



UNIVERSITY
of ALASKA
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Year Seven Mission Fulfillment and Sustainability Self-Evaluation Report

Prepared for the
Northwest Commission on Colleges and Universities

April 2019

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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. At UAS one will commonly hear the phrase ‘three campuses—one university,’ reinforcing the concept that all campuses contribute meaningfully to the institution’s mission. All share in the university’s decision-making processes and contribute to advancing student achievement and success. UAS is one of three separately-accredited universities that make up the University of Alaska (UA) system. With no community colleges in Alaska, UAS has a broad purpose—providing ‘community college,’ baccalaureate, and graduate programs within a single institution. Programs are offered either in person or online, in order to meet student needs across the entire state. UAS has long been recognized for offering programs of distinction in teacher education and educational leadership, marine biology, liberal arts, business and public administration, health information management, and fisheries technology.

UAS’ institutional history dates back over four decades. In 1980, the University of Alaska Southeastern Senior College merged with Juneau Douglas Community College to become the University of Alaska Juneau. In 1987, UAS was formed from three academic entities—University of Alaska Juneau, Ketchikan Community College, and Islands Community College in Sitka. Today, the three campuses—working as a single university—address important regional and statewide needs, leverage essential resources, and meet critical postsecondary education and training needs in the region.

This regional approach makes sense given that Southeast Alaska is geographically remote from the rest of Alaska and accessible only by water or air. The region includes the famed Inside Passage—a majestic array of islands, channels, and fjords abutting coastal mountains, icefields, and glaciers. 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 and Alaska Airlines provides year-round service to larger communities. Juneau serves as Alaska’s capital city and the region’s economy 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 thousands of years. Nearly 20 percent of UAS students are indigenous

Alaskans. The advancement of Tlingit, Haida, and Tsimshian cultures and languages are increasingly reflected in UAS programs. As part of its community engagement, UAS has formal partnerships with the Sealaska Heritage Institute, the Central Council of Tlingit and Haida Indian Tribes of Alaska, and Ketchikan Indian Community.

Over 2,600 students (1,288 FTE) attended UAS in fall 2017 ([UA IR Table 1.01a & Table 1.21](#)). A majority are non-traditional students who attend part-time. Most students come from Alaska, and nearly two out of every three students are female. The average age of a UAS student is 26. UAS' geographic location prompted the university long ago to develop a robust array of online and distance courses and programs. UAS began offering distance courses more than three decades ago and continues to be a leader in expanding e-Learning degree opportunities. In AY18, UAS offered 77 degrees, endorsements, and certificates. Thirty-one programs were offered face-to-face, 13 via distance, and 33 with an option of e-learning or face-to face.

In a [recent study](#), students and graduates praised the university's small class sizes, quality of faculty and staff, engaging learning opportunities, and access to fully online programs. The overall class size averages 10 students per course. In recent years, UAS has enhanced campus housing on the Juneau campus and focused on improvements to campus life. UAS has expanded opportunities for undergraduate research and creative expression and for internships and practicum experiences. Fifty percent of UAS students take advantage of e-Learning courses. Many of these students are located outside of the region in other parts of the state. Support for these students is thoroughly integrated into programs on all three campuses.

UAS programs are delivered through three major academic units: the School of Arts and Sciences, the School of Career Education, and the Alaska College of Education. Arts and Sciences makes up the largest unit, encompassing four departments: Humanities, Social Sciences, Natural Sciences, and Business/Public Administration. The campus settings and rich natural, social, and cultural environment of Southeast Alaska provide generous opportunities for teaching, research, and creative expression in these areas.

Importantly, the UA Board of Regents recently designated UAS as the lead university in Alaska for teacher education and educational leadership. The decision was part of a system-wide restructuring referred to as [Strategic Pathways](#), and was a recognition of UAS innovation in these areas. In line with this new leadership role, the former UAS School of Education transitioned into the [Alaska College of Education](#) in July 2018. The new College, which is accredited by NCATE and will soon undergo CAEP accreditation review, offers both undergraduate and graduate degrees, endorsements, and licensure. The Alaska College of Education Executive Dean has statewide responsibilities for K-12 teacher education and educational leadership, working in partnership with Education programs at the University of Alaska Anchorage (UAA) and the University of Alaska Fairbanks (UAF).

The UAS School of Career Education offers diverse workforce development programs such as health information management and fisheries technology, underground mine training, maritime training, welding, and certified nursing assistant. Students have opportunities to expand employment skills through occupational endorsements, certificates, and associate degrees. UAS has active partnerships with employers throughout the region.

In recent years UAS has seen enrollment declines, not unlike those elsewhere in the state. Part of the explanation for this decline is a corresponding statewide decline in the number of high school graduates. Alaska's population has declined in recent years, and its population overall is aging. These trends are even more pronounced in Southeast Alaska than elsewhere in the state. Moreover, the state has faced severe economic difficulties, resulting in significant reductions in state general fund support for UA. For example, UAS has seen a 19 percent reduction in its state general fund allocation between FY15 and FY18. University leaders have

worked to minimize the impact of these cuts on academic and workforce programs on faculty, staff and students, based on the UAS mission. Tuition has been increased in recent years, and a greater emphasis is being placed on marketing and retention, leveraging external resources, and on philanthropic giving. Still, the State's uncertain budget situation has had a significant impact on the University's overall programs and services.



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PREFACE

Institutional Changes Since the Last Report

UAS submitted its last report—the Year Three Report—to NWCCU in September 2013. In 2017, UAS was scheduled for the NWCCU Seven Year Self-Evaluation. With the change in standards and NWCCU’s backlog of reviews, NWCCU delayed the UAS Seven-Year Self-Evaluation and site visit until 2019.

Strategic Planning

Since the Year Three report, UAS has continued to focus on fulfilling its mission of student learning and student success that was laid out in the UAS [Strategic and Assessment Plan](#). In 2012, the Strategic and Assessment Planning Executive Committee extensively revised the indicators of achievement. In spring 2013, the functions of the UAS Strategic and Assessment Planning Executive Committee were expanded to include a role in shaping the UAS budget. Now known as the “Strategic Planning and Budget Advisory Committee” ([SPBAC](#)), members are appointed by the Chancellor and serve in an advisory capacity. The membership includes university leaders, plus faculty, staff, and student representatives. [SPBAC](#) provides overall advice to leadership about implementation of the Strategic and Assessment Plan, including mission, vision, and core themes, as well as oversight on NWCCU accreditation compliance and report preparation. In 2015, SPBAC revised the core theme objective performance indicators to more accurately reflect mission fulfillment.

These performance indicators have continued to be the focus of mission fulfillment and results of this effort are described under Standard 3, 4 and 5. SPBAC also reviewed and revised its ten-year-old list of [self-defined peer institutions](#). Data from the peer institutions assist UAS in establishing achievement indicators that reflect regional and national norms.

In 2017, SPBAC determined that it was in the University’s best interest to continue with the existing Strategic and Assessment Plan through 2019 as all UAS units had been focused on assessing the existing core themes and objectives. A larger group of faculty, staff, and students

met in early 2018 to review the core themes and performance indicators, and the 2010-2017 plan as a whole. Minor wording changes were made to three objectives but the core themes and metrics remained the same, and the [plan](#) was extended through 2019.

Leadership and Organization

The Chancellor, Dr. Richard Caulfield, was appointed to his current position in 2015 by then-UA President Patrick Gamble and the Board of Regents following a nationwide search. He previously served as UAS Provost for six years and has a total of 36 years in the UA system.

When Provost Caulfield was appointed Chancellor in 2015, the Provost position was filled with a one-year interim appointment. Provost Karen Carey was hired in 2016 with responsibilities including accreditation, institutional effectiveness/institutional research, supervision of deans and directors, as well as service on a number of UA committees.

The Vice Chancellor for Administrative Services, Michael Ciri, was appointed as interim in 2013 and as the permanent Vice Chancellor in 2015. He has been with UAS for over thirty years, including thirteen years as the Director of Information Technology Services. Administrative Services includes Budget and Grants, Human Resources, Business Services, Facilities, and Information Technology Services.

Responsibilities for student services and enrollment management have been integrated under the Vice Chancellor for Enrollment Management and Student Affairs (EMSA), Joseph Nelson, J.D., since 2012. The Vice Chancellor is responsible for developing and implementing a student recruitment and retention plan along with overseeing administrative units such as the Registrar's Office, admissions and records, and financial aid. A Director of Recruitment, Admission, and Advising, Marnie Kaler, was hired in fall 2017 to assist him in this work.

Following a number of significant retirements and departures, new academic deans and new campus directors have been recruited by the Chancellor. There has also been a consolidation of functions, with the elimination of the positions of vice-provost and student resource center director on the Juneau campus, and the elimination of the business office supervisor at the Sitka campus (see appendices for organizational chart and resource room for resume and CV's of leadership).

Organizational change has resulted from the UA Strategic Pathways process, conducted by UA President James Johnsen, in part to address state funding declines and in part to increase efficiencies across UA. As noted above, following the outcomes of the Strategic Pathways activities, the UA Board of Regents identified UAS as the location for the Alaska College of Education. In addition, the School of Management was consolidated into the School of Arts and Sciences, with all programs and faculty transferred over to Arts and Sciences, reducing one UAS dean position.

Student Success

Chancellor Caulfield and UAS leadership have been focusing on student success as an especially critical core theme for the University in the past few years. Under this theme are marketing, recruitment, retention, and completion; all major priorities for the institution. Several recent initiatives have been aimed specifically at student success. As enrollments have decreased, concerted efforts have been made to encourage students to enroll and continue their education at UAS. These initiatives include:

Expanded Academic Advising: UAS has expanded its orientation opportunities for incoming students, including an online orientation option. These opportunities have been built in to expand First-Year Experience programming. UAS now requires [academic advising](#) for all incoming freshmen, transfer students with less than 30 credits, and students admitted on proba-

tion. In June 2018, the Education Advisory Board (EAB) Student Success Collaborative went live with advising and was rolled out to all faculty in August 2018. Evaluation will be on-going.

Alaska Leadership Initiative: The [Alaska Leadership Initiative](#) (ALI) is a two-tier, two-semester student leadership program at the Juneau campus. ALI participants provide leadership in activities that positively impact the campus, their own careers, and the local and global community. Participants meet for one-hour each week, for 10-12 weeks each semester, and are eligible to receive \$2000 to apply toward the cost of housing at UAS. The Alaska Leadership Initiative Gold Level is an upper-class tier for a small cohort of students who have completed ALI tier's one and two and are seeking to put their leadership skills into action. ALI-Gold participants assist with the facilitation of the ALI first-year program.

Chancellor's Award for Housing: This [merit-based scholarship](#) is awarded to new full-time students (whether first-time students or transfers) seeking to live in Juneau campus housing. Based upon academic achievement, the award may provide up to \$2,600 per year of on-campus housing for a new student's first year at UAS and up to \$1,300 the second year. The award is available for UA Scholars, Alaska Performance Scholars, or incoming freshmen with a 3.5 or higher GPA, an ACT score of 25 or SAT score of 1210 or higher, or transfer students with a transfer GPA of 3.75 or higher.

Come Home to Alaska: This [program](#) provides in-state tuition for students who were living outside of the state with family ties to Alaska. This is an incentive program allowing eligible students to immediately pay resident tuition if they have a parent, grandparent, or great grandparent who is a current Alaska resident. This program is an effort to attract college-bound students to Alaska and to UAS.

Finish College Alaska: Over 120,000 people in Alaska have some college but no degree. Alaska has one of the highest percentages of such citizens of any state in the US. [Finish College Alaska](#) at UAS is designed to help these individuals complete their degrees either online or in face-to-face classes. In AY18, 53 individuals applied for the program and 32 tuition waivers were awarded.

Stay-On-Track Award: UAS encourages retention and timely degree completion for students through 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 seeks to reduce post-graduation student debt.

Strategic Enrollment Task Force and Retention Subcommittee: The Student Success Working Group established in fall 2010 was terminated in 2015 due to three key positions being eliminated (vice provost, student resource center director, and an associate dean position). In 2017, the Chancellor's [Strategic Enrollment Task Force](#) and the Retention Subcommittee (now the [Student Success Committee](#) as of fall 2018) were created, to focus both on student access and student success.

CTE Tuition Discount: Beginning fall 2018, UA is incentivizing enrollment in career and technical education classes by [reducing tuition rates](#) by 25 percent. The reduced tuition will apply to 11 programs and 69 courses at UAS. The tuition reduction of 25 percent will be applied on a course-by-course basis.

Sitka Campus, Sitka Start Program: The Sitka Start Program is an effort at the Sitka Campus to encourage new college-going residents in the community to enroll at UAS Sitka Campus for one to two years before transferring elsewhere. The program responds in part to the challenge of too many young Sitka students leaving for college out of state, only to return after an unsuccessful experience. For others, it provides an affordable start to a college career; enabling students to live at home and save money.

Infrastructure

The 2012 UAS [Campus Master Plan](#), approved by the Board of Regents in 2013, was based on the four core themes of the UAS Strategic and Assessment Plan. The Campus Master Plan governs the use and development of the UAS physical plant at all three campuses. The UA Board of Regents mandates a 5- to 7-year planning cycle. Based on this, UAS should currently be developing an updated master plan for presentation to the Board next year. In light of the rapidly changing programmatic requirements necessitated by the current budget environment, UAS will request that the current master plan be extended two additional years. The other UA universities have already requested and received similar extensions.

Infrastructure changes since 2013:

- ◆ Construction of the 120-bed John R. Pugh Freshman Residence hall on campus.
- ◆ Hendrickson Building renovation, consolidating the Chancellor, Provost and Administrative Services functions.
- ◆ Whitehead Building renovation, consolidating Arts & Sciences and creating high-quality collaboration spaces.
- ◆ Technical Education Center renovations.
- ◆ Mourant building improvements.
- ◆ Sale/demolition of Juneau's Bill Ray Center, Auke Bay Administrative Services Building, Auke Lake Soboleff Annex, and multiple small properties to reduce overall campus footprint and energy costs.
- ◆ Green-space improvements and creation of a disc-golf course.
- ◆ Renovation of the Ketchikan lower campus, creating the UAS Maritime Training Center.
- ◆ Acquisition of surplus federal property adjacent to the Anderson Building in Juneau as the site for a new Natural Sciences building (expected completion in 2020).
- ◆ Anderson Building parking improvements.
- ◆ Exterior lighting upgrades, improving the campus environment

Response to Previous Commission Requests

Response to 2009 Comprehensive Recommendations

In 2009 UAS submitted a seven-year self-study report to the NWCCU, and in October 6-9, 2009 a team of Commission evaluators conducted an onsite visit of UAS that resulted in a comprehensive reaccreditation report. In the report the Commission reaffirmed UAS' regional accreditation and issued four recommendations:

Recommendation 1: While the mission of the University of Alaska Southeast is clearly and directly presented, still, the University identity sometimes seems to be at odds with itself in its interpreting this mission. We recommend that the University revisit its mission and the full range of programs and offerings under the umbrella of this mission to affirm itself as a fully integrated university dedicated to a common purpose. (1.A.1 and 1.A.5)

Recommendation 2: The evaluation committee recommends that the University review its strategies and systems for communication within and across units for greater understanding and progress toward shared and explicit goals. (6.C.6)

Recommendation 3: While the University has undertaken an ambitious planning effort this last decade, UAS is not yet fully realizing the benefits of this planning. In

some cases, evaluation activities fall short of yielding the information that will lead to program modifications for improvement. (1.B.9)

Recommendation 4: The evaluation committee recommends that the University review its budget processes to make certain that they best serve the goals and purposes of the University. This review will allow the University to make certain that appropriate opportunities to make budget decisions and to report and act on these decisions are delegated to those who need the information to effectively carry out their work. (7.A.3) (6.A.3)

Since these 2009 recommendations were formalized, UAS has implemented the Commission's recommendations through a number of key steps and actions. To address Recommendation 1, in 2010 UAS convened a broad array of university stakeholders—students, faculty, staff, and community members—to develop a new mission, vision, core themes, and strategic plan. This led to production of the UAS Strategic and Assessment Plan for 2010-2017. The Strategic and Assessment Planning Team consisted of faculty, staff, students, community members, employers, and K-12 educators from all three campuses and communities. The Planning Team was charged with addressing UAS' long-range vision, reviewing the mission and values, establishing related core themes, providing a framework for evaluation and continuous improvement, and establishing guidelines for resource prioritization and allocation. Dr. George Copa of New Designs for Learning in Salem, Oregon provided professional guidance throughout the entire planning process. The result of this effort was a strategic plan whose mission, vision, and core themes were relevant to the entire UAS community. Another important element of the plan was integrating outcomes assessment into the plan, as described below.

In response to Recommendation 2, UAS took a number of steps to improve communications within and across the institution. These included the development of the UAS Strategic and Assessment Plan through a shared, collaborative process to improve communications and connections across the university while developing the new mission and strategic plan. To advance shared governance, the Chancellor's Cabinet and the Provost's Council were both expanded to include Faculty Senate, Staff Council, and student government representatives. As noted above, the Chancellor established a new Strategic Planning and Budget Advisory Committee (SPBAC), a Master Plan Implementation Committee (MPIC), and a Chancellor's Advisory Committee on Native Education. All of these were developed to improve communication in a positive spirit of shared governance.

In the academic realm, the Provost and Faculty Senate President jointly developed a collaborative plan to completely revise and update the UAS Faculty Handbook on a yearly basis. The revised Handbook communicates clearly and comprehensively the important facets of faculty life, including promotion and tenure processes. In response to faculty and staff input, the Provost reorganized the twice annual convocation events to allow more time for intra- and inter-departmental communications and planning. The Provost also expanded convocation to include events tailored to the interests of university staff and invited staff to attend general session meetings and workshops. The Provost also established a Regional Workforce Coordinating Committee ([RWCC](#)) made up of leaders from all three UAS campuses; RWCC was designed to improve shared planning and coordination across the university. These changes reflect stronger communication between faculty, staff, and administrators across the university. Regular communiqués (e.g., [Chancellor's Comments](#), [From the Provost](#), [The Level](#)) by management have also demonstrated a commitment to issuing regular, institution-wide updates on everything from campus events to budgeting.

Recommendation 3, focused on assessment, resulted in the identification of evaluation strategies to measure desired outcomes. In response to this recommendation, the UAS Strategic and Assessment Plan was intentionally designed to include ‘assessment’ in the title (and throughout its content) to clearly reflect the integration of a strategic approach to the future and a cycle of self reflection and continuous improvement. Every program began development of assessment plans in 2011 and assessment plans have now been completed for all associate, bachelor, and master degree programs. All academic programs complete annual reports as well as five year program reviews. Annual assessments are conducted for Administrative Services through UA system office internal audits. The division of Enrollment Management and Student Affairs implements the Council for the Advancement of Standards in Higher Education (CAS) assessment process, completed on an annual basis.

Some of the most significant contributions toward this effort was the reorganization of the UAS Institutional Effectiveness Office, with the hiring of a new director to improve the quality of available data and analysis and to assist leadership in improving data-informed decision-making. Additionally, the reorganization of Enrollment Management and Student Affairs, even in a time of budget reductions, led to a decision to hire a new director of recruitment, admissions, and advising.

In response to recommendation 4, UAS reconfigured the Strategic and Planning committee to be the Strategic Planning and Budgeting Advisory Committee (SPBAC). Budgetary decision-making is now linked to the Strategic and Assessment Plan. With the Plan at the core of budgetary processes, UAS assures that fiscal decisions are in alignment with the university’s mission, core themes, priorities, and goals. Further, dean and director input have been integrated into the processes so that they have adequate time to develop and advance funding proposals in collaboration with their faculty and staff. The Provost’s Council and the RWCC are also formally involved in the budgetary processes, thus providing these decision-making bodies opportunities to consider funding requests from cross-institutional, cross-campus points of view. A published [schedule and timeline](#) of the various budgetary processes is available online that explains each step in the various budgetary processes.

Response to 2014 Year Three Report Recommendations

In its response to the UAS Year Three Self-Evaluation, dated February 14, 2014, the Commission made one recommendation and requested that UAS respond in this Year Seven report:

Recommendation 1: The evaluators recommend that UAS focus on data points and data analysis. Some indicators for the core theme objectives need to be more specific, and the assessment data-gathering and analysis procedures need to be more specifically delineated (Standards 1.A.2 and 2.C.5).

Since the Year Three report, leadership at UAS has taken a strong stance on the use of data for decision-making. As noted above, in 2015, UAS reorganized its Office of Institutional Effectiveness, hiring a new director and improving data gathering, analysis, and accessibility. Efforts have been made to educate faculty and staff about available data useful in decision-making, and expectations made clear about rigor needed for analyzing program data, including student learning outcomes

Following a review of the 2014 Commission report, SPBAC in 2015 revised the [indicators of achievement](#) to address the recommendation made by the Commission. In addition, SPBAC annually [reviews assessment](#), data-gathering, and analysis procedures with the Office of Institutional Effectiveness, as do members of the faculty for assessment of student learning

outcomes. Various leadership committees are provided pertinent data as part of their meeting agendas. Detailed descriptions of the results of this effort appear in this report (Standards 1, 3.B., 4.A.-B., and 5).

UAS is also vigorously utilizing [academic program reviews](#), required by the Board of Regents, to make substantive improvements and changes to its academic programs. All programs were reviewed between 2014 and 2018, and will be reviewed again in the upcoming [five year cycle](#) of 2019 to 2023.

Examples of this use of Five-Year Program Reviews include enhanced investments for some programs, such as the Masters of Public Administration (MPA). The MPA program has hired a new, tenure-track faculty member and has developed new concentration areas, as well as developing an emphasis on tribal governance. Program reviews have resulted in the elimination of the Associates of Applied Science degree in Law Enforcement, and the suspension of the Honors program while it undergoes redevelopment.

Further, all programs now have [assessment plans](#), written by program faculty, that must be reviewed by the dean and program faculty every year by October 31. Many programs conduct these reviews during fall convocation. Annual program assessment reports are due to the Provost no later than April 1 of each year. The [format](#) for the annual program assessment report was revised in 2017 and posted on the Provost's website in 2018. Specifically, programs must now address the following:

- ◆ how the data are collected for the student learning outcomes
- ◆ the data actually collected for the prior year
- ◆ evaluation of the data
- ◆ plans for improving student learning outcomes.



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STANDARD ONE MISSION AND CORE THEMES

The institution articulates its purpose in a mission statement, and identifies core themes that comprise the essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable level or extent of mission fulfillment.

Executive Summary of Eligibility Requirements, 2-3

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 Constitution of the State of Alaska authorizes the Governor, in confirmation by a majority of the members of the legislature, to appoint eleven members of the Board of Regents to formulate policy and appoint the President of the University of Alaska (UA) who serves as the Executive Officer of the Board and who oversees all UA operations. The Board of Regents has the State of Alaska constitutional authority for university oversight as noted in Board [Bylaws](#); UAS reports to the Board of Regents and the UA President. The Board of Regents has given UAS academic authority over its region ([P.10.02.010](#)) and has given the Chancellor and Provost authority over all academic programs of UAS ([P.10.02.020](#)).

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.

UAS [mission and core themes](#) are clearly defined and have been approved by the Board of Regents in 2011. The institution's purpose is educational and its academic programs lead to recognized degrees as documented in the [Academic Catalog](#). Institutional resources are devoted solely to the mission: Student learning enhanced by faculty scholarship, undergraduate research and creative activities, community engagement, and the cultures and environment of Southeast Alaska.

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.

UAS adopted a [mission statement](#) that was approved by the Board of Regents in June 2011 and established a revised and updated [Strategic and Assessment Plan](#). That mission statement is:

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

On a regular basis, UAS reviews the mission, vision, core themes, and the Strategic and Assessment Plan with administrative leaders, faculty, staff, and students. In annual review workshops over the past three years, participants all agreed that the current mission, vision, and core themes continue to be appropriate for UAS, albeit with some minor wording changes to the Strategic and Assessment Plan made in 2018. One objective was changed from “Preparation” to “Support” to more accurately reflect the current needs of UAS students. As NWCCU delayed the UAS Self-Evaluation Report and Year Seven site visit until 2019, SPBAC determined that it was in UAS’ best interest to continue with the current Strategic and Assessment Plan, mission, and core themes through 2019. At that time, the plan will be evaluated again to determine if major changes are needed.

The [mission](#) and the Strategic and Assessment Plan has been published and distributed widely across the campus and community, and the mission appears frequently on the website, in the [Academic Catalog](#), on colorful posters in campus buildings, and on postcards that can be easily distributed. Each of UAS’ three campuses also has at least one six by three foot standing banner displaying the mission that is commonly displayed at commencements, events, and presentations.

Standard 1.A.2

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

Over the past five years, SPBAC has reviewed and revised UAS indicators of mission fulfillment for the objectives associated with each core theme. The selected indicators have been designed to provide regular opportunities for meaningful, systematic, and evidence-based assessment. Each year, the Chancellor holds a university-wide Priorities Meeting to discuss the mission and outcomes, and focus on implementation strategies for the coming year.

The UAS core themes (see 1.B.1) correspond with the UA Board of Regents' Goals through 2025, and the [President's Core Themes](#) of his Strategic Pathways Framework. The Board of Regents' Goals and Measures through 2025, approved in November 2017, are:

- ◆ Increase degree attainment
- ◆ Provide Alaska's skilled workforce
- ◆ Grow our world class research
- ◆ Contribute to Alaska's economic development
- ◆ Operate more cost effectively

UAS core themes align well with the President's Core Principles of the [Strategic Pathways Framework](#):

- ◆ Focus: reduce unnecessary redundancy
- ◆ Access: increase Alaskan's participation in higher education
- ◆ Scope: offer a broad array of academic degree and certificate programs
- ◆ Excellence: commitment to excellence in all we do
- ◆ Consistency: streamline and increase consistency that support student progress
- ◆ Fiscal Sustainability: seek to be more entrepreneurial

UAS embraces a culture of continuous improvement in order to fulfill our student-centric mission. SPBAC has established goals for each indicator, by which mission fulfillment can be determined.

These goals are regularly assessed and reevaluated by the SPBAC. UAS engages in biannual evidence-based assessment of its accomplishments in four hour Annual Priorities meetings ([Annual Priorities Meetings](#)). Data are provided from the Office of Institutional Effectiveness, Enrollment Management and Student Affairs, Business Office, Development and Alumni Affairs, and Academic Affairs. Twice a year at [Convocation](#) the accomplishments are shared university-wide by the Chancellor with all staff and faculty, as well as regularly reviewed by the Community Advisory Boards at the three campus sites.

Academic programs, departments, and schools/colleges conduct regular yearly assessments, and have reporting requirements during the annual review and budget cycle ([Program Assessment](#)) including self-assessment and evidence-based evaluation. Leadership, support services, and administrative units also engage in systematic assessment and reporting through the annual review and budget cycle, internal audits, and external accreditation which includes data-based evaluation. These assessment cycles are interconnected, even though conducted with specific academic and support units, and provide the foundation for institutional planning and continuous improvement efforts ([SPBAC](#)). Mission fulfillment is measured by the

extent to which indicators for each core theme have been reached or demonstrated consistent improvement.

Core themes and related indicators encompass the entirety of UAS activity, from programs and services, to facilities, administration and resource allocations. With the downturn in budget revenues and enrollments, student learning as core of the mission remains front and center.

Standard 1.B | Core Themes

Standard 1.B.1

The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

UAS has adopted four core themes that were reaffirmed by the university community in 2018:

1. Student Success
2. Teaching and Learning
3. Community Engagement
4. Research and Creative Expression

These encompass the UAS mission: “Student learning enhanced by faculty scholarship, undergraduate research and creative activities, community engagement, and the cultures and environment of Southeast Alaska.”

Standard 1.B.2

The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

CORE THEME ONE: STUDENT SUCCESS

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

The following objectives and indicators support Core Theme One:

1.1 Access: Culturally and socioeconomically diverse students are provided ready access to educational opportunities and safe environment.

- 1.1.1: **Pell Grant Recipients:** Percent of undergraduates receiving Pell Grants as compared to the UA average.
- 1.1.2: **Student Diversity by Race:** Increase racial diversity of UAS students to within 5 percentage points of the Alaska population
- 1.1.3: **Origin at Entry:** Percent of Alaska students from rural areas as compared to the AK average.

1.2 Preparation: Students are prepared for university study; Students are supported by an inclusive university community.

Note: “Support” replaced “Preparation” in January 2018 during the Priorities Meeting. Assessment on “Support” has not yet been completed. This report will discuss “Preparation.”

- 1.2.1: **First-Time Freshmen not Enrolled in Developmental Study:** Increase the percentage of degree-seeking students not enrolled in any developmental classes during their first semester as compared to the UA system average (within 5%).
 - 1.2.2: **High Demand Job Areas:** Percent of degrees in high demand job areas awarded compared to UA.
 - 1.2.3: **Full Enrollment:** Percent of degree seeking undergraduates taking 30 or more credits per academic year as compared to the UA average.
 - 1.2.4: **Alaska Performance Scholars:** Percent of APS at UAS compared to overall APS student enrollment in the UA system.
- 1.3 Success:** Students successfully complete educational goals.
- 1.3.1: **First-Time Full-Time Retention Rates:** Percentage of first-time full-time retention rates at UAS.

Rationales for Choice of Indicators:

Objective 1.1: Access: Culturally and socioeconomically diverse students are provided ready access to educational opportunities and safe environment.

- 1.1.1 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, and therefore access to financial aid addresses Objective 1. As Pell Grants are given to low-income students who are the most at-risk for financial challenges to access college, the number of Pell Grant recipients is a strong, measurable, verifiable indicator for this objective. UAS makes it a priority to identify these students and help them access UAS resources, thereby increasing student access.
- 1.1.2 Increased student diversity not only ensures that more segments of the population receive a postsecondary 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; this provides a meaningful, assessable, and verifiable indicator of achievement of Objective 1.
- 1.1.3 As with 1.1.2, this indicator provides a meaningful, assessable, and verifiable measure of achievement of Objective 1 in that Southeast Alaska has a significant rural characteristic. Providing access to rural students is a critical part of the Objective and Core Theme One, for students from the UAS region.

Objective 1.2: Preparation: Students are prepared for university study. (This objective was changed to “Support: Students are supported by an inclusive university community” in January 2018)

- 1.2.1 As is true at most colleges and universities throughout the country, a majority of UAS students need at least one pre-college course in mathematics or English. Improving student success early in students’ college careers increases the number of students able to persist and complete their education, thus serves an indicator of the Student Success core theme, Preparation objective.
- 1.2.2 Students completing degrees for high demand job areas provides a measure of Student Success, preparation for employment, and is helpful indicator for the community college component of UAS Student Success core theme.

- 1.2.3 As students who are enrolled in full-time status have more positive outcomes for degree completion, this indicator provides a measure of Objective Two and the Student Success core theme.
- 1.2.4 Alaska Performance Scholars are the top graduates of their Alaska high schools, and therefore provide a direct measure of the quality of student preparation.

Objective 1.3: Success: Students successfully complete educational goals.

- 1.3.1 Retention of students is a key metric for student success, as graduation efficiency will gauge the effectiveness of mandatory advising, student support and degree completion plans, and to assess academic program quality. Therefore, retention rates are a direct, measurable indicator of achievement of Objective Three and of Core Theme One.

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.

The following objectives and indicators support Core Theme Two:

2.1 Quality of Programs and Services: Students are provided relevant programs and services, ranging from community college-level to graduate level.

- 2.1.1 **Course Ratings:** Increase the average overall score (out of 4 points) on the course evaluation.
- 2.1.2 **Student Services Ratings:** Students' satisfaction with responsiveness of staff to student needs as compared to UA.
- 2.1.3 **UAS AA and AAS Graduates Continue on to a UA Degree Program in the Next Year:** Increase the number of students who continue their education as compared to the UA average.
- 2.1.4 **Alumni Survey Satisfaction Ratings:** Percentage of alumni who are satisfied with their programs at UAS as compared to UA.

2.2 Academic Excellence: Students demonstrate academic excellence in learning.

- 2.2.1 **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%).
- 2.2.2 **Honors Students:** The academic Honors program is currently under suspension. Students can still graduate with the traditional honors.

2.3 Quality of Faculty and Staff: Teaching and learning are conducted and supported by highly qualified faculty and staff through hiring, comprehensive performance review, professional development, and continuous improvement practices.

- 2.3.1 **Tenured Faculty with Doctorates:** Percent of tenured faculty with doctorates compared to UA.
- 2.3.2 **Faculty/Staff Diversity by Race:** Increase racial and gender diversity of UAS faculty/staff to within 5 percentage points of the Alaska population.

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

2.4 Effectiveness and Efficiency: Programs and services make effective and efficient use of available resources.

2.4.1 **Awards Earned for Each Regular FTE Instructional Faculty:** Percentage of awards earned per FTE Instructional Faculty at UAS as compared to UA.

Rationales for Choice of Indicators:

Objective 2.1: Quality of Programs and Services: Students are provided relevant programs and services, ranging from community college-level to graduate level.

2.1.1 Students have the opportunity to provide feedback through academic course surveys for all UAS courses and sections they are enrolled in. This provides an indirect measure of the quality of the program from the students' perspectives, a key metric for quality of academic programs and Core Theme Two: Teaching and Learning.

2.1.2 As in 2.1.1., students are given the opportunity to provide feedback on student services programs they are engaged in. This provides an indirect measure of the quality of the program from the students' perspectives, a key metric for Objective 2.1. Enrollment Management and Student Affairs conduct a [self-assessment](#) of its services through the Council for the Advancement of Standards in Higher Education (CAS). This indicator ensures ongoing reflection and evaluation of program effectiveness.

2.1.3 A direct measure of program quality is how many students continue their education with UAS, using the comparison of the rest of UA as a benchmark. This provides a measure of achievement that is assessable and verifiable for Objective 2.1.

2.1.4 Another measure of achievement in programs and services for Core Theme Two (Teaching and Learning) is a survey of alumni satisfaction. While this is an indirect measure, it provides useful data on how UAS provides relevant programs.

Objective 2.2: Academic Excellence: Students demonstrate academic excellence in learning.

2.2.1 A verifiable and assessable measure of academic excellence (Objective 2.2) is whether students have successfully completed the course, using a benchmark of the UA-wide course completion rate.

2.2.2 Completion of Honors is a verifiable and assessable metric of academic excellence. While UAS has suspended its academic Honors program, students can still be recognized for traditional Honors status based on GPA. Note: The Honors program has been suspended pending a redesign by the faculty to expand the program to all three campuses and all schools and the Alaska College of Education, to allow all students to be served by the program.

Objective 2.3: Quality of Faculty and Staff: Teaching and learning are conducted and supported by highly qualified faculty and staff through hiring, comprehensive performance review, professional development, and continuous improvement practices.

2.3.1 The percentage of tenured faculty holding doctorates is a verifiable and assessable metric of the quality of faculty that supports excellence in teaching and learning.

2.3.2 The diversity of faculty and staff provides an assessable and verifiable metric that speaks to the quality (in terms of diversity) of the teaching and learning environment. 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.

- 2.3.3 As reductions in employee turnover promote consistency in services and retention of institutional knowledge, the metric of employee turnover provides a direct, verifiable, and assessable measure of quality.

Objective 2.4: Effectiveness and Efficiency: Programs and services make effective and efficient use of available resources.

- 2.4.1 The percentage of awards earned per FTE Instructional Faculty at UAS as compared to UA is a verifiable and assessable measure of effectiveness and efficiency, measuring degree completion against the use of available instructional resources. Tracking the information measured by this indicator 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.

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.

The following objectives and indicators support Core Theme Three:

3.1: Individual Engagement: Foster an environment that promotes student, alumni, faculty, and staff participation in identifying needs and contributing to local, state, national, and international solutions with special emphasis on Southeast Alaska.

- 3.1.1 **Alumni Engagement:** Ratio of Alumni and Friends memberships to previous fiscal year graduates.
- 3.1.2 **Course enrollment in internships, practicums, Independent Studies, and Individual Research:** Increase number of students enrolled in internships, practicums, independent studies, and individual research by 3% per year.

3.2: Institutional Engagement: Foster an environment that promotes student, alumni, faculty, and staff participation in identifying needs and contributing to local, state, national, and international solutions with special emphasis on Southeast Alaska.

- 3.2.1 **Community Partnerships:** Number of formal MOAs and MOUs; increasing 3% per year.
- 3.2.2 **Community Engagement:** Number of UAS-sponsored public forums, lecture series, workshops that engage the communities in Southeast; increasing 3% per year.
- 3.2.3 **High Demand Job Areas:** Percentage of awards earned in high demand job area at UAS as compared to UA.
- 3.2.4 **Awards Earned from Distance Programs:** Percentage of awards earned from distance programs as compared to UA.

Rationales for Choice of Indicators

Objective 3.1: Individual Engagement: Foster an environment that promotes student, alumni, faculty, and staff participation in identifying needs and contributing to local, state, national, and international solutions with special emphasis on Southeast Alaska.

- 3.1.1 A strong University needs a strong alumni association and the expanded Office of Development has been building that base to alumni as well as to friends of the University. As the number and average amount of annual external contributions to UAS helps provide funding for scholarships and special projects, the metric of Alumni and Friend membership provides a marker of achievement for growth in individual engagement.
- 3.1.2 UAS' small size and close faculty student engagement lends itself well to internships, practicums, independent studies, and individual research which then contribute to local-to-global solutions. Therefore, a measure of course enrollment in internships, practicums, independent studies, and individual research activities provides an assessable and verifiable marker of achievement in individual engagement.

Objective 3.2: Institutional Engagement: Foster an environment that promotes student, alumni, faculty, and staff participation in identifying needs and contributing to local, state, national, and international solutions with special emphasis on Southeast Alaska.

- 3.2.1 The percent of community partnership relationships, defined in MOUs or MOAs, are a direct, verifiable and assessable measure of institutional engagement, measuring the degree of UAS involvement in the community.
- 3.2.2 As 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, this metric directly measures the level of institutional engagement. The number of UAS sponsored public forums and lecture series serves as a measure of the University's presence in the community.
- 3.2.3 Because UAS is a key economic partner in the Southeast Alaska community, training the regions workforce, this verifiable and assessable metric of high demand job area awards is a direct measure of institutional engagement that fosters the employment needs for SE and Alaska.
- 3.2.4 UAS distance education provides an important solution to the educational needs of rural and isolated Alaskan communities, particularly in the Southeast archipelago. Therefore, a measure of the number of awards earned from distance programs provides a marker of achievement towards Objective 3.2 and Core Theme Three.

CORE THEME FOUR: RESEARCH AND CREATIVE EXPRESSION

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

The following objectives and indicators support Core Theme Four:

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

- 4.1.1 **New Grant Awards:** New grant awards, maximum amount available for multi-year monetary commitment; increasing by 3 percent per year.
- 4.1.2 **New Submitted Grant Proposals:** Number of new submitted grant proposals, increasing by 3 percent per year.

- 4.1.3 **Grant Funded Research Expenditures:** Grant funded research expenditures; increasing by 100,000 dollars per year.
- 4.1.4 **Publications and Creative Expressions of Tripartite Faculty, including Creative Expressions such as Juried Exhibits, Published Anthologies, etc.:** Tripartite faculty publications and creative activities; increasing by 3 percent per year.
- 4.2: Learning Impact:** Research, scholarship, and creative expression informs learning.
 - 4.2.1 **Undergraduate Research, Experiential & Creative Activity (URECA) Presentations:** Increase the number of students presenting work resulting from URECA grant awards by 3% per year.
 - 4.2.2 **Full Time Students that are Research Assistants:** Increase the number of full-time students that are research assistants by 3% per year; including those who are grant funded, general funded, or taking -98 individual research course.

Rationales for Choice of Indicators:

Objective 4.1: Engagement: Faculty and students are engaged in research, scholarship, and creative expression. UAS defined the indicators to provide a way to measure the level of overall university participation in research and creative activities.

- 4.1.1 One assessable and verifiable measure of engagement in research, scholarship, and creative expression is this metric for monetary commitment of new grant awards.
- 4.1.2 Another assessable and verifiable measure of engagement in research, scholarship, and creative expression is this metric for new submitted grant proposals.
- 4.1.3 A third method to measure achievement towards this objective is the amount of grant funded research expenditures.
- 4.1.4 A fourth measure, beyond grant funding, is the number of tripartite faculty publications and creative activities produced each year, as this provides a direct measure of faculty engagement in research, scholarship, and creative activity. UAS has been working on creating a consistent data stream to provide this metric.

Objective 4.2: Learning Impact: Research, scholarship, and creative expression informs learning.

- 4.2.1 A direct, verifiable and assessable measure of learning impact is that of the URECA program and the number of undergraduate research, experiential, and creative activity presentations each year.
- 4.2.2 Another direct, verifiable and assessable measure of learning impact for this core theme is the number of full-time students that are research assistants. 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.



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STANDARD TWO RESOURCES AND CAPACITY

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.

Executive Summary of Eligibility Requirements, 4-21

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.

The mission of UAS is wholly centered on higher education. The Board of Regents of the University of Alaska has the State of Alaska constitutional authority for university oversight as noted in Board [Bylaws](#); UAS reports to the Board of Regents and the UA President. The Board of Regents has given UAS academic authority over its region ([P.10.02.010](#)) and has given the chancellor and provost authority over all academic programs of UAS ([P.10.02.020](#)). The Board of Regents' Policy [10.02.070](#) directs UAS to "seek and maintain accreditation from the Northwest Commission on Colleges and Universities." As such, UAS has sufficient organizational and operational independence to be accountable for all Commission standards and eligibility requirements.

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.

UAS adheres to Board of Regents' policies on discrimination ([P.01.02](#) and [P.01.04](#)). As noted on each page of the UAS webpage, UAS is an affirmative action/equal opportunity employer and educational institution. UAS does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. UAS' commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on [UA's statement of nondiscrimination](#). The UAS Notice on Nondiscrimination is also included in the [Academic Catalog](#) to further reach UAS' constituencies.

6. Institutional Integrity

The institution establishes and adheres to ethical standards in all of its operations and relationships.

UAS adheres to Board of Regents' policy ([04.10](#)) on ethics and conduct. All [UAS employees](#) are expected to comply with the [Alaska Executive Branch Ethics Act AS 39.52](#) in addition to the Board of Regents' policy. AS 39.52 includes, in part, prohibition on: the misuse of official position; official action that benefits personal or financial interests; receipt of improper gifts; and, improper disclosure of information.

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.

UAS and UA are governed by the Board of Regents, 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. The president of the University serves as the Board's chief executive officer and is an ex officio member of the Board. Regents receive no compensation for their service on the Board ([BL.02.C.](#)).

The Board of Regents was granted ultimate responsibility by the Alaska Constitution ([Board Bylaws](#)) for the quality and integrity of the system and its respective units, including UAS. The Board is responsible for establishing and reviewing the mission and core themes of UAS, allocating funds in an appropriate and equitable manner, and developing policies for the entire UA. The UA president appoints the UAS chancellor in consultation with the Board ([P.02.02](#) and [P.02.01.030](#)).

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 chair of the Board of Regents (the governing board) is a Regent ([Board Bylaws 04-06](#)), appointed by the Governor and is not the chief executive officer nor executive officer of UA or UAS. The Board of Regents directs the UA president to appoint all UA chancellors in consultation with the Board ([02.01.030](#)); the UAS chancellor serves as the university's chief executive officer ([02.02.015](#)) in a full-time capacity.

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.

As illustrated in the [UAS Organizational Chart](#), reporting to the UAS chancellor are two vice chancellors, a provost, and an executive dean of the Alaska College of Education, as well as the Title IX officer and a director of Development and Alumni Relations. Senior-level administrators reporting to the provost include: dean of School of Arts and Sciences and vice provost for Research and Sponsored Programs; executive dean of the School of Career Education; Sitka campus director; Ketchikan campus director; UAS Library dean; and director of the Office of Institutional Effectiveness. Senior-level administrators reporting to the vice chancellor for Enrollment Management and Student Affairs include: dean of Students and Campus Life; registrar; director of Financial Aid; and director of Recruitment, Admissions and Advising. Senior-level administrators reporting to the vice-chancellor for Administrative Services (who also serves as director of IT) includes: director of Human Resources; director of Budget, Grants and Contracts; director of Business Operations; and director of Facilities Services. These leaders and their teams cover all operational functions and work collaboratively across UAS. They serve in the chancellor's Cabinet, and most also serve on SPBAC and other UAS-wide committees that act to fulfill the UAS mission.

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.

UAS maintains a sufficient number of faculty to serve its academic programs and address its mission and core themes. There were 108 regular faculty (full-time equivalent) in fall 2017 ([UA IR Table 3.01a](#)). Student—faculty ratios provide evidence that UAS employs a sufficient number of faculty. Ratios of Student to Regular Instructional Faculty (SFR) are calculated for each UAS campus: Juneau SFR 9.9:1; Ketchikan SFR 9.5:1; Sitka SFR 12.5:1 (fall 2017, [UA IR Table 3.12](#)) which is consistent with the UAS mission and core themes. UAS' overall SFR is 10.2:1 which compares favorably to the UA-wide SFR of 11.9:1.

The UAS norm is to conduct a national search to fill all tenure-track positions to maintain appropriately qualified faculty ranks.

UAS faculty are regularly evaluated under the terms of their [collective bargaining agreement](#), Board of Regents' policy ([04.04.050](#)), and [the UAS Full-Time Faculty Handbook](#). Evaluation includes an annual self-evaluation (via Annual Activity Reports) followed by dean or director review, for all regular (tenured, tenure-track, or term) faculty.

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.

As illustrated in the [Academic Catalog](#), UAS provides a number of educational programs which lead to collegiate-level degrees, with degree designation consistent with program content in recognized fields of study. Each of these degrees have associated student learning outcomes identified in the [annual assessment reports and plans](#). All new academic programs must be reviewed and approved by the Board of Regents ([P.10.06](#)). Every five years, existing programs go through an extensive [program review](#) process with respect to quality, efficiency, and contribution to mission and goals. Those results are reported to the Board each year.

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 [10.04.040](#) with regard to General Education Requirements (GERs). Specific category and credit requirements are itemized in associated UA Regulation ([R10.04.040](#)). Courses satisfying the requirements in each category are itemized in the [Academic Catalog](#). These requirements specify a minimum of 34 semester credits in six categories: oral communication skills, written communication skills, quantitative skills, natural sciences, humanities, and social sciences. Each bachelor and graduate degree program requires a planned program of major specialization as spelled out in the [Academic Catalog](#). Each associates degree includes general education or related instruction requirements, as published in the [Academic Catalog](#).

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 [William A. Egan Library](#) on the Juneau campus provides regional library and information resources for UAS. The UAS Library dean provides overall direction for UAS library services including the Juneau campus Learning/Testing Center, Writing Center, and the Center for Excellence in Learning and Teaching (CELT). The Outreach Services librarian provides

resources and services to students, faculty, and staff on the Sitka Campus and to e-Learners in general. This includes library website development, database management, LibGuides, Open House for e-Learners, e-Learner Orientation, information literacy instruction, and Interlibrary Loan and book delivery. The [Ketchikan Campus Library](#) primarily serves Ketchikan students, faculty, and community members.

