AA program will be gone. Providing support for the transition to a new faculty coordinator and a new academic program coordinator will be important.

## **Associate of Arts Program Recommendations**

### **The coordination of the Associate of Arts degree with the General Studies**

The AA program is a service and a resource as opposed to a distinct degree. The AA degree is one of a spectrum of options to assist students. In a sense the AA degree is an advising tool. The AA program makes sense as one of the spectrum of choices that would be used for General Studies and Pre-Major students.

The advising issues facing an AA student are identical to other entering general studies students; remedying academic deficits, finding appropriate courses in the baccalaureate core, and choosing electives that are relevant to academic or personal goals. For many students advising can be provided at the academic advising center and at TVC. The AA program is not a technical degree and most advisors would be able to provide appropriate assistance.

The fundamental question is who cares about which students when? By including the AA degree in one of the spectrum of choices and services to support student success in the General Studies program we can insure that both the general studies and the AA students will get the maximum opportunity to get effective student services.

AA students and Pre-Major students should get the same service. The curriculum is the same and the advising and student tasks are the same. The more effective the services provided to general studies students the more the Associate of Arts students will benefit.

A unique and important attribute of the AA program is that students can be eligible for financial aid without an SAT or ACT test. For adults this can be an important consideration. This attribute, specific to the AA degree is a valuable tool in helping students succeed.

### **The Associate of Arts Program Coordinator Position**

The current coordinator of the AA program will be retiring at the end of this academic year. There is an opportunity to expand the role of the program coordinator and to share the funding of the position. The current AA program coordinator provides degree information, program advocacy, and advising as requested and as needed. The program coordinator is a faculty position that is funded by TVC. The time allocated to program coordination is approximately 20% of the faculty work load.

The new program coordinator should take on additional duties. In addition to the current program coordinator duties, the new program coordinator should also be included in both the General Studies program and provide leadership within CRCD rural campuses to create an in depth and active awareness of the benefits of the Associate of Arts degree. In addition the coordinator should work closely with the Northern Military program.

In many ways the coordinator of the Associate of Arts degree is also an advising position since the direct service that is provided by the AA program to students is advising.

If we combine the current program coordinator duties within TVC with the additional duties within the General Studies, Northern Military and CRCD the faculty workload should be increased to 50% from 20%.

### **The Associate of Arts program and distance delivery**

The Associate of Arts degree articulates well with similar programs at UAS and UAA. There is an explicit table of substitution of the core requirements of each institution. The courses transfer at an individual level and also, if the entire core requirement is met at one MAU it is met at the others MAUs.

This articulation agreement is a great asset to the AA program. Because of this agreement any course offered through distance delivery in the UA system that meets a core requirement will be honored at other academic units. UAS, especially, has a strong set of distance education core courses, these courses, which can be accessed through the distance education gateway, will apply to the UAF baccalaureate core. Instead of creating parallel courses at UAF the AA program has advocated the use of distance education resources that are available throughout the UA system.

It is important that the all the courses that are needed for the Baccalaureate Core are available through distance delivery somewhere in the UA system. The development of tools to help students take advantage of distance delivery courses and the advocacy for developing courses that are not available should be continued.

### **The Associate of Arts program and CRCD Rural Campuses**

I had assumed, since the AA program was not immersed in the complexity of UAF, that the degree at CRCD rural campuses would have a clearer focus. This assumption needs to be tested. When I looked at the CRCD web sites for the rural campuses I was amazed by the lack of visibility of the Associate of Arts program. There were even some campuses that were linking to the general studies program at UAF. Hopefully the representative from the CRCD rural campuses can help clarify the AA degrees role in rural Alaska. I think there is a definite opportunity for coordination and growth through clearer communication and more effective explanation of the AA degree on rural campuses. I believe that the program coordinator for the Associate of Arts degree must have an active role within CRCD to provide knowledge, resources, and advising to the rural campuses and to the students in the rural campuses.

### **The Associate of Arts program and the military**

There is an opportunity for growth by spending more time promoting and supporting the Associate of Arts program on the military bases. One of the discoveries from the data is the current usage of the Associate of Arts program by military families. I think that this area, with focus, can be strengthened.

### **Unique Attributes of the Associate of Arts Degree**

There are some unique strengths of the Associate of Arts program.

Because of the easy transferability to other universities the Associate of Arts degree is an excellent degree for students who are temporarily in Alaska. The AA program is an excellent resource for military families.

Because of the ability to get financial aid, while taking courses in the Baccalaureate Core, without requiring the SAT/ACT for financial aid the AA degree is an excellent tool for returning adults, even if they are planning to earn a Bachelors degree.

### **Current issues that impact the Associate of Arts program**

#### **A grade of C requirement for all Baccalaureate Core courses.**

Currently there is a difference of interpretation with the registrar's office. The registrar's office is requiring that students cannot get less than a C in any Baccalaureate Core course. Even students who are in Bachelor degree programs do not have this requirement. To maintain student quality the requirement of a minimum GPA of 2.0 for graduation is sufficient. It is not right to have a higher standard of performance for Associate of Arts students then it is for students studying for a Bachelors degree.

#### **The Associate of Science Degree proposal from CRCD**

There is a proposal to create an Associate of Science degree for UAF. There is no need, within the curriculum, to add such a degree. All students, whether they earn a BA or a BS degree, must meet Baccalaureate Core requirements. The AA degree curriculum is the Baccalaureate Core.

