Tuesday, October 16, 2018
1:00-2:00 p.m.
ADM 204
Link to Live Skype Meeting

I. Call to Order:

II. Introduction of Members
[P = Present   E = Excused   X = Absent]

2017-2018 University Assembly Membership

<table>
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<tr>
<th>Staff Council</th>
<th>Faculty</th>
<th>USUAA</th>
<th>Alumni Association</th>
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<td>John Moore</td>
<td>Maria Williams</td>
<td>Josiah Nash</td>
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<td>College of Arts &amp; Sciences</td>
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<td>USUAA Ombudsman</td>
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<td>Chelsea Avichayil</td>
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<td>Mike Swanson</td>
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<td>Julia Vizcaino</td>
<td>Residence Life</td>
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III. Approval of Agenda (pg. 1-2)

IV. Approval of April Summary (pg. 3-4)

V. President's Report

VI. Administrative Reports
   A. Chancellor, Cathy Sandeen
   B. Interim Provost & Executive Vice Chancellor, John Stalvey
   C. Vice Chancellor of Administrative Services, Beverly Shuford
   D. Vice Chancellor of Advancement, Megan Olson
   E. Vice Chancellor of Student Affairs, Bruce Schultz (pg. 5-10)
   F. Chief Information Officer, Adam Paulick
   G. Institutional Self-Study Chairs, Susan Kalina, Larry Foster & Jennifer Brock (pg. 11-25)

VII. New Business
   A. Election of new president and vice-president

VIII. Old Business

IX. Governance Reports
   A. Faculty Senate/Faculty Alliance
   B. Staff Council /Staff Alliance
C. Union of Students/Coalition of Students

D. Alumni Association

X. Information/Attachments
   A. Upcoming Governance Events (recurring item)

XI. Adjourn
Tuesday, April 17, 2018
1:00-2:00 p.m.
ADM 204
Link to Live Skype Meeting

I. Call to Order:
II. Introduction of Members
   [P = Present   E = Excused   X = Absent]

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<td>President</td>
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III. Approval of Agenda (pg. 1-2)

IV. Approval of Summary (pg. 3-4)

V. President's Report

VI. Administrative Reports

A. **Interim Chancellor, Samuel Gingerich**
   
   Conversations about events that recognize employees, observation: historically, Staff Development Day – takes weeks of work and significant amounts of money. People who used to have the time to plan and help, no longer have the time to do so. Smaller events like the Faculty P&T ceremony might be what we should exemplify going forward.

B. **Interim Provost & Executive Vice Chancellor, Duane Hrncir**

C. **Interim Vice Chancellor of Administrative Services, Pat Shier**

D. **Vice Chancellor of Advancement, Megan Olson** (pg. 5-9)

E. **Vice Chancellor of Student Affairs, Bruce Schultz** (pg. 10-14)

F. **Chief Information Officer, Adam Paulick**
   
   Dell Computer bulk orders 5 different models, over 500 computers ordered Year-end money on Audio/Visual Budget, updating 28 computers in classrooms Voicemail to email: seeking feedback UA OIT Reorganization per President Johnsen

G. Institutional Self-Study Chairs, Susan Kalina, Larry Foster & Jennifer Brock (pg. 15-17)
VII. New Business
A. Staff Recognition Policy, John Moore (pg. 18-29)
   Faculty feedback: UAF Policy uses “employees” as well as “non-represented” language

B. Staff Appreciation Day, Brenda Levesque
   Feels like we’re losing this very important day. Looking for feedback and input on where
   in the system we might be able to find assistance and funding. UAF (University Relations)
   still holds SAD and UAS (HR) is still trying to figure out who is responsible for
   coordinating their SAD. Statewide has SAD and SLAs.

C. Staff Longevity Awards, Brenda Levesque
   Hopes to include SLA with Staff Appreciation day.
   Annual, departmental, around anniversary year, total time served or current length, etc

   Sam: SLA have been designated to local departments. There are events held within areas
   that highlight their employee’s contributions.

VIII. Old Business
IX. Governance Reports
A. System Governance Council

B. Faculty Senate/Faculty Alliance (pg. 30)
   Working on Faculty Morale Survey (FA) being finalized, will be sent out within the next
   week. Finalizing plans and budget for the Faculty Senate Retreat being held at KPC in
   the Fall.

C. Staff Council/Staff Alliance (pg. 31-50)
   1 - Staff Alliance Summary 4-4-18
   2 - Staff Council AGENDA 4-5-18
   3 - Human Resources Council Updates 3-23-18
   4 - Student Access Gateway Meeting Summary 3-23-18
   5 - Staff Council Request for Participation in Full Deans & Directors Meetings 3-21-18
   6 - Establishment of an Annual UAA Staff Appreciation Day 3-7-18
   7 - Staff Council Summary 3-1-18
   8 - Staff Council Testimony to BOR 2-20-18
   9 - JHCC Meeting Summary 2-21-18

D. Union of Students/Coalition of Students
E. Alumni Association
   New Alumni magazine
   Keynotes Presentation Kelsey Ralph Den 7pm Thursday
   Psych Alumni event, LIB 307, Thursday, 4/19/18

X. Information/Attachments
A. Upcoming Governance Events (recurring item)

XI. Adjourn
Admissions

The Office of Admissions is currently involved in a significant software improvement with Enrollment Rx, the new customer relationship management software. The software upgrade will be more applicable to an education environment, making the application more friendly and Admissions’ work more efficient.

The Admission team began the fall semester on a high note with reduced processing times. Due to a new deadline that was consistently applied, all complete applications were processed by the first week of class.

The Publications team designed and programmed a self-populating postponement form that was emailed to all unadmitted and unenrolled fall applicants. The responses rolled in very quickly, populating a report for processing which bypasses the email account, thus reducing processing time.

The communication plan focusing on first-time freshmen has been initiated for the incoming class for fall 2019. There are currently almost 700 applications for fall 2019.

The busy recruitment season has begun so mark your calendars for these October events and let Admissions know how you would like to be involved:

- October 15 & 16: Alaska Elders and Youth Conference
- October 16: Kenai/Soldotna College Fair
- October 17: Mat-Su College Fair
- October 22: Eagle River High School Application Day

Admissions staff will also be participating in college fairs in Colorado, Oregon, Washington, and Texas.