The Egan Library and Ketchikan Campus Library provide access to library and information resources sufficient to support the UAS mission, core themes, programs, and services, wherever offered and however delivered, including access for distance students. The UAS Ketchikan Campus Library provides access to all of the online collections available through the Egan Library and also maintains current and relevant physical collections by evaluating the collection for worn, outdated, or unneeded items in consultation with the faculty on an annual basis. The Ketchikan Campus Library purchases new materials based on a review of sources and faculty consultations; and by processing approximately 150 physical items into the print and media collections each year.

Although the Sitka campus does not have a physical library on campus, its students are served by the Egan Library on the Juneau campus. Furthermore, in AY18 the Sitka Public Library joined the Alaska Library Catalog (ALC) consortium (previously the Joint Library Catalog) allowing students in Sitka to place holds on the over three million items held by the consortium. The Egan Library joined this consortium in AY14. The Campus Library in Ketchikan as well as the Ketchikan Public Library are currently in negotiations to join the ALC consortium, with a projected go-live date of March 2020. The expansion of the ALC consortium has been a substantial benefit to UAS students. They now have easy access to materials at a total of 40 academic, public, school, state, and special libraries covering more than 90% of Alaskans. E-Learners who do not live near an ALC member library, place requests with Egan Library, and are mailed print materials from the Egan Library or through interlibrary loan collections when an electronic source is not available.

UAS libraries continue to strive to seek a balance between acquisition of print and online resources. In AY16, the Egan Library undertook a massive project to reorganize its collections. Nearly every item in the library was relocated in order to create better overall access for all patrons. As students increasingly choose to take online courses, the library has continued to increase the percentage of the library acquisitions budget directed at electronic versions of books and journals.

14. Physical and Technological Infrastructure

The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

UAS follows the Board of Regents' Policy [05.12](#) on capital planning and facilities management. In doing so, UAS creates and adheres to the [UAS Campus Master Plan](#). This is 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 as seen in the [Plan's](#) Executive Summary. Information Technology Services provides [dashboards](#) on the status of the helpdesk, campus bandwidth, and off-campus bandwidth, which demonstrate sufficient infrastructure to achieve the UAS mission and core themes.

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.

UAS adheres to the Board of Regents' Policy [04.04.010](#) which notes that “Nothing contained in regents’ policy or university regulation will be construed to limit or abridge any person’s right to free speech or to infringe the academic freedom of any member of the university community.” Academic freedom is clearly stated as a faculty right in the [Faculty Senate Constitution](#) and the University’s commitment to academic freedom is published in the [Academic Catalog, Student Rights and Responsibilities](#).

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.

Admission policy is published in the [Academic Catalog](#). In that Catalog, specific admission requirements are spelled out for undergraduates (new and transfer), graduates, and international students, as well as for specific programs. Admission processing for all three UAS campuses is completed by one UAS office in Juneau, maintaining consistency in procedures and practices across the University.

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 [Academic Catalog](#) is published online annually and is available on the UAS website. The UAS mission and core themes are available on the [website](#) as well as in the [Academic Catalog](#). The Academic Catalog also includes: [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](#).

Since 1999 and reaffirmed in 2012, UAS makes course websites available to the public. The public has access to course syllabi, some assignments, and in some cases, student ratings of courses (where authorized by the faculty member). However, confidential information such as class discussions or rosters is restricted. This and other elements of the UAS course website strategy is published in the [faculty handbook](#).

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.

As detailed in 2.F.1 and 2.F.2., UAS has financial stability with sufficient cash flow management via monthly management reporting; financial reserves of at least 8.5% in each of the past three years; careful, realistic budget development; responsiveness to state general fund reductions via multiple pathways; and appropriate risk management to ensure solvency and financial

sustainability. UAS follows all aspects of Board of Regents' Policy [05.01](#) including that which prohibits any deficit spending.

19. Financial Accountability

For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

As detailed in 2.F.4. and 2.F.7., UAS adheres to standard accounting and auditing practices, including an annual external audit. Additionally, the [UA System Office of Audit and Consulting Services](#) regularly audits UAS' financial status and systems, and submits findings to the Board of Regents for review and action, with findings and management letter recommendations being communicated to the Board's Audit Committee in a regular and timely fashion, following Board of Regents' Policy [05.03](#).

20. Disclosure

The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

UAS regularly and consistently communicates all information necessary to the Commission so that the Commission can carry out its evaluation and accreditation functions. For example, the changes associated with the [Alaska College of Education](#) have been disclosed to the Commission, following normal Commission procedures.

21. Relationship with the 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.

UAS was [accredited in 1983](#) and the institution filed decennial reports for 1989, 1999, and 2009. In 2011, UAS filed a Year 1 Report and in 2013 filed a Year Three Report. The Commission extended the time for the next UAS report to 2019. This thirty-five-year relationship between UAS and the Commission is evidence that UAS accepts, and values, the standards and related policies of the Commission. UAS has complied with these standards. Throughout this time, UAS has consistently communicated with the Commission regarding any program additions, suspensions, or deletions or other circumstances requiring review by the Commission. UAS continues to agree that the Commission may make known the accreditation status of UAS to any agency or member of the public.

2.A | Governance

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 2, established the University of Alaska (UA) as the state university, constituted it as a public corporation, and set forth certain principles of its management and governance. Section 3 of the same article establishes the Board of Regents as the governing body of UA. 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 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 the Board's authority and responsibility, as well as that of the officers of UA and its advisory councils. The Bylaws also provide for appointing and evaluating the president.

The authority and responsibilities of the president, statewide administration, universities' administrations, faculty, staff, and students have been defined and articulated in [Board of Regents policies and UA regulations](#). These policies identify the president as the chief executive officer of the university. The president has specific authority to appoint and terminate UA officers, including the chancellors. Board of Regents' policy provides direction for the president to establish an organizational plan for the effective operation of the university system (as summarized in 2.A.2). 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 five constituent organizations: Faculty Alliance, Staff Alliance, Coalition of Student Leaders, the combined System Governance Council, and, [in 2017, expanded the Summit Team](#) to include additional councils from across the system.

Board of Regents' 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 governance organizations are to:

- ◆ provide an effective opportunity for UA faculty, staff, and students to play a meaningful role in matters affecting their welfare, and
- ◆ represent their respective viewpoints on Regents' policy, UA 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

UAS' system of governance, arising from authority from the Board of Regents, occurs through a variety of formal and informal governance and decision-making mechanisms, all based on the principle of shared governance. Shared governance is accomplished through collaboration of UAS leadership with [Faculty Senate](#), [Staff Council](#), and the [United Students of the University of Alaska Southeast](#), as well as the leadership organization detailed in 2.A.9 (including the Strategic Planning and Budget Advisory Committee ([SPBAC](#))).

[Faculty Senate](#) includes representatives from all UAS schools, the Alaska College of Education, and the three campuses. The Senate meets monthly, with Ketchikan and Sitka members participating via teleconference. During Fall Convocation and periodically throughout the year, the Senate meets with all members physically present, usually in Juneau.

Academic departments are another layer of shared governance, for faculty to govern their programs, courses, and scheduling plans across the three campuses; departments meet during Convocation and have regular, telephonic meetings throughout each semester, for each school or college ([Arts and Sciences](#), [Career Education](#), [Alaska College of Education](#)).

The [Staff Council](#) is the communications link between UAS non-represented staff, the chancellor and university administration, and the specific UA/UAS 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 also on the [Ketchikan](#) and [Sitka](#) campuses, is formally recognized by the 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.

Student government in Juneau regularly meets with the chancellor and the vice chancellor for Enrollment Management and Student Affairs to discuss student issues and concerns. The USUAS chapters in Ketchikan and Sitka meet with the campus directors. Ketchikan and Sitka student government includes representatives of both on-site and distance students. The Legislative Affairs Conference, an annual USUAS event, brings student government officials to Juneau from all three UAS campuses, the University of Alaska Fairbanks (UAF), and the University of Alaska Anchorage (UAA) to advocate student interests with the legislature.

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 separately-accredited universities and complement [Board of Regents' Policy and UA Regulations](#). All [UA](#) and UAS policies, regulations, and procedures are followed at all three UAS campuses.

UA President James Johnsen has underscored the importance of alignment between the three universities that make up the UA system, and put in place structures and procedures to ensure clear and equitable application of policies and procedures. The UA president chairs a “Summit Team” made up of key leaders from the statewide office and from each of the universities that meets monthly to provide briefings about these policies and procedures. Moreover, chancellors meet weekly by video or audio conference with the president and his leadership to address strategic needs, issues, and opportunities.

In the academic realm, the [UA Statewide Academic Council](#) meets monthly to coordinate academic and research functions across UA. With membership appointed by the president, that includes provosts from each separately-accredited university, the Council 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 evaluating proposals for the [Faculty Initiative Fund](#), which is providing one million dollars for faculty research over two years (2017-2019).

For Information Technology, the IT Council ([ITC](#)) and its CIO Management Team ([CMT](#)), provide coordination and IT governance among the UA universities and the UA system-wide office. [ITC](#) advises the president and summit team and is charged to consider, decide, and recommend strategic and operationally significant matters relating to shared and potentially shared Information Technology, according to the policies and processes of UA. [ITC](#) is responsible for overseeing the analysis, design, development, implementation, and evaluation of designated UA-shared IT services. Membership comprises the UA chief Information Technology Officer (CITO), who chairs the council, the CIOs from each of the three UA universities, the UA vice presidents, a provost, a vice chancellor of Administration, a vice chancellor for Student Services, a community campus director, and one representative each of student, staff, and faculty governance. UAS is well-represented on the [ITC](#). The [CMT](#) is a cross-UA collaborative team, accountable to the [ITC](#), composed of the three CIOs and the UA CITO. The [CMT](#) defines IT policies, standards, and communications for the UA technology core. The purpose of the [CMT](#) is to analyze, streamline, and reduce the complexity of technology and communication systems utilized within the UA system. [CMT](#) also establishes and maintains a technology advancement structure that aligns with the business needs of the University.

The [UA Business Council](#) advises the president and other university officers on financial, administrative, risk, facilities, and land matters. The Council is charged with providing strategic leadership and vision; collaborating system-wide; fulfilling responsibilities with an emphasis on optimizing resources for the achievement of the university’s mission; and prioritizing resource, finance, and administrative support services and projects, e.g., automation and compliance. The Council is chaired by the UA chief finance officer and includes the vice chancellors for administration from the three universities, the UA vice president for University Relations, the UA director of Lands Management, the chief UA officers from the following areas: Audit, Procurement, Human Resources and Risk.

The [UA Statewide University Relations Council](#) meets monthly to facilitate alignment, share information, explore coordination of resources and projects to maximize effectiveness, increase efficiency, and reduce cost in the areas of public affairs, university relations, communications, and marketing. With membership appointed by the president, including the UAS public information officer and a UAS academic representative, the Council provides advice and input to the summit team on communications-related policies, plans, strategies, programs, and activities across all three universities and statewide.

The [Student Services Council \(SSC\)](#) is charged with developing and reviewing student services policies, programs, and processes and making recommendations through the chair to the other councils, the president, and the Board of Regents. The SSC is chaired by the UA associate vice president of Enrollment Strategy. Members include vice chancellors of Student Affairs at all three accredited UA universities, as well as the UA system chief Title IX Officer, the director of the UA College Savings Plan, the vice chancellor of the College of Rural Development at UAF, and the representatives from staff and faculty governance groups. SSC meets monthly via teleconference.

The Title IX Coordinators at the three UA accredited universities, who each report to their respective chancellor, meet weekly with the [UA Chief Title IX Officer](#) to discuss and resolve UA systemwide Title IX issues under the [Board of Regents' Policy \(01.04\) Sexual and Gender Based Discrimination](#). The chief Title IX Officer also leads a monthly statewide call engaging Title IX staff, and the deans of students and human resources directors across the system.

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.

The UAS provost is the [Accreditation Liaison Officer](#), and teamed with faculty senate and SPBAC, has the responsibility for compliance with NWCCU standards. The faculty senate has designated committees to review compliance with NWCCU standards, as noted in the [Faculty Handbook](#). Monitoring compliance with NWCCU standards is a charge to [SPBAC](#), whose members include UAS leaders who are cognizant of changes related to the UA System, legislative, or external mandates. UAS' close association with UA University Relations provides the crucial communication link to legislative action. Both UAS and UA monitor compliance. One example is in Title IX compliance, where both the [UAS Title IX Coordinator](#) and the [UA Title IX Officer](#) work together regularly to review compliance with federal 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. Therefore, there is a clear requirement for UA System policies, regulations, and collective bargaining agreements to comply with NWCCU standards.

2.A | Governing Board

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 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 [Board webpage](#).

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 system and the universities therein, allocating funds in an appropriate and equitable manner, and developing policies. The Board selects the president 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 universities 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, duties, and powers of the Board's Officers.

The Board normally 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, a summer audio conference briefing, and additional meetings or audioconferences as needed. 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 including, for example, one on Compliance with Title IX obligations.

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 of Regents](#) acts only as a committee of the whole. The [Board's Bylaws](#) describe the duties and responsibilities of the Board and its committees. The 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 whole.

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.

The UA and UAS mission statements are set out in [Board of Regents' policy](#). On [October 6, 2000](#), the Board reviewed and approved proposed changes to the UA mission statement. At its [June 3, 2011](#) meeting, the Board of Regents approved revisions to the UAS Mission Statement, developed as part of the strategic and assessment planning process.

Board of Regents' Policy [10.04](#) 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 president. [Board agendas](#) regularly include review and approval of all substantive changes made by the University system or any separately-accredited university, including modifications to school structures, academic policies, and academic programs. The Board of Regents has full authority ([Board Bylaws Section BL14](#)) to adjust its own policies, including its organization and operation, as shown, in one example, on [June 1-2, 2017](#), where the Board made a number of changes to its policies.

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 of Regents 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.” [Board Bylaw Section BL16](#) gives the president authority over UA regulation arising out of Board policy and [Board of Regents’ Policy 02.01](#) expands upon that authority. As noted in 2.A.4, the president appoints the UAS chancellor to be accountable for the operation of UAS.

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 Bylaw Section BL 03](#) 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.

2.A | Leadership and Management

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.

The [leadership of UAS](#) is built on a collaborative model that includes top administrators from all three campuses as well as faculty, staff, and student leaders engaged in shared governance. Administrators are generally appointed through national searches and have appropriate levels of qualifications, with regular evaluations as noted in 2.A.11 and 2.A.19.

Overall leadership is exercised by the chancellor with the assistance of the executive cabinet which includes 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 chancellor also has a monthly [Chancellor’s Cabinet](#) meeting that includes a much broader range of constituents: deans; directors of major divisions; campus directors; presidents of Faculty Senate, Staff Alliance and Student Government; and administrative managers.

UAS Ketchikan and UAS Sitka each have a campus director, assistant director of operations, student services manager, and faculty who hold leadership roles on campus. These individuals meet regularly to plan, organize, and manage the institutions and assess achievements. The Ketchikan and Sitka campuses faculty, staff, and students participate in region wide governance structures such as Staff Council, Faculty Senate, regional department meetings, and student

government. The directors at each campus serve on the UAS Chancellor’s Cabinet which meets monthly to discuss regional issues.

The Ketchikan Campus also has leadership team retreats with faculty and staff at least twice a year and a full campus faculty staff development day at the beginning of each semester. The Instructional Leadership team composed of the director, student services manager, and faculty meets weekly to discuss instructional issues including course scheduling, course enrollments, student issues, and student retention. The assistant director meets with the head of facilities daily, and IT and business staff on a regular basis.

The leadership team at the Sitka campus meets regularly with faculty and staff for professional development. The Sitka academic affairs leadership consists of the Sitka campus director, faculty, and instructional designers. This team meets weekly during the academic year to discuss course scheduling, enrollment management, retention strategies, and marketing. The assistant director meets weekly with the business operations and facilities leadership.

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 Councils](#), Regional Workforce Coordinating Committee, [Strategic Planning and Budget Advisory Committee](#), [Strategic Enrollment Task Force](#), [Student Success Committee](#), governance groups, and the regional Teaching Learning and Technology Roundtable ([TLTR](#)).

The [Provost’s Executive Council](#) serves as management team making academic and administrative recommendations to the provost. The Executive Council consists of the provost, deans, and campus directors; it meets monthly. The Provost’s [Council](#) has broader representation and includes the provost, deans, campus directors, the Faculty Senate president, registrar, and the director of Institutional Effectiveness. The Provost’s Council meets twice per academic year.

Since the 2009 self-study, an additional group—the Strategic Planning and Budget Advisory Committee ([SPBAC](#))—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. The [Committee’s charge](#) is to:

- ◆ provide overall advice to UAS leadership about implementation of the UAS Strategic and Assessment Plan (SAP), including 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 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

[Members](#) are appointed by the chancellor and include the deans and presidents of UAS governance groups. The Committee is advisory to the chancellor and the executive cabinet. Responsibilities included responding to a 2009 NWCCU review recommendation for more transparency in the UAS budget process.

Similarly, UAS has created a Master Plan Implementation Committee ([MPIC](#)) co-chaired by the vice chancellor of Administration and a Faculty Senate representative. The MPIC regularly reviews the status of the campus master plan for the Juneau campus, makes recommendations about implementation of the plan, and provides a forum for ongoing review of the plan's components.

The Regional Workforce Coordinating Committee ([RWCC](#)), comprised of the provost, campus directors, and led by the executive dean for Career Education, proactively coordinates and aligns Career Education programs and courses across the three campuses. The purpose of the RWCC is on enhancing and promoting regional coordination and collaboration in workforce programs. In addition, the group aligns UAS priorities for funding requests that go through the annual, UA-wide, TVEP (Technical Vocational Education Program) process.

Strategic Enrollment Task Force and Retention Subcommittee: The Student Success Working Group, established in fall 2010, was terminated in 2015 due to three key positions being eliminated (vice provost, student resource center director, and an associate dean position). In 2017, the Chancellor's [Strategic Enrollment Task Force](#) and the Retention Subcommittee (now the [Student Success Committee](#) as of fall 2018) were created. These entities focus both on student access (enrollment) and student success (retention). The Task Force is co-chaired by the provost and the vice chancellor for Enrollment Management and Student Affairs, with members from across the three campuses. The Task Force meets monthly. The Student Success Committee is co-chaired by the dean of students and campus life, and, a faculty member and membership includes the provost, the vice chancellor for Enrollment Management and Student Affairs, faculty and staff. One recent effort of these groups was to evaluate the Academic Policy Diagnostic of the Education Advisory Board (EAB) and compare the information to UAS policies, with the goal of reducing or eliminating structural hurdles to student access and success. Four policy changes were suggested in FY18 which have now been implemented.

All three campuses of UAS have an active [Campus Advisory Council](#) comprised of community leaders, elected officials, and employers. The chancellor and provost attend all Advisory Council meetings either in person or by audio conference. The councils at Juneau and Ketchikan meet monthly during the academic year while the council at Sitka meets once each semester. These councils, while advisory in nature, offer valuable guidance and accountability to UAS leadership 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 campuses. 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 [campus advisory councils](#) are published on the UAS website. 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 2013-2019 core theme of community engagement, UAS partners with labor, government, and industry.

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 UAS [chancellor](#) is the chief executive officer who has full-time responsibilities for UAS. The job description for the chancellor position is found in Board of Regents' Policy [02.02](#). The duties, responsibilities and authority are documented in the job description. The chancellor provides leadership in establishing goals, priorities and plans for UAS.

The current Chancellor, [Richard A. Caulfield](#), was appointed in 2015 by the immediate past president of the UA statewide system. As chief executive officer, the chancellor serves at the will of the UA system president. Following a number of significant retirements in recent years, Chancellor Caulfield has aggressively recruited a new leadership team, including a provost, two academic deans, and two campus directors. This combination of stability and renewed vigor has strengthened the institution as it focuses on mission. The [Office of the Chancellor](#) includes the Public Information Officer plus offices for Development and Alumni Relations, and Title IX compliance.

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 in 2.A.9. and as shown in the [UAS Organizational Chart](#) (each unit's organizational chart is available in the Resource Room and leadership resumes are available).

To better support the core theme of Student Success, the student services divisions of UAS were reorganized into one unit—Enrollment Management and Student Affairs. The unit head is Vice Chancellor Nelson (see Appendix C: UAS Leadership Organizational Chart) who plays a vital role in institutional planning and success in meeting the Student Success core theme and integrates with the other strategic core themes. The unit has five major divisions, each of which has a director: Admissions, Registrar, Financial Aid, Student Resources Center, and Campus Life. The directors of these units and VC Nelson work together to assure that student needs are identified and addressed from enrollment through degree completion. Together they have responsibility for areas including admissions, registrar, financial aid, advising, career services, counseling, disability services, student exchanges, housing, dining, recreation, student conduct, and student activities, among others. A more detailed discussion of the unit and its services is found later in this report under 2.D. "Student Support Resources."

The [Provost](#) provides academic program leadership. When the previous provost was appointed Chancellor in 2015, the provost position was filled with a one-year interim appointment. A permanent Provost, Dr. Karen Carey (see Appendix C: UAS Leadership Organizational Chart), was [hired](#) in 2016 with responsibilities including accreditation, institutional effectiveness/research, program review, annual assessment, faculty promotion and tenure review, as well as service to a number of UA-wide committees. In addition, the provost serves as graduate dean and supervises the deans of the schools and the campus directors. The [Provost's Office](#) staff consists of an assistant to the provost and the Office of Institutional Effectiveness.

The Vice Chancellor for Administrative Services, [Michael Ciri](#) (see Appendix C: UAS Leadership Organizational Chart), was appointed as interim in 2013 and was appointed as the permanent vice chancellor in 2015 following a nationwide search. He has been with UAS for 32 years, including service as the UAS CIO, a role he continues to fulfill as vice chancellor. The [vice chancellor for Administrative Services](#) oversees Budget, Grants and Contracts, Business Services, Human Resources, Facilities, and Information Technology Services.

UAS [Ketchikan](#) and UAS [Sitka](#) campuses employ full-time campus directors (see Appendix C: UAS Leadership Organizational Chart); the directors provide overall leadership for the campus and have administrative and academic oversight responsibilities. The directors report to the provost and work closely with deans and vice-chancellors. Each campus has an assistant director of Business Operations to oversee the business functions in conjunction with the campus director. The campuses also employ full time student services managers who are responsible for all student affairs functions. In addition, each campus has a facility supervisor/manager to oversee the physical infrastructure. The Juneau campus provides services for the Ketchikan and Sitka campuses in grants management, admissions, and financial aid. Faculty leaders meet and work with the campus directors in matters related to instructional issues. The campus directors serve on numerous UAS-wide leadership committees, including the Chancellor's Cabinet, the Provost's Executive Council, and SPBAC, which acts to integrate the three campuses together into one university.

The [Alaska College of Education](#) has an Executive Dean of Education, Stephen Atwater (see Appendix C: UAS Leadership Organizational Chart) who oversees Teacher Education and Educational Leadership programs across the state. The school has five professional support staff, three of whom have advanced degrees and all of whom have extensive experience. An administrative manager is responsible for the five administrative assistants.

The [School of Arts and Sciences](#) employs a full-time Dean, Thomas Thornton (see Appendix C: UAS Leadership Organizational Chart) who also serves as vice provost for Research and Sponsored Programs. This position supports the provost in advancing the university's research mission and in ensuring effective management of research and other external funds, in addition to leading the largest academic unit at UAS. The School has a budget manager who has oversight responsibility for all fiscal management within the School. The executive assistant supervises all the administrative assistants who support the faculty with purchasing, course scheduling, travel, budget reconciliation, grant post-award, and various other tasks. 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 two full-time staff advising positions and two laboratory technicians.

The [School of Career Education](#) is overseen by an Executive Dean, Pete Traxler (see Appendix C: UAS Leadership Organizational Chart) who reports to the provost. The executive dean works directly with the campus directors of the Ketchikan and Sitka campuses, and oversees the Juneau Career Education faculty and staff. The executive dean chairs the UAS Regional Workforce Coordinating Committee (comprised of the provost and campus directors), which proactively coordinates and aligns Career Education programs and courses across the three campuses.

2.A | Policies and Procedures

2.A | 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 by the [Board of Regents](#) and UAS in line with NWCCU expectations, with attention to program integrity, academic freedom, and student rights and responsibilities. At UAS, care is taken to assure those policies and procedures consider multiple UAS student constituencies: traditional full time, nontraditional part-time, online, 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 articulated in the [Academic Catalog](#); the [Full-Time Faculty Handbook](#); [Adjunct Faculty Handbook](#); the UA collective bargaining agreements for regular, full-time faculty ([UNAC](#)) and part-time, adjunct faculty ([UNAD](#)); the [Student Code of Conduct](#); the [Provost's Office, Academic Affairs, Policies and Processes](#); [Faculty and Staff webpage policy directory](#); in addition to the Board of Regents' Policies and UA Regulations [04.04—Faculty](#) and [10.07—Research, Scholarship and Creative Activity](#).

Changes to academic policies are communicated across campuses as all campuses have representatives on all governance bodies. Also, UAS Ketchikan and UAS Sitka leadership communicates academic policies to faculty and staff during Faculty and Staff Development Days, during regular campus meetings, emails, and postings on the campuses, and, UAS Ketchikan and Sitka faculty have representation on the Faculty Senate. UAS leaders regularly report on any changes discussed in governance meetings back to their units.

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. The William A. Egan Library on the Juneau Campus not only provides library services in Juneau but also coordinates access to the university's library services throughout Southeast Alaska. Policies relating to the use of library and information resources are prominently published on the [Egan Library](#) and [Ketchikan Campus Library](#) websites, as well as publicly posted in library buildings. The Sitka Campus does not have an independent library but shares resources from the [Egan Library](#).

All policies apply equally to students accessing library services online. Library policies are maintained in the [Library Policies Handbook](#) and the [Policy Manual of the UAS Ketchikan Campus Library](#) and are frequently updated to meet the changing needs of library employees, student, and other patrons. [Policies](#) regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

The Egan Library has updated policies in the following areas: Rules of Conduct, Interlibrary Loan, Study Room Use, Circulation Policies, Assistive Technology and Accessibility, Computer Use, and Egan Library Public Space Use. The Egan 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.

UAS Sitka uses the services of the Egan Library on the Juneau campus. The [Sitka website](#) links to the Egan Library resources with the [resources available to students](#) taking online courses as well as courses on campus. The Sitka Campus supports bringing librarians from Juneau to Sitka each year for training of faculty and staff on library resources.

The regional IT Helpdesk publishes information on their support web site pertaining to [copyright](#) and [acceptable use](#) of information resources. This information includes both links to applicable UA policies as well as educational resources, guidelines, and best practices.

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.

UAS [transfer credit policies](#) 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. The [Transfer Credit Resource Site](#) provides students with the ability to query the UAS database of courses that have been evaluated in the past from other regionally accredited universities, colleges and some non-traditional sources across the United States and Canada. All evaluations of courses for transfer credit are subject to current policies and procedures that are in effect at the time the official evaluation is completed. Students at the Ketchikan and Sitka campuses follow the same policies regarding transfer of credit as their transcripts are reviewed by the office on the Juneau campus.

2.A | 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 UAS Student Code of Conduct is based on UA Board of Regents’ policies [P09.02](#) and [P09.03](#). UAS publishes student rights and responsibilities in two places: on the [web](#) and in the [Academic Catalog](#). Both locations have the broader Student Code of Conduct including policies, process, and procedures within. The resolution of disputes is also listed in [this area](#) of the Catalog and covers procedures for resolution of both academic and disciplinary disputes.

The [Division of Enrollment Management and Student Affairs](#) 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 Conduct, is provided to all students in a variety of ways including [New Student Orientation](#), the [Academic Catalog](#), and the website.

In addition to the methods described above, UAS requires that every course section have an active course web site. This site is required to provide a section on “UAS Resources” which

includes links to the student handbook, the policy on academic dishonesty, Title IX information, and the UAS Disability Support web sites.

The [Dean of Students and Campus Life](#) oversees student conduct issues, and offers training annually to faculty regarding Student Code of Conduct violations, including academic honesty. The Dean of Students and Campus Life also serves on the [Care Team](#) that reviews reports about concerns regarding student wellbeing and behavior. Response is coordinated, tailored, and comes from a place of care. The Care Team reports to the vice chancellor for Enrollment Management and Student Affairs and includes representation from residence life, student conduct, advising, emergency management, and counseling.

The [Office of Disability Services](#) 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. Disability Services are regional and administered by a team of licensed professional staff from Juneau, Ketchikan, and Sitka. Both local and distance students are eligible, and generally the campus from which the course originates supplies the accommodation. The Regional Disability Services team works together with the Disability Support offices at other UA universities to make accommodations for all UAS students who require them.

The UAS Ketchikan and UAS Sitka student services managers work cooperatively with the Dean of Students to ensure that all Student Code of Conduct cases in Ketchikan and Sitka follow regional policy.

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 [Academic Catalog](#) specifies the admission requirements and placement policies for undergraduate, graduate, transfer, and international students as well as information for students returning to UAS after an absence. Admission policy and practices are consistent across the university. Admission policies can be found in the [Getting Started - Admissions](#) section of the catalog and transfer credit policies as noted in 2.A.14. 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. Admission 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.

First time students take [placement exams](#) to determine readiness for college English (Accuplacer) and math (ALEKS).

[Academic advisors](#) across all three campuses meet regularly and frequently to discuss the application of placement policies to ensure consistent application of those policies.

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.

UAS adheres to the Board of Regents' Policy [09.07](#) on student organizations. The Juneau Campus' United Students of the University of Alaska Southeast (USUAS) maintains and publishes co-curricular policies in their [Constitution](#) and [Bylaws](#), as do the USUAS groups on the Sitka and [Ketchikan](#) campuses (available in the Resource Room).

UAS publications include the [Whalesong](#) and [Tidal Echoes](#). Whalesong is the official student newspaper run by [student employees with two administrators as advisors](#); Whalesong policies and procedures are available on the [website](#). Tidal Echoes is a UAS publication produced by students and faculty as part of a [credit-bearing internship course](#), therefore academic policy applies.

UAS charges a consolidated fee for some co-curricular activities, following Board of Regents' policies [05.10.020.H](#) and [05.10.070.D](#). These fee policies include a co-curricular activity policy: "The purpose of student activity fees is to contribute to a well-rounded student education for life by supporting student government, promoting educational, cultural, recreational and social activities." Specific to the consolidated fee, per the guidance in Board of Regents' Policy and UA Regulation [05.10.070.I](#), UAS [publishes](#) information regarding how fees are assessed and used. For the Juneau campus, the fee is used, in part, to provide students with some support for co-curricular activities including: student activities and recreation, student government, student health clinic, [Whalesong](#), and the UAS Recreation Center. The [Recreation Center](#) publishes and maintains [policies](#) on the roles and responsibilities of students and Recreation Center members using its facility. For the Sitka and Ketchikan campuses, the consolidated fee is used, in part, to provide students with a variety of opportunities and services that enhance the quality of the educational experience including some support for student activities and student government.

2.A | 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.

UA has a uniform personnel system articulated by the Board of Regents' Policy [04.01](#). The [Statewide Office of Human Resources](#) is headed by the [Chief Human Resources Officer](#) (CHRO). Policy and regulation are posted on [Board of Regents' website](#) and include the date of policy adoption.

The policies are reviewed regularly and are applied consistently, fairly, and equitably to employees and students across the system. The CHRO prioritizes the review and updating of HR policy and regulation. The UAS HR director, at the UA-systemwide HR directors meetings, will propose changes (primarily to regulation). If it is a priority issue, one of the HR directors will draft the regulation change and it will be reviewed by appropriate HR staff and directors. It will then be taken to the CHRO for comment or approval then taken to the president to sign with implementation following if approved.

UAS maintains its own [Human Resources Office](#) to deal with specific UAS issues and follows all statewide policies and procedures as set forth in Board of Regents' policy. UAS Ketchikan and UAS Sitka both employ human resources technicians to address specific issues that arise on those sites. The campus HR technicians work in concert with the UAS [Human Resources Office](#) to provide consistency in policy application across UAS.

UAS HR conducts ongoing process improvement. HR staff look for opportunities to streamline processes and take better care of employees. Most recently, HR staff at UAS recommended that UAS stop the pre-note for direct deposit as it was delaying the first check to new employees. UAS typically holds these types of meetings 4-6 times a year based on issues that arise. UAS was also part of the UA-wide implementation of PageUp (MyUA) for position descriptions, job posting recruitment, electronic performance evaluations, and training.

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 ([non-represented staff](#), [6070 represented staff](#), [UNAC represented faculty](#), [adjunct faculty](#)) are apprised of their conditions of employment, work assignments, and rights and responsibilities through letters of appointments. All UA supervisors are required to complete an annual written performance evaluation at least two weeks prior to an 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 Board of Regents' Policy and UA Regulation [04.07](#). Additional procedures for evaluation, retention, promotion, and termination for employees covered by collective bargaining agreements are found in the negotiated agreement with the respective union ([6070 staff](#); [adjunct faculty](#), [full-time faculty](#)). Employees with union representation have copies of their respective negotiated agreement. Non-represented employees have access as follows: [UA evaluation and retention practices](#); [promotion processes](#); [HR link to Board of Regents' policy and UA regulation](#).

Some categories of employees are designated to receive additional on-boarding based on the scope of their responsibilities and the access they may be granted to confidential information. Examples include positions working directly with minors, positions with access to student educational records, and IT staff. In these cases, UAS has additional processes to ensure they are trained and to document their awareness of their responsibilities.

Standard 2.A.20

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

The UAS [Human Resource Offices](#) follows all statewide policies and procedures as set forth in the Board of Regents' policies. Confidentiality of human resource records is covered by Board of Regents' Policy [04.01.062](#) which states, "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" (p. 2-3).

Employees may access their own personnel file, and [Board of Regents' policy](#) allows access to HR records 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 ([04.01.061-062](#)).

2.A | 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.

UAS adheres to the highest ethical standards in its representation to constituencies and the public; in teaching, scholarship, and service; in its treatment of students, faculty, and staff; and its relationships with community, regulatory, and accrediting agencies. The institution conducts evaluations of its policies, procedures, and publications to ensure appropriate quality, largely through regular leadership meetings such as the Chancellor's Cabinet, the Provost's Executive Council, or SBPAC. [External advisory councils](#) regularly meet at each campus to provide consistent public communication.

Academic intentions are communicated consistently through a number of mechanisms. The University publishes a course listing for fall, spring, and summer semesters and distributes it in key locations. 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. The deans and directors meet at least once a year to review the sequence and to ensure alignment of courses across the three campuses. The Academic Catalog is reviewed annually to update content and the review cycle is defined in the workflow attached to CourseLeaf (the software program supporting the digital catalog); each page of the Catalog is reviewed by the provost and the registrar.

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.

UAS adheres to all Board of Regents' policies and UA regulations, including Board of Regents' Policy on Ethics and Conduct (04.10). All [UAS employees](#) are required to comply with the [Alaska Executive Branch Ethics Act AS 39.52](#) in addition to the Board policy. AS 39.52 includes, in part, prohibition on: the misuse of official position; official action that benefits personal or financial interests; receipt of improper gifts; or, improper disclosure of information. Through the [website](#), printed materials, presentations (such as to the regularly scheduled external [advisory councils](#)), and other communications, UAS accurately represents its communications to all constituencies.

UAS 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. UAS researchers comply with [research ethic regulations](#). The [Student Guide](#) includes directions for students regarding complaints related to: nondiscrimination, Title IX, employment, or educational discrimination. UAS maintains a public reporting portal ([Origami](#)) to report ADA or unsafe condition concerns.

[Complaints and grievances](#) are addressed per the Board of Regents' Policy 04.08 and in appropriate cases the Human Resources Office works closely with the [UA General Counsel](#). Student complaints are handled through the student dispute procedure, and student policies and procedures noted in 2.A.15. In addition, the UA system provides access to [EthicsPoint](#) to provide a mechanism for any member of the university community to make an anonymous report in full confidence of confidentiality.

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 [04.10.030](#). All UAS employees adhere to both the Executive Ethics Act and Board of Regents' Policy [04.10.030](#). At the start of employment and each year, employees must [disclose](#) any work they perform outside of their university employment.

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.

UAS adheres to the intellectual property policies defined in Board of Regents' Policy and UA Regulation [10.07](#). The [United Academic Collective Bargaining Agreement](#) Article 14 provides additional guidance for faculty.

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.

In its catalog and in public information, UAS accurately [represents](#) its current regional accreditation status with NWCCU and with professional accrediting bodies including the following: NCATE (National Council for the Accreditation of Teacher Education; now transitioned to CAEP), Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), and Commission on Accreditation of Allied Health Education Programs (CAAHEP).

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 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 [Board of Regents’ Policy 05.06— Procurement and Supply Management](#) which states:

- a. Procurement and supply management for the university will be conducted and administered in accordance with the Alaska Procurement Code ([AS 36.30](#)), [federal requirements](#) and these policies. The university will use prudent business practices for the conduct of procurements that are exempt or otherwise excluded from consideration under AS 36.30 or federal requirements.
- b. All rights, powers, and duties for procurement at the University of Alaska are vested with the Board of Regents. In accordance with AS 14.40.170 and AS 36.30.005, the Board of Regents adopts Regents’ Policy 05.06 as the rules governing university procurement and supply management and delegates to the University President all powers and duties necessary for implementation of the State Procurement Code and these policies. Any amendments or changes to these policies shall be approved by the Board of Regents.

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

2.A | 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.

UAS is guided by Board of Regents’ policy on academic freedom. Freedom of speech is the first policy listed by the Board of Regents ([01.02.010](#)) and academic freedom is also fully accommodated by the Board of Regents’ Policy [04.04.010](#). Academic freedom is defined as a faculty right in the [UAS Constitution for Faculty Governance](#). The UAS mission, values, and [governance](#) demonstrate a strong commitment to academic freedom for all who participate in the work of the university.

[Faculty, students, 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](#) holding particular social, political, and religious views 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.

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](#)- and [UNAD](#)- bargaining unit contracts, and Board of Regents' policies [04.04.010](#) and [10.07.010](#).

The Board of Regents, UAS administration, faculty, and staff are all committed to the pursuit of knowledge 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. For protection of privacy and information, [Board of Regents' Policy 02.07— Information Resources](#) applies.

Grievance policies are outlined in the union collective bargaining agreements and in Board of Regents' Policy [04.08.08](#) for non-represented employees. Board of Regents' Policy [10.07.06](#) speaks to misconduct in research, scholarly work, and creative activity.

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 Commission of the Alaska Department of Education and Early Development](#) under Alaska Administrative Code. In addition, the UNAC collective bargaining agreement also speaks to this as a faculty responsibility ([Article 6](#)).

2.A | 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.

UA Board of Regents' policy ([Chapter 5](#)) provides direction regarding oversight and management of financial resources and auditing of how those resources are utilized. Budget development begins with the president and chancellors bringing forward a proposed budget that is consistent with the UA system's overall goals, built on specified assumptions, and aligned with guidance provided by the Governor's Office of Management and Budget. Ultimately that budget is approved by the Board and forwarded to the Governor and to the Alaska State Legislature.

The Board of Regents' Bylaws and policy ([05.03](#)) establish an [Audit Committee](#) 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 controller. 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 37.10](#) and is detailed in Board of Regents' Policy [05.05](#). UA's endowment trust fund and inflation proofing funds are managed by the University of Alaska Foundation in accordance with the [Consolidated Endowment Fund Agreement](#).

Board of Regents' Policy [05.04](#) states that the total annual debt service of a university 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.

The [UA System Controller](#) is also the chief finance officer of UA, reporting directly to the president. The controller establishes procedures and standards of practice. The vice chancellor for administration is the chief financial officer for UAS, reporting directly to the chancellor. All UAS campuses follow statewide policies and procedures as set forth in Board of Regents' policy regarding oversight and management of financial resources.

2.B | Human Resources

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 currently employs a workforce of approximately 300 full-time and 200 part-time employees to support its mission; UA in Review ([Human Resources Table 3.02](#)) provides the trend data from 2013-2017, illustrating a 23.7% decline. That decline is comparable to the enrollment decline seen over the same period ([UA in Review Student Enrollment Table 1.01b](#)). UAS employs a sufficient number of qualified personnel to maintain its functions.

The UAS organizational charts ([UAS as a whole](#); other units' organizational charts can be found in the Resource Room) also demonstrate the sufficiency of operational coverage by UAS personnel. Standards 2.A.10-2.A.11 provide greater detail on the sufficiency of qualified personnel.

Table 1

UAS Employees by Full-Time/Part-Time Employment					
Fall Semester	2013	2014	2015	2016	2017
Full-Time	328	335	303	305	295
Part-Time	318	322	263	209	198
UAS Total	646	657	566	514	493
Employee FTE	432.9	441.3	389.8	374.0	360.3
UAS Students by Full-Time/Part-Time Enrollment					
Fall Semester	2013	2014	2015	2016	2017
Full Time	895	822	794	754	711
Part-Time	2749	2878	2602	2137	1965
Total	3644	3700	3396	2891	2676
Student FTE	1990.8	1971.8	1833.1	1606.2	1494.9
UAS Student to Employee Ratio					
Fall Semester	2013	2014	2015	2016	2017
Employee FTE	432.9	441.3	389.8	374.0	360.3
Student FTE	1990.8	1971.8	1833.1	1606.2	1494.9
Student to Employee Ratio	4.6	4.5	4.7	4.3	4.1

FTE was calculated using the IPEDS FTE definitions of students and staff: <https://surveys.nces.ed.gov/ipeds/VisGlossaryAll.aspx>

Recruitment procedures are outlined in Board of Regents' policy and UA regulation to ensure adherence to federal Equal Employment Opportunity (EEO) and Affirmative Action guidelines. Detailed job descriptions, developed in concert with the [Office of Human Resources](#), 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 are also addressed in Standard 2.A.9-2.A.11, Leadership and Management, and in related sections of Standard Two. Each administrator and staff position has a clear description of its job responsibilities and required qualifications listed as part of a job description. These position descriptions are revised as needed to account for changes in technology, shifting needs within the University, and budget constraints. Additional training and education are regularly provided for personnel when new policies, procedures, software, or other changes are implemented.

The process to hire new personnel is delineated through the Human Resources Office, with criteria and qualifications publicly stated to any potential applicant and advertised in

appropriate venues. UAS uses the UA HR PageUp software application as the database for all job descriptions, hiring proposals, [job applications and announcements](#), and other HR-related data. [Job descriptions](#) are reviewed regularly and reflect accurately the duties, responsibilities and authority of each position and are based on the job families designated at the [UA system level](#).

Standard 2.B.2

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

UAS administrators and staff, including at Ketchikan and Sitka campuses, are evaluated annually by their immediate supervisors. The chancellor is evaluated by the president 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.

The [Statewide Human Resources Office](#) has started a new online evaluation process through “Page Up” software that UAS began to use in 2017; through PageUp the reviewer and the staff person can both provide input to the process.

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 from the three campuses as well as 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 strategic priorities, review mission and core themes alignment, and discuss new opportunities for the coming year. For faculty, Convocation is an important time to meet with colleagues from across UAS. Faculty commonly discuss new curricular opportunities, update student learning outcomes, and align program and course offerings across all of UAS. Convocation is also a time when faculty leadership offers a workshop on faculty promotion and tenure. These face-to-face discussions set the stage for ongoing discussions via e-Learning technologies (phone, videoconference, web conferencing) throughout the academic year. At Convocation, faculty and staff alike can participate in training and presentations of interest on a variety of topics, including working with students with disabilities, rural and Alaska Native students, Title IX, and warning signs of student mental health issues and how to handle them.

The Provost’s Office provides a wide range of faculty development opportunities.

- ◆ A Faculty Mentoring Program for all new faculty. The program requires deans and campus directors to identify an experienced mentor for each new full time faculty member. The provost holds an event early in fall semester to welcome both mentors and mentees, discusses the UAS [Faculty Handbook](#), and reviews the Collective Bargaining Agreement ([CBA](#)) for new faculty. Mentors and mentees are encouraged to meet weekly, at least through the fall semester.

- ◆ The provost established the [Digital Fellows](#) program providing one course release and up to \$1,000 to purchase tools directly related to course redesign. Four faculty took part in 2017-18 and recruitment for new participants will be offered in 2018. Faculty and staff were selected to attend Educause in fall 2018 to enhance their knowledge of new pedagogies available.
- ◆ The UAS [Academic Innovation Fund](#) enables faculty and staff at all three UAS campuses to undertake projects and activities that enhance innovations in teaching and learning. Successful applicants can receive up to \$2,500 for proposals when more conventional funding sources may not be available.

The [Center for Excellence in Learning and Teaching](#) (CELT), established in the fall of 2016, has provided numerous professional development opportunities for faculty. Staffed by a dedicated instructional designer as well as two part-time liaisons, the information literacy librarian, and a general faculty member. Programming is developed in response to expressed interests of faculty members. Topics have included open educational resources, course redesign, and equity and inclusion. Staff have also regularly made use of the CELT professional development opportunities.

The UAS [Native and Rural Student Center](#), Sitka and Ketchikan campuses, 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. These events are available to both staff and faculty. These are commonly provided in cooperation with community and tribal partners, including Sealaska Heritage Institute, Goldbelt, Central Council of Tlingit and Haida Tribes of Alaska, and the First Alaskans Institute.

Beginning in 2016, each November, UAS hosts a special “[Power and Privilege Symposium](#).” This day-long event, held on a non-teaching weekday, initiated from strong student support, is open to everyone on the Juneau campus and provides an opportunity for faculty, staff, students, and community members to address important issues such as the intersection of race, ethnicity, gender, and sexuality. The UAS Ketchikan and UAS Sitka campuses hold their own events on their respective campuses.

Each year, funds are budgeted for faculty professional development costs, by the deans of the schools and college, and the directors of the Ketchikan and Sitka campuses. Deans and directors may also, depending on the need, designate funds for specific staff professional development needs. In addition, when faculty are presenting at conferences, the [Evelyn Rhoads Wilson Endowment Fund](#) will pay up to \$1,500 for costs associated with conference attendance. Additional support is frequently available on an “as needed” basis, dependent on available funding. Faculty with externally funded research grants can generally fund at least one additional conference through grant support. In addition, travel awards are available for UNAC faculty per Article 5 of their [collective bargaining agreement](#).

UAS also places a priority on providing professional development opportunities for [staff](#). The Office of Human Resources provides numerous opportunities for staff leadership and supervision training and all staff are provided training when software is upgraded or changed. UAS regularly holds Staff Development Day in May, sponsored by 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. Individual professional development is provided to staff on

a regular basis and includes conferences, webinars, and coursework as determined to be best suited for the individual's professional goals.

