

# SA

## Student Affairs

ACADEMIC YEAR

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



UNIVERSITY of ALASKA ANCHORAGE

## 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

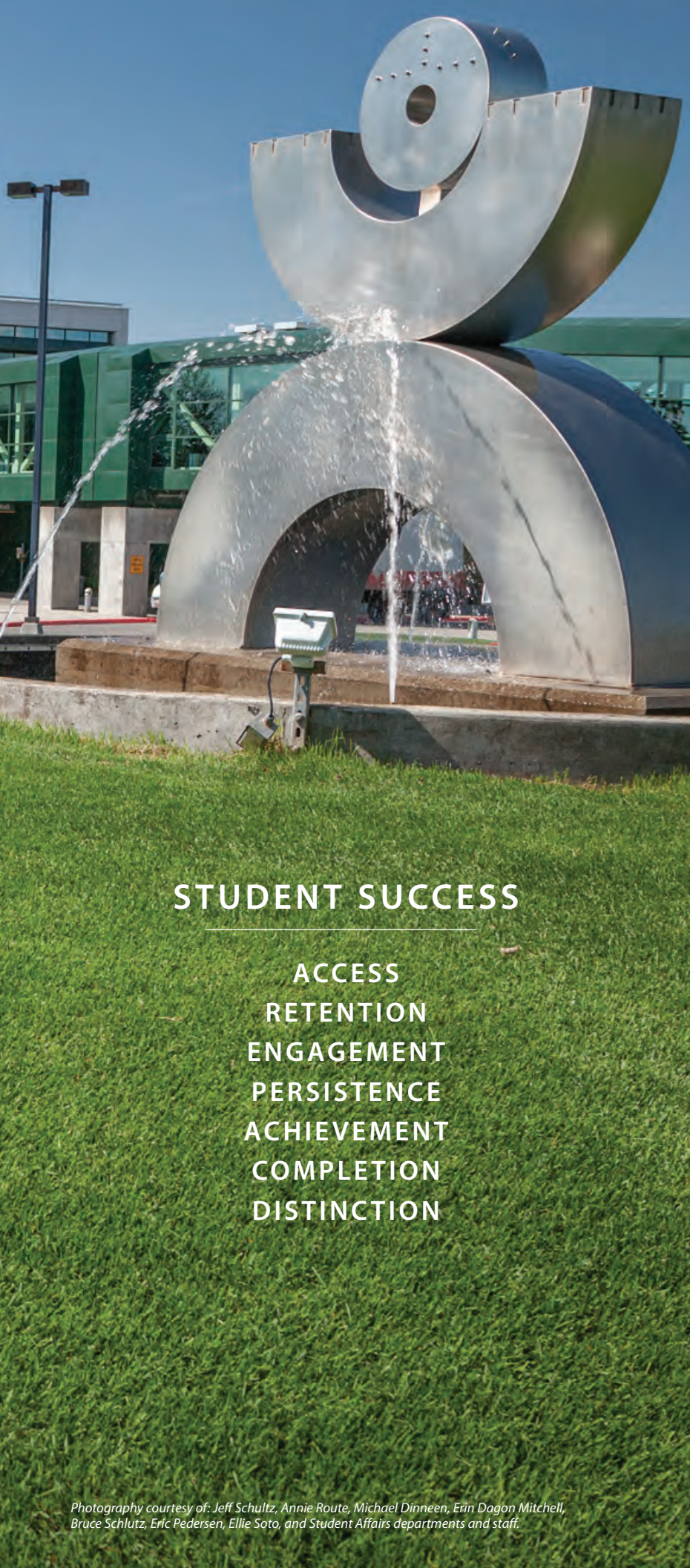
**As we move into the future, Student Affairs will fulfill our mission through a variety of means. We will:**

- take pride in our traditions, create new ones, and establish a sense of belonging within our community;
- identify and establish collaborative partnerships;
- strengthen and enhancing our outreach efforts and promoting 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

<b>EXCELLENCE</b>	Quality service through dedication, accuracy, and on-going assessment to provide the best opportunities and outcomes for students.
<b>ACCOUNTABILITY</b>	Establishing and completing goals, measuring outcomes, and serving as a model of responsibility for our community.
<b>RESPECT</b>	Being open to other people's values by listening, caring, and interacting with everyone in an equitable, open, and honest manner.
<b>HEALTH &amp; WELLNESS</b>	Through the development of body, mind, and spirit by stimulating growth, offering compassionate support and healing activities to help individuals find their optimal balance.
<b>INTEGRITY</b>	Accountable for decisions and actions, which are transparent, honest, and consistent.
<b>COMMITMENT</b>	Demonstrated by a responsive approach to student success, dedicated service, and hard work.
<b>COMPASSION</b>	Provide a welcoming, empathetic environment, kindness, concern, and encouragement to all members of our community.
<b>COLLABORATION</b>	Growth and success stems from open communication, inviting input, and seeking opportunities to work with Student Affairs, UAA, and the broader community.
<b>INCLUSION</b>	Involve, appreciate, and respect people with a wide range of differences and similarities.
<b>GROWTH &amp; LEARNING</b>	Providing opportunities to explore and experience lifelong learning.





# STUDENT SUCCESS

ACCESS  
RETENTION  
ENGAGEMENT  
PERSISTENCE  
ACHIEVEMENT  
COMPLETION  
DISTINCTION



## STUDENT AFFAIRS

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*Bruce R. Schultz, Ed. D.*

I am pleased to present the Student Affairs Annual Report for Academic Year 2012 (AY12), which highlights the priorities and accomplishments of the twenty-four offices and departments comprising Student Affairs. Our mission is to provide an environment for our diverse

students to reach their greatest potential through inspiration, accessibility, and support.

Within this report, you will read powerful examples of the many ways in which our programs and services fulfilled our mission. The following are select examples of the challenges, opportunities, and achievements this year:

**INCREASED ACCOUNTABILITY:** Responded to Federal compliance mandates including Gainful Employment, Executive Order for Educational Institutions Serving Service Members, Satisfactory Academic Progress, and Title IX. Additionally, nineteen functional areas completed the Council for Academic Standards (CAS) self-study reviews for increased accountability and focusing of priorities.

**NEW OPPORTUNITIES:** Implemented the Veterans Work Here, Seawolf Boot Camp, and VetSuccess on Campus programs; participated in the ACE Internationalization Laboratory and in adopting the UAA International and Intercultural Learning Outcomes; opened the commuter student lounge in the Student Union Den; piloted the Rural Student Transition Specialist program; and introduced the new Alaska Performance Scholarship to 543 UAA students awarding nearly \$1.7M.

**RECOGNITION OF EXCELLENCE:** CampusLabs recognized UAA Student Affairs as a model campus for the development and implementation of performance indicators, G.I. Jobs designated UAA as a Military Friendly School for the third consecutive year, and AHAINA Student Programs won the Best Campus Kick-Off booth. The Chancellor's Awards for Excellence recognized: Service to Students, John Johnson; Staff Excellence, Jennifer Ball; Large Team Collaboration, MAP-Works; and Small Team Collaboration, Campus Kick-Off Committee. Also, Sam Callister won the 2012 New Professional Scholarship from the Northwest Association of College and University Housing Officers.

**INCREASED DEMAND FOR SERVICES:** As demonstrated by a 33% increase in Care Team reports since AY10, the suspension or expulsion of seven students, the investigation of 34 Title IX cases, a 6% increase in Student Health and Counseling Center appointments, 60% increase in Student Union facility reservations, Student Information Advisors served over 11,000 students each, Senior Professional Academic Advisors provided

3,233 advising sessions, Disability Support Services provided 2,204 accommodations, Howl Days participation increased 16% with a record 991 participants, Student Financial Assistance awarded over \$85M in aid, Preview Days saw record participation with over 750 participants, Office of the Registrar processed and awarded 2,308 degrees and certificates (18 short of a record), and 652 educational and/or social programs were provided in the residential communities.

**NEW LEVELS OF ENGAGEMENT AND SUCCESS:** A record 353 attendees at the Dr. Martin Luther King Jr. Student Appreciation Luncheon; 25% increase in club, department, and community booths at Campus Kick-Off; first ever UAA Veterans Awareness Week program; over 900 students each week participated in the Daily Den program; UAA Fusion students provided 343 hours of service to 45 community projects; Student Support Services achieved an 86% fall-to-spring student persistence rate; and Educational Talent Search achieved a 97% graduation rate among its participants.

AY12 was the second of four years in the Student Affairs Organization Development Process. Referred to as the "foundation" year, staffs throughout the organization engaged tirelessly in planning processes that produced the Student Affairs Core Themes (p. 4); defined operational objectives (p. 5); solicited, evaluated, and approved initiatives; conducted CAS self-assessments (p. 10); drafted performance indicators; and identified data points.

Undoubtedly, AY13 will prove to be an exciting time for Student Affairs as we reshape the organization to improve the effectiveness and efficiency with which students enter the university, receive optimal placement and advising and successfully navigate the first year of college. Providing students a smooth, cohesive and quality experience from first point of interest, through admissions, orientation, advising and participation in first-year-experience programs remains our "big hairy audacious goal." The addition of a forth associate vice chancellor in Student Affairs presents the opportunity to realign programs and services throughout the unit to be responsive to what we believe the future of higher education in Alaska will call for.

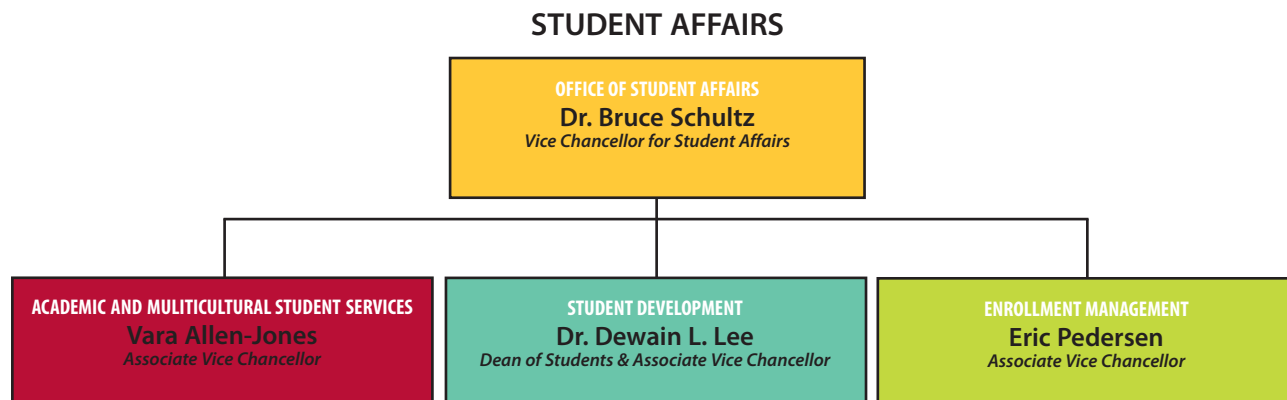
UAA Student Affairs staff and faculty share the vision for a campus community that embraces students as individuals with unique backgrounds and experiences and universally provides student-centered services, programs, and curricular and co-curricular learning. I am deeply appreciative of each staff member's contributions to the successes of our students, our university, and the diverse communities we serve. Congratulations on another outstanding and impactful year.



## UAA STUDENT AFFAIRS - FUNCTIONAL RESPONSIBILITIES

The Vice Chancellor for Student Affairs leads the UAA Student Affairs administrative units that have broad responsibilities for supporting students at every point in their UAA experience, from pre-enrollment through graduation and on to job placement. Student Affairs cultivates a culture of openness and inclusion, and respectful and collaborative leadership. Student Affairs employees take an active interest in the students and place students and their needs at the center of all they do.

UAA's current strengths and its future success rest in the hands of its employees. UAA Student Affairs recognizes that it must continue to nurture and develop every employee's best qualities to grow and improve as an organization. Student Affairs continues to improve the efficiency and reliability of its student services and programs by training staff and using technologies to enhance communication with students. Student Affairs routinely solicits feedback from students about their experiences and takes the necessary steps to ensure that their most pressing needs are addressed.



