

STUDENT AFFAIRS

ACADEMIC AND MULTICULTURAL STUDENT SERVICES | ENROLLMENT SERVICES | STUDENT DEVELOPMENT | OFFICE OF STUDENT AFFAIRS



ACADEMIC YEAR 2013



UNIVERSITY *of* ALASKA ANCHORAGE

STUDENT AFFAIRS ACADEMIC YEAR 2013

STUDENT AFFAIRS MISSION STATEMENT

Together we provide an environment for our diverse student population to reach their greatest potential through inspiration, accessibility, and support.

STUDENT AFFAIRS VISION STATEMENT

As we move into the future, Student Affairs will fulfill our mission through a variety of means. We will:

- take pride in our traditions, create new ones, and establish a sense of belonging within our communities;
- identify and establish collaborative partnerships;
- strengthen and enhance our outreach efforts and promote a seamless transition in to and out of the university;
- embrace effective and inclusive uses of technology to ensure access, simplification of processes, and enhanced services for students and staff;
- invest in people through training, support, recognition, and increased staffing as needed;
- seek innovative ways to use and improve our existing facilities; and
- be an active voice to promote the health, safety, and recreational facilities needed by our growing population.

STUDENT AFFAIRS VALUES

EXCELLENCE

Quality service through dedication, accuracy, and on-going assessment to provide the best opportunities and outcomes for students.

ACCOUNTABILITY

Establishing and completing goals, measuring outcomes, and serving as a model of responsibility for our community.

RESPECT

Being open to other people's values by listening, caring, and interacting with everyone in an equitable, open, and honest manner.

HEALTH & WELLNESS

Through the development of body, mind, and spirit by stimulating growth, offering compassionate support and healing activities to help individuals find their optimal balance.

INTEGRITY

Accountable for decisions and actions, which are transparent, honest, and consistent.

COMMITMENT

Demonstrated by a responsive approach to student success, dedicated service, and hard work.

COMPASSION

Provide a welcoming, empathetic environment, kindness, concern, and encouragement to all members of our community.

COLLABORATION

Growth and success stems from open communication, inviting input, and seeking opportunities to work with Student Affairs, UAA, and the broader community.

INCLUSION

Involve, appreciate, and respect people with a wide range of differences and similarities.

GROWTH & LEARNING

Providing opportunities to explore and experience lifelong learning.



STUDENT AFFAIRS

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FROM THE VICE CHANCELLOR FOR STUDENT AFFAIRS



BRUCE R. SCHULTZ, ED. D.

I am pleased to present the Student Affairs Annual Report for Academic Year 2013, which highlights the growth, accomplishments and dedication of the 24 offices and departments that comprise the Student Affairs administrative unit. While considering the transitions and achievements of this past year, I am particularly impressed with how comprehensively staff fulfills the Student Affairs core mission to **provide an environment for UAA's diverse students to reach their greatest potential through inspiration, accessibility, and support.**

On every page of this report you will find evidence of how Student Affairs achieves its core mission and significantly affects the experience of each UAA student, from recruitment to graduation. Following are a few examples of the many ways in which staff contributed to the Student Affairs culture of student-centeredness and success.

Student Affairs **provides an environment** conducive to student success, both through physical space and an encouraging community. For example, 89% of residential students who completed the FY13 Quality of Life Survey reported that they feel safe and their property is secure in their apartment or room. Meanwhile, Student Union & Commuter Student Services reported that more than 200 students used the Daily Den each day, making the Den a space for a stronger UAA community to form. During the last two weeks of the semester alone, the Student Union facilitated more than 48,000 visits from students needing a place to study, focus, and recharge.

In addition, Student Affairs creates a culture of caring, an important aspect of an educational environment. This included 95.5% of students, faculty and staff surveyed at the Student Union Coffee Shop providing positive feedback and acknowledging that the Coffee Shop has created a greater sense of belonging at UAA. The number of CARE team reports in FY13 increased 23% from FY12, indicative of how UAA is developing a culture of reporting that is necessary for a healthy campus community.

Student Affairs recognizes, celebrates and nurtures the **diverse** student population at UAA. In fall 2012, Admissions assisted 233 students, collectively from 37 different countries, enroll at UAA. The Multicultural Center honored 32 students who applied for the Men & Women of Excellence Award, an accolade that highlights the leadership and academic achievements of junior-level AHAINA students. This past year, Native Student Services provided a multitude of social and cultural events, which 1,036 participants attended. Disability Support Services continues to support students who experience disabilities, and accommodated 203 students during Finals Week alone. This past year, the Military & Veteran Student Resource Center continued to build its service to UAA's growing military and veteran student population, recognizing 47 graduates with an honor cord during the 2013 Commencement ceremony.

Not only does Student Affairs support its current diverse student population, but it also nurtures potential UAA students. It achieves this through programs like Educational Talent Search, which encouraged 760 middle and high school students in FY13, 67% of whom came from families with limited incomes and will be the first generation in their family to attend college.

I applaud Student Affairs staff for the phenomenal **inspiration** they provide to students as well as other staff and faculty members. Each fall, Student Life & Leadership leads the university in beginning the academic year with energy. After the fall 2012 Campus Kick-Off, 82% of students surveyed indicated that participating in the Kick-Off made them excited about the coming school year. The Advising and Testing Center assists in sustaining student's academic aspirations by providing excellent guidance; in FY13, 484 students enrolled in UAA's first-year experience course, GUID A150: Creating Success in College. Meanwhile, the Career Services Center encouraged students exploring their vocational ambitions by developing new for-credit internship partnerships with four more departments.

Student Affairs' inspiring contributions extend beyond service



to UAA students. New Student Recruitment coordinated Kids2College, a collaborative program that promotes early college awareness, for 530 sixth graders in Anchorage. Electronic Student Services Developer/Technician Pat Borjon inspired the university by designing two new software systems that were submitted for intellectual property patent protection.

Not only does Student Affairs staff appreciate the diversity of UAA's student population, but they also strive to make UAA **accessible** for all community members through a variety of ways. This included \$84,497,473 in financial aid funds that Student Financial Assistance administered, reaching 10,551 students. Meanwhile, Student Information implemented new email tracking software to improve their email accessibility and better manage the 15,001 emails they received from students and visitors. The Student Health & Counseling Center provided health care to students, 46% of whom identified that they had no other form of health insurance or coverage available to them. Disability Support Services provided 257.5 hours of interpreting services for off-campus seminars or required class activities.

Finally, Student Affairs implements an extensive **support** system for UAA students. From the 664 first-time freshmen served by Wolf Pack Mentoring in fall 2012 to the 110,650 visitors who contacted the Student Information Office, staff provide excellent support. For example, Student Union & Commuter Student Services provided 2,800 students with free food and wellness activities to help ease the stress of finals during the Spring 2013 Late Nights program. The CARE Team followed up with 586 actions to support students of concern. Student Health & Counseling Center dispensed 240 food bags to students. Career Services Center professionals provided a variety of job related appointments for 739 students. UAA's Alcohol, Drug, and Wellness Educator met with 32 students to assist them with substance abuse issues. On a variety of fronts, Student Affairs departments and programs sustain the well-being of students.

Because of the hard work of Student Affairs staff, UAA is functioning as a comprehensive network to help students **reach**

their greatest potential. The institution is seeing the results of this now. The Office of the Registrar reported a 12.5% increase in the number of degrees and certificates awarded during FY13. Not only are UAA students achieving their academic goals, but they are also becoming valuable contributors to the greater community, as evidenced by the report from New Student Orientation that 79 students volunteered for UAA FUSION and completed 232.75 service hours at 32 local projects.

However, it is not just students who are reaching their greatest potential. As a unit, Student Affairs experienced a period of considerable transition during FY13. In order to continue along the FY11 – 14 organizational development process, Student Affairs was committed to a phase of “Building” in FY13. During this phase, the Student Affairs leadership focused on: soliciting and implementing opportunities, implementing program enhancements, reporting on performance indicators and data points, and defining program and student learning outcomes. In order to follow through with these goals and to build, Student Affairs divisions and departments underwent extensive realignment. I am proud of how well the staff has weathered and adjusted to the substantial shift, never losing sight of the biggest priority, the students we serve.

As we enter into this new academic year, I look forward to how these changes will continue to improve UAA's ability to serve our students, staff and faculty, as well as the Alaska community that entrusts us with the responsibility of providing excellent learning experiences. I am deeply appreciative of each staff members' contributions to this end. Congratulations on another outstanding and impactful year.



STUDENT LEARNING AND SUCCESS

Promote scholarship, engagement, and leadership; foster a sense of belonging; and recognize the achievements of our diverse and multicultural student body.



STUDENT, STAFF AND FACULTY WELL-BEING

Enrich intellectual, physical, emotional, cultural, spiritual and social growth and wellness of students, staff, and faculty.



STUDENT CENTEREDNESS

Develop and deliver collaborative programs and services to meet needs and interests identified by UAA's diverse and multicultural student body, which improve access, retention, engagement, persistence, and completion.

STUDENT AFFAIRS CORE THEMES



UNIVERSITY AND COMMUNITY PARTNERSHIPS

Foster partnerships that advance the goals of students, staff, and faculty, the university and our communities.



ADVANCE THE PROFESSION

Encourage professional growth and excellence by developing and retaining our talented staff and faculty and recruiting diverse and well qualified professionals.

STUDENT AFFAIRS
ORGANIZATION DEVELOPMENT PROCESS
FY11-FY14

FY11
MINDSET

FY12
FOUNDATION

FY13
BUILDING

FY14
ASSESSMENT

- Solicit & Implement Opportunities
- Implement Program Enhancements
- Report on Performance Indicators & Data Points
- Define Program & Student Learning Outcomes





ADVANCING OUR CULTURE OF EVIDENCE

About the Student Affairs Assessment Team

The Student Affairs Assessment Team (A-Team) provides leadership at the division and department levels to promote a culture of evidence and support quality assessment activities for the improvement of programs and services across Student Affairs.



The A-Team:

Empowers departments with resources and trainings to increase competencies amongst student affairs staff and advance assessment practices throughout each unit.

Coordinates the identification and measurement of student learning outcomes, key performance indicators, and data points.

Provides oversight of the CAS Self-Study Review process in providing support and mentorship as areas undergo the process and ensuring successful completion and implementation of identified priorities.

Reviews department annual assessment plans and provides feedback to departments to facilitate collaboration and continued improvement in the undertaking of quality assessment.

Facilitates the sharing of assessment data and best practices to internal and external stakeholders.

Serves as an advisory group to the Student Affairs Executive Team in supporting strategic planning, university prioritization, and assessment of core themes and opportunities.

Coordinator of Student Affairs Research, Assessment & Staff Development

During FY13, the A-Team, serving as the search committee went right to work to find a new Student Affairs Research, Assessment and Staff Development Coordinator to fill the vacancy left by Ayesha Hankins when she left to North Carolina to pursue her doctorate. After vetting many qualified candidates, the committee recommended Whitney Brown for the position. Dr. Schultz extended the offer to Ms. Brown who will be starting on June 10, 2013.



Ms. Brown comes to us from University at Albany where she currently serves on the leadership team of the Division's Assessment Council as the liaison between the Chairs of the Council's three Working Groups and the Assistant VP for Student Success. She comes with a wealth of knowledge in the areas of Student Learning Outcomes, Data Collection & Analysis, and Campus Labs tools. She is finishing her MPA this semester and says she's excited for a new adventure in Alaska. Anyone who attended her open forum presentation probably walked away feeling as excited about Student Learning Outcomes as the A-Team.

Student Learning Outcomes

Student Affairs professionals aim to enhance student learning through the programs, services, and experiences they provide. In order to

measure the degree to which these efforts impact students, attention must be placed on assessing student learning through the measurement of student learning outcomes.

Student Affairs demonstrates its commitment to student learning by making the development and measurement of student learning and programmatic outcomes a priority for FY14. Throughout FY13, student affairs departments engaged in student learning outcomes workshops and trainings led by the Assessment Team, as well as by Dr. Maggie Culp - a nationally recognized educator, author, and consultant – and began drafting outcome statements. A-Team also started a book club to review Dr. Culp's newest book, *Building a Culture of Evidence in Student Affairs*. Throughout FY14 under the new leadership of Whitney Brown (Coordinator of Student Affairs Research, Assessment & Staff Development), divisions will engage in Student Learning Outcomes Workshops in which departments will finalize at least 2 primary student learning outcomes for the 2013-2014 academic year and develop an assessment plan for measuring each. Student Affairs aims to work together to measure these learning outcomes throughout the academic year resulting in a May 2014 compilation of approximately 40 specific and measured student learning outcomes that illustrate the value of Student Affairs programs and services.

CAS-Self Studies

Throughout FY13, the A-Team continued to provide mentorship to departments as they completed their CAS Self-Studies. Presently, twenty programs and departments have completed their self-studies.

2014 Vision

With the continued commitment to building a culture of evidence and demonstrating the impact, quality, and success of Student Affairs programs and services, the A-Team aims to:

- Review department annual assessment plans and provide feedback to departments to enable collaboration and continued improvement in the undertaking of quality assessment.
- Empower departments with resources and trainings to increase competency in assessment and evaluation.
- Facilitate sharing of assessment data and best practices to enhance a culture of evidence.
- Provide support to departments throughout the Program Prioritization process to ensure that each submission represents the best quality of work and clearly and concisely describes the depth and breadth of impact on students and connectedness to the institutions mission
- Provide leadership throughout the CAS Self-Study cycle and implementation of program enhancements.





MAP-WORKS

Our Mission and Purpose

Since its inception at UAA in fall 2010, MAP-Works®, Making Achievement Possible, remains the Anchorage campus' primary, comprehensive retention and success program for first-year students. For the past two academic years, the mission of MAP-Works remains consistent: to identify struggling students early in the fall and spring semesters allowing for immediate intervention and to provide the infrastructure for faculty and staff to manage outreach and support efforts. MAP-Works also provides UAA's first-year students with critical success tools and resources in an engaging way, empowering them to own their success.

The MAP-Works platform uses predictive analytics and innovative student inventory surveys to make informed predictions about individual student needs. MAP-Works pairs meaningful Banner information (e.g., high school GPA, demographic information, and entrance test scores) with student responses from a set of voluntary, comprehensive success and persistence surveys. The MAP-Works algorithm takes the Banner and survey response data and provides staff and faculty with remarkable insights into individual students' college-going experiences and their propensity for success.

Fast Facts

- 1) In fall 2012, the MAP-Works program increased student enrollment from about 2,000 Anchorage-campus students in AY11 and AY12, to more than 5,500 students in AY13. This year, all degree-seeking first-year and sophomore students on the Anchorage campus are enrolled.

In addition to these 5,500 degree-seekers, every student on the Anchorage campus in a preparatory or 100-level course is enrolled as well, regardless of degree or class standing. This enabled MAP-Works staff to pilot the Faculty Referral (Early Alert) System feature in MAP-Works for all interested PRPE and 100-level faculty.

- 2) In fall 2012, front-line Student Affairs staff and faculty from New Student Orientation, Advising and Testing, Guidance 150, and Residence Life completed 856 targeted and intentional interventions with struggling students based on MAP-Works student enrollment profiles.
- 3) The most common issues identified in faculty referrals were:
 - 1) students falling behind in coursework but still attending class regularly;
 - 2) students experiencing unforeseen and temporary events negatively affecting their success that semester; and
 - 3) issues related to student's time management and work obligations impacting success.
- 4) The total number of student responses to surveys in fall 2012 nearly doubled from fall 2011 (832 students in fall 2011 compared to 1,625 in fall 2012).
- 5) By the end of spring 2013, there were 68 registered faculty and staff MAP-Works users on the Anchorage campus.
- 6) UAA students taking advantage of the MAP-Works program benefited from significant financial support from the Alaska Commission on Postsecondary Education, which provided \$60,000 in grant funding over FY13 & FY14.
- 7) The MAP-Works team made approximately 12,000 targeted outreach attempts to struggling first-year students in AY13. Of these, more than 1,300 attempts resulted in interactive, personalized contact between the struggling student and his or her faculty or staff resource.
- 8) Faculty referred students to the MAP-Works team most commonly for these reasons: students falling behind in coursework but still attending class regularly; students experiencing unforeseen and temporary events negatively affecting their success that semester; and issues related to student's time management and work obligations impacting success.

An Overview of 2012 – 2013

In AY13, MAP-Works went through some transition of its own. After three years of dedication to the MAP-Works program, David Weaver transitioned to the Director of Housing, Dining, and Conference Services at the beginning of the Spring 2013 semester. Sam Holtshouser, formerly the Residence Coordinator of North Hall the First Year Experience Living Learning Community in the Department of Residence Life, transitioned to the MAP-Works Coordinator role on May 19, 2013. Sam brings to the MAP-Works Coordinator position five years of experience working with first-year students. MAP-Works is also moving from the Office of Student Affairs to the new Student Affairs division of Student Access, Advising and Transition. MAP-Works' new strategic alignment will expand opportunities for collaboration and growth that will ultimately foster greater success by freshmen and sophomore students at UAA.

The MAP-Works team included 3,500 freshmen in this year's

programming. This represented the entire fall 2012 cohort of Anchorage-campus, freshmen degree and certificate-seeking students. The cohort included part-time students; full-time students; baccalaureate, associate, and certificate-seeking students; and transfer students.

Staff and faculty used MAP-Works throughout the year to identify at-risk students and take informed programmatic steps to improved first-year student support. Here are a few examples of actions taken in AY13:

- Administrators in Student Affairs provided more than 50 faculty members, department chairs, and academic deans with information and training on use of the faculty referral system.
- UAA MAP-Works staff made nearly 400 interpersonal outreach attempts from December 26 – 29, 2012. Of these attempts, more than 200 resulted in proactive, intentional, and strategically timed conversations between a struggling student and a professional advisor.
- In AY13 UAA began the groundwork for a peer-mentoring program based on matches from MAP-Works student profiles. MAP-Works staff developed a peer mentoring training curriculum and identified both learning outcomes and objectives. The MAP-Works Peer Mentorship pilot program started in February. This collaborative program matched 13 student mentors, all of whom work in various Student Affairs departments, with 32 first-time, full-time baccalaureate-seeking freshmen who expressed an interest in having a peer mentor at UAA.
- Numerous offices use students' real-time, self-reported preferred contact information to overcome the challenge of often outdated Banner contact information.
- The Department of Residence Life continued its partnership with MAP-Works and created a legacy program that has continued throughout FY13 called Rush to Registration. Through this program, first-year students are able to meet with academic and financial aid advisors in the Gorsuch Commons the night before registration opens. The target audience of this outreach are residential students who reported that they did not know who their academic advisor was and those who were concerned about paying for classes the following semester.

Our Vision for 2013 - 2014

- The growing team of MAP-Works staff and faculty users will strive to increase the fall 2013 to fall 2014 retention rate of UAA's first-time full-time degree-seeking students by 1.5%.

The true effectiveness of the MAP-Works program will ultimately be measured by increases in timely graduation (six years for baccalaureate degree-seekers; three years for associate degree-seekers). Considering this metric, effectiveness beyond year-to-year retention will take four to six years at a minimum to gauge.

- In AY14, faculty and staff across major units will continue to use MAP-Works survey results to target all degree-seeking freshmen and sophomores taking courses on the Anchorage campus and support them through their transition to UAA.

In addition to these degree-seeking students, all students attending classes on the Anchorage campus will be included (i.e. Juniors, Seniors, and non-degree seeking students). This represents approximately 12,000 students that will be enrolled in MAP-Works in AY14 to support the Faculty Referral System within MAP-Works. Any faculty member will be able to sign up and refer a struggling student through MAP-Works to get them the support the need.

- Developing and strengthening collaborations and partnerships within Student Affairs and among academic departments and external agencies will continue to be a key strategic priority. MAP-Works will join the new division of Student Access, Advising, and Transition, which will enhance its ability to foster those relationships and collaborations with areas directly effecting first-year students' successful transition to UAA.





MILITARY & VETERAN STUDENT RESOURCE CENTER

In November 2012, UAA opened the doors to our new Military & Veteran Student Resource Center (MVSRC). In the following months we have been busy establishing operations and defining our role. The MVSRC houses both the UAA Military & Veteran Community Services Assistant and the Department of Veterans Affairs' VetSuccess on Campus Counselor (VSOC). Together this partnership between UAA and the VA is supporting our military and veteran student population in three primary ways. Through one-on-one coaching sessions, large scale briefings and workshops, MVSRC insures that military and veteran students have a solid foundational understanding of their benefits and how to use them successfully. MVSRC also strives to elevate the overall institutional understanding of the military and veteran student experience through in depth training opportunities for faculty, staff and students. MVSRC also focuses on serving the community through engagement and outreach programs.

In order for the university to effectively serve military and veteran students, it must first provide them an understanding of how their benefits work, the parameters that they must operate within and their role in the processing of these benefits. To accomplish this, MVSRC staff conducts GI Bill briefings and veteran student workshops on campus, in the Education Centers on Joint Base Elmendorf-Richardson (JBER), and in the greater Anchorage community. These briefings and workshops are a great way to reach large groups of servicemembers and veterans. The briefings also connect UAA to this population outside of its "borders" and lead to more opportunities to develop an informed student body through MVSRC's one-on-one "coaching" sessions. These sessions give MVSRC the opportunity to really delve into each individual's situation and accurately discuss how these benefits will operate along each unique path...this is the meat and potatoes of MVSRC's service to these students.

Another critical function toward serving this population well is creating an environment that understands not only the benefits these students utilize but also the transition these students undertake while moving from the military into civilian life. To achieve these ends, MVSRC provides training for faculty, staff and students alike. For faculty and staff, MVSRC developed "Seawolf Boot Camp." This training program is designed to raise UAA's overall literacy when it comes to military and veteran student education benefits and transitional factors. During 2012-2013, MVSRC expanded this training beyond the initial familiarization. This year, in addition to the original Boot Camp training, MVSRC staff also brought in subject matter experts to deepen participants' understanding of the veteran and service member experience. Some of these opportunities include Vet Center Counselors discussing transition difficulty during Staff Development Day, suicide prevention tools presented by VA mental health professionals, and senior Department of Labor leadership discussing veteran employment.

Last but not least, community engagement is an important component of how MVSRC strives to serve military and veteran students. Developing partnerships with the local community, state and federal agencies, the military community, Veterans Service Organizations and non-profit organizations is vital in achieving MVSRC's goals. These partnerships receive information on MVSRC services and insure that MVSRC staff comprehensively understands the services available in and around the community. This outreach also strengthens UAA's relationship with community partners that MVSRC works with directly during benefits processing. These strong bonds aid in streamlining of processes.

Through training, coaching and community outreach MVSRC is improving the military and veteran experience at UAA and in the greater Anchorage area. And MVSRC will continue to improve and grow its operations and efforts going forward.

Fast Facts

UAA's MVSRC partnered with the Alaska National Guard and Army One Source to conduct "Seawolf Boot Camp" as a part of a workshop designed to inform community partners around the state who work with service member, veterans and their families. The initial session in Anchorage reached 48 community partners in health care, state and federal government, financial institutions and the legal system. Plans are in place to expand the program to reach across the state.

MVSRC continued the Military and Veterans Honor Cord program to recognize current and prior service member graduates at the Commencement ceremony. Forty-seven graduates were recognized with an honor cord during the 2013 Commencement ceremony.

MVSRC continues to partner with the Department of Labor to conduct the Hiring Heroes Job Fair in the University Center Mall as a part of our Veterans Appreciation Week events that lead up to Veterans Day. In 2012, this event expanded to include access to a computer lab for applying through employment databases, space provided for on-site interviews and same day hiring plus interview and resume building classes conducted by the Society for Human Resource Managers.

This year MVSRC expanded its outreach to include Yellow Ribbon events. These events provide service members returning from deployments an opportunity to learn about all the services and benefits available to them in one location.

Vision for 2013-2014

- Moving into academic year 2013-2014, MVSRC will expand on these new programs and partnerships. The program will continue to grow its operations in the new space in the Student Union. MVSRC's student veterans club, SVUAA, will continue to expand the role it plays with new veteran students.
- Expansion of veteran student, peer-to-peer mentoring program is a priority. Currently, this is a component of MVSRC's VA Work Study program and will be expanded through SVUAA involvement.
- Expand outreach to new military and veteran students through increased utilization of MAP-Works.
- Increase job placement and internship opportunities through partnership with VA allies.
- Veterans Awareness Week 2013 (November 4-8) will include Job Fair, Resource Fair, training and more.
- Work with University Advancement to create opportunities for community partners to invest, financially, in military and veteran students at UAA. These investments will serve to grow MVSRC's operations as well as produce an "Emergency Fund" for veteran students in need.
- These initiatives and more will keep the MVSRC very busy in academic year 2013-2014 and ultimately continue improving the ways in which UAA works with and for the military and veteran community.



ACADEMIC & MULTICULTURAL STUDENT SERVICES

Advising & Testing Center
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Educational Talent Search
Student Support Services
UA Scholars @ UAA



THERESA LYONS

Interim Executive Director



The division of Academic and Multicultural Student Services (AMSS) provides support to assist students in reaching their educational and life goals. AMSS endeavors to help students successfully transition to college life and persist each semester, by offering program services in academic advising, testing, orientation to the university, tutorial assistance, creating a place of belonging where students are welcome and included, as well as encouraging good citizenship through leadership development and engagement opportunities. Students receive access to accommodations, mentoring, and transition advising.

AMSS consists of departments and programs that provide services from access to higher education through graduation; Advising and Testing Center, New Student Orientation, Disability Support Services, Native Student Services, Multicultural Center, UA Scholars at UAA, and TRiO Programs, Student Support Services, Educational Opportunity Center, and Educational Talent Search.

This year the Testing Center received national recognition and certification from the National College Testing Association, a record number of junior status minority students participated in the Multicultural Center's annual Men and Women of Excellence program, Native Student Services reported more than 1,000 students attended the social-cultural values workshops throughout the year, and TRiO Programs hosted their annual TRiO Day Celebration where Attorney Tyrone Flowers, renowned motivational speaker, inspired more than 200 first-generation college students.

Academic and Multicultural Student Services continues to support the mission and vision of the Office of Student Affairs, to create a culture of evidence and a culture of caring for UAA students. This unit seeks to embrace the whole student and to provide services through collaborative partnerships within both the university and Anchorage communities. I applaud the good work of the AMSS team and their commitment to student success. The following pages highlight their efforts at a departmental level.



ACADEMIC & MULTICULTURAL STUDENT SERVICES AT A GLANCE

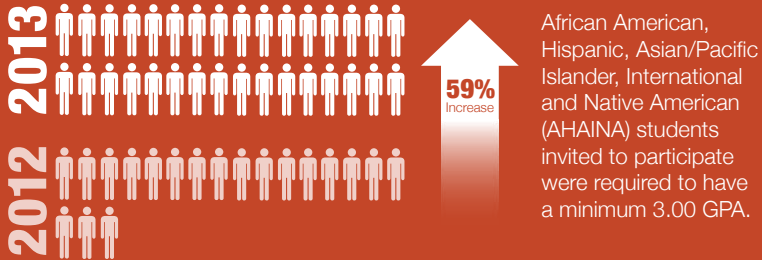
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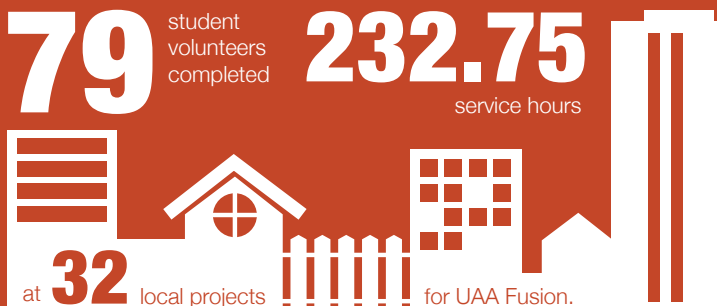
Multicultural Center

MEN & WOMEN OF EXCELLENCE

Junior-level student participants



NEW STUDENT ORIENTATION



122% increase in the number of students served by the Educational Opportunity Center from FY12 to FY13.