The Ketchikan and Sitka campuses also hold a series of professional development opportunities each year. At the Ketchikan and Sitka campuses training sessions have included such topics as Google Apps, leadership, improving work habits and effectiveness, as well as communication.

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 and retaining 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 list of faculty, including their highest degree awarded and the institutions where the degrees were earned, is contained in the [Academic Catalog](#). Until July 2017, UAS faculty were represented by three unions: United Academics (UNAC), which covered most tripartite and bipartite faculty on the Juneau campus; University of Alaska Federation of Teachers (UAFT), which covered mostly bipartite faculty primarily on the Ketchikan and Sitka campuses; and the United Academic – Adjuncts, which covered all adjunct faculty. In early 2017, full-time faculty members in UNAC and UAFT voted to become a single union under UNAC. All tripartite and bipartite faculty at UAS are now members of UNAC. Adjuncts continue to have their own union.

While UAS is small, it addresses the challenge of having sufficient faculty to provide depth in its academic program areas by ensuring strong coordination between the three campuses and using a six-year course sequence for course scheduling. 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 as well as many adjunct faculty.

Students consistently report that the quality of the faculty is outstanding. Recent UAS graduates [highlighted this](#) as one of the most satisfying aspects of their university experience. A large majority (72%) of tenured and tenure-track faculty hold terminal degrees in their disciplines. Most term faculty hold at least a Master's Degree, if not a doctorate, as do most adjunct faculty. In some specialized areas, UAS has had to look to other faculty qualifications than simply degrees alone. This is true, for example, in the area of Northwest Coast Arts. There is nowhere in the world where an individual can obtain a degree in this specific field, and yet there are exceptionally talented Northwest Coast artists in the region. UAS chose to work with these culturally-grounded artists/practitioners because of the historical and cultural importance of developing these art forms. UAS recently hired a new faculty member for this program who did not have a formal degree but has an extensive professional portfolio and whose work is recognized nationally and internationally. As another example of hiring, in Career Education some faculty have been hired for their expertise as practitioners. In some specialized areas, such as maritime training, or Certified Nurses' Assistant (CNA), industry vetting of potential faculty is an additional part of the adjunct hiring process. For example, adjuncts teaching US Coast Guard-approved UAS courses must be also approved by the US Coast Guard. Another example is that before adjuncts can teach in the CNA program they must be approved by the Alaska Board of Nursing.

In hiring part-time faculty, each academic college or school follows an adjunct review process where disciplinary faculty review the academic qualifications of the potential adjunct. In addition, the applicant's teaching and professional experience is assessed. After the faculty review an assessment based on their program, college or school standards (e.g., commonly a Master's degree in the field), the dean or director also conducts an evaluation before the adjunct is hired.

UAS specializes in offering Interdisciplinary programs. Many programs in the School of Arts and Sciences are interdisciplinary in nature: the Bachelor's degree of Liberal Arts (BLA), the Bachelor's degree in Social Sciences (BASS), 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 baccalaureate degree programs offered by the University. 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 member oversees the online BLA. He advises all the online students and coordinates the Six Year Course Sequence with other disciplines to ensure that students can complete the online degree in a timely fashion. He also coordinates with the Juneau faculty on all aspects of program design and delivery. The involved faculty meet 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 overseen by the dean of Arts and Sciences and the campus directors. This ensures that the needs of Ketchikan and Sitka 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 regionally. WRTG S110 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 their evaluation approach and then grade the portfolios, thus ensuring that the same standards apply in all classes.

The School of Arts and Science faculty include 40 tenured, full, associate professors; 17 tenure track assistant professors; and 17 term faculty across all three campuses. Almost all tenured and tenure-track faculty 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 appointments are approved by the appropriate departmental faculty. The School is supported by exceptional adjunct faculty who hold at least a master's degree.

All Alaska College of Education faculty possess the academic credentials and experience that qualify them for their assignments. Of the 13 full-time Education faculty, 8 hold doctorates from regionally accredited institutions, and five have masters' degrees with many years of experience. There are currently 5 tenured, full, and associate professors; 3 tenure track faculty; and 5 term faculty.

Full-time, clinical, and adjunct faculty members within the Alaska College 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 College's programs. Adjunct faculty assigned to teach courses in the College are engaged by the program coordinator and approved and contracted through the Executive Dean's office. All adjunct faculty hold at least a 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 had 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 Career Education includes faculty on all three UAS campuses. The School has 4 tenured faculty, 3 tenure-track faculty, and 11 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, and the arts and sciences.

Deans or campus directors appoint faculty members to hiring committees, in line with UAS hiring policies and procedures. Faculty hiring committees are chaired by one faculty member and include regional faculty from other UAS campuses. Consistent faculty qualifications are maintained through a series of vetting processes during the hiring process with the goal of hiring the most qualified faculty member for the position advertised. Integrity and continuity in this process is maintained through the participation of faculty on each hiring committee.

UAS has a program to recognize [faculty excellence](#) across all three campuses. Awards are 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 \$1,000 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.

As aligned with the UAS mission, teaching is at the forefront of faculty responsibilities. In line with Board of Regents' Policy [04.04](#) and applicable collective bargaining agreements ([UNAC](#); [UNAD](#)), UAS full-time faculty are hired as either bipartite faculty (with responsibilities in teaching and service) or tripartite faculty (with responsibilities in teaching, research, and service). 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. Generally, a full-time faculty workload is divided into 30 units each year, with 18-24 units focused on teaching responsibilities and the balance with service, or, research and service.

Faculty workloads are approved by the appropriate dean or campus director based upon a proposal prepared by the faculty member, and, after input by the associated department. 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-level introductory courses to 400-level upper division courses. Graduate faculty in the Alaska College of Education and in the Master's Degree of Public Administration generally hold bipartite assignments and teach upper division and graduate level courses. All workloads are reviewed annually by the dean or campus director and at designated times outlined in the collective bargaining agreement. Faculty workloads are guided by the Six-Year Course Sequence that outlines the schedule of courses which are necessary for students to complete their certificates and/or degrees.

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 UAS faculty performance beyond student evaluations is regular, systematic, and comprehensive. The processes are outlined in Board of Regents' Policy [04.04](#), the [Full-Time Faculty Handbook](#), the [Adjunct Faculty Handbook](#), and the collective bargaining agreements ([UNAC](#); [UNAD](#)). In addition, the faculty evaluation criteria are [documented](#) on the Provost's webpage.

Faculty on the tenure-track include those with tripartite and bipartite assignments. Tripartite faculty are evaluated on teaching, research, and service while bipartite faculty are evaluated on teaching and service. Criteria for these different areas are delineated in the [Full-Time Faculty Handbook](#).

All full-time faculty have an annual evaluation by their dean or campus director based on their annual activity report, in a process detailed in the collective bargaining agreement ([UNAC](#)). Deans and campus directors have access to student evaluations for all of their faculty. Annual activity reports provide the basic framework for faculty evaluation. These are due to deans and directors in September of every academic year and require a written response from the dean or director.

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 are published in the Faculty Handbook and on the Provost's webpage and clearly explain the multiple evaluative measures for teaching, research, and service. The teaching and learning matrix establishes the basic guidelines for the Assistant, Associate, and Full Professor ranks 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, including number of publications or scholarly contributions, how to account for creative writing publications or art shows, and how they are to be counted toward tenure and promotion. Service guidelines are also [published](#).

Comprehensive reviews are conducted for all tenure-track and tenured faculty, and for term faculty related to promotion requests (beginning fall 2018 based on the CBA). If a faculty member is applying for promotion or tenure, a separate evaluative process occurs that includes review by a peer committee, the respective dean, a University-wide committee, the provost, and the chancellor. The [UNAC](#) collective bargaining agreement specifies 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, both for a Fourth Year Comprehensive Review, and a Seventh Year Comprehensive Review for Tenure and/or Promotion. Similar post-tenure comprehensive reviews are required at least once every six years.

2.C | Education Resources

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.

UAS certificate and degree programs are fully described in the [Academic Catalog](#). 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. [Program student learning outcomes](#) are identified and assessed.

All programs and classes at UAS are developed and implemented using UAS Faculty Senate [curriculum processes](#). [Programs](#) and [courses](#) offered at any UAS campuses have the same region-wide, UAS Faculty Senate-approved [student learning outcomes](#).

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.

Each degree or certificate has published student learning outcomes that clearly state the measurable student learning outcomes for the [program](#). Each [course](#) defines specific student learning outcomes relative to the course content and to the UAS core competencies and these are listed in each course syllabus. All syllabi are published on Blackboard and available through [UAS Online](#)' Course Homesites application, for each course, each semester. In general, students in campus-based 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. Any student, or any visitor, may print a copy of any syllabus via [UAS Online](#).

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, published in the [Academic Catalog](#), and the UAS policies adhere to the Board of Regents' Policy [10.04.030](#) for degree completion. [General requirements](#) include: 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; and completion of at least 15 resident credits for the associates degree and 30 for the baccalaureate degree. These requirements are checked prior to graduation by the advisor, registrar, and dean or campus director. Students and advisors can monitor their progress towards fulfilling their degree requirements through DegreeWorks, located in the password-protected section of [UAOnline](#). As all UAS campuses have the same academic catalog and the same curriculum, degrees are awarded in a consistent manner across UAS.

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 section of the Academic Catalog, as are the [grading policies](#).

Credit Hour Policy

Compliance with the NWCCU credit hour policy at UAS is detailed in the [Faculty Handbook](#) (Chapter 9: Curriculum Guide: Academic Credit). The compliance includes (but is not limited to) the following:

- ◆ publication of federal requirements about credit hour definition and policy in the Academic Catalog
- ◆ regular review of credit hour policy and assignments in all courses and programs and at each degree level at least annually by faculty, deans, and directors
- ◆ careful scrutiny of credit hour policy compliance and implementation as an explicit part of the Program Review process required by Board of Regents' policy and UA regulation

Instruction delivered synchronously or asynchronously is based on the academic credit standard of one credit for each 750 minutes (12.5 hrs.) of instruction. Instruction in a supervised laboratory setting is based on academic credit standards of one credit for each 1500 minutes (25 hrs.) of instruction. Instruction delivered through supervised or unsupervised laboratory settings, whichever is appropriate to the course objectives, is based on academic credit standards of one credit for each 2250 minutes (37.5 hrs.) of instructional activity. Practica and internships consist of a minimum of 3,000 minutes (50 hours) per credit, supervised by a qualified professional. The Academic Catalog publishes the [credit hour policy](#).

Distance Education Policy

Compliance with the NWCCU distance education policy at UAS is detailed throughout Standard Two, as UAS provides education and student services in a consistent manner for both campus-based and distance students.

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.

UAS designs degree programs to maintain coherent breadth, depth, course sequencing, and synthesis of learning. UAS does this through a variety of mechanisms, including Board of Regents' policy ([P10.04-06](#)), [the Faculty Handbook Chapter 9 Curriculum Guide](#), the [Faculty Senate Curriculum Committee](#); use of [CourseLeaf](#) workflow processes for coherent curriculum creation and coordinated change approvals; and [academic policies](#). These processes provide new and modified curriculum review by multiple faculty and multiple administrators, including the appropriate dean, provost, and registrar.

In addition, faculty coordinate their programs through various departmental mechanisms. Discipline faculty meet each year during Fall Convocation and devote substantial time to programmatic meetings to make decisions about degree programs. Faculty stay in contact through email and audio-conferencing allows all faculty from all three campuses to participate in regular departmental meetings. Faculty occasionally travel to meet during the year as well.

Some programs are also designed considering the needs of external accreditation agencies or external industry advisory boards. All programs may be modified based on outcomes of the annual assessments or periodic program review.

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 makes clear the authority given to the faculty for the design, approval, implementation, and revision of curriculum. That 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, which are reviewed by all full-time faculty. The Senate then considers the recommendations and acts no later than their regular May meeting. The resulting Handbook revision is posted on the web. The most recent revisions were approved in May 2018. 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.

Summary of Curriculum Design, Approval, Implementation, and Revision Process

As noted in 2.C.4., all new degree programs are initiated by the faculty, approved by the school or college that will oversee the degree, and reviewed by the Faculty Senate [Curriculum Committee](#).

- ◆ The Committee then recommends action to the Faculty Senate. Once approval is given by Faculty Senate, proposals for new degrees must be approved by the provost, the UA president and Board of Regents, and, NWCCU. The process is clearly explained in the [Faculty Handbook, Chapter 9](#).
- ◆ 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 and 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.
- ◆ Elimination of degree programs, like the creation of new degrees, requires approval of the chancellor, president, and Board of Regents, and, NWCCU.

Selection of New Faculty

Chapter 6 of the [Faculty Handbook](#) describes the process of recruitment and selection of new, full-time faculty. Normally, faculty develop a proposal justifying the need for the additional faculty member. That proposal is submitted through the appropriate dean or director and reviewed by the provost, chancellor, and the Strategic Planning and Budget Advisory Committee. Depending on funding options, the proposal may be included in an annual budget request submitted by UAS to the UA statewide system. A recent example is the request for additional special education faculty to support the online delivery of the special education programs, as part of the new Alaska College of Education.

The actual recruitment and selection process begins at the academic unit where the dean or director appoints a search committee to develop the position description and advertising narrative, and screen and interview candidates. Search committees are commonly comprised of a majority of faculty in the discipline, but may include staff or industry or community members, if appropriate. Sitka and Ketchikan directors attempt to include faculty from the Juneau campus who would be disciplinary colleagues of the new hire. Attention is given to

diversity in selecting the members of the Committee. Following the screening, interviews and reference checks, the Committee makes a recommendation to the dean or director. The dean or director, provost, and chancellor must approve the selection before the position is offered to the candidate.

Recruitment for new faculty is very much a team effort. 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 Southeast Alaska community and physical environment. All faculty committees are required to attend the Diversity Workshop sponsored by UAS Human Resources director. All new faculty are assigned a mentor and participate in a series of faculty development seminars as an introduction to the university.

Faculty Responsibility in Assessing Student Achievement

Through the process of developing student learning outcomes assessment plans for the degree, program faculty determine how they will assess the mastery of program student learning outcomes. Once the [assessment plan](#) is developed by faculty, program faculty then use it to create the annual [assessment report](#). Program faculty will also discuss the results at a program or department meeting. Assessment of student learning outcomes is a faculty-driven process, with reporting to the Provost.

Faculty at both the Ketchikan and Sitka campuses interact on a regular basis with their faculty colleagues at other UAS campuses through participation in department meetings, membership on UAS Faculty Senate, and representation on the Faculty Senate Curriculum Committee. The structure and processes are outlined in the UAS Faculty Handbook and UAS Faculty Senate Constitution and Bylaws. Ketchikan and Sitka faculty share the responsibility with all UAS faculty for fostering and assessing student achievement of clearly identified learning outcomes.

Faculty have full responsibility for assessing student achievement in each course. 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 program. In the courses MATH S055, MATH S105, and MATH S151 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.

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.

One of the UAS Undergraduate Core Competencies is Competency in Information Literacy. Each undergraduate degree addresses this competency, as noted in the [Faculty Handbook, Chapter 9](#). 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 online. Often faculty will ask a library faculty member to come to class for additional

presentations on information literacy, particularly in lower division classes. UAS' Information Literacy librarian specializes in this area and coordinates information literacy instruction on the Juneau campus. Library faculty also teach two one-credit courses focused on in-depth information literacy skills during fall and spring semesters. The librarians also are linked to academic departments and campuses as liaisons, giving faculty a specific colleague to turn to for assistance.

Across UAS, 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. There is ongoing collaboration between campus librarians and faculty regarding the relevance of information literacy in classes, programs, and beyond. UAS' Outreach Services Librarian visits the Sitka campus at least once a year, to discuss with faculty the various library resources available to them. In one recent example of this ongoing collaboration the Outreach Services librarian helped a Sitka faculty member build [assignments](#) on comparing primary and secondary literature. Librarians at both Juneau and Ketchikan campuses frequently give presentations during Fall and Spring Convocation, as well as at Adjunct Orientation, updating faculty with information about the services, events, and resources offered to them and to their students from UAS Libraries. In addition, each semester Ketchikan faculty hold a professional development series entitled "Enhancing Instruction," during which faculty teach faculty about current or evolving issues in education; the librarian or library manager is regularly asked to present at one of these sessions. Egan Library faculty members offer sessions on related topics through the regional Center for Excellence in Learning and Teaching (CELT). UAS Librarians also develop research guides ([Libguides](#)) that provide students with access to library resources in specific areas of study or for individual courses at all three campuses. An [Assessment Libguide](#) was developed specifically to show current efforts to assess the information literacy competency based on the Association of College and Research Libraries (ACRL) new guiding document, the Framework for Information Literacy for Higher Education.

Across UAS, library staff and faculty work directly with teaching faculty to ensure that information literacy workshops and resources provide the most useful information for faculty in their work with students. Every Blackboard course is populated with a content area link to the Egan Library, providing a direct link between the online course management system and library resources and services. Help accessing resources is available at the Egan and Ketchikan Campus Libraries in person, and to all three campuses by phone, email, and chat. Egan Library also holds an annual Open House, where new students learn how to access library resources and services through fun interactive stations. An online version of Open House is available for all students. Faculty members often bring their classes to the Open House, or provide extra credit to their students for their attendance.

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.

Students may earn [credit for prior learning](#) (CPL) at UAS in a manner consistent with NWCCU standards, for specific courses and relevant to the courses' student learning outcomes. CPL policy is documented in the [Faculty Handbook \(Ch. 9, Curriculum Guide\)](#) and the [Academic Catalog](#). CPL credit may not exceed 25 percent of total program requirements. Students must be admitted into a UAS program. Students may take a maximum of 30 semester credits by exam for a bachelor's degree, 15 semester credit hours for an associate's degree, and 3 credits toward an occupational endorsement. Academic advisors assist students in the [process](#) to earn CPL. Through a portfolio process, students are responsible for demonstrating how their prior learning aligns with the student learning outcomes for a particular course. That process clearly informs the student that CPL credit will not be provided until his/her portfolio has been approved through faculty review. Assessment of the CPL application is completed by faculty who teach the course.

Students also have [options](#) of gaining credit-by-exam, either through special standardized exams (CLEP, DANTEs) that come in as transfer credit (similar to Advanced Placement credit), or by challenging a UAS course, via a review process created and conducted by faculty who teach that course.

When students receive credit from CPL or from challenging a course via an exam, the specific UAS course is listed on the transcript, followed by a notation "Credit for Prior Learning" or "Challenge by Exam." This credit does not duplicate other credit awarded for fulfillment of degree requirements.

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 [Academic Catalog](#) details the policies and procedures governing transfer credit. At the undergraduate level, there is also a [link](#) to transfer policies from the registrar website. One UAS office is responsible for all transfer credit evaluation, which provides consistency across all UAS campuses. Transfer evaluation happens only after a student has been admitted to a degree or certificate program. Acceptance of transfer credit toward program major requirements is based upon departmental approval. UAS accepts college-level credits earned from regionally accredited colleges and universities.

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 in 2013 approved a change to the current practice in accepting transfer grades for students coming to UAS. The change has allowed the registrar to transfer in a C- grade from outside of the UA system and allows a transfer of a D- grade from elsewhere in the UA system. This change aligns UAS practice with UAA and UAF and was intended to reduce challenges for students in transferring from one UA university 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. Students are

also directed to [DegreeWorks](#) to see the transferred courses and how the courses have been applied toward degree requirements.

At the graduate level, the request to accept transfer credit into a degree program is made at the department level. All graduate program coordinators are graduate faculty; they review and recommend course credit from another institution for transferability to a UAS graduate program. In all cases, the graduate dean reviews the recommendation and either accepts or denies the transfer credits. If approved, the course is added to the student's DegreeWorks audit. 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.

2.C | 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 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 and UA Regulation [10.04.040](#) with regard to General Education Requirements (GERs) for baccalaureate degrees. Specific category and credit requirements are itemized in UA Regulation [10.04.040](#). Courses satisfying the requirements in each category are itemized in the [Academic 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 3-credit courses in written communications, one 3-credit course in oral communications, one 3-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 4-credit science course with lab, and at least three more credits from mathematics, statistics, or natural sciences. For [two-year degrees](#), the Associate of Arts and Associate of Science include completion of all general education requirements. For Associate of Applied Science (AAS) degrees, a selection of general education courses is included in each degree program, as specified in the [Academic Catalog](#). The UAS Faculty Senate is reviewing the sufficiency of this related instruction for AAS degrees this academic year.

Each UAS GER course has [student learning outcomes](#). UAS continues to examine its General Education Requirements (GERs), in conjunction with UAA and UAF. Since 2013, faculty across the system have examined how to align UA requirements and learning outcomes to better meet general education needs of the 21st century. These disciplinary teams have

aligned common GER courses with the same course number, title, and course description. The majority of learning outcomes for these courses are aligned, allowing for some flexibility based on faculty expertise. A UA-wide team of faculty continues to work on this effort.

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.

With the UAS [Student Competencies](#) in mind and recommendations from the highly regarded Association of American Colleges and Universities (AAC&U) Value Rubrics ([Rhodes, 2010](#)), a committee of faculty from across UAS, the Provost's Assessment Committee (PAC) developed six General Education Learning Outcomes ([GELOs](#)). The following GELOs were developed and presented by the PAC to the UAS Faculty Senate and the Senate approved continued work by the PAC on these at their November 2017 meeting.

The six GELOs are:

- ◆ **Effective Communication:** Communicate thoughts and ideas effectively, orally and in writing
- ◆ **Critical Thinking:** Demonstrate comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion
- ◆ **Creative Thinking:** Present creative works of expression, innovative approaches to tasks, or solutions to problems
- ◆ **Empirical Reasoning:** Articulate the scientific method and pose well-reasoned questions in the search for answers through data
- ◆ **Synthesis and Analysis:** Use and extend theoretical concepts to qualitative and quantitative applications and problem solving
- ◆ **Environmental and Community Engagement:** Use and extend Indigenous and global cultural perspectives with respect for diversity of people, the sustainable use of resources, and awareness of the environment

The PAC spent the 2017-2018 academic year focused on [assessment](#) of these GER competencies and provided a report of the assessment of two of them (Quantitative Skills and Communication). The four remaining GELOs will be assessed during the 2018-2019 academic year.

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.

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 in the Academic Catalog, a minimum of sixty semester credits at the 100-level or above, including twenty credits at the 200-level or higher, must be completed to earn the A.A. degree. Of the sixty credits, thirty-four must be completed in the appropriate areas of the General Education Requirements. The [Associate of Science](#) degree (AS) is a two-year degree program designed to be a transfer degree to natural science baccalaureate degree programs. The AS degree requires

a minimum of sixty semester credits at the 100-level or above, including twenty credits at the 200-level, a minimum thirty-four credits of general education requirement course work, and fifteen UAS residential credits.

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 one-year-long programs 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, as noted in 2.C.9., require a minimum of sixty credit hours, between 15 to 19 of which must be in appropriate areas of the General Education Requirements or related instruction. Associate, baccalaureate, and related certificate programs have student learning outcomes and are [assessed](#) annually. All courses taught for certificate and associate degree programs have faculty with the appropriate qualifications to teach in those areas.

2.C | 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 Alaska College of Education and in the School of Arts and Sciences under the leadership of a graduate dean (currently the provost). Education degrees include the Master of Arts in Teaching ([MAT](#)) and Master of Education ([M.Ed.](#)) offerings. The School of Arts and Sciences offers the Master of Public Administration ([MPA](#)). Management of graduate programs is addressed by the relevant school/college dean, with oversight from the provost. Faculty academic control of graduate degrees is exercised through the Faculty Senate's [Graduate Committee](#). This committee 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 programmatic area has been 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, Reading Specialist, and Educational Leadership. In the MPA program, program assessment has led to an expansion of concentration options in Higher Education and Municipal Governance.

Alaska College of Education professional degrees leading to initial licensure is the MAT for Elementary, Secondary, or Special Education. The M.Ed. 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 (DEED) for endorsement.

Alaska College of Education programs embrace the conceptual framework for curricular coherence around the theme of Informed, Reflective, and Responsive Teachers for Alaska Schools. UAS secured accreditation under the 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, reaffirmed in fall 2011, and a reaccreditation self-study is due in February 2019 with a site visit to be conducted in October 2019.

The MPA is a professional degree, serving Alaska by developing effective and efficient public and private not-for-profit managers and administrators. Graduate faculty promote professional practice and challenging study in a supportive, online environment.

All UAS graduate degrees have graduate-level, professional practice at their core. All UAS graduate degrees differ from undergraduate programs. [UAS graduate school academic regulations](#) require that all courses for the graduate program must be post-baccalaureate and all but six semester credits must be at the 600-level; courses at the 100-300 level cannot be used in graduate programs.

The [Faculty Handbook](#) describes 600-level graduate courses having one or more of the following characteristics:

- ♦ they build upon a foundation of prerequisite undergraduate courses in a single or related discipline
- ♦ they require intellectual maturity and stress independent learning
- ♦ they emphasize the use of library, studio, laboratory, community, and field-based facilities and resources in ways commensurate with the level of learning

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 at UAS are handled centrally through the [Admissions and Registrar's Office](#). Graduate students are recommended for admission by the graduate faculty in the academic program to which they seek admission based on the program's own high standards. [Guidelines for admission](#) are published in the [Academic Catalog](#) and are fully compatible with the UAS mission.

Graduate degree audits are available through DegreeWorks, the university online audit software. As noted in 2.C.8, at the graduate level, the request to accept transfer credit into a degree program is made by the graduate faculty program coordinator. The school/college dean will review the transfer credit request before it goes to the Registrar's Office for entry into the student's record.

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.

UAS 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. Any [internships](#), field experience, or professional practices that are integral parts of a graduate degree program have UAS faculty that monitor and assess learning achievements.

All of the MAT degree programs at UAS require internships and field experiences as part of the degree program of study. These are overseen by the faculty of the specific degree program. 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 Alaska College 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 [teachers](#). 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. 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.

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 the 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 graduate faculty members in these programs have primary responsibility for assuring the highest 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 professional practice through the

application of knowledge, practice, and skill development within the profession. The graduate faculty have strong professional commitments to prepare their students for their professions ([AKCOE's Mission Statement](#) and [MPA's Program Overview](#)).

2.C | 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.

All three campuses offer credit and non-credit continuing education courses. The campuses offer non-credit courses to address, in part, the Core Themes of Teaching and Learning, and, Community Engagement.

Non-credit courses are in some cases designed for professionals, specifically in Ketchikan in the area of maritime training, in Sitka on water/wastewater operator training, and in Juneau on mine training. In other cases, they are designed for the general public, often in the areas of art or Alaska Native studies and languages. Noncredit offerings are market-driven and address a variety of topics, connected to faculty expertise, and needs of the community. 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.

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. Non-credit or continuing education courses are [numbered](#) as 001-049 courses; these receive no academic credit. 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.

Any UAS course receiving academic credit goes through established procedures, with clearly defined roles and responsibilities, as described elsewhere in Standard 2.C.

[Professional development courses](#) (500-599) are designed to provide continuing education for various professional groups and their academic credit cannot be applied to degree programs. Such courses are post-baccalaureate in nature but are not applicable to degree requirements. Courses may be graded Pass/No pass or, if the course includes an evaluation component, by letter grading; the measurement of student effort is indicated by professional development credits. Each professional development credit awarded requires at least 12.5 hours of student engagement in a directed learning environment under the supervision of a qualified instructor. These courses are provided on a self-support basis and are monitored through established procedures, with defined roles and responsibilities for the instructional faculty, who have the appropriate credentials to offer the course.

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 occasionally offered by schools and campuses. A CEU at UAS has been defined within the Academic Catalog. CEUs tend to be awarded in conjunction with a professional association or agency from which the participants seek certification. When CEUs are requested, documentation is provided to illustrate the requirements of the CEU-accepting organization (e.g., attendance records, course outlines, course evaluations, and evidence of student attainment of identified learning outcomes). Course expectations and learning outcomes are defined by the instructor and provided to the student.

Standard 2.C.19

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

As noted in 2.C.18, the Academic Catalog describes CEUs. All records (enrollment, course descriptions, completion records) are maintained either in Banner or in Lumens. For 500-599 courses, all records are maintained in Banner. Lumens provides a separate registration and database system designed just for noncredit activities that UAS has recently instituted. The separate registration system for non-credit instruction permits students to register for noncredit classes without going through the standard college credit system and is intended to make registration more user-friendly.

2.D | Student Support Resources

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.

Student learning and success are at the heart of the UAS mission, core themes, and objectives. UAS student support resources have been transformed profoundly since the 2009 NWCCU on-site accreditation visit, consistent with efforts of continuous improvement. Student achievement and attainment is central to the core themes in the UAS plan and student services leadership and staff have made these the primary focus of all they do. 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 not only recruit but especially to retain students once they have enrolled. This involves a concerted effort to create a comprehensive Strategic Enrollment Plan that includes an emphasis on marketing, recruitment, retention, and completion.

In 2017, the Chancellor created a Strategic Enrollment Task Force that has subcommittees focusing on both marketing and recruitment plus retention and completion. Coupled with

this was an administrative reorganization of the student services units under the strengthened vice chancellor for enrollment management and student affairs position. Student success efforts now especially focus on quality and effectiveness rather than mainly on 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.

Providing ready access to educational opportunities includes offering students assistance with financial aid and scholarship opportunities. UAS has made substantial strides in using its financial aid decisions to leverage increased student access and has been assisted by several initiatives external to UAS, such as the [Alaska Performance Scholarship \(APS\) program](#). APS is a merit-based program, encouraging Alaska high school students to take a more rigorous curriculum, get good grades, and score well on college placement or work ready exams. Motivated students can receive up to \$4,755 per year for enrollment in qualified Alaska colleges, universities, or vocational/technical programs. In spring 2018, 166 UAS students received the APS, up from 47 in spring 2011, the first year of the program. The focus on strong high school coursework assists in the core theme objective of having students prepared for university study.

In 2011, UAS created the [Stay on Track](#) program designed to improve completion rates. The program was later adopted across the entire UA system. The program provides tuition waivers to sophomore, junior, or senior students taking at least 15 credits towards their program of study. The program is intended to encourage students to take a full course load by waiving the tuition difference between 12 and 15 credits. 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 2018, 686 students had received the waivers over multiple years. The number of students receiving the award each year has remained relatively consistent; averaging 137 students per year. Of students who received funding between 2012-13 and 2015-16, 77% had completed an award or degree by 2018. Recent budget challenges have forced a reduction in the amount awarded to each student—from a high of \$1,034 on average in 2014 to \$500 in 2018.

Improvements in [advising](#) and student services to support student learning needs include:

- ◆ 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 with less than 30 credits are required to see an advisor until they reach sophomore status. Advisors make a concerted effort to contact incoming students before they arrive on campus to introduce them to services and get them registered in classes. An online e-Learning orientation to university study is avail-

able. 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’ for students identified as “at risk.” For the past several years 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 begun moving to the EAB Student Success Collaborative. The new software will allow greater ability to build cohorts of like students and to send automated messages. Beginning in fall 2018, all three campuses (and all three UA universities) will participate in the Student Success Collaborative through the Education Advisory Board ([EAB](#)). The program involves a “comprehensive technology that links administrators, faculty, staff, and advisors in a coordinated care network to support students from enrollment to graduation and beyond.” Faculty received an EAB Faculty Guide in the fall of 2018 and received training at Fall Convocation. Advisors and key registration staff at all three UAS campuses have been trained in EAB; it is already in use for Early Alert reporting and it will be expanded to the Coordinated Care Network component of the EAB tool so other support staff (e.g., tutors, disabilities support services, and counseling services) can also use the tool in spring 2019.

In recent [student surveys](#), students have noted the quality of academic advising at UAS. Academic advising by faculty and by academic advisors were both rated highly by three-quarters of all students.

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 online for distance students. Beginning 2018, an e-learning pre-orientation module was offered to all students via blackboard.
- ◆ [Career Advising](#): the career advisor is located in Juneau but provides support and outreach to all campuses and to any student who has taken at least one course from UAS. E-Learning, Sitka, and Ketchikan students are served via phone or email. 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.
- ◆ [Counseling Services](#): UAS provides on-site counseling services, by Licensed Clinical Social Workers, to Juneau students, and phone/Skype counseling services to Sitka and Ketchikan students. UAS students who take classes via distance and are living outside of the three main communities are also eligible to receive counseling services via distance. Services include short-term solutions based counseling, stress reduction and resources, crisis intervention, responses to suicidal ideation and suicidal attempts, group therapy, and individual cognitive behavioral therapy for students.
- ◆ [Disability Services](#): The Office of Disability Services supports students who need accommodation to better access educational services. 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.

- ◆ [Outreach and Training Services](#): Effective student learning requires a safe and respectful campus environment. The UAS Title IX Office provides outreach and training services to confront issues of sexual harassment and sexual assault. All students enrolled in degree programs, living on campus, or visiting on exchange are required to take the training annually. Other students are strongly encouraged to do so.
- ◆ [Health Services](#): UAS provides health services for students on the Juneau campus only. On the Ketchikan campus, advisors and Student Center staff refer students to local health resources such as Public Health or the Ketchikan Indian Community. On the Sitka campus, academic advisors and student success staff maintain an internal list of community resources to use when providing health service-related referrals or health information to students. Many of the resources listed on the [website](#) are applicable to UAS students no matter where they live.
- ◆ [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 also invites students from other states and countries to study at UAS. This infusion of visiting students adds to the quality of the educational environment, enriches campus life, and broadens the awareness of Alaskan students to issues and perspectives around the globe.
- ◆ [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. The Ketchikan and Sitka campuses also have advisors who provide support to Alaska Native and rural students.
- ◆ The [Learning Center](#) on the Juneau campus 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 Center provides a testing center for students taking on campus tests or for individuals from the community to take needed exams. Students can obtain assistance with their assignments either face-to-face or online.
- ◆ The [Writing Center](#) on the Juneau campus is also available to students needing assistance with their writing skills. Tutors in the writing center discuss a student's paper with him/her, provide writing guides, and see students by appointment or walk-in. In fall 2018, writing tutors were embedded in the developmental writing classes to provide students with the resources they needed in order to be successful in these classes. Students can obtain assistance either face-to-face or online.
- ◆ The [Ketchikan campus](#) provides an array of academic and student support services including testing services, tutoring services, faxing and scanning, course resources, disability support services, comfortable study spaces, and a well-equipped library. Student services staff practice an open door policy and are strategically located in the [Student Center](#) to be accessible to students where they study and congregate. Student service offerings are being enhanced through a five-year Title III grant. Grant funds are enabling the campus to develop and pilot high-touch student support both on campus and online including the implementation of an online community platform to support rural and distance students through community-building. The Ketchikan campus has a full-time advising staff.

- ◆ The [Student Success Center](#) on the Sitka campus provides comprehensive support for students planning to enroll or who are enrolled on the Sitka campus, as well as for students taking distance classes from across Alaska. The Sitka campus reorganized student services to provide centralized, one-stop assistance for students, merging the learning center and student support services into one administrative office—the Student Success Center. The center has a full-time advising staff as well as a selection of tutors who support and track students from their initial inquiry (recruitment) with the goal of increasing retention by lowering dropout rates and increasing course completion rates.

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.

Safety and security are reflected in three major areas: 1) the [Office of Health and Safety](#), 2) the [Office of Emergency Management](#), and 3) the [Title IX Office](#) which addresses issues of nondiscrimination and safety, with a particular focus on confronting discrimination based upon sex.

The mission of the [Office of Health and Safety](#) at UAS is to provide leadership and service so that the risk of injury, illness, environmental damage, and losses to the campus community and its neighbors is reduced. The UAS Health and Safety manager collaborates with the Student 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. UAS Ketchikan and UAS Sitka follow regional [policy](#) for crime statistics reporting. [Campus safety and security policies](#) are available on the UAS website and informational presentations are integrated into annual faculty training. [Emergency management procedures](#) are detailed on the website. 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 [Incident Management Team](#) (IMT) is formed to respond. Key campus officials have been designated to participate on Incident Management Teams on each campus. Depending on the 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 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

UAS uses multiple systems of warning for campus emergencies. The multi-tiered methods are in effect at all campuses and ensures that no single system failure will leave the institution vulnerable in an emergency. For quick notification, a campus wide alert can be sent from

and broadcast to any campus phone using the Alertus system. The instructions for its use are on all campus phone screens. This system can also be dialed into from an outside line and activated campus wide. Detailed alerts can also be communicated through RAVE, a versatile system allowing for messages to be sent on phone, voicemail, SMS, email and through social media platforms. Students and employees may sign up to receive timely warnings through the UA Alerts Notification system which allows participants to choose to be contacted via text message, phone, or email. The RAVE system also has an available free phone app (RAVE Guardian) that allows for even more versatility for UAS affiliates to receive campus alerts. The Guardian app also allows for users to be alerted when they are at any UA campus (via a mapping feature) regardless of whether it is their primary campus or not. All UAS campuses have held “active shooter” exercises in recent years. Campuses post safety information online and on campus and informs students of safety issues during orientations.

All employees on campus, as well as all students are required to participate in annual [Title IX Training](#). UAS follows all policies of the Board of Regents related to [Nondiscrimination](#) and [Title IX](#). In fall 2017, UA conducted a [Climate Survey](#) to better understand students’ experiences with Title IX related incidents, and their assessment of their university’s climate. Additional information about Title IX can be found on the [UA Title IX Compliance site](#), including the UAS Scorecard metrics submitted to each Board of Regents’ meeting during the academic year.

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 origin of UAS students is as follows:

- ◆ 90% from Alaska
- ◆ 10% out-of-state

Of those from Alaska (categories not mutually exclusive):

- ◆ 31% are from Juneau.
- ◆ 27% are from Southeast Alaska.
- ◆ 47% are from rural Alaska.

As UAS includes a wide educational mission, beginning with community engagement, through community college-level, and to baccalaureate and graduate, students are in a wide mix of programs. They are admitted to

- ◆ 6% OEC or certificate programs.
- ◆ 12% two-year degree programs.
- ◆ 29% four-year degree programs.
- ◆ 10% graduate programs.
- ◆ and 43% are non-degree seeking.

The integration of admissions services across UAS was completed in 2013 with the incorporation of Ketchikan and Sitka admissions for the 2013-14 academic year. This provides

consistency in UAS-wide admission processes. 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 [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 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 stricter admissions deadline.

The UA system as a whole is an open enrollment institution. However, historical data indicates that UA institutions are admitting students who do not complete baccalaureate degrees due to under preparation. In line with the community college mission of all UA campuses, students applying for baccalaureate admission who do not meet minimum requirements are accepted into an AA or AS program. This is one way UAS works to admit students with the potential to benefit from its educational offerings.

Another way UAS works to admit and support students with the potential to benefit from educational offerings is by placement exams. Several years ago the UA Statewide Academic Council (SAC; now the [Academic Council](#)) made a recommendation that the UA faculty senates decide on common placement tests, placement scores and score expiration dates for lower division mathematics and writing courses across the system. Setting common standards for all UA campuses was intended to clearly communicate expectations about college-preparedness to future students, their parents, and their teachers. The change took effect for the 2015-16 academic year.

A third way UAS works to admit and support students with the potential to benefit from educational offerings is by English proficiency exams for international students. 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 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. The [admissions website](#) provides international students additional information on the admissions process, academic programs, and housing opportunities.

UAS graduate programs also set an admission bar. 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.

UAS makes a significant effort to orient students regarding the program requirements, including graduation and transfer policies. [New Student Orientation](#) is required for new, full-time students (those carrying twelve or more credits.), but all students are encouraged to attend. Face-to-face and online formats are available. All new students (freshman and transfer) are required to meet with an [advisor](#) each semester until they reach 30 college credits. Mandatory advising is a key program at UAS to assist students in creating the good habit of connecting with their advisor early and often and provides the structure so that students are oriented to the requirements related to their programs of study.

The [Academic Catalog](#) provides information on advising, 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.

UAS abides by the teach-out requirements of NWCCU and ensures that students have an opportunity to finish their program of study in a timely manner, with minimal disruption.

Suspension or elimination of a program is a result of an extensive program review that incorporates the perspectives of faculty, administration, the Provost, the Chancellor, and ultimately the Board of Regents. When an existing program is either eliminated or undergoes significant curricular changes in graduation requirements, after approval up through the Board of Regents, the following process takes place.

- ◆ UAS creates a teach-out plan that is approved by NWCCU (an example may be found in the Resource Room.)
- ◆ Students are notified by the department offering the recently eliminated or altered degree program and instructed to meet with their academic advisor.
- ◆ 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:

- ◆ Institutional mission and core themes;
- ◆ Entrance requirements and procedures;
- ◆ Grading policy;
- ◆ 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;
- ◆ Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;
- ◆ Rules, regulations for conduct, rights, and responsibilities;
- ◆ Tuition, fees, and other program costs;
- ◆ Refund policies and procedures for students who withdraw from enrollment;
- ◆ Opportunities and requirements for financial aid; and
- ◆ Academic calendar.

The [Academic Catalog](#) is updated annually. It is an online catalog, and available for download and printing as a [hardcopy](#).

- a. The Catalog opens with a [Welcome to UAS](#) that includes the mission, followed closely by the detailed [Mission and Core Themes](#).
- b. The Catalog includes admission requirements and procedures, for [undergraduate](#), [in-](#)
[ternational](#), [transfer](#), [dual enrollment and under 18](#), and [graduate](#) students. Any specific

requirements for program entry are noted in the [Certificate and Degree Program](#) section of the Catalog.

- c. [Grading policy](#) is fully described in the Catalog, as well as in all syllabi and in the faculty handbooks.
- d. All [programs of study](#) are detailed in the Catalog, as are academic [courses with course descriptions](#). The student learning outcomes for the courses are listed in the syllabi for each class (and therefore readily available to the student) as well as on the [Provost's website](#). The Catalog links to [DegreeWorks](#), an online degree audit tool, that provides students the information they need to see how they can progress to complete their degree. The Catalog does not provide information on the frequency of course offerings; however, projected timelines for course offerings are listed in the [Six Year Course Sequence](#) on the UAS website. These student planning tools are also listed on the [Academic Advising website](#).
- e. Names, titles, degrees held, and conferring institutions for [administrators](#) and full-time [faculty](#) are published in the Academic Catalog. The Catalog also lists the membership of the [Board of Regents](#), the [advisory council members for the three campuses](#), and the [Alumni Association Board of Directors](#).
- f. The Catalog publishes the [Students Rights and Responsibilities](#), [Student Code of Conduct](#), rules (including [Drug Free Schools](#), [Nondiscrimination](#), [Dispute Resolution](#), and [Sexual and Gender-Based Discrimination](#)), [Smoke-Free/Tobacco-Free](#), as well as [academic regulations](#) and [FERPA rights](#). Other campus policies (e.g., [Children on Campus guidelines](#), [Missing Person](#), [Weapons](#)) are available on the website. The Catalog also details [student](#) and [academic](#) services.
- g. Tuition, fees, and other program costs are detailed in the [Fees and Expenses](#) section of the Catalog.
- h. The Catalog includes the policy and process for [student refunds](#).
- i. [Financial aid](#) details are also listed in the Catalog, including: types of available aid, scholarships, UA Scholars program, federal loans, student employment, veterans assistance, eligibility, deadlines, application procedures, verification of information, satisfactory academic progress, concurrent enrollment, disbursement of funds, tax issues, and return policy.
- j. The Catalog includes the [academic calendar](#).

Standard 2.D.6

- ◆ **Publications describing educational programs include accurate information on:**
- ◆ **National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;**
- ◆ **Descriptions of unique requirements for employment and advancement in the occupation or profession.**

The [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. The PRAXIS requirement is listed in the Academic Catalog.

All three campuses provide necessary information and support on obtaining state and national licensure and supports the regional policy supplying relevant career information in the course catalog. Advisors in career education programs are versed in the industry needs

to obtain and maintain appropriate certifications. Descriptions of unique requirements for employment and advancement in the occupation or profession, such as for Certified Nursing Assistant certification ([CNA](#)) are stated in the 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 Registrar's Office ensures 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.

UAS assigns 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 Family Educational Rights and Privacy Act (FERPA) training 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. The Office of Information Technology (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. Those with access to student records are required to complete FERPA training annually. FERPA training is available online via UAOnline. The institution publishes, in the [Academic Catalog](#), information regarding student privacy.

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 Office](#) 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](#) explains the differences between financial aid assistance categories, as does the [Academic Catalog](#). 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](#). For the 2017-2018 academic year, 2,676 FAFSAs were received.

The Financial Aid staff regularly holds informational workshops on campus and in the local high schools regarding money management and accessing all forms of financial aid. At the Ketchikan and Sitka campuses, advisors support students in their applications for financial aid and connect them to the regional UAS financial aid office to process their aid. Locally administered scholarships are coordinated through the regional office to ensure compliance with all policies. Ketchikan and Sitka campuses follow regional policy in relation to student financial aid and scholarship distribution.

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. All scholarship program awards at UAS are 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.

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 the [National Student Loan Data System](#) during repayment, and, [repayment](#) related to withdrawals.

UAS actively works on delinquency reports from lenders in an effort to maintain or reduce its loan default rate. The current default rate of 12.5% for the most recent three-year cohort is within acceptable parameters (<15%) to continue offering student loans without the 30-day delay.

It is the Financial Aid director's responsibility to monitor the default rate via reports from the National Student Loan Data System. UAS makes every effort to counsel and educate students and parents on borrowing student loans as well as repayment options, responsibilities, and obligations. Before processing and disbursing any loan funds, students must have completed Direct Loan Entrance Counseling. When students graduate or separate from the college, they are informed of the Direct Loan Exit Counseling requirement.

Financial aid distribution and repayment obligations are managed through the Juneau campus for all UAS Ketchikan and UAS Sitka students to ensure compliance to all appropriate regulations. To provide a higher level of service, Ketchikan and Sitka advisors work with students to understand their financial need and aid options before referring students to the regional office.

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 continues to be a major topic for the [Strategic Enrollment Task Force](#) and the [Student Success Committee](#).

A regional network of advisors works across UAS. This network is made up of staff and faculty advisors and was 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. A bi-annual Regional Advising retreat brings the regional advising staff together and provides an avenue for additional training and coordinated planning. An important function of the group is the sharing of information across the three campuses, to maintain currency of knowledge for all UAS staff advisors.

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, and, the EAB tool beginning academic year 2018-2019. Advising requirements are defined and published on the [website](#) and in the [Academic Catalog](#). 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. Outreach to students through intrusive advising includes email and phone efforts, as well as in-person wellness checks for students who live on campus, largely conducted by the professional advising staff.

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
- ◆ **Academic standing:** students placed on probation are required to see an advisor to register for classes.
- ◆ **Early Alert:** an electronic system by which faculty are able to refer students to advisors for assistance during weeks three through nine every semester.
- ◆ **Care Team:** 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.