### VICE CHANCELLOR FOR STUDENT AFFAIRS

- MAU Student Affairs Leadership
- Administration & Budget
- UAA Liaison to UA Student Services
- Student Affairs Professional Development
- UAA College/School & Campus Outreach
- MAP-Works
- Military & Veteran Student Resources

### DIVISION OF ENROLLMENT MANAGEMENT

- Recruitment and Admissions
- Banner Student Services
- Catalog & Class Schedules
- Degree Services
- Student Information Services
- Facilities/Room Scheduling
- Federal Work Study Program
- Federal, State & Private Loans
- Federal & State Grants
- International Student Services
- National Student Exchange
- 24/7 Electronic Student Services
- Student Records
- Registration Services
- Scholarships
- Transfer/Transcript Evaluations
- Tracking UAA Tuition Waivers
- Veterans Affairs

### DIVISION OF ACADEMIC AND MULTICULTURAL STUDENT SERVICES

- AA & Undeclared Bachelor's, and Non-Degree Seeking Student Advising
- Advising Coordinator CAS/CTC/COH
- AHAUNA Student Programs
- Advising & Testing Center
- Accuplacer Placement Testing
- First-year Success Courses
- Trio Upward Bound
- Trio Educational Talent Search
- Trio Educational Opportunity Center
- UA Scholars Induction/Tracking
- Trio Student Support Services Program
- Native Student Services
- Rural & Alaska Native Outreach
- New Student Orientation
- Alaska College & Career Fair
- Disability Support Services

### DIVISION OF STUDENT DEVELOPMENT

- Academic Living/Learning Communities
- Academic Internship Placement
- Cama-i Room
- Career Services Center
- Employer Job Fairs
- Commuter Student Services
- Concert Board Programs
- Critical Incident Response
- Greek Life
- Student Conduct & Ethical Development
- KRUA 88.1 FM, Northern Light, & Media Board
- Residence Life Programs & Services
- Student Activities
- Student Clubs, Organizations & Societies
- Student Development Counselors
- Student Government (USUAA)
- Student Handbook (Fact Finder)
- Student Health & Counseling Center
- Student Life & Leadership Programs
- Student Showcase Conference/Journal
- Student Union Programs
- Tanaina Child Care Center Liaison



### **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**

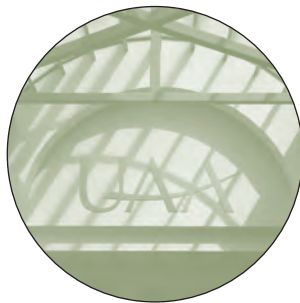
Enrich intellectual, physical, emotional, cultural, spiritual and social growth and wellness of students, staff, and faculty.



### **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**

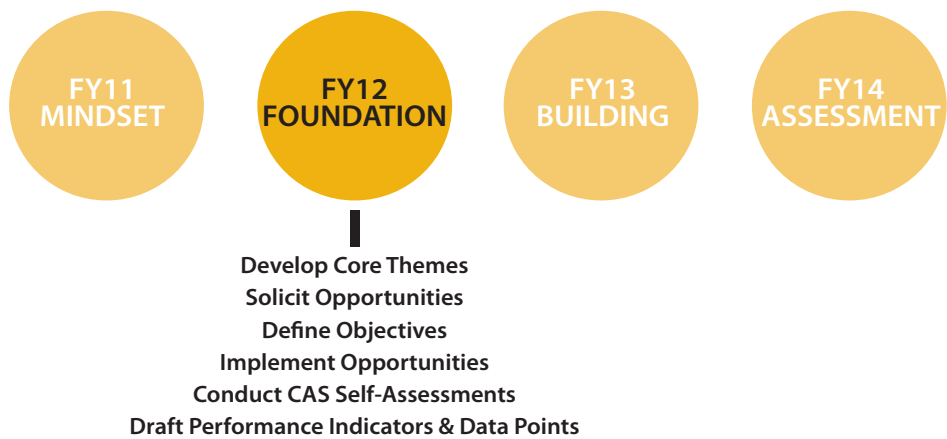
Encourage professional growth and excellence by developing and retaining our talented staff and faculty and recruiting diverse and well qualified professionals.



## Student Affairs Organization Development Process

FY11 - FY14

*Clarifying our overall purpose and desired results, and how those results will be achieved.*



### 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.

OBJECTIVE	OPPORTUNITY	STATUS
1. Improve the effectiveness and efficiency with which students enter the university, receive optimal placement and advising, and successfully navigate the many pathways to graduation.	a. New Student Orientation Staffing	Partially FUNDED with non-base funds
	b. Enrollment Communications Specialist	FUNDED with non-base funds
2. Provide resources and programs focused on promoting success with first year students.	a. New Student Success Series	FUNDED
	b. Residence Hall Classroom Enhancement	FUNDED & COMPLETED
	c. Enrollment Communications Specialist	FUNDED with non-base funds
	d. MAP-Works - Increasing Graduation & Retention Rates	FUNDED with base funds
3. Provide resources and programs focused on promoting success with UAA's diverse student body.	a. Seawolf Success Program & Multicultural Center Retention & Completion Advisor	FUNDED with base funds
	b. MAP-Works - Increasing Graduation & Retention Rates	FUNDED with base funds
	c. Military & Veteran Community Services	FUNDED with base funds
4. Develop services that utilize current and effective technology applications focused on promoting access, persistence, retention, and completion.	a. Student Course Finder	Withdrawn for revision
	b. Degree Audit Results in Banner	In process by vendor
	c. New Seward Marquee	Withdrawn for revision
	d. UAA Smartphone Application	In process
	e. Accessibility Interns	FUNDED with AMSS non-base funds
5. Provide a welcoming and supportive student-centered environment.	a. Care Team Coordinator	FUNDED with non-base funds
	b. Military & Veteran Community Services	FUNDED with base funds

# 2

## 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.

### OBJECTIVE

1. Develop and advance leadership within our diverse student body.
2. Develop and support programs that recognize and celebrate achievements of our diverse student body.

# 3

## STUDENT, STAFF, AND FACULTY WELL-BEING

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

### OBJECTIVE

### OPPORTUNITY

### STATUS

1. Provide services and programs that promote student wellness.

a. Care Team Coordinator

FUNDED with non-base funds

2. Provide services and an environment that promote staff and faculty wellness.

b. University Center Outdoor Break Area

In process

# 4

## UNIVERSITY AND COMMUNITY PARTNERSHIPS

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

### OBJECTIVE

1. Develop programs and services that foster community partnerships.

# 5

## ADVANCE THE PROFESSION

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

### OBJECTIVE

1. Provide opportunities for staff to advance in their profession, with special attention given to opportunities that lead to improved service to students.
2. Increase the cultural, social, and intellectual diversity of our staff, placing special emphasis on the recruitment, retention, and success of underrepresented populations.





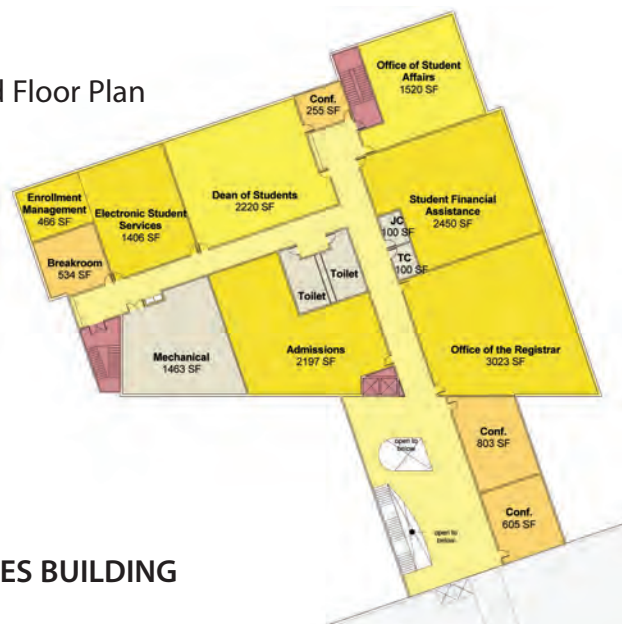
Second Floor Plan



First Floor Plan



Third Floor Plan



VISION: UAA STUDENT SUPPORT SERVICES BUILDING



## MAKING ACHIEVEMENT POSSIBLE

In AY12, 2,045 freshmen were included in MAP-Works. This represented the entire fall 2011 cohort of Anchorage campus, first-time freshmen. This cohort comprised all first-year, degree and certificate-seeking students who came to UAA for the first time in fall 2011. The cohort included part-time students; full-time students; baccalaureate, associate, and certificate-seeking students; and transfer students who were both freshmen and new to UAA in fall 2011. No continuing UAA freshmen were included in AY12.

Of these participants, more than 1,000 (49.0 percent of the entire cohort) chose to take one or more of the transition surveys. Staff and faculty used MAP-Works throughout the year to identify at-risk students and take informed programmatic steps to improve first-year student support. Here are a few examples of actions taken in AY12:

- More than 200 first-year students who self-identified as struggling in February and March 2012 were invited to the Learning Resources Center for an open-house and resource fair in mid-Spring. The large-scale partnership included the Learning Resources Center, Commuter Student Services, the RRANN program, Student Life and Leadership, the Multicultural Center, Native Student Services, New Student Orientation, School of Education, and Residence Life among others. Resource bags were provided to the 80 students who attended.

The Office of Student Financial Assistance conducted phone outreach to 236 first-time freshmen self-reporting low or moderate confidence in their ability to pay for their next semester.

Student Life and Leadership outreached to 80 first-time freshmen self-reporting moderate or strong interest in leadership opportunities on campus.

Native Student Services outreached to more than 50 Alaska Native first-time freshmen self-reporting that they regretted leaving home to come to school.

The Multicultural Center outreached to more than 60 first-time freshmen students of color self-reporting low feelings of belonging and fit at UAA.

The Advising and Testing Center contacted 109 first-time freshmen self-reporting they didn't know their advisor. By the middle of their second semester at UAA, nearly a quarter (24.8 percent) of first-time freshmen report they still did not know who their academic advisor was.

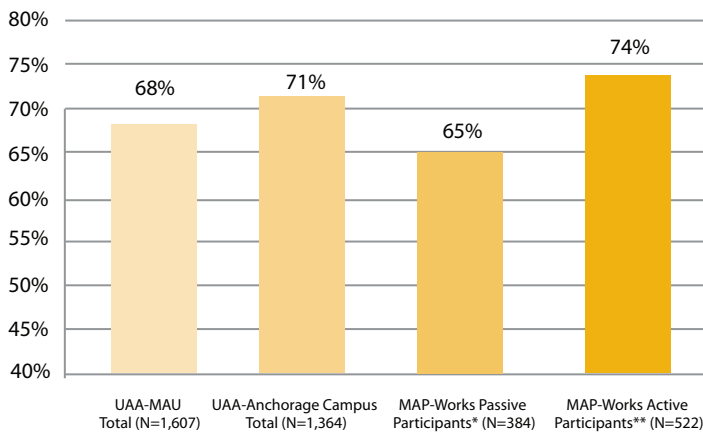
Dialog began in AY12 with University Advancement regarding the strong interest among first-year students in having a UAA alumni mentor. Nearly nine out of ten first-time freshmen at UAA (88.7 percent) say they are interested in having an alumni mentor.

Numerous offices use students' real-time, self-reported preferred contact information to overcome the challenge of often outdated Banner contact information.





## FALL 2010 TO FALL 2011 RETENTION RATES AMONG FIRST-TIME DEGREE-SEEKING STUDENTS AT UAA



\*Students who did not complete any MAP-Works surveys in AY11.

\*\*Students who chose to complete one or more MAP-Works surveys in AY11.

## FAST FACTS

After two years of implementation, MAP-Works has contributed to a number of first-year retention successes on the Anchorage campus. In AY12, the Anchorage campus reached:

- the highest first-time full-time retention rate among two-year degree-seekers in eight years (65.2 percent);
- the second highest first-time full-time retention rate among four-year degree-seekers in eight years (72.5 percent);
- the second highest total first-time full-time retention rate in eight years (72.5 percent).

The Office of Student Affairs garnered significant financial support from the Alaska Commission on Postsecondary Education, securing \$60,000 in grant funding over the next two academic years.

The team of MAP-Works-trained faculty and staff grew in AY12 from 41 to 64 professionals, including new staff and faculty from the Kenai River and Sitka campuses.

The MAP-Works team made over 11,000 targeted outreach attempts to struggling first-year students in AY12. Of these, more than 1,200 attempts resulted in interactive, personalized contact between the struggling student and his or her faculty or staff resource.

The MAP-Works project team was recognized in AY12 with the Chancellor's Award for Excellence in the category of Large Team Collaboration.

► The growing team of MAP-Works staff and faculty users will strive to increase the fall 2012 to fall 2013 retention rate of UAA's first-time full-time degree-seeking students by 1.5 percent achieving a target of 72.5 percent. When achieved, the Anchorage campus will have reached its highest first-year retention rate in a decade.