Fundamentally the need to have a science specific Associate degree can already be accomplished with our current AA degree. The AA curriculum is flexible enough that all that would be necessary is an advising worksheet for AA students who want to prepare for a Bachelor of Science degree.

As I think it is obvious from this program review there is enough confusion in how the AA program articulates with the General Studies and Pre-Major program without adding the further complication of an Associate of Science degree.

#### **The Articulation of the Associate of Arts degree advising with the Academic Advising Center.**

There is a sign in the Academic Advising center that directs students who are majoring in the Associate of Arts and Associate of Applied Science degrees to TVC for advising. Associate of Arts students are told that they cannot get advising at the Academic Advising center. For AA students this does not make sense. There is no specialized knowledge necessary to advise AA students. The advising task is identical; the need to select courses to meet the baccalaureate core, the need to select courses consistent with the intended major, and the need to select courses that are appropriate for the BA or BS degrees. We should work as a team on this and not make decisions for the convenience of programs to the detriment of serving students.

#### **Pre-major and general studies jargon is confusing and meaningless!**

Previous to the development of the general studies department the advising center served students who had not declared for a degree, the advising center still serves these students, but they are called, I think, general studies students. Pre-major students are students who are not qualified, by the new admission standards to be admitted into bachelor degree programs. Instead of saying academically not qualified the students are called pre-major students.

I met with a student last week who was a general studies, pre-major student in an interdisciplinary degree! The student actually was studying process technology. I would hope the people on this committee will asks for explanations of the general studies and pre-major programs and then attempt to take that explanation and try to explain it to students.

The general studies program, with the pre-major category was created to take the head count from the Associate of Arts program. What I would hope for is that we drop the issue of head count, meet as a group to look at the words we are using to describe what we are doing, and come up with logical and consistent terminology that means something. The issue of head count could be handled in a distinctly different method, perhaps by a percentage allocation.

## **Associate of Arts Programs at other Universities (Ideas for Inspiration)**

I have spent some time trying various tools looking for new ideas or innovations in the Associate of Arts degree. I truthfully have not found anything that is fundamentally different or inspiring. I searched using “best practices”, “innovation”. “quality”, but nothing seemed very profound or interesting.

One area of interest, especially in the context of the Associate of Science proposal, is the various ways that universities frame their description of the Associate of Arts program. I have included some examples. The two trends, although minor, are to either name the degree the Associate of Arts and Science or to create two parallel degrees one for a liberal arts curriculum and the other for a science curriculum.

## **An example of an Associate of Arts and Science statements and description from University of Wisconsin Colleges.**

The Associate of Arts and Science degree is the foundation for many college majors and for the Bachelor's degree. The degree signals to employers that the degree holder has advanced skills in communication and critical thinking skills. These skills are paramount for success in today's workplace. The degree gives the recipients the foundation for acquiring new knowledge, which is vital to pursuing the Bachelor's degree and to adapting to change in the work environment. The Associate degree is confirmation of an important accomplishment on the road to a Bachelor's degree. UW schools that grant the Bachelor's degree consider UW Colleges students with the Associate of Arts and Science degree to have satisfied the university-wide general education breadth requirements.

### **Degree Description**

To fulfill the UW Colleges mission, the degree requires that core requirements in writing and mathematics be completed as well as a distribution of credits in breadth of knowledge categories.

The breadth categories in the degree are defined as follows:

### **Fine Arts and Humanities**

Students must acquire knowledge of ideas, beliefs, and abiding concerns pertaining to the human condition as represented in literature, philosophy and cultural history. They must acquire a level of aesthetic appreciation of the human imagination as expressed in the fine arts, and appreciation of the impact of the arts upon the quality and character of human life.

### **Mathematical and Natural Sciences**

Students must know of the nature and workings of the physical universe. They must understand scientific method, the functions of numerical data and the solving of problems through mathematical and statistical computations, as well as the application of the scientific method in laboratory and experimental work. For this, an appropriate level of computer literacy is required. Students must also be aware of environmental conditions and challenges, the interrelationships of lifeforms and ecosystems, and the impact of human activities upon natural environments.

### **Social Sciences**

Students must understand the nature and dynamics of human social systems and how and why people organize their lives and resources. In doing so, students will learn about both their own and diverse cultures to acquire a historical perspective on long-term characteristics and consequences of social change and an informed understanding of the variety of human conditions and the interrelationships of nations, regions, peoples and individuals.

### **Application and Performance**

Students must demonstrate an understanding of concepts, theory and knowledge through the application of their skills and understanding to specific problems and activities.

### **Ethnic Studies**

Students must become aware of and sensitive to diversity issues and problems. Courses fulfilling this requirement will have a substantial emphasis on cultural diversity within the US and examine these issues from at least one of the following perspectives: African American, Hispanic/Latino, Asian American, and American Indian topics.

### **Interdisciplinary Studies**

Students must acquire an appreciation for the multiple dimensions of any given subject by applying the content, methods and assumptions of two or more disciplines. Students will learn to integrate knowledge from across the curriculum. A course is an interdisciplinary studies course if instructors from two or more disciplines teach the course.

Note created Aug 8, 2006

[UW Colleges : Degree Description](http://www.uwc.edu/...) - www.uwc.edu/...

## **Another example from Laramie County Community College**

### **Purpose:**

The Associate in Arts degree is designed for students planning to transfer to four-year colleges and universities. In general, the components of the degree meet requirements for majors in the Liberal Arts or programs of study other than business or science. The degree will transfer as a block without loss of credit to Arizona's public universities and other institutions with district-wide articulation agreements.