Career Exploration and Services (CES)

CES is partnering with Associate Professor and Department Chair with Mechanical Engineering Jennifer Brock and College of Engineering alum Virginia Groeschel to implement a pilot Alumni Mentoring Program this fall. The Handshake platform will be used to connect mentors and mentees.

Director of Career Exploration and Services Molly Orheim led the first Path 2 Purpose-Workforce Programming Coalition Meeting at City Hall on September 12. The goal of the committee is to collaborate on a City-wide Career Fair and share and coordinate workforce programming events on a larger community level.

Seawolves@Work is powered by Handshake and allows students to stay updated on jobs, internships, career fairs, etc. As of September 24, the Handshake Snapshot indicates:

- 2,403 students have activated their account, total logins: 6,770
- 2,969 unique employers are connected to UAA and posting jobs
- 10,635 job have been posted on Handshake to date (since July 1, 2017)
- 1,511 jobs are posted right now

CES hosted Accounting Week in collaboration with the College of Business and Public Policy faculty, September 24–28. On-campus interviews with UAA students were held in the University Hub. Students graduating with a BBA in Accounting between December 2018 and August 2020 were invited to interview with local and national accounting firms.

Dean of Students Office: Student Conduct; Alcohol, Drug, and Wellness Education; and Care Team

The Dean of Students Office published the 2018 Annual Security & Fire Safety Report, available online at uaa.alaska.edu/safety. Printed copies are available in Rasmuson Hall Room 122. The report contains information on campus security, personal safety, and crime statistics for the three previous calendar years.

On October 16, the Alcohol, Drug, and Wellness Education Program, the College of Health Sciences, and Recover Alaska will host “Keep the Hang, Not the Hangover: A day of conversation about alcohol + college life.” The event will be from 10:00 am–2:00 pm in LIB 307. You can register for the separate conversations and find the descriptions at yougoodbro.eventbrite.com, soberisthenewdrunk.eventbrite.com, and designated.eventbrite.com.
The Care Team partnered with the Alaska Foundation for Suicide Prevention by tabling during the first annual Out of Darkness Walk on September 12.

On September 24, the Care Team provided a presence of support and education for the student led “Listen Program” for suicide prevention with members of UAA Readers, UAA Glee Club, and UAA Music and Theatre Alumni.

Student Conduct & Ethical Development Coordinator Megan Wilbur began developing workshops and presenting to academic departments on the new academic integrity policy and prevention strategies for academic dishonesty.

**Disability Support Services (DSS)**

DSS requests for accommodations have increased annually, necessitating expanded operations. Earlier this month, DSS moved to a newly remodeled suite in Rasmuson Hall 112. The space is larger and more diversified, offering greater accessibility and state of the art assistive technology features. Along with an expanded 15-station testing center, the new location includes six staff offices, an ASL video conference room, session space, workroom, and an assessment intake room. DSS contact information and digital footprint will remain the same. An Open House is scheduled for November.

DSS and the Multicultural Center co-hosted “Deaf World” featuring UAA senior Katherine Irwin on September 27 during Deaf Awareness Week. Irwin is a member of Delta Alpha Pi Honor Society and represents the Deaf community on the main campus.

DSS will celebrate Disability Awareness Week with three events occurring October 16–18 which will include the Delta Alpha Pi Honor Society Induction Ceremony, a Resource Fair, and a panel event titled “Mythbusters—Movin’ On Up.”

**Enrollment Services**

During the month of August, Enrollment Services had over 6,400 phone calls and 2,700 students at the University Center.

**Military & Veteran Student Services (MVSS)**

Earlier this month, MVSS moved into the interview stage of the search for a new Benefits Specialist with several high caliber candidates remaining in the search pool.

MVSS is current with the initial processing of the over 1,300 students using VA and DoD education benefits for Fall 2018 and halfway through the submission of tuition and fees for the more than 800 students using the Post 9/11 GI Bill this semester.

MVSS has hired five new VA Work Study student workers for the Fall semester. One of these students is filling a new role to work with Accounting Services in third-party billing to absorb some of the labor associated with VA Vocational Rehabilitation processing. The VA Work Study program is a unique win/win opportunity for UAA and eligible students. The program provides the students with a part-time employment opportunity that is flexible around their academics in a convenient location. These students are incredibly valuable in MVSS’ service to veteran students and their labor comes with zero expense for UAA.

**Multicultural Center**

On September 18, the Multicultural Center hosted a workshop on “Flipped Advising” which featured noted scholar George Steele, Ph.D. from Ohio State University. This advising model seeks to enhance the out-of-class experience for first-year students. Consideration is being given to adopt this advising model at UAA.

The Multicultural Center hosted a Gubernatorial Candidate Forum on September 20 at the Wendy Williamson Auditorium which featured Gov. Bill Walker, Billy Toien, and Mark Begich.

**Native Student Services (NSS)**

Edna Matthew began her work as the First Year Programs Advisor in Native Student Services on September 12. Previously, Ms. Matthew worked at UAA in several advising roles and has a Master of Education in Counseling and Guidance from UAA.
In an effort to increase student-faculty interactions with Alaska Native students, College of Business and Public Policy faculty member Sharon Lind has a full-time office within Native Student Services.

New Student Orientation (NSO)
NSO hosted UAA FUSION (For Unity and Service in Our Neighborhoods) September 24–28. UAA students volunteered service hours at Food Bank of Alaska, Fairview Recreation Center, Cook Inlet Housing Authority, and Fairview Elementary 21st Century (afterschool program). UAA FUSION has supported university students in their efforts to give back to the Anchorage community since 2007.

Office of the Registrar
Students can now view their test scores in UAOnline from the Student Records > View Test Scores. This includes all test scores coded in the Banner form SOATEST (SAT, ACT, ALEKS, Accuplacer, etc.). Previously, only faculty and staff had access to this information in UAOnline from the Faculty Services tab.