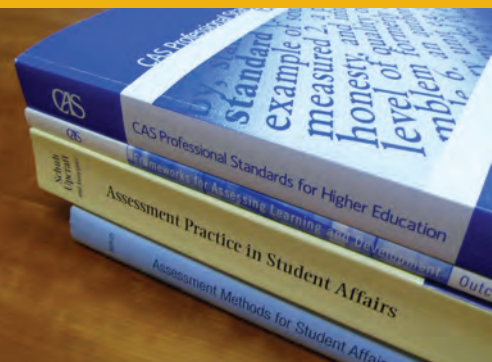
The true effectiveness of the MAP-Works program will ultimately be measured by increases in timely graduation (six years for baccalaureate degree-seekers; three years for associate degree-seekers). Considering this metric, effectiveness beyond year-to-year retention will take four to six years at a minimum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

► In AY13, faculty and staff across major units will continue to use MAP-Works to target all degree-seeking freshmen and sophomores taking courses on the Anchorage campus. In addition to these degree-seeking students, all non-degree-seeking students taking 100-level or college preparatory courses on the Anchorage campus will be included. This represents approximately 8,100 students that will be enrolled in MAP-Works in AY13.

► Insightful characteristics of UAA's first-year cohort gleaned from MAP-Works in AY12 will be presented at New Faculty Orientation and other CAFÉ trainings in AY13. For example, first generation college students are likely the majority of first-year students at UAA (55 percent), and most struggling first-year students do not speak with their teachers about their struggles (60 percent).

► Developing and strengthening collaborations and partnerships within Student Affairs and among academic departments and external agencies will continue to be a key strategic priority. The new division being created within Student Affairs focusing on first-year transition will likely offer significant opportunities in this area.

► Continuing to increase the overall survey response rates among participating MAP-Works students will be a key initiative in AY13. In AY11, 46.2% of MAP-Works participants took one or more surveys. In AY12 this proportion rose to 49.0%. In AY13 the MAP-Works team will strive for a 52% overall survey response rate. As noted in the accompanying chart, MAP-Works active participants were retained at a much higher rate as compared to passive participants.



## ADVANCING OUR CULTURE OF EVIDENCE

Looking back at the year past, FY12 laid much of the foundation for several strategic assessment initiatives that will continue throughout FY13, including undergoing the Council for the Advancement of Standards (CAS) self-study process, defining performance indicators and data points per department, and the development of the Student Affairs Assessment Team (A-Team).

### CAS SELF-STUDIES

A key Student Affairs Executive Team initiative for FY12 was to conduct a full CAS self-study review of all primary functional areas within Student Affairs.

The A-Team (also known as the CAS Self-Study Steering Committee), led by Ayesha Hankins, Coordinator of Student Affairs Research and Assessment, developed a clear process and an ambitious timeline to complete this review by August 2012. Other Assessment Team members included: Dr. Lacy Karpilo, Theresa Lyons, and Mike Smith.

To kick off the start of the self-study pilot teams, John Purdie, CAS Consultant and Western Washington University, Associate Director of Residence Life, was hired as a consultative resource for the A-Team and departmental staff. In October 2011, Purdie visited the Anchorage campus and provided a one-day CAS self-study intensive workshop for all areas going through the process. Presently, eleven departments have completed their self-studies and are gearing up for the implementation of program enhancements in FY13.

### PERFORMANCE INDICATORS AND DATA POINTS

Discussion of performance indicators (PIs) and data points (DPs) ensued in fall 2011. Usage of PIs and DPs will allow departments to demonstrate their success, while documenting longitudinal patterns and trends. FY12 was committed to working with each division and directors to establish performance indicators and data points, which are still being refined. Below are the definitions and descriptions of each metric.

*Performance Indicator:* is a measurement that helps a department understand and evaluate how well it is doing in achieving its mission and primary function(s).

#### PI Characteristics:

- Focus on aspects of the department that are critical to its current and future success
- Measured consistently over-time
- Clearly understood by staff members
- Can be meaningfully impacted by the department's primary functions

*Data Point:* is a measure that is directly related to the primary functions of a department, but not one in which it is solely responsible for impacting (e.g. undergraduate retention rates).

### DEVELOPMENT OF THE A-TEAM

In FY12, the A-Team was established to develop assessment skills and competencies among student affairs staff and provide oversight to the CAS self-study process. The original team, as previously mentioned, consisted of four student affairs professionals.



As demands for increased accountability and assessment practice continue, the A-Team expanded in May 2012 to include four additional members: Karen Haddock, E. Andre Thorn, Dawn Dooley, and Deborah Mole, Associate Professor/Research Librarian. Along with the expansion, the aims of the team grew as well to support the overarching Student Affairs strategic planning and assessment initiatives, including establishment and reporting on performance indicators and data points; and identification, definition, and assessment of programmatic and student learning outcomes. Furthermore, the team will also serve in a consultative role for the Executive Team and the Vice Chancellor for Student Affairs.





## ONGOING EFFORTS

Aside from the aforementioned initiatives, enhancing Student Affairs professionals individual and collective ability to conduct assessments continued. Webinars and trainings related to sharing assessment results and developing an assessment plan were provided to staff in collaboration with Campus Labs. Furthermore, direct departmental support from the Coordinator of Student Affairs Research and Assessment was consistent throughout the year and led to the administration or refinement of several assessments, including the NSS Student Feedback Survey, Student Health and Counseling Center Survey, UAA Scholarship Essay Rubric, UAA Civil Rights Month Assessment, and the Student Activities Interest Survey among many others.

Participation in the NASPA Assessment and Knowledge Consortium continued throughout FY12 as two campus-wide studies were administered - Profile of the College Student Experience and the Campus Activities Benchmark. The Profile of the College Student Experience survey was administered through the Office of Student Affairs and focused largely on characterizing the unique behaviors and demographic distinctions of our students. Additional information about the Profile study and select data points are provided on page 12.



CAS Self-Study Round Two Teams Reception, May 2012

## FAST FACTS

*Our assessment work continues to garner recognition, as UAA student affairs was recognized by CampusLabs™ in March 2012 as a model campus for the development and implementation of performance indicators (PIs). The refinement and assessment of PIs will continue throughout FY13.*

*The Student Affairs Assessment Team expanded its membership to include four new members from across campus, including both student services professionals as well as faculty. Each new member attended the 2012 NASPA Assessment and Persistence Conference in Tampa, Florida in June 2012.*

*In June 2012, the CampusLabs™ tool, Program Review, was added to the existing Baseline assessment platform. This new feature will facilitate the adoption of an online CAS self-assessment process to be pilot tested, with a few departments, summer 2012. To-date, eleven departments have completed their studies with upwards of 30 external faculty, staff, and students participating on a self-study team.*

With the continued aim of building our culture of evidence and demonstrating the impact, quality, and success of our programs and services our FY13 goals are as follows:

- ▶ Support the implementation of program enhancements as identified by the CAS self-study process.
- ▶ Provide training and direct assistance to SA staff in order to articulate and define learning/program outcomes per department.
- ▶ Refine and begin reporting on identified performance indicators and data points.
- ▶ Continue to advance our culture of evidence by adopting and implementing a strategic planning and assessment model.
- ▶ Provide increasing opportunities for staff to share data and increase the exchange of meaningful student information.

## SELECT SURVEY FINDINGS FROM FY12

The Profile of the College Student Experience was an online assessment administered via CampusLabs as part of the 2011-2012 NASPA Consortium. It was designed to provide actionable data on students' perceptions of campus climate and campus safety, levels of civic engagement, use of technology and social media, and characteristics and demographics.

Between October and November 2011, the online survey was conducted and 4,500 undergraduate students at the University of Alaska Anchorage (UAA) were invited to participate in the study. Invitational and reminder emails were sent to students' UAA email address. A total of 806 students responded to the survey and 716 completed the instrument (overall response rate of 18%).

Included are select key findings from the study. For additional information about the study and the data collected, please contact the Coordinator of Student Affairs Research and Assessment.

### USE OF TECHNOLOGY AND SOCIAL MEDIA

Texting was something that most students reported doing daily. 56% (n=314) said they text, in total, between "1-25" times per day, 17% between "26-50", and 12% between "51-100."

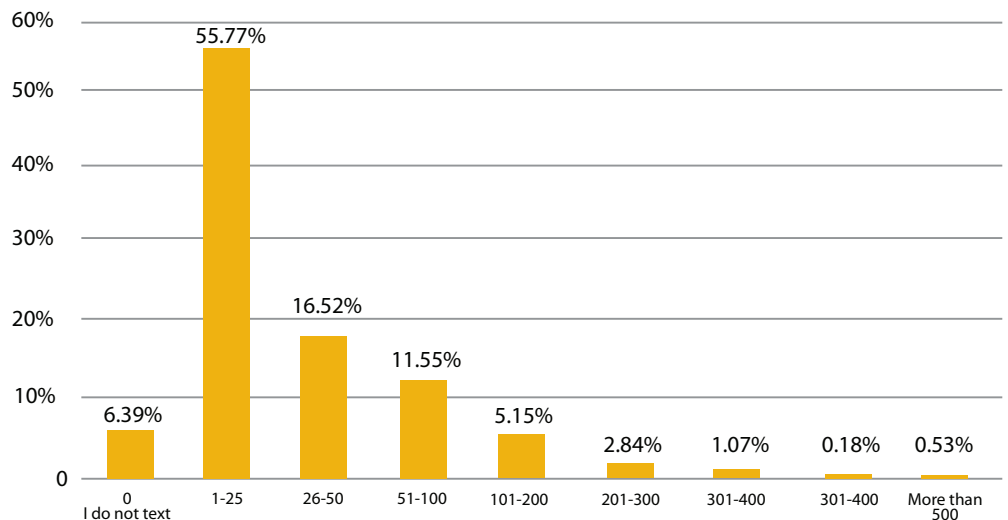
When asked, "Would you prefer that UAA faculty, staff, and administrators use text messaging as a means to contact you or to convey important UAA information?" most students said "no" (47%, n=264), followed by 31% who said "yes" (n=173).

### CAMPUS CLIMATE AND DIVERSITY

Nearly 40% (36%, n=195) of students offered a neutral response, "neither agree nor disagree," with the statement, "I take advantage of the opportunities provided by my college to learn about diversity-related issues."

Survey participant perspectives were nearly split as 55% and 45% responded "yes" and "no," respectively, when asked, "Do the course offerings, events, and activities at UAA reflect the lives, perceptions, and contributions of people from diverse backgrounds?"

AVERAGE NUMBER OF TEXT MESSAGES SENT ON A TYPICAL DAY (24 HOUR PERIOD)



### ADDITIONAL STUDENT CHARACTERISTICS AND DEMOGRAPHICS

24% (n=169) of students said "yes" they are the first in their family to go to college (neither of their parents/guardians or siblings attended any college).

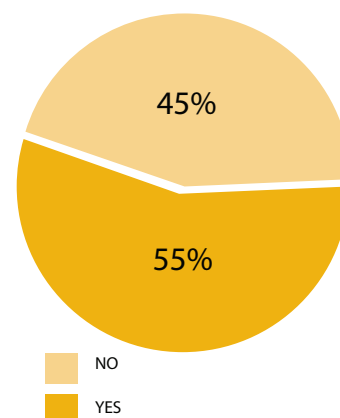
Majority of respondents (25%, n=182) reported they spend, on average, "6-10 hours" studying per week.

23% affirmed "yes" they do have a child or children that they financially support. 77% (n=545) said "no" they do not.

Nearly four out of ten (36%, n=259) students described their financial situation, for fall 2011, as "sometimes stressful."

36% (n=250) rely on some sort of family contribution to pay for their education

"DO THE COURSE OFFERINGS, EVENTS, AND ACTIVITIES AT UAA REFLECT THE LIVES, PERCEPTIONS, AND CONTRIBUTIONS OF PEOPLE FROM DIVERSE BACKGROUNDS?"











## MILITARY & VETERAN COMMUNITY SERVICES

In the seven month tenure of UAA's Military & Veteran Community Services (MVCS) program, our efforts have been focused in three main directions: training for students, faculty and staff; evaluation and improvement of internal procedures; and communication and community outreach. This three pronged approach allows us to support the overriding needs of the student population. As military and veteran education benefits have been improved and adjusted they have also become increasingly complex. Our ability to adjust to and find ways to thrive in this new environment is critical to the long-term success of these students.

In order for the university to align effectively with military and veteran student benefits, we must have a well-informed team of faculty and staff, as well as a student body that understands how to use the benefits at their disposal. To achieve these ends, we focused on training for faculty, staff and students alike. For faculty and staff, MVCS has 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. Although in its infancy, this program has already reached eighty-five faculty and staff with the initial overview training. And for students, we have continued with the recurring student workshops that are conducted regularly on campus as well as on JBER in partnership with the Army and Air Force Education Services Offices. During the summer of 2012, we expanded the efforts to inform students to include extensive, one-on-one, front-end "coaching" sessions for students using these benefits for the first time.

A second area of focus has been an evaluation of internal processes with the intent of streamlining while also improving communication. Military and veteran education benefits require a coordinated effort from multiple functional areas within the university. It is critical that we are all working with a clear understanding of our own responsibilities as well as what is being performed by others and what role our students have in drawing their benefits. In order to make these improvements, MVCS has worked hand-in-hand with Military Programs, Accounting Services, Disability Support Services and all of Enrollment Management to identify opportunities for

improvement. This combined with our participation on the UAA Military and Veteran Task Force has the University well on its way to creating a more efficient and effective learning environment for students and staff alike.

