

## **Administrative Review Summary- Student Development**

- Dean of Students Office (DOS)
- Student Health & Counseling Center (SHCC)
- Disability Support Services (DSS)
- Multicultural Center (MCC)
- Native Student Services (NSS)
- Department of Residence Life (DRL)
- Career Exploration and Services
- Student Life and Leadership (SLL)

### **Core Functions**

The administrative units that are part of this analysis include a significant portion of the student-facing elements of the Division of Student Affairs. The core functions of each individual unit are located in the pages immediately following this overview document. That content contains each unit's submission toward completion of the administrative review process and much more specific information related to the administrative review process.

Each unit's mission serves to enhance the overall mission and values of the Division of Student Affairs. Specifically, that includes providing an environment for students to succeed in their academic pursuits through support of the division's values of: Excellence, Accountability, Respect, Health and Wellness Promotion, Integrity, Commitment, Compassion, Collaboration, Inclusion, and Student Growth/Learning.

Each unit strives to deliver quality services to the UAA community (students, faculty, and staff) as well as the larger municipal and state communities that the university supports. Through effective use of assessment to measure the impact of their services, programs, and interventions, these units support the larger UAA 2020 goal of advancing a culture of institutional excellence that leads to increased student persistence and, ultimately, more student graduates entering the state of Alaska workforce. Each unit subscribes to established student principles related to care for students, commitment to student needs inside and outside the classroom, concern for underrepresented student populations, collaboration and communication across the university, and the provision of educational and leadership opportunities for all students.

Core function themes that exist within these administrative units include:

- Use of High Impact Practices (HIPS) to Support UAA Students and Their Success
- Support of Student Physical and Mental Health to Promote Wellness
- Communication of Best Practices in Student Affairs across the University System
- Creation of a Sense of Belonging for Students and Focus on Student Safety
- Engagement on Issues Surrounding Access to Education for Diverse Populations
- Use of Innovative Technologies to Support Student Success and Increase Efficiency
- Thoughtful Utilization of Space and Resources to Promote Student Success

- Student Development- Creating Experiences which Lead Students to Knowledge
- Community and Career Development

### **Impact of Discontinuation on Student Persistence/Success, and Institutional Reputation**

Each administrative unit identified significant impacts associated with discontinuation of core functions within their sphere of operations. These impacts include diminishing their ability to support institutional priorities related to academic success, diversity/inclusion/access, as well as the quality of the experience students have while attending UAA.

Some areas identified as particularly detrimental to these units' ability to support the mission and values of UAA include:

#### Academic Success

-The Student Health and Counseling Center estimates that cuts to programs or staffing related to physical or mental health would have profound impacts on student achievement. Both individual and community wellness promoted by SHCC would erode significantly without access to the health care provided by this unit. SHCC also supports proactive educational programming related to bystander intervention and suicide prevention that is vital to campus safety. Research shows a clear link between physical/mental health and academic performance.

- Native Student Services concludes that cuts to programs and/or staffing would negatively impact its current reorganization process initiated in January 2020 which culminated in the hire of two new staff members (Director and Assistant Director).

-The Multicultural Center reports that discontinuation to core functions would likely lead to diminished retention rates among the underrepresented student populations supported by the center. Of specific concern would be the ability of MCC to continue to support and enhance its Seawolf Success program.

-The Dean of Students Office estimates that discontinuation of support of the academic misconduct adjudication process could have a significant impact on students. Specifically, the proactive educational measures taken by the DOS to help students learn from violation(s) of the academic misconduct policy have led to reductions in recidivism in this area.

-Disability Support Services has identified that discontinuation of core functions would impact its ability to support faculty across campus and students with disabilities as well as limit educational access to those students in need of disability accommodation(s). Specifically, faculty would not have the tools available to them to provide appropriate accommodations in a timely manner. Students in need of accommodation would be left to advocate individually with faculty and administrators for support.

-The Department of Residence Life indicates that discontinuation or cuts to core functions would directly impact staff engagement with students and profoundly impact community development as well as many of the academic success

initiatives that currently take place in our residential community. Of particular significance would be both the Faculty in Residence program and the First Year Residential Experience community. Other programs that would be impacted are services and programs to engage Alaska Native students through the ANIROP Coordinator and the Cama-i Room as well as the math tutoring program.

-Student Life and Leadership indicates that reduction of services associated with the unit would negatively impact the quality of UAA students curricular and co-curricular experience (e.g. sense of belonging) while also causing damage to the reputation of the university among students and potential students in the community.

### Access to Higher Education

- Native Student Services identifies cuts to the core functions of the unit would lead to drops in attendance rates from underrepresented populations including Alaska Native students and those from rural parts of the state.

-The Dean of Students Office reports that reduction in services related to student conduct and the behavioral intervention team would significantly impact access to education for multiple student populations. Specifically, students in need of referral to other DOS sphere units for support. DOS staff regularly engage many students through case management. These students are often unable to navigate the institution's processes and procedures without significant and ongoing support.

- Disability Support Services indicates that the services it provides are critical to access for students with disabilities. Knowledge of the technical and logistical needs critical in supporting this student population at UAA is solely located within DSS. Examples would include access to ASL interpreters, assistive technology, ergonomic furniture, the DSS testing center which provides testing accommodations, students with service animals and support for pregnant and parenting students. DSS data demonstrates that students they support have an 85% Fall- Spring retention rate.

-Student Life and Leadership reports that continuation of the university's orientation program, Howl Days, is critical to access for many students in the state. Howl Days staff contact potential students across the state to encourage attendance at UAA. Orientation leaders are trained to support underrepresented populations access to the institution.

### Student Persistence and Graduation

- Native Student Services identifies that a student's feeling of belonging is a critical issue of concern for Alaska Native students and that the institution's ability to establish this sense of community is critical to persistence and graduation. Cuts to NSS core functions would likely lead to the unit's inability to support the effort to create a nurturing environment for Alaska Native and rural students at UAA.

-The Department of Residence Life indicates that loss of support for core functions would make it difficult to support at-risk populations living on campus. Specifically, students from rural communities that traditionally struggle to find their place on campus have been a primary focus of DRL staff. The resources currently available to support students that are at higher risk for leaving school are critical to ongoing care for this population.

-Student Life and Leadership indicates that the unit employs a significant number of student workers (~50) each year and that further loss of support would cause the unit to lose the ability to provide quality employment opportunities which could significantly impact those students ability to remain enrolled at UAA.

### Leadership Skills Development

-The Dean of Students office provides skill development through its student conduct process. Students who have violated the UAA Code of Student Conduct (behavioral and academic misconduct) are regularly assigned educational conditions as part of their disciplinary sanction. These conditions are aimed at developing our student's as future leaders in the community. Reductions in funding would limit the resources the unit could use to support these educational conditions.

-Career Exploration and Services reports that cuts to their core functions would have a negative impact on student access to employers and would also result in diminished relationships within the Anchorage and state community which would negatively impact the state's economy.

-Student Life and Leadership supports numerous student leadership opportunities on campus in the form of events, programs, and organizations. The unit indicates that discontinuation of core functions would have a significant negative impact on the quality of the student experience at UAA in terms of their co-curricular experience.

### Campus Safety

-The student conduct process administered by the Dean of Students Office is critical to the maintenance of appropriate order in a community of scholars. Discontinuation of support for this key area could create multiple issues for the institution related to safety and security for the UAA community.

- The Dean of Students Office indicates that loss of support for the Alcohol and Drug Wellness Education (ADWE) program could significantly impact student health and safety. The ADWE position has been identified as a significant deterrent to recidivism among students found in violation of the university's alcohol and drug policy.

- Elements of the work Disability Support Services does have significant impact on student safety inside and outside the classroom. DSS regularly performs assessments of the accessibility of UAA's campus in collaboration with Facilities. These assessments ensure that campus is safe for those students that have mobility or visual impairments.

-The Department of Residence Life indicates that loss of support for core functions would significantly impact student safety in the residential community. Specifically, loss of student or professional staff as well as resources would negatively impact the sense of community in our residence halls. Discontinuation of support would also impact the unit's ability to adequately staff the residential behavioral intervention team which supports students in crisis that life on campus.

-Student Life and Leadership reports that discontinuation of core functions in the unit would lead to their inability to properly mentor and support student organizations. Oversight of these organizations is critical to ensure proper risk-

management controls are in place to protect student safety and the reputation of the institution.

Clearly, there are significant consequences associated with discontinuation of many of the programs seen as core functions of each unit. Further analysis of the interdependence of many of these programs/initiatives on other spheres across the university would likely be necessary to evaluate the full impact of any such actions.

### **Measures Used to Monitor Unit Effectiveness on Student Persistence/Success**

Assessment of the impacts of each administrative unit's efforts to support the university community is a priority in the Division of Student Affairs. Each unit identified key efforts to highlight the effectiveness of their work to support students and the mission of the university.

These efforts include the following:

#### **Promoting a Culture of Excellence**

- The Student Health and Counseling Center solicits feedback from each physical health client in the form of an anonymous survey. The feedback gathered from this assessment is used to improve quality of care in the clinic from the time the student makes an appointment through any follow-up necessary to support the student's medical needs.
- The Dean of Students office regularly monitors patterns in referrals to the Behavioral Intervention Team as well as violations of the rules that govern student conduct to identify trends in student of behavior. This information is critical in the ability of the DOS and sphere units to quickly identify, train, and communicate with the campus community on emerging issues among our student population.
- Disability Support Services regularly tracks student use of services to ensure the unit has appropriately designating resources to support students with disabilities. The number of unique users as well as the number of accommodations required to support each user is an important metric to measure the needs of current students as well as patterns in client needs over time.
- Student Life and Leadership conducts an annual survey of student satisfaction with campus activities, programs, and engagement opportunities. The data collected allows the unit to monitor trends in student interests. The unit also reports The Northern Light, Green Fee Board, and student governance organizations conduct annual reviews/assessments to determine the efficacy of their programs/engagement and support of the student body.
- The Department of Residence Life utilizes the Quality of Life Survey twice each year to monitor student satisfaction with numerous components of the residential experience. DRL also closely monitors Student Affairs Key Performance Indicators (KPI's) to identify demographic trends within their student population. KPI's are also used to identify patterns in academic success amongst residential students.
- The Department of Residence Life conducts ongoing assessment of the unit's

student employees. Specifically they measure satisfaction with training presented to student staff as well as the efficacy of the unit's residential education program.

-Career Exploration and Services engages in ongoing assessment of internal and external partners using Handshake software. This program allows the unit to provide numerous data points for students and employers that translate to more informed job seekers and more satisfied employers.

- Career Exploration and Services administers the First-Destination Survey. This assessment of recent graduates provides post-graduate employment data that the unit uses to better serve UAA students and academic units across campus.

-Student Life and Leadership has developed a five-year strategic plan aimed at ensuring the unit meets its student support objectives annually. The unit also produces an annual report to the UAA community

### Improve Student Persistence & Graduation Rate

- Native Student Services has partnered with faculty in the Psychology Department to conduct research on Alaska Native student identity development. This work will be done with participants in a NSS program (Native Early Transition) and will provide NSS with critical data in identifying ways UAA can support Alaska Native students both inside and outside the classroom.

- The Multicultural Center uses student participation data from each of its educational programs as well as its events to identify opportunities to expand its reach within the student population. MCC has found this approach successful in monitoring engagement of students over time which has given insight into student persistence.

-The Multicultural Center monitors persistence rates of students participating in the Seawolf Success program as well as Peer Mentors who support first year student participants.

### **Enhancements to Units over a Five Year Period (2015-2020)**

Each administrative unit identified numerous enhancements to their efforts to improve student success and achievement inside and outside the classroom.

Key enhancements include:

#### Collaborations/Partnerships across UAA and UA System

-The Student Health and Counseling Center has partnered with the Alaska Vaccine Access Program (AVAP) to obtain vaccines at lower costs for UAA students. SHCC has also provided preceptorship opportunities for UAA students working toward degrees in the College of Health and related fields.

- The Multicultural Center has partnered with Seawolf Dining and Catering to provide MCC students increased access to food throughout the day. This includes soup on Wednesdays in the center as well as unsold items from Cuddy Hall's dining center throughout the week.

-The Dean of Students Office collaborated with the Provost's Office to develop a new academic misconduct process that has aided in DOS collaboration with individual faculty to educate students on academic integrity.

-The Department of Residence Life has established a very successful collaboration with Academic Affairs to support faculty living in the residence halls. The Faculty in Residence (FIR) model continues to be identified as a key element in residential students' satisfaction with on-campus living.

### Personnel

-Native Student Services is partnering with the Department of Residence Life to ensure the ANIROP Coordinator and the Cama-i room are supported through a collaborative approach to programming and student engagement across both units.

-The Multicultural Center has enhanced the role of Peer Mentors within its Seawolf Success program which has resulted in higher Fall to Spring semester retention rates among participating students as well as enhanced performance among the Peer Mentors themselves.

-The Multicultural Center has taken on enhanced responsibilities in supporting UAA's international student population. Specifically identifying one staff member to engage international students and groups to offer MCC services and access to events/programs. Unit staff also have taken a critical role in on-boarding international students to the university and community.

### Resources

- Disability Support Services has partnered with outside agencies and Facilities to support a comprehensive wayfinding program which supports visually impaired students. This program significantly improves access to university spaces through use of a mapping system that directs students to myriad campus locations.

- The Department of Residence Life has evaluated its use of space in the residential community and re-allocated office space for student-facing staff in the most advantageous locations to encourage student engagement.

- Disability Support Services has moved into state of the art space designed specifically to support students. The space represents a dramatic improvement in the space and technology previously available to support students.

-Career Exploration and Services adopted Handshake software, an online career management platform for UAA students/alumni which has enhanced the unit's ability to serve students and potential employers. In collaboration with UAF and UAS, Handshake allows all three institutions to provide increased access to employment opportunities.

- The Department of Residence Life has collaborated with Housing, Dining and Conference Services to implement a number of upgrades to the residential community. Many of these enhancements improve the effectiveness of the physical environment to support student academic success. Examples include upgraded lighting, faster internet, upgrades to access to computers and printers, and the installation of ergonomic furniture.

### Initiatives/Programs

-SHCC has expanded its vaccination program for members of the UAA

community. For students living in on-campus residential communities this means they have immediate access to required vaccinations at check-in. SHCC has also expanded access to flu shots and STI screening for the UAA community. SHCC has also expanded its focus on bystander intervention and suicide prevention.

-Native Student Services has secured grant funding from the Provost's Office to begin development of an Elder in Residence program to support Alaska Native students and their transition to UAA.

- The Multicultural Center has adopted the use of High Impact Practices (HIPS) which have been identified as significantly successful ways to engage students to increase their persistence and success. These HIPS have been identified as particularly valuable in creating opportunities for academic success among underrepresented student populations.

- The Multicultural Center has extended relationships within the Anchorage community to establish outside funding streams to support unit events and initiatives. These relationships have helped the center enhance its reputation within the larger UAA community and helped attract students to the center.

- Disability Support Services has partnered with multiple providers to offer the best available technology and support to UAA students. Examples include note taking software, transcription software for students with hearing impairment, autism, traumatic brain injury, learning disabilities.

-The Department of Residence Life has initiated two residential education programs. The Community Model is designed to support students living in UAA's traditional dormitory buildings (East Hall, West Hall, and North Hall), while the Intentional Interactions Model is designed for students living in apartments on campus (MAC units and Templewood).

-Career Exploration and Services provides leadership to the University in the employment of over 800 student employees on campus each year. The unit also oversees a leadership development program (Alaska Peak) to student employees at UAA designed to encourage both students and employers to develop their skills and knowledge.

-Student Life and Leadership has opened an ESports Lounge suitable for gaming tournaments in the UAA Student Union. The lounge creates engagement and community building opportunities for UAA students as well as collaboration opportunities within the Anchorage community.

-Native Student Services has begun a re-design of one of its signature programs, Native Early Transition (NET), to enhance Alaska Native student entry into the UAA community.

### **Efforts to Improve Unit Efficiency**

Previous budget cuts have forced many units to improve efficiency and identify new strategies to support students with fewer resources in terms of staff support, time and fiscal resources. During previous budget cutting processes, each unit in the Dean of Students sphere has realized significant

alteration of available funding which has led to ongoing analysis of unit's budgets and, in some cases, revision of staff roles, changes to unit's mission and core functions. These reductions over the past five fiscal years include over one million dollars to DOS sphere units including Department of Residence Life, Dean of Students Office, Student Health and Counseling Center, Disability Support Services, Multicultural Center and Native Student Services as well as approximately two hundred and forty thousand dollars in budget reductions to Student Life and Leadership and sixty thousand dollars in cuts to Career Exploration and Services during the same period.

Significant examples of efforts to reduce cost and improve efficiency include:

#### Collaborations/Partnerships across UAA and UA System

-The Dean of Students Office has worked with peers at UAF and UAS to establish a system-wide discipline database known as Maxient. This database is constructed to more efficiently manage data for both student conduct and the university's behavioral intervention team. All three institutions use of one system has significantly increased collaboration and information sharing.

-Career Exploration and Services has partnered with UAF and UAS to implement software to improve efficiency in supporting students in career research. This collaboration serves current students and alumni access to a wide network of employers across the state and allows all three institutions to share resources and costs.

-Native Student Services has established relationships with Native Corporations and other community partners to explore outside funding streams to support specific initiatives of the unit. Specifically, support for expansion of the Native Early Transition (NET) program as well as outreach to rural communities is being sponsored by Chugach Alaska Corporation. NSS has been in communication with other agencies about collaboration on other initiatives for supporting UAA's Alaska Native student population.

-The Multicultural Center has established funding streams within the Anchorage community to aid in supporting the unit's mission. These funding sources has supported many of the programs and initiatives currently underway in the center.

#### Personnel

-The Student Health and Counseling Center has cross trained multiple staff to allow flexibility of functions and to maximize use of staff in the most productive manner possible utilizing an integrated health care model. In FY 2019, SHCC reduced operating costs by 15% through salary savings and adjustments to staffing across the unit.

-Native Student Services has revised the job functions/duties of each position in the unit to better utilize resources and maximize the efficiency of each staff member.

- The Multicultural Center has significantly cut personnel costs associated with student workers and eliminated their fiscal coordinator position. MCC has also cut full-time coordinator positions from twelve to eleven month positions.

-The Dean of Students Office has eliminated the Associate Dean of Students position, Counselor in Residence position, and reduced the term of a key position in the behavioral intervention team from twelve to eleven months. DOS has also revised multiple job descriptions to better serve the UAA community.

-Disability Support Services has reduced multiple staff from twelve month to 10 month positions.

-The Department of Residence Life has significantly reduced the number of student staff used to staff each building's front desk. DRL has also reduced the amount the hourly wages of some student staff positions.

-The Department of Residence Life has not filled its currently vacant Residence Coordinator position for the 2019/20 academic year. DRL has also reduced the number of Resident Advisors from 51 to 33 in the past five years.

-Career Exploration and Services has reduced employee contracts from twelve to eleven months and eliminated the Office Manager position.

-Student Life and Leadership went through a major organizational realignment in 2017 which combined previously separate units (Student Life and the Student Union). This administrative change led to staffing efficiencies across the department. SLL has also worked to reduce labor costs at the Information Desk, Hugh McPeck Art Gallery and Coffee Shop.

-Student Life and Leadership has absorbed New Student Orientation within its administrative sphere which creates efficiencies in the provision of services. This move has also allowed for opportunities to improve the orientation experience for perspective students and allowed UAA units to better prepare incoming students for their collegiate experience.

### Resources

-The Student Health and Counseling Center has worked to identify opportunities to source medical supplies from multiple vendors to take advantage of lower costs available in the medical supply marketplace. The unit has also worked to maximize its space use to provide a conducive environment for mental health counseling.