### **Career Potential**

### **Mission Statement**

The Liberal Studies/Transfer Program serves students who wish to earn an Associate in Arts or Associate in Science degree and/or wish to gain college credits for transfer. The program provides students with an excellent foundation for continuing experience in higher education.

Through inquiry, observation, and analysis, students gain knowledge and skills in the Arts and Sciences\* which enable them to broaden their perspective, increase problem solving skills, and

express themselves effectively in both writing and speaking. Students take courses within a core curriculum emphasizing either arts or sciences based on their individual educational goals. This core is offered in conjunction with advising, appropriately small classes, regular consultation with instructors, innovative course design, and student-centered learning.

*\*Includes: sciences, mathematics and computer science, history and philosophy, social sciences, languages and literature, health and wellness, and performing arts.*

## **ASSOCIATE IN ARTS DEGREE**

64 Credits

### **Minimum Requirements**

#### **English and Speech (9 credits)**

Three credits must be in English composition and three credits must be in speech. If drama is selected for the speech/drama requirement, it must include a speech component.

#### **Health/Wellness (1 credit)**

#### **Humanities (15 credits)**

Three credits must be in literature. Select the remainder from art history, drama, film, foreign language, literature, music history or theory, and philosophy. A maximum of six credits of studio/hands-on experience in art, drama, and music courses may be applied.

#### **Mathematics and Natural Science (7 credits)**

Intermediate Algebra or Basic Statistics meets the minimum requirement in mathematics. Select one laboratory course from any biological or physical science to meet the natural science requirement.

#### **Social Science (15 credits)**

Select at least one course from three different areas: anthropology, economics, government, history, philosophy, psychology, and sociology.

#### **Electives (17 credits)**

Select any college transfer courses beyond the minimum requirements. One credit of health and physical education beyond the Health/Wellness credit may be selected.

A maximum of six credits from a two-year occupational/ applied associate degree program may be used.

## **ASSOCIATE IN SCIENCE DEGREE**

64 Credits

### **Minimum Requirements**

#### **English and Speech (9 credits)**

Three credits must be in English composition and three credits must be in speech. If drama is selected for the speech/ drama requirement, it must include a speech component.

**Health/Wellness (1 credit)****Humanities (9 credits)**

Select from art history, drama, film, foreign language, literature, music history or theory, and philosophy. A maximum of six credits of studio/hands-on experience in art, drama, and music courses may be applied.

**Mathematics and Natural Science (20 credits)**

A minimum of College Algebra must be completed. Select at least one laboratory course from both a biological science and a physical science.

**Social Science (9 credits)**

Select at least one course from two different areas: anthropology, economics, government, history, philosophy, psychology, and sociology.

**Electives (16 credits)**

Select any college transfer courses beyond the minimum requirements. One credit of health and physical education beyond the Health/Wellness credit may be selected.

A maximum of six credits from a two-year occupational/ applied associate degree program may be used.

**About the Degrees**

The Arts and Sciences Division offers two degrees, the Associate of Arts and the Associate of Science. The degrees are designed for students planning to transfer to a four-year university. By completing one of these degrees at MATC, you will generally satisfy the first two years of general education requirements for various majors in four-year colleges and universities and obtain an educational foundation in languages, humanities, sciences, mathematics, and the social sciences.

If you have a particular four-year institution in mind, it is important that you verify the transferability of credits to that college for graduation and for your major. If you haven't selected a major field of study, enrolling in the Liberal Studies programs will give you exposure to several areas of study and a broad preparation for transfer.

The Associate of Arts degree in general studies is recommended for students who have not decided upon a particular field of study or who have identified a transfer institution for which a curriculum needs to be tailored to a particular transfer curriculum. Additionally, the general studies curriculum is designed to allow a maximum level of flexibility for students to change majors, either to a transfer program or an occupational program with a minimum loss of credits. Also, the program, through its structure, will assist students in making informed decisions concerning their educational goals. Students completing this program will have a solid educational foundation to transfer to another institution to complete their baccalaureate degree or to enter the world of work.

Note created Aug 8, 2006

[Online Degrees @ LCCC](http://www.lccc.wy.edu/) - [www.lccc.wy.edu/...](http://www.lccc.wy.edu/)

## **Another example from Arizona**

### **Purpose:**

The Associate in Arts degree is designed for students planning to transfer to four-year colleges and universities. In general, the components of the degree meet requirements for majors in the Liberal Arts or programs of study other than business or science. The degree will transfer as a block without loss of credit to Arizona's public universities and other institutions with district-wide articulation agreements.

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64 Credits

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#### **Mathematics and Natural Science (7 credits)**

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**Social Science (15 credits)**

Select at least one course from three different areas: anthropology, economics, government, history, philosophy, psychology, and sociology.

**Electives (17 credits)**

Select any college transfer courses beyond the minimum requirements. One credit of health and physical education beyond the Health/Wellness credit may be selected.

A maximum of six credits from a two-year occupational/ applied associate degree program may be used.