Finally, in order to best serve this population of students, an overall understanding of the benefits and services available to them, as well as knowledge of the factors these students face during their transition periods is invaluable. The idea of being a subject matter expert in all these areas is daunting to say the least, but fortunately that is unnecessary. Throughout our community there are state, federal, municipal and university personnel working toward this same end. Our challenge is identifying and coordinating with these allies. Our community outreach efforts include participation in working groups made up of personnel from all of the various silos of expertise working to help this population. One partnership in particular, the Anchorage Community Capacity Forum, is working toward broadening our network of invested partners while clarifying lines of communication for the partners and for the military members and veterans that we serve. We then combine these new partnerships with the outreach events that we conduct for our students and what results is a better informed student with access to the resources designed to aid in their individual success.



# 2012 VISION



## FAST FACTS

*UAA's MVCS planned and implemented "Seawolf Boot Camp," a staff and faculty training program designed to increase institutional literacy regarding military/veteran students' benefits and requirements. In the first three months of this training initiative, 85 members of UAA's faculty and staff participated. During the developmental phase of this training program, sessions were conducted through CAFÉ in which an additional 32 faculty members participated.*

*Military & Veteran Community Services held dozens of outreach training sessions. MVCS conducted multiple student workshops on campus, on Joint Base Elmendorf-Richardson (JBER) and with the Department of Labor, designed to provide military and veteran students the necessary information on how to use their education benefits. These workshops were attended by 147 military and veteran students.*

*MVCS designed and produced a Military and Veterans Honor Cord program to recognize current and prior service member graduates at the Commencement ceremony. Forty-two graduates were recognized with an honor cord during the 2012 Commencement ceremony.*

*MVCS has partnered with the federal department of Veterans Affairs (VA) to house VetSuccess on Campus (VSOC). VSOC is a national initiative to place VA counselors on campuses to help support the surging levels of students using VA education benefits nationally. UAA was one of 11 schools this year and 26 overall to be chosen to receive a VSOC counselor. Terry Jackson, our VSOC counselor, comes to UAA after a 28 year career in the Army and ten years spent with the VA as a Vocational Rehabilitation Counselor and as a VR&E Officer.*

*MVCS in conjunction with UAA's student veterans club, a chartered member of the national Student Veterans of America (SVA), Student Veterans of UAA, Student Life & Leadership and Student Financial Assistance, prepared and assisted with multiple events during UAA's Veterans Awareness Week. Events included faculty/staff training, a veterans resource fair, information sessions and culminated in our participation in the National Roll Call, the reading of the names of all the fallen in Operation Enduring Freedom, Operation Iraqi Freedom and Operation New Dawn. These events were attended by staff, faculty, students, local dignitaries, elected officials and military leadership from JBER, many of whom volunteered to read names of the fallen.*

Moving into academic year 2012-2013, MVCS will expand on these new programs and partnerships. We will move into a new space in the Student Union which will expand our role as a front end single point of contact for students, staff and faculty regarding all things military and veteran student related. Expansion of the role our student veterans club, SVUAA, plays with our new veteran students will also be a priority. Following is a list of objectives for the coming academic year:

- ▶ Creation of a veteran student, peer-to-peer mentoring program operated through SVUAA and fostered by MVCS.
- ▶ Develop a military and veteran work group, made up of individuals from throughout the University. This group will work to bring a more complete understanding of UAA to MVCS and help communicate back out to the UAA community.
- ▶ Expansion of Seawolf Boot Camp curriculum to include issue driven training conducted by subject matter experts.
- ▶ Implementing surveys and other available tools to track our military and veteran student matrices and zero in on empiric data that may be used going forward.
- ▶ Through a partnership with our VA allies, conduct resume writing workshops focused on translating military experience into a civilian skill-set.
- ▶ Veterans Awareness Week 2012 (November 5-9) – Job Fair, Resource Fair, training and more.
- ▶ Work with New Student Orientation to further develop a "New Veteran Student Orientation" program.

These initiatives and more will keep MVCS very busy in academic year 2012-2013 and ultimately continue improving the ways in which UAA works with and for our military and veteran community.





**Vara Allen-Jones**  
ASSOCIATE VICE CHANCELLOR

#### P R I O R I T I E S

*Enhanced student outreach, transition, and retention programmatic thrusts.*

*Strengthened academic and social support services for students served through AMSS.*

*Collaborative continuation and solicitation of external funding opportunities.*

*Continued revitalization of multicultural programs and services.*

**ADVISING & TESTING CENTER**  
**MULTICULTURAL CENTER**  
**DISABILITY SUPPORT SERVICES**  
**NATIVE STUDENT SERVICES**  
**NEW STUDENT ORIENTATION**  
**TRIO PROGRAMS**





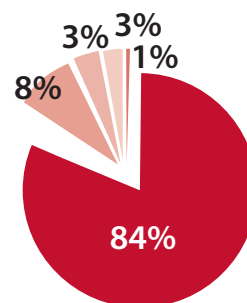
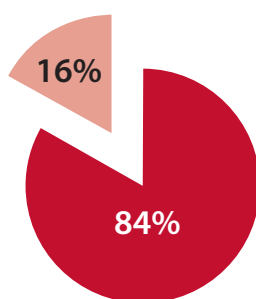
The division of Academic and Multicultural Student Services (AMSS) provides academic and student support to assist students in reaching their educational and life goals. AMSS is comprised of programs and departments that provide services to support and enhance student's transition, retention and graduation rates. The services provided through the Multicultural Center and Native Student Services are geared toward meeting the needs of UAA's diverse student population. Native Student Services' holistic approach with students has produced high levels of satisfaction from students. This program successfully provided academic, social and community supports for their cohorts. The Multicultural Center developed strong partnerships with community constituents as well as student groups in order to better meet the needs of UAA's students of color. Celebration of students' academic achievements and leadership are touchstones for the center. The UA Scholars @ UAA is a part of the AMSS division and as such coordinates and provides the UA Scholars briefings which occur during new student orientation. It is important for Alaska's top students to have ongoing guidance and support during their college matriculation. The UA Scholars @ UAA program partners with the statewide UA Scholars program to augment services for students, which results in building community and support among the student cohorts.

Academic advising and orientation were in the spotlight this year. The undeclared student is one of UAA's largest cohorts of entering students. The Advising and Testing Center continues to provide

creative opportunities for "exploratory" undeclared students to discover their educational path. Through collaborations with Enrollment Services, the development of Career Guidebooks is a major accomplishment. The center also provides outreach and advising to the Associate of Arts majors. New Student Orientation continues to provide various avenues which assists new students in their transition into the university community. Through partnerships with faculty and staff, orientation is more than a program, it is an experience.

This year several programmatic changes occurred within the division. Through internal reallocations the "Wolf Pack" emerged as a pilot program. The Wolf Pack mentored first time students who participated in orientation throughout the year. Disability Support Services piloted the Accessibility Interns programs which provided captioning for numerous academic digital offerings.

AMSS seeks to serve the whole student through academic advising, testing, orientation, multicultural programming and accommodations for those who experience a disability. The following pages highlights the past years' efforts at a departmental level. I commend the AMSS team on their unwavering commitment to our students.



The FY12 budgets for the following federally-funded grant programs are not included in the charts to the right.

EDUCATIONAL TALENT SEARCH	\$345,000
EDUCATIONAL OPPORTUNITY CENTER	\$360,000
STUDENT SUPPORT SERVICES	\$228,186
UPWARD BOUND	\$242,500
	<b>\$1,175,686</b>

#### EXPENDITURES

SALARY & BENEFITS	\$ 2,728,607
OPERATIONS	\$ 523,389
	<b>\$ 3,251,689</b>

#### REVENUE

GENERAL FUND	\$ 2,766,472
STUDENT FEES	\$ 273,673
OTHER SOURCES	\$ 97,857
UA RECEIPTS	\$ 101,070
OVERHEAD	\$ 28,387
INTRA AGENCY	\$ 7,765
	<b>\$ 3,275,224</b>



## ADVISING AND TESTING CENTER

The Advising and Testing Center (ATC) engaged in 3,233 academic advising conferences during FY12. 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. During spring semester, ATC administered an anonymous survey to students who received advising from the Advising and Testing Center. After their advising session concluded, students were invited to complete an outcomes survey. The survey was designed to measure self-reported student learning outcomes based on their recent advising experience. 152 students agreed to complete the survey. The results indicated that 95% of the students surveyed each reported gains in all six of the learning outcomes listed below:

- an increase in knowledge and clarity about a process or procedure
- increased reflection on their goals and commitment to their education
- an increase in motivation to pursue their educational goals
- an improved understanding of course requirements and their degree plan
- a strengthening in their belief that "I can do this"
- a genuine connection with an advisor at UAA who is willing to assist and guide them through their degree program

The results of this survey provided strong evidence that significant, multiple learning outcomes occur among our target population as a result of academic advising contact.

Program assessment in Student Affairs was a high priority task in FY12. The Advising and Testing Center was invited to be one of the first departments in the unit to proceed with the self-review process established by the Council for the Advancement of Standards in Higher Education (CAS). The process proved to be a remarkable tool for revealing program strengths and weaknesses. The results of the process clearly identified six areas of program strengths: The Program,

The Mission, Facilities and Equipment, Leadership and Human Resources. The self-review demonstrated ATC's programming was strongly aligned with National Academic Advising Association (NACADA) and CAS standards in regard to advising policies, procedures and outcome expectations of serving the needs of our target populations. The process also revealed areas in need of improvements. These areas were identified as Campus and External Relations, Technology, Assessment and Evaluation, Equity and Access and Financial Resources. ATC has established six subcommittees to address each of these issues during FY13. The outcome of the CAS self-review process was a positive and significant step forward to help the department achieve higher levels of performance and accomplishment. Furthermore, the CAS self-review provided our department a model for incorporating CAS best practice recommendations into our everyday operation to further the goals of Priority C in UAA's Strategic Plan 2017.

During FY12, ATC contributed significantly to the MAP-Works initiative by completing 1,124 student contacts with newly enrolled freshmen in the categories of baccalaureate undeclared, Associate of Arts, and freshmen enrolled in GUID A150. These contacts contributed to the persistence rate of 82% for first-time baccalaureate degree-seeking students with undeclared majors, 74% for Associate of Arts degree students and 93.8% for first-time freshman enrolled in GUID A150 *Creating Success in College*.

A significant accomplishment occurred in FY12 with the completion of the Career Guidebooks, which was a multi-year, collaborative project between Enrollment Management and The Advising and Testing Center. This initiative was designed to provide students and academic advisors a useful tool to identify a meaningful connection between a college major and a future career. The positive ramifications of this initiative will have a wide reaching impact by helping students identify life goals and therefore, solidify their motivation to stay in school. These gains in persistence and retention is supported by research indicating that a lack of academic and vocational goals is a significant factor contributing to why students fail to persist in college. These publications will serve as companion pieces to the existing Educational Pathway flyers which, when used



together, introduce and promote a comprehensive exploration of academic programs and their associated career pathways. Therefore, there are enthusiastic expectations that the use of these newly published guidebooks will provide a significant opportunity to promote retention and persistence of UAA prospective and current students.

## FAST FACTS

*353 first-time freshmen enrolled in GUID A150: Creating Success in College of which 93.8% persisted into spring semester. COUN A101 enrolled 44 students who received extensive help with the process of career exploration and major selection. These course offerings contribute to UAA's efforts in student development, promoting academic achievement, and career exploration.*

*640 undeclared/exploratory students participated in an academic advising conference that focused on career exploration. Of this number, 252 students completed a formal assessment, i.e. the Strong Interest Inventory and/or the Career Exploration Inventory to gain insight into personal traits, interests and values correlated with satisfaction with various career options.*

*2,185 students participated in a total of 3,233 advising sessions. As a result, it is believed students selected more appropriate academic courses, improved their understanding of UAA policies and procedures, gained competence with UAA technologies and increased knowledge of General Education Requirements. In fall to spring persistence rate of fall 2011 newly enrolled bachelor's degree, undeclared students was 82% and 74% for fall 2011 newly enrolled Associate of Arts students.*

*3,961 Accuplacer tests were administered to UAA students. An additional 129 tests were administered to Anchorage area high school juniors and seniors during Step into UAA Day at King Career Center, which occurred on April 6th and 7th. This event was the result of a collaborative effort between the Anchorage School District, the Department of College Preparatory and Developmental Studies and the Advising and Testing Center. The program was initiated to promote early Accuplacer testing.*

*2 NACADA webinars were sponsored and hosted by ATC as a professional development initiative between Student Affairs and Academic Affairs. The Informational Component of Academic Advising: Policies, Procedures, and Beyond was offered on March 3rd. The Relational Component of Academic Advising: Strategies for Effective Communication, Rapport Building & Student Engagement was also offered on May 19th. 15 professional academic advisors and three faculty advisors participated in at least one of the two academic advising webinars.*

# 2013 VISION

- ▶ Continue to identify key performance indicators for our program and employ qualitative and quantitative measures to evaluate expected student learning outcomes to provide evidence of achievement.
- ▶ 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.
- ▶ Focus on a "culture of evidence" by continuing to implement new assessment measures to identify the 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.



