

*Submitted to the
Northwest Commission
on Colleges and
Universities*



**YEAR THREE
SELF-EVALUATION REPORT**

September 16, 2013 | University of Alaska Southeast



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INSTITUTIONAL OVERVIEW

The University of Alaska Southeast (UAS) is a regional university serving all of Southeast Alaska through campuses in Juneau, Ketchikan, and Sitka. A number of its programs are offered throughout the State of Alaska via e-Learning or online delivery. With no community colleges in the area, UAS is presented with the challenge of providing community college, baccalaureate, and graduate programs within one institution. UAS has long been recognized throughout the state for offering programs of distinction in teacher education, marine biology, business and public administration, health information management, and fisheries technology.

UAS was formed from three independent entities—the Juneau Douglas Community College (JDCC), Ketchikan Community College, and Islands Community College. In 1980, the University of Alaska Southeastern Senior College merged with JDCC to become the University of Alaska Juneau. Under a substantial reorganization of the UA system in 1987, UA Juneau was combined with the colleges in Sitka and Ketchikan, establishing it as one of the three Major Administrative Units (MAUs) in the statewide system and renamed the University of Alaska Southeast (UAS).

Under the 1987 reorganization, the former colleges in the central and interior regions of the state became branch campuses of the University Alaska Anchorage and the University of Alaska Fairbanks, respectively. In Southeast Alaska, however, the Juneau, Ketchikan, and Sitka campuses were brought together to form a single institution. Functioning as three campuses of one regional university, this level of integration reflects the university's strong regional ties, a desire to leverage resources, and a commitment to meeting the full array of student postsecondary educational needs, from pre-college preparation to master's degrees.

Southeast Alaska is geographically remote from the rest of the state and accessible largely by water or air travel; only Haines and Skagway in northern Southeast Alaska are connected to the continental road system. The Alaska Marine Highway, which connects Southeast communities by ferry, is a vital part of regional transportation. Alaska Airlines is the only major carrier serving the region. The economy of the region is largely dependent upon government, tourism, fisheries, and mining.

Southeast Alaska is the ancestral home of the Tlingit, Haida, and Tsimshian peoples. Their presence extends back at least several thousand years. Nearly 14 percent of UAS students are Alaska Native/American Indian. The conservation, preservation, and advancement of Tlingit, Haida, and Tsimshian cultures and languages are increasingly reflected in UAS programs and events.

Nearly 4000 students attended UAS in Fall 2012, representing a 5% percent increase in four years. Although the majority attends part-time, a growing percentage of the student body is full-time, especially in Juneau. Most students come from Alaska and nearly two out of every three students are female. The 18-29 year old age range now represents over 40% of UAS students. Despite the increase in its student numbers, UAS maintains small class sizes with a low student-faculty ratio.

The geographic isolation prompted UAS long ago to develop a robust offering of online and distance courses. UAS began offering distance courses more than three decades ago and continues to be a leader in expanding e-Learning degree opportunities. In AY2013, UAS offered 42 degrees, endorsements, and

certificates largely or entirely by e-Learning¹. An additional 40 programs were offered in blended or hybrid delivery, combining face-to-face instruction with e-Learning. In two recent studies², both current students and graduates praised access to fully online programs as a major attraction of UAS. Nearly half (47 percent) of UAS students take advantage of e-Learning courses from the University's geographically dispersed campuses and over 40 percent are enrolled primarily through e-Learning. Many are located outside of the region in south-central, interior, and western Alaska. Support for these students is thoroughly integrated into all departments on all three campuses; for example admissions, registration, advising, counseling, disabilities, library, Blackboard, and information technology.

UAS programs are delivered through four schools: Arts and Sciences, Education, Management, and Career Education. The rich natural, social, and cultural environment of Southeast Alaska provides generous opportunities for teaching, research, and creative expression in the arts, humanities, and field-based science programs of the School of Arts and Sciences. In the formerly NCATE, now CAEP³-accredited School of Education, students intern with master teachers in diverse elementary and secondary settings across the entire state. Offering graduate degrees in special education, school administration, education technology, mathematics education, and reading the School of Education recently agreed to operate the Alaska Learning Network (AKLN), Alaska's virtual high school. This articulation of secondary and post-secondary education is designed to advance opportunities for Alaskan students—especially those in remote communities—to prepare successfully for post-secondary education. The graduates of all Education programs are sought by K-12 school districts statewide.

Building upon its location in Juneau—Alaska's capital city—the UAS School of Management offers a variety of training opportunities related to employment in state and local government positions. This School also provides e-Learning programs in public and business administration to meet the needs of students widely distributed throughout Alaska. Over time, this has included opportunities for students in Canada's Yukon Territory (geographically close to Southeast Alaska) to complete their MPA through the UAS program.

The School of Career Education offers diverse workforce development programs such as health information management and fisheries technology programs in Sitka, underground mine training in Juneau, and maritime training in Ketchikan, Sitka, and Juneau. Students have numerous opportunities to expand employment skills through occupational endorsements, certificates, and associate degrees.

UAS collaborates with other UA units to expand offerings for its students and leverage available resources. In the healthcare arena, for example, UAS cooperates with the University of Alaska Anchorage—designated a decade ago as the lead institution in the state for healthcare education. UAA provides nursing programs with pathways to additional training and advanced degrees in Southeast Alaska. There are also close ties with the University of Alaska Fairbanks for UAS BA and BS degrees in Geography.

Even during years of economic difficulties, Alaska has provided relatively stable support for its institutions of higher education, although the current fiscal climate suggests reductions are on the horizon. Internally, the university has been provided with modest flexibility to make internal funding reallocations⁴.

¹ UAS Status of e-Learning (PDF on IE page): <http://www.uas.alaska.edu/provost/ie/index.html>

² McDowell Group, Inc., [UAS Student Retention Study 2012](#) and [UA Graduate Survey 2012](#)

³ Council for the Accreditation of Educator Programs, <http://www.caepsite.org/standards.html>

⁴ UAS Factbook: <http://www.uas.alaska.edu/provost/ie/reports.html>

PREFACE

Institutional Changes since the Last Report

UAS submitted its last report—the Year One Report—to NWCCU in September, 2011.

Strategic Planning

Since the Year One report, UAS has continued to focus on fulfilling its mission of student learning and student success. In the past year the UAS Strategic and Assessment Planning Executive Committee extensively revised the indicators of achievement to more accurately reflect mission fulfillment. The results of this effort are described in *Chapter 2, Section 6, Updated Chapter One: Mission, Core Themes, and Expectations*. The Committee also reviewed and revised its ten-year old list of self-defined peer institutions⁵. Data from the peer institutions assist UAS in establishing achievement indicators that reflect regional and national norms.

In Spring 2013, the functions of the UAS Strategic and Assessment Planning Committee were expanded to include a role in shaping the UAS budget. Now known as the “Strategic Planning and Budget Advisory Committee” (S-PBAC)⁶, members (university leadership, faculty, staff, students) are appointed by the Chancellor and serve in an advisory capacity.

Leadership and Reorganization

Responsibilities for student services and enrollment management have been integrated under the newly-created Vice Chancellor for Enrollment Management and Student Affairs (EMSA), filled by the former Dean of Enrollment. In his new role, the EMSA Vice Chancellor is responsible for developing and implementing a student recruitment and retention plan along with overseeing administrative units such as Admissions and Records and Financial Aid. A Student Resource Director began work in Fall 2012, and recruitment for a Campus Life Director is expected to be complete for Fall 2013.

In December 2011 the long-time Vice Chancellor for Administrative Services retired, and the Associate Vice Chancellor moved into that position. When he resigned in March 2013 the Director of IT Services was appointed Interim Vice Chancellor. A search is currently in progress for the next incumbent.

Student Success

Student Success Working Group - The Student Success Working Group (SSWG) established in Fall 2010 has been restructured. The SSWG leadership has been reformed as the Student Success Coordinating Committee, charged with “building consensus and vetting solutions to facilitate continuous improvement in student success.” The Working Group has been redefined as the larger group of faculty, administrators, and diverse staff from various departments that meets regularly to facilitate information sharing and coordination among three campuses, develop initiatives, and support UAS-wide student success plans.

Academic Advising & Recovery Plan - UAS is now requiring academic advising for all incoming freshmen, transfer students with less than 30 credits, and students admitted on probation. It is utilizing the *EMAS RetentionPro* system to help target students at risk, promote campus-wide intervention strategies and

⁵ Institutional Research, Peer Institutions: <http://www.uas.alaska.edu/provost/ie/>

⁶ Strategic Planning Budget Advisory: <http://www.uas.alaska.edu/chancellor/advisory-committee.html>

monitor retention. Also new is the Academic Recovery Plan (ARP), which is a focused, realistic program for students placed on probation at UAS to assist them in returning to and maintaining good academic standing.

Stay-On-Track Award - UAS students who are otherwise eligible for financial aid may apply for a Stay-On-Track Award of \$500 for each semester of their sophomore, junior, and senior years in which they enroll in 15 or more credits. In place since Fall 2012, the program encourages timely degree completion by motivating students to increase their enrollments above 12 credits a semester and reduces post-graduation student debt. Between 2009 and 2012, the number of students taking 15 or more credits increased over 50 percent; 128 students received the Stay-On-Track award during the spring of 2013.

Undergraduate Research, Experiential and Creative Activity (URECA) - The UAS Research and Creative Activity Committee established the URECA awards in 2011. The monetary awards of up to \$2500 are available to students to work directly with faculty on projects involving active, engaged learning.

Honors Programs - Finally, UAS has recently launched a new Honors Program, which promotes retention and enables participating students to gain access to important supporting services such as personalized academic advising and mentoring, priority enrollment, resource and scholarship opportunities, and community involvement. Honors students form a cohort of peers committed to academic excellence.

Assessment

Academic Program Reviews - UAS is vigorously utilizing Academic Program Reviews—required by the Board of Regents—to make substantive improvements and changes to its academic programs. Recent reviews have led to enhanced investments for some programs, such as in Special Education, where Bachelor of Arts and Master of Arts in Teaching degrees were added in the Fall of 2011. Program assessment also led to the development of a proposed Associate of Science (AS) degree to better articulate with the Bachelor of Science degrees offered at UAS. The School of Arts & Sciences and Faculty Senate approved the degree in AY2013. The degree is now on the Board of Regents' agenda for approval in September 2013.

Infrastructure

UAS Campus Master Plan - Recognizing that the changing educational and training needs of UAS students require concomitant changes in the University's facilities, the Department of Facilities Services and the entire UAS community have worked over the last 18 months to develop *Looking Forward: The UAS Campus Master Plan⁷ 2012 (CMP)*. The planning process utilized the four core themes of the UAS Strategic and Assessment Plan. Adopted by the University of Alaska's Board of Regents in April 2013, the plan will govern the use and development of the UAS physical plant over the next several years. For example, construction of the long-sought 120-bed Freshman Residence Hall is currently in progress and represents a key element of the 2012 CMP. Common spaces and the first half of the rooms are scheduled for occupancy in August 2014.

⁷ *Looking Forward: The UAS Campus Master Plan 2012* http://www.uas.alaska.edu/facilities_services/docs/master-plan/masterplan.pdf

Response to Recommendations

In its response to the UAS Year One Self-Evaluation dated September 30, 2011, the Commission made one recommendation and requested that UAS respond in this Year Three report:

*Recommendation 1: The institution should articulate the acceptable threshold or extent of mission fulfillment for all identified indicators in the Standard One report.
(Standard 1.A.2)*

Since the Year One report, the Strategic and Assessment Planning Executive Committee comprehensively reviewed and revised the indicators of mission fulfillment for the core theme objectives. Detailed descriptions of the results of this effort appear in this report's updated Chapter One: Mission, Core Themes, and Expectations.

CHAPTER ONE – STANDARD 1: MISSION, CORE THEME, AND EXPECTATIONS

Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2: Authority

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

The University of Alaska Southeast (UAS) is a regional, open enrollment public university established on July 1, 1987 following major restructuring of the University of Alaska (UA) system. The University of Alaska, authorized by state statute AS 14.40.010 et seq., is composed of Major Administrative Units (MAU) at Juneau, Anchorage, and Fairbanks, twelve branch campuses, and one accredited community college in Valdez.

Eligibility Requirement 3: Mission and Core Themes

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

The University of Alaska Southeast's mission statement and core themes were approved by the UA Board of Regents in June 2011. At the heart of the *UAS Strategic and Assessment Plan for 2010-2017*⁸, the mission and core themes provide the foundation for UAS student-centric academic programs, student services, resource allocation, community engagement and facilities.

Standard 1.A Mission

Standard 1.A.1

The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

MISSION STATEMENT

Student learning enhanced by faculty scholarship, undergraduate research and creative activities, community engagement, and the cultures and environment of Southeast Alaska.

In 2011, UAS adopted a new mission statement and established a revised and updated Strategic and Assessment Plan. In addition to the Strategic Plan publication, the mission appears frequently on the

⁸ UAS Strategic and Assessment Plan for 2010-2017: http://www.uas.alaska.edu/UAS_StrategicPlan/index.html

University's website, in the catalog, on colorful posters in campus buildings and on postcards that can be easily distributed. Each campus also has at least one 6 by 3 foot standing banner displaying the mission that may be moved as needed for events and presentations. The mission and plan have proven an effective foundation for the primary objective of UAS: student success. They continue to drive decisions for programs, services and facilities. In concert with the UAS vision and values statements, the core themes create the framework for the demonstration of mission fulfillment.

The mission statement is purposefully student learning centric. It distinguishes UAS by setting all other institutional activities (faculty scholarship, undergraduate research and creative activities, and community engagement) in supporting roles to the overarching goal of student learning. The focus on student success is increasingly reflected in UAS programs, initiatives, and activities.

Core Themes

UAS has adopted four core themes⁹:

- Student Success
- Teaching and Learning
- Community Engagement
- Research and Creative Expression

Vision

"The University of Alaska Southeast is recognized as a destination of choice for students seeking excellent academic programs and engaging learning opportunities that integrate the environment and cultures of Southeast Alaska." (UAS Strategic and Assessment Plan 2010-2017)

Values

The following values, identified by UAS through the strategic and assessment planning process in 2011, guide its decision making and approach to implementing the core themes and vision:

Excellence – UAS pursues excellence through continuous improvement and innovation in teaching, community engagement, and research, scholarship, and creative expression.

Diversity – UAS embodies and respects the diversity of each individual's culture, talents and abilities, and educational goals with special attention to Alaska Native heritage unique to Southeast Alaska.

Access – UAS creates accessibility to programs and services through use of technology, innovative and creative practices, and personalized services.

Collaboration – UAS forges dynamic and cooperative partnerships internally among students, faculty, and staff and externally with other academic institutions, government agencies, business and industry, and community-based organizations to enhance our effectiveness.

⁹ UAS Strategic Plan: http://www.uas.alaska.edu/UAS_StrategicPlan/index.html

Sustainability – UAS contributes to the economic, social, and ecological sustainability and quality of life of the southeast region and state, nation, and world using the unique opportunities available (e.g., coastal environment, Tongass National Forest, glacial ecosystem, Juneau as Alaska’s capital city).

Stewardship – UAS is a responsible steward in the use of resources and is accountable for results working in an environment that values the contributions of all (e.g., administration, faculty, staff, and students).

Interpretation of Mission Fulfillment

Standard 1.A.2

The institution defines mission fulfillment in the context of its purpose, values, and characteristics. Within that definition, it articulates institutional achievements, outcomes, or expectations that represent an acceptable threshold or extent of mission fulfillment.

In the past two years, the Strategic and Assessment Planning Executive Committee has significantly revised UAS indicators of mission fulfillment for the core theme objectives. The selected indicators have been designed to provide regular opportunities for meaningful, systematic, and evidence-based assessment. They are aligned with the University of Alaska’s statewide performance metrics, which are used for internal evaluation of UAS within the system¹⁰. UAS core themes also correspond with the University of Alaska President’s statewide *Strategic Direction Initiative* (SDI) and the associated themes, adopted in July 2012:

- Student Achievement and Attainment (Core Theme One)
- Productive Partnerships with Alaska’s Schools (Core Theme Three)
- Productive Partnerships with Alaska’s Public and Private Industries (Core Theme Three)
- Research & Development to Build and Sustain Alaska’s Economic Growth (Core Theme Four)
- Accountability to the People of Alaska (Core Themes One through Four)

Articulation of Acceptable Threshold, Extent, or Degree of Mission Fulfillment

UAS embraces a culture of *continuous improvement* in order to fulfill our student-centric mission. The Strategic and Assessment Planning Executive Committee has established goals for each indicator, by which mission fulfillment can be determined. Mission fulfillment will be measured by the extent to which indicators for each core theme have been reached or demonstrate consistent improvement.

Core themes and related indicators encompass the entirety of UAS activity, from programs and services, to facilities, administration and resource allocations.

¹⁰ [UAS_UA-Strategic-Direction-Initiative_Actions-Plans_May2013.pdf](#)

Core Themes, Objectives, Outcomes, and Indicators

Core Theme One: Student Success

Provide the academic support and student services that facilitate access and completion of educational goals.

Many students who come to the University of Alaska Southeast are underprepared for college level work whether seeking workforce training, associate, or bachelor degrees. The majority of undergraduate students require tutoring, bridge programs, and developmental courses in math and/or English to be successful at the university level. In addition, almost 50 percent of UAS students are enrolled in e-Learning or online courses and programs. Comprehensive academic support and student services are essential for both campus-based and online students. The UAS mission underscores the importance of providing all students with the necessary access and preparation leading to the greatest possible achievement of their academic goals.

Objectives of Core Theme

The following three objectives support the Student Success core theme:

- Access
- Preparation
- Success

Indicators and Measures of Achievement of Core Theme

OBJECTIVE: Access

Students are provided ready access to educational opportunities.

INDICATORS

Regional Market Penetration—Increase from FY11 the percentage of enrolled first-time freshmen who are recent high school graduates

Financial Assistance—Increase from FY11 the percentage of degree-seeking undergraduates who submitted a FAFSA

Student Diversity—Increase racial and gender diversity of UAS students to within 5 percentage points of the Southeast Alaska population, 18-24 age group

High Demand Career Pathways—Increase the percentage of endorsement-, certificate-, and degree-seeking students enrolled in programs preparing them for recognized high demand occupations to the same or higher percentage as the statewide UA student population

Rationale

Improving access to UAS includes reaching out to high school students, especially in the Southeast Alaska region but also from other parts of the state. The small size and high level of personal engagement with faculty and staff found at UAS is a draw for potential students from remote Alaskan communities where they have attended very small high schools.

Most UAS students receive some form of financial aid: loans, grants, or scholarships. Increasing students' awareness of the financial aid opportunities available enables students to continue their education and meet their academic goals. Students are encouraged to complete the FAFSA as it is required by many local, state and federal financial aid opportunities including State grants and scholarships such as the Alaska Education Grant (AEG)—low-income high-need students—and the Alaska Performance Scholarship (APS) college ready high school students remaining in Alaska. UAS makes it a priority to identify these students and help them access UAS resources. The UA system continues the Alaska Scholar award to the top ten percent of all graduating Alaska high school students.

Increased student diversity not only ensures that greater segments of the population receive a post-secondary education but also enhances the educational experience of all students. Thus, it is important for UAS to achieve a student population comparable to that of Southeast Alaska.

The UAS mission focuses on community engagement, which includes producing graduates who can contribute to Alaska's economy and society. UAS accordingly is committed to increasing the number of its high demand job graduates. In FY12 there was an 8 percent increase over the previous year.

OBJECTIVE: Preparation

Students are prepared for continued success at university study.

INDICATORS

Success in Entry Level College Courses—Increase the percentage of degree-seeking students who successfully complete entry baccalaureate level math and English courses within their first 60 credits to the same or higher than the UA average (within 5%)

Advising and Degree Completion Plan—Increase the percentage of degree seeking undergraduates who have developed an advisor-approved degree completion plan in their first year

Rationale

As is true at most colleges and universities throughout the country, a majority of UAS students are in need of at least one pre-college course in mathematics or English. Improving student success in entry-level courses increases both enrollment and the number of students able to complete their education. The University's *Early Alert* system enables faculty and advisers to identify students who struggle and to help get these students back on track by providing intrusive advising and referral to the Student Resource Center team. An *Academic Recovery Plan* for students on probation and an accelerated developmental English course will be implemented this fall.

Developing a clear path to achieving academic goals is an established component of student success. Advisers are able to provide a level of assistance that students often discount. During the last few years, implementation of DegreeWorks—an enhanced advising tool—throughout the University of Alaska has improved the process of creating a degree completion plan for both advisers and students.

OBJECTIVE: Success

Students successfully complete educational goals.

INDICATORS

Graduation Efficiency—Ratio of the number of credits completed to the number required for an undergraduate degree program.

Degree Attainment Ratio—Ratio of the number of awards per 100-degree-seeking undergraduates.

Retention and Persistence Ratio—Percentage of undergraduate degree seeking students who enroll consecutively from one academic year to the next.

Full Enrollment—Increase from FY11 the percentage of degree-seeking undergraduate students taking at least 30 credits per academic year

Post-Graduation Employment—Increase the percentage of all graduates successful in obtaining employment in Alaska overall and by related fields to the same or better than the statewide UA percentage

Student Employment – Increase the ratio of the number employed to degree-seeking undergraduate full-time equivalent to over 5%, as resources allow

Rationale

Student success rests at the heart of the University's mission. UAS has targeted a graduation efficiency index of 0.85 for FY14. The Graduation Efficiency metric was adopted to help gauge the effectiveness of mandatory advising and degree completion plans and to assess academic program quality. UAS has determined that although baccalaureate students are taking longer than six years to complete their programs, they are not taking more credits than are required.

UAS has recently adopted the Degree Attainment Ratio (DAR) as a student success indicator. The University's expectation is that with the implementation of mandatory advising and more targeted recruitment, the degree attainment ratio should remain stable. In support of these strategies, student success data are increasingly available at the department and program level.

The University of Alaska initiated a statewide Stay-On-Track program several years ago to encourage students to enroll in at least 15 credits each semester to earn their degree more quickly. Taking a few additional credits reduces any students' financial aid debt and the time before full-time employment. UAS raised the bar by offering a \$500 tuition waiver for sophomore to senior students eligible for financial aid who take 15 or more credits a semester.

Post-graduation employment is increasingly monitored by both the state legislature and national agencies. Utilizing data provided by the Alaska Department of Labor, UAS tracks the employment of graduates in Alaska and they are working in his or her field. A recent UA Graduate Survey indicated that UAS graduates were significantly more likely (72 percent) to report using the skills and knowledge they acquired at the University daily in their jobs than the graduates of UAA or UAF (56 percent)¹¹.

Studies have indicated that students employed on campus are more likely to continue their education and also to perform at a higher level. This measure allows UAS to monitor student engagement while helping to develop non-cognitive skills and prepare students for the workplace.

¹¹ [McDowell Group, Inc. University of Alaska Graduate Study 2012, p. 3](#)

Core Theme Two: Teaching and Learning

Provide a broad range of programs and services resulting in student engagement and empowerment for academic excellence.

Because of its small size and location, UAS is uniquely situated to excel at offering high quality, student-centered educational opportunities that build on its faculty and environmental assets.

Objectives of Core Theme

The following four objectives support the Teaching and Learning core theme:

- Breadth of Programs and Services
- Academic Excellence
- Quality of Faculty and Staff
- Effectiveness and Efficiency

Indicators & Measures of Achievement of Core Theme

OBJECTIVE: Breadth of Programs and Services

Students are provided a broad range of programs and services, ranging from community college-level to graduate level.

INDICATORS

Program Assessments—Percentage of academic programs assessed annually; goal 100 percent.

Service Assessments—Increase from FY11 the percentage of services for students assessed annually

Rationale

Assessments and program reviews document the range of program disciplines and levels offered by the University. Academic program reviews of both on-site and e-Learning certificates and degrees entail analyses by a school committee and an institutional review board of historical 5-year trends of program data¹².

Enrollment Management and Student Affairs continue self-assessment of its departments through the Council for the Advancement of Standards in Higher Education (CAS). This indicator ensures on-going reflection and evaluation of program effectiveness.

¹² Program Review: http://www.uas.alaska.edu/provost/program_review.html

OBJECTIVE: Academic Excellence

Students demonstrate academic excellence in learning.

INDICATORS

Successful Course Completion—Increase the percentage of all degree-seeking students who successfully complete courses to the same or better than the statewide UA percentage (within 5%)

Honors Program Participation—Increase from FY13 the percentage of eligible students formally participating in the UAS Honors program

Structured Experiential Learning—Increases from FY11 the proportion of students participating in structured learning experiences to student full-time equivalents.

While cognizant of the needs of under-prepared students, UAS also seeks to ensure all of its students are academically challenged through a rich offering of rigorous educational experiences. UAS actively seeks to provide students with opportunities to excel and to instill in them core competencies that help mold them into effective citizens and employees and empower them with habits of lifelong learning. The indicators listed above assist UAS in gauging student academic performance and determining whether it is offering the right balance of sufficiently challenging programs and services. Having this information provides the University with a means to ascertain where adjustments may be necessary.

OBJECTIVE: Quality of Faculty and Staff

Teaching and learning are conducted and supported by highly qualified faculty and staff through hiring, comprehensive performance review, available and effective professional development, and continuous improvement practices.

INDICATORS

Comprehensive Faculty and Staff Evaluation—100% of faculty and staff are evaluated annually and 80% of adjunct faculty self-evaluate each year; students rate all faculty at 3 out of 4 or better

Faculty Diversity— Increase racial and gender diversity of UAS faculty to within 5 percentage points of the Southeast Alaska population

Faculty Professional Development—Maintain at the FY11 baseline level or above (as resources permit) the number of faculty participating in formal faculty professional development activities

Faculty Tenure—Increase the percentage of faculty members who are tenured or are in tenure-track positions to within 5 percentage points of the UAS self-selected IPEDS peer institutions

Employee Turnover—Decrease the rate of turnover in positions having new incumbents to the UA statewide level or less (within 5%)

Rationale

UAS recognizes that its human resources are its most valuable asset and that they are the key to ensuring high quality teaching and learning. The evaluation process provides an opportunity for communication between faculty and deans and between staff and supervisors, which promotes both the employees' professional goals and the needs of the institution.

UAS student body demographics are in greater alignment with the regional population than that of the faculty. Because students are more likely to remain in college and succeed when they see their race, gender and culture reflected in their teachers, it is important to continue increasing the diversity of UAS faculty and to monitor progress on this measure.

To achieve its overall mission, UAS must nurture faculty and staff throughout their professional careers. This includes recruiting persons well-matched to their positions and to life in Alaska, pairing new faculty with mentors, and increasing opportunities for professional development. UAS is fortunate to have hired faculty members in the last two years who are well suited to help UAS fulfill its mission and to meet core theme objectives. Every individual has a proportionately greater influence at a small institution; therefore, continuing to hire and support talented people is one of the highest priorities for UAS.

Comparing UAS tenured or tenure-track faculty with the University's self-selected peers provides an important indication as to the quality of UAS faculty and helps ensure that UAS students are getting the best education possible. Finally, reductions in employee turnover promote consistency in services and retention of institutional knowledge.

OBJECTIVE: Effectiveness and Efficiency

Programs and services make effective and efficient use of available resources.

INDICATORS

Faculty to Completers Ratio—Maintain a ratio of the number of faculty to degree completers to within 5% of the statewide UA ratio

Fee Structure Review—Complete a comprehensive review of fee structures once every three years

Review of Six-Year Course Sequence—Complete a review of the University's six-year course sequence twice a year

Rationale

Tracking the information measured by these indicators enables UAS to determine if resources are flowing to the most effective programs and those that are in greatest demand. The ratio of faculty to endorsement, certificate, and degree completers measures the efficiency of instruction, although small class sizes and student access to faculty are also important factors in student success.

Academic and administrative fees were revised and consolidated in FY13 for the Juneau campus to be more equitable and transparent. A similar structure is contemplated for Sitka and Ketchikan. A comprehensive fee structure must adjust to changes in academic infrastructure and the real costs of special academic equipment and materials. Fees must also reflect cost changes in student services such as the recreation center, health, counseling, and disability services.

As noted above, UAS conducts a comprehensive review of the Six-Year Course Sequence Plan twice each year to assure predictable course offerings and increased opportunities for students to complete their academic programs in a timely manner. All program course scheduling is tied to this Plan, which is intended to be complete and accurate three semesters out and to provide substantive guidelines throughout a continuous six-year cycle.

Core Theme Three: Community Engagement

Provide programs and services that connect with local, state, national, and international entities on programs, events, services, and research that respond to the economic, environmental, social, and cultural needs and resources of Southeast Alaska.

Southeast Alaska residents depend upon UAS as a key part of the regional infrastructure, serving as a driver for economic development and a venue for social and cultural activities. UAS is an active partner with local, regional, and statewide entities focusing on workforce development, including Juneau Economic Development Council, Allied Health Alliance, and Southeast Conference, a public/private partnership dedicated to economic and infrastructure development. UAS is an active partner with the Juneau Symphony, and the Juneau Jazz and Classics festival and is the forum for an evening lecture series, Evenings at Egan in the fall and Sound and Motion in the spring. Periodically, professional association conferences are held at UAS, the most recent of which was the Association for the Study of Literature and the Environment (ASLE) in 2012¹³.

Objectives of Core Theme

The following objective supports the Community Engagement core theme:

- Expand Community Engagement

Indicators & Measures of Achievement of Core Theme

OBJECTIVE: Expand Community Engagement

Demonstrate an institutional commitment to promoting better understanding of local, state, national, and international community needs and providing solutions with special emphasis on Southeast Alaska.

INDICATORS

Community Engagement—Increase the number of UAS-sponsored public forums and lecture series that engage the communities in Southeast Alaska proportionate to the student full-time equivalent.

Community Partnerships—Maintain at the FY11 or increase (as resources permit) the number of advisory groups or formal partnerships with SE Alaska and statewide entities

Non-credit Instructional Activity—Increase from FY11 the extent of non-credit vocational technical educational training and continuing education

Alumni Engagement—Increase from FY11 the UAS Alumni membership

Contributions to UAS—Increase from FY11 the number and average amount of annual external contributions to UAS

Student Exchanges—Increase the percentage of full-time students formally enrolled in national and international study programs to the same or higher level than the statewide UA rates

¹³ ASLE: <http://www.uas.alaska.edu/asle/index.html>

Rationale

This set of indicators measures the degree of UAS involvement in the community. The number of UAS-sponsored public forums and lecture series, as well as the number of partnerships that UAS enters into with various entities and through program advisory committees serve as measures of the University's presence in the community.

The Vocational Technology, Noncredit (VTEC) program is a vibrant indication of UAS non-credit instructional activity. Examples include courses in first aid, CPR, crowd management, nautical rules of the road, vessel handling, and radar renewal. The provision of non-credit instructional activity is related to introductory workforce development training and serves one aspect of the University's community college mission.

The number and average amount of annual external contributions to UAS helps provide funding for scholarships and special projects. Recent gifts from Hecla Greens Creek Mine and Icicle Seafoods help support the mining and fisheries technology program, respectively. UAS alumni membership is a reflection of the connection former students maintain with the University.

Student participation in the University's well-established student exchange program enables local students to gain national and international experiences, while students from other countries and cultures bring this rich diversity to UAS. Because of Alaska's remoteness and the numerous obstacles to travel, many UAS students are eager to experience another region of the United States or the world and the University recognizes its responsibility to facilitate these opportunities.

Core Theme Four: Research and Creative Expression

Provide programs and services that support research, scholarship, and creative expression by faculty and students.

Situated in the majestic natural environment of Southeast Alaska, UAS faculty and students have abundant opportunities to be involved in research and creative expression. Research, scholarship and creative expression are supported by securing funding for undergraduate research, increasing research proposal submissions, and promoting symposiums and visiting scholars. UAS also honors the pursuit of pure research and the value it brings to faculty academic and professional development.

Objectives of Core Theme

The following two objectives support the Research and Creative Expression core theme:

- Research Engagement
- Learning Impact

Indicators & Measures of Achievement of Core Theme

OBJECTIVE: Engagement

Faculty and students are engaged in research, scholarship, and creative expression.

INDICATORS

Funding Proposals—Increase from FY11 the percentage of total research proposal submissions that were funded

Research Expenditures—Increase by 1% (~\$10,000) the total grant-funded research expenditures with indirect cost recovery derived from sponsored research and expended on research, as well as research grants booked on the capital budget

Rationale

By placing research and creative expression prominently within its mission and core themes, UAS underscores the importance of these activities. Many faculty have a research component in their workload assignments, and all are engaged in scholarship and exploration in their disciplines. Working across disciplines is equally important. In recognition of this, UAS was a founder and is a continuing collaborator with the Alaska Coastal Rainforest Center (ACRC), which facilitates research and education to enhance greater understanding of coastal temperate rainforests. ACRC offices are now co-located in the new United States Forest Service Pacific Northwest Forestry Sciences lab facility adjacent to the Juneau Auke Lake Campus.

UAS dedicates considerable staff and financial resources to support research and creative expression activities. Increasing the number of research proposal submissions that are funded will promote faculty and student engagement in this area.

UAS defined the above *Engagement* indicators to provide it with a way to measure the level of overall university participation in research and creative activities. They also provide a means to track the proportion of workload and grant-writing activities devoted to research. This information gives UAS a means of ascertaining whether it is supporting an appropriate level of research and creative activity.

OBJECTIVE: Learning Impact

Research, scholarship, and creative expression inform learning.

INDICATORS

Guest Lecturers and Visiting Scholars—Increases from FY11 the number of guest lecturers and visiting scholars engaged in UAS classes

Undergraduate Research and Creative Expression—Increase from FY11 the proportion of research assistants to student full time equivalents

Undergraduate Research, Experiential & Creative Activity (URECA) Presentations—Increase from FY12 the number of students presenting work resulting from URECA grant awards

Rationale

As an institution focused primarily on undergraduate teaching and learning, UAS gears much of its research and academic presentations to enhance the student learning experience. For example, science courses typically incorporate field work in Southeast Alaska's exceptional glacial, forest, and marine environments. Programs in the arts encourage exploration in the creative use of Alaska Native media. Scholarly connections with the cultures and history of Southeast Alaska are fostered in humanities and the social sciences. Southeast Alaska's majestic environments also serve as a draw for guest lecturers and visiting scholars who enrich the academic experience for students.

Successful research proposals result in increased funding for research assistants, providing meaningful opportunity for students to work on professional level research projects with faculty. The number of research assistants thus becomes a measure of the University's level of research activity.

The Undergraduate Research, Experiential and Creative Activity (URECA) awards were developed in 2011 to enhance opportunities for undergraduate students in all disciplines to work directly with faculty on projects involving active, engaged learning. The monetary awards of up to \$2500 help students pursue a research question or creative endeavor of their own design. In the past two years, 12 students made public presentations about their URECA research and artistic projects, covering topics as diverse as Alaska Native anthropology, creative writing and marine biology.

These indicators have been established to track the ways in which UAS integrates learning and research, and to gauge the impacts these activities have on student learning. They provide a way for the institution to continually be mindful of this important connection.

CHAPTER TWO – STANDARD 2: RESOURCES AND CAPACITY

See Appendix One for the executive summary of Eligibility Requirements 4 through 21.

Introduction

According to the NWCCU:

By documenting the adequacy of its resources and capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution.

UAS is committed to the continuous improvement of its programs and services. The 2009 self-study and subsequent NWCCU on-site visit propelled a new strategic planning effort aimed at bringing UAS into the next decade of service to Southeast Alaska and the state as a whole. The inclusive planning process in 2010-11 led to development of a new mission that enjoys broad support in the UAS community. The resulting plan—*Strategic and Assessment Plan 2010-2017*—identifies four core themes and has energized the region-wide review of programs and functions in line with those themes and related objectives. Student outcome assessments, analysis of relevant data, and consumer feedback provided valuable information about effectiveness and unintended barriers to success. Examination of existing resources—human, financial, informational—uncovered areas where core themes and objectives needed added support.

As a result of these strategic actions, new academic and workforce programs in selected high demand areas have been added. Low performing programs have been jettisoned. Outmoded and ineffectual procedures and policies have been retooled. New resources have been obtained. Funds and staff have been reallocated. All changes have been driven by the new mission and four core themes.

Core Theme One: Student Success

By making student success its foremost core theme, UAS is developing and aligning its various student success activities into a focused, multi-pronged initiative. Changes directed at student success are processed through the Student Success Coordinating Committee, with representatives from enrollment management, student services, academic programs, and faculty. This Committee meets regularly and ensures that all student success efforts are aligned. An inclusive monthly Student Success Forum—with representatives from all three UAS campuses—invites input from all parts of the university.

The Committee's work led to administrative reorganization of the student services unit to achieve optimal recruitment, retention and graduation of students. New admissions, financial aid and advising policies and procedures are aimed at assuring that students 'Stay on Track' and successfully complete

their degree objectives. A new student fee structure at the Juneau campus supports retention by eliminating substantial fee increases at key levels of credit hour enrollment.

Student Achievement and Attainment is also the first of the UA *Strategic Direction Initiatives* (SDI). SDI is an organizational change effort to embed continuous improvement into the entire UA culture. Through efforts at the system level, UA has been able to attract additional state general fund resources for the SDI themes. In support of the Student Achievement theme, each MAU—including UAS—received new positions in FY13 to enhance student advising.

The work continues. A new freshman residence hall is being built on the Juneau campus that will enhance the sense of a learning community and facilitate better transition into college for first-time students. UAS is now aligning its admission requirements to match the requirements of a new state scholarship program—the *Alaska Performance Scholarship*—to ease the transition from high school to postsecondary and to assure that students are prepared to take college-level courses. UAS is working with regional high schools to administer the placement exam (Accuplacer) in the sophomore or junior year, to assist potential students in planning their high school schedule. New student retention tracking software—*Enrollment Management Action System (EMAS) Retention Pro*—will enhance early intervention efforts for at risk students. A consolidated fee structure is being considered for Ketchikan and Sitka.

Core Theme Two: Teaching and Learning

During the past four academic years, UAS has scrutinized its certificate and degree programs—face-to-face, distance or blended—through a reinvigorated academic Program Review process. Program reviews are required by the UA Board of Regents at least every five years, and more often as needed. As a result of these reviews, some UAS programs have been enhanced and provided additional resources. Less subscribed or effective programs have been suspended or eliminated. An example is the suspension of the Masters of Business Administration (MBA), a program that had experienced declining enrollments and graduates.

New programs that fulfill the UAS mission and meet strategic objectives have been added, such as a concentration in the Bachelor of Liberal Arts focusing on Alaska Native Languages and Cultures and a Mine Mechanic emphasis in Power Technology. Faculty numbers have been increased in key areas. An Honors Program was established in 2012. The new *UAS Academic Innovation Fund* provides staff and faculty at all three campuses with resources to enhance teaching, scholarship, assessment, and community engagement. The Provost and Faculty Senate President reinstated *Faculty Excellence Awards* in five areas: Teaching, Research, Service, Adjunct Teaching, and Faculty Advising.

UAS continues to be a leader in Alaska in offering online and e-Learning programs and courses. For the last three academic years, over forty percent of the total student credit hours generated at UAS were delivered through e-Learning, with non-location-based methodologies. A recent report by an external consulting group on student retention at UAS stated that e-Learning “was the number one most-liked aspect of UAS, and the number one reason that students chose to attend UAS.”¹⁴ In 2012 UAS channeled all online course offerings into Blackboard in order provide students with a consistent and proven online experience, and to align with UAA and UAF systems.

¹⁴ [McDowell Group, Inc. UAS Student Retention Study 2012, March 2012, p. 7.](#)

UAS IN ACTION!

"I chose to attend UAS for several reasons. It is the local university, has a good reputation, and the distance program made it all possible since I work full time as well. I work in Human Resources so it was a natural fit." ANGELICA JOHANSON, 2012 OUTSTANDING GRADUATE IN BUSINESS

The work continues. UAS is partnering with its sister institutions at UAF and UAA in a system-wide reexamination of general education requirements in light of 21st century needs. In 2012, faculty also attended an AACU workshop on general education requirements and assessment. The School of Education faculty developed an initial experimental MOOC—a 'massively open online course'—delivered in Spring 2012. This is a model for the many e-Learning courses and programs offered at UAS. A second course on helping P-12 teachers implement Alaska's new College and Career Academic Standards will be offered this fall. Faculty are exploring resources for blending e-Learning and face-to-face classrooms together and to employ 'flipped classrooms' where lectures are online and faculty use classroom time for engaged discussion. Scheduled program reviews will shape modifications in fast-changing fields such as information technology and technical careers.

Core Theme Three: Community Engagement

UAS has long played a vital role in the economy and livelihoods of Southeast Alaska communities. That engagement includes education and training for the local workforce, assisting local and regional economic development, providing a venue for community events, supporting the arts and music, and being involved in K-12 education through activities like science fairs and artistic competitions. These activities are reflected in partnership agreements with the Juneau, Sitka, and Ketchikan school districts, and with major community stakeholders: Juneau Economic Development Council, Greens Creek/Helca Mining Company, Southeast Conference—a regional public/private partnership to promote economic development—Alaska Native corporations such as Sealaska Heritage Institute, Goldbelt Native Corporation and the Ketchikan Indian Community, and many more.

UAS community engagement efforts support the *UA Strategic Direction Initiative* themes of Productive Partnerships with Alaska's Schools and Productive Partnerships with Public Entities and Private Industries. Through SDI, additional UA resources have been pledged to enhance partnerships with the K-12 system and with health, fishing and mining sectors of the Alaska economy. UAS participates in and benefits from these statewide initiatives.

Student opportunities for engagement with the community have been enhanced through expanded career counseling that provides dual enrollment and places students in internships and other work experiences. Engagement with community and industry partners in workforce development has led to new or expanded School of Career Education (SCE) programming—in mining, fisheries and marine occupations. The Legislative Internship program, which is offered by UAS but open to students throughout Alaska both from other UA campuses and from private postsecondary institutions, continues to prepare students to become active in the political processes of the state.

UAS IN ACTION!

“This student has done an excellent job as a legislative intern. After a somewhat rough start she has really turned the experience around for herself and may be considering going to work full time for the legislature once she finishes up the internship. She is a strong, balanced student who has done very well at UAS and will very likely stay in Alaska, including possibly a career in Alaska politics.” GLENN WRIGHT, PROFESSOR OF GOVERNMENT

Community engagement includes producing graduates who can contribute to Alaska’s economy and society. Sixty-five percent of UAS students are enrolled in high-demand academic and workforce fields as defined by the Alaska Workforce Development Board.

The work continues. UAS recently hired a new Tech-Prep coordinator to support and advance career pathways and plans of study for high school students transitioning into college. UAS is collaborating with sister institutions and the Alaska Departments of Labor and Education to develop a pre-school through higher education (P-20) database providing improved data about student completion plus employment and wage progression beyond graduation. And UAS has now agreed with the state’s Department of Education and Early Development (DEED) to manage the Alaska Learning Network (AKLN)—offering high school courses online to increase the academic preparation of students, especially in Alaska’s remote communities.

Program reviews and program-level advisory committees continue to sharpen the focus in meeting emerging local and regional workforce needs. One recent example is the welding program at the Ketchikan Campus. Input from employers and information from a program review is sparking a transition from a conventional welding program to a broader ‘multi-skilled worker’ program that includes welding. Similarly, an industry advisory committee brought forward a suggestion that UAS consider developing a Certified Medical Assistant program—a high demand occupation that is not currently available at the local or regional level.

Core Theme Four: Research and Creative Activity

UAS faculty research derives for the most part from the rich physical and cultural environments which surround the three campuses. Southeast Alaska is part of a vast temperate rainforest, with a magnificent array of marine and terrestrial resources. Undergraduate student research activity—completed either in conjunction with faculty research or as directed independent research—has long been a practice at UAS. The university recently created Undergraduate Research, Experiential and Creative Activity (URECA) awards of up to \$2,500 for students working closely with a faculty mentor.