Nearly 67% of these students came from families with limited incomes and will be the first generation in their family to attend college.

NATIVE STUDENT SERVICES



DISABILITY SUPPORT SERVICES



Advising and Testing Center

- Graduation Statistics: The Anchorage campus awarded the Associate of Arts degree to 137 students in FY13, a number slightly above FY12 data.
- Persistence Rates of FY13 First Year Students in ATC's Target Population: Fall semester, 204 Associate of Arts students and 407 BA Undeclared students were admitted to UAA. The persistence rate of these students (progression to a second semester) was 77% for the AA students and 86% for BA, undeclared students.
- The Testing Center's student satisfaction survey asked test takers three questions. The survey results are as follows: 95% of the students who participated in the Accuplacer Orientation indicated it was helpful; 98% found the testing proctor friendly, courteous and respectful; and 99% of all respondents found the testing lab to be clean and well maintained.
- Academic Advising Services: 2,638 students participated in a total of 3,262 advising sessions. In addition, ATC engaged in 318 MAP-Works interactions with freshman.
- Academic Course Offerings: 484 students enrolled in UAA's first year experience course GUID A150: Creating Success in College in FY13. Newly admitted AA students who enrolled in GUID A150 persisted into a second semester at a rate of 82% compared to 77% for all newly admitted AA students who did not enroll in GUID A150. The newly admitted BA Undeclared students who also enrolled in GUID A150 persisted at a rate of 87% compared to 86% for all newly admitted BA undeclared students. COUN A101 "Introduction to Career" enrolled 32.

Disability Support Services

- 2,227 exams/lab usage requests were proctored. DSS met with approximately 400 students/semester in AY13.
- 443 book and other alternative format materials were requested. A total of 433 student books were reformatted which requires approximately 2 hours per book.
- 221 accommodation requests were made by students for ergonomic furniture. 15 deaf and communicatively disabled students represented 756 fall and 668 spring interpretation requests – a total of 4,240 hours of ASL interpreting services.
- 203 students were accommodated during Finals Week.

Native Student Services

- 625 one-on-one sessions provided to incoming, current, and re-entry students by the NSS Transition Advisor.
- 601 one-on-one sessions provided to incoming, current, and re-entry students by the NSS Student Success Coordinator.
- 466 tutorial sessions provided by four student tutors in English, History, Math, Computer Information Systems, Chemistry, Physics, Biology, Anthropology, and Yupik during the 2012-2013 academic year.

New Student Orientation

- 16.9% increase in attendance at Howl Days; 1,157 participants (946 first-time students and 211 family members).
- 664 first-time freshmen served by Wolf Pack Mentoring, a student mentoring program, in fall 2012 (an increase of 19% from fall 2011)
 - 81% (529) of students earned a GPA of 2.0 or higher in fall 2012.
 - 88% (583) of students persisted to spring 2013.
- 78% (437) of students who persisted to Spring 2013, earned a GPA of 2.0 or higher.
- 69% (444) re-enrolled fall 2013 as of June 2013.

Educational Talent Search

- 96%, or 130 out of 135 students in the ETS Class of 2013, graduated. ETS students' graduation rates have exceeded those of the overall Anchorage School District (ASD) students by 20% or more since 2010.
- Of these 130 graduates, 83 intend to enroll at UAA and 27 are enrolling at other universities, meaning that this cohort achieved an 85% college enrollment rate.

** ASD has not yet released data for 2013*

Educational Opportunity Center

- 80% of participants were low-income and first-generation students
- 70% of participants were an ethnic minority
- 28% increase in FAFSA applications submitted from previous year
- 92% increase in admission applications submitted from previous year FY12- 80, FY13-154 (as of 8-6-13)

Multicultural Center

- \$75,000 base funding for personnel services was secured through the PBAC process to add a Student Transition Advisor.
- \$8,193 non-base funding was secured for implementing the Seawolf Success Program provided by the Student Affairs Strategic Initiative.
- 310 unduplicated students utilized services at the Multicultural Center during 2012-2013, documented by Accutrack Data, a student check-in computer database.
- 50 students and staff participated in the Alaska World Affairs Council Luncheon Speaker Series sponsored by the Office of the Chancellor; the series offered participants the opportunity to become better informed citizens of Alaska and the world.
- 57 students participated in the AHAINA Graduation in 2012-2013, an increase of 67% of student participation from last year's graduation.



ACADEMIC & MULTICULTURAL STUDENT SERVICES AT A GLANCE

BY THE NUMBERS

UA SCHOLARS @ UAA

71%

of first-time first-year UA Scholars attending the Anchorage campus persisted to Spring 2013.

Their average cumulative GPA was

3.05

The average number of credits they completed each semester was **12 CREDITS.**



STUDENT SUPPORT SERVICES



24

Pell-eligible, first-generation students, in FY13 received more than

\$18,000

in academic tuition awards.

This increase of support, up from

\$17,000

in FY12



reduced student dependence upon loans while empowering them to persist in studies at UAA.

UAA



UA Scholars @ UAA

- 72% (155/216) of first-time first-year UA Scholars attended Howl Days or UA Scholar Briefings during summer 2012. This is a noteworthy change compared to summer 2011 in which 33% of first-time first-year UA Scholars attended Howl Days or UA Scholar Briefings. Unlike previous summers, mandatory orientation was enforced for all first-time UA Scholars beginning their studies at the Anchorage campus in Fall 2012.
- 74% of the first-time first-year UA Scholars who attended Howl Days completed 12 or more credits with a GPA 2.5 or higher during their first year of matriculation. In addition, 90% of the UA scholars persisted to Spring 2013. In comparison, 49% of the UA Scholars who did not attend Howl Days, completed 12 or more credits with a GPA 2.5 or higher during their first year of matriculation.
- 68% of first-time first-year UA Scholars submitted mid-semester progress reports during the 2012-2013 academic year, which is an increase of 20% compared to the previous academic year. Of the 68% of UA Scholars who submitted progress reports, 98% passed their courses during their first year of matriculation.

Student Support Services

- 78% of Spring 2012 student participants re-enrolled in Fall 2012 courses; 72% of Fall 2012 student participants enrolled in courses in Spring 2013. These rates are significant as they exceed the overall UAA retention rate of 70%.
- 85% of first-time, first-year (FTFY) freshmen, that participated in the Fall 2012 Student Support Services Learning Community (SLC), continued through Spring 2013. The SLC is comprised of an orientation to UAA campus life and offers a for-credit academic course in Success Strategies for 25 to 35 FTFY students annually.
- 74% of FY13 continuing Student Support Services participants remained in satisfactory academic standing with grade point averages between 2.0 and 4.0. Electronic and individualized tutorial assistance and academic mentoring services contributed to this rate, which exceeds the program's goal of 70%.
- 11 Student Support Services participants celebrated the completion of requirements for Associates and Bachelors of Arts and Science degrees during the 2012-2013 academic year. This number represents an increase from the eight students completing degrees in the 2011-2012 academic year.





ADVISING AND TESTING CENTER

Our Mission and Purpose

The Advising and Testing Center's (ATC) principle mission is to provide quality academic advising services to Associate of Arts and degree-seeking students designated as BA undeclared/exploratory. The focus is to facilitate positive outcomes in the areas of academic achievement, student retention and increased rates of graduation. The Center also provides placement testing services to measure competency in reading, writing and mathematics for new UAA students. Helping students identifying an academic area of study is also central to the mission of the ATC. Students in the exploratory stages of discovering an academic major and career pathway are provided an extensive array of assessments and tools to identify areas of study appropriate to their life goals, interests and abilities. All of the above are the essential components of helping students achieve success in meeting their stated educational goals in higher education.

Points of Pride

1. ATC's Testing Center Services

- **NCTA Certification:** The Testing Center achieved a significant accomplishment in FY13 by passing a rigorous review by the National College Testing Association at a standard high enough to be awarded recognition as a NCTA Certified Testing Center. This certification is good for five years and the plaque will be proudly and prominently displayed in our Center. UAA is now one of 129 other institutions across the nation housing a NCTA certified testing center.
- **Accuplacer Remote Testing:** Testing options have expanded to allow the Accuplacer assessment to be administered to students in remote locations throughout rural Alaska, the lower 48 states and in international locations. In FY13, the Advising and Testing Center improved the registration and payment process for remote testing, and as a result, an increase in the number of remote test takers was noted. Accuplacer testing is now being administered via qualified

proctors in Barrow, Sand Point, White Mountain, Healy, Russia, China, South Korea, India and the Middle East.

- **The Creation and Implementation of Accuplacer Orientations:** In an effort to enhance the testing experience of new UAA students, beginning fall 2013, all students taking Accuplacer for the first time, are now required to view an Accuplacer Orientation. This new process eliminates the occurrence of uninformed test takers. This process also adds clarity to each students' understanding of how their scores are used to determine course placement. Online orientations have also been made available to the community campuses. Outcomes of this new process include:
 1. Increased student awareness of resources and tools to prepare for Accuplacer
 2. Increased opportunities for underprepared students to have a more positive view of their placement results by improving their understanding of the recommended course sequence as the best pathway to a successful transition into college level courses.
 3. Exposure to sample test questions to acclimate the student to the test format.
- **The Expansion of Testing Hours:** To better serve UAA students, the Testing Center obtained funding in FY13 to expanded hours of operation to include evening hours for testing Monday through Thursday. This expansion was initiated to accommodate the needs of students who work and those with child care.

2. Academic Advising: Enhanced Program Development for Exploratory Students

- A significant expansion of ATC's Exploratory Student advising program entitled My Major Discovery occurred in FY13. This expansion enhanced and enlarged the scope of the program's services to include an initial student survey, 9 student activity options, new workshop presentations and the creation of promotional publications.

CAS Self Study

As a result of the FY12 CAS standards review process, efforts have been made to focus on areas in need of enhancements. Committees were formed to address: (1) adherence to best practices, (2) website accessibility, (3) staff diversity and (4) the development of methodologies to provide evidence of student learning outcomes. Outcomes of these efforts resulted in the following activities:

- Two major professional development opportunities occurred in FY13. Attendance at the First Year Experience Conference in Orlando, FLA as well as attendance at the NACADA Region 8 Conference in Anchorage. Attendance at these events significantly enhanced our ability to evaluate our current practices and implement recognized best practices, both in our advising program for exploratory students and in our first year experience course GUID A150 "Creating Success in College. A comprehensive faculty training program for all GUID A150 adjunct faculty is scheduled for August, 2013 and serves as an example of one of the new best practices initiatives we will be implementing in FY14.
- The addition of two new staff members in FY13 resulted in accomplishing added diversity to our staff.
- Advising and Testing mainstreamed its website to meet the requirements of the NCTA Certification which was obtained in May 2013. In this process, Advising and Testing's individual core focus' are listed on a direct path to specific student information. Also, extended services were added to the toolbar, testing fees with open lab hours visibly shown on the main page, and newly our acquired NCTA testing certification were placed on the testing site. An online Accuplacer orientation video that is now available on the website to improve student access to view the required video in preparation of taking the Accuplacer exam. The online video sends the testing center notification each time a student successfully views the orientation. An online registration and payment system was placed on the testing website allowing electronic registrations and payments to be made.
- Guided by the publication "Building A Culture of Evidence in Student Affairs", M. Culp and G. Dungy, 2012, student learning outcomes were developed to assess student learning outcomes of Academic Advising, My Major Discovery and GUID A150.

An Overview of 2012-13

Academic Advising Services

The Advising and Testing Center engaged in 3,262 academic advising conferences during FY13. Academic advising is an essential service that supports students' academic achievement and progress towards their intended educational goals. The advising process is designed to inform students of academic offerings, curriculum requirements, and university policies. In addition, academic advisors motivate and support students to remain in college by teaching effective strategies that encourage a successful transition to college.

Engaging Exploratory Students

1,216 exploratory/undeclared students participated in academic advising sessions that focused on major exploration. As a result of intrusive

outreach efforts, 151 first year exploratory students completed the My Major Discovery survey to highlight their current progress in declaring a major and were encouraged to connect with an academic advisor and develop an action plan. In addition, 83 students were administered the Strong Interest Inventory to gain insights into personality traits, interests and values correlated with satisfaction with various majors and career options. Workshops on choosing a major were presented to seven GUID A150 classes and 2 COUN A101 classes and to 25 Educational Talent Search (ETS) students during their June visit to campus

Supporting Campus-Wide Professional Development

The Advising and Testing Center took a leadership role in sponsoring the National Academic Advising Association's Region 8 Conference in Anchorage on April 29, 30 and May 1. This year marked first time the NACADA Region 8 conference was held in the State of Alaska. Participation in the conference exceeded projections with a total of 42 conference presentations offered to 282 attendees.

Campus and Community Engagement

The Advising and Testing Center has been actively collaborating with the Child Welfare Academy, to better serve foster youth. In particular, ATC has developed and led workshops specifically for this population. At the Foster Youth Education Conference held on campus ATC advisors were provided interaction opportunities with these high school students and introduced the benefits of college level advising and the value of completing GUID A150 "Creating Success in College". ATC also collaborated with the Department of Human Services by serving as a practicum site for their students. In FY13 ATC provided practicum experience opportunities for seven Human Services students.

New Marketing Efforts to Improve Communication and Promote our Services

- Accuplacer postcards were created and mailed to all UAA applicants to inform prospective students about placement testing, who needs to take a placement test, and where to take the test.
- GUID A150 postcards, fliers, and posters were created to educate students on the benefits of this course and encourage enrollment in "Creating Success in College"
- Expansion of ATC office hours for both advising appointments and testing into the evening to accommodate the diverse needs of students.
- A campaign designed to promote My Major Discovery will circulate posters, flyers, and postcards as well as offer student workshops, and staff information sessions beginning Fall 2013.

Development of Learning Outcomes for GUID A150 – "Creating Success in College"

Indirect measures were used to assess learning outcomes by asking students to record their level of agreement regarding gains in knowledge acquisition in six areas by responding to four questions asked in each of the areas listed. A Likert scale of 1 to 5 was used to record student responses. A score of 5 represented the highest level of self-assessed knowledge and/or competency gained in that area as a result of taking the course. We received 100 completed student learning

outcome surveys. Students reported gains in knowledge and/or competency in each of the six areas. The average score in each area is as follows: Knowledge Acquisition (4.4); Cognitive Complexity (4.2); Intrapersonal Development (4.2); Interpersonal Competence (4.2); Humanitarianism & Civic Engagement (3.7) and Practical Competence (4.4).

Our Vision for 2013-14

- Focus efforts on first year students designated as BA undeclared/ exploratory. In summer, 2013 the My Major Discovery program will finalize with the creation of a website and a step by step online guide which encourages students to engage in a series of exercises as well as access resources specifically designed for discovering a major. This fall, My Major Discovery will intensify its outreach efforts by enhancing its intrusive outreach practices to provide service awareness and connect students with ATC's professional advisors. Learning outcomes have also been developed and a student outcome assessment will be administered in spring 2014 to determine the outcomes of My Major Discovery learning activities. In FY14, the Advising & Testing Center hopes to collaborate with all departments in the Division of Access, Advising & Transition and other campus offices to provide programming and resources to support both high school and college students in the selection of a college major.
- Focus efforts on implementing best practices in teaching the curriculum associated with GUID A150 by providing a more extensive new instructor training program and implementing a mentoring model for FY14.
- As a means to impact the success for our first year students, ATC will place a high priority on programming and interventions which focus on ways to improve the quality of students' experiences at UAA.
- Continue to focus on a "culture of evidence" by developing and improving assessment measures by including both direct and indirect measures to identify student learning outcomes of departmental goals and initiatives.
- Actively engage with departments assigned to the newly created First Year Experience division within Student Affairs to create meaningful experiences for UAA's first year students.



UAA
ADVISING &
TESTING CENTER



CAREER CONCERNS

SEPTEMBER

MAP-Works

ACADEMIC ADVISING BY UAA

ON THE RIGHT PATH

PARADE

AUTHORIZED
Pan
Learning Solutions

ON THE RIGHT PATH





DISABILITY SUPPORT SERVICES

Mission and Purpose

Disability Support Services (DSS) coordinates reasonable academic and programmatic accommodations for qualified UAA students with documented disabilities who encounter educational barriers within the learning environment. In accordance with the mandate of the ADA, UAA's DSS provides direct student services, consultations and technical assistance with faculty and staff, and coordination of other UAA programs and services regarding disabilities, accessibility and reasonable accommodations of DSS students. DSS maintains comprehensive online resources, provides consulting and specialized expertise, promotes workshops and other training opportunities, and coordinates community awareness and understanding of issues related to the experience of disability.

Points of Pride

- The Journal of Higher Education, March 11, 2013 diverseeducation.com/article/51840/# featured DSS as a model of architectural accessibility.
- DSS participated in an ADA celebration with ACCESS Alaska featuring Luis Montalván: "From issues relating to service members, veterans and their families to those pertaining to Americans with disabilities, Capt. Montalván is a vocal public advocate. Featuring his service dog, Tuesday, he has written for numerous publications and regularly appears on various media."
- DSS contributed ASL interpreters and modest financial support to the TRiO National Day of Service Celebration with keynote speaker, Tyrone Flowers, J.D., an attorney and inspirational public speaker who experienced a spinal cord injury.
- The remodel of the DSS suite resulted in a more open, accessible and receptive working and student-friendly environment.
- Students see campus from a different perspective: The Northern Light, the weekly paper produced by UAA students, featured DSS in an (03/27/2013) article in which a DSS student worker discussed fund raising and the development of a DSS Trust.

CAS Self Study

Of the five identified recommendations cited in the CAS self-study, DSS completed the 1st annual DSS Building Blitz for creating campus-wide inclusion for UAA students experiencing a disability. An accessibility team (which included the Building Managers, Facilities, Maintenance, Environmental Safety, Housekeeping, Landscaping, and others as appropriate) met Fridays to resolve any accessibility issues on the UAA campus.

Consistent with Disaster Response procedures regarding people with disabilities, two training opportunities were conducted by the emergency management officer for DSS staff. In November 2012, all DSS staff participated in CPR and AED Certification training for adult child and infant. All staff were certified.

Overview of 2012-2013

In September 2012, Jon Deisher began as the new Director of DSS. As one of the first projects under his leadership, staff remodeled the suite. The approximately 1,020 square feet was converted to an open floor plan which creates a welcoming space for students.

DSS began this year focusing on adherence to the Universal Design (UD) Philosophy. UD is the philosophy that accommodations making the University accessible for students with disabilities also make it accommodating for students, staff and faculty without disabilities. DSS also promotes students' capabilities as the keys to success. While legislative mandates are invoked as needed, DSS emphasizes student competence and campus receptivity.

DSS generated an electronic "User's Manual" for faculty and staff to assist in better understanding accommodation services. The manual is intended to be used as a quick guide and reference that will improve efficiency and timeliness of responses to student requests. Additionally, DSS staff participated in periodic building and architectural inspections to ensure that UAA is in compliance with the ADA and Section 504 and that deficiencies are identified early to avoid major repairs, reduce service expenses and other safety concerns. DSS's role is to advise regarding architectural and other barriers to persons with disabilities.



DSS continues to support and fund the TAPESTRY Postsecondary Transition Program that provides students (ages 18 to 21) with intellectual and cognitive disabilities a postsecondary college experience to develop self-advocacy skills, engage in career exploration, and develop social skills that lead to employment in a career field or enrollment in a postsecondary education program. DSS staff interviews prospective students, assists with their selections and makes recommendations for accommodations based on their reported disabilities.

DSS provided general UAA orientation and DSS services to students with hearing loss from the Anchorage School District. DSS partnered with the High School Transition Coordinators who brought groups of students qualified under Individual Education Plans or Section 504 Plans; 15 deaf students participated in the fall semester.

DSS provided technology-based presentations to both faculty and the UAA community throughout the year. These presentations included: technology demonstrations, an eLive session on speech recognition technologies, accessibility computing tools, Premier Literacy Pack Suite, and Adaptive Technology in Higher Education. Or use the actual titles of the workshops and capitalize.

Vision for 2013-2014

DSS will seek creative methods to meet the financial support needed for recommended accommodations.

- Pursue continued funding for the Accessibility Intern Coordinator and Accessibility Interns.
- Develop the DSS strategic plan and seek approval from the Office of Student Affairs.
- The AIM program represents an ideal tool for capturing and harvesting evidence of student applications, service requests, categories of need and establishing a “triage process” for providing services. The managers of the AIM system at UAA campuses require software adjustments in order to collect the data.
- Currently the AIM system is used on the Anchorage campus only; DSS will propose that the outlying campuses, particularly Mat-Su and Kenai, are given access as well.
- Edit and update DSS staff position descriptions to align with assigned duties.
- Create a policy and procedure manual to include practices concerning confidentiality, records retention, accommodations response time, and other issues unique to DSS.





MULTICULTURAL CENTER

Mission and Purpose

The Multicultural Center (MCC) promotes academic and personal growth of traditionally underserved students or underrepresented minority students (URM). MCC encourages all students to fully engage in the university community by actively participating in programs, services, leadership opportunities, and student clubs and organizations. MCC staff also supports collaboration between students and faculty, staff and administrators to facilitate informed decision making. MCC encourages students to take proactive actions for academic success and promotes an inclusive institutional climate of social justice, access and equity and offers programs that educate the campus about diversity and intercultural issues.

Points of Pride

- The AHAINA programs encouraged and recruited seven students to participate in the 2012-13 Emerging Leaders Program.
- Ms. Anel Quiroz, an AHAINA student, was selected to attend the LeaderShape Institute in Boston, Massachusetts. Originally developed in 1986 by Alpha Tau Omega Fraternity (ATO), the Institute was designed as a means of improving campus leadership. In 1988, LeaderShape, Inc. was formed as a separate not-for-profit corporation to take charge of the LeaderShape Institute and further its mission of developing young adults to lead with integrity.
- Max Bullock, a mentee of Director Andre' Thorn, was selected for the ten-week Washington Center Internship. Founded in 1975, The Washington Center is the largest academic internship program in the country and in the world. Interns are immersed in a uniquely intense and productive living, working, and learning program. Max was awarded a scholarship to defray his travel and living expenses.
- The MCC hosted TED Fellow and renowned artist, Naomi Natalie, who led a workshop for the One Million Bones Project, a national effort to raise funds and call attention to genocide and other atrocities throughout the world. Community leaders and 100 students participated in the event. Funds raised went to support a display on the National Mall in Washington DC from June 8-10, 2013.

- During Black History Month, the Diversity Action Council, the Sociology Club and the College of Arts and Sciences collaboratively sponsored a screening of the film *Booker's Place: A Mississippi Story*. The group also hosted Booker's granddaughter, Yvette Johnson, to speak at the MCC and the Wendy Williamson Auditorium.

Overview of 2012-13

This past fall, several new staff members joined the MCC team. Leo Meda became the new Student Success Coordinator, responsible for cultural programming through the AHAINA program and academic support for junior and senior level students. Janine Elgama, the new Student Transition Advisor, manages the recently implemented Seawolf Success Program and specialized programming for first and second year students. This new and creative team of professionals is busy changing the landscape for cultural programs and targeted support services for diverse students at UAA.

The MCC team spent this past year leveraging opportunities for collaboration between identified stakeholders at UAA and Anchorage community members. For one of the key collaborations, MCC partnered with the Anchorage Branch of the NAACP to host a Youth Summit at UAA. This free event welcomed youth from the greater Anchorage community and presented Jeff Johnson, from Black Entertainment Television (BET), who discussed the following topics: Using Social Media Responsibly, Healthy Living, Money Matters, and Exercise your Right to Vote. Over 150 students and community leaders participated in the summit.

MCC also partnered with The Family, a UAA student group to host a viewing of the film *Pariah*, followed by a group discussion; approximately 160 students participated. MCC coordinated with Anna Vernaya, President of the Russian Cultural Center in Alaska, to co-sponsor a presentation by four students from Northeastern State University, a university in Anchorage's sister city, Magadan, Russia. Twenty students attended the presentation about Russian life, culture, art, history, and experiences at the Northeastern State University.

The AHAINA program offered a series of academic support workshops for students which included: Smart Pen Training, Financial Planning, Study Habits, Technology for Education, Communication Skills, and Healthy Coping Skills. By providing students these opportunities, MCC aligned itself with Priority C: Expand Educational Opportunity and Increase Student Success from UAA's 2017 Strategic Plan.

The Men and Women of Excellence Program was a huge success this year. This event recognized a record number of 32 junior-level minority students with a minimum 3.0 GPA, who submitted impressive application materials to vie for this prestigious award. This year, Shayla Silva, a Global Logistics and Supply Chain Management student and current Miss Fur Rondy, was named the 2013 Woman of Excellence; Ezra Lockhart, a psychology major, was named the 2013 Man of Excellence.

During the Spring AHAINA Graduation Ceremony, a record number of 37 students and their families participated. The keynote speaker was Dr. Lindamichellebaron, noted author, poet and Department Chair of the College of Education at York College, City University of New York (CUNY). AHAINA was able to host Dr. Baron as the guest speaker because of the generosity and collaborative spirit of the Brotherhood, Inc. organization of Anchorage. These programs adhered to Priority E: Expand and Enhance the Public Square from UAA's 2017 Strategic Plan.



Vision for 2013-2014

- Create partnerships with departments and organizations within UAA.
 - Establish connections with academic departments to develop strategies to increase retention of URMs.
 - Continue to cultivate opportunities for collaboration among campus and community stakeholders.
 - Promote the notion of the “Multicultural Center” for different entities at UAA such as the LGBTQA student population.
- Increase funding streams from community and campus constituencies.
 - Expand fundraising efforts in support of culturally relevant programming and academic support of students.
- Improve MCC's ability to capture accurate student participation in programs, services and activities.
 - Research and purchase new computer program to accurately track student utilization.



NATIVE STUDENT SERVICES

Mission and Purpose

Native Student Services (NSS) provides support services that target the particular needs of Native and rural students in their transition, adjustment, and success at UAA. NSS fosters a sense of belonging on campus for Native students which encourages and supports student success. In establishing strong collaborative partnerships and effective working relationships, NSS hosts enrichment programs, internships, and other opportunities that complement the academic pursuits of Native students.

Points of Pride

- NSS hosted the Native Early Transition (NET) program on August 21, 22, and 23, 2012 to assist incoming freshmen with preparation for the fall semester. At the conclusion of the program, NET participants were surveyed. Program satisfaction rate was 97%. Of the 36 students who participated in the NET program, over 77% (n=28) of the students persisted to the spring semester.
- NSS successfully secured outside financial support from the community. NSS received \$25,000 from Chugach Alaska, Inc. and \$2,500 from the Alaska Native Tribal Health Consortium (ANTHC) Women's Auxiliary.

CAS Self Study

NSS finalized the CAS Self Study report during the 2012 fall semester and began addressing weaknesses revealed by the report. NSS implemented the following changes with a target completion date in the 2013-2014 academic year:

- Update the NSS mission to include references to UAA, access, equity, and inclusion; Fall 2013.
- Develop Student Learning Outcomes (SLO); Fall 2013.
- Rewrite NSS policies; Spring 2014.