## MULTICULTURAL CENTER

With a new Director coming aboard (August 22, 2011) to guide the Multicultural Center ship at UAA, there was an increased focus on continuing and enhancing existing signature programs while leveraging collaboration opportunities with other identified stakeholders at UAA and within the Anchorage community.

### SIGNATURE PROGRAMS

#### AHAINA Student Programs:

AHAINA Student Programs hosted Exploring Race Issues: a round table discussion on the cultural misconceptions and stereotypes that affects the UAA community and community at large. Approximately 19 students attended. This program adhered to Priority D, strengthen the UAA Community by helping to build an institution distinguished by a diverse, engaged community of students and staff.

During the month of November, working in partnership with the UAA Learning Resource Center (LRC), AHAINA hosted a series of Web-based academic support workshops utilizing the trial Student Lingo Program. Topics included Time Management, Dealing with Test Anxiety, Assessing your Learning Style, Avoiding Procrastination, Study Tips and Note Taking, and Steps to Becoming a Successful Student. These programs had a small but repeated audience and was well received by those in attendance. This project adhered to Priority C, Expand Educational Opportunity and Increase Student Success.

A Freshman Mixer was held in December, 2011 in collaboration with MAP-Works Coordinator David Weaver designed to connect AHAINA students with the MAP-Works program and get "at-risk" students of color connected to campus resources for success. These initiatives supported priority D-6, Build an institution recognized for its collaborative efforts between and among programs, schools, colleges, campuses, and universities.

#### Men & Women of Excellence

The Men and Women of Excellence event invited junior level (or above) men and women to vie for the coveted Man or Woman of Excellence award. This year's event also allowed us to greatly enhance participation in the event by allowing lower

division students with a minimum 3.0 gpa to be invited to the event as a way to create future interest in the program. Out of 19 applicants, Mr. Ryan Liu was named the 2012 AHAINA Man of Excellence and Ms. Yanelis Torres Perez was named the 2012 AHAINA Woman of Excellence.

#### Fall and Spring Graduate Dedication Celebration

Fall 2011 hosted about 20 students and families on December 17th at the Student Union Cafeteria. André Thorn, Director of the Multicultural Center served as the guest speaker. This event was culminated by a touching rose dedication ceremony from graduates to their parents or family members.

AHAINA Student Program Spring 2012 Graduation Ceremony was held Saturday, May 5th, 2012. 25 students and their families participated and the guest speaker was Dr. Timothy Rusnak, Principal and CEO of Benjamin Franklin High School, New Orleans, LA. The MC also presented departing Provost Mike Driscoll a Gold Pan of thanks for all of his support. Dr. Rusnak was able to serve as our speaker based on the generosity and collaborative spirit of the Brotherhood, Inc. organization of Anchorage.

All of these programs adhered to Priority E, Expand and Enhance the Public Square by creating an opportunity to turn the diverse encounters between cultures, classes, interests, and ideas into the discovery of knowledge, to creative expression, and preparation for work and civic engagement.

### KEY COLLABORATIONS

In partnership with the Polynesian Association of Alaska, the Multicultural Center hosted Te Vaka: [The Canoe]. This event involved over 150 participants engaging in a Polynesian community dinner and discussion by the Polynesian rock group "Te Vaka". October, 2011. Ashleigh Nero of the Multicultural Center was able to secure and create a display of the historical George T. Harper's Black in Alaska photo display which was shown for the entire month of February 2012 in the Consortium Library. Kappa Alpha Psi Fraternity, Inc. Anchorage Alumni Chapter sponsored the Nights of Achievement Study Halls in November 2011 and April 2012. Sponsorship amount was \$1,000. The Multicultural Center

provided major sponsorship and leadership to the Latino Student Union (Hispanic Heritage Month) and Black Student Union (Black History Month) activities. The Multicultural Center hosted Exploring Race Issues: a Round Table Discussion on the Cultural Misconceptions and Stereotypes that Affects the Community. November, 2011. Approximately 19 students attended.



## 2013 VISION

► In order to fully address the need to promote intercultural competence among the UAA community, the Multicultural Center (MC) will integrate an intercultural model. With this model, the MC continues to support students of specific cultural and identity groups, while promoting initiatives designed to achieve effective inter and intra-cultural consciousness among all students.

► Halualani (2008) found that simply working toward diversifying the student body does not adequately promote this type of intercultural understanding. Therefore, structuring the college experience in a way that promotes this type of skill requires a multifaceted approach. It must address intrapersonal, interpersonal and cognitive levels of maturity development. It must also draw a clear connection between the learning of intercultural competencies and engaging social change in individuals, groups and society (Astin, 1996).

### FAST FACTS

*AHAINA Student Programs won the Best Campus Kick-Off booth/table. The AHAINA table saw over 115 students at the 2011 Campus Kick-Off and shared information about AHAINA Student Programs and Activities among the campus community.*

*AHAINA continued its partnership with the Nursing Workforce Diversity Program (NWDP), providing the meeting space for their biweekly sessions. The NWDP is a stipend program targeting first-generation/ethnic minority/low-income students as they maneuver through the UAA pre-nursing curricula on a monthly basis.*

*Working in collaboration with MAP-Works and the Learning Resource Center, the Multicultural Center identified 80 students through MAP-Works and contacted them to attend a mid-semester open house at the Learning Resource Center. This program targeted diverse students who completed the mid-year MAP-Works survey and indicated that they were struggling in one or more courses.*

*The Director of the Multicultural Center facilitated a follow up discussion with campus stakeholders to a webinar that focused on Retention and Persistence of Minority male students. There is an interest and an effort to continue this collaborative work and to create an on-going, standing minority male retention committee.*





## DISABILITY SUPPORT SERVICES

The DSS Accessibility Management System (AIM) successfully serves students and faculty with the accommodation process. The system allows students who have established eligibility, to login and request specific adjustments. This process saves staff time, ensures confidentiality, and provides better tracking regarding specific usage of the accommodation process.

Over a thousand students are currently eligible to receive accommodation through UAA. Each semester approximately half that population enrolls in courses in which accommodation is needed. Below is a quick breakdown of some of the frequently implemented adjustments within the 2011-2012 Academic year:

- 1,481 exams were proctored
- 410 book and other alternative format materials were provided
- 301 requests for ergonomic furniture were fulfilled
- 12 students were provided with ASL Interpreters or text based communication techniques in 89 courses

The academic and programmatic adjustments that DSS coordinates through the accommodation process are legally mandated by Section 504 of the Rehabilitation Act as well as the ADA. Annual surveys of the students served by DSS continue to support very high rates of satisfaction with the spring 2012 survey documenting a 90% satisfaction rate. Students with disabilities who are using the DSS accommodation process are also persisting at very high rates.

In addition to the essential work of coordinating academic adjustments, the department is also dedicated to serving as a resource for the community. Close working relationships across UAA have led to accessibility focused professional development, awareness building, and innovation. October 2011 was Disability Employment Awareness Month and DSS participated in the Workforce Recruitment Program. This federally funded program brought a recruiter onto campus to interview current students and recent graduates who experience disability. DSS placed an ad in the Northern Light and placed posters around campus to advance our secondary goal of promoting an inclusive environment and encouraging both students and hiring authorities to consider the value of a

diverse workforce that includes those who experience disability.

Over the past year, Disability Support Services has worked hard to advance UAA's position with regard to accessibility of online information and services. Increased reliance on internet based communications has underlined the importance of system-wide planning and collaboration.

### Efforts include:

The activities and accomplishments of the one-time funded Accessibility Intern Coordinator and Accessibility Interns cannot be overstated. A small snapshot of the Accessibility Intern Coordinator's completed projects are as follows:

- Provided supervision to accessibility interns. Included training, evaluation of work, provision of technical assistance and logistics for projects and procurement.
- Redesigned UAA DSS trifold printed brochure for marketing/outreach.
- Updated Campus Access Maps. Worked collaboratively with the Alaska Center for the Blind to establish optimal paths of travel.
- Developed training tutorials to be used by students logging into online accommodation system.
- Acted as a consultant representing UAA on Accessibility as part of a contract between UAA and video hosting service vendor, Sharestream.
- Managed and participated in "Alaska Accessibility Matters"
- Online Community, where we have a "UAA Accessibility Interns" group setup to collaborate with interns.

There were approximately 25 accessibility-related projects completed by the Accessibility Interns, varying in scope and priority. Examples of some of the completed projects:

- UAA Center for Human Development "Partners in Policymaking" PDF course materials accessible; high priority—documented student with disability.
- UAA Elluminate Live platform testing accessibility for spring 2012 CHD course; high priority—documented student with disability.
- UAA Advancement video captioning "Jazz Hands;" high priority—public facing websites

## FAST FACTS

*Successful completion and presentation of CAS Self-Study. DSS Self-Study team identified nine areas of follow-up action items to begin summer 2012 semester and on-going.*

*The first student cohort has completed their first semester and has registered for fall 2012 within the TAPESTRY program. The second cohort is now being processed before registering for their first semester in fall 2012. The federally funded model demonstration project is a collaboration of the Center for Human Development, the Department of Vocational Rehabilitation, Anchorage School District, and UAA DSS.*

*DSS participated in the Alaska Civil Rights Month programming through the deployment of our Disability History Exhibit. The display rotated through the Student Union, University Center, and then onto the Commons during the month long celebration.*

*DSS has presented technology-based sessions to both faculty and the community as follows: technology demonstrations, accessible PDFs and universal design handouts at the Faculty Tech Fair; participating in an eLive session on speech recognition technologies; SESA staff on accessibility computing tools, Premier Literacy Pack Suite; adaptive technology in higher education to the Alaska Statewide Special Education Conference.*

*DSS presented department-specific informational workshops to the faculty of the School of Nursing, Chugiak-Eagle River Campus, and to incoming TAPESTRY staff.*

*DSS provided well-received outreach to the students, parents, and faculty at Dimond HS, Service HS, Stellar Alternative School and Highland Tech Vocational HS.*

*Disability Support Services hosted its 9th annual "Reel Eyes: Showcase of Films by and about People with Disabilities" on March 27. This free and community open event was also a one credit offering through Social Work A490, "Selected Topics in Social Work," and was taught via distance education. This year's themes were Brain/Body/Technology "Cyborg Revolution" and "The Brain that Changes Itself" to coincide with International Brain Awareness Week, and Disability History ("It's Our Story"). DSS "Reel Eyes: Showcase of Films by and about People with Disabilities" was also confirmed and shown to students, faculty, staff and community members at PWSCC, KPC, and UAS campuses. Both films were very well received.*

*Disability Support Services participated in JBER's Wounded Warriors Fair to present DSS services and adaptive technology to approximately 150 veterans on March 12.*

*Disability Support Services hosted their Annual High School Transition Event on April 13 to approximately 75 high school students from schools across the Anchorage School District. Partners included New Student Orientation, Enrollment Services, Advising and Testing Center, the Community and Technical College, and the Multicultural Center.*

*UAA hosted a group of 15 deaf area-wide high school students interested in attending UAA in the fall.*

*The DSS Lending Library is now completely aligned to the Consortium holdings. We have been fully functional and operating for the last several months. We are checking out/receiving back books from students and the library is making their weekly rounds to DSS along with the LRC.*

► Disability Support Services has demonstrated the ability to move beyond a model of strict compliance with legal mandates to embody the spirit of the law. Doing so not only sets an example of cost-effective, proactive, student support service delivery, but also aligns with the Council for the Advancement of Standards recommendations for Disability Support in Higher Education. Students with documented disabilities who request reasonable accommodation will continue to be provided with timely and effective adjustments with meaningful support offered to students, staff, and faculty to further cultivate a positive and inclusive campus climate. DSS is serving between 600-800 students per semester.

► Given the number of staff vs. student ratio, funding and continuation of the Accessibility Intern Coordinator and Accessibility Interns is imperative. There are clear mandates outlined in both Section 504 of the Rehabilitation Act and the ADA that speak to the need for educational offerings to be accessible to the full range of individuals who are eligible to participate. These mandates apply to individual courses but also to programs as a whole.