UAS IN ACTION!

“A dedicated group of Juneau citizens is working to bring a former mayor’s dream of a life-size bronze sculpture of a breaching whale to the capital city waterfront. In conjunction with the local arts council, they approached UAS Assistant Professor of Art and his students for support of their efforts.”

UAS sculpture students went to work researching ideas and approaches to help further this community project. The students created a mold and cast ten, six-foot tall, three-foot diameter urethane whale tails that were decorated by local artists and displayed prominently around Juneau. The whale tails were publicly auctioned to raise funds for the project in September of 2012, with the students in attendance.

UAS Art students also painted a dramatic silhouette of a breaching whale on the front of the Juneau Arts and Culture Center, further raising the profile of the project while developing their artistic skills and building relationships with community patrons of the arts.”

PEDAR DALTHORP, ASSISTANT PROFESSOR OF ART

UAS faculty are involved in a major integrated research project funding the National Science Foundation’s Experimental Program to Stimulate Research (EPSCoR) program. UAS faculty are taking the lead in an interdisciplinary project focusing on the Berner’s Bay region north of Juneau. The EPSCoR project statewide includes collaborative work with faculty at UAA and UAF.

UAS has joined over a dozen community partners in creating the Alaska Coastal Rainforest Center (ACRC), a university-based facilitator of research collaboration. With funding from UAS and sister universities along with agency partners (e.g. United States Forest Service, National Oceanic and Atmospheric Administration), ACRC is becoming a vibrant part of the research community in Alaska and the coastal communities in Canada.

UAS also contributes to the larger UA research agenda. In addition to EPSCoR research UAS faculty are involved in the Héen Latinee Experimental Forest near Berner’s Bay. UAS and United States Department of Agriculture/Forest Service faculty are developing joint funding and research proposals designed to leverage research funding and share resources. Recently, UAS and the Juneau Economic Development Council hosted a research collaboration meeting to invite input on the *Alaska Science and Technology Plan*¹⁵. The plan charts a course for the UA system as a whole to conduct research that is meaningful in addressing identified research needs in the State of Alaska.

The work continues. UAS has increased support for grant preparation and administration—a move that is encouraging faculty to seek external funding to support research and creative activity. The *UA Strategic Direction Initiative* theme of Research and Development to Sustain Alaska’s Communities and Economic Growth will provide additional direction and incentive to the UAS research in the environment and marine biology.

2.A—Governance

Overview

As one of three MAUs in the University of Alaska system, the overall governance structure, policies and procedures at UAS are dictated to a significant degree by statewide policies, regulations, and procedures. These influence the responses to many of the sub-standards in this section. However, UAS does have considerable autonomy in how it organizes internally to carry out its mission. The *Strategic and Assessment Plan 2010-2017* underscored the role of UAS as an integrated regional university with a

¹⁵ Alaska Science and Technology Plan: <http://www.alaska.edu/files/epscor/pdfs/ST-Plan-web-version.pdf>

mission that encompasses community college as well as baccalaureate and master's degree levels. At UAS one commonly hears the phrase 'Three Campuses--One University', reinforcing the concept that all UAS campuses contribute meaningfully to the institution's mission and core themes. All share in the university's decision-making processes and contribute to achieving intended outcomes of student achievement and success.

Standard 2.A.1

The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

The Constitution of the State of Alaska, Article VII, Section 2¹⁶ establishes the University of Alaska as the state university, constitutes it as a public corporation, and sets forth certain principles of its management and governance. Section 3 of the same article establishes the Board of Regents as the governing body of the university. This section states:

The University of Alaska shall be governed by a board of regents. The regents shall be appointed by the governor, subject to the confirmation by a majority of the members of the legislature in a joint session. The board shall, in accordance with law, formulate policy and appoint the president of the university. He shall be the executive officer of the board.

The Bylaws of the Board of Regents¹⁷ establish the organization and operating procedures of the UA system, including the scope of Board's authority and responsibility, as well as that of the officers of the university and its advisory councils. The Bylaws also provide for appointing and evaluating the President of the university.

The authority and responsibilities of the President, statewide administration, campus administrations, faculty, staff, and students have been defined and articulated in Board of Regents policies and regulations. These policies identify the president as the chief executive officer of the university. The president has specific authority to appoint and terminate officers of the University, including the chancellors. Board policy provides direction for the president to establish an organizational plan for the effective operation of the university system. The positions of chancellor, chief academic officer, and other executive officers have also been defined by the Board.

The Board of Regents affirms that "the opportunity for faculty, staff, and students to participate in the governance of the university is important to its effective operation" and expresses its intent that "faculty, staff, and student participation in university governance be an integral part of the university community's culture." The policy goes on to direct the president to establish a system-wide governance structure. The president has created four constituent organizations: Faculty Alliance, Staff Alliance, Coalition of Student Leaders, and the combined System Governance Council¹⁸.

¹⁶ [Alaska Constitution, Art. VII, Sec. 7.2, and Art. VII, Sec. 7.3](#)

¹⁷ [UA Bylaws, Pt. II, Ch. 02.01 \(Univ. Pres.\), Pt. II Ch. 02.02 \(Univ. Officers\) and Pt. II, Ch. 02.04 \(Advisory Councils\)](#)

¹⁸ [BOR Policy P03.01.010 \(Faculty, Staff, and Student Governance\)](#)

Board policy specifies that the governance organizations shall carry out their functions subject to the authority of the Board, president, and chancellors. The purposes of the organizations are to:

- Provide an effective opportunity for university faculty, staff, and students to play a meaningful role in matters affecting their welfare.
- Represent their respective viewpoints on Regents' policy, university regulations, and other matters.
- Address through legislative action other matters as described in their approved constitutions.
- Advise the president and the chancellors in a timely fashion on pertinent matters.
- Communicate information to their respective constituents, which is of interest and concern to the university.

At the MAU level, UAS reinforces its regional character through a variety of formal and informal governance and decision-making mechanisms. Shared governance is accomplished through collaboration of University leadership with Faculty Senate, Staff Council and the United Students of the University of Alaska Southeast.

Faculty Senate includes representatives from all UAS schools and campuses and meets monthly, with Ketchikan and Sitka members participating by teleconference. During Fall Convocation and periodically throughout the year, the Senate meets with all members physically present, usually in Juneau. In 2011 and 2012 UAS reinstated Shared Governance retreats involving faculty and administrative leadership to identify and develop strategies that address topics of mutual concern. Among these are funding for faculty professional development, use of student ratings in faculty evaluations, and support for undergraduate research and creative expression.

The UAS Staff Council Association is the communications link between UAS non-represented staff, the Chancellor and university administration, and the specific University assemblies, councils and/or committees. The association is represented by an elected body of officials comprised of non-represented staff members from the Juneau, Ketchikan and Sitka campuses.

The United Students of the University of Alaska Southeast (USUAS), with branches on all campuses, is approved and mandated by the University Board of Regents. USUAS Student Government is responsible for representing student interests to the college administration and for facilitating the organization of a broad range of student committees that address issues and concerns and promote services that enhance students experience at UAS. A significant responsibility of the UAS Student Government is to initiate and act upon legislation including proposals to appropriate USUAS funds.

An annual USUAS event is the Legislative Affairs Conference, which brings student government officials from all three UAS campuses as well as from the University of Alaska Fairbanks and Anchorage MAUs to Juneau to advocate student interests with the legislature. Student government in Juneau regularly meets with the Chancellor and the Vice Chancellor for Enrollment Management and Student Affairs to discuss student issues. The USUAS chapters in Ketchikan and Sitka meet with the campus directors. Sitka Student Government includes representatives of both on-site and virtual students.

Each UAS campus has a local advisory council. Campus Advisory Councils offer guidance to the campus unit and serve as a link for public constituencies to the Board of Regents. The Chancellor appoints no fewer than seven and no more than fifteen persons to each council in Juneau, Sitka, and Ketchikan, with

membership broadly representative of constituencies served by the campus. The powers, duties, and responsibilities of each Campus Advisory Council are contained in Board of Regents' Policy 02.04. The current membership lists for these UAS Campus Advisory Councils are available in the UAS 2013-14 Academic 2013-14 Catalog (p.242). In addition to the campus councils, UAS has a variety of community and program-level advisory committees. In line with the *Strategic and Assessment Plan 2010-2017* core theme of community engagement, UAS partners with labor, government and industry.

Standard 2.A.2

In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Statewide procedures developed by the President in consultation with the Chancellors identify lines of authority and responsibility between central administration and the MAUs and complement Board of Regents Policy and Regulations¹⁹.

A specific example is the important work of the UA Statewide Academic Council (SAC) which meets monthly to coordinate academic and research functions across the university. With membership appointed by the President, the SAC reviews all proposals for new academic programs, seeks greater alignment of general education requirements, and promotes common approaches to student admission, placement, and similar tasks. It also advances shared approaches to research and education, including coordination in developing the Alaska Science and Technology Plan and in implementing the UA Teacher Education Consortium (UATEC).

Standard 2.A.3

The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

Board of Regents policy provides that the major units of the University of Alaska will, based on their own merits and the quality of their programs, seek and maintain accreditation from the Northwest Commission on Colleges and Universities. The policy provides for individual program accreditation by professional accrediting bodies when meeting such accreditation standards is consistent with the goals of the university.

At least once a year the Board of Regents meeting agenda includes reports from each MAU on the status of its accreditations²⁰.

Governing Board

The UA Board of Regents, as the governing board for UAS, establishes the overall policies and procedures under which UAS operates.

Standard 2.A.4

The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is*

¹⁹ University of Alaska System Organization Chart: <http://www.alaska.edu/files/OrgCharts/OrgUA-20130524.pdf>

²⁰ BOR P10.02.070 Accreditation: <http://www.alaska.edu/bor/policy/10-02.pdf>

governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

The University of Alaska is governed by the Board of Regents. The Board of Regents is composed of eleven members including one student representative with full voting rights. Regents are appointed by the Governor to serve an eight year term, with the exception of the student regent who serves a two year term. Members of the Board come from communities throughout the state and represent a variety of backgrounds and experiences. The President of the University serves as an ex officio member of the Board. Information on current Regents is found on the BOR webpage²¹.

The Board has been granted ultimate responsibility by the Alaska Constitution for the quality and integrity of the system and its respective units, including UAS. The Board is responsible for establishing the mission of the university and the MAUs, allocating funds in an appropriate and equitable manner, and developing policies for the university. The Board selects the President of the university to serve as the chief executive officer of the system. The Board delegates the responsibility to implement and administer these policies to the President. The President appoints the Chancellors of the MAUs in consultation with the Board.

The Bylaws of the Board govern the appointment, term of office, and duties of Regents, as well as the election, term, duties and powers of the Board's Officers²².

The Board meets six times per year. Each meeting is held in a community that has a UA campus. These regular meetings are supplemented by an annual retreat and a summer audioconference briefing. The officers of the Board are elected annually by the Board as a whole. The Board has divided itself into six standing committees: Academic Affairs, Audit, Facilities and Land Management, Finance, Human Resources, and Planning and Development. In addition, the Board creates ad hoc committees to meet various needs.

Standard 2.A.5

The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

The Board acts only as a committee of the whole. The Board's Bylaws describe the duties and responsibilities of the Board and its committees. Bylaws also provide that "no business may be transacted at any meeting of the Board unless at least six Regents are present", no proxies are permitted, and the "official action of the Board requires the affirmative vote of the majority of the whole Board." Unless otherwise directed by action of the Board, all committees of the Board are advisory to the Board as a whole²³.

Standard 2.A.6

The board establishes reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

²¹ BOR Members: <http://www.alaska.edu/bor/members/>

²² [UA Statewide System Bylaws of the BOR](#)

²³ [UA Statewide System Bylaws of BOR-BL07, Sec. A, BL08, Sec. G, and BL07, Sec. A](#)

The University of Alaska and UAS mission statements are set out in Board of Regents policy. On October 6, 2000²⁴ the Board reviewed and approved proposed changes to the University of Alaska mission statement. At its June 3, 2011 meeting²⁵, the Board of Regents approved revisions to University of Alaska Southeast Mission Statement, developed as part of the strategic planning process

Board policy provides that “all program additions, deletions, and major revisions” require approval by the Board. The Board has delegated approval authority of occupational endorsements and workforce credentials to the President²⁶.

Board agendas regularly include review and approval of all substantive changes made by the University system or any MAU, including modifications to school structures, academic policies, and academic programs.

Standard 2.A.7

The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

Article VII, Section 3 of the Alaska Constitution states that the Board will appoint the President by a majority vote of the whole Board. Section 12 of the Board Bylaws provides that “the Board may annually review the performance of the president.” It goes on to say that “failure to conduct a performance review is an internal matter and does not affect the validity of any action.”

Standard 2.A.8

The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

The Board of Regents Bylaws BL03²⁷ states that the “The board may annually review the performance of the board and set annual goals”. The Board generally does this at its annual retreat. At this meeting the Board self-evaluates, sets goals, and discusses how to engage in continuous improvement.

Leadership and Management

The leadership of UAS is built on a collaborative model that includes top administrators from all three campuses as well as faculty, staff and students in leadership positions. Several regional planning and management groups assist in the development and implementation of policies and initiatives and in the day-to-day operation of the University. These include the Executive Cabinet, Chancellor's Cabinet, Provost's Council, Strategic Planning and Budget Advisory Committee, Student Success Coordinating Committee, governance groups and the regional Teaching Learning and Technology Roundtable (TLTR). Other, less formal groups—such as the Provost's Ad Hoc Committee on Remediation and Student Success—are established as needed and disbanded once their charge has been completed.

²⁴ [BOR October 5-6, 2000 Summary Of Actions, Part 4](#)

²⁵ [BOR June 2-3, 2011 Summary Of Actions](#)

²⁶ BOR P10.40.040 (Degree and Certificate Program Approval): <http://www.alaska.edu/bor/policy/10-04.pdf>

²⁷ [UA Statewide System Bylaws of the Board of Regents](#)

Standard 2.A.9

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

Overall leadership is exercised by the Chancellor with the assistance of the Executive Cabinet which includes in addition to the Chancellor, the Vice Chancellor of Enrollment Management and Student Affairs, the Vice Chancellor of Administrative Services, and the Provost. The Executive Cabinet meets weekly and is charged with overall assessment of UAS effectiveness, planning needed changes and managing day-to-day operations.

The Executive Cabinet is supplemented by monthly meetings of the Chancellor's Cabinet²⁸, which includes a much broader range of constituents: Deans, directors, presidents of Faculty Senate, Staff Alliance and Student Government, directors of major divisions, and administrative managers.

The Provost's Council serves as an advisory body making academic and administrative recommendations to the Provost. The Council consists of the Provost, Vice Provosts, Faculty Senate President, Deans, Campus Directors, Registrar, Institutional Effectiveness Manager, School Administrative Managers, and the Special Assistant to the Provost. The Provost's Council meets monthly.

Since the 2009 self-study and NWCCU on-site review, an additional group—the Strategic and Assessment Plan Executive Committee—has provided overall advice to UAS leadership about implementation of the UAS Strategic and Assessment Plan, including mission, vision, and core themes. The group also has oversight for NWCCU accreditation compliance and report preparation. In April 2013 this group was modified to become the Strategic Planning and Budgeting Advisory Committee²⁹. The Committee's new charge involves:

- Providing recommendations about continuous improvement and refinement of planning and budgeting processes in light of the SAP.
- Advising UAS leadership about budget principles, priorities, and allocation criteria that guide annual resource allocation decisions as well as allocation and utilization of facilities and technology-related resources.
- Reviewing and presenting input to UAS leadership about annual operating and capital budget requests.
- Promoting transparency and accountability in the planning and budget processes, and assisting with communication about those processes and outcomes to the broader university community.
- Promoting meaningful participation by appropriate university governance groups in the UAS strategic planning and budgeting process.

Members are appointed by the Chancellor and include the Deans and presidents of UAS constituent groups. The Committee is advisory to the Chancellor and the Executive Cabinet. These new responsibilities respond to a 2009 NWCCU review recommendation for more transparency in the UAS budget process.

²⁸ Chancellor's Cabinet: <http://uas.alaska.edu/chancellor/cabinet.html>

²⁹ Strategic Planning & Advisory Committee: <http://www.uas.alaska.edu/chancellor/advisory-committee.html>

Standard 2.A.10

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

The Chancellor of the University of Alaska Southeast is the chief executive officers and has full-time responsibilities to UAS. The job description for the Chancellor position is found in Board of Regents policy. The duties, responsibilities and authority are documented in the job description. The Chancellor provides leadership in establishing goals, priorities and plans for UAS.

The Chancellor was appointed by the immediate past president of the university statewide system fourteen years ago, and as chief executive officer, continues to serve at the will of the current president. Following a number of significant retirements in recent years, the Chancellor has aggressively recruited a new leadership team, including a provost, two vice chancellors, and three academic deans. This combination of stability and renewed vigor has strengthened the institution as it focuses on mission.

Standard 2.A.11

The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

UAS employs a sufficient number of qualified administrators who provide effective leadership and work collaboratively as described above. To better support the core theme of Student Success, the student services divisions of UAS have been reorganized into one unit—Enrollment Management and Student Affairs—which is responsible for all functions dealing with students. The unit head has been elevated to the position of Vice Chancellor in recognition of the vital role he plays in institutional planning and success in meeting the other strategic core themes. The unit has four major divisions: Admissions and Registration, Financial Aid, Student Resources Center, and Campus Life. The directors of these units work together to assure that student needs are identified and addressed from enrollment through degree completion. A more detailed discussion of the unit and its services is found later in this report under 2.D. — *Student Support Resources*.

Policies and Procedures

Academics

Standard 2.A.12

Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

Academic policies are crafted in line with NWCCU expectations, with attention to program integrity, academic freedom, and student rights and responsibilities. Care is taken to assure that policies and procedures take into account the multiple UAS student constituencies: traditional full time, non-traditional part-time and professional students. Since almost half of the UAS student body in the region takes at least one course through e-Learning, policies and procedures are reviewed to ensure that they are relevant for and applied to online and distance as well as on-site students. Academic policies are

also articulated in the UAS Academic Catalog, Provost³⁰, and Faculty and Staff³¹ webpages in addition to the Board of Regents Policy and Regulations mentioned previously.

Standard 2.A.13

Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

UAS libraries are a key component of academic life. Policies relating to the use of library and information resources are prominently published on both the Egan Library and Ketchikan Campus Library websites, as well as publicly posted in library buildings. They apply equally to students accessing library services online. Library policies are maintained in the Library Policies Handbook and are frequently updated to meet the changing needs of library employees and patrons. The library has recently updated policies in the following areas: the Rules of Conduct, Study Room Use, Circulation Policies, Assistive Technology and Accessibility, Fax and Typewriter Use, Computer Use, and Egan Library Public Space Use. The library also provides links to information on copyright and intellectual and cultural property rights. The American Library Association's Library Bill of Rights and Freedom to View Statements are included in the Collection Development Policy. New library employees receive an orientation to all relevant library policies to ensure they are consistently enforced.

Standard 2.A.14

The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

University of Alaska Southeast transfer credit policies³² are published in the academic catalog as well as on the website. Information includes policies and procedures for those students transferring from two-year or four-year institutions, out-of-state institutions, and international institutions. Post-baccalaureate transfer policies are also listed. Transfer equivalence services are available from the website. A recent check of School of Arts and Sciences courses that have been transferred to other University of Alaska campuses indicates that all courses at the college level transfer for credit.

Students

Standard 2.A.15

Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

The Student Services Division at UAS works with students to ensure awareness of the policies and codes of conduct at the institution. Information on Student Rights and Responsibilities, including the Student Code of Conduct³³, is provided to all students in a variety of ways:

- New student orientation
- UAS academic catalog

³⁰ Provost: http://www.uas.alaska.edu/provost/academic_affairs.html

³¹ Faculty and Staff, Policies: http://www.uas.alaska.edu/faculty_staff/index.html

³² Transfer Credit Policy: <http://www.uas.alaska.edu/registrar/transfer-credits.html>

³³ Student Conduct: <http://www.uas.alaska.edu/students/guide/conduct.html>

- UAS student handbook
- UAS website

The Student Conduct Officer (otherwise known as the Judicial Officer), whose role is to oversee student conduct issues provides training annually to faculty regarding Student Code of Conduct violations, including academic honesty.

The Office of Disability Services (DS)³⁴ in the Student Resource Center supports students who need accommodation to better access educational services. Services are designed in collaboration with the student and coordinated across UAS units. Services are available pre-admission through graduation and include disability counseling, educational training for faculty and staff, advocacy and a variety of accommodations for equal access to educational and campus life opportunities. DS services are regional and administered by a team of professional staff from Ketchikan, Sitka and Juneau. Both local and distance students are eligible, and generally the campus from which the course originates supplies the accommodation. The Regional DS team works together with the Disability Support offices at UAA and UAF to make accommodations for all UAS students who require them.

UAS IN ACTION!

“DSS provides me with a sanctuary to do homework at. I have sat in their waiting room almost every day doing homework. I also had somebody to talk to when I got bored, whether it was Margie or her student worker. They’re always helpful when issues occur.” MATH MAJOR

Standard 2.A.16

The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution’s expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

The UAS Academic Catalog specifies the admission requirements and placement policies for undergraduate, graduate, transfer, and international students as well as information for students returning to the University of Alaska Southeast after an absence. Admission policy and practices are consistent across the university at all three campuses. Transfer credit policies can be found in the *Getting Started - Admissions* section of the catalog. The *Academic Regulations* section includes topics addressing class standings, academic standings, the grading system, academic honors and the academic petition process. Both undergraduate and graduate programs have dedicated chapters within the catalog providing more detailed information for students, including website addresses. Admission services are administered for all programs and campuses through the Admissions Office in a fair and timely manner. The Admissions website³⁵ is also a valuable resource for students inquiring into the admissions and placement policies, procedures and the required steps for admission into the university.

First time students take a placement exam (Accuplacer) to determine readiness for college English and math. A positive finding on student preparedness is that 88 percent of the students participating in the

³⁴ Disability Services: <http://www.uas.alaska.edu/dss/>

³⁵ Admissions: <http://www.uas.alaska.edu/admissions/admission/index.html>

recent UAS Student Retention Study felt academically prepared or very prepared when they started UAS—up from 80 percent in a similar 2009 study. The number who felt underprepared fell from 18 to 11 percent³⁶. This finding is reinforced by a Spring 2013 statistic referenced earlier—credit hours generated in developmental courses, particularly math, decreased by 13.9 percent from the prior spring semester.

As part of its continuing focus on student success and accurate entry-level course placement, UAS is exploring use of recent SAT and ACT scores (nationally normed) for placement into college-level math. UA English faculty have completed this process for English placement.

Information on proposed changes to the UA admissions process and entry-level course placement which will impact UAS is provided in 2.D.3, below.

Standard 2.A.17

The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

The online Student Guide³⁷ provides information on support services and co-curricular activities available to students including student government, newspaper, clubs, and recreation center.

Human Resources

Standard 2.A.18

The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

Human resource policies and procedures are covered in Part IV: Human Resources of the UA Board of Regents Policy and Regulation manual, which establishes a Unified Personnel System³⁸. The policies are reviewed regularly and are applied consistently, fairly and equitably to employees and students across all MAUs in the system, including UAS.

Standard 2.A.19

Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

At the time of hire, all employees are apprised of their conditions of employment, work assignments and rights and responsibilities. All University of Alaska supervisors are required to complete an annual written performance evaluation at least two weeks prior to their employee's leave accrual date. University leadership has recently underscored the importance of timely completion of these evaluations. Procedures for evaluation, retention and termination are found in BOR Regulation 04.07. Additional procedures for evaluation, retention, promotion and termination for covered employees are found in the negotiated agreement with the respective union. Covered employees have copies of the respective negotiated agreement. Non-covered employees have access to the information through the Faculty/Staff portal on the UAS website.

³⁶ [McDowell Group, Inc. UAS Student Retention Study 2012, p. 3](#)

³⁷ Student Guide: <http://www.uas.alaska.edu/students/guide/index.html>

³⁸ BOR P04.01 Unified Personnel System: <http://www.alaska.edu/bor/policy/04-01.pdf>

Standard 2.A.20

The institution ensures the security and appropriate confidentiality of human resources records.

Confidentiality of human resource records is covered by BOR policy 04.01.062, which states that: "Dates of present and past employment with the university, position title, and type of employment, campus, and salary are public information. The university adopts the policy of AS 39.25.080 so that all other personnel records, including but not limited to applications, leave records, home address and telephone number, performance evaluations and disciplinary matters, relating to any past or present employee of the university are not public records and are not accessible by the public."

Although employees may access their own personnel file, BOR policy allows access to HR records³⁹ by others only under the following circumstances:

- Upon receipt of written authorization from the employee, former employee, or applicant, as directed in the authorization;
- To the employee's supervisors and to university supervisors to whom the employee or former employee has applied for promotion, transfer or rehire;
- To a state agency authorized by statute to review such university documents upon receipt of a subpoena issued by a competent authority and upon execution of an agreement that confidential information will not be made public;
- Upon receipt of an order of a court of competent jurisdiction;
- For internal university operations, to persons having a need to know as determined by the regional personnel officer or the custodian of the record. (P04.01.061, 062)

Institutional Integrity

Standard 2.A.21

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

The University of Alaska Southeast adheres to the highest ethical standards in its representation to constituencies and the public, in teaching, scholarship, and service, in treatment of students, faculty, and staff, and relationships with community, regulatory, and accrediting agencies. The institution continually conducts evaluations of its policies, procedures, and publications to ensure appropriate quality.

The University publishes a course listing for fall, spring and summer semesters and distributes it in key locations on all campuses. All semester course listings and descriptions are located on the web and are updated in real time. A six-year course sequence is maintained by faculty and published on the website. The sequence is used to guide future offerings and to demonstrate that academic programs can be completed in a timely manner. An ad hoc committee meets at least twice a year to review the sequence and to ensure alignment of courses across the three campuses.

³⁹ BOR P04.01.061, Personnel Records: <http://www.alaska.edu/bor/policy/04-01.pdf>

Standard 2.A.22

The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

The University of Alaska Southeast displays institutional integrity and high ethical standards in its representations to the public, faculty, staff, students, and other constituencies in its teaching, scholarship, and service activities. High standards are maintained in its relationships with accrediting and regulatory agencies.

Standard 2.A.23

The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

Conflict of interest on the part of governing board members, administrators, faculty and staff is covered in the Executive Ethics Act and the Code of Ethics. It is also specifically addressed in Board of Regents Policy P04.10.030⁴⁰.

Standard 2.A.24

The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

Intellectual Property is defined in Board of Regents policy and regulations (10.07)⁴¹. The United Academic Collective Bargaining Agreement Article 14⁴² provides additional guidance for faculty covered by that Collective Bargaining Agreement.

Standard 2.A.25

The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

UAS accurately represents its current accreditation status with NWCCU⁴³ and CAEP (formerly NCATE), its two primary accrediting agencies.

Standard 2.A.26

If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain

⁴⁰ BOR P04.10.030, Degree, Certificate, Award Approval: <http://www.alaska.edu/bor/policy/10-03.pdf>

⁴¹ BOR Policy 10.07, Research, Scholarship and Creative Activity: <http://www.alaska.edu/bor/policy/10-07.pdf>

⁴² UNAC CBA Article 14 Intellectual Property: <http://www.alaska.edu/files/labor/UNAC-CBA-2011---2013-Final.pdf>

⁴³ Provost-UAS Accreditation: <http://uas.alaska.edu/provost/accreditation.html>

the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.

All contractual agreements between UAS and external entities for products or services are covered by BOR Policy 05.06. Procurement and Supply Management which states that:

Procurement and supply management for the university will be conducted and administered in accordance with the Alaska Procurement Code (AS 36.30)⁴⁴, federal requirements and these policies. The university will use reasonable business practices for the conduct of procurements that are exempt or otherwise excluded from consideration under AS 36.30 or federal requirements.

In accordance with AS 14.40.170 and AS 36.30.005, the Board of Regents adopts Regents' Policy 05.06⁴⁵ as the rules governing university procurement and supply management. Consistent with AS 36.30.005, any amendments or changes to this policy will be approved by the Board of Regents.

UAS does not contract with any external agency to conduct academic programs on its behalf.

Academic Freedom

Standard 2.A.27

The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Freedom of speech is reinforced by Board of Regent Policy P01.02.010⁴⁶. The UAS mission and values demonstrate a strong commitment to academic freedom for all who participate in the work of the university.

Faculty and staff are afforded the freedom in research and the publication of results, limited only by the precepts of scholarship and performance of academic duties. Members of the faculty and staff are entitled to freedom in the classroom in the discussion of the subject matter. Individual staff, faculty, and students hold particular social, political, and religious views and are entitled to be able to exercise their rights to speak and act as citizens of the United States and the State of Alaska.

Standard 2.A.28

Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

⁴⁴ State Procurement Code: <http://doa.alaska.gov/dgs/cam/pdf/as3630.pdf>

⁴⁵ Procurement and Supply Management: <http://www.alaska.edu/bor/policy/05-06.pdf>

⁴⁶ BOR Policy 01.02.010, Freedom of Speech: <http://www.alaska.edu/bor/policy/01-02.pdf>

Fulfillment of the teaching, learning, scholarship, and service missions of the university requires the preservation of academic freedom in teaching and scholarship. The obligation to search for truth is inherent in all teaching and research work. Thus, the strength of the university lies in the preservation of this basic tenet of the academy as contained in the UNAC (Article 6)⁴⁷, UAFT (Article 3)⁴⁸, UNAC-Adjuncts (Article 6)⁴⁹ bargaining unit contracts and Board of Regents Policy 04.04.010⁵⁰.

The Board of Regents, the administration of UAS, the faculty, and the staff are all committed to the pursuit of truth and its subsequent communication to others. This commitment requires the freedom to examine data, question assumptions, be guided by evidence, and to teach what one knows to be truthful. This freedom includes freedom from unwarranted harassment which interferes with the work of the university. The University community is guided by BOR Policy 02.07, Information Resources.

Grievance policies are outlined in the union collective bargaining agreements and in Board of Regents policy 04.08.08⁵¹ for non-represented employees. Board of Regents policy 10.07.06 speaks to Misconduct in Research, Scholarly Work, and Creative Activity⁵² in the university.

Standard 2.A.29

Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

Faculty are obligated to abide by the Code of Ethics of the Education Profession, a document that is published and periodically revised by the Professional Teaching Practices Commission⁵³, under Alaska Administrative Code.

Finance

Standard 2.A.30

The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

Each year the university begins a new budget planning cycle that culminates 18 months later with a formal budget request to the Alaska Legislature. This cycle begins and ends with the Board of Regents. At the start of the process, the Board sets out the budget assumptions and parameters upon which the university will base its request. After an extensive system-wide review and prioritization process, the budget request for the entire university (including UAS) is reviewed and approved by the Board before it is forwarded to the Governor and legislature for their action. All university budgets are based on extensive and regular long-range fiscal planning.

⁴⁷ United Academics Union Contract: <http://www.alaska.edu/labor/unac/>

⁴⁸ University of Alaska Federation of Teachers: <http://www.alaska.edu/labor/uافت/>

⁴⁹ United Academics—Adjuncts: <http://www.alaska.edu/labor/adjuncts-info/>

⁵⁰ BOR Policy 04.04.010, Faculty-Academic Freedom: <http://www.alaska.edu/bor/policy/04-04.pdf>

⁵¹ BOR Policy 04.08, Dispute and Grievance Resolution: <http://www.alaska.edu/bor/policy/04-08.pdf>

⁵² BOR Policy 10.07, Misconduct Research, Scholarly Work, Creative Activity:
<http://www.alaska.edu/bor/policy/10-07.pdf>

⁵³ Professional Teaching Practices Commission: <http://www.eed.state.ak.us/ptpc/>

The Board of Regents' Bylaws establish an Audit Committee⁵⁴ as a standing committee of the Board. The committee is responsible for advising the Board on matters relating to the stewardship of university finances and assets. The Committee provides oversight of internal and external audit functions and ascertains the existence and adequacy of accounting and internal control systems. The Audit Committee conducts its responsibilities both independently and in conjunction with the university auditor and comptroller. Nearly every meeting of the Board of Regents includes a report from the Audit Committee on the fiscal affairs of the university.

Authority to invest University funds comes from two Alaska Statutes: AS 14.40 and AS 37.10⁵⁵. The University's endowment trust fund and inflation proofing funds are managed by the University of Alaska Foundation in accordance with the Consolidated Endowment Fund Agreement⁵⁶.

Board of Regents Policy (P05.04.02)⁵⁷ states that the total annual debt service of an MAU may not exceed five percent of unrestricted revenues. Institutions incurring debt must identify revenue sources to pay debt service.

For financial reporting purposes, UA classifies transfer of funds as either mandatory or non-mandatory. To clearly articulate that these transactions are not revenue or expense, the same account code is used for both sides of the transaction. Non-mandatory transfers are most likely the result of one department doing a service for another. Mandatory transfers are required by contractual agreements through UA Statewide, such as debt service payments.

2.B—Human Resources

UAS recognizes that its human resources are central to its mission and essential to its success in accomplishing core theme objectives. Its students realize this, too. In a recent (2012) study examining student retention at UAS, students selected the "quality of instructors/professors" and the "responsiveness of staff to student needs"⁵⁸, as the two highest rated aspects of student satisfaction. This included students who are continuing at UAS and those who indicated that they were likely to withdraw or transfer. A study of UA graduates echoed these findings. UAS graduates were much more likely to cite support from faculty as 'very important' than were graduates from either UAA or UAF.⁵⁹

The *Strategic Plan Core Theme 2: Teaching and Learning* contains objectives directed at attracting, retaining and continually developing the university's human resources, including:

- Emphasis on hiring highly qualified faculty and staff
- Support for professional development
- Regular performance evaluation and
- Faculty who teach across a broad range of program levels

⁵⁴ UA Statewide System, Bylaws of BOR-BL07, Sec. G: <http://www.alaska.edu/bor/policy/bylaws.pdf>

⁵⁵ Alaska Statutes 14.40 and 37.10: <http://www.legis.state.ak.us/basis/folio.asp>

⁵⁶ Consolidated Endowment Fund Agreement: <https://www.alaska.edu/files/foundation/Consolidated-Endowment-Fund-Investment-Policy.pdf>

⁵⁷ BOR Ch. 05.04. Debt and Credit: <http://www.alaska.edu/bor/policy/05-04.pdf>

⁵⁸ [McDowell, Inc., UAS Retention Study, p. 2](#)

⁵⁹ [McDowell Group Inc., University of Alaska Graduate Study 2012, March 2013, p. 4](#)

UAS looks at its human capital as a region-wide pool. For example, faculty from all three campuses engage cooperatively in degree planning, program review and student assessment. E-Learning courses delivered by faculty at any campus are accessed by students region-wide, adding variety and depth. Delivery of the distance Bachelor of Liberal Arts degree (BLA) is shared by Ketchikan, Sitka, and Juneau faculty.

Many of the administrative functions of the university are provided through differentiated staffing, utilizing on-site technician-level support staff at the two smaller campuses buttressed by higher-level, more specialized positions located in Juneau. These arrangements permit UAS to realize some economies of scale by spreading expertise over a broader area and avoiding costly duplication of effort.

UAS continually assesses the allocation of its current human talent and the need for new resources. The Student Services section of the university, for example, has been reorganized away from an emphasis on enrollment management to a more comprehensive emphasis on student success, in line with the Strategic Plan. To carry out this new emphasis, staff have been realigned to focus on student retention, including more intensive advising. Resources have been reallocated to support a full-time career counselor who can assist students to connect their academic work with the real-world and after-college opportunities through internships, job shadowing and job placement.

Given its relatively remote location and the limitations of faculty depth in any particular discipline, UAS strongly supports faculty opportunities to meet with academic and discipline specific colleagues on a routine basis both in state and nationally. The Evelyn Rhodes Wilson Fund for Faculty Development is a major source of support, providing up to \$1,500 annually to a faculty member presenting a paper, artistic presentation, or serving on a conference panel at a disciplinary conference. In addition, each school and campus provides funding (normally \$800 annually) to each faculty member for travel to professional meetings. Finally, the Provost has established a UAS Academic Innovation Fund, providing support for faculty seeking to instructional pedagogy or experiment with new approaches to teaching and learning.

Standard 2.B.1

The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

UAS employs a workforce of approximately 300 full-time and 300 part-time employees to support its mission. Recruitment procedures are outlined in university policy and regulations and adhere to EEO and Affirmative Action guidelines. Detailed job descriptions are available for all staff positions. Trades and crafts support personnel are represented by The Alaska Higher Education Crafts and Trades Employees Union, Local 6070. Other support staff are non-represented. Executive and administrative leadership and staff is also addressed in part in Standard 2.A.9.11, Leadership and Management and in related sections of Chapter Two. Organization charts for UAS and its departments are included in Appendix Two.

The Office of the Chancellor⁶⁰ includes departments of Development and Alumni Relations and Public and Media Relations in addition to the Assistant to the Chancellor and a campus resource specialist. The

⁶⁰ Chancellor's Office Personnel: <http://www.uas.alaska.edu/chancellor/org-chancellors.html>

Provost's Office staff⁶¹ consists of an Assistant to the Provost, Academic and Faculty Services Coordinator, an Administrative Assistant, and an Administrative Technician. The Vice Provost for Academic Affairs, within the Office of the Provost, has responsibility for accreditation reports and assessment efforts, and supervises the managers of Institutional Effectiveness and the Learning Center.

The Vice Chancellor for Enrollment Management and Student Affairs provides leadership for four departments and their Directors (Admissions and Registration, Financial Aid, the Student Resource Center and Campus Life with responsibility for areas including admissions, registration, financial aid, advising, counseling career services, counseling, disability services, student exchanges, housing, recreation, and student activities among others. There is also a Vice Chancellor for Administrative Services⁶² which includes Budget, Grants and Contracts, Business Services, Human Resources, Facilities⁶³, and Information Technology Services⁶⁴.

The School of Arts and Sciences employs a full-time Dean and a half time Associate Dean, as well as an administrative manager who has oversight responsibility for all fiscal management within the School. Administrative assistants support the faculty with purchasing, course scheduling, travel, budget reconciliation, grant post-award, and various other responsibilities. In addition, the school supports a grant coordinator to assist with pre-award development of grant budgets and compilation of all required paperwork for successful submission. The School supports one full-time staff advising position and three laboratory technicians.

Each of these positions has a clear description of the job responsibilities. Three position descriptions have been revised within the past year to account for changes in technology, shifting needs within the school and budget constraints.

The School of Education has a Dean of Education who also shares responsibilities as Dean of Graduate Studies. The school has five professional support staff people, four of whom have advanced degrees and all of whom have extensive experience. An Administrative Manager is responsible for five administrative assistants and one cost-center clerk. Job descriptions were recently updated as a part of the AY2011/12 CAEP/NCATE accreditation review and accurately reflect duties, responsibilities and authority of the position.

The School of Management is headed by a Dean and supported by an administrative manager, an administrative assistant, a student advisor, and outreach coordinator. This team has exceptional professional skills and diverse cultural life experiences.

The School of Career Education is overseen by the Provost, who serves as the School's Executive Dean. He is assisted by a Juneau-based Associate Dean and the new UAS Regional Workforce Coordinating Committee, comprised of the Associate Dean for Juneau Programs, the directors of the Ketchikan and Sitka campuses and the Director for the Center of Mine Training.

Ketchikan and Sitka campuses each have a Director who provides overall leadership for the campus and who has administrative and academic oversight responsibilities. The directors report to the Provost and

⁶¹ Provost's Office Staff: <http://www.uas.alaska.edu/provost/org-provost.html>

⁶² Administrative Services Staff: <http://www.uas.alaska.edu/vicechancellor/staff.html>

⁶³ Facilities: http://www.uas.alaska.edu/facilities_services/index.html

⁶⁴ Information Technology Services Staff: <http://www.uas.alaska.edu/its/staff.html>

work closely with Deans and Vice-Chancellors. The Ketchikan and Sitka campuses have personnel to cover the daily activities of the campus. These positions are filled based on UAS and UA hiring procedures.

Additional training and education is provided regularly for personnel when new policies, procedures, software or other changes are implemented. The process to hire new personnel is clearly delineated through the Human Resources department, publically stated to any potential applicant and advertised in appropriate venues. Job descriptions are reviewed regularly and reflect accurately the duties, responsibilities and authority of each position.

Standard 2.B.2

Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

UAS administrators and staff are evaluated annually by their immediate supervisors. The Chancellor is evaluated through the Statewide Office of Human Resources using a 360-degree model. This model is being extended to other executives as well. Other UAS executives are evaluated by the Chancellor, Vice Chancellors or Provost.

Standard 2.B.3

The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

UAS offers a regular array of opportunities for faculty, staff, administrators and other employees to participate in professional growth and development. A cornerstone of those activities is Fall Convocation which is held in Juneau in August. This two-day event brings together all full-time faculty and many staff for presentations, discussions, and meetings on both academic and administrative topics. Convocation is a time when the Chancellor, Provost, and Faculty Senate President highlight priorities and new opportunities for the coming year. For faculty, Convocation is an important time to meet with colleagues from each of the three UAS campuses. Faculty commonly discuss new curricular opportunities, update student learning outcomes and the Six-Year Course Sequence, and align program and course offerings across all of UAS. Convocation is also a time when UAS administrators and faculty leadership offer a workshop on faculty promotion and tenure. These face-to-face discussions at Convocation set the stage for ongoing discussions via e-Learning technologies (phone, videoconference, Elluminate Live) throughout the academic year.

At Convocation, faculty and staff alike can participate in presentations of interest on a variety of topics, including working with students with disabilities, GLBT students, and warning signs of student mental health issues and how to handle them.

Just prior to Convocation in 2012, UAS partnered with the Sealaska Heritage Institute (SHI) and the Juneau School District to offer a cross-cultural awareness workshop over a two-day period at the nearby Shrine of St. Therese. This workshop is designed for new faculty and teachers, and focuses on the First Peoples of Southeast Alaska—the Tlingit, Haida, and Tsimshian—who make up an important part of the student population. UAS, SHI and the school district have a Memorandum of Agreement that calls for offering this workshop annually just prior to the start of the academic year. The second such workshop took place in August 2013.

Each fall semester, UAS offers a Faculty Development Seminar to increase faculty knowledge and capacity on pedagogy, diversity, differentiation of instruction, campus and statewide resources, technology implementation and legal responsibilities. The seminar is organized by the immediate past-president of the Faculty Senate or the Associate Dean for Arts & Sciences. While primarily targeted at new and junior faculty, the series is open to all. Information Technology Services offers ongoing training and support in current instructional strategies and modalities.

UAS recently instituted a Faculty Mentor Program for new faculty. The program requires Deans and campus directors to identify an experienced mentor for each new fulltime faculty member. The Provost holds an event early in fall semester to welcome both mentors and mentees, and provides a current book highlighting effective teaching for new faculty. Mentors and mentees are encouraged to meet weekly, at least through the fall semester.

The UAS Native and Rural Student Center and the Preparing Indigenous Teachers and Administrators for Alaska Schools (PITAAS) program sponsor professional development and cultural opportunities to increase awareness of Alaska Native cultures. As an outgrowth of these efforts, faculty, students and staff initiated the Cultural Infusion Action (CIA) group on the Juneau campus. This group works throughout the year on issues of equity, diversity and culturally responsive practices by focusing on four goals: a curriculum that reflects the land and its people; an increase in Native faculty, staff and administrators; a physical environment that reflects cultural balance; and an increase in the recruitment, retention and success of Native students.

UAS IN ACTION!