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The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding. (Title 5 §55805 (a))

## Appendix of Data provided by UAF Planning, Analysis & Institutional Research.

UAF First-Time Associate Degree-seeking Freshman Credit Enrolled at UAF the Following Year (Open-Graduation Adjusted)										
	1999	2000	2001	2002	2003	2004	2005	2006	2007	Averages
Enrolled	291	234	333	394	275	284	281	200	185	275
Return 2nd-Year	141	91	142	181	95	117	126	96		124
<b>Retention</b>	<b>48.5%</b>	<b>38.9%</b>	<b>42.6%</b>	<b>45.9%</b>	<b>34.5%</b>	<b>41.2%</b>	<b>44.8%</b>	<b>48.0%</b>		<b>43.1%</b>
Return 3rd-Year	87	68	72	117	62	80	100			84
<b>Retention (2-3)</b>	<b>61.7%</b>	<b>74.7%</b>	<b>50.7%</b>	<b>64.6%</b>	<b>65.3%</b>	<b>68.4%</b>	<b>79.4%</b>			<b>66.4%</b>
<b>Retention (1-3)</b>	<b>29.9%</b>	<b>29.1%</b>	<b>21.6%</b>	<b>29.7%</b>	<b>22.5%</b>	<b>28.2%</b>	<b>35.6%</b>			<b>28.1%</b>
Return 4th-Year	66	42	58	71	39	56				55
<b>Retention (3-4)</b>	<b>75.9%</b>	<b>61.8%</b>	<b>80.6%</b>	<b>60.7%</b>	<b>62.9%</b>	<b>70.0%</b>				<b>68.6%</b>
<b>Retention (1-4)</b>	<b>22.7%</b>	<b>17.9%</b>	<b>17.4%</b>	<b>18.0%</b>	<b>14.2%</b>	<b>19.7%</b>				<b>18.3%</b>
Return 5th-Year	48	35	53	66	24					45
<b>Retention (4-5)</b>	<b>72.7%</b>	<b>83.3%</b>	<b>91.4%</b>	<b>93.0%</b>	<b>61.5%</b>					<b>80.4%</b>
<b>Retention (1-5)</b>	<b>16.5%</b>	<b>15.0%</b>	<b>15.9%</b>	<b>16.8%</b>	<b>8.7%</b>					<b>14.6%</b>
Return 6th Year	39	26	36	38						35
<b>Retention (5-6)</b>	<b>81.3%</b>	<b>74.3%</b>	<b>67.9%</b>	<b>57.6%</b>						<b>70.3%</b>
<b>Retention (1-6)</b>	<b>13.4%</b>	<b>11.1%</b>	<b>10.8%</b>	<b>9.6%</b>						<b>11.2%</b>

### Graduates- A% Degrees from UAF

Cohort Year	1999	2000	2001	2002	2003	2004	2005	2006	Averages
Graduated in 1 Yr	2000	2001	2002	2003	2004	2005	2006	2007	
AA	0	0	0	0	0	0	1	0	
AAS	0	0	1	1	0	1	1	0	
Total	0	0	1	1	0	1	2	0	
% Of Cohort	0.0%	0.0%	0.3%	0.3%	0.0%	0.4%	0.7%	0.0%	0.2%
Graduated in 2 Yrs	2001	2002	2003	2004	2005	2006	2007		
AA	1	1	3	3	1	2	1		
AAS	7	3	6	12	5	7	7		
Total	8	4	9	15	6	9	8		
% Of Cohort	2.7%	1.7%	2.7%	3.8%	2.2%	3.2%	2.8%		2.7%
Graduated in 3 Yrs	2002	2003	2004	2005	2006	2007			
AA	1	6	6	3	1	4			
AAS	21	10	10	24	12	13			
Total	22	16	16	27	13	17			
% Of Cohort	7.6%	6.8%	4.8%	6.9%	4.7%	6.0%			6.1%
Graduated in 4 Yrs	2003	2004	2005	2006	2007				
AA	3	7	7	4	3				
AAS	26	13	11	34	17				
Total	29	20	18	38	20				
% Of Cohort	10.0%	8.5%	5.4%	9.6%	7.3%				8.2%
Graduated in 5 Yrs	2004	2005	2006	2007					
AA	4	8	7	5					
AAS	26	18	14	36					
Total	30	26	21	41					
% Of Cohort	10.3%	11.1%	6.3%	10.4%					9.5%
Graduated in 6 Yrs	2005	2006	2007						
AA	5	10	9						
AAS	27	21	17						
Total	32	31	26						
% Of Cohort	11.0%	13.2%	7.8%						10.7%

\*Out of the 37 AA Degrees Awarded to the above FirstTime Freshman A% cohorts, it took an Average of 3.43 Years to complete AA