In effort to improve internal and external communications, NSS is taking a lead role in working with other UAA Native programs and

University Advancement to develop a “gateway” page on the UAA website to facilitate an easy one-stop access tool for those seeking information on Native programs and events. Finally, NSS was successful in addressing a facilities and equipment sanitary weakness identified in the CAS Review. NSS received funding through the Student Affairs Strategic Initiative process and from a regional Native corporation for the construction of a sink and counter station in the lounge in order to host student potlucks and other cultural social events.

Overview of 2012-2013

During the 2012-2013 academic year, NSS sought to foster a seamless transition to UAA for students from rural Alaska high schools, promote student success, and cultivate a more inclusive university environment that is relevant to Native students. NSS focused on three areas of the UAA 2017 Strategic Plan Priorities: Expand Educational Opportunity and Increase Student Success (Priority C), Strengthen the UAA Community (Priority D), and Expand and Enhance the Public Square (Priority E).

The NSS Native Early Transition (NET) program focused on the transition of incoming Alaska Native and rural freshmen to UAA. During the week prior to the onset of the 2012 fall semester, NSS sponsored the NET program to assist incoming freshmen with preparing for the start of classes. Thirty-six freshmen participated in the fall 2012 NET program—an increase of five students over the 2011 NET program. An assessment survey administered on the last day of the program revealed a 97% participant satisfaction which is a 1% increase over the fall 2011 NET program satisfaction. Of the 2012 NET program participants, 78% returned for the spring semester. The 2012 NET program participants' persistence rate increased 4% over the 2011 NET program participants persistence rate.

On a day-to-day basis, the NSS Transition Advisor provided services to 625 incoming, current, and re-entering students while the NSS Student Success Coordinator provided services to 601 incoming, current, and re-entering students. Both staff members provided an array of needed one-on-one services that contribute to the successful outcomes of the transition and retention of Native students. In addition to the Transition Advisor and the Student Success Coordinator, NSS provided student tutors to mentor and support Native and rural students once they are on campus. These tutors also provided tutorial assistance in subjects not offered by other tutoring programs on campus. They also hosted a number of events to engage rural students and to incorporate them into a supportive campus community. Of the students served by the student tutors in the 2011 fall semester, 87% returned for the 2013 spring semester.

NSS partnered with other UAA Native programs and the Native Student Council to host a number of student community-building events to connect Native students to UAA. These social, cultural, mental, and physical events included potluck, a Native Values Discussion series, roundtable discussions, and gym nights; they were well attended and nurtured a more inclusive university environment for Native students. Satisfaction surveys were given to the participants to assess how

valuable the events were in creating Native student connectedness to UAA. The results indicated that the events created a feeling of “student connectedness to UAA” with a mean score of 4.64 (based on a 5 point scale), exceeding the targeted 4.0 outcome measure. NSS also participated on the UAA Alaska Native/American Indian Heritage Month Committee, a group that facilitates Alaska Native cultural programs and events on the UAA campus, such as the Native Dress Review where UAA Native students fashion and display their traditional dress. These events raised awareness of the Native experience and helped foster an inclusive and positive campus climate. In addition, these social and cultural programs brought the larger Native community on campus, thus enhancing UAA as a public square.

NSS partnered with the Alaska Native Tribal Health Consortium (ANTHC) and the Southcentral Foundation to host the first annual “Reasons to Live” walk on the UAA campus to address suicide epidemic among young Alaska Natives—both attempted and completed. This event helped to create a more robust community-wide support system to address and support the emotional needs of Native students who have been exposed to the tragedy of suicide.

Vision for 2013-2014

The NSS staff will further develop an integrated “holistic” approach that touches the intellectual, emotional, psychological, social, physical, and cultural needs of Native students. According to best practices at Arizona State University, a wellness model is created when these factors are harmonized.

- NSS will foster increased access and a seamless transition for rural and urban Alaska high school students into UAA.
 - Create programs which address the “transitional” needs of Native and rural students.
- NSS will promote student success, retention, and achievement.
 - Provide support services that assist in achieving educational goals and attaining or refining academic skills.
- NSS will cultivate a more inclusive university environment for Native students and promote a positive campus climate.
 - Collaborate with other university departments and community organizations to host programs and events that foster a positive Native self-image and a sense of place in Alaska’s future.





NEW STUDENT ORIENTATION

Mission and Purpose

It is the mission of New Student Orientation (NSO) to facilitate the integration of new students and their families into the academic, intellectual, and social culture of UAA in preparation for the university's educational opportunities.

NSO helps new students navigate the university system toward graduation. NSO staff accomplish this through Howl Days, new student orientation which introduces new students to the services, resources, and policies of the university; UAA Fusion (For Unity & Service In our Neighborhoods), an opportunity for students to volunteer with agencies in the local community; Answer Desks, help stations located in buildings across campus to assist students during the first week of each semester; and the Wolf Pack, new student mentoring. NSO's primary function is orientation and student transition while its secondary function is navigation and student support.

Points of Pride

- Emmanuel Dragule, student employee, was selected to attend the LeaderShape Conference in Boston, Massachusetts, which provided skill and leadership development.
- The Student Transition Advisor position within the office of New Student Orientation was base funded.
- The Wolf Pack Mentoring Program was funded for a second year with one-time funding by the Office of Student Affairs.
- Peer mentors and UAA staff professionals conducted Extended Orientations, one-hour skill-building workshops, throughout the year to help students gain skills and knowledge to support their academic and social success. NSO collaborated with Enrollment Services, the Advising and Testing Center, and the College of Health to successfully run these workshops.

CAS Self-Study

New Student Orientation participated in the Council for the Advancement of Standards in Higher Education (CAS) self-study. The findings identified opportunities for improvement which are listed below:

- After the conclusion of the CAS study, NSO updated the mission statement to include the department's support to family members.
- Due to the increase in services and number of students attending orientation each year, NSO was operating with inadequate staffing. This concern was resolved with the new Student Transition Advisor position, which will increase quality service to students as they adjust to college life.
- NSO drafted student learning outcomes and submitted them to the Coordinator of Student Affairs Research, Assessment, and Staff Development to aid in creating a culture of evidence within Student Affairs and ensure a comprehensive orientation program that supports student success.

Overview of 2012-2013

The number of participants at Howl Days, the New Student Orientation program, increased 16.9% from last year; 1,157 participants (946 students and 211 guests) attended. NSO also hosted 19 campus-based events and offered Virtual Orientation, an online version of Howl Days. NSO collaborated with International Student Services (ISS) to provide mandatory orientation for international students; 25 students participated.

NSO secured funding from the Office of Student Affairs to support the Wolf Pack Mentoring Program for a second year. The Wolf Pack Mentoring Program consists of student employees continually checking in with new students that attended Howl Days and supporting their transition to college life. Campus-wide collaborations were instrumental in connecting students to services and resources to assist students in overcoming challenges or obstacles that hinder success in college. The process of helping students navigate the university system was extended beyond summer orientation to include Extended Orientations, one-hour skill-building workshops, throughout the fall and spring terms.

NSO continued to utilize MAP-Works to record all contact with students via telephone calls, emails, Facebook, and in-person meetings. Of the 664 first-time freshmen served in fall 2012 (an increase of 19% from fall 2011); 81% (n=529) of students earned a GPA of 2.0 or higher in fall 2012; 88% (n=583) of students persisted to spring 2013; 78% (n=437) of students who persisted to spring 2013, earned above a 2.0 GPA; and 77% (n=450) re-enrolled fall 2013. The grade point average of students that withdrew is not included in GPA calculations. These statistics support the retention efforts of students at UAA and the potential to strengthen graduation rates overtime.

The presence of university staff and returning students at Answer Desk, student help stations, communicated a welcoming and caring message to new students seeking to find their place at UAA, as well as to continuing students in need of assistance. NSO served 1,826 students during the first week of classes for both fall and spring semesters; this was a 30% increase from last year's total of 1,401. NSO continued to partner with the Multicultural Center, Native Student Services, the Advising & Testing Center, Student Life & Leadership, and Commuter Student Services to ensure quality service to students.

In an effort to support the transition of students, UAA FUSION provided a vehicle for students to connect by collectively helping residents in need within the Anchorage community. A few of UAA FUSIONS' partner agencies are Kid's Corp, Alaska Native Charter School, Alaska Rescue Mission, A.W.A.I.C., Catholic Social Services, Tanaina Child Care Center, and, most recently, Habitat for Humanity. UAA FUSION continued collaboration with the Center for Community Engagement & Learning to facilitate "Engage Week," an institution-wide celebration that highlights the numerous ways the UAA community is involved in volunteer service and Service Learning opportunities throughout the Anchorage area. During the two one-week periods held each semester, 79 UAA students volunteered 232.75 hours of service at 32 area projects. Additionally, NSO held a new "Get to Know Your Community" reception where UAA FUSION partners highlighted their work in the community and how UAA students can get involved; 50 students/staff attended.

In spring 2013, NSO welcomed the new Student Transition Advisor to the team. The role of this position is to serve first-year students that attended Howl Days as they transition to college life. The student transition advisor will serve to strengthen the connection between the student and university.

Vision for 2013-2014

- Re-design orientation model for transitioning new students to college.
- Coordinate the collaboration efforts of student transition advisors within Student Affairs.
- Develop leadership training modules for mid-level managers at UAA.





EDUCATIONAL OPPORTUNITY CENTER

Mission and Purpose

The Educational Opportunity Center (EOC) is one of eight federally funded TRiO programs. The TRiO programs are federal funded programs by the United States Department of Education with the purpose of serving and assisting low-income - first-generation college students, and students with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs.

The EOC program provides counseling and information about college admissions to qualified adults who want to enter or continue a program of postsecondary education. The program also provides services to improve the financial and economic literacy of participants. An important objective of the program is to counsel participants on financial aid options, including basic financial planning skills, and to assist in the FAFSA application process. The goal of the EOC program is to increase the number of adult participants who enroll in postsecondary education institutions. UAA's EOC program also serves veterans.

Points of Pride

- Formed partnership with the State of Alaska's Midtown Job Center to deliver a weekly presentation on pursuing further education to the Job Center's visitors.
- Established working relationship with the Anchorage Vet Center to help veterans who are going through the Veterans Retraining Assistance Program (VRAP) to fill out the FAFSA.
- Thanks to a collaborative partnership with Enrollment Services, EOC now has a space in the University Center to work with potential students.
- In June 2013, Leo Medal, EOC Interim Program Manager, met with Javier Obud-Osuna, Consul of Mexico in Anchorage; Adriana Ramirez Aguilar, Deputy Consul of Mexico in Anchorage; and Paulina Torres Casco, Coordinator for the Institute of Mexicans in the Exterior, to establish a future partnership with the EOC program.

- On May 31, 2013, Jerry Fulton, Army veteran and current EOC student, was interviewed by KTUU Channel 2 News about how EOC has helped him change his life with hope to become the first in his family to attend college. Mr. Fulton will start UAA in fall 2013 and his goal is to receive an Associate of Science in computers.

Overview of 2012-2013

The EOC program experienced challenges this year, marked by leadership changes. The program is now realigned and committed to meeting the program goals of assisting 1,200 students. The committed and determined EOC staff continues developing community connections and improving relationships with key stakeholders. The group works to recruit student clients, maintain and establish new community contacts, along with re-establishing the positive reputation of the program.

The long and arduous search for a Program Manager failed and created challenges for the program in its efforts to meet grant objectives. EOC decided to temporarily staff the program with recent UAA graduates. This diverse team of ten was enthusiastic and motivated to meet the grant requirements.

On February 18, 2013, EOC co-hosted the annual TRiO National Day of Service with Educational Talent Search and Student Support Services. This program highlighted the stories of students served by TRiO programs and provided students an opportunity to give back to the Anchorage residents through community service. This year, 150 students, family members, and community members attended. The keynote speaker was former TRiO student, Mr. Tyrone Flowers, J.D., founder of Higher M-Pact, a community-based organization dedicated to transforming today's high-risk urban youth into tomorrow's leaders. Additionally, the Anchorage School District Cultural Clubs provided entertainment, including Alaska Native, Polynesian, African, and Hmong dance groups. Forty-eight TRiO students participated in the United Way's 90% by 2020 Alaska service project, which goal is to have a 90% graduation rate by the 2020. This community engagement effort reflected UA 2017 Strategic Priority E: to "make community engagement and service learning a cornerstone of our institutional identity."

EOC staffs also aimed to improve postsecondary education access for eligible Alaskans by helping potential students navigate around the many barriers they encounter. To achieve this goal, EOC team sponsored weekly outreach activities that entailed grassroots community workshops and information sessions at partner agencies such as job centers, the Anchorage Vet Center, and faith-based organizations; through these efforts the EOC successfully reflected UA 2017 Strategic Priority D: to “increase recruitment, retention, and the success of underrepresented populations.”

EOC staff’s third priority this year was connecting Alaska’s high school students with institutions of higher education. Through this priority, EOC staff partnered with 124 colleges and institutions as well as the Anchorage School District to host the Annual College and Career Fair at the Dena’ina Convention Center. Over 1,500 potential students and other community members met with local and visiting college representatives and given the opportunity to attend presentations and workshops on financial aid and college-access information. Through this creative outreach, EOC successfully reflected UA 2017 Strategic Priority D: which seeks to establish “collaborative efforts between and among programs, schools, colleges, campuses, and universities.”

The EOC program is a staple in the Anchorage community and looks forward to continuing to serve local residents by providing access to postsecondary education and career training. Upon notification of continued funding from the U.S. Department of Education, EOC will hire permanent staff for the program and continue to support the dreams and goals of students.

Vision for 2013-2014

The EOC program’s vision for 2013-2014 is to increase the number of not previously enrolled, low-income and/or first-generation college-bound Alaskans with access to postsecondary education and financial aid opportunities. EOC will work to accomplish this vision through four strategic ways:

- EOC staff will work with Alaskan high school dropouts, individuals lacking a high school diploma or equivalent, aiming to ensure that 30% of these participants successfully enter a high school diploma or GED completion program during the 2013-2014 year.
- EOC staff will work to assist 60% of their pre-college clients with applying for admissions to a two- or four-year training or postsecondary education institution by the end of the 2014 year.
- Financial aid acquisition goes hand-in-hand with postsecondary admissions and entrance; therefore, EOC will also target individuals not already enrolled in a postsecondary education program and provide them with financial aid assistance. Specifically, EOC will empower 65% of their pre-college entry clients to access a student loan, grant, or scholarship during the program’s 2013 – 2014 year.
- Finally, EOC staff will guide 50% of the total number of pre-college clients with assistance in postsecondary admission and financial aid acquisition into successful enrollment in a course of postsecondary education study by the fall semester of 2014.





EDUCATIONAL TALENT SEARCH

Mission and Purpose

Educational Talent Search (ETS) is committed to aiding underrepresented populations achieve their goal of obtaining a college education. ETS staff serve as advocates for higher education and offer participants assistance in developing and achieving educational goals. ETS develops collaborative relationships with institutions, organizations, schools, and families to promote an environment conducive to graduation from college.

Points of Pride

- This year's TRiO National Day of Service successfully promoted awareness of UAA's three TRiO programs and provided opportunities for students and supporters to give back to the Anchorage and UAA community. National TRiO Achiever Tyrone Flowers, J.D., was the keynote speaker. ETS partnered with United Way of Anchorage to canvas the UAA campus with information about the "90% by 2020" initiative, and promoted community efforts to raise high school graduation rates in Anchorage.
- ETS students are earning substantial financial aid and prestigious scholarships. Two notable graduates include Pang Thao, who has been awarded the Seawolf Opportunity Scholarship at UAA, and Perla Cruz, who earned a scholarship through the regional TRiO association (Northwest Association of Educational Opportunity Programs [NAEOP]) and was flown to the regional conference in Idaho to accept her award. Also, there are 20 UA Scholars in the graduating class of 2013.

CAS Self-Study

ETS completed the CAS Self-Study process in the spring of 2012. This process allowed for group reflection and discussion on the ETS program, as well as comparison to nationally established standards. The ETS program benefited from this process and seeks continuing opportunity to celebrate identified strengths and re-examine areas in need of growth.

- ETS identified strengths during the CAS Self-Study that included "serving as advocates for a diverse and underrepresented

population in access to higher education," "providing services that assist our students in gaining the necessary skills to succeed in postsecondary education," and "providing activities that support students in matriculation, achievement, persistence, and graduation." During the 2012-2013 school year, ETS continued to provide excellent services that maintained these existing strengths of the program.

- The CAS self-study highlighted the importance of promoting civic engagement, which was an identified existing strength of the ETS program. ETS continued to excel and grow in this area as it successfully forged new community partnerships and offered opportunities for service with the YWCA, the Food Bank of Alaska, the Thanksgiving Blessing, and United Way of Anchorage's "90% by 2020" initiative. This year ETS nominated 13 students for the President's Volunteer Service Award, which is only offered to those completing more than 100 hours of volunteer service in the community.
- During the CAS self-study, ETS staff identified the need to build advocacy and awareness of TRiO at our partner schools, within UAA, and in Anchorage. ETS took significant strides in doing so this year, successfully promoting awareness of TRiO at several community and campus events. An ETS staff member also served on the board of the Alaska Association of TRiO programs.

Overview of 2012-2013

ETS seeks to promote opportunities and resources that benefit low-income, potential first-generation college students as they progress through the academic pipeline from middle school to college. This year the ETS program offered a wide variety of opportunities to develop educational, civic, and leadership abilities. Advisors spent four days a week in the schools and had frequent opportunities for academic support and advising with ETS students.

ETS offered workshops that covered a wide variety of subject matter, including New 9th Grade Student Transition, Financial Aid, NCAA Eligibility, Academic Planning, How to Apply for College, Test Taking, Time Management, and Career Exploration. ETS offered Career Exploration

field trips for both middle and high school students, where they had the opportunity to meet professionals and learn about careers with the State of Alaska Scientific Crime Detection Laboratory, BP, the National Weather Service, UAA Allied Health Sciences office, and representatives from UAA's schools of Engineering, Nursing, Business, and Medicine.

This marked the third year of "ETS @ UAA," which is a series of spring semester field trips to UAA exclusively for UAA-bound high school seniors. ETS partnered with Advising & Testing to allow students to take the Accuplacer test and participate in academic advising. Students also were able to connect to representatives in UAA's Admissions, Recruitment, and Financial Aid departments as well as a variety of academic advisors in various departments.

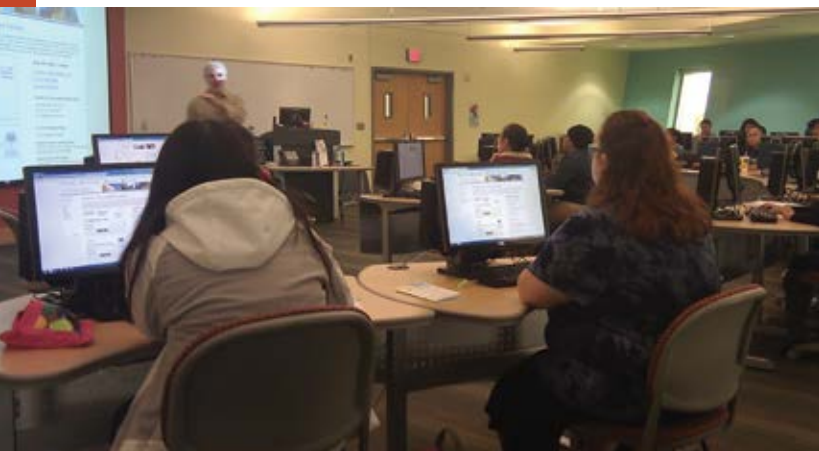
The ETS Ambassadors program was founded in 2011 to provide a leadership component within the program. This school year twelve students at our three high schools served as the first class of Ambassadors. They acted as mentors, hosted ETS events, and were even recognized at their schools as leaders and given special responsibilities. As the 2012-2013 Ambassadors concluded their year of service, the ETS staff chose a new class of Ambassadors for the 2013-2014 school year based on these students' leadership and role model potential. The new group of 50 Ambassadors includes exemplary eighth grade students who will serve as the first-ever ETS Middle School Ambassadors.

ETS concluded the 2013 year by offering two Summer Academies and partnering with other community groups to provide additional summer opportunities for our students, including the Color of Justice, the Chugach Children's Forest, the Student Conservation Association, ANSEP, Della Keats/ U-DOC, and the Youth Employment in Parks. The ETS Academies were Academic Academy (Middle School) and College Prep Academy (High School).

Vision for 2013-2014

- ETS will expand the Ambassadors program to include middle school as well as high school student-leaders. Their roles will increase awareness of ETS events at their schools and will lead to personal development in the area of leadership.
- ETS will continue to educate students and parents about Rigorous Curriculum, will convey the importance of such classes, and will support and encourage students in the selection of and success throughout these courses. Rigorous Curriculum focuses on sufficient academic preparation throughout high school and emphasizes completion of college-preparatory core courses. ETS will continue to offer high-quality tutoring in all subject areas at all target high schools as a means to increase success in rigorous courses and to support increase in student GPAs.





STUDENT SUPPORT SERVICES

Mission and Purpose

The mission of Student Support Services (SSS) is to improve the retention rate of 160 UAA participants that qualify for services by virtue of their first-generation, moderate-income status, or that experience a disability. SSS demonstrates UAA's commitment to improve rates of student retention by providing academic support services that include tutoring, skill development workshops, and mentoring/advising. Through these services SSS assists students in the completion of their educational goals and continues to improve the efficiency with which students' transition through the UAA academic system.

Points of Pride

Increasing the persistence rate of participating students was a top priority for Student Support Services in 2012-2013. To assist in this effort SSS launched an indigenous Peer Mentoring program, pairing upper-class students with groups of first-year, first-time students for the purpose of peer advising and information dissemination. The Peer Mentors received mentoring from SSS staff in collaboration with the UAA Emerging Leaders Program. This collaborative effort met a retention need of UAA students' and served as a reflection of the FY13 Student Affairs Core Theme of Student Centeredness.

SSS staff maintained a supportive climate conducive to academic success through mentoring events that included inviting Tyrone Flowers, J.D., an award-winning motivational speaker to campus to discuss his journey with degree-completion and graduate school entry. Mr. Flowers also provided the keynote address at the campus-wide TRiO Day Celebration that over 200 UAA faculty, staff, campus, and Anchorage School District students attended. These efforts helped to promote student learning and success: an FY13 Student Affairs Core Theme.

SSS worked collaboratively with other UAA departments throughout the 2012-2013 academic year. Beginning with the August Bridging program, SSS partnered with UAA New Student Orientation's Howl Days

to orient twenty-seven first-year freshmen to UAA and the college culture. SSS's collaborative efforts extended to nine other Academic and Student Affairs programs and departments, thereby advancing common goals and reflecting the Student Affairs Core Theme of promoting University and Community partnerships.

CAS Self Study

As a result of the Council for Advancement of Standards self-study process, SSS identified five areas for improvement: (1) Program: Identification and integration of strategic CAS student learning outcomes into FY13 programming; (2) Organization and Management: Integration of more group-based decision-making opportunities into FY13 programming; (3) Campus and External Relations: Securing greater presence within student hubs of gathering; (4) Technology: Revising policies that govern student usage of equipment; and (5) Assessment and Evaluation: Creating an assessment tool for pre and post evaluation of SSS peer mentors.

- Program: This improvement included the addition of an articulated definition of "mentoring" as practiced within SSS and the creation of five mentor-mentee groups for the fall 2012 and spring 2013 semesters.
- Organization and Management: As early as July 1, 2012 SSS leadership made greater effort, through team and individualized meetings, to disseminate information and to facilitate ideas for enhanced program performance.
- Campus and External Relations: A renewed partnership with the UAA Multicultural Center afforded SSS a satellite office from which to advise students. In addition, by August 1, 2012 a campus communications plan was established to better serve students, to raise awareness of the contributions of SSS at UAA, and to develop strategic partnerships on campus that included: the Advising and Testing Center, the Center for Community Engagement, College Preparatory and Developmental Studies Advisory Board, Student Affairs' Map Works, Student Life and Leadership's Emerging Leaders Program, the Student Affairs Core Theme Development Committee, the UAA Integrative Suicide Prevention Initiative, and the UAA Child Welfare Academy.
- Technology: In keeping with a June 1, 2012 deadline, the SSS Office Manager (in concert with the Director) reviewed and revised current technology policies and forms to better communicate program expectations and limitations regarding student technology loans.
- Assessment and Evaluation: Utilizing CAS Standard criteria, an Assessment tool was developed for pre and post evaluation of SSS Peer Mentor's intrapersonal, interpersonal, and civic engagement growth in work with assigned groups of peer mentees. These same mentees were assessed to measure their satisfaction with the peer mentor experience.

An Overview of 2012-2013

Holding fast to the motto, "Navigate to Graduate," SSS experienced upwards of 78% of its fall 2012 students remaining enrolled in spring 2013. The program accomplished this by implementing the following strategies: (1) Working to maintain a minimum of two individualized

mentoring contacts per student, per semester; (2) increasing academic and mentoring services to participants; and (3) maintaining working partnerships with faculty to monitor the academic progress of at-risk student participants.

Second, SSS saw 74% of FY13 new and continuing participants achieve and maintain satisfactory academic progress. SSS accomplished this percentage rate by (1) providing individualized tutorial support in Math, Biology, and English; and (2) by increasing the number of distinct users of on-line tutoring services by sixteen (from 24 to 40 distinct users).

Finally, SSS achieved better assessment of its program performance through the formation of an Advisory team comprised of faculty from College Preparatory and Developmental Studies, the Coordinator or Student Affairs' Map Works, the Director of the UAA Multicultural Center, and a Student Support Services student representative. Utilizing Council for the Advancement of Standards criteria, the team assessed SSS programming and provided insights for improvement and best practice strategies.

Our Vision for 2013 - 2014

In 2013-2014, SSS will continue its vision to assist an ever-increasing number of participants to remain enrolled at UAA, in good academic standing, or to complete an associates or baccalaureate degree by May 2014. SSS will work to accomplish this vision through pursuit of the following goals:

- Meet or exceed the fall 2013 and spring 2014 retention percentage of 75% by (1) maintaining individualized mentoring contacts to two (2) per student; (2) increasing academic and mentoring services to participants through the 2013-14 learning community (increasing student exposure to visiting professional mentors); (3) maintaining collaborative partnerships with faculty to monitor the academic progress of at-risk student participants; and (4) expanding the effectiveness of the Peer Mentoring program for freshmen and sophomore participants.
- Meet or exceed the percentage of students experiencing satisfactory academic success by (1) providing group and individualized tutorial support in select GER courses; and (2) increasing to 60 (from the current number of 51) the number of distinct users of electronic and individualized tutorial services.
- Encourage student use of technology to enhance academic performance: SSS will accomplish this goal by (1) exposing all 2013-14 learning community participants to Smart Pen and other support technologies; and (2) requiring all FTFY freshmen to complete a Financial Literacy curriculum to enhance their computer skills and proficiency in financial aid management.
- Increase the number of upper class students attending one or more of the support services provided by (1) enhancing personal mentoring contacts (minimum of 2 per semester); (2) increasing culturally-relevant gatherings; (3) providing on-going skill development opportunities; and (4) performing class visits.
- Assess and maintain supportive institutional climate sentiment among students by (1) bi-annual use of mass electronic polling

systems in October 2013 and February 2014; (2) individualized and cohort polling; (3) peer mentor assessment surveys; and (4) tuition waiver assistance to Pell-grant-eligible students.

- Continue to employ collegial and student inputs as a means to assessing program performance by (1) maintaining a standing Advisory team to assess program activities and operations, and (2) utilizing 2012 Student Support Services CAS assessment data as a baseline for 2013-14 assessment.





UA SCHOLARS @ UAA

Mission and Purpose

The mission of the UA Scholars @ UAA program is to orient, advise and track the academic progress of UA Scholars to ensure that they persist until graduation. UA Scholars @ UAA fosters community and support among student cohorts by expanding academic and transition support services to benefit all UA Scholars through partnership with the Statewide UA Scholars Program and various departments at UAA.