## NATIVE STUDENT SERVICES

During 2011-2012 academic year, NSS sought to foster a seamless student transition from rural Alaska high schools, promote student success, and cultivate a more inclusive university environment which is relevant to Native students. As a Student Affairs unit, NSS participated in all five (5) areas of UAA 2017 Strategic Plan Priorities: Strengthen and Develop the Total UAA Instructional Program (Priority A), Reinforce and Rapidly Expand our Research Mission (Priority B), Expand Educational Opportunity and Increase Student Success (Priority C), Strengthen the UAA Community (Priority D), and Expand and Enhance the Public Square (Priority E). While the emphasis of the NSS effort was in Priority C and Priority D, the report below will describe contributions to all priorities.

To Strengthen and Develop the Total UAA Instruction Program (UAA 2017, Priority A), NSS participated in the UAA 2012 Alaska Native Case Study Institute, which focused on developing case studies that address the opportunities and challenges of contemporary Alaska Native life. NSS also supported the University's effort to Reinforce and Expand our Research Mission (UAA 2017, Priority B). Sheila (Tusaagvik) Randazzo partnered with Dr. Kristin Hanson in authoring the journal article "Survival then, Survival now" which was published in *The International Journal of Sport and Society: Volume 2, Issue 4 (2012)*. Though NSS collaborated with academic units to advance UAA 2017, Priority A and B—the development of the UAA instructional program and the expansion of UAA research, the main focus of NSS is in Student Affairs activities.

The primary emphasis of NSS is to Expand Educational Opportunity and Increase Student Success (UAA 2017, Priority C). In an intentional effort, NSS developed a strategy that targets the unique "transition", "retention", and "connection" needs of Alaska Native and rural students to ensure student success. The Native Early Transition (NET) program focused on the "transition" of incoming Alaska Native and rural freshmen. During the week prior to the onset of the 2011 fall semester, NSS sponsored the NET program to assist incoming freshmen prepare for the start of classes. Thirty-one (31) freshmen participated in the fall 2011 NET program. An assessment survey administered on the last day of the program revealed a 96% participant satisfaction. This satisfaction rate is an increase of 3%

over the fall 2010 NET program. The fall to spring semester persistence rate of NET program participants was 74%. This rate exceeded the 70% fall to spring target persistence rate. In addition, the NET program "transition" component, the NSS overall strategy included a "retention" component to promote student success. NSS sponsored a student mentor/tutor program to provide needed support services to Native and rural students once they are on campus. The student mentor/tutors 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 mentor/tutor program in the 2011 fall semester, 87% returned for the 2012 spring semester. On a day to day basis, the NSS Transition Advisor provided services to 664 incoming, current, and re-entering students and the NSS Student Success Coordinator provided services to 603 incoming, current, and re-entering students. Their efforts contributed to the successful outcomes of the transition and retention components.

A secondary emphasis of NSS is to Strengthen the UAA Community (UAA 2017, Priority D). NSS collaborated with a number of on-campus and off-campus entities to develop a positive campus environment for Alaska Native students. NSS partnered with other UAA Native programs and the Native Student Council to host a number of community building events to connect Native Student to UAA. These social, cultural, mental, and physical events during the 2011 fall and 2012 spring semesters had the following attendance: Potlucks—139 participants, Native Values Discussions—480 participants, Friday Noon Discussion Series—152 participants (spring semester only), Roundtable Discussion—40 participants, and Gym Nights—118 participants. These events helped nurture a more inclusive university environment for Native students. Satisfaction surveys were given to the participants to rate the "value" of the events in creating Native student connectedness to UAA. The compiled results of the Student feedback indicated that the events created a high student "connectedness to UAA" rate of 4.78 on a 1 to 5 scale. This student "connectedness to UAA" rate exceeded the targeted 4.0 outcome measure. NSS also participated in the UAA Alaska Native/American Indian Heritage Month committee in the offering of 14 Alaska



Native cultural programs and events on the UAA campus, including a Native Dress Review where UAA Native students fashioned their traditional dress. These events held during the month of November raised awareness of the Native experience and helped foster an inclusive and positive campus climate. NSS efforts extended beyond the Anchorage campus to the community campuses. NSS sponsored the showing of "The Land is Ours" and public discussion at the Mat-Su College as part of a MAU wide effort to strengthen the UAA Native student community.

Finally, NSS collaborated in efforts to Expand and Enhance UAA as a Public Square (UAA 2017, Priority E). NSS partnered with the College of Business and Public Policy (CBPP) and the community-based ANCSA@40 committee to host a panel discussion on the UAA campus on September 9, 2011 featuring U.S. Congressman Don Young, retired ASRC Chairman of the Board Oliver Leavitt, and current Chugach Alaska Chairman of the Board Sheri Buretta. This public square discussion, which drew 123 community members and students, highlighted the Native contribution to the development of the state and provided a vision for Native students of their role. Also, NSS partnered with the Alaska Native Tribal Health Consortium (ANTHC) to host the Anchorage telecast of the 13th Annual National Survivors of Suicide Day on November 21, 2011. 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.

During the 2011-2012 academic year, NSS collaborated with other UAA units and community members to support and advance all priorities in the UAA 2017 Strategic Plan.

The NSS staff will further develop an integrated "holistic" approach that touches the Intellectual, Emotional, Psychological, Social, Physical, and Cultural needs of Native students. Building upon this student wellness model:

- ▶ NSS will foster increased access and a seamless student transition from rural and urban Alaska high schools into UAA by creating programs which address the "transitional" needs of Native and rural students.
- ▶ NSS will promote student success, retention, and achievement by providing 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 by collaborating 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.

## FAST FACTS

*NSS hosted the Native Early Transition (NET) program on August 23, 24, and 25, 2011 to assist incoming freshmen to prepare for the start of the 2011 fall semester. Thirty-one (31) students participated with a 96% program satisfaction rate. Their 74% fall to spring semester persistence rate exceeded the targeted 70% goal.*

*NSS provided four Student Tutor/Mentors who offered tutoring in English, History, Math, Computer Information Systems, Chemistry, Biology, Geology, and Liberal Studies to assist in student retention. Of the 68 student served in the 2011 fall semester, 87% returned for the 2012 spring semester. This outcome exceeded the targeted goal of a 70% fall to spring semester persistence rate.*

*NSS participated in MAP Works (Making Achievement Possible) and connected with 224 Native students assigned to NSS. This cohort's 71% fall to spring semester persistence rate exceeded the targeted goal of a 67% fall to spring semester persistence rate.*

*The NSS Transition Advisor provided services to 664 incoming, current, and re-entering students and the NSS Student Success Coordinator provided services to 603 incoming, current, and re-entering students.*

*NSS hosted social/cultural student activity events during the fall and spring semesters which drew a total of 929 participants with a 97% student satisfaction rate, which exceeded the targeted outcome measure of an 80% rate.*



## NEW STUDENT ORIENTATION

The Office of New Student Orientation (NSO) saw a 15.6% increase in the number of participants at Howl Days (new student orientation) in FY12; 991 participants (782 students plus 209 guests) over last year's 857. The department held 20 campus-based events and offered Virtual Orientation (online). Additionally, we accomplished our goal of launching an orientation event to connect with UAA's priority registration; 45 students were able to participate in early orientation during fall and spring as a result of the offerings.

In FY12, NSO successfully met another of our goals as we were able to acquire one-time funding from the Office of Student Affairs and through internal reallocations from Academic and Multicultural Student Services to pilot a peer mentoring program referred to as the Wolf Pack. It was our expectation that first-time freshmen who attended Howl Days would be strategically engaged, made to feel welcome, and supported. We believed students would be satisfied with their Howl Days experience and their transition to UAA. Campus-wide collaborations assisted us in connecting students to services and resources to encourage student success. The process of helping students navigate the university system was extended beyond summer orientation to include the academic year, as a result of the Wolf Pack funding.

*The Wolf Pack* utilized MAP-Works (an early alert tool) to assess student needs and provide purposeful interaction. The staff contacted new students via telephone calls, emails, Facebook, referrals, and in-person meetings. This "high touch" experience was expected to reduce the anxiety typical of first year students and support their persistence. Of the 558 students served, 78% (421) earned a 2.0 or higher grade point average in fall 2011; 90% (500) persisted to spring 2012. During spring semester, 72% (349) of those 500 students earned a grade point average of 2.0 or higher. To date, 75% (419) of the 558 students served, registered for the fall 2012. Of the 52 students that responded to the survey, 84% (44) indicated their experience with the Wolf Pack was good/excellent; 36% (20) viewed the check-in telephone calls as very helpful/extremely helpful; and 100% (52) indicated they planned to re-enroll at UAA in fall 2012.

*Answer Desks* (help stations) assisted students the first week of each semester to navigate the college campus with greater ease. Assistance was provided to 1,401 students during the first week of classes for both fall and spring semesters. New Student Orientation partnered with various UAA departments, i.e. the Multicultural Center, Native Student Services, Advising & Testing, Student Life & Leadership, Commuter Student Services, and Facilities Maintenance staff to provide this service to students.

The transition of students continued as UAA FUSION (volunteer opportunity for students) collaborated with the Center for Community Engagement & Learning to help foster an institution wide celebration known as "Engage Week" to highlight the numerous ways the UAA community is involved in volunteer service and Service Learning opportunities to the Anchorage area. UAA students volunteered 343.3 hours of service at 45 area projects during a two week period (1 week per semester). Students surveyed indicated that "it was worth their time to participate" and "they would like to be contacted for future events."





# 2013 VISION

- ▶ To outline the foundation for orientation services at the university.
- ▶ To continue seeking base funding for Wolf Pack; student mentoring program designed to help first time freshmen successfully complete their first year of college.
- ▶ To implement "Extended Orientation" (one hour skill building workshops to support new students) as a programmatic thrust for New Student Orientation.



## FAST FACTS

*Howl Days: an increase of 15.6%; 991 participants (782 first-time students & 209 family members).*

*Wolf Pack Mentoring Program: served 558 first-time freshmen in fall 2011; 90% (500) students persisted to spring 2012; 75% (419) re-enrolled fall 2012.*

*UAA FUSION: 81 students volunteered 343.3 service hours at 45 local projects.*

*Answer Desks: served 1,401 students during the first week of classes in fall & spring.*





## STUDENT SUPPORT SERVICES

The mission of Student Support Services (SSS) is to help improve and exceed the retention rate of eligible first-generation, low-income, and/or disabled students towards graduation or transfer from UAA through academic support services (tutoring, skill development workshops, and mentoring services). SSS embraces the university's commitment to improve rates of student retention, the completion of student educational goals, and to improve the efficiency with which students navigate the UAA system.

Maintaining a supportive climate conducive to academic success was among the top priorities for Student Support Services (SSS) in FY12. In keeping with this goal, SSS staff provided intensive mentoring and outreach programs to both students and UAA faculty. We hosted award-winning author and retention expert, Dr. Joe Martin as a guest speaker for the UAA Center for Advancing Faculty Excellence (CAFÉ) and as a professional mentor to UAA SSS participants. Dr. Martin also provided the keynote address at the campus-wide TRiO Day Celebration at which over 200 UAA faculty, staff, and students were in attendance. These efforts reflect the Student Affairs (SA) priority to increase Student Success and UA 2017 Priority C: to expand educational opportunity and increase student success.

Exceeding the outcome of 70% good academic standing was a second priority for SSS, in which we employed the use of intrusive mentoring for students, continued student-centered tutorial services, and expanded workshop offerings to include our Navigate-to-Graduate one-stop information sessions in the Student Union. Intrusive mentoring (our relational approach towards encouraging student success) included in-person and electronic contacting of individual students, while tutorial services included individualized and web-based tutorial offerings that resulted in 219 hours of tutorial support, and 210 supportive climate contacts/calls to students. Overall, 103 of our fall 2011 and spring 2012 student participants achieved good academic standing in FY12. These efforts reflect the SA priority to Strengthen Communications with Students, and UA 2017 Priority C: to expand educational opportunity and increase student success.

Increasing the persistence rate of our students was the third priority for Student Support Services in FY12. To assist in this effort, SSS staff continued to employ the strategies of mentoring, outreach, and tutorial services resulting in eighty-six percent (86%) fall-to-spring student persistence (111 of 128 students): a reflection of SA-FY11 Priority 1, and UA 2017 Priority C, respectively.

Overall, these accomplishments significantly contributed to increasing student success and expanding opportunity for UAA's underrepresented college students.





# 2013 VISION

Holding fast to the motto, Navigate to Graduate, our vision for 2013 is to assist an increased number of participants to remain enrolled at UAA, in good academic standing, and with high regard for their UAA learning experience. We will work to accomplish this vision in the ensuing ways:

► We will seek to increase our fall 2012 and spring 2013 retention percentages. Specifically, we will increase the number of our continuing participants that re-enroll for fall 2012: from 76% (in Fall 2011) to 78%. We will also increase the number of fall 2012 participants that re-enroll spring 2013 by 2% (88% respectively).