“One of my political science students has taken HNRS 201/293 and HNRS 301/393. She is an Alaska Native Studies and Languages student. She is a complex and ethical thinker, and her work is very important. She has just confirmed to me that she would love to go to the Emerging Leaders Conference.” GLENN WRIGHT, PROFESSOR OF GOVERNMENT

Recently, faculty have initiated their own informal round-table discussions of issues in pedagogy. The group meets monthly. Recent topics include incorporation of multi-cultural issues into the classroom and articulating the purpose of teaching in the life of the faculty. One faculty member traveled to a conference in Spring 2013 in order to bring back additional resources and ideas for blending the online and face to face classroom together.

The deans of the various schools and the directors of the Ketchikan and Sitka campuses budget funds annually for costs associated with professional development. In addition, when faculty are presenting at conferences, the Evelyn Rhoads Wilson Endowment Fund⁶⁵ will pay up to \$1500 for costs associated with the conference attendance. Additional support is frequently available on an “as needed/as requested/as funds are available” basis. Faculty with externally funded research grants can generally fund at least one additional conference through grant support.

In 2011, the Provost instituted the UAS Academic Innovation Fund, which encourages faculty and staff at all three UAS campuses to undertake projects and activities that enhance innovations in teaching and

⁶⁵ Link to: Faculty Handbook, App. A, Wilson Endowment Fund:
<http://www.uas.alaska.edu/facultyhandbook/docs/faculty-handbook.pdf#page=140>

learning. Successful applicants can receive up to \$2,500 for proposals for which more conventional funding sources may not be available.

In 2011 the Provost also instituted the annual *UAS Academic Leadership Seminar*, an important opportunity to develop academic leadership capacity from within the institution. These seminars enable interested full-time faculty and staff to explore what leadership means in the changing world of higher education. Participation is open to faculty and staff from all campuses and is voluntary; however, participants must commit to completing assignments and attending all five sessions. Travel funds are available to bring seminar attendees from Ketchikan and Sitka. The 2012/13 seminar ran from September 2012 to early March 2013. Presenters included UA Statewide President Patrick Gamble, Chancellor Pugh, Chancellor Emeritus Marshall Lind, and a panel of current UAS deans. Assigned readings included *Academically Adrift*, *The Contrarian's Guide to Leadership*, and *The College Administrators' Survival Guide*.

UAS IN ACTION!

"During the seminar I read books and case studies that I probably wouldn't have been motivated to read on my own and through discussing various relevant themes with others in the seminar, I've saved myself from making countless bad calls in my new position. Additionally, I've gotten to know a wonderful group of motivated future leaders from UAS. I highly recommend this seminar to anyone currently serving in, or considering a leadership role within the University. It has been an endlessly relevant and beneficial experience for me that came along right when I needed it most."
REGIONAL DIRECTOR OF LIBRARY SERVICES ELISE TOMLINSON

UAS places a priority on providing professional development opportunities for staff. At the August 2012 Academic Affairs Strategic Retreat, UAS leadership established a goal of "enhancing recognition and support of UAS staff." Planned activities include improving orientation of new staff, creating a staff handbook, and expanding the use of timely performance evaluations to include professional development.

UAS regularly holds *UAS Staff Development Day* in May, sponsored by UAS Staff Council and the Chancellor's Office. Most staff members take advantage of this day-long event that consists of multiple workshops on both administrative and academic topics. UAS has also instituted an annual staff recognition award, which provides an opportunity to highlight the exceptional talents and dedication of the staff. Some UAS staff travel to conferences outside of Juneau that relate to specific areas of professional growth and development.

Standard 2.B.4

Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

UAS places a high priority on hiring talented faculty who support the institution's academic mission and core themes. Not only do these faculty have a solid foundation in their academic discipline, but they also understand the importance of the UAS commitment to student success and building on the assets and resources that are distinctive to the institution.

A listing of all faculty—tenured, tenure-track, term and adjuncts—including their highest degree awarded and the institutions where the degrees were earned, is contained in the UAS Academic Catalog. UAS faculty are represented by three unions: United Academics (UNAC), which covers both tripartite and bipartite faculty on the Juneau campus; University of Alaska Federation of Teachers (UAFT), which covers bipartite faculty primarily on the Ketchikan and Sitka campuses; and the United Academic – Adjuncts, which covers all adjunct faculty.

Given the relatively small size of UAS, it is a challenge to employ sufficient faculty to provide depth in all academic areas. However, the university prioritizes having sufficient numbers of full-time tenured or tenure-track faculty to provide high quality education in the degrees that are offered. The various schools and campuses also employ term faculty members each year and many adjunct instructors.

The quality of the faculty is outstanding. Recent graduates highlighted the quality of UAS faculty as one of the most satisfying aspects of their university experience⁶⁶. All tenured and tenure-track faculty hold terminal degrees in their disciplines. Most term faculty hold at least the Master's Degree, if not the Ph.D., as do most of the adjunct instructors.

UAS specializes in offering Interdisciplinary programs. Many programs in the School of Arts and Sciences are interdisciplinary in nature: the BLA, BA in Social Sciences and the two Geography programs are prime examples. Thus, many faculty also teach in multiple disciplines. While the majority of the discipline faculty are on the Juneau campus, both the Ketchikan and Sitka campuses are involved in delivering the degree programs offered by the School. Faculty work together to maintain consistency in course learning outcomes and in the quality of program delivery. The best example is the BLA program which is available both on the Juneau campus and also fully online in some concentrations. A Ketchikan campus faculty oversees the online BLA. He advises all of the online students and coordinates the Six Year Course Sequence with other disciplines to ensure that students can complete the online degree in timely fashion. He also coordinates with the Juneau faculty on all aspects of program design and delivery. The involved faculty meet together routinely to discuss the program.

Another example is the delivery of the general education English courses. These courses are offered at all three campuses, and are coordinated by a Director of Writing located in Ketchikan and a Co-Director in Juneau. This ensures that the needs of Sitka and Ketchikan are fully voiced in any decisions, that the quality of the program is consistent no matter where or how delivered, and that there is appropriate access to and sharing of faculty resources.

Portfolio evaluation by the English faculty is also coordinated. ENGL 110 students must develop a portfolio of their writing to be evaluated at mid-term and again at the end of the semester. Faculty from all three campuses who teach the course as well as other English faculty meet together to norm and grade the portfolios, thus ensuring that the same standards apply in all classes.

Interdisciplinary cooperation allowed UAS to offer a ten-week immersion in Cuba experience that provided students with a rare opportunity to explore this culturally unique country during the Spring 2012 semester. Focusing on language development, anthropology, recreation, and literary study, the program asked students to think critically about their own culture, politics, and history. After preparatory meetings in Juneau, students traveled to Cuba. Four professors—in English, Anthropology,

⁶⁶ [McDowell Group, Inc., UA Graduate Study 2012, p. 4](#)

Spanish and Outdoor Studies—worked with the students in three-week rotations. Upon their return, the students gave presentations to the community in an Evening at Egan in Fall 2012.

UAS IN ACTION!

“The two month immersion was important for both our studies and our lives. Through this time we were given so many more opportunities that wouldn't have been possible had the program been a couple weeks. Since Cuba is an ever-changing society, no matter how emotional or unknown the trip might've been at first, we were witnesses of history in the making.”
2012 GRADUATE, ELLIE SICA

School of Arts and Science faculty include 23 tenured professors and associate professors, 27 tenure-track assistant professors and 11 term faculty across the three campuses. Tenured and tenure-track faculty all hold terminal degrees in their discipline. All campuses supplement regular faculty with highly qualified adjuncts, many of whom have taught for the university for an extended period of time. Adjunct faculty hold at least a master's degree in the academic discipline taught. Adjunct faculty appointments are approved by the appropriate departmental faculty.

All School of Education faculty possess the academic credentials and experience that qualify them for their assignments. Of the 16 full-time School of Education faculty, 13 hold doctorates from regionally accredited institutions, one is pursuing a doctorate through the University of Alaska Fairbanks, and two have masters' degrees with many years of experience. There are currently six tenured faculty, seven tenure track faculty and three term faculty.

Full-time, clinical and adjunct faculty members within the School of Education hold or have held licensure in their professional field. Their experience in the classroom adds a rich dynamic to their teaching and to the School's programs. Adjunct faculty assigned to teach courses in the school are engaged by the Program Coordinator and approved and contracted through the Dean's office. All adjunct faculty hold at least the master's degree and/or have significant experience that justifies their appointment as adjunct faculty. The teaching assignments of the adjuncts must be in the area where they have responsibility as teachers, administrators, or counselors. These faculty members are valued practitioners who bring to students the realities of the classroom. Each Program Director monitors syllabi to ensure fidelity of content.

The School of Management organizational structure includes three program chairs and a director for the Public Administration Graduate Program. Duties and responsibilities are defined within job descriptions. Each of the core academic disciplines works with an advisory committee. All degrees programs are offered via e-Learning.

The School of Management has 13 full time faculty positions reporting to the Dean. The UAS Sitka and Ketchikan campuses are staffed with a designated School of Management faculty member. These individuals report to campus directors and teach lower division vocational courses. Highest credentials earned include: four PhD's; two Juris Doctorates; six Masters degrees; and one Certified Public Accountant. Most faculty members have multiple credentials. One individual is in the final stages of writing a dissertation; another individual is completing a second master degree. The school is supported by exceptional adjunct faculty. They hold at least a master's degree. Most members of this group have significant and related work experience.

The School of Career Education includes faculty on all three UAS campuses. The School has three tenured faculty, two tenure-track faculty, and ten term faculty. It also employs a number of adjunct faculty with expertise and industry experience in their fields.

The Ketchikan and Sitka campuses hire faculty in a wide range of fields to address the needs of students seeking certificates and degrees. Faculty members are hired with backgrounds essential to meeting the needs of students in career education, business and public administration, and the arts and sciences.

UAS has revitalized a program to recognize faculty excellence at all three of the campuses. For the 2012/13 academic year, awards were given in five categories: Teaching, Service, Research, Adjunct Instruction and Advising. Nominations can be made by any member of the UAS community. In past years, awardees have come from both academic and career/technical disciplines and from all campuses. Award winners are recognized at an annual Celebration of Faculty Excellence (held in May) and receive \$1000 each.

Standard 2.B.5

Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

In line with UA policy and regulation and with applicable collective bargaining agreements, UAS faculty are hired as either bi-partite (24 hours of teaching and six of service) or tri-partite (18 hours of teaching, six of research and six of service) faculty. Workloads are developed annually and approved by the appropriate Dean or campus director. Workloads may change over the course of the academic year, depending on course demand and evolving circumstances.

Faculty workloads are approved by university leadership based upon a proposal prepared by the faculty member, and their Dean or campus director. The workload agreement and appointment letter memorialize how a faculty member's teaching, research (as appropriate), and service align with department and institutional goals. Tripartite faculty for undergraduate degree programs typically teach courses at all levels—from 100 introductory courses to 400 upper division courses. Graduate faculty in the Schools of Education and Management hold bipartite assignments and teach upper division and graduate level courses. All workloads are reviewed annually by the Dean/director and at designated times outlined in the collective bargaining agreements under promotion and tenure guidelines. Faculty workloads are guided by the Six-Year Course Sequence document that outlines the schedule of courses which are necessary for students to complete their certificates and/or degrees.

Strategic Plan Core Theme Two: Teaching and Learning—guides the major portion of UAS faculty work, as teaching is the primary function of all faculty, tripartite as well as bipartite. However, two other core themes—community engagement and research/creative activity—also influence faculty activity. Community involvement objectives include partnerships with labor, government and industry; community outreach; and public forums. Many UAS faculty provide community service; for example, Computer Information and Office Systems faculty provide webpage support for a local non-profit. School of Career Education faculty engage with industry partners as part of their course development and community services; for example, the Mine Training Center.

The "Evening at Egan" lecture series—Friday evening events hosted most Friday evenings each Fall semester—provides UAS faculty and other experts from the region and elsewhere a showcase to present research, products of creative activity and lectures on areas of interest to the Juneau

community. Among the ten presentations scheduled for Fall 2013⁶⁷ are reports on ancient marine mammals of Southeast Alaska, the Alaska Native Claims Settlement Act forty years later, Outdoor Studies students ski mountaineering in Ecuador, and modern slavery/human trafficking.

The Research and Creative Activity core theme informs the research agenda of tripartite faculty by using the Southeast environment as a natural laboratory. Faculty research most often provides opportunities for undergraduate participation.

UAS IN ACTION!

The UAS Environmental Science Program is collaborating closely with the United States Forest Service (USFS) Mendenhall Glacier Visitor Center (MGVC) to monitor the Mendenhall Glacier. UAS students and faculty have been working with environmental science students to measure glacier change at the Mendenhall Glacier with annual surveys of glacier mass balance, terminus position, and the bathymetry of pro-glacial Mendenhall Lake.

In the summer of 2011, a large glacier outburst flood event occurred on the Mendenhall River. Due to a breach in the ice dam in Suicide Basin in the glacier field, discharge of glacial melt water increased to the highest levels ever recorded by the US Geological Survey and a number of residences, the Mendenhall camp ground, and several trailheads were closed and evacuated. Since that flood, UAS professors and several UAS undergraduates have worked with the City and Borough of Juneau and the USFS to install a flood monitoring system on the Mendenhall. This system includes real-time measurements of the depth of the glacier-dammed lake in Suicide Basin where the flood originated as well as photos of the site from automated cameras. These efforts will help with early detection of future flood events and also with understanding the glacier dynamics that control the flood.

Bipartite faculty also often engage in applied research in partnership with community or other university agencies. For example, the construction faculty member in Juneau provides Southeast Alaska data on various technologies being tested by the Cold Climate Housing Research Center of UAF. The fisheries technology faculty in Ketchikan has been an active member of the Alaska Harmful Algal Bloom Monitoring Partnership (AHAB) which sponsored workshops in Ketchikan that included active oyster and geoduck farmers, state/federal resource agency personnel, UA science faculty, graduate students and high school teachers. The workshops were funded by USDA, Sea Grant and the UAS Chancellor's Special Projects Fund.

Student research and creative activity is supported in several ways. The Undergraduate Research, Experiential and Creative Activities (URECA)⁶⁸ program provides opportunities for students to engage in extra-curricular research and creative activities that complement and expand on traditional classroom learning. Funding up to \$2,500 is available for projects that exhibit collaboration between a student and a faculty mentor. 2013 awards include support for a creative writing major to attend the Association of Writers and Writing Programs (AWP) conference and to produce a manuscript of poetry; a study of microalgae in aquatic ecosystems of Southeast Alaska; a sculpture project; and research on the "glass cliff"—the process by which women are preferentially selected for leadership positions in times of crisis.

⁶⁷ Evening At Egan Lecture Series: <http://www.uas.alaska.edu/eganlecture/>

⁶⁸ URECA award recipients: <http://www.uas.alaska.edu/research/students/index.html>

The awards are open to students from all three campuses and for 2013 included two Ketchikan students. The UAS Student Research website includes 2011 and 2012 URECA award recipients:

UAS IN ACTION!

“UAS has given me the opportunity to pursue my passion of writing with funds from the URECA Grant to attend the largest writer's conference in North America. With all of the opportunities UAS has given me, I have been able to expand my knowledge and passion for writing, something that would have been hard to achieve at another university.” KARISSA M. SLEPPY

UAS also has received grant funding under the Research Experience for Undergraduates (REU) program for several years. REU offers summer research experiences to undergraduate students interested in the ecology of marine and temperate rainforest systems.

The Research and Creative Activity core theme infuses the coursework of many programs through incorporation of Native Cultures into coursework and programs. A recent example is the Alaska Native Languages and Studies track of the Bachelor of Liberal Arts. Alaska Native traditional knowledge is also highlighted in the series *Art of Place*, the creation of an Assistant Professor of English, who is Tlingit and a published author. *Art of Place* offers views of place-based art from an indigenous perspective. For Spring 2013, *Art of Place* focused on Edible Art—a series of lectures and demonstrations by Alaska Native elders on traditional foods and food preservation methods. The series is free and open to the community. Earlier *Art of Place* series presented traditional arts, weaving and dancing.

For many Tlingit elders and culture bearers, attending events on Juneau campus as presenters and as audience members is becoming a local tradition. Alaska Writer Laureate Nora Dauenhauer and community leader David Katzeek regularly visit Juneau classrooms to teach important lessons to students, staff, and faculty. Elder Marie Olson customarily offers a tribal welcome to guests at campus functions. Noted community leaders like Paul Marks and Ishmael Hope stand to respond from the audience at public events. At all these events, comments are first spoken in the Tlingit language, illustrating the deepening purpose that UAS fulfills in the community beyond the classroom.

UAS participates in the *One Campus, One Book (OCOB)*⁶⁹ program. The 2012-13 selection was Karsten Heuer's *Being Caribou: Five Months on Foot with an Arctic Herd*. *Being Caribou* is a nonfiction account of the author's attempt to follow the Porcupine Caribou herd's migration from Yukon Territory in Canada to their calving grounds in the Arctic National Wildlife Refuge (ANWR) in Alaska. To ensure that students had an indigenous perspective, UAS invited Randall Tetlich, the Gwich'in elder that took Heuer under his wing in the book, to come to UAS for a week-long elder-in-residency.

The 2013-14 *One Campus, One Book* selection is Kij Johnson's debut short story collection, *At the Mouth of the River of Bees*. Her stories feature cats, bees, wolves, dogs, and even that most capricious of animals, humans.

⁶⁹ One Campus, One Book: <http://www.uas.alaska.edu/ocob/>

UAS IN ACTION!

“Animals are alien intelligences — even dogs, even chimps. They think and feel and make connections, but they are not translatable to our experiences (and vice versa), though we can to some extent extrapolate from research, observation, and our own experiences as animals. This is the heart of almost every story I have ever written, attempts and failures to communicate across that barrier” KIJ JOHNSON, AUTHOR

In addition to an Evening at Egan presentation Ms. Johnson will visit UAS Juneau Campus classes, and further share her talents with Juneau writers through a *Community Fiction Writing Workshop* at the Juneau Public Library. There are also plans for an April 2014 student art exhibit, Narrative in Drawing, featuring works based on Kij Johnson’s stories. Now in its fourth year and growing steadily, the Chancellor has provided stable funding and OCOB has a home within Egan Library.

Standard 2.B.6

All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member’s roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

Evaluation of faculty performance beyond student evaluations is regular, systematic, and comprehensive. The processes are outlined in UA Board of Regents Policy⁷⁰, the Faculty Handbook⁷¹, and the various collective bargaining agreements with the University's unionized faculty.

All tenured, tenure-track, and term faculty are evaluated annually according to requirements of the Collective Bargaining Agreements (UNAC, UAFT). Annual evaluation of term faculty was sporadic until the 2011/12 academic year. However, in line with UAS commitment to continuous improvement and in response to NWCCU standards, term faculty evaluation is now required of all Deans. Faculty evaluation is aligned with Board of Regent’s Policy P04.04.050⁷², collective bargaining agreements, and the UAS Faculty Handbook. In addition the faculty evaluation criteria are documented on the Provost’s webpage.

Faculty are evaluated on their contributions in teaching, service, research, and on their professional development as appropriate to the faculty member’s specific workload. Documents developed by Faculty Senate and published in the Faculty Handbook and on the Provost’s webpage clearly explain the multiple evaluative measures for teaching, research, and service. The teaching and learning matrix establishes basic guidelines for the Assistant, Associate, and Full Professor and provides examples of appropriate activities in each of those categories, particularly with regard to teaching. Teaching can be evaluated by multiple measures including student ratings, peer evaluation, and quality of syllabi and course materials. Clear guidelines for documenting research and creative activity are explained,

⁷⁰ Board of Regent’s Policy P04.04.050: <http://www.alaska.edu/bor/policy/04-04.pdf>

⁷¹ UAS Faculty Handbook, Ch. 10 Faculty Appointment and Evaluation:
<http://www.uas.alaska.edu/facultyhandbook/docs/FTFacultyHandbook.pdf#page=75>

⁷² Board of Regent’s Policy P04.04.050: <http://www.alaska.edu/bor/policy/04-04.pdf>

including number of publications or scholarly contributions, how to account for creative writing publications or art shows, etc., and how they are to be counted toward tenure and promotion. Service guidelines are also published⁷³. This year, a working group of faculty senate is establishing some criteria for evaluation of professional development.

Annual activity reports provide the basic framework for faculty evaluation. These are due in September of every academic year, and require a written response from the Dean. If a faculty member is applying for promotion or tenure, a separate evaluative process occurs that includes review by a peer committee, the Dean, a University-wide committee, the Provost, and the Chancellor. Collective Bargaining Agreements specify timelines and procedures for the reviews. The process at UAS requires all tenure-track faculty to assemble a portfolio using the Teaching and Learning Matrix and mandates long-term reflection on past activities, projects and student evaluations.

A separate process for reviewing adjunct faculty is in progress. In AY2011-12 adjunct faculty were asked for the first time to voluntarily submit a short narrative self-assessment that included their syllabi and a response to student evaluations. Adjuncts were also asked to identify any additional help or assistance that they might need. The process is a departure from prior practice and will need to be further refined to be of best use.

In the School of Education the formal annual review process culminates in an assessment conference for each full-time faculty member. S/he and the Dean review activities from the past academic year to reflect on what worked and what needs to be revised in order to set goals for the next year. Less formally, the faculty participates in peer- and self-assessment during regularly scheduled faculty meetings. Faculty and the Dean raise issues for dialog, and individual faculty discuss how these situations are or are not addressed in their programs. These meetings form the backbone of one of the School of Education's strengths: the emphasis placed on developing more effective programs through constant review and revision. For example, there have been several discussions relating to the use of Elluminate Live as a method for instruction as in some instances it creates an additional barrier for candidates with reduced access to bandwidth. A lively dialog continues on when and how to structure Elluminate-supported courses.

All tenure-track and term faculty on the Ketchikan and Sitka campus are evaluated on an annual basis by the campus director and on a regional level following the schedule outlined in the UAS Faculty Handbook. This full and substantive evaluation is conducted on a regional level at least every five years for tenure-track faculty.

2.C—Education Resources

Teaching and learning is the second core theme of the strategic plan and is central to the UAS vision of itself. The educational resources of the university—its certificate, degree and continuing education programs—are an outgrowth of its size and geographic location.

As a small institution, UAS must resist the tendency to expand program offerings beyond its capacity to deliver. This tendency is exacerbated by the knowledge that most of the students who transfer out of UAS do so because "desired courses" or "desired degree/certificate programs" are not offered at UAS.⁷⁴

⁷³ Link to: Evaluation criteria: http://www.uas.alaska.edu/provost/faculty_resources.html#tab3

⁷⁴ [McDowell Group, Inc. UAS Student Retention Study, p. 4](#)

Instead, UAS has chosen to concentrate on a relatively few number of degrees where there is high demand in the region, state, and/or which play off its comparative geographic advantage. For example, the general liberal arts degree (The Bachelor of Liberal Arts) has been a mainstay since the university's inception as a four-year institution. The BLA is the largest program in the School of Arts and Sciences at UAS. The BLA is the only baccalaureate degree within UAS Arts and Sciences and one of the handful of bachelor degrees in the UA system offered entirely via e-Learning. The BLA is the degree of choice for distance, transfer, and non-traditional students because it allows a great deal of flexibility to students in choosing areas of concentration comparable to a major at other institutions. The BLA has, in the period since the 2009 accreditation study, been extensively reviewed and reworked to make it more transparent and usable for students. Over the past decade, UAS has gradually added select liberal arts bachelor degrees—Art, Social Science and English—as faculty resources are sufficient to support the degree. More frequently, however, UAS has added an emphasis area to the BLA degree—the newly-approved Alaska Native Languages and Studies designated emphasis.

High demand for teachers trained to face the unique challenges of Alaska's schools—many of which are very small and in remote locations—has led to a concentration on the master of teaching degree in the graduate programs. A statewide stress on improving literacy in recent years added graduate-level work in reading instruction. The growing number of special needs students, in like manner, has spurred the development and expansion of bachelor and master-level programs leading to special education endorsement. Juneau's location as the state capital supported the development of the Master of Public Administration. The Government emphasis in the Bachelor of Social Science builds on the state capital connection by hosting the annual Legislative Internship program which serves students from throughout the UA system.

The mission of UAS speaks to "student learning enhanced by...the cultures and environment of Southeast Alaska." The geographic setting of UAS has led to a focus on marine and environmental sciences in its Bachelor of Science programs and on marine occupations, fisheries and mining in its SCE programs.

UAS IN ACTION!

"I remember laughing with excitement as my plane arrived into Juneau for the first time. What I saw was so beautiful. I mean really. What college has a lake in the backyard, the ocean around the corner, mountains surrounding you, and a glacier within walking distance? I developed a familiarity with a place 3,000 miles away from home, and this new home has been the highlight of my entire college experience. This exchange has shaped who I am." RACHEL MOSEY: NATIONAL STUDENT EXCHANGE PARTICIPANT FROM THE UNIVERSITY OF MINNESOTA, TWIN CITIES

The geographic setting of UAS has also influenced the way it delivers its academic programs. Called to serve a relatively sparse population scattered over a difficult terrain, UAS many years ago made a priority of offering quality e-Learning programs to students throughout the region and eventually, to other communities across the state. The 2012 Strategic and Assessment Plan continues this emphasis by committing to excellence in online teaching and learning and to success for student enrolled in e-Learning programs.

UAS maintains its leadership position in eLearning delivery for the UA system by the number and scope of degrees offered online, including the Associate of Arts, Bachelor of Liberal Arts, Bachelor of Business Administration, Bachelor of Arts in Special Education, Master of Public Administration, and Master of Arts in Teaching (MAT). In all, 49 separate certificates and degree concentrations are offered through e-Learning, defined as "planned learning that predominately occurs in situations where a student is not required to be in a predetermined location"⁷⁵. UAS continues to examine distance education opportunities. For example, a fully e-Learning version of the BA in Social Studies is scheduled to be available by Fall 2013.

The prominence of e-Learning at UAS is reflected in the fact that for the past three academic years, between 43 and 45 percent of total student credit hours earned at UAS were delivered with non-location-based technologies. E-Learning is even more important for the two smaller campuses. For example, in Sitka over 77 percent of all student credit hours in Fall, 2012 were earned through in e-Learning, an increase of over 25 percent in the last five years. By 2021, UAS anticipates that the use of e-Learning will grow even more: to 88 percent of credit hours generated by Sitka courses, 67 percent of Ketchikan courses and 31 percent for Juneau courses. In 2012, 48 percent of the endorsements, certificates and degrees awarded by UAS were in e-Learning programs, a marked increase over 41 percent in 2011.

A recent report by the McDowell Group on student retention at UAS stated that e-Learning was the number one reason why students elected to attend UAS. The report states: "... survey results showed that the distance students are equally as satisfied as traditional students [for both full- and part-time students]. Distance students who participated in the discussion group were hugely appreciative of their ability to take classes without compromising their family and work situations. UAS should be cognizant of the immense value of their distance programs in efforts to recruit and retain students."⁷⁶ A study of recent graduates by the same consulting group produced similar findings. A large proportion of UAS graduates (60 percent) indicated that the ability to take some or all classes online was a very important factor in helping them attain their degree. Sixty-four percent of the graduates reported that they had taken half, some or none of their courses in person, again indicating the importance of distance offerings.⁷⁷

UAS certificate and degree programs are reviewed in a regular cycle. Over the past four years, 94 percent of all programs have been reviewed. Programs have been modified, suspended or eliminated based on these reviews.

In the School of Management, a review of the Master of Business Administration (MBA) showed declining enrollments and increased completion from a similar program at UAA, which has greater faculty resources to support the degree. As a result, the UAS MBA was suspended as of Fall 2011. Remaining MBA students are now in the process of completing their degree—part of a 'teach out' arrangement. Saved resources are being allocated to growing the Accounting emphasis in the BBA program—an area of high demand and high growth. A similar review led to the suspension of the Associate of Business degree in 2012. Associate of Business students may either transfer to the AAS in Business degree or continue on to a BBA. Additional internal review in the School of Management

⁷⁵ e-Learning Course Type, iData: <http://alaska.datacookbook.com>

⁷⁶ [McDowell Group, Inc., UAS Retention Study, p. 7](#)

⁷⁷ [McDowell Group, Inc., UA Graduate Survey, pp. 15 and 23](#)

resulted in reallocating a faculty position from CIOS to accounting as the latter discipline has seen explosive growth in enrollments whereas CIOS enrollments have been declining.

In the School of Education, program review associated with the AY2011/12 CAEP/NCATE accreditation self-study resulted in the suspension of some programs and the reallocation of faculty funding to other programs. For example three degrees in Early Childhood Education—the MEd, MAT and AAS, all of which had been delivered by distance were suspended, again as a combination of declining enrollments and the ability of other MAUs in the UA system to deliver the degrees factored into the decisions. Current AAS Early Childhood Education students can access the necessary coursework via distance from UAF and a UAS teach-out plan is in place for MEd and MAT students. These resources have been reallocated to better serve the burgeoning enrollments in its undergraduate and graduate Special Education endorsement programs and its Education Leadership program.

The School of Arts and Sciences has responded to the strategic goal to "Provide programs and services that respond to the economic, environmental, social, and cultural needs and resources of Southeast Alaska" by adding an emphasis in Alaska Native Languages and Studies to the Bachelor of Liberal Arts degree. The emphasis required a new level of faculty expertise.

UAS IN ACTION!

XH'UNEI Lance A. Twitchell (Tlingit), Assistant Professor of Alaska Native Languages at UAS has been named by the Alaska Journal of Commerce as one of Alaska's Top 40 Under 40 in 2013. When asked about his goals for his work at UAS, Professor Twitchell responded: "Speakers. We are stuck in a numbers game where we need to start creating speakers because we are losing so many...It would be wonderful if we were teaching all three languages in our region and classes were full and our people didn't have to pay to have their language back."

Program review of the BS in environmental science degree revealed that a significant number of students with a strong interest in environmental issues lacked the background or interest to complete the stringent science course requirements for that degree. Working with UAF, the UAS faculty developed a new degree in Geography/Environmental Resources, with a strong emphasis on GPS and GIS. Students can choose either a BS or a BA in this new degree. Graduates—of whom there already have been several—are finding ready employment with state, federal and tribal natural resource management agencies in the state.

The collaboration with UAF on the geography degree exemplifies an additional means used by UAS to expand degree options within its own resource limitations. For example, UAS hosts the UAA nursing program at all three campuses and has recently instituted a Pre-engineering certificate that articulates to the UAA/UAF engineering degrees.

All School of Career Education programs are based on industry demand. In determining programs to offer, UAS seeks to add value to the UA system as a whole, focusing on what is distinctive to UAS. By its location, the university is well suited to host programs in fisheries, marine transportation and underground mining, all of which serve important sectors of the Southeast Alaska economy. UAS works closely with UA Statewide Workforce Development leadership, the Alaska Workforce Investment Board, the Juneau Economic Development Council and the Southeast Conference—a region-wide public/private partnership to support economic and infrastructure development in Southeast Alaska.

All career and technical education programs are included in the regular five-year program review schedule. Recent reviews have led to the transfer of the Fisheries Technology program from the Ketchikan to the Sitka campus to take better advantage of the salmon hatchery run by the Sitka Sound Science Center and other community partners. This allows UAS to better coordinate with Sitka marine science faculty and to use the Sitka Campus' instructional design team for online course development. A rising focus on fisheries in the UA system also led to the transition of the fisheries faculty from specialized, soft funding to general operating fund support. The welding program in Ketchikan is currently under review with the intention of transitioning to a multi-skilled worker certificate that can meet the needs of the local ship yard and other regional small manufacturing enterprises. The mine training program has been expanded at industry request.

UAS IN ACTION!

The Hecla Greens Creek Mining Company recognized the quality of UAS TEC programs and faculty and the connections they have established with local high schools as the ideal match for their vision of creating a young, well-trained and enthusiastic workforce from Southeast Alaska. Working closely with university and Career Education faculty, staff and in particular the Center Mine Training Director, the Pathways for Mining Careers was established for high school students to explore mining operations and occupations at the university.

The School of Career Education took the lead in establishing a new Workforce Credential, a non-credit class or cluster of courses developed to meet industry needs. The courses are transcribed, giving the completer a permanent record of training. The UA Board of Regents recently extended the opportunity to create workforce credentials to other units in the system.

E-Learning programs undergo the same academic review required of all programs. If a distance program has an on-campus counterpart, both programs are reviewed at the same time. If not, a separate review is undertaken. As a result of these reviews, 20 e-Learning and blended programs have been discontinued since AY2008/09, including those in early childhood education and the MBA.

Currently, the UA system is conducting a review of GERs. UAS faculty are participating with UAF and UAA faculty in this review.

All programs have developed and are implementing student assessment plans which address core competencies, student learning goals and outcomes, student assessment processes and program assessment measures. Curriculum maps have been generated which show the relationship between competencies and student learning goals and the courses in each certificate/degree. Information from these assessments is used to reconfigure courses and degree requirements, as necessary. A detailed description of the UAS student assessment process will be provided in the next accreditation report to NWCCU.

Standard 2.C.1

The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

Certificate and degree programs are fully described in the academic catalog. For the most part, academic programs that were reviewed in the 2009 self-assessment and on-site visit by NWCCU continue to be offered. Where programs have been modified, eliminated or added, they are described elsewhere in this report.

All courses carry commonly-used designators consistent with program content in a recognized field of study. Degrees and certificates represent a body of college-level work.

Standard 2.C.2

The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

UAS has established six core competencies for undergraduate students: Communication, Quantitative Skills, Information Literacy, Information Technology, Professional Behavior and Critical Thinking⁷⁸.

Each degree or certificate has a published outcomes assessment plan⁷⁹ that clearly states the measurable student learning outcomes for the program, and each course defines specific student learning outcomes relative to the course content and to the UAS core competencies in its syllabus. All syllabi are published at *UAS Online!*⁸⁰. In general students in face to face classes are provided a paper copy of all syllabi at the beginning of the semester; students in e-Learning classes may print the syllabus from the Blackboard course site in *UAS Online!* Any student, or any visitor, may print a copy of any syllabus from *UAS Online!*

The School of Education prepares teacher candidates to meet the nine goals articulated in the Conceptual Framework; all syllabi, objectives and assessments align with these goals. The goals address UAS Alaska, national and professional standards.

Standard 2.C.3

Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

UAS adheres to its policies for degree completion: completion of the required body of coursework; a cumulative GPA of at least 2.0 and any additional course grade requirements for the specific program; completion of at least 15 resident credits for the AA and 30 for the baccalaureate degree (2013-14 Catalog, p.66⁸¹). These requirements are checked prior to graduation by the advisor, registrar, and Dean. UAS policies and procedures are similar to those at most post-secondary institutions.

Student achievement is documented for each course. The grading policy is stated within the course syllabus, and student achievement on all graded assignments is calculated into the course grade. The procedures for appealing a course grade are documented in the Student Rights and Responsibilities

⁷⁸ Link to: Core Competencies: <http://www.uas.alaska.edu/provost/assessment.html#tab5>

⁷⁹ Link to: Program Assessment Plans: <http://www.uas.alaska.edu/provost/assessment.html#tab3>

⁸⁰ Link to: UAS Online!: <https://online.uas.alaska.edu/online>

⁸¹ Link to: UAS 2013-14 Catalog: <http://www.uas.alaska.edu/catalog/index.html>

section of the current catalog. Faculty are expected to provide a variety of course assignments that explore various modalities of learning and take advantage of the unique Southeast Alaska environment.

UAS IN ACTION!

ENGL 303, Literature and the Environment, includes the following texts: Walden Pond, Sand County Almanac, Coming into the Country, Silent Spring, and selected readings from other writers. Assignments include daily discussion, critical response essays, reports, midterm and final exams. In addition, students hike out to a remote cabin for a weekend of experiential learning about the environment.

Student achievement within the program is documented not only by passing grades in courses but also by specific assessment courses required of all students during the degree. ENGL 311, Advanced Composition, requires that students present a portfolio of their work. This portfolio is expected to provide evidence that they are meeting the goals of the program with regard to critical thinking, written expression and exploration of American, British, and women's literature. The senior capstone course is designed to help students synthesize the knowledge and skills they have gleaned in their various courses. Students again prepare a portfolio of their work which is presented to and evaluated by the faculty.

UAS IN ACTION!

"When graduating students in the BLA register for their Humanities Capstone course, they submit a portfolio of written work for formative evaluation by the Directors of Composition and Assessment. Feedback is very specific and guides the students in revising, expanding and polishing their writing for final submission of their comprehensive portfolio to the BLA Assessment Committee at the end of Spring term." ROD LANDIS, CO-DIRECTOR OF WRITING

All syllabi for the School of Education follow a standardized template that makes explicit how objectives meet the School, university and professional standards as well as which assessments test the mastery of each objective. Faculty use the gradebook associated with Banner so that students are always able to track their progress in each course.

The School of Management is piloting the use of Peregrine Academic Services for internal and external benchmarking of student learning in the Bachelor of Business Administration (BBA) program. Results will be used to modify selected BBA courses as indicated by the data.

Standard 2.C.4

Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Each undergraduate degree includes introductory courses at the 100 level, breadth courses at the 200 level, and in depth studies at the upper division level. As described in the Faculty Handbook, page 59⁸²,

⁸² UAS Faculty Handbook, Ch. 9 Curriculum Guide:
<http://www.uas.alaska.edu/facultyhandbook/docs/FTFacultyHandbook.pdf#page=54>

upper division courses “Upper division courses enable students to study a major field in depth by building upon and integrating the knowledge they have gained in lower division courses. Upper division courses also help students integrate the knowledge they have acquired in the general education curriculum.”

As a relatively small institution, UAS must pay special attention to student concerns about the availability of required courses. "Availability of courses" received the highest percentage of "dissatisfied" responses (26 percent) in the recent UAS Retention Study⁸³. The study also found that 22 percent of students who were transferring out of UAS were doing so to get better course scheduling. Development and close adherence to the Six-Year Course Sequence helps to address this issue. The low faculty/student ratios at UAS make it possible to closely advise students so that they enter courses for which they are sufficiently prepared and which meet all degree requirements. General admission and graduation requirements are in the UAS Academic Catalog⁸⁴ both in the front sections and in the specific degree sections, and are posted on the UAS website

UAS faculty are careful to coordinate degree offerings and to maintain course standards across multiple campuses. The Sitka campus teaches primarily through e-Learning; Ketchikan campus, while maintaining a robust online presence, has a larger focus on face to face students. Both campuses have recently worked to create blended classes that include simultaneous delivery to both e-Learning students at a distance and students face to face with the instructor. This practice ensures that e-Learning and face to face students are experiencing the same material and provides a richer environment for all students. The six-year course sequence is designed to take best advantage of e-Learning opportunities; care is taken not to offer the same e-Learning course from both Sitka and Ketchikan in the same semester.

Faculty coordinate their programs through various mechanisms. Discipline faculty meet together each fall for convocation and devote substantial time to programmatic meetings to make decisions about degree programs. Email and phone calls keep all faculty in contact with each other, and regular departmental meetings include faculty from all three campuses. Faculty occasionally travel to meet together during the year as well.

UAS IN ACTION!

In the fall of 2012, seven social science faculty from the Juneau campus flew 233 miles to Ketchikan at 7:00 am on a Friday morning to confer with their Ketchikan colleagues, sit in on Elluminate live classes and make revisions to the Bachelor of Arts in Social Science degree. They spent Saturday hammering out the details of the course and program revisions, returning to Juneau at 10:00pm. Total airfare costs: around \$2,800. Accommodations: \$800. Meals: \$490. Not a typical Lower 48 faculty meeting!

All School of Education programs align coursework and field experiences with the goals in the Conceptual Framework, as well as the standards of applicable specialized professional associations. Candidates in initial and advanced programs provide evidence demonstrating appropriate professional and pedagogical knowledge and skills in order to complete their program successfully.

⁸³ McDowell Group, Inc. *UAS Retention Study*, p. 6

⁸⁴ UAS 2013-14 Catalog: <http://www.uas.alaska.edu/catalog/index.html>

Standard 2.C.5

Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

The Faculty Handbook at UAS documents the authority given to the faculty for the design, approval, implementation, and revision of curriculum. In Fall 2011 the Faculty Senate and Provost jointly revised and approved a new version of the UAS Faculty Handbook. The document was the result of the efforts of a working group composed of the Faculty Senate President, United Academics UAS Organizational Vice President, University of Alaska Federation of Teachers President, senior UAS faculty, the Provost, and the Assistant to the Provost. For the most part, the revisions made to the Handbook were primarily updates and clarifications so that the document correctly reflects current faculty collective bargaining agreements, Board of Regents policy and regulations, and UAS business practices. The document was also consolidated into a single PDF file to improve faculty navigation through important processes such as faculty evaluations and to provide an easier way to access the Handbook information overall.

The Handbook is reviewed annually by an ad hoc Working Group through a shared governance process involving the Faculty Senate President and Provost. The group recommends changes to the Faculty Senate and to the Chancellor. The Senate then considers the recommendations and takes action no later than their regular May meeting. The resulting Handbook revision is posted on the web. The most recent revisions were approved in May 2013. This process of reviewing, updating, reaffirming, and posting the revised Handbook ensures that everyone is aware of applicable policies and procedures prior to the start of each academic year.

Curriculum design, approval, implementation, and revision - All new degree programs are initiated by the faculty, approved by the school that will oversee the degree and reviewed by the Curriculum Committee⁸⁵ which recommends action to the Faculty Senate. Once final approval is given by Faculty Senate, the curriculum must be approved by the Provost and, ultimately, the Board of Regents. The process is clearly explained in the Faculty Handbook, Chapter 9a,

The Faculty Handbook also describes the process for creating new courses, making changes to existing courses, and deleting programs. In every case, faculty are fully responsible for initiating and creating the appropriate changes through departmental structures and Curriculum Committee/Faculty Senate processes. Depending on the complexity and significance of the changes, the appropriate Dean and Provost may also be required to sign off on changes.

Selection of new faculty - Chapter 6, pages 36-39⁸⁶, of the Faculty Handbook describes the process of recruitment and selection of new faculty. Faculty develop a proposal justifying the need for the additional faculty member. A recent example is the request for an additional economics faculty to support the on-line delivery of the BA in social sciences, which came about as a result of the recent, region-wide social science faculty meeting described above.

⁸⁵ UAS Faculty Handbook, Ch. 9 Curriculum Guide:

<http://www.uas.alaska.edu/facultyhandbook/docs/FTFacultyHandbook.pdf#page=54>

⁸⁶ UAS Faculty Handbook, Ch. 6 Recruitment and Selection of Faculty:

<http://www.uas.alaska.edu/facultyhandbook/docs/FTFacultyHandbook.pdf#page=39>

Faculty requests must be approved by the Dean, Provost, and Chancellor prior to going forward, thus ensuring that sufficient resources will be available into the future to support the new position. In the case of the additional economics faculty described above, the request was approved and funded through an internal salary reallocation making distance delivery possible for selected emphasis areas of the BA in Social Sciences degree beginning in Fall 2013.

The actual recruitment and selection process begins at the academic unit where the Dean appoints a faculty committee to develop the position description, advertise the position, and screen and interview candidates. The committee is made up primarily from faculty in the discipline, but may include industry or community members if appropriate. The committee makes a recommendation to the Dean. Dean, Provost, and Chancellor must approve before the position is offered by the Dean.

Recruitment for new faculty is very much a team effort and considerable time is devoted to selecting the chair and other committee members to assure the best result. Faculty seek to fill positions with candidates who fit well with the department, whose expertise complements existing faculty and who will appreciate the Juneau community and physical environment. All new faculty are assigned a mentor and participate in a series of faculty development seminars as an introduction to the university. A faculty reception the evening before fall convocation welcomes new faculty, their families and guests to the UAS community.

