UAA Faculty Senate Academic Assessment Committee
Agenda: March 1, 2019
11:00am - 12:30pm, ADM 204
Skype for Business: Join online or call 786-6755 or 1-844-368-7867 and enter Conference ID 172572

1. Approval of agenda
2. Approval of minutes (p. 3-5)
3. Chairs update
4. Vice Provost update
   - NWCCU Draft Standards and Eligibility Requirements (p. 6-13)
   - Core Competencies
   - Conversation with the Deans – Confirmed for April 19th AAC meeting
   - Assessment Survey opens April 1st
   - Assessment Retreat Thursday, May 9th
5. Review assessment plans – Link to AAC Google Drive for Plans (Remember to identify noteworthy plans)
   - Electrical Engineering, BS; Program Representative: Joe Mixsell, Professor, Electrical Engineering (Program Catalog copy for context)
   - Logistics and Supply Chain Operations, AAS; Program Representative: Tom Flanagan, Assistant Professor, Logistics (Program Catalog copy for context)
6. Informational plan review – Link to AAC Google Drive for Plans (Remember to identify noteworthy plans)
   - Accounting, BBA (Last AAC review: 2/15/19; Program Catalog copy for context)
   - Anthropology, BA/BS (Last AAC review: 4/6/18; Program Catalog copy for context: BA, BS)
   - Children’s Mental Health, GC (Last AAC review: 11/17/17; Program Catalog copy for context)
   - Aviation Technology, BS (Last AAC review: 4/20/18; Program Catalog copy for context)
7. Next meeting – April 5, 2019 in ADM 204 (No March 15th meeting due to holiday)
   - Social Work MSW – program faculty requested April agenda
8. Upcoming plans
   - Apprenticeship Technology AAS – Revised plan awaiting college review
   - Chemistry BS – Revised plan awaiting college review
   - Creative Writing & Literary Arts MFA – Revised plan awaiting college review
   - Geological Sciences BS – Revising plan for college review
   - Human Services AAS/BHS and Conflict Resolution OEC – Revising plan for college review
   - Natural Sciences BS – Revising plan for college review
   - Dietetic Internship GC – Confirming current plan with curriculum changes
   - Welding & Nondestructive Testing AAS – Confirming current plan with curriculum changes
   - Anthropology MA – Revised plan awaiting college review
   - General Business AAS – Revising plan with curriculum changes
• Dental Assisting UC – Confirming current plan with curriculum changes
• Project Management MS – Confirming current plan with curriculum changes
• Medical Laboratory Technology AAS/Medical Laboratory Science BS – Confirming current plan with curriculum changes
• Geomatics BS – Confirming current plan with curriculum changes
• Art BA/BFA – Confirming current plan with curriculum changes

9. Information items
• General Education assessment charrettes and forums (p. 14)
• 2019 Annual Academic Assessment Retreat – Thursday, May 9, 2019
• 2019 Annual Academic Assessment Seminar – proposed date Friday, September 6, 2019 or Friday, September 13, 2019

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Scheduled Meeting Dates Academic Year 2019

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<td>9/7 – Assessment Seminar</td>
<td>9:00-12:30</td>
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<td>9/14</td>
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<td>3/15 – Holiday (no meeting)</td>
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<td>4/5 – Meeting with the Deans</td>
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UAA Faculty Senate Academic Assessment Committee
Summary: February 15, 2019
11:00am - 12:30pm, LIB 302A
Skype for Business: Join online or call 786-6755 or 1-844-368-7867 and enter Conference ID 172572

1. Approval of agenda – approved

2. Approval of minutes (p. 3-5) – approved

3. Chairs update

4. Vice Provost update
   - NWCCU Mission Fulfillment Fellowship
   - Conversation with the Deans – Confirmed for April 19th AAC meeting
   - Assessment Retreat – The Retreat date may need to be rescheduled. There will be more information available at the next AAC meeting.

5. Review assessment plans – Link to AAC Google Drive for Plans (Remember to identify noteworthy plans)
   - Teaching and Learning, MEd; Program Representative: Tim Jester, Associate Professor, Teacher Education (Program Catalog copy for context)
     The faculty made minor changes to the plan with curriculum updates. Based on discussion with the AAC, the plan will be updated to include a timeline and attach the portfolio rubric, framework with PSLOs and aligned principles/standards, and the Portfolio Handbook.
     The AAC recommended approval for this plan when these changes have been made. They noted the Portfolio Handbook could be a helpful example for other programs.