-Disability Support Services performed an extensive software/technology audit to identify underutilized resources and realized significant savings after cancelling those deemed ineffective and/or unused. DSS also collaborated with UAF and UAS to reduce licensing costs of ongoing assistive technology services.

-The Department of Residence Life has eliminated internal department funding for student staff programs.

-Career Exploration and Services has worked to improve both efficiency and academic alignment for the university's internship (credit and non-credit) program which has enabled the identification of a more student centered workflow. This effort adds value to both the students participating in the internship opportunities and employers.

-Student Life and Leadership has made substantial improvements to the Student Union in terms of space allocation, built environment, audio/visual equipment capabilities, as well as security and access to space for members of the UAA community. The unit is also shifted its space reservation software to 25Live which will allow community members to more easily reserve spaces in the Student Union.

### Initiatives/Programs

- Disability Support Services has increased use of online lecture capture software used by students to reduce the cost of note takers and note taking equipment.
- Student Life and Leadership has discontinued its leadership on Student Showcase and worked with Honors College to transition the event to their supervision and support.
- The establishment of the ESports Lounge in the Student Union has created a new revenue stream for Student Life and Leadership as well as the opportunity for increased sponsorships of SLL. The unit has also identified other strategies to increase revenues including additions to the Coffee Shop and sundry sales at the Information Desk.

Further reductions in funding for these units will likely have a profound impact on their ability to continue to provide exemplary support toward student success. As each unit contemplates its role in the UAA community, each must also identify the point at which they no longer have the resources to perform core functions adequately. While each unit Director has proposed further opportunities to cut costs, the potential domino effect that could result from any one of these interrelated units inability to serve students could be significantly impactful to the UAA student community.

### **BOR Policy, State/Federal Law or Mandates that Require Continuation of Core Functions**

Units in the Dean of Students sphere are highly sensitive to the many compliance related issues that are associated with the administration of a Student Affairs Division and a public institution of higher education. Multiple units have staff that are dedicated to regulatory compliance or are minimally specifically trained to support leaders in their efforts to ensure strict compliance with BOR Policy, as well as state and federal law. Failure to comply with many of the laws and mandates listed below carries significant consequences to the university in terms of potential fines, civil liability, loss of institutional reputation, potential loss of federal financial aid, and potential loss of funding for research initiatives.

#### Student Health and Counseling Center

- BOR Policy Part IX Student Affairs 09.11 Student Health (Immunizations); HIPAA; Family Educational Right to Privacy Act; Drug Enforcement Act; Clinical Laboratory Improvement Amendment.

#### Dean of Students Office

- Clery Act, Fire Safety Act, Violence Against Women Act (VAWA), Drug Free Schools Act, and Titles IV, VII and IX of the Higher Education Act, Family Educational Right to Privacy Act. Alaska state law related to due process for alleged academic misconduct. The DOS also supports numerous federal agencies that perform background checks on current and former students for government employment. The Dean of Students Office supports the UAA Code of Student Conduct and Student Handbook which are mandated by Board of Regents policy.

#### Student Life and Leadership

- P09.07.010. BOR policy on Student Organizations; P09.07.040. BOR policy on Registration of Student Organizations; P09.07.060. BOR policy on Sororities and Fraternities; P09.07.070. BOR policy on Student Medial and Organizations.

### Department of Residence Life

-BOR Policy Part IX Student Affairs 09.08 Residence Life and Student Housing; Fair Housing Act; Americans with Disabilities Act; Title IX of the Higher Education Act; Clery Act; Family Educational Right to Privacy Act; Occupational Safety and Health Administration Act.

### Disability Support Services

-Americans with Disabilities Act, Rehabilitation Act of 1973; Alaska State Anti-Discrimination Act, BOR Policy- Discrimination on the Basis of Disability; MOA EEO/AA Policy.

## **Potential Cost Saving Opportunities and Potential Impacts**

Each unit in the Dean of Students sphere had identified opportunities for cost savings that would be possible given the current fiscal environment. Units have presented options that would constitute potential savings to the university. These opportunities bare further analysis by the institution, but are not without significant consequences to the students the university serves. The overall philosophical approach to such analysis was governed by one concept- what can be altered or cut without significant impact to the Division of Student Affairs mission and values?

Approaches identified include:

### Collaborations/Partnerships across UAA and UA System

- The Student Health and Counseling Center would continue to support cost of the ADWE and behavioral intervention team coordinator. (~\$138K annually)
- The Department of Residence Life identified possible collaboration with University Housing and Dining Services to more efficiently staff the Gorsuch Commons front desk which could lead to cost savings for both units. (~\$15K annually)
- Career Exploration and Services identified potential collaborations with academic units and other university and community programs that offer career fairs and recruitment events for students and alumni. Opportunities also exist to partner with UAA Alumni Services to provide ongoing employment and career support for former students in the community. (TBD)

### Personnel

- Multiple units identified cuts to student employment opportunities across the DOS sphere. Individual units would seek to identify the most critical roles student workers support and make strategic cuts to student staff that lay outside what has been identified as mission critical. These cuts would impact student access to jobs and would impact on professional staff that would assume many of the duties previously assigned student workers. (TBD)
- The Department of Residence Life could collaborate with Native Student Services in support of the ANIROP Coordinator position. While not an ideal solution, shifting the position's reporting unit and salary to NSS would create salary savings in DRL. (~\$67k annually)
- The Student Health and Counseling Center proposes further development of positions to utilize non-licensed counselors with supervision from licensed clinical staff. SHCC has also proposed a move away from two-director model and instead would seek to hire an

assistant/associate director with mainly clinical responsibilities. The Director of Physical Health who would assume many of the administrative duties previously supported by the Director of the Counseling Center. (~\$100K annually)

- The Dean of Students Office proposes that they continue to support the Multicultural Center through use of the DOS Fiscal Coordinator position for MCC needs in fiscal and administrative areas. (~\$65K annually)

- Disability Support Services proposes that the unit could seek to use staff in Academic Innovations and ELearning to perform current functions of the Technology Specialist position. (~\$40K annually)

-Student Life and Leadership proposes that the unit could update position responsibilities for positions including Student Organization Coordinator, New Student Orientation Coordinator and Student Union Events Coordinator in order to create efficiencies within the unit. (~\$25K annually)

-Student Life proposes reduction of the Student Media Administrative Assistant position from 30 hours per week to a 20 hour per week student position. (~\$47K annually)

### Resources

-Multiple units have identified opportunities to curtail printing of promotional materials and other publications such as reports and other materials in an effort to keep printing costs to a minimum while also reducing time spent posting information across campus. Units would seek to utilize electronic formats for publicizing information and events. (TBD)

-Units such as the Multicultural Center and Native Student Services that support computer labs may be able to identify opportunities to work collaboratively to support their technological needs to best utilize those resources while cutting costs associated with supporting a large number of computers and their upkeep. (TBD)

-The Dean of Students Office has proposed ending its contract with an outside provider for its security alarm system and monitoring. (~\$1200 annually)

-The Department of Residence Life identified the potential for unification of both University Housing, Dining and Conference Services and DRL into a single administrative unit. Under this model, the potential to reduce at least one position exists. (TBD)

-Student Life and Leadership proposes that the unit could close the Student Union Information Desk on weekends to reduce labor costs. SLL could also prioritize the use of Federal Work Study eligible students across the unit. (~\$6,600K annually)

### Initiatives/Programs

-The Department of Residence Life indicates that an opportunity does exist to better utilize resources and reduce the per unit cost for educational programming through more effective communication and partnering with units such as Student Life and Leadership, Native Students Services, Dean of Students Office and the Multicultural Center. (TBD)

-Student Life and Leadership has identified Commuter Student Programs as a potential core function that could be cut to reduce costs. Specifically, the unit could shift the responsibilities previously assumed by that area and assign those resources to the Student Boards Coordinator position. (~\$85K annually)

## **Administrative Review of UAA Student Health and Counseling Center**

The UAA Student Health and Counseling Center (SHCC) promotes optimal health for the University community through access to high quality and affordable health care, preventative health care, individual counseling, consulting, outreach, and health education.

The SHCC is committed to fostering a welcoming, supportive environment where ALL students are valued. The health center team works together to provide evidence-based, comprehensive, and compassionate healthcare and education to UAA students seeking services regardless of sexual orientation, gender identity, ethnicity, religion, or other diverse experiences or identities that contribute to an individual. It is through this pursuit that the SHCC supports the mission of UAA and the growth of each individual.

The SHCC staff is comprised of family and psychiatric nurse practitioners, a consulting psychiatrist, licensed professional counselors, counselors working under supervision to complete licensure, a certified medical assistant, a registered nurse, an office manager, a certified biller/coder, an administrative assistant/HIPAA compliance officer, and student workers, in addition to psychiatric and family nurse practitioner students, undergraduate nursing students, and counseling psychology students. This team of professionals works together using an integrated physical and behavioral health care model to provide over 12,000 health care visits to individual students during the academic year as well as providing health outreach programs to the university community.

The services provided through the SHCC are almost entirely student fee supported. Each UAA student taking six or more credits with at least three on campus is charged a fee of \$14 per credit up to a maximum of \$168 per semester. These fees support the staff positions within the SHCC as well as two positions in the Dean of Student's office.

*What are the core functions of the Student Health and Counseling Center at UAA?*

### **Core Functions**

- Campus public health advocacy
  - Provides for a safe campus protected from preventable infectious diseases and potential safety threats from unstable students.
- Counseling services
  - Provides readily available, affordable mental health care for all eligible students.
- Health and wellness education
  - Provides informative, interactive, and educational programs designed to promote health and well-being for UAA students and the campus community.
- Immunization compliance management
  - Provides infectious disease protection in on-campus living quarters and provides cost-effective immunizations and titers for students pursuing degrees that require documentation of immunity to disease.
- Preceptorships
  - Provide educational opportunities for students in health care programs.

- Physical health care: diagnosis, treatment, and crisis response
  - Provides readily available, affordable physical health care for all eligible students.

#### Signature programs

- Bringing in the Bystander © (sexual assault prevention program)
- Integrated Suicide Prevention Initiative
- Peer Health Educator Program
- Finals Week Lunch

*If one or more of the core functions was reduced or discontinued, what would be the impact on the following goals?*

#### **Goal of supporting overall student, faculty, and staff success in meeting UAA’s mission:**

The mission of the UAA is to discover and disseminate knowledge through teaching, research, engagement and creative expression. UAA is an open access university which provides availability of education to all Alaskans and others from outside our state. Having affordable, convenient primary health care and mental health services on campus enhances this mission by allowing those without other access to health care to pursue their educational goals unencumbered. Without these services, students who lack health insurance and have unmet health needs would be prevented from pursuing educational goals. For students who experience a change in their health status during their degree program, having health care services available to them at no or low cost could mean the difference between continuing and completing a degree and dropping out.

#### **Goal of having more students persist and complete their educational goals:**

Health and wellness provide the foundation for students to have the energy and focus to follow through on their goals. Making health care convenient and affordable is essential. If the function of the SHCC was reduced or discontinued, fewer students would persist in their goals due to health problems that would not be addressed.

- Individual wellness is achieved through healthy habits, which are reinforced by **health and wellness education, wellness visits**, readily available services for **treatment of illness and injury**, and **mental health and counseling services**.
- Community health is achieved through **preventing infectious disease, providing health education**, and **promoting campus safety**.
- In addition to providing health care, the SHCC provides educational opportunities for students in health care majors through **preceptorships and assistantships**. It also provides a site for engagement in health care research.

#### Relationship between health and academic performance:

- In a survey conducted by the American College Health Association, students reported the following factors as affecting their academic performance within the prior 12-month period: 34.2% stress, 27.8% anxiety, 22.4% sleep difficulties, 20.2% depression, 14.8% cold/flu/sore

throat, 9.5% relationship difficulties, 6 % attention deficit disorder, and 4.5% sinus infection/ear infection/strep throat/bronchitis (2019).

**Health and wellness education** are provided by the SHCC Health Promotion Team to reinforce healthy habits and keep students and the community safe:

- Bringing in the Bystander (BIB) © is an evidence-based sexual assault prevention curriculum that was licensed in 2015 and is currently used at 365 college campuses and health centers worldwide (Prevention Innovations Research Center, 2020).
  - According to the 2019 UA Campus Climate Survey, sexual harassment affects 28% of UA students, stalking affects 26% of UA students, 15% of UA students have experienced at least one incident of dating violence, and 21% of UA students report experiencing some form of sexual assault (Myrstol, 2019).
- The Integrated Suicide Prevention Initiative is a suicide prevention program aimed at training “gatekeepers” who can recognize those who are at risk of suicide.
  - 7.7% of College students reported seriously considering suicide and 0.6-1.2% attempted suicide (Suicide Prevention Resource Center, 2012).
  - Alaska has the fourth highest suicide rate in the country with 24.6 suicides per 100,000 people compared to the nationwide rate of 16.5 per 100,000 people (Center for Disease Control, 2019).
  - Suicide is the second leading cause of death in college students (Lipson, Abelson, Ceglarek, Phillips, Eisenberg, 2019).
- The Peer Health Educator Program utilizes students to teach the BIB © curriculum, as well as other health programs, and by doing so gives students the opportunity to participate in improving the campus community. This provides more effective education as peer to peer education can make more of an impact on students, engages students in the campus community, and teaches leadership skills.
  - Since the program was initiated in 2015, twenty-four students have had the chance to serve as Peer Health Educators.
- Finals Week Lunch is a healthy, free lunch offered each semester during the finals period in the Rasmuson Lobby area.

**Wellness visits, treatment of illness and injury, and mental health and counseling services** are provided at the SHCC at no additional cost for all students who take six credits or more and have been charged the student health fee. The health center also has an on-site dispensary to allow students to obtain prescribed medications at wholesale cost as well as an on-site lab with discounted pricing. Discounted imaging services are provided to uninsured students through a contract with a local imaging facility. Same day appointments are always available for physical health as well as mental health crisis intervention.

During FY19, there were 12,543 visits to the SHCC. In FY15, there were 12,956 visits to the SHCC. Though there has been an 11% decrease in university enrollment from FY15 to FY19, SHCC visits have decreased only 3% over this period of time.

Accessibility to health care: In FY19, 32% of students seen at the SHCC reported having no health insurance. Among those who did have insurance, many students reported having a high deductible, which makes access to primary care visits costly.

<u>Examples of cost savings to students:</u>	<u>SHCC</u>	<u>Community</u>
Average cost of a mental health visit	\$0	\$237
Average cost of a women’s wellness visit	\$0	\$445
Average cost of an illness visit & treatment	\$0-70	\$271
Cost of labs for chemistry panel and blood count	\$39	\$212
Cost of a chest X-ray for uninsured	\$41	\$68
Cost of a tetanus immunization	\$15	\$48

**Preceptorships** are offered by the SHCC for undergraduate and graduate nursing students, psychology students, and medical students. Over the past three years we have supported on average three students per semester in their community nursing rotation, three family nurse practitioner students per year in their women’s health rotation, and two psychiatric nurse practitioner students per year in their rotation. Over the past twenty years the SHCC has worked with the UAA School of Nursing and Psychology Department, Alaska Pacific University Graduate School of Psychology, the University of Washington School of Medicine, and Duke School of Nursing to provide over one hundred students the chance to have clinical preceptorships. In addition, we have recently provided a graduate student **assistantship** for a UAA Master’s in Counseling student. These preceptorships and assistantships help provide health care students with practical experience in completing their education and graduating with their degrees.

**Impacts to UAA’s reputation and ability to attract and retain students and/or external support.**

UAA’s reputation is impacted not only by the quality of its academic programs, but also by the support it provides for its students and the engagement of students in the campus community. The SHCC helps to provide a safe and engaged campus community where students can thrive. The SHCC also works hard to provide exemplary health care that meets or exceeds all applicable state and federal regulations such as the Alaska State Board of Nursing, HIPAA, FERPA, DEA, and CLIA. In these challenging economic times, students are considering their options carefully. As most universities provide some form of on-campus health care, not having care available could make our campus less attractive to prospective students and parents. Students who experience some form of health problem during their degree program are less likely to finish their degree without adequate support. One-quarter of students with a mental health issue drop out of school (Lipson, et al., 2019).

The health promotion program has received ongoing external support for its work through Alaska State grants. The SHCC also has many connections to programs within the community such as the Ladies First program, STAR, AWAKE, Anchorage Project access, the State of Alaska Department of Epidemiology, Municipality of Anchorage Public Health Department, Diagnostic Health, Quest Laboratory, and the Alaska Heart Institute. The SHCC provides a location for possible health research,

which can enhance the universities' reputation. Two doctoral nursing projects and one nursing thesis have been completed through data collected at the SHCC. The SHCC staff provide an on-campus resource for health related questions from advancement, the Northern Lights, and many other departments.

*Identify measures and targets used to monitor the impact of functions on each of the above.*

**Measures used to monitor impact of core functions on supporting students, faculty and staff, and allowing more students to persist and complete their educational goals:**

Monitor numbers of students seen at the SHCC and what they are seen for:

There were 8,288 physical health visits and 4,255 mental health visits in FY19 and 4,758 physical health visits and 2,569 mental health visits FY20 (July through January).

FY19 & FY20 Physical Health Most Frequent Visit Reasons:

- Immunizations, tuberculosis testing, and infectious disease titers (3,224 visits in FY 19 and 1,426 visits in FY20).  
These visits help support students with immunization requirements for the residence halls or requirements related to their programs.
- Illness, injuries, and follow-up appointments (1,270 visits in FY19 and 1,038 in FY20).
- Sexually transmitted infections (STIs), contraception, and women's health (955 visits in FY19 and 335 in FY20).

FY19 & FY20 Mental Health Most Frequent Diagnoses:

- Anxiety related symptoms (1,449 diagnoses in FY19 and 839 diagnoses in FY20).
- Depression (1,024 diagnoses in FY19 and 488 diagnoses in FY20).
- Attention Deficit Disorder (363 diagnoses in FY19 and 251 diagnoses in FY20).
- These numbers reflect a 40% increase in mental health diagnoses from FY18
- All of these problems can significantly affect academic performance. Anxiety and depression symptoms impact the health and safety of the campus community.

Monitor student satisfaction with services provided through a weekly online survey sent to students seen:

FY19-20:

- 89% of students in FY19-20 reported being either very satisfied or satisfied with the care they received.
- 79% of students in FY19-20 agreed that the services they received were helpful to their academic success.

Monitor number of students participating in health education programs:

- 19 presentations of Bringing in the Bystander © training in FY20 with 252 attendees and 46 presentations in FY19 with 593 attendees.

(A total of 193 presentations and 2,798 people trained since BIB training began on the campus in 2015).