Standard 2.D.11

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

Student clubs are organized and operated under the authority of the [Constitution](#) of the United Students of UAS. [Sitka](#) and [Ketchikan](#) student governments have their own constitutions. [Each campus student government organization](#) is connected to the UA-wide [Coalition of Student Leaders](#), which functions in an advisory role to the UA president.

The Student Activities Board ([SAB](#)) is a student organization that is advised by the Student Activities coordinator and informs and executes events and activities for student engagement and development on the Juneau campus.

Educational, recreational, and special programs are offered through Student Activities on the Juneau campus. A campus event calendar is maintained by the Activities Office. [Student clubs](#) may organize with the assistance of Student Activities, and are chartered under the [Student Government](#) constitution. In Juneau, intramural sports are scheduled and overseen by the [Recreation Center](#) and follow [policies and guidelines](#) established by the Center. UAS Ketchikan and Sitka follow regional policy on co-curricular activities and such activities are supported by faculty and staff advisors.

All areas within Campus Life including student activities, housing, dining, residence life, student conduct, and campus recreation have developed mission statements and core themes in alignment with the larger University Strategic Plan. As a Campus Life team, representatives from each of these areas has also developed a Campus Life Team Mission. All areas are regularly assessed through [annual reports](#) as well as completing the Council for the Advancement of Standards in Higher Education ([CAS](#)) surveys for their respective area.

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 auxiliaries operate primarily to fill base needs. They are operated with reasonable budgets guided by the overall UAS budgeting process. All of their programs and activities are focused on student success as evidenced by the [CAS](#) annual survey. Care is taken to ensure student needs are met first in everything from scheduling of space in the Recreation Center, to placements in housing, and hours of operation/offers in food service.

As referenced above, each of the campus life areas, including auxiliaries ([housing](#), [recreation center](#), and [food service](#)) operates with a mission oriented towards the overall UAS mission, as noted on their webpages.

All three campuses of UAS provide online textbook sales through MBS-Direct as a virtual bookstore. UAS Ketchikan and UAS Sitka do not operate any other auxiliary services. For Ketchikan and Sitka, textbook and lab kit sales are provided through online vendors since a majority of campus courses serve students at a distance. Sitka maintains a small inventory of physical items available on campus mainly related to supplies and materials for art classes.

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 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 three UAS campuses 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. UAS expects all students regardless of course location or course medium to abide by the Student Code of Conduct, communicated in part through the orientation process.

For each UAS site that offers testing services, there are proctors for students to take make-up exams. Instructions and procedures for instructors and students are articulated on the testing services website and include notice of required photo identification from test-takers. Information on [Safety and Security](#) can be accessed online.

2.E | Library and Information Resources

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 [William A. Egan Library](#) and [Ketchikan Campus Library](#) provide access to library and information resources sufficient to support the UAS mission, core themes, programs, and services, wherever offered and however delivered. The UAS Library Dean provides overall direction for UAS library services including the Juneau campus Learning/Testing Center, Writing Center, and the Center for Excellence in Learning and Teaching ([CELT](#)). The Outreach Services librarian provides resources and services to students, faculty, and staff on the Sitka Campus and to e-Learners in general. This includes library website development, database management, LibGuides, Open House for e-Learners, e-Learner Orientation, information literacy instruction, and Interlibrary Loan and book delivery. The UAS Ketchikan Campus Library provides access to all of the online collections available through the Egan Library and also maintains current and relevant physical collections by evaluating the collection for worn, outdated or unneeded items in consultation with the faculty on an annual basis. The Ketchikan Campus Library purchases new materials based on a review of sources and faculty consultations; and by processing approximately 150 physical items into the print and media collections each year.

Although the Sitka campus does not have a physical library, its students are served by the Egan Library on the Juneau campus. Furthermore, in AY18 the [Sitka Public Library](#) joined the Alaska Library Catalog (ALC) consortium, (previously the Joint Library Catalog), allowing students in Sitka to place holds on the over 3 million items held by the consortium. The Egan Library joined this consortium in AY14. The Campus Library in Ketchikan as well

as the Ketchikan Public Library, are currently in negotiations to join the ALC consortium as well, with a projected go-live date of March 2020. The expansion of the ALC consortium has been a substantial benefit to UAS students. They now have easy access to materials at a total of 87 academic, public, school, state, and special libraries covering more than 90% of the population of Alaska, including UAA and UAF libraries. E-Learners who do not live near an ALC member library, place requests with Egan Library, and are mailed print materials from the Egan Library or through interlibrary loan collections when an electronic source is not available.

In AY2016, the Egan Library undertook a massive project to reorganize its collections. Nearly every item in the library was relocated in order to create better overall access for patrons. One of the factors prompting the reorganization was the creation of the Cyril George Indigenous Knowledge Collection, which consolidated the library's materials about Alaska Native culture, technology, and art, as well as topics such as language revitalization and indigenous peoples around the world. This collection, which required the development of a new collection development policy, is now successfully housed in a place of prominence on the main floor of the library and is heavily used.

In order to make room for this new collection, library staff extensively weeded the Bound Periodicals and Microfiche and Microfilm collections and moved the remaining collections from high use areas on the main floor of the library, onto the lower level of the library and into storage. This also created room to move the highly used Language and Literature collection to the main floor. The gap left by the move allowed shifting the rest of the collection to relieve crowding from over 25 years of library acquisitions and opened up space for future acquisitions. The DVD collection was also consolidated on the Main Level of the library. Security tags replaced bulky security cases so the DVD collection takes up less space with the same number of titles. Children's Alaskana and Juvenile Books were relocated from the Mezzanine to the Lower Level. A grant allowed the addition of some educational toys and board books for young children. The Children's Alaskana collection was moved out from behind the Circulation Desk where it is now open for browsing.

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

The Egan Library's full collection of holdings and personal librarian attention is provided to all UAS campuses and distance students. Many eBooks and electronic periodicals can be accessed online by UAS students and faculty, and interlibrary loan requests ship materials directly to the student's home. For Sitka, in addition to Egan Library, the Sitka Public Library participates in the Alaska Library Catalog consortium (as does Egan Library), so materials can be borrowed and retrieved at the local library at no cost to students or faculty. As many libraries throughout Southeast Alaska participate in this exchange, this increases available library resources and provides additional access points to UAS Sitka students. The [Egan Library](#) maintains a full listing of electronic resources, collections, library self-study tutorials, and contact information for librarian help. At the Ketchikan campus, students have available to them a curated collection of more than 30,000 items held in the UAS Ketchikan Campus Library, membership in a local library consortium, and a Librarian and library staff to provide them with one-on-one assistance.

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 [Egan Library](#) and [Ketchikan Campus Library](#) assess 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. Comments show which courses would benefit from additional information literacy sessions, which collections need freshening, and reveal problem areas. Library staff are responsive to student feedback. For example, in response to complaints about inconsistent printing services in the Egan Library, in AY16 the library accomplished a stated self-study goal of implementing a new managed printing solution. The library now has two INK print kiosks, one inside the library and one outside the doors at the entrance. It is a touch screen system that syncs with [Whalecards](#), and allows students to print and scan to the cloud. Another example includes receiving feedback from LBGTQI students that Egan Library resources in this area were outdated and, in some cases, highly offensive. In response, the library held a “weeding” party and invited students from the Campus Inclusivity Alliance to attend. UAS library staff, faculty, and students participated in the event to remove outdated materials and replace them with more relevant contemporary titles.

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 such as Faculty Senate and the Curriculum Committee, which enables it to continually align its resources and services with the overall needs of the university. Beginning in AY15, the Egan Library began sharing with faculty and the campus community, all steps taken to reduce costs at a time of reduced budgets, through a published [LibGuide](#).

Since the Year 3 Report in AY13, the Egan Library has continued annual strategic planning efforts.

In AY15 Egan Library completed a fifty-page [Program Review Self-Study](#) focused on five programmatic areas: Collections and Resource Discovery; Teaching and Learning; Services to e-Learners; Library as Place; and Information Technology. Library staff and faculty evaluated program effectiveness for each area using a variety of national standards including the Association of College and Research Libraries (ACRL) Standards for Libraries in Higher Education, Standards for Distance Learning Library Services, and Information Literacy Competency Standards for Higher Education, as well as the National Center for Education Statistics’ (NCES) Academic Libraries Survey, the Integrated Postsecondary Education Data System’s (IPEDS) Academic Libraries Survey, and the NWCCU Accreditation Standards. For each programmatic area, a Goals and Objectives Implementation [Timeline](#) was developed. This has become a living document, updated through regular strategic planning meetings to reflect changes in institutional priorities. The vast majority of goals and objectives from the original self-study have been successfully implemented. Additionally, the Egan Library has not reduced hours of operation despite several years of budget reductions.

The self-study was evaluated by an [Institutional Review Committee](#) (IRC) comprised of two UAS faculty members representing Math and English, the UAA Library Dean, the UAS Ketchikan Campus librarian, and an Egan Library faculty member. The IRC made recommendations for each programmatic area, as well as a recommendation for greater

administrative and programmatic alignment between the Egan Library and the Juneau Campus Learning/Testing Center and Writing Center. The latter recommendation was completed in AY16 when the Juneau campus Learning/Testing Center and Writing Center, moved administratively under the UAS Library Dean. The Learning/Testing Center and the Writing Center each completed their own self studies in AY17, and annual reports in AY18.

Another IRC recommendation was for additional institutional support in the area of multimedia and instructional design to enable the library to play a more central role in the delivery of UAS online classes. In AY16, the Juneau campus created a new Center for Excellence in Learning and Teaching (CELT) within the Egan Library and administratively under the UAS Library Dean. The mission of CELT is: Providing regional peer to peer and professional support for UAS faculty in the areas of instructional design and the scholarship of teaching and learning.

Since the Year 3 report Egan Library has also undergone staffing reorganization based on broad input from library staff, faculty, and other campus stakeholders, primarily through [SPBAC](#). Egan Library replaced two 0.75 FTE Circulation Desk supervisors with one full-time supervisor, alleviating issues related to student workers having two supervisors and unnecessary shift overlaps. Although the library enjoyed having its own “Network and Desktop Support” technician dedicated to the library, the virtualization of student desktop computers in the library in AY15 made it possible to eliminate this position and instead receive technology support from central IT Services. The Library also increased the hours of the library’s Administrative Assistant from 0.5 to 0.75 FTE, who assumed responsibilities for one full time Administrative Assistant position that was eliminated in AY16. Travel for library departments is now handled through a centralized Travel Hub. In AY18 the Library eliminated one full-time position in the Technical Services department, redistributing key job duties to existing positions. The consolidation of the Learning/Testing and Writing Center under the UAS Library Dean allowed the elimination of one full time Learning Center Director, and the hire of an additional Math/Testing Specialist to better serve students.

Egan Library has continued to focus on improved communication, both internally within the library and externally to the campus community. The library has increased its presence on social media, regularly sharing information on Facebook, Twitter, Pinterest, and Instagram. The library also markets library resources and services through an annual publication @Egan Library newsletter distributed to faculty and staff during [Fall Convocation](#). In fall 2015, Egan Library also created a new newsletter, *Friends of the Egan Library*, distributed to the new Friends of Egan Library Network (FOELN), a part of the UAS Alumni and Friends Association. Each year the Egan Library and FOELN host a UAS Author Celebration. In FY17, Egan Library also began publishing the minutes from weekly staff meetings online through [Google Docs](#). The Ketchikan Campus Library participates in the Library Department’s weekly column published in the Ketchikan Daily News and hosts four Ask UAS: Where Ketchikan Finds Answers events per semester, sharing the expertise of UAS Ketchikan faculty and community experts with the Ketchikan community. During AY17, over 600 people attended eight events, a mixture of members of the community, as well as UAS students, staff and faculty.

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.

[Egan Library](#) has one Information Literacy library faculty member, who teaches two, nine-week, one credit Information Literacy and Library Skills courses each spring and fall semester: LS S110 – Library Resources and Information Literacy and LS S111, Library and Information Literacy for E-Learners. Learning outcomes are assessed each semester. LS S111 was not offered in spring of AY 2017 or AY 2018 due to turn over with this position.

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.

During AY 2018, Library faculty in Juneau visited classes and taught 51 individual library instruction sessions emphasizing information literacy, research methods, and library resources. These sessions took place in various courses, reaching 443 students within the following disciplines: English, Communications, Education, Geography, Geology, Environmental Science, Social Sciences, Spanish, Journalism, Business, Biology, and Juneau Douglas High School Early Scholars. Assessment measures are integrated into individual library instruction sessions in order to determine student learning outcomes. Additional instructional content was provided to students, staff, faculty, and community members in the form of workshops and trainings, course integrated assignments or handouts and outreach events. Library instruction was also provided to 413 students through an annual Open House, and Open House for e-Learners. 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. Library faculty and staff, from both Egan Library and Ketchikan Campus Library, produce [Library Research Guides](#) for specific topical areas and specific courses.

Information Literacy Outcomes Assessment Plan for Fall 2018

During AY2018, Egan Library revised the [outcomes assessment strategy](#) for the Information Literacy Program. Beginning in fall 2018 Library faculty began work with subject area faculty from COMM S111 with plans to add BIOL S105 in fall 2019. The goals are to identify learning outcomes and assignments that align with information literacy outcomes from the new [ACRL Framework](#), design information literacy instruction to support these assignments, and collect student artifacts at the end of the term in order to assess the extent to which student work demonstrates “the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.”

Fall 2018 focused on assessing the following frame and two student learning outcomes.

Authority is Constructed and Contextual

Information resources reflect their creators’ expertise and credibility and are evaluated in accordance with how various communities recognize and confer authority. Authority is best approached with an attitude of informed skepticism and an openness to new perspectives, emerging voices, and changes in schools of thought.

Students will:

- ◆ identify markers of authority such as subject expertise, societal position, and/or special experience, with an understanding of how those markers apply in different contexts, and
- ◆ evaluate authoritative information based on the information need and research context.

In Ketchikan, the Campus librarian and Library manager both teach 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 Ketchikan Campus Librarians teach both face-to-face and via Blackboard Collaborate. During the previous seven years, the Ketchikan library staff held instruction sessions with students in the following disciplines: Government, Sociology, Art, Anthropology, Communications, English, American History and Vietnam, Child Development, History of Alaska, Psychology, as well as Enhanced Instruction classes to faculty. They received feedback from student reports and faculty adjudication of library instruction sessions. Faculty continue to request instruction and support from the Ketchikan Campus Library in the form of Research Guides, face-to-face and Blackboard Collaborate sessions, plus many individual sessions with students either in the library or over the phone.

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.

Several tools are used to evaluate the quality, adequacy, utilization, and security of library and information resources and services. At the [Egan Library](#), the [integrated library system SIRSI](#) provides librarians with data needed to produce a variety of reports including circulation by subject area and the loss rate in the collection. Based on the loss rate of Egan Library's physical collection, Egan Library purchased a new RFID security gate and self-checkout system in AY15. Large amounts of the collection have already been tagged including all new and high value materials, media collections, and the entire Cyril George Indigenous Knowledge Collection.

The Interlibrary Loan system, formerly ILLiad, currently CLIO, 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 used this service again in AY15 as part of the [Self Study analysis](#). Policies and procedures are in place for ongoing weeding of the collection as well as collection development. Additionally:

- ◆ collections are monitored for condition by staff. Library maintains repair and replacement program where appropriate.
- ◆ circulation data is mined to consider utilization of resources both during selection and deselection.
- ◆ infrastructure for preservation provided: bindery, in-house repair, closed stack storage, digitization of UAS institutional records.
- ◆ librarians continuously evaluate library resources in the process of managing the library, and formally do so through annual IPEDS surveys and periodic UAS academic program reviews.

In AY14, the Juneau campus began adding items to the newly developed institutional repository [Scholarworks@UA](#). This collection is intended to highlight UAS' intellectual output. Faculty and campus departments have the ability to self-publish items appropriate for the site with Egan Library having ultimate oversight. UAS has roughly 700 items in the

repository thus far, with more being added each year. In AY2017, Egan Library added 10 new faculty collections, as well as student submissions from the [URECA](#) program and Education students' Master Theses.

The Egan Library maintains additional cooperative database purchasing agreements with other libraries in Alaska. The UAS Library dean meets regularly with the other public library, State Library and University of Alaska library directors to discuss consortial purchases and other agreements. This includes an annual ALC Member Council meeting, an annual Research and Resource Library Directors meeting, and monthly meetings with Juneau area library directors. The UAS Library dean also currently serves on the [Alaska Library Network's Board of Directors](#). This non-profit organization works on behalf of all Alaskan libraries with the mission of "Strengthening libraries through effective collaboration."

2.F | Financial Resources

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.

UAS has financial stability with sufficient cash flow management via monthly management reporting; financial reserves of more than 8.6% in each of the past three years; careful, realistic budget development; responsiveness to state general fund reductions via multiple pathways; and appropriate risk management to ensure solvency and financial sustainability. UAS follows all aspects of Board of Regents' Policy [05.01](#) including that which prohibits any deficit spending.

State general funds remain the single largest source of revenue, followed by tuition and fees. Alaska is in the midst of an ongoing financial crisis, and the UA system is experiencing a sustained period of financial contraction. UAS revenues have declined over the past five years, from \$55.2 million in FY14 to \$49.5 million in FY18. During that time, state revenues declined by 19.1% while tuition and fee revenues went down by 1.2%.

UAS has met these fiscal challenges by consolidating administrative functions, eliminating administrative operations and academic programs through formal program review, reducing debt payment obligations, and by investing in initiatives which reduce ongoing fixed costs.

Revenues which exceed expenditures in a fiscal year may be carried forward and expended the following fiscal year as unreserved fund balance (UFB). Prior to the current financial downturn, UFB ranged between three to five percent of total revenue. Beginning in FY15, UAS has sought to manage the heightened risk by deliberately increasing UFB in order to have greater reserves on hand. The UFB reserves for FY15, 16, and 17 have been 9.5%, 8.6%, and 9.2% respectively.

UAS has been able to leverage these funds by pooling them and allocating them to accomplish one-time strategic goals. In recent years, this strategy has allowed UAS to:

- ◆ eliminate the outstanding debt service on the Administrative Services / Bookstore Building and the Natural Sciences Research Laboratory
- ◆ complete substantial renovations on the Whitehead building

- ◆ build reserves for future renewal and renovation projects in Juneau, Ketchikan and Sitka
- ◆ substantially augment enrollment, retention and marketing efforts
- ◆ support the funding of the new Auke Bay natural sciences building

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 [Budget Office](#) leads the development of the annual operating budget each spring. Annual budget workbooks are distributed to departments and campuses which reflect each campus, school or department's historical operating budget, referred to as the base. Using the workbook, an operating budget plan is developed by the unit to include 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. These plans are 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.

The [Grants and Contracts Office](#) has region-wide authority. The UAS position of [Vice Provost for Research and Sponsored Programs](#), held by the dean of the School of Arts and Sciences, [reviews](#) all research and grant proposals. 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 Manual](#).

Department directors and academic deans are responsible for administering their annual budget in compliance with UA system and UAS policies. 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. The [UA Foundation](#) (the entity identified by the Board of Regents to manage private gifts made to support all units of university system) provides quarterly fund balance statements to the departmental signature authority on all funds. The UAS Office of Development and Alumni Relations provides current fund balances at the request of a department/campus on any given day during regular business hours.

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.

The budget development process includes all academic schools and departments. The Strategic Budgeting and Planning Advisory Committee Budget ([SPBAC](#)) continues to play a central role in ensuring an open and inclusive process. The membership of the committee is drawn from leadership positions as well as staff, faculty and student governance groups. The charge to the SPBAC specifies that the group will:

- ◆ Provide overall advice to UAS leadership about implementation of the UAS Strategic and Assessment Plan (SAP), including 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 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.

UAS adheres to the Board of Regents' budget development and maintenance policy and procedure ([05.01](#)) and works with the [UA Office of Strategy, Planning and Budget](#). Annual planning assumptions are approved by the Board two years prior to the actual budget year. 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.

Once overall UA guidelines are established, the SPBAC co-chairs (Provost and Vice Chancellor for Administration) disseminate information and initiate the university-level planning process. Institutional and fixed costs needs are passed to the Vice Chancellor for Administrative Services. Academic needs are reviewed by the Provost's Council. The needs are reviewed by the SPBAC, prioritized and recommendations are submitted to the Chancellor for possible inclusion in the UAS request budget.

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.

The entire University of Alaska system shares a [common financial system](#), Ellucian Banner, 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 ([Part V – Finance and Business Management](#)) 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.

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 provides the statewide Controller an accounting of expenditures and revenues by account, fund 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.

Debt is limited to five percent of unrestricted revenues per Board of Regents’ Policy [05.04](#). Debt has been reduced in recent years by decreasing debt on two UAS properties, the Bookstore Administrative Building and the Natural Science Research Lab.

A ten-year capital plan (see [November 2018 Board of Regents’ meeting documents](#)) is revised annually and submitted to the UA Statewide budget office and to the Board of Regents. Projects within the approved plan are developed to meet the mission and goals of UAS, inclusive of all three campuses. Both operational and capital costs are developed for each project within the plan.

The university’s capital budget and long-range capital plans are guided by the [Master Plan](#). The plan was submitted to and approved by the Board of Regents in FY13. As the major planning tool for identifying and evaluating future capital funding needs, the UAS Master Plan was developed with the UAS mission and core themes as guiding principles. The plan will be updated within the next two years.

Capital planning and project approval are governed by the Board of Regents’ Policy and UA Regulation [05.12](#). Capital funding requests (example in the Resource Room) must be supported by a Mission Area Analysis, a Statement of Need, a Statement of Requirements, and a Business and Financing Plan. One of the first steps in advancing planned capital projects is obtaining a “Preliminary Administrative Approval” from the UA President. This approval requires evidence of adherence to mission and goals.

Total cost of ownership is presented to the Board in the Statement of Requirements, 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.

Recent renovations have reduced the operating cost of facilities through alternative heating systems, better building envelope systems and ventilation that is more efficient, and LED lighting systems. An example is the 2009 renovation of the Anderson Building where the energy consumption post remodel has been reduced by over 40% from the pre-remodel history and the new Freshman Residence hall which has the lowest energy consumption per square foot on campus.

UAS has an annual evaluation of the cost of ownership and capital investment in facilities by [Sightlines](#), an independent firm that provides a “data-based look at facilities through our proprietary Return-on-Physical-Assets (ROPASM) model and strategic benchmarking against peers.” The most recent Sightlines report along with their customer satisfaction survey can be found on the [Facilities Services website](#).

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.

Board of Regents' policy and UA regulation ([05.15](#)) 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.

[Ketchikan](#) and [Sitka](#) each have virtual bookstores, which are their only auxiliary enterprises. General funds are not used to support these functions nor are auxiliary funds used to support general operations. The Juneau campus also has a [virtual bookstore](#). In addition, there are auxiliaries for [Housing](#), [Campus Dining](#), and the [Recreation Center](#). The fund balances for these are all closely monitored and there have been no subsidies in recent years.

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.

UA, as 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, 2017, the independent auditor Moss Adams issued a report, available at the [UA Fund Accounting Office, annual audited financial reports](#).

Audit findings and management letter recommendations are communicated to the Board of Regents' 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 relative to issues at UAS are assigned 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.

UAS tactics/strategies:

- ◆ Fundraising at UAS is governed by Board of Regents' Policy [05.14](#). 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 Foundation](#) is a private nonprofit corporation, operated as a public Foundation, which was established to solicit, manage, and invest donations for the exclusive benefit of UA. The Foundation is a tax-exempt organization as described in subsection 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 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 Foundation’s [Director of Finance](#), in [Foundation Accounting](#). The Foundation’s financial records are audited [annually](#) by an external accounting firm. 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 separately-accredited UA universities have agreed to follow.

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 and alumni relations 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

2.G | PHYSICAL INFRASTRUCTURE

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 the University’s mission and in recruiting and retaining students at all three campus locations. UAS strives to provide a high-quality and safe physical campus for its students, faculty, staff, and community members. Facilities’ role is a key element in providing a quality instruction environment where students can succeed in their academic disciplines. In addition, the University’s facilities play a part in providing students with comfortable living, recreational programs, and superior academic learning spaces.

Maintenance

A computerized maintenance management system has been employed at UAS for over thirty years. Preventative and reactive work orders are issued to qualified and trained technicians both UAS employees and/or contracted vendors.

The adequacy and sufficiency of UAS facilities are evaluated from the perspective of both programmatic users and from the building system operators. The programmatic review is addressed through the master planning process 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 regular basis by knowledgeable Facilities Services personnel and annually through an assessment by [Sightlines](#), an independent firm that provides a “data-based look at facilities through our proprietary Return-on-Physical-Assets (ROPASM) model and strategic benchmarking against peers.” The Sightlines assessment includes an on-site visit to inspect building spaces that are rated for their condition. There is also an online customer service survey to which all students, staff and faculty are invited to respond. The [Sightlines report for FY17](#) can be found on the UAS Facilities Services website.

The highest priority of UAS facilities is the proper maintenance of the existing infrastructure. That includes the continual capital renewal as building systems reach the end of their useful life. In the previous decade, UAS has expended or committed approximately \$44 million on capital improvements to its existing physical infrastructure. Table 2 displays examples of typical projects in this timeframe.

Table 2

Project Name	Project Cost
Auke Lake Way Campus Corridor Reconstruction	4,300,000
Hendrickson Remodel	5,300,000
Whitehead Remodel	4,900,000
Anderson Science Remodel	8,050,000
Ketchikan Maritime Center	5,758,000
Sitka Health Science Addition	2,500,000
Sitka Career Tech Remodel	2,500,000
Technology Education Center Mine Training Remodel	3,250,000
Juneau Site Lighting replacement	1,487,000
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

A specific strategy of UAS has been the reallocation of carry forward and other general funds in addition to capital and operating appropriations to invest in the renewal of existing facilities infrastructure. This is a significant factor in the low “age profile” of the UAS facilities.

New Construction

In addition to investments in existing infrastructure, UAS has invested in new facilities to further the mission of the University.

In 2015, UAS completed a \$12M new freshman hall located in the center of the Juneau campus. 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 to increase convenience to students and to promote a greater level of synergy of all campus activities.

In 2017, UAS acquired the former NOAA Auke Bay Marine Station property adjacent to the Juneau campus. This site will become the new environmental science facility envisioned in the [2012 UAS Master Plan](#). As a result of this acquisition, UAS has proceeded with disposal through sale of the former Administration and Bookstore Building (2017) and the demolition of the Soboleff Annex (2018). Further, upon completion of the new environmental science facility in 2020 UAS will dispose of the Natural Science Research Lab (NSRL). The net effects of this combination of acquisition, construction and disposal are 1) a smaller campus footprint, 2) a more compact campus footprint, and 3) to spatially co-locate academic programs in the natural sciences and promote the development of interdisciplinary program convergence on the Juneau Campus.

Accessibility

All facilities are planned and constructed in compliance with the Americans with Disabilities Act guidelines. Restrooms throughout campus are equipped with wheelchair accessible stations. Automatic hand dryers are included at several locations on campus. Accessible parking is available conveniently close to buildings with accessible routes to all public buildings.

UAS public buildings that are two stories or more have an elevator to provide access for mobility impaired individuals. Signage throughout the campus has braille for the visually impaired.

The combined library and classroom building in Juneau features automatic door openers on all public entries. UAS housing have accessible apartments in both the upper and lower campus.

UAS [Disability Services](#) includes staff dedicated to work with students, faculty, and staff to identify individual needs and how to best accommodate those needs. When barriers do arise, Disability Services assists in the identification of reasonable adjustments that UAS can make to eliminate the barrier or help the individual to overcome the barrier. Disability Services staff provide details about services and accommodations that are available to qualified students.

Security

Security at UAS campuses is enhanced by the close proximity of well-lit student parking to the campus buildings. Walkways and pathways, sometimes through forested areas, connect the various areas of campus. These pathways are maintained free of snow and graveled for traction. Pathway lighting is to IESNA (Illuminating Engineering Society of North America) standards and areas on either side of pathways are brushed and trimmed to increase openness and visibility.

UAS operates a shuttle bus service that runs a loop between the main Auke Lake campus and outlying campus buildings including Anderson Building, Student Housing and the

Recreation Center. Students are encouraged to use the shuttle as a safe, comfortable, and dependable alternative to walking.

Most doors on the Juneau campus are equipped with electronic locks which are programmable to open and close according to the access needs of the student and allow access only to areas that individuals need for their work, school and events. While most doors are set to be open during normal school hours, in some cases, students may need to swipe their identification card through a reader to enter. This is always the case at the Student Housing Residence Hall buildings which remain in the locked position at all times.

Cell phone and wireless internet coverage includes all campus buildings, parking lots, and on-site pathways.

UAS Campus Closed-Circuit-Television, (CCTV) or video surveillance system includes cameras in parking lots, building entrances, many student spaces, and selected hallways. The freshman residence hall has CCTV for all common areas and hallways and building entrances. Video footage is stored on university server with some of the newer cameras being able to also store data. Sitka campus does not have cameras in parking lots.

Safety

UAS buildings are protected with fire alarms and sprinkler systems meeting local and national building codes. Fire alarms within buildings have both an audible tone and strobe lights to alert occupants of the need to evacuate. Fire alarms are monitored remotely all the time with connection to the local fire department.

Emergency egress routes meet or exceed required exit pathway size. Evacuation plans posted throughout campus show primary and secondary egress routes that lead to assembly areas. Fire lanes are posted and regular inspections by the fire department and police help familiarize emergency responders with campus evacuation procedures.

UAS contracts with a 24-hour live telephone operator service for after-hours emergency communication. This phone number is posted throughout the campus. The 24-hour operator can summon emergency services or any of the key staff members on the UAS emergency call out list.

First aid kits, automated external defibrillators, emergency hardware such as eyewash stations, showers, fire blankets, and spill kits are located strategically throughout campus. First aid supplies and emergency equipment are regularly inspected and serviced. First Aid/CPR/AED training is offered free of charge to employees.

The implementation of a student shuttle at the Juneau campus in 2017 has increased safety and convenience for Juneau students.

For example, facilities provides grippers during the snow/ice season. Campus leaders encourage their departments to use these along with reporting any icy pathways immediately.

Local community responders provide fire suppression, law enforcement, and emergency medical services to all UAS campuses. Response effectiveness is improved through regular invitations to local first responders to visit the campus and familiarize themselves with UAS facilities, staff, student population, and emergency procedures. Areas of particular interest to the fire departments include locations of evacuation assembly areas, power and water shut offs, fire department connections, chemical and fuel storage, egress routes, knox boxes, and fire suppression equipment. Areas of interest to the police departments included lighting, after-hours personnel on-site, active shooter procedures, building security measures, disturbed person protocol, theft history, points of entry, and locations of, and security measures for,

valuable items. Emergency plans for a variety of natural and man-made disasters have been improved based on these visits.

Disaster Preparedness

UAS is prepared to respond to a natural or man-made disaster through planning, training, and exercises. The [Emergency Operations Plan](#) is consistent with the standards of the National Incident Management System and provides direction to the campus population for a variety of emergencies. The plan outlines roles and responsibilities for those managing the emergency according to the generic Incident Command System model. Response actions for specific types of emergencies are contained in the plan. This plan has been placed in each office area and classroom to provide a ready reference for students, staff, and faculty on a variety of emergencies including fire, earthquake, bomb threat, active attack, disorderly or disturbed person, suspicious object, medical emergency, bear encounter, power outage, weather emergency, and hazardous materials release.

Training on key elements of these plans takes place through the required Baseline OSHA Safety Training course. All UAS campuses rely on local community responders for police, fire, and emergency medical services. For local campus emergencies, responders would be on scene within minutes of notification. In the event of an area wide disaster however, emergency assistance could be delayed. To improve the effectiveness of emergency response, local first responders meet regularly with UAS officials to visit the campus and familiarize themselves with campus safety logistics and procedures.

Several table-top exercises that focus on crisis communication are being developed with the help of Statewide Office of Risk Management. These tabletop exercises are designed to have the Campus Response Team assess the situation, bring in UAS resources as needed, notify the appropriate local emergency response entity, take immediate protective measures, and manage the aftermath of the incident.

Business Recovery

A number of Statewide Office of Risk Management staff have availed themselves of recent Department of Homeland Security sponsored Continuity of Operations training. UAS is systematically identifying and prioritizing essential business functions needed to reestablish and maintain operations with minimal delay. The [emergency management planner](#) and the [health and safety manager](#) have responsibilities for overseeing campus safety and security related to natural and non-natural incidents.

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 works to minimize the quantity and hazardous nature of materials used. Where possible, less hazardous products are used for instruction. These efforts have resulted in very little hazardous waste generated under normal operations.

UAS is considered a “Very Small Quantity Generators (VSQG)” under [EPA rules](#) based on the low quantity of hazardous waste that is generated. A hazardous waste generator is a VSQG 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 VSQG status.

Those UAS departments that use hazardous materials have personnel trained in their proper use and storage. The UAS [Chemical Hygiene Plan](#) provides direction of the proper management of hazardous materials. 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.

Maintaining a current chemical inventory can be a challenge. Plans are in place to incorporate a barcode system for tracking storage and usage of hazardous chemicals. Barcode systems generate a chemical inventory that can be easily linked to corresponding Safety Data Sheets.

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.

The [2012 UAS Master Plan](#), adopted by the Board of Regents in 2013, was based on the four core themes of the UAS Strategic and Assessment Plan. The plan governs the use and development of the UAS physical plant. The UA Board of Regents mandates a five- to seven- year planning cycle. UAS has begun the process of creating the next master plan, as the MPIC is engaged in the discussion. UAS is planning for the significant cost of the master plan for FY20.

In developing the plan, historical trends in student credit hours and student full-time equivalent 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 Juneau, Ketchikan and Sitka communities.

UAS uses the Master Plan to help prepare their six-year capital plan for presentation to the UA administration and the Board of Regents for selecting and prioritizing capital projects. After review, the Board sends the UA capital request to the Alaska State Office of Management and Budget for incorporation into the Governor's annual budget request to the Legislature.

A [Master Plan Implementation Committee](#) was established in 2015 to:

- ◆ Promote meaningful participation by appropriate University governance groups in the implementation of the UAS Master Plan.
- ◆ Provide overall advice to UAS leadership about implementation of the UAS Master Plan.
- ◆ Annually review the UAS Master Plan and propose revisions as appropriate.
- ◆ Serve as a vehicle for ongoing communication about current and planned Master Plan related projects with committee members taking an active role in communicating with their stakeholder groups.
- ◆ Promote transparency and accountability in Master Plan implementation processes, and assist with communication about the plan implementation to the broader University community.

This committee is co-chaired by the director of Facilities and a member of the Faculty Senate. Committee members are appointed by the Chancellor. The Committee is advisory to the Chancellor and Executive Cabinet.

Since the development of the current 2012 Master Plan, UAS has completed many of the recommended projects including:

- ◆ Freshman Residence Hall on campus (Juneau)
- ◆ New Physical Science Building (Juneau campus, expected completion in 2020)
- ◆ Technical Education Center Remodel and Mine Training Center addition (Juneau)
- ◆ Campus Corridor Landscaping (Juneau)
- ◆ Landmark Entrance Signs at all three campuses (Juneau, Ketchikan, Sitka)
- ◆ Extend Campus Greenway Between Noyes and Freshman Housing (Juneau)
- ◆ Additional Parking at Anderson Science Building (Juneau)
- ◆ Anderson Driveway Improvements (Juneau)
- ◆ Mourant Window Renovation (Juneau)
- ◆ Hendrickson Building Renovation, consolidating the Chancellor, Provost and Administrative Services functions (Juneau)
- ◆ Whitehead Building renovation, consolidating Arts & Sciences and creating high-quality collaboration spaces (Juneau)
- ◆ Renovation to create the Southeast Alaska Maritime Training Center (Ketchikan)
- ◆ Banfield Hall Kitchen and Student Space Remodel (Juneau)
- ◆ Auke Lake Student Social Spaces, Whitehead Building (Juneau)
- ◆ Sale of the Bill Ray Center and Bookstore/Administration Buildings (Juneau)
- ◆ Demolition of the Soboleff Annex and other small buildings (Juneau)
- ◆ Disk Golf Course (Juneau)
- ◆ Art Room Renovation (Juneau)
- ◆ Bus Stop Pullout and Shelter (Juneau)

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, at all three UAS campuses.

2.G | 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.

UAS Information Technology Services (ITS) has a [governance structure](#) to ensure appropriate management and operational functions that fit the UAS mission, core themes, and characteristics (see Resource Room for LMS governance structure). In addition, as UAS is a part of a larger statewide system, UAS is able to take advantage of technologies which might otherwise be beyond the reach of a small regional university.

Administrative Systems

UAS shares core administrative systems with the [UA system as a whole](#). This includes the main finance, human resource, and student information systems (Ellucian Banner) as well as the constellation of smaller support systems which surround it, including document imaging, alumni relations, admissions customer relationship management, financial, and scholarship management.

UAS continues to provide IT leadership to the UA system as a whole. For example, while UAS has, by far, the smallest team, it is responsible for providing the core computer account provisioning, directory, message routing, and web self-service technologies used by all universities in the UA system.

For the Juneau campus, ITS list of service level agreements can be found on its [website](#). The Juneau campus HelpDesk and ITS provides support to the IT and Facilities staff on the Ketchikan and Sitka campuses.

Academic Systems

Learning Management System (LMS): The UA system shares a single instance of the [Blackboard](#) Learn environment. This environment has been tailored to allow UAS to innovate and customize the services around the needs of the academic programs, while still enjoying the benefits of standardization and economies of scale that the single UA instance provides. UAS regularly evaluates the instructional tools which are delivered through the LMS and ongoing customizations are informed by the Blackboard Implementation Workgroup, and the [Teaching, Learning & Technology Roundtables](#). UAS continues to view the LMS as a strategic technology and has continued to pursue institutional policies to guide its use. [LMS Policies](#) include:

- ◆ An active course site is created for every UAS course section as soon as the course schedule is published.
- ◆ While access to some content and activities may be restricted to class participants, the UAS course sites are visible to the public.
- ◆ Course sites are retained indefinitely.
- ◆ Design of the system should maximize student interactivity and program and faculty control.
- ◆ A course syllabus must be posted either by faculty or their department.
- ◆ Course sites are used to deliver formal student course ratings at the end of each semester.

The student rating process continues to collect student perceptions on the effectiveness of technology in UAS classes and student feedback is used to identify areas of improvement for both online as well as on-campus classroom-based technology resources. In addition to the student ratings data, classrooms are reviewed regularly during the academic year, and annually as a joint IT-Facilities Services planning exercise. During these reviews classroom technologies such as sound systems, cameras, and display technologies are assessed and estimations of refresh costs are built into the annual budget plans.

Core Infrastructure

Over the past several years, UAS has increased both the capacity and reliability of the core network infrastructure. A summary of that infrastructure follows:

Voice:

- ◆ Enterprise grade (Cisco) redundant VOIP telephony solution across all UAS campuses.
- ◆ Toll-bypass and tail end hop-off throughout UA facilities in Alaska to reduce operating costs and improve voice quality.
- ◆ Every employee provided a dedicated audio conference number.
- ◆ Voice systems integrated with Emergency notification strategies.

Data Networks:

- ◆ Newly awarded network services contract that increases connectivity between all three UAS campuses (50Mb), off campus UAS Juneau facilities (100Mb), UA interconnects (1Gb), and Internet access (2Gb).
- ◆ Recently upgraded 10Gb single mode fiber ring at UAS Juneau campus.
- ◆ Centrally managed and enterprise grade (Cisco) wireless services throughout UAS Juneau and Sitka campuses (not Ketchikan).
- ◆ Enterprise grade redundant firewall (Palo Alto).
- ◆ Enterprise grade packet shaping appliance (Procera).
- ◆ Enterprise grade Internet Caching Appliance (Qwilt).
- ◆ Centrally managed & enterprise grade network monitoring and management tool (SolarWinds).
- ◆ Desktop Computing:
 - ◆ Standardized virtual & non-virtual Windows operating system image for employees.
 - ◆ Standardized virtual Windows operating system environment for students, Juneau campus.
 - ◆ Over 160 virtualized student computers available throughout the Juneau campus.

Enterprise Server Environment:

- ◆ Redundant enterprise class server infrastructure to support virtual server environment (4 servers) and VDI environment (6 servers) with separate testing environment.
- ◆ Enterprise SAN infrastructure provides robust, high availability storage.
- ◆ Redundant host configuration provides high availability for services like UAS Online and DHCP.
- ◆ Proxy load balancers provide high availability to web systems in the event of a system failure.
- ◆ Increased management of Sitka server environment.
- ◆ SolarWinds monitoring for early detection and internal notification of system outages and performance issues.

- ◆ Enterprise Juneau campus UPS with services to a majority of Juneau campus communications rooms.

Support Systems

The regional IT Helpdesk continues to provide the front-line support to UAS technology users. In recent years, UAS has strengthened the helpdesk by:

- ◆ Prominently locating it in a newly remodeled IT space,
- ◆ Creating a restructured “User Services Manager” position to oversee the area,
- ◆ Establishing partnerships with the IT support desk at other UA locations so calls can be routed and answered even when the UAS IT Helpdesk is closed.

On the Juneau campus, UAS has further increased support by creating a separate “classroom support desk” located adjacent to the main classroom wing, just inside the Egan Library. This positioning allows the support desk to respond quickly to support needs in the main UAS classrooms as well as those of library patrons and residents of the nearby John R Pugh resident hall.

Both the Sitka and Ketchikan campuses have local IT staff for ensuring the technology, from servers, computers and phones to copiers, smart boards and VMWare are in good working order. Those staff are supported with expertise and training from Juneau [IT Services](#).

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.

UAS has strengthened its instruction and support for faculty through the recent creation of the Center for Excellence in Learning and Teaching ([CELT](#)) in FY16. CELT serves and supports all UAS faculty by providing professional development opportunities and collegial learning spaces around teaching, learning and instructional design.

All faculty are welcome to participate in workshops and events; staff are also included when relevant to their role. These workshops are categorized based on their focus on either Instructional Design or Scholarship of Teaching & Learning. Faculty seeking leadership opportunities are encouraged to submit proposals for one-time or a series of workshops/events around teaching and learning. Faculty facilitators may work with their dean/director to craft a proposal eligible for workload credit. Based on a recommendation from an external reviewer (see Resource Room IT Services review), a faculty liaison position was developed to directly communicate the educational technology needs of faculty to IT Services.

In addition to regional CELT support, Ketchikan and Sitka campuses each have a dedicated instructional designer to support faculty and staff in the effective use of technology.

The recent budget reductions and associated staffing cuts have shifted the focus of the IT helpdesk to providing online training resources for staff, students and administrators. The IT Helpdesk website provides a wealth of information and group and one-on-one training sessions are still available on request. A list of available training topics is published on the [Helpdesk website](#).

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.

The UAS Regional Teaching, Learning and Technology Roundtable ([TLTR](#)) continues to serve an essential role in engaging faculty, staff, students and administration in technology planning and development, across all three UAS campuses. This group has members drawn from all UAS campuses. In addition to the regional group, each UAS campus has a campus TLTR charged with focusing on local campus issues and academic technology planning. As noted in 2.G.5, UAS Information Technology Services (ITS) has a governance structure which provides opportunities for input into its operations, programs, and services.

In 2013, UAS consolidated the director of IT/CIO position into the Vice Chancellor for Administration. This consolidation ensures that the CIO is directly engaged with all administrative functions and works as a peer with the Provost and Vice Chancellor for Student Services.

The UAS chancellor initiated an external review of IT in 2016. The recommendations from this review resulted in a number of changes intended to strengthen stakeholder input and governance. These included the creation of a User Services manager position within IT and the strong connection to the new CELT.

UAS IT Management are engaged in numerous campus governance and planning groups. Examples include:

- ◆ CIO and the User Services Manager participation in the annual UAS priorities retreat.
- ◆ User Services Manager involvement with Faculty Senate meetings.
- ◆ IT Information Systems Manager co-chairs the regional Blackboard Implementation Group.
- ◆ IT Infrastructure Manager chairs the Regional Infrastructure Support group.
- ◆ CIO co-hosts a monthly campus lunchtime brown bag with the Provost and Vice Chancellor for Student Services.

Finally, 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.

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 on the Juneau campus in 2013 has 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.

Since 2013, UAS has phased out the centrally managed program for replacing employee computers in departments. In part, this was driven by budget pressure; however, the phase out was also necessary due to the increasing diversity of computer platforms. In an environment where employees may want to work on everything from a smartphone or tablet to a custom laptop to a traditional desktop computer, a standards-driven hardware replacement plan was no longer meeting the needs.

In place of the prior system, UAS is expanding the virtual desktop strategy to staff computers. Staff who elect to move to a virtual computer are able to take advantage of the standard platform on any device. Additionally, departments who have outdated computers are now able to avoid hardware replacement.

The staff virtual computer rollout is new in FY18 and will be evaluated over the upcoming year. With the increased bandwidth available to the Sitka and Ketchikan campuses, UAS will be exploring the feasibility of supporting virtual computers across the region from a single pooled resource in Juneau.

Centralized Servers and Systems

UAS IT services maintains a multi-year replacement plan for centralized servers and core network infrastructure. The IT managers meet annually to review the plan and structure the annual budget around the replacement needs. Thus far, this has been successful; however, UAS is evaluating if it is sustainable to leverage the annual operating budget or if some other funding strategy will need to be established.



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STANDARD THREE PLANNING AND IMPLEMENTATION

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

3.A | Institutional Planning

Standard 3.A.1

The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

UAS Institutional Planning: Strategic Plan and its Implementation

The mission, vision, values, and core themes of UAS were comprehensively developed in 2010-2011 by the Strategic and Assessment Planning Team. The team was composed of 56 individuals representing the university and communities of Southeast Alaska, including the administration, campus directors, faculty, staff, students, and community members. It was responsible for refining and updating the UAS Mission Statement, identifying core themes, objectives, and indicators, and developing a UAS Strategic and Assessment Plan.

Following a series of team meetings, the draft was reviewed by the entire UAS community, by the Chancellor and the UA President. Based upon their recommendation, the Board of Regents approved the Strategic and Assessment Plan on January 31, 2011. This Plan and its components were revisited in January 2018 by the administration, campus directors, faculty, staff, students and community members (see below). All participants agreed that the current Strategic and Assessment Plan continued to accurately represent UAS' aspirations and future plans ([Strategic Plans](#)).

During the 2015-2016 academic year, SPBAC met to examine the indicators and performance metrics of each core theme. A number of changes were made in order to better evaluate each metric ([Strategic Plan Indicators](#)).

All planning is guided by SPBAC (described in detail in 2.A.9) established in 2013, which grew out of the Strategic and Assessment Plan Executive Committee. Participants included representatives from all three campuses, including division heads, deans and directors, staff, and governance group representatives. The charge for the Committee is as follows:

- ◆ 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.