6. Informational plan review – Link to AAC Google Drive for Plans (Remember to identify noteworthy plans)
   - Accounting, BBA (Last AAC review: 2/15/19; Program Catalog copy for context)
   - Anthropology, BA/BS (Last AAC review: 4/6/18; Program Catalog copy for context: BA, BS)
     These informational plan reviews were postponed to the next meeting.

7. Faculty Senate Bylaws (pgs. 6-7)
   - Membership
     The committee approved a recommended change to the Faculty Senate representatives from four to “a minimum of two.” The AAC’s revised responsibilities align with the Academic Assessment Handbook, and better communicate the committee’s role as a source of support.
8. Annual Academic Assessment Survey Draft (pgs. 8-12) – The AAC supports the Survey as drafted.
   - Survey opens April 1st

9. Next meeting – March 1, 2019 in ADM 204

10. Upcoming plans
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2020 Standards for Accreditation

The Northwest Commission on College and University (NWCCU) Standards for Accreditation support the agency’s mission to accredit institutions of higher education by applying evidence-informed standards and processes to support continuous improvements that promote student achievement and success. The seven-year accreditation cycle supports a process of continuous improvement within member institutions.

Design and Function
The Standards for Accreditation are statements that articulate the quality, effectiveness, and continuous improvements expected of accredited institutions. The Standards serve as indicators by which institutions are evaluated by peers through a process of self-reflection and evaluation that blends analysis and synthesis into a holistic examination of the institution’s ability to fulfill its mission, deliver quality education, and promote student achievement.

Structure
Each of the Standards for Accreditation is designated by a number and title (e.g., Standard One – Institutional Mission and Effectiveness), and is further defined by elements of the Standard, which are designated by the number of the Standard followed by the letter of the element (e.g., 1.A Institutional Mission and Effectiveness). The criteria for evaluation more specifically define the elements and are identified by the number of the Standard, followed by the letter of the Standard element, followed by the number of the criterion (e.g., 1.A.1). Each Standard is introduced by a narrative summary intended only to provide direction and not to be addressed as a criterion.

STANDARD ONE – INSTITUTIONAL MISSION AND EFFECTIVENESS
The institution articulates its purpose in a mission statement and defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment through the use of meaningful indicators. The institution’s offerings culminate in identified student outcomes leading to degrees, certificates, credentials, employment, or transfer to other higher educational institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes.

Institutional Mission
1.A.1 The institution has a statement of mission that defines the institution's broad educational purposes and its commitment to student learning and achievement.

Improving Institutional Effectiveness
1.B.1 The institution demonstrates a continuous process of assessing institutional effectiveness, including the assessment of student learning and other support services to facilitate student learning and achievement. The institution uses that ongoing and systematic evaluation and planning to inform and refine its key processes, assign resources, and improve student learning.
1.B.2 The institution sets and articulates meaningful and measurable goals, objectives, and indicators to improve its effectiveness consistent with its mission.
1.B.3 The institution provides evidence that its planning processes are broad-based, offer opportunities for input by appropriate constituencies, allocate necessary resources, and lead to improvement of institutional effectiveness.
1.B.4 The institution monitors its internal and external environments to identify current and
emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, the intended outcomes of its programs and services, and indicators of achievement.

**Academic Quality**

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degrees, certificates, or credentials with designators consistent with program content in recognized fields of study.

1.C.2 Awarding of credit, certificates, programs, and degrees is based on student learning and learning outcomes that possess an appropriate breadth, depth, sequencing, and synthesis of learning.

1.C.3 The institution identifies and publishes expected course, program, and degree learning outcomes for all degrees, certificates, and credentials. Expected student learning outcomes for all courses are provided to enrolled students.

1.C.4 Admission and completion or graduation requirements are clearly defined and widely published.

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty in establishing quality and improving instructional programs.

1.C.6 Consistent with its mission, the institution establishes and assesses student learning outcomes (or core competencies) such as effective communication, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and information literacy for all programs.

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices that lead to enhancement of student learning.

1.C.8 Transfer credit and credit for prior learning is accepted according to procedures that provide adequate safeguards to ensure high academic quality. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic rigor and quality, and comparable to credit it offers.