- 5 presentations of Integrated Suicide Prevention training in FY20 with 97 attendees and 12 presentations in FY19 with 174 attendees.
- Peer Health Educator Program (twenty-four students have benefitted by being Peer Health Educators since program's inception)
- Other Campus Initiatives in FY20:
  - Dating Violence Sexual Assault Coalition for Change (regular meetings on campus)
  - World Suicide Prevention Week (Over 200 participants)
  - Emergency Food Cache on campus (Over 50 bags providing 3 days of food distributed)
  - Fall Wellness Expo (Over 200 participants)
  - Dessert and Dialogue (15 participants)
  - Rape Aggression Defense (RAD) training (17 participants)
  - National Collegiate Alcohol Awareness (20 participants)
  - Finals week Free Soup Lunch (served over 500 students)
  - CPR/BLS training for SHCC staff (5 participants)
  - Blood Borne Pathogens training for Culinary Arts Students (10 participants)
  - Mental Health Monday (50 participants)
  - Healthy Sexuality Resource Fair (Over 200 participants)
  - Free STI screening for gonorrhea, chlamydia, syphilis, and HIV (44 participants)
  - Little Black Dress Does Not Mean Yes (55 participants)
  - Other booths at campus events

*What improvements have been achieved over the last five years?*

**Efforts to improve impact of core functions on outcomes of the university:**

Campus public health advocacy and immunization compliance:

- Using Alaska Vaccine Access Program (AVAP) to obtain vaccines for students at lower cost.
- Providing immunizations for students living in campus housing on-site during move-in period.
- Partnering with Municipality of Anchorage to attend the move-in immunization clinic to provide free immunizations for those under nineteen (not included in AVAP program).
- Administration and documentation of immunizations and drug screening for UAA School of Nursing, School of Allied Health, UW Medex and WWAMI programs, Creighton University School of Occupational Health, and Idaho State Pharmacy Doctoral program.
- Providing flu shots at multiple campus sites to make immunizations more accessible.
- Providing free STI testing once yearly to campus.
- Utilizing state lab for STI testing to lower costs to students and make testing affordable.
- Providing Travel Medicine services for Study Abroad students or any student traveling overseas.

Counseling services:

- Providing counseling for athletics on-site to eliminate barriers.

- Providing support for students under stress due to budget cuts and other changes at the university.
- Providing a holistic focus during visits in the context of the specialty of College Health Care, which emphasizes both the academic and developmental milieu of the student.
- Providing a counselor on call program for students in campus housing in distress after hours.
- Liaison with CARE team regarding students of concern as confidentiality allows.
- Communication with Residence Life regarding students of concern as confidentiality allows.
- Communication with Disability services as confidentiality allows regarding students needing additional support.

Health and wellness education:

- Focusing educational programs on areas of highest impact in college population: Suicide prevention, prevention of sexual assault, and drug and alcohol education.
- Peer Health Education Program with leadership development.
- Use of social media (Facebook and Instagram) as well as the bimonthly news sheet, Lavatory Lowdown.
- Ongoing programming to fill campus need for health education.

Physical health care:

- Focus on providing services most helpful to college students: women's health and contraception, STI testing and treatment, athletic physicals, physicals for other programs, and episodic treatment for illness/injury.
- Providing a holistic focus looking at the academic and developmental needs of the student in addition to their physical health needs.
- Recently instituted depression screening for all physical health visits as is recommended by the U.S. Preventive Task Force, twenty additional referrals to mental health occurred in 2018.
- Recently collected data indicates that 55% of UAA students are overweight and 36% are obese which shows the need for additional resources in this area.

Preceptorships in health care:

- Utilizes resources of university most efficiently as we not only provide care for students, we provide experience to those learning to become health professionals.
- It is becoming the community standard to charge a fee to universities or students for preceptorships as they require time and resources. Preceptorships at the SHCC are provided without additional cost to the university or the student.

*What efforts has your unit made to improve efficiencies and lower costs?*

**Efforts to improve efficiencies and lower costs:**

The SHCC endeavors to contain costs and function efficiently through the following measures:

- Use of an integrated physical, mental, and educational health care model which allows providers to work together and avoid redundancy in services.

- Cross training of CMA, RN, and ANPs to allow flexibility in functions.
- Use of ANPs to dispense medications, avoiding the need for an on-site pharmacist.
- Utilizing space efficiently.
- Prudent purchasing of supplies to avoid allowing expiration.
- Maintaining multiple, pharmaceutical, medical and supply vendor relationships to achieve the lowest cost and the best quality.
- Third party contracts with outside vendors negotiated to achieve lowest cost and highest value in services.
- Use of an Electronic Medical Record with its associated flow charts, batching, and recall ability facilitates increased productivity.

The cost of running the SHCC increased by 14% from FY15 to FY19. The increase in costs in this time period was due to an increase in labor costs. The employees received a salary equity adjustment in 2017 to bring salaries up to community standards, though the number of staff was unchanged. Department of Labor statistics indicate that healthcare salaries increased an average of 11% nationwide during this same period of time (U.S. Bureau of Labor Statistics, 2020).

The cost of running the SHCC decreased by 15% from FY19 to FY20. This decrease in cost was due to a savings of approximately \$252,070 in salaries and an additional savings of \$48,471 in direct costs. Though there was a savings in salaries during this period of time, the lack of adequate staffing affected the ability to provide services to students particularly in mental health. This salary savings is not sustainable if we wish to continue providing services to students and retain staff.

**Efforts to decrease costs over the past five years:**

Labor:

FY20

Savings \$254,711

- Position for a 9-month physical health provider left unfilled over the last year with director of physical health clinic providing three days of clinical services per week.
- Position for half-time physical health nurse practitioner filled with a temporary employee to decrease costs.
- Position for 10-month health educator (originally grant-funded) left unfilled over the last year with one physical health nurse practitioner taking on these responsibilities and the drug and alcohol counselor from DOS assisting her half-time (not included in monetary savings as originally grant-funded)
- Position for Director of Counseling currently vacant
- Position for one 12-month counselor position left unfilled due to failed recruitment.
- Hired a Graduate Assistant, who is in the Master’s in Counseling program, to assist with providing counseling services at a decreased cost under the supervision of a licensed counselor.
- Hired an unlicensed counselor to assist with providing counseling services at a decreased cost under the supervision of a licensed counselor.

FY19 Savings \$96,103

- Director position vacant for part of year.

FY18 Savings \$226,000

- Assistant Director Position vacant.
- RN contract reduced to 11-month from 12-month.
- CMA contract reduced to 11-month from 12-month.
- Psych NP position reduced to 9-month from 12-month.
- Counselor position reduced to 9-month from 12-month.
- Clinic closed several Fridays during summer.

FY16 Savings \$218,000

- 2 Psych ANP positions vacant.
- 1 counselor position vacant.
- RN position vacant for 3 months.
- Administrative position reduced to 9-month from 12-month.

Schedule summer 2019 Savings \$17,671

- Closed the clinic on Mondays which decreased salary expenditures

Direct costs: -SH 101 \$7,200 (1 year)  
-Vaccines \$43,704 (1 year)  
-Food Cache \$1,700 (1 year)  
-Peer Health \$20,000 (1 year)

- Student Health 101 (discontinued online subscription for students).
- Obtaining vaccines through the AVAP Program.
- Emergency food cache funded through donations by individuals and through the Food for Fines program by UAA Parking Services and is not a cost to the SHCC.
- Peer Health Educator Program is entirely supported by a State of Alaska Grant.

### **Mandates for care**

College students are at a critical juncture as they venture out on their own for the first time and establish their own life habits. College health centers are aimed at helping students make this transition smoothly. Students face many health risks from stress and anxiety, excessive alcohol or drug use, the risk of infectious disease in close living quarters, the risk of sexually transmitted diseases, and the increasing incidence of mental health issues. Though there are no mandates that require that campuses to provide health care, health centers have become the norm for providing health care to college students who are often far away from home and their usual support systems.

The UAA Board of Regents policy does require those living on campus to have two doses of measles, mumps, and rubella vaccine or evidence of immunity to those diseases, a tetanus, diphtheria, and

pertussis vaccine within 10 years, a negative tuberculosis skin test or chest X-ray, and if under 21, appropriate vaccination with the meningococcal ACWY vaccine. Having these vaccinations readily available through the SHCC expedites this process.

**Functions that could be eliminated without drastically affecting mission or compliance mandates?**

In these difficult economic times, the decisions made will change the future of our state. If students are to have a successful experience here on the Anchorage campus, providing accessible, affordable health care is essential. I do not believe any of the core functions of the SHCC could be eliminated without altering its mission. Insurance data gathered at the SHCC demonstrates that approximately one-third of the students utilizing the SHCC do not have another affordable choice in the provision of their care.

Labor is the largest component of the cost of running the SHCC. The best way to decrease costs for the SHCC is through restructuring the staffing needs and thus decreasing labor costs. Changing the Director of Counseling role to an assistant director position with mostly clinical responsibilities would decrease the labor costs significantly. Altering the schedule of one of the counselors to work summer and have 2 months off during winter effectively eliminates need for a 12-month counselor position. Bringing in unlicensed counselors provides additional staff to see students at a lower cost. Hiring a health promotion specialist would allow the nurse practitioner currently filling this role to utilize more of her valuable time to provide clinical care and would allow the center to leave the physical health NP position vacant. These changes would provide savings in the cost of labor, in addition to providing an additional counselor to see students, compared to current staffing.

Savings –approximately \$100,000

## Administrative Review of UAA Native Student Services (NSS)

- Academic success and personal development programming
- Alaska Native and rural student transition services
- Alaska Native community development
- Cultural programming
- Student advocacy
- Student retention and completion promotion

Native Student Services (NSS) has been, until very recently, in a “holding pattern”-not only were they without a Director for 18 months, the staffing was reduced to one employee (the Office Manager) for an entire semester (fall 2019). The ability for NSS to meet virtually ANY goal related to student recruitment, retention, support and success has been largely zero since the previous Director retired in July 2018. Previous to this, NSS had begun a decline in its efficacy. In reviewing the historical documents related to NSS for this Program Review, it appears there may be a connection between the development of program/discipline specific Native student-facing programs and the decline of student and community engagement at NSS. There was a duplicity in support systems-NSS likely should have pivoted fully as the “hub” for Native students AND Native student focused programs/community partners. Hindsight is always 20/20.

Currently, NSS has now hired a Director (as of 1/20/2020) and a newly created Assistant Director (2/3/2020) position. They retain their Office Manager and have one open position slotted for the Native Early Transition (NET) Program Coordinator (hiring scheduled for April 2020). With the hire of the NET Program Coordinator, NSS will be fully staffed for the first time since July 2018. Spring 2020 semester has been designated as a “reset” semester for NSS-allowing the newly formed Department to establish a strong, functional foundation to deliver quality, culturally rich programming and partnership opportunities for Alaska Native students at UAA. This is vitally important work as 9.4% of all unique students at UAA were identified as NSS-served students-and increase of over 1% since FY09 (Student Affairs End of Year Report, 2019). It should be noted that despite the extreme cut to NSS in staff and scope, there was a 74% retention rate of undergraduate degree-seeking NSS students between Fall 2018 and Spring 2019 (Student Affairs End of Year Report, 2019). This exemplifies the significant need for NSS to be strong, healthy and progressive-almost 10% of the student population could benefit from expanded programming and support systems through NSS.

According to the New Alaska Native Vision at UAA Concept paper published in June 2019 by Chancellor Sandeen, ⅔ of UAA’s Alaska Native students are NOT connected with an Alaska Native student-serving program in research coming out of the Community/Clinical Psychology program (Dr. Sara Buckingham’s Cultural Identity Project) surrounding cultural identity and belonging-initial research findings indicate Native students do not feel represented in the faculty/staff ranks nor connected culturally to UAA or it’s programs. This is especially true for Alaska Native students who are coming to UAA’s campus from a rural community. These students often withdraw/fail, return to their home communities and may never risk attending college again.

In Fall 2019, Native Student Services brought in a Faculty in Residence from the Human Services Department and an Advisor in Residence from the 1st Year Advising Program. With the Faculty in

Residence came a Human Services Bachelor's Level Practicum/Capstone student who is completing the research component of her Practicum/Capstone at NSS and with NSS students. During this time, NSS hosted/participated in several events, including co-hosting the annual Giving Thanks Dance with Native Student Council, which was the highest attended NSS community-facing event in recent memory.

Since January 20, 2020 when the new Director started officially, NSS has begun to re-start, re-energize and refocus the work being done in, around and with NSS. Food was the first need addressed- students were hungry. Program changes were made to bolster the general food budget to ensure the students who utilize our services have a reliable place to eat on campus. We know learning is impacted by several factors-hunger being one of them. Food insecurity is real in this university-and Alaska as a whole. Since responding to student requests for fresh fruit, vegetables, and healthy foods there has been a significant increase in the number of students who come to NSS to study and connect-the frequency individual students are coming is increasing as well. Food is a fundamental-and central-factor in Native cultures. Potlucks, potlatches and community-based sharing is a significant part of Native communities. NSS will need to continue hosting and supporting community-based cultural events-all include an element of food. This is an issue of particular concern to several community partners.

The Director has met with Chugach Alaska Corporation and tentatively secured \$35,000 to put toward the newly expanded Native Early Transition (NET) Program and development of best practices. The NET program has been expanded significantly from the original 5-day program. In fact, NSS has secured two 3-credit course numbers (UNIV 150 and UNIV 190) to expand the program into a two-semester, weekly class contact. These course numbers will transition to permanent course designators after two AY runs. This will allow students to get credit and financial aid for the courses. Weekly contact through the first two semesters will enable NSS to interact in a more student-forward, engaged and trauma-informed way. NSS will further expand the NET program to include a 2-nd year mentorship requirement-essentially transforming a 5-day program into two full academic years of regular contact, tie into the university and the larger Native community. The hope is this new 2-year NET program will allow NSS to work with the discipline specific Native programs to transition students directly into their majors-and degree specific advising.

In addition to the academic tie in and connection, NSS has partnered with Dr. Sara Buckingham in the Community/Clinical PhD program to capitalize on the research she and her students are doing with ePortfolio and cultural connection. NSS sees this research as foundational for pivoting to address student concerns and needs as identified in the study. The Alaska Native Cultural Identity Project at UAA will provide an 8-week, Elder-led cultural identity development. Each student will receive a tablet to keep (funded by Dr. Buckingham's grant). The program will be embedded into the newly expanded NET program as a pilot program for AY 20/21. It will be used as a companion to the academic tie in-essentially closing a "gap" in services-especially for students from rural Alaska. NSS will also be working with Digication and ePortfolio and the PEAK program currently offered by Shamai Thacker. This will bolster students' use of ePortfolio for academic/professional development while instilling pro-social skill development and interaction with new technologies.

In addition to the funds tentatively secured from Chugach Alaska Corporation, the Director has also tentatively secured funding from Vice Provost Claudia Lampman (funding from one-time Student Success Initiatives funding) to:

- establish a research fund to determine if an Elder in Residence program in the dorms would be feasible (in partnership with Dr. Buckingham and Mary Sherbick, Alaska Native, Indigenous, & Rural Outreach Program Coordinator and Residence Life) Amount TBD
- Establish a Faculty in Residence and Advisor in Residence fund to assist in bringing research opportunities through NSS \$5,000
- Laptop purchase for Assistant Director \$1,500
- Travel for two recruiting trips in March 2020 (Dillingham and Nome) \$3,000

NSS provided almost \$9,000 in academic scholarships in Spring 2020-significantly impacting several students with gaps in scholarship/financial aid funding.

Since beginning full-time on February 3, 2020, the Assistant Director, who has taken on the majority of the recruitment duties, has established a working relationship with registration and advising to coordinate recruiting efforts-specifically targeting Native students in rural areas. There are two recruiting trips scheduled for March 2020, a table at a major sporting event and appointments with every high school in Anchorage to establish a positive working relationship. The NET program application has been revamped and made accessible. There are several developing partnerships with community partners to develop best practices for recruiting rural Alaska students. A database of Native students both on campus and those who have applied have been established to assist in streamlining the recruitment process. NSS will be working closely with AHEC and Gloria Burnett to share recruiting events and student contacts specifically focused on rural Alaska Native students interested in the health professions.

NSS is hosting a series of Talking Circles to gain student and community feedback in the reset process throughout the spring semester. The goal is to both introduce the “new” NSS to the community and listen to feedback to develop a student forward, responsive program to connect students to UAA and the larger community academically and culturally. The Director has met with several prospective partners within the community and throughout UAA at large. The response to the reset has been overwhelmingly positive-but tentative. There has been a significant amount of damage done to NSS, and ultimately UAA as a whole, by the lack of staffing/programming. This impact is felt most acutely in our struggling student demographics-Native students are severely underrepresented in higher education. The 100th Alaska Native PhD of all time graduated from UAF in December 2019. That is unacceptable. This directly impacts, and is impacted by, our ability to develop home-grown professionals and keep them in their home communities-or Alaska as a whole. This has far-reaching implications for Alaska Native students-colonization is still taking place in Alaska. Education is a privilege for these students-and we, as a institution of higher learning, should be humbled they chose UAA despite the historically poor treatment. There is an opportunity to foster, develop and retain high-quality students-we just have to “redefine” what a “high-quality” student is. Indigenous research opportunities and methods will need to be elevated to equal that of a stereotypical Western-based educational system.

Given the very recent “reset” on NSS, and the fact that it has been largely staffed by the Office Manager alone for a semester, there do not appear to be any places where NSS can absorb cuts in base funding. The charge from the Chancellor has been to grow the program-and that requires more funds than currently available. There are significant outside sources of funding that can be leveraged by way

of community partnerships, grant work and UAA cross-disciplinary research projects. There is significant interest in the program-NSS needs all of its resources to build the foundation of what will be a new, robust program that has built-in measures to assess program efficacy. The Director has significant program development and evaluation experience in the government/academic arenas-this will enable dynamic and on-going assessment of program goals and outcomes. More importantly, it will enable NSS adjust programming needs as necessary to respond to student needs. It is hoped that NSS can continue developing and fostering a program that can be a “hub” for Native students-first connecting them to UAA, and then to specific degree programs while offering the academic and cultural support students are asking for.

# Administrative Review for Career Exploration and Services

## 1. What are the core functions of your unit that are funded in Fund 1 (i.e. Fund 104110)?

### Core Functions

- Career and professional development programming
- Career development and exploration advising
- Employer relations and on-campus recruitment
- Internship and job shadow management
- On-campus employment and federal work-study promotion

### Signature Programs

- Alaska PEAK (Purposeful Engagement, Assessing Knowledge) - A framework for the on-campus student employment experience that leverages reflective learning and relationship building between student employees and their supervisors.
- City-wide Career and Job Fair - An annual job fair, led by a community coalition aimed at supporting workforce development. The coalition includes Alaska Pacific University, Alaska Department of Labor & Workforce Development, Anchorage Chamber of Commerce, Anchorage School District, Municipality of Anchorage, University of Alaska Anchorage, and Anchorage Public Library.
- National Career Development Month & Fall Career Fair - November is recognized as National Career Development Month by the National Career Development Association (NCDA). In celebration, UAA students, alumni, and community employers are invited to explore, develop, and connect through career development programming on-campus, including the annual Fall Career Fair and a variety of workshops and presentations.
- Handshake, career management platform - An online career management platform, leveraged by UA students and alumni through which they can access thousands of internships and jobs, schedule career advising appointments, discover career and networking events and more.

## 2. If one or more of these functions was reduced or discontinued, what would be the impact on: (Not all elements may be relevant for your unit. Only address relevant items.)

***-More students persisting and completing educational goals?***

***-Supporting overall student, faculty and staff success in meeting UAA's mission?***

***-Impacts to UAA's reputation, and ability to attract and retain students and/or external support?***

If UAA did not have coordinated and intentional, career development opportunities for students and on-campus recruiting and engagement opportunities for employers, UAA's reputation and the ability for students to connect with training opportunities and post-graduation employment would greatly suffer. This not only has negative impacts on the university, but also on the Alaskan economy.

**3. Identify measures and targets used to monitor the impact of functions on each of the above (not all elements may be relevant for your unit, only address relevant items).**

Handshake provides robust metrics that demonstrate Career Service's ability to support students with career exploration tools, curate job and internship opportunities available to students, and engage employers in the career development process. Key performance metrics include employer partners and job postings.