In the last several years changes in UAS academic leadership and the infusion of new hires has created a culture of interdisciplinary collegiality among junior faculty and the excellent long-time faculty who have taught at UAS for many years. This culture has made the institution more attractive to top-notch candidates, many of whom are drawn by the opportunity for introducing an environmental component to their discipline—through science, the humanities or the arts.

Faculty Responsibility in Assessing Student Achievement - Through the process of developing student learning outcomes assessment plans for the degree, faculty determine how they will assess the mastery of student outcomes within the degree. One common practice at UAS is the production of a student portfolio which is evaluated by the faculty during the final semester of the student's senior year. The program faculty assume collective responsibility for these assessments. Outcomes Assessment Plans⁸⁷ for programs are published on the Provost's website.

Faculty have full responsibility for assessing student achievement in each courses. Most commonly this means that each faculty member is responsible for determining what type of assignments will best measure student learning outcomes, for grading those assignments, and for determining the final grade. One alteration in that method is in the math department. In the remedial courses MATH 055 and MATH 105, the faculty collectively designed a common syllabus and common exams that are given to all students regardless of section or campus. This ensures that each section is effectively measuring student success in the same manner. Homework assignments may vary between sections, but they are drawn from the same body of questions.

Standard 2.C.6

Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

⁸⁷ Assessment: <http://www.uas.alaska.edu/provost/assessment.html>

One of the UAS Undergraduate Core Competencies is Competency in Information Literacy. Each undergraduate course must state in the syllabus exactly how the particular course will address this competency. The competency reads: “Competency in information literacy combines the skills of being able to 1) identify needed information; 2) locate and access the information; 3) analyze and evaluate the content; 4) integrate and communicate the information; and 5) evaluate the product and the process. Reading and writing literacies plus library skills provide the foundation to access the increasing volume of information available electronically.” With this focus on library skills, students have multiple opportunities to learn to navigate library resources on site and through electronic avenues. Often faculty will ask a library faculty member to come to class for additional presentations on information searches, particularly in lower division classes. The librarians also are linked to academic departments as liaisons, giving faculty a specific colleague to turn to for assistance.

UAS IN ACTION!

“After completing this course, the student should have developed competency in information literacy. Development of this competency will be achieved through the presentation of anthropological research techniques, including the scientific method, and conducting several structured observation and interview exercises. The ethnographic research assignment will require library and other electronic research skills. Students will learn to locate, analyze, evaluate, and synthesize information. Evidence of accomplishments will be evaluated through performance on research exercises and the research assignment.” FROM CULTURAL ANTHROPOLOGY CLASS SYLLABUS (ANTH 202)

Standard 2.C.7

Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution’s regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students’ transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution’s review process.

The University of Alaska Southeast does not award credit for experiential learning.

Standard 2.C.8

The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students’ programs, and integrity of the receiving institution’s degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

The UAS 2013-14 Academic Catalog (p. 14, 132) details the policies and procedures governing transfer credit⁸⁸. At the undergraduate level, there is also a link to transfer FAQ's from the Registrar website. UAS accepts college-level credits earned from regionally accredited colleges and universities. All courses are evaluated to be either equivalent or parallel to UAS courses. *Equivalent* indicates that the catalog course description for the transfer credit is substantially equal to that in the UAS Academic Catalog. *Parallel* indicates that the course is in a discipline which is offered by UAS even though it does not offer the specific course. In general, courses taken at a regionally accredited institution that are college-level (i.e., not developmental) will transfer. Some limitations do apply; for example, if UAS offers a similar course at the same level, the course will usually transfer as a direct equivalency (i.e., with a specific course number). If UAS does not offer a similar course, or offers it at a different level, the course may transfer as either elective credit from a specific department or as general elective credit.

The issue of transferability across the UA system has received significant attention in recent years. While most credits transfer without difficulty, there is a perception by some that issues remain. In response to these concerns, the UAS Faculty Senate recently (April 2013) approved a change to the current practice in accepting transfer grades for students coming to UAS. The change will allow the Registrar to transfer in a C- grade from outside of the UA system and allow transfer of a D- grade from elsewhere in the UA system. This change aligns UAS practice with UAA and UAF and is intended to reduce challenges for students in transferring from one MAU to another.

As part of the admission process, students must submit an official transcript from each college they have attended. After admission, students receive an email directing them to UAOnline with step by step instructions to view the transfer equivalency report. In addition, students are directed to DegreeWorks to see the transferred courses and how they apply towards their degree requirements.

At the graduate level, the request to accept transfer credit into a degree program is made at the department level. School of Education program coordinators review and recommend course credit from another institution for transferability to a UAS program. In all cases, the Dean of Education reviews the recommendation and either accepts or denies the transfer credits. If approved, the course is added to the student's advancement to candidacy. The Registrar's staff ensures all administrative requirements have been met. The courses must be at the graduate level; graded C or higher (not Pass/Fail or similar grading method); not used for any undergraduate degree at any institution and are no older than seven years at the time the master's degree is awarded. No more than nine credits can be transfer credits from outside the UA System; up to two thirds may be transferred from within the UA System. Transfer credits are accepted only from regionally accredited institutions or international equivalents.

Undergraduate Programs

Standard 2.C.9

The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a

⁸⁸ Transfer Credits: <http://www.uas.alaska.edu/registrar/transfer-credits.html>

recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

UAS follows Board of Regents Policy P10.04.040⁸⁹ with regard to General Education Requirements. Specific category and credit requirements are itemized in Board of Regents Regulation R10.04.040. Courses satisfying the requirements in each category are itemized in the UAS 2013-14 Academic 2013-14 Catalog, pages 61-63. These requirements specify a minimum of 34 credits in six categories: oral communication skills, written communication skills, quantitative skills, natural sciences, humanities and social sciences. Specifically, students must complete two three-credit courses in written communications, one three-credit course in oral communications, one three-credit course in fine arts, three to six credits of selected humanities courses, six to nine credits of selected social science courses, a minimum of three credits of mathematics at the college level, a minimum of one four-credit science course with lab, and at least three more credits from mathematics, statistics, or natural sciences. Page 64 of the UAS 2013-14 Academic Catalog⁹⁰ explains how the UAS general education courses meet the general education requirements at UA Anchorage and UA Fairbanks.

UAS is examining its GER requirements, in conjunction with UAA and UAF. In summer 2012, a team of UAS faculty attended an Institute on General Education and Assessment in Baltimore sponsored by AAC&U. Following the Institute, UAS faculty joined their peers from throughout the system for an additional AAC&U workshop in spring 2013. The workshop focused on identifying issues and developing action plans for aligning UA requirements to better meet general education needs of the 21st century. A UA-wide team will attend the AAC&U general education meeting in Spring 2014. Work on GER revision will continue over the next several years.

Standard 2.C.10

The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

As stated in 2.C.2, UAS has identified six competencies in which undergraduate students are assessed during their studies. While no one course covers all the competencies, assignments and tasks are embedded into the course objectives of the general education courses to provide students opportunities to learn and demonstrate mastery of these competencies. This information is published on page 60 of the UAS 2013-14 Academic Catalog⁹¹.

The Associate of Arts (AA) degree provides students with a broad academic education. It is designed to be a transfer degree to baccalaureate degree programs. As described on page 66 of the UAS 2013-14 Academic Catalog a minimum of 60 semester credits at the 100 level or above, including 20 credits at the 200 level or higher, must be completed to earn the A.A. degree. Of the 60 credits, 34 must be completed in the appropriate areas of the General Education Requirements.

⁸⁹ BOR P10.04.040, General Education Requirements: <http://www.alaska.edu/bor/policy/10-04.pdf>

⁹⁰ UAS 2013-14 Catalog: <http://www.uas.alaska.edu/catalog/index.html>

⁹¹ UAS 2013-14 Catalog: <http://www.uas.alaska.edu/catalog/index.html>

Standard 2.C.11

The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

Certificates are programs of one year length for full-time students. Certificates require nine credits of general requirements to be completed as well as major requirements for a minimum of 30 credits. Associate of Applied Science degrees require a minimum of 60 credit hours, between 15 to 19 of which must be in appropriate areas of the General Education Requirements.

Graduate Programs

Standard 2.C.12

Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

UAS offers graduate degrees in the School of Education and the School of Management under the leadership of a Graduate Dean. Faculty academic control of graduate degrees is exercised through the Graduate Committee of the Faculty Senate. This committee discusses and makes recommendations to the Senate on graduate courses, curriculum and graduate degree requirements, and other academic matters related to the instruction and mentoring of graduate students.

Graduate programs have a long history at UAS, beginning in the 1970's. Each field of study has been continuously revised to provide practice-oriented, Alaska-relevant programs characterized by intellectual excellence and high ethical standards. Program assessments in Education have led to improvements and expansion into new disciplines in high demand fields such as Special Education, Mathematics Education, Reading Specialist and Educational Leadership. In the School of Management, program reviews resulted in the suspension of the MBA.

School of Education professional degrees leading to initial licensure are the Master of Arts in Teaching (MAT) for Elementary, Secondary, or Special Education. The Master in Education programs extend classroom skills and abilities of practicing teachers with specialties in Educational Technology, Reading Specialist, Mathematics Education, Special Education and Educational Leadership. Graduate Certificates provide the institutional recommendation to the Alaska Department of Education and Early Development for endorsement.

The School of Education programs embrace the conceptual framework for curricular coherence around the theme of *Informed, Reflective, and Responsive Teachers* for Alaska Schools. National Council for Accreditation of Teacher Education (NCATE), now the Council for the Accreditation of Educator Preparation (CAEP), specialized program accreditation was first attained in Fall 2004 and reaffirmed in Fall 2011.

The School of Management provides a professional degree in Public Administration (MPA). The MPA program serves Alaska by developing effective and efficient public and private not-for-profit managers and administrators. Graduate faculty promote scholarly attainment and challenging study in a supportive environment. The MPA is delivered through a variety of web-based technologies with the courses sequenced for completion within six semesters to accommodate working adult course-taking patterns.

Standard 2.C.13

Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

All admissions are handled centrally through the Admissions and Registrar's Office. Graduate students are recommended for admission by the academic program to which they seek admission based on the program's own high standards.

Graduate degree audits are available through DegreeWorks, the university online audit software. All graduate students must complete the Advancement to Candidacy form which indicates all courses fulfilling their particular program.

As noted in 2.C.8 above, at the graduate level the request to accept transfer credit into a degree program is made by the program coordinator. The graduate Dean will review the transfer credit request to make a determination regarding content area. Retention policies include academic standing and satisfactory progress towards degree as determined by the individual program.

Guidelines for admission are published in the UAS Academic Catalog (pp. 131-133) and are fully compatible with the UAS mission. The School of Education requires each program, through the program coordinator, to collect and monitor assessments for its candidates. Assessment of candidate proficiency begins with program entry, continues throughout the candidate's experience in the program and culminates at program exit with the Institutional Recommendation for Alaska certification. The process extends beyond graduation through first and third year teacher surveys as well as an employer survey.

Standard 2.C.14

Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.

All of the Master of Arts in Teaching degree programs at University of Alaska Southeast require internships and field experiences as part of the degree program of study. These are overseen by the faculty of the specific degree program. Students completing the internship or student teaching during spring semester are eligible to visit a rural community in Alaska and observe and teach in the community school. The School of Education will arrange a seven to ten day visit and cover the airfare costs associated with the travel. Students receive credit for internships and/or field experience (i.e., student teaching), which are required for licensure in their respective fields.

Faculty meet students where they are, scaffold learning with appropriate supports, and ensure that graduates have met or exceeded the rigorous standards of their program. The School of Education is known as a "student centered/student friendly" organization. Many first-generation Alaska Native and non-Native college students from small and extremely remote villages are encouraged by their communities to attend UAS if they wish to become a teacher.

Program directors know the students, interns, adjuncts and school-based clinical faculty in their programs and communicate with them regularly. Directors and faculty routinely travel thousands of miles by jet, float plane, snow machine and even dog sled, to visit students in remote sites throughout Alaska where there are no stores, accommodations, or in some cases indoor plumbing.

UAS IN ACTION!

"I'd been alerted that one of my Alaska Native students was going to drop from the teacher education program. I knew she was falling behind in her class work and had been advised by one of her professors to drop his class. She was simply too far behind in her homework.

In talking with my student on the phone, I advised her to not do anything until I arrived in the village, which I did the next day after a 75 mile snowmobile ride.

We met after school and she informed me that with her work (she was a part-time educational technician) a baby, other children, and a husband who was very angry because she wasn't doing her "job," taking classes to become a teacher wasn't worth it. She didn't have time to do her homework. I asked if I might help. She hesitantly agreed, reminding me that it would be woman's work. When we arrived at her home, I found a frozen caribou in the front yard.

During the coming days, I would walk from the village school (where I was staying at nights) to help care for the baby, skin and work up the caribou, clean fish taken from a frozen pile on the cunysuk (arctic porch), and do general housework so my student could get caught up and complete her assignments.

Finally, with the chores completed and homework finished, I exacted a hard-earned smile from the husband, hugged my student, gave the baby a kiss, and hopped aboard my snowmobile for the long arctic ride home." TOM PENNINGTON, SCHOOL OF EDUCATION

The faculty accept these challenges as a natural part of preparing school professionals in Alaska and are dedicated to providing quality programs that are accessible to students and meet the educational needs in the state.

University of Alaska Southeast does not grant graduate level credit for experiential learning that occurred prior to matriculation into the graduate degree program. Graduate credit is not given for learning experiences external to a student's formal graduate program.

Standard 2.C.15

Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of

original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

The Graduate Committee of Faculty Senate is the body charged with carefully reviewing all curricular and policy proposals at the graduate level. All proposed new programs must first go to Faculty Senate and demonstrate adequacy of resources to deliver a quality program. They must also address outcomes and quality assessment. The graduate programs at UAS are approved by the Board of Regents and accredited through specialized agencies and through NWCCU. The faculty members in these programs have primary responsibility for assuring the high level of expertise, originality and critical analysis of the graduate students completing degrees in their respective programs. The graduate programs are designed and approved to prepare students to succeed and excel in their areas of study through research, the application of knowledge, scholarship, and skill development.

UAS IN ACTION!

The School of Education has received a Village Teacher Grant that supports scholarships for practicing teachers who wish to get advanced training and certification in reading or math, induction services, and research. The grant objectives are to, increase the number of high qualified Alaska Native educators in tribal communities tribal capacity to build support for local educator candidates after federal funding ends.

Continuing Education and Non-Credit Programs

Standard 2.C.16

Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

The Office of Continuing Education (OCE) offers personal and work-related classes to enrich communities and provide opportunities for life-long learning and skill development. The office is located on the Sitka campus but administers CE and non-credit offerings for all three campuses. UAS offers non-credit continuing education and professional development programs appropriate to its mission and the needs of area residents and employers. Offerings are market-driven and address a variety of topics. Customized training is arranged for local employers to address their particular needs through workshops or classes delivered on campus or in the workplace. Continuing Education courses are offered on a self-support model and do not carry college credit.

Recent efforts have focused on meeting the needs of the healthcare industry as it moves ahead with the use of technologies such as electronic health records (EHRs) and health information exchanges (HIEs). Specifically, a Health IT Workforce Training Program has been designed for qualified individuals seeking to update or gain Health IT skills that will enhance performance in current roles or prepare them to move into new HIT/EHR roles. Two certificates are now available using noncredit continuing education courses via online delivery in an open entry format. Each certificate requires six months of intense training for individuals with appropriate backgrounds. These two certificates fulfill the requirements for roles as defined by the Office of the National Coordinator (ONC) for Health IT.

A “Non-Credit Instructional Units Focus Group” met in May 2012, with the objective of defining non-credit instructional unit metrics and refining Banner coding for tracking and reporting. The group reviewed the NWCCU definition of Continuing Education and Non-Credit Programs and discussed the role non-credit instructional units have in the various assessments and performance measures at UAS. The group tentatively identified 18 program areas as important to track⁹².

Standard 2.C.17

The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution’s continuing education and special learning activities.

Most Continuing Education courses are taught by adjunct instructors who have specialized experience or industry certification in the subject area. Instructors are highly involved in course development. These courses are typically more focused and shorter in duration than credit courses and present content based on current topics or best practices.

UAS School of Career Education in AY2011/12 created the first Workforce Credential in the state—the Underground Production Miner Workforce Credential (WC)—in partnership with the Alaska Department of Labor and Workforce Development to provide training to unskilled entry-level persons interested in working the mining industry.

Faculty, administration, Faculty Senate, deans and campus directors were consulted as the credential was being created to assure compatibility with the university’s mission and the goal of providing courses that meet appropriate university standards of academic quality. After several months of review by many members of the UAS community the credential was approved. The UA Board of Regents recently adopted a policy to allow the credential a unique approval process that differs from for-credit programs. Review and approval of the credential takes place within the MAU, starting with the appropriate departmental faculty and culminating in final approval by the Chancellor.

Standard 2.C.18

The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

Continuing Education Units (CEUs) are offered by the Office of Continuing Education. They tend to be done in conjunction with a professional association or agency from which the participants seek certification. The Office of Continuing Education provides, when requested, documentation meeting the requirements of the CEU-accepting organization (e.g., attendance records, course outlines, course evaluations, and evidence of student attainment of identified learning outcomes).

⁹² [Non-Credit-Instructional-Units_program_attributes.pdf](#)

Standard 2.C.19

The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

Enrollment records for Continuing Education courses are maintained using the same data systems as UAS credit offerings. This includes course descriptions and identifiers as well as attendance and completion records. The Office of Continuing Education also uses its own online registration system⁹³ which permits students to register for classes without going through the standard college credit system. This option is intended to make registration more user-friendly, but all relevant data are uploaded to Banner, the common UA database.

2.D—Student Support Resources

Perhaps no area of UAS has been transformed more profoundly since the 2009 on-site accreditation visit than Student Services. These changes were fueled by twin mandates from the overall UA Strategic Directions Initiative (SDI) and the UAS Strategic and Assessment Plan. Student Achievement and Attainment is central to the core themes in the UAS plan and to the UA Strategic Direction Initiative. Student services leadership and staff have taken these themes to heart. For many years, UAS had focused on enrollment management, primarily on getting students in the door. The focus is now on Strategic Enrollment Management (SEM)—a comprehensive approach to integrating all of the university's programs, practices, policies and planning to retain students once they have enrolled and support them through timely completion of their educational objectives. The change in focus was facilitated by an administrative reorganization of the student services units under the strengthened Vice-Chancellor for Enrollment Management and Student Affairs position. Student success efforts now focus on quality rather than quantity. The change provided the mechanism for better coordination between admissions, financial aid and housing for smoother entry of students and advising, counseling and learning support for better retention.

The newly-restructured Student Success Coordinating Committee provides the forum for bringing together the leadership from both academic and student services. The Committee is charged with "building consensus and vetting solutions to facilitate continuous improvement in student success". A larger body of faculty, administrators, and diverse staff from various departments (the Student Success Working Group) meets regularly to facilitate information sharing and coordination among three campuses, develop initiatives, and support UAS-wide student success plans.

The Student Success theme in the UAS strategic plan has three objectives that inform the activities of student services:

- Students are provided ready access to educational opportunities
- Students are prepared for university study
- Students successfully complete educational goals

Financial aid falls under the access objective and the strategic activity to provide "expert assistance with financial aid and scholarship opportunities." UAS has made substantial strides in using its financial aid decisions to leverage increased student success. In this, it has been helped by several initiatives external

⁹³ UAS Office of Continuing Education: <https://acweb.uas.alaska.edu>

to UAS. In 1999 the University of Alaska began offering \$11,000 UA Scholars Program scholarship to the top 10 percent of all graduating high school seniors in Alaska. This approach provides much-needed opportunity and support for students from remote communities. Significantly reducing the number of students seeking education and jobs outside the state, approximately 43 percent of those eligible for the award now choose to attend UA. More recently, under the state-funded Alaska Performance Scholarship (APS) program, Alaska high school students who take a more rigorous curriculum, get good grades, and score well on college placement or work ready exams, can receive up to \$4,755 per year for enrollment in qualified Alaska colleges, universities, or vocational/technical programs. For Spring, 2013, 82 UAS students received the APS up from 40 in Spring, 2011, the first year of the program. The growth experienced from spring 2011 to fall 2012 is expected to continue, but at a reduced rate. The focus on strong high school coursework assists in the core theme objective of having students prepared for university study.

The UAS response to *Stay on Track* is another aid program directed at improving completion rates. A localized version of the UA-wide initiative *Finish in Four, Stay on Track* at UAS provides tuition waivers to sophomore, junior, or senior students taking at least 15 credits towards their program of study. Eligible students receive a \$500 tuition waiver each semester. The program is intended to encourage students to take a fuller course load by waiving the tuition difference between 12 and 15 credits. The waiver is available on all three campuses. In order to be eligible a student must:

- Be enrolled in a UAS degree program
- Have completed at least 30 credits
- Have completed the FAFSA, and be eligible to receive Financial Aid
- Be registered for at least 15 credits by the end of the enrollment period of the semester for which the waiver is sought
- Maintain satisfactory academic progress (cumulative GPA of 2.0) to continue eligibility for the waiver in future semesters.

As of Spring 2013, 192 students had received the waivers: 63 in Fall 2012 only, 64 new in Spring 2013 and 65 for both semesters. UAS experienced a 14.4 percent increase in the number of students taking 15 or more credits from Spring 2012 to Spring 2013. Seventy-seven percent of the Fall 2012 students completed 100 percent of the credits they attempted. Of students participating in Spring, 86 percent completed 15 or more credits and 91 percent completed 12 to 14 credits; a significant increase over Fall, 2012. Based on current award acceptance rates, the financial aid office anticipates granting waivers to 250 students in Fall 2013.

AY2013/14 financial aid leveraging targets will be continuing freshmen (from 15 to 29 credits) and students transitioning from sophomore to junior status. Increased efforts will be made to get financial aid information out to new applicants far enough in advance that they can make informed decisions about college choice.

The preparation objective of the student success core theme contains several activities that have recently been implemented:

- Mandatory advising for freshmen and transfer students
- Early Alert academic monitoring and support
- Math and English Summer Refresher Courses

All first-time freshmen students and transfer students of less than 30 credits are required to see an advisor until they reach sophomore status. Advisors attempt to contact incoming students before they arrive on campus to introduce them to services and get them registered in classes. Mandatory advising is intended to create a habit of checking in regularly with an advisor during the first two or three semesters of attendance. Each academic department has its own staff advisors, who generally take over the advising responsibility once a student has declared a major and is entering upper division coursework.

UAS is involved in intrusive advising with students identified as “at risk.” For the past few semesters, UAS has used an Early Alert electronic system tied into Blackboard by which faculty were able to refer students to advisors for assistance during weeks three to nine every semester. The university has recently moved to EMAS Retention Pro software which will tie into Banner. The new software allows greater ability to build cohorts of like students and to send automated messages.

The quality of student advising at UAS was recognized in the recent Student Retention Study⁹⁴ where “academic advising from faculty” and “academic advising from academic advisors” were highly rated by 71 and 70 percent of the students, respectively.

Beginning in Fall 2013, all three campuses will participate in an Academic Recovery program for full-time freshmen and sophomores on probation. Students will be invited to participate. The program includes assessment of academic strengths and weaknesses, goal setting, referral to appropriate services and regular meetings with academic advisors. A control group of non-participants will provide data and information for comparison.

The Provost's Ad Hoc Student Success and Remediation Working Group met January through March 2013 to develop meaningful strategies and action steps, including:

- Strengthening remediation for students needing support in math and English
- Supporting innovation by faculty and staff in improving student success in these areas
- Improving and strengthening learning center services at all three campuses

The Working Group recommended implementing a new course—English 092/110—to be offered in Fall 2013. Students who place into *English 092 Improving Writing Skills* will be given the opportunity to enroll in this intensive 8-credit course which when successfully completed will prepare them to enter *English 111 Methods of Written Communication* at the college level in the following semester (Spring 2014). The Committee also recommended analyzing the results of a Sitka campus pilot project that incorporates Assessment and Learning in Knowledge Spaces (ALEKS), a web-based, artificially intelligent assessment and learning system, in its developmental math courses. ALEKS uses adaptive questioning to determine the student's level of knowledge and then instructs the student on the topics s/he is most ready to learn. If the Sitka pilot yields positive results, ALEKS could be adopted by other UAS campuses. The Working Group submitted a report of additional findings and recommendations to the Chancellor⁹⁵.

In order to foster retention of high-performing students, UAS has initiated an honors program which offers students enhanced educational and leadership opportunities. The program consists of core

⁹⁴ [McDowell Group Inc. UAS Student Retention Study, 2012, p. 2](#)

⁹⁵ [Provost's Ad Hoc Student Success & Remediation Working Group](#)

program requirements plus an additional curricular track most suitable to their program of study. The program offers personalized academic advising and mentoring, opportunities for independent research and expanded avenues for community engagement. Approved by Faculty Senate in March, 2012, the program sought its first enrollees in Fall 2012. Students with special interests also have unique opportunities to work closely with faculty members in research and creative activity.

UAS IN ACTION!

“The hands-on learning experiences available at UAS are remarkable. As an undergraduate student I had the opportunity to work as an editor for the Southeast regional literary and arts journal Tidal Echoes. This editorship allowed me to explore career opportunities, network with community members, and produce a compilation of Southeast Alaskan literary voices. Due to its small size, the unique opportunities for close faculty-student relations at UAS are abundant and an integral part of applying your academic knowledge out in the larger community.” MEGHAN STRANGELAND, 2013 ASSISTANT EDITOR, TIDAL ECHOES: A UAS LITERARY AND ARTS JOURNAL

Student Services policies and procedures are region-wide. A regional student services group meets frequently, and functional sub-groups—for example, disability services—meet periodically.

The summer math and English refresher courses are directed at students who are degree-seeking, directly out of high school and placed in remedial math or English. The first sessions were held in summer 2012. The courses were recommended by the Provost's Student Success Coordinating Committee.

How productive has the new focus on student success been? One ready measure is to look at academic achievement over time. In Fall, 2012, 24.3 percent of full-time degree-seeking graduates made either the Chancellor's or the Dean's list (4.0 and 3.5 GPA, respectively), compared to 20 percent in 2002. Eighty-one percent of the non-graduating full-time students in Fall 2012 persisted to enrollment in Spring 2013. Full-time degree-seeking undergraduates increased 4.4 percent to 48.4 percent. UAS increased its graduates by 31.1 percent between 2011 and 2013. Credit hours taken in developmental decreased by almost 14 percent. In addition, success rates of students in e-Learning courses are improving and in AY2012/13, approached that of face-to-face students: 77.1 and 80.5 percent respectively.

Standard 2.D.1

Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

In addition to Academic Advising described above, UAS provides the following services aimed at creating a learning environment that supports student learning needs:

- New Student Orientation: offered in the fall and spring semesters to students at all three campuses as well as on-line for distance students.
- Career Advising: the career advisor is located in Juneau, but provides support and outreach to all campuses. Students are introduced to the career advising service at new student orientation in Juneau, and referred for assistance through Ketchikan and Sitka.

Services include interest and career assessments, resume and interview coaching, internships, and community outreach. The Career Advising office uses a software program—Career Cruising—to allow students to learn more about their interests and strengths and the education and training needed for particular degree programs/fields of study.

UAS IN ACTION!

“As an alumni who has several years of professional experience, my appointments with Career Services allowed me to take the time to reflect over my diverse and wide range of professional qualities, and this has clearly helped boost future employment opportunities.”

MARISELA VELAZQUEZ

- **Counseling Services:** UAS provides on-site counseling services to Juneau students, and phone/Skype counseling services to Sitka and Ketchikan students. UAS students living outside our three main communities who are taking classes via distance are also eligible to receive counseling services via distance.
- **Health Services:** UAS provides health services for students on the Juneau campus only.
- **Study Away: Academic Exchanges –** UAS offers national and international study away programs for all students in Juneau, Ketchikan and Sitka. Students are encouraged by staff and faculty to plan an exchange into their academic degree program not only to increase course options but also to broaden the perspective of Alaskan students.

UAS IN ACTION!

“I never thought that I would love any other place as much as I do Alaska, so this exchange was an eye-opening experience. Although Alaska will always be home, I enjoyed my time in Montana more than I could have imagined. It was definitely very humbling to see that there are other places in this country that can be as awesome as Alaska.” **NICK HAJDUKOVICH: UAS STUDENT TO MONTANA THROUGH NATIONAL STUDENT EXCHANGE**

- **Native and Rural Student Center (NRSC):** located on the Juneau campus, the NRSC particularly engages those students from Alaska Native and rural communities. The Center embodies cultural values and provides a wide variety of activities for students to connect with each other and learn more about the cultural values of Southeast Alaska.

Standard 2.D.2

The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

The mission of the Office of Health and Safety⁹⁶ at UAS is to provide leadership and outstanding service so that the risk of injury, illness, environmental damage and losses to the campus community and its neighbors is continuously reduced. The UAS Health and Safety Manager collaborates with the Student

⁹⁶ Facilities and Services Health and Safety: http://www.uas.alaska.edu/facilities_services/safety/index.html

Conduct Officer to promote campus safety information and respond to campus safety incidents. UAS officials work closely with the local police departments in Juneau, Ketchikan and Sitka, as well as other community legal and social services organizations. UAS campuses are part of the local 911 networks in all communities.

Crime statistics are reported annually as required by federal and state regulations, and made available to students through the UAS website, Academic Catalog and Student Handbook. Campus safety and security policies are available on the UAS website and informational presentations are integrated into faculty training annually. All classrooms and offices contain a copy of the UAS *Emergency Action Plan*.

In the event a situation should arise, either on or off-campus, that constitutes an ongoing or continuing threat to the campus community, an emergency response team will form to respond. Key campus officials have been designated to participate on emergency response teams. Depending on the particular circumstances of the threat or emergency, the Campus Safety Manager or designee may notify the campus community through a variety of means:

- A campus “alert” will be sent out to students, faculty and staff via email, phone or text (an option for students, faculty and staff to sign up for alerts is offered periodically throughout each academic year).
- Announcements can be placed on the UAS website or *UAS Online!*.
- Printed notices, when appropriate, may be posted in key buildings across campus.
- Local media may be engaged to provide information.

In April, 2013, the Juneau campus participated with the City and Borough of Juneau in conducting a very successful test of the Borough's Emergency Response Plan. The test included phone notification to all faculty, staff and students residing in the Juneau area. Additional information on information technology security⁹⁷ and other safety policies⁹⁸ is available on the UAS website.

To increase security and safety on at its site, the Sitka Campus has obtained and is installing a large video camera system. Both Juneau and Ketchikan campuses have held "active shooter" exercises in recent years.

Standard 2.D.3

Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

The integration of admissions services across UAS was completed in 2013 with the incorporation of Ketchikan admissions for the 2013/14 academic year. The Admissions and Registrar's Office in Juneau now oversees the UAS admissions process for all three campuses. Admission criteria are provided in the academic catalog and on the university website. Admissions are divided into undergraduate, international, and graduate categories of students for ease of identification. Included in the undergraduate admissions process are steps for freshman, transfer, and re-enrollment students. Until recently, the Juneau campus had a very flexible admissions deadline. After careful study of the

⁹⁷IT Helpdesk Policy and Security: <http://www.uas.alaska.edu/helpdesk/policies.html>

⁹⁸ Campus Safety Policies: <http://www.uas.alaska.edu/policies/safety/index.html>

enrollment and subsequent persistence rate of students who waited until the last minute to apply—both of which were lower than students who had applied for admissions in a timely manner—the admissions office has instituted a much stricter admissions deadline.

The UA system as a whole is an open admissions institution. However, historical data indicate that UA institutions are admitting students who do not complete baccalaureate degrees due to under-preparation. Partially as a result of the on-going system-wide review of general education requirements described above, the Statewide Academic Council (SAC) recently passed a motion recommending that the three Faculty Senates set a minimum baccalaureate admission standard for the UA system. Several options are being considered, including setting minimum high school GPAs and ACT or SAT scores. In line with the community college mission of all UA campuses, students applying for baccalaureate admission who do not meet minimum requirements would be accepted into an AA or AS program.

An additional SAC recommendation is that the Faculty Senates decide on common placement tests, placement scores and score expiration dates for lower division mathematics and English courses across the system. Setting common standards for all UA campuses is intended to clearly communicate expectation about college-preparedness to future students, their parents and their teachers. If passed by the Senates, the change would take effect for the 2015/16 academic year.

International student admissions are distinguished from resident and out-of-state admissions. International students are required to demonstrate English proficiency to ensure that they are appropriately prepared for the rigors of their educational experience. Students who do not meet University language proficiency at the undergraduate or graduate level are not admitted as UAS does not have ESL programs to assist the students to achieve language proficiency. An International Admissions website provides international students additional information on the admissions process, academic programs, and housing opportunities.

Students seeking admission to a graduate program must meet both university and departmental requirements. Applicants are required to submit an application to the university, which may require letters of recommendation, test scores, an essay or personal statement, and a resume.

New Student Orientation is required for all new undergraduate students including full-time first-year, transfer, and international students.

The Juneau Learning Center⁹⁹ provides a number of supportive instructional and tutorial services for students including peer tutoring, paper reviews and proofreading. The Learning Center supports those striving to be more academically successful but also creates an opportunity for effective students to become tutors and assist with the intellectual growth and social development of their peers.

The Learning Center Subcommittee of the Provost's Ad Hoc Committee on Student Success and Remediation has recommended moving the Juneau Writing Center functions to a location outside the Learning Center. Although still administered by the Learning Center, Writing Center goals, objectives, and activities would be established by English/Humanities faculty in conjunction with the Writing Specialist. Some English/Humanities faculty have indicated that they will use the Writing Center for part of their office hours or service assignment, which could extend the Writing Center's hours and increase the availability of writing support for students.

⁹⁹ Juneau Learning Center: <http://www.uas.alaska.edu/students/tlc.html>

The same committee also recommended a budget allocation for the Juneau Learning Center in FY14 to a level that will enable the Learning Center to staff and support the services it is expected to provide. This additional funding would enable the Learning Center to expand the existing Testing Supervisor/IT Liaison position from part-time to full time. A full-time position could handle both the recent increases in course testing volume and the expanding IT requirements of standardized/professional tests as more vendors have shifted to online environments, each with its unique protocol. The Provost has these recommendations under consideration.

The Student Success Center (SSC)¹⁰⁰ at the Sitka campus provides comprehensive support for students planning to enroll or enrolled at the Sitka campus, as well as for students taking distance classes from across Alaska. With the goal of providing improved customer service, UAS-Sitka reorganized student services to provide centralized, one-stop assistance for students. This recent reorganization of student services merges the learning center and student support services into one administrative office—the SSC. The SSC supports and track students from their initial inquiry (recruitment) with the goal of increasing retention by lowering dropout rates and increasing course completion rates. This is accomplished through aggressive early intervention efforts by *Student Success Specialists* who use a variety of tools to develop and maintain a virtual student support system featuring focused student tracking, and when needed, increased personal contact with students throughout their course of study. The increased availability of virtual services has resulted in better service for students needing special attention as many routine tasks are now accomplished without advisor assistance.

The Ketchikan Campus Learning Center¹⁰¹ provides an array of academic support services including testing services, tutoring services, faxing, course resources, and a comfortable study space. Center services are being enhanced through a five-year Title III grant. Grant funds are enabling the campus to develop and pilot learning center support services that utilize innovative technology driven methods. Although services are open to all students regardless of location, the grant particularly focuses on improving completion rates for Alaska Native and rural Alaskan students enrolled in developmental and preparatory courses.

The UAS Academic Catalog provides information on Advising and Career Resources and the Learning Centers. The catalog is updated annually regarding relevant academic requirements, including graduation and transfer policies.

Standard 2.D.4

In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

The academic catalog lists degree and graduation requirements. The catalog is updated annually to reflect any changes and to ensure accurate information is provided to students. Degree requirements are also listed in DegreeWorks, the online audit system, as well as on the website. Any significant changes are made to all locations.

¹⁰⁰ Sitka Student Success Center: http://www.uas.alaska.edu/sitka/learning_center/index.html

¹⁰¹ Ketchikan Learning Center: <http://www.uas.alaska.edu/ketchikan/learning-center/index.html>

Suspension or elimination of a program is a result of an extensive program review that incorporates the perspectives of faculty, administration and the Provost. When an existing program is either eliminated or undergoes significant curricular changes in the graduation requirements, students are notified by the department offering the recently eliminated or altered degree program and instructed to meet with their academic adviser. Students have the choice to graduate under the original requirements or to switch to the newer requirements. A student can graduate under the original requirements when the unit continues to offer some of the original curriculum that is expected to be eliminated or the student can substitute other offered courses which are deemed equal to eliminated courses.

Students currently enrolled in a suspended program are provided a 'teach out' plan listing the courses required and when offered over the next two years for program completion.

Standard 2.D.5

The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:

- a) *Institutional mission and core themes;*
- b) *Entrance requirements and procedures;*
- c) *Grading policy;*
- d) *Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;*
- e) *Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;*
- f) *Rules, regulations for conduct, rights, and responsibilities;*
- g) *Tuition, fees, and other program costs;*
- h) *Refund policies and procedures for students who withdraw from enrollment;*
- i) *Opportunities and requirements for financial aid; and*
- j) *Academic calendar.*

The UAS Academic Catalog¹⁰² is updated annually and is readily available for view or down load to the public through the UAS webpage or can be purchased at the University Bookstore. The catalog opens with the *Mission and Core Themes*, a *Welcome to UAS*, all programs of study, the academic calendar, and a phone directory, general information regarding accreditation and other policy statements and a brief table of contents. The entrance requirements are found in the *Getting Started: Admission* section; followed by information on financial aid, tuition, and fees; withdrawals and fee refunds.

Academic Regulations, Registration, Certificate and Degree Programs and Graduation sections of the catalog list the grading policy, student records, registration and enrollment, degree requirements, credit by examination, and petitions. The *Student Services* section details the advising, student activities, leadership programs, health resources, and other student services on campus.

Academic Programs details the faculty by division as well as listing the programs offered. A complete alphabetical list of staff and faculty, titles, degrees held and conferring institutions are located in separate faculty and staff directories. Emeriti and associated faculty are included in the listings. The *UAS*

¹⁰² UAS 2013-14 Catalog: <http://www.uas.alaska.edu/catalog/index.html>

Register (p. 242) includes the Board of Regents, advisory council members for the three campuses and the alumni association board of directors.

Undergraduate Studies section provides a complete list of endorsements, certificates, associate, and bachelor level programs. Links to the program assessment and learning outcomes are included with each program. Course descriptions are given including course prefix, course number, course title, credits, and prerequisites if any. Requirements for the majors and minors are also given.

The catalog does not offer projected timelines for program completion or the frequency of course offerings; however, offerings are listed in the Six Year Course Sequence on the website.

Graduate Studies section provides a complete list of master degrees and certificates as well as explanations of grading policy, program of study, academic standing and graduation requirements.

Standard 2. D.6

Publications describing educational programs include accurate information on:

- a) *National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;*
- b) *Descriptions of unique requirements for employment and advancement in the occupation or profession.*

The UAS Academic Catalog describes in detail both the entry level requirements and the certifications required for entry into employment for programs that require such. The various teaching degree programs at UAS, for example, require the PRAXIS exam for entry and must make an institutional recommendation for program completers to obtain their Alaska teaching certificate. Catalog information on Master's degrees in teaching begins on page 131 of the UAS 2013-14 Academic 2013-14 Catalog.

Standard 2.D.7

The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

Record Security - The Admission and Registrar's Office ensure that student records are protected and appropriately maintained. The University provides for the security of student records and maintains private, accurate, complete, and permanent student records, including transcripts. UAS uses the Banner Student Information System to ensure controlled access to computerized student records. Individual staff members are granted access to Banner on a job-related, need-to-know basis, as requested and approved by their department head or director and approved by the UA Statewide Student Services Security Committee.

The University assigns a generated student identification numbers to all enrolled and new students, which has improved record security and eliminated the use of social security numbers in the Student Information System.

Students and the public are informed of policies related to privacy and security of records through the Student Handbook and the Academic Catalog, both available in print and online. Staff members are

informed on the job. Any employee seeking to use the database must take a Family Educational Rights and Privacy Act (FERPA) quiz prior to awarding the security.

Student records are retained and destroyed on a schedule. Currently, all documents are scanned into an electronic system with hard copies destroyed six months later. Data and records maintained in computing systems have adequate security and provision for recovery in the event of disaster. Statewide Office of Information Technology (OIT) has developed both a disaster recovery plan, which includes student records and a business continuity plan. OIT sends data to a secure site daily and has the capacity to run Banner from that location. Data recovery plans and provision for data backups are continually being revised.

Confidentiality of Student Records - UAS complies with FERPA. Confidentiality laws prohibit the University from releasing student-specific information to outside agencies or individuals, including parents and spouses. If students wish to release their information to another party, they may fill out and submit the Education Record Information Release-FERPA form to the Registrar's Office.

Standard 2.D.8

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

In support of the overall mission, the UAS Financial Aid Office¹⁰³ works directly with students and their families to access the financial resources necessary to help them meet their educational goals. The office has region-wide responsibility. The UAS Financial Aid website clearly explains the difference between financial aid assistance categories. Both prospective and current students are directed to the website in a number of documents issued to the student, including letters, pamphlets, and emails, as well as through phone and one-on-one interactions. The Free Application for Federal Student Aid (FAFSA) is increasingly required for many financial aid opportunities and students are encouraged to complete the online form. Given a 2% increase in students submitting the FAFSA this fall than previously this effort has contributed to noticeable improvement. The Financial Aid staff also regularly holds informational workshops on campus and in the local high schools regarding money management and accessing all forms of financial aid.

Financial Aid leveraging objectives are established annually based upon enrollment trends and goals set by the Executive Cabinet and the Financial Aid Director. The Director reports on the success of these leveraging objectives to the Cabinet.

All federal financial aid funding is awarded according to federal guidelines, which are reviewed annually by the Financial Aid Director to ensure compliance. Changes to any federal aid program are brought to the attention of executive management for strategic analysis and for review regarding current and future objectives. State financial aid funding is handled in the same manner as federal funding.

Increasingly, all scholarship program awards at UAS are being governed by standard criteria, rubrics and checklists, with the intent of applying these resources to the overall financial aid leveraging objectives established by the institution.

¹⁰³ Link to: Financial Aid: <http://www.uas.alaska.edu/finaid/>

Standard 2.D.9

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

The UAS Financial Aid Office meets all federal requirements for Direct Loan Entrance and Exit Counseling. The Financial Aid website also maintains important information regarding repayment obligations—most significantly, the need for students to work with Direct Loan Servicing during repayment.

UAS actively works delinquency reports from lenders in an effort to maintain or reduce its loan default rate. The current default rate of 6.9 percent is within acceptable parameters to continue offering student loans without the 30 day delay.

Standard 2.D.10

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

Academic advising is a critical component to support student development and success at UAS. Improving advising has been a major topic for the Student Success Coordinating Committee for the past three years. A little over a year ago, the University of Alaska system began looking closely at how to ramp up innovative approaches toward building student success. One approach was to focus more heavily on student advising. In the FY13 budget cycle, UA requested and received a significant general fund increment from the Alaska State Legislature specifically dedicated strengthening advising functions at all three MAUs.

A regional network of advisors is available to students attending UAS. This network is made up of peer, staff and faculty advisors. Peer and staff advisors provide direct service to students, including mandatory advising for first year students and students on probation; assistance with financial aid appeals; and intrusive advising for students referred through the Early Alert system. Staff advisors also support faculty advisors. Faculty advisors are generally assigned to students who demonstrate commitment to their intended degree program by completing minimum requirements. Faculty advisors see students through degree completion, and are responsible for signing off on student's graduation requests.