UAOnline was recently updated with new text about how the preferred email address is used. To view this updated text, go to the Personal Information tab > Manage Your Address, Email and Phone Information, and hover over “How is this used?” underneath Student Preferred Email. This update is intended to: (1) better inform students about the use of the preferred email and the need to still check their student account/set up forwarding, and (2) inform faculty that they are required to use their @alaska.edu account for all UA-related communication, including communication with students.

The deadline for students to register for independent and directed studies; practicum, internship, research, thesis, and open-entry courses; and continuous registration is Friday, October 26.

Office of Financial Aid (OFA)
So far this fall semester, UAA Office of Financial Aid has paid over $30.1 million to 6,471 UAA students. Since it’s the end of the federal fiscal year, the Office of Financial Aid completed UAA’s annual Fiscal Operations Report and Application to Participate (FISAP) and the Gainful Employment Report to the Department of Education.

The 2019/20 Free Application for Federal Student Aid and UA Scholarship application are both available on October 1. Students are encouraged to apply as early as possible since some types of financial aid are limited and awarded to eligible students on a first-come, first-served basis.

The Office of Financial Aid is hosting FAFSA and scholarship workshops monthly through spring 2019. Fall Savvy Seawolf Financial Literacy @ UAA workshops have also been scheduled and are posted on the event calendar: uaa.alaska.edu/students/financial-aid/financial-literacy/savvy-seawolf-workshop-calendar.

This past week, OFA signed a contract with a vendor to assist with lowering our cohort default loan rate.

If you have not yet checked out the new FA Chatbot Spirit, we encourage you to do so at uaa.alaska.edu/students/financial-aid.

Residence Life
Residence Life’s annual Block Party on September 8 marked the official end of Welcome Home Weeks. The Block Party featured several “Do It Yourself” themed booths, including: string art, cookie decorating, blackout poetry, and lip scrub.

Dancing at Residence Life’s annual Block Party on September 8.
The Faculty-in-Residence and his family coordinated the cookie decorating booth and representatives from the Student Health and Counseling Center sponsored a booth where students could make “helper flags” to be displayed. KRUA played music, a local food truck and shaved ice truck provided food, and there was also a photo booth.

The Cama-i Room hosted a panel of UAA Native community members to reflect on their career path and give encouragement and support to Native students as they attend UAA.

The 13th birthday of the Cama-i Room was celebrated on September 21 with Kathy Vicker’s Alaskan Doll Making Class.

The First-Year Residential Experience hall, North Hall, hosted Transition Advisors and Financial Aid representatives who met with residents to address their needs and questions. North Hall is also hosting math instructor, Caroline Valentine, on Monday afternoons to tutor students in Math 054, 055, 105, and 151.

The Student Health and Counseling Center (SHCC) according to recommendations from the Center for Disease Control and Prevention, now is the time to obtain your flu immunization. The SHCC, in collaboration with the Idaho State University Pharmacy program, is hosting mobile flu clinics every Wednesday from 1:00–3:00 pm, beginning September 26 through November 21. Please check the Seawolf Daily for outreach locations. Additionally, students, staff, and faculty can call the SHCC to schedule an appointment for a flu shot. Blue Cross/Blue Shield and Aetna insurance plans can be billed. Cash price is $15.

Congratulations to Mary Woodring, APRN, and Shellie Flores, APRN, who have recently received the designation of Affiliate Professor from the UAA College of Health, School of Nursing. This designation recognizes the SHCC clinical trainings they are providing to graduate nursing students on a semester basis.

Over the past month, the SHCC team was able to support over 1,668 students through health and wellness related encounters.

Student Life & Leadership (SLL)

On September 26, Student Activities & Commuter Programs (SACP) hosted its first featured speaker, comedian Adam Grabowski, who uses comedy as a platform to discuss topics such as mental health, gender equity, and sexual consent. This came on the heels of The Northern Light (TNL’s) Redzone Launch Party on September 20, an annual, award-winning series that raises awareness about campus sexual assault.

The UAA Traditions Committee, led by Student Life and Leadership (SLL), facilitated the 2018 Homecoming Week, themed "Carnival," from October 6 through 12. This year’s week of events included a renewed focus on Seawolf spirit via a new Homecoming Spirit Competition that UAA student clubs could opt into. Traditional events included Homecoming Royalty Nominations, an Office Decoration Competition, the Shopping Cart Parade, A Capella Festivella, and the USUAA Homecoming Dance; new events included the UAA Hockey Game and Tailgater (where Homecoming Royalty were presented), a Canned Food Drive, and more.

SLL accepted applications for student leadership awards, including the Seawolf Student Leader Award, Seawolf Community Service Award, UAA Leadership Honors, Student Templewood Resident Advisors hosted a BBQ for their students on September 11.
Commencement Speaker, and USUAA Mabil Duir Leadership Scholarships through Friday, October 12. For more details about these awards and application processes, visit: uaa.alaska.edu/students/student-life-leadership/student-leadership.

Student Life & Leadership Upcoming Events:

- **USUAA Gubernatorial Debate**—Monday, Oct. 15, 5:30-7:00 pm
  Wendy Williamson Auditorium (For tickets: UAATix.com)
  Free and open to the public.

- **33rd Annual "No Big Heads" Annual National Self-Portrait Juried Exhibition**—Oct. 18-Nov. 7
  Student Union, Hugh McPeck Gallery
  Guest Juror Lecture on Wednesday, Oct. 17 at 6:00 pm, Fine Arts, Room 150
  Opening Reception & Awards on Thursday, Oct. 18, 5:00-7:00 pm

- **Halloween Fun Night Benefiting Big Brothers Big Sisters of Alaska**—Saturday, Oct. 27, 1:00-6:00 pm
  Student Union
  Co-sponsored by UAA Club Council and Student Clubs & Greek Life
  Open to the general public, $0.50/ticket for activities.