Broadening the participants of the SPBAC has resulted in planning that is ongoing, integrated, and comprehensive. Following the recommendations of SPBAC, planning takes place within each division (Academic Affairs, Administration, Enrollment and Student Affairs) and within departments, colleges, and units. As a small four year institution, priorities are agreed upon by all divisions for each academic year and become the focus of evaluation and improvement efforts.

In 2017, UAS had been scheduled for the NWCCU Seven Year Self-Evaluation. With the change in standards and NWCCU's backlog of reviews, the UAS Self-Evaluation report and site visit were delayed until 2019. Based on the delayed visit the SPBAC determined that it was in the University's best interest to continue with the current Strategic and Assessment Plan through 2019 as all Divisions had been focused on assessing the Four Core Themes of Student Success, Teaching and Learning, Community Engagement, and Research and Creative Expression.

To further analyze the core themes prior to the start of each semester, the Chancellor set aside a four-hour priority planning meeting with key university stakeholders. Priorities from the previous year as related to the core themes were evaluated and discussed. Future priorities were identified through a collaborative process and are disseminated across the campus and to the University Advisory Councils. Priorities for 2017-2018 included:

- ◆ Increase enrollment through strategic marketing and recruitment, building on strengths.
- ◆ Improve retention and completion through quality advising, campus life experience, and student services.
- ◆ Capitalize on strategic opportunities: Alaska College of Education, Auke Bay facility, marine-related programs.
- ◆ Enhance instructional quality through instructional design services and scholarship of teaching and learning.
- ◆ Increase high-impact interdisciplinary learning opportunities.
- ◆ Expand K-12 partnerships, career pathways, and workforce development in support of 65% by 2025.

Promote campus safety, security, and equity for all students.

The Chancellor’s convocation addresses each fall have played a key role in articulating the University mission, core themes, values, and yearly priority goals. At the Ketchikan and Sitka campuses, leadership holds annual strategic planning retreats to address specific issues arising on those sites.

The involvement of the entire campus community and external stakeholders provides the opportunity for widespread input into planning and resource allocations. As UAS continues to develop as a regional institution, the importance of this open and participatory planning process is paramount.

The ongoing structures and processes described above demonstrate that UAS has an ongoing, purposeful, systematic, integrated, and comprehensive planning process. That process created a mission that is robust and appropriate to the institution:

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

Furthermore, it articulated a vision statement describing the desired future for the institution:

“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.”

The major guiding principles of UAS are incorporated in the UAS Values:

- ◆ **Excellence** – we pursue excellence through continuous improvement and innovation in teaching, community engagement, and research, scholarship, and creative expression.
- ◆ **Diversity** – we embody and respect the diversity of each individual’s culture, talents and abilities, and educational goals with special attention of Alaska Native heritage unique to Southeast Alaska.
- ◆ **Access** – we create accessibility to programs and services through use of technology, innovative and creative practices, and personalized services.
- ◆ **Collaboration** – we forge 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.
- ◆ **Sustainability** – we contribute 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** – we are responsible stewards in the use of our resources and are accountable for results working in an environment that values the contributions of all (e.g., administration, faculty, staff, and students).

The University’s four core themes are:

- ◆ **Student Success** – Provide the academic support and student services that facilitate student access and completion of educational goals.
- ◆ **Teaching and Learning** – Provide a broad range of programs and services resulting in student engagement and empowerment for academic excellence.
- ◆ **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.
- ◆ **Research and Creative Expression** – Provide programs and services that support research, scholarship, and creative expression by faculty and students.

University of Alaska System-wide Planning as Related to UAS

In 2013 the UA statewide system, under the leadership of President Patrick Gamble, embarked on wide ranging listening sessions across the state to identify how the University system was performing and how it could better serve the needs of the state. The result was a UA-wide planning framework entitled “[Shaping Alaska’s Future](#)” which identified five themes:

- ◆ Student Achievement and Attainment.
- ◆ Productive Partnerships with Alaska’s Schools.
- ◆ Productive Partnerships with Public Entities and Private Industries.
- ◆ Research & Development and Scholarship to Enhance Alaska’s Communities and Economic Growth.
- ◆ Accountability to the People of Alaska.

These five themes aligned well with the UAS mission and core themes:

- ◆ UA Goal: Student Achievement & Attainment / UAS Core Theme: Student Success.
- ◆ UA Goals: Productive Partnerships with Alaska’s Schools, Productive Partnerships with Public Entities and Private Industries, & Accountability to the People of Alaska / UAS Core Theme: Community Engagement.
- ◆ UA Goal: Research and Development and Scholarship to Enhance Alaska’s Communities and Economic Growth / UAS Core Theme: Research and Creative Expression.

In 2016, UA continued to face significant budgetary challenges. Under the leadership of President James Johnsen, UA initiated “[Strategic Pathways](#)” to strategically examine how the system could reduce duplication, increase collaboration and efficiencies, and better address UA and State priorities. Strategic Pathways examined ways to reallocate resources from programs and services that were: 1) not core to each university’s strengths in meeting state needs; 2) challenged by low enrollment, high cost, or insufficient faculty resources; or 3) redundant with programs at other universities. Resources were to be reallocated to programs and services that were tied to each university’s distinctive strengths. UAS faculty, staff, students, community

members were directly engaged in the Strategic Pathways process: serving on committees, writing reports, and presenting recommendations to Statewide Leadership.

Several very significant outcomes of this process affected UAS. The first was a decision to eliminate the longstanding School of Management and to incorporate its degree programs into the School of Arts and Sciences. This happened in July 2016. Part of the rationale for this action was reduction of administrative overhead and related costs. The dean position in the School of Management was eliminated. Today, the former school's programs have been subsumed under the School of Arts and Sciences as a separate department of Business and Public Administration. This has resulted in restructuring of the School of Arts and Sciences to now include a part-time Associate Dean from the Business and Public Administration program to assist with oversight and management.

A second major result of Strategic Pathways was designation of UAS as the system-wide administrative lead for Teacher Education and corresponding creation of the Alaska College of Education at UAS. This new college, with a name reflecting its statewide role, replaced the UAS School of Education. With this major change, all three UA universities will continue to offer teacher education degrees. However, at UAA and UAF those programs will be subsumed into existing colleges (as Management programs were at UAS). A newly-hired UAS Executive Dean is expected to work with a system-wide UA Teacher Education Council (UATEC) that strives for greater coordination, alignment, and innovation across all UA Education programs. The UATEC is made up of Education leaders and faculty from all three UA universities. By design, membership includes at least one Alaska Native faculty member from each university.

The President and the Board of Regents have made strategic investments in the Alaska College of Education to execute the statewide effort. In FY19, this totaled \$1.15M and included new funding for a data manager, a recruiter and marketing expert, and an Education-focused philanthropy officer.

In 2017, as a result of the Strategic Pathways process, President Johnsen and the Board of Regents developed five new UA goals to attain by 2025:

- ◆ Increase Alaska's degree attainment.
- ◆ Provide Alaska's skilled workforce.
- ◆ Grow our world class research.
- ◆ Contribute to a more diversified economy.
- ◆ Operate more cost effectively.

These 2017 statewide goals align well with the mission, core themes, and objectives at UAS and are expected to be a focus of budget allocations for the coming years.

Standard 3.A.2

The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

As summarized above, comprehensive and continuous planning occurs both at UAS and at the Statewide level. UAS governance groups—representing faculty, staff, and students—have been actively engaged in planning committees and processes. Moreover, UAS campus advisory councils and community partners are involved in the planning process in order to track the priorities of stakeholders. Community partners serve on each of the three campuses' advisory councils and provide input on the Strategic and Assessment Plan, including implementation of core themes and priorities for each year ([Advisory Councils](#)).

The UAS-wide biannual Priorities Workshop, described above, produces a draft document sent to all participants for feedback and review. Input is then used to modify the documents, which are then presented to Executive Cabinet for approval. Upon approval, the Chancellor then distributes the annual priorities widely to faculty, staff, students, and community members. The Chancellor requests that departments, programs, and committees review the document and provide ongoing feedback as appropriate. The annual priorities are also reviewed and discussed by Faculty Senate, Staff Council, and Student Government. The Provost's Council, Provost's Executive Council, [Chancellor's Cabinet](#), and Executive Cabinet continually monitor implementation of the goals.

Standard 3.A.3

The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

An annual review of the mission and an update of progress toward the core themes is provided through the Office of Institutional Effectiveness, working under the direction of the Provost. Each semester at Convocation the Chancellor provides both a quantitative and qualitative overview of progress made toward mission fulfillment and campus priorities to meet the core themes. Following Convocation, the first meeting of SPBAC is held during the first month of the semester where more detailed discussion and a thorough review of the data takes place. Recommendations from SPBAC are disseminated in school and college meetings, staff meetings, faculty meetings, Faculty Senate, Provost Council and Provost's Executive Council, Chancellor's Cabinet, and Executive Cabinet. Input is provided to the members of the Executive Cabinet and discussion at the Cabinet level is conducted. The primary divisions involved in the comprehensive planning effort at the University are the Office of Development, the Office of Business Administration, the Office of Budget, the Office of Enrollment and Student Affairs, the Provost Office, and the Executive Cabinet. Due to the size of the campus, mission fulfillment, core themes, and campus priorities are the focused goals for all areas.

Standard 3.A.4

The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

Comprehensive planning at UAS is systematic and multilevel, guided by the leaders – chairs, deans, directors, and members of the Executive Cabinet – and linked to the mission, core themes, and objectives described in the Strategic and Assessment Plan. The broader resource allocation framework each year is shaped at the statewide level and involves the President, Board of Regents, Legislature and Governor. Decisions include the level of state general fund support provided to UA, any changes to tuition and fees across the system, and strategic investments in key areas arising from UA-wide goals (e.g. teacher education).

The short-term strategies and tactics are a focus of the annual budget process as well as scheduled discussions by leadership groups, particularly the Provost's Council and Executive Council, the Chancellor's Executive Cabinet, and twice yearly at Fall Convocation and Spring Start Up. Decisions on resource allocations, shaped to a significant degree by statewide actions, are primarily made as part of this annual process. Each year the budget process begins in each academic and administrative unit. Resource allocations have been focused on addressing the yearly priorities of the institution, particularly on increasing enrollment,

retention and completion. Annual reports from all units now incorporate the four core themes and the strategies undertaken to achieve these goals.

Coping with multi-year reductions in state general fund allocations and with declining enrollments has not been easy. In recent years due to the budget constraints in the State of Alaska, some units have been cut more than others, in order to achieve strategic goals and to preserve the academic mission of the institution. For example, staff in Administrative Services were cut, and Enrollment Management and Student Affairs was reorganized with individual staff members taking on more responsibilities. This strategy helped retain faculty positions that are essential to ensuring timely student completion. In the Academic area, faculty members who retired or left the University may not have been replaced and programs with low enrollments were eliminated following appropriate program reviews.

Standard 3.A.5

The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

Emergency Management at UAS falls under the Division of Facilities Services ([Facilities](#)) and the Statewide Office of Risk Services ([Risk Services](#)). A comprehensive emergency management section is available on the UAS website ([Emergency Plan](#)). It contains information about how to send an alert through the RAVE system ([Emergency Notifications](#)) for immediate emergency notifications that are broadcast campus-wide. The Emergency Action Plan, covers areas related to earthquakes, fire, hazardous materials release, power outage, disorderly or disturbed person, active attack, bear encounter, suspicious object, medical emergency, snow and ice, bomb threat, influenza pandemic, and automate external defibrillators. Active Shooter workshops have been conducted across campus. There is also an Emergency Operations Plan and Shelter in Place Guidelines.

Emergency preparedness activities are led by the Incident Management Team (IMT). Members include the Chancellor, Provost, Vice Chancellor for Administrative Services, Vice Chancellor for Enrollment Management and Student Affairs, Dean of Students, Director of Facilities Services, the Facilities Maintenance and Operations Manager, Health and Safety Manager, and the Emergency Management Planner. Depending on the type of event other campus staff can be called.

Ketchikan and Sitka staff work closely with Juneau and UA staff in emergency preparedness and contingency planning for continuity and recovery of operations in the case of emergencies, where normal operations would be significantly interrupted. All three campuses have adopted the RAVE system for communicating quickly and effectively about emerging issues and emergencies. All three UAS campuses have local emergency management plans that are updated on an annual basis.

3.B | Core Theme Planning

Standard 3.B.1 and Standard 3.B.2

Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to the accomplishment of the core theme's objectives.

Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

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 (detailed in 3.A) in 2010-11 led to development of a new mission that enjoyed broad support in the UAS community. The resulting plan—Strategic and Assessment Plan 2011-2017 and the subsequent revision 2013-2019—identified four core themes:

- ◆ **Core Theme One:** Student Success: Provide the academic support and student services that facilitate student access and completion of educational goals.
- ◆ **Core Theme Two:** Teaching and Learning: Provide a broad range of programs and services resulting in student engagement and empowerment for academic excellence.
- ◆ **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.
- ◆ **Core Theme Four:** Research and Creative Expression: Provide programs and services that support research, scholarship, and creative expression by faculty and students.

UAS has focused the review of programs and functions in line with these themes and related objectives. Student outcome assessments, program reviews, audits, analysis of relevant university and workforce data, and consumer feedback have provided valuable information about the effectiveness and potential barriers to success.

As a result of these strategic actions, academic and workforce programs in several high demand areas have been added such as Fixed Plant Mechanic, K-12 Superintendent Endorsement, the Associate of Science, and the Joint Bachelor's Degree in Fisheries with UAF. Low performing programs such as the Law Enforcement Associate of Applied Science, and Bachelor of Art, were eliminated due to falling enrollments. The Honors Program has been suspended as faculty work to develop a new model to serve all students. Outmoded and ineffectual procedures and policies continue to be retooled. New philanthropic resources have been obtained through efforts of the Development and Alumni Office. With decreasing budget support from the state, monies and personnel have been reorganized. Decreasing enrollments have led to the reorganization of Enrollment Management and Student Affairs. All changes have been driven by the mission and four core themes.



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STANDARD FOUR EFFECTIVENESS AND IMPROVEMENT

Executive Summary of Eligibility Requirements

22. Operational Focus and Independence

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcome.

UAS course student learning outcomes are identified and published on the [Provost's website](#) and in every course syllabus. Each course syllabus is available from UAS Online. UAS program student learning outcomes are identified and published on the [website](#) as part of the annual assessment plan and review process. Additional details of UAS' regular and ongoing assessment activities can be found in Standard 2.C.1-5.

23. Institutional Effectiveness

The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environment to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

As detailed in Standard 4.A.1, below, institutional assessment is systematically applied across UAS. The Office of Institutional Effectiveness (OIE) is the core research office and reports data, develops analytics, and serves as the official data source for reporting on IPEDS as well as other surveys for internal monitoring. Numerous reports are available on the [IE website](#)

and many are available for individuals, programs, or units to gather their own data as needed. OIE provides data to a variety of leadership and management groups, including SPBAC, the Chancellor's Cabinet, and the Provost's Executive Council.

Working with deans and directors, the Provost reviews all student learning outcomes for individual courses and programs, annual reviews, and five-year reviews ([Program Reviews](#)). The [Provost's Assessment Committee](#) (PAC) is tasked with reviewing General Education Requirements (GERs) and GER Student Learning Outcomes (SLOs) twice per year. In the area of Student Affairs, all departments provide [annual assessments](#) to the Vice Chancellor for Enrollment Management and Student Affairs who reviews each report. The reports are then presented to the SPBAC once a year and are reviewed regularly by the UAS Executive Cabinet. Administrative Services departments undergo [regular internal audits](#) conducted by UA. OIE is the official source of information for UAS and is primarily responsible for institutional-level data collection, analysis, reporting, and presentation.

The multiple UAS advisory councils, industry advisory panels, and other external community partners are important information sources for external monitoring of condition. In addition, UAS leadership involvement (see Standard 2.A.2) with the President's Executive Cabinet, UA Business Council, UA Statewide University Relations Council, Information Technology Council, and other various UA-system resources, provides consistent feedback to UAS on the state of the external environment. This feedback is utilized by SBPAC, Chancellor's Cabinet, Provost's Executive Council, and other key management groups.

4.A | Assessment

Standard 4.A.1

The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data – quantitative and/or qualitative, as appropriate to its indicators of achievement – as the basis for evaluating the accomplishment of its core theme objectives.

Institutional assessment is conducted in multiple offices across UAS. OIE is the core research office and reports data, develops analytics, and serves as the official data source for reporting on IPEDS as well as other surveys. Numerous reports are available on the [IE website](#) and many are available for individuals, programs, or units to gather their own data as needed.

The Office of the Provost is the official accreditation office and reviews all student learning outcomes for individual courses and programs, annual reviews, and five-year reviews ([Program Reviews](#)). Faculty across all three campuses participate in the systematic collection of data and evaluation of programs and services. The [Provost's Assessment Committee](#) (PAC) is tasked with reviewing General Education Requirements (GERs) and assessing GER Student Learning Outcomes (SLOs) twice per year.

In the area of Student Affairs, all departments provide [annual assessments](#) to the Vice Chancellor for Enrollment Management and Student Affairs who reviews each report. The reports are then presented to the SPBAC once a year. The Office of Administrative Services departments undergo [regular internal audits](#) conducted by UA.

Office of Institutional Effectiveness

OIE is the official source of information for UAS and is primarily responsible for institutional-level data collection, analysis, reporting, and presentation. The Office has a dual mission to provide leadership for [institutional effectiveness](#) (IE) and institutional research (IR) functions

at UAS. It works collaboratively with the statewide UA Office of Institutional Research and IE counterparts at UAA and UAF.

OIE provides leadership and support for institution-level assessment and accreditation, strategic planning (linking assessments with resource allocation and planning), accountability reporting guidance, and general collaboration with and support from the Provost. OIE also provides leadership and support in database extraction and cleaning, automated/business intelligence reporting, ad hoc data support, accountability reporting (including IPEDS), program assessment data support, institutional surveys of students and employees, and grants data support. The [IE Scope of Work and Prioritization Plan](#) provides an overview of this function at UAS.

OIE provides official data to state and federal agencies, responds to internal and external inquiries for single use or ongoing data analytics, and provides routine and one-time-only reports. Data requests come from the legislature, statewide office, enrollment management, human resources, financial aid, chancellor, provost, executive cabinet, deans and directors, department chairs, program coordinators, faculty, and staff. A table is available with direct links to [UAS IE Data Portals and Dashboards](#) which individuals are able to navigate on their own, with [55 automated reports](#) updated nightly ([UAS IE Decision Support](#)).

Data dashboards are also available by login for members of the campus community to examine data in relation to enrollment clusters, daily enrollments, degree seeking status, completion, and primary major ([Student Data](#)). Information related to tuition and fees, other financial data, personnel, and academic programs and courses can be found on the IE website ([Financial Data](#), [Personnel Data](#), and [Academic Programs and Courses](#)).

Standard 4.A.2 and Standard 4.A.3

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in evaluation of educational programs and services.

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly defined learning outcomes.

For academic program evaluation, UAS engages in a regular and systematic schedule of performance reviews required by the Board of Regents' Policy [10-06](#). On average, there are eight UAS program reviews completed each year, as listed in the [Academic Review report](#), developed for presentation to the Board of Regents meeting once each academic year. OIE provides the data for the schools, college, campuses, and individual programs at the beginning of every fall semester and further analysis for every program undergoing a five year review. Faculty play a central role in the program review process. These reports focus on the contribution of the individual programs to meeting university wide goals and to inform the conversation between UAS and the President's Office.

Each degree and certificate program undergoes a mandated comprehensive program review process, based on the above-cited Board of Regents' policy, every five years or earlier if needed. Program reviews are one of the most significant activities undertaken by faculty to determine the status and effectiveness of their programs and to identify future actions. In

addition to program data that faculty collect, the OIE provides the data upon which program reviews are conducted. The OIE website contains the data trends where faculty and staff can find historical information. Faculty members from the program are selected by their dean to write the self-study report and have a central role in planning and conducting reviews. However, the review committees commonly involve students, advisory board members, employers of graduates, and peers at other UA and/or regional institutions. Once the self-study is submitted, the report is then reviewed by an Institutional Review Committee (IRC), selected by the Provost. This IRC provides a broader review and typically includes faculty from other programs, schools, or the College, along with staff and community members. The IRC presents its findings to the faculty self-study committee, which may respond to the IRC's recommendations. All reports are then sent to the dean for review who then provides his/her own review of the self-study. The reports are forwarded to the provost who makes a recommendation to the chancellor as to whether the program should be 1) continued; 2) continued with changes; 3) suspended; or 4) discontinued.

If this process determines that a program is to be discontinued, the "[Proposal to Add, Change, or Discontinue a Program of Study](#)" form is submitted to the Statewide Academic Council. The Academic Council makes a recommendation to the President and [Board of Regents' Academic and Student Affairs Committee](#) (ASA committee). Following the Committee's decision the recommendation is taken to the full Board of Regents for a vote. Following that decision, NWCCU is notified. If the recommendation is that a program undergo significant changes, the Provost and dean consult with appropriate faculty to effect required changes. The [program reviews](#) are located in the Provost's office.

[Academic Program Reviews](#) include six areas of scrutiny and evaluation:

1. Program Profile, including consistency with the Strategic and Assessment Plan, Student Learning Outcomes and assessment, and alignment, correlation, and integration of the program to the Core Themes
2. Faculty Profile
3. Student Profile
4. Program Costs
5. Program Support
6. Qualitative Information, including innovations in pedagogy, professional development, and application of technology. Approximately eight academic programs are reviewed every year following the above-outlined format.

Annual assessment reports are due at the beginning of April for the previous academic year. Program chairs or assessment coordinators are responsible for completing the [Annual reports](#) with input from other faculty. Annual reports must include:

1. Program overview.
2. Program Student Learning Outcomes (SLOs).
3. How the data are collected on the Program SLOs (rubrics, portfolios, etc.).
4. The data collected on the Program SLOs during the previous academic year.
5. An evaluation of the data collected on the Program SLOs during the previous academic year.
6. Future plans to improve student learning.

The Provost reviews every annual report and provides feedback to the program chair or coordinator and the dean or director.

Students also have the opportunity to [evaluate](#) each course at the end of the semester. All evaluations are completed online and are available to faculty after grades have been posted.

The Provost's Assessment Committee for General Education Learning Outcomes (PAC GELO) was formed in the fall of 2016 and was charged with developing assessment tools and a process to assess the extent to which UAS undergraduate students have acquired broadly expected academic skills through the completion of UAS prescribed General Education Requirements (GER) coursework. The committee is comprised of faculty members from the three UAS campuses and from different disciplines within the Alaska College of Education, School of Career Education, and the departments of Humanities, Social Sciences, Natural Sciences, and Business and Public Administration. Work on identifying and creating General Education Learning Outcomes (GELO) began soon after representatives from the committee attended an Association of American Colleges & Universities (AAC&U) workshop in February 2017. Their completed [report](#) comprises four sections, each of which outlines phases of the work of the Committee.

The General Education Learning Outcomes are:

- ◆ **Effective Communication:** Communicate thoughts and ideas effectively, orally and in writing.
- ◆ **Critical Thinking:** Demonstrate comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
- ◆ **Creative Thinking:** Present creative works of expression, innovative approaches to tasks, or solutions to problems.
- ◆ **Empirical Reasoning:** Articulate the scientific method and pose well-reasoned questions in the search for answers through data.
- ◆ **Synthesis and Analysis:** Use and extend theoretical concepts to qualitative and quantitative applications and problem solving.
- ◆ **Environmental and Community Engagement:** Use and extend Indigenous and global cultural perspectives with respect for diversity of people, the sustainable use of resources, and awareness of the environment.

Rubrics for assessing the level to which UAS undergraduate students acquire these outcomes were adapted for UAS from the material provided in the AAC&U Value Rubrics resources. The rubrics were designed to provide insightful information about the level of student learning, with three levels chosen for classifying students' skills as "Beginning, Proficient, and Mastery." This work will continue through the 2018-2019 academic year with ongoing assessments every semester. Every course has [Student Learning Outcomes \(SLOs\)](#) and faculty in each program are responsible for reviewing these outcomes on a regular basis.

For non-academic program evaluation, UAS provides data to the UA system for multiple indices of [campus performance](#) that are readily available on the Institutional Effectiveness website. Annual assessments are conducted for Administrative Services by annual internal audits through the UA system offices. The division of enrollment management and student affairs implements the Council for the Advancement of Standards in Higher Education (CAS) assessment process, completed on an annual basis for many areas in the division.

Standard 4.A.4

The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

The process of assessment at UAS promotes a data-informed culture with assessment efforts organized within each division. Each has responsibility for their own assessment efforts that are reported to SPBAC every academic year. OIE provides data to the divisions as needed to provide a framework of support for student success, teaching and learning, community engagement, and research and creative expression.

In 2008, the Strategic and Assessment Plan Committee developed metrics for assessing the objectives of the core themes ([2008 Strategic Plan Indicators](#)). In 2013, the Strategic and Assessment Planning Committee became the Strategic Budget and Planning Assessment Committee and revised the metrics for assessing the core themes. In 2015, metrics for each core theme objective were again revised by the SPBAC to more accurately reflect the current state of the University ([Strategic Plan Indicators](#)).

Each division and program reviews and reports on core themes and priorities and the overarching core themes for the entire University are reported through reports to the SPBAC.

Standard 4.A.5

The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

[SPBAC](#) is responsible for ensuring that all programs and services are evaluated holistically. As described above, each division, including academic affairs, administrative services, and enrollment and student affairs is responsible for their annual reviews which are reviewed by SPBAC to ensure continued alignment with the mission and core themes. [Data](#) are continually being collected about students, their successes and challenges to evaluate achievement, retention, and intended program outcomes.

The budget process is completed on an annual basis ([Board of Regents' Policy 05-01, UA Finance, Budget Flow-Chart, SPBAC Budget Planning](#)). The Board of Regents' policy outlines the budget process working through the Budget Request Process in the fall semester to a Budget Building Process in the spring semester. Budget requests are sent to the president a year prior to the legislative session, approved by the Board of Regents, and submitted to the Governor prior to the legislative session each spring.

Due to significant reductions in the Alaska state budget and a decline in enrollment over the past several years, a focus has been on maintaining academic programs, redirecting resources strategically, and focusing on marketing, enrollment, retention, and completion. Budget requests are made to the Chancellor and Vice Chancellor for Administrative Services and decisions are made related to the University budget allocation.

The Division of Enrollment Management and Student Affairs utilizes a comprehensive assessment approach to ensure the co-curricular learning opportunities, programs, and services are achieving desired outcomes to ensure student success. Each area is required to submit an [annual report](#) to the Vice Chancellor for Enrollment Management and Student Affairs in addition to completing the self-assessment of its departments through the Council for the Advancement of Standards in Higher Education (CAS).

Standard 4.A.6

The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

As stated above, the institution frequently reviews its diverse assessment activities. Twice per year at the beginning of each semester the chancellor holds a four-hour workshop with key University stakeholders to review core themes and set specific campus priorities. Enrollment issues have been of significant concern during the past several years and the focus has been on the means for increasing enrollment. In February 2017, the Chancellor called a “Student Success Summit” to focus on enrollment efforts at UAS. Following a presentation from the OIE director, each department across campus provided “Brief Summaries on Enrollment at UAS” (see Resource Room). Based on results of the Summit, the Chancellor made a presentation to the Board of Regents in June 2017 on enrollment goals and strategies (see Resource Room).

Due to the focus on enrollment, the Chancellor created the [Strategic Enrollment Task Force](#) and the Retention Subcommittee (now the Student Success Committee). In May 2017, the Vice Chancellor for Enrollment Management and Student Affairs presented the most recent [enrollment figures](#) to the Board of Regents. In light of continuing enrollment challenges, the Chancellor made a decision in November 2017 to redirect resources internally to hire a new director of recruitment, admissions, and advising. In July 2018, the Director presented a new strategic recruitment plan to the Executive Cabinet that sharpens the focus and efficiency of UAS recruitment efforts. This plan was approved by the Cabinet and is actively being implemented (available in the Resource Room).

The [Strategic and Assessment Plan](#) continues to be reviewed regularly by UAS leadership, SPBAC and other stakeholders. The Academic assessment process has been outlined above in Standard 4.A.3. The Provost oversees academic assessment. Academic units engage in continuous assessment. Their assessment determines the course sections that need to be offered, potential new programs, and programs that may need to be suspended while undergoing revision (e.g., Honors program).

The Library has documented their assessment process in Standard 2.E.1.-4. The Library has regularly analyzed the needs of their patrons and how to improve their services.

Enrollment Management and Student Affairs engages in yearly [assessment](#) of the many offices that are a part of the unit. Administrative Services, including Budget, Business Services, Facilities, Human Resources, and Instructional Technology are housed together. University of Alaska audits are conducted regularly in these areas and [surveys](#) are conducted by individual units to determine how they can serve the University better.

4.B | Improvement

UAS is committed to continuous improvement across the institution. The updated Strategic and Assessment Plan articulates a dynamic and forward-looking strategy through 2019, incorporating mission, vision, the four core themes, objectives, indicators, performance measures, and goals. The Plan—updated and revised as needed—has been instrumental in these changing and difficult budget times. The chancellor, provost, deans and directors, faculty, and staff are aware of the core themes and indicators and have aligned their work to improve at each level.

Standard 4.B.1

Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

The next section details the specific core theme objectives and indicators, their results, and evidence for improvement. UAS embeds assessment throughout the institution to ensure assessment is integrated and continuous. Program reviews, assessment of student learning outcomes, and in some cases, discipline specific accreditation, insure ongoing assessment at the academic program level. Administrative personnel employed within the institution are assessed through leadership evaluation; the faculty through the retention, tenure, and promotion process; and staff through annual performance evaluations. Student Services and Administrative Services both utilize different assessment techniques to inform planning, decision making and allocation of resources. The leadership and management units described in Standard 2.A.9 are the methods to reach the appropriate constituencies in a timely manner.

The improvement process occurs at multiple levels and in a variety of ways, including:

- ◆ SPBAC review and input.
- ◆ Student Learning Outcomes at the department level which inform individual courses and faculty about areas for improvement, and programs about what learning outcomes need to be enhanced.
- ◆ Curricular reforms and the five-year program reviews, enable faculty to revise courses and programs to improve outcomes.
- ◆ The establishment of General Education Learning Outcomes (GELOs) helps to systematize the process of data-driven curricular modification across campus.

The analysis of core theme objective metrics over the past ten years demonstrates continued improvement as the institution has changed over time in progressing toward mission fulfillment. These results have informed UAS leadership on where institutional resources need to be focused. For example, as faculty and staff diversity proportions have not entirely hit the goal, UAS Human Resources has taken significant efforts to expand training for search committees to better this outcome. Another example is in the area of high demand jobs. While UAS has consistently met or exceeded the metric, academic planning identified significant State and regional needs. Therefore, UAS added programs in fixed plant mechanic and maritime trades, and increased the number and type of course offerings in certified nurse aide and fisheries technology.

Reallocating resources has been necessary due to the Alaska State Budget and General Fund decreases as well as enrollment declines.

Standard 4.B.2

The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

As summarized in the core theme details below, and as noted in the program review and annual assessment review process, the University and all units use assessment findings to inform academic and student support services of opportunities to support student learning.

Also see Standard 3.B.1. The examination of data from student learning assessment is conducted at the faculty-, academic program- and provost-level, on an annual basis. This provides the appropriate information to the appropriate constituencies in a timely manner.

3.B, 4.A, 4.B: Core Themes Planning, Assessment, and Improvement

For each of the core themes and objectives, the rationale for the choice of indicator can be found in Standard 1.B.2. Benchmarks were determined based on what was most relevant to UAS: comparisons to the UA statewide averages. As the smallest of the three major academic units, this provides the most relevant information for UAS as compared to the other UA institutions. In the following section each indicator has been assessed with either a checkmark (benchmark goal met) or an “X” (did not meet benchmark goal).

Core themes, objectives, and indicators were selected by SPBAC in 2009, and re-visited in 2013, 2015, and 2018. In addition, they were also reviewed in the annual Chancellor’s Priorities Meetings. Data are collected by OIE and reviewed yearly by the SPBAC. In addition, other leadership groups (e.g., Provost’s Executive Council) regularly reviewed these when appropriate to their area or their agenda.

CORE THEME ONE: STUDENT SUCCESS

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

By defining student success as a core theme, UAS has developed and aligned its various student success activities into a focused, multi-pronged initiative. Changes directed at student success are processed through the Student Success Committee, with representatives from enrollment management, student services, academic programs, and faculty. The Student Success Committee meets monthly to ensure that all student success efforts are aligned.

3.B: Core Theme One Planning

Student Success, central to the mission of UAS through student learning, is focused on providing the academic support and student services that facilitate student access and completion of educational goals. Twice a year, the core themes are reviewed to identify particular priorities for the semester to address the core themes. In the most recent priorities meeting, in August 2018, the core themes and the 2017-2018 academics priorities were reviewed by an expanded group of administrators, faculty, staff, and students. The result of that meeting was the identification of the [2018 UAS Academic Priorities](#). Two priorities were identified with a series of goals and strategies identified for each. Priority 1 refers specifically to increasing enrollment, retention, and completion which relates specifically to Core Theme One, Student Success.

Specific goals for this priority during the 2018-2019 academic year include:

- ◆ providing increased online tutoring in composition and mathematics.
- ◆ continuing to reduce the number of students needing remedial classes.
- ◆ improving advising and early alert systems.

- ◆ improving the use of Open Educational Resources (OERs).
- ◆ strengthening civility and student accountability for a culture of respect.
- ◆ continuing ongoing trauma informed training.

The hiring of a new director of recruitment, admissions, and advising has led to some administrative reorganization of the student services unit to achieve optimal recruitment, retention, and completion. Revised admissions, financial aid, and advising policies and procedures are aimed at ensuring that students successfully complete their degree objectives. A consolidated student fee structure supports retention by eliminating substantial fee increases at key levels of credit hour enrollment.

A key part of the UAS Campus Master Plan that related directly to the objective of student success was the creation of a new freshman residence hall for the Juneau campus. That project was completed, along with the creation of First-Year residential student programs which address Core Theme One, Objective One (Student Success) by enhancing the sense of a learning community to create a better transition into college for first-time, residential students. A more recent master plan opportunity, related to Core Theme One, was a decision to secure federally-surplused waterfront property immediately adjacent to the Juneau Campus that became available unexpectedly and to construct a new building to house Environmental Science programs.

As UAS has studied student access challenges, UAS has aligned its admission requirements to match the requirements of the 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 (ALEKS) in the sophomore or junior year, to assist potential students in planning their high school schedule. New student retention tracking software from EAB's Student Success Collaborative will enhance early intervention efforts for at risk students.

While there have been budget reductions and enrollment declines, UAS' planning has stayed intently focused on the student experience, including student achievement and attainment. Necessary budget reductions were made in areas that would have the least impact on students.

Achievement of Core Theme One is directly associated with mission fulfillment of Student Learning. UAS is continually seeking ways to improve the quality of academic programs and services to students regardless of students' location. Implementing an innovative model for the [First Year Experience](#), including an online version; [mandatory advising](#) for all freshmen and transfer students; and providing students a way to assess their own progress through [Degreeworks](#) have provided a means for UAS to work toward improved achievement of Core Theme One.

Overarching Strategies:

- ◆ **Emphasize student-centered learning:** Cultivate a student-centered focus/ethos in all educational programs and services, regardless of a student's location, and highlight this aspect of a UAS education. A few examples of actions taken include: increased student tutoring through the learning center and the expansion of the Writing Center; increased online services for tutoring and writing.
- ◆ **Emphasize first-year, residential-student programs:** Create or expand freshmen housing and first-year experience housing programs on the Juneau campus, to provide structured, consistent support to this group of students.

- ◆ **Develop and implement actions to increase enrollments for UAS** (e.g., recruitment, retention, completion) to better address student access to higher education. Part of this strategy was to hire a director of admission, recruitment, and advising (November 2017) to help address the need to increase enrollments. In addition, UAS created a new Strategic Enrollment Plan, the [Strategic Enrollment Task Force](#) and its Retention Subcommittee (now the Student Success Committee) to meet regularly to plan and implement strategies that will improve enrollment.

4.A: Core Theme One Assessment

Three objectives were selected to assess the Student Success objective of Core Theme One: Access, Preparation, and Success.

Table 3

Student Success	
Objectives	Indicators
1.1 Access	1.1.1 Pell grant recipients 1.1.2 Student diversity by race 1.1.3 Origin at entry
1.2 Preparation	1.2.1 First-Time freshmen not taking development classes 1.2.2 High demand job areas 1.2.3 Degree seeking enrollment 1.2.4 Alaska performance scholars
1.3 Success	1.3.1 First time full time freshmen retention rates

Access

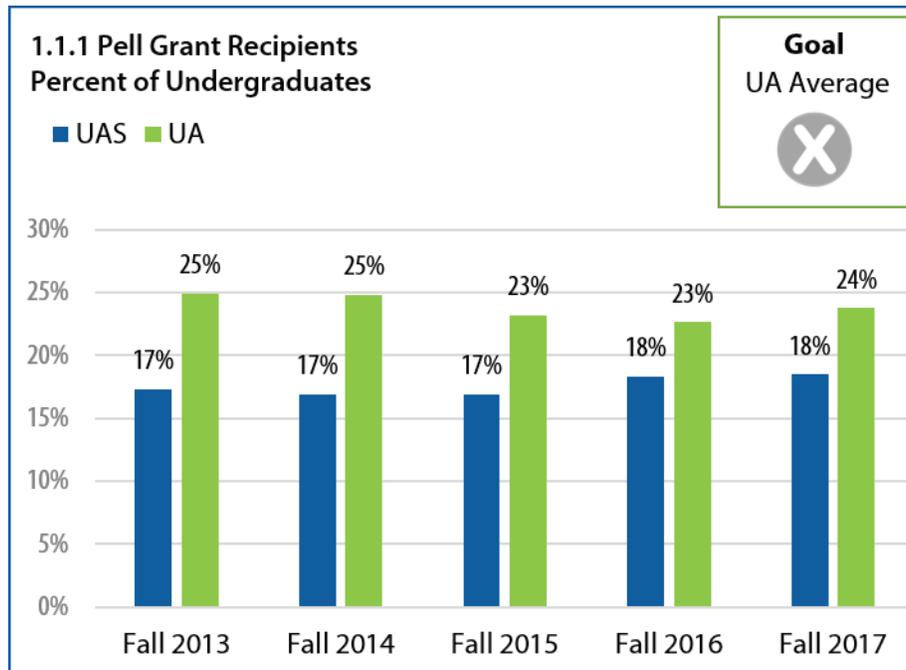
Objective 1.1, Access: Culturally and socioeconomically diverse students are provided ready access to educational opportunities and safe environments.

UAS has continually provided students with access to financial aid and scholarship opportunities and has expanded e-Learning and place-based programs.

Three indicators were selected to assess the objective of Access.

Indicator 1.1.1: Pell Grant Recipients: Percent of undergraduates receiving Pell Grants as compared to the UA system average.

Figure 1



As noted in 1.B, students receiving financial assistance is an important measure of providing access to higher education, particularly for students with the greatest financial need. UAS has not had a significant increase in the percentage of Pell Grant recipients and has consistently fallen below the UA average. UAS continuously encourages students to complete the FAFSA through new student orientation and advising, not only to receive Pell Grants but to apply for other types of financial aid as well. However, the numbers of Pell Grant recipients have remained consistent across UAS and across all of UA over the past five years.

There has long been concern that students need to have access to financial assistance in order to access higher education at UAS. The question remains as to why more students do not access Pell Grants to help finance their education. Table 4 displays the unduplicated headcount of students enrolled in a given year and the percentage applying for FAFSA. As seen, the number of students applying for the FAFSA remains high at UAS and this data provides evidence that UAS’ actions toward Objective 1.1 have been successful.

Table 4

Students Applying for FAFSA					
Aid Year	2013-14	2014-15	2015-16	2016-17	2017-18
Number Applying for FAFSA	2,854	2,773	2,557	2,455	2,676
Total Enrollment for Aid Year	5,850	5,880	5,377	4,435	4,217
% Applying for FAFSA	49%	47%	48%	55%	63%

UAS provides tuition waivers to students for both merit- and needs-based funding via the General Fund, to support student financial aid packages. Board of Regents policy allows tuition waivers up to an amount equal to four percent of the previous year's tuition revenue with 25% of the waiver capacity dedicated to needs-based financial aid. The remaining 3% is awarded as institutional and departmental scholarships. Over the last 5 years, the average amount distributed annually was \$67,500. UAS waivers also provide funding for a variety of other needs, which include tuition waivers for an employee's spouse, dependents, and to senior citizens. UAS' financial support has increased 74% over the past five years.

Table 5

UAS General Funded Waivers by Fiscal Year					
	FY14	FY15	FY16	FY17	FY18
Needs Based Waivers	97,985	87,913	45,913	64,099	40,844
All other UAS Waivers	488,264	509,486	513,893	726,894	889,532
Total UAS Funded Student Waivers	586,249	597,399	559,805	790,993	930,376

UAS provides students with scholarships from a variety of sources. On average, 600 scholarships have been awarded to students over the past five years, with some students receiving awards from multiple donors. Including the Alaska Performance Scholarship, UAS awards more than two million dollars each year. Scholarships from private donors and Alaska Native organizations are primary sources of scholarships, awarding 50% of the funds to more than 300 students. The University of Alaska Foundation has increased its scholarship awards by 34% over the past five years.

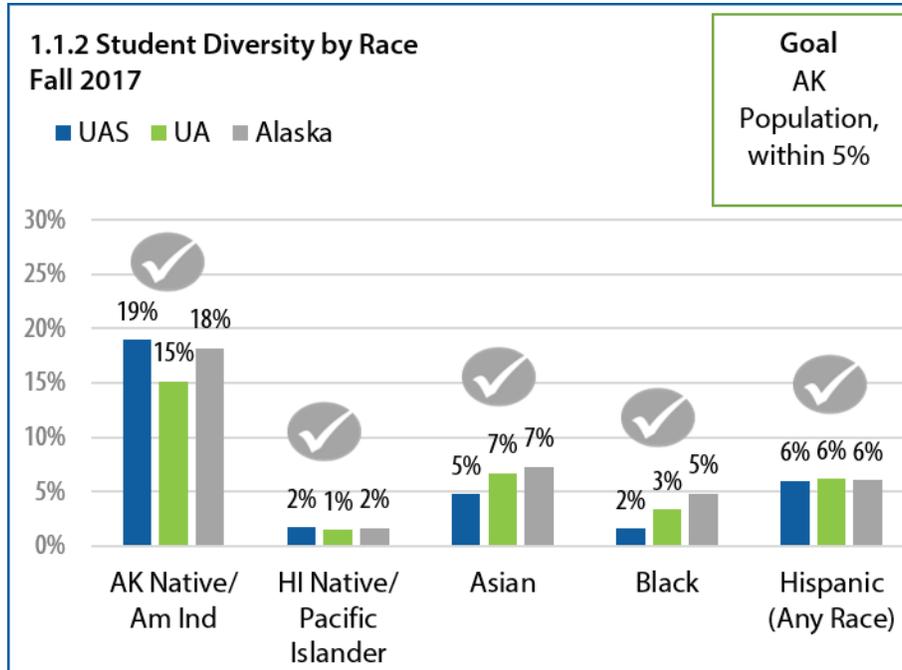
Table 6

Scholarship Funding Source	2013-14	2017-18	% Increase
Alaska	377,549	502,044	33.0%
Institutional	364,993	252,450	-30.8%
Native	524,522	552,181	5.3%
Private	679,932	545,283	-19.8%
Foundation	252,476	337,355	33.6%
Total	2,199,471	2,189,313	-0.46%

Institutional scholarships are funded directly by the university and include UA Scholars. The UA Scholars scholarship was established in 1999 using funds received through the Land Grant Trust Fund. The scholarships are awarded to Alaska graduates who were in the top 10% of their high school graduating class. To enhance the UA Scholars scholarship, UAS also provides those students opportunity to receive funds from both the Leadership award and the Chancellor's Award. The number of UA Scholars attending UAS has decreased 14% over the last five years. However, the percent of UA Scholars compared to total undergraduate enrollment has remained steady at 11% of the student population.

Indicator 1.1.2: Student Diversity by Race: Increase racial diversity of UAS students to within five percentage points of the total population of Alaska.

Figure 2



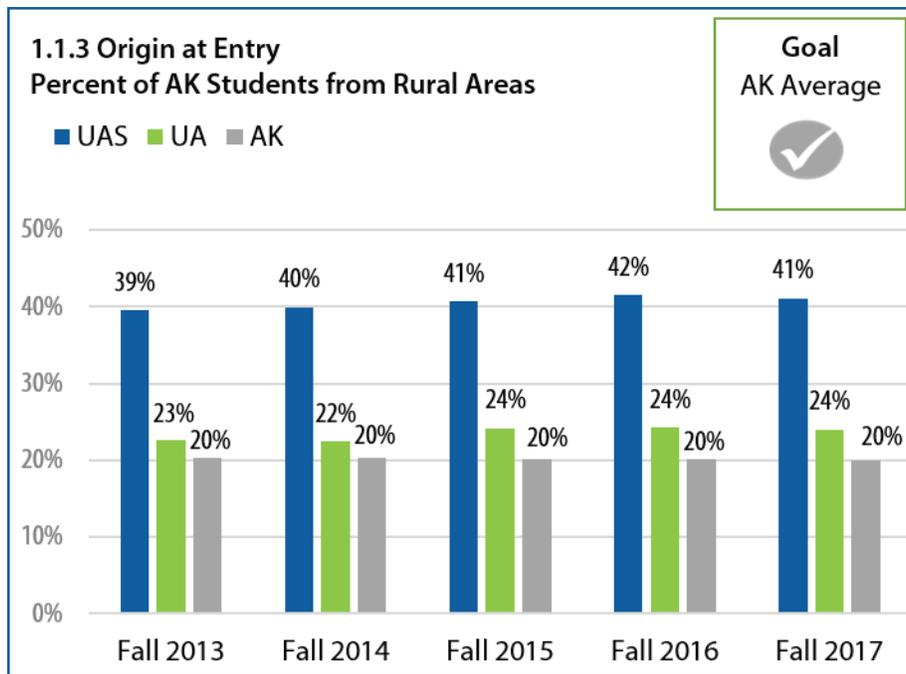
Alaska’s overall population includes a diverse array of Alaska Native peoples who make up some 20 percent of the total. While many live in remote villages, Alaska’s largest cities—Juneau, Anchorage, Fairbanks— also have large Native populations. UAS has made a concerted effort to recruit Alaska Native students to match the statewide population and to provide access to higher education for these students. UAS meets the goal for meeting the State of Alaska average within 5%. UAS’ smaller class sizes and supportive campus environment are attractive to many of these students, especially from rural communities. As seen in Table 7, a concerted effort has been made in recent years to increase the numbers of Alaska Natives from across the state. This has been done through offering online learning programs and increasing outreach to rural villages across Alaska. The percentage of UAS Alaska Native/American Indian students is not only above that of UA, but is also in line with the State population. For Hawaii/Pacific Islander, Asian, Black, and Hispanic, UAS is within five percentage points.