UAF First-Time Associate of Arts Degree-seeking Freshman Credit Enrolled at UAF the Following Year (Open-Graduation Adjusted)										
	1999	2000	2001	2002	2003	2004	2005	2006	2007	Averages
Enrolled	202	139	215	224	147	140	130	81	66	149
Return 2nd-Year	94	39	98	100	41	54	48	38		64
<b>Retention</b>	<b>46.5%</b>	<b>28.1%</b>	<b>45.6%</b>	<b>44.6%</b>	<b>27.9%</b>	<b>38.6%</b>	<b>36.9%</b>	<b>46.9%</b>		<b>39.4%</b>
Return 3rd-Year	56	34	47	67	26	41	47			45
<b>Retention (2-3)</b>	<b>59.6%</b>	<b>87.2%</b>	<b>48.0%</b>	<b>67.0%</b>	<b>63.4%</b>	<b>75.9%</b>	<b>97.9%</b>			<b>71.3%</b>
<b>Retention (1-3)</b>	<b>27.7%</b>	<b>24.5%</b>	<b>21.9%</b>	<b>29.9%</b>	<b>17.7%</b>	<b>29.3%</b>	<b>36.2%</b>			<b>26.7%</b>
Return 4th-Year	50	20	41	41	17	33				34
<b>Retention (3-4)</b>	<b>89.3%</b>	<b>58.8%</b>	<b>87.2%</b>	<b>61.2%</b>	<b>65.4%</b>	<b>80.5%</b>				<b>73.7%</b>
<b>Retention (1-4)</b>	<b>24.8%</b>	<b>14.4%</b>	<b>19.1%</b>	<b>18.3%</b>	<b>11.6%</b>	<b>23.6%</b>				<b>18.6%</b>
Return 5th-Year	43	13	37	32	11					27
<b>Retention (4-5)</b>	<b>86.0%</b>	<b>65.0%</b>	<b>90.2%</b>	<b>78.0%</b>	<b>64.7%</b>					<b>76.8%</b>
<b>Retention (1-5)</b>	<b>21.3%</b>	<b>9.4%</b>	<b>17.2%</b>	<b>14.3%</b>	<b>7.5%</b>					<b>13.9%</b>
Return 6th Year	31	18	28	30						27
<b>Retention (5-6)</b>	<b>72.1%</b>	<b>138.5%</b>	<b>75.7%</b>	<b>93.8%</b>						<b>95.0%</b>
<b>Retention (1-6)</b>	<b>15.3%</b>	<b>12.9%</b>	<b>13.0%</b>	<b>13.4%</b>						<b>13.7%</b>

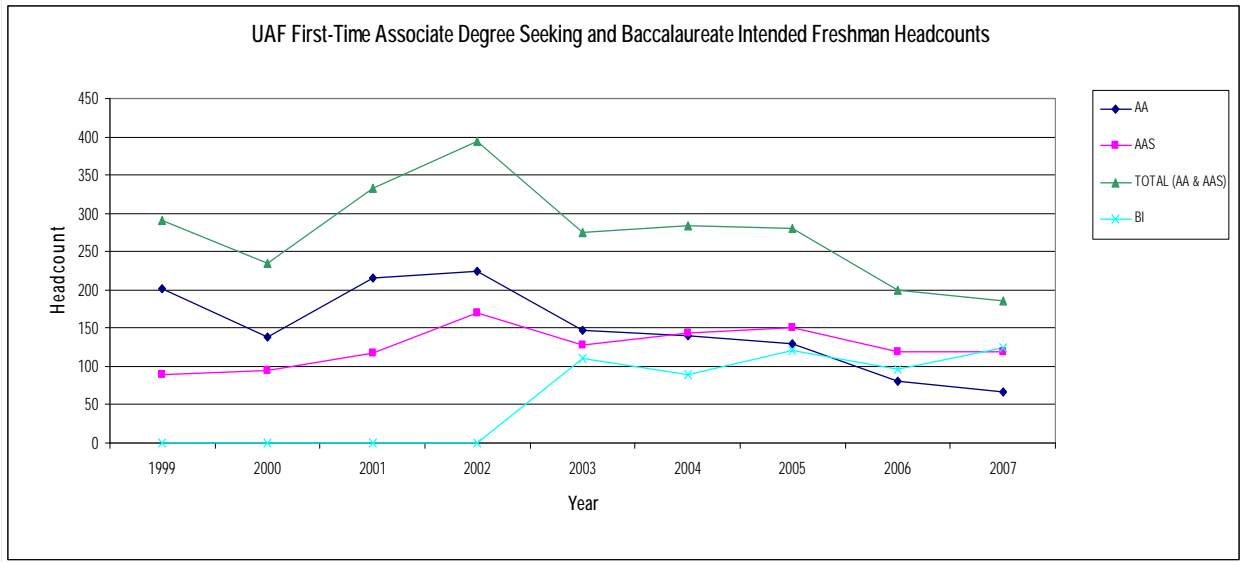
#### Graduates- A% Degrees from UAF

Cohort Year	1999	2000	2001	2002	2003	2004	2005	2006	Averages
Graduated in 1 Yr	2000	2001	2002	2003	2004	2005	2006	2007	
AA	0	0	0	0	0	0	1	0	
AAS	0	0	0	0	0	0	0	0	
Total	0	0	0	0	0	0	1	0	
% Of Cohort	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.1%	0.0%	0.3%
Graduated in 2 Yrs	2001	2002	2003	2004	2005	2006	2007		
AA	1	1	3	3	1	2	1		
AAS	2	2	0	1	0	1	0		
Total	3	3	3	4	1	3	1		
% Of Cohort	3.2%	7.7%	3.1%	4.0%	2.4%	5.6%	2.1%		4.0%
Graduated in 3 Yrs	2002	2003	2004	2005	2006	2007			
AA	1	5	5	3	1	3			
AAS	3	4	2	3	0	2			
Total	4	9	7	6	1	5			
% Of Cohort	4.3%	23.1%	7.1%	6.0%	2.4%	9.3%			8.7%
Graduated in 4 Yrs	2003	2004	2005	2006	2007				
AA	2	5	6	4	2				
AAS	4	4	2	5	1				
Total	6	9	8	9	3				
% Of Cohort	6.4%	23.1%	8.2%	9.0%	7.3%				10.8%
Graduated in 5 Yrs	2004	2005	2006	2007					
AA	3	5	6	5					
AAS	4	4	4	5					
Total	7	9	10	10					
% Of Cohort	7.4%	23.1%	10.2%	10.0%					12.7%
Graduated in 6 Yrs	2005	2006	2007						
AA	4	7	8						
AAS	4	4	6						
Total	8	11	14						
% Of Cohort	8.5%	28.2%	14.3%						17.0%