Student Outreach & Transition (SO&T)

SO&T staff attended the Advancing a Culture of Access & Inclusion presented by Dr. Amanda Kraus, Executive Director for Disability Resources and Housing & Residential Life at the University of Arizona, and President-Elect for the Association of Higher Education and Disability. The training was sponsored by the Office of Student Affairs and took place on September 17–18 in the UAA Consortium Library. Sessions provided were: Reframing Disability; From Access to Equity & Inclusion (Faculty and Staff Panel); Everyday Ableism: Unpacking Disability Stereotypes & Macroaggressions; Exploring Disability-Perspectives and Narratives (Student Panel); and Using Universal Design Strategies to Create Inclusive Events & Experiences on Campus. SO&T staff grew in knowledge and understanding about how each of us can participate to ensure all of our students have a good and equitable experience at UAA. Staff are seeking ways to expand equity in programming as a result of the training.

SO&T professional and student staff attended the Welcome Reception for Chancellor Sandeen on September 21, 2018 at the Alumni Affairs Office. It was a great time for all!

TRIO Programs

TRIO Programs hosted the 37th Annual Anchorage Alaska College and Career Fair on Sunday, October 14 from 1:00–4:00 pm and Monday, October 15 from 9:00 am–12:00 pm in the Alaska Airlines Center. This event is free and open to the public. Following is a schedule of the workshops that were offered on October 14:

- **1:00–1:45 pm:**
  - **Résumé and Interview Skills Workshop:** Expand your knowledge of types of résumés and cover letters and discover the process of interviewing for a job the right way.
  - **College Admissions:** Learn the Who, What, When, Where, Why and How about college admissions and enrollment.

- **2:00–2:45 pm:**
  - **Financial Aid:** Discover the different types of financial aid and its processes including but not limited to scholarships, grants, loans, FAFSA, and work study programs.
  - **College Admissions:** See description above.

- **3:00–3:45 pm:**
  - **Financial Aid:** See description above.
  - **Résumé and Interview Skills Workshop:** See description above.
On Monday, October 15, high school students from across the state participated in the college fair. There were nearly 100 representatives from colleges, universities, and career related organizations from around the nation.

**TRIO Upward Bound (UB)**

UB staff attended the 37th Annual Conference of Council for Opportunity in Education (COE) in New York, New York on September 13–16. The theme for the conference was Investing In Futures & Empowering Families. Participants attended sessions focused on college access and success. COE bestowed its first-ever TRIO Family Achievement Award to four Davis sisters and their mother. As explained on the COE website (coenet.org/annual_conference.shtml), “The four Davis sisters entered the college preparation program Upward Bound while attending public school in Central Falls, Rhode Island during the 1970s and 1980s. Several of the sisters went on to participate in Student Support Services as well. Both Upward Bound and Student Support Services are part of the federal TRIO programs, which provides access and supportive services to students from low-income families whose parents often have no college degree. All the Davis siblings went on to attend college.” The most widely recognized Davis sisters is Viola Davis, Actress and Producer. Congress has slated TRIO Programs for a $50 million increase next year. College access programs like TRIO UB changes lives!
NWCCU Site Visit: October 8-10, 2018

Thank you for your leadership and engagement with the reaffirmation of accreditation process! After more than two years of broad-based campus engagement in the analysis of mission fulfillment, the Year Seven Self-Evaluation Report has been sent to the NWCCU and a review team will visit the campus October 8-10.

New Document on Student Achievement Data!

NWCCU sent UAA a set of student achievement data (enrollment, retention rates, graduation rates, cohort default rate), along with the following questions:

1. What are the key challenges of the institution related to the institution’s graduation rate and other data provided?
2. What is the institution doing to improve graduation rates?
3. What initiatives appear to be effective in improving graduation rates?
4. What might accreditors do to assist institutions to improve graduation rates?

The attached Response to the NWCCU Student Achievement Data is designed to begin the conversation with the review team by contextualizing the data and featuring some of the recently implemented initiatives.

Participate in an Open Forum! Share your Core Theme stories!

The site visit includes three open forums and faculty, staff and students are encouraged to participate.

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<th>Date</th>
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<td>Monday October 8</td>
<td>Students Only</td>
<td>1:00-2:00 p.m.</td>
<td>Anchorage: LIB 307</td>
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<td>Kenai: Ward 102</td>
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<td>Monday October 8</td>
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<td>Tuesday October 9</td>
<td>Staff Only</td>
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(Per the NWCCU, supervisory personnel should not attend these open forums.)

Come to the Exit Statement!

All members of the UAA Community are invited to the Exit Statement on Wednesday, October 10 at 9:00-9:30 a.m. in LIB 307 and by call in from the community campus sites above.
**Self-Study Website:** See the [Reaffirmation of Accreditation Self-Study Report and Process site](#) for information about UAA’s process, the report and the upcoming site visit.

**Attachments:**

*Response to the NWCCU Student Achievement Data Open Forum and Exit Statement Schedule*  
*NWCCU Committee Members Chart*
Background

The University of Alaska Anchorage (UAA) is the largest accredited institution in the University of Alaska System. With five campuses in Southcentral Alaska, it offers courses and programs from adult basic education to graduate and professional education, and confers awards ranging from occupational endorsements to doctoral degrees.

Its open access mission means any person with the ability to benefit is eligible for admission. The majority of the institution’s students are “non-traditional” and many have at-risk characteristics. Most attend part-time and do not live on campus. Nearly one-third did not enroll in a degree program at admission. Two-thirds enrolled in a developmental math or English class their first semester indicating they were not prepared for college level work in those areas. More than a third are Pell eligible, and 28% are first-generation college students.

Understanding the complex array of student populations at UAA and their different educational goals is critical to helping students succeed. As the accreditation self-evaluation revealed, there is work to be done, and UAA has laid the groundwork for improving student retention and completion rates moving forward. With a new set of strategic goals and enhanced data collection and analysis capabilities, UAA is focused on achieving significant progress on these measures of student success. Data for 2018 demonstrate progress. For example, UAA has seen a 6-point increase in the 6-year baccalaureate graduation rate.