- Increase academic and mentoring services to participants through our 2012-13 learning community and by the inviting of community professionals to campus;
- Maintain our working partnerships with select faculty to monitor the academic progress of at-risk student participants and by pursuing mentoring opportunities for students through the Center for Advancing Faculty Excellence and Academic Affairs.

► We will increase the percentage of our students exceeding satisfactory academic success. At least 77% (or 123) of our new and continuing students will achieve a 2.0 or better cumulative grade point average by June 2013.



## FAST FACTS

### **Increased Enrollment/Retention:**

*UAA's SSS program served 160 low-income and/or first-generation students by providing a series of skill development, mentoring, and tutorial services designed to enhance student retention and persistence. The efforts of SSS staff resulted in 76% of continuing spring 2011 and summer 2011 participants re-enrolling in fall 2011 courses, followed by 86% of fall 2011 student participants re-enrolling in courses in spring 2012. This is a significant repeat-accomplishment from the spring 2011 benchmark of eighty-six percent enrollment.*

*Twenty-five fall 2011 participants were first-time freshmen who were immersed into a sixteen-week fall SSS learning community (SLC). The SLC comprised an orientation to UAA campus life and a for-credit academic course in Success Strategies. Twenty-three, or 92% of the FTFY students re-enrolled in spring 2012 courses.*

### **Good Academic Standing**

*One of SSS's core objectives requires seventy percent of enrolled participants to remain in good academic standing at UAA. The FY12 tutorial and mentoring services provided to continuing students, by SSS tutors and staff, contributed to seventy-six percent (103) of continuing 2011-2012 student participants meeting this objective. This is significant as this surpasses the 2010-2011 achievement of seventy-five percent (75%).*

### **Supportive Climate:**

*A hallmark of UAA's Student Support Services program is the ability to know student life-situations, provide relevant supportive services, and to foster a supportive climate. One of the ways the SSS team provided support to low-income and first-generation participants in 2011-12 was through the awarding of over \$17,000 in tuition waiver support to eighteen (18) Pell-eligible students. This significantly reduced student dependence upon loans to finance their education, while empowering them to persist in studies at UAA.*

### **Participant Graduations**

*UAA's Student Support Services celebrated eight participants as they received Associate and Bachelor degrees during the 2012 UAA Commencement. Two of these graduates, from the 2005-06 cohort, completed SSS's six-year goal to graduate or successfully transfer.*



## TRIO PROGRAMS

### Educational Talent Search (ETS)

The Educational Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. ETS serves 760 students in the Anchorage School district in grades 6-12. The program also develops collaborative relationships with institutions, organizations, schools, and families to promote an environment conducive to graduation from college.

### Upward Bound Program (UB)

The Upward Bound program provides fundamental support to participants in preparing for college. UB provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. UB serves high school students from low-income families, and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from postsecondary institutions. UAA's Upward Bound program serves 60 students from Bartlett, East and West high schools and provides academic support, tutoring/educational support sessions, parent education and support, Saturday Academy and Summer Academy for program participants.

### Educational Opportunity Center (EOC)

The Educational Opportunity Center program provides counseling and information on 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 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.







- Educational Talent Search will implement an intensive academic support program to ensure that students have every resource they need to succeed academically. We will enhance programming for students whose current cumulative GPAs are below 2.0. We will advocate for our students, provide tutoring and academic skill support, ensure communication, and collaborate with students and families with the goal of raising these students' cumulative GPAs above 2.0.
- EOC will develop partnerships with agencies and postsecondary institutions enhance outreach efforts to target cohort, and facilitate admissions and subsequent enrollment of cohort in various postsecondary settings.

## FAST FACTS

*Graduation rates for ETS students have increased for three consecutive years from 91% in 2010, to 95% in 2011, and then to 97% in 2012.*

*85% of EOC seniors applied for financial aid, 92% applied for college admission, and 87% enrolled in college for the 2011-2012 academic year.*

*Fifteen students earned the U.S. Presidents' Volunteer Service Award for contributing more than 50 hours of their time towards community service. Additionally 347 of our 760 students earned a place on the Honor Roll of their school this year, meaning their semester GPA was a 3.0 or higher.*

*Three hundred ninety-seven (397) students attended the 53 workshops offered this year in topics relevant to student growth and success, i.e. study skills, financial literacy, and NCAA eligibility.*

*Upward Bound Class of 2012 Seniors earned approximately \$150,000 in scholarships and grants.*

*70% of UB Class of 2011 seniors are continuing into their second year of postsecondary education.*

*Upward Bound was recognized at the Alaska Prudential Spirit of Community Student Recognition Ceremony for their excellence in partnership and for their participation in the Prudential Youth Leadership Initiative.*

*EOC hosted the 30th College and Career Fair. There were approximately 3200 participants, including parents and students. 135 Colleges, universities and agencies registered and participated in the two day event.*



**Eric R. Pedersen**  
ASSOCIATE VICE CHANCELLOR

#### PRIORITIES

*Successfully recruit and hire three key leadership positions: Director of Student Financial Assistance, Director of Admissions, and Director of Electronic Student Services.*

*Finish the transformation in how our student service center, the UAA One-Stop, serves and communicates with students.*

*Institute ways in which our services are delivered to students in places other than the University Center and at times other than 8 – 5.*

*Following completion of CAS reviews, create student learning outcomes and tangible key performance indicators in each department.*

ADMISSIONS

ELECTRONIC STUDENT SERVICES

NEW STUDENT RECRUITMENT

OFFICE OF THE REGISTRAR

STUDENT FINANCIAL ASSISTANCE

STUDENT INFORMATION OFFICE





The mission of Enrollment Services is to help current and future UAA students from the beginning of their UAA education through graduation. The Offices of Admissions, Electronic Student Services, Student Recruitment, Student Financial Assistance, Registrar are all part of the Enrollment Services family. The UAA One-Stop, our student service center, gives students a single point of contact to have their questions answered and conduct the business side of being a UAA student. One of our goals is to make the business side of being a student as easy as possible, so students stay focused on what matters the most – their education. Our staff of 66 dedicated professionals provides services and support throughout the MAU to students, staff, and faculty.

The divisional name was changed to Enrollment Services on July 1st. The services and functions are not changing, but our mission and dedication to student success is moving to front-and-center. The name Enrollment Services (ES) brings the title of the division in-line with our mission and the relationship we have with our clients – UAA students, staff and faculty. The name is a daily expression of that to our clients, and a daily reminder to ES' staff what our mission is.

In the next year we'll be doing a number of things to turn our focus into tangible actions and items. We've already begun in the One-Stop, where you'll find an emphasis on collecting user feedback through surveys so we can identify trouble spots and we're changing the culture from trying to provide answers quickly, to an emphasis on providing the most accurate answer and answers to all questions. Because this may increase wait times, we're trying to identify an efficient online answer database or email management system so students can get answers to common questions without having to contact the One-Stop. Our expert in-house programmer in Electronic Student Services, Pat Borjon, is creating the second generation of our customer service software that will create ways to route and track student issues that cannot be resolved in one visit or phone call. This will be similar to the system ITS uses when a "trouble ticket" is created. Finally, we're working on plans to "go-mobile" and bring our services to places outside the UC.

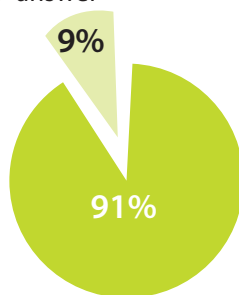
Two of three key leadership positions were filled last year. Jennifer Jensen was hired

as Director of Student Recruitment. Jennifer joins us with over 20 years experience at the University of Colorado and most recently Alaska Pacific University. She's done an excellent job finishing the organization of Student Recruitment as an independent office and instilling a culture of intentional data driven recruitment. Lora Volden, former Associate Registrar, was hired as University Registrar. Lora has made an immediate impact recommending staffing adjustment to address student service needs and the transfer of credit issue that has been a hot topic of late.

Patience Mercurief was hired to fill an exciting new position generously funded by the Eyak Corporation, Rural Student Transition Specialist. Patience will employ a cohort/case management approach to helping students from rural Alaska navigate the admissions and enrollment process, their transition from home to UAA, and then monitor their first-year progress to ensure personal and academic success.

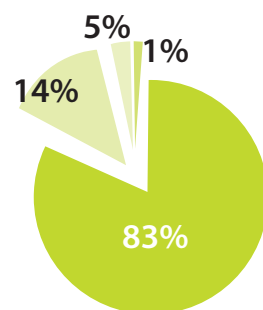
The announcement of two retirements shook the division this spring. Patty Itchoak, Director of Electronic Students Services, and one of the most important behind-the-scenes players in support of student service and success announced that she will retire next spring. Cecile Mitchell, Director of Admissions, announced her retirement unexpectedly in June, needing to focus on her family and health. Cecile served the University and its students for 39 years.

Change seems to be the one constant in Enrollment Services. Throughout it all the success of UAA students will remain our priority.



#### EXPENDITURES

SALARY & BENEFITS	\$ 5,045,538
OPERATIONS	\$ 524,300
	\$ 5,569,838



#### REVENUE

GENERAL FUND	\$ 4,734,175
STUDENT FEES	\$ 786,865
OTHER SOURCES	\$ 170,707
INTRA AGENCY	\$ 38,648
	\$ 5,730,395



## ADMISSIONS

The Office of Admissions experienced some big changes last year, not the least of which was Cecile Mitchell's retirement after 39 years of service to the University and its students. In addition to her duties as Director of Admissions, Cecile had a passion for helping students experience the world through study abroad programs, the National Student Exchange, and UAA's Sister Cities Programs. She has welcomed hundreds of students to UAA, Anchorage, Alaska, and to the United States during her time at UAA. She served in many roles within Enrollment Services over the years. She will be greatly missed.

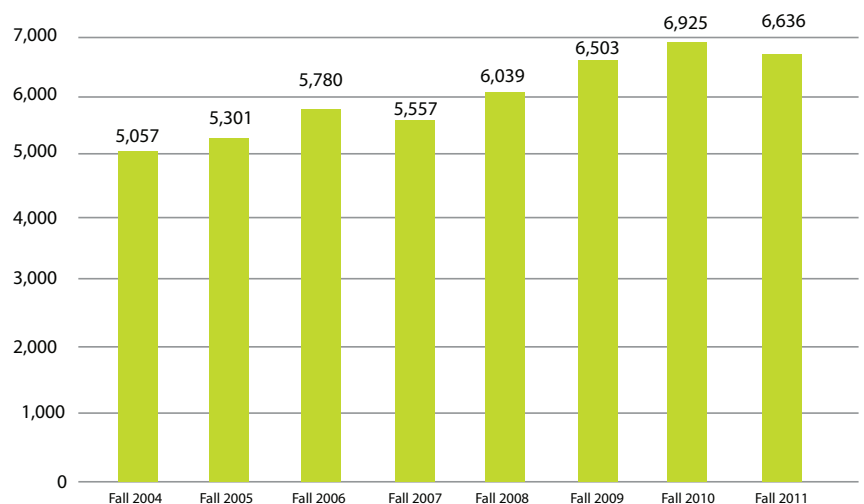
Other changes in personnel include the addition of Carter Caywood, who is filling the International Student Advisor position that was vacated by Doni Williams. Rachel Greim is new to the team this year as well as Carolyn Hanthorn who came to admissions after many years of experience in the Office of the Registrar. The change in staffing is targeted to decrease the time it takes for an applicant to become admitted to UAA.

The Admissions Office released a long awaited set of Career Cluster Guidebooks this year. For several years Admissions and Advising and Testing staff have worked together utilizing funding provided by the Technical Vocational Education Program (TVEP) to create a system of publications to guide students through the process of choosing a degree program at UAA with a plan for future career options. The Career Cluster Guidebooks follow the national Career Cluster model and have

been provided this year to academic advisors throughout the UAA campuses. Many students beginning their college journey are unsure about their academic interests and career goals. In other words..."What do I want to be when I grow up?" Not getting started on the right track can impact their ability to complete a degree program in a timely manner. The Guidebooks are companion publications to the Educational Pathway Flyers that were created to promote UAA programs. Special recognition needs to be given to Fred Villa, Associate Vice President of Workforce Programs and Bonnie Nygard, Interim Assistant Provost of Workforce Development who led the undertaking to implement the national Career Cluster model at the University of Alaska Anchorage, for their support of this program.

International Student Services continued its collaboration with the Office of the Dean of Students, Residence Life, University Housing, Advising and Testing, English as a Second Language, individual faculty members, and the Student Health and Counseling Center to ensure that the needs of the international student population were met. Programs are offered by ISS that contribute to cultural awareness and education across the entire UAA community through coordination of several intercultural activities including the "Passport Series" events, featuring individual international

FALL SEMESTER UNDERGRADUATE APPLICATIONS, MAU



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



students and their countries, the “Families of the World Events,” and the “Our World Discussion Series.” These events enhance student life and cultural awareness by creating comfortable settings for students, staff, faculty, and the Anchorage community to meet and interact with people of diverse cultures.