UAF First-Time Associate of Applied Science Degree-seeking Freshman Credit Enrolled at UAF the Following Year (Open-Graduation Adjusted)										
	1999	2000	2001	2002	2003	2004	2005	2006	2007	Averages
Enrolled	89	95	118	170	128	144	151	119	119	126
Return 2nd-Year	47	52	44	81	54	63	78	58		60
<b>Retention</b>	<b>52.8%</b>	<b>54.7%</b>	<b>37.3%</b>	<b>47.6%</b>	<b>42.2%</b>	<b>43.8%</b>	<b>51.7%</b>	<b>48.7%</b>		<b>47.4%</b>
Return 3rd-Year	31	34	25	50	36	39	53			38
<b>Retention (2-3)</b>	<b>66.0%</b>	<b>65.4%</b>	<b>56.8%</b>	<b>61.7%</b>	<b>66.7%</b>	<b>61.9%</b>	<b>67.9%</b>			<b>63.8%</b>
<b>Retention (1-3)</b>	<b>34.8%</b>	<b>35.8%</b>	<b>21.2%</b>	<b>29.4%</b>	<b>28.1%</b>	<b>27.1%</b>	<b>35.1%</b>			<b>30.2%</b>
Return 4th-Year	13	22	17	30	22	23				21
<b>Retention (3-4)</b>	<b>41.9%</b>	<b>64.7%</b>	<b>68.0%</b>	<b>60.0%</b>	<b>61.1%</b>	<b>59.0%</b>				<b>59.1%</b>
<b>Retention (1-4)</b>	<b>14.6%</b>	<b>23.2%</b>	<b>14.4%</b>	<b>17.6%</b>	<b>17.2%</b>	<b>16.0%</b>				<b>17.2%</b>
Return 5th-Year	5	22	16	14	13					14
<b>Retention (4-5)</b>	<b>38.5%</b>	<b>100.0%</b>	<b>94.1%</b>	<b>46.7%</b>	<b>59.1%</b>					<b>67.7%</b>
<b>Retention (1-5)</b>	<b>5.6%</b>	<b>23.2%</b>	<b>13.6%</b>	<b>8.2%</b>	<b>10.2%</b>					<b>12.1%</b>
Return 6th Year	8	10	8	8						9
<b>Retention (5-6)</b>	<b>160.0%</b>	<b>45.5%</b>	<b>50.0%</b>	<b>57.1%</b>						<b>78.1%</b>
<b>Retention (1-6)</b>	<b>9.0%</b>	<b>10.5%</b>	<b>6.8%</b>	<b>4.7%</b>						<b>7.8%</b>

### Graduates- A% Degrees from UAF

Cohort Year	1999	2000	2001	2002	2003	2004	2005	2006	Averages
Graduated in 1 Yr	2000	2001	2002	2003	2004	2005	2006	2007	
AA	0	0	0	0	0	0	0	0	
AAS	0	0	1	1	0	1	1	0	
Total	0	0	1	1	0	1	1	0	
% Of Cohort	0.0%	0.0%	2.3%	1.2%	0.0%	1.6%	1.3%	0.0%	0.8%
Graduated in 2 Yrs	2001	2002	2003	2004	2005	2006	2007		
AA	0	0	0	0	0	0	0		
AAS	5	1	6	11	5	6	7		
Total	5	1	6	11	5	6	7		
% Of Cohort	10.6%	1.9%	13.6%	13.6%	9.3%	9.5%	9.0%		9.6%
Graduated in 3 Yrs	2002	2003	2004	2005	2006	2007			
AA	0	1	1	0	0	1			
AAS	18	6	8	21	12	11			
Total	18	7	9	21	12	12			
% Of Cohort	38.3%	13.5%	20.5%	25.9%	22.2%	19.0%			23.2%
Graduated in 4 Yrs	2003	2004	2005	2006	2007				
AA	1	2	1	0	1				
AAS	22	9	9	29	16				
Total	23	11	10	29	17				
% Of Cohort	48.9%	21.2%	22.7%	35.8%	31.5%				32.0%
Graduated in 5 Yrs	2004	2005	2006	2007					
AA	1	3	1	0					
AAS	22	14	10	31					
Total	23	17	11	31					
% Of Cohort	48.9%	32.7%	25.0%	38.3%					36.2%
Graduated in 6 Yrs	2005	2006	2007						
AA	1	3	1						
AAS	23	17	11						
Total	24	20	12						
% Of Cohort	51.1%	38.5%	27.3%						38.9%



Headcount of Associate of Arts Degree-seeking TVC Students Enrolled in UA System (Closed Data)									
	1999	2000	2001	2002	2003	2004	2005	2006	8 Yr Avg
AA Degree-seeking TVC Students Enrolled in UA System	613	581	604	680	563	442	372	310	521