New Strategic Plan Addresses Student Success

Improving student success is the core of the UAA 2020 strategic plan, now in its first year of implementation. A broad-based participatory process identified institution-wide goals and objectives built around four key values: Student Success, Excellence, Access, and Affordability. The goals focus on removing barriers to student success, improving student persistence, building enrollments to graduate more students, and increasing the graduation rate. This plan builds on efforts Student Affairs began early in this accreditation cycle. Use of software programs, such as MapWorks to identify at-risk students for academic intervention and DegreeWorks to help students plan and check progress toward completion, has helped students and faculty track academic progress. To complement these tools, UAA received additional state funds to expand advising staff within colleges, and build a framework that centralized advising resources, processes, and support to help students. At the same time, faculty worked hard to align the general education component of all associate and baccalaureate degrees, creating articulated pathways with clearer off and on ramps for students.

A new interim vice provost for student success position was created to coordinate student success efforts related to UAA 2020. Hired in November 2017, Dr. Claudia Lampman is aligning all current efforts on student success and reorienting the campus so that every faculty and staff member understands and embraces his/her role in supporting student success.

Major actions taken in the first year since the adoption of UAA 2020 include: 1) Implementing Seawolf Tracks, a student-facing mobile app and an advising platform developed by the EAB Student Success Collaborative (EAB SSC); 2) Creating a First-Year Advising program; and, 3) Establishing a campus-wide Steering Committee to develop Academic Pathways or maps for advising first year students in a way that meets their overall interests and level of preparedness.
Introduction

In response to the query sent by the Northwest Commission on Colleges and Universities (NWCCU) regarding enrollment, retention, graduation rate, and cohort default rate, UAA reviewed the data provided by NWCCU and its own data. The following pages present a brief situational overview on each topic, followed by the data, and the steps UAA is taking to improve its performance on these measures.

ENROLLMENT

As shown in the table below, enrollment grew gradually then peaked in fall 2011. That peak was followed by a slow decline each subsequent fall, with 2016 enrollment at about the same level as it was in 2004. Because UAA attracts most of its students from the surrounding areas, changes in local population and economic conditions make a difference in enrollments. Alaska’s recent economic downturn at worst, and stagnation at best, along with a forecasted decline in the population of college-age residents, have been major factors in the declining enrollments. Below is a quick look at areas of declining enrollment:

First-time freshmen: Part of the peak enrollment in 2011 was due to a surge in the number of first-time freshmen fueled by a demographic bubble in this age group. The number of area high school graduates has fallen since, contributing to the decline of first-time freshmen enrolling at UAA. (Enrollment Management, Report to Board of Regents, June 2017)

Non-degree seeking: The percentage of entering non-degree seeking students fell from 41% in fall 2004 after the university adopted a policy that required even non-degree students be admitted and the subsequent move to priority registration for degree-seeking students. Non-degree seeking students now make up less than 30% of all students, including auditors.

Continuing students: Continuing students represented 57% of the student population in fall 2017, below the 61% peak achieved in fall 2013.

Graduate students: The total number of students enrolled in graduate level studies declined 27% from fall 2010 to fall 2017, reaching its lowest level of the accreditation period.

SOURCE: NWCCU-Provided Student Achievement Data from IPEDS, August 2018. NOTE: NWCCU totals do not include auditors.
NEW STEPS TAKEN TO ADDRESS ENROLLMENT

New students:

- Early in fall 2017, Enrollment Services redesigned new student recruitment strategies and admissions processes, merging the New Student Recruitment Office and Admissions Office into one unit under the direction of an executive director of Admissions.
- Enrollment Services created a four person communication team, developing a robust communication plan including a 35 piece high school senior communication plan.
- In 2018, Enrollment Services successfully completed its second year of Enhanced Search Strategies (ESS), a targeted marketing and recruitment program for high school sophomore, junior and senior markets both in and out of state.
- Enrollment Services, in conjunction with Institutional Research, developed application/admission dashboards on the IR-Reports website so staff can track progress toward enrollment on a weekly basis, adjusting recruitment activities accordingly.
- In consultation with a team from Ruffalo Noel Levitz, University Advancement and Student Affairs staff are developing 145 new academic program webpages that are search engine optimized to provide more targeted information to prospective students.
- New Advising and Registration Days, developed by Student Affairs and the colleges, began in 2018. This program provides in-person assistance to new students with collaborative presences from faculty and staff during these events. In total, 223 students benefited from a convenient, one-stop approach to enrollment, course placement, advising, registration, and financial aid support. The next step is to track these students to assess the program.
- A new, streamlined registration process will be active for new student registration in fall 2019.
- UAA is developing a set of intentional dual enrollment strategies, with each campus featuring locally responsive approaches, ranging from concurrent enrollment courses taught in the high schools to middle colleges open to high school juniors and seniors and operating on several campuses.

Continuing students:

- In fall 2018, UAA implemented enhanced advising and earlier academic intervention with assistance from the Education Advisory Board (EAB) Student Success Collaborative (SSC). This strategy for reaching the UAA 2020 goals will increase retention of all students from first to second year, and second to third year, improving overall enrollment. The SSC advising tool will ensure a more complete and structured transfer of students from their first-year advisors to academic advisors within the colleges. The goal of this comprehensive advising approach is to increase overall retention.
RETENTION

UAA tracks the retention rate of all entering students regardless of credit load or degree-seeking status. The retention rate for first-time, full-time baccalaureate degree seeking students, a nationally recognized metric, has been a long-term institutional measure, and is shown below as the full-time data line. UAA’s first-time, full-time baccalaureate degree seeking student retention rate has been an area of strength for the institution with rates in the 70% range, and generally above the average of the institution’s peers. However, these students represent only 28% of all students entering UAA for the first time.

The number of students enrolled in developmental education courses (36% of the fall 2016 first-time, full-time cohort seeking any degree) impact retention rates. These students return at a much lower rate than those who did not enroll in developmental education (56% for those enrolled in developmental education compared to 70% for those who did not enroll in developmental education courses their first year).

Another area of concern is the retention rate for Alaska Native students. Their retention rate for the entering fall 2016 cohort was 44.7%. These students made up 17% of the entering first-time, full-time, degree-seeking freshmen in fall 2016 but only 12% of the total returning cohort.