Our Vision for 2013-2014

- UA Scholars @ UAA will partner with University Honors and Under Graduate Research to expand the opportunities for scholars to engage in academically enriched projects and student-to-student co-mentoring.
- Increase the persistence rate of first-time UA Scholar first-year from 71% to 75%.
- Assume responsibility for providing transition support to Alaska Performance Scholarship recipients.



Select 2012 UA Scholars @ UAA

1. **Jennifer Howe** (AJ Diamond, Anchorage)
Future Plans: "Major in Medical Technology and pursue a career as a Laboratory Scientist."
2. **Joshua VanderMartin** (Eagle River)
Future Plans: Bachelor's "Degree in Chemistry. I plan on becoming a medical doctor and specializing in Radiology."
3. **Georgianna Smith** (Scammon Bay)
Future Plans: "Bachelor of Art in Nursing Science. I plan to work at the Alaska Native Medical Center in Anchorage or Yukon Kuskokwim Health Corporation in Bethel."
4. **Alexander Reno** (Bartlett, Anchorage)
Future Plans: "Business Management degree and become senior manager of a large company."
5. **Allisa Nguyen** (West, Anchorage)
Future Plans: "Bachelor's Degree in Marine Biology."





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ALASKA SCHOLARS

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GCI

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UBS

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Athletic Lions Club

VERLANDALENRY

Marriott
ANCHORAGE DOWNTOWN

Sourdough Mining Co.

CHILDREN'S HOSPITAL

THE NORTHERN LIGHT

SHAO 33

JACKSON 12

ROBERTSON 4

BLAIR 10

Women's Volleyball

- 1989 NCAA Tournament
- 1990 NCAA Tournament
- 1992 NCAA Tournament
- 1992 NCAA Tournament
- 1995 NCAA Tournament
- 2010 NCAA Tournament

SEASONS	PERIOD	SCORES	GL
BOMBS	BOMBS	BOMBS	
FOALS	FOSS	FOSS	
FOALS	PLAYER FOUL		
WIN	GAME		



ENROLLMENT SERVICES

Admissions

Electronic Student Services

New Student Recruitment

Office of Student Information

Office of the Registrar

Student Financial Assistance



ERIC R. PEDERSON

Associate Vice Chancellor

Priorities

- Complete changes in the Office of Admission to achieve the goal established by the AIM working groups – to create the smoothest admission process possible.
- Secure funding and install a Customer Relationship Management system (CRM), to radically improve UAA's ability to communicate with future and current students.
- Partner with UAA IR to build and routinize reports on relevant student characteristics, compliance and financial aid activities.
- Maintain the momentum in improving service to students with further web enhancements, self-service tools, service hours beyond the traditional 8-5, and a communication's strategy that anticipates the needs of students and reaches out to them with needed information at the right time.



In FY13, the Offices of Admissions, Electronic Student Services, Student Recruitment, Student Financial Assistance, and Registrar are all part of the Enrollment Services family. The UAA One-Stop, our student service center, gives students a single point of contact for questions and to conduct the business side of being a UAA student. Our staff of 65 dedicated professionals provide services and support throughout the University to students, staff, and faculty.

The past year has been one of progress and change, with more change to come in the new academic year. Two key leadership posts were filled. Sonya Stein assumed the role as Director of Student Financial Assistance and quickly made her mark on the office through reorganization to improve efficiency and service. The Office of Student Financial Assistance has two crucial roles at UAA – providing the financial assistance our students need and maintaining compliance under an ever growing list of state and federal mandates. To ensure compliance and review our processes against nationally recognized best practices in the administration of financial aid, we partnered with the National Association for Student Financial Aid Administrators (NAFSA) to conduct a Standards of Excellence Review. Three financial aid leaders from public universities in the lower 48 spent four days at UAA in June conducting the review. A comprehensive report of their findings and recommendations is expected in September.

Mayra Lopez-Gonzalez arrived in late June to take the reigns as Director of Electronic Student Services. Mayra hails from Austin Peay University in Tennessee and brings with her a host of advanced programming skills and knowledge of Banner capabilities the university system is not presently using. Her talents were put to work immediately on the mandatory advising initiative to identify ways to record and track advising activity easily.

Enrollment services takes seriously its role in supporting one of Student Affairs top priorities in FY13, and into FY14 – to improve the effectiveness and efficiency with which students enter the university. As part of this commitment, a project known as AIM (Admissions in Motion) was launched in January. This is a comprehensive review of the admissions office and its processes. The goal is to identify ways of making the admission process more efficient and transparent, as well as, providing better support as students transition into the University. A report has been completed, and a 6 – 12 month process of implementing recommended changes begins this fall. We've also contracted with The Barber Group, a communications consultant, to

dissect every piece of outgoing communication from Enrollment Services and assist us in improving the tone, content, and effectiveness and make students better informed as they enter UAA.

We set three goals last year for the UAA One Stop. To bring services back to the main campus; to collect and use feedback to direct change; and to install a second generation of our customer service software. We achieved two; One Stop Mobile is open in the Student Union Building Monday through Thursday to assist students with admissions, financial aid and registration matters; and we are actively soliciting feedback from every One Stop Mobile visitor. We were not able to complete installation of the new customer service software. The system tracks student needs and questions for training purposes; it also allows us to efficiently and reliably follow up with students using callback technology for problems we cannot resolve during the initial conversation. Pat Borjon from Electronic Student Services has written the software and it's currently in the process of receiving patent protection for possible commercialization through the Office of Research and SeaWolf Holdings LLC.

During this past year, Enrollment Services expanded its partnership with the Alaska Commission on Postsecondary Education (ACPE) by creating an ACPE Student Success Center inside the UAA One Stop. ACPE staff in the Center provides the same services available at the Dimond Mall location - college and career counseling, financial aid counseling, and assistance completing the FAFSA. Most importantly this partnership supports the mission of Enrollment Services, Student Affairs and UAA to provide increased opportunities for college access, academic successes, and helping students make smart financial decisions in paying for college. Services are available to all UAA students and the public.

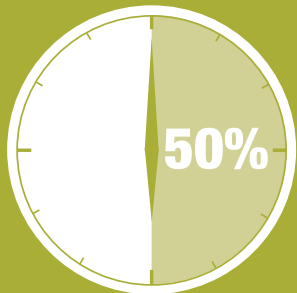


ENROLLMENT SERVICES AT A GLANCE

BY THE NUMBERS

10,027

applications for admission received during FY13.



Transcripts

amount of reduction, respectively, in turnaround times for the processing of paper transcripts and of undergraduate and graduate admissions applications using Advanced Capture.



Applications



decrease in processing time for transfer evaluations from average of 45 days to average of 3 days with 40% reduction in staff.



1,019

students received the Alaska Performance Scholarship (APS) during 2012/2013 for a total of \$3,177,390 disbursed.

pay to *UAA Students*

\$3,177,390

Three Million One Hundred Seventy Seven Thousand Three Hundred Ninety Dollars and ⁰⁰/100

Alaska Performance Scholarship

UAA Student Financial Assistance

47

college fairs attended by New Student Recruitment in Washington, Oregon, California, Idaho, Colorado, and Alaska.

15,001

emails received from students and visitors. This year ES implemented new email tracking software to better manage this means of communication. It resulted in a dramatic 63% increase from last year, most likely due to faster response times.

Admissions

- 46,365 documents supporting those applications were processed.
- 233 students with a F1 visa status enrolled fall 2012; the student cohort represented 37 different countries and students enrolled in 58 major programs.

Electronic Student Services

- 479 participants attended 102 training sessions (for a total of 166 contact hours) on Banner and related topics.
- 77 new reports and data extracts (Toad queries) were created to support ES departments including 29 for the Registrar's office to provide data required for Leepfrog's CourseLeaf. The majority of these reports can be easily modified for use at other campuses and major administrative units within UAA.
- 2 new production scanners were specified, purchased, installed, and configured to improve Financial Aid's scanning capability.
- 4 instances of DegreeWorks across the UA system are being provided system administration, maintenance (including up grades), and training services.
- 2 new software systems designed in-house by ESS Support Developer/ Technician Pat Borjon, were submitted for intellectual property patent protection.
- 95% completion of OnBase PERMS project which consists of creating a checklist for document retention, sorting and keeping or destroying paper student-files according to this list, scanning all retained-documents onto discs, and entering these documents into the imaging system.

New Student Recruitment

- New Student Recruitment conducted 65 high school visits during the 2012-2013 academic year within Alaska.
- 361 Anchorage campus visits led by New Student Recruitment's Student Ambassadors.
- 508 students and guests attended the UA Scholars reception and ceremony held at UAA to recognize the accomplishments of top performing Alaska high school seniors.
- 530 sixth graders from Anchorage Title 1 elementary schools participated in Kids2College, a grant-based collaborative program that promotes early college awareness and planning.
- 741 prospective students and their parents/guests participated in the Fall and Spring Preview Days, nearly matching our record-breaking attendance of 751 from 2011-2012.
- 952 applications collected during New Student Recruitment's 14 UAA Application Days in high schools.

Office of the Registrar

- 12.5% increase in number of degrees and certificates awarded during AY13 from 2,025 to 2,316.
- 23% increase in number of outgoing transcripts produced from 14,935 to 18,351 with 40% reduction in staff.
- 5% increase in number of sections of course offerings at UAA from 8,312 to 8,742. These were built and maintained with 17% reduction in staff.
- 13.8% of centrally scheduled classrooms were taken off line for the fall term making only 26% of all rooms on campus centrally scheduled compared to 38% last year; yet the amazing Kathleen Murphy was still able to schedule all fall classes.

Student Financial Assistance

- 10,551 students received a total of \$84,497,473 in financial aid funds administered by SFA. Total dollars disbursed has increased 41% in the last five years. During this same period, the number of students receiving aid administered by SFA increased 42%.
- 18,792 unduplicated 2012/2013 FAFSAs were received, a 4% increase over the number received last academic year.
- 1,452 students taking courses at the Anchorage campus were certified for VA education benefits during 2012/2013.
- 2,812 students submitted "amazing stories" for review by the 2013/14 Standing Scholarship Committee as part of the yearly scholarship application process. 47 staff and faculty members from across the MAU volunteered to serve on the committee.

Student Information

- 19,353 visitors came to the One-Stop for walk-in visits; a decrease of 23% from FY12
- 76,296 phone calls received by information advisors; while there was a 10% increase from FY11 to FY12, Student Information experienced virtually no change from FY12 to FY13.
- 110,650 visitors contacted the office; this is nearly identical to the number of total contacts in FY12. Since the number of calls is unchanged, the Student Information team hypothesizes that visitors who used to come in are now emailing their questions and sending in forms instead of bringing them in person.





ADMISSIONS

Our Mission and Purpose

The mission of the Office of Admissions is to compile and assess every applicant's academic history to make admission decisions while imparting clear, accurate information throughout the admission process. The office efficiently serves students, staff, and faculty in support of UAA's open-access admission policy while adhering to national best practices and regulations.

Points of Pride

- Fulfilling a 2013 vision to streamline the international application process, all students that have attended foreign institutions must now provide a transcript evaluation from World Education Services. Admissions staff members no longer need to determine the authenticity of international documents or their equivalencies.
- The Admissions team revamped all the standard communication pieces including the Incomplete Application Letter, Acceptance Letter, and Certificate of Admission for faster processing by utilizing TOAD software for Banner reporting.
- To radically improve the experience for applicants and support the goals of Student Affairs a complete examination and potential overhaul of admissions process, policies and technology launched in January. The project is known as Admissions in Motion (AIM).

CAS Self Study

After conducting the CAS Self Study, the Admissions staff identified that learning outcomes apply to administrative functions as well as classroom experience. Several Admissions staff members attended training with Dr. Maggie Culp as an introduction to building a culture of evidence and creating learning outcomes that apply to the admission process.

Since this training, the Admissions staff changed how they communicate with applicants. The Admissions team now prompts students to learn the information given to them and take action. Hopefully, this will promote student success by motivating them to take action earlier and to complete the necessary steps to be fully prepared to enter college.

An Overview of 2012-2013

In the summer of 2011, the Office of Admissions began to explore how current policies and procedures can support UAA's goal of access to higher education in Alaska. Admissions staff analyzed how particular processes contribute to or detract from students' experience with Admissions and Enrollment Services, and how to change these processes in order to make the overall admissions process more inviting and less cumbersome.

To move forward with this vision, Admissions has undertaken a review of business processes, communication and technology to improve the prospective student experience and streamline processing. The Admissions in Motion (AIM) Project team includes Admission Officers, Student Information Advisors, and members of the Office of Recruitment. Led by Cathy Ewing, a business process analyst. The AIM team divided into subgroups to focus on specific areas of the admissions process and diagrammed the details of each admission process to visually analyze it and identify "pain points," for both for applicants and the staff. The diagrams allowed the subgroups to identify areas that will benefit from process and/or policy changes.

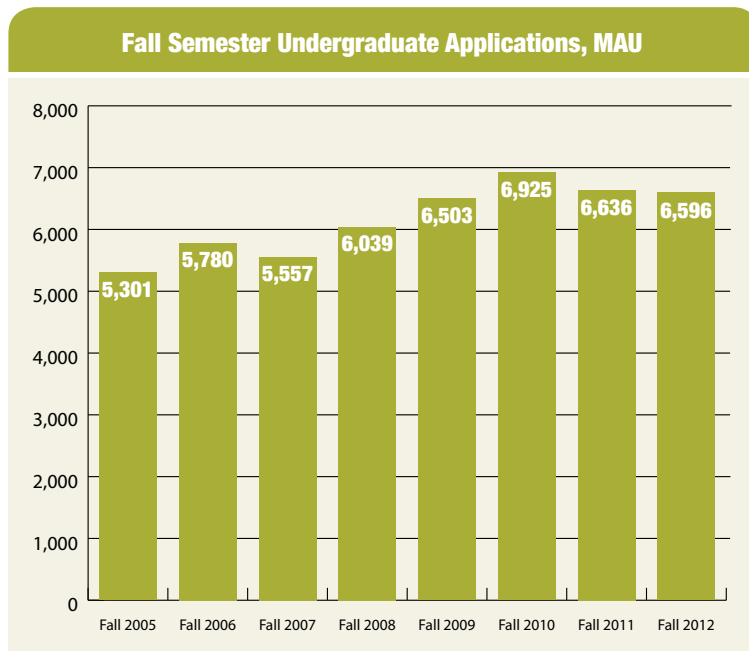
The goal of the review is to provide the best admissions experience in the state of Alaska and in the nation – making students excited about becoming part of the UAA community. We recognize that the threads of access, retention, engagement, persistence and completion for each student must be intentionally woven through the Office of Admissions. One of the earliest findings is that our current online application for admission delivers an extremely poor experience for the student and creates equally inefficient process for the admissions staff. Modern applications use graphical interfaces and skip logic to lead the applicant through only the questions necessary for the program to which they are applying. This purposeful collection of useful and relevant information feeds a streamlined process for admissions staff that allows better communication with the applicant during the process and faster response. While it is very early in the AIM project, future applicants to UAA can look forward to a dramatically improved applicant experience.

The AIM team is examining relationships inside Enrollment Services and other UAA departments to improve the prospective student experience. For example, the admissions staff met with College of Health (COH) personnel to demonstrate Banner reports and to set up COH computers with the correct parameters for identifying their students.

David Racki joined International Student Services this year as the International Student Admission Officer and is focusing on rewriting the ISS website to make it easier to navigate and locate valuable information. With his prior experience, David is well prepared to review current policies and change wording in the catalog to make it more understandable.

After an unusually high numbers of international applications in 2011 and 2012, the number of international applications returned to normal historic levels in 2012-13. The highlight of this year's international application pool was the increased number of first-time applicants. Deferred applications, returning students and current students applying for

additional degrees generally make up just under half of the international application pool for a given year; however, this year two-thirds of the students were first time applicants. Undergraduate applications account for 85% of the international applications with 75% of these students applying for the fall term.



► MAU fall semester application count for Associate and Bachelor level.
Source: UAA Office of Institutional Research, Fact Book

Vision for 2013-2014

- After the AIM review process is complete, the Admissions team will streamline internal processes and make recommendations to update and align university policies, working with various administrative and faculty groups for their review and approval. The department is evaluating new technology for the admission application enabling the collection of accurate student information with a single application and allowing customization at a granular level.
- Continue to improve communications with incoming students by utilizing current technology, lookup tables, and the TOAD reporting tool to import relevant data and customize letters and emails quickly and accurately.
- Redesign the International Student Services website for easier access to the valuable information that is currently available but difficult to locate.
- Begin using Ellucian's International Student and Scholar Management (ISSM) software (formerly known as fsaATLAS) to manage international student data for more accurate tracking of students and reporting to SEVIS.





ELECTRONIC STUDENT SERVICES

Mission & Purpose

Electronic Student Services (ESS) aims to provide outstanding technical leadership and support for all other areas within Enrollment Services (ES). ESS identifies, develops, and implements sound technical solutions that potentially increase the efficiency and effectiveness of processes and operations in the various ES departments. ESS strives to provide expert guidance and high quality IT services to maximize the reliability and the overall value of information systems for these departments and UAA so they can better serve students and the UAA community.

Points of Pride

- Provided technical assistance and support for the successful implementation of the online EMAS system for UAA's Office of New Student Recruitment and Degree Works for the Prince William Sound campus.
- Created, refined, and implemented Advanced Capture templates for electronic undergraduate and graduate applications—thereby significantly shortening turnaround times and improving data accuracy.
- Successfully collaborated with the Registrar's Office to streamline processing of petitions, transcript requests, direct/independent study forms, and selected topics forms.
- Expanded and improved ESS capabilities for extracting data from Banner for reporting purposes or for importing into third-party systems including the use of sub-queries within Banner population selection definitions that allows the addition of dynamic filters.
- Designed, developed and implemented several custom applications including the "Issue Tracking" system for Enrollment Services which is being evaluated for a patent.

Overview of 2012-2013

This year, ESS continued to expand and enhance all services provided to other areas of Enrollment Services and to staff, faculty, and students

at UAA and its extended campuses. ESS staff designed, developed and maintained software solutions and provided technical support and training on student information systems such as Banner, DegreeWorks and OnBase. ESS also increased the support services provided to the entire UA system when Pat Borjon became a system administrator for DegreeWorks.

By providing technical specifications, equipment recommendations, price estimating, and procurement services, ESS continued to serve an important role in acquiring computer and audiovisual hardware and software for the entire Enrollment Services division. It also provided support services that are critical for the daily operations of all Enrollment Services areas such as installing, configuring, and maintaining servers, computer workstations and desktop applications as well as diagnosing, repairing and resolving technical problems with hardware and software.

ESS continued to make improvements using the OnBase electronic records system including the near-to-completion of the PERMS project (loading and indexing all student record files from the Registrar's and Admissions Office) and the significant reductions in processing time in several areas accomplished with the implementation of Advanced Capture.

This year began a transition period for ESS when its long-time director, Patty Itchoak, announced her retirement effective at the beginning of 2013. Mayra López-González joined UAA as the new Director of ESS in June of this year.

Our Vision for 2013-2014

- Expand the use of Banner Workflow and other Banner related features (e.g., custom Self Service packages) to automate critical processes in the various Enrollment Services areas.
- Increase ESS's service role to the UAA community with regard to reporting and providing technical support, including researching and troubleshooting OnBase issues.
- Continue expanding and improving data retrieval and reporting techniques to better meet the needs of users when it relates to data that is not readily available in Banner and related systems.
- Complete the migration of 20 virtual servers from the University Center to an improved host infrastructure at the main Anchorage Data Center and setting up and configuring 12 lobby computers as part of the proof-of-concept project for virtual desktop computing at the University Center.
- Continue serving a proactive role in the identification, development, and implementation of automated solutions to help other areas of Enrollment Services and UAA in providing high quality services for students and other constituents.





NEW STUDENT RECRUITMENT

Our Mission and Purpose

The Office of New Student Recruitment seeks to attract a qualified and diverse student body consistent with the mission and goals of the University of Alaska Anchorage. Through its interactions with stakeholders, the Office of New Student Recruitment makes every effort to communicate the University's expectations, programs, and services to prospective students and parents to ensure an appropriate student-institution fit. Students are central to every effort undertaken by the Office of New Student Recruitment as it strives to establish a personal connection that ensures a successful college experience.

Points of Pride

- The Office of New Student Recruitment with the gracious assistance of the ACPE Career Guides, began a UAA Application Day program, allowing a recruiter to meet with prospective students one-on-one at their high school to provide a highly personalized service designed to assist the student in determining their educational goals, complete the application process, and also discuss next steps (financial aid, scholarships, advising, registration, etc.). Fourteen UAA Application Days were conducted in Anchorage, Chugiak, Eagle River, North Pole, Fairbanks, Nikiski, Bethel, and Kodiak. A total of 1,100 students were seen, with the recruiter spending 10-20 minutes with each individual student.
- A targeted communication plan was developed focusing on each stage of the recruitment process: prospects, inquiries, and applicants in three different market segments – Alaska, Out-of-State and WUE. Prospective students received 22 communication items in the form of letters, postcards, brochures, email, and phone calls.
- Fall and Spring Preview Days continued to attract near-record attendance. This year, we added another opportunity for our prospective students; they were able to visit with Admissions staff and complete their UAA application on-the-spot.
- In an effort to make the Future Students website more dynamic and appealing, New Student Recruitment produced a video that welcomes prospective students to UAA and gives them an overview

of what they can expect once they become a UAA Student in a fun format designed to hold the student's attention.

CAS Self Study

- New Student Recruitment continued to strengthen the comprehensive array of information provided to prospective students. The Communication Plan was redeveloped to focus on those items most important to the student, such as financial aid/scholarships, navigating the admission process, and academic advising/registration.
- The Recruitment Team has strived to embrace the opportunity to better assess and evaluate recruitment strategies over the past year. Application reports, Recruitment Activity Evaluation forms, customized electronic surveys, and specialized queries were regularly utilized to determine the effectiveness of our approach.
- The Office of New Student Recruitment has strengthened its mission statement to be more reflective of the importance of the student's experience in all that we do.

Refining communication with prospective students to better tailor the UAA experience to specific audiences was the Office of New Student Recruitment's top priority for the 2012-2013 academic year. Utilizing a newly reformatted EMAS (Recruitment's student database), we were able to build a comprehensive, yet manageable communication plan, that encompassed significant messaging regarding applying for admission, paying for college, visiting campus, academic program information, and important next steps. The messages were designed to be clear, concise and meaningful.

Personalizing the UAA experience for prospective students is paramount to a successful recruitment approach. In an effort to guide prospective students to visualize what they want from college and provide strategies to help them achieve these goals, New Student Recruitment piloted "UAA Application Days" this year. The UAA Application Days were hosted primarily in the ASD schools with the much-appreciated assistance of the Alaska Commission of Post-Secondary Education (ACPE) Career Guides. The events proved so popular that we expanded

our initial plan and branched out into Fairbanks and Kodiak. The Application Days allowed for one-on-one mentoring from the recruiter. The recruiter assisted in educational goal-setting with the student then helped to navigate the application process. The project was enthusiastically received by high school counselors, parents, and prospective students alike. Not only did the events allow for a more hands-on approach, they were valuable as a matriculation tool as well. We were able to collect the application, academic transcripts, and test scores (if available), thus ensuring a complete application. The student was then prepared to move on to financial aid, scholarships, advising, and registration.

The Student Ambassadors enhanced the campus visit process dramatically this year. They created a walking tour guidebook for those students who preferred to take a self-guided tour of campus and made it available both online and in the Bookstore. They also began using iPads to check-in visitors, conduct electronic surveys at the end of the tour, and incorporate media into the standard tour (i.e. show video of the Residence Hall when no room was available to show). They also revised the campus tour webpage and updated the virtual tour to include the Seawolf Sports Arena.



2013-2014 Vision

- Continue to personalize the UAA recruitment experience by further refining the communication plan to focus on defined market segments and their specific information needs.
- Create a social media plan to enhance and support our print publications. The low cost and variety of platforms available gives us almost limitless possibilities and yet another opportunity to personalize the way we connect with prospective students.
- Expand on the “UAA Application Day” concept to offer “UAA Testing Days” (make the Accuplacer available in targeted high schools to students who have applied but not yet submitted test scores) and “UAA Registration Days” (collaborate with academic advisors to offer on-site course registration in targeted high schools to those students who have completed the application process).
- The Office of New Student Recruitment will be migrating to a new Division next year – Student Access, Advising, and Transition (SAAT). We are eager to collaborate with the other members of the SAAT Team to enhance the UAA student experience from initial interest in UAA through the student’s first year.



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TO FUTURE
STUDENTS**

uaa.alaska.edu/futurestudents





OFFICE OF STUDENT INFORMATION

Our Mission and Purpose

The Office of Student Information effectively serves as a liaison in providing assistance through all aspects of a student's education. Information advisors accomplish this by delivering accurate information and support in a courteous and caring environment.

Points of Pride

- Implemented a new email management software (Fire Engine Red) to handle incoming correspondence from students. Combining this cutting-edge product with the decision to dedicate one information advisor to the exclusive task of providing quality responses to students via email has instilled trust back into this method of communicating with Enrollment Services and eliminated the need to wait in line or hold for the next available representative.
- One of our team members, Rachel Gehri, won UAA's Outstanding Contributions to Students award. This is a great reflection on the work the Office of Student Information is doing as a team and on her efforts individually.
- Student Information staff upgraded the call center and reduced the total number of menu and submenu options from 78 to 6. The call center also plays new hold music and messages to share important dates and deadlines with callers as they wait.

CAS Self-Study

The Office of Student Information conducted its first formal assessment of services, policies, and resources using the CAS Professional Standards for Higher Education process. The review revealed several priorities and opportunities for improvement.

- The office did not have a formal mission statement. Since identifying this shortcoming, the team developed a mission statement and approved it for implementation.
- The team improved how they formally evaluate the services they provide. Student Information set up a student feedback station at the One-Stop and handed students business cards with the feed

back website on the back; students provided feedback on what they liked and thought needed to be improved.

Overview of 2012-13

Student Information made testing the idea of moving One-Stop services to the Anchorage campus a top priority for this year. The team values having a presence on campus, not just because they can render services more efficiently but also because it allows them to demonstrate their willingness to accommodate student needs. This year, Student Information set up a mini One-Stop desk near the Student Union and Bookstore. While the number of students the advisors actually served was relatively low, Student Information gained visibility through an article in the Northern Lights and from students walking by. This experiment created a better foothold for the team as they move forward to develop this idea.

Student Information also held improving its management of incoming email as a high priority. The office handles two of the busiest accounts on campus: Financial Aid and Enrollment Services. Student Information worked to accomplish four goals:

1. Increase the emphasis on email communication by making it a higher priority.
2. Improve quality of interactions by moving away from a quick response to more personal, friendly reply.
3. Improve consistency of responses by dedicating one full-time staff member to the task; this has reduced the inconsistencies inherent in multi-user management.
4. Reduce in number of visitors who come in or call the One-Stop by providing better service via email. Even though Student Information did not get the new email software installed and a staff member dedicated to email onboard until the second half of the year, statistics already show a 7.2% decrease in walk-in traffic and a 5.6% reduction in calls.