1.C.9 Graduate programs are consistent with the institution’s mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

**Student Achievement**

1.D.1 Appropriate to its mission, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

1.D.2 Appropriate to its mission, the institution establishes and shares widely a set of indicators for student achievement (such as: course completion, experiential learning, program completion, degree completion, retention, job placement).
1.D.3 Results for student achievement are based on meaningful, institutionally identified indicators aligned with indicators for peer institutions at the regional and national levels; are used for improvement by informing planning, decision making, and allocation of resources and capacity; and are made widely available on its website.

1.D.4 The institution’s processes and methodologies for collecting and analyzing information on student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate achievement gaps and promote equity.

STANDARD TWO – GOVERNANCE, RESOURCES, & CAPACITY

Governance

2.A.1 The institution demonstrates an effective and widely understood governance structure with boards or other governing bodies comprised predominantly of members with no connection to the institution and with clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities have clearly defined authority, roles, and responsibilities.

2.A.2 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

2.A.3 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board, but may not serve as its chair.

2.A.4 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution’s major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution’s mission.

2.A.5 Decision-making structures and processes, which are documented and publicized, make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

Policies and Procedures

2.B.1 The institution develops, publishes on its website and in other materials, and follows an effective and clearly stated and understandable transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

2.B.2 The institution publishes policies and procedures on its website and other materials available to students regarding their rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—which are clearly stated, easily understandable, readily available, and administered in a fair and consistent manner.

2.B.3 The institution publishes polices on its website and other materials and adheres to admission and placement policies that guides the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution’s expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and re-admission policy—are clearly defined, widely published, and administered in a fair and timely manner.

2.B.4 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records,
regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

Institutional Integrity
2.C.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

2.C.2 The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

2.C.3 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff.

Financial Resources
2.D.1 The institution has clearly defined policies on oversight and management of financial resources, approved by its governing board in adherence with its governance structure.

2.D.2 The institution demonstrates financial stability through audit processes and has sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic projections of financial resources, appropriate risk management to ensure short-term solvency and anticipates long-term obligations, including payment of future liabilities, and provides appropriate opportunities for participation by its constituencies. Fundraising activities are clearly defined and comply with government laws and regulations.

Human Resources
2.E.1 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

2.E.2 Consistent with its mission, programs, services, and characteristics, the institution employs sufficient appropriately qualified faculty, staff, and administrators to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs.

Student Support Resources
2.F.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

2.F.2 The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; entrance requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules, regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and academic calendar.
2.F.3 Publications and information describing educational programs include accurate information on: national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; descriptions of unique requirements for employment and advancement in the occupation or profession.

2.F.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

2.F.5 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution’s loan default rate, and publicizes these on its website.

2.F.6 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

2.F.7 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

**Library and Information Resources**

2.G.1 Consistent with its mission, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution’s mission, programs, and services.

**Physical and Technology Infrastructure**

2.H.1 Consistent with its mission, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution’s mission, programs, and services.
Eligibility Requirements
for Candidates for Accreditation
and Accredited Higher Education Institutions

The Northwest Commission on Colleges and Universities requires that all of its member and candidate institutions be degree-granting institutions whose mission is focused upon excellence in higher education and that meet the following Eligibility Requirements. Failure to adhere to meet any Eligibility Requirement may lead to the imposition of a sanction, adverse action, or denial of authorization of a candidate institution.

1. OPERATIONAL STATUS
The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of the Commission accepting an institution's Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before the Commission's evaluation for initial accreditation.

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

3. INSTITUTIONAL EFFECTIVENESS
The institution demonstrates and publishes evidence of effectiveness and uses ongoing and systematic evaluation and planning to refine its key processes and measures of institutional mission fulfillment. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

4. ACADEMIC QUALITY
The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student learning and, consistent with its mission, the institution establishes and assesses institutional student learning outcomes (or core competencies) such as effective communication, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and information literacy for all programs.

5. STUDENT ACHIEVEMENT
The institution identifies and publishes expected outcomes and metrics for student achievement (including but not limited to graduation, retention, completion, licensure and other measures of post-graduation success).

6. OPERATIONAL FOCUS AND INDEPENDENCE
The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.
7. NON-DISCRIMINATION
The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its mission.

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

9. GOVERNING BOARD
The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission is being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution. In governance system with multiple boards, a centralized board, or related entities, the division of authority and responsibility between the system and the institution is clearly delineated, documented, and publicized, and provides the institution with sufficient autonomy to fulfill its mission.