- **7,661 Employer Partners.** After year-one of Handshake implementation there were 3,755 approved employers connected with UAA via Handshake. Now, mid-year-three, there are 7,661 employers engaged.
  - **575 Employer Partners recruiting for Alaska Jobs.** Among all employer partners, 575 employers are hiring for jobs located in Alaska as of mid-year-three, up from 292 employers in year-one.
  - **308 Employer Partners based in Alaska.** Among all employer partners, 308 are headquartered out of Alaska as of mid-year-three, up from 178 employers based in Alaska in year-one.
- **38,130 Job Posted in Handshake since launch.** During year-one of Handshake implementation there were 8,400 jobs posted in Handshake. In year-two there were 14,418 jobs posted in Handshake. Now, mid-year-three, there are already 15,312 jobs posted in Handshake, well exceeding last year's numbers.
  - **4,849 Alaska Job Posted in Handshake since launch.** During year-one of Handshake implementation there were 912 Alaska jobs posted in Handshake. In year-two there were 1,033 Alaska jobs posted in Handshake. Now, mid-year-three, there are already 623 Alaska jobs posted in Handshake, looking to exceed last year's numbers.

Career Exploration & Services also now administers the First-Destination Survey of recent graduates, collecting critical job placement and post-graduate employment data required by academic colleges for accreditation metrics. Results from the 2018 First-Destination Survey sent to new graduates showed 58% were working, 24% were looking for work, 14% were continuing education, 3% were not looking for work, 1% accepted volunteer work, and 0.8% went into the military. The survey found that 52% of UAA students work and live in Alaska after graduation (42% in Anchorage).

**4. What improvements have been achieved over the last five years?**

Since program prioritization, Career Exploration & Services has been undergoing an intentional, multi-phase change process, in order to elevate customer service delivery and reputation among community stakeholders, establish a coordinated and interdisciplinary culture for student career success, and to develop a new vision for scaling impact, collecting outcomes data, and leveraging technologies that contribute to increased efficiencies and effectiveness.

**Handshake, Online Career Management**

In 2017, Career Exploration & Services adopted Handshake, an online career management platform for students and alumni. This platform, as a \$5,000 investment, transformed career services operations and the opportunities available to students. Through Handshake, students and alumni can access thousands of internships and jobs, schedule career advising appointments, discover career and networking events and more. Implementation of this product was so successful, that UAA was awarded a TVEP Grant to expand implementation of Handshake Statewide. As of January 13th, 2020 Handshake was officially rolled out to every student on the UAS, UAF, UAA and respective community campuses. This partnership has created connection and fostered information sharing and growth among the three career centers. This collaborative project proves that alignment and synergy across UA campuses is possible.

With the focus of increasing connections with employers who hire employees for positions located in Alaska, the consortium of all three UA campuses in Handshake provides significantly increased access to an educationally trained workforce. With this consortium, employers now have the ability to directly recruit the 30,000+ students and alumni from all three campuses and their associated community campuses.

This access opens opportunities to many students who are enrolled in a degree program at one UA campus (either remotely or physically) but may seek employment in a different location. Corporate and regional offices who hire for our in-demand industries will have additional candidates who live in Alaska to contact for jobs/internships located in Alaska, thus increasing the number of program completers at all three campuses within these high demand jobs.

Employers appreciate the efficiency and increased value of posting multiple job/internship opportunities at multiple campuses at the same time in Handshake. Additionally, opportunities to develop mentorship relationships with students in a particular degree field increases, thus establishing a pipeline of trained future employees for employers. An added advantage is the platform is able to provide each campus with data on new hires, allowing us to track what industries our students are securing employment in, thus helping us to examine current/future marketing efforts for degree programs for in-demand fields.

### **Student Employment**

With over 800 students employed on the Anchorage campus annually, Student Affairs provides leadership to the campus in elevating on-campus student employment as a high impact educational practice. The UAA Student Affairs student employment program provides students with a robust, developmental employment experience that cultivates career competencies needed to be successful in a global workforce; ensures equity across student employment opportunities; and supports student employee supervisors with standardized resources and training.

Leadership from the Career Exploration & Services office not only provides consistency and support, but it also centralizes time consuming human resources tasks previously distributed across Student Affairs staff and cost center clerks related to the hiring, processing, and onboarding of student employees. This support also includes student development programming, resource development, student hiring and onboarding, administrative and logistical support, and training and development for supervisors.

Data collected over the past three years demonstrates that students who participate in on-campus student employment for at least one semester during their UAA experience are twice as likely to graduate. The more students UAA can engage with on-campus employment experiences in a timely, efficient, and meaningful way, the more students we will support to persist and graduate. Additionally, through Alaska PEAK and reflective learning, Student Affairs has been able to capture the skills and knowledge students gain through on-campus employment. Students are increasingly prepared to enter the global workforce with their ability to communicate transferrable skills and accomplishments and share their amazing stories.

### **5. *What efforts have your unit made to improve efficiencies and reduce costs? What was the result?***

#### **Handshake Implementation**

Each Career Services department at UAA, UAF, and UAS work with UA programs, students and alumni, and with employers to make connections for internships, apprenticeships, and jobs. What makes efficiency through Handshake even more unique is that it brings together all three universities to utilize the same system that will directly benefit students and employers across the state while leveraging funds to negotiate a single contract. With this shared system, the Alaskan business community can now see greater synergy and partnership across the UA system. No longer do employers have three separate systems and processes to connect with and recruit UA talent - now it's one seamless process across the system.

#### **Internship Administrative Management**

Career Exploration & Services supports UAA students with career exploration and development, including internships (both for-credit and not-for-credit). Approximately 1,000 students participate in internships or practicum experiences for-credit annually. Until July 2019, however, there was significant decentralization of for-credit internship management resulting in imposed barriers to both students and employer partners.

Approximately 50 of those 1,000 student internships annually were administratively overseen by Career Exploration & Services and the remainder of those internships were administered by their respective academic colleges. Consequently those 50 internships brought in approximately \$50,000 in tuition and fees as revenue to CES. This decentralized process caused immense confusion among students and employers by being required to go through Career Exploration & Services for some internships, but going through the respective colleges for most.

As a result a student-centered evaluation of the internship experience, the 50 internships under the CES administrative purview are being restored back to the respective colleges for an improved student experience and oversight. This change has resulted in enhanced student learning through more direct faculty engagement and curricular alignment of those internship sections. Through this restructure that \$50,000 revenue was lost from Career Exploration & Services and redistributed to the colleges.

This new for-credit internship administrative restructure has enabled the campus to identify a clear and student centered workflow for students seeking to earn academic credit for internships, as well as for employers seeking to hire UAA talent. The new process enables Career Services to remain a central point of contact for employers looking to hire students and for students receiving job search and preparation, while enabling the faculty and academic programs to be more closely connected with student learning agreements, degree plans, and expectations for credit.

#### **Human Resources Reductions**

In FY16, employee contracts were reduced from 12-months to 11-months due to budget reductions. The Office Manager for Career Exploration and Services was also eliminated, valued at \$55,543. Although this reduction addressed the fiscal decline, it continues to have a negative impact on the departments' ability to provide quality service to students. The lack of available staff across the year directly impacts students. It also has a negative impact on staff morale.

#### **6. *List and briefly describe any current or proposed Board of Regents Policy, State or Federal mandates, or laws that require the continuation of your core function(s).***

Career Services provides leadership in:

- Knowledge of employment laws and regulations,
- Education to community employers hiring students regarding risk management issues, and adherence to student privacy and protections including FERPA and Title IX,
- Support of Federal Work Study, and
- Compliance of the Job Location and Development program.

#### **7. *Potential cuts: Please describe any function reductions or eliminations that are feasible without significantly affecting UAA's mission fulfillment or its compliance mandates? Are any functions within your unit are duplicated elsewhere at UAA? Is there an opportunity for efficiency to be created by partnering or combining functions? Please describe the opportunities you identify within your unit and include the approximate dollar values and savings that would result.***

Career Exploration & Services has already endured significant budget reductions over the last several years and is now reduced to three FTE to serve the centralized career development needs of 13,000 students and the robust employer engagement needs of the campus.

UAA Anchorage campus serves the community campuses with management and oversight of curating and disseminating job and internship opportunities to their students via Handshake, as well as supports the onboarding of employer partners to the Handshake platform. Many of the community campuses also have their own career development offices with dedicated FTE. If those positions were reduced, UAA Anchorage campus could take on career advising duties via distance for students in those communities.

Many academic areas host their own career fairs on campus. Career Services has increased collaborations with these units to reduce duplication and join efforts in hosting larger cooperative on-campus recruiting programs. Handshake has also facilitated greater information sharing, reduced duplication, and efficient data base management of employer partners and job posting services.

Career Exploration & Services and Alumni Relations have natural synergies and collaborate regularly with common missions in the student lifecycle. Career Services prepares students to be successful and engaged contributors to Alaska's workforce, and many of the 50,000 UAA alumni, are those leaders who employ and mentor current UAA students in that process. These two departments could be co-located for improved efficiencies, broadened career development experiences for students, and enhanced campus and student engagement for alumni partners.

# Administrative Review of UAA Disability Support Services (DSS)

## 1) What are the core functions of your unit?

DSS is an essential UAA function. In the absence of DSS, UAA would be vulnerable to allegations of student disability discrimination. By law, DSS provides a risk management and compliance function via institution-wide consultation and training on disability-related issues (including those required legally and to remain in good standing with compliance).

DSS collaborates with campus partners to identify and remove physical as well as technological barriers to support an all-inclusive campus. (Current collaborations: Facilities and Campus Services, Maintenance and Operations, Information Technology Departments, Parking Services, Residence Life, Faculty, Center for Advancing Faculty Excellence (CAFÉ), and Care Team/BIT, among others).

DSS provides individual services to and facilitates accommodations for students with disabilities. DSS collaborates with faculty to ensure accommodations do not alter Student Learning Outcomes (SLO) for their courses. Academic accommodations are also made through DSS as required for students connected to Title IX and the Office of Equity and Compliance.

### Specific Function Examples:

- Arrange and monitor testing accommodations in accessible testing center
- Prepare and deliver alternate format textbooks (E-text or hard copy, depending on disability)
- Research and provide assistive technologies to individuals students and campus partners
- Supervise and schedule American Sign Language Interpreters and TypeWell Services (meaning-for-meaning transcription) for Deaf and Hard of Hearing students
- Purchase and place ergonomic furniture for students with physical disabilities or mobility impairments
- Perform liaison services for both Residence Life and University Housing for students requiring Assistance Animals or specific housing requests due to disability
- Draft and submit Letters of Support for Satisfactory Academic Progress (SAP) appeals, Reduced Course Load Exceptions (RCL), Student Status Verifications for health insurance policies, Licensure Exams (Nursing, Engineering, etc.), and Certification of Eligibility (for PRAXIS, GRE, GMAT, MCAT, LSAT, etc.)
- Serve as recipient of designated Student Technology Funds to ensure accessibility across campus including campus-wide software licensing, installation of equipment in the Library for Blind and Low Vision Students and Installation and expansion of Accessible Wayfinding Campus Navigation System (UAA-WAY)

- Partner with individual departments and the Center for Advancing Faculty Excellence (CAFÉ) to participate in campus-wide trainings

## 2) What would be the impact of discontinuing one or more DSS function?

- a) **More students persisting and completing educational goals:** Regardless of legal mandate, it is important to recognize that DSS is vital in meeting UAA Goals. More students using DSS are meeting their academic goals. A report in 2019 showed that 85% of DSS registered students in Fall semesters were retained in the following Spring. Eligible students depend on ADA required accommodations to be successful in their degree programs.

**UAA's mission / impacts to UAA's reputation and ability to attract and retain students and/or external support:** DSS has a significant impact on UAA's reputation and ability to attract and retain students, as well as in supporting students, staff, and faculty in meeting UAA's mission. Faculty, Facilities and Campus Services, Maintenance and Operations, Care Team etc., rely on DSS' guidance regarding legal compliance and ability to provide reasonable accommodations to students. UAA's motivation for accessibility is also humanitarian: providing the tools, experience, diversity, and community involvement resulting in UAA as being essential place to thrive. DSS is the primary compliance source and consultant regarding reasonable accommodations for students' accessibility, emphasizing UAA's "open access" identity.

- 3) **Identify measures and targets used to monitor the impact of functions:** The number of students registered for DSS is tracked closely. While University enrollment declines, DSS numbers have increased 60% over the past 9 years. As cited above (Section 2a.), student retention for DSS registered students at 85%. Over the past two academic years, DSS has proctored over 2100 exams each year.

Data also reflect a dramatic increase in number of requests per student. (One student, whether in the classroom or remotely, may have multiple access needs necessitating multiple accommodation requests.) One cause for this increase can be explained by UAA's recent growth in the distance learning environment. Distance opportunities have made education possible for students who could not otherwise come to campus. Thus, students with disabilities who were not previously able to access UAA's traditional educational environment are enrolling and requesting increased numbers of accommodations for their online and distance learning courses.

**4) What improvements have been achieved over the last five years?**

DSS' improvements are in direct alignment with UAA's 2020 Goals of student success, excellence, access, and affordability. These improvements significantly impact quality of experience for all DSS visitors with a physical, invisible or temporary disability (including, but not limited to: chronic health or body impairments; blind/low vision; Deaf/HoH; ADD/ADHD, Autism; Learning Disorders; and/or Emotional/Behavioral Health issues).

**a) Accessible Wayfinding Campus Navigation System (AWCNS)**

AWCNS (UAA-WAY) is an innovative, Bluetooth-based, Wayfinding system used primarily to assist people in real time to navigate their environments. The system not only assists Blind/Low Vision (BVI) students and UAA faculty/staff, but benefits anyone trying to navigate campus safely, securely, and independently. Thanks to close, continuous collaboration with various community agencies, UAA has become increasingly attractive to the BVI population, as is evidenced by the number of BVI students doubling in recent years.

**b) DSS Office Suite RH-112: Universal Design**

The relocation of DSS to RH-112 offers increased accessibility, capacity, and efficiencies: wider doors, hallways and hard flooring for improved wheelchair accessibility and mobility; ergonomic, adjustable furniture in an expanded testing center with customizable lighting and temperature controls; designated assistive technology and ASL audio-video conference offices; increased privacy; larger door actuators; a tactile threshold to ensure safe entrance/exits for BVI visitors, and many more state-of-the-art accessibility features.

**c) Peer Notetaker Innovation via Sonocent & Rocketbook Systems**

Student Notetakers are provided to students with disabilities for a variety of reasons: including barriers caused by impaired cognitive function, motor function and more. Peer Notetaking is provided by fellow students for a nominal fee.

In an effort to reduce both costs and carbon footprint, DSS has instituted alternative notetaking resources for student notetakers, including additional options for audio-digital capture. DSS is offering semester-long Sonocent licensing. Shared across all three MAUs; Sonocent is a notetaking software that allows students to record lectures on a laptop or mobile device, color highlight information, import presentation slides or diagrams next to the audio files, and include text notes. In addition, DSS is offering the Rocketbook System, a combination of a special notebook/pen and a free mobile app designed to capture class notes and presentation materials. This system solves for situations where there are several students in need of services in a course where only one peer notetaker is available. This method is also more cost-efficient, as it takes the

notetaker mere seconds to simultaneously send notes to multiple students at a time. Both systems are in compliance with UA security and FERPA regulations.

**d) Intellitext, LLC (TypeWell) Reduced-cost Contract & Expanded Services**

DSS enjoys a reduced rate contract with Intellitext, LLC. Intellitext is fully equipped to provide remote TypeWell transcription to the D/deaf, hard of hearing, students with autism, learning disabilities, traumatic brain injuries, or anyone else benefiting from speech-to-text services. Transcribed text is streamed wirelessly to a PC, Mac, tablet, or smartphone. DSS is receiving a discounted contract-rate for this service. In addition, DSS has worked closely with Intellitext to include foreign language coursework (Spanish), increasing accessibility for students in need of these expanded services.

- e) **Innovative Outreach:** DSS created an introductory video to be used as part of the New Student Orientation presentation. Benefit: the video is clear, concise and appropriate to the event. DSS has produced other training videos and rack cards to support training and education efforts. Outreach topics include Services for Pregnant Students, Deaf/HoH students, Access to Assistive Technology, Close Captioning, ADA Compliance, and Faculty/Student Rights and Responsibilities.

**5) What efforts have your unit made to improve efficiencies and reduce costs?**

DSS' students and accommodation requests continue to rise without corresponding increases in staff, base funding, nor other resources. While the office relocation and renovation resulted in improved infrastructure, the DSS Office continually operates short-staffed.

- a) Senior Disability Accommodations Coordinator reverted back to exempt from hourly status (salary savings)
- b) Performed audit of software use and did not renew unneeded licenses (\$7,000 savings)
- c) Decreased copier use to limit color printing (\$552 per year savings)
- d) Use of vetted volunteers for website review and test proctoring (\$3,000 savings)
- e) Change to department use cell phones by Interpreter Coordinator and Senior Disability Accommodations Coordinator (\$756 per year savings)
- f) Collaborated with Mat-Su College campus for reduced shipping of shared items such as notetaker booklets and accommodation-required specialty furniture
- g) Audit of DSS phone lines revealed erroneous charges for phone line allocated to DOS and ultimately removed unneeded phone lines
- h) Collaboration with UAF and UAS DSS Offices to reduce licensing costs of assistive technology licenses (\$2,000-\$15,000 per year savings)
- i) Allowed access to Accommodation Information Management (AIM) software for all community campuses: reducing burden on staff to copy/scan/fax documentation.

Also reducing burden for students; now promoting seamless experience across all DSS offices from student point-of-view

- j) Increase use of online lecture capture software used by students to reduce cost of notetakers and notetaking equipment (for example, if 50 students take 12 credits, notetaking cost is \$15,000 per semester. Software license is \$2,800 per year (savings of \$27,200)
- k) \*FY17 – Reduced DSS Adaptive Specialist from 12-month to 10-month contract for a savings of \$7,200. (cumulative savings for FY17 – FY19,000-\$21,600)
- l) Proposed changes to Final Exam proctoring schedule to eliminate or severely reduce over-time hours critical and necessary at this point in each semester. (salary savings)

**6) List and briefly describe any current or proposed Board of Regents Policy, State or Federal mandates, or laws that require the continuation of your core function(s).**

- a) Americans with Disabilities Act of 1990/2008
- b) 2010 ADA Standards for Accessible Design
- c) Rehabilitation Act of 1973 – Sections 504 and 508
- d) Alaska State Anti-Discrimination Act, AK ST § 18.80.200
- e) Board of Regents P04.02.030: Prohibition Against Discrimination on the Basis of Disability
- f) MOA EEO/AA Policy re anti-discrimination, July 19, 2013

These laws stipulate that recipients of federal funds must provide auxiliary aids and services to accommodate for a person's disability. Specifically requiring equal access and accommodation in public and private spheres. While DSS collaborates with the General Counsel's Office and the Office of Equity and Compliance, no other UAA function directly provides these important ADA compliance services between students and UAA. The Anchorage DSS office furnishes training and compliance oversight to the 5 community campuses of the UAA Main Administrative Unit (MAU). Anchorage DSS office personnel also offer mentoring, consultation, and resources for the DS point-of-contact at the UAS MAU.

**7) Potential cuts: Please describe any function reductions or eliminations that are feasible without significantly affecting UAA's mission fulfillment or its compliance mandates? Are any functions within your unit are duplicated elsewhere at UAA? Is there an opportunity for efficiency to be created by partnering or combining functions? Please describe the opportunities you identify within your unit and include the approximate dollar values and savings that would result:**

Compliance stewardship of the ADA requires that the unfunded legal mandate may not be compromised. In this, at a modest annual budget, DSS has been efficient and effective and DSS staff have been dedicated and diligent. One disability discrimination lawsuit alone would cost untold multiples of DSS' budget. UAA receives no federal disability support funding

and is wholly responsible for meeting the cost of all reasonable accommodation requests under the law. As an unfunded mandate, the institution "as a whole" bears the expense (see examples at University of Nebraska – Kearny, MIT, or Harvard where the institution as a whole was responsible for claimant's settlements).