Our Vision for 2013-14

- Student Information is partnering with UAA's Research Administration and Commercialization office to explore possible patent options for the issue-tracking software that the Student Information team conceived last year. While this delays implementation, Student Information is continuing to work with Electronic Student Services to develop the software. The program will allow for quick follow-up of ongoing issues by both the student and staff once it is fully functional. Additionally, it will have several self-serve options for students as well as automated communication modes to keep students abreast of Student Information's progress. The software will also enable staff to quickly identify gaps in published information that may be unclear or confusing to students.
- Learning from the earlier test runs, Student Information will modify the plans to create a more consistent and recognizable One-Stop presence on campus. The team will set up a mobile One-Stop on campus that better matches the needs of students, both in terms of location, services provided, and more deliberately connected to the time of year when the services are most needed.
- Student Information will enhance services by adding additional skill

sets to the team. This would include enabling Student Information advisors to:

- o lift holds from a student's account if the balance is zero;
- o packaging a loan when it's ready; or
- o assist in the delivery of financial literacy.

By giving advisors additional capabilities, students would spend less time running from place to place and more time focusing on their studies.





OFFICE OF THE REGISTRAR

Our Mission and Purpose

The mission of the Office of the Registrar is to provide integrated services that maintain and protect the integrity of student and academic records and ensure compliance with all related policies and procedures. The office is committed to quality and accuracy with responsive, efficient and proactive support to internal and external constituencies.

Points of Pride

- Secured funding and purchased software for electronic catalog and course management system
- Secured funding and purchased Transfer Credit Capture Integration (TCCI) software to assist with faster and more accurate transfer credit evaluations
- Became the largest certified “green” office at UAA
- Formed the Student Registrar Advisory Committee
- Participated in every Howl Day; provided incoming student information on UAOnline, DegreeWorks, and dates and deadlines
- Provided more than 20 presentations to advisors, faculty, community campuses, and departments on everything from building curriculum to FERPA
- Fully implemented waitlisting procedure
- Returned to good standing with Servicemembers Opportunity Colleges (SOC)

CAS Self Study

After completing the CAS Professional Standards for Higher education review, the office focused on three main areas in need of improvement: increased outreach that creates proactive interaction with students; regular reviews of current registrar items and processes to ensure continued success; and increased professional development opportunities for staff.

- The office actively participated in New Student Orientation, New Faculty Orientation, CAFÉ, and Staff Development Days.
- The registrar's office developed presentations and training for faculty and staff of UAA to meet the priority of increasing outreach and to

provide opportunities for staff to learn new skills and grow.

- Additionally, the staff developed monthly training, continued inter-office committee work, and shared interesting articles related to registrar work and higher education in general.

In accordance to the CAS findings, the office also implemented a schedule for yearly recertification of FERPA, scheduled annual review of the office's websites, equipment, and mission statement, and implemented weekly shredding of sensitive documents.

An Overview of 2012-2013

This year, the registrar's office focused on addressing the Student Affairs Core Theme of Student Centeredness, as well as Priority C of UAA's 2017 Strategic Plan: “Priority C.” From these efforts, the office accomplished many improvements.

The registrar's office continues to focus on improving the experience of transfer students, with a special focus on military students. This year the office implemented policy changes concerning the transfer of military experience credit to ensure that students would not be penalized by an abundance of non-applicable credit. The office implemented major transitions in processing to cut the time for a student evaluation from an average 45 day turn around to an average of less than 10 days. The registrar's staff is currently working on implementing new software that will automate the data entry portion of processing incoming college transcripts, eventually decreasing processing times even more.

Additionally, the office focused on outreach efforts to the campus community. The registrar's staff participated in every Howl Day, New Faculty Orientation and Staff Development Day (15 events). The office also hosted a priority registration ice cream social to answer registration questions and assist students with identifying their priority group.

The Office of the Registrar provided a number of trainings around campus. The office's evaluations team provided training to advisors in the early fall related to maximizing transfer credit and assisting with military transfer issues. The registrar's office publications and scheduling

staff provided curriculum trainings to five college curriculum boards, as well as Chugiak Eagle River Campus and Continuing Education staff. The office's facilities coordinator provided training for UAA's community campuses regarding scheduling software. The office's degrees staff provided training to six departments on using the planner within DegreeWorks and traveled to Valdez to assist PWSCC with full implementation of DegreeWorks. Finally, the office's staff gave five university presentations through CAFÉ and Staff Development Day on FERPA, DegreeWorks, and advising tools.

The registrar's office also strived to provide regular communication to faculty and staff regarding changes and other happenings within the office. Staff sent pre-registration emails to all students to assist with the registration process. They met monthly with the registrars at the community campuses and established a Registrar Advisory Committee made up of UAA students to provide valuable feedback on processes and student experiences.

The registrar's office scrutinized their curriculum processes and implemented some meaningful improvements. The course search web search tool, developed by Michael Worth, allows departments to pull the majority of data required on a Course Action Request form that is submitted through the academic boards. Curriculum is often held up in boards due to inaccurate or missing data. This tool allows for a faster review and approval time and saves hours of staff time each week. The registrar's office staff worked extensively to market the office as a resource for staff, faculty and departments, to provide assistance early in the process, and to move curriculum changes more efficiently.

Finally, the office focused on staff development this year. The registrar's staff committed to monthly meetings during which they share the various tasks and projects and major deadlines that impact individual areas. The staff also committed to monthly trainings that focus on student development, group dynamics, diversity, ethics, and MOOCs. The office continues to produce an internal weekly happenings newsletter to keep the office informed and focused on staff values: wellness, sustainability, outreach, diversity, sunshine, and mentoring.

Our Vision for 2013-2014

- Focus on federal compliance regulations
 - Review federal regulations
 - Work with Office of Financial Aid to assist with maintaining compliance
 - Work with IT to establish best practices for ensuring third party vendors are FERPA compliant
 - Work with Office of Academic Affairs and Faculty Senate to establish a mechanism for reporting students who never attended
- Implementation of CourseLeaf Electronic Catalog Management Tool
 - Work with Academic Affairs to establish appropriate templates and workflows
 - Provide training to departments to utilize software for next year's catalog edits
 - Market and create the E-Catalog for AY15

- Utilize student focus groups for layout and usage
- Begin beta testing of curriculum management tool
- Continued outreach and presence to larger campus community:
 - Provide an on-campus presence during add/drop for processing of forms and answering of questions
 - Participate in the Resource Expo for Howl Days
 - Present various workshops to students, staff and faculty throughout the year
 - Continue Community Campus Audios and listserv to faculty/staff
 - Further develop Student Registrar Advisory Committee and create a Staff Registrar Advisory Committee
- Complete implementation of Transfer Credit Capture and Integration (TCCI)
 - Roll out of stage one by July 1
 - Work with statewide to implement stage two
 - Develop faster and more accurate transfer evaluations for all students.
- Development of Procedures Manual for Office of the Registrar
 - Establish master calendar of all processes
 - Create screen shots and explanations for all processes
 - Establish annual review
- Scheduling Policies
 - Continue work on establishing published room scheduling policies
 - Work with Academic Affairs to establish class scheduling policies
- Continue to provide professional development opportunities for staff and work to advance our profession.
 - Monthly staff training
 - OR and campus committee work
 - Webinars, readings
 - Cross training
- Continue to streamline room scheduling for non-academic rentals
 - Ensure timely payments by non-university users
 - Simplify billing





STUDENT FINANCIAL ASSISTANCE

Our Mission and Purpose

The Office of Student Financial Assistance (OSFA) strives to make a significant and positive difference in the lives of students through quality customer service that meets their educational needs through the efficient and timely processing and delivery of financial aid.

Points of Pride

- Completed the National Association of Student Financial Aid Administrators (NASFAA) Standards of Excellence (SOE) Review. The SOE Review is an objective, confidential peer review that evaluates all aspects of Title IV program administration, including student service; program compliance, operations, and delivery; systems, automation, and technology; and human resources and facilities.
- Conducted comprehensive process reviews of various technical functions of federal financial aid administration. The outcomes of all reviews led to greater compliance with federal regulations and increased efficiency.
- Strengthened the OSFA communication plan by adding three additional letters into weekly mailings: notifications to students ineligible and on warning under UA's Satisfactory Academic Progress (SAP) policy (both triggered by submission of a FAFSA); invitations to apply for financial aid to students who recently submitted an application for admission to UAA;
- The OSFA teamed with Cashcourse to provide financial literacy instruction to help students make informed financial decisions throughout their college years. Cashcourse is a free, web-based program (www.cashcourse.org/uaanchorage). The course covers topics such as budgeting and financial planning, banking, credit card debt, identity theft prevention, setting financial goals, saving money, investment ideas and retirement planning.

CAS Self Study

The top two priorities of the CAS Professional Standards for Higher Education review focused on human resources needs: to appoint and empower a director and to install a technical position within the financial aid office. In accordance with these priorities, OSFA hired a financial aid director and rewrote a position within the office to focus on data analysis and technical Banner skills. Acting on other recommendations, OSFA implemented a formal process for staff to become educated on and pledge to abide by an Ethical Principles and Code of Conduct for Financial Aid Professionals. Staff also received formal diversity and cultural sensitivity training.

An Overview of 2012-2013

OSFA continues to work in a highly dynamic and regulated environment that has grown more complex as Congress continues to pass increasingly detailed Federal Student Aid legislation, often with little implementation time. The most significant change in FY13 was the Federal Pell Grant restricting eligibility to twelve semesters of full-time enrollment, or the equivalent for part-time students. OSFA adapted their processes several times in response to the changing ways the Department of Education supplied student data. The OSFA also implemented the Veteran's Retraining Assistance Program (VRAP) in Fall 2012. VRAP offers up to 12 months of training assistance to unemployed Veterans that are, among other criteria, not eligible for any other VA education benefit program and are enrolled in an associate degree or certificate program in a high-demand occupation.

OSFA focused on improving efficiencies in order to increase effectiveness and limit institutional liability through compliance with federal regulations. Throughout the year, members of OSFA worked on improving several areas of financial aid administrative processes through the efficient use of technology. They made significant improvements that streamlined processing, improved service to students, and enhanced compliance with UA, federal and state requirements. A few examples are:

- Overhauled the FAFSA dataload and automatic award-packaging process and timeline, which decreased turnaround time for award packaging and decreased the number of rejected grant and loan originations sent to the Department of Education. It also saved several hours of staff time by eliminating unnecessary steps while ensuring accuracy and compliance.
- Implemented algorithmic packaging in Banner to award Federal SEOG, UAScholars and University of Alaska Grant awards. This automated process ensures accurate award amounts and saved dozens of hours of manual awarding.
- Implemented federal Transfer Monitoring for aid applicants starting mid-year. This federally required process replaces the need to individually monitor transfer students and their annual aid limits.

As a highly regulated office, three formal programs reviewed OSFA this year. The internal A-133 audit was completed in August 2012. The Department of Veteran's Affairs conducted a full audit of OSFA's processing of veterans education benefits. Also, in an effort to improve the culture of evidence and commitment to use assessment tools to gauge and enhance services, OSFA received FY13 non-base funding

through the Office of Student Affairs to conduct a National Association of Student Financial Aid Administrators (NASFAA) Standards of Excellence (SOE) Review. The SOE review comprehensively examined all operational aspects of financial aid and outside offices involved in the delivery of federal financial aid including the Bursar, Admissions, Registrar, and other offices. The SOE assessed Title IV compliance; identified institutional best practices; evaluated human resources and facilities; reviewed institutional operations and financial aid delivery; examined systems, automation, and technological utilization; and performed an analysis of customer services. The SOE review also audited student records of the most recently completed award year. Recommendations on how UAA can improve service to students, internal operations, and compliance are forthcoming.

Our Vision for 2013-2014

- Establish a multi-year plan for addressing recommendations made by the NASFAA Standards of Excellence Review.
- Conduct internal training initiatives and cross train staff in multiple areas of financial aid administration.
- Continue to conduct in-depth process reviews, with an emphasis on efficient use of technology, especially in regards to administration of the Federal Work Study program and the processing of private scholarship checks.
- Form a Satisfactory Academic Progress (SAP) committee comprised of individuals outside the Student Financial Assistance Office to review student SAP appeals.
- Review our SAP policy and procedures to ensure they are compliant with federal regulations, adopting recommendations made by the NASFAA Standards of Excellence Review.
- Create a comprehensive policies and procedures (P&P) manual using NASFAA's P&P template.



STUDENT DEVELOPMENT

Career Services Center
Dean of Students Office
Residence Life
Student Health & Counseling Center
Student Life & Leadership
Student Union & Commuter Student Services



DR. DEWAIN L. LEE

Dean of Students and Associate Vice Chancellor

Priorities

- Facilitate student success and retention through strategic departmental programming
- Expand students' career relevant competencies through out of class experiences
- Implement programs that promote students and foster a student-centered attitude
- Facilitate productive programming partnerships aimed at student success
- Integrate and coordinate our efforts within Student Development
- Increase departmental programming assessment and evaluation
- Increase student engagement efforts throughout the Division
- Increase student leadership development efforts in all departmental programming



The mission of the Division of Student Development (DSD) is to foster student success by engaging students in learning opportunities that enhance their personal, social, cultural, moral, physical and cognitive growth. The DSD strives to provide services and programs that support students' educational aspirations and foster students' academic and personal success, as well as promote student leadership development and aid in providing students with a successful collegiate experience.

DSD strives to create a campus environment that is both supportive and stimulating and provides a range of experiences in which personal development thrives and learning flourishes. Each department provides a variety of services that promote the wellbeing of students. Services range from meeting basic needs such as health care, to services that are responsive to more specialized needs such as career testing and social skills development.

The Dean of Students (DOS) assists the Vice Chancellor for Student Affairs with providing the strategic direction for the University on student related issues. The DOS serves as the advocate for students and ensures that the interests of students are served. This includes leadership in formulating broad based policies, initiating institutional programs that enhance students' learning, engagement and development, and facilitating an institutional investment in providing students with a quality learning environment that is responsive to their social, developmental, and personal needs. The Office provides guidance to senior administration on student matters, manages sensitive student problems, educates the campus community about the changing and continuing needs of students, and advises faculty and staff about students' safety needs, behavioral conduct, ethical issues, and disciplinary actions. The DOS educates students about their rights and freedoms to develop their skills and talents, and their responsibility to ensure other students are afforded the same opportunity to learn and grow. In addition, the Office is responsible for the diverse facets of student life through the Division of Student Development. The Office engages in and facilitates policies, programs and procedures that foster students' evolving development and enhance the quality of students' educational experience.

The Dean of Students Office and the Division of Student Development's primary function is to enhance the learning environment for students at UAA. DSD accomplishes this by stimulating the learning

process, integrating in-class and out-of-class experiences, promoting an environment conducive to discovery, and facilitating intellectual, spiritual, social, occupational, physical, cultural and emotional development.

DSD works to enhance the overall quality of campus life, to establish a sense of community, and to enable all students to realize their fullest potential. In order to accomplish this primary function we share a common vision and develop realistic and achievable goals and objectives that parallel the strategic plan of UAA while maintaining the focus on student development for ultimate student success.



STUDENT DEVELOPMENT AT A GLANCE

BY THE NUMBERS

CAREER SERVICES CENTER

739 students attended the following appointments with CSC professionals:

88 mock interviews



378

resume and cover letter assistance sessions



112 Job search/career advising appointments



161 Internship consultations

32 students met with UAA's Alcohol, Drug, and Wellness Educator for alcohol and/or drug education, brief interventions, and referrals to community resources, in completion of sanctions assigned through the student disciplinary process.



careteam



reports received.

236 FY13

193 FY12

185 FY11

SPRING 2013



753

residents lived on campus in the residence halls and apartment complexes.

QUALITY OF LIFE ON CAMPUS

89%

of residential students who completed the FY13 Quality of Life Survey reported that they feel safe and their property is secure in their apartment or room.



STUDENT HEALTH & COUNSELING CENTER DISPENSED



240 FOOD BAGS

This is an increase from 155 in 2011-2012, reflecting a downward trend of students' ability to secure food.

Career Services Center

- 529 employers registered with College Central Network, an on-line job database, an increase from 345 in FY11.
- 175 students created an on-line portfolio in the College Central Network, an increase from 79 in FY11.
- 1,487 students created a profile in Alaska Career Information System (AKCIS) an increase from 1,099 in FY11.

Dean of Students Office

- 381 cases of student misconduct were reviewed by Student Conduct officers, including 66 cases of academic misconduct.
- 49 reports of Title IX issues were addressed by DOS, in collaboration with the Office of Campus Diversity & Compliance.

CARE Team:

- 586 follow-up actions occurred to support students of concern



Residence Life

- In spring 2013, 753 residents lived on campus in the residence halls and apartment complexes.
- Of the 753 living on campus, approximately 350 were first year students.
- 93% of first-year residential students indicated that they successfully adjusted to living in the residential community (Spring 2013 MAP-Works Survey).
- 40% of all residential students in FY13 lived in one of the seven living learning communities offered by DRL, in partnership with Academic Affairs. The learning communities connect students with faculty, education programs/departments and activities that support educational goals and promote academic success. The seven communities include: RRANN (nursing), ANSEP (engineering), Education, Honors, Aviation, First-Year Focus, and First-Year Experience.
- 207 students received conduct hearings that addressed allegations that they violated the UAA Student Code of Conduct. DRL staff took these students through the entire conduct process and gave students the opportunity to reflect upon their decision making process, acknowledge accountability for their actions, and work towards becoming positive members of the community.

Student Health & Counseling Center

- 46% of students using the SHCC identified that they had no other form of health insurance or coverage available to them (Student Survey 2013).
- 44% of students using the SHCC stated that their health care concern was preventing them from focusing on their academic goals (Student Survey 2013).
- 10,538 student appointments; a decline from 2011-2012 by 8%.



STUDENT DEVELOPMENT AT A GLANCE

BY THE NUMBERS

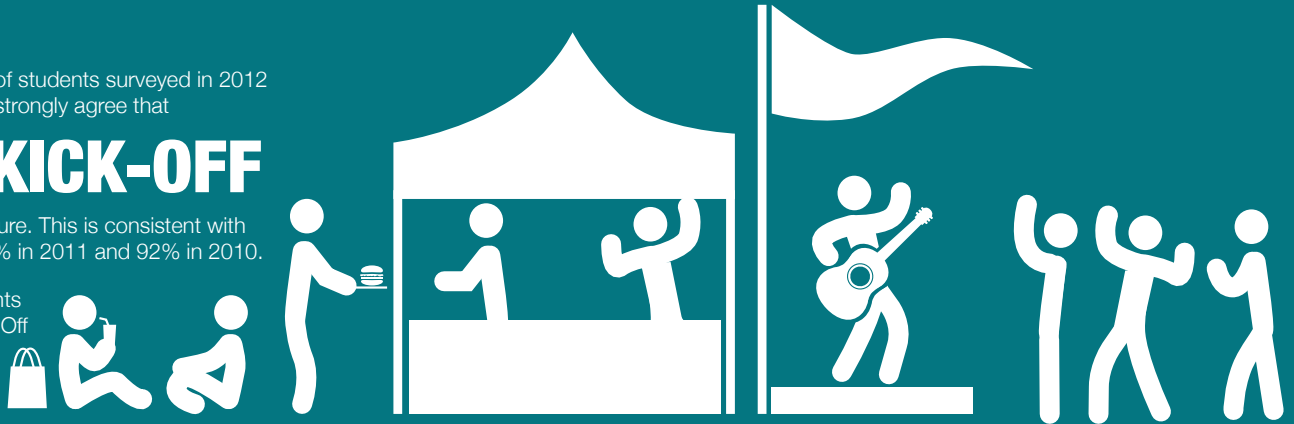
92%

of students surveyed in 2012 strongly agree that

CAMPUS KICK-OFF

should be continued in the future. This is consistent with previous years' support of 90% in 2011 and 92% in 2010.

82% of the student respondents indicated participating in Kick-Off made them excited about the school year.



100%

of customers surveyed reported that they were either moderately or very satisfied with Student Union event staff.

Continued training of student employees and a focus on customer service has kept this statistic at 100% over the past two years.



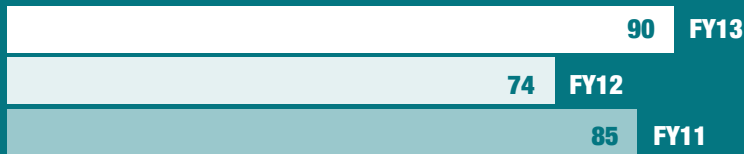
1,800

students, staff, faculty, and community members visited the "Birds in Art" exhibition on view in the Student Union Gallery during December and January. The show was the first of its kind in the Gallery; by displaying this professional, touring exhibit, Student Activities provided significant learning opportunities for students as well as a strong presence in the community.

90

student clubs and organizations registered with

STUDENT CLUBS & GREEK LIFE



This year, 16 new clubs registered, including: Volunteers Around the World, which just returned from a medical service project in Guatemala; Colleges Against Cancer, which raised over \$2,000 in their first campus Relay for Life; and the Asian Pacific Islander Community Wellness Club.



95.5%

of students, faculty and staff surveyed at the Student Union Coffee Shop provided positive feedback including feeling a greater sense of belonging and contribution to the UAA community since Student Union & Commuter Student Services started operating the coffee area in the Student Union.

Student Life & Leadership

- 95% of concert participants who completed a Concert Board satisfaction survey rated the six Concert Board events as “good to excellent” and 96% of those surveyed rated Student Activities events as “good to excellent.” This is an increase of 6% from last year.
- 163 students from UAA, Mat-Su, KPC, and APU participated in the “Leading Out Loud” leadership conference in March. This is the first statewide conference of its kind in Alaska and included multiple student presentations, addresses from UAA executive staff (chancellor, provost, and vice chancellor), and two outstanding presentations by Ryan Avery, an award-winning keynote speaker.
- 90% of the 1,500 student participants purchased their tickets to the Homecoming Dance prior to the event. This deliberate promotion improved crowd management and the flow of students and their guests entering the Anchorage Dena’ina Convention Center.
- 2,632 students, staff, faculty, and community members attended one of the Banff films: Radical Reels or Mountain Film Festival.
- 15 students completed Level 1 and 2 of the Emerging Leaders Program, over double the completion rate of FY12. As of September 3, over 20 students have already made inquiries about the fall program.
- 12 students received grants totaling \$12,948 through the Concert Board Special Projects Fund; an increase from nine grants (totaling \$9250) in FY12 and six grants (totaling \$7200) in FY11.
- 510 students voted in the fall 2012 student elections; a 37% increase from 329 votes cast in fall 2011.



Student Union & Commuter Student Services

- 15.36% increase in Student Union (SU) reservation revenue in FY13 from FY12. UAA reservations increased by 33%; illustrating SU’s commitment to UAA events and students.
- 95.46% of customers surveyed indicated they were moderately to very satisfied with the reservation process; an increase of 3.8% from FY12. The Virtual EMS reservation system implementation decreased the processing time of reservation requests and the possibility of error in data entry. Throughout FY14, further improvements to Virtual EMS will continue to increase the satisfaction of Student Union customers.
- 2,800 students received free food and wellness activities to help ease the stress of finals during the Spring 2013 Late Nights program. SU&CSS also provided extended building hours for additional study opportunities during the last two weeks of the semester. The 2012-2013 Late Nights program marks the 15th year of supporting students through finals at UAA.
- 48,000+ students utilized the Student Union and the various services within the facility during the last two weeks of the semester. This semester’s programs were collaboratively designed and funded by SU&CSS, Student Activities, USUAA, Emerging Leaders Program, New Student Orientation, KRUA, College of Health, Denali Alaska Federal Credit Union, Subway, and Communities Mobilizing for Change on Alcohol.
- 300+ students attended the Den Sessions in spring 2013. Den Sessions were created to provide students a venue and opportunity to perform songs, dances, and poems.
- 200+ students used the Daily Den each day; the commuter student lounge was open Monday-Thursday 8am-10pm with three “snack” hours (10am-11am; 2pm-3pm; 6pm-7pm). SU&CSS continued to oversee the Daily Den and create it to be a place that fosters belonging.





CAREER SERVICES CENTER

Our Mission and Purpose

The Career Services Center (CSC) at UAA is the premier resource for actively engaging students to explore and pursue their career aspirations leading to meaningful and purposeful contributions to the global society. CSC's mission is to provide access, guidance, resources, and opportunities to prepare students. CSC staff ensure that students are making optimal use of their knowledge, skills and abilities in order to successfully explore and choose academic majors and related career options, obtain career-related experiences, and develop and pursue vocational training and post-graduation career plans. Through workshops, trainings, and presentations focusing on workforce development, CSC is committed to educating and empowering students to make purposeful career-related decisions to become talented professionals and positive contributors to society. Maintaining and fostering partnerships with employers, the academic community, and other university constituents is an essential component of the Center's mission, purpose and core values.

Points of Pride

- Partnered with the College of Education to create the Professional Clothes Closet, where students “shop” for and keep interview clothes. Donations of clothes, hangers, and clothes racks sustain this program, which assisted 88 students this year.
- Re-designed CSC's website and utilized Facebook and Twitter to support the Center's ongoing goal of increasing awareness of services, opportunities, and resources.
- Partnered with the Public Relations (PRSSA) student organization to create a Speed Resume program. Twelve employers advised 98 students regarding resume format and skill bridging. This partnership supports the Center's mission to expose students to multiple career fields and to show how local professionals gained important knowledge and advanced in their chosen career field.
- Established learning outcomes, processors and expectations for students and employers participating in the Job Shadowing Program. This program pairs UAA alumni employed at local

companies with current students interested in exploring career fields and opportunities. This mentoring opportunity not only strengthens alumni connections with the university but also provides students the opportunity to “test the waters” of a particular career before committing to a degree program.

- Launched paperless career fair registrations and forms using Google Docs.
- Created the Career Concierge, an electronic and paper newsletter focusing on workforce development techniques and tips.
- Developed a partnership with KPC and UAF to provide employment postings accessible through the College Central Network on-line database.
- Implemented Adobe EchoSign, a web-based electronic signature software, to process internship paperwork. The integration has created a streamlined application process and eliminated potential loss of essential documents.
- Developed new internship partnerships with the Biological Sciences, Justice, Graduate Project Management and Emergency and Fire Response departments. Subsequent academic classes supporting for-credit internships were created in each discipline.

CAS Self Study

The following areas were identified as needing improvement and corrective action taken, if any.

- As identified in the CAS Self Study in terms of human resources, the Center is challenged with not having adequate staff to meet the increasing needs of students. Student employees are carefully selected and trained but not all professional staff members hold degrees in a field relevant to their position. Although staff members possess related work experience, the caliber of that experience is not comparable to the higher level of understanding and application of theories, programmatic elements and knowledge delivered by a professional holding an advanced degree.

The Center has made progress in correcting this area by employing an Internship and Experiential Learning Coordinator and a

Workforce and Career Development Coordinator, both of whom hold degrees appropriate to their fields. In addition, CSC provided all employees with professional training opportunities, both at UAA and other institutions.

- The CAS Self Study also indicated that facilities and equipment needs are areas for improvements. Space constraints make it difficult to continually accommodate programs and opportunities.

The Center has not made progress toward correcting problems within this area. CSC is still challenged to locate space to accommodate workshops and employer focused events.

Overview of 2012 – 2013

The Center strives to increase awareness of services and resources through intentional outreach. CSC staff is dedicated to showing students how to learn and implement behaviors that promote confidence and how to explore methods to develop a strong workforce presence. Through connections with employers, the Center provides strategies to help students develop necessary skills. CSC staff also works with students to heighten the learning of each student and fine-tune many skills that the student already possesses. Through meaningful engagement with academic departments, either through internships or academic based information sharing, the Center provides a foundation that supports both academics and the development of skills and an understanding of how to market those skills to prospective employers. Due to their outreach efforts, CSC experienced an 15% increase overall from the previous year in the following areas: number of employers registering for career fairs, employers utilizing on-campus recruitment services; student appointments; partnerships with academic disciplines supporting the development of internships; and academic departments requesting CSC to complement their prescribed curriculum.