10. CHIEF EXECUTIVE OFFICER
The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

11. ADMINISTRATION
In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission.

12. FACULTY
Consistent with its mission, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

13. EDUCATIONAL PROGRAMS
The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

14. LIBRARY AND INFORMATION RESOURCES
Consistent with its mission, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services.

15. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE
The institution provides the physical and technological infrastructure necessary to achieve its mission.
16. **ACADEMIC FREEDOM**
The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

17. **ADMISSIONS**
The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

18. **PUBLIC INFORMATION**
The institution publishes current and accurate information regarding: its mission; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

19. **FINANCIAL RESOURCES**
The institution demonstrates financial stability with cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

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

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

22. **RELATIONSHIP WITH THE ACCREDITATION COMMISSION**
The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

23. **INSTITUTIONAL CAPACITY**
The institution demonstrates that its operational capacity (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission in the present and will be sufficient to do so in the foreseeable future.
A map does not just chart, it unlocks and formulates meaning; it forms bridges between here and there, between disparate ideas that we did not know were previously connected.  
-Reif Larsen

Building upon January’s Spring Teaching Academy sessions with David Marshall, Dan Kline (Director of General Education) will hold a series of GER assessment design workshops for all majors, programs, and campuses focused on three GenEd outcomes: Information Literacy, Critical Thinking, ad Oral Communication. These sessions are open to all members of the UAA community, and you may join in at any time.

The GER Forums address aspects of the GenEd that have been identified through the assessment process, through UAA priorities and statewide initiatives, and through national best-practices to begin for discussions for the next phase of GenEd revision. This is your chance to offer input on this important curriculum initiative.

Throughout the sessions, we will develop practical tools for curriculum mapping, assessment, and assignment design, and at the end of the CAFE series, we hope to have a group of programs and majors that are willing (1) to donate student work and (2) to join us in our GER/AA/AAS Assessment Soiree on May 6-7, 2019. Everyone is invited.

Unless otherwise indicated, workshops will be held from 10:00-11:30 and forums from 11:30-12:30. They will be available to join by distance. Registration links allow participants to register for each date's workshop, forum, or both.

<table>
<thead>
<tr>
<th>Date</th>
<th>Room</th>
<th>Forum/Workshop</th>
<th>Register</th>
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</thead>
<tbody>
<tr>
<td>Fri 2/22</td>
<td>LIB 302A</td>
<td>10-11:30 GER Assessment Charrette 1: <strong>Information Literacy</strong> – Bring your information literacy assignments for a collaborative design workshop</td>
<td>Register</td>
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<tr>
<td></td>
<td></td>
<td>11:30 –12:30 GER Open Forum 1: Looking Ahead to GenEd Revision – Revising Student Learning Outcomes?</td>
<td></td>
</tr>
<tr>
<td>Fri 3/22</td>
<td>LIB 302A</td>
<td>10-11:30 GER Assessment Charrette 2: <strong>Critical Thinking</strong> – Bring your critical thinking assignments for a collaborative design workshop</td>
<td>Register</td>
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<td>11:30-12:30 GER Open Forum 2: Looking Ahead to GenEd Revision – What makes a GenEd Course?</td>
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</tr>
<tr>
<td>Fri 4/19</td>
<td>LIB 302A</td>
<td>10-11:30 GER Assessment Charrette 3: <strong>Oral Communication</strong> – Bring your oral communication assignments for a collaborative design workshop</td>
<td>Register</td>
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<tr>
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<td></td>
<td>11:30-12:30 GER Open Forum 3: Looking Ahead to GenEd Revision – Potential Structures &amp; Processes?</td>
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</tr>
<tr>
<td>Mon 5/6–Tues 5/7</td>
<td>LIB 307</td>
<td>GER/AAS/AA Assessment Soiree – 8:30 am to 3:00 pm</td>
<td>Register</td>
</tr>
</tbody>
</table>

Questions? Contact Dr. Dan Kline, General Education Director, at 786-4364 or dtkline@alaska.edu. For questions about connecting by distance, email uaa.oaa@alaska.edu.

Co-sponsored by the General Education Advisory Committee (GERA), the Office of Academic Affairs (OAA), and the Center for Advancing Faculty Excellence (CAFE).