NEW STEPS TAKEN TO ADDRESS RETENTION RATES

- **New tools**: Improved data collection and analysis in the Institutional Research Office are increasing UAA’s understanding of student behavior and the barriers to success.
NEW STEPS TAKEN TO ADDRESS RETENTION RATES (continued)

- **First-Year Advising:** UAA launched a comprehensive First-Year Advising program in AY19, devoting approximately $500,000 to this effort. Additional funding has been invested in tools, described below, to support effective advising practices. In April 2018, UAA hired its first director of First-Year Student Advising and Success. A team of seven First-Year Advisors (FYAs) was hired in summer 2018, and an eighth FYA focused on Alaska Native Student Success is being hired in September 2018. Focus areas are outreach to all new degree-seeking students, holistic transition advising to help students through their first 30 credits, and academic advising to students who place into pre-GER level writing and/or math. First-Year Advising has an integrated web and physical presence that is both welcoming and accessible. Co-located in Suite 206 of the Professional Studies Building near General Education faculty offices, they have walk-in and appointment hours. In their first month, the FYA team completed 14 training events, and logged 291 student interactions—248 in the two weeks before classes began. They also assisted with the middle college program, Bootcamp, Campus Kick-off, Seawolf Tracks, and the Alaska Native Early Transition program.

- **Seawolf Tracks:** In fall 2018, UAA is launching Seawolf Tracks, a suite of interconnected electronic tools developed by EAB as part of its Student Success Collaborative. The Seawolf Tracks mobile app for students streamlines the UAA experience through content that highlights university traditions, upcoming registration deadlines, and personalized “to-dos”. Students can connect with university resources through their network and access a comprehensive directory of student services. UAA launched the app at student orientation August 1, and reached the goal of 1,000 downloads of the app in the first month. Seawolf Tracks also includes an advising platform based on 10-years of historical data on UAA student success. A dashboard gives advisors a clear view of how a student is progressing in their chosen degree path, and when and where intervention should be targeted. Seawolf Tracks also streamlines appointment scheduling in concert with the mobile app. It allows advisors to identify and target at-risk students, and record session notes easily accessible by others in a student’s coordinated care network. UAA trained nearly 65 professional and academic advisors in August 2018, and expects the tool to be online and ready for spring 2019 registration.

- **Academic Pathways:** This initiative, launched in fall 2018, has two goals: 1) develop first year course maps to help students complete key milestone courses in their first year based on their level of preparation and career interests; and, 2) expose students to multiple fields of study within their selected Academic Pathway. The Academic Pathway Steering Committee began meeting in fall 2018 to lead UAA through this process, with the goal to have the course maps developed in time for students registering for fall 2019 courses.

- **Advising within the colleges:** UAA’s colleges are also taking steps to enhance advising and student success. For example, the Community and Technical College created a new associate dean for University Studies position as well as a team of four “student success coaches” assigned to first and second year students according to their career interest/major. This team is focused on student recruitment, academic and career advising, and retention support. Likewise, in summer 2018, the College of Health created a new position and hired a director of student success.

- **Peer Led Reviews:** In spring 2017, partially funded from a UAA Fund for Excellence award, UAA began offering “supplemental instruction” style support for high enrollment, high attrition general education courses: physics, chemistry, biology, and sociology, later expanded to psychology. The funding has ended but these services continue at no charge to students through the Learning Commons.
NEW STEPS TAKEN TO ADDRESS RETENTION RATES (continued)

- **Student Success Courses:** In spring 2018, faculty created the new course prefix UNIV and launched three credit and variable credit versions of these student success-focused courses. These courses help students transition from high school, home, or the workplace to college.

- **Tier 1 General Education Requirements (GER):** The strategies of correct student placement to improve success rates in Tier 1 GER enrollments as students enter UAA and improved assessment processes were implemented to improve retention and ultimately time-to-degree.
  
  - **Placement:** UAA has implemented several changes in how it assesses whether students are ready for college level math and English.
    - In fall 2016, the operation of UAA Testing Center shifted from Student Affairs to the Community and Technical College to better support student placement, credit accumulation, and retention.
    - In April 2017, UAA began using the ALEKS Placement, Preparation, and Learning for mathematics placement. Because PPL allows students to retake the exam multiple times, and provides specific feedback with online tutoring for improvement, there has been a 28% reduction in students enrolling in preparatory and developmental math in fall 2018 from fall 2017.
    - In July 2018, UAA began using NextGen Accuplacer for writing placement, while simultaneously expanding the use of “multiple measures” placement options for students who felt their initial Accuplacer score was not satisfactory. A result of these efforts has been a 9% reduction in students enrolling into developmental writing in fall 2018.
    - In fall 2018, a cross-disciplinary, cross-unit Placement Council was charged to develop a plan for clear and consistent implementation of and communication about placement.
  
  - **Centralized administration** of Tier 1 GERs established in July 2018 in the Community and Technical College has resulted in several key initiatives that should improve retention and completion.
    - Closely coordinated scheduling of all developmental and Tier 1 GER classes that permits students to easily switch their enrollment during the first week of classes if warranted by an updated placement. (Previously many students simply “dropped” their math or writing class the first semester and waited until spring to take it.)
    - Tightened embedded academic supports by having all developmental and Tier 1 classes visit the Learning Commons. In many cases tutors or graduate assistants working for the Learning Commons visit and/or support individual classes.
    - Expanded use of Mathematics Emporium pedagogy to Tier 1 classes, previously available only for developmental mathematics. The developmental Emporium is a powerful tool for many students to improve their course pass rate and success with math.
    - Expanded use of co-requisite model for writing classes, currently offered only for lower level developmental courses, to Tier 1 courses will begin spring 2019.
    - Scheduling faculty teaching assignments, across the spectrum of developmental and Tier 1 classes, to allow students to take both classes from the same instructor in subsequent semesters if they desire. This allows for a seamless transition into college-level coursework.
    - Creation and launch of the new Communication Center within the Learning Commons, which provides peer-to-peer support for students’ oral presentations, public speaking assignments, and group/team work assignments at every level.
GRADUATION RATE

UAA students successfully earn degrees and certificates, though the majority do not follow the traditional path to complete in four or six years. One result has been a persistently low 6-year graduation rate over the seven-year accreditation period, though UAA is cautiously optimistic about the significant increase in the rate for 2018. UAA has tracked the 6-year graduation rate for first-time, full-time baccalaureate degree-seeking students since 2011, and it is an indicator for UAA Core Theme 3, Student Success. In the chart below the top line shows the 6-year rate for students who entered UAA as first-time, full-time baccalaureate seekers, with the 2018 rate at 31%, a full 6-points higher than 2017. The second line tracks the rate of first-time, full-time students who earn any degree within 6 years, a slightly lower rate than the baccalaureate-only line, but mirroring the 2018 increase from 2017.