Table 7

1.1.2 Student Diversity by Race						
Fall	UAS		UA		Alaska	
	2013	2017	2013	2017	2013	2017
Alaska Native/American Indian	17%	19%	15%	15%	18%	18%
Native Hawaiian/Pacific Islander	2%	2%	1%	1%	2%	2%
Asian	3%	5%	6%	7%	7%	7%
Black	2%	2%	3%	3%	5%	5%
Hispanic (Any Race)	4%	6%	6%	6%	6%	6%

Indicator 1.1.3: Origin at Entry: Percent of UAS students from rural areas in Alaska compared to the AK average. (Rural is defined as students coming from areas besides Anchorage, Mat-Su, Kenai Peninsula, Fairbanks North Star Borough, and Juneau).

Figure 3



Alaska is an enormous state with many rural villages. Making sure that students in these remote locations have access to higher education has been an important goal for UAS. UAS has continued to attract a greater proportion of students from rural Alaska than UA as a whole. The strength and accessibility of UAS online programs in business, public administration, teacher education, fisheries technology, liberal arts, and social sciences helps UAS reach rural students in remote areas of the State.

For students on the Juneau campus, the [Native and Rural Student Center \(NRSC\)](#) provides a student-centered inclusive environment that honors diversity, celebrates cultural traditions and knowledge, and enhances the learning experiences of students. Since 1996, the NRSC

gives students opportunities to gather with peers, receive academic support, and develop leadership skills. The Ketchikan and Sitka campuses also have advisors who provide support to Alaska Native and rural students.

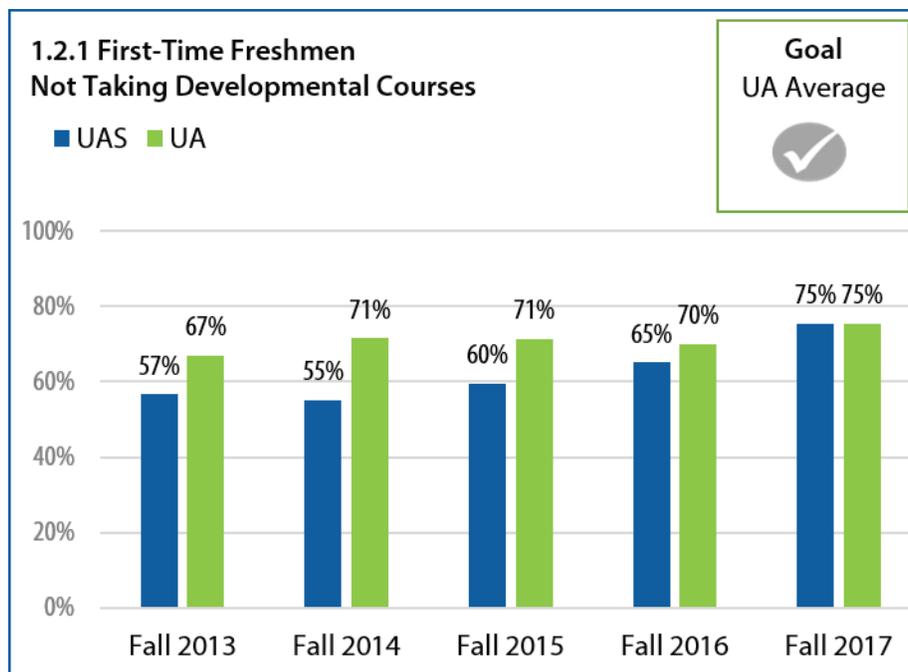
Preparation

Objective 1.2: Preparation: Students are prepared for university study. (This objective was changed to Support: Students are supported by an inclusive university community, in January 2018.)

Four indicators were selected to assess Core Theme One’s objective, Preparation.

Indicator 1.2.1 First-Time Freshmen not Enrolled in Developmental Study: Increase the percentage of degree-seeking students who were not enrolled in any developmental classes during their first semester as compared to University of Alaska system average (within 5%).

Figure 4

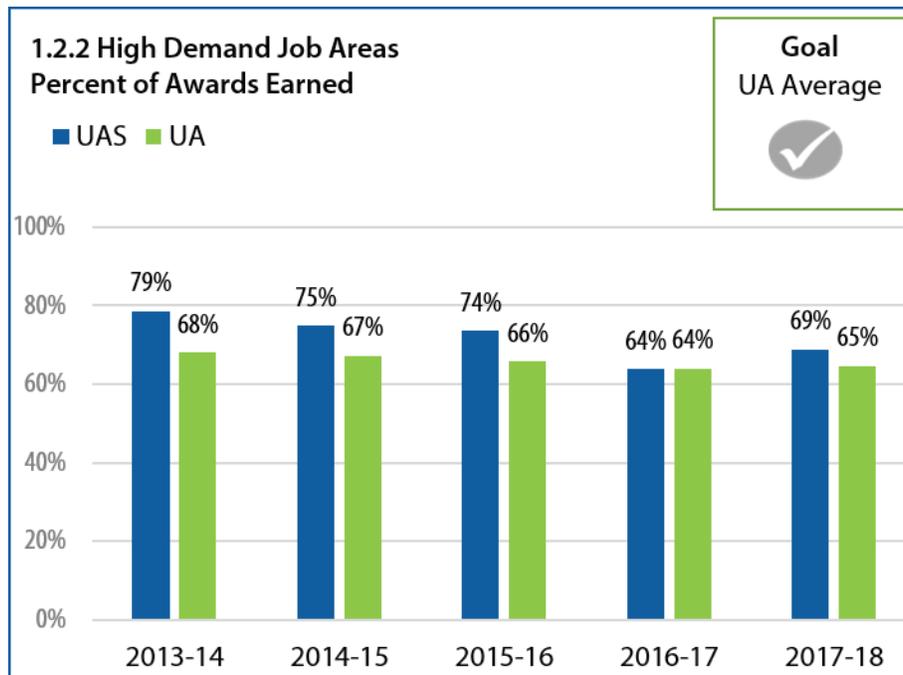


In fall 2012, when this indicator was selected, 44% of all students entering UAS were in need of such classes. Over the past five years, students entering UAS are increasingly demonstrating college-readiness, such that only 25% needed developmental courses in 2017. The number of students requiring developmental classes has decreased by 18 percentage points in the past five years. UAS has made significant progress on this indicator since the three year mid-cycle review. The Vice Chancellor for Enrollment Management and Student Affairs worked closely with the local school districts to increase the number of math classes required in high school, from two years to three years. A change in the math placement test from Accuplacer to ALEKS, an adaptive study tool, has helped to increase the percentage of students able to enroll directly in college math courses. The learning centers, offering tutoring in all areas of math, have also been instrumental in improving these numbers. A new MOU with Southeast Regional Resource Center (SERRC) which provides, in part, youth and adult learners with personalized learning support and job skills they need to succeed in their education and job goals, allows for collaboration between UAS and SERRC to support joint

educational programs, workshops, and classes for Alaskan students and educators. Students attending the SERRC programs are able to directly enroll in UAS Career Education or other types of academic programs. UAS has implemented early alert academic monitoring and support, mandatory advising for all freshmen and transfer students, and in the past provided math and English Summer refresher programs. Due to lack of enrollments the summer refresher program was discontinued in 2014.

Indicator 1.2.2. High Demand Job Areas. Percent of degrees awarded in high demand job areas compared to the University of Alaska.

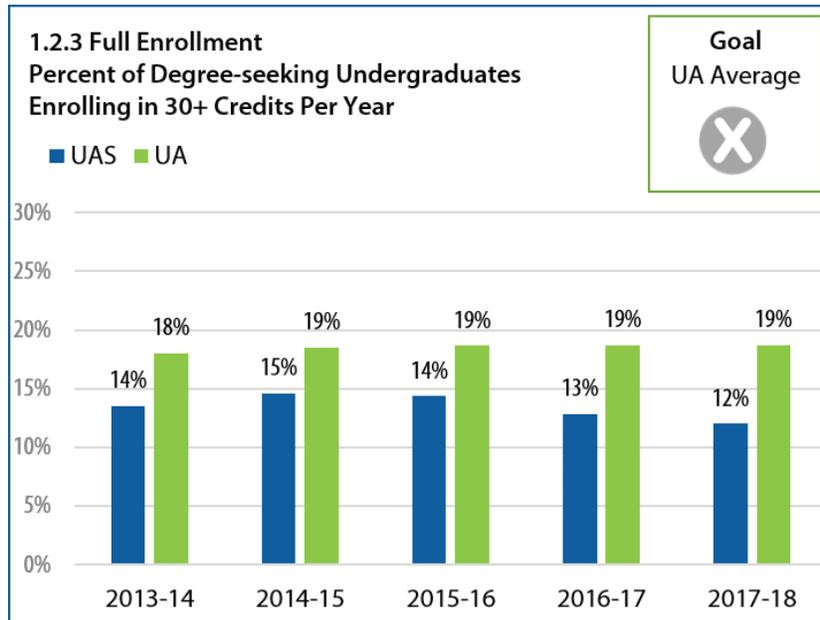
Figure 5



The number of degrees awarded in high demand job areas were identified as an indicator of preparation to assess UAS’ ability to prepare students to obtain employment upon completion and to meet the greater needs of the state. UAS continues to graduate students who are able to contribute to the economic development of Alaska. High demand job areas, as defined by the State of Alaska Department of Labor and Workforce Development, include healthcare, teaching, multiskilled workers, and machine operation in addition to others. The percentage of degrees awarded in high demand job areas for the past five years is due in part to the changing demographics of the State of Alaska as well as the budget down turn. The Board of Regents’ goals of providing a skilled workforce and contributing to the Alaska economy has resulted in a 25 percent tuition discount for students pursuing some occupational endorsements and a growth in programs in health, multiskilled workers, and machine operations which has contributed to this increase at UAS. This tuition discount has increased the numbers of students in some Career Education courses by 40% for fall 2018.

Indicator 1.2.3. Full-Time Enrollment. Percent of degree seeking undergraduates taking 30 or more credits per academic year as compared to the University of Alaska average.

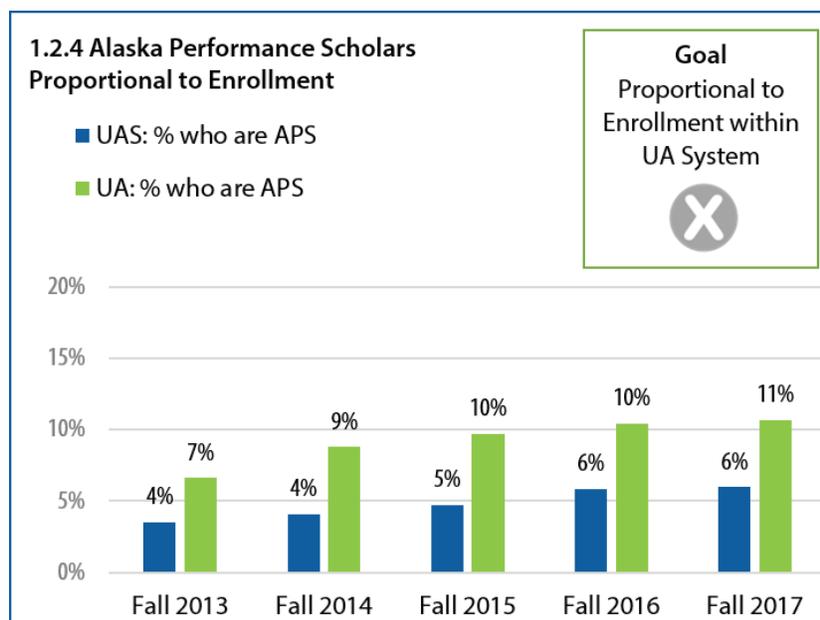
Figure 6



This indicator was selected as a measure of student preparation as students taking 30 or more credits per year are far more likely to complete their program of study in a timely manner and be better prepared upon graduation ([Columbia Teachers College](#)). A majority of students at UAS continue to attend the University on a part-time basis, taking 12 or fewer credits a semester than the 15 needed to graduate in four years. A majority of students are nontraditional who attend part-time and online. Occupational endorsements and certificates, including work force credentials contribute to this outcome.

Indicator 1.2.4. Alaska Performance Scholars – Percentage of Alaska Performance Scholars (APS) at UAS as compared to overall APS students enrolled in the UA system.

Figure 7



The Alaska Performance Scholarship is a merit-based scholarship opportunity for Alaska high school students to secure funds to help cover the cost of an Alaska postsecondary eligible degree or vocational certificate. Alaska high school students who take a more rigorous curriculum, get good grades, and score well on college placement or work-ready exams, can earn an Alaska Performance Scholarship to attend any postsecondary institution in Alaska. This indicator was selected as a measure of preparation in order to examine the number of high school students meeting the qualifications for the scholarship who then enrolled at UAS.

The number of Alaska Performance Scholars has remained relatively stable over the course of time, with about 5% of UAS enrollment being Alaska Performance Scholars. A concerted effort toward attracting those students will be made in the coming years led by director of recruitment, admission, and advising. Attracting the highest performing students in Alaska to UAS would raise the visibility of the University across the state and as discussed in 1.1.1, scholarships and other forms of aid are being utilized to achieve this goal.

Success

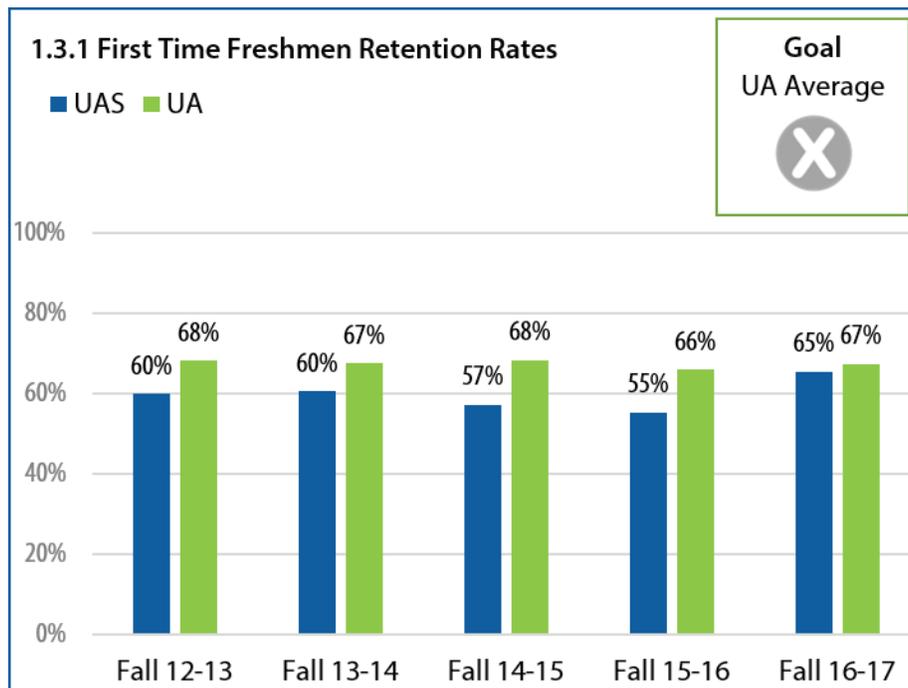
Objective 1.3: Success: Students successfully complete educational goals.

UAS developed a [Six-Year Course Sequence](#) in order to offer predictable course offerings to help students complete their degrees; student planning tools are utilized to map degree completion achievement through Degreeworks; workforce development in high demand occupations is provided through the Career and Technical Education Center ([TEC](#)); small classes are available in all fields with talented faculty; and there is a strong record of employment placement success.

One indicator was selected to assess this objective: Success.

Indicator 1.3.1. First-time Full-time Freshmen Retention Rates – Percentage of First-time Full-time Freshmen Retention compared to the UA System.

Figure 8



First-Time Full-Time Freshman retention rates were selected as the measure of success for Core Theme One's third objective, Success. UAS has focused on increasing retention rates in the last several years, including utilizing the Growth Mindset. The Growth Mindset training was conducted through Project Education Research that Scales (PERS) out of Stanford University, which focuses on learning how students are thinking about college and increasing their sense of belonging. From the first cohort of students, the first-time full-time retention rate of those who took the training was 73%, compared to 58% for those who did not take the training. Programs such as Stay-on-Track, and coordinated efforts of faculty and staff to reach out to students through the early alert system, serve this need. UAS has increased counseling services to students, and through mandatory advising and Degreeworks, has assisted students in staying on the right course to completion. The data demonstrate that UAS has improved and is meeting its goal and this objective of Core Theme One.

4.B: Core Theme One Improvement

To address the first core theme, Student Success, UAS has made a concerted effort during this accreditation cycle to improve the retention and completion rates of students. The indicator for the success objective (1.3.1) provides evidence of achievement in this area. The Student Success Committee used the EAB Academic Policy Diagnostic to determine the academic rules, regulations, and processes at UAS that might create unnecessary obstacles for students. In nearly all areas, UAS was rated as too lenient in its policies and practices. During the 2017-2018 academic year, the Student Success Committee selected four of the items to be addressed across UAS including early academic alerts, course repeats, course and institutional withdrawal, and bursar holds.

For the 2018-2019 academic year, enrollments have been stable since the previous year, a positive sign. Progress has been made in the early academic alerts with the implementation of the EAB Early Alert System, a process for course and institutional withdrawal notifying the faculty that a student is in the process of withdrawing so that the faculty member can reach out to the student. Students with UAS AR Holds for balances \$200 or less may now request to have the hold temporarily lifted to allow for future term registration. Formally, the policy would apply holds to student accounts with past due balances of \$50 or more. Course repeat policies are still being addressed as are other items on the diagnostic. Utilization of the Stay-on-Track Award to incentivize students to attend full-time has been successful with 77% of students who received this award completing an award or degree.

Mandatory advising by the professional advising staff is in place for all first time freshmen and transfer students to insure that they start on the right path at the beginning of their enrollment at UAS. A new model for new student orientation has been implemented including an online version and a new director of Student Life has been hired to develop and revitalize student life on campus. Students participating in online classes also have opportunities to engage with campus life through video and audio streaming of events and activities.

Part of the UAS approach to the core theme of student success, is that of access (Objective One). While UAS has not been able to demonstrate improvement in the number of Pell Grant recipients, UAS has seen consistent improvement in the number of FAFSA applications, and diversity and rural origins of its students. The improvement in student preparation (Objective Two) provides evidence for improvement of this core theme.

In 2015, members of the student government learned about the Power and Privilege Symposium held at Whitman College in Washington State. They requested that a similar symposium be held at UAS and in 2016 the first Power and Privilege symposium was held on the Juneau campus. The Symposium provides an opportunity to explore dynamic and pressing

societal changes through difficult, thoughtful, and honest conversations about the complex and increasingly diverse society in which UAS students, faculty, staff, and communities live in; this is an activity that speaks to the objective and core theme. The symposium is now in its third year and is attended by faculty, staff, students, and community members. Each campus in the UA system is allowed one non-teaching day and this day is used for the symposium at UAS. Ketchikan and Sitka also offer similar events. The Symposium has been a major success with many students, faculty, and staff attending. In 2018, Judy and Dennis Shepard from the Matthew Shepard Foundation were keynote speakers. Another important event addressing student success includes [Indigenous People's Day](#). Taking the place of Columbus Day, Indigenous People's Day is an event with the opportunity for all students, faculty, and staff to better appreciate the peoples who inhabited the campus area for thousands of years.

Challenges

Student success challenges continue to be faced. As an open enrollment university some students come to the University in need of additional skills to be successful. While a concerted effort has been made to address this challenge through expanded tutoring services, advising, the early alert system, and the relationship with SERRC, more needs to be done (e.g., related to full-time enrollment). There also continue to be challenges related to the number of students applying for federal financial aid, although students are completing the FAFSA. Addressing issues related to placement examinations for math and English are currently being addressed by the faculty and exploring dual enrollment options for high school students are underway. SPBAC and the UAS community have chosen to replace 'preparation' with 'support' as the objective focus for future years. SPBAC realized that "support" would be a more appropriate objective than "preparation" as it would provide a metric of successful student support that more directly addresses UAS' continuous improvement towards the core theme: providing the academic support and student services that facilitate access and completion of educational goals.

CORE THEME TWO: TEACHING AND LEARNING

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

The heart of the UAS mission is student learning. Therefore Core Theme Two, Teaching and Learning, is a critical component for the institution.

3.B: Core Theme Two Planning

UAS provides a broad range of programs and services resulting in student engagement and empowerment for academic excellence, programs that were developed or maintained through academic planning, including program review and program assessment. Annually, at the Chancellor's Priorities Meeting, the campus community discusses the core themes and develops the annual priorities. The 2018 [UAS Academic Priorities](#), Priority 2 refers to enhancing instructional quality through scholarship, teaching, and learning. Goals addressing this priority include:

- ◆ providing faculty with additional resources to improve course design.
- ◆ expanding UAS' focus on history of place.
- ◆ encouraging faculty to continue to engage in interdisciplinary work.

Earlier priorities included providing expanded instructional design services and resulted in the creation of the Center for Excellence in Learning and Teaching (CELT). Professional development opportunities for faculty are strongly encouraged via several funding mechanisms including the Wilson Endowment Fund, negotiated funds through the UNAC CBA, and departmental funds. Based on UA-wide health education planning discussions, new programs are being explored in behavioral health and allied health to meet the ongoing mental health needs of the community. A survey is currently being designed to identify other potential health care needs of residents in the area.

Core Theme Two is directly associated with mission fulfillment of student learning, faculty scholarship, and expanding the knowledge of the cultures and environments of Southeast Alaska.

Overarching Strategies:

- ◆ **Continually improve academic quality:** Seek ways to continually improve the quality of academic programs and services for students (e.g., libraries, information technology services, faculty and staff development) regardless of students' location. Actions to address this strategy have included:
 - ◆ Continuous program review and annual program reporting has focused on improving the quality of academic programs.
 - ◆ The Egan Library regular review of holdings and services.
 - ◆ The remodel of the Ketchikan library to provide increased access to resources and materials.
 - ◆ The Digital Fellows program to provide resources for the successful [iPad fisheries technology program](#), and [Center for Excellence in Learning and Teaching](#) (CELT) for faculty and staff development opportunities.
 - ◆ Providing annual funds devoted to faculty development
- ◆ Enhance learning through technology: Continue to build and support learning technology infrastructure for students, staff, and faculty for delivery of quality educational programs and services. CELT and the Provost's Digital Fellows Program are key examples of the approach to this strategy.
- ◆ Improve assessment and accountability system: Increase the capability to collect, analyze, and report assessment and accountability information to improve institutional effectiveness and efficiency. Key examples of the approach here are: the expansion of OIE to better provide UAS with reliable information to analyze data, make decisions, and predict future trends; and, adding additional positions for campus-wide data analytics, such as a Data Manager in the Alaska College of Education to expand the ability to provide richer and more meaningful data for UAS.

4.A: Core Theme Two Assessment

Four objectives were selected to assess Core Theme Two, Teaching and Learning: 2.1. Quality of Programs and Services, 2.2. Academic Excellence, 2.3. Quality of Faculty and Staff, and 2.4. Effectiveness and Efficiency.

Table 8

Teaching and Learning	
Objectives	Indicators
2.1 Quality of Programs and Services	2.1.1. Course ratings 2.1.2. Student services ratings 2.1.3. UAS Associate’s graduates continuing on to UA degree program following year 2.1.4 Alumni Survey Satisfaction Ratings
2.2 Academic Excellence	2.2.1. Successful course completion 2.2.2. Honors program students
2.3 Quality of Faculty and Staff	2.3.1. Tenured faculty with doctorates 2.3.2. Faculty & staff diversity 2.3.3. Employee turnover
2.4 Effectiveness & Efficiency	2.4.1. Awards earned for each regular FTE instructional faculty

Quality of Programs and Services

Objective 2.1: Quality of Programs and Services: Students are provided relevant programs and services, ranging from community college-level to graduate level.

UAS provides a broad spectrum of academic programs, student-centered support services, and personalized assistance on site and via distance.

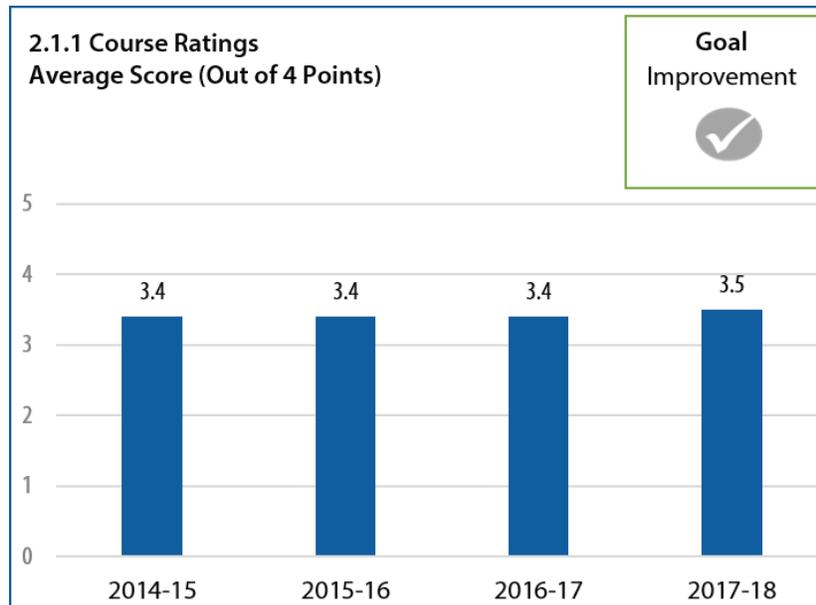
Four indicators were selected to assess this objective of Core Theme Two, Teaching and Learning.

Indicator 2.1.1. Course Ratings: Average of all multiple choice questions on the course rating.

In every section of every class offered at UAS, students have the opportunity to complete a Course Rating Survey, to provide their perspective on their experience in the course. For this indicator, survey question responses averaged are:

- ◆ I acquired the knowledge and skills this course intended to promote.
- ◆ Instructor created an environment conducive to student learning.
- ◆ Instructor was available, responsive, and helpful.
- ◆ Instructor’s teaching methods were clear and effective.
- ◆ What the instructor expected of me was well defined.
- ◆ The goals and objectives for the course were clear.
- ◆ The content and materials were useful, organized, and relevant to the course.

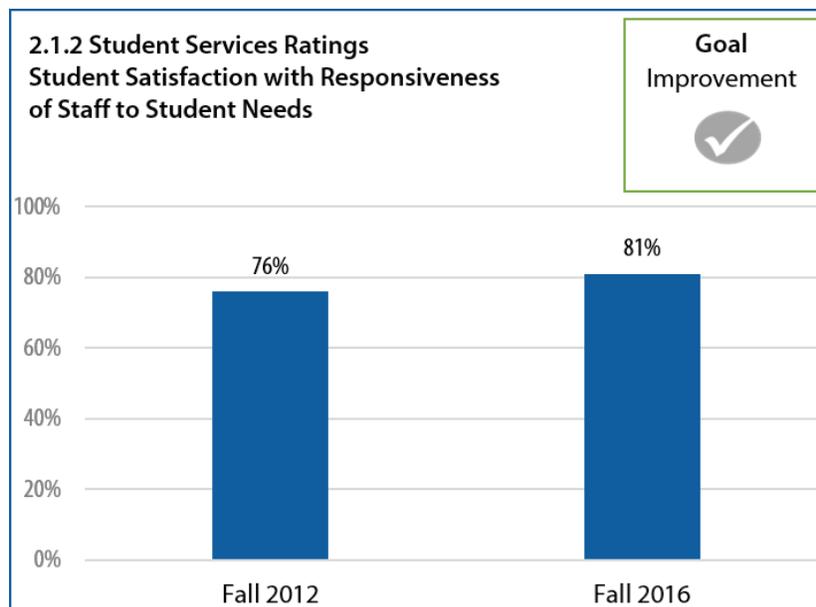
Figure 9



The student ratings of seven multiple choice questions on the faculty course evaluations were averaged to determine students' satisfaction with the education they were receiving at UAS. On a four point scale with 4.0 being excellent, students continue to rate the quality of their education at a very high level. UAS believes this is due, in large part, to the quality of the faculty, the focus on student learning, and the small class sizes available at UAS. With class sizes averaging 10 student per course, faculty know their students well and provide additional assistance to students when needed.

Indicator 2.1.2. Student Services Ratings: Continued improvement in student satisfaction with responsiveness of staff to student needs.

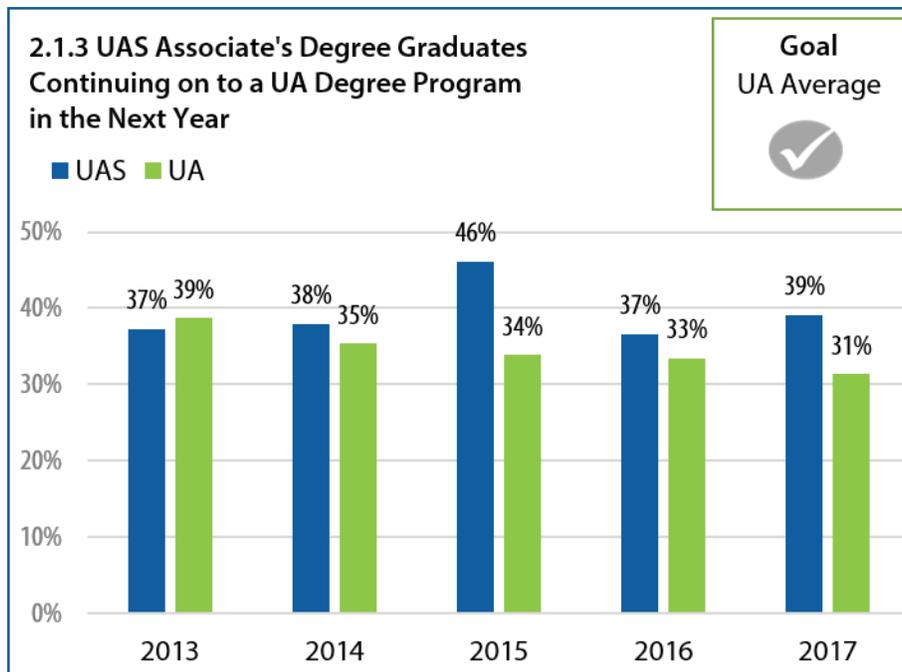
Figure 10



Staff members have significant interactions with students and this indicator was selected to assess students' satisfaction with staff. Staff interaction with students can be significant and their responsiveness to students can make or break a student's interest in attending a campus. Staff at UAS continue to receive high marks for their responsiveness to students. UAS believes the improvement may be due to regular staff training through the Human Resources Department and the inclusion of staff in enrollment, retention, and recruitment efforts. Staff Development Day is held every year in May to provide professional development training as well as present awards to staff. As Staff Council serves as the communication link between UAS non-represented staff, the University administration, the chancellor, and UA assemblies, Staff Council provides a valuable conduit for UAS staff to maintain up-to-date knowledge. UAS believes this is part of the reason for the positive student perception of UAS staff. The Council is represented by an elected body of officials comprised of non-represented staff members from the Juneau, Ketchikan, and Sitka campuses that meet every other month.

Indicator 2.1.3. Associates Degree Earners Continuing: UAS students who obtain Associate of Arts degrees, Associate of Science, and Associate of Applied Science degrees and continue to a UA program in the following year.

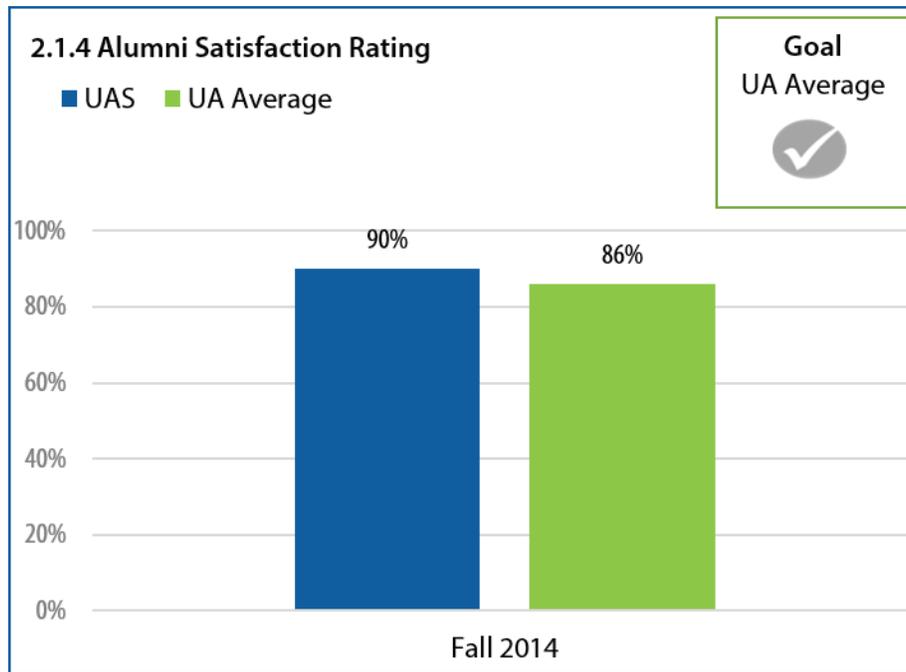
Figure 11



This indicator was selected to assess the number of students who pursue degrees beyond the Associates degree, suggesting that students who complete an Associate's degree have found value in their education and have demonstrated the skills to be successful in higher education. Since 2014 UAS has a higher percentage of Associate-obtaining-students continuing into another UA degree program in the following year than the UA average. In AY 2018, 15% of the degrees awarded were Associates degrees. In some cases, the major a student desires is not available at UAS and the student must continue elsewhere. In other cases, students recognize that they are able to do college level work and continue on in a degree program.

Indicator 2.1.4. Alumni Survey Satisfaction Ratings: Percentage of UAS alumni who are satisfied with their programs as compared to UA.

Figure 12



Alumni satisfaction of their selected programs was deemed an important indicator of the quality of programs and services provided as alumni reflect on their experiences following graduation.

Based on the last Alumni Survey conducted by the University of Alaska system in 2014 ([Alumni Survey, p. 8](#)), students from UAS rated their overall satisfaction with their academic programs at 90% as compared to 86% for the UA system. This is comparable to the overall ranking of students' course ratings at UAS (see Figure 4.9). Another Alumni Survey will be conducted in FY 2019.

The number of alumni who are choosing to join the Alumni and Friends Association is also increasing (see Figure 4.17). The [UAS Alumni & Friends Association](#) (UASAA) is an open membership organization whose purpose is to serve as a vital connection between UAS alumni, supporters, and the University. The UASAA communicates and advocates the goals and programs of UAS, and fosters a continuous sense of community by establishing relationships and networking among alumni. The Development and Alumni Office has made a concerted effort to reach out to alumni including online streaming of events for those who are not able to attend in person.

Academic Excellence

Objective 2.2: Academic Excellence: Students demonstrate academic excellence in learning.

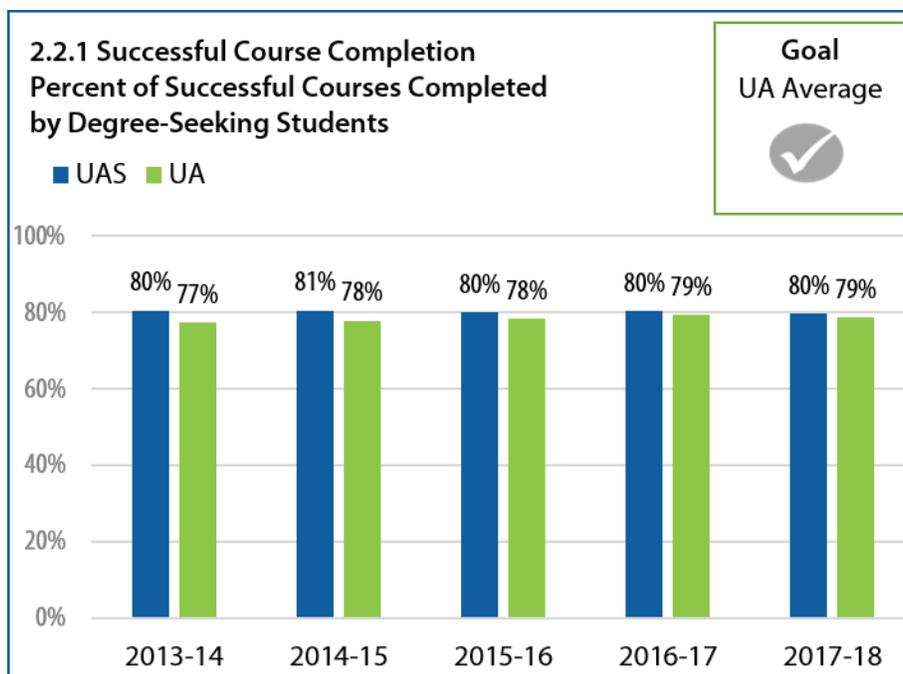
Students' academic excellence at UAS has focused on regular program reviews that include data on student completion, program assessment of student learning outcomes (inclusive of the core competencies), and the honors program (academic honors program is currently suspended).

Two indicators were selected to assess the Core Theme Two objective of Academic Excellence.

Indicator 2.2.1. Successful Course Completion: Successful Course Completion (Percent of Successful Courses by Degree-Seeking Students) as compared to the University of Alaska average.

Successful course completion was selected as a measure of students demonstrating academic excellence in learning.

Figure 13



Eighty percent of degree seeking students at UAS have successfully completed coursework at UAS as compared to the UA average. For successful course completion, grades of C or better are included in this metric. UAS believes small class sizes, the learning and writing centers, and faculty responsiveness have contributed to this outcome. Mandatory advising has also contributed to this outcome. The efforts of the Student Success Committee (formerly the Retention Subcommittee) should also have a positive outcome over time on this indicator with the use of the EAB Policy Diagnostic, and the new EAB Student Success Collaborative Early Alert System.

Indicator 2.2.2. Honors Program Students: This program is suspended due to low enrollment. Faculty members are currently working to revise the program to include all students and programs.

Quality of Faculty and Staff

Objective 2.3: Quality of Faculty and Staff: Teaching and learning are conducted and supported by highly qualified faculty and staff through hiring, comprehensive performance review, professional development, and continuous improvement practices.

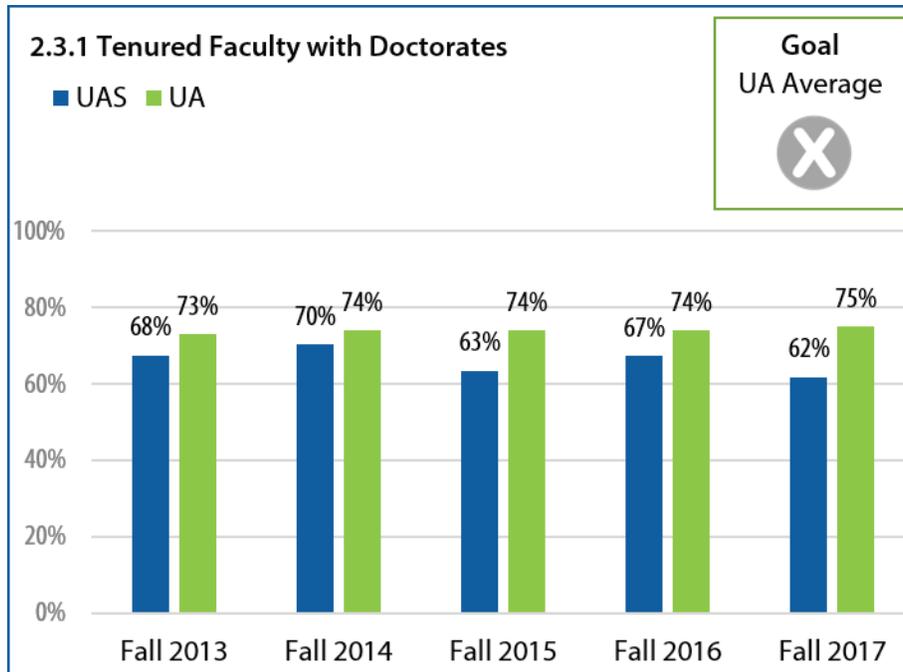
UAS has made hiring highly qualified faculty and staff a priority with support from the Human Resources staff and supports regular professional development of all employees

through CELT, Human Resources and other venues, and engages in annual performance evaluations of all faculty and staff.

Three indicators were selected to assess Core Theme Two, Teaching and Learning, Objective Quality of Faculty and Staff.

Indicator 2.3.1. Tenured Faculty with Doctorates: Percentage of tenured faculty with doctorates at UAS as compared to the proportion across UA of tenured faculty with doctorates.

Figure 14

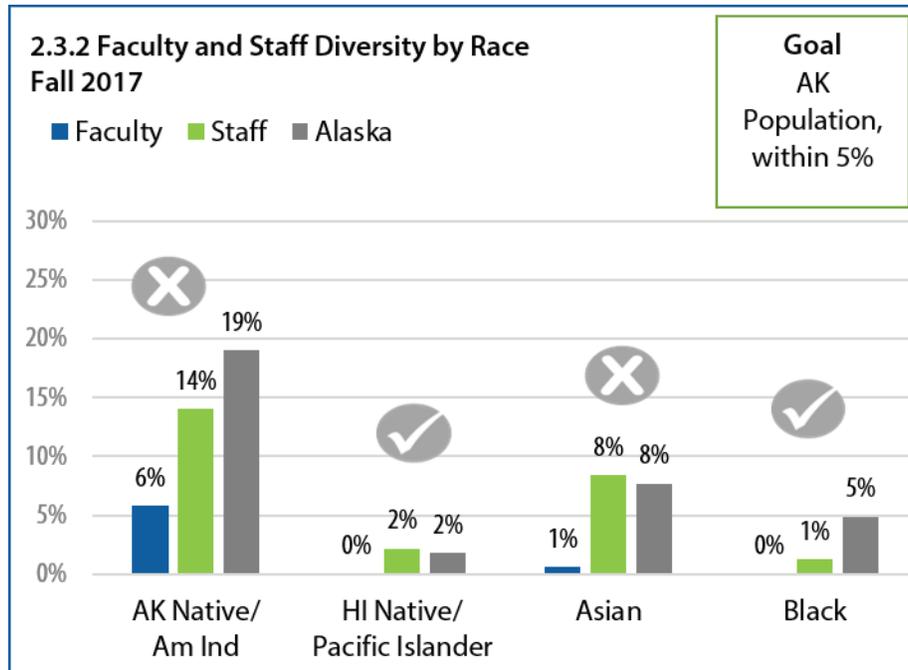


The number of tenured faculty with doctorates was deemed a good measure of the quality of faculty as those faculty with doctorates would have attained the highest terminal degree in their field of study.

UAS continues to fall behind the average of UA tenured faculty with doctorates. In some hard-to-recruit areas, UAS has hired faculty at a Master’s degree level while encouraging and supporting those faculty to pursue doctoral-level education. There has also been some difficulty in retaining faculty in Southeast Alaska due to weather, isolation, and other constraints beyond institutional control. With the new programs in Alaska Native Studies and Northwest Coast Arts, there are virtually no individuals holding degrees in these fields as they are new areas of study. UAS also has a significant number of programs in Career Education, where doctorates are not required as terminal degrees and field experience is rated much more highly.

Indicator 2.3.2. Faculty/Staff Diversity by Race: Faculty and staff diversity at UAS as compared to the population in the State of Alaska.

Figure 15



As mentioned earlier approximately 20 percent of the students attending UAS are Alaska Native/American Indian. Students who have the opportunity to interact with faculty and staff who they can identify with are much more likely to be successful in college ([NPR Article](#)).

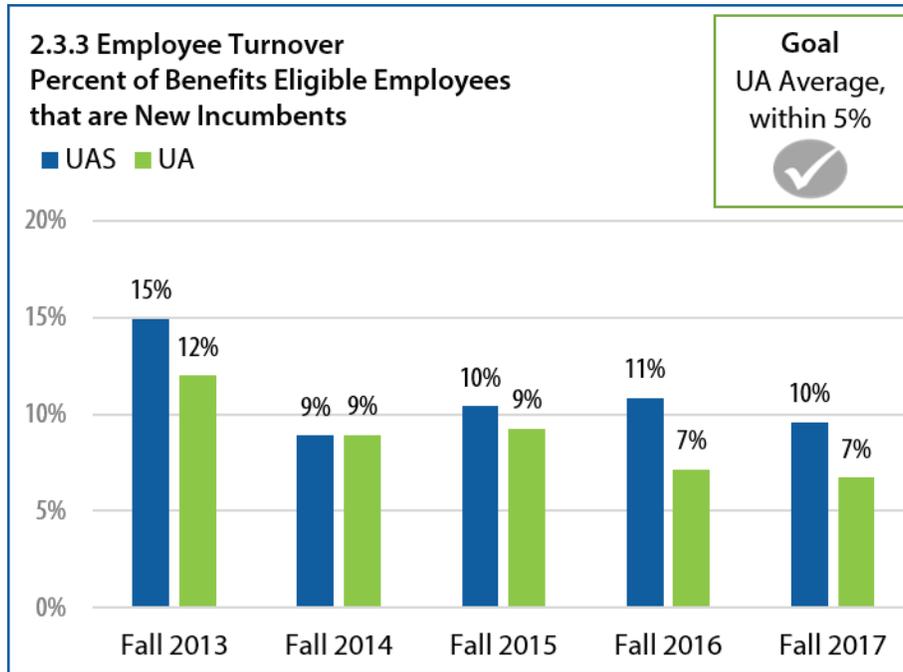
While nearly 20% of the student population at UAS is Alaska Native/American Indian, only 6% of the faculty and 14% of the staff are Alaska Native/American Indian. Hiring Alaska Native/American Indian faculty and staff continues to be a major objective at UAS and the Human Resources Department has developed new training materials to assist search committees in taking a fresh look at recruiting. Assisting search committees in recognizing individuals’ different pathways to higher education positions is important in improving these rates. UAS has also supported faculty and staff interested in pursuing terminal degrees by granting them release time and providing financial support when possible.

Table 9

2.3.2 Faculty Diversity by Race						
Fall	UAS Faculty		UAS Staff		Alaska	
	2013	2017	2013	2017	2013	2017
Alaska Native/American Indian	5%	6%	13%	14%	18%	19%
Native Hawaiian/Pacific Islander	0%	0%	1%	2%	2%	2%
Asian	1%	1%	4%	8%	7%	8%
Black	1%	0%	0%	1%	5%	5%

Indicator 2.3.3. Employee Turnover: Rate of turnover based on ratio of new incumbents. Percentage of benefit eligible employees who are new incumbents as compared to UA.