Mandatory and intrusive advising is applied in several ways:

- Freshman: students are required to see an advisor until they reach sophomore status. This is intended to create a habit of checking in regularly with an advisor the first two-three semesters of attendance.
- Academic standing: students placed on probation are required to see an advisor to register for classes. In Fall 2013 UAS will implement an Academic Recovery Program to engage students on probation in more intentional ways to improve their academic standing.
- Early Alert: an electronic system by which faculty are able to refer students to advisors for assistance during weeks three-nine every semester. In Fall 2013 UAS will implement

a more robust tracking system—EMAS Retention Pro—that will allow staff advisors to identify target populations of students to track and monitor for student success.

- Students of Concern: a referral system through the Counseling Services office for faculty and staff to engage advisors and other key staff (counselors, residence life professionals, etc.) with students to provide support.

Outreach to students through intrusive advising includes email and phone efforts, as well as in-person wellness checks for students who live on campus. The majority of outreach is done by the Regional Advising Group. Formed in 2010, the group contains the staff advisors from Student Services in Juneau, Ketchikan and Sitka and each academic department on the Juneau campus. This group meets monthly to identify ways to more effectively and cohesively serve all UAS students, distance and local. An annual Regional Advising retreat brings the regional advising staff together and provides an avenue for additional training and coordinated planning.

UAS IN ACTION!

“Last fall was my first experience on my own and it was much more difficult than I ever could have imagined. As a student with learning disabilities, I had always had a strong support group at home – I never knew how important that was until I found myself without it. If it had not been for the support of Student Services, I would never have made it through my first semester, much less be taking classes this semester.

I would like to say my first semester had a happy ending. The truth is, I failed all my classes. The greater truth, however, is that with the support of Student Services, I did not give up. I finished the semester and am currently taking 13 credit hours on line this semester – with much better grades! I hope to be back on campus in the fall. My transcript may not reflect it, but I learned a lot my first semester at UAS, one of the most important of which was that I was not alone.”

SECOND SEMESTER FRESHMAN

Standard 2.D.11

Co-curricular activities are consistent with the institution’s mission, core themes, programs, and services and are governed appropriately.

Educational, recreational, and special programs are offered through Student Activities. A campus event calendar is maintained at the Activities and Housing office. Student clubs are able to organize with the assistance of Student Activities and Housing Office.

The Student Activities Board (SAB), a combined effort of Student Government, Student Activities, Recreation, and Housing, provides social and entertainment programming for the Juneau campus. The SAB group is selected by the ex-officio group of professionals (SAB Advisory/ Activities Committee) and seeks students that represent the broad campus population.

Student clubs are organized and operated under the authority of the Constitution of the United Students of UAS. Intramural sports are scheduled and overseen by the Student Recreation Center and follow guidelines established by the center. The new position of Campus Life Director will have oversight over all student activities.

Standard 2.D.12

If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

UAS operates a bookstore on each of the three campuses. The Ketchikan and Sitka campuses provide on-line textbook sales through MBS-Direct. The Juneau campus bookstore is a full service store offering both on-site and on-line textbook and school supply sales.

The Juneau bookstore is located in the Administrative Services building and boasts generous retail space with high ceiling design, modern lighting plus modern store fixtures to create a welcoming atmosphere. As a place to go and meet, the bookstore has enhanced campus interaction between students, faculty and staff by offering space to display and sell student and faculty art, the introducing more gift and commodity items for residential students, expanding Alaskan cultural and historic reference books and serving as a venue for book signings by local and guest authors. The book signings have been coordinated with campus presentations and lecture series open to the public as well as the campus community.

The bookstores provide support to distance and residential students through the on-site store as well as a website hosting MBS Direct on-line textbook book sales. Web-based on-line sales of university pride and logo clothing and giftware are available as well as all faculty textbook adoptions with complete ISBN and pricing information.

The Juneau bookstore manager has established an advisory committee consisting of student, faculty and staff representatives to help review and develop bookstore policies and procedures. The committee has worked to create awareness of the need for timely submission of faculty textbook adoption lists, compliance with HEOA on-line posting of textbook titles and ISBN numbers on campus websites, affordability issues, opportunities for on-line textbook shopping and the availability of e-textbooks that can be downloaded to personal computers.

A survey of faculty and students utilizing bookstore services will be conducted during the fall 2013 semester and the bookstore advisory committee will continue to meet to review best practices, technology changes impacting e-commerce and marketing strategies to maintain the profitability of this auxiliary enterprise. UAS is tracking the success of colleges and universities that have made a transition from a brick and mortar operation to on-line ordering and distribution of textbooks and educational supplies.

Dining services are provided only on the main Juneau campus and are operated through a third-party contract rather than as an auxiliary enterprise. Juneau dining services are managed through a five-year concession contract between NANA Management Services, LLC/Sodexo, and the University of Alaska Southeast. The five-year base contract, which commenced in May, 2007, also covers the other main UA campuses at Fairbanks and Anchorage. The contract has two two-year renewal periods.

On the Juneau campus, NANA operates a five day a week hot meal board plan for residential housing students, a convenience store at the housing lodge and a coffee stand in the Egan building between the classroom and Library buildings. The contractor has exclusive rights to provide dining and catering services to the University's main campuses. The contractor provides an extensive catering menu and

program for campus events and receptions consistent with the image the University projects to its internal and external constituents

The FY13 Board Plan charges a mandatory \$1500 declining balance per semester for residence hall students and a \$450 per semester plan for single student campus apartment residents.

A survey of students, faculty and staff utilizing dining services was conducted during the fall 2012 semester and a dining services advisory committee has been established to review best practices, service level agreement changes and marketing strategies to maintain profitability and service quality standards. The University has approved continued investment in food service fixtures and technology enhancements to help the contractor maintain a high level of quality service.

Standard 2.D.13

Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

UAS does not participate in intercollegiate athletic or other co-curricular activities.

Standard 2.D.14

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Distance education and online course offerings at the University of Alaska Southeast use the same systems and mechanisms employed by on-campus students to ensure student identity. Students must use their username and secure password to access their *UAS Online!* course management system accounts to take online courses and to ensure authentication. The University expects all students regardless of course location or course medium to abide by the Student Code of Conduct.

The Juneau Learning Center Testing Services proctors administer make-up exams for University students who miss an exam due to illness or certain outside activities. Instructions and procedures for instructors and students are articulated on the testing services website and include required photo identification from students. Sitka campus is piloting the use of SecureExam Browser in its distance courses. With the browser in place, test takers cannot open outside programs, webpages, or applications. They are also prohibited from communicating through instant messenger programs, accessing saved documents, taking or printing screen shots, pasting text in, copying text out, or hacking the test. Students are identified through their fingerprint that must be confirmed before the student can access the exam.

2.E—Library and Information Resources

Library and information resources are provided by Egan Library¹⁰⁴ on the Juneau campus, which serves Juneau, Sitka and distance students and the Ketchikan Campus Library, which serves primarily Ketchikan students and the community. The Regional Director of Library Services provides overall direction to UAS library services as well as managing the Egan Library.

Since the 2009 review, the Egan Library has continued its strategic planning efforts and adopted a mission statement aligned with the university's new mission and core themes: "Egan Library supports scholarship, research, and creative activities at the University of Alaska Southeast by providing relevant, diverse, and well-maintained collections, by helping individuals evaluate and efficiently use those resources, and by creating a welcoming environment for all." This mission is posted on a colorful new free-standing banner at the entrance to the library and has also been added to the library's website and Facebook pages.

Based on institution-wide feedback in the last accreditation report, the library increased attention on improved communication, both internally within the library and externally to the campus community. Egan Library increased its presence on Facebook and started marketing library resources and services on electronic signs and through a monthly publication *Tank Talk* posted on the inside of bathroom stalls. An annual publication *@Egan Library* is distributed to faculty and staff during fall convocation.

In AY2011 the Egan Library developed the first Library Annual Report. Future reports will incorporate data from the Campus Library in Ketchikan. In the annual report the library assesses resources and services¹⁰⁵ in all areas required by the National Center for Education Statistics.

Egan Library realigned existing FTE in 2011 to hire a full-time "Network and Desktop Support" (NDS) technician dedicated to the library. The library previously only had a half-time position created in the 1990s when the library had relatively few computers and systems that needed specialized support. Egan Library continues to evaluate institutional needs and align positions accordingly.

The library uses data and stakeholder input when making decisions or establishing policies. Library staff and faculty have used feedback from Student Course Ratings, the UAS Student Retention Survey, and the UA SDI-related Strategic Listening Sessions, to make policy changes, purchase library materials and upgrade physical library space.

Standard 2.E.1

Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

The Egan Library and Campus Library in Ketchikan provide access to library and information resources sufficient to support the UAS mission, core themes, programs, and services, wherever offered and however delivered. Although UAS-Sitka does not have a library on campus, its students are served by the Egan Library on the Juneau campus.

¹⁰⁴ Egan Library: <http://www.uas.alaska.edu/library/>

¹⁰⁵ Egan Library Facts & Figures 2013: <http://www.uas.alaska.edu/library/pdfs/facts-files-2013.pdf>

Distance students are provided services through an on-line course—Library and Information Literacy for Distance Students—as well as the on-line catalog and the many electronic books and journals available. Distance students are mailed print materials from the Egan Library or through interlibrary loan collections when an electronic source is not available.

UAS libraries strive to seek a balance between acquisitions of print and online resources. As students increasingly choose to take online courses, the library will continue to increase the percentage of the library acquisitions budget directed at electronic versions of books and journals.

Standard 2.E.2

Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

On a semester basis the Egan Library assesses student satisfaction with library resources and services through questions attached to the Student Course Ratings forms. Detailed analyses of results are compiled and reviewed three times a year. In FY 2012, library faculty worked with the Student Course Ratings Committee, a Faculty Senate subcommittee, to improve student response rates by updating the library-related questions on course evaluations.

In response to student feedback received on the course evaluation forms, the library:

- Increased electrical outlets in the building to provide students with additional locations to plug in laptops and other devices
- Purchased ten new computer workstations dedicated to student use
- Installed soundproofing in five study rooms and did an acoustics study to identify the quietest study zones in the library
- Installed clocks synchronized to the Egan Classroom Wing to help students get to class on time
- Purchased new Back Jack chairs addressing student desire for more comfortable floor seating
- Created new collaborative work spaces within the library by purchasing white boards and large wall-mounted monitors to aid in collaborative activities.

Feedback from the Student Course Ratings indicated that students found it difficult to navigate the library's many online resources. Currently patrons need to search multiple subject-specific collections in order to ensure a comprehensive search of the library's resources. In 2012 the library purchased the EbscoHost Discovery Service in order to create a single search box that when fully operational will search not only the library catalog, but also the majority of online book and article collections.

The library supports faculty with their research and scholarship by providing access to core collections in their field. Once or twice each academic year librarians contact faculty in their liaison areas to solicit feedback regarding the adequacy of library resources and services. Newly-hired faculty are contacted and assisted in acquiring books and materials to support their teaching and research assignments. The Library also has representatives on a variety of campus committees which enables it to continually align its resources and services with curriculum and overall needs of the university.

Standard 2.E.3

Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and

effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

The library offers two nine-week, one credit Information Literacy and Library Skills courses each spring and fall semester: LS110 – Library Resources and Information Literacy and LS111, Library and Information Literacy for Distance Students. Learning outcomes are assessed each semester.

In addition to teaching credit courses, Library faculty members collaborate with faculty from other departments to create course specific research sessions that teach students how to find and evaluate credible information, supporting the information literacy core competency. The Egan Library continues to take an active role in New Student Orientation, giving general library overviews each fall and spring semester, ensuring that some library instruction is received by all incoming students.

During AY2012, librarians in Juneau visited classes and taught 65 individual library instruction sessions emphasizing information literacy, research methods, and library resources. These sessions took place in various courses, reaching 872 students within the following disciplines: English, Communications, Education, Geography, Geology, Environmental Science, Social Sciences, Business, Biological Sciences, Health Sciences and JDHS Early Scholars. Assessment measures are integrated into individual library research sessions in order to determine student learning outcomes.

In Ketchikan, the Librarian also taught individual library instruction sessions emphasizing information literacy, research methods, and library resources. As the Ketchikan faculty teaches approximately 60 percent of its classes via distance, the Campus Librarian teaches both face to face and via Elluminate. During AY2012, the Campus Librarian held instruction sessions with students in the following disciplines: Government, Sociology, Art, Anthropology, Communications, English, American History and Vietnam, History of Alaska, Psychology, as well as Enhanced Instruction classes to faculty.

Standard 2.E.4

The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

Collection Analysis - Several tools are used to evaluate the quality, adequacy, utilization, and security of library and information resources and services. At the Egan Library, integrated library system SIRSI/Dynix provides librarians with data needed to produce a variety of reports including circulation by subject area and the loss rate in the collection. The Interlibrary Loan system, ILLiad, also tracks statistics which indicate areas where Egan Library frequently borrows titles from other libraries. The library has also analyzed the proxy server logs in order to determine general usage rates of online databases. During the last accreditation cycle Egan Library used the OCLC Collection Analysis tool to find out additional information such as the age of the collection and subject strengths. The library plans to use this tool again in the near future as part of the ongoing strategic planning initiative. Policies and procedures are in place for ongoing weeding of the collection as well as collection development.

Joint Library Catalog - The Egan Library is currently in the process of joining the Joint Library Catalog consortia that includes state, public, and university libraries throughout the state of Alaska. This move is a step toward further tying the state together, which is something that has been a long-term goal for the entire Alaskan library community for many years.

The catalog of the Ketchikan Campus Library is part of a different consortium, the First City Libraries, made up of the Ketchikan Public Library, the school libraries of the Ketchikan Gateway Borough School District, and the Campus Library. Participation in the First City Libraries Consortium allows the Ketchikan campus to leverage its own limited resources and to extend its collection to the broader community.

University of Alaska Institutional Repository - In AY2013 the Regional Library Director joined the Advisory Board for setting up guidelines and procedures related to the creation of a UA Institutional Repository using D Space. The initial roll out will be at the UAF Elmer E. Rasmuson and BioSciences Libraries. After their campus constituents and administrators develop internal working processes for using the resource they will provide training for UAA and UAS libraries. The plan is for faculty and campus departments to have the ability to self-publish those items appropriate for the site with the Libraries having ultimate oversight.

The Egan Library maintains additional strong cooperative database purchasing agreements with other libraries in Alaska. The Regional Library Director meets regularly with the other public library, State Library and University of Alaska library directors to discuss consortial purchases and agreements.

2.F—Financial Resources

A strategic plan without the resources to back it up is just a piece of paper. To make a difference, an institution does need to put its money where its hopes are. For the past three years, UAS has actively engaged in examining its financial resources—their sources and distribution—in relation to the core themes and objectives outlined in its plan.

The UAS revenue stream is similar to that of other small state institutions around the country. State appropriated support accounts for more than half (55 percent in FY13), with tuition and fees contributing around 25 percent. Federal receipts are relatively small—only nine percent, with two-thirds directed at student financial aid—as a reflection of its emphasis on teaching rather than research. Auxiliary revenue and gifts make up the remainder. The ability of UAS to influence these revenue streams varies. Increases in state support are requested through an involved UA-wide budget process whereby UAS requests are weighed against similar requests from UAA and UAF, both of which have larger student populations and research agendas. Tuition rates are set centrally by the UA Board of Regents. Federal receipts in this era of sequester and fiscal crises are uncertain and unlikely to grow significantly. The two areas where UAS does have a fair amount of autonomy are fees and gifts.

To support the focus on teaching and learning, of the approximately \$5.134 million in new state receipts (exclusive of cost of living and inflationary increases) received by UAS since AY2000, 82.5 percent has been allocated to the IPEDS categories of instruction, student services and academic support. Since the 2009 accreditation visit, UAS has requested—and secured—additional state funding to support the core themes of student success, teaching and learning and community engagement. For FY13, it received additional state funding for an academic success coordinator to provide direct help to students not ready for college math and English and to transfer the fisheries technology faculty from soft funding to general fund support. This position is central to UAS participation in a larger UA initiative to provide education, training and research to this important sector of the Alaska economy.

In FY13, the Juneau campus embarked on an administrative review to analyze current fee assessment policies and practices in light of the mission and core themes. The review found that the current structure exerted a tremendous counterbalance to initiatives to facilitate student success by

significantly increasing the fees as a student moved from three to six credits—from \$60 to approximately \$350. The fee structure influenced the teaching and learning core theme by artificially inflating enrollment in e-Learning courses—which carry a much lower fee than the same course delivered on-campus—and by inhibiting summer course offerings, which could assist students in more rapid completion of certificates and degrees.

Based on these findings, the Juneau campus in fall 2013 will move to a consolidated student service and instruction fee. To offset lost course fees, tuition revenue distribution to academic departments will increase from 75 to 80 percent. The change aims to facilitate student success by reducing enrollment barriers due to fees at key credit hour intervals and improving total fee predictability for students. The new structure supports teaching and learning by creating predictable revenue streams to programs. Plans are to review the fee structure at Ketchikan and Sitka for possible implementation of a consolidated fee on those campuses.

Gifts are the final revenue source to be addressed over the past three years. Working with the mining community, UAS has obtained significant private funding for its Mine Training Program. Icicle Seafoods has also made major contribution to the fisheries technology program. Industry gifts support the teaching and learning core theme and strengthen UAS contributions to the economic well-being of the region and the entire state.

The strategic plan not only influences the search for new revenues, it also colors the internal distribution of fiscal resources. With the exception of restricted federal, state and gift receipts, UAS has considerable autonomy in how it distributes its funds from other sources.

Throughout the year, budgets are monitored monthly using the management reporting process. The process assists executive leadership in resource allocation and has been very successful over the years. Reallocation has allowed the addition of faculty and staff, a major renovation of student housing facilities and land purchase opportunities that were not funded through the State of Alaska. As described elsewhere in this report, strategic plan core themes and objectives have spurred resource reallocation at the school and department level as well. In April 2013, the Strategic Planning and Assessment Committee was renamed the UAS Strategic Planning and Budget Advisory Committee. Among its duties will be to advise UAS leadership about budget principles, priorities, and allocation criteria that guide annual resource allocation decisions as well as allocation and utilization of facilities and technology-related resources.

Internal reallocation of resources to support strategic objectives is also facilitated by two on-going funds. Both of these funds provide support for one-time projects to be achieved during the current fiscal year. The Chancellor's Special Projects Fund utilizes a portion of general fund receipts to support one time academic special projects. Salary savings from the various units collected in the Juneau Reallocation Reserve and funds institutional priorities. A portion of tuition revenue is used to support the Provost's Discretionary Fund. All requests for either Fund must show alignment with one or more of the core themes of the strategic plan.

Standard 2.F.1

The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

The annual UAS budget of approximately \$58 million is derived from a number of sources. UAS continues to receive significant state support. State appropriations increased 3.9 percent from fiscal year 2011 to 2012 and represent 55 percent of the institution's annual revenue. Tuition and fee revenue grew 4.7 percent for the same period and account for 25 percent of the university's annual revenue. The remaining 20 percent is comprised principally of federal receipts and auxiliary enterprise revenue, nine percent and five percent respectively of total revenue. The remainder comes from Indirect Cost Recovery (ICR) and gifts.

The amount by which revenues exceed expenditures in a fiscal year may be carried forward and expended the following fiscal year as unreserved fund balance (UFB). UFB has ranged between the recommended three to five percent of total revenue for the past several years. FY12 UFB available for expenditure in FY13 was 3.3 percent of total revenue or \$1.73 million.

The university has had success in building its financial reserves. In each of the last two fiscal years, the university was able to fund its debt service reserve accounts. In FY12 \$800,000 was transferred to the university's reserve accounts to meet future required bond payments on the university's series Q bonds.

Standard 2.F.2

Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

The Operating Budget is the primary mechanism for allocating resources and funds to the university's mission and core theme activities. The UAS Strategic and Assessment Plan is the foundation for executive management budget guidance provided to the schools and departments. The Budget Office develops the annual operating budget each spring. Beginning with each school or department's historical operating budget, referred to as the base, the operating budget is developed with forecasts of expected incremental expenditures and responsibility center revenues. Budget plans consider historical averages and trends, future tuition and fee rates, contractual salary requirements and adjustments, and future state appropriations. The operating budget is then submitted to the executive cabinet for final decisions regarding new general fund requests and changes to add to or subtract from a school or department's historically derived base budget. Beginning with the FY15 budget preparation, the UAS Strategic Planning and Budget Advisory Committee will review and present input to UAS leadership about annual operating and capital budget requests, thus promoting meaningful participation by appropriate university governance groups in the UAS strategic planning and budgeting process.

Budgets are monitored through the monthly management reporting process. The Management Report is a standard report that is updated with actual booked expenditures and revenues by the budget office and future projections by the school or department. This management report is used to assist executive leadership in resource allocation adjustments throughout the year.

Grants are separately budgeted and accounted for in a fund unique to each project and are monitored by the Grant and Contract Office within the Office of Administrative Services. Departments with external funding are required to spend within the scope of work and meet all funding agency, university, federal and state regulations that may apply. UAS has a clearly defined grants policy manual¹⁰⁶ that is available on the Administrative Services website. While revenue received from federal agencies represents less

¹⁰⁶ Administrative Services Grants Manual: <http://www.uas.alaska.edu/vicechancellor/budget/index.html#tab4>

than ten percent of the annual operating budget, with six percent of that being restricted to student aid, careful attention is given to ensure accurate and reliable accounting. The Grants and Contracts office has region-wide authority. UAS has recently expanded the position of Vice Provost for Research to include Sponsored Programs. The position—held by the Dean of the School of Arts and Sciences—will review all research and grant proposals from UAS. This change is expected to improve the overall quality and success of such proposals and to maximize careful and timely review.

Standard 2.F.3

The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

At UA, the President's Cabinet, which includes the UAS Chancellor, sets the priorities and establishes guidelines and timelines for financial planning and development of the request budget. The budget development process includes all academic schools and departments. The process is guided by Board of Regents-approved Strategic, Enrollment and Campus Facility Master Plans. Annual planning assumptions are approved by the Board two years prior to the actual budget year. The Budget Office and the Provost's Office work closely to disseminate the approved assumptions, guidelines and policies to university stakeholders. Institutional and fixed costs needs are passed to the Vice Chancellor for Administrative Services for vetting at the Executive Cabinet level. Academic needs are reviewed by the Provost's Council, which includes the Provost, the Vice Provost and, each academic Dean and that school's finance manager. The needs are prioritized and submitted as the UAS request budget.

For the coming (FY15) budget cycle, the UAS Strategic Planning and Budget Advisory Committee will provide recommendations about continuous improvement and refinement of planning and budgeting processes in light of the UAS Strategic and Assessment plan. Through this committee, UAS intends to promote transparency and accountability in the planning and budget processes, and assist with communication about those processes and outcomes to the broader university community.

Standard 2.F.4

The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

UA uses a financial system that allows accurate reporting and auditing of revenues and expenditures. UA has a clearly defined chart of accounts and Board of Regents Policies and Procedures that provide the framework for the classification of revenues and expenditures. The UA Controller's Office has the primary responsibility of producing the annual financial statements and coordinating the annual independent audit. However, the UAS Budget Office is responsible for assuring the accurate recording of expenditures and revenues. Audits are performed quarterly to verify accuracy and compliance to generally accepted accounting principles.

Department directors and academic deans are responsible for administering their annual budget in compliance with system and campus policies. Each month the budget office reports operating expenses and revenues as recorded at that month end through the management report process. Twice annually, the budget office submits to the statewide Controller an accounting of expenditures and revenues by account, fund and program type.

Standard 2.F.5

Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

The university's capital budget and long range capital plans are guided by *Looking Forward: The University of Alaska Southeast Campus Master Plan 2012*. The plan was submitted to and approved by the UA Board of Regents in FY13. As the major planning tool for identifying and evaluating future capital funding needs, the plan was developed and designed with the UAS mission and core themes clearly in mind.

Capital planning and project approval are governed by UA Board of Regents' Policy and Regulation 05.12¹⁰⁷. Capital funding requests must be supported by a mission area analysis, a statement of need, a statement of requirements (SOR), and a business and financing plan. Total cost of ownership is presented to the Board in the SOR, which identifies all the potential impacts and potential costs associated with mission expansion including program personnel, furniture, fixtures, and equipment, operations and maintenance costs and any second order effects.

Board of Regents Policy 05.04¹⁰⁸ limits total annual debt service of an MAU to five percent of unrestricted revenues. With FY12 unrestricted revenues at \$47.4 million, annual debt service is capped at \$2.3 million. UAS's scheduled debt service requirements for FY13 approximate \$1.3 million, or 2.7 percent of unrestricted revenue. In addition, the university has debt service reserves totaling \$1.6 million.

Standard 2.F.6

The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

University of Alaska Board of Regents' Policy and Regulation 05.15¹⁰⁹ requires that auxiliary enterprises be self-supporting operations. The pricing of auxiliary enterprise goods and services is set to cover the full direct and indirect costs of operation and the periodic renewal and renovation of auxiliary facilities.

Indirect costs of auxiliary operations borne by the university's administrative units are recovered by a charge to the auxiliary at five percent of direct expenditures. The bookstore reimburses general operations for space and utilities at \$1.50 per square foot per month.

During the last three years, the university has subsidized its auxiliary enterprises while carrying out the remodel and renovation of its housing inventory. Subsidies are planned through FY15 when the renovations should be completed and the new freshman residence hall is opened for occupancy.

¹⁰⁷ BOR Policy 05.12. Capital Planning and Facilities Management <http://www.alaska.edu/bor/policy/05-12.pdf>

¹⁰⁸ BOR Policy 05.04 Debt and Credit: <http://www.alaska.edu/bor/policy/05-04.pdf>

¹⁰⁹ BOR Policy 05.15 Auxiliary Service Enterprises, Recharge Centers, Self-Funded Activities: <http://www.alaska.edu/bor/policy/05-15.pdf>

Standard 2.F.7

For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

The University of Alaska, a discretely presented component unit of the State of Alaska, annually retains an independent audit firm for the purpose of conducting an audit of the university's financial statements. The independent audit firm conducts the audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require the auditor to plan and perform the audit to obtain reasonable assurance the financial statements are free of material misstatement and conform to generally accepted accounting principles. For the year ended June 30, 2012, KPMG LLP, the independent auditor, issued an unqualified opinion, the most favorable outcome of the audit process.

Audit findings and management letter recommendations are communicated to the Board of Regent's Audit Committee in the next scheduled meeting after receipt of the audit report. The Chief Financial Officer of the University of Alaska Statewide Office is charged with the responsibility for implementing recommendations and resolution of audit findings. Findings and recommendations are tracked through resolution by UA's Statewide Internal Audit Department in a database named Issue Track. Recommendations relative to issues at UAS are assigned in the database to the Vice Chancellor for Administrative Services for resolution.

Standard 2.F.8

All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

Fund raising at UAS is governed by Board of Regents' Policy P05.14.010. Acceptance of Gifts: All gifts made to the university or for the benefit of the university, unless expressly prohibited by the donor, will be accepted, held, and managed by the University of Alaska Foundation, as set forth in the Articles of Incorporation of the University of Alaska Foundation dated May 20, 1974, except the following, which will be accepted and held by the university:

- Gifts of real property;
- Gifts of tangible personal property that are to be used directly in the educational, academic, research or administrative programs of the university; in this paragraph, "educational" includes athletic.

The University of Alaska Foundation¹¹⁰ is a private nonprofit corporation, operated as a public Foundation, which was established to solicit, manage and invest donations for the exclusive benefit of the University of Alaska. The Foundation is a tax-exempt organization as described in subsection

¹¹⁰ UA Foundation Memorandum of Understanding:
http://www.alaska.edu/files/foundation/Memorandum_of_Understanding.pdf

501 (c)(3) of the Internal Revenue Code and donations made to the Foundation are deductible according to schedules established under income and estate tax regulations. The Foundation qualifies as a public charitable organization under Subsection 170 (b) (1) (A) (vi) of the Internal Revenue Code.

The Foundation adheres to the highest ethical standards with regard to fundraising and fund management and subscribes to the Code of Ethics adopted by, and is a member of, the Council of Advancement and Support of Education (CASE). The accounts at the Foundation are overseen by the Treasurer. The Foundation's financial records are audited annually by the accounting firm of KPMG and the audited financial statement appears in the Foundation's annual report¹¹¹ The UA Foundation has written policies for gift acceptance, confidentiality, donor recognition levels, gift fees, endowment management, minimums for establishing new funds, pledge reporting, guidelines for gifts-in-kind and gifts of real estate, etc. which all of the Major Administrative Units (MAUs) with the University of Alaska system have agreed to follow.

Both full-time professional staff members (the Director and the Alumni/Annual Fund Manager) in the UAS Office of Development and Alumni Relations have achieved their Certified Fund Raising Executive (CFRE) certification credentials, an independent professional endorsement of their knowledge and experience against international standards in philanthropy.

All UAS fundraising priorities are determined by the Chancellor in consultation with Deans and Directors of schools and campuses based on greatest institutional need. The Director of Development annually solicits funding requests from Deans and Directors and follows up as necessary when specific project funding inquiries are initiated by potential donors.

2.G – Physical and Technological Infrastructure

Since the 2009 NWCCU visit, UAS has engaged in a master facilities planning effort that took direction from the UAS mission and vision and the four core themes, as well as the UA Statewide *Strategic Direction Initiative* themes. The resulting plan—*Looking Forward: The UAS Campus Master Plan 2012*¹¹²—guides and shapes the physical environment of all three UAS campuses and the services they provide. The plan focuses on the distinctive environments for the Juneau, Ketchikan, and Sitka campuses, emphasizing the discrete role each campus has in serving their relatively-remote coastal communities. Planning engaged the broader UAS community in identifying existing and anticipated conditions in light of changing local, regional, and statewide education and training needs.

The plan addresses each of the Core Themes of the UAS overall strategic plan:

Student Success

- Design attractive and inviting facilities to enhance student retention and success
- Create campus spaces that integrate active learning, engaged teaching, and community wellness
- Increase opportunities for student activities, both indoor and outdoor
- Provide spaces for group discussion, study, and gatherings associated with meals

¹¹¹ UA Foundation, Accounting: <http://www.alaska.edu/foundation-accounting/>

¹¹² UAS Campus Master Plan: http://www.uas.alaska.edu/facilities_services/docs/master-plan/masterplan.pdf

- Design centrally-located student housing in Juneau to enhance student life and community engagement
- Provide prominent spaces highlighting student accomplishments and success
- Showcase the environmental assets of each campus (views, open space, trails)
- Provide accessible services for campus-based, commuter, and online students

Teaching and Learning

- Design facilities that enhance flexible delivery of e-Learning and blended/hybrid programs
- Provide quality facilities that enhance distinctive UAS programs and assets
- Create inviting interior spaces that encourage and promote a sense of campus community
- Consolidate dispersed facilities into integrated academic neighborhoods
- Design and construct facilities that promote e-Learning and active, engaged learning
- Integrate cultures and environments of Southeast Alaska into facility and landscape design

Community Engagement

- Design facilities with attention to safety and security for all members of the UAS community
- Construct facilities that advance UAS' role as major economic contributor in SE Alaska
- Develop venues for community events that engage university and broader communities
- Share facilities with community partners in support of shared vision and goals
- Capitalize on proximity of UAS facilities to adjacent high schools/educational partners
- Create a distinctive UAS identity and identifiable 'front door' for each campus
- Integrate discrete campus facilities by use of consistent signage, media, and graphic elements
- Support construction of shared trails and open space adjacent to UAS campuses

Research and Creative Expression

- Provide integrated teaching/research facilities capitalizing on UAS natural environment
- Create spaces to showcase undergraduate research and creative expression
- Design science/research labs to maximize integration of teaching and research
- Shift Natural Sciences Research Lab facilities to Juneau's Auke Lake Campus
- Design flexible facilities to allow quick response to evolving research/teaching needs

Standard 2.G.1

Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

UAS facilities are critical to meeting mission and in recruiting and retaining students. The physical campuses at all three locations provide a high-quality and safe environments for students, faculty, staff, and community members. Facilities play a key element in providing a quality instructional spaces where students can succeed in their academic disciplines. In conjunction with the Health and Safety Office the Safety Committee meets regularly and facilities provides grippers during the snow/ice season which

campus leaders encourage their departments to use, and to report icy pathways immediately. Statewide reports for the last two quarters reflect success—UAS has the lowest accident rate among other MAUs and Statewide significantly lower than established benchmarks.

The adequacy and sufficiency of UAS facilities is evaluated from the perspective of both programmatic users and building system operators. The programmatic review is addressed through the master planning process described in 2.G.3 in which quantities of specific space types are compared to current and projected enrollments using nationally accepted standards of practice.

The buildings systems performance is evaluated on a continual basis by Facilities Services personnel and annually through an assessment by Sightlines¹¹³, an independent firm which provides a data-based look at facilities through a proprietary Return-on-Physical-Assets (ROPASSM) model and strategic benchmarking against peers. The Sightlines report for FY12 can be found on the UAS Facilities Services website. Additional information about the model is available on the Sightlines website.

The highest priority of UAS facilities is the proper maintenance of its existing infrastructure. Since 2009, UAS has expended or committed approximately \$24 million on capital improvements to its existing physical infrastructure. Examples of typical projects which are included in this timeframe include:

Project Name	Project Cost
Auke Lake Way Campus Corridor Reconstruction	4,300,000
Sitka Health Science Addition	2,500,000
Sitka Career Tech Remodel	2,500,000
Technology Education Center Mine Training Remodel	1,500,000
Student Housing Roof Replacement	1,280,000
Auke Lake Walkway Deck Replacement	950,000
Ketchikan Upper Campus Parking Lot Reconstruction	865,000
Egan Library re-roof	860,000
Auke Lake Lift Station Reconstruction	575,000
Student Housing Recycle Building Replacement	550,000
Sitka Art Room Ventilation Rehabilitation	545,000
Ketchikan Ziegler Roof Replacement	515,000

In addition UAS is currently spending \$10 million on new freshman student housing located in the center of the Juneau Auke Lake campus to house approximately 50 percent of first-time freshmen. This new location is consistent with the theme of the 2012 master plan to locate more activities in the core of the Auke Lake campus in order to increase convenience to students and to promote a greater level of synergy of all campus activities. The common spaces and first half of rooms for the new 120-bed residence hall are scheduled for occupancy in August 2014. The second 60 beds are expected by January 2015. Although the campus has been closed to traffic for over a year, Phase III of the corridor and plaza

¹¹³ Sightlines-Colleges & Universities: <http://www.sightlines.com/Colleges-Universities.html>

will be completed in October contributing to a safe, flexible environment that complements the new residence hall. The Freshman Residence Hall will be the first UAS facility to achieve LEED silver status.

Standard 2.G.2

The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

UAS campuses are considered “Conditionally Exempt Small Quantity Generators (CESQG)” under EPA rules based on the low quantity of hazardous waste that is generated. A hazardous waste generator is a CESQG if it generates no more than 100 kg of hazardous waste each month and accumulates no more than 1000 kg. UAS campuses are also considered a “small quantity handler of universal waste” which means they do not accumulate more than 5000 kg of universal waste at any one time. Universal waste includes fluorescent tubes and batteries. UAS manages hazardous and universal waste according to the applicable EPA standards and continues to maintain its CESQG status

Those UAS departments that use hazardous materials have personnel trained in their proper use and storage. Efforts to minimize the quantity and hazardous nature of materials used have resulted in very small quantities of hazardous waste generated under normal operations. Those departments that generate hazardous waste follow established procedures for short term storage at the point of generation and work with Facilities Services to schedule pickup for disposal.

Standard 2.G.3

The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

UAS developed a new campus master plan in 2012. The final plan—which as noted above is based on the core themes of the UAS Strategic and Assessment Plan—was presented to the Board of Regents at its meetings in December 2012 and February 2013 and was adopted by the Board on April 12, 2013. The final report can be found at:

The previous UAS campus master plan was prepared in 2002 and 2003. UAS waited until 2012 to review and revise the plan so that the UAS Strategic Planning Process—completed in 2011—could provide solid themes to frame the physical planning.

Projections for future UAS enrollment are based on the institution’s mission and Strategic Plan—both approved by the UA Board of Regents and reported NWCCU. These elements, combined with data based upon historical trends, strategic initiatives, and program assessments, form the basis for projecting enrollment from 2012 to 2021.

Historical trends in student credit hours (SCH) and student full-time equivalent (SFTE) were compiled by UAS campus, school, department, subject, course level (graduate, undergraduate, and professional), and delivery method. Initial ten-year projections and growth rates were modeled as a linear function of the historical trend and adjusted to align with strategic and assessment planning initiatives.

Existing space utilization was evaluated and compared to the current space needs based on national standards and the experience of the consultant team. A projection of future space needs has been developed based on those same standards and the enrollment projections for each school and department.

Rounds of on-site meetings were held in March, May and August of 2012. Each round of meetings included separate workshops and open houses with specific groups representing faculty, staff, students, Community Councils, Chancellor's Cabinet, and the general public from the Juneau, Ketchikan and Sitka communities.

Standard 2.G.4

Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

Equipment, including computing and laboratory equipment, is provided and is readily accessible to meet educational and administrative requirements. New instructional equipment is procured in a variety of ways. Capital projects will often include the purchase of classroom furnishings and equipment. The UA capital budget development process includes specific categories for requests for both academic and administrative equipment. In addition many specialized items are funded directly by grants. The operating budget provides for replacement of critical equipment.

Equipment is maintained in proper operating condition, inventoried and controlled, and replaced or upgraded as needed.

Technological Infrastructure

Standard 2.G.5

Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

Administrative Systems - The entire University of Alaska System shares a single management information system (Banner) located in Fairbanks and operated by the UA Office of Information Technology. This system provides consistencies and economies of scale for all UA financial, human resources and student information operations.

Campus Infrastructure

Voice - UAS operates a single regional voice-over-IP phone system. This system links the three UAS campuses together, allowing them to operate as a single facility with direct dialing and long distance toll avoidance when calling between cities. In addition, this system allows UAS departments to avoid toll charges when calling the main University of Alaska Fairbanks campus or any University of Alaska Anchorage campus.

Networking - The three UAS campuses are interconnected with 40 megabit circuits which currently operate well below capacity even at peak times. Connectivity outside of Southeast Alaska is provided by 245 megabit circuits to Fairbanks and Anchorage and a dedicated 100 megabit circuit to the commodity internet¹¹⁴. On average, UAS current consumes less than a third of the commodity internet capacity, so there is ample room for future growth.

¹¹⁴ [Fall 2012 LMS Use: Course-site-activity](#) [Fall2012_LMS](#)

Campus Wireless - UAS was an early adopter of campus-wide open wireless access. All UAS campuses have provided wireless access since 2001. UAS is in the process of upgrading wireless units with higher capacity devices in anticipation that most students will carry multiple mobile devices.

Web Strategy – In progress for the last 18 months, UAS website more clearly represents three campuses as one university creating a single location for UAS-wide services with sub-pages specific to individual campuses. Although this work is never complete, the redesigned structure is in place for all sites and the work to improve and polish websites continues. In addition to improved mobile device display the new MyUAS toolbar offers personalized links from any page on the UAS website. A single-sign on portal, currently *UAS Online!*, allow all UAS faculty, staff, and students to find all their UA courses, UAS email, role-based announcements, and portfolios. The overall UAS branding is consistent throughout departments free to select complementary images and color themes.

Instructional Technologies

UAS Online! - UAS maintains a custom web portal which is used to link students to their advisors, ePortfolios, and their course sites at any University of Alaska campus.

Course Web Strategies - By policy, UAS provides an active available course site for every UAS course section¹¹⁵. The sites, which are retained indefinitely, maximize student interactivity and faculty control, require a posted syllabus for every course, and deliver student course ratings at the end of each semester. These strategies have been in place for over ten years and have created a culture where students visit their course sites nearly a month before the start of class and actively use these sites throughout the semester.

Academic Computers - As is the case with most institutions, UAS has long maintained many student-use computers in labs, classrooms and other student spaces. In the 2012 academic year, UAS completed a pilot project to replace the majority of these computers on the Juneau campus with a “virtual desktop” strategy. This strategy provides improved system performance and increases student access while reducing management overhead. UAS is currently evaluating how best to apply this successful strategy on the Ketchikan and Sitka campuses.

Standard 2.G.6

The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Staff Training - The UAS Staff Council coordinates monthly regional training¹¹⁶ events on a variety of topics including technology. These events are broadcast live throughout UAS campuses to allow staff to participate from their desks. In addition, UAS provides an annual “Staff Development Day” where all staff leave their offices to participate in a full-day of coordinated training activities.

The Information Technology (IT) Helpdesk provides a wealth of online resources as well as planned and ad hoc training activities. An ongoing list of training topics¹¹⁷ is posted on the Helpdesk website:

¹¹⁵ [Fall 2012 LMS Use: Course-site-activity_Fall2012_LMS](#)

¹¹⁶ Staff Council Calendar: <http://www.uas.alaska.edu/staffcouncil/calendar.html>

¹¹⁷ IT Training: <http://www.uas.alaska.edu/helpdesk/training.html>

Faculty Training and Instructional Design - As a strategic move to advance e-Learning, UAS recently created and filled the position of regional coordinator for instructional design¹¹⁸. The position is located on the Sitka Campus but works directly with individual faculty, programs and IT on all three campuses to provide support. This position also coordinates regular “iTeach” events. The most recent iTeach training—held in both Juneau and Sitka in summer 2013—were five day, intensive workshops for faculty from the UAS campuses. Faculty who had plans to develop or revise specific e-Learning courses (distance delivered, hybrid or otherwise significantly technology enhanced) participated in professional development sessions, experimented with new technology and worked on their own courses during the week.

UAS IN ACTION!

“I had my first class of summer school this afternoon. No bells and whistles, but one student said it was the most organized Blackboard site he'd ever seen. Thanks to iTeach!” ITEACH PARTICIPANT AT THE JUNEAU 2013 SUMMER WORKSHOP

In recognition of the instructional design expertise available at UAS, the Sitka campus was recently awarded the 2013 Blackboard Catalyst Award for Exemplary Course Design for significant achievements in outstanding course design accomplished using Blackboard. The award honors those who use Blackboard solutions to provide a better learning experience for students and effective practices for faculty. Support from the Instructional Design Center located at the Sitka campus provides training and support UAS-wide faculty development.

Student Preparation - As part of the overall technology success strategy, UAS includes a number of mandatory and optional technology sessions during student orientation. Students are introduced to UA Online and DegreeWorks, as well as the *UAS Online!* web portal and their course websites.

Most new students report that they had logged into the web portal and accessed their course sites prior to orientation. When asked how they know to do this, students cite the information on the UAS website and in Banner, and a general expectation of web accessibility. Some classes use tools which are more complex than a typical webpage (live web conferencing, for example). In order to prepare students for these classes, UAS offers targeted training before and after the start of classes.

In response to the concerns of students who took courses from multiple UA campuses, UAS developed a program that combines Blackboard class lists from UAA, UAF and UAS system. The program enables a student logging in to a UAS course to access a list of all their classes regardless of the MAU offering the course. Clicking on any listed course activates the single sign-on option eliminating the need to sign in again through another MAU's Blackboard portal. UAS has made this software available to UAA and UAF although full implementation is not yet complete at these MAUs.

Standard 2.G.7

Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

¹¹⁸ Instructional Design Center: <http://www.uas.alaska.edu/idc>

The *UAS Teaching, Learning and Technology Roundtable (TLTR)*¹¹⁹ continues to serve an essential role in engaging faculty, staff, students and administration in technology planning and development. This group, now in its 17th year, is appointed by the Provost with members drawn from all UAS campuses. In addition to holding regular meetings, the TLTR hosts an online web forum where anyone can ask questions or propose changes to the UAS online environment.

In AY2012/13, a Quality Matters Focus Group of TLTR met to identify ways in which e-Learning courses could be enhanced at UAS. The group recommended to the Provost that UAS explore the use of peer evaluation for e-Learning courses. As steps to implementing the process, the group suggested sharing information at 2013 Fall Convocation, and engaging a small group of volunteers to pilot the process. Some Sitka faculty are already using peer review and can provide information and assistance to others.