UAA has multiple challenges in addressing the low graduation rate, including:

- **Multiple outside demands:** UAA students work off campus in higher numbers than their counterparts at other large public and urban universities. The freshmen also spend more time caring for dependents than their peers at other institutions. (NSSE 2016 report)
- **Underprepared:** 45% of the 2017 graduating cohort were identified as not ready for college-level writing or math. Of these students, 13.9% percent graduated within 6 years.
- **First generation college students:** 25% of the 2017 graduating cohort were first generation college students. Of these 21.8% graduated within 6 years.
- **Alaska Native:** 16% of the 2017 graduating cohort were Alaska Native. Of these students, 14.8% graduated within six years.
- **Transition from full-time to part-time:** 11% of the first-time, full-time baccalaureate degree-seeking cohort entered as full-time students in fall 2016, but transitioned to part-time by their second semester at UAA
- **Stop out at least one semester:** 68% of graduates in AY17 stopped out at least one semester before earning their degree.

Based on these challenges, UAA must increase college readiness for high school students and ensure students have strong advising and a clear academic path if they stop out then return.

**GRADUATION RATE TRENDS**

<table>
<thead>
<tr>
<th>Year</th>
<th>UAA FTFT Baccalaureate Rate</th>
<th>NWCCU Overall Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>21%</td>
<td>18%</td>
</tr>
<tr>
<td>2005</td>
<td>26%</td>
<td>20%</td>
</tr>
<tr>
<td>2006</td>
<td>25%</td>
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<tr>
<td>2007</td>
<td>22%</td>
<td>20%</td>
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<tr>
<td>2008</td>
<td>25%</td>
<td>22%</td>
</tr>
<tr>
<td>2009</td>
<td>26%</td>
<td>25%</td>
</tr>
<tr>
<td>2010</td>
<td>28%</td>
<td>25%</td>
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<tr>
<td>2011</td>
<td>25%</td>
<td>26%</td>
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<tr>
<td>2012</td>
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<tr>
<td>2013</td>
<td>28%</td>
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<td>2014</td>
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<td>2017</td>
<td>27%</td>
<td>24%</td>
</tr>
<tr>
<td>2018</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

**SOURCES:** NWCCU-Provided Student Achievement Data from IPEDS, August 2018 for NWCCU Overall Rate 2004-2016. IR-REPORTS for UAA FTFT Baccalaureate Rate and 2017 and 2018 NWCCU Overall Rate. NOTE: The NWCCU rate is an overall rate. It counts all degrees earned by each entering cohort.
STEPS TAKEN TO IMPROVE GRADUATION RATES

College Readiness

• The Alaska Native Science and Engineering Program (ANSEP) Acceleration Academy provides a five-week residential program that prepares students for college. Students can earn college credit by taking classes offered by university faculty. ANSEP also offers the Acceleration High School program at the Mat-Su and Anchorage campuses, offering students the opportunity to earn up to a year of college credits in various degree programs. This program received a $500,000 general fund allocation in FY19.

• This year ACT testing for high school juniors and seniors will be funded by UAA through a $275,000 reallocation. This early assessment will help educators support students to become more ready before they enter college.

• The middle college program added a third UAA site (the Anchorage campus) in fall 2018 through a UA Board of Regents’ allocation, increasing the number of high school students acquiring college credits.

Retention

• The newly expanded and improved advising and support focus on students as they earn their first 30 credits should increase the first year retention rate. This should also lead to increased second-to-third year retention, as students learn to be successful in a university environment and transition to their academic advisors.

High Impact Practices

• While individual faculty, staff, programs, and offices have employed high-impact practices over the years, UAA recognizes the need for an institutional-level framework for implementing, supporting, and assessing the effectiveness of these practices. A team of six faculty and staff applied for and was selected to participate in the AAC&U High-Impact Practices Institute in summer 2017. Upon their return they have presented workshops and created videos to support faculty and staff to incorporate these practices in their curriculum and activities. The institution will leverage current strengths in the high-impact practices currently used, including service learning and community engagement, undergraduate research, and ePortfolios.

Completion by Alaska Natives

• Kodiak College received a $10,000 planning grant to participate in a two-year Western Interstate Commission on Higher Education (WICHE) project, “Reducing the College Completion Gap for American Indian and Alaska Natives: Linking Policy and Practice.” This new collaborative project involving Native-serving institutions and funded by the Lumina Foundation will cultivate a network of 26 colleges and universities to help improve outcomes for Native students.

• The new UAA Diversity and Inclusion Action Plan includes recommendations to improve the success of Alaska Native students and other underrepresented populations. Examples include co-locating Alaska Native serving academic programs, incorporating diversity in the classroom and the curriculum with newly hired diverse post-doctoral positions, and expanding senior leadership to include a position dedicated to Alaska Native student success.

• A general fund allocation of $130,000 made for FY19 will support a distinguished visiting scholar to work with Alaska Native faculty and staff, the Chancellor’s Advisory Committee for Alaska Native Education and Research, and Native serving programs to design a student success model based on the indigenous leadership model of Graham Smith.
COHORT DEFAULT RATE

UAA processes federal, state, and private loans for eligible students. Since FY12, UAA’s cohort default rate (CDR) has been slightly higher than the national average. Recent steps taken, as outlined below, should show an impact starting with the FY15 CDR rate.

![COHORT DEFAULT RATE Chart](chart.png)

**SOURCE:** NWCCU-Student Achievement Data, August 2018. **NOTE:** Data after FY10 reflect a change in the federal calculation that resulted in an increase in every institution’s CDR.