- a) DSS already has active relationships with secondary schools, community, and non-profit organizations, peer post-secondary institutions throughout Alaska and nationwide.
- b) The DSS Technology Specialist performs consultation for Blackboard and other distance technologies. Academic Innovations and eLearning (AI&e) is currently carrying out similar oversight for technologies used by faculty and students. AI&e is also operating a grant providing captioning and faculty training for online courses and technological accessibility. Salary savings could be realized if these functions were collapsed into one department.
- c) Position descriptions for DSS staff have been rewritten and are subject to annual review. This ensures that all areas of DSS can be covered based on student need and not bound by job description.
- d) In a student-centered initiative, DSS received surplus UC ergonomic furniture from the Facilities Planning & Construction team. With this inventory, DSS fulfilled a variety of campus-wide student ergonomic furniture requests at zero cost to the department. DSS will also inherit 24 height adjustable tables (HATS) from FP&C, increasing classroom environments with Universal Design. Based on competitive pricing, this combined collaboration saved DSS well over \$30,000 in ergonomic furniture procurement. DSS has also partnered with SL&L and MCC to relocate quality ergonomic and/or accessible equipment, saving SL&L and MCC significant expenses as well.

DSS collaborates whenever possible to address unmet needs. Each DSS student represents multiple internal demand collaborations and are found in every UAA category of protected class. DSS collaborates with: all Academic and Student Affairs Departments (including Student Health & Counseling, Testing Center, New Student Orientation, Multicultural Center, Native Student Services, Military and Veteran Student Services, Dean of Students, Information Technology Services, Student Support Services and numerous others). These types of collaborations provide indirect Student Learning Outcomes (SLOs) even though DSS may not be able to directly quantify contributions.

## Multicultural Center Administrative Review 2020

### **1. What are the core functions of your unit that are funded in Fund 1 (i.e. Fund 104110)?**

The core functions for the Multicultural Center at UAA is to maintain an welcoming and supportive environment for academic success & personal development programming, cultural programming, student advocacy, services that promote student retention & completion, AHAINA Graduation Recognition Celebration, AHAINA Students of Excellence Ceremony, peer mentoring and the Seawolf Success Academy.

### **2. If one or more of these functions was reduced or discontinued, what would be the impact on:**

#### **a. More students persisting and completing educational goals?**

The supportive environment and culture that we have built within the Multicultural Center allows us to function in a collaborative, cross-functional, team-based, results-oriented capacity. This culture, allows us to experience some impressive educational gains in student success as it relates to first year retention and persistence, along with contributing to graduation rates. Additionally, the collaboration partnerships with the UAA **campus** (Seawolf dining and catering, Academic Innovations and E-Learning, Learning Commons, ANCAP/Psychology Department, Career Services, Education Abroad, TRIO Programs, International Student Services, academic colleges and key faculty, and administrators), Build Exito Program, Black Student Union, Latino Student Union, DSS, CBPP, School of Social Work, Center for Community Engagement and Learning, Middle College. Within the Anchorage **community** we engage with the following: (Clark Middle School, Shiloh Community Development, Alaska World Affairs Council, Alaska Public Media, Alaska Legal Services, Federal Bureau of Investigation (FBI), Army Reserves, U.S. Coast Guard, Anchorage NAACP, Kappa Alpha Psi Fraternity, Inc., Faithful Few, First Congregational Church, Student Conservation Association, Wells Fargo Bank, South Central Foundation, Waffles and Whatnot, Alaska Humanities Forum, and Sol de Media Noche Hispanic and newspaper, Digication, Brotherhood, Inc., and the National Pan Hellenic Council of Alaska). Our **international partners** include the U.S Foreign Service, JET Program, UAA Confucius Institute, Japanese Consulate, Mexican Consulate, Study Abroad, Peace Corps, Gilman Scholarship, (and key international faculty members) which have allowed for increased gains in student, faculty and staff success.

Markers of this are as follows: Increased retention rates over time. Currently, our retention rate for Seawolf Success Program participants is 97%. We could positively affect more students if we had a mechanism to request, require and mandate students to engage with our services.

Cuts or discontinuation of these funds will significantly undermine our institutional mission, departmental mission and our ability to positively influence the lives of some of the most vulnerable student groups on the UAA campus.

#### **b. Supporting overall student, faculty and staff success in meeting UAA's mission?**

Central to students persisting and completing their educational goals, we proudly report that during the Fall 2019-Spring 2020 cohort of the Seawolf Success Program can boast a 97% retention rate,

Satisfactory Academic Progress (SAP of 83%) and an average gpa of 2.82. In order to achieve these statistics, it is important to understand the planned, intentional and activities that contribute to the experience we are seeking to create.

Of the eleven (11) activities identified by the Association of American of Colleges and Universities, as High Impact Practices (HIPs), students participating in the Seawolf Success Program experienced four (4) HIPs **Diversity** and **Global Learning, ePortfolios, Collaborative Assignments and Projects** and **First Year Experiences and Seminars**. Likewise, the AHAINA Mentor Program experienced five (5) HIPs during the Fall 2018-Spring 2019 semesters. This includes **Diversity and Global Learning, ePortfolios, Collaborative Assignments and Projects, First Year Experiences and Seminars and Service Learning, Community-Based Learning**.

***c. Impacts to UAA's reputation, and ability to attract and retain students and/or external support?***

One marker of a successful student is a college graduate with gainful employment. Working with Career Services, employers and community organizations and other stakeholders to prepare AHAINA students to become successful in federal or State employment processes or graduate/professional school preparation in areas of interest to the State of Alaska. Moreover, we have infused a job fair into our AHAINA Graduation Recognition Ceremony.

The MCC has served as a clearinghouse of information and communication to AHAINA students for the process of acquiring an internship. Created no fewer than 20 partnerships with employers seeking students served by the Multicultural Center.

We have also realized an increased number of AHAINA students engaging in service learning, International, study abroad, undergraduate research, and other high-impact practices for student success, including employment.

The MCC has been able to successfully raise funds from campus and community stakeholders to carry out the mission of the department. A sample list of financial and in-kind contributors of the MCC mission include: Brotherhood, Inc., Rasmuson Foundation, Seawolf Dining and Catering, Waffles and Whatnot restaurant, UAA Academic Innovations and eLearning, UAA Dean of Students, UAA Diversity Action Council, Kappa Alpha Psi Fraternity, Inc., Eleanor Andrews, and a host of committed individual donors.

The Multicultural Center has positively impacted the reputation of UAA through partnerships with AI&EL who came to UAA to work with faculty, staff and administration and engage in institutional culture change with National thought leader Tia Brown-McNair (AAC&U) and her book, "Becoming a Student-Ready College: A New Culture of Leadership for Student Success.

We will soon facilitate discussions among faculty, staff and administration with National thought leader Gianina Baker, Asst. Director of National Institute for Learning Outcomes Assessment (NILOA).

***3. Identify measures and targets used to monitor the impact of functions on each of the above.***

Objectives for meeting this goal is to continue to call for the production and utilization of disaggregated data from all departments in order to hold ourselves and the institution to its stated commitment to have our student, staff, faculty and administration reflect the composition of the State of Alaska and the Anchorage Bowl area.

We strive to create cohorts of students first and second year students to be able to provide high-touch, high-impact strategies for enhanced retention and persistence. Continuous synergy for an enhanced student success model the supports recruitment, retention, and graduation of AHAINA students in partnership with academic colleges and programs is a fundamental goal for the MCC.

The following are important data points for us.

Participation data: increasing steadily over time (program participants, workshop attendance, student engagement)

# of mentor-mentee contacts: 107 this past fall

Mid-term and final grades (GPA): Midterm-3.26, Final-2.82

Satisfactory Academic Progress (SAP) 93% for Mentors and 83% for SSP students.

#### **4. What improvements have been achieved over the last five years?**

In order to advance a culture of institutional excellence that facilitates student success, the MCC employed the Association of American Colleges and University concepts of “high impact practices” to “move the needle” for underrepresented ethnic minority students who may be some of the most underserved and marginalized with the entire institution. According to Finley and McNair (2013) High Impact Practices (HIPs) are particularly beneficial for underrepresented minority groups. Many institutions (like California State University Fullerton) are infusing a requirement of at least two high impact practices by graduation. Source: Finley, A., and McNair, T. (2013). *Assessing the Underserved Students’ Engagement in High-Impact Practices*. Washington, DC: Association of American Colleges and Universities. Within the programs and services in the MCC, our students will interface with 4-5 HIPs during their time with us.

In addition, the practical, day-to-day impact to our programmatic impacts are as follows:

**Peer Mentoring-** Students participating in the Seawolf Success Program were paired with upper-class AHAINA students to engaging in planned and intentional activities for student success. A total of 107 text, in-person, e-mail, phone, and social media contacts helped the first year Seawolf Success participants have a successful transition to UAA with the necessary support systems. This contributed to a 97% Fall-Spring retention rate for the SSP mentees.

**Progress Reports-** Students were briefed during their program interview and the summer academy that progress reports are part of the core program components (1 of 5). Mentors were briefed during their training on how they can support their mentee with receiving and completing progress reports.

**Coordinated a study group for Intro to Sociology-** after receiving midterm progress reports. Five (5) Seawolf Success Program students had an “F” for their mid-term Sociology grade. Students met in MCC lab and studied weekly after class and during MCC’s Finals Nights of Achievement Study Halls. All students eventually passed the course.

**MCC Human Anatomy and Physiology tutor-** students had access to two tutors 3-days a week.

**Care Team Reporting-**During the mentor training, mentors were given scenarios on when to do a Care Report. Our mentors took great action during fall semester to report mentees that were experiencing academic and mental health challenges.

**Important Dates & Deadlines-** Students and mentors are connected to the Student Transition Coordinator and receive weekly emails with upcoming deadlines, reminders, campus events, workshops, scholarships, tuition awards, and free food options. All students, as a cohort, are also part of a “Remind” communication platform where they receive the same information via text.

**Access to MCC Staff-** All students and mentors within both programs have access to Leo Medal, Camai Cassey, and Dr. Thorn to discuss challenges, scholarships, tuition awards, leadership and employment opportunities, campus resources and processes, reference for scholarships and graduate school, navigating the shuttle system and parking.

**Student Story:** Former Seawolf Success student, AHAINA Mentor and MCC Student Assistant KRISTAL PEREZ, a junior International Studies major with a concentration in the Global South, received the prestigious Benjamin A. Gilman International Scholarship. The Gilman Scholarship allows students with financial constraints to study abroad. The scholarship made it possible for Perez to study in Costa Rica where she lived with a host family and other students, traveled, studied at Veritas University, and worked as an intern in the university’s marketing department for the first four months of 2019. She will spend time in Cuba for the second stage of the study abroad experience. For Perez, who is from Puerto Rico, the immersion in the history and culture of Costa Rica unveiled new aspects of her Latina culture and helped her identify nuanced differences between Puerto Rican and Costa Rican cultures.

a. ***What was the improvement and how did it improve each (2-a, b, c) of the above?***

Increased engagement with High Impact Practices have improve/enhanced the student experience at UAA. As a result, these efforts helped to increase student performance in courses where tutorial assistance was provided, increased engagement with campus resources, higher GPAs and SAP among program (AHAINA and Seawolf Success) participants.

**AWARDS AND RECOGNITION:**

Director Thorn was recognized by the Center for Advancing Faculty Excellence for passionate work and national recognition in advancing the use of ePortfolios by students, faculty and among Student Affairs entities.

The MCC was recently recognized as Digation Scholars by the campus vendor for ePortfolios at UAA. The MCC team presented at National Webinar on February 6, 2020 entitled: Call of the Wild: Creative

usage of ePortfolios and other HIPs within diverse populations in turbulent, tumultuous and trying times at the University of Alaska Anchorage.

The MCC was recently recognized by the UAA TRiO Programs as a TRIO Champion during the 2020 TRIO Day celebration on February 14, 2020.

**5. *What efforts have your unit made to improve efficiencies and reduce costs? What was the result?***

Over the past few years FY17-FY20, we have endured cuts to the department budget (totaling **\$40,529 or 12.4% over the past four years**). The impact to the department staff is the elimination of the Office Manager position and scaled back student-facing positions (who carry much of the load creating and sustaining programs and services to students) to 11-month contracts to deal with reductions. Programming was also scaled back to a sustainable amount, resulting in only one AHAINA Graduation Recognition Celebration per year. To combat cuts, we have been successful at attracting sponsorships, collaborations and donations totaling well into the \$10,000 range each year.

**a. *What was the result?***

We absorbed the cuts as required and achieved some substantial student success. Although we have experienced success within our programs “doing more with less”. This has not been without challenges. The cuts are having a negative impact on student enrollment.

UAA Budget News- 53 students signed up for the Seawolf Success Program, after seeing the budgetary news seven (7) students chose different colleges to attend. Excuse given was “our unstable budget”. 46 students decided to come for the 2019-2020 school year (39 – starting fall, seven (7) - students starting in spring).

**6. *List and briefly describe any current or proposed Board of Regents Policy, State or Federal mandates, or laws that require the continuation of your core function(s).***

Although the MCC is not bound by state or federal mandates, there are best practices and processes that govern our work daily. Examples include CAS Standards, Key Performance Indicators, High Impact Practices, Diversity and Inclusion Action Plan, FERPA, Title IX, etc.

**7. *Potential cuts: Please describe any function reductions or eliminations that are feasible without significantly affecting UAA’s mission fulfillment or its compliance mandates? Are any functions within your unit are duplicated elsewhere at UAA? Is there an opportunity for efficiency to be created by partnering or combining functions? Please describe the opportunities you identify within your unit and include the approximate dollar values and savings that would result.***

The MCC has recently been informed that its computer lab in the center would be decommissioned as of FY 2022 with no support plan in place for maintenance. At some point, the Student Affairs Leadership would need to decide whether to maintain this resource for one of the most vulnerable populations on the campus. This may represent an opportunity to raise funds or apply for grant

funding to support, maintain and replace this vital technological resource for our marginalized students at UAA.

During Fall 2018 – Spring 2019 AHAINA and UAA students visited and attended MCC programming: estimated 6,549 (437 student decrease from last academic year). Please keep in mind that some students did not sign-in when they come in to the MCC.

## Administrative Review of UAA Department of Residence Life

**1. What are the core functions of your unit that are funded in Fund 1 (i.e. Fund 104110)? (Bullet point list is preferred. No more than one-page, please.)**

- a. *Academic Success & Personal Development Programming:* in FY19, the Department of Residence Life (DRL) planned, executed, and/or collaborated on 594 programs to support the academic success and personal development of our residents. Residence Life employees are required to host frequent programs in the areas of diversity & inclusion, alcohol & drug education, academic success, life skill development, social connection building, and programs aimed at meeting the specific needs of residents based on intentional interactions with their assigned student staff member. For each hall, DRL hires a Peer Academic & Wellness Leader (PAW) with programming requirements in areas identified by research and best practices as areas of need for college students. Staff members are trained to work with content area experts in delivering the highest quality programming possible to residents (i.e. Dean of Students Office, Office of Equity and Compliance, Student Life & Leadership, Multicultural Center, Native Student Services, Disability Support Services, Academic Advisors, Enrollment Services, etc.).
- b. *Community Development:* research has shown that when students are connected to at least one other person at the institution, they are significantly more likely to be retained. To that end, Residence Life has implemented two residential education models:
  - i. Intentional Interactions Model: utilized in our apartment communities where our demographics trend towards upper class students. Apartment Community Assistants (ACA) are required to have two intentional and meaningful conversations with each resident each semester. The ACAs are then required to plan a program tailored to the specific needs of their residents at that time. ACAs also track what they are learning about their residents so they can make connections among community members.
  - ii. Community Development Model: utilized in our residence halls where our demographics trend toward first- and second-year students. Resident Advisors (RA) are required to hold community meetings twice a semester, have a “traditions program” where they socialize weekly with their residents, set academic goals with their residents at the beginning of each semester, host weekly community-wide social programs, host weekly academic study halls, and complete roommate agreements with each suite.
- c. *Community Living Standards Education & Accountability:* Residence Life employs the only student conduct officers outside of the Dean of Students Office at UAA. In FY19, Residence Life adjudicated 158 cases. Residence Life professional staff members host

community meetings at the beginning of each semester to educate residents on the policies for living on campus known as the Community Living Standards. Residents who fail to attend the meeting receive a mailed letter that informs them of most frequently violated policies. Residents are also required to sign a document at check-in agreeing to abide by the Student Code of Conduct and Community Living Standards.

- d. *Resident Behavior Intervention & Care Management*: the Director of Residence Life is a member of the UAA Care Team. Additionally, Residence Life has its own Care Team that manages residential cases. In FY19, Residence Life managed 131 cases for 100 residents.
- e. *Student Crisis Response*: Residence Life staffs a robust on-call system when the University is closed (nights, weekends, and holidays). RAs and ACAs form the front line. A master's-level professional Residence Coordinator (RC) is on duty 24 hours a day, 365 days a year. RCs call the Director of Residence Life in the next tier, who consults with the Dean of Students. Residence Life collaborates closely with University Police to respond to crises that threaten the safety of our community.
- f. *Student Safety & Facility Security*: RAs and ACAs perform up to three rounds a night to ensure the security of our community. Rounds include staff members walking through the entirety and perimeter of each building. Residence Life enforces Community Living Standards regarding fire safety, egress, building security, etc, and staffs the front desks of each residence hall for 4-6 hours each night with the primary goal of safety.

**2. If one or more of these functions was reduced or discontinued, what would be the impact on: (Not all elements may be relevant for your unit. Only address relevant items.)**

**a. More students persisting and completing educational goals?**

*i. Academic Success & Personal Development Programming*

- 1. Our staff host hundreds of programs each year targeted at improving the academic success of residents.
- 2. Each spring semester, professional staff members outreach to residents who earned less than a 2.0 GPA in the fall semester. RCs attempt to meet with each student in person and share resources with them early in the semester to change behavior.
- 3. Residence Life partners with the Learning Commons to host math tutors twice a week in the Gorsuch Commons.
- 4. Residence Life manages the Faculty-in-Residence program. Dr. Joel Potter, Assistant Professor in Philosophy, lives on campus, hosts office hours in the Gorsuch Commons, facilitates book clubs and other academic programming, serves on the Residential Care Team, and consults with Residence Life staff members who fall below our academic standards for employment.
- 5. Residence Life manages a total of six Living Learning Communities (LLC) in our residence halls. These communities house students together who have common academic backgrounds or other interests in common.