Figure 16



Employee turnover was selected as a measure of the quality of faculty and staff as continuous turnover of employees can result in lack of coordinated services and trust. UAS has used the specific data of the number of new incumbents to illustrate employee turnover. Based on this approach, it appears UAS has improved the rate of employee turnover over time as there have been fewer new hires in recent years. Unfortunately, the hiring rate may have changed due to the budget situation, and therefore this particular method of measuring the metric and objective may be confounded. The financial crisis also resulted in a number of layoffs and non-renewals of faculty and staff over the past five years. However, at this time, nearly all staff positions are filled and some positions that were cut due to the budget have or will soon be reinstated (e.g., director of recruitment, admissions, and advising; and student success coordinator).

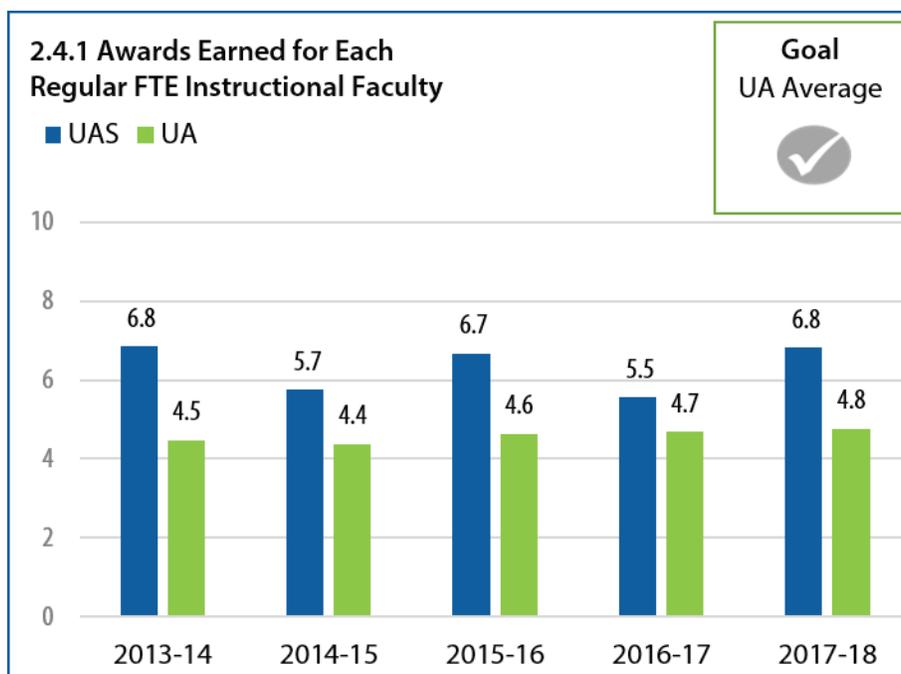
Objective 2.4: Effectiveness and Efficiency: Programs and services make effective and efficient use of available resources.

UAS continues to offer relevant degree options, and leverages resources with community partners. Faculty teach across a broad spectrum of programs and provide students with an excellent interdisciplinary education.

One indicator was selected to assess Core Theme Two, Teaching and Learning, Objective Four, Effectiveness and Efficiency.

Indicator 2.4.1: Percentage of Awards Earned for Each Regular FTE Instructional Faculty at UAS as compared to average at UA.

Figure 17



Awards earned for each regular FTE instructional faculty was selected as a measure of effectiveness and efficiency based on the small size of the faculty and the need for all faculty to work closely with students. Although UAS has significantly fewer faculty than UAA and UAF, when student awards earned for each regular full-time equivalent faculty member at UAS are compared to UA’s average, UAS has continued to exceed that average. This is due to the small class sizes as well as the individual attention students receive across campus. Furthermore, UAS has fewer tripartite faculty members than UAA and UAF resulting in a heavier teaching load for some UAS faculty, and thus more interaction with students and greater efficiency.

4.B: Core Theme Two Improvement

Based on the metrics above, UAS is meeting its objectives for quality of programs and services (2.1), academic excellence (2.2), effectiveness and efficiency (2.4), and is meeting the objectives in part for quality of faculty and staff (2.3). During the past six 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. For example, 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, Northwest Coast Arts, and a Mine Mechanic emphasis in Fixed Plant Mechanics. Less subscribed or effective programs have been suspended or eliminated. Examples include the suspension of the AAS in Law Enforcement, the Associate of Business, and the Bachelors of Art, programs that had experienced declining enrollments and graduates. The Honors program has been suspended pending a redesign by the faculty to expand the program to all three campuses and all schools and the Alaska College of Education, to include all students in the program.

For the past two years, faculty members have been engaged in the examination of a new interdisciplinary program, the Interdisciplinary Bachelor's degree. This program would maintain and strengthen baccalaureate programs through high-impact and experiential learning, focus on interdisciplinarity, examine local and global intersectionality, develop students' communicative competency, focus on decolonization and social justice, community engagement, and research and creative activity. The program would provide students the opportunity to study Alaska Native languages, Northwest Coast Arts and Indigenous Studies, creative expression, cultural studies, outdoor adventure studies, and social inquiry in depth. Students who complete the Interdisciplinary Bachelor of Arts degree would fulfill program objectives by demonstrating the ability to:

- ◆ Enact academic learning beyond the university classroom.
- ◆ Participate in public presentations, seminars, and workshops that demonstrate the reciprocal skills of listening and articulation.
- ◆ Contribute in meaningful ways to redress historical violence and social inequity.
- ◆ Perform innovative analyses of diverse texts, forms, and practices by drawing upon indigenous ways of knowing and interdisciplinary methodologies.
- ◆ Apply critical thinking, persuasion, and argumentation toward socially responsible scholarship, professional development, and global citizenship.

UAS continues to be a leader in Alaska in offering online and e-Learning programs and courses. For the last three academic years, over fifty percent of the total student credit hours generated at UAS were delivered through e-Learning, with non-location-based methodologies. The Provost was selected as one of 32 provosts across the country by the Association of Chief Academic Officers to learn and engage in the development of digital technologies. She worked closely with four faculty from all three campuses to expand the use of digital tools across UAS in 2017 and 2018 and the program has been expanded for the 2018-2019 academic year ([Digital Fellows](#)). The expansion of the CELT offerings contributes to improvements in teaching and learning as does the Provost's Digital Fellows program. Providing faculty with the resources needed to keep up with new pedagogies and innovations enhances face-to-face and online learning experiences for both the faculty and students and results in increased student engagement.

A recent report by an external consulting group on student retention at UAS stated that the number one most-liked aspect of UAS was the instructors and professors, followed closely by the ability to take online classes ([Retention Survey, p. 2](#)). All online course offerings are available on Blackboard in order to provide students with a consistent and proven online experience.

UAS is partnering with UAF and UAA in a system-wide reexamination of general education requirements in light of 21st century needs. At UAS, in 2017, six faculty were selected to attend an AACU workshop on General Education Requirements (GERs) and assessment. They have become the champions for GER assessment at UAS. Faculty are exploring resources for blending e-Learning and face-to-face classrooms together through digital technologies and the Provost's Digital Fellows program is providing resources to support the faculty involved. The provost serves as chair of the statewide e-Learning Subcommittee of the Academic Council.

Faculty numbers have been increased in key areas including Northwest Coast Arts, and Special Education. The provost and Faculty Senate president jointly select [Faculty Excellence Awards](#) in five areas: Teaching, Research, Service, Adjunct Teaching, and Faculty Advising.

The UAS [Academic Innovation Fund](#) provides staff and faculty at all three campuses with resources to enhance teaching, scholarship, assessment, and community engagement. The Faculty Union, United Academics recently negotiated additional funding for professional development which amounted to \$27,720 for UAS. These funds will be distributed to faculty through an application process and faculty can be awarded up to \$1500, per Faculty Senate decision.

Challenges

The primary challenges for this core theme are that of employing more faculty and staff from diverse backgrounds and adding more tenure track faculty with doctoral degrees. Human Resources continues to work on diversity training for all search committees and widespread advertising nationwide of positions continues in order to attract individuals with doctoral degrees to UAS.

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.

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.
- ◆ partnering with 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: Central Council of Tlingit and Haida Tribes of Alaska, Juneau Economic Development Council, Greens Creek/Hecla Mining Company, Ketchikan Indian Tribe, Southeast Conference—a regional public/private partnership to promote economic development, and Alaska Native corporations such as Sealaska Inc. and Goldbelt Inc. Sealaska Heritage Institute and Goldbelt Heritage Foundation are also involved UAS partners in their role as wholly-owned non-profit cultural organizations.

UAS community engagement efforts support the Board of Regents' Goals through 2025 (providing Alaska's skilled workforce, and, contributing to Alaska's economic development). Through these goals, additional UA resources have been pledged to enhance partnerships between the Alaska College of Education and K-12 systems across the state. Other important partnerships are in the fields of health, maritime, fishing, and mining sectors of the Alaska economy. UAS participates in and benefits from these statewide initiatives.

3.A: Core Theme Three Planning

UAS provides 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. A continued

emphasis is placed on expanding community and K-12 partnerships in the 2018 UAS Annual Priorities. Specific goals include:

- ◆ taking an inventory of all current partnerships.
- ◆ selectively developing new opportunities.

Planning in connection with community partners has been done for particular programmatic needs. For example, following input from Ketchikan health agencies, an in-depth needs analysis of Southeast Alaska’s potential demand for Medical Assisting was undertaken to ascertain the need for the program. Discussions by multiple stakeholders resulted in a very popular certificate program of 35 credits that has since gained national accreditation.

Core Theme Three is associated with the mission fulfillment expectation of student learning enhanced by community engagement.

Overarching strategies:

Increase seamless collaboration: Increase effectiveness and efficiency of educational programs and services by developing seamless collaborations and partnerships within and among major academic units, campuses, the community, business and industry, local, state, and federal government agencies, and other educational entities.

4.A: Core Theme Three Assessment

Two objectives were selected to assess Core Theme Three, Community Engagement: Individual Engagement, and Institutional Engagement.

Table 10

Community Engagement	
Objectives	Indicators
3.1 Individual Engagement	3.1.1 Alumni engagement 3.1.2 Course enrollment in internships, practicums, independent studies, and individual research
3.2 Institutional Engagement	3.2.1 Community partnerships 3.2.2 Community engagement 3.2.3 High demand job areas 3.2.4 Awards earned from distance programs

Individual Engagement

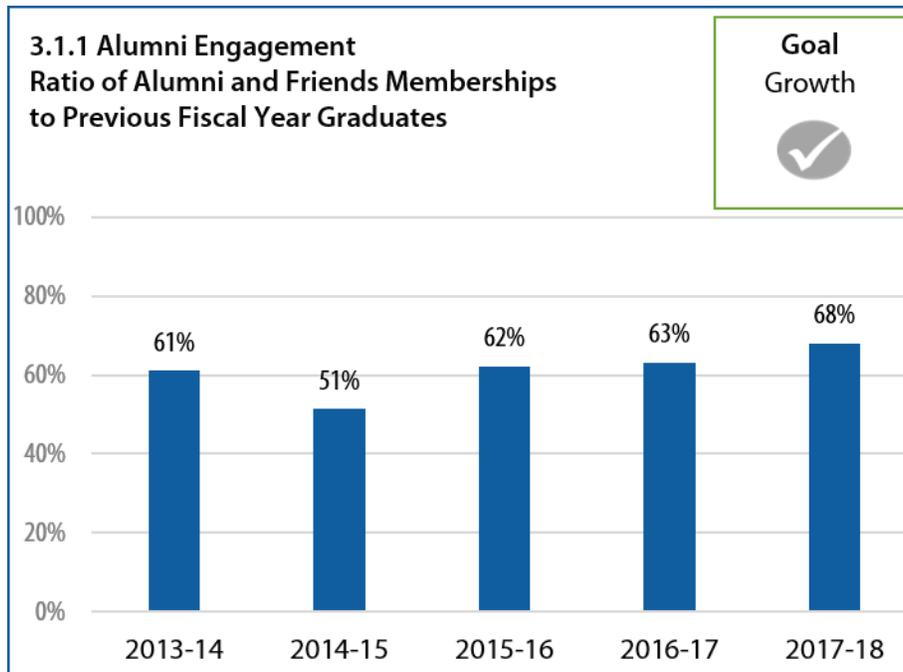
Objective 3.1: Individual Engagement: Foster an environment that promotes student, alumni, faculty, and staff participation in identifying needs and contributing to local, state, national, and international solutions with special emphasis on Southeast Alaska.

This objective connects to the core theme of community engagement and also the core theme of teaching and learning. Student internships; the Ted Stevens Legislative Internship Program; faculty expertise shared with industry, government, and non-profits; the national and international student exchange; student leadership opportunities; the sustainability club; and opportunities for on-campus employment and leadership all serve as integral parts of UAS life and emphasize the concerted effort of community outreach.

Two indicators were selected to assess Core Theme Three, Community Engagement, Objective Individual Engagement.

Indicator 3.1.1. Alumni Engagement: Ratio of Alumni and Friends Memberships to Previous Fiscal Year Graduates.

Figure 18



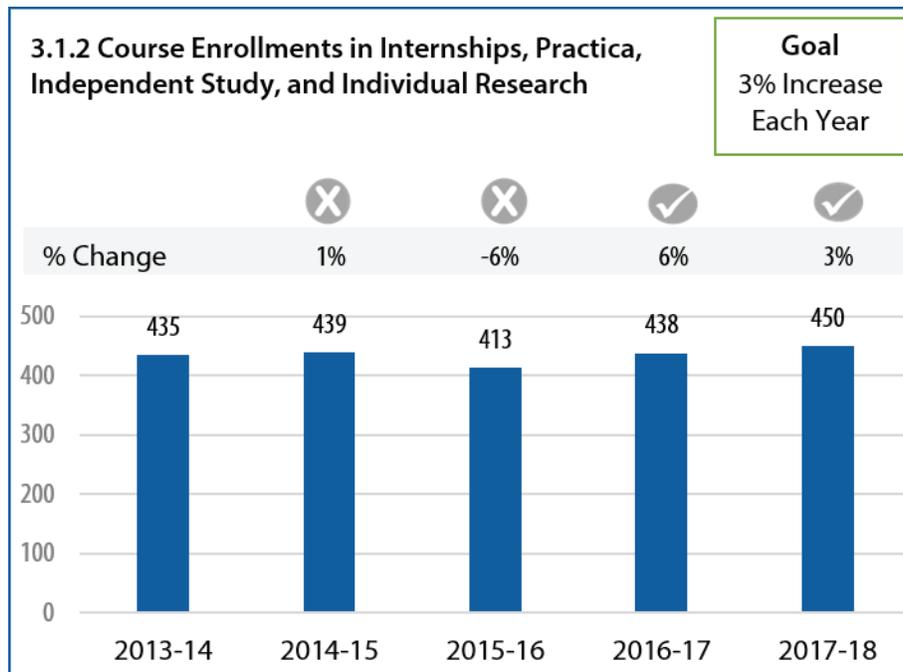
Alumni and Friends engagement as a ratio of previous fiscal year graduates was selected as an indicator of individual engagement.

Alumni engagement continues to improve based on the numbers of alumni and friends memberships. Increased outreach to alumni and friends is being pursued by the Advancement Office which has grown in recent years. In addition, in 2017-18 UAS reached a donation milestone of receiving the first donation of one million dollars.

In the summer of each year, the Development and Alumni Office sponsors a Seattle Mariners baseball game at Safeco Field in Seattle as a number of UAS alumni live in the area. The Office also hosts an annual golf event in Haines, Alaska, with participants taking the ferry to Haines and playing golf for the day. A number of other events are sponsored by the Development and Alumni Office including the annual Alumni Dinner and Auction, Art and Wine, speakers throughout the year, and the annual Chancellor’s Reception for Faculty and Staff Kick-off Reception held at Fall Convocation.

Indicator 3.1.2. Course Enrollment in Internships, Practicums, Independent Studies and Individual Research: Improvements in course enrollments in internships, practicums, independent studies, and individual research every year.

Figure 19



Student engagement in internships, practica, independent study, and individual study was selected as a measure of individual engagement within the community. Providing students with opportunities to engage with the greater Southeast Alaska community can result in increased student success, both during their college years and afterwards for employment. The numbers of students enrolled in internships, practica, independent study, and individual research have increased over time. Since that time there has been increased emphasis on community engagement through the Ted Stevens Legislative Internship program, and an emphasis on individual research through the URECA program. UAS also participates in national and international study away exchanges. Students have the opportunity to continue working on major requirements within their degree program, fulfill classes for a minor, or work on language skills.

Institutional Engagement

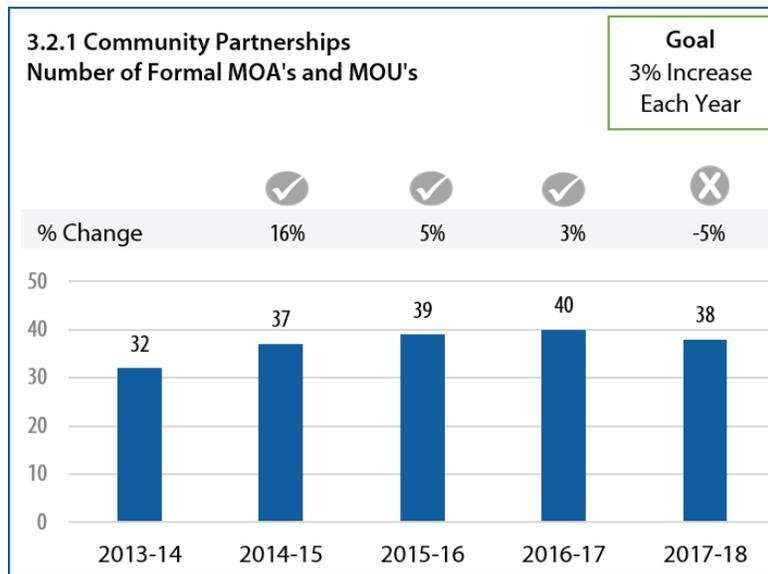
Objective 3.2: Institutional Engagement: Demonstrate an institutional commitment to promoting better understanding of local, state, national, and international community needs and providing solutions with special emphasis on Southeast Alaska.

UAS has continued to develop partnerships with labor, government, and industry; developed career pathways for students; focused on workforce development for Alaska’s future; engaged in community outreach, public forums, and Evening at Egan; developed partnerships with the UAS Center for Mine Training; and continued collaboration with Sitka Sound Science Center.

Four indicators were selected to assess Core Theme Three, Community Engagement, Objective Institutional Engagement.

Indicator 3.2.1: Community Partnerships: Community Partnerships (# of Formal MOAs and MOUs) increase by 3% per year.

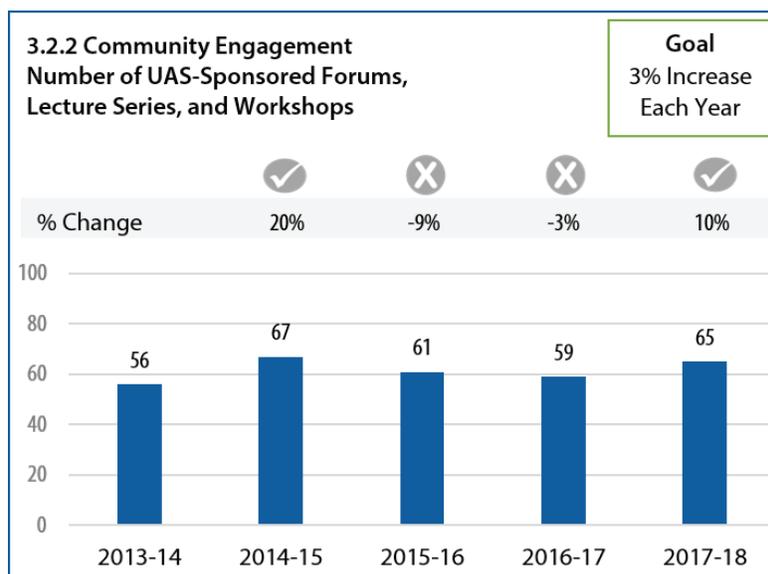
Figure 20



The development of formal Memoranda of Agreement and Understandings (MOAs, MOUs) were selected as a measure of the number of documented community partnerships for UAS. Community partnerships have been increasing since 2014, although did decrease slightly in 2017-18. This was due in part to the budget reductions that resulted in less support to partners in 2017-18. One specific example is Perseverance Theater. The University had been providing \$40,000 in support to the theater for several years but budget constraints resulted in the discontinuance of that support, although the theater continues to offer special discounts to students with a yearly student night. New agreements are in development with community colleges in the Pacific Northwest as well as tribal organizations and K-12 districts.

Indicator 3.2.2: Community Engagement: Number of UAS-sponsored forums, lecture series, and workshops

Figure 21

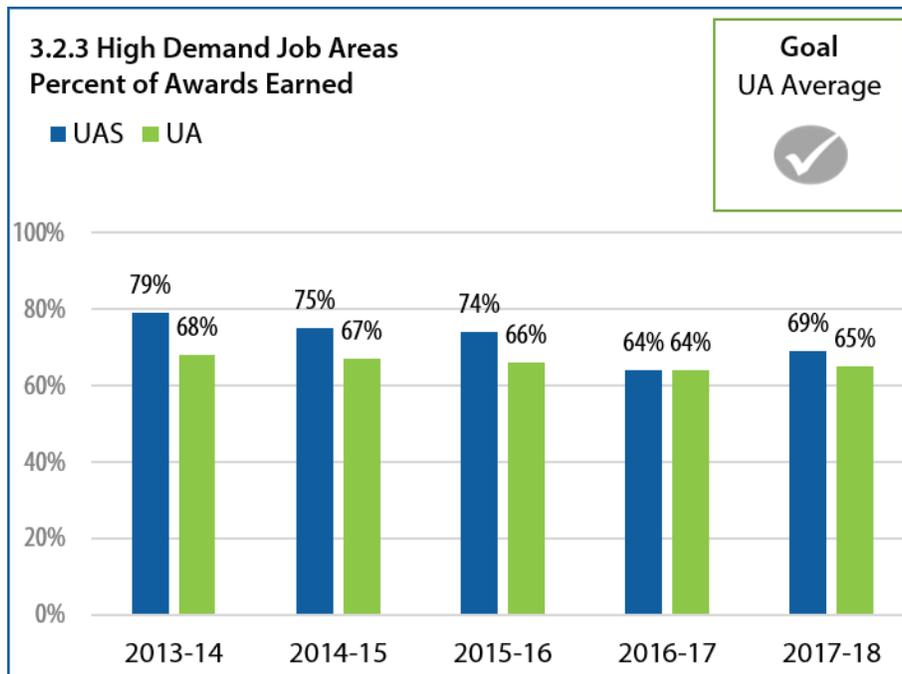


Even with the budget declines, UAS continues to offer the Evening at Egan lecture series, Friday night lectures during the fall semester; and workshops for faculty, staff, and community members that were of low cost through volunteer time. The Juneau World Affairs Council continues to hold their annual forum at UAS and the University benefits from relationships with Ploughshares, Juneau Jazz and Classics, and other entities. “The Summer in the Rainforest” program created by the Chancellor and now heading into its third year provide Northwest Coast Art Instruction for teachers across the State, and in summer 2018, “One Canoe” was held bringing people from Hawaii and around the state to engage in conversations around the Hokulea Voyage around the world. In the fall of 2018, UAS hosted a contingent of Maori from the University of Canterbury in New Zealand attending an Indigenous Leadership Master’s program. The [Juneau House Build](#) project is a joint effort between the School of Career Education and Juneau Douglas High School to teach students house construction. Also, for the past three years UAS has offered the Power and Privilege Symposium open to all students, faculty, staff, and community members. About 100 community members regularly attend this event.

The Ketchikan campus Drumbeats program offers monthly events on edibles identifications, teacher resources, recipes, digital stories, and youth activities through public events as well as coursework combining biology and anthropology. At the Sitka campus, the annual Sitka WhaleFest: A Celebration of Marine Wildlife brings marine scientists together to present current research findings on topics focused on marine life around the Pacific Rim, with an emphasis on marine mammals. In addition, the Sitka campus offers a regular Natural History lecture series that often attracts a large, public audience.

Indicator 3.2.3: High Demand Job Areas: Percent of degrees awarded by UAS in high demand job areas as compared to UA.

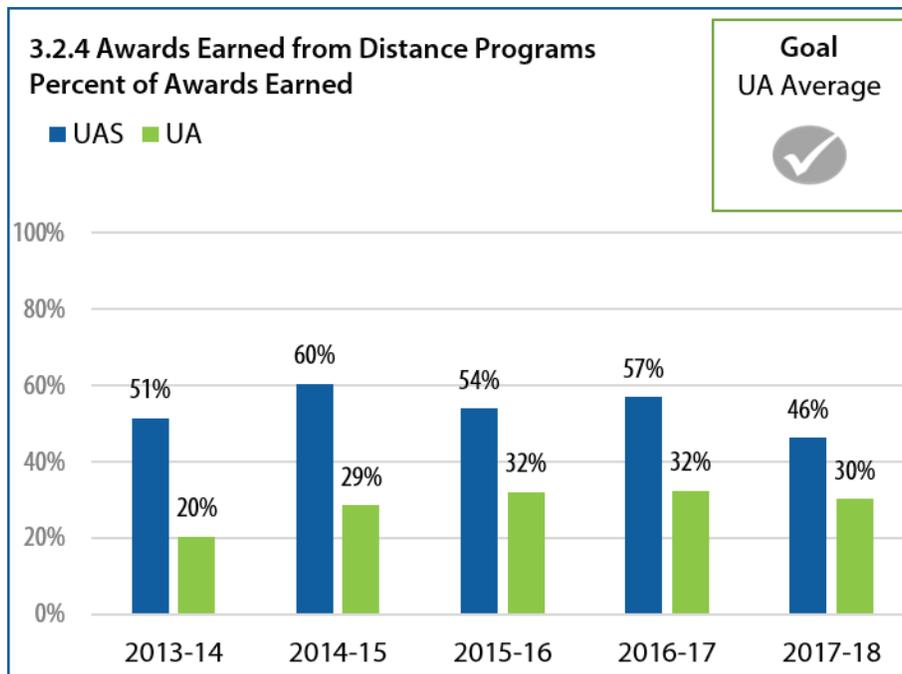
Figure 22



To assess institutional engagement with the community, percentage of awards earned by students in high demand job areas indicates the importance of the community needs to UAS. UAS continues to lead UA in the proportion of awards in high demand job areas although the numbers have decreased across the UA system since 2014. This is due in part to the overall decrease in the number of people seeking post-secondary education in Alaska. High demand job areas include maritime and multiskilled workers, mine training, accounting, public administration, and education. With the new Alaska College of Education at UAS, it is anticipated that these numbers will significantly increase over time. In the area of Career Education, enrollment numbers increased by 40% due to a 25% reduction in tuition and the addition of increased sections offered.

Indicator 3.2.4: Awards Earned from Distance Programs: Percentage of awards earned at UAS in distance programs as compared to the average of UA.

Figure 23



Alaska is a vast state and many people in rural areas are unable to pursue a postsecondary education on a traditional campus. Awards earned through distance programs was selected as a measure of institutional engagement with communities as many people in rural communities have a desire for postsecondary education and can provide needed skills to their communities. For many years, UAS has been the leader across UA in the percentage of awards earned from distance programs. Distance programs at UAS reach across the state in business, accounting, public administration, education, fisheries technology, and the bachelor’s degrees in the liberal arts and social sciences. The Digital Fellows program sponsored by the Provost’s Office is providing support to faculty who are interested in improving their skills in providing on-line and technology enhanced courses.

4.B: Core Theme Three Improvement

UAS continues to be engaged with the communities across Southeast Alaska and beyond. Increased engagement (measured by alumni and community members; number of internships,

practicum, independent studies, and individual research experiences available to students; and the number of awards given in high demand job areas and distance programs) demonstrate improvement in community engagement.

In September 2018, Southeast Conference—a federally designated Economic Development District for the region held its annual meeting in Ketchikan. Over 100 individuals attended the conference and visited the new UAS Maritime Training Center located on the Ketchikan campus. The mission of Southeast Conference is to support activities in Southeast Alaska that promote strong economies, healthy communities and a quality environment ([Southeast Conference](#)) and UAS is a regular, active partner.

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 ([Career Services](#)). Engagement with community and industry partners in workforce development has led to expanded School of Career Education programming—in mining, fisheries and marine occupations. These careers are vital to the State of Alaska. For example, the Department of Labor and Workforce Development website states that “Alaska is a maritime state, the sectors that drive our economy are dependent on direct maritime activity and support” ([Maritime Plan](#)).

UAS’ location in Alaska’s state capital has long made it the home for the UA legislative internship program. That program, now named after the late Senator Ted Stevens, is hosted by UAS but open to students throughout Alaska both from other UA campuses and from private postsecondary institutions. It continues to prepare students to become active in the political processes of the state ([Legislative Internship Program](#)). The Senator Ted Stevens Legislative Internship Program provides students from across the state the opportunity to work in legislative offices in the capital city and has significantly expanded in the past two years with increased funding provided to students.

Recent agreements have been signed with the U.S. Coast Guard to support the College Student Pre-Commissioning Initiative (a scholarship program for students interested in a career with the Coast Guard) and with the Central Council of Tlingit and Haida to support educational opportunities for the Alaska Native population.

Community engagement includes producing graduates who can contribute to Alaska’s economy and society. Sixty-nine percent of the degrees awarded in AY18 were in high demand job areas and workforce fields as defined by the Alaska Workforce Development Board. These include healthcare, teaching, machine operators, etc.

The Tech-Prep Coordinator facilitates all high school articulation agreements, currently working with seventeen districts and over forty course agreements. The Tech-Prep Coordinator supports and helps to advance career pathways and plans of study for high school students transitioning into college.

UAS’ standard practice of five year program reviews, and reviews of programs by advisory councils have led to the development of the multi-skilled work program and the Medical Assisting program. The multi-skilled worker program trains individuals in working in an industrial trade setting related to maritime. This program is offered as a non-credit accelerated program (less than a semester) providing individuals looking to gain skills quickly and the ability to obtain gainful employment in a short period of time. Students completing this program receive a workforce credential.

The Alaska College of Education housed at UAS is a statewide entity reaching all areas of the state. Collaborating with UAA and UAF, UAS’ Alaska College of Education will be the go to point for people from across the state and beyond interested in teaching careers in Alaska.

In October of 2018, the Alumni and Friends Organization held a whale watching event to focus on the work that the Sitka faculty do related to marine life and to raise awareness in the Sitka community about the active work done on campus. Each November, for more than a decade, Sitka campus faculty and UAS students have been engaged with the vibrant Whalefest event to expand community knowledge of science surrounding humpback whales and marine ecosystems.

In October 2018, the Juneau campus hosted a group of Maori leaders from New Zealand who partnered with the Alaskan Natives to discuss issues related to indigenous leadership. In November 2018, the third annual Power and Privilege symposium was held bringing community leaders and members to campus. Every Friday evening during the fall semester, the campus holds “Evening at Egan.” Faculty and community members as well as other invited speakers present during the series that is also live-streamed throughout Alaska.

UAS continues to host activities related to Juneau Jazz and Classics, a two week event held in May attracting performers from around the world, and UAS continues to outreach across Southeast Alaska to engage community partners in the University. In Sitka, a regular Natural History Symposium has been held for more than five years, bringing in scientists to community events to discuss their work.

In collaboration with Sealaska Heritage Institute, the nonprofit arm of the Sealaska Native Corporation, successful grant funding has been obtained to implement the Northwest Coast Arts program. Additionally, a collaborative grant of over 22 million dollars for five years through the Promise Neighborhoods Program with the Alaska School Boards Association will increase college going readiness across Southeast Alaska.

Sealaska Heritage Institute, Central Council of Tlingit and Haida, Goldbelt Institute, Kensington Mine, Hecla Greens Creek Mine, the United States Coast Guard, the Juneau Arts Council, and the school districts across Southeast Alaska have been active participants in campus activities, as has the Ketchikan shipyard (VIGOR Alaska) in Ketchikan.

Challenges

Efforts continue in developing MOUs and MOAs, including articulation agreements with community colleges in the Pacific Northwest. Decisions regarding such agreements are being made in thoughtful ways that will benefit all parties involved, rather than just accumulating such agreements.

CORE THEME FOUR: RESEARCH AND CREATIVE EXPRESSION

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

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. It is also the cultural homeland for the Tlingit, Haida, and Tsimshian peoples who have lived here for generations. Creative expression, scholarship, and research activities are many at UAS.

UAS is the academic home of the Alaska Coastal Rainforest Center (ACRC), which has proved highly effective in facilitating and supporting research in the coastal temperate rainforest environment of the North Pacific. Much of this research focuses on impacts of

climate change. In the realm of creative expression, UAS annually publishes *Tidal Echoes*, an outstanding journal of poetry, prose, and art that is edited by undergraduate students.

3.A: Core Theme Four Planning

Planning for this core theme arose out of the same SPBAC, strategic planning, and biannual priorities meetings that have been described earlier. The biannual priorities meetings focused on providing programs and services that support research, scholarship, and creative expression by faculty and students.

Overarching strategies:

Specific goals for this priority include increasing funding for:

- ◆ the URECA program.
- ◆ the Wilson Fund.
- ◆ the Faculty Development Fund which provide resources for faculty to attend professional conferences to present their work.
- ◆ the Academic Innovation Fund to support faculty developing new and innovative pedagogies.

4.A: Core Theme Four Assessment

Two objectives were selected to assess Core Theme Four, Research and Creative Expression: 1. Engagement, and 2. Learning Impact

Table 11

Research & Creative Expression	
Objectives	Indicators
4.1 Engagement	4.1.1 New grant awards 4.1.2 New submitted grant proposals 4.1.3 Grant funded research expenditures 4.1.4 Tripartite faculty publications and creative expressions
4.2 Learning Impact	4.2.1 Undergraduate research and creative activity awards 4.2.2 Full-time undergraduate students that are research assistants

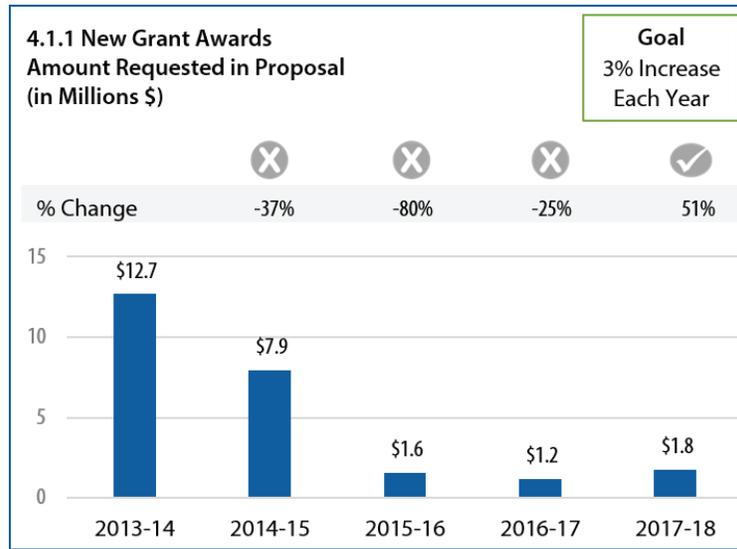
Objective 4.1 Engagement: Faculty and students are engaged in research, scholarship, and creative expression.

UAS offers a number of opportunities for faculty and student research and creative expression, including a partnership with the Alaska Coastal Rainforest Center, and connections between scholarly engagement and student learning.

Four indicators were selected to assess Core Theme Four, Research and Creative Expression, Engagement.

Indicator 4.1.1. New Grant Awards, Maximum Amount Available for Multi-Year Monetary Commitment: New Grant Awards (Amount Requested in Proposal) increase by three percent per year.

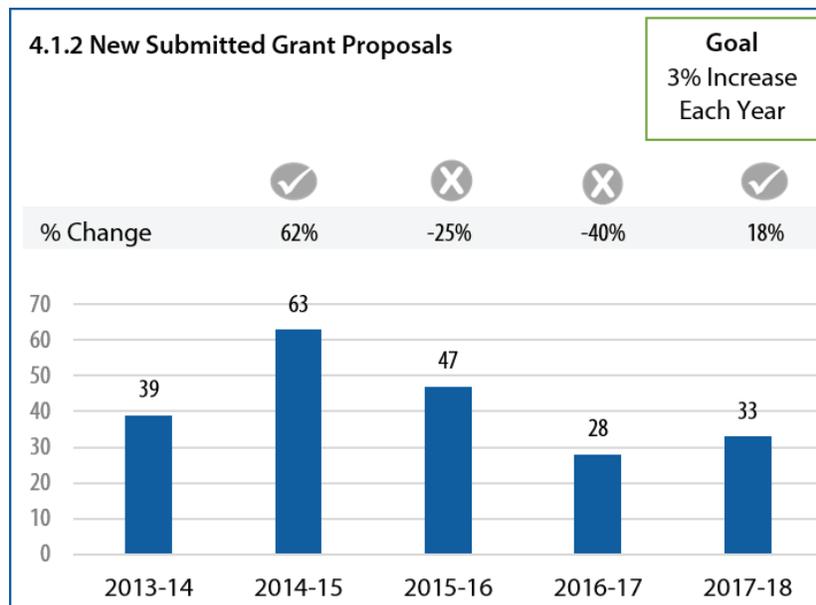
Figure 24



In 2014, UAS received two large Title III grants in Ketchikan and Sitka and other grants awarded in 2014 and 2015 included the Preparing Indigenous Teachers and Administrators for Alaska Schools (PITAAS), Trade Adjustment Assistance Community College and Career Training (TAACCCT) in Fisheries Technology, Mine Training, Alaska Coastal Rainforest Center, and the National Science Foundation. Many of these grants were awarded over a period of years and spent out over the following years. Other grants were internal to UA and in some cases, UA was required to submit grants as a consortium rather than as an individual university (USDA-Alaska Native-Serving Institutions and Native Hawaiian-Serving Institutions).

Indicator 4.1.2. New Submitted Grant Proposals: Increase new submitted grant proposals by three percent per year.

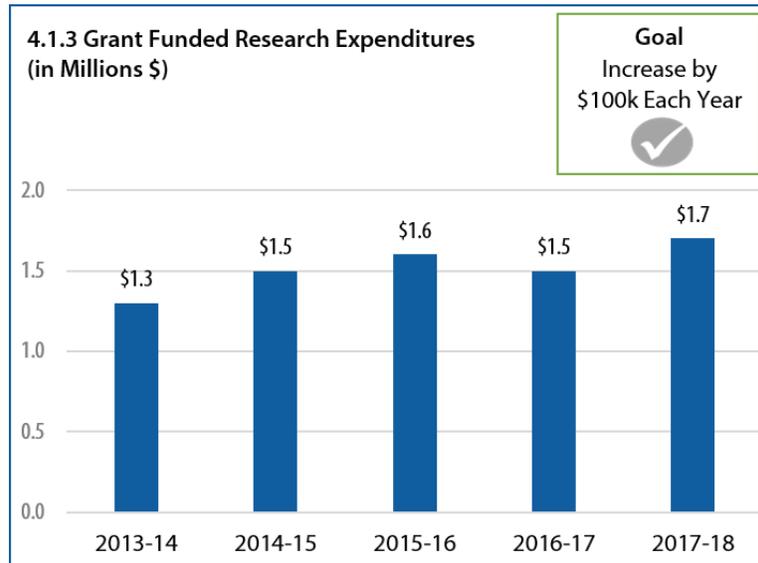
Figure 25



In 2015, UAS submitted the most grant proposals in its history. Many felt the coming budget crisis and both faculty and staff were looking for ways to maintain programs and positions. Large grants were obtained at that time which in many cases were three to five year grants and are only now coming to completion.

Indicator 4.1.3. Grant Funded Research Expenditures: Increase grant funded research expenditures by \$100,000 per year.

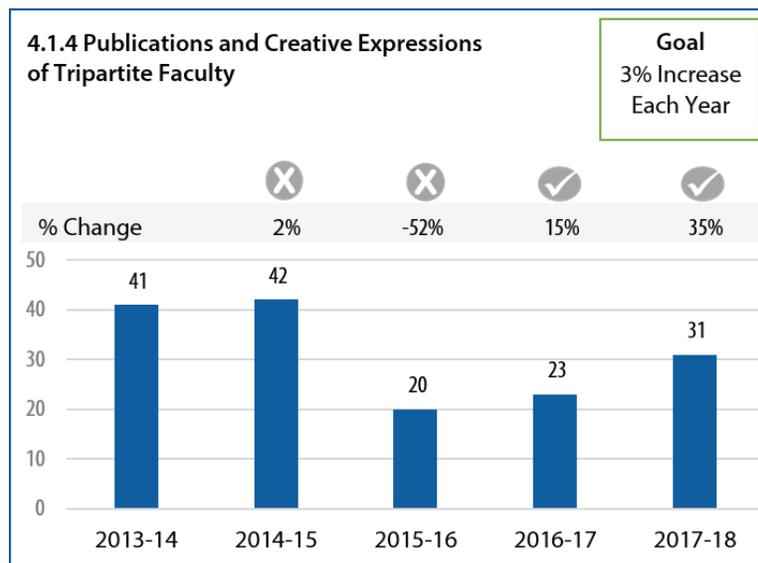
Figure 26



Grant funded research expenditures have consistently increased over time. Again, this is due in some cases to spending out grants that were awarded over a five year period.

Indicator 4.1.4. Tripartite Faculty Publications and Creative Expressions: Tripartite Faculty Publications and Creative Expressions (including Creative Expressions such as Juried Exhibits, Published Anthologies, etc.)

Figure 27



The [UAS Full-time Faculty Handbook](#) defines a publication as:

The presentation of research in forms appropriate to the discipline—books, chapters in books, articles, research reports, on-line publications, multi-media products, etc.—that have been subject to a process of peer review. In the Fine and Performing Arts the equivalent is public exposure of the products of creative activity—such as art exhibitions, workshops, and public performances—that have been subject to juried or critical review.

While publishing and creative expression are an important part of faculty scholarship, UAS currently does not have a central repository for tracking submissions and publications. Faculty include their progress on the annual activity report due each spring to their dean, and the Egan Library hosts an author’s reception each year producing a list of faculty that have submitted works. These lists do not capture all publications or creative expressions put forth by faculty. To this end, the UAS Provost Office and the dean of arts and sciences are currently exploring options through the banner HR module that would provide more ready access to this data.

Using the data available, there are about 30 publications or creative activities by faculty each year. This is equivalent to about one publication or creative activity published per tripartite faculty member per year (Table 12).

Table 12

Tripartite Faculty	FY14	FY15	FY16	FY17	FY18
Number of Tripartite Faculty	30	27	26	32	31
Number of Publications Submitted	41	42	20	23	31
Publications/Creative Expressions per Tripartite Faculty	1.4	1.6	0.8	0.7	1.0

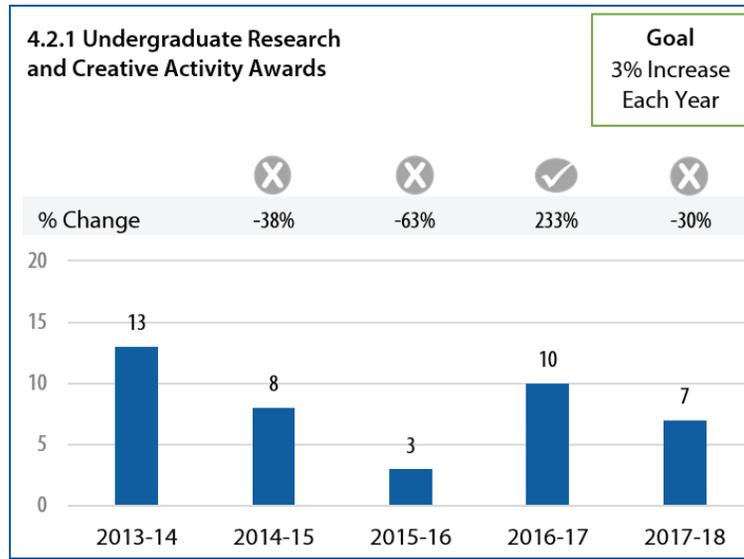
Learning Impact

Objective 4.2: Learning Impact: Research, scholarship, and creative expressions informs learning.

UAS has a dedicated focus on Southeast Alaska, the incorporation of Alaska Native cultures into courses and programs, utilizing the Tongass National Forest as a natural laboratory, expanding global perspectives, and providing opportunities for undergraduate research and creative expression student awards.

Indicator 4.2.1. Undergraduate Research and Creative Activity Awards: Increase undergraduate research and creative activity awards by three percent per year.

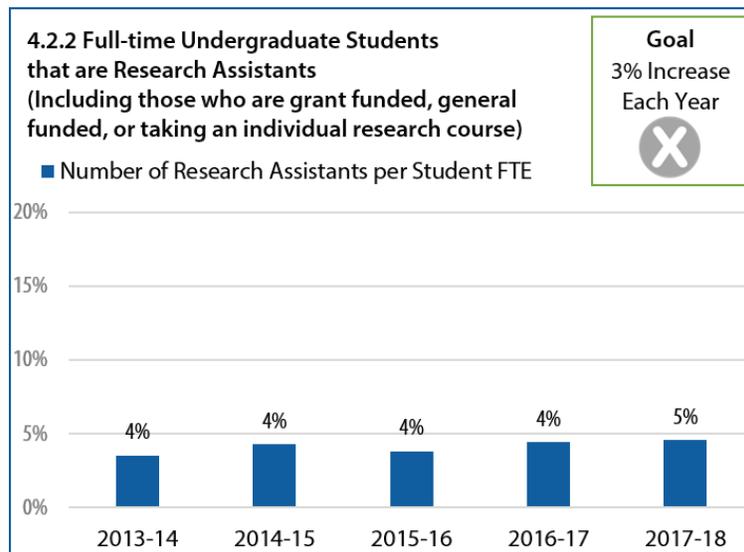
Figure 28



The Undergraduate Research and Creative Activity Awards (URECA) are based on eligibility and merit, and provide opportunities for students to engage in extra-curricular research and creative activities that complement and expand upon traditional classroom learning. Eligible projects are awarded up to \$2,500. Due to budget constraints, faculty release time for working with URECA students was eliminated and in recent years fewer students in the Humanities, Social Science, Business, and Education have applied for the awards, with students in Natural Sciences being the predominant applicants. A concerted effort is being made to reach out to all students to apply for the URECA awards to ensure all eligible students know these awards are available and reinstatement of some compensation for faculty is being examined.

Indicator 4.2.2. Full-Time Students that are Research Assistants: Increase Full-Time Undergraduate Students that are Research Assistants (including those who are grant funded, general funded, or taking a -98 individual research course by three percent per year.

Figure 29



Students serving as research assistants per student FTE remains stable across the prior five years. With fewer grants available to support faculty research, fewer research assistant positions are available. In addition, many of the UAS students hold jobs, take online classes and programs, and are nontraditional students unable to take advantage of research assistant opportunities.