The Center also focused on developing paperless and electronic-based information processing to reduce costs associated with paper as well as provide expanded access to necessary documents such as registration forms.

By developing learning objectives, CSC was able to launch the Job Shadowing Program where professionals show how they gained important knowledge and advanced to achieve their current placement to students who are interested in the same field of work. The facilitation of these connections supports the Center's commitment to educating and empowering students to make purposeful career-related decisions, to become talented professionals, and positive contributors to society.

Our Vision for 2013 – 2014

- Collaborate with UAF and UAS to create a virtual career fair/networking event where students can connect with employers online. The Center is currently in the planning phase of this project.
- Host annual etiquette lunches and/or dinners focusing on interview skills in a social environment. The Center has identified dates for these events.

- Explore Google Video Chat to support students not able to visit the Center during normal business hours. The Center has begun exploring this option.
- Continue to build new internship relationships and educate members of the university faculty about our program and benefits. The Center is currently creating materials to support this goal.





DEAN OF STUDENTS OFFICE

Our Mission and Purpose

The Dean of Students Office (DOS) is responsible for planning, coordinating, and implementing a variety of programs and services, which are designed to assist and support students in achieving academic and personal success. The Office assists students in resolution of problems, provides information and referrals about campus resources, and promotes initiatives that address students' needs and interests. DOS oversees UAA's Care Team and also Student Conduct, which work in tandem to address students of concern and their behavior.

The Dean of Students also provides supervision and support to the Division of Student Development (DSD), which is comprised of the Career Services Center, Student Health & Counseling Center, Student Life & Leadership, Student Union & Commuter Student Services, and the Department of Residence Life. DSD engages students and cultivates opportunities for academic and personal achievement through service, education, advocacy and community building.

Point of Pride

The Dean of Students Office developed guidelines for reporting and sanctioning cases of academic misconduct, in collaboration with the Faculty Senate Ad Hoc Committee on Academic Integrity. The guidelines describe how faculty should report academic misconduct. They also describe the types of sanctions usually assigned to students through the student conduct process. The guidelines provide transparency intended to promote trust in the student conduct process and encourage higher levels of reporting. Faculty Senate passed a resolution of support of the guidelines.

CAS Self-Study

The following areas were identified as needing improvement:

- DOS hired a Care Team Coordinator and a Title IX Investigator in order to address an increase in Title IX reports and concerning student behaviors, as identified in the CAS self-study.
- DOS is developing a written plan regarding how to respond if an

emergency occurs in the office suite in order to increase employee safety.

- The Dean of Students Office is participating in a UA system wide review of the Board of Regents' policies and procedures related to student conduct, to ensure they are up-to-date in light of national trends and legal developments.
- DOS is developing a program to recognize excellence in Student Conduct staff members; through the CAS self-study process, DOS learned there is not a staff recognition program in place.
- DOS opened an annex in the Professional Studies Building that provides a permanent office for the Alcohol, Drug & Wellness Educator, in addition to the Care Team Coordinator and Title IX Investigator. The CAS self-study showed that establishing an office location for these programs was important to increase program accessibility and presence on campus.
- DOS increased the Alcohol, Drug & Wellness Educator position from a half-time to a three-quarter time assignment because the CAS self-study showed a half-time assignment was not sufficient time to perform the job responsibilities.
- The Alcohol, Drug and Wellness Education program is developing a website in order to disseminate the program mission and increase information sharing with University constituents and the larger community.

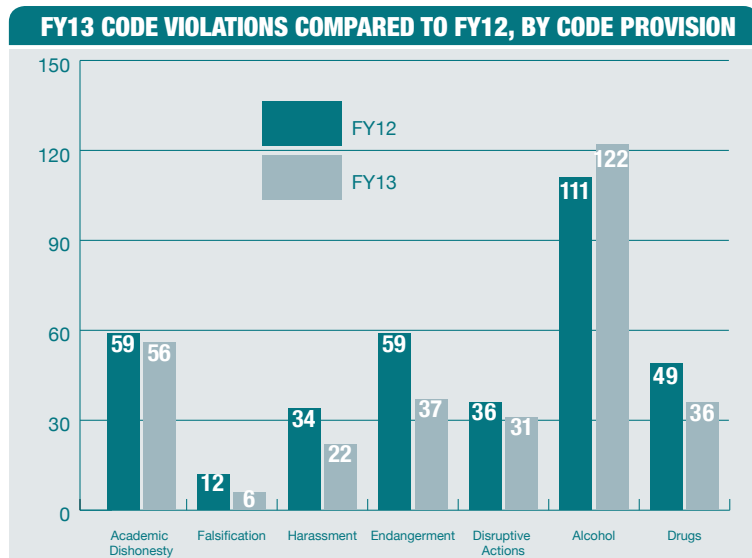
Overview of 2012-2013

Student Conduct

The purpose of Student Conduct is to ensure that all students have the same opportunity to learn in a safe environment free from disruption. Student Conduct addresses student behavior to help students learn ethical decision-making skills. Student Conduct educates students about alcohol, drugs, personal wellness and safety to encourage them to make good choices that will positively influence their well-being and academic success. Student Conduct supports UAA's Strategic Plan 2017 Priority D2 to promote academic success, civic responsibility, and personal growth.

In FY13, Student Conduct received 259 information reports that resulted in 381 cases where students were accused of misconduct.

Students were found responsible for violating one or more Student Code of Conduct provisions in 300 of the 381 cases. In these 300 cases, students were found responsible for violating 440 provisions. The following chart shows violations of selected Student Code of Conduct provisions in FY13 compared to FY12.



For the most part, violations in FY13 were consistent with violations in FY12. Drug violations moderately decreased, due to a decrease in recreational marijuana usage. The number of students found responsible for endangerment decreased, primarily due to a decrease in fire safety violations in UAA's Residential Community. The number of students found responsible for harassment also decreased significantly.

In spring 2013, the Dean of Students Office and Department of Residence Life asked 40 students to provide feedback about the student conduct process. After meeting with Student Conduct officers, students completed a survey. The survey allowed students to use a 5-point scale to indicate their agreement with written statements. Results show that students feel the student conduct process is engaging, fair, and educational. Here are several selected results:

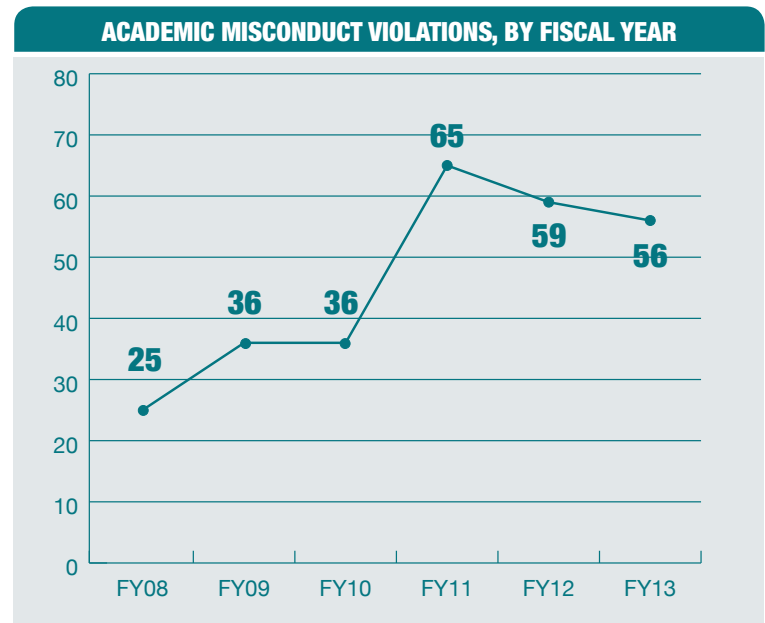
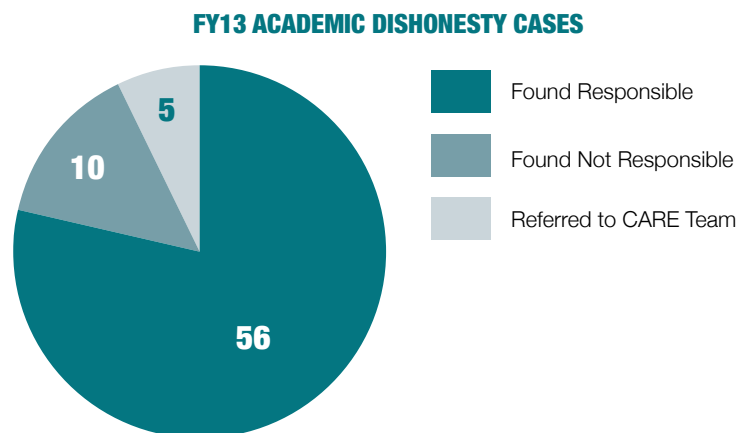
% of Students Who Strongly Agreed	% of Students Who Moderately Agreed	Survey Statement
92.5	7.5	After my review I better understand the policy(s) I was accused of violating.
95	5	My student conduct officer explained why the rule I was accused of breaking is important.
70	30	As a result of going through the student conduct process I am aware of how my actions impact the university community.
72.5	25	My experience with the student conduct process helped me identify possible alternatives for dealing with similar situations in the future.
95	5	During my student conduct hearing I believe that my hearing was fair.

Suspensions and Expulsions

Occasionally, the Dean of Students Office must suspend or expel students to protect the safety and security of the greater University community and/or give certain students time away from campus to modify their behavior before being considered for re-enrollment. In FY13, two students were suspended. Both cases involved repeated plagiarism.

Academic Dishonesty

In FY13, DOS addressed 71 cases of academic dishonesty at the Anchorage campus. In 56 of these cases, students were found responsible for plagiarism, cheating, or other forms of academic dishonesty. Plagiarism still ranks as the most frequent form of academic dishonesty on the Anchorage campus, followed by students receiving unauthorized assistance from other students. By addressing academic misconduct, DOS supports UAA's Strategic Plan 2017 Priority A to strengthen UAA's instructional programs.



The Faculty Senate formed the Ad Hoc Committee on Academic Integrity in August 2010 and two DOS staff members have served as ex-officio members since that time. This year, the committee developed reporting and sanctioning guidelines for academic misconduct that Faculty Senate endorsed through a resolution. The Committee also started to create a question bank for the UAA Academic Integrity Tutorial, write a faculty guide for academic integrity, and finalize proposed revisions to academic integrity provisions in the UAA Student Code of Conduct. In May 2013, Faculty Senate recognized the Ad Hoc Committee on Academic Integrity as a new standing body, the Committee on Academic Integrity and Honesty.

Title IX

In August 2011, DOS collaborated with the Office of Campus Diversity & Compliance to establish a steering committee to address Title IX issues at UAA. Title IX is a federal law prohibiting sex discrimination in educational institutions. When colleges and universities receive a report involving a Title IX issue, they have an obligation to stop the discrimination, prevent its recurrence, and provide remedies to the victim to correct the discriminatory effects. In FY13, the Title IX Steering Committee addressed 49 Title IX cases. Most cases centered on sexual harassment.

DOS organized UAA's April Domestic Violence and Sexual Assault Awareness month, organizing a planning committee to schedule a month of awareness raising and educational events and activities. Collaborators included UAA DOS, Student Union & Commuter Students Services, and Residence Life, with auxiliary support from University Police, and the Student Health & Counseling Center. Events included a documentary film screening, the Clothesline Project representation, and a Denim Day observation. Domestic Awareness and Sexual Assault Awareness Month supports UAA's Strategic Plan 2017 Priority D10 to promote student wellness.

Alcohol

There were 122 alcohol violations in FY13, and this is below the ten-year average of 149 violations.



The Department of Residence Life and DOS collaborate to sponsor alcohol education programs and also address misuse of alcohol on campus. The DOS Alcohol, Drug and Wellness Educator hosted 13 campus wide programs and held 32 meetings with students to address high-risk drinking and/or drugging behaviors. DOS promotes alcohol, drug, and wellness education to support UAA's Strategic Plan Priority D to enhance student life by promoting personal growth and wellness.

In FY14, the Dean of Students Office plans to conduct a review of sanctions assigned to students who violate UAA's Alcohol and Drug Policy. In FY13, DOS collected information to be used in the review including: UAA student conduct statistics, data on national trends, sanctions administered by other universities, and online alcohol and drug education programs. DOS also researched local providers who might be willing to partner with UAA to provide interventions to students.

Our Vision for 2013-2014

- DOS will increase the accessibility of academic integrity policies and procedures at UAA. To this end, DOS will develop a website that includes an online report form for academic misconduct. In addition, the website will include reporting and sanctioning guidelines for academic dishonesty.
- DOS will increase visibility of UAA's Alcohol, Drug and Wellness Education program. The Alcohol, Drug and Wellness Educator will develop a website linked to the UAA Dean of Students Office web page to disseminate the program's mission and increase information sharing with constituents and the larger community.
- DOS will perform a review of the effectiveness of sanctions assigned to students who violate UAA's Alcohol and Drug Policy. During this review, DOS staff will analyze current statistics, national trends in alcohol and drug use, and study sanctions assigned at peer and aspiring institutions. As an outcome, DOS will either affirm sanctions currently in use or adopt new ones.
- DOS will participate in a UA system wide review of Board of Regents' policies and procedures related to student conduct, to make sure they are up-to-date in light of national trends and legal developments. Regents' Policy and University Regulations pertaining to student conduct were last reviewed in 1998.
- In collaboration with the Office of Campus Diversity & Compliance, the Dean of Students Office will implement the requirements of the SaVE Act passed by Congress in March 2013. The SaVE Act requires colleges and universities to provide ongoing prevention and awareness programs, training, and policies related to rape, acquaintance rape, domestic violence, dating violence, sexual assault, and stalking.

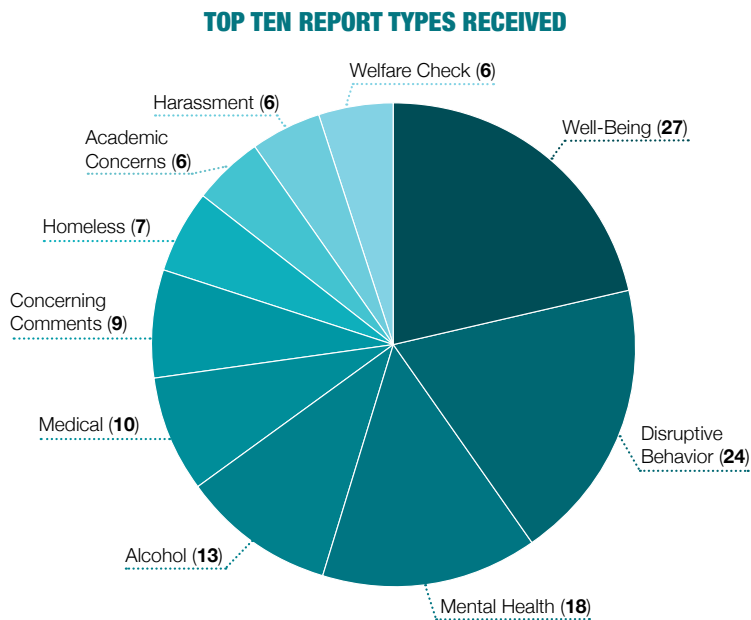
Care Team Points of Pride

- Created a top level Care Team website
- Designed an online portal for report intake
- Developed a branding campaign

Overview of 2012-2013

- The mission of the UAA Care Team is to promote a safe and productive learning, living and working environment by addressing the needs of students through coordination and assessment of information and developing a supportive plan.
- The Care Team reviews reports to determine whether a student poses a threat to others and takes action to protect the safety and welfare of the University community. The Care Team receives reports from departments across campus about concerns regarding the wellbeing and behavior of students. The team tailors their response to each report by providing specific guidance, resources and referrals to students, staff and faculty.
- In FY13, the Care Team received 236 reports compared to 193 reports in FY12 and 185 reports in FY11. Care Team members conducted 586 follow-up actions in response to the reports they received. A few examples of follow-up actions include: communicating with the student, parent/guardian, or staff/faculty; facilitating a dialogue; mediating a conflict; and assisting a student with hospital admission/release.

The Care Team received a variety of types of reports. The chart below summarizes the top ten report types received in FY13.



The Care Team has significantly developed their program this year. They hired a Care Team Coordinator to help develop a branding campaign, which included: creating a top-level Care Team website; designing an online portal for report intake; and distributing and displaying Care Team advertising on campus. The Care Team Coordinator also coordinates case management and provides informational presentations to Academic and Student Affairs departments.

The Care Team attended a national training on Behavioral Intervention Teams. They now utilize the National Behavioral Intervention Team Association (NaBITA) Threat Assessment Risk Rubric to help track the level of severity for each case and the consistency in the response provided to students.

Our Vision for 2013-2014

- The Care Team will work to establish agreements with forensic psychologists as well as partnerships with Providence Hospital and the Psych ER.
- The Care Team will conduct regular follow-up meetings with students of concern who are evaluated to be elevated, severe, or extreme on the NaBITA Risk Rubric.
- The Care Team will continue to develop policies and procedures.

By achieving these goals and addressing student needs and reported behavior, the Care Team will continue to contribute to student retention and satisfaction.





RESIDENCE LIFE

Our Mission and Purpose

The Department of Residence Life (DRL) provides a living and learning environment through programs, services and opportunities, which contributes to the personal and academic success of students living in the UAA residential communities. In partnership with University Housing, Dining, and Conference Services (UHDCS), students, faculty and staff, DRL creates a comfortable and safe community that promotes respect for a diverse population and supports the cultural, social, intellectual, physical, and emotional development of UAA students. DRL provides opportunities for residents to become empowered as community members and to grow as individuals who contribute to their own positive living and learning experience.

In order to assist residents in realizing their full academic and personal potential, DRL strives to: promote safety and security, increase engagement in the UAA campus and greater community, foster wellness, promote sustainability, inspire academic excellence, and create an inclusive environment that celebrates and encourages diversity.

Points of Pride

- Alaska Native and Rural Outreach Coordinator Karla Booth, who served as the advisor for Native Student Council, was honored with the Advisor of the Year Award.
- Over 60 students are selected per year to be Residence Life Student Leaders to promote and maintain a safe, positive, and enriching living environment that supports student academic and personal success. In FY13, 90% of DRL's current student staff members reapplied for student leader positions for FY14.
- DRL programming model is based on Chickering's Seven Vectors of College Student Development and supports campus wide efforts such as MAP-Works.
- In FY13, DRL provided over 400 programs that promoted community building, civic engagement, academic success, multiculturalism and diversity, personal growth and life skills, leadership, wellness and safety, and campus connections.

- Over 70% of residential students reported attending at least one program during the school year with 30% attending more than four programs.

CAS Self Study

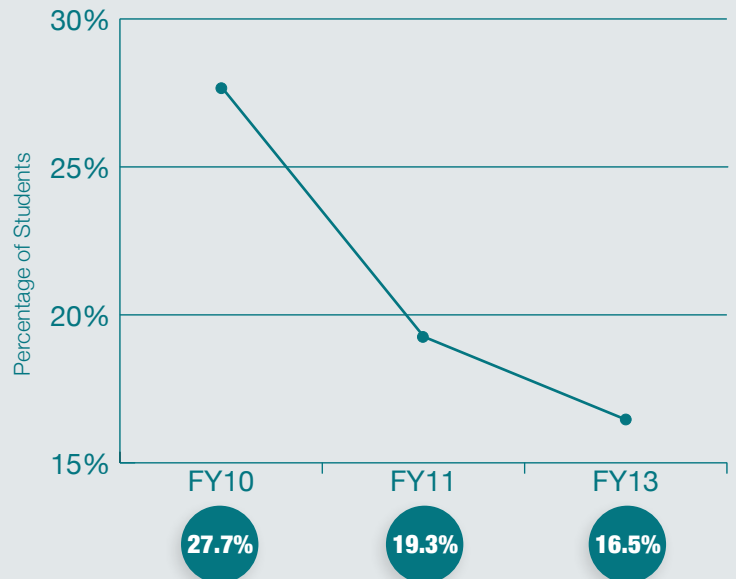
The results of the CAS Self Study provided opportunities for increased services to students as indicated below:

- Together DRL and UHDCS provide on-campus housing for UAA students. To ensure the best possible experience for students, DRL and UHDCS created a cohesive message through a unified logo, webpage and marketing campaign.
- DRL, in partnership with UHDCS, is focused on providing a safe and secure environment for residential students. To increase safety, security and accessibility a new Wi-Fi key lock system was installed in all the residence halls during Spring 2013.

An Overview of 2012-2013

DRL has a high priority to foster wellness in mind, body, and spirit, particularly in relation to alcohol and drug use. DRL helps residents reach their greatest potential through education, prevention, and intervention. DRL utilizes programming, peer mentoring, community building, the conduct system, policy development and enforcement, social norming, and alcohol and drug abuse interventions as strategies to create a healthy and safe residential community. For the past four years, the number of residents that reported being negatively impacted by alcohol consumption in the residential community continues to decrease.

Percentage of Students Who Report Being Negatively Impacted by Alcohol Consumption in the Residential Community



DRL's efforts support UAA's Strategic Plan 2017 Priority D2: "to promote academic success, civic responsibility and personal growth."

Seventy percent of first-year students living on-campus, live in the first-year experience (FYE) living learning communities where they are provided resources and activities to help them transition to college life, such as: peer support and mentoring, social events, workshops on academic and personal growth, tutoring and study groups, and opportunities for leadership and community service. Individuals participating in this program also enroll in Guidance A150: Creating College Success, a three-credit academic class focusing on academic success skills development taught in the residence halls. Seventy-five percent of first-year residential students indicated their intent to come back to the institution for the next academic year was extremely high (2013 Spring Check-In MAP-Works Survey). Through the FYE Community, DRL is supporting Priority C of UAA's Strategic Plan 2017: "to expand educational opportunity and increase student success." In addition, these efforts promote the Student Affairs Core Theme of Student Learning and Success by "promoting scholarship, engagement and leadership, and fostering a sense of belonging."



Our Vision for 2013-2014

- Support first-year student persistence and retention by increasing the number of GUID 150 courses taught in the North Hall First-Year Experience Living Learning Community from 2 sections in FY13 to at least 4 sections in FY 14.
- Increase the number of individual outreach to first and second year students by utilizing the MAP-Works survey to identify students who are struggling academically and personally.
- Partner with UHDCS to develop a comprehensive assessment and program evaluation plan.
- Continue to promote and inspire student academic success and excellence by working closely with academic partners to lay the groundwork to incorporate general education courses in the halls by FY15.
- Continue to create an inclusive community that celebrates diversity of all students by working closely with departments such as Diversity & Compliance, AHAINA, and DSS to create meaningful programs in the residential community.
- Improve the ability of residential students to navigate the University system and create a sense of belonging through monthly programs, peer mentoring, referrals, and orientation activities/programs such as Welcome Week. These events and programs educate residents, help first-year students become familiar with UAA and provide the appropriate referrals/connections.





STUDENT HEALTH & COUNSELING CENTER

Our Mission and Purpose

The mission of the Student Health and Counseling Center (SHCC) is to promote the optimal health of our university community by providing access to high quality and affordable primary outpatient health care, preventative health care, individual counseling, consulting, outreach and health education. It is through this pursuit that the SHCC supports the mission of UAA and the growth of each individual.

Points of Pride

- In collaboration with the Multicultural Center (MCC), SHCC staff held weekly physical and mental health presentations and discussions with students at the MCC, attended by 12 to 15 students per session.
- SHCC licensed professionals provide mental health screenings and interventions via telephone or face-to-face to students seeking mental health services. This allows each student seeking services immediate, direct access.
- SHCC provided psychometric testing to students during the fall and spring semesters, in affiliation with the psychology doctoral program at Alaska Pacific University (APU).
- SHCC continues to collaborate with and refer students to pharmaceutical companies, Anchorage Project Access, Quest Diagnostics, Diagnostic Health, Cardinal Pharmaceuticals, State of Alaska Department of Health, Alaska Breast and Cervical Program, resulting in 75 -100% health care savings, therefore allowing an increased services to students.
- SHCC licensed professional and paraprofessional staff ensure they are providing a high quality of practice by participating in weekly supervision meetings, physician consultations, staff development offerings, continuing education benefits, and online professional journal and support subscriptions.
- SHCC continues a high-level of clinical training collaborations with

UAA undergraduate and graduate programs within the School of Nursing and the APU psychology doctoral program, resulting in training opportunities for four to six students yearly.

CAS Self-Study

The SHCC was evaluated by using a criteria established by the Counsel for the Advancement of Standards (CAS) in Higher Education. The initial step of reviewing the practices of the Student Health and Counseling Center using the CAS documentation and review tool was taken by three Student Health and Counseling Center employees and one additional University of Alaska Anchorage staff member. Upon completion of documentation the review group reviewed the documentation for accuracy.

Based on the results of the CAS study the following will be implemented:

- Continued development of assessment methodologies for the purpose of communicating the impact of the SHCC services on student learning, development, and success.
- Increased advocacy for human resources, fiscal resources, and space resources, for the purpose of meeting the requests from students and community for health and wellness services.
- Establishment of a SHCC Advisory Board for the purpose of improving community engagement and improvement of services provided by the SHCC.

An Overview of 2012-2013

During the 2012-2013 year, SHCC staff focused on continuing to support students' academic success through the provision of physical, mental, and health education services. The team of family nurse practitioners, psychiatric nurse practitioners, family practice medical doctors, certified medical assistants, licensed professional counselors, administrative assistants, student assistants, a fiscal manager, family nurse practitioner students, and an APU doctorate of psychology student, provided over 10,538 student appointments. SHCC staff used evidence-based practice guidelines within the context of internal quality assurance peer reviews, resulting in a level of integrated health care equal to, or above, the community health standards.

Requests for mental health services at the SHCC reflect the national college trend of increased demand for this specialty service. Forty percent of appointments within the SHCC were mental health related during the 2012-2013 academic year. Presently, requests for mental health services exceed resources available. During the Spring 2013 semester, SHCC implemented a triage model that includes securing appropriate referrals and capturing emergent needs in order to provide a higher level of mental health screenings. An additional allocation of twelve hours per week of mental health outreach and education services designed to reach a broader number of students will be implemented at the beginning of the fall 2013 semester. The focus of the outreach groups will be on self-care as related to the most frequently identified mental health issues seen at the SHCC: depression, anxiety and issues related to inattention.

Throughout the year, the administration and staff of the SHCC strived to meet the health needs of each student, in the unique and developmental context of that individual. This goal required SHCC to continually review its policies and procedures and implement changes when warranted. Some examples of policy change within the 2012-2013 year included updates addressing HIV testing, on site drug screening, and treatment agreements.

Health education and outreach is an important component of the Student Health and Counseling Center. In October, the SHCC Health Educator Betty Bang, ANP, organized the fourth Annual Health Fair, which was held in collaboration with both UAA and Anchorage community health partners. The SHCC staff provided additional educational resources, including: basic life support training for staff; class presentations as requested; updated website and hardcopy health education materials; outreach health education booths; individual health counseling appointments; online anonymous answers to questions through "Ask Betty;" and attendance and engagement at UAA resource fairs.

SHCC also publishes StudentHealth 101, an online health periodical that provides accessible, quality, and college -focused information to students eligible for services. The readership of this periodical continues to increase, with 1,300 students having accessed the website over the past year. Beginning with the June 2013 issue, this periodical is now emailed monthly to all eligible students. This direct communication allows the SHCC to highlight services available to students and introduce topical health issues via articles and videos. SHCC employee and UAA student, Andria Cross, has been successfully selected as the UAA StudentHealth 101 Campus Correspondent for the 2013-2014 academic year.