AA Degree-seeking TVC Students Enrolled in UA System By Class Standing (Closed Data)									
UA Class Standing	1999	2000	2001	2002	2003	2004	2005	2006	8 Yr Avg
First-Time Freshman	194	166	205	203	119	124	104	69	148
Freshman (Other)	208	233	200	261	225	141	115	113	187
Sophomore	136	121	134	132	144	111	98	79	119
Junior	41	45	49	52	57	37	39	34	44
Senior	34	16	16	32	18	29	16	15	22
TOTAL	613	581	604	680	563	442	372	310	521
% First-Time Freshman	32%	29%	34%	30%	21%	28%	28%	22%	28%
% Freshman	34%	40%	33%	38%	40%	32%	31%	36%	36%
% Sophomore	22%	21%	22%	19%	26%	25%	26%	25%	23%
% Junior	7%	8%	8%	8%	10%	8%	10%	11%	9%
% Senior	6%	3%	3%	5%	3%	7%	4%	5%	4%
	100	100	100	100	100	100	100	100	100
	%	%	%	%	%	%	%	%	100%

AA Degree-seeking TVC Students Enrolled in UA System By Residency Code (Closed Data)									
Residency Code	1999	2000	2001	2002	2003	2004	2005	2006	8 Yr Avg
Child of Alumni	2	1	0	0	0	0	0	1	1
International Student	1	0	0	0	0	2	2	3	1
Military	77	100	69	80	66	65	45	27	66
Non-Resident	21	16	20	25	10	9	9	8	15
Pending	2	4	4	10	5	9	2	4	5
Resident	510	460	511	564	481	356	313	266	433
Canadian Territories Agreement	0	0	0	1	1	1	1	1	1
TOTAL	613	581	604	680	563	442	372	310	521
% Child of Alumni	0%	0%	0%	0%	0%	0%	0%	0%	0%
% International Student	0%	0%	0%	0%	0%	0%	1%	1%	0%
% Military	13%	17%	11%	12%	12%	15%	12%	9%	13%
% Non-Resident	3%	3%	3%	4%	2%	2%	2%	3%	3%
% Pending	0%	1%	1%	1%	1%	2%	1%	1%	1%
% Resident	83%	79%	85%	83%	85%	81%	84%	86%	83%
% Canadian Territories Agreement	0%	0%	0%	0%	0%	0%	0%	0%	0%
	100	100	100	100	100	100	100	100	100
	%	%	%	%	%	%	%	%	100%



Associate of Arts Degree Recipients at UAF By Gender (Closed Data)							
Gender	2002	2003	2004	2005	2006	2007	6 Yr Avg
Female	61	55	72	55	56	43	57
Male	41	49	27	21	28	13	30
TOTAL	102	104	99	76	84	56	87
% Female	60%	53%	73%	72%	67%	77%	67%
% Male	40%	47%	27%	28%	33%	23%	33%

Associate of Arts Degree Recipients at UAF By Residency Status (Closed Data)								
	2002	2003	2004	2005	2006	2007	6 Yr Avg	
Military	34	39	28	17	17	14	25	
NonResident	7	6	8	7	8	3	7	
Pending	2	1	2	3	4	2	2	
Resident	52	55	60	49	54	37	51	
Blank	7	3	1	0	1	0	2	
Child of Alumni	0	0	0	0	0	0	0	
TOTAL	102	104	99	76	84	56	87	
% Military	33%	38%	28%	22%	20%	25%	28%	
% NonResident	7%	6%	8%	9%	10%	5%	7%	
% Pending	2%	1%	2%	4%	5%	4%	3%	
% Resident	51%	53%	61%	64%	64%	66%	60%	
% Blank	7%	3%	1%	0%	1%	0%	2%	
% Child of Alumni	0%	0%	0%	0%	0%	0%	0%	

\*Note- Military here has nothing to do with the Military Program- Military is the residency code in Banner

Associate of Arts Degree Recipients at UAF By Age (Closed Data)											
	1999	2000	2001	2002	2003	2004	2005	2006	2007	1999-2004	2005-2007
Under 25	0	0	0	0	2	5	17	24	18	1	20
25 - 29	11	11	20	30	46	46	17	22	19	26	19
30 - 34	26	19	21	32	21	18	13	13	3	20	10
35 - 39	18	16	6	11	15	8	11	9	7	10	9
40 - 49	14	14	20	21	14	15	13	10	8	14	10
50 Plus	15	3	6	8	6	7	5	6	1	7	4
TOTAL	84	63	73	102	104	99	76	84	56	77	72
% Under 25	0%	0%	0%	0%	2%	5%	22%	29%	32%	1%	28%
% 25-29	13%	17%	27%	29%	44%	46%	22%	26%	34%	27%	27%
% 30-34	31%	30%	29%	31%	20%	18%	17%	15%	5%	22%	13%
% 35-39	21%	25%	8%	11%	14%	8%	14%	11%	13%	10%	13%
% 40-49	17%	22%	27%	21%	13%	15%	17%	12%	14%	16%	14%
% 50 Plus	18%	5%	8%	8%	6%	7%	7%	7%	2%	8%	5%

Associate of Arts Degree Recipients at UAF That Took Distance Education Courses (Closed Data)							
	2002	2003	2004	2005	2006	2007	6 Yr Avg
AA Degrees Rcvd at UAF	102	104	99	76	84	56	87
# that took Distance (1)	47	57	58	42	49	31	47
# that took Yearlong (2)	16	19	26	11	14	11	16
# that took Substr X (3)	12	15	25	24	37	25	23
New PIDMS in Yearlong	8	3	6	3	8	2	5
New PIDMS in Substr X	3	0	1	2	6	5	3
% that took Distance (1)	46%	55%	59%	55%	58%	55%	55%
% that took Yearlong (2)	16%	18%	26%	14%	17%	20%	19%
% that took Substr X (3)	12%	14%	25%	32%	44%	45%	29%
Unduplicated (1+2+3) TOTAL	58	60	65	47	63	38	55
% Unduplicated (1+2+3) TOTAL	57%	58%	66%	62%	75%	68%	64%