In the Fall 2011, UAS launched a project to migrate all UAS courses to the Blackboard Learn course management system. While UAS had been highly successful for more than a decade with a hybrid vendor neutral approach, the adoption of Blackboard was intended to provide greater alignment with the strategies at the other UA campuses. To ensure adequate input from the UAS stakeholders, the Provost charged a regional Blackboard Implementation Working Group with tracking the project and guiding the development and training activities. A prototype system was provided to the faculty in January 2012, and the final system was set up to host all Fall 2012 courses by the time registration opened in late Spring. Supported by systematic communication through the Teaching, Learning and Technology Roundtable, the implementation was very smooth and Blackboard was fully adopted by Fall 2012. Because course websites are so integral to UAS technology strategy since adoption, the Blackboard Implementation Working Group continues to track current issues, help guide ongoing changes and provide regional input on the development and configuration of the system. This team is led by the Vice Provost for Academic Affairs and includes a balance of faculty, staff and administration from Juneau, Ketchikan and Sitka.

The Director of IT is a member of both the Chancellor's Cabinet and the Provost's Council. In addition, the Provost and IT Director have a standing bi-weekly meeting to discuss IT strategies and to ensure coordination among the academic programs.

UAS surveys students at the end of every course to assess the effectiveness of technology. In addition to a numeric ranking, students are provided the opportunity to enter comments and suggestions. These comments are forwarded to all IT staff and are used for ongoing planning.

Standard 2.G.8

The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

Employee Computers - To address the needs for hardware replacement, UAS has established a centrally managed computer¹²⁰ replacement program for regular/term employees. The goals are to ensure that:

- All regular employees have computing equipment with a common level of currency;
- Employee computers are capable of running a common set of applications in order to support their individual work and collaboration with UAS peers;
- Employee workstations are able to support UA-wide software standards.

¹¹⁹ TLTR: <http://www.uas.alaska.edu/tltr/>

¹¹⁹ ITS Computers: <http://uas.alaska.edu/helpdesk/computers/campus/index.html>

These strategies provide a consistent level of service across UAS. In developing these standards, UAS works closely with the rest of the UA system to ensure that there is commonality across UA.

Academic Equipment Refresh - Academic computer refresh strategies are primarily funded using the student technology fees and network charge fees assessed on students. The “tech fee” was established in the mid-1990’s and has been used to fund classroom and lab computer replacement, classroom projectors, student use printers, checkout equipment and one of the IT helpdesk staff positions. One of the challenges faced by all universities is managing the replacement schedule and waste-stream for the many student-use computers. The virtual desktop strategy adopted by UAS has radically changed this dynamic. The virtual desktop strategy ensures that all student workstations perform at the same level regardless of the age of equipment. Consequently, physical hardware is only replaced when equipment is broken. In addition, UAS has been able to use this strategy to increase the number of student workstations by putting back into service equipment previously slated for retirement.

An outcome of this strategy, UAS has been able to dramatically reduce the technology waste stream. In addition, the hardware will now power-down when not in use, resulting in a significant decrease in power consumption. The virtual desktop program currently encompasses academic computers only; however, UAS is evaluating how these innovations might be applied to staff computers.

CONCLUSION

This report provides a comprehensive overview of our mission, vision, goals, core themes, resources and capacities. Our institution may be small in size, but its mission is broad and diverse—serving regional and statewide populations at the community college, baccalaureate, and graduate levels.

We believe this Year Three report reflects accurately our commitment to a process of continuous improvement and strategic implementation that responds fully to the Commission’s expectations.

In summary, this report highlights the following elements essential to mission fulfillment:

- Strategic attention to mission and vision in a dynamic environment
- Tactical implementation of core themes
- Clarifying how we measure our progress
- Tools and evidence documenting outcomes
- Identifying and acting upon areas needing improvement
- Ensuring we have sufficient resources to fulfill our mission
- Reporting regularly to NWCCU, stakeholders, and partners

We’re proud our accomplishments since the Year One report and we look forward to reporting additional progress in coming years.

APPENDIX ONE

Executive Summary of Eligibility Requirements 4 through 21

Eligibility Requirement 4

Operational Focus and Independence

The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

As one of three MAUs in the University of Alaska system, UAS is shaped to a significant degree by UA statewide policies, regulations, and procedures. However UAS is separately accredited and has considerable autonomy in how it organizes internally to carry out its mission. The *Strategic and Assessment Plan 2010-2017* underscored the role of UAS as an integrated regional university with a mission that encompasses community college as well as baccalaureate and master's degree levels. All UAS campuses contribute meaningfully to the institution's mission and core themes. All share in the university's decision-making processes and contribute to achieving intended outcomes of student achievement and success.

Since community colleges in Alaska are blended within the University, UAS is presented with the challenge and opportunity of providing community college, baccalaureate, and graduate programs within one institution. UAS has long been recognized throughout the state for offering programs of distinction in teacher education, marine biology, business and public administration, health information management, and fisheries technology.

Eligibility Requirement 5

Non-Discrimination

The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.

Human resource policies and procedures are covered in Part IV: Human Resources of the UA Board of Regents Policy and Regulation manual, which establishes a Unified Personnel System¹²¹. The policies are reviewed regularly and are applied consistently, fairly and equitably to employees and students across all MAUs in the system, including UAS.

Eligibility Requirement 6

Institutional Integrity

The institution establishes and adheres to ethical standards in all of its operations and relationships.

The University of Alaska Southeast adheres to the highest ethical standards in its representation to constituencies and the public, in teaching, scholarship, and service, in treatment of students, faculty, and staff, and relationships with community, regulatory, and accrediting agencies. The institution continually conducts evaluations of its policies, procedures, and publications to ensure appropriate quality.

¹²¹ BOR Policy, Ch. 04.01 Uniform Personnel System: <http://www.alaska.edu/bor/policy/04-01.pdf>

The Board of Regents has been granted ultimate responsibility by the Alaska Constitution for the quality and integrity of the system and its respective units, including UAS. The Board is responsible for establishing the mission of the university and the MAUs, allocating funds in an appropriate and equitable manner, and developing policies for the university. The Board selects the President of the university to serve as the chief executive officer of the system. The Board delegates the responsibility to implement and administer these policies to the President. The President appoints the Chancellors of the MAUs in consultation with the Board.

Academic policies are crafted in line with NWCCU expectations, with attention to program integrity, academic freedom, and student rights and responsibilities. Care is taken to assure that policies and procedures take into account the multiple UAS student constituencies: traditional full time, non-traditional part-time and professional students. Academic policies are articulated in the academic catalog, the university webpages and the Board of Regents Policy and Regulations found on the University of Alaska website.

Eligibility Requirement 7

Governing Board

The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

The Constitution of the State of Alaska, Article VII, Section 2 establishes the University of Alaska as the state university, constitutes it as a public corporation and sets forth certain principles of its management and governance. Section 3 of the same article establishes the Board of Regents as the governing body of the university. This section states:

The University of Alaska shall be governed by a board of regents. The regents shall be appointed by the governor, subject to the confirmation by a majority of the members of the legislature in a joint session. The board shall, in accordance with law, formulate policy and appoint the president of the university. He shall be the executive officer of the board.

The Bylaws of the Board of Regents establish the organization and operating procedures of the UA system, including the scope of Board's authority and responsibility, as well as that of the officers of the university and its advisory councils. The Bylaws also provide for appointing and evaluating the President of the University. The 11-member board is appointed by the Governor and confirmed by the Alaska Legislature. Members serve an 8-year term, with the exception of the student regent who is nominated from his/her campus and serves a 2-year term.

Eligibility Requirement 8

Chief Executive Officer

The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

The authority and responsibilities of the President, statewide administration, campus administrations, faculty, staff, and students have been defined and articulated in Board of Regents policies and regulations.

These policies identify the president as the chief executive officer of the university. The president has specific authority to appoint and terminate officers of the University, including the chancellors. Board

policy provides direction for the president to establish an organizational plan for the effective operation of the university system. The positions of chancellor, chief academic officer, and other executive officers have also been defined by the Board.

Eligibility Requirement 9

Administration

In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

Overall leadership is exercised by the Chancellor with the assistance of the Executive Cabinet which includes in addition to the Chancellor, the Vice Chancellor of Enrollment Management and Student Affairs, the Vice Chancellor of Administrative Services, and the Provost. The Executive Cabinet meets several times a month. The Executive Cabinet is charged with overall assessment of UAS effectiveness, planning needed changes and managing day-to-day operations.

In addition, several regional planning and management groups assist in the development and implementation of policies and initiatives and in the day-to-day operation of the University. These include the Chancellor's Cabinet, Provost Council, Strategic Planning and Budget Advisory Committee, Student Success Coordinating Committee, governance groups and the regional Teaching Learning and Technology Roundtable (TLTR). Other, less formal groups—such as the Provost's Ad Hoc Committee on Remediation and Student Success—are established as needed and disbanded once their charge has been completed.

Eligibility Requirement 10

Faculty

Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

A listing of all faculty—tenured, tenure-track, term and adjuncts—including their highest degree awarded and the institutions where the degrees were earned is contained in the Academic Catalog. UAS faculty are represented by three unions: United Academics (UNAC), which covers both tripartite and bipartite faculty on the Juneau campus; University of Alaska Federation of Teachers/UAFT, which covers bipartite faculty primarily on the Ketchikan and Sitka campuses; and the United Academic – Adjuncts, which covers all adjunct faculty.

Procedures for evaluation, retention and termination are found in BOR Regulation 04.07. Additional procedures for evaluation, retention, promotion and termination for covered faculty employees are found in the negotiated agreement with the respective union. Covered employees have copies of the respective negotiated agreement. Non-covered employees have access to the information through the Faculty/Staff portal on the UAS website.

Eligibility Requirement 11

Educational Program

The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

All academic programs have developed and are implementing student assessment plans which address core competencies, student learning goals and outcomes, student assessment processes and program assessment measures. Many programs use curriculum maps to show the relationship between competencies and student learning goals and the courses in each certificate/degree. Information from these assessments is used to reconfigure courses and degree requirements, as necessary.

UAS has established six core competencies for undergraduate students: Communication, Quantitative Skills, Information Literacy, Information Technology, Professional Behavior and Critical Thinking. Each degree or certificate has a published outcomes assessment plan that clearly states the measurable student learning outcomes for the program, and each course defines specific student learning outcomes relative to the course content and to the UAS core competencies in its syllabus. In general students in face to face classes are provided a paper copy of all syllabi at the beginning of the semester; students in e-Learning classes may print the syllabus from their Blackboard course site.

The School of Education prepares teacher candidates to meet the nine goals articulated in the Conceptual Framework; all syllabi, objectives and assessments align with these goals. The goals address UAS Alaska, national and professional standards. In addition to program-specific goals the School of Management uses the general UAS Graduate Competencies as part of their assessment.

Eligibility Requirement 12

General Education And Related Instruction

The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

UAS follows Board of Regents Policy P10.04.040 with regard to General Education Requirements. Specific category and credit requirements are itemized in Board of Regents Regulation R10.04.040. Courses satisfying the requirements in each category are itemized starting on page 61 of the UAS Catalog. These requirements specify a minimum of 34 credits in six categories: oral communication skills, written communication skills, quantitative skills, natural sciences, humanities and social sciences. Specifically, students must complete two three-credit courses in written communications, one three-credit course in oral communications, one three-credit course in fine arts, three to six credits of selected humanities courses, six to nine credits of selected social science courses, a minimum of three credits of mathematics at the college level, a minimum of one four-credit science course with lab, and at least three more credits from mathematics, statistics, or natural sciences. Page 64 of the UAS 2013-14 Academic Catalog explains how the UAS general education courses meet the general education requirements at UA Anchorage and UA Fairbanks.

UAS is examining its GER requirements, in conjunction with UAA and UAF. A UA-wide team, which has met recently to explore GER improvements, will attend the American Association of Colleges and Universities (AACU) general education meeting in Spring 2014. Work on GER revision will continue over the next several years. Detailed requirements for all degrees and certificates including minors, emphasis areas, and concentrations are included in the academic catalog.

Eligibility Requirement 13

Library and Information Resources

Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

The Egan Library in Juneau and the Campus Library in Ketchikan provide access to library and information resources sufficient to support the UAS mission, core themes, programs, and services, wherever offered and however delivered. Although UAS-Sitka does not have a library on campus, its students are served by the Egan Library on the Juneau campus.

Distance students are provided services through an e-Learning course—Library and Information Literacy for Distance Students—as well as the on-line reference services including chat, an on-line catalog and the many electronic books and journals available. Distance students are mailed print materials from the Egan Library or through interlibrary loan collections when an electronic source is not available.

UAS libraries strive to seek a balance between acquisitions of print and online resources. As students increasingly choose to take online courses, the library will continue to increase the percentage of the library acquisitions budget directed at electronic versions of books and journals.

Eligibility Requirement 14

Physical and Technological Infrastructure

The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

The physical campuses at all three locations provide a high-quality and safe environments for students, faculty, staff, and community members. Facilities play a key element in providing a quality instructional spaces where students can succeed in their academic disciplines. The recent campus master plan guides the physical environment and services of all three UAS campuses. Facilities Services engage in ongoing evaluation of buildings system in addition to an annual evaluation by an independent firm, Sightlines.

Banner is the administrative system used throughout the University of Alaska. Locally UAS IT manages additional campus infrastructure including a regional voice-over-IP system linking the three UAS campuses by direct dialing, regional networking, an integrated web presence, and wireless service on UAS campuses since 2001. Instructional technologies include the *UAS Online!* custom web portal linking students to advisors, ePortfolios and course sites at any UA campus. All UAS managed computers share a common configuration and software build. UAS IT is currently reviewing options to expand a virtual desktop pilot project beyond the Juneau Campus.

Eligibility Requirement 15

Academic Freedom

The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

Fulfillment of the teaching, learning, scholarship, and service missions of the university requires the preservation of academic freedom in teaching and scholarship. The obligation to search for truth is inherent in all teaching and research work. Thus, the strength of the university lies in the preservation of

this basic tenet of the academy as contained in the UNAC (Article 6)¹²², UAFT (Article 3)¹²³, UNAC-Adjuncts (Article 6)¹²⁴ bargaining unit contracts and Board of Regents Policy 04.04.010¹²⁵. Freedom of speech is reinforced by Board of Regent Policy P01.02.010¹²⁶. The UAS mission and values demonstrate a strong commitment to academic freedom for all who participate in the work of the university.

Eligibility Requirement 16

Admissions

The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

All admissions are handled centrally through the Admissions and Registrar's Office. Graduate students are recommended for admission by the academic program to which they seek admission based on the program's own high standards. Admissions are divided into undergraduate, international, and graduate categories of students for ease of identification. Admission criteria along with steps for freshman, transfer, and re-enrollment students are provided in the academic catalog and on the university website. Included in the undergraduate admissions process are steps for freshman, transfer, and re-enrollment students.

Eligibility Requirement 17

Public Information

The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct ; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

The colorful image representing the UAS Strategic and Assessment Plan make links to the UAS mission and core themes readily visible online and they appear at the beginning of the catalog as well. A listing of all faculty—tenured, tenure-track, term and adjuncts—including their highest degree awarded and the institutions where the degrees were earned, is contained in the Academic Catalog and on school and department websites. Certificate and degree programs are fully described in the Academic Catalog. For the most part, academic programs that were reviewed in the 2009 self-assessment and on-site visit by NWCCU continue to be offered. Where programs have been modified, eliminated or added, they are described elsewhere in this report.

The UAS Academic Catalog and website specifies the admission requirements and placement policies for undergraduate, graduate, transfer, and international students as well as information for students returning to the University of Alaska Southeast after an absence. Transfer credit policies can be found in the "Getting Started - Admissions" section of the catalog. The "Academic Regulations" section includes topics addressing class standings, academic standings, the grading system, academic honors and the academic petition process. Both undergraduate and graduate programs have dedicated chapters within the catalog providing more detailed information for students, including website addresses. Admission

¹²² United Academics Union Contract: <http://www.alaska.edu/labor/unac/>

¹²³ University of Alaska Federation of Teachers: <http://www.alaska.edu/labor/uافت/>

¹²⁴ United Academics—Adjuncts: <http://www.alaska.edu/labor/adjuncts-info/>

¹²⁵ BOR Policy 04.04.010, Faculty-Academic Freedom: <http://www.alaska.edu/bor/policy/04-04.pdf>

¹²⁶ BOR Policy 01.02.010, Freedom of Speech: <http://www.alaska.edu/bor/policy/01-02.pdf>

services are administered for all programs and campuses through the Admissions Office in a fair and timely manner. The Admissions website is also a valuable resource for students inquiring into the admissions and placement policies, procedures and the required steps for admission into the university. Information regarding refunds is also posted online and in the catalog as is information regarding financial aid.

Students and the public are informed of policies related to privacy, security of records, and student conduct, rights and responsibilities through the Student Handbook and the Academic Catalog, both available in print and online. Staff members are informed on the job.

Eligibility Requirement 18

Financial Resources

The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

The annual UAS budget of approximately \$58 million is derived from a number of sources. UAS continues to receive significant state support. State appropriations increased 3.9 percent from fiscal year 2011 to 2012 and represent 55 percent of the institution's annual revenue. Tuition and fee revenue grew 4.7 percent for the same period and account for 25 percent of the university's annual revenue. The remaining 20 percent is comprised principally of federal receipts and auxiliary enterprise revenue, nine percent and five percent respectively of total revenue. The remainder comes from Indirect Cost Recovery (ICR) and gifts. Grants are separately budgeted and accounted for in a fund unique to each project and are monitored by the Grant and Contract Office within the Office of Administrative Services.

Since the 2009 accreditation visit, UAS has requested—and secured—additional state funding to support the core themes of student success, teaching and learning and community engagement. For FY13, it received additional state funding for an academic success coordinator to provide direct help to students not ready for college math and English and to transfer the fisheries technology faculty from soft funding to general fund support.

The amount by which revenues exceed expenditures in a fiscal year may be carried forward and expended the following fiscal year as unreserved fund balance (UFB). UFB has ranged between the recommended three to five percent of total revenue for the past several years. The university has also had success in building its financial reserves. In each of the last two fiscal years, the university was able to fund its debt service reserve accounts. In FY12 \$800,000 was transferred to the university's reserve accounts to meet future required bond payments on the university's series Q bonds.

Throughout the year, budgets are monitored monthly using the management reporting process. The process assists executive leadership in resource allocation and has been very successful over the years. Reallocation has allowed the addition of faculty and staff, a major renovation of student housing facilities and land purchase opportunities that were not funded through the State of Alaska. The UAS Strategic Planning and Budget Advisory Committee advises UAS leadership about budget principles, priorities, and allocation criteria that guide annual resource allocation decisions as well as allocation and utilization of facilities and technology-related resources.

Eligibility Requirement 19

Financial Accountability

For each year of operation, institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

The University of Alaska annually retains an independent audit firm for the purpose of conducting an audit of the university's financial statements. The independent audit firm conducts the audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*. For the year ended June 30, 2012, KPMG LLP, the independent auditor, issued an unqualified opinion, the most favorable outcome of the audit process.

Audit findings and management letter recommendations are communicated to the Board of Regent's Audit Committee in the next scheduled meeting after receipt of the audit report. The Chief Financial Officer of the University of Alaska Statewide Office is charged with the responsibility for implementing recommendations and resolution of audit findings. Findings and recommendations are tracked through resolution by UA's Statewide Internal Audit Department in a database named Issue Track. Recommendations relative to issues at UAS are assigned in the database to the Vice Chancellor for Administrative Services for resolution.

Department directors and academic deans are responsible for administering their annual budget in compliance with system and campus policies. Each month the budget office reports operating expenses and revenues as recorded at that month end through the management report process. Twice annually, the budget office submits to the statewide Controller an accounting of expenditures and revenues by account, fund and program type.

Eligibility Requirement 20

Disclosure

The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

UAS notifies the Commission in writing of any program additions, suspensions, or deletions, and of any other issues that bear on the status of UAS accreditation.

Eligibility Requirement 21

Relationship with Accreditation Commission

The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

First accredited in 1983, UAS has filed decennial reports for 1989, 1999, 2009, and a 2011 Year 1 Report in addition to responses to accreditation reports and Commission. After the necessary approvals through University of Alaska procedures UAS communicates with the Commission regarding any program additions, suspensions, or deletions or other circumstances requiring review by the Commission. Recent suspensions include early childhood and business degrees; special education degrees and the forthcoming Associate of Science represent additions to UAS degree programs.

APPENDIX TWO

Mission Fulfillment Foundations

The following documents are duplicated here as noteworthy evidence of UAS' strategic progress toward mission fulfillment, and for the reader's convenience:

UAS-UA Strategic Direction Initiative: Action Plan

Strategic and Assessment Budget Advisory Committee Charge

Peer Institutions Review Report

Program Review 2010-2012 BOR Summary Report

Program Review 2013 BOR Annual Report

Regional Web Strategy Committee Charge

Regional Workforce Coordinating Committee Charge

Status of e-Learning at UAS Report, November 2012

Juneau Campus Fee Changes Report



UNIVERSITY OF ALASKA SOUTHEAST STRATEGIC DIRECTION INITIATIVE (SDI) ACTIONS & PLANS

UAS's Strategic Direction Initiative (SDI) is about focusing intensively on meeting the educational and workforce development needs of all Alaskans. SDI encourages 'continuous improvement' within the university's culture—informed by a clear vision and sound data, and leading to meaningful and measurable outcomes.

The following highlights steps taken over the past year at the University of Alaska Southeast (UAS) to help fulfill the five broad themes of SDI. For each theme, we also provide an indication of actions planned in FY14.

❖ STUDENT ACHIEVEMENT & ATTAINMENT

UAS Increases Degree Awards by Ten Percent Over 2012

- UAS increased its endorsement, certificate, and degree awards by ten percent to nearly 700 in 2013, more than double the number (204) in 1998. About half of all awards are master's degrees focusing on teacher education, business management, and public administration.

UAS Meets High Demand Alaskan Workforce Needs

- Eighty-six percent (86%) of all graduates in FY12 received degrees in identified high demand fields—an increase of 8 percent over the previous year. In partnership with industry, UAS continues to develop targeted workforce programs—including business administration, accounting, mine mechanic, and fisheries technology degrees. For example, in FY13 UAS increased Accounting graduates by 50 percent.

Independent Surveys Confirm UAS Quality and Value

- *UA Statewide Graduate Survey* (McDowell Group 2013) reports "UAS graduates were more likely to be very satisfied with their UA experience in every category... Over half (51 percent) of UAS graduates were very satisfied with their overall academic experience, compared to 43 percent of UAF graduates and 38 percent of UAA graduates. Half of UAS graduates were very satisfied with their overall education... UAS graduates were more likely to report being very satisfied with their intellectual growth (59 percent)... For personal growth, 60 percent of UAS graduates were very satisfied..."
- McDowell Group's *UAS Retention Survey* states "satisfaction with the overall educational experience at UAS is generally high, with 84 percent satisfied, and only 5 percent dissatisfied...The highest rated aspects of UAS were instructors/professors, responsiveness of UAS staff, instructional materials, and degree/certificate programs."

UAS Focuses on Program Reviews to Increase Academic Rigor

- UAS is re-doubling efforts to use Academic Program Reviews—required by the Board of Regents—to make substantive improvements and changes to its academic programs. Recent reviews have led to enhanced investments (e.g. in Special Education and Accounting) while others have led to program suspension and deletion (e.g. Masters of Business Administration, Early Childhood Education).
- UAS faculty instituted a new Honors Program and created new *Undergraduate Research and Creative Expression* (URECA) awards to encourage academic excellence. In the past two years, 12 students made public presentations about exceptional URECA research and artistic projects supported by their faculty mentor.
- More UAS students are participating in interdisciplinary studies and programs involving active, engaged learning such as internships, practicum experiences, directed research, and portfolio development.

UAS Focuses on Retention through Mandatory Advising & Early Alerts

- In FY13 UAS implemented mandatory advising for all incoming freshmen, transfer students with less than 30 credits, and students admitted on probation.

UAS Creates *Stay On Track* Awards to Encourage Timely Student Completion

- UAS students can now receive a *Stay On Track* award of \$500 if they increase enrollments from 12 to 15 credits in their junior and senior year—a move to encourage timely degree completion. Between 2009 and 2012 the number of students taking 15 or more credits increased over 50%. 128 students received the *Stay on Track* award during the spring of 2013.

UAS Expands eLearning Programs Statewide

- UAS continues to be a leader in expanding eLearning degree opportunities for students. Most popular are the Bachelor of Liberal Arts, Bachelor of Business Administration, and Masters of Art in Teaching. In AY2013, UAS offered 42 degrees, endorsements, and certificates largely or entirely by eLearning. An additional 40 programs were offered in blended or hybrid delivery, combining face-to-face instruction with eLearning.
- McDowell Group Retention Survey (2012) states “the ability to take online courses is the number one reason that students chose UAS, and it is the most-liked aspect of UAS.” Over 40 percent of UAS students are enrolled primarily through eLearning.
- UAS Education faculty offered the first Alaskan “MOOC”—Massively Open Online Course—focusing on educational technologies and pedagogies.

Outstanding Faculty and Staff Increase Opportunities for Alaska Native Students

- UAS doubled the number of Alaska Native faculty, who teach in the arts and sciences, education, and Alaska Native languages. Students can now complete an emphasis in Alaska Native Studies and Languages as part of the Bachelor of Liberal Arts (BLA) degree.
- Faculty member Xh’unei Lance Twitchell (Tlingit) was recognized as one of Alaska’s “Top 40 Under 40.”
- Faculty member Ernestine Hayes (Tlingit) created the celebrated ART OF PLACE series involving Elders and focusing on traditional and contemporary Tlingit language, art, foods, and cultures.

Looking Forward to Fiscal Year 2014

- FY14 Program Reviews are planned for Construction Technology (AAS), Art (BA), Associate of Arts (AA), Environmental Science (BS), Mathematics (BS), Outdoor Studies (Cert), Reading (MEd).
- Juneau’s new Freshman housing will be situated near classrooms, Egan Library, the Juneau Learning Center, and food service. The housing will be situated in a stunning location with views of glaciers and Auke Lake. The housing will make UAS even more attractive for students and promote student achievement and attainment.
- UAS will use its new FY13 General Fund allocation for Advising to continue improving student recruitment, retention, and completion.
- Faculty continue to work across MAUs to align student learning outcomes for all General Education Requirements. UAS Transfer Credit Capture and Integration project slated to improve course transferability.
- Beginning in the fall 2013, UAS will be using *EMAS Retention Pro* as an early alert system targeting high risk students—enabling them to create an Academic Recovery Plan and receive special advising and mentoring.

❖ PRODUCTIVE PARTNERSHIPS WITH ALASKA’S SCHOOLS

UAS Supports UA Teacher Education Consortium

- UAS hosted the UA Teacher Education Consortium in Juneau in March 2013. Faculty and staff continue to work with colleagues at UAA and UAF to strengthen teacher education and placement across Alaska. Provost Caulfield now serves as Higher Education Lead for the statewide K-20 Smarter Balanced Assessment Consortium.

PITAAS Educates Alaska Native Teachers and Administrators

- The PITAAS (Preparing Indigenous Teachers and Administrators for Alaska) Program continues to educate skilled Alaska Native teachers and administrators for Alaska’s schools.

UAS Aligns Curriculum with K-12 Schools

- UAS collaborates actively with Juneau School District under a new MOA focusing on enhancing student success in English and Mathematics. Faculty and teachers meet annually to discuss alignment in English and Math.
- Education faculty established MOAs with Copper River and Yukon Flats School Districts to offer dual credit courses for future teachers in Exploring Education Careers.

Faculty Build Secondary-Postsecondary Career Pathways

- Juneau faculty member Mike Bell pioneered statewide delivery of the course “Introduction to Mining Operations and Occupations,” offered through the Alaska Learning Network (AKLN). High school students in over 25 communities participated and many were able to complete tours of operating mines as part of the course.
- UAS prioritized hiring a new Tech-Prep Coordinator to revitalize and expand Tech Prep agreements for high school students across Alaska so that talented students can earn college credit while still in high school.

Meeting High Demand Needs in Teacher Education and Certification

- Faculty secured Regents’ approval of the new Bachelor of Arts in Special Education certification program and the new endorsement in eLearning and Distance Delivery for Alaska K-12 Teachers.
- UAS faculty conducted College Board workshops for Juneau K-12 teachers and hosted a College Board counselor conference for Southeast Alaska school counselors.

Looking Forward to Fiscal Year 2014

- UAS expects to continue serving as a leader in quality teacher education, with particular focus on high demand areas such as special education, STEM, school leadership, and Alaska Native education.
- Our Southeast Alaska Tech-Prep Coordinator plans an active marketing and advising effort to grow opportunities for high school students to earn college credit in career and technical education fields.

❖ PRODUCTIVE PARTNERSHIPS WITH ALASKA’S PUBLIC AND PRIVATE INDUSTRIES

Collaborative Investments with Industry to Build Alaska’s Workforce

- Implemented the Mine Mechanic training program at UAS Center for Mine Training with \$300,000 investment from Hecla/Greens Creek Mining Company.
- UAS plays an active role in UA Fisheries/Seafood/Maritime Initiative—aligning industry needs with education and training partners across Alaska.
- UAS faculty and leadership engaged with Juneau Economic Development Council (JEDC) through regional cluster initiative, focusing on mining, tourism, forest products, ocean products, and research.

Creative Responses to Alaska’s Employers and Employees

- UAS offers accounting courses in Juneau’s State Office Building (SOB) during the lunch hour—meeting employers’ need for a more skilled workforce and employees’ needs for professional development.
- School of Management faculty collaborated with local accounting firms, private industries, and public agencies on hosting an Accounting Career Information Night to inform students about careers in accounting.
- UAS expanded its Career Services to promote internship and practicum opportunities for students.

Looking Forward to Fiscal Year 2014

- Expanding Statewide Fisheries Technology degree program delivery with support from Icicle Seafoods. New partnerships with Prince William Sound Community College, KPC/Kachemak Bay Campus, and UAF Bristol Bay Campus make this degree available throughout coastal Alaska.

❖ RESEARCH/DEVELOPMENT TO SUSTAIN ALASKA'S COMMUNITIES & ECONOMIC GROWTH

Establishing & Enhancing Key Research Partnerships

- The Alaska Coastal Rainforest Center (ACRC) is a multi-agency partnership designed to facilitate research and education about coastal temperate rainforests in the North Pacific. ACRC has 17 public and private sector members and is seeking to leverage resources and talent to address pressing community research needs.
- UAS faculty have active and engaged partnerships with the USDA/Forest Service, including shared use of the new PNW Forest Sciences Lab in Juneau and collaborative management of the Heen Latinee Experimental Forest located 30 miles north of Juneau.
- UAS faculty joined colleagues from UAA and UAF in securing EPSCoR IV research funding, designed to expand our knowledge of bio-geophysical parameters and social impacts of climate change in Berners Bay, north of Juneau. The project will provide many opportunities for undergraduate research education and training.

Looking Forward to Fiscal Year 2014

- UAS' continuing engagement with the Juneau Economic Development Council's Cluster Initiative will help identify action steps to address workforce and educational/training needs in Southeast Alaska's economic sectors.

❖ ACCOUNTABILITY TO THE PEOPLE OF ALASKA

Three Campuses, One University—UAS Maximizes Campus Collaboration

- UAS leverages resources from all three of its campuses. Each contributes assets and resources for the benefit of all of Southeast Alaska. Students transfer seamlessly and take advantage of both face-to-face and eLearning instruction. No one of these campuses alone would be able to fulfill the expectations of the regions' residents; working together creates critical mass and new opportunities.

SDI Aligns with Accreditation & Continuous Improvement

- UAS has a new (2010) mission and four core themes that align well with SDI. We successfully completed a NWCCU Year One regional accreditation review and are now preparing our Year Three Self-Study.
- We continue to focus on offering quality education that aligns with national and professional standards. UAS is currently preparing its business programs for specialized accreditation with IACBE, the International Assembly for Collegiate Business Education.

New UAS Master Plan Leads to Facilities Consolidation & Efficiencies

- The Board of Regents approved UAS' new Campus Master Plan in April 2013. This comprehensive update of plans for Juneau, Ketchikan, and Sitka Campuses provides a template for consolidation and more efficient use of existing and planned facilities.

UAS Implements Streamlined Student Fee Structure on Juneau Campus

- The Juneau Campus now has a streamlined consolidated student fee structure that links fees to campus infrastructure in a more equitable and transparent way. Student response to the new fee structure has been positive.

Looking Forward to Fiscal Year 2014

- The upcoming sale of Bill Ray Center in downtown Juneau, with corresponding consolidation of facilities at the Auke Bay Campus, will allow for more efficient use of space and operational savings into the future.
- UAS will continue to manage its resources and assets to ensure accountability to the people of Alaska and to its students. Careful resource management, use of program reviews, and data-driven decision-making will enable UAS to achieve its mission and strategic goals.

UNIVERSITY OF ALASKA SOUTHEAST

Strategic Planning & Budget Advisory Committee

COMMITTEE CHARGE

The Committee is charged with the following:

- Provide overall advice to UAS leadership about implementation of the UAS Strategic and Assessment Plan (SAP), including our mission, vision, and core themes
- Provide oversight for NWCCU accreditation compliance and report preparation
- Provide recommendations about continuous improvement and refinement of UAS's planning and budgeting processes in light of the SAP
- Advise UAS leadership about budget principles, priorities, and allocation criteria that guide annual resource allocation decisions as well as allocation and utilization of facilities and technology-related resources
- Review and present input to UAS leadership about annual operating and capital budget requests
- Promote transparency and accountability in our planning and budget processes, and assist with communication about those processes and outcomes to the broader university community
- Promote meaningful participation by appropriate university governance groups in the UAS strategic planning and budgeting process.

Committee members are appointed by the Chancellor. The Committee is advisory to the Chancellor and Executive Cabinet.

MEMORANDUM

To: Gwen Gruenig
Associate Vice President-Institutional Research & Analysis
From: Rick Caulfield, Provost
Through: John Pugh, Chancellor
Date: July 3, 2013
Re: UAS Peer Institutions Revision

The UAS Strategic and Assessment Planning Executive Committee recently reviewed the existing self-defined peer institutions for UAS, seeking greater alignment with the current UAS mission and core themes. This memo documents our decision to modify the list of those peer institutions, as described below.

After careful review of the previously self-defined peer institutions chosen more than 10 years ago, we endorse the following institutions as a revised peer group for UAS:

126182	Adams State College
127556	Colorado Mesa University
219082	Dakota State University
208646	Eastern Oregon University
182306	Great Basin College
188058	Northern New Mexico College
219277	Oglala Lakota College
228501	Sul Ross State University
229018	The University of Texas of the Permian Basin
141565	University of Hawaii at Hilo

In making this revision we first compiled a list of institutions with potential for inclusion, comprised of our current self-defined peers, peers identified by the National Center for Higher Education Management Systems (NCHEMS), size-matched institutions in the Western Interstate Commission on Higher Education (WICHE), and institutions isolated from a road system. We also considered institutions identified by respondents to a WICHE list serve request seeking institutions where a community college mission is fully incorporated with baccalaureate and graduate missions. Additional candidates were identified through a search for tribal colleges and Alaskan institutions using the School Search tool offered by the National Center for Education Statistics (NCES), at nces.ed.gov.

The UAS Strategic and Assessment Planning Executive Committee then went through a process of reviewing and prioritizing candidate institution elements in NCES. The elements were categorized as "institutional characteristics" (such as institution size), "degrees conferred" (representing a graduation rate and the spread of awards across degree levels), and "financial" (including state appropriations, the cost of tuition, and financial aid metrics). The Committee identified which data elements should be used, what constituted a "match" to UAS for a given data element, and ranked the "degrees conferred" category as most important. The number of matches for a candidate was tallied by category. The category score was weighted proportionate to the number of data elements in each category to determine strength of contribution to the total. Then a multiplier was applied representing the ranking of importance. The tallies were multiplied by the strength of contribution and the importance ranking to arrive at a final weighted score.

Cc: Saltanat Schweitzer, Director, Statewide Institutional Research & Analysis
Diane Meador, UAS Institutional Effectiveness

UAS Peer Institutions

The UAS Strategic and Assessment Planning Committee reviewed the UAS self-selected Integrated Postsecondary Education Data System (IPEDS) peer group institutions during academic year 2012-2013, and updated the list in May, 2013.

The updated peer group institutions are public 4-year and above institutions similar to UAS in size (most are in the 1,000-4,999 size category) and geographic location (Far West, Southwest, Plains, and Rocky Mountains). Data characterizing our peers is available through the [National Center for Education Statistics](#) using IPEDS IDs (the UAS ID is 102632), or from the institutions' common data sets or Institutional Research offices.

- [Adams State College](#). Similar to UAS in terms of the Carnegie classifications for undergraduate instructional programs, total enrollment, and the percentage of master's and associate's degree conferred, and average in-district tuition for full-time undergraduates. Located in Alamosa, Colorado. [Common data set](#). IPEDS ID 126182.
- [Colorado Mesa University](#). Similar to UAS in terms of part-time enrollment, the percentage of associate's degrees and undergraduate certificates conferred. Located in western Colorado. [Common data set](#). IPEDS ID 127556.
- [Dakota State University](#). Similar to UAS in terms of the percentage of all undergraduates who are full-time, first-time degree/certificate seeking students, total enrollment, full-time equivalent fall enrollment, the percentage of master's and associate's degrees conferred, the percentage of undergraduates receiving grant aid and the average amount of grant aid. Located in Madison, SD. [Common data set](#). IPEDS ID 219082.
- [Eastern Oregon University](#). Similar to UAS in terms of remoteness, the percentage of undergraduate enrollment in the 18-24 age range, the percentage of all undergraduates who are full-time, first-time degree/certificate seeking students, the percentage of students who are undergraduates, part-time enrollment, SAT Critical Reading and Math 25th percentile scores, the percentage of graduate certificates conferred, and average in-district tuition for full-time undergraduates. Located in La Grande, OR. [Common data set](#). IPEDS ID 208646.
- [Great Basin College](#). Similar to UAS in terms of the percentage of undergraduates in the 18-24 year old range, the percentage of undergraduates who are full-time, first-time degree/certificate seeking students, undergraduate and total enrollment, full-time equivalent fall enrollment, part-time enrollment, the percentage of students who are part-time, the percentage of bachelor's degrees conferred, the percentage of undergraduates receiving grant aid, and the average amount of grant aid. Located in Nevada. [Great Basin College Institutional Research and Effectiveness Office](#). IPEDS ID 182306.

- [Northern New Mexico College](#). Similar to UAS in terms of the percentage of undergraduates in the 18-24 year old range, the percentage of students who are American Indian or Alaska Native, the percentage of bachelor's degrees, undergraduate certificates, and graduate certificates conferred, and the average amount of grant aid. Located in New Mexico. [Northern New Mexico College Institutional Research Reports](#). IPEDS ID 188058.
- [Oglala Lakota College](#). Similar to UAS in terms of remoteness, the percentage of undergraduates in the 18-24 year old range, the percentage of students who are American Indian or Alaska Native, and the percentage of bachelor's degrees and undergraduate certificates conferred. Located in South Dakota. [Oglala Lakota College Assessment Office](#). IPEDS ID 219277.
- [Sul Ross State University](#). Similar to UAS in terms of remoteness, the Carnegie Classifications for undergraduate instructional programs, total enrollment, the percentage of master's degrees conferred, and state appropriations per FTE. Located in Alpine, Texas. [Common data set](#). IPEDS ID 228501.
- [The University of Texas of the Permian Basin](#). Similar to UAS in terms of the percentage of undergraduates who are full-time, first-time degree/certificate seeking students, undergraduate enrollment, SAT Critical Reading and Math 25th percentile scores, the percentage of master's degrees conferred, state appropriations per FTE, and the average amount of grant aid. Located in Odessa Texas. [Common data set](#). IPEDS ID 229018.
- [University of Hawaii at Hilo](#). Similar to UAS in terms of isolation, SAT Critical Reading and Math 25th percentile scores, the Carnegie classifications for undergraduate instructional programs, the percentage of graduate certificates conferred, and the average in-district tuition for full-time undergraduates. Located in Hilo, Hawaii. [University of Hawaii at Hilo Institutional Research Office](#). IPEDS ID 141565.



University of Alaska Southeast Report on Program Reviews

Report to the UA Board of Regents--September 2012

Program Reviews at UAS

The University of Alaska Southeast’s mission, values, and core themes emphasize the importance of both academic excellence and accountability. Constructive, critical program reviews of all academic programs are an essential part of fulfilling that mission. Regents’ policy calls for such reviews at least every five years and more frequently as the need arises (BOR P10.06.010[B]--Academic Program Review).

In light of this, UAS regularly conducts assessments of its academic programs to determine their overall effectiveness. All programs are scheduled for review at least every five years. The process includes participation from program faculty, administrators, discipline experts, and industry/community representatives, and concludes with a final decision by the UAS Provost, with concurrence from the UAS Chancellor.

Program reviews commonly include attention to centrality to UAS and UA mission, evidence of quality teaching and learning, graduation effectiveness, success of graduates in securing employment or advancing their educational goals, community engagement, adequacy of available resources (e.g. faculty, staff, facilities), and program elements requiring improvement. Reviews offer an opportunity to celebrate successful programs and to identify ways to build on that success. Reviews also offer an opportunity to look critically at program weaknesses—to suggest changes, to reallocate resources internally, or to propose eliminating a program altogether.

Overview of UAS Program Reviews: AY 2010-11 and AY11-12

UAS schedules its program reviews by department and/or discipline clusters to more efficiently examine related programs within schools. In AY10-11 and AY11-12 UAS completed program reviews in three major cluster groups: Career Education, Public Administration, and Teacher Education (TABLE 1). For Teacher Education—conducted in AY11-12—the review was completed in alignment with the NCATE (National Council for Accreditation of Teacher Education) accreditation process.

TABLE 1: Summary of Program Reviews Completed AY2010-2012

Program	Major Finding	Action Steps--Summary
AAS Fisheries Technology	Continuation with program improvements & expansion	Focus in improved student completion; expand program delivery to AK coastal communities; strengthen online options and community partnerships
AAS Automotive Technology	Continuation with increased alignment with Diesel/Power Technology program	Focus on greater integration of Power Technology program offerings (auto and diesel); increase attention on light diesel vehicles used in mining industry; continue partnerships with high schools
AAS Diesel Technology	Continuation in light of expanding industry and student demand; greater alignment with Automotive	Focus on increased demand from mining industry; involve industry in curricular improvements; improve facilities for more effective and up-to-date instruction
AAS USCG Marine Oiler	Continuation but redesign to meet new USCG certification and Marine Highway capacity	Focus on curricular redesign to meet changing USCG requirements; Improve alignment of program graduates with AMHS capacity for interns

AB Business Administration	Continuation; improve program advising and outreach; consider alignment with AB Bus Admin	Focus attention on degree as pathway to BBA; expand advising and marketing; clearly establish faculty lead responsibilities
AAS Business Administration	Continuation with consideration of alignment with AB Business Administration	Focus on advising and marketing; work with community campuses on expanded offerings
BBA Business Administration	Continuation with program improvements and expansion	Focus on curricular updates and possible national accreditation; improve marketing and consistency of web course offerings
MBA Business Administration	Suspend program and complete 'teach-out' in compliance with BOR and NWCCU requirements	Program suspension approved by BOR and NWCCU; teach-out of current students underway over three-year period
BCIS Computer Information Systems	Program eliminated by BOR action	Program elimination following earlier program review and teach-out; NWCCU notified
AAS Paralegal Studies	Program eliminated by BOR action	Program elimination following earlier program review and teach-out; NWCCU notified
MPA Public Administration	Continuation with program improvements and investments	Focus on curricular updates and expansion; provide sufficient faculty resources; expand marketing and advising
AAS Early Childhood Education	Suspend & teach-out	Program suspension and teach-out in partnership with UAF
MAT Early Childhood Education	Suspend & teach-out	Program suspension and teach-out; redirect resources to Special Education and other high demand programs
M.Ed. Early Childhood Education	Suspend & teach-out	Program suspension and teach-out
Grad Cert. Early Childhood Education	Suspend & teach-out	Program suspension and teach-out

Planned UAS Program Reviews: AY 2012-13

Consistent with Regents' policy and UAS practice, UAS is undertaking Program Reviews in the following programs in AY 2012-13:

- Associate of Applied Science-Construction Technology
- Associate of Applied Science-Computer Information and Office Systems
- Associate of Arts
- Bachelor of Arts-Art
- Bachelor of Liberal Arts
- Bachelor of Science-Environmental Science
- Bachelor of Science-Mathematics
- Certificate Outdoor Studies and Leadership.