Our Vision for 2013-2014

- SHCC will increase access to mental health services available at UAA by increasing the number of family practice nurse practitioners who are able to prescribe psychotropic medications. SHCC will facilitate orientation and a review of practice guidelines for the family practice nurse practitioners.
- Enhance mental health education outreach by dedicating 12 counselor hours per week to programming that supports mental health and wellness. During summer 2013, the SHCC developed programs in the areas of behavioral and cognitive

management to be implemented at the beginning of the fall 2013 semester.

- Continue to hire new full-time licensed professionals to increase its ability to support students.
- Build traditions of health training through the SHCC; the Center is working to partner with WWAMI for the purpose of having one student intern per week at the SHCC, beginning fall 2013.
- Explore the creation of a SHCC Advisory Board, using the UAA Peer and Aspirator matrix as a resource. SHCC will contact peer schools with similar health center advisory boards in order to research different advisory board models.
- Begin the process of obtaining American College Health Association accreditation. SHCC will review and implement the steps to secure this accreditation, which will enhance quality standards.
- The SHCC will complete the CAS Self-Study, then prioritize and implement the study's recommendations.
- Remain informed and proactive regarding the Affordable Care Act; a committee of SHCC staff will begin meeting monthly to discuss health care changes which may impact the SHCC





STUDENT LIFE & LEADERSHIP

Mission and Purpose

Guided by the motto, “Experience, Participate, Lead,” Student Life & Leadership (SL&L) plays a major role in creating opportunities for students to learn and practice elements of leadership. SL&L programs encompass civic responsibility, community development, and social engagement. Through these programs and diverse campus events, SL&L staff train students for the challenges of meaningful citizenship and provide students opportunities to learn and apply ethical leadership skills.

SL&L programs include Concert Board, Student Clubs and Greek Life, Student Activities, USUAA student government, the Campus Programming Board, Student Media (KRUA 88.1FM and The Northern Light), and Emerging Leaders Program. SL&L also coordinates the Bartlett Lecture Series, Campus Kick-Off, Student Showcase, the Publicity Center, other major campus traditions such as WinterFest, and various program/advisory boards.

Points of Pride

- Student participation and engagement in campus events significantly increased:
 - More than 2,000 students participated in Campus Kick-Off events
 - About 1,500 students and guests attended the Homecoming Dance, making it the largest dance in UAA’s history
 - 250 participants attended the MLK Student Appreciation Luncheon
 - The Concert Board hosted two sell-out shows at the Egan Center; with 2,800 participants at each show: a Flogging Molly concert in September and Macklemore & Ryan Lewis concert in March.
- The Concert Board successfully managed UAATix.com, increasing university partnerships and adding the Music, Theatre and Dance departments at UAA to the system. UAA Tix steadily increases sales with 17,162 tickets grossing \$195,790 this year; an increase of 29% from 12,473 tickets (grossing \$143,426) in FY12.

- The statewide Bartlett Lecture Series successfully collaborated with campus and community groups to present James and Deborah Fallows, political commentators, authors, and nationally recognized experts on China.
- The Northern Light updated the layout and design of the paper to present a larger, more eye-appealing product.
- USUAA student leaders organized two successful, well-attended forums (more than 40 students attended each) with Chancellor Case and Mayor Sullivan. Both programs were accessible via the web and students participated through Facebook and live streaming.
- SL&L staff promoted the “Stay on Track” program, a UA retention effort, by coordinating a “Meet Your Advisor” ice cream social in fall 2012. Approximately 200 students attended.
- In April, SL&L presented the Student Affairs New Staff Orientation (SANSO) for the first time. Evaluations results showed 70% of participants “strongly agreed” that the training was useful in their work while the remaining 30% “agreed” the program was useful. Of the total SANSO participants, 82% stated they felt a stronger sense of community and belonging to the division and 94% supported continuing the program in the future.
- Governor Sean Parnell appointed Andrew Lessig, USUAA student body president 2013-14, to the Commission for Post-Secondary Education. Lessig’s term will last through June 2015.
- The Fact Finder student handbook and the Guide to Living on Campus continue to be successfully coordinated, edited, and distributed by SL&L staff.

CAS Self-Study

Student Life & Leadership conducted three CAS studies to cover most of our areas: Campus Activities Programs (student organizations, governance, and co-curricular activities), Fraternity and Sorority Advising Programs, and Student Leadership Programs. The opportunities identified and realized this fiscal year are:

- Conducted safety training for all full-time staff and 30 student leaders. Topics included natural disasters, crisis management, preparedness, building evacuation, active shooter situations, and other UAA safety processes. This will be an annual training for SL&L areas.

- Received one-time funding for the Emerging Leaders Program (ELP) and hired a student coordinator who managed numerous program details such as student communication, workshop scheduling, and training preparation. SL&L will work to secure funding and/or corporate sponsorships to continue ELP's progress.
- Hired a student assistant to improve practices for the UAA Life page (Collegiate Link) to more effectively use technology. Areas of focus include utilizing all the system capabilities, improving marketing, student usage of the system, and increasing student club engagement through service hours tracking.
- Enhanced Greek organization and training. SL&L revised UAA Greek Policies and Procedures; improved and expanded training for advisors and students through numerous roundtable discussions; facilitated a day-long Greek Council retreat on team building, community, communication, and social issues; and re-implemented the Greek Recognition Process to review service, scholarship, leadership, and fraternal values.
- Continue to focus on using student fee funds responsibly and ethically. SL&L advises student organizations with \$1.27M in fees. As shown in the diagram, over the last several years students have improved their fiscal abilities and are utilizing the fees in a timelier manner.

Student Fee Carry Forward Funds FY11 – FY13

- In fall 2012, SL&L instituted a pre- and post- survey of our student leaders to evaluate their leadership skills in communication, organization, decision-making, and ethics. According to the survey results, the areas in which students self-reported the most growth were:

Institutional Pride
 Team Development
 Developing a Vision
 Effective Use of Language
 Clear Decision-Making

OVERVIEW OF 2012-13 CAMPUS PROGRAMMING

Student Activities

Student Activities presented more than 100 events in the 2012-13 academic year. As in years past, Student Activities led the campus in intercampus collaborations and Anchorage community partnerships. The Activities' team co-hosted events with the UAA Multicultural Center, Residence Life, The Emerging Leaders Program, the UAA Fine Arts Department, the UAA Planetarium, Alaska Public Media Incorporated, UAA Veteran's Center, the American Sign Language Club, the Turnagain Arts Council, several foreign language student clubs, and the Alaska World Affairs Council.

Student Activities continued to be a major contributor to campus wide celebrations such as Homecoming, WinterFest, Constitution Week, Veterans Awareness, Healthy Sexuality, Civil Rights, Black History, Campus Kickoff, Juneteenth, and Women's History events. The Activities' team sponsored nationally recognized speakers and entertainers such as

Dan Savage, Vintage Trouble, The Soul Rebels, and Kenji Yoshino.

Student Activities continued to strengthen UAA traditions by supporting events such as the weekly noon music performance, the annual Banff Film Festival, the 19th Annual Martin Luther King Jr. Student Appreciation Luncheon, the 27th Annual "No Big Heads" exhibition, and the Student Juried Art shows.

In addition to continuing traditional UAA events, Student Activities recognized the importance of expanding its programs to address new opportunities, needs, and challenges. As a result, Student Activities hosted speakers who presented on a variety of issues:

- Frank Warren presented on his project, Post Secret, which de-stigmatizes mental health issues by encouraging people to anonymously reveal secrets.
- Charles Hoge and Bryan Adams, brief bio of who they are, talked about the struggles faced by veterans returning to civilian life, both at school and at home.
- Student Activities collaborated with ELP to host Nigerian refuge and prize-winning author, Chris Abani, who worked with students on ways to overcome their personal challenges.
- NYU law professor of Constitutional Law and author, Kenji Yoshino, spoke at the MLK Student Appreciation Luncheon. He stimulated an engaging discussion about affirmative action in corporate America and his theory of covering, downplaying a disfavored trait so as to blend into the mainstream.
- Dan Savage, a campus favorite, returned again to UAA for his stimulating Williamson Q&A on relationships as well as a small group meeting with students, staff, and faculty.

Student Activities strives to help students develop and utilize leadership



skills and so was pleased when five student staff members presented at the regional conference of the National Association of Campus Activities (NACA) in Portland, Oregon. Their presentations on leadership, marketing, and assessment demonstrated UAA's excellence so well that the NACA magazine asked the team to write an article for publication.

The Student Union Gallery attracted a record number of people (approximately 10,200) to view exhibits and attend lectures. Additionally, the team collaborated with the UAA Multicultural Center and ELP to host One Million Bones workshops and a lecture by TED Fellow, Naomi Natale. Almost 100 participants attended the workshops and made close to 200 bones that were shipped to Washington D.C. for use in Natale's exhibit on the National Mall calling attention to worldwide genocide.

For the first time in over 15 years, the Student Union gallery hosted a national traveling exhibit, Birds in Art. The exhibition included 60 pieces from 11 different countries created by some of the world's finest wildlife artists. The mounting of this top-flight exhibit stretched, utilized, and challenged student staff skills. The exhibition attracted close to 1,800 visitors, including many people who never before visited the Gallery during the traditionally slow winter season.

The 27th Annual No Big Heads Juried Exhibit attracted a record 162 artist entries, close to double the number from 2011. Juror David Kaasan, chose 67 pieces for the exhibit, including 17 by UAA students. Kaasan shared many of his artistic secrets both during his public lecture and during two demonstration lessons that drew crowds of participants.

The International Film Festival, initiated in 2011-12 to contribute to UAA's emerging international mission, attracted a total of 175 patrons to six screenings this year. Language student clubs and faculty supported the Festival.

Student Activities presented a funding increase to USUAA in December 2013. The Assembly, with a 9-2 vote, endorsed a \$.50 per credit increase. The Student Activities fee will move from \$3.00 to \$3.50 per credit and will go into effect January 2014.

Concert Board

The UAA Concert Board fulfilled its mission by presenting seven major events during FY13. The Board presented four sold-out shows (a total of 7,500 seats) and took in record revenues while presenting a diverse selection of musical acts from a cappella to indie hip-hop. The Egan Center concert with Seattle's Macklemore & Ryan Lewis was especially noteworthy since the group has had music on the top of the iTunes and Billboard charts for over eight months; the 2,800 tickets for the show sold out in several hours.

The UAA Concert Board Special Projects Fund, administered by the Concert Board Coordinator, awarded 12 student projects a total of \$12,948 in grant funding. The Special Projects Fund is supported by 15% of the previous year's general public ticket sales. Projects that received funding included the Harvard vs. UAA debate, a screening of *Booker's Place: A Mississippi Story* in celebration of Black History Month,

and the Weekend Life Drawing project.

Campus Programming Board

The Campus Programming Board focused on solidifying and expanding the UAA traditions of Homecoming and WinterFest. Team members supported a range of events including the Homecoming Dance, the Shopping Cart Parade, WinterFest's Beard and 'Stache Contest, and a variety of food events.

Student Showcase

Celebrating its 29th year, Student Showcase continues to draw outstanding students to present their academic work in the spring conference. This year 68 students applied and 34 presentations by 36 students were selected by the Showcase committee to present in areas ranging from history and art to computer information systems and sociology. The awards luncheon was held in the Lucy Cuddy Dining Room and Dean of Students Dr. Dewain Lee was the keynote speaker.

Bartlett Lecture Series

The Bartlett Lecture Series presented James and Deborah Fallows in a joint presentation at the Wendy Williamson Auditorium on November 12. The Fallows are internationally renowned experts on China, Japan, and the Far East. The event was co-promoted by the UAA Confucius Institute, Alaska Public Broadcasting Network, the UAA Bookstore, and the Alaska World Affairs Council. The Fallows also spoke at the UAA Bookstore and attended an informal Meet and Greet event for community supporters, selected faculty, students, and staff prior to their public lecture. The couple also presented their lecture at UAS and UAF as part of the statewide series.

STUDENT LEADERSHIP

USUAA – Student Government

USUAA had a successful but challenging year. The fall semester started with almost every seat filled on the Assembly; however, as the semester continued, several of the senators stepped down or were removed due to their absences. Several issues developed with alleged harassment and ethical violations among members of the Assembly. The Rules Committee conducted violation reviews and sanctioned members. This difficult and time-consuming process created difficult challenges for Assembly cohesion.

Despite disagreements, USUAA facilitated outstanding programming. Both the Homecoming Dance at the Dena'ina Center and Masquerade Ball at the Egan Center were sold out. Many of the participants purchased tickets in advance, making final preparations more manageable. Both dances ran smoothly and were well supported by SL&L and other UAA staff volunteers. The Thanksgiving Day Feast was well attended with approximately 250 guests and had many more volunteers than in previous years. USUAA continued its collaboration with Alumni Relations and hosted the second annual Forever Green and Gold mixer for UAA undergraduates, graduate students, and university alumni.

USUAA continued to strongly advocate for student issues. Seven

students attended the Juneau Coalition of Student Leaders Legislative Conference in early February and advocated to legislators on UA interests. Some tensions developed at the conference between USUAA delegation and other members of the Coalition. Upon return, USUAA began to question their role in the Coalition and these conversations will continue into next year. The Legislative Luncheon was canceled this year due to turn over in legislative positions and inability to find a date that would work for most legislators. Morning with the Mayor and Chat with the Chancellor did occur and were well attended by students and community members.

The USUAA Green Fee Board worked this year to establish an application and evaluation process in order to review student sustainability projects. The Board hired an assistant to develop a marketing campaign to encourage students to submit proposals for funding. The Board received two proposals and, by the end of the year, awarded funding to the Bike Share Project which purchased several bikes to provide for students to rent for free.

The Board of Cultural Awareness was active spring semester and hosted the film Lincoln, followed by a discussion with university faculty. The event was well attended and gave life to a board that has not been active in several years.

The Election Board continued to struggle due to lack of members. Elections continue to run smoothly using the UAA Life system (CollegiateLink). In the spring, Andrew Lessig and Andrew Lemish were elected as USUAA president and vice president. Lessig was also selected by Governor Parnell to serve as the student commissioner in the Commission of Post-Secondary Education.



USUAA supported a fee increase for Parking Services and Student Activities.

At the end of the spring semester, Mabil Duir, former USUAA senator and Board of Cultural Awareness chair, passed away. His loss was strongly felt by the organization and the UAA community as a whole. The USUAA Assembly made Duir an honorary member of the Board of Cultural Awareness and named the USUAA Leadership Scholarship after him.

Overall, the organization continued to serve student interests and provide programming to engage students in UAA. Despite the many issues that arose, the Assembly members were challenged to resolve conflicts and seek creative ways to accomplish their goals.

Student Clubs and Greek Life

Student Clubs and Greek Life (SC&GL) collaborated on and enhanced many services this year. SC&GL collaborated with the Center for Community Engagement and Learning to host the second ENGAGE Week, a week of programs, lectures, and resource fairs. Topics included poverty, hunger and homelessness, health/mental health, and the environment.

SC&GL worked with various UAA scheduling staff to make the room reservation process more efficient for student clubs. The process was moved online with a more uniformed system. SC&GL also continued its weekly newsletter This Week's Opportunities to showcase campus and community opportunities for club members.

Student clubs hosted programs including networking events, tax workshops and seminars, fundraisers for charities, dances, and receptions. Club members volunteered at places such as Hope Community Resources, Habitat for Humanity and Bean's Cafe. Eighteen clubs traveled to conferences, leadership trainings, and volunteer service projects. Volunteers Around the World, a new club this year, sent 11 students to Guatemala for two weeks to learn about and support a local clinic.

In spring 2012, Kappa Sigma received temporary recognition status as a UAA fraternity. However, in the fall, the chapter's membership declined significantly and national representatives came to UAA to help revive the chapter. Despite these efforts, the chapter decided to pull out of its charter in spring 2013. Conversations continue with alumni, former members, Kappa Sigma national office and SC&GL to ensure clear communication.

During the summer of 2012, Sigma Sigma Sigma was suspended by their national office because the sorority did not attain national accreditation status for the past five years. Two representatives from the national chapter, the regional consultant and the assistant director of Chapter Services, visited the UAA chapter in fall 2012. Their goal was to assist the sorority in reorganizing and formalizing their vision. With this support, the chapter conducted a successful recruitment and earned accreditation for both fall and spring semesters. The sorority sent 12 members to the national convention in June 2013.

In fall 2012, students expressed interest in starting a chapter of Tau Kappa Epsilon (TKE). Potential members worked with their staff advisor and the national office to initiate the chapter colonization process. TKE officially applied for recognition in spring 2013 and presented to Greek Council. The Council had some concerns with the chapter and voted to deny temporary recognition. Upon further review of TKE's recognition paperwork, SC&GL determined the fraternity had corrected the concerns Greek Council presented and supported the chapter receiving temporary recognition. A memo to the Dean of Students was delivered with this information and the Dean will review and announce a decision at the beginning of fall semester.



Student Recognition Programs

Fifteen students received either the Seawolf Student Leader Award or the Seawolf Community Service Award. Another 15 students received Leadership Honors in recognition of their contributions to UAA. This year, with the support of initiative funding, five students went to the national LeaderShape conference, held just outside of Boston. Those students will participate in session presentations for the Emerging Leaders Program this coming academic year.

Emerging Leaders Program

The Emerging Leaders Program (ELP) had a very successful year and students made great strides in their leadership growth. Now in its second year, ELP grew from seven students in FY12 to 15 in FY13. The increase in participation is attributed to recruitment efforts at the end of summer 2012. Staff met with members of various departments and centers to encourage student nominations and/or advertise the ELP program. ELP staff met with Provost Baker and Chancellor Case to share the program's vision and secure their support. Both showed their support and attended several events during the spring semester. Per Provost Baker's suggestion, a meeting was held with the College of Business and Public Policy (CBPP). ELP staff and CBPP faculty discussed establishing ELP as a for-credit program or to design a for-credit undergraduate leadership course. ELP also succeeded in gaining the Registrar's approval to make a transcript notation of ELP for students completing

the program. This legitimizes ELP and gives students incentives to stay involved throughout the duration of the program.

One-time initiative funding was secured from the Office of Student Affairs for ELP and the leadership conference. These funds were extremely useful because it allowed the purchase of program materials used this year and in the future. ELP hired a student coordinator, freeing up full-time staff from necessary but time-consuming program details. The student coordinator was a valuable asset providing organization, attention to detail, and critical thinking skills. The student maintained constant communication with student participants, scheduled events, coordinated and helped develop the leadership conference that was a huge success.

STUDENT MEDIA

KRUA 88.1FM

KRUA worked to strengthen its presence and recognition on campus this year. The station served as DJ to numerous club/student events and was consistently present for all resource fairs and Howl Days. The station provided play-by-play and color commentary for 24 of the UAA Women's basketball games, moderated the USUAA presidential candidate debate, and covered the Juneau USUAA Advocacy and Coalition of Leaders trips with two on-site correspondents. KRUA sponsored an art show in the Student Union Gallery and continued their collaboration with the Anchorage Folk Festival, modifying the coverage to ensure compliance with FCC regulations. KRUA collaborated with Student Activities and the Noon Music program and are considering the opportunity for next year. The station may record the music and then re-broadcast an edited version, to ensure FCC compliance.

The Northern Light

The Northern Light (TNL) experienced a challenging year with many changes. Since TNL was still without an executive or managing editor at the beginning of summer 2012, the ad manager stepped up to lead the staff through the summer. With her leadership, the staff succeeded in producing five summer editions along with their second annual Freshmen Edition, a special paper sent directly to the homes of approximately 1,200 first-time first-year students.



In August, TNL staff hired a transfer student with strong journalism experience as the managing editor. Without background at TNL, the student did her best to learn and manage the operations. She made filling vacant positions and training new staff a priority while leading TNL in producing its weekly paper. In November, the managing editor was promoted to executive editor and announced a re-design project for TNL. The goal was to update the layout and revamp the design features. The result was a larger sized paper with a new masthead. Two major issues were not considered in the update: the cost of a larger sized document and the impact on the ad sizes/rates. The students worked through the challenges and continued to produce the spring editions as well as the annual Commencement Guide.

OUR VISION FOR 2013-2014

Campus Programming

- Successfully transition new student leaders and a new Student Activities Coordinator to our program.
- Continue to work with the Alaska Airlines Center organizing committee to plan and present shows starting at the Center's opening in fall 2014.
- Continue to develop relationships with artist agencies to enhance our capabilities of presenting high quality shows in Anchorage.
- Continue to use and improve assessment tools to gain further insight to what events UAA students would like to attend and to present diverse programming.

Student Leadership

- Increase participation in leadership recognition opportunities and the Emerging Leaders Program through enhanced marketing and out reach to departments.
- Host and coordinate a second leadership conference in March 2014.
- Redesign the student organization officer training to include more club members in large group orientations that cover financial management as well as UAA Life, department resources, and University policies.
- Fully utilize our UAA Life page and move all forms (room reservations, Club Council funding requests, travel documents, meeting agendas/ minutes, etc.) online.
- USUAA has three main goals: focus on governance, affordability of education, and internal reform and responsibility.

Student Media

- KRUA will review the station's relationship and opportunities provided to alumni and community volunteers to ensure the station's student lab priority.
- The station will work to increase student participation from a variety of majors and partner with the JPC department to integrate a class assignment or activity with KRUA. KRUA staff will increase its use of the Student Union remote studio, boosting the visibility of the station on campus.
- TNL will work to diversify staff and make the paper a place students want to work at and be a part of. To succeed, TNL will provide more diverse and exciting stories without errors and will produce them on

a smooth and efficient schedule.

- TNL will fill both the executive and managing editor positions, build staff unity and recognition, and continue to enter work in state and national competitions.
- Both organizations plan to improve collaborative efforts to partner and share staff and talents. A listener/readership survey is planned for fall 2013 with the goal of understanding how the student media can improve and how UAA students interact with KRUA and TNL.





STUDENT UNION & COMMUTER STUDENT SERVICES

Mission and Purpose

Student Union & Commuter Student Services (SU&CSS) provides opportunities for students to connect with one another, promotes an ethos of belonging and engagement, and advances community on campus. SU&CSS provides programs and services that foster a sense of belonging and promote student success. Programs and services focus on off-campus housing, transportation, health and wellness, food, belonging, voter information and civic engagement.

The program's vision is that every UAA student is valued, integrated, supported, challenged, involved, and engaged through SU&CSS programs and services. SU&CSS facilitates student success through programs and services that connect students to campus and community organizations, activities, civic engagement and their peers; advocates on behalf of students regarding their issues and concerns; and enriches classroom learning with relevant extra-curricular and co-curricular programs and services.

Points of Pride

- SU&CSS completed their first pre-semester resource assistant training in August 2012. Student managers planned and presented the two-day training to their fellow student employees. SU&CSS coordinators worked with the student managers to develop learning outcomes for each individual training workshop as well as the overall training. All SU&CSS student employees engaged in continued staff development with monthly workshops and a two-day spring staff training.
- SU Operations Coordinator, Dana Sample, presented two workshops, "Discover Your Perspective: Women in Leadership Panel" and "Stranger in a Strange Land: Women in Operations" at the Association of College Unions International Annual Conference in St. Louis, MO during March 2013.

- 1,314 students took part in the first ever Election Tentral as part of the UAA Votes campaign during the 2012 Presidential Election on November 6, 2012. Election Tentral provided a place for students to celebrate their freedom to vote, engage with election results, and enjoy food. At least 60 students were in the tent at all times from 8am-11pm.
- In FY13, SU&CSS obtained over \$197,000 in additional funding to enhance existing programs and add new resources to its department including the Union Station Coffee Shop, new furniture in the Den, and A/V equipment in the North Cafeteria and Den.

CAS Self Study

In FY12, SU&CSS evaluated the overall department and programs within the department using the criteria established by the Council for The Advancement of Standards (CAS) in Higher Education. SU&CSS was found to be "well met" or "fully met" in ten of the twelve areas of assessment. Mission, Program, Human Resources, Equity and Access were areas that predominantly achieved ratings of "fully met" on the criterion measures listed.

- Facilities & Equipment and Assessment were the only two areas within the self-study that identified major concerns for the program with "minimally met" scores. During FY13, SU&CSS worked toward completing the recommendations for program enhancement defined within the CAS study.
- Building off the strength of our student leadership development program, SU&CSS expanded the development program for the resource assistants by adding pre-semester trainings before each semester. The new program also incorporated monthly staff development sessions to provide professional development throughout all student employees' tenure with SU&CSS.
- In 2013-2014, SU&CSS will expand its student staff-mentoring program by pairing student managers with resource assistants to provide leadership guidance to two or three upcoming student leaders within the SU&CSS department.
- The fall 2011 CAS Self-Study further documented the need for an updated and expanded Student Union. SU Operations Coordinator, Dana Sample, and Associate Dean of Students, Dawn Dooley, are advocating for the renovation/addition to the current 35

year old Student Union with several constituency groups including the APT and Classified Council, USUAA, Chancellor's cabinet, and President Gambell. Dana Sample volunteered to serve on the 2013 Campus Master Plan Working Group that worked to develop the Campus Master Plan that serves as the guiding document for facility planning over the next 10-15 years at UAA. The new master plan calls for a new campus center that is central to the university campus. Continuing to push for the new Student Union, SU&CSS will be requesting student input in Fall 2013 to gain student insight into the possibility of a new facility.

- SU&CSS developed student learning outcomes to assist with the assessment of the programs it offers. These outcomes will be used to evaluate how well SU&CSS programs and services are contributing to the department's mission and goals.
- SU&CSS has completed the additional following recommendations for the future;
 - o Implemented a comprehensive resource assistant training program to improve the professional competence, leadership ability, and skills of all staff members.
 - o Purchased height adjustable tables and various seating options for the Student Union Den in an effort to increase program and building accessibility.
 - o Upgraded the facility reservation system to accept online reservations.
 - o Organized new data storage procedures including cloud and server storage systems.
 - o Updated website and made SU&CSS mission statement more visible on the website.

Overview of 2012-2013

Civic Engagement

SU&CSS sponsored several events for UAA Votes during fall 2012 to promote civic engagement and increase students' knowledge during the 2012 elections. All of the presidential and vice presidential debates were streamed live in the Student Union Cafeteria. Over 100 students were in attendance at each of the Dawgs and Debates events, a series that included a forum led by a political science faculty member after each debate. The forum allowed students the opportunity to exchange perspectives about the topics covered in the debate and discuss their opinions on the performance of the candidates. SU&CSS also set up UAA Votes Mobile Tables to share information on the elections, provide sample ballots for all districts, and promote voter registration within the UAA community. Over 300 students registered to vote through UAA Votes before the November elections. The UAA Votes events culminated with the Election Tentral, a heated tent outside of the Bookstore/Student Union main entrance with live coverage of the 2012 Presidential Election. Election Tentral had 1,314 students come through to celebrate the freedom to vote and engage with fellow students about election results. This program supported the Student Affairs Core Theme of promoting Student Learning & Success through civic engagement and promoting scholarship.

Leadership Development

The success of SU&CSS is largely attributed to the student leaders that work within SU&CSS every year. Creating educational environments and experiences for SU&CSS student employees as well as the UAA community is one of the key components of this department. SU&CSS developed leadership and intellectual skills by incorporating training procedures, performance evaluations, and new assessment tools. This year, SU&CSS staff tasked student managers with the duty of moving beyond the role of supervisor with their peer resource assistants. Managers spent additional time with two or three resource assistants throughout the semester, providing guidance in leadership and job skill development. SU&CSS will expand this mentorship program in FY14 to further develop the skills of both student managers and resource assistants. These student leadership opportunities support UAA's Strategic Plan 2017 priority A1 of "strengthening the UAA community with model employment through quality training, development, and performance review."