- a. Alaska Native Science & Engineering Program (ANSEP) & Engineering
    - b. Aviation Community
    - c. First-Year Residential Experience (FYRE)
    - d. University Honors & UAA Scholars
    - e. Health Sciences & Professions
    - f. Rural Alaska First-Year Transition (RAFT)
  - 6. Residence Life houses the Alaska Native, Indigenous, & Rural Outreach Program (ANIROP) Coordinator who provides outreach and support to some of our highest-risk students. The ANIROP Coordinator serves on the Residential Care Team and assists students in their educational pursuits.
  - 7. The Residence Hall Association (RHA) is the student governing body for the residential community. RHA is comprised of resident leaders and is part of the Union of Students of UAA (USUAA). Residence Life provides professional staff advisors and fiscal management support to RHA. This leadership opportunity supports the academic and personal success of its members.
  - ii. *Community Development*
    - 1. RAs are required to set academic goals with each resident in the beginning of each semester.
    - 2. RAs host weekly academic study halls in each residence hall.
    - 3. Belonging and connection are proven by research to lead to greater retention of students.
  - iii. *Community Living Standards Education & Accountability*
    - 1. Students who participated in the conduct process are highly unlikely to have a second case.
    - 2. Through education and behavior correction, Residence Life assists residents in persisting. Intentional conversations during administrative reviews create strong connections between residents and their RCs, and help the resident refocus on their purpose for being in college.
  - iv. *Resident Behavior Intervention & Care Management*
    - 1. Residence Life manages care cases ranging in topics from missing classes, anxiety, food and housing insecurity, domestic violence, suicidal ideation and attempts, sexual assault and harassment, etc. Any of these items has the ability to significantly impact a resident's pursuit of their educational goals.
  - v. *Student Safety & Facility Security*
    - 1. Providing residents a safe place to live allows them to focus their time and energy on their academic pursuits.
- b. Supporting overall student, faculty and staff success in meeting UAA's Mission?**

- i. Residence Life provides space for individuals to conduct Institutional Review Board (IRB) approved research projects.
- ii. Several LLCs are for students in high demand job areas and assist students in attaining their degrees.
- iii. Residence Life coordinates a smart classroom for 20+ students on the fourth floor of North Hall. UNIV A150 is taught in the classroom on a frequent basis.
- iv. Civic engagement is a core value of Residence Life. Our model requires staff to connect residents to the residential, UAA, and greater Anchorage/Alaska communities.
- v. Diversity and inclusion are also core values of Residence Life. We recognize the diversity of our communities in Alaska and teach our students to appreciate inclusion. The ANIROP Coordinator runs the Cama-i Room, a social gathering space open every evening for students to learn more about Alaska, as well as its cultures and peoples. To this end, the ANIROP Coordinator also supervises three Indigenous & Rural Leaders (IRL)-- live-in student staff members who provide outreach and support to indigenous and rural students.

**c. Impacts to UAA's reputation, and ability to attract and retain students and/or external support?**

- i. All of these core functions require staff members to execute them. Reductions could significantly impact our ability to recruit and retain high quality staff.
  - 1. Association of College & University Housing Officers-International (ACUHO-I) Internship Program: for decades, UAA has recruited interns for the summer to serve as RC to the students living on campus and taking classes. This allows Residence Life to have our RCs on 10-month contracts. Many ACUHO-I Interns have returned to Alaska and UAA to work professionally following their time in Residence Life.
  - 2. Northwest Association of College & University Housing Officers (NWACUHO): membership and connection to professional associations provides our staff with continuing education to ensure they are knowledgeable of best and promising practices.
- ii. Attending a college that provides housing may be the only option for some students looking for a degree in higher education. International students and students from out of state or rural communities may not have the same connections to find housing in Anchorage as local students. Students who receive grants and scholarships may only be able to utilize their funding for on-campus housing. Institutions have a higher duty to care for students who live on campus as opposed to students who simply take courses here. Offering housing

to students means Residence Life staff will always have to be employed to ensure the safety and success of these students.

- iii. Students in populations who have traditionally lower GPAs and retention rates make up a higher portion of residents as opposed to housing-eligible commuters.

For example:

1. In 2019, 3.5% of housing-eligible commuters were African American as opposed to 4.3% of residents.
2. In 2019, 9.3% of housing-eligible commuters were Alaska Natives or Alaska Native Multiracial as opposed to 21.2% of residents.
3. In 2019, 12.3% of housing-eligible commuters were first-time freshmen as opposed to 35.9% of residents.

The support these students receive allows Residence Life to maintain retention rates higher than commuter students despite a higher risk population.

1. The fall-to-fall retention rate in 2018 for housing-eligible commuter students was 61.9% as opposed to 66.4% of residents.
2. The fall-to-spring retention rate in 2019 for housing-eligible commuter students was 83.2% as opposed to 83.8% of residents.

**3. Identify measures and targets used to monitor the impact of functions on each of the above (not all elements may be relevant for your unit, only address relevant items).**

- a. Quality of Life Survey: this survey is administered in the fall and spring semesters and holistically assess the residential experience.

- i. Satisfaction with residential components, including:

1. Dining
2. Parking
3. Maintenance
4. Residential education
5. Mail service

- ii. The survey measures the impact living on campus has on a resident, including:

1. Academic success
2. Connectedness to UAA
3. Civic engagement
4. Civil discourse
5. Individual impact on community
6. Engagement with student organizations and student employment opportunities
7. Healthy coping skills
8. Cooperative living
9. Social connections
10. Independent living

11. Mental and physical health resources

12. Safety

- b. Key Performance Indicators
  - i. Demographic information to better understand our students, including age groups and race/ethnicity categories
  - ii. Comparison GPAs for residents and housing-eligible commuters
  - iii. Comparison credit completion rates for residents and housing-eligible commuters
  - iv. Comparison retention rates for fall-to-fall and fall-to-spring for residents and housing-eligible commuters
- c. Number of Care/Behavior Intervention Team cases managed and number of follow-ups recorded.
- d. Number of conduct cases adjudicated.
- e. Residence Life conducts a robust assessment of the effectiveness of its student employment opportunities and training programs. It would be impossible to deliver an effective residential education program without qualified, highly trained student staff members.
- f. Residence Life meets and exceeds institutional GPA requirements for student staff employment. Residence Life tracks the average GPA of our staff members.
- g. Residence Life tracks participation in Living Learning Communities.
- h. Staff members are asked to evaluate the effectiveness of each program and to record attendance.

**4. What improvements have been achieved over the last five years?**

- a. Between 2018-2019, Residence Life developed and implemented two new residential education models. Residence Life employs a “community development model” for residents living in the residence halls and an “intentional interactions model” for residents living in our apartment communities.
- b. Residence Life is currently developing a new model that will implement a curricular approach to residential education, including learning goals, objectives, and intentional strategies coupled with a robust assessment plan.
- c. In 2016, Residence Life created and implemented a Faculty-in-Residence program to connect learning in the classroom to the co-curricular programs on residential campus. This was funded by an Annual Award for Excellence Grant.
- d. In 2016, Residence Life refocused efforts to support the academic success of residents.
  - i. All live-in staff members who work for Residence Life are trained on techniques developed by the Learning Commons for Academic Coaches.
  - ii. At the beginning of each semester, RAs are required to have a conversation with each resident regarding their academic goals. These conversations are reported to the RA’s supervisor.
  - iii. Each residence hall staff hosts a weekly academic study hall program.

- iv. Each spring, RCs make contact with any resident who received lower than a 2.0 GPA. RCs try to meet with each resident in person or over the phone. Minimally, all residents who received lower than a 2.0 GPA receive an email with resources.
  - v. Residence Life hosts tutors on the residential campus in conjunction with the Learning Commons.
  - vi. Residence Life sends pins and a letter from the Director to congratulate students who receive a 4.0 in the fall and spring semesters.
  - vii. Creation of cohort classes to connect first-year students living on campus in common courses on main campus.
- e. Creation of the IRL position to support and provide outreach to indigenous and rural students.
  - f. Creation of the PAW position to focus on programming in high-need areas and create connections with content area experts.
  - g. Director and Associate Director of Residence Life moved offices in 2019 to the Gorsuch Commons to increase collaboration with University Housing, Dining, and Conference Services (UHDCS). Additionally, the former offices for these professionals were inaccessible to students who experience certain disabilities.
  - h. Over the past five years, On-Campus Living has taken steps to implement a number of facility upgrades. These upgrades were made to create spaces in which students can be academically and personally successful.
  - i. Residence Life has taken steps to increase the effectiveness and quality of our live-in student employment opportunities.
    - i. Each live-in staff member is required to submit an ePortfolio each semester to demonstrate the impact they have had on their community and the impact the position has had on the staff member.
    - ii. Live-in staff members participate in pre- and post-tests for training as well as their employment experience as a whole.
    - iii. In 2017, Residence Life restructured our 10-day fall training based on research to maximize the effectiveness of our program. Additionally, we have built in significantly more time for staff members to practice concepts they are being taught in line with adult learning theories.

**5. What efforts have your unit made to improve efficiencies and reduce costs? What was the result?**

- a. Residence Life has significantly reduced the number of hours in which we staff the front desks in the residence halls. In the past five years, desks went from being staffed during nights and weekends to 120 hours per week. Residence Life also cut desk coverage during holidays when the University is closed for an extended period of time. The residence hall desks are an important security feature in our halls. By reducing staffing, we have several hours when University offices are not open and entrance to our buildings are not monitored.

- b. Residence Life reduced the amount paid to RAs and ACAs for duty coverage over holidays and campus closures.
- c. Residence Life eliminated internal funding for student staff programming. These efforts are now funded through a programming fee administered by UHDCS to every residential student.
- d. Residence Life has reduced live-in student staff positions from 51 to 33 in the last five years. This means fewer resources and leaders to serve the needs of residential students.
- e. In 2019, Residence Life chose not to fill one of our three RC positions. This has resulted in a significant increase in the workload of remaining professional staff members. Additionally, vacancies have been left unfilled for extended periods of time to assist with the budget and in response to declining occupancy.
- f. Residence Life employs technological advances as much as possible to reduce paper use, data entry, and save time spent on processes.
- g. Residence Life works tirelessly to collaborate with campus partners to share resources and reduce duplication of efforts.
- h. Live-in staff members have been trained to be conservative and realistic when planning budgets for programming.
- i. Residence Life has continued efforts to centralize the purchasing of program supplies to increase efficiency and the use of bulk ordering for common supplies.
- j. UHDCS donated reusable bowls, plates, and cups to the residence hall kitchens to reduce the purchase of paper products.
- k. Through assistance from the Vice Chancellor from Student Affairs, Residence Life purchased digital screens and hardware to utilize for advertising. This has significantly reduced the amount of paper flyers being printed.

**6. List and briefly describe any current or proposed Board of Regents Policy, State or Federal mandates, or laws that require the continuation of your core function(s).**

- a. Board of Regents Policy Part IX Student Affairs 09.08 Residence Life and Student Housing
  - i. UA institutions that offer housing are required to have residence life programs to support the success of residents.
  - ii. Residential education programs are required to educate residents in the areas of academic success, culture, social issues, and personal growth.
  - iii. Student staff members working in housing facilities are required to be trained in the following areas:
    - 1. University organization
    - 2. University facilities
    - 3. Housing facilities
    - 4. Safety and security
    - 5. Position responsibilities

6. Personal development
7. Student life and development
8. Programming methodology
9. Legal obligations and limitations

Training for student staff is a primary function of Residence Life. Professionals spend dozens of hours each year training staff members in these and other important areas.

- iv. Housing staff members are required to inform and educate residents in the areas of:
  1. Conduct standards
  2. Judicial processes
  3. Safety
  4. Housing and Residence Life staff members
  5. Conditions for entry

Education of residents in these areas is a primary function of Residence Life.

- b. The Fair Housing Act
  - i. This federal law requires housing facilities to allow occupants to own and house emotional support and service animals. Residence Life works closely with Disability Support Services (DSS) to administer this law and support residents in successfully housing these animals.
- c. Americans with Disabilities (ADA) Act and Board of Regents Policy Part IX Student Affairs 09.06 Services for Students with Disabilities
  - i. Residence Life coordinates with DSS and UHDCS to provide reasonable accommodations to residents who experience disabilities.
- d. Board of Regents Policy Part IX Student Affairs 09.11 Student Health
  - i. Students living in housing are required to provide proof of immunization compliance. Residence Life works closely with UHDCS and the Student Health & Counseling Center to provide significant outreach and education over many weeks to ensure all residents are in compliance each semester.
- e. Board of Regents Policy Part IX Student Affairs 09.01 Student Affairs; General Provisions
  - i. Institutions of the University of Alaska are required to provide supportive environments to assist students in attaining their education goals. This included residential student life to meet student needs.
- f. Title IX
  - i. Residence Life works closely with University Police and the Office of Equity and Compliance to report Title IX-related incidents. Residence Life also provides support to complainants and assists with the implementation of interim accommodations.
- g. Clery Act

- i. Residence Life report crimes reportable under the Clery Act to the Dean of Students Office and University Police Department. Residence Life coordinates with these two offices in responding to Clery Act crimes and disseminating information regarding campus safety.
  - h. Family Educational Rights and Privacy Act (FERPA)
    - i. Residence Life professionals adhere to and train student staff members on FERPA and its application in the residential community. Residence Life staff members verify the identity of residents prior to granting access to spaces. Professional staff members perform wellness checks as requested or when students are reported missing in excess of 24 hours. Residence Life professionals also perform notifications to parents and guardians in emergency situations allowable under FERPA.
  - i. The Occupational Safety and Health Administration (OSHA)
    - i. Residence Life requires all student staff members to complete training on fire safety and blood-borne pathogens to ensure safety and security in our buildings.
  - j. Search and Seizure
    - i. Residence Life collaborates with University Police to remove illegal and prohibited items from residential campus. Board of Regents Policy also regulates staff access to residential living spaces.
- 7. Potential cuts:
  - a. **Please describe any function reductions or eliminations that are feasible without significantly affecting UAA's mission fulfillment or its compliance mandates? Please describe the opportunities you identify within your unit and include the approximate dollar values and savings that would result.**
    - i. The Residence Life Director and Associate Director offices have relocated to the Gorsuch Commons, with the Housing front desk serving as front-line point of contact, therefore there is less need for Residence Life student staff to maintain office coverage 45 hours per week. In addition, PAWs handle program box preparation as part of their community duties in exchange for room and board. Student office staffing has been reduced in accordance with administrative needs, and we anticipate \$14,804 in savings for FY21.
    - ii. The Department of Residence Life purchases a priority pass each year given our distance from the main campus. Elimination of this expense would result in \$600 in savings for FY21.
  - b. **Are any functions within your unit duplicated elsewhere at UAA?**
    - i. Residence Life manages residential cases submitted through the Care Team. Likewise, Residence Life adjudicates conduct cases involving residents outside of academic dishonesty and major sanctions cases. Elimination of these services in Residence Life would require additional staffing in the Dean of Students Office.

- ii. Residence Life hosts hundreds of programs and leadership development activities on residential campus each year. Instead of duplicating these efforts, we collaborate with myriad campus partners to connect our residents with campus resources and content area experts.
- c. **Is there an opportunity for efficiency to be created by partnering or combining functions?**
- i. Transferring the ANIROP Coordinator position to Native Student Services could provide more specialized supervision of this position while maintaining the ability to collaborate for coordination of the Cama-i Room and outreach to residential students. This has the potential to fill a vacation position at Native Student Services while removing a position from DRL. This would present challenges to Residence Life though with one less professional to fulfill departmental needs, such as recruitment, training, committees, etc. This has the ability to result in approximately \$70,501 annually in savings to Residence Life.
  - ii. UAA could consider a non-bifurcated approach where DRL and UHDCS are one department serving the residential community. This could eliminate the need for two directors and the sharing of administrative support. In this scenario, there is potential for the Associate Director responsibilities to be absorbed into the Director position or the elimination of the Director position with a Associate Director reporting to the Director of UHDCS. Funding scenarios for the three positions are as follows:
    - 1. Director: \$126,363
    - 2. Associate Director: \$100,100
    - 3. RC: \$69,837

## UAA Administrative Review for Dean of Students Office (DOS)

1) What are the core functions of your unit that are funded in Fund 1 (i.e. Fund 104110)?  
(Bullet point list is preferred. No more than one-page, please.)

- Alcohol, drug and safety education: Oversee alcohol and other drug prevention program; sanctioning of students for misuse of alcohol and drugs; and alcohol, drug, and safety education programming including Safety Awareness Month and National Collegiate Alcohol Awareness Week.
- Conflict resolution services: Consult with UAA faculty and staff on disruptive student behavior; mediate conflicts by facilitating dialogues, utilizing shuttle diplomacy, and setting expectations; and institute no-contact directives and other restrictions, when appropriate.
- Student behavior intervention and crisis response: Chair the UAA Care Team which intakes reports of students of concern, assesses risk level, develops action plans, and coordinates case management to lower students' risk levels and increase student success. Provide on-call crisis response for Anchorage campus students. Serve as a consultant for community campuses.
- Student Code of Conduct administration: Adjudicate all academic and non-academic student misconduct for the Anchorage and Kodiak campuses. Serve as a consultant for community campuses.
- Student ethical development: Educate students about academic misconduct and non-academic student misconduct.
- Federal mandate compliance: Oversee UAA's compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act (the Clery Act), the Campus Fire Safety Right-to-Know Act (Fire Safety Act), and Drug Free Schools & Communities Act (the Drug Free Schools Act).
- Student advocacy: Educate students on complaint resolution processes. Serve as advocates for students. Answer questions for students on UAA policies. Publish the Student Handbook.

2) If one or more of these functions was reduced or discontinued, what would be the impact on: (Not all elements may be relevant for your unit. Only address relevant items.)

a. More students persisting and completing educational goals?

Without the Dean of Students Office working to support students of concern, no one would be taking steps to de-escalate students from becoming a threat to themselves or others. This would lead to students having greater mental health and academic issues. Faculty and staff would not have professionals available to consult with on these matters. In addition, professionals would not be available to respond to students in crisis, and this could lead to life-threatening situations. The university would not be fulfilling its legal duty to provide care in these instances.

If UAA did not have an alcohol and other drug prevention program, UAA would not have a mechanism to educate students about low-risk choices. Similarly, UAA would not have sanctions in place to address students who violate UAA's AOD policy and discourage them from re-offending.

b. Supporting overall student, faculty and staff success in meeting UAA's mission?

If there is no entity on campus to address student misconduct, there would not be a process in

place to educate students and hold them accountable for their behavior. UAA would not have a mechanism to put restrictions in place against students who cause ongoing disruptions or are a threat to others. Students would be more likely to repeat disruptive or illegal behaviors on campus, and this would interfere with the learning environment and UAA's mission to "discover and disseminate knowledge through teaching, research, engagement and creative expression." UAA would not have a program to promote growth through student disciplinary meetings, teachable moments, conflict resolution, mediation, and ethical development.

By law, students are entitled to receive due process for allegations of academic misconduct. If the Dean of Students Office stopped adjudicating academic misconduct prior to faculty members' assigning grades in these cases, UAA would be violating students' due process rights and subject the university to legal issues.

c. Impacts to UAA's reputation, and ability to attract and retain students and/or external support?

Failure to comply with the Clery Act, Fire Safety Act, and Drug Free Schools Act could result in a fine of \$57,317 per violation. Total fines would result in the millions, and there would be significant damage to UAA's reputation. In addition, non-compliance can result in students losing eligibility for financial aid and faculty losing eligibility for federal grants.

Without the Dean of Students Office, there would be no one to complete background check forms for students requesting to transfer to other universities, government agencies interested in hiring UAA students, and graduate schools considering UAA students for admissions.

3) Identify measures and targets used to monitor the impact of functions on each of the above (not all elements may be relevant for your unit, only address relevant items).

- In FY19, the Care Team received 600 reports, which was a record-high number of reports for the past ten years, especially in light of the fact that student enrollment at UAA has been decreasing. In these 600 cases, the Care Team took over 6,000 different follow-up actions while providing case management.
- In the past year, the Dean of Students Office has provided crisis or conflict management in approximately 10 cases a month where students were involved in issues which required immediate attention to de-escalate the issues.
- In FY19, Student Conduct addressed 371 student misconduct cases with academic misconduct and alcohol misuse being the two largest violation categories.
- Since the new Academic Integrity Policy was put in place in Fall 2017, the Dean of Students Office has addressed an average of 135 academic dishonesty cases per year. This is an approximate 26% increase compared to the number of cases referred to the Dean of Students Office prior to the new policy going into effect.
- Of the 371 student misconduct cases, 96 were misuse of alcohol cases, which is 15% below the ten-year average.
- Annually, Student Conduct processes approximately 150 requests for disclosure of students' disciplinary histories from the FBI, US Office of Personnel Management, nuclear regulatory commissions, medical and law schools.