University of Alaska Southeast Report on Academic Program Reviews—AY12-13

UA Board of Regents—September 2013

Academic Program Reviews at UAS

The University of Alaska Southeast’s mission, values, and core themes emphasize the importance of both academic excellence and accountability. Program reviews, required by Board of Regents policy, are an integral part of our practice to ensure that we meet that mission. Regents’ policy calls for such reviews at least every five years and more frequently as the need arises (BOR P10.06.010 [B]-Academic Program Review).

In conformance with this expectation, UAS regularly conducts reviews of its academic programs to determine their overall effectiveness. All programs are scheduled for review at least every five years. The current schedule for review is found at <http://www.uas.alaska.edu/provost/docs/program-review/programreviewtable.pdf>

The review process includes participation from program faculty and staff, administrators, discipline experts, and industry/community representatives. It concludes with a final decision by the UAS Provost, with concurrence from the UAS Chancellor. Special reviews outside of the five year cycle may be conducted as determined by university leadership.

Reviews focus on the program’s centrality to UAS and UA missions, evidence of quality teaching and learning, graduation effectiveness, success of graduates in securing employment or advancing their educational goals, community engagement, adequacy of available resources (e.g. faculty, staff, facilities), alignment with related programs at UAS and across UA, and program elements requiring improvement. Reviews offer an opportunity to celebrate successful programs and to identify ways to build on that success. Reviews also offer an opportunity to look critically at program needs, challenges, and weaknesses—to suggest changes, to reallocate resources internally, or to propose eliminating a program altogether.

Academic Program Reviews Completed in AY12-13

In line with its published schedule, UAS conducted three Program Reviews in academic year 12-13:

- Associate of Applied Sciences—Computer Information and Office Systems
- Associate of Applied Sciences—Health Sciences
- Bachelor of Liberal Arts (BLA)

Academic Program	Decision	Summary of Actions
AAS Computer Information and Office Systems	Suspension: Recommend program teach-out and deletion	<ul style="list-style-type: none"> • Suspend admission to AAS and Certificate; develop teach-out strategy for existing students & notify NWCCU • Add new emphasis in ‘Management Information Systems’ to existing BBA • Anticipate request to BOR for AAS and Certificate deletion once teach-out is complete (expected 2015)
AAS Health Sciences	Continuation with possible enhancement	<ul style="list-style-type: none"> • Continue AAS Health Sciences with improvements in marketing and visibility • Explore demand and requirements for a Certified Medical Assistant program in SE Alaska
Bachelor of Liberal Arts	Continuation	<ul style="list-style-type: none"> • Continue in current form with continued emphasis on meeting the student learning outcomes. • Improve tracking of graduates and program marketing.

Reviews Planned in Next Five Years

Summary		
Academic Year	Reviews Scheduled	Percent of All Programs
AY13-14	10	23%
AY14-15	12	27%
AY15-16	8	18%
AY16-17	5	11%
AY17-18	9	21%
Total	44	100%

UA Academic Program Review Definitions and Format

Academic Program

Degree or Certificate Program: UAS programs include Occupational Endorsements, Undergraduate Certificates, Associate degrees, Baccalaureate degrees, and Master's degrees. Academic Program Review decisions are listed relative to each academic program. For example, deleting a track within a program would be considered a revision of the program. In some cases, stand-alone minors and academic departments that are not degree-granting undergo Academic Program Review at the discretion of the Provost and Dean.

Decision Types

Enhancement: Program will be enhanced with additional resources. (Areas for enhancements might include, for example, faculty or staff, curriculum, program delivery, student success initiatives, outreach and/or partnerships with the community or industry, program promotion and marketing, and facilities.)

Continuation: Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

Revision: Program will be revised using existing resources, which might entail a reallocation of resources within the program. (Areas for revision might include, for example, faculty or staff workloads and assignments, curriculum, program delivery, student success initiatives, outreach and/or partnerships with the community or industry, program promotion and marketing, and facilities.)

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

Suspension: While decisions relative to the program are made, admissions to the program are suspended. There are a variety of reasons for suspension. These may include, among others, temporary circumstances (e.g., insufficient faculty to meet substantial enrollment increases), planned major revisions to the program (e.g., deleting a track or changing the degree level), or potential program deletion.

Deletion: Program is scheduled for deletion, a teach-out process will be developed and communicated to majors, and the program will remain in the catalog until the teach-out process is complete.

Actions

Action on results of program review: This column allows for details relative to decisions regarding the particular program.

September 5, 2012

TO: John Pugh, Chancellor
Joseph Nelson, Vice Chancellor for Student Services
Rick Caulfield, Provost
Michael Ciri, Director of IT
Katie Bausler, Director of Public Relations and Marketing
Priscilla Schulte, Director Ketchikan Campus
Jeff Johnston, Director Sitka Campus
David Klein, UAS Web Coordinator
John French, UAS Web Developer

FROM: James Danielson, Vice Chancellor for Administrative Services

SUBJECT: Charter for UAS Web Strategy Committee

Given the strategic importance of the web as a communications and marketing tool to current and prospective students, as well as the university community at large, UAS is formalizing a working group to recommend and implement UAS web strategies. The working group will have a clear charge with express authorities and accountabilities, and a broad membership to ensure the needs and perspectives of different UAS schools and departments are considered.

This memo expresses the UAS executive cabinet's decision to formalize and charter the UAS Web Strategy Committee. The formal committee will undertake the activities and replace the "DONUTS" group. The committee has the following charter.

UAS Web Strategy Committee Charter

The UAS Web Strategy Committee is a consensus-based committee, accountable to the UAS Executive Cabinet, co-lead by the regional web designer and web developer. The committee will be comprised of representatives from each UAS campus and key regional departments. Three members of the committee will be appointed by the Provost, three by the Vice Chancellor for Enrollment Management, and two each by the Ketchikan and Sitka Campus Directors.

The UAS Web Strategy Committee is responsible for:

- Analyzing current web strategies and identifying opportunities for improvement
- Setting UAS web operational standards and guidelines
- Planning and coordinating ongoing web projects
- Promoting "best-practices" to department content creators
- Reviewing future directions and present recommendations to UAS leadership
- Recommending UAS web policies

In fulfilling these responsibilities, the committee strives to:

- Coordinate UAS web technologies to ensure they interoperate as a coherent whole;
- Convey one UAS brand with a consistent design and navigation scheme;
- Support UAS departments in the efficient fulfillment of their objectives;
- Include the perspective of UAS stakeholder groups including Faculty Senate and Student Government.

Please forward your respective appointments of committee members to Dave Klein and John French as soon as practicable.

UAS Regional Workforce Coordinating Committee (RWCC) Terms of Reference August 26, 2011

PREFACE

The University of Alaska Southeast (UAS) is regional institution made up of three campuses: Juneau, Ketchikan, and Sitka. Our mission is “student learning enhanced by faculty scholarship, undergraduate research and creative expression, community engagement, and the cultures and environment of Southeast Alaska.” This mission includes workforce development—part of the university’s ‘community college mission.’ UAS has four identified core themes: Student Success, Teaching and Learning, Community Engagement, and Research and Creative Activity.

The UAS Regional Workforce Coordinating Committee (RWCC) is made up of representatives from all three UAS campuses. It provides advice and recommendations to the Executive Dean, UAS School of Career Education about how best to fulfill UAS’ mission and core themes, with special attention to regional workforce programs. It is chaired by the Executive Dean and consists of campus directors from Ketchikan and Sitka, the Associate Dean for Juneau Programs, Director of the UAS Center for Mine Training, and the School of Career Education Administrative Manager. The Committee meets monthly, normally by audioconference.

The focus of the RWCC is on enhancing and promoting regional coordination and collaboration in workforce programs. The RWCC will meet monthly during the academic year and other times at the call of the chair. Nothing in the Committee’s work is intended to diminish the role and function of campus-based decision-making processes.

PURPOSE

The purpose of the UAS Regional Workforce Coordinating Committee includes:

- 1) Working collaboratively with the Executive Dean and with faculty and staff to ensure that School of Career Education goals and priorities are consistent with the UAS Strategic and Assessment Plan
- 2) Ensuring that mechanisms are in place to coordinate development, implementation, and assessment of workforce programs that serve more than one campus within UAS
- 3) Reviewing and providing input about proposed new degrees, certificates, and occupational endorsements (credit-based) that serve UAS’s workforce needs
- 4) Reviewing and providing input about proposed workforce credentials (non-credit/no minimum or maximum number of continuing education units or contact hours) that serve UAS’s regional workforce needs
- 5) Providing advice to the Executive Dean about funding and staffing priorities for regional workforce programs at UAS, including funding for both initiative (capital and operating) and TVEP
- 6) Providing advice about how to promote and enhance articulation between UAS and secondary-level (high school) programs, including Tech Prep, dual enrollment, and career pathway planning and advising
- 7) Encouraging and supporting regional faculty and staff collaboration across campuses
- 8) Supporting ongoing development and improvement of UAS regional workforce programs so that they meet appropriate state and national standards
- 9) Providing recommendations about effective marketing and promotion of UAS workforce programs
- 10) Support advising that is consistent across the three campuses

The Status of eLearning at UAS

November, 2012

Introduction

The University of Alaska Southeast (UAS) has long made a priority of offering quality eLearning or online programs to students throughout the Southeast Alaska and to communities across the state. UAS' *Strategic and Assessment Plan*¹, adopted in 2012, underscores this commitment to excellence in online teaching and learning and a major focus on student success for those enrolled in eLearning programs. Importantly, a number of complete degree programs are available via eLearning through UAS, including the Associate of Arts, Bachelor of Business Administration, Master of Public Administration, Bachelor of Arts in Special Education, Bachelor of Liberal Arts, and Master of Arts in Teaching (MAT).

The prominence of eLearning at UAS is reflected in the fact that a majority of students enrolled at both the Ketchikan and Sitka campuses are eLearning students. For example, in Sitka over 77% of all student credit hours are earned through in eLearning (Fall 2012 data); an increase of over 25% in the last five years. By 2021, UAS anticipates that this use of eLearning will grow even more—to 88% of credit hours generated by Sitka courses. The Ketchikan campus projects a slight increase in eLearning to about 67% of the student credit hours. The Juneau campus expects that the proportion of eLearning student credit hours will grow more modestly—to about 31%.

A recent report by the McDowell Group on student retention at UAS stated that eLearning “was the number one most-liked aspect of UAS, and the number one reason that students chose to attend UAS.”² The report went on to state:

“...survey results showed that the distance students are equally as satisfied as traditional students [for both full- and part-time students]... Distance students who participated in the discussion group were hugely appreciative of their ability to take classes without compromising their family and work situations. *UAS should be cognizant of the immense value of their distance programs in efforts to recruit and retain students.*” (emphasis added, p. 7)

Defining eLearning

The definition for eLearning - accepted and used system-wide - is listed in the glossary of metrics maintained by UA Institutional Research & Analysis³:

eLearning is planned learning that predominantly occurs in situations where a student is not required to be in a predetermined location. eLearning courses require a different course design and development, different pedagogical techniques, and communication through instructional technologies. eLearning courses are delivered in many forms, including video conference, audio conference, correspondence, tele-courses, satellite telecasts, courses available via the internet,

¹ http://www.uas.alaska.edu/UAS_StrategicPlan/docs/strategic-plan-public_10-17.pdf

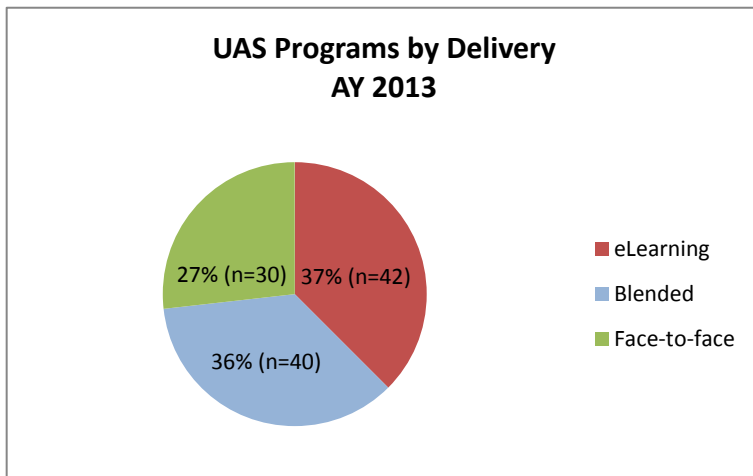
² http://www.uas.alaska.edu/student_services/docs/uas_mcdowell_retention_study2012.pdf, [page 7]

³ “eLearning Course Type”, *iData*, <http://alaska.datacookbook.com>

CD-ROM, video/audio tape, etc. A course may be delivered entirely via eLearning or by a hybrid of eLearning and on-campus.

Since Summer 2011, UAS courses have been categorized according to a scale describing ranges of the percentage of delivery that is location-based. As the terms are used here, “eLearning” refers to courses that are 0% location-based, “blended” courses are between 1% and 50% location-based, and “face-to-face” courses have more than 50% of their content delivered on campus. Academic programs are described similarly: “eLearning” programs are those for which every required course is available via eLearning; over 50% of the courses required in “blended” programs are available via eLearning; and for “face-to-face” programs, 50% or less of the required courses are available only with eLearning delivery.

Endorsement, Certificate and Degree Programs by Delivery



UAS academic programs are differentiated by the delivering campus, degree level, major, and concentration. Differences in delivery methods can be a function of any one of these variables. For example, one campus may deliver a program by eLearning while another offers a similar program with a blended methodology. Or, the content and delivery for a particular degree and major can vary according to the concentration. UAS students have enrolled in 42 programs delivered by eLearning, 40 with blended delivery, and 30 delivered face-to-face so far in academic year 2013. Compared to academic year 2012, students are enrolled in one less blended program and three less face-to-face programs.

Most eLearning and blended program offerings are at the baccalaureate degree level. The number of non-location-based academic programs are broken out by degree level as follows (not counting programs affiliated with pre-majors and students with undeclared emphases, and counting suspended programs that are still being taught out)⁴.

Degree Level	eLearning Programs	Blended Programs
Occupational Endorsement (OE)	6	4
Undergraduate Certificate	11	3
Associate/Associate of Applied Science	8	6
Baccalaureate	10	15
Master	5	7
Graduate Certificate	2	5

Three programs have been introduced in academic year 2013: the face-to-face Mine Mechanic Occupational Endorsement, the MAT in Special Education with a blended delivery and the BA in Special Education available by eLearning. Nine programs have been discontinued: Early Childhood Education programs (including the Child Development Associate OE, an undergraduate certificate, an AAS, MAT, MED, and graduate licensure), as well as the

⁴ Prior reports (through academic year 2012) were based on a Spring 2011 state-wide survey of department representatives, coordinated by Sally Mead. Since then, program delivery has been updated by UAS campuses and academic departments. Seven OE programs, 7 certificates, 7 AAS programs, and 3 baccalaureate programs were re-categorized. Unlike courses, degree and certificate programs are not encoded in Banner for delivery methods.

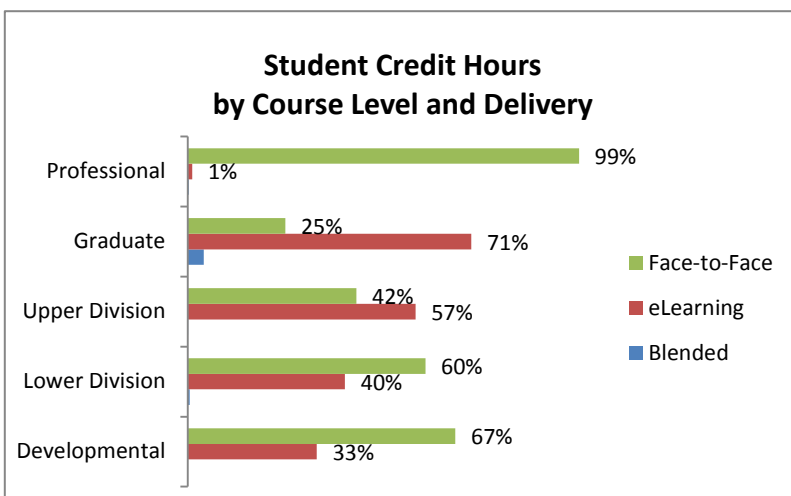
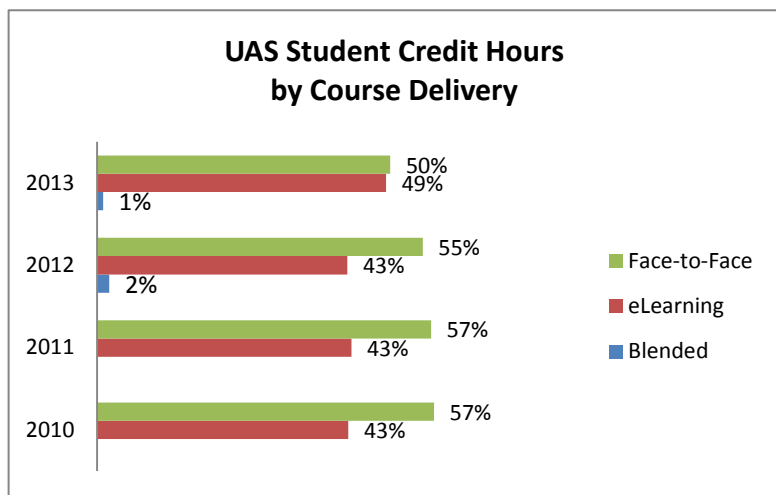
MBA and the Management graduate licensure, and a minor in Gender Studies. Except for the minor, these discontinued programs had either blended or eLearning delivery.

Until academic year 2012, two alternative versions of the MAT in Elementary Education were offered. They differed in terms of the minimum number of credit hours required, courses comprising the majors, and delivery - one was blended and the other was delivered face-to-face. Only the blended program is offered this year. The delivery for several certificates in Computer Information & Office Systems has changed or expanded with changes to the UAS campuses delivering them. The certificate in Network and Systems Administration was a blended program in 2011 and is now available only by eLearning; the certificate in Web Development & Administration had been a blended offering through only one campus until 2012, when another campus began offering an eLearning version of the program; the occupational endorsement for Network and Systems Administration was solely eLearning until a second campus began offering a blended version.

eLearning and Blended Enrollment

Of the UAS programs available with non-location-based delivery, the AA degree program remains the most popular by headcount (n=246 students), followed by the BBA in Accounting (n=166), and the AAS in Business Administration (n=95). Students who are not seeking UAS degrees may also take advantage of eLearning and blended offerings, as represented by 122 high school students and 279 students seeking degrees at other MAUs taking UAS courses.

For the last three academic years, 43% - 45% of the total student credit hours generated at UAS were delivered with non-location-based methodologies⁵. Courses delivering most or all of their content online generated half the student credit hours for Summer and Fall 2012.



At higher course levels, the number of offerings and the interest in eLearning and blended delivery increase. Over the last three years, the average number of student credit hours generated in non-location-based courses is greatest for graduate-level courses, and more eLearning credits were produced in upper division courses than for lower division or developmental level courses.

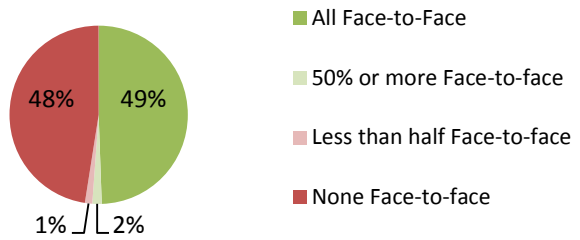
⁵ Data source: UA Decision Support Database (DSD), compiled by UAS IE from closing extracts through Summer 2012 and opening extracts for Fall 2012.

Student Credit Load

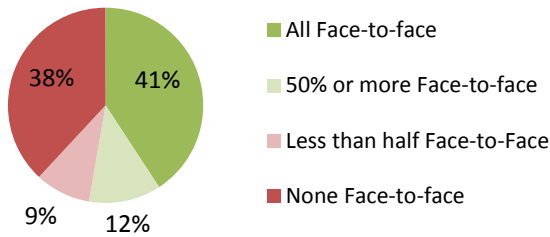
Over the last three academic years, the delivery methods students chose varied by enrollment load in UAS classes.

Less than half-time students (with less than 12 credits over a year) were nearly as likely to choose a face-to-face course as a non-location-based one.

Proportion of Enrollment Load by Delivery For Less than Half-time UAS Students



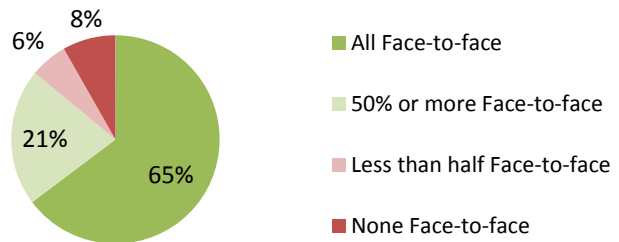
Proportion of Enrollment Load by Delivery For Half-time UAS Students



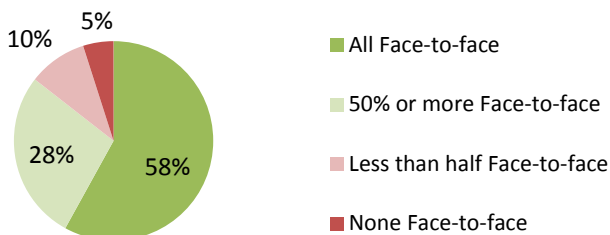
Half-time students (with 12-23 credits over a year) were the most likely to enroll in courses having different delivery methods, although most of them selected a face-to-face format for all of their courses.

Full-time students (in 24 – 29 credits over a year) opted primarily for a face-to-face format.

Proportion of Enrollment Load by Delivery For Full-time UAS Students



Proportion of Enrollment Load by Delivery For Full-time UAS Students

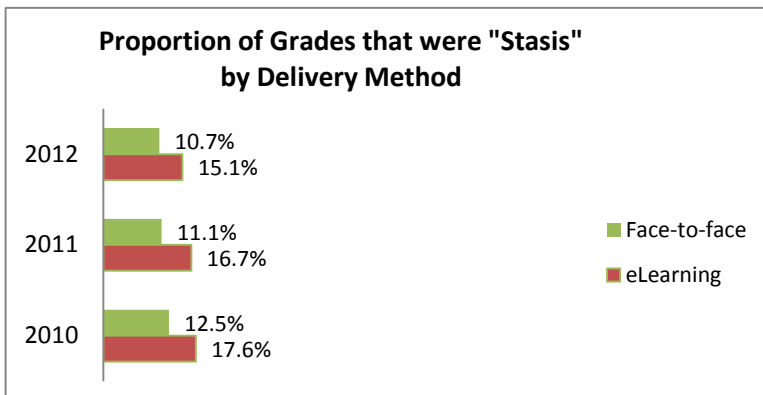
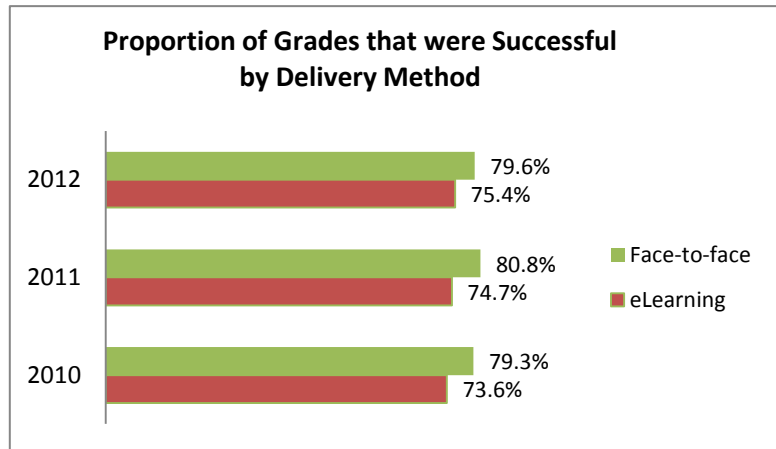


Fully enrolled students (taking 30 or more credits in a year) took mostly face-to-face courses, but were also more likely to fill out their schedules with courses that were delivered with eLearning or blended methods.

Course Completion

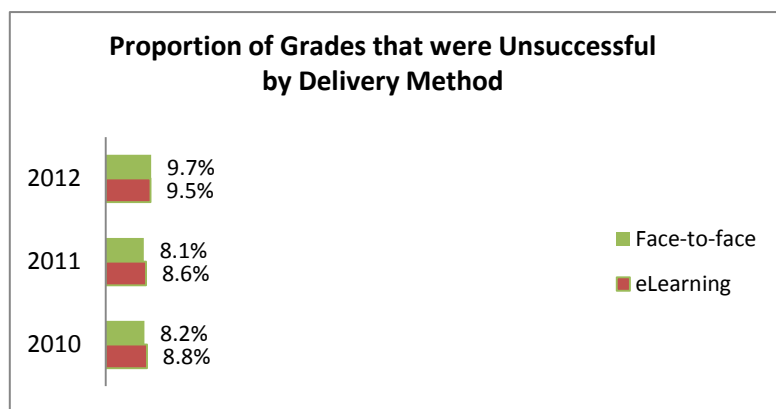
Course completion rates by delivery were evaluated in terms of three completion categories. For undergraduates, grades of C or higher, pass grades, and CR (credit) grades are counted as successful completion; for graduates, B/pass or higher are considered successful. Stasis grades include audits, no basis grades, incompletes, and withdraws. For undergraduates, C-/no pass grades or below are counted as unsuccessful; for graduate students, B-/no pass grades or below are considered unsuccessful. There were too few blended courses to provide meaningful completion rates⁶.

As might be expected, there have consistently been greater success rates for face-to-face courses, but the gap between face-to-face and eLearning course success is closing. In general, success rates in eLearning courses have been improving.



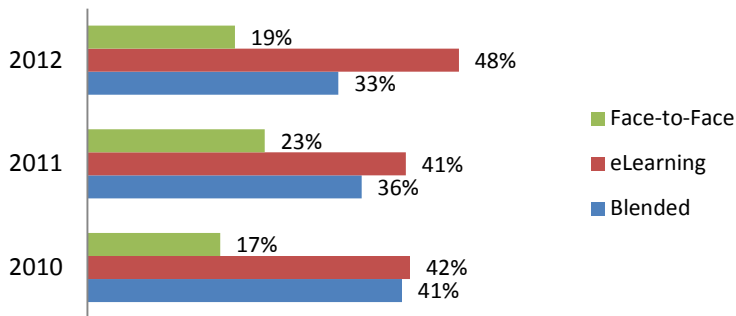
Compared to face-to-face courses, students tend to withdraw more from eLearning courses, and earn more no-basis grades and incompletes. The Early Alert system implemented at UAS last year may be one reason why stasis grades are improving. The success of this system is being tracked to enable in-depth analyses.

Until academic year 2012, there was a slightly greater percentage of all grades earned in eLearning courses that were unsuccessful than in face-to-face courses. In academic year 2012, students were about as likely to earn unsuccessful grades in face-to-face courses as they were in eLearning courses.



⁶ Prior reports categorized D- and higher as "successful" for both undergraduate and graduate students. With the adoption of the Successful Course Completion metric as an indicator for the objective of academic excellence in the [UAS Strategic and Assessment Plan](#) (July, 2012), a distinction was made between graduate and undergraduate courses, and "success" was defined as those grades meeting the prerequisites for enrollment in subsequent courses.

Proportion of Graduates by Program Delivery



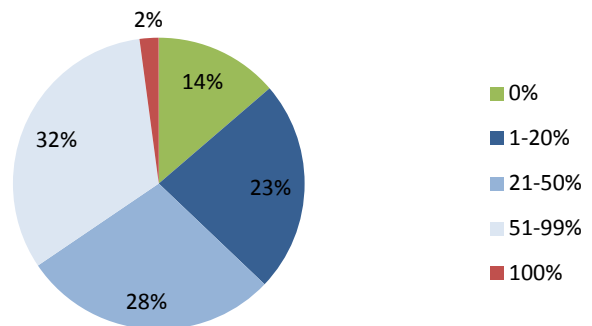
Degrees and Certificates Awarded

Of the 543 endorsements, certificates and degrees awarded in academic year 2012, 262 were in eLearning programs, 177 were in blended programs, and 104 were in face-to-face programs. The number of awards in blended and face-to-face programs was similar to academic year 2011, but the number of graduates in eLearning programs represents a marked increase.

Graduates' Course Delivery

Of the 1,272 students who have earned an endorsement, certificate or degree at UAS since academic year 2010, 2% (n=30) have done so entirely via eLearning, and 14% took only face-to-face courses. Most graduates (32%) have earned their awards by taking more than half of their credits via eLearning. (All the recorded courses the graduates ever took in the UA system were considered, not just the courses required for the degree program.)

2010-2012 Graduates Proportion of eLearning Credits Taken



eLearning Structure at UAS

At UAS, schools and departments—guided by the UAS Strategic and Assessment Plan—evaluate program goals and make the decision to incorporate eLearning based on student population needs and program objectives. UAS degree programs are managed at the school level.

Since 1999, UAS course web sites have used a 'hybrid' strategy combining commercial tools, including Blackboard, with custom software to deliver an integrated brand-neutral system. Beginning with Fall 2012 classes, all UAS course sites are now delivered by the Blackboard Learn server managed by UAS IT Services.

UAS policies contribute to a successful eLearning environment, in particular: 1) requiring that every UAS course have an active web site; 2) requiring that these sites be available to students and the public as soon as the course schedule is published; 3) requiring course syllabi be published on all course sites; 4) retaining course web sites indefinitely; 5) leveraging course web sites to deliver institutional as well as course resources; and 6) leveraging course web sites to collect student ratings of courses.

Faculty continue to innovate in the area of eLearning. This year, three UAS School of Education faculty are initiating a Massively Open Online Course (MOOC). A combination of a class on differentiating instruction through technology with a class on technology for math education, the MOOC is offered as a credit course, as a PEC offering, and on the open

web. All instruction and student interaction occurs in the 'Cloud' where computing resources (hardware and software) are delivered via the internet using cloud computing tools instead of a course management system like Blackboard.

Support and Training for eLearning through UAS

Faculty development seminars along with group and one-on-one training with IT staff are available. UAS filled an Instructional Design position during Summer 2011. The Instructional Designer is based in Sitka but serves all of UAS. She has provided support and individual mentoring to over 60 faculty so far this semester. Intensive faculty development workshops on eLearning—called *iTeach workshops*—were offered in Juneau and Sitka. Sixteen faculty participated, with over 60 hours of group workshops delivered both face to face and via webconferencing. With a focus on expanding the use of online instruction technologies, the workshops were instrumental in the relatively smooth transition from UASOnline to Blackboard. UAS policies mandate the use of course websites and similar technologies. Consequently, there is a 90% adoption of web course management technologies across all programs and courses – not just those online. Also, 46% of UAS students providing course evaluations 'strongly agree' that technology is used effectively in instruction; this is twice the national average of 22% for this metric.

Faculty in the Schools of Management and Education mentor new and adjunct faculty to ensure they are prepared for instruction through online delivery methods. Education Technology faculty also help their colleagues with online teaching assignments. In the UAS School of Education, where the majority of graduate degree programs are delivered via eLearning, the class size is usually capped at 20% less than for location-based classes.

Cooperation and Coordination with Other MAUs

UAS transitioned fully to Blackboard Learn in Fall 2012. The other MAUs are adopting a version of the UAS portal (UAS Online!) to allow UA-wide single sign-on. The system allows students to see all their courses at once, regardless of the campus delivering the course. UAS has created a self-service tool (ELMO) for login functions to student information systems that has been adopted throughout the UA system. UAA continues to provide hosting for Elluminate, a virtual classroom environment used in UAS courses. However the vendor is phasing out this product and a UA-wide committee is currently investigating alternatives.

A UA-wide consensus was reached to more accurately categorize and track course delivery. Coding for a scale describing ranges of the percentage of delivery that is location-based was implemented in UAS courses beginning Summer 2011, and resulted in improved web-based course searches. More recently, the categorization of academic programs has been updated to facilitate new federal IPEDS reporting requirements across the UA system.

Quality and Assessment

Assessment plans are in place for all degree programs regardless of delivery method. Assessments are reviewed annually and the results reported to Deans and Directors. Five-year program reviews conducted during 2010, 2011, and 2012 have resulted in the suspension with "teach-outs" of the MBA and Early Childhood Education programs, and recommendations for continuation (with improvements, redesign, or expansion) of several other programs.

Institutional Concerns

eLearning is an essential part of Schools of Education and Management programs, and is in use throughout the Schools of Arts & Sciences and Career Education. The specific approach or delivery method may vary between schools since programs are delivered depending on the target audience and program goals. eLearning is not a function separate from course or program content but applied as appropriate.

A review of student comments regarding IT services indicates a continuing desire for advance notice of technologies that are used in classes and an interest in seeing additional standards in the use of the technology, such as the required use of an electronic grade book. However, these suggestions come from students taking either or both online and location-based courses.

As noted above, the McDowell Group⁷ underscored the importance of blended and eLearning delivery to the students enrolled at UAS, including both off-site students and those seeking degrees and certificates in programs that are primarily face-to-face. Clearly, meeting the information and instructional needs of students in non-location-based courses and programs is critical, and UAS expects to continue its focus on increasing the resources available for these students in the years ahead.⁸

⁷ http://www.uas.alaska.edu/student_services/docs/uas_mcdowell_retention_study2012.pdf, [page 7]

⁸ See uas.alaska.edu/students/getahead/elearn.html for a compilation of resources addressing such essential information as registration, tuition and FAQs. Recently a distance version of freshman and transfer student orientation has been developed to address the specific needs of eLearning students at uas.alaska.edu/orientation/distance/index.html.

UAS Library faculty and staff are available for specific eLearning support, and Library websites also prominently display information relevant to Distance Education students at uas.alaska.edu/library/services/distance-ed.html.

University of Alaska Southeast Fall 2013 Fee Changes for Juneau Students Faculty and Staff Information Page

Introduction: Beginning with the fall 2013 semester, UAS will introduce a consolidated service and instruction fee at the Juneau Campus. This change does not affect how fees are assessed to students at the Ketchikan and Sitka campuses.

The purpose of the change is to simplify the fee structure, increase the predictability of total fees for students, and make the distribution of educational costs more equitable.

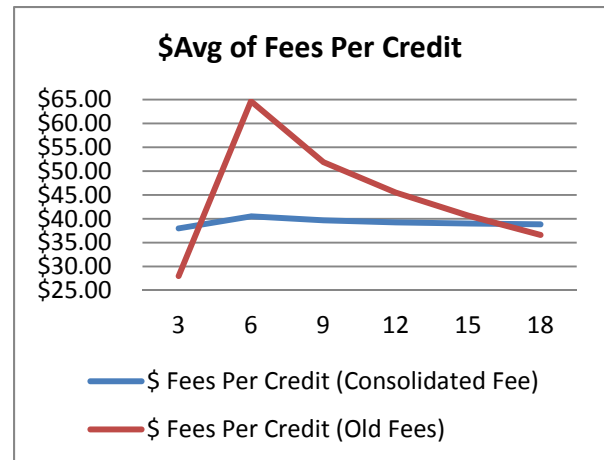
What fees are changing? Beginning with the fall 2013 Semester, the Juneau Campus will introduce a consolidated service and instruction fee. The fee will be assessed at \$35 per credit hour. In making this change, the Juneau Campus will fold into the consolidated fee the campus technology fee, the e-learning fee, the student government fee, the Whalesong publication fee, the health center fee, the recreation facility center fee, and the summer self-support fee, which proved to be a disincentive to summer enrollment. Several course fees have been reduced or eliminated as well.

Proceeds of the fee will be used to cover the costs associated with the use of in-class and e-learning instructional technologies, materials, and supplies and student support services including student government, recreation and wellness, and learning support services.

What isn't changing? Students will continue to be separately assessed the 2% UA Network Charge, the statewide technology fee, and the Optional Student Alumni Association Fee. Students will also continue to be assessed lab and materials fees for courses that use specialized equipment or materials.

Does this affect student fees assessed on Ketchikan and Sitka courses? No. Ketchikan and Sitka offer students a different suite of services than the Juneau Campus. If a student enrolls in Ketchikan or Sitka courses, fees applicable to the respective campus and course will be applied.

Why is the change being made? As the chart below illustrates, the old fee structure placed a disproportionate amount of the burden of fees on the university's part-time students and created disincentives to enrollment and student completion. Under the new fee structure, students taking between 5-12 on-campus credits will see an average decrease of \$13/credit hour in fees.



How does the consolidated fee affect the university's e-learning students? We've made every effort to balance the impact of this change to benefit the greatest number of students possible. Upper division e-learners (77% of Juneau Campus's e-learning courses are offered as upper division credit), will pay on average \$4 more per credit. Comparatively, on-campus students taking less than 5 credits will see an increase of \$10 per credit hour in fee assessments.

How do we answer questions from students about this change? Student Governance has expressed support for this change. Undoubtedly, some students will still have questions. Please direct students to the Cashier's Office. We will have informational materials geared specifically to students before fall registration opens.

There are several advantages to bundling the fee. It is simpler, and it reduces the average cost to all students. To help students understand what they are paying for it is important to inform them of the full range of services available at the university. With the new fee, students will have the ability to access all of the university's services and use those that best meet their needs and preferences.