SU&CSS retained 90% of its student managers or promoted them from resource assistants due to the development opportunities and team environment SU&CSS provides. Supervisor and self-evaluation rubrics showed an increase in student achievement within student manager learning outcomes. Student managers had the opportunity to assess their current skill level in ten development areas at the beginning of the August Manager Training. The managers reported their skill levels again after completing one year of employment and extensive professional development throughout the year. Each learning outcome assessed showed improvement from fall to spring semester overall. Students showed the most improvement in job knowledge, problem solving, team work and leadership (purposeful), 13%, 13%, 12% and 10% (respectively). The graph, on the following page, illustrates the increases in student skill levels over the past two years.

Student Engagement

Over the next year, SU&CSS will focus on how participating and using SU&CSS programs and activities creates or enhances a student's level of engagement and sense of belonging. SU&CSS will use this assessment



to determine the success and areas of growth within it. In FY13, SU&CSS collaborated with at least 47 campus departments, student clubs, and community agencies to provide numerous opportunities for students to become engaged on campus. SU&CSS promoted programming focused on increasing the cultural, social, and intellectual diversity of students, staff, and faculty. Staff co-sponsored and served on planning committees for events such as National Collegiate Alcohol Awareness Week, Healthy Sexuality Week, Domestic/Sexual Violence Prevention Month, Constitution Week, Safety Awareness Month, and participated in large-scale student engagement events including Campus Kickoff, Homecoming Week and WinterFest. In addition, SU&CSS sponsored the Safetember Worse-Case Scenario Series, Dawgs and Debates Series, Election Tentral, fall and spring Outdoor Gear Swap, Wii Game Nights, Latin Dance, Off Campus Living Fair, Corn Hole Tournament, fall and spring Late Nights, Daily Den, Den Sessions, Beard and Mustache Competition, Broomball Classic, WinterFest Luau, Traditional Games Day, Hula Hoop Workshop, and Talent Show. These programs support the Priority D2 of UAA's Strategic Plan 2017 by "increasing student involvement in co-curricular opportunities and promoting civic responsibility and personal growth" while simultaneously supporting the Student Affairs Core Theme of fostering university and community partnerships.

Hub of Campus

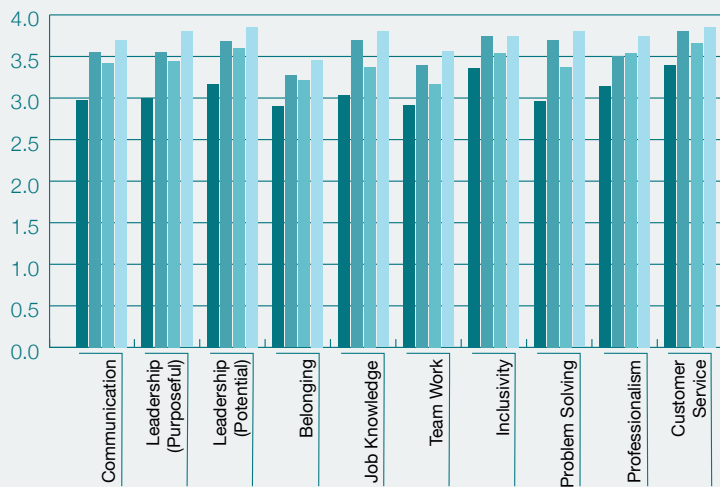
The Student Union continues to be the "hub" and heart of UAA due to its physical location and the programs it offers. The facility serves as a central location for services and conveniences that the UAA community need in their daily lives and creates an environment for getting to know and understand others through formal and informal associations. SU&CSS installed people counters during July 2012 to establish a base for the number of UAA students, faculty and staff that pass through the facility on a daily basis. Over 696,000 visits were counted in the SU during the last 12 months. Additionally, the UAA Student Union hosted 2,314 events in FY13 for student clubs, University departments, non-profit organizations, and community groups in comparison to 1,915 during FY12. Student managers and Resource Assistants worked with these groups to foster interaction within the university community. SU&CSS facilitates its motto of "Creating a Sense of Belonging" through every interaction that students, faculty, staff, and community members have within the Student Union. The services provided at the SU support Priority E of UAA's Strategic Plan 2017 of "expanding and enhancing the public square."

Our Vision for 2013-2014

- SU&CSS will publish the "Guide to Off Campus Living" for distribution online and through print to UAA students.
- SU&CSS will develop Student Learning and Development Outcomes for all programs.
- SU&CSS will develop a comprehensive assessment and program evaluation plan.
- SU&CSS will enhance the current employee peer mentoring program to enhance the leadership development opportunities for both resource assistants and student managers.
- SU&CSS will continue to advocate for a new Student Union and/or renovation and expansion of the current facilities. Currently, the Student Union does not meet the professional standards of the Association of College Unions International (ACUI) in regards to the square footage required per student, creating significant limitations to the programs and services offered.
- SU&CSS will advocate for additional base funding and explore the possibility of adding a student fee. SU&CSS has operated in a deficit for many years and will investigate how to resolve these budget concerns and establish adequate funding to accomplish its mission and goals.
- SU&CSS will continue to collaborate with Environmental Health & Safety and Facilities Planning and Construction to upgrade the Student Union facility to increase the accessibility and safety of the building for all patrons.

Student Manager Learning Outcomes

1 - Beginner 2 - Developing 3 - Accomplished 4 - Advanced



Fall '11	2.98	3	3.17	2.9	3.04	2.91	3.36	2.96	3.14	3.4
Spring '12	3.55	3.55	3.69	3.27	3.7	3.4	3.75	3.7	3.5	3.8
Fall '12	3.42	3.45	3.6	3.21	3.37	3.17	3.54	3.37	3.54	3.66
Spring '13	3.7	3.8	3.85	3.46	3.8	3.56	3.75	3.8	3.75	3.85



USA

THE COMMITTEE
THAT MADE IT HAPPEN
UNIVERSITY of ALABAMA

We're GLAD you're here!

STUDENT UNION &
COMMUTER STUDENT SERVICES



Student Union &
Commuter Student Services
UNIVERSITY of ALABAMA

2012-2013 SERVICE TO OUR UNIVERSITY



ACADEMIC AND MULTICULTURAL STUDENT SERVICES

ADVISING AND TESTING CENTER

Linda Morgan

College Preparatory and Developmental Studies Advisory Board
 NACADA Region 8 Conference Committee
 Student Academic Success and Support Committee
 Advising Coordinators Committee
 Tapestry Advisory Board
 Informational Literacy Committee

Member
 Co-Chair
 Member
 Member
 Member

Rocky DeGarmo

Petition for Refund Committee
 Advising Coordinators Committee
 NACADA Region 8 Conference Committee

Member
 Co-Chair
 Member

Joanne von Pronay

Exploratory Student Services
 Advising Coordinators Committee
 NACADA Region 8 Conference Committee
 Advising Ethos Development Team
 Career Cluster Initiative Team

Coordinator
 Member
 Member
 Member
 Member

Kristin Bogue

Advising Coordinators Committee
 Member of the NACADA Region 8 Conference Committee
 Search Committee for Associate Vice Chancellor
 Tapestry Program Advisory Board
 Practicum

Member
 Member
 Member
 Student
 Coordinator

Meredith McIntire

Advising Coordinators Committee
 Member of the NACADA Region 8 Conference Committee
 NCBI Team
 Search Committee for NSO Transition Advisor
 Map-Works Steering Committee

Member
 Member
 Member
 Member
 Member

DISABILITY SUPPORT SERVICES

Karen Haddock

Student Affairs Assessment Team

Member

EDUCATIONAL TALENT SEARCH

Megan Tompkins

UAA Standing Scholarship Committee
 TRiO National Day of Service Planning Committee

Member
 Member

Kelly Foran

Alaska Association of TRiO Programs Board

UAA
 Representative

MULTICULTURAL CENTER

Andre' Thorn

Assessment "A" Team
 Diversity Action Council (DAC)
 UAA Judicial Review Board
 Provost Search Committee

Member
 Member
 Member
 Student
 Affairs
 Representative

Student Affairs Leadership Honors Selection Committee
 Alaska Native/Native American Heritage Month Committee
 Black Student Union
 DAC Student Diversity Award Committee
 Student Affairs Research and Assessment Search Committee

Member
 Member
 Advisor
 Member
 Coordinator

Leo Medal

UAA Scholarship Committee

Member

Janine Elgamal

UAA Scholarship Committee

Member

NATIVE STUDENT SERVICES

Willy Templeton

Diversity Action Council
 Alaska Native/Native American Heritage Month Committee
 Civil Rights Month Committee
 Alaska Native Campus Response Team
 Alaska Native Programs Committee
 CBPP/ANCSA Committee

Member
 Member
 Member
 Member
 Member
 Member

Casey Jones

MAP-Works Transition Team
 Professional Advisors
 Alaska Native Programs Committee
 Native Gateway Project
 Registrar Advisory Committee

Member
 Member
 Member
 Member
 Member

Sheila Randazzo

Professional Advisors
 Alaska Native Programs Committee
 Native Gateway Project

Member
 Member
 Member

NEW STUDENT ORIENTATION

Theresa Lyons

Associate Vice Chancellor of Access, Advising, and Transition
 Search Committee
 NSO Student Transition Advisor Search Committee
 Steering Committee Meeting National Coalition Building Institute (NCBI)
 Sustainability Action Board
 SA Assessment Team
 Emerging Leaders Program

Chair
 Chair
 Member
 Member
 Member
 Mentor

Aisha Merced

Campus Kick-Off Committee
 Alpha Sigma Alpha Sorority
 NSO Transition Advisor Search Committee

Member
 Advisor
 Member

Lindsae Negri

NACADA Region 8 2013 Conference Planning Committee
 Member
 NACADA Region 8 2013 Conference Session Selection Committee
 Professional Advisor Committee (PAC)
 Standing Scholarship Committee for UAA
 Kappa Delta Pi (Education honors society)

Member
 Member
 Member
 Member
 Advisor

STUDENT SUPPORT SERVICES

Dr. Kim Patterson

College Preparatory and Developmental Studies Advisory Board
 Student Affairs Advancing the Profession Core Theme Initiative
 Funding Review
 UAA TRiO Day Planning Committee

Member
 Chair
 Member

Andrew Mullins

UAA TRiO Day Planning Committee

Member

Constance Carlisle

UAA TRiO Day Planning Committee

Member

UA SCHOLARS @ UAA

Andrea Alexander

Fall/Spring Preview Day
Search Committees within Student Affairs

Panelist
Assistant

ENROLLMENT SERVICES

ELECTRONIC STUDENT SERVICES

Pat Borjon

Search committee for the positions of Director of Electronic Student Services and Data Analyst for the Office of the Vice Chancellor of Student Affairs Member
UAA Space Utilization Committee Member
UA Statewide Enterprise Application Services Member
UA Statewide Student Workflow Work Team Member

Jill Dery

UA Statewide Imaging Work Team Member
UA Statewide TCCI Work Team Member
UA Statewide PCI Compliance Work Team Member
UAA Transportation Working Group (Office of Sustainability) Member
Committee hearing PFD garnishment cases Member

Charese Gearhart-Dekreon

UAA Program Prioritization Team Member
UA Statewide Banner Student Work Team Member
UA Statewide Admissions Work Team Member
UA Statewide Banner Catalog and Schedule Work Team Member

Patty Itchoak

UA Statewide Support Services Work Team Lead
UA Statewide Banner Student Work Team (BST) Member
UA Statewide Admissions Work Team Member
UA Statewide Degree Works Work Team Member
UA Statewide Academic History Work Team Member
UA Statewide Registration Work Team Member
UA Statewide Catalog/Schedule Work Team Member
UA Statewide Imaging Work Team Member
UA Statewide Student Workflow Work Team Member
UA Project Management Team (PMT) Member
University Strategic Enrollment Group (USEG) Member
UAA University Technology Council (UTC) Member

Jerry Tibor

UAA IT Group Member

Renee Tracy

UA Statewide TCCI Work Team Member
UAA Staff Development Day Volunteer

OFFICE OF THE REGISTRAR

Janelle North

Classified Council Member
Sunshine Committee Member
New Staff/Mentoring Committee Member

Erynne McAndrews

OR Wellness Committee Member
CAS Assessment Team Member

Lindsey Chadwell

Statewide Degree Works Workteam Member
Statewide Transfer Credit Workteam Member
Statewide Academic History Workteam Member
Degree Completion Specialist search committee Member

Transfer Credit Evaluator search committee Member
Administrative Assistant to the Registrar search committee Member
Commencement Planning committee Member
New Faculty Orientation Planning
CAS Review Member
Diversity committee Member
Howl Days committee and participation Member
Sunshine committee Member
Welcoming/Mentoring committee Member
Chill Out committee and participation Member

Melanie Donhauser

Statewide Degree Works Workteam Member
Commencement Volunteer
Degree Services search committee Member
Kids2College Member
Preview Day Member
Shopping Cart Parade Member
Sustainability Committee Member
DW trainings Member
Assistant Registrar search committee Member

Heather Hoyt

Statewide Degree Works Workteam Member
Kids2College Member
Preview Day Member

Shannon McClear

Howl Days committee Member
Preview Day Member
Kids2College Member
Statewide Transfer Credit Workteam Member
Chill Out committee and participation Member

Sarah Pace

Classified Council Officer
University Assembly Member
Employee Satisfaction Survey Workgroup Member
Statewide Transfer Credit Workteam Member
Green Team Member
Wellness Committee Member
Howl Days 2012 Team Member
Commencement 2013 Volunteer
OR Administrative Assistant search committee Member
Transfer Evaluator search committee Member
Coordinated the Transfer credit Face2Face Coordinator
Chill Out Committee and participation Member

Adam Bryant

Kids2College Member
Howl Days committee and participation (co-chair 2013) Co-Chair
Chill Out committee and participation Member
Commencement Volunteer

Debbie Pepper

Sunshine committee Member
Diversity committee (former member) Member
Commencement Volunteer
Administrative Assistant to the Registrar search committee Member
Assistant Registrar search committee Member
12-13 scholarship committee Member

Craig Mead

SW Transfer Evaluation Workteam Member
SW Academic History Workteam Member
NCAA Compliance & Eligibility Review Committee Member
Transfer Evaluator Search Committee Member
Transcript Specialist Search Committee Member

Commencement
Kids2College
Assistant Registrar Search Committee

Volunteer
Member
Member

Chris Aust
Wellness Committee

Member

Michael Worth
Undergraduate Academic Board
Graduate Academic Board
Classified Council
Statewide Course Catalog and Scheduling Team
Request for Exceptions Committee
Office of the Registrar Green Team
Standing Scholarship Committee
Assistant Registrar Search Committee
Commencement

Ex-Officio
Ex-Officio
Member
Member
Member
Member
Member
Member
Member
Volunteer

Gianna Ridgeway
Undergraduate Academic Board
Graduate Academic Board
Statewide Course Catalog and Scheduling Team
Classified Council
Standing Scholarship Committee
Request for Exceptions Committee
Assistant registrar search Committee
Curriculum specialist search Committee
Office of the Registrar wellness Committee

Ex-Officio
Ex-Officio
Member
Member
Member
Member
Member
Member
Member

Joanne Haines
Standing Scholarship Committee
Howl Days

Member
Member

Maryjean Rose
Search committee for Assistant Registrar
Search committee for Financial Aid Technician
Search committee for Curriculum Specialist
Sustainability committee
Diversity committee
Preview day
Kids to College day
Howl days

Member
Member
Member
Member
Member
Member
Member
Co-Chair

Kathleen Murphy
RFP Search Committee for Campus Master Plan
PBAC Facilities Committee
BMH Design Committee
Space Utilization Committee and Work Group
Assistant Registrar Search Committee
OR Wellness Committee

Member
Member
Member
Member
Chair
Member

Lora Volden
Undergraduate Academic Board
Graduate Academic Board
Graduate Council
Policy Advisory Committee
Commencement
Community Campus Registration and Admissions Work team
UA Statewide Registration Work Team
UA Statewide Academic History Work Team
UA Statewide Banner Student Team
UA Statewide DegreeWorks Work Team
UA Statewide Transfer Evaluation Work Team
UA Statewide Catalog and Scheduling Team
Prioritization Team
USEG Attendee
Intercollegiate Athletic Advisory Committee
NCAA Compliance & Eligibility Review Committee

Ex-Officio
Ex-Officio
Member
Member
Volunteer
Chair
Chair
Member
Member
Member
Member
Member
Member
Member
Member
Member
Member

OFFICE OF STUDENT INFORMATION

Connie Dennis

Classified Council

President

Mike Smith

Petition for Refund Committee
DFA Search Committee
Student Affairs Assessment Team (A-Team)

Chair
Chair
Member

Jennifer DePesa

Municipality of Anchorage, Good News! Great Kids! Committee

Member

Joseph Hopkins

Admissions Design Team Committee

Member

STUDENT FINANCIAL ASSISTANCE

Allison Bakumenko

UAA Data Analyst for Student Affairs Hiring Committee
UAA Research Associate for Institutional Research Hiring Committee
UAA Associate Director of Student Financial Assistance Hiring Committee
UA Statewide Financial Aid Work Team

Member
Member
Member
Member

Carrie Burford

KPC VA Support Services Hiring Committee
KPC Financial Aid Technician Hiring Committee
UAA Associate Director of Financial Aid Hiring Committee
KPC Emergency Response Team
KPC "Advice & a Slice" High School Recruitment Event
Kenai Peninsula Borough School District (KPBSD)
Financial Aid Night Senior Committee
UA FAFSA Frenzy committee
KPC Technology Vision Team
KPC Career Day
KPBSD College Fair
UA Statewide Foundation Scholarship Work Team

Member
Chair
Member
Member
Co-Chair
Member
Member
Member
Member
Volunteer
Volunteer
Member

Danny Elmore

UA Enrollment Services mission statement committee
UAA Financial Aid Technician Hiring Committee
UAA Veteran's Benefit Coordinator Hiring Committee
UAA VA Term position Hiring Committee
SLO/PLO Committee
(Student Learning Outcome/Program Learning Outcome)
UAA Director of Student Financial Assistance Hiring Committee
Academic Advisors' Retreat

Chair
Chair
Chair
Member
Member
Member
Member
Member
Guest Panel
Member

Sonya Stein

College Goal Alaska
Coalition of State University Aid Administrators
UA Statewide Financial Aid Work Team
UA Statewide Foundation Scholarship Work Team
UAA Athletics Compliance & Eligibility Review Team

Volunteer
Member
Member
Member
Member

Shauna Grant

UA Standing Scholarship Committee
UA Classified Council (12-14 obligation)
UA Staff Compensation Committee
UA Classified Council Mission Statement Committee
UAA Financial Aid Technician Hiring Committee
SLO/PLO Committee
(Student Learning Outcome/Program Learning Outcome)
APS/AEG BANNER Screen (RFI2ACP) Design and Implementation Team
UA Statewide Financial Aid Work Team

Chair
Member
Member
Chair
Member
Member
Member
Member
Member

Leslie Helm

UAA Financial Aid Technician Hiring Committee Member
 UAA Assistant Director of Office of Student Information Hiring Committee Member

Ann Marie Moquete

SLO/PLO Committee Member
 (Student Learning Outcome/Program Learning Outcome)
 UAA Preview Days Committee Member
 Seawolf Boot Camp Volunteer

Pearl Tatum

UAA Veterans Coordinator Hiring Committee Member
 Diversity Committee Member
 UAA Assistant Registrar Hiring Committee Member
 UA Standing Scholarship Committee Member

STUDENT DEVELOPMENT**CAREER SERVICES CENTER****Diane Kozak**

Director of Residence Life Search Committee Member
 Prioritization Support Task Force Member

Natalie Elder

Homecoming Committee Member
 Leading Out Loud Conference Volunteer

DEAN OF STUDENTS OFFICE**Dawn Dooley**

Prioritization Support Task Force Member
 Care Team Chair
 A Team – Assessment Team for Student Affairs Member
 Director of Residence Life Search Committee Chair
 Freshman Convocation Committee Member
 Student Success Counselor Search Chair
 Alaska Native and Rural Response Team Chair
 Tanaina Board UAA Liaison
 Director of Housing, Dining and Conference Services Search Committee Member

Denise Eggers

UAA Crafts Fair Coordinator
 Student Life and Leadership Program Coordinator Search Committee Member
 Alcohol, Drug and Wellness Educator Search Committee Member

Dewain L Lee

Campus Safety Committee Member
 Alaska Native and Rural Student Response Team Member
 Care Team Committee Ex-Officio
 Financial Aid Scholarship Review Committee Member
 Prioritization Support Team Co Chair
 Prioritization Steering Committee Member
 Title IX Deputy Coordinator
 Title IX Steering Committee Member
 Incident Management Team Member
 International Intercultural Committee Member
 Senior Administrative Officer Search Committee Chair
 National Coalition Building Institute (NCBI) Leadership Team Member

Rachel Murdoch

Care Team Member

Amanda Murdock

National Collegiate Alcohol Awareness Week Chair

Michael Votava

Care Team Co-Chair
 Faculty Senate Ad Hoc Committee on Academic Integrity Coordinator
 Alaska Native and Rural Student Response Team Member
 Title IX Steering Committee Member
 Title IX Investigator Search Committee Co-chair
 Care Team Coordinator Search Committee Member
 Compliance Specialist Search Committee Member
 Director of Residence Life Search Committee Member
 National Safety Awareness Month Coordinator

Stephanie Whaley

National Coalition Building Institute (NCBI) Team Member
 Leading Out Loud Conference Presenter

RESIDENCE LIFE**Maria Bonifacio**

Residence Coordinator Search Committee Member
 National Coalition Building Institute (NCBI) Trainer
 2012-2013 General Scholarship reading committee Member
 Safe Zone Trainer

Karla Booth

Residence Coordinator Search Committee Chair
 Title IX Investigator Search Committee Member
 UAA Alaska Native & Native American Heritage Month Planning Committee Member
 Alaska Native Programs United Committee Member
 UAA Native Student Council Advisor

Sam Holtshouser

Safe Zone Trainer
 2012/2013 Standing Scholarship Committee Member

Lacy Karpilo

Freshman Convocation Planning Committee Member
 Care Team Member
 Alaska Native and Rural Student Response Team Member
 Graduation/Completion Task Force Member
 Student Showcase Host
 Business Services Working Group Member
 Campus Safety Committee Member
 Director of Housing, Dining, and Conference Services Search Committee Member
 CARE Team Coordinator Search Committee Chair
 Associate Director of Housing for Kenai Peninsula College Search Member

STUDENT HEALTH & COUNSELING CENTER**Michele Bach**

SHCC Director Search Committee Member
 SHCC Counselor Educator Search Committee Member
 Student Assistant Search Committee Member

Betty Bang

SHCC Counselor Educator Search Committee Member
 Residence Life Guest Lecturer
 School of Nursing, Community Health Preceptor
 School of Nursing, Community Health Clinical Rotation Preceptor

Andria Cross

Student Assistant Search Committee Member
 WWAMI Immunization Compliance Committee Member

Georgia DeKeyser

Care Team Committee Member
 ISPI Advisory Board Member
 SHCC Director Search Committee Chair
 Affiliate Professor, School of Nursing

Counselor in Residence Search Committee

Member

Campus Kick-Off Committee

Member

Theresa Schmitz

Affiliate Professor, School of Nursing
SHCC Director Search Committee

Member

Alaska Airlines Center Consultant Selection Committee
Alumni Involvement in Campus Life Committee
Woodrow Wilson Scholars Committee
Homecoming and WinterFest Committees

Member
Member
Member
Member

Susan Seymour

SHCC Director Search Committee

Member

Annie Route

Alumni Implementation Committee
Alaska Native Heritage Month Committee
Alaska Civil Rights Committee, Resource Fair
Task Force for Network Fees Increase
Course Fee Task Force
AVC for Access, Advising, and Transition Search Committee
Student Affairs New Staff Orientation Program
Campus Kick-Off
Student Showcase
American Sign Language Club

Member
Member
Chair
Member
Member
Member
Chair
Chair
Chair
Advisor

STUDENT UNION & COMMUTER STUDENT SERVICES

Dana Sample

Campus Kick Off Planning Committee
Campus Safety Committee
Administrative/Professional/Technical Council
UAA Assembly Representative for APT Council
ACUI Women's Leadership Community of Practice
Student Union & Commuter Student Services Advisory Board
Safe Zone
Campus Master Plan Working Group
UAA Development Day Planning Committee
National Coalition Building Institute
UPD Auxiliary Emergency Team

Member
Member
Member
Representative
Co-Chair
Co-Chair
Member
Member
Member
Member
Member

Paula Fish

Homecoming and WinterFest Committees
Admin Assistant for Student Clubs and Greek Life Search Committee
Student Affairs Marketing and Graphic Design Coordinator
Search Committee

Member
Chair
Chair

David Murdoch

Homecoming Planning Committee
National Collegiate Alcohol Awareness Week Committee
Student Union & Commuter Student Services Advisory Board
Safety Month Committee
WinterFest Planning Committee

Member
Member
Co-Chair
Member
Member

OFFICE OF STUDENT AFFAIRS

Katie Alley

Student Affairs Marketing & Creative Design Coordinator
Search Committee
Student Affairs Fiscal Officer Search Committee
Student Affairs Data Analyst Search Committee

Member
Member
Member
Member

STUDENT LIFE AND LEADERSHIP

Anita Bradbury

Parking Appeals Board Committee
Commencement Committee Volunteers
Admin Assistant for Student Clubs and Greek Life Search Committee
WACUBO Conference

Member
Co-Chair
Member
Volunteer

Whitney Brown

Assessment Team (A-Team)
Student Affairs Data Analyst Search Committee

Member
Chair

Daphne Brashear

Campus Kick-Off Committee
Commencement Crew
Student Showcase Committee
WACUBO Conference

Member
Volunteer
Member
Volunteer

Jennifer Headrick

Emerging Leader Program
MAP-Works Coordinator Search Committee

Mentor
Member

Zac Clark

Campus Kick-Off, Entertainment Sub-Committee
Campus Prioritization Administrative Task Force

Member
Member

John Johnson

Student Veterans of UAA Club

Staff Advisor

Sarah Dennison

Student Showcase Committee
Campus Kick-Off, Booth Sub-Committee

Member
Chair

Nancy Meyer

SAAT Fiscal Manager Search Committee
EM Fiscal Technician Search Committee
Student Affairs Office Manager Search Committee
Student Affairs Senior Administrative Officer Search Committee
College and Career Fair Committee
Academic and Research Managers

Member
Member
Member
Member
Member
Member

Jessica Dyrda

Homecoming Committee, Shopping Cart Parade
Commencement Committee, Volunteers
ENGAGE Week Committee
Center for Community Engagement & Learning Advisory Council
APT Council

Co-Chair
Co-Chair
Member
Member
Vice
President

Bruce Schultz

Diversity Action Council
Institutional Performance Evaluation Subcommittee to Cabinet
UA Record and Information Management Committee
UA Student Services Council
Program Prioritization Steering Committee
UA Information Technology Executive Council

Co-chair
Member
Member
Member
Member
Member

Employee Satisfaction Survey Working Group
SafeZone Celebration Week Committee
WACUBO Conference
Guidance 150

Member
Member
Volunteer
Adjunct
Faculty

Liz Shine

Annual Parking Permit Photo Contest Selection Committee

Member

Mike McCormick

Alaska Civil Rights Month Committee
Black History Month Committee

Member
Advisor

Laura Zamborsky

MAP-Works Coordinator Search Committee
Student Affairs Office Manager Search Committee

Member
Member



Student Affairs

UNIVERSITY *of* ALASKA ANCHORAGE