- In FY19, the Dean of Students Office sponsored 60 tables, programs, and presentations on safe alcohol consumption, prescription and opioid use, alcohol and marijuana awareness, healthy sexuality, wellness, self-care, suicide prevention, campus safety, and self-defense, with approximately 2,150 students engaged at these events.
- Each Year, the Dean of Students Office receives approximately 250 requests for assistance from students to understand how UAA policies and processes work, how to submit complaints, or for the Dean of Students Office to serve as advocates on the students' behalf.
- The Dean of Students Office coordinated compliance with the Clery Act, Fire Safety Act, and Drug Free Schools Act for 9 separate UAA locations defined as campuses by the Department of Education.

4) What improvements have been achieved over the last five years?

- When the Violence Against Women Act was re-authorized in 2013, it amended the Clery Act to include new requirements for colleges related to sexual assault, domestic violence, dating violence and stalking. Over the past seven years, UAA created new policies, procedures, and publications on these issues to bring UAA into compliance with the new requirements.
- In 2015, UAA implemented a new Student Code of Conduct.
- In Fall 2017, UAA implemented a new academic integrity policy, with expanded processes, publications, and education efforts.
- In Fall 2017, the Dean of Students Office implemented a new requirement for all new and returning UAA students to complete a new online education program on sexual assault, domestic violence, dating violence, and stalking.
- In Fall 2017, the Dean of Students Office put into effect a new Student Conduct Advocates Program, which students are utilizing more and more each year.
- In 2018, the Dean of Students Office started posting the Lavatory Lowdown bimonthly in restrooms across campus with pertinent health information.
- In 2019, the Dean of Students Office collaborated with UAS and UAF to propose new alcohol and marijuana violations for the University of Alaska.

5) What efforts have your unit made to improve efficiencies and reduce costs? What was the result?

- In 2017, the UAA Dean of Students Office and Office of Equity & Compliance began using a new online database called Maxient to store all UAA Student Conduct, Care Team, and Title IX records. UAF and UAS also use the same online database. Since all three universities are using the same database, the UAA Dean of Students Office is able to access a student's Conduct and Care Team history from across the University of Alaska system. Using one software statewide has resulted in a savings of more than \$10,600 annually for the Dean of Students Office.
- In 2016, the Dean of Students Office reduced the length of the Care Team Coordinator Position from 12 months to 11 months to account for the decrease of Care Reports that are submitted over the summer. This resulted in a savings of \$6,500 per year.
- In 2017, the Dean of Students Office eliminated the Associate Dean of Students Position resulting in a savings of \$143,000 per year.
- In 2017, the Alcohol, Drug, and Wellness Educator position was re-allocated to work half-time for the Health Promotion Office in the Student Health & Counseling Center. In 2019, the Health Promotion Specialist in the Student Health & Counseling Center resigned, and the position was

not re-hired. The Alcohol, Drug, and Wellness Educator took on many of the former Health Promotion Specialist's responsibilities including providing suicide prevention, sexual violence prevention and mental health programming to the campus community.

- In 2017, the Dean of Students Office eliminated the Counselor-in-Residence and Counselor Liaison to Faculty positions.
- In 2019, in response from UA Statewide that the Dean of Students Office needed to allocate more human resources to Clery Act administration, the Dean of Students Office re-designed the Student Conduct Administrator position to be a ½ time Student Conduct Administrator and ½ time Clery Act Coordinator.
- In 2018, 2019, and 2020, the Alcohol, Drug, and Wellness Educator received free professional development training from the Truth Initiative on opioids, tobacco, and vaping.

6) List and briefly describe any current or proposed Board of Regents Policy, State or Federal mandates, or laws that require the continuation of your core function(s).

- The Clery Act: Collect and report crime statistics to the Department of Education. Publish an annual security report containing safety policies and crime statistics for each UAA campus. Notify incoming and current students and employees about the availability of the report. Perform emergency tests on an annual basis. Provide training to students and employees on dating violence, domestic violence, sexual assault, and stalking.
- Fire Safety Act: Publish fire statistics and fire safety policies in an annual report for the Anchorage, Kenai River, and Prince William Sound campuses.
- Drug Free Schools Act: Publish an annual notification of alcohol/drug policies. Complete a biennial review of UAA's alcohol and other drug prevention program and sanctioning practices.
- Student Handbook: Publish a student handbook to inform students about Regents' Policy, University Regulation, and MAU Rules and Procedures which apply to students, as required by R09.01.050.
- Student Code of Conduct Administration: Enforce the Student Code of Conduct and follow the Student Conduct Review Procedures, as required in BOR Chapter 09.02.
- Health or Safety Emergencies Under FERPA: Document disclosures from student's educational records in health or safety emergencies, as required by FERPA.
- Eligibility for Student Housing: Review suitability of individuals to live in on-campus housing who have either pending criminal charges or criminal convictions, as explained in R09.08.020.
- Immunization Exemptions for On Campus Residents: Review requests from individuals who want to live on campus and be exempt from immunization requirements, as delineated in R09.11.010.C.

7) Potential cuts: Please describe any function reductions or eliminations that are feasible without significantly affecting UAA's mission fulfillment or its compliance mandates? Are any functions within your unit are duplicated elsewhere at UAA? Is there an opportunity for efficiency to be created by partnering or combining functions? Please describe the opportunities you identify within your unit and include the approximate dollar values and savings that would result.

Ideas for Cuts

- Consider ending our contract with Tyco Integrated Security to alarm the Dean of Students Office.

Ideas for New Revenue (These were unused ideas from program prioritization around 6 years ago.)

- Increase alcohol and drug education fees.
- Implement fees for other student conduct violations such as academic misconduct.
- Create a system in which a percentage of Alaska Airlines Center alcohol sales pays for ADWE programming, supplies, and professional development.

Possible Need for Additional DOSO Funding

- Several new pieces of legislation are currently proposed in Congress which will amend the Clery Act and impose new requirements on colleges and universities. This could result in the need of additional human resources to fulfill these unfunded mandates.

## UAA Administrative Review for Student Life and Leadership (SLL)

1) What are the core functions of your unit that are funded in Fund 1 (i.e. Fund 104110)? (Bullet point list is preferred. No more than one-page, please.)

SLL Cause: We believe that engagement enriches the student experience.

SLL Mission: Student Life and Leadership at UAA cultivates an engaged campus community. We do this through the following:

- Welcoming & Inclusive Environments
- Involvement Opportunities, and
- Leadership Development

### SLL Budget Lines:

Fund 1: **New Student Orientation** (general fund and a small amount of revenue from guest registration); **Student Union** (limited general fund and revenue from sundry sales, gear room rentals, ESports lounge, and space reservations); **Student Life and Leadership** (general fund); **Student Activities** (student fee)

Fund 9: **USUAA** (student fee); **Concert Board** (student fee); **Green Fee** (student fee); **Student Media - KRUA & TNL** (student fee)

### Core Functions & Signature Programs

- **Orientation Programming**
  - *New Student Orientation (NSO) facilitates the transition of new students and their supporters to the academic, intellectual, and social culture of the university, in preparation for the university's educational opportunities. This includes: Howl Days, Wolf Pack, UAA Fusion, and Compass Workshops. Over 1,000 students participated in Howl Days from January 2019 - August 2019.*
  - *Based on February 2020 data, there is a 85.6% retention rate of first time freshman who attended Howl Days in the summer of 2019 compared with their counterparts who did not attend howl days with a retention rate of 78.3%.*
- **Student Activities & Campus Programming/Commuter Student Programs & Services**
  - *The Student Activities team provides a variety of engagement opportunities on campus for a diverse population of students to participate in social, cultural and developmental events and experiences. This includes: UAA Traditions: Campus Kick-Off, Homecoming & Winterfest, Bartlett Lecture Series, Chancellor's MLK, Jr. Student Appreciation Brunch, oversight of the Hugh McPeck Gallery and Graphics & Publicity Services. Student*

- Activities and Commuter Programs hosted over 262 programs in FY19, with over 9,000 student attendees.*
- *Commuter Student Programs facilitates opportunities for commuter students to engage in the campus community. This area coordinates with student activities to bring programs and services to campus. The Daily Den is a main function of Commuter Student Programs currently and they served over 8,000 meals/snacks to students in FY19.*
  - **Student Clubs & Fraternity and Sorority Life**
    - *The Student Clubs and Fraternity and Sorority Life area engages with more than 90 student clubs as well as six fraternity and sorority organizations on campus. This includes: Advising and oversight of Club Council, management of the UAA Life platform, and administrative support for all student club financial accounts.*
    - *The governing body of all clubs, Club Council, provides application-driven funding opportunities to all student clubs to assist in the implementation of the club's mission. The total amount of funds transferred into club accounts from Club Council in FY19 was \$21,152.00. Through traditions such as Haunted Halloween Fun Night, Club Council supports important community development, raising more than \$11,000 for student clubs and local charities in fall 2019.*
    - *Fraternities and sororities focus on academic achievement, philanthropic support and leadership development with oversight from community council organizations, Interfraternity Council and Panhellenic Council. The fraternity and sorority community, with 134 members, reported more than 1000 service hours and raised more than \$2,500 for local philanthropies in fall 2019. The retention rate of fraternity and sorority life students is 84% of fall active members enrolled in spring 2020.*
  - **Student Governance & Boards**
    - *The Union of Students of the University of Alaska Anchorage (USUAA) serves as the governing body of students enrolled at UAA. USUAA focuses on service, advocacy and self-governance. USUAA engaged in critical advocacy efforts this past summer/fall with legislatures and the Board of Regents. USUAA initiated and planned the rally that took place last July with over 3,500 faculty, staff, students and community members in attendance. USUAA hosts traditional programming each year such as the Homecoming Dance, Thanksgiving Feast, Little Black Dress Doesn't Mean Yes, and the Juneau Advocacy Trip.*
    - *The Green Fee Board (GFB) promotes sustainability efforts throughout the campus community by funding initiatives defined by environmental stewardship, economic pragmatism, and social responsibility. The GFB collaborates with facilities on a wide range of projects on campus. A few examples of what the Green Fee Board has accomplished include: installation of additional hydration stations, LED lighting upgrades on residential campus and the solar panel project on the roof of the Administration & Humanities building. UAA's solar panel project was the first major renewable energy campus initiative in Alaska.*

- *The Concert Board is designed to offer students an educational volunteer opportunity in the entertainment industry and brings a variety of performers to the Anchorage community. The Concert Board also makes money available for the Special Projects Fund which provides an opportunity to fund student projects and initiatives on campus. In addition, the Concert Board provides oversight for UAATix. Concert Board hosts the Comedy Show during Campus Kick-Off and A Cappella Festivella during Homecoming Week, in addition to other concerts and comedians planned throughout the year. In addition, the Concert Board will purchase tickets to entertainment around town to sell at a reduced rate for students. In FY19, Concert Board hosted three events totaling 2,729 students.*
- **Student Involvement & Engagement**
  - *Student Life and Leadership is the heart of campus involvement and engagement. As the primary organizer of the UAA tradition, Campus Kickoff, Student Life and Leadership champions opportunities for students to learn about the possibilities of involvement on campus, bringing student organizations, campus departments and community organizations to welcome students to campus. In addition to Campus Kickoff, Student Life and Leadership empowers students to involve themselves on campus throughout the year through programs such as the semesterly Student Involvement Fair. Through opportunities such as student governance organizations, leadership positions and leadership development programming, Student Life and Leadership challenges students to take ownership of their engagement and shape the campus community. Ultimately, Student Life and Leadership activates student engagement in the greater Anchorage, Alaska and global communities through programs such as UAAVotes, which encourages civic engagement and voting in local, regional and national election processes.*
- **Student Leadership Development**
  - *Student Life and Leadership presents a range of leadership opportunities to develop students to be leaders in their communities. This out-of-the classroom experience prepares students to be civically engaged, community developers, and ethical leaders. This includes: Emerging Leaders Program and UAA Leadership Programs & Workshops, such as the Level Up! Leadership Series. In FY20, we took 9 students to Fairbanks to attend UAF's spring leadership conference. This has allowed us to grow our partnership with UAF's Wood Center staff for future partnerships in the leadership area.*
- **Student Media Organizations**
  - *Student Media, overseen by the UAA Media Board, provides the university and community with a student perspective of events and activities of the university, community and nation. The student-run radio station, KRUA 88.1FM The Edge, brings student voices to life on live radio. Broadcasts are available over the airwaves and the online stream. The Northern Light publishes a paper every Tuesday during the academic year and four special issues: the Freshmen Guide, Campus Kick-Off Edition and the Fall and Spring Commencement Editions.*

- **Student Recognition Programs**
  - *Student Life and Leadership provides the opportunity for students to be recognized for their success inside and outside the classroom. This includes: Leadership Honors for graduating seniors; Student Commencement Speaker selection process, Seawolf Student Leader and Community Services awards (administrative scholarship), Mabil Duir Leadership Scholarship (monetary award) and the Linda P. Lazzell Leadership Award (monetary award). The students who receive Leadership Honors are noted in the commencement booklet, receive a Leadership Distinction on their transcript, receive leadership cords and have their picture placed on the Leadership Wall of Fame.*
- **Student Union Operations & Facilities Management**
  - *The Student Union (SU) is the hub of the university, serving students, faculty, staff, alumni, and community members. The SU offers a variety of programs, activities, services and facilities including the: Information Desk, Union Station Coffee Shop, Gear Room, UAA ESPORTS Lounge and meeting and event reservation spaces. The Student Union had over 850,000 footprints (number of people passing through one of the door counters in the Student Union) through the building and hosted over 1,500 events in FY19.*

**2) If one or more of these functions was reduced or discontinued, what would be the impact on: (Not all elements may be relevant for your unit. Only address relevant items.)**

**a. More students persisting and completing educational goals?**

- National data suggests that involvement and engagement in your campus community leads to higher GPA's, higher rates of persistence and retention.
  - "An extensive body of evidence accumulated over the past two decades demonstrates the strong relationship between student involvement and student achievement. The studies show that the more time and effort students invest in their course work, the greater will be their personal growth and academic achievement, their satisfaction with college, and their persistence in college" (National Institute of Education, 1984; Astin, 1985; Pace, 1989).
- If Student Life and Leadership has a significant reduction on current programs and services, we will see a negative impact on the recruitment, retention and graduation rates of students as involvement and campus engagement is a key element in the academic success of students. Without an adequate student engagement experience, students will choose other colleges that have more to offer to complement their academic experience and provide them with leadership, networking, community connections and mentoring that come along with their student engagement experiences. There will also be less opportunities for connections which lead students to feeling at home on campus.
- Howl Days is critical to the recruitment and retention of UAA students. 85.6% of students who attended Howl Days in the summer returned for the Spring 2020 semester. Only 75 students

out of approximately 1,000 (7.5%) who attended a Howl Days session chose not to enroll for the Fall semester, showing how important Howl Days is as a yield event (recruitment and retention) for the university. Further reductions for New Student Orientation could impact the ability to continue to increase the yield results and retention rates from fall to spring. The current base funding for new student orientation is already insufficient in order to staff Wolf Pack leaders during the academic year. While there are only two Howl Days sessions during the academic year, the Wolf Pack leaders assist with the presentations and recruitment for the Compass Workshops, plan and organize UAA Fusion, call every student for a mid-semester check in, conduct outreach calling for the upcoming orientation sessions to get students signed up, assist with Seawolf Ready in the high schools, create peer programming for new students, create and send a monthly newsletter for new students. Without the ability to staff with Wolf Pack Leaders during the academic year, we will reduce the amount of support necessary for first year students to succeed. As New Student Orientation recently moved to SLL, we are continuing to determine ways to enhance the mentorship between the Wolf Pack and new students to provide them with a peer connection on campus.

- Student Life and Leadership serves in an advisory capacity for USUAA, Club Council, Panhellenic Council, Interfraternity Council, Concert Board and Green Fee Board. If staffing is reduced, SLL will be unable to fully support these organizations to the degree necessary to ensure the organizations are following policies and procedures to reduce any risk management challenges, as well as utilize the advisor/student relationships to assist with persistence of individual students.
- “Becoming involved with Student Life & Leadership opened my eyes to the power that students really have over their own college experience. I've since had the opportunity to interact with countless student organizations and alumni and have been introduced to a multitude of on-campus resources that have aided tremendously to my success as a student. As I've grown to be more invested in the on-campus community and all it has to offer students, I've also become more invested in my success and my future and have seen that reflected by my in-class performance as well. I can truly say that becoming involved in Student Life & Leadership has done nothing but enhance my college experience and I will always be grateful for that.” - Student Reflection (Alumni Assessment 2019)

**b. Supporting overall student, faculty and staff success in meeting UAA’s mission?**

- Student Life and Leadership currently employs 51 student employees through the Student Union, Student Activities and Commuter Programs, Student Clubs and Greek Life, New Student Orientation and Student Media. Student Employment is considered a high impact practice that allows us to provide learning laboratories for students within the department. Students are learning real life skills in a variety of areas, with opportunities for growth from a generalist to specialist to manager positions. The reduction of functional areas will reduce the number of student employees that we can supervise in the department. It will also take away the

opportunities for some students to attend school based on financial need, as well as have the connections they make through their student employment experience that are necessary to be successful in the classroom. The UAA retention rate of SLL student employees from fall 2019 to spring 2020 is 100%.

- An alumni assessment was conducted in the summer of 2019 to learn more about how the experiences either working or being engaged with Student Life and Leadership impacted their UAA experience. It is important to note that alumni stated with confidence (at least 9 out of 10) that Student Life and Leadership assisted in developing friendships, increased their knowledge of campus resources and provided them with professional skills. Over 90% of respondents stated that they still list their Student Life and Leadership experiences on their resume and over 54% stated that they use professional skills they learned in Student Life and Leadership in their current position.
- The fraternity and sorority life community currently has six individual chapters that total 134 students, plus the Panhellenic Council and Interfraternity Council that serve as governing organizations for the individual chapters. The oversight for fraternity and sorority life is done by one coordinator and an administrative assistant and also includes the oversight of approximately 90 student organizations. Reductions to this staffing will result in less leadership opportunities for students. Students who are engaged in leadership positions have higher rates of persistence and graduation rates because they learn better time management, communication and organization skills in these roles. SLL is able to make personal connections with student leaders which is another aspect of how the staff assists in ensuring that students persist in their UAA experience.
  - A fraternity and sorority community assessment was completed in fall 2019.
    - Active members of the fraternity and sorority reported the influence of their involvement in the following areas:
      - 9.37/10 - Development of Friendships
      - 8.51/10 - Engagement in Community Service
      - 8.36/10 - Development of Leadership Experience
      - 7.83/10 - Development of Professional Skills
- The Student Union is the campus hub where students, faculty, staff and guests study, grab food, participate in an event, and learn about getting involved in the campus community or getting an internship. This year we adjusted the staffing structure with the addition of the ESPORTS Lounge to focus on the Student Union's operational effectiveness, revenue generation, and event management. If the staffing level is reduced with the professional staff in the Student Union, we will lose the ability to continue to grow the ESPORTS program at UAA which currently has great partnerships with the local high school teams and serves as a key recruitment tool. In addition, we will not have as much ability for client outreach/service, maintaining relationships with vendors, ensuring that the sundry sales area is always fully stocked and seeking external clients, which may result in lost revenue that is essential to running the facility and providing a space for students to belong.