**STEPS TAKEN TO IMPROVE THE COHORT DEFAULT RATE**

- The *Savvy Seawolf, Financial Literacy @ UAA* program, implemented in 2014, promotes and supports learning outcomes that build responsible money management skills and develop healthy financial behaviors among UAA students, especially those with student loans. Through the *Savvy Seawolf* program, students can access a range of free financial literacy workshops throughout the academic year, often offered through partnerships with other UAA student support offices and faculty members. *Savvy Seawolf* workshops focus on budgeting, credit, and student loan education, and are offered multiple times every semester. Students with questions or concerns regarding their loan indebtedness are encouraged to schedule time with UAA’s Financial Literacy and Outreach Coordinator for individualized counseling. The *Savvy Seawolf* program also sends out annual student loan debt notices informing students of their cumulative loan debt and estimated payment information to supplement federal loan entrance counseling.

- In spring 2018, UAA Office of Financial Aid partnered with Inceptia to conduct a Cohort Repayment Analysis of federal student loan defaulters in UAA’s 2014 3-Year Official and 2015 3-Year Draft Cohort Default Rate History Reports. Of the 5,892 students represented, 749 defaulted, a 12.7% default rate. The analysis identified common institutional characteristics that most positively correlate to a high likelihood of future default. These fell into three areas: academic, financial, and retention. Several factors were identified that can be used proactively to identify current UAA students at greatest risk of default based on enrollment points at or before the beginning of the student’s first semester, during the first semester, and after the first semester. Guided by these findings, the Office of Financial Aid will partner across campus and provide targeted outreach, academic support, and financial education to students with identified risk characteristics while they’re still enrolled at UAA.

- For FY19, UAA made an internal allocation of $35,000 to fund a contract with a third party vendor to provide outreach to UAA borrowers who are delinquent on their student loan payments. The vendor will let them know their loan status, repayment options, provide financial literacy on budgeting and other money management skills, and connect them with loan services to help them avoid default. This work is expected to reduce default rates beginning with the FY17 rate.
Summary

As the institution moves forward with UAA 2020, enrollment, retention, graduation rates, and cohort default rates are a top priority. The institution has invested time, effort, and funding in improving performance on these measures, and this report provides some specific examples that demonstrate this commitment. Budget requests submitted to the UA System reflect the priority UAA is giving and will continue to give to student success. The UAA 2020 goals also align closely with the recently drafted UA Board of Regent’s Strategic Priorities that focus on enrollment, completion, as well as increasing degrees awarded in health and STEM areas.

The institution has improved systems to enable UAA to be more data-informed than it was seven years ago, with the new IR-Reports webpages covering a broad range of institutional data. This ability to better understand the varying characteristics and educational goals of our students has already made an impact with new, more targeted approaches to recruitment, advising, retention, and completion initiatives. This accessible and more finely filtered data capability allows anyone at the institution to look more deeply at issues and use the information to make improvements.

A strength of UAA is the degree to which faculty and staff care about students and their success. When presented with a challenge, the response is positive, as demonstrated by the number of programs implemented in a relatively short period to improve retention and completion. Across the university, evidence is clear that UAA is proving its commitment to improving student success, now and into the future.
NWCCU Reaffirmation of Accreditation Site Visit
Open Forums (October 8 and 9) and Exit Statement (October 10)

After more than two years of broad-based campus engagement in the analysis of mission fulfillment, the Year Seven Self-Evaluation Report has been sent to the NWCCU and a review team will visit the campus October 8-10. The site visit includes three open forums and faculty, staff and students are encouraged to participate.

<table>
<thead>
<tr>
<th>Date</th>
<th>Open Forum</th>
<th>Times</th>
<th>Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday October 8</td>
<td>Students Only</td>
<td>1:00-2:00 p.m.</td>
<td>Anchorage: LIB 307 Kenai: Ward 102 Homer: P204 Kodiak: BBB 134A Mat-Su: FSM 201 PWSC: Room 153</td>
</tr>
<tr>
<td>Monday October 8</td>
<td>Faculty Only</td>
<td>2:30-3:30 p.m.</td>
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<tr>
<td>Tuesday October 9</td>
<td>Staff Only</td>
<td>10:30-11:30 a.m.</td>
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</tbody>
</table>

(Per the NWCCU, supervisory personnel should not attend these open forums.)

**Exit Statement:** All members of the UAA community are welcome to attend.

<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday October 10</td>
<td>Exit Statement</td>
<td>9:00-9:30 a.m.</td>
<td>LIB 307 and by call in from the community campus sites above</td>
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Learn more and read UAA’s Year Seven Self-Evaluation Report on the [Reaffirmation of Accreditation Self-Study Report and Process website](#).
## NWCCU Peer-Evaluation Committee

<table>
<thead>
<tr>
<th>Evaluator</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>Dr. Laura Woodworth-Ney  &lt;br&gt; Provost and Vice President of Academic Affairs  &lt;br&gt; Idaho State University</td>
<td>Committee Chair; Mission; Institutional Planning; Mission Fulfillment and Sustainability</td>
</tr>
<tr>
<td>Dr. Nathan Lindsay  &lt;br&gt; Associate Provost for Dynamic Learning  &lt;br&gt; The University of Montana – Missoula</td>
<td>Core Theme 1: Teaching and Learning; Core Theme 2: Research, Scholarship, and Creative Activity; Educational Resources and Policies</td>
</tr>
<tr>
<td>Dr. Marc Geisler  &lt;br&gt; Associate Dean, College of Humanities and Social Sciences  &lt;br&gt; Western Washington University</td>
<td>Core Theme 3: Student Success; Educational Resources and Policies</td>
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<tr>
<td>Dr. Anne Cubilié  &lt;br&gt; Executive Director, William O. Douglas Honors College  &lt;br&gt; Central Washington University</td>
<td>Core Theme 4: UAA Community; Educational Resources and Policies</td>
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<tr>
<td>Dr. Stephanie L. Witt  &lt;br&gt; Professor of Public Policy and Administration  &lt;br&gt; Boise State University</td>
<td>Core Theme 5: Public Square (Community Engagement); Educational Resources and Policies</td>
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<td><img src="image1.jpg" alt="Image" /></td>
<td>Dr. Michaelann Jundt</td>
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<td>Dr. Mac Powell</td>
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