Organization Charts

Enclosed are the following organizational charts for the principle UAS units. These are provided to give readers a visual overview of the university's organizational and leadership structure:

University of Alaska System

University of Alaska Southeast/Chancellor

Academic Affairs/Provost

School of Arts and Sciences

School of Career Education

School of Education

School of Management

Administrative Services

Enrollment Management and Student Affairs

Ketchikan Campus

Sitka Campus

UNIVERSITY OF ALASKA SYSTEM

Patrick Gamble
President

Donald Smith
Executive Director
Labor & Employee Relations

Tom Case
UAA Chancellor

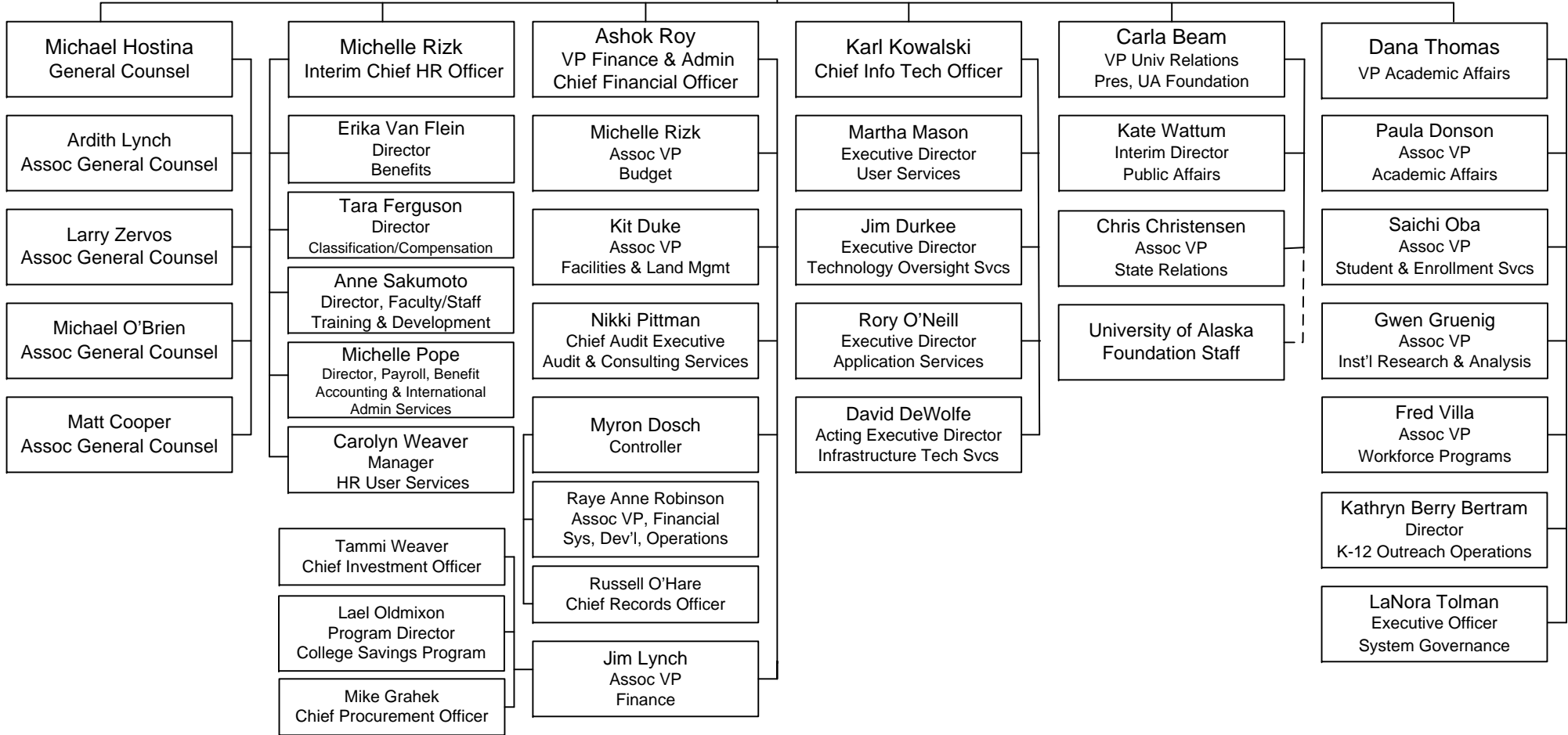
Nancy Spink
Chief Risk Officer

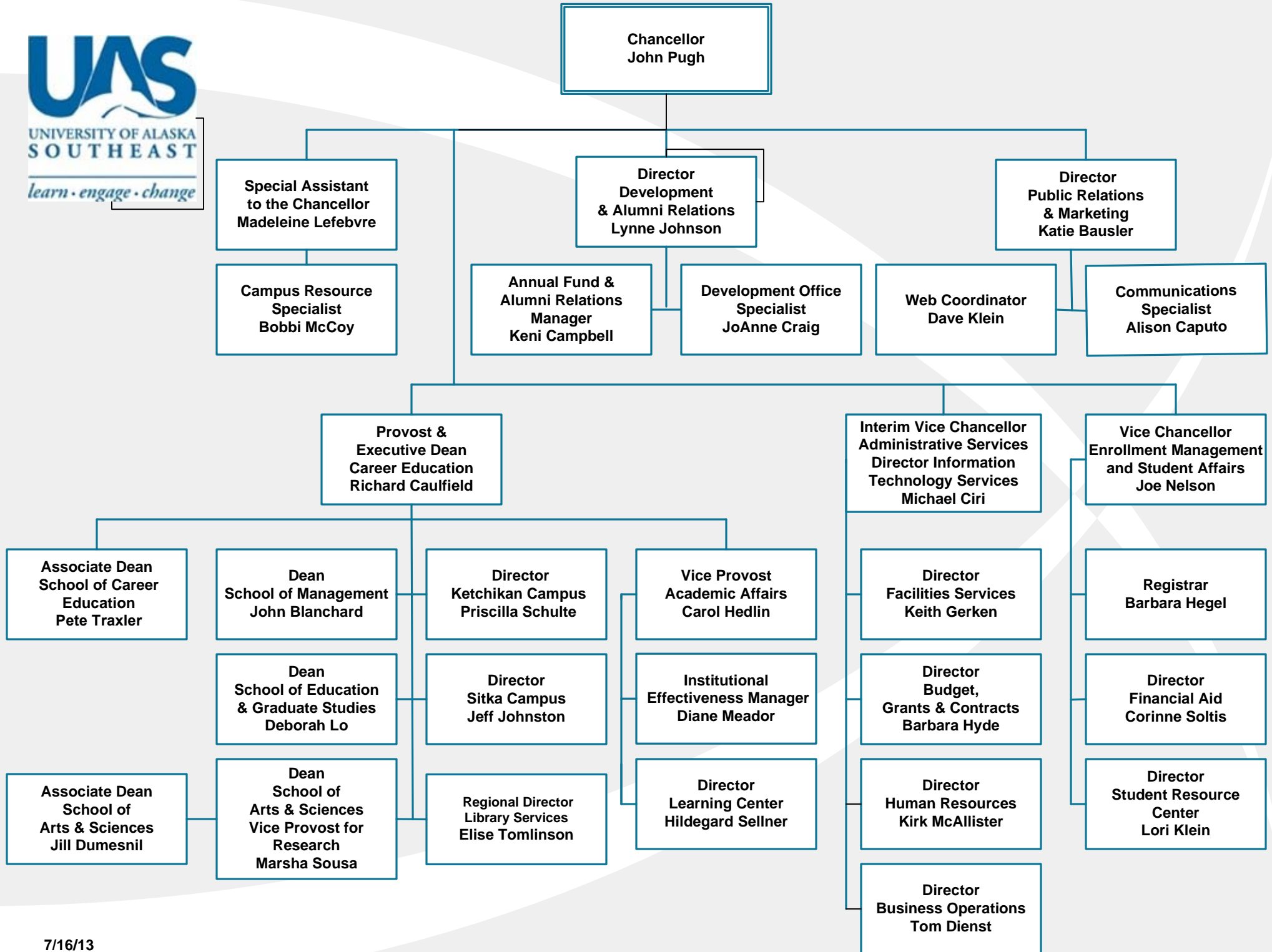
John Pugh
UAS Chancellor

Brandi Berg
Executive Officer
Board of Regents

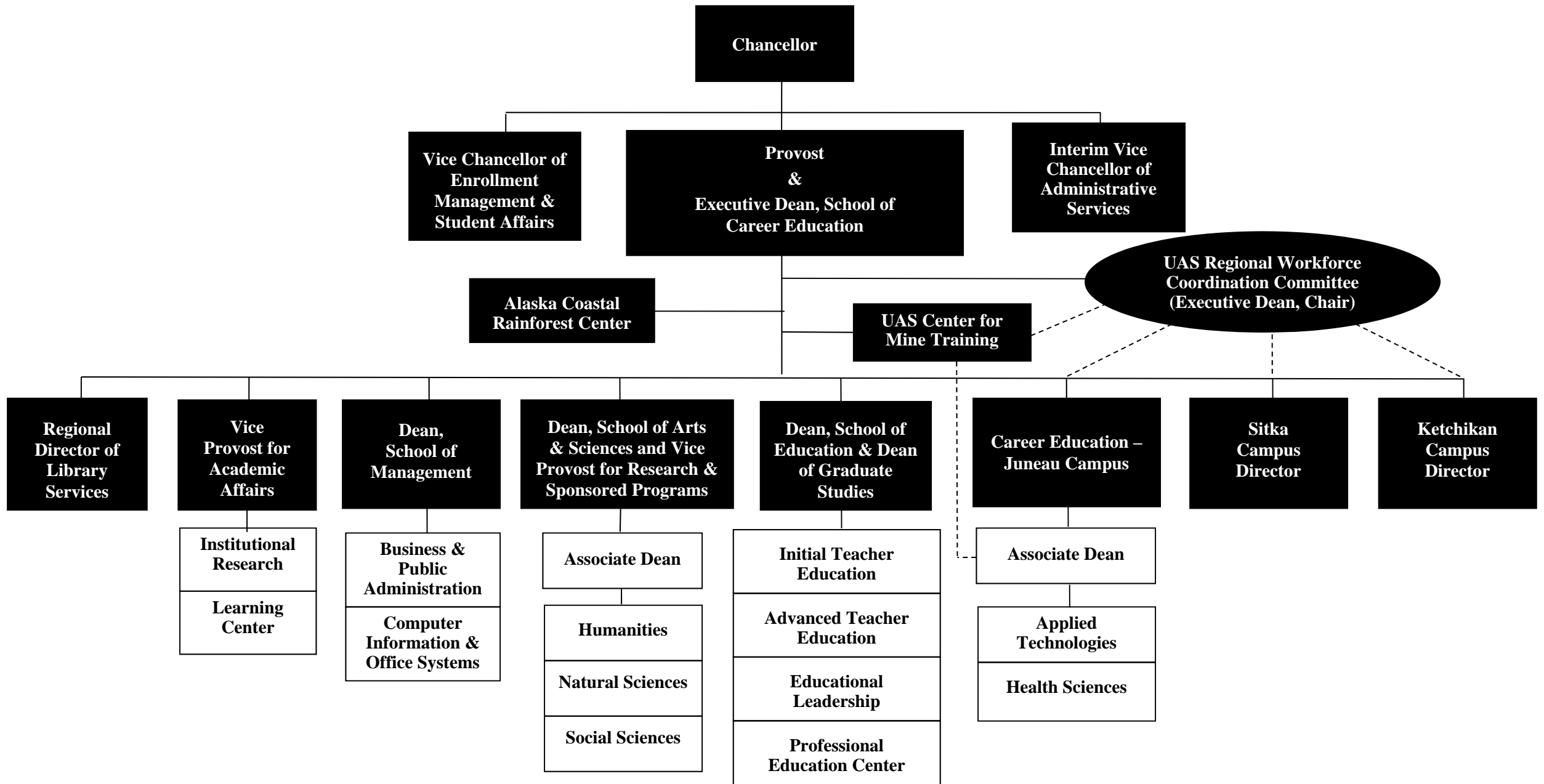
Dianne Milke
Executive Assistant
to the President

Brian Rogers
UAF Chancellor





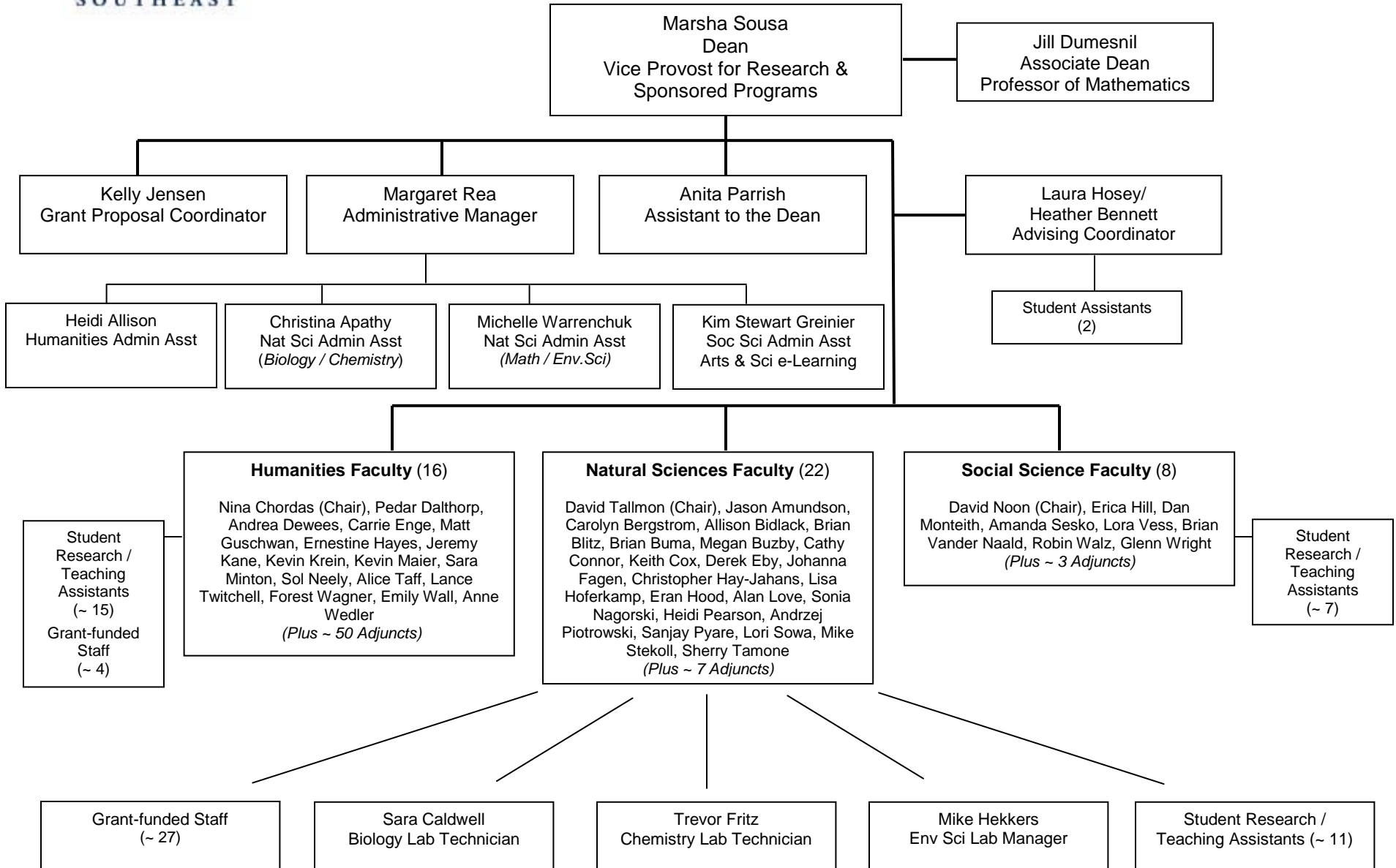
UAS Academic Affairs



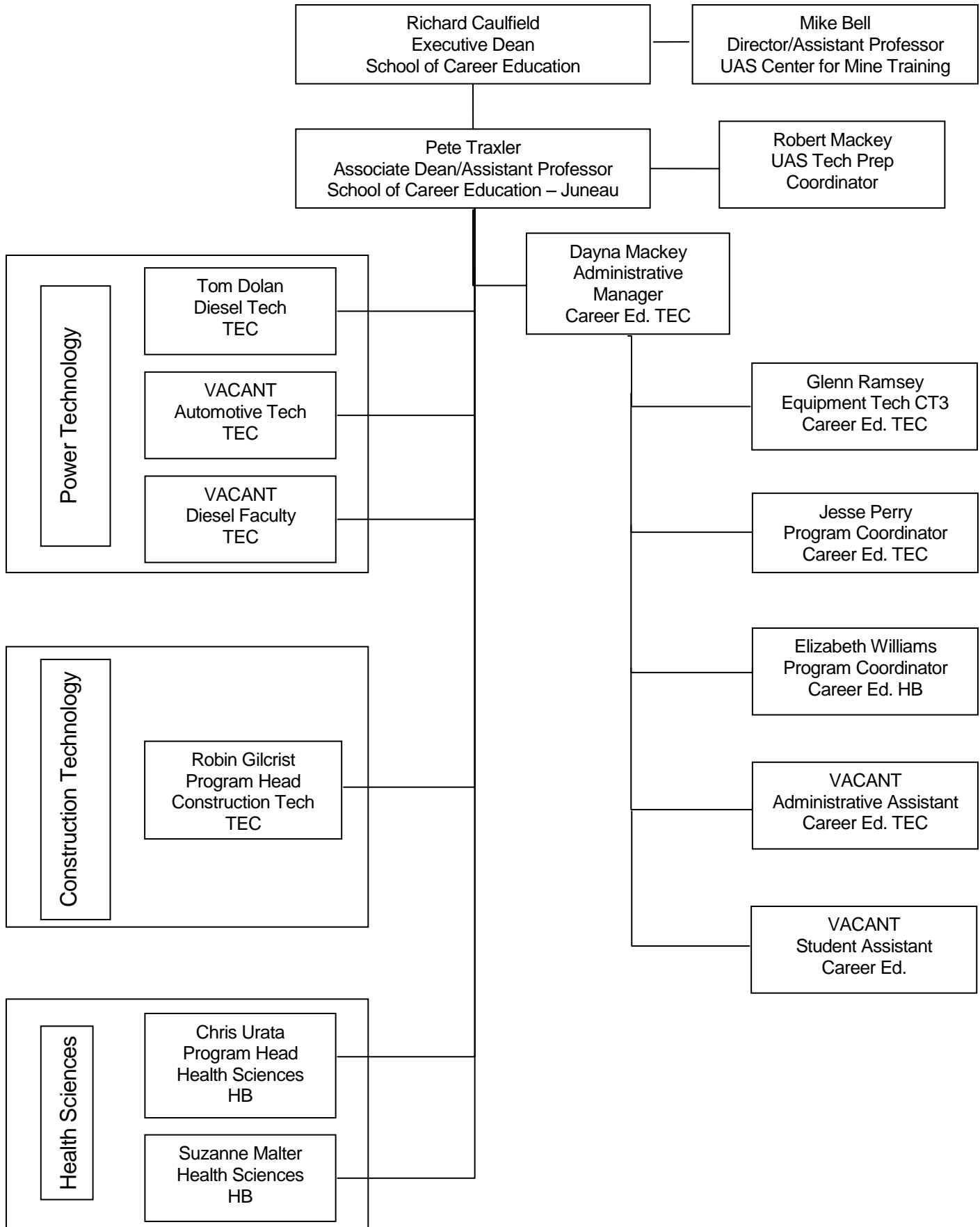


School of Arts & Sciences – Juneau Campus

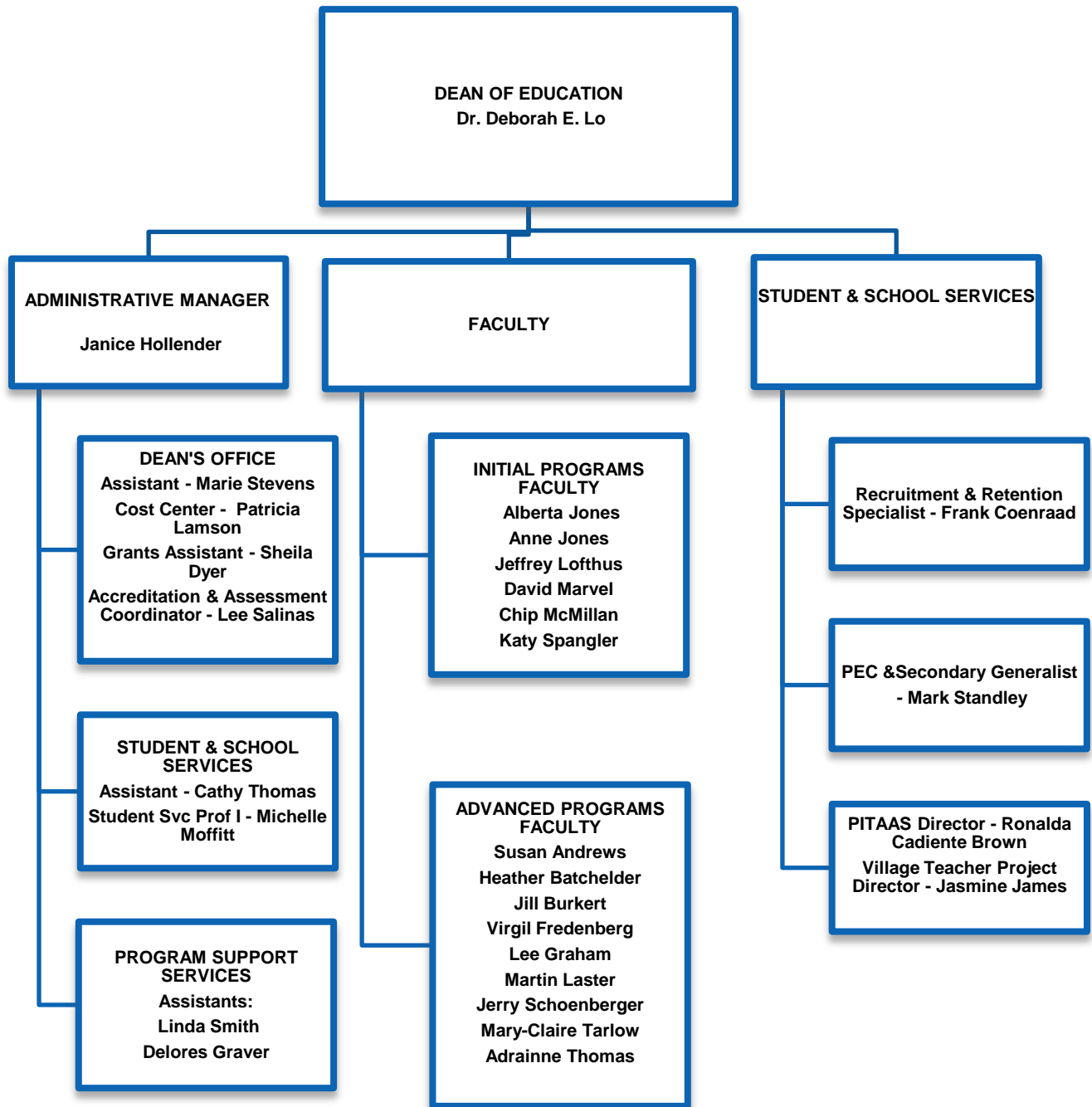
Organizational Structure



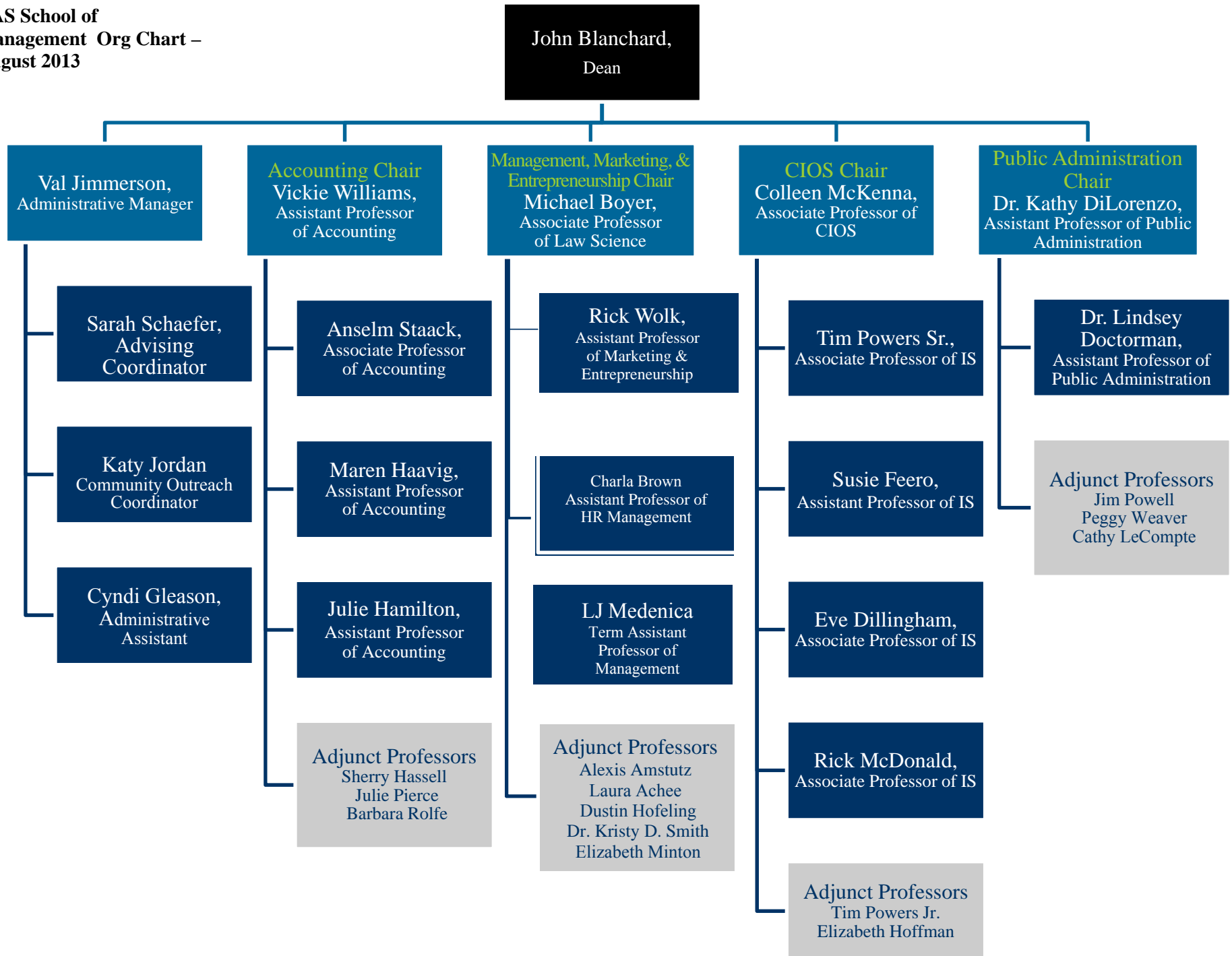
**School of Career Education
Administrative Structure –
Juneau Campus (TEC/HB)**



UAS School of Education Organization Chart AY13-14

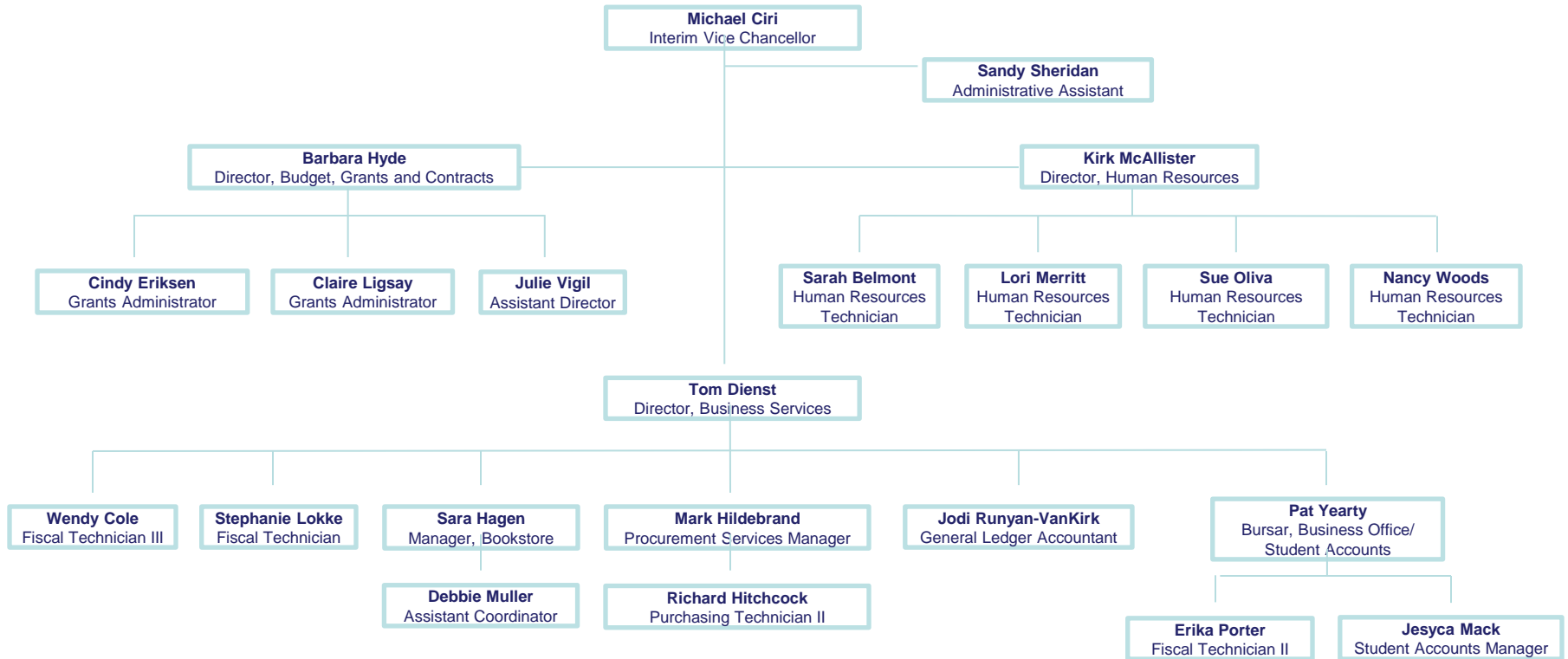


**UAS School of
Management Org Chart –
August 2013**



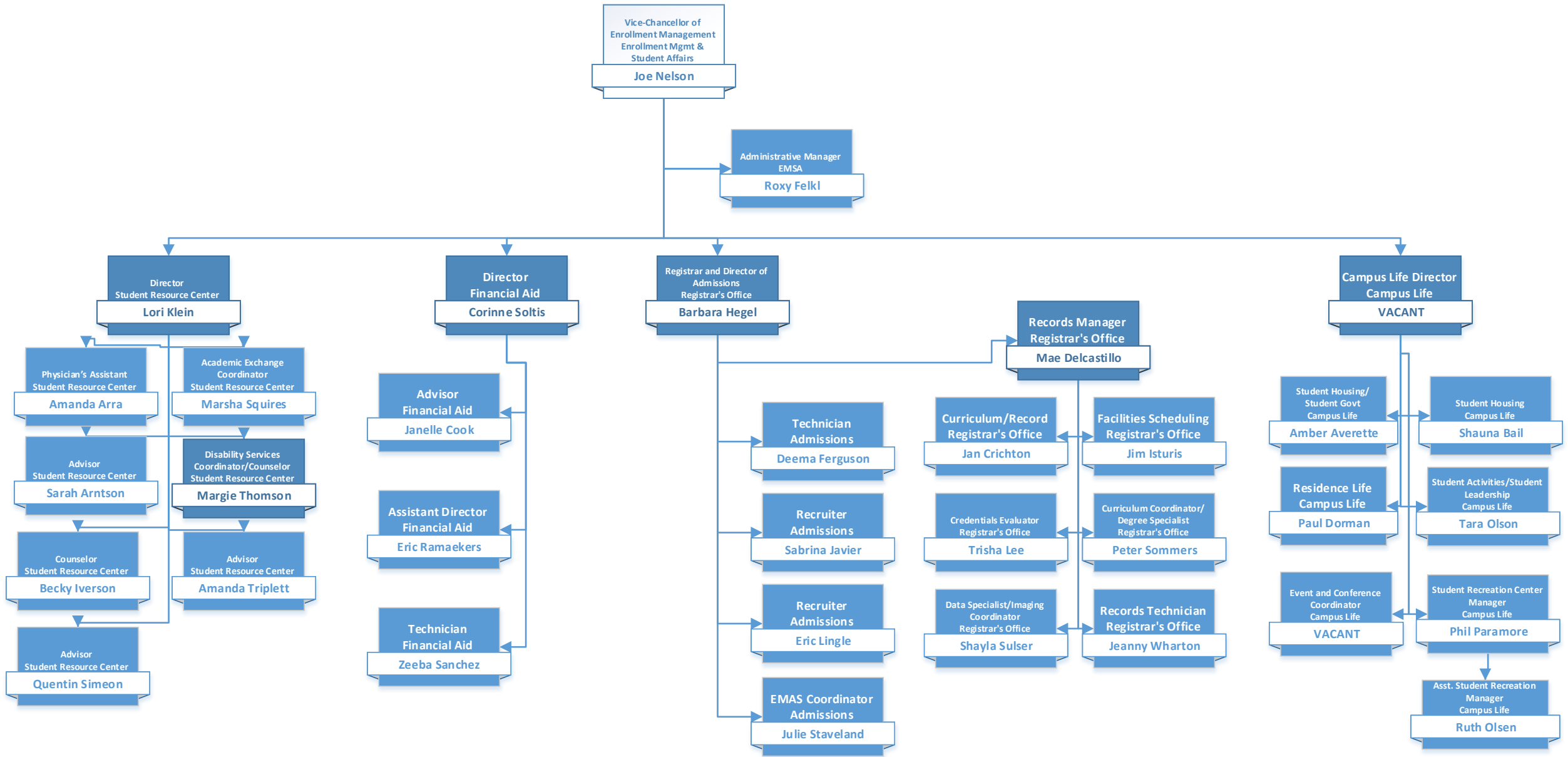
Organization Chart

Administrative Services

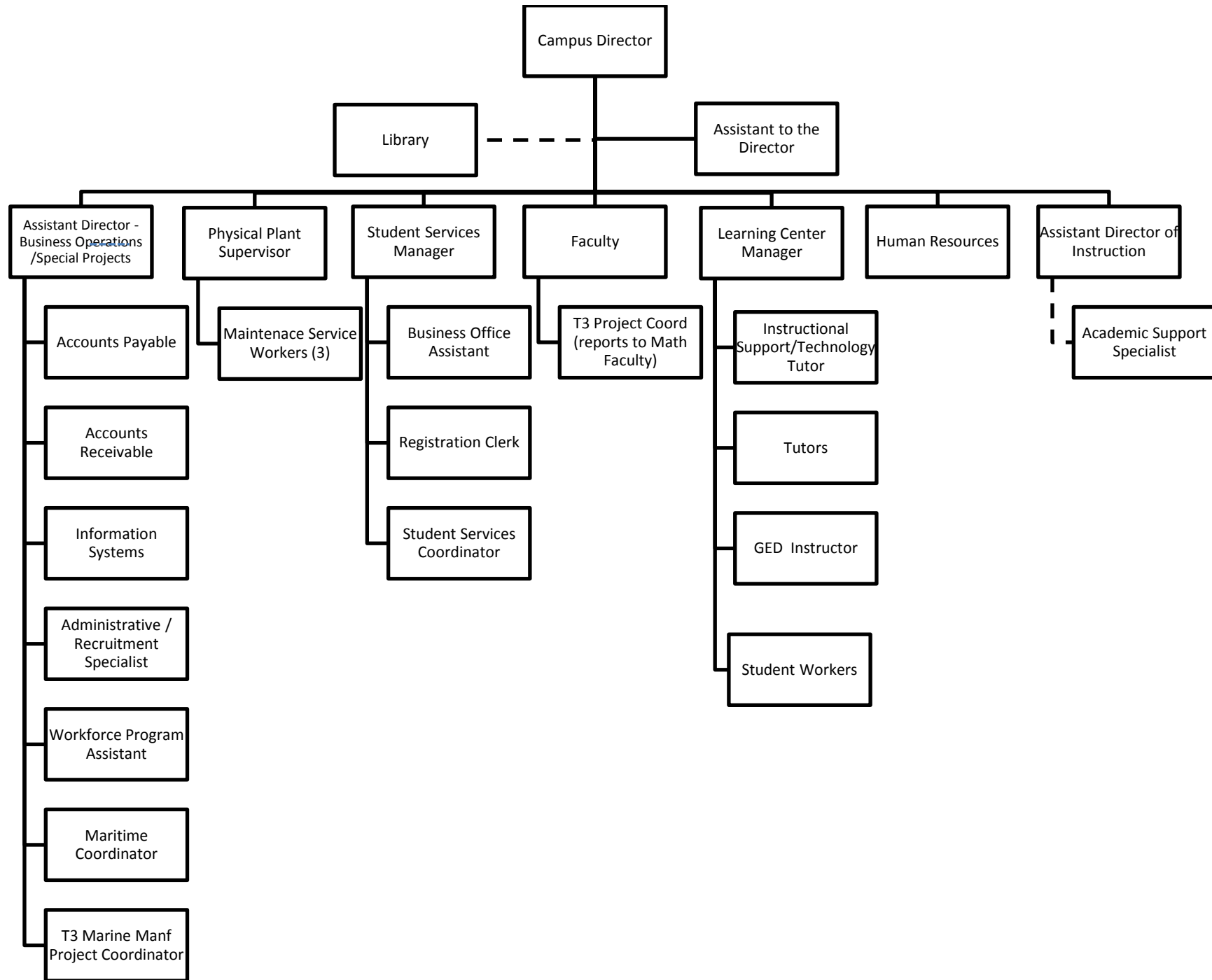


Organization Chart

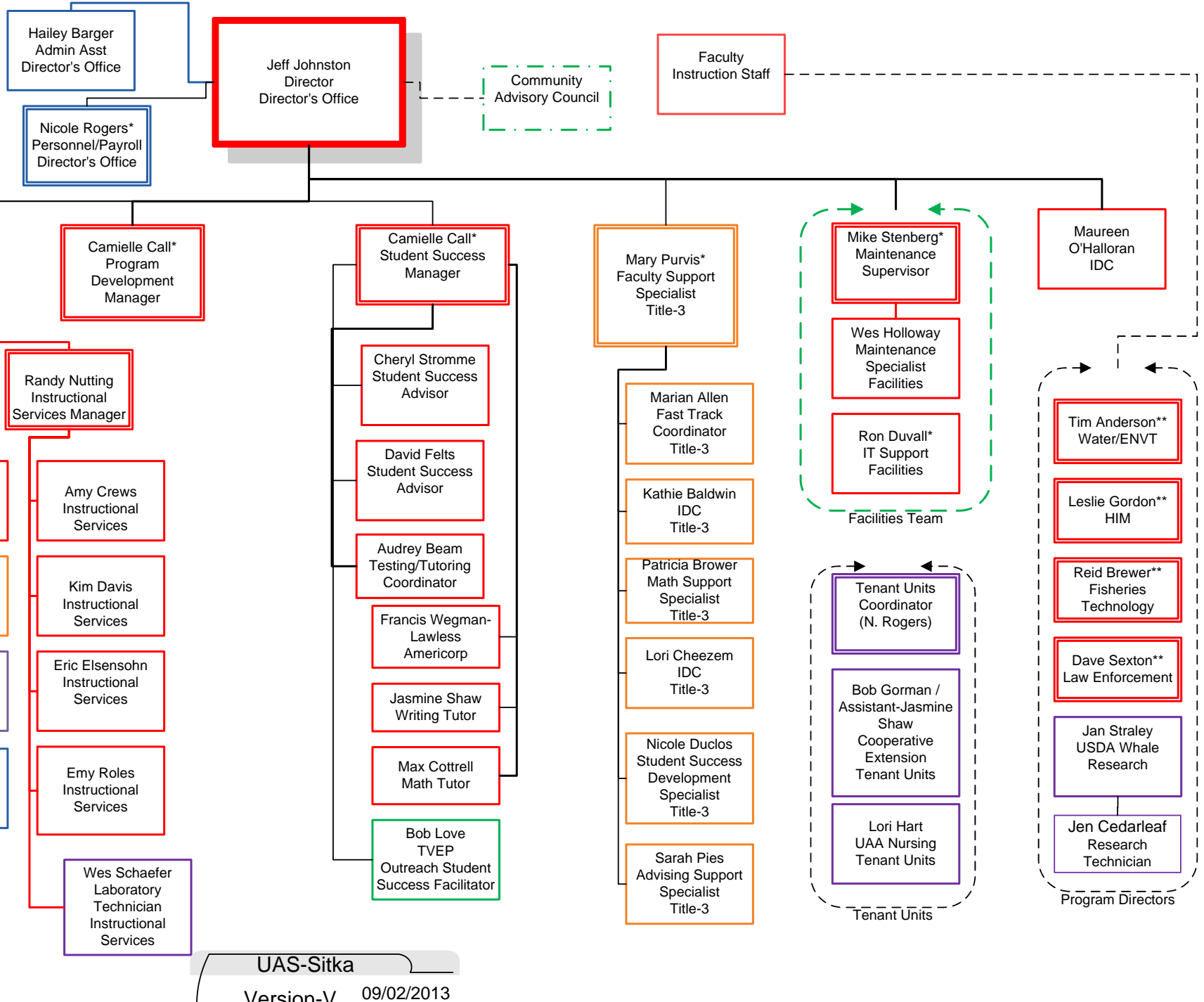
Enrollment Management and Student Affairs



UAS Ketchikan Organizational Chart 2013-2014



UAS Sitka Reporting Structure

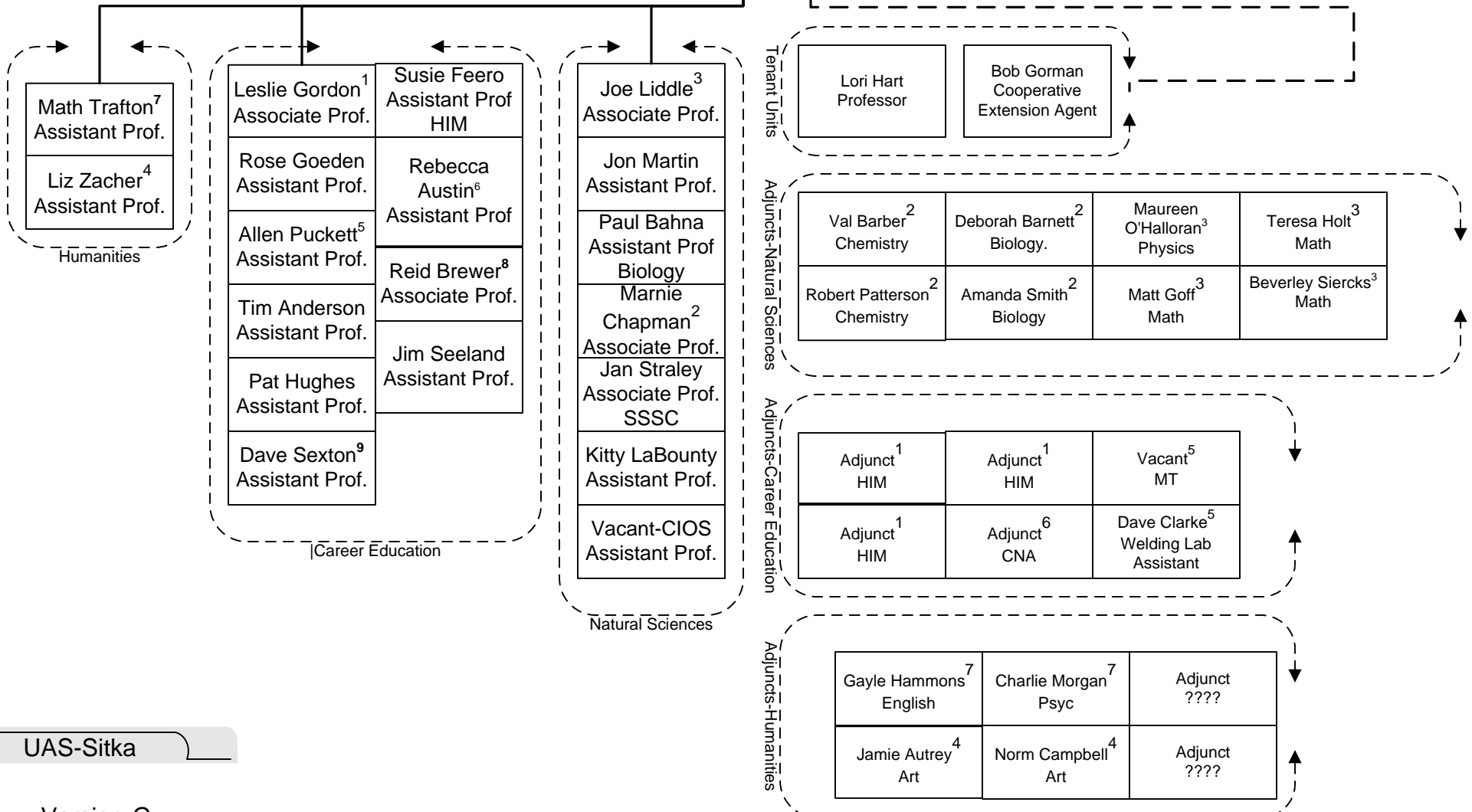


UAS Sitka--Faculty

Adjunct Supervision by Discipline

- Program Director-HIM¹
- Program Director- Biology²
- Program Director-Math³
- Program Director-Art⁴
- Program Director-Career Ed⁵
- Program Director-Health Sciences⁶
- Program Director-Humanities⁷
- Program Director-Fisheries Technology⁸
- Program Director-Law Enforcement⁹

Jeff Johnston
Director



Basic Institutional Data Form

Northwest Commission On Colleges and Universities

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: University of Alaska Southeast

Address: 11120 Glacier Highway

City, State, ZIP: Juneau, AK 99801

Degree Levels Offered: Doctorate Masters Baccalaureate Associate Other

If part of a multi-institution system, name of system: _____

Type of Institution: Comprehensive Specialized Health-centered Religious-based
 Native/Tribal Other (specify) _____

Institutional control: Public City County State Federal Tribal
 Private/Independent (Non-profit For Profit)

Institutional calendar: Quarter Semester Trimester 4-1-4 Continuous Term
 Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
School of Education	Bachelor, Master	NCATE, now Council for the Accreditation of Educator Preparation (CAEP)	2012
Power Technology: Auto	Assoc. Applied Sci.	National Automotive Technicians Education Foundation (NATEF)	2012
Health Information Mgmt.	Assoc. Applied Sci.	Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)	2013

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: Sum of student credit hours / base. Base = 12 for undergraduates and unclassified students or 9 for graduate and professional students. _____)

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY Dates:	One Year Prior to Last Completed FY Dates:	Two Years Prior to Last Completed FY Dates:
CURRENT FUNDS			
Unrestricted			
Accounts payable			
Accrued liabilities			
Students' deposits			
Deferred credits			
Other liabilities (identify)			
Due to			
Fund balance			
Total Unrestricted			
Restricted			
Accounts payable			
Other (identify)			
Due to			
Fund balance			
Total Restricted			
TOTAL CURRENT FUNDS			
ENDOWMENT AND SIMILAR FUNDS			
Restricted			
Quasi-endowed			
Due to			
Fund balance			
TOTAL ENDOWMENT AND SIMILAR FUNDS			
PLANT FUND			
Unexpended			
Accounts payable			
Notes payable			
Bonds payable			
Other liabilities (identify)			
Due to			
Fund balance			
Total unexpended			
Investment in Plant			
Notes payable			
Bonds payable			
Mortgage payable			
Other liabilities (identify)			
Due to			
Other plant fund liabilities (identify)			
TOTAL INVESTMENTS IN PLANT FUND			
OTHER LIABILITIES (IDENTIFY)			
TOTAL OTHER LIABILITIES			
TOTAL LIABILITIES			
FUND BALANCE			

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates:	One Year Prior to Last Completed FY Dates:	Two Years Prior to Last Completed FY Dates:
Tuition and fees			
Federal appropriations			
State appropriations			
Local appropriations			
Grants and contracts			
Endowment income			
Auxiliary enterprises			
Other (identify)			
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction			
Research			
Public services			
Academic support			
Student services			
Institutional support			
Operation and maintenance of plant			
Scholarships and fellowships			
Other (identify)			
Mandatory transfers for:			
Principal and interest			
Renewal and replacements			
Loan fund matching grants			
Other (identify)			
Total Educational and General			
Auxiliary Enterprises			
Expenditures			
Mandatory transfers for:			
Principal and interest			
Renewals and replacements			
Total Auxiliary Enterprises			
TOTAL EXPENDITURE & MANDATORY TRANSFERS			
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)			
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]			

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates:	One Year Prior to Last Completed FY Dates:	Two Years Prior to Last Completed FY Dates:
For Capital Outlay			
For Operations			

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
NA-None				

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
NA-None				