- “Becoming involved with Student Life & Leadership has given me the opportunity to become more integrated into the UAA campus community. I know so many more students, organizations, and faculty than ever before. By extension, this has expanded my abilities to succeed at UAA.” - Student Reflection (Alumni Assessment 2019)

**c. Impacts to UAA’s reputation, and ability to attract and retain students and/or external support?**

- Student Life & Leadership plays a critical role in engaging UAA’s diverse student population by providing experiences and services to meet the needs and expectations of traditional and non-traditional students. Potential and current students of traditional college age tend to favor a collegiate experience that focuses on student organizations, fraternities and sororities, student activities, student employment, and other opportunities their peers may receive at other institutions in the Lower 48. Our department acknowledges this desire and infuses multiple entry points to enable non-traditional students the ability to fully access and participate in our co-curricular opportunities. Potential cuts to our funding would drastically impact SLL’s ability to create these comprehensive, all-inclusive programs that attract, recruit, retain, and engage our student population.
- In FY19, UAA had an estimated 92 student clubs who participated in their own governance that caters to students’ academic, social and recreational interests. There are many ways these clubs give back to students on campus. One of the main ways that student organizations make an impact on students are those clubs that are connected with an academic major. Typically, the student clubs (i.e. Accounting Club) bring in guest speakers, celebrate their major/career, connect students to internship opportunities and more. Reductions to student organizations will result in creating challenging situations for clubs to connect with professionals in the field and reduce their desire to come and help students on campus. This could have a major impact in the professional development of our student population, which is one way in which we recruit students to UAA.
- The Northern Light is an award winning newspaper that provides great real world experience to students who want to get experience in journalism, marketing, layout design, etc. In 2018, The Northern Light won 11 awards at the Alaska Press Club award ceremony, including best media website, which won over media organizations such as the Anchorage Daily News and Alaska Public Media, etc.
- Student Life and Leadership facilitates several scholarships through the office, these include the Seawolf Student Leader, Seawolf Community Service, Mabil Duir, Lyla Richards and the Linda P. Lazzell leadership scholarships. SLL awards approximately \$30,000 in administrative scholarships and cash awards annually. The current staffing levels allows us to administer these awards to students.
- “I have the privilege to see people come in who are trying to have fun, gain experience, share their passion or make a change to benefit humanity. All the students, clubs and organizations

that come over asking for assistance are providing an experience that many can take part in and all these experiences are aimed at the good.” - Student Reflection (Alumni Assessment 2019)

**3) Identify measures and targets used to monitor the impact of functions on each of the above (not all elements may be relevant for your unit, only address relevant items).**

- The biennial General Interest Assessment is distributed every other year to a representative sample of UAA students to evaluate interest in and preference for campus activities and events. In 2020, 56.26% of survey respondents reported being satisfied with the current event and program offerings at UAA, up from 43.49% in 2018.
- The Northern Light and KRUA conduct Readership/Listener assessments annually to gauge the success of their organizations and work on improving their services and connecting to students. 53% of student respondents read The Northern Light weekly or a few times a month. 78% of students assessed are aware of KRUA, with 32% listening daily to weekly.
- The Green Fee Board conducts the UAA Campus Sustainability assessment annually to understand student’s satisfaction with campus sustainability initiatives and services, provide feedback for new initiatives and educate students on sustainability successes. Assessment showed that around 90% of the students assessed always to sometimes recycle.
- Each year, all of the student governance organizations (Fund 9) are required to review their annual expenditures and revenues with USUAA and seek endorsement or approval from the representatives of the student body. This allows the governance organizations to talk about goals, successes and areas of improvement annually, as well as seek feedback from USUAA on both spending and revenue for the following fiscal year. Transparency and accountability are important factors in facilitating the student governance budgets.
- Every four years, student fee receiving groups have the opportunity to request an increase to their fees. The fee receiving groups must seek an endorsement from USUAA in order to present an increase through their Vice Chancellor and UAA Chancellor. Last year, FY19, Student Activities requested a fee increase from \$4.50 to \$6.00 per credit hour. This required student activities to review the last 3 years of both expenditures and revenues with USUAA and provide them with information on the benefit to students to receive the increased fee. USUAA endorsed the fee increase and was interested in continuing to grow engagement opportunities for students.
- Student Life and Leadership created a five year strategic plan with annual goal statements beginning in FY20 through FY24. The strategic plan allows Student Life and Leadership to review and assess annual goals in order to meet the strategic outcomes by 2024. Annual goal updates are submitted, along with data points and learning outcomes to the Division of Student Affairs annually.
- Student Life and Leadership utilizes a card swipe system in order to obtain IDs of students who attend programs and events. This allows us to capture data of who and how often students are attending programs and events hosted by Student Life and Leadership. In FY19, 2,174 unique

students attended at least one event through Student Life and Leadership, with over 9,500 students in attendance at all events that data was captured.

- Student Life and Leadership has produced their annual report in a yearbook format for 2017 & 2018. The yearbook is available on our website and select copies are sent across campus. The yearbook includes data points compiled for the Student Affairs End of Year Report, student reflections collected from both student employees and student leaders through SLL, alumni engagement and program specific information.
- Daily Den surveys are conducted for students who get food from the Daily Den. Surveys are done daily to learn about improvements and suggestions for the Daily Den.
- The Fraternity and Sorority Community Assessment evaluates the impact of fraternity and sorority involvement on student persistence in order to assess the success of the community as an actor in elevating student success. The assessment prompts active members to rate the impact of their involvement on a scale of 1-10 in the following areas: identification of passion areas (6.95, 2019), academic success (7.16, 2019), knowledge of on-campus resources (7.21, 2019), development of professional network (7.63, 2019), development of professional skills (7.83, 2019), engagement in community service (8.51, 2019), development of leadership experience (8.36, 2019), and development of friendships (9.37, 2019).
- The experiences and challenges related to student organization involvement are assessed on an as-needed basis in order to demonstrate need for administrative, organizational or procedural change. For example, a fall 2019 club management survey identified that 55.55% of club members who have requested reimbursements in the past are unlikely to request a reimbursement again in the future. In addition, 62.5% of survey respondents reported using member cash to pay for club activities out-of-pocket. This information was helpful as we work towards more student friendly fiscal processes at the university.
- Our assessment to recent alumni, or students involved in Student Life and Leadership (SLL) that have graduated in the last two years, aims to evaluate the impact of SLL involvement on student persistence and success even beyond graduation. 90.9% of survey respondents list one or more SLL employees as a reference and 60% of survey respondents report their career path is directly related to their experiences with SLL. Recent alumni gave the following ratings on SLL's impact in these areas:
  - 9.36/10 - SLL's impact on developing friendships
  - 9.00/10 - SLL's impact on professional development
  - 9.18/10 - SLL's impact on connecting to campus

#### **4) What improvements have been achieved over the last five years?**

- ESports Lounge
  - The ESPORTS Lounge has been a success both in operational capacity and in student engagement. The Lounge is host to 18 top-tier gaming PCs, 2 console areas, and a multi-purpose study/gaming table. Users of the lounge range from UAA clubs, the general

student population, many local high schools, and external clients. We have solicited our own sponsorship opportunities and strive to set the tone for non-profit ESPORTS engagement in the state of Alaska. The ESPORTS Lounge has received sponsorship dollars from the Alaska Army National Guard and Resource Data Inc. totaling approximately \$31,000 in FY20.

- Green Fee Board - Solar Project
  - Since installation on 4/15/2019, the 27 panel solar array on the Administration Building has generated 5.19 megawatts of electricity feed directly back into the building. Renewable energy generated a savings of approximately \$600, while reducing over 8,000lbs of CO2 emissions which is the equivalent of planting over 200 trees.
- Integrating NSO into Student Life and Leadership
  - In August 2019, New Student Orientation merged with Student Life and Leadership. This has allowed us to build an orientation program that focuses on engagement and integration to the campus community.
- Establishment of the Campus Traditions Committee/Campus Activities Team
  - This team works collaboratively on all campus tradition events, such as Campus Kick-Off, Homecoming, and Winterfest. This team of faculty, staff and students has also assisted in the selection of the lecturer for the MLK Student Appreciation Brunch and the Bartlett Lecture Series. Additionally, this has led to the creation of the monthly event calendars where events from multiple departments can be marketed together to better inform students about what is happening on campus. This team collaboration allows campus partners to engage with one another and determine the best approach to campus engagement while understanding the variety of activities that are occurring around campus.
- Physical Improvements to the Student Union
  - Study Lounge: All chairs reupholstered, new tables with electricity have been added and new high top tables will be installed next month.
  - SU Den: Multiple kitchen enhancements, A/V is being upgraded and the lower level floor is being replaced in FY20.
  - SU Cafeteria: Partition wall was added to allow for multiple spaces, A/V and window tinting will be completed in FY20.
  - Five new projectors that can now connect wirelessly were installed in the building.
  - Door access and coded lockbox have been added at the Enrollment Services Center door to ensure student staff safety when they access the building at opening and closing hours.
  - Alarm system moved to digital which now allows secure access from remote areas.
  - Installation of a new drop box safe in SLL to ensure all cash deposits are secure.
  - All new furniture and technology in the new ESPORTS lounge.

- Fraternity and Sorority chapters increase from three to six
  - The fraternity and sorority life (FSL) community has increased the number of chapters from three to six chapters over the past 5 years. This has increased the opportunity and participation of students involved with the FSL community.
- Third party accounts for Fraternity and Sorority Life
  - It is a national best practice for fraternity and sorority life chapters to be able to host third party accounts to facilitate the fiscal processes necessary for these organizations to function. The fraternity and sorority community along with the professional staff worked on a proposal to seek an exemption to the internal campus account process. This allows the organization(s) to manage their finances, which is mainly dues and fundraising on their own based on individual chapter needs. This is just one example where we are trying to move to more student-friendly fiscal policies.
- Student Life and Leadership & Student Union and Commuter Services merger
  - In FY17, these units merged to bring together compatible programs and services to enhance the student experience.
- Student Organization Training
  - All student organization training has been digitized. All student organizations policies and procedures have moved online to allow for more access and flexibility for students to be able to engage with the university processes.
- Website
  - SLL went through a website overhaul to better reach the desired audiences. The NSO website is in the process of being updated and will be integrated into the SLL website.

**5) What efforts have your unit made to improve efficiencies and reduce costs? What was the result?**

- Staffing Changes
  - Student Life & Leadership went through a realignment in FY17 bringing together Student Life and Leadership and Student Union and Commuter Services. This realignment reduced **\$186,009** in general funding between the two units.
    - Student Union and Commuter Student Services base funding was reduced by \$36,155.
    - 100% of salary and benefits for the Commuter Student Services position was cut from general funding and assigned to the Student Activity Fee totaling \$77,820.
    - 50% of salary and benefits for Student Union Operations Coordinator was reduced from general funding (\$33,863) and assigned to the Student Activity Fee.
  - Over the past several years, the Student Union has worked to reduce student staffing at the Information Desk and Student Union Coffee Shop.
    - In FY16, the Student Union paid \$192,144 for student staffing compared to the FY20 actuals and projections of \$117,960.00 for a reduction of **\$74,184**.

- This savings has come from reducing staffing levels and hours of operation in both operations. In FY20, the Union Station Coffee shop reduced the hours of operation by 30 hours per week. The Student Union Coffee Shop Manager position was eliminated and the duties were transferred to the Student Union Graduate Assistant.
    - In some cases we have utilized professional staff to cover shifts. The impact has been minimal to the operations of the Student Union. If an event occurs outside of the current hours of operation, we charge the client to open the building and host their event.
  - Front Desk student staff position in SLL was permanently reduced in FY19 for a total of **\$6,000**.
  - In FY20 with the enrollment numbers unknown and ensuring that we still honored the fee description for student activities, we reduced the hours that the Hugh McPeck Gallery in the Student Union was open by 15 hours a week, resulting in a savings of approximately \$3,500. In addition, we also reduced the Daily Den offerings from twice daily to once daily for a savings of \$5,040 for a total of **\$8,540** from the student activities fee.
  - Concert Board and Green Fee Board have not filled their student employee position since FY17. This is a total savings of **\$24,000**. The members of the board, Administrative Assistant for USUAA and Student Boards, as well as the Concert Board Coordinator have supplemented the work necessary for events and initiatives. This has resulted in less events overall.
  - This year we streamlined our process for ensuring that we prioritized work study and that we checked the work study eligibility of every employee. So far in FY20, we have saved **\$24,547** in student labor costs across all of our budget lines.
  - Over the years with budget cuts, many positions have moved from general fund lines to student fee lines. Currently, with 14 staff members (full time and 20 hour per week graduate assistants) in the department, approximately **50.9% of the funding for staff positions comes from student fees**.
  - New Student Orientation moved to Student Life and Leadership. While a Coordinator was still hired for this area, the SLL Fiscal Coordinator has absorbed the oversight of NSO finances into their current position. Previously, the NSO Coordinator shared a Fiscal Coordinator with the other units in Student Outreach and Transition before that unit was disassembled.
- The Student Union is moving from EMS to 25 Live for space reservations. This will provide easier access to room reservations for clients as it is the same (digital) reservation system used by Conference Services and other Building Managers across campus. This software makes it easy for all building managers to work together to find the appropriate space for our student

orgs and departments, as well as potential clients. This will result in annual savings of **\$2,261** and will begin in FY21.

- Student Showcase no longer fits in the mission of Student Life and Leadership. In FY20, we worked with the Honors College to move this program and it will continue to be maintained by the Honors College moving forward. The Student Showcase was funded in part through a foundation account, but utilized staff time and resources that are better focused in other mission driven programs, events and services.
- In FY19, we did an audit of all Student Life and Leadership phone and fax lines associated with our budgets. We determined that we could cancel 17 phone/fax lines that were no longer needed or being incorrectly assigned to SLL. This has resulted in an approximate savings of **\$2,850** per year.
- In the past year, since hiring an Assistant Director, we have been able to focus on the sundry sales at the Information Desk and Coffee Shop. This has included creating better partnerships with our vendors, assessing our sales, trying new items and bringing in additional vendors to increase the products for sale at the Information Desk. In addition, the bookstore closing has reduced redundancy in the same building and assisted us in increasing sales. The Information Desk Sundry Sales has increased by **\$22,500** through January 31st of FY20 from the same dates in FY19.
- The ESPORTS Lounge has created another revenue source in the Student Union. So far in FY20, we have collected **\$1,311** in revenue from community members utilizing the space. This will be a continued area of growth for additional revenue in the Student Union.
- The Northern Light has continued to print less papers in order to meet their budget. In FY16, TNL printed 93,500 papers compared to 66,000 in FY20. This is a reduction of **\$21,449** for printing and delivery costs between FY16 and FY20.
- In FY19, SLL did a copier assessment to determine how many copiers were needed to function as an organization. We reduced the copies from 4 to 2 for an approximate savings of \$3300. In FY20, we cancelled the copier contract in the NSO office for a savings of \$1084 this year. Total savings in FY20 is **\$4,384**.
- The Student Union has reviewed its fixed costs and determined places for reductions, including the annual alarm costs, which will save **\$2,000** per year beginning in FY21.
- The Student Union also worked with Risk Management to replace the high top tables in the Coffee Shop and Study Lounges in the Student Union due to safety concerns in the amount of **\$11,900**.
- Student Life and Leadership conducted three internal searches, instead of national searches for permanent positions. All of these positions are funded through the general fund. This is approximately **\$6,000** in savings for FY20.
- Student Life and Leadership entered into a partnership with Athletics to be able to drop the Student Union, Student Activities and Student Clubs and Greek Life deposits daily to the Seawolf Sports Complex instead of taking them daily to the University Center. While the cost for Axiom is \$1,770 per year, we have estimated that the staff time it took for the daily deposits

to the UC totaled approximately \$8,000. The time saved is a critical efficiency for the department.

**6) List and briefly describe any current or proposed Board of Regents Policy, State or Federal mandates, or laws that require the continuation of your core function(s).**

-P09.07.010. General Statement: Student Organizations.

-P09.07.040. Registration of Student Organizations.

-P09.07.060. Sororities and Fraternities.

-P09.07.070. Student Media Organizations.

**7) Potential cuts: Please describe any function reductions or eliminations that are feasible without significantly affecting UAA's mission fulfillment or its compliance mandates? Are any functions within your unit are duplicated elsewhere at UAA? Is there an opportunity for efficiency to be created by partnering or combining functions? Please describe the opportunities you identify within your unit and include the approximate dollar values and savings that would result.**

- Reduce (1.75) staff position(s) within Student Life and Leadership. Currently, there are three staff vacancies within the department: Commuter Student Programs Coordinator, Student Boards Coordinator and the Student Media Administrative Assistant.
  - Remove Commuter Student Programs as a core function of Student Life and Leadership because this position mostly has supported Student Activities in the past few years. Merge the Commuter Student Programs Coordinator position and the Student Boards Coordinator position into one position. The merging of Student Activities, Concert Board (CB) and Green Fee Board (GFB) advising will provide more collaboration between the three areas. This will also free up operational dollars for engagement activities in both the Student Activities and Concert Board budgets.
    - Total savings for salary and benefits to Student Activities will be: \$41,294 and to Concert Board will be: \$43,810 for a total reduction of **\$85,104**.
  - Reallocate 15% of the Student Organization Coordinator and New Student Orientation Coordinator positions to Student Activities for their combined efforts on Leadership programs. Student Activities does not have the capacity to facilitate these programs, but it is included in the student activities fee description. This would result in a **\$24,065** savings in salary and benefits between the SLL and NSO general fund budget lines. This reduces the savings to the Student Activities fee to **\$17,229 from the above (\$41,294)**.
  - Reduce the Student Media Administrative Assistant position from a 30 hour per week professional position to a 20 hour per week student position. Student Media fees have gone down with enrollment and can no longer sustain a professional position in this role. The Student Life and Leadership Fiscal Coordinator will provide oversight to the

student position in order to manage the fiscal processes for Student Media. This will result in a savings of **\$47,270**.

- This will be a total reduction of **\$132,374** between Student Life and Leadership (Fund 1), New Student Orientation (Fund 1), Student Activities Fee (Fund 1), Concert Board (Fund 9), The Northern Light (Fund 9) and KRUA (Fund 9).
  
- The Student Union plans to update the position description for the Student Union Events Coordinator position which was previously the Student Union Operations Coordinator. Since this position will be reclassified based on the PD to focus on space reservations and client needs, it will require less educational experience and therefore should be able to be classified as a 77 for a savings of **\$8,797** in salary and benefits to Student Union (Fund 1).
- Close the Student Union Information Desk on Saturday and Sunday, leaving the Building Manager as the only employee to staff the building. The Information Desk does not earn enough in revenue to cover the labor of opening the Information Desk, except on special events. This would be a total savings of **\$6,615** to the Student Union (Fund 1), but would leave only (1) student staff member in the building. This position may require additional support from UPD if any safety concerns arise.
- Move leadership program funding from SLL general fund (Fund 1) to the Student Activities fee. Savings of approximately **\$4,800**.
- Prioritize Work Study students for all positions to reduce student labor costs in all areas.
- Review vendor operations in the Student Union for a shared partnership with Seawolf Dining on the oversight of food venue operations in the Student Union. Create an opportunity to increase revenues in the SU through a shared marketing approach and split the revenue amongst Seawolf Dining and SU.
- Seek additional sponsorships for the ESPORTS lounge. Utilize sponsorships to cover costs of at least (2) student positions and potentially a portion of the Assistant Director of Student Union position since they provide oversight of the facility.
- Research, create and contract an additional vendor space in the Student Union that creates a new revenue stream.
  - Rent space in the SU for the bookstore to have a small sales space for clothing and supplies and/or provide the space for free with a sales percentage benefit to the SU.