\*Note- We can make no comment regarding the quality of the Course-just that the student took a distance or yearlong course through UAF

Associate of Arts Degree Recipients at UAF By MATH Courses Taken (Closed Data)							
	2002	2003	2004	2005	2006	2007	6 Yr Avg
Students that received an AA Degree from UAF and took a MATH Course in UA System (Distinct PIDM Count)	72	80	75	56	72	44	67
Students that received an AA Degree from UAF that took a MATH Course from UAF (Distinct PIDM Count)	66	64	68	52	67	43	60
Students that received an AA Degree from UAF that took a MATH Course from UAF and the MATH Course ended in 'X' (Distinct PIDM Count)	62	59	64	44	61	42	55
Students that received an AA Degree from UAF that took a MATH Course from UAF and the MATH Course did NOT end in 'X' (Distinct PIDM Count)	39	32	23	31	26	13	27
Students that received an AA Degree from UAF that took a MATH Course from UAA or UAS (Distinct PIDM Count)	18	23	15	11	15	8	15
Headcount of AA Degrees Received at UAF (Fiscal Year)	102	104	99	76	84	56	87
Percent of Degree Received Cohort that took any MATH Course in UA System	71%	77%	76%	74%	86%	79%	77%
Percent of Degree Received Cohort that took any MATH Course from UAF	65%	62%	69%	68%	80%	77%	70%
Percent of Degree Received Cohort that took a MATH Course ending in 'X' from UAF	61%	57%	65%	58%	73%	75%	65%
Percent of Degree Received Cohort that took a MATH Course NOT ending in 'X' from UAF	38%	31%	23%	41%	31%	23%	31%
Percent of Degree Received Cohort that took a MATH Course from UAA or UAS	18%	22%	15%	14%	18%	14%	17%

\*\*Note- We can not sum the columns, as the Headcount and Percentage totals will add up to more than the cohort totals for the given fiscal year due to the fact that students could have taken multiple MATH Courses

\*\*Note- A 6 Year Average shows that 23% of the Students that Graduate from UAF with an AA Degree each year do not take a MATH Course in the UA System

**Associate of Arts Degree Recipients at UAF By Minimum MATH Course Taken at UAF Prior to Graduation (Closed Data)**

Minimum MATH Course Taken	2002	2003	2004	2005	2006	2007	6 Yr Avg
107	11	2	2	3	7	1	4
107X	20	22	26	20	28	15	22
108	6	4	1	6	4	2	4
103X OR 131X	23	25	23	14	20	15	20
161	3	0	4	1	1	0	2
161X	0	0	0	2	3	4	2
200X	1	5	7	1	0	3	3
201X	2	2	1	0	0	0	1
202X	0	1	1	0	0	0	0
205	0	2	1	5	2	1	2
206	0	1	0	0	0	1	0
262X	0	0	2	0	2	1	1
<b>TOTAL at UAF</b>	<b>66</b>	<b>64</b>	<b>68</b>	<b>52</b>	<b>67</b>	<b>43</b>	<b>60</b>
Percent that took 107	17%	3%	3%	6%	10%	2%	7%
Percent that took 107X	30%	34%	38%	38%	42%	35%	36%
Percent that took 108	9%	6%	1%	12%	6%	5%	6%
Percent that took 103X OR 131X	35%	39%	34%	27%	30%	35%	33%
Percent that took 161	5%	0%	6%	2%	1%	0%	2%
Percent that took 161X	0%	0%	0%	4%	4%	9%	3%
Percent that took 200X	2%	8%	10%	2%	0%	7%	5%
Percent that took 201X	3%	3%	1%	0%	0%	0%	1%
Percent that took 202X	0%	2%	1%	0%	0%	0%	1%
Percent that took 205	0%	3%	1%	10%	3%	2%	3%
Percent that took 206	0%	2%	0%	0%	0%	2%	1%
Percent that took 262X	0%	0%	3%	0%	3%	2%	1%
<b>Total UAF Percentage</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

\*Note- On Average, 36% of the AA Degree Recipients at UAF at the least took 107X prior to graduation

\*Note- On Average, 33% of the AA Degree Recipients at UAF at the least took 103X OR 131X prior to graduation

\*Note- On Average, 69% of the AA Degree Recipients at UAF at the least took either 107X, 103X or 131X

<b>UAF CRCD Associate of Arts (AA) Gender/Ethnicity Demographics, 5 Years (Fall 2002-Summer 2007)</b>				
Ethnicity	Female	Male	Total	%Ethnicity
Alaska Native	518	199	717	25%
Asian	36	28	64	2%
Black	89	57	146	5%
Hispanic	65	55	120	4%
White	737	534	1271	45%
Other	99	80	179	6%
Totals	1544	953	2497	
%Gender	54%	33%		

<b>UAF CRCD Associate of Applied Science (AAS) Gender/Ethnicity Demographics, 5 Years (Fall 2002-Summer 2007)</b>				
Ethnicity	Female	Male	Total	%Ethnicity
Alaska Native	607	225	832	29%
Asian	61	28	89	3%
Black	110	58	168	6%
Hispanic	67	38	105	4%
White	840	647	1487	52%
Other	95	75	170	6%
Totals	1780	1071	2851	
%Gender	62%	38%		