4.B: Core Theme Four Improvement

Grant activity remains relatively stable across time with multi-year grants obtained through NSF, NIH, and Title III programs. Undergraduate student research activity, completed either in conjunction with faculty research or as directed independent research, has long been a practice at UAS, and is strongly linked to the mission. The university created URECA to expand and better illuminate this activity.

Some faculty members in the Natural Sciences at UAS are involved in a 5-year major integrated research project funded by the National Science Foundation's Experimental Program to Stimulate Competitive Research (EPSCoR) Program. Faculty from UAS are helping to design and implement the Coastal Margins portion of the project in collaboration with faculty at UAA and UAF. This is an interdisciplinary research project aimed at improving our understanding of how water, nutrients, and energy (carbon) flow from terrestrial ecosystems in the coastal temperate rainforest into the productive near-shore marine food webs along the Gulf of Alaska.

UAS has joined over six community partners in creating the Alaska Coastal Rainforest Center ([ACRC](#)), a university-based facilitator of research collaboration. With funding from UAS, UAA and UAF, along with agency partners, ACRC has become a vibrant hub for environmental research in Alaska and beyond. Some of the agency partners include the Alaska Department of Fish and Game, the United States Forest Service, the United States Geological Survey, and the National Oceanic and Atmospheric Administration.

Faculty at UAS also contribute to the larger UA research agenda. In addition to EPSCoR research, UAS faculty are involved in the Héén Latinee Experimental Forest, which is run by the United States Department of Agriculture (USDA) Pacific Northwest Forestry Sciences Lab in Juneau ([Forestry Sciences](#)). UAS and USDA Forest Service faculty and staff have developed a number of joint research projects related to forest ecology and water quality that allow for more effective leveraging of research funds and sharing of resources including lab space. In addition, UAS faculty are collaborating with USDA lab personnel to provide research opportunities for UAS undergraduates at the USDA lab, which is located adjacent to the UAS campus. Both the Sitka and the Ketchikan campuses have had USDA grants for educational programs for a number of years until 2018.

UAS also participates in the Alaska State Committee on Research and in 2016 participated in the development of the Alaska Science and Technology Plan. 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 ([Science and Technology Plan](#)). Currently the Dean of Arts and Sciences and Vice-Provost for Research and Sponsored Projects and a member of the Environmental Sciences faculty serve on this committee.

The University has maintained its support for grant preparation and administration to encourage faculty to seek external funding to support research and creative activity. The UA Board of Regents Goals and Measures through 2025 theme of "[Grow World Class Research](#)" will provide additional direction and incentive to UAS research in education, the environment, and marine biology.

Faculty have access to the Alaska Coastal Rainforest Center, the local National Oceanographic and Atmospheric Administration office, and the Sitka Sound Science Center to name a few. Faculty also work closely with colleagues at UAA and UAF through INBRE, EPSCoR, and on grants through NSF and NIH.

Faculty continue to engage students in conducting research and creative activities. There is a need to increase the URECA program beyond the Natural Sciences to all programs across campus to encourage a recognition of the work students are engaged in. A 2018 URECA award winner produced a film on local Indigenous history which was featured in major screening and discussion panel at the Juneau-Douglas City Museum. Several of the programs host poster sessions at the end of each semester and there is an effort by the provost to encourage all programs to host these types of events on the same day to create a conference atmosphere to which the community can be invited. Faculty members present their research at “Evening at Egan”; in the public schools; at community events; and at local, statewide, national, and international conferences. Students are provided the opportunity to attend conferences with faculty members through funding from the Student Government Association.

At the Ketchikan campus students have numerous opportunities to engage with faculty in research in the Humanities, Sciences, and Social Sciences. In the last two years over ten students have been engaged in research activities. At the Sitka campus, students have been engaged in over 104 field studies activities; the art program has engaged in creating “Brave Heart Bowls” using local clay and minerals; and students have been engaged in research in biology, fisheries, and marine mammals.

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 honors the pursuit of both applied and basic research and for the value it brings to academic and professional development.

Challenges

Faculty engagement in research and creative activities has remained stable over time. Students are also engaged in faculty scholarship but there has been a decrease in funding to the URECA program resulting in fewer students obtaining awards. Budget constraints have also limited the number of students that are able to serve as research assistants. UAS continues to work to expand URECA and other opportunities to serve more students.



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STANDARD FIVE MISSION FULFILLMENT, ADAPTATION AND SUSTAINABILITY

Eligibility Requirement 24

The institution demonstrates its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

As described in the response to Eligibility Requirements 23, the regular meetings of the Strategic Budgeting and Planning Advisory Committee provide an ongoing method of ensuring the operational scale of the University is well-matched to the mission of the institution. Through the use of data-informed budget planning linked to the University's mission and core themes, the operational scale is continually adjusted to meet the changing internal and external circumstances.

The University continues to take a conservative approach regarding revenues and expenses, addressing changes in enrollment and state funding. The ongoing stewardship of the match between financial operational scale and institutional mission has allowed the University to maintain its focus on student learning even through tough budget times and will allow the institution to consistently deliver its mission into the foreseeable future.

Introduction

UAS is focused on interdisciplinarity and adaptability serving the workforce and higher educational needs of the region. At its core UAS focuses on student learning for part-time, working, underprepared, non-traditional age, and diverse students pursuing post-secondary education. For the staff and faculty of UAS this means meeting students where they are and providing them the resources to reach their goals through financial support, quality academic programs, community engagement, research and creative activities, and an appreciation and understanding of the culture and environment of Southeast Alaska.

Over the past ten years UAS has been faced with fiscal challenges and declining enrollments requiring reorganization and restructuring of departments and duties. Looking forward, UAS will continue to create innovative and creative processes to serve the higher education needs of Alaskans in Southeast and beyond.

Standard 5.A Mission Fulfillment

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishment of its core theme objectives, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates that it is capable of adapting, when necessary, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

Standard 5.A.1

The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

The mission of the University of Alaska Southeast is student learning enhanced by faculty scholarship, undergraduate research and creative activities, community engagement, and the cultures and environments of Southeast Alaska. As described earlier, the University of Alaska Southeast developed a participatory process across the three campuses to identify the Four Core Themes for the institution:

1. Student Success
2. Teaching and Learning
3. Community Engagement
4. Research and Creative Expression

These goals are regularly assessed and reevaluated by the SPBAC. UAS engages in biannual evidence-based assessment of its accomplishments in four hour Annual Priorities meetings ([Annual Priorities Meetings](#)). Data are provided from the Office of Institutional Effectiveness, Student Affairs, Administrative Services, Development and Alumni Relations, and Academic Affairs. Twice a year at Convocation the [accomplishments are shared](#) university-wide by the Chancellor with all staff and faculty, as well as regularly reviewed by the campus advisory councils at the three campus sites.

In addition to program reviews every five years, academic programs, departments, and schools/colleges conduct yearly assessment, and have reporting requirements during

the annual review and budget cycle ([Program Assessment](#)) including self-assessment and evidence-based evaluation. Leadership, support services, and administrative units also engage in systematic assessment and reporting through the annual review and budget cycle, internal audits, and external accreditation which includes data-based evaluation. These assessment cycles are interconnected, even though conducted with specific academic and support units, and provide the foundation for institutional planning and continuous improvement efforts ([SPBAC](#)).

In 2017, UAS was scheduled for the NWCCU Seven Year Self-Evaluation. With the change in standards and NWCCU's backlog of reviews, the UAS Self-Evaluation report and site visit were delayed until 2019. Based on the delayed visit, SPBAC determined in 2017 that it was in the University's best interest to continue with the current Strategic and Assessment Plan through 2019 as all divisions had been focused on assessing the four core themes. A larger group of faculty, staff, and students met in 2017 to review the core themes and performance indicators. Minor wording changes were made to three objectives but the core themes and metrics remained the same.

Most recently, the key stakeholders across UAS met in August 2018 to review the core themes, performance measures, and set [priorities](#) for the 2018 fall semester. Results of this meeting were shared with all three campuses' advisory councils for review and input.

Assessment of each of the four core themes is conducted through direct quantitative assessment based on the metrics established for each objective and a review of strategies used to advance the themes. As can be seen below, in some cases UAS has met objectives through established indicators and in others, the work continues. The budget downturn across the state has had an impact on these indicators, not only at UAS but across all of UA. With a new director of recruitment, admissions, and advising, as well as the Strategic Enrollment Plan, and Recruiting Plan, the five year goals, while aspirational, provide a goal to aim for. Resources have been reallocated to Enrollment Management and the new Recruitment Plan has been adopted.

Recruitment and retention are important aspects of mission fulfillment. In order to support students in attainment of their long range goals they need to complete their programs, whether an Occupational Endorsement or a Master's degree.

Standard 5.A.2

Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

As summarized above, UAS engages in regular, systematic assessment of accomplishments in service of the mission and core themes, and communicates information about both current performance and continuing efforts in a variety of ways, through UAS governance structures, campus councils, a variety of meetings across campus, and invited addresses to members of the larger Southeast Community.

Core Theme One: Student Success

The core theme of Student Success encompasses three objectives: Access, Support, and Success. Eight performance measures (indicators) were established.

Table 13

1.1 Access: Performance Measures	2013-14	2017-18	Goal
1.1.1 Pell Grant Recipients	17%	18%	24%
1.1.2 Student Diversity by Race			
Alaska Native/American Indian	17%	19%	18%
Hawaii Native/Pacific Islander	2%	2%	2%
Asian	3%	5%	7%
Black	2%	2%	5%
Hispanic (of any race)	4%	6%	6%
1.1.3 Origin at Entry (Rural AK)	39%	41%	20%

The number of students of Alaska Native/American Indian descent and the number of students coming to UAS from rural areas continue to increase at UAS. This, together with academic and student services programs focused on the region, fulfill the UAS mission of “Student learning enhanced by ...the cultures and environment of Southeast Alaska.”

The focus at the University on native languages, culture, and art demonstrate the commitment of UAS to student learning enhanced by the cultures and environment of Southeast Alaska. This is an extremely important focus for UAS as a whole. There has been a concerted effort in recent years to ensure that the art, culture, and languages of the native peoples not only survives, but grows and thrives. The larger Southeast community is also working toward increasing understandings of the peoples who lived on the land for over 10,000 years. A new museum downtown with an exhibit of the history of the native peoples as well as numerous cultural artifacts is an important part of the Juneau community. Language revitalization programs on UAS campuses has also caught on at K-12 schools, with each school beginning their own native language program to ensure the survival of the local languages. The University and the greater Southeast Alaska region has developed deep respect for the cultures and environment of Southeast Alaska. UAS has met the Mission Fulfillment of “Student learning enhanced by ... the cultures and environment of Southeast Alaska.” As the institution continues to grow the Alaska Native Studies, Languages, and Northwest Coast Arts programs, the University will continue to meet student learning objectives in this area.

UAS also meets the definition of a rural serving institution with 41% of the students attending UAS coming from rural areas ([Federal Definitions](#)). Outreach continues to the rural parts of the state and the online classes and programs fill a great need across the state, and this helps to fulfill the UAS mission through student access.

Table 14

1.2 Preparation/Support: Performance Measures	2013-14	2017-18	Goal
1.2.1 First-Time Freshman not Taking Developmental Classes	57%	75%	71%
1.2.2 High Demand Job Areas	79%	69%	66%
1.2.3 Full Enrollment	14%	12%	19%
1.2.4 Alaska Performance Scholars	4%	6%	9%

Students coming to UAS have increasingly tested higher on Placement exams in the areas of English and mathematics with an increase of nearly 20 percentage points since 2013. In terms of mission fulfillment, UAS is achieving some of the goals set for the preparation and support of students in their overall learning. UAS has expanded programs in high demand job areas (e.g., maritime multiskilled worker, power technology, fisheries technology) to improve outcomes in this arena. With the reorganization of EMSA and the new director of recruitment, admissions, and advising, increased numbers of Alaska Performance Scholars should be recruited to UAS, as well as increased enrollment overall, which should also improve UAS performance in this area.

Table 15

1.3 Success: Performance Measures	2013-14	2017-18	Goal
1.3.1 First-Time Full-Time Freshmen Retention Rates	60%	65%	67%

Since the Year Three report, UAS has done considerably well in First-Time Full-Time Freshmen retention rates. While UAS offers a smaller number of majors, students who begin their studies at UAS, tend to stay at UAS. These results are due in part to an increased campus-wide focus on student success since the last site visit with the reconfiguring of Student Affairs, mandatory student advising, early alert systems, and additional outreach to students in need of counseling support.

In Core Theme One, Student Success, an indicator of achievement is to increase First-Time Full-Time Freshmen Retention Rates. The University of Alaska Southeast has been making good progress on this measure with 65% of these students retained at UAS. Mission fulfillment of “Student Learning” is met through this metric with students being retained and continuing their education through UAS, thus increasing the overall goal of student learning.

Core Theme Two: Teaching and Learning

The Core Theme of Teaching and Learning encompasses four objectives, Quality of Programs and Services, Academic Excellence, Quality of Faculty and Staff, and Effectiveness and Efficiency. Ten performance measures (indicators) were established.

Table 16

2.1 Quality of Programs and Services: Performance Measures	2013-14	2017-18	Goal
2.1.1 Course Ratings (out of 4)	3.4 (2014)	3.5	Improvement
2.1.2 Student Service Ratings	76% (2012)	81% (2016)	Improvement
2.1.3 UAS Associate's Graduates Continuing on to UA Degree	37%	39%	35%
2.1.4 Alumni Survey Satisfaction	90% (2014)	Survey being conducted in FY19	86%

The quality of the programs and services at UAS remain strong. Additional or alternative metrics need to be identified to provide quantitative assessment information; however, the mission fulfillment expectation of “Student Learning” through the core theme of Teaching and Learning is met as UAS provides the quality of programs and services as defined by the objectives.

Table 17

2.2 Academic Excellence: Performance Measures	2013-14	2017-18	Goal
2.2.1 Successful Course Completion	80%	80%	78%
2.2.2 Honors Students	14	Program on Suspension	

Student learning and student success are the two primary areas of focus for UAS’ mission. While completion numbers need to see additional growth, the percentage of students completing courses remains at a stable rate and above the UA average. This metric indicates mission fulfillment related to Student Learning with students’ demonstrating successful learning through course completion with grades of C or better.

Table 18

2.3 Quality of Faculty and Staff: Performance Measures	2013-14	2017-18	Goal
2.3.1 Tenured Faculty with Doctorates	68%	62%	74%
2.3.2 Faculty/Staff Diversity			
Alaska Native/American Indian	5%/13%	6%/14%	19%
Hawaii Native/Pacific Islander	0%/1%	0%/2%	2%
Asian	1%/4%	1%/8%	8%
Black	1%/0%	0%/1%	5%
2.3.3 Employee Turnover Rate	15%	10%	9%

The percentage of Alaska Native/American Indian students continues to increase across campus; however, the number of Alaska Native/American Indian faculty has not kept pace. A concerted effort to recruit diverse faculty is being made through the Human Resources Office and Academic Affairs. The percentage of tenured faculty with doctorates has also declined somewhat over the years. With the State budget recovery hopefully underway this trend should be reversed in the coming years to meet the UA average. In some cases expectations for mission fulfillment in the area of “Student Learning enhanced by the cultures and environment of Southeast Alaska” are met, in others, UAS needs continued work. This is especially true for the number of faculty and staff who are Alaska Native. Enhanced Human Resources training for conducting faculty and staff recruitments are being provided to address this goal.

Table 19

2.4 Effectiveness and Efficiency: Performance Measures	2013-14	2017-18	Goal
2.4.1 Awards Earned for Each FTE Instructional Faculty	6.8	6.8	4.6

UAS continues to award certificates and degrees at a higher percentage of faculty FTE to awards than the UA average. This is in part due to the focus on endorsements, certificates, and teaching credentials. In terms of mission fulfillment, while UAS has attained the goal of an average percentage higher than the UA average, work in this area continues related to student success. The continued work of the Retention Committee, the early alert system, mandatory advising, and faculty engagement are making a difference in this area.

Core Theme Three: Community Engagement

The Core Theme of Community Engagement encompasses two objectives, Individual Engagement and Institutional Engagement. Six performance measures (indicators) were established.

Table 20

3.1 Individual Engagement: Performance Measures	2013-14	2017-18	Goal
3.1.1 Alumni Engagement	61%	68%	Growth
3.1.2 Course Enrollment in Internships, Practicums, Independent Studies, Research	435	450	3% increase/year

Individual engagement performance metrics have remained fairly stable over time, although growth has been demonstrated in alumni engagement and enrollments. UAS meets mission fulfillment related to Individual Community Engagement through alumni support and student connections to the communities where they reside, whether Juneau, Ketchikan, Sitka, or another community. All students are able to engage in internships, practicums, independent studies, and research whether they are in face-to-face or online classes.

Table 21

3.2 Institutional Engagement: Performance Measures	2013-14	2017-18	Goal
3.2.1 Community Partnerships	32	38	3% increase/year
3.2.2 Community Engagement	56	65	3% increase/year
3.2.3 High Demand Job Areas	79%	69%	66%
3.2.4 Awards Earned from Distance Programs	51%	46%	29%

UAS continues to engage in community outreach and partnerships. In recent years, UAS has increased the number of articulation agreements with community colleges in the Pacific Northwest, as well as the Yukon in Canada, and will continue to increase these partnerships with colleges in the Lower 48. UAS has met its goals for mission fulfillment in relation to Community Engagement through partnerships, high demand job areas, and awards earned from distance programs as compared to the UA Average.

Core Theme Four: Research and Creative Expression

The Core Theme of Research and Creative Expression encompasses two objectives Engagement and Learning Impact. Six performance measures (indicators) were established.

Table 22

4.1 Engagement: Performance Measures	2013-14	2017-18	Goal
4.1.1 New Grant Awards, Maximum Amount Available	\$12.7M	\$1.8M	3% increase/year
4.1.2 New Submitted Grant Proposals	39	33	3% increase/year
4.1.3 Grant Funded Research Expenditures	\$1.3M	\$1.7M	\$100k increase/year
4.1.4 Publications and Creative Expressions of Tripartite Faculty	41	31	3% increase/year

In FY 2014,, UAS obtained a number of well-funded grants from the U.S. Department of Education, NSF, NIH, and others. Many of these grants were implemented over a three to five year time period and some are now being concluded. In FY17, grant funding was at \$1.2M and with a 3% growth in FY18 to \$1.8M; the target for this metric was met. In terms of mission fulfillment, this continued grant activity indicates that UAS has done well in “student learning enhanced by faculty scholarship, undergraduate research and creative activities”. As new conversations are taking place about future grants and funding for new projects, success should be maintained in the future.

Table 23

4.2 Learning Impact: Performance Measures	2013-14	2017-18	Goal
4.2.1 Undergraduate Research and Creative Activity Awards (URECA)	13	7	3% increase/year
4.2.2 Full-time Students that are Research Assistants	4%	5%	3% increase/year

The URECA data has led UAS to conclude that URECA awards and program activities need to be broadened to include more students from across all three campuses. Efforts are being made to expand URECA to allow the majority of students the opportunity to present their work through a campus-wide research day.

While the University has met many of its goals, work continues. Following the NWCCU accreditation review, the campus community will determine if the mission and core themes continue to describe what is done and doable at UAS, and whether performance metrics need revision to enhance the data used to describe and assess mission fulfillment.

As summarized above, UAS engages in regular, systematic assessment of accomplishments in service of the Mission and Core Themes, and communicates information about both current performance and continuing efforts in a variety of ways, through campus advisory councils, open meetings across campus, and invited addresses to members of the larger Southeast Community.

Standard 5.B Adaptation and Sustainability

Standard 5.B.1

Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

The Strategic Planning and Budget Advisory Committee described in Standard 2 and Standard 3, is the primary mechanism for planning that ensures UAS has the resources and ability to fulfill its mission. As mentioned earlier, the SPBAC reviews budget requests as well as annual reports from across the campuses. Four hour meetings at the beginning of each semester to analyze core themes and set priorities continue in order to gain input from a broad range of constituencies across campus and all three sites. Membership of SPBAC is broad to provide sufficient input for determining adequacy of resources, capacity and effectiveness of operations.

Although UAS has faced decreasing general fund allocations in the past four years from the State of Alaska, UAS has improved efficiencies through reorganization, eliminating low enrollment programs, realigning faculty and staff positions, and increasing the role of fundraising and grant support. SPBAC and other campus leadership committees described in Standard Two have been crucial in UAS adapting to the funding changes in recent years.

Standard 5.B.2

The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application on institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

UAS chancellors have led planning efforts through the years at UAS. With changes in the external environment the institution has changed as well. The current strategic plan has been in place since 2010 and continues to serve the institution well with changes in the performance metrics and priorities along the way.

In January 2018, the Chancellor and Provost led a half day workshop to assess and [update the goals of the Strategic Plan](#). Each semester at SPBAC, every division presents data from their annual reports and the goals they have for the coming year. The University Strategic and Assessment Plan is “the Plan” across campus. Additional plans, such as the Strategic Enrollment Plan and the Recruiting Plan provide support to the Strategic and Assessment Plan. The same team that met in January met again in August 2018 to identify specific [priorities](#) for the AY19 academic year.

An annual update of progress toward the Core Themes is completed by the Office of Institutional Effectiveness with data supplied from across campus through the Banner system. Those data are provided to SBPAC and other leadership units, to drive the planning discussions.

Standard 5.B.3

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

The Chancellor’s Executive Cabinet, the Chancellor’s Cabinet, and SPBAC are central to this process. Key stakeholders bring ideas, challenges, and issues forward that can impact the strategic plan and the University’s future. Compliance issues that come from state and federal mandates through the University of Alaska Statewide Offices can impact many areas. Often UA Statewide Offices provide guidance but sometimes issues are brought to Statewide by the institution because there are challenges faced on campus that need a consistent, system-wide solution or policy. The Associate Vice President of Government Relations at the Statewide Office monitors legislative developments and provides accurate and timely analyses of proposals and the potential impact on the university as a whole and in specific areas, such as students, faculty, research, etc.

The State and University have been through a difficult five-year period due to budget shortfalls and enrollment declines and are hopefully, beginning to see a turnaround based on the legislative budget provided this year (2018-2019). The University is optimistic that the Enrollment Plan, the adoption of the Student Success Collaborative through EAB, and the Recruitment Plan, can guide continued fulfillment of its mission, make significant contributions to an educated workforce statewide, and contribute to the statewide research agenda. The University administration is realistic about change and sees it as a positive influence on the university and the greater Southeast community.



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CONCLUSION

UAS is a small public university located in three communities of Southeast Alaska providing post-secondary education from certificates to Master's degrees. Faculty and staff have dedicated themselves to student learning through a focus on the UAS mission and its associated core themes. With the development of SPBAC and the biannual workshops, faculty, staff, and students have affirmed the mission of UAS and have worked diligently to attain mission fulfillment. The core themes and assessment activities have been woven into all divisions across campus.

This self-study review has demonstrated that UAS is fulfilling its mission focused on student learning. Students can access learning at UAS, including those students who are rural; UAS continues to work towards expanding a more diverse student population and one with more attainment of financial aid. Serving the needs of students from Alaska and beyond through open access means meeting students where they are academically, socially, and emotionally. This can present great challenges to faculty, advisors, and other staff, in understanding where students come from, what they are facing, and where they want to go. Therefore, the UAS requirement for mandatory advising, first-year student orientation, multiple forms of student support, and a diverse array of academic programs and resources helps UAS address these challenges. The metrics for student success and teaching and learning support the conclusion that UAS is succeeding in this arena. Many of these students succeed, but UAS' low retention and graduation rates reveal that other students need additional assistance. Through efforts such as the Student Success Committee, the EAB Student Success Collaborative, and Growth Mindset program, UAS is continuing to work to improve success for all students.

As UAS reflected on where the university has been, the reorganization of OIE has enhanced data collection and analysis. The self-study has helped UAS have a better understanding of who our students are and what we need to do to insure their success. The self-study has also revealed areas of needed further discussion. In some cases indicators are less than ideal to address the current state of UAS and to provide sufficient information regarding progress towards objectives. A meeting is already planned for August 2019 to determine how best to re-envision the indicators in order to accurately track mission fulfillment and continual progress in the core themes. UAS continues to analyze and review the data to provide the

most effective programs and services to our students and to continually improve in mission fulfillment.

Despite the difficult challenges UAS has faced in the last ten years, from budget downturns to fewer students, these problems appear to be leveling out to some degree. With new plans, new hires in place, and the campus-wide focus on the mission and core themes, UAS continues to be optimistic about its crucial role for students, the region of Southeast Alaska and Alaska as a whole. Planning for the future of UAS and entering a new phase of strategic planning and master planning, UAS will again review the mission, vision, core themes, and indicators, in the coming years. Student learning will always remain at the center of the mission to encompass diversity, access, support, and success.



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APPENDIX A

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. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

Institutional Information

Name of Institution: University of Alaska Southeast

Mailing Address: 11066 Auke Lake Way

Address 2:

City: Juneau

State/Province: Alaska

Zip/Postal Code: 99801

Main Phone Number: 907-796-6100

Country: USA

Chief Executive Officer

Title (Dr., Mr., Ms., etc.): Dr.

First Name: Richard

Last Name: Caulfield

Position: Chancellor

Phone: 907-796-6509

Fax: 907-796-6469

Email:

racaulfield@alaska.edu

Accreditation Liaison Officer

Title (Dr., Mr., Ms., etc.): Dr.

First Name: Karen

Last Name: Carey

Position: Provost

Phone: 907-796-6256

Fax: 907-796-6469

Email: ktcarey@alaska.edu

Chief Financial Officer

Title (Dr., Mr., Ms., etc.): Mr.

First Name: Michael

Last Name: Ciri

Position: Vice Chancellor

Phone: 907-796-6570

Fax: 907-796-6276

Email:

michael.ciri@alaska.edu

Institutional Demographics

Comprehensive

Specialized

Health-Centered

Religious-Based

Native/Tribal

Other (specify): _____

Degree Levels (choose all that apply)

Associate

Baccalaureate

Master

Doctorate

If part of a multi-institution system, name of system: University of Alaska Southeast

Calendar Plan (choose one that applies)

- Semester
 Trimester
 Quarter
 Other (specify): _____
 4-1-4

Institutional Control

- City
 County
 State
 Federal
 Tribal

- Public or Private/Independent
 Non-Profit or For-Profit

Students (all locations)

Full-Time Equivalent (FTE) Enrollment (Formula used to computer FTE: IPEDS)

Official Fall: 2017 (most recent year) FTE Student Enrollments

Classification	Current Year: <u>2017</u>	One Year Prior: <u>2016</u>	Two Years Prior: <u>2015</u>
Undergraduate	1336.4	1426.3	1656.7
Graduate	158.4	179.9	176.4
Professional			
Unclassified			
Total all levels	1494.9	1606.2	1833.1

Full-Time Unduplicated Headcount Enrollment (Count students enrolled in credit courses only.)

Official Fall: 2017 (most recent year) Student Headcount Enrollments

Classification	Current Year: 2017	One Year Prior: 2016	Two Years Prior: 2015
Undergraduate	631	662	712
Graduate	80	92	82
Professional			
Unclassified			
Total all levels	711	754	794

Faculty (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree

Include only professional personnel who are primarily assigned to instruction or research.

Total Number: __109__ Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	19					6		13
Associate Professor	32				3	9		20
Assistant Professor	55		2	4	9	16		24
Instructor	1				1			
Lecturer & Teaching Assistant								
Research Staff and Research Assistant	2							2
Undesignated Rank		62						

Faculty (all locations)

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	91,955	20
Associate Professor	78,993	13
Assistant Professor	66,451	6
Instructor	42,000	1
Lecturer and Teaching Assistant		
Research Staff and Research Assistant	41,683	1
Undesignated Rank		

Institutional Finances

Financial Information. Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

Please attach the following as separate documents submitted with the Basic Institutional Data Form

- Statement of Cash Flows
- Balance Sheet – collapsed to show main accounts only; no details
- Operating Budget
- Capital Budget
- Projections of Non-Tuition Revenue

University of Alaska Southeast			
Statement of Revenues, Expenses and Changes in Net Position			
For the year ended June 30			
	2017	2016	2015
Operating Revenues			
Tuition and fees	11,369,107	11,327,487	11,114,774
Federal operating grants and contracts	5,031,592	4,620,997	4,951,388
State operating grants and contracts	264,392	228,186	937,992
Local government/private operating grants and contracts	613,154	656,476	683,897
Sales and services of auxiliary enterprises	2,483,569	2,744,661	3,049,472
Sales and services of educational activities	48,191	192,000	180,096
Other sources -operating	573,737	740,689	705,228
Total operating revenues	20,383,742	20,510,496	21,622,847
Nonoperating revenues			
State appropriations	25,734,475	28,188,580	30,157,940
Federal nonoperating grants	1,563,658	1,728,788	1,884,659
Investment income	58,860	18,584	13,138
Other nonoperating revenues	157,500	533,848	500,177
Total nonoperating revenues	27,514,493	30,469,800	32,555,914
Total operating and nonoperating revenues	47,898,235	50,980,296	54,178,761
Other revenues and additions			
Capital appropriations	2,838,267	5,539,991	5,188,102
Capital grants and gifts	1,899,558	592,622	105,816
Total other revenues and additions	4,737,825	6,132,613	5,293,918
Total all operating revenues	52,636,060	57,112,909	59,472,679
Operating Expenses			
Instruction	22,842,169	23,382,591	24,346,476
Research	1,297,772	1,615,238	1,387,716
Public service	271,115	370,830	370,630
Academic support	6,355,414	6,805,671	7,101,790
Student services	5,420,603	5,129,634	4,869,191
Institutional support	9,542,535	9,927,862	7,822,401
Scholarships and fellowship expenses, net of discounts and allowances	1,307,165	1,390,052	1,464,065
Auxiliary enterprises	3,009,837	3,147,381	4,183,369
Other functional expenses and deductions	1,167,978	250,915	54,623
Total expenses and deductions	51,214,588	52,020,174	51,600,261
Changes in Net Position			
For the year ended June 30	2017	2016	2015
Total revenues and other additions	52,636,060	57,112,909	59,472,679
Total expenses and deductions	51,214,588	52,020,174	51,600,261
Change in net position during the year	1,421,472	5,092,735	7,872,418
Net position beginning of year	77,257,027	72,164,292	75,244,052
Adjustments to beginning net position	-	-	(10,952,178)
Net position end of year	78,678,499	77,257,027	72,164,292
Source: IPEDS Part B, Revenues by Source (2015, 2016, 2017)			
Source: IPEDS Part C, Expenses by Functional Classification (2015, 2016, 2017)			
Source: IPEDS Part D, Summary of Changes In Net Position (2015, 2016, 2017)			

University of Alaska Southeast
Operating & Capital Budget- by Revenue Funding Source

For the year ended June 30

	2017	2016	2015
Unrestricted General Funds			
General Fund Match	18,200	18,200	18,200
General Fund	24,649,400	27,134,400	28,807,200
General Fund (one-time)	-	-	326,500
General Fund Mental Health Trust Funds	-	-	-
Unrestricted General Fund Subtotal	24,667,600	27,152,600	29,151,900
Designated General Funds			
Technical Vocational Education Program	677,500	653,500	603,300
University Receipts			
Interest Income	-	-	-
Auxiliary Receipts	3,074,000	3,161,300	3,547,600
Student Tuition/Fees	13,598,300	13,254,400	12,691,500
Indirect Cost Recovery	424,800	419,600	357,200
University Receipts	4,494,500	4,000,800	3,583,300
University Receipts subtotal	21,591,600	20,836,100	20,179,600
Designated General Funds Subtotal	22,269,100	21,489,600	20,782,900
Federal & Other Funds			
Federal Receipts	6,377,200	6,377,200	5,877,200
State Inter-Agency Receipts	1,095,300	1,095,300	1,095,300
MHTAAR (Mental Health Trust Authority Authorized Receipts)	-	-	-
CIP Receipts	431,600	431,600	431,600
UA Intra-Agency Receipts	976,300	976,300	976,300
Federal and Other Funds Subtotal	8,880,400	8,880,400	8,380,400
Total Operating Budget	55,817,100	57,522,600	58,315,200
New Capital Budget			
State Appropriation	-	200,000	4,890,000
Non-State Funding	-	-	-
Total Capital Budget	-	200,000	4,890,000

Source: UA SW Approved Operating and Capital Budget (Fiscal Year's 2015, 2016, 2017)

**University of Alaska Southeast
Operating Budget- by NCHEMS**

For the year ended June 30

	2017	2016	2015
Instruction and Student Related			
Academic Support	4,280,800	4,260,100	4,399,500
Instruction	19,144,800	19,936,200	19,840,200
Library Services	1,271,100	1,462,200	1,985,600
Scholarships	3,251,000	3,266,300	3,178,300
Student Services	4,542,700	4,584,200	5,016,000
Instruction and Student Related Subtotal	32,490,400	33,509,000	34,419,600
Institutional Support	7,894,700	8,495,100	8,233,200
Physical Plant	6,592,400	7,244,900	7,404,600
Public Service	109,700	282,400	357,300
Research	1,159,700	1,112,300	979,900
Auxiliary Services	3,078,400	3,194,500	3,580,800
Unallocated Authority	4,491,800	3,684,400	3,339,800
Total Operating Budget	55,817,100	57,522,600	58,315,200

Source: UA SW Approved Operating and Capital Budget (Fiscal Year's 2015, 2016, 2017)

**University of Alaska Southeast
Non-Tuition Revenue**

For the year ended June 30

	2017	2016	2015
Unrestricted Funds			
General Funds	25,397,100	27,849,980	29,818,300
UA Receipts	781,339	1,209,622	1,178,400
Federal Receipts	-	-	4,400
State Grants/Contracts	219,980	125,000	880,000
Intra-Agency Receipts	541,284	516,369	649,400
Indirect Cost Recov.	603,243	556,300	499,200
CIP	159,817	243,406	380,500
Total Unrestricted Funds	27,702,763	30,500,678	33,410,200
Restricted Funds			
Federal Receipts	5,861,358	5,648,879	6,207,300
UA Receipts	577,685	574,114	544,200
State Grants/Contracts	37,167	94,002	51,600
Total Restricted Funds	6,476,210	6,316,995	6,803,100
Auxiliary Receipts	2,735,605	3,004,950	3,346,700
Total Non-Tuition Revenue	36,914,579	39,822,623	43,560,000

New Degree / Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for 2018 - 2019 approved by the institution's governing body. If NONE, so indicate. Please feel free to create the list using the headings we have specified and submit it as an Excel spreadsheet.

* This listing does not substitute for a formal substantive change submission to NWCCU

Substantive Change	Certificate/ Degree Level	Program Name	Discipline or Program Area
Major Added	Bachelor of Science Degree (BS)	Fisheries and Ocean Sciences with concentration in Fisheries Science	Fisheries and Ocean Sciences
Emphasis Added	Master's Degree (MPA)	Master of Public Administration; Higher Education Emphasis	Public Administration
Emphasis Added	Master's Degree (MPA)	Master of Public Administration; Municipal Government Emphasis	Public Administration
Program Title Change	Bachelor of Arts Degree (BA)	Geography, Environmental, & Outdoor Studies	Geography
Emphasis Added	Bachelor of Arts Degree (BA)	Geography, Environmental, & Outdoor Studies; Cultural Geography Emphasis	Geography
Emphasis Added	Bachelor of Arts Degree (BA)	Geography, Environmental, & Outdoor Studies; Environmental Studies Emphasis	Geography
Emphasis Added	Occupational Endorsement (OEC)	Power Technology; Fixed Plant Mechanic Emphasis	Power Technology
Emphasis Added	Associate of Applied Science (AAS)	Marine Transportation; Engine Room Emphasis	Marine Transportation

Emphasis Added	Associate of Applied Science (AAS)	Marine Transportation; Deck Emphasis	Marine Transportation
Minor Added	Complement to Bachelor's Degree (BA/BS)	Art Minor	Humanities
Minor Added	Complement to Bachelor's Degree (BA/BS)	Economics Minor	Social Sciences
Minor Added	Complement to Bachelor's Degree (BA/BS)	Theatre Minor	Humanities
Minor Added	Complement to Bachelor's Degree (BA/BS)	Pathways to Teaching Minor	Education

Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites within the United States where degree programs and academic credit 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

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Not applicable						

Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate. ***If your list is longer than ten entries, please create a list using the heading we have specified and upload it in the box provided as an Excel spreadsheet.***

** This listing does not substitute for a formal substantive change submission to NWCCU*

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Head-count)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
All Campuses	11066 Auke Lake Way Juneau, AK 99801; 2600 Seventh Ave Ketchikan, AK 99901; 1332 Seward Ave Sitka, AK 99835	AA	General Program	140	Yes	
All Campuses	11066 Auke Lake Way Juneau, AK 99801; 2600 Seventh Ave Ketchikan, AK 99901; 1332 Seward Ave Sitka, AK 99835	AAS	Business Administration	57	Yes	
Ketchikan, Sitka Campuses	2600 Seventh Ave Ketchikan, AK 99901; 1332 Seward Ave Sitka, AK 99835	AAS	Fisheries Technology	17	Yes	
All Campuses	11066 Auke Lake Way Juneau, AK 99801; 2600 Seventh Ave Ketchikan, AK 99901; 1332 Seward Ave Sitka, AK 99835	AAS	Health Science	30	Yes	

Sitka Campus	1332 Seward Ave Sitka, AK 99835	AAS	Law Enforcement	2	Yes	
All Campuses	11066 Auke Lake Way Juneau, AK 99801; 2600 Seventh Ave Ketchikan, AK 99901; 1332 Seward Ave Sitka, AK 99835	AS	General Science	17	Yes	
Juneau Campus	11066 Auke Lake Way Juneau, AK 99801	BA	Bachelor Intended	59	Yes	
Juneau Campus	11066 Auke Lake Way Juneau, AK 99801	BA	Elementary Education	62	Yes	
Juneau Campus	11066 Auke Lake Way Juneau, AK 99801	BA	Elementary Education	0	Yes	
Juneau Campus	11066 Auke Lake Way Juneau, AK 99801	BA	English	23	Yes	
Juneau Campus	11066 Auke Lake Way Juneau, AK 99801	BA	Social Science	98	Yes	
Juneau Campus	11066 Auke Lake Way Juneau, AK 99801		BA Special Education	18	Yes	
Juneau Campus	11066 Auke Lake Way Juneau, AK 99801	BBA	Business Administration	262	Yes	
Juneau Campus	11066 Auke Lake Way Juneau, AK 99801	BLA	AK Native Lang & Studies	9	Yes	
Juneau Campus	11066 Auke Lake Way Juneau, AK 99801	BLA	Independent Design	0	Yes	

Juneau Campus	11066 Auke Lake Way Juneau, AK 99801	BLA	Interdisciplinary Studies	48	Yes	
Juneau Campus	11066 Auke Lake Way Juneau, AK 99801	BLA	Pre-Major Liberal Arts	13	Yes	
Sitka Campus	1332 Seward Ave Sitka, AK 99835	Certificate	Medical Assisting	10	Yes	
All Campuses	11066 Auke Lake Way Juneau, AK 99801; 2600 Seventh Ave Ketchikan, AK 99901; 1332 Seward Ave Sitka, AK 99835	Certificate	Nursing	39	Yes	
All Campuses	11066 Auke Lake Way Juneau, AK 99801; 2600 Seventh Ave Ketchikan, AK 99901; 1332 Seward Ave Sitka, AK 99835	Certificate	Pre-Radiologic Technology	6	Yes	
All Campuses	11066 Auke Lake Way Juneau, AK 99801; 2600 Seventh Ave Ketchikan, AK 99901; 1332 Seward Ave Sitka, AK 99835	Certificate	Accounting Technician	7	Yes	
Ketchikan, Sitka Campuses	2600 Seventh Ave Ketchikan, AK 99901; 1332 Seward Ave Sitka, AK 99835	Certificate	Fisheries Technology	2	Yes	
Sitka Campus	1332 Seward Ave Sitka, AK 99835	Certificate	Healthcare Privacy & Security	1	Yes	
Sitka Campus	1332 Seward Ave Sitka, AK 99835	Certificate	Health Info Mgt Coding Spec	3	Yes	

All Campuses	11066 Auke Lake Way Juneau, AK 99801; 2600 Seventh Ave Ketchikan, AK 99901; 1332 Seward Ave Sitka, AK 99835	Certificate	Small Business Mgmt	6	Yes	
Juneau Campus	11066 Auke Lake Way Juneau, AK 99801	Graduate Certificate	Elementary Education	5	Yes	
Juneau Campus	11066 Auke Lake Way Juneau, AK 99801	MAT	Elementary Education	63	Yes	
Juneau Campus	11066 Auke Lake Way Juneau, AK 99801	MAT	Secondary Education	24	Yes	
Juneau Campus	11066 Auke Lake Way Juneau, AK 99801	MAT	Special Education	20	Yes	
Juneau Campus	11066 Auke Lake Way Juneau, AK 99801	MED	Educational Leadership	21	Yes	
Juneau Campus	11066 Auke Lake Way Juneau, AK 99801	MED	Mathematics Education	4	Yes	
Juneau Campus	11066 Auke Lake Way Juneau, AK 99801	MED	Reading Specialist	15	Yes	
Juneau Campus	11066 Auke Lake Way Juneau, AK 99801	MED	Science Education	0	Yes	

Juneau Campus	11066 Auke Lake Way Juneau, AK 99801	MED	Learning Design and Technology	6	Yes	
Juneau Campus	11066 Auke Lake Way Juneau, AK 99801	MED	Special Education	26	Yes	
Juneau Campus	11066 Auke Lake Way Juneau, AK 99801	MPA	Public Administration	75	Yes	

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 coursework is 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 Offered at Sites outside the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Not applicable						

APPENDIX B

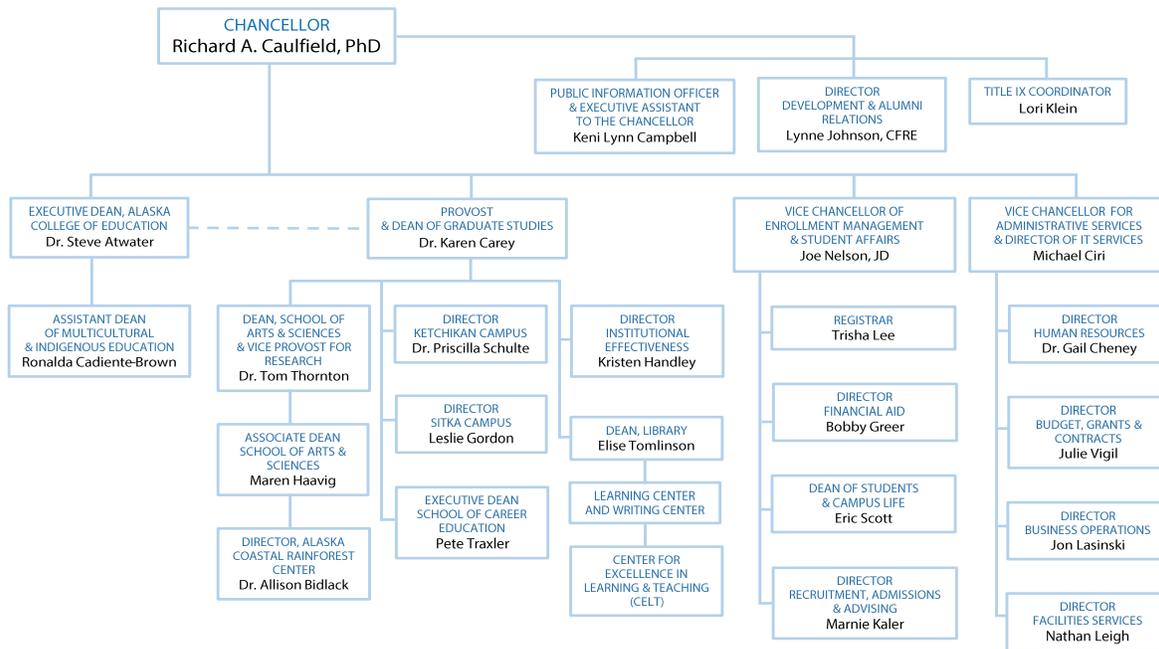
Institutional Acronyms Used with the Self-Evaluation

ACRL	Association of College and Research Libraries
ALC	Alaska Library Catalog
ALI	Alaska Leadership Initiative
APS	Alaska Performance Scholars
ASA	Academic and Student Affairs Committee
AY	Academic year
CAEP	Council for the Accreditation of Educator Preparation
CAS	Council for the Advancement of Standards in Higher Education
CELT	Center for Excellence in Learning and Teaching
CHRO	Chief Human Resources Officer
CITO	Chief Information Technology Officer
CMT	CIO Management Team
CPL	Credit for prior learning
CTE	Career and Technical Education
EAB	Educational Advisory Board
EMSA	Enrollment Management and Student Affairs
FOELN	Friends of Egan Library Network
GELO	General Education Learning Outcomes
GER	General Education Requirements
IMT	Incident Management Team
IRC	Institutional Review Committee
ITC	Information Technology Council
ITS	Information Technology Services
LMS	Learning Management System
MPIC	Master Plan Implementation Committee
NCATE	National Council for Accreditation of Teacher Education
NDS	Non-degree seeking
NRSC	Native and Rural Students Center
NSRL	Natural Science Research Laboratory
NWCCU	Northwest Commission on Colleges and Universities
OIE	Office of Institutional Effectiveness
OIT	Office of Information Technology
PAC	Provost's Assessment Committee
PITAAS	Preparing Indigenous Teachers and Administrators for Alaska Schools

RWCC	Regional Workforce Coordinating Committee
SAB	Student Activities Board
SAC	Statewide Academic Council; now the Academic Council
SAP	Strategic and Assessment Plan
SLO	Student Learning Outcomes
SPBAC	Strategic Planning and Budget Advisory Committee
SSC	Student Services Council
TLTR	Teaching and Learning Technology Roundtable
TVEP	Technical and Vocational Education Program
UA	University of Alaska (system)
UAA	University of Alaska Anchorage
UAF	University of Alaska Fairbanks
UAFT	United Federation of Teachers (now part of UNAC)
UAS	University of Alaska Southeast
UASAA	University of Alaska Southeast Alumni Association
UATEC	UA Teacher Education Council
UFB	Unreserved fund balance
UNAC	United Academics -AAUP/AFT
UNAD-Adjuncts	United Academic – Adjuncts AAUP-AFT/AFL-CIO
URECA	Undergraduate Research, Experiential & Creative Activities
USUAS	United Students of the University of Alaska Southeast

APPENDIX C

UAS Leadership Organizational Chart



APPENDIX D: UAS LEADERSHIP CURRICULUM VITAE

The information for Appendix D: UAS Leadership Curriculum Vitae is contained in a separate document, available as a PDF and in the Accreditation Resource Room.



UNIVERSITY of ALASKA SOUTHEAST

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