A review of the Office of Admissions was conducted utilizing the Council for the Advancement of Standards (CAS) self study process. The results of the study revealed the need for an update to the mission statement and to incorporate student learning outcomes in the admission processes including the use of the admission website. The years of accumulated experience of the admission staff and the use of technology in the admission process are two of the department’s greatest strengths. The Admissions team has implemented the technology available through the Banner system, and has requested modifications to the program that would increase productivity significantly.

During the Student Affairs Strategic Planning process conducted this year, the Admissions team enthusiastically submitted eleven proposals. Everyone appreciated the opportunity to be included in a meaningful effort to offer student centered services in a healthy and safe working environment.

In an effort to improve efficiency and communication with applicants, the Admissions staff has worked with Electronic Student Services to re-create the process which generates letters to students. The new process requires four steps, half as many as before. The new process is faster, requires less manual intervention and editing, and is more flexible in what information can be inserted into a letter.

The admissions section of the UAA catalog has been rewritten in an effort to make it easier to understand. New federal financial aid rules created a need for close scrutiny of policies and several process changes. The change with the most impact is the Ability to Benefit process that previously allowed students without high school graduation to receive financial aid. The new policy requires students applying for all financial aid eligible programs including some occupational endorsement certificates now have a high school diploma, a GED or an associate degree for admission. This will now include the aid eligible occupational endorsement certificates.

- ▶ Work with the Banner programming staff to complete changes that will allow transfer students to receive information about the status of their transcripts more quickly.
- ▶ Meet with academic departments to refine admission processes to serve students and staff through more efficient processes.
- ▶ Move the Graduate Admissions Requirement Form (GARF) process to OnBase, ending the need to email the forms between admissions and academic departments.
- ▶ Streamline the undergraduate international application process by identifying a single transcript evaluation service to eliminate the need for UAA staff to determine the authenticity of international documents and equivalencies.
- ▶ Make student communications more creative and implement new letter generation processes (cut from 8 steps to 4) across-the-board to improve accuracy, timeliness, and effectiveness of admissions communications.

## FAST FACTS

*Received approximately 10,700 for admission applications during the fiscal year. This figure includes all academic levels and all terms.*

*Processed over 45,000 supporting documents for those applications.*

*Average time to admission (time it takes from an application becoming complete to a decision being mailed) decreased from 14 days in FY11 to 12 in FY12.*

*International Student Services issued 195 I-20's to students from 24 different countries, from Afghanistan to Vietnam.*



## ELECTRONIC STUDENT SERVICES

Electronic Student Services (ESS) accomplished many items this past year outlined in the vision section of last year's report. Most notable was the successful on-time completion of a project to bring UAA into compliance with Payment Card Industry (PCI) regulations. This required the review of over 160,000 records in OnBase and removal of any credit card information. Failure to comply meant potential fines and not being able to accept future credit card payments. At the same time, we were able to complete Phase I of the permanent student file project which was the review of 49,000 student files containing an estimate of 490,000 documents to be electronically imaged. That review included the purging of documents past retention and preparing remaining documents for Phase II - the migration of the electronic images into the OnBase system.

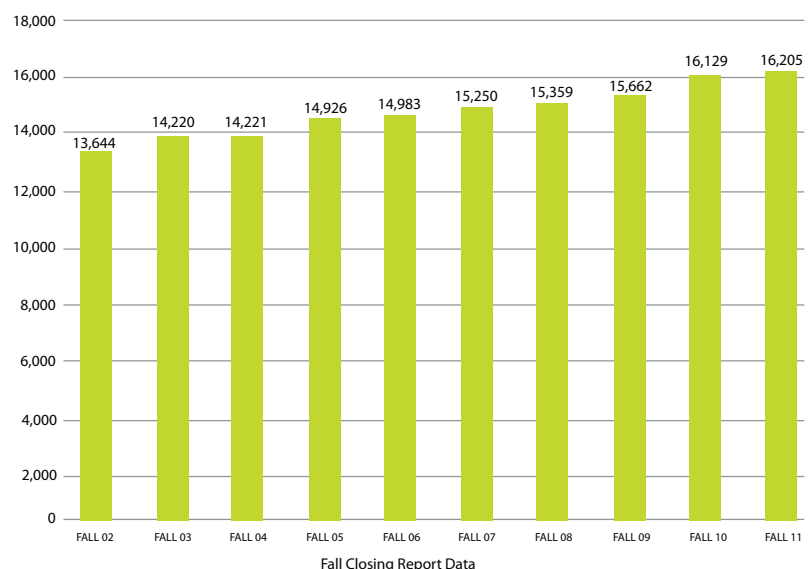
ESS also made enhancements to the Customer Service software used within Enrollment Services to better assist the Student Information Advisors (SIAs) who are working with students that conduct business with Enrollment Services. The enhancement displays the student's Wolf-Card image and immediately brings up their information when their UAID was entered. This enhancement allows the SIAs to approach a student and greet them by name, creating a more welcoming

environment. It also allows the SIAs to verify the identity of the student before discussing personal information. Additionally, we set up a camera view (<http://phb.uaa.alaska.edu/camera>) of the One Stop location so students, staff and faculty can see how busy the One Stop is.

Lastly, we are now able to conduct training sessions through distance-delivery tools to our employees from our community campuses outside the Anchorage area. This enables them to get the same professional guidance and instruction on how to utilize Banner for advising holds, basic student information and academic records, navigation, report processes and more, including Toad for Data Analysts Reader and Writer sessions, QAdhoc for SI Users and Online Faculty Services.

Many of ESS' accomplishments tie to the Student Affairs Core Themes. The systems we have developed, such as our customer service, web cam and 'Find my Final Exam' tools, are tied to exemplifying student centeredness and fostering student success. Additionally, the training methods we have adopted have expanded our capability of offering to staff at UAA and our community campuses strong links to advancing the profession core theme.

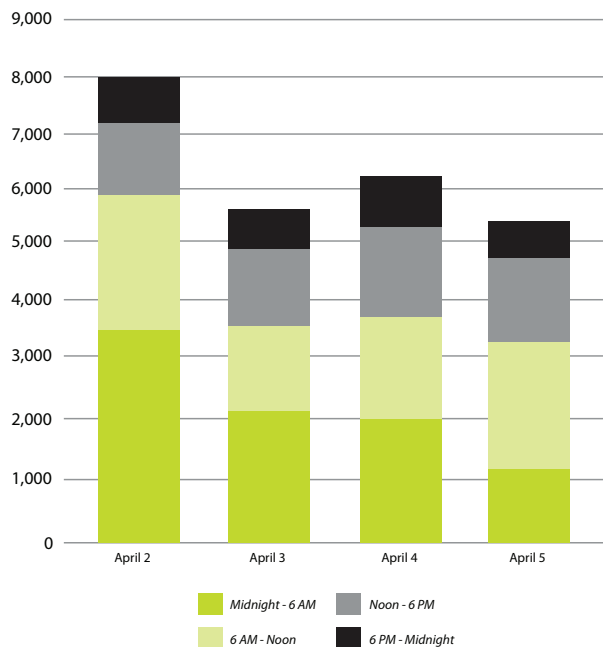
ANCHORAGE CAMPUS HEADCOUNT TREND



*Student enrollment on the Anchorage campus has grown more than 20% over the last nine years. Source: Fall Closing Report, unduplicated student headcount, including audit enrollment, for UAA Anchorage campus only.*



NUMBER OF COURSES REGISTERED FOR FALL 2012  
PRIORITY REGISTRATION



Number of courses UAA (MAU) students registered for during the first four days of priority registration for fall 2012.  
Source: UA OIT.

- ▶ EMAS 9 server and software upgrade.
- ▶ Phase II of permanent student file project in getting the remaining 65 of 120 boxes of documents brought into OnBase.
- ▶ Finish building a Toad for Data Analysts query that will be used to assist the Admissions area in automating their various letters out to students.
- ▶ Complete the Banner Student workflow for a registration summary notification email to students.
- ▶ Begin work on deploying mobile apps.
- ▶ Complete DegreeWorks localizations for PWSCC.

## FAST FACTS

Instrumental in developing the layout for the IPAD sign displays located at each of the classrooms in the new Health Sciences Building. This has created excitement and other buildings are considering such classroom signage deployment.

Created the Gainful Employment website ([http://www.uaa.alaska.edu/financialaid/gainful\\_employment\\_disclosures.cfm](http://www.uaa.alaska.edu/financialaid/gainful_employment_disclosures.cfm)) making us compliant with new federal regulations.

16 new Toad for Data Analysts queries were built for Admissions, Bookstore, Engineering Science & Project Management, Kenai Peninsula College, Kodiak College, Statewide Enrollment Services, Recruitment, International Student Services, MapWorks and other academic departments.

Able to now record in Banner when staff/faculty have completed their FERPA training. This ability will enable us to establish a mechanism for identifying staff/faculty whose FERPA training needs renewed.

1976 students used the new 'Find My Final Exam' online tool in spring 2012 (<http://phb.uaa.alaska.edu/sfra/finalexams>). This tool finds their final exam room location including the day/time of their exam. This can be downloaded to a mobile device for even greater convenience.

Deployed new security software, Symantec Endpoint Protection, which has resulted in the almost complete elimination of malware compromised machines in Enrollment Services.



## NEW STUDENT RECRUITMENT

The Office of New Student Recruitment completed its transition to become an independent department within the Division of Enrollment Services. A Director of Recruitment, Jennifer Jensen, was hired in January and immediately began to identify strategies to strengthen communication with prospective students. A new communication plan was created to deliver targeted messaging to a number of designated markets, including Alaska, WUE, Out-of-State, Transfer, and UA Scholars. The plan contains more than 30 communication items provided to prospective students through a variety of delivery methods that include letters, postcards, eye-catching brochures, e-mail, phone calls, and social media. At every point of contact with the student, Recruitment strives to personalize the experience and make it memorable through an array of tactics that emphasize visual components such as enhancing the use of video on the website and recreating a highly interactive virtual campus tour.

With an eye to making all of our communication accessible, useful, and easily recognizable, the Recruitment Team has reviewed all of its current printed materials. To date, we have recreated/developed promotional posters, pocket folders, the general information piece, a brochure promoting exchange opportunities, a guide for applicants to navigate the process of becoming an enrolled student, and an invitation to visit the campus – all with similar design elements that are quickly identifiable as UAA. To support and enrich these projects, we hired a professional photographer and a videographer to complete a number of coordinated photo and video shoots that beautifully captured the friendly faces of UAA students, staff, and faculty, as well as a gorgeous summer day on campus, the unique and impressive aviation facilities, the state-of-the-art planetarium, and a Howl Days event. Additional shoots are planned to showcase other academic departments and Campus Kickoff.

Recruitment strategies over the past year have been focused primarily within the state of Alaska. Recruiters conducted nearly 100 visits to Alaska high schools, attended more than a dozen in-state college and career fairs, and hosted a number of special events such as Apply Online Labs. In addition, the Recruitment Team organized Step Into UAA, an

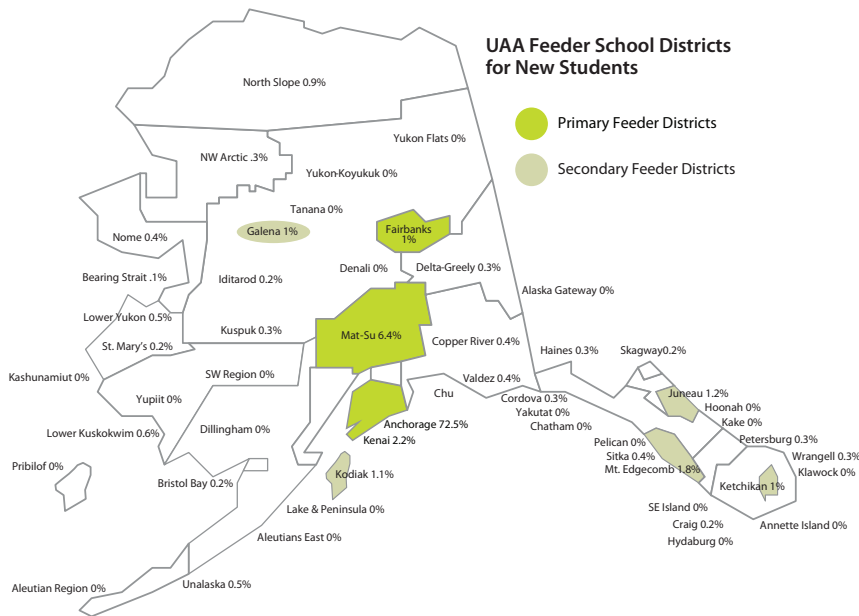
event that brought more than 100 seniors from Anchorage-area high schools to join us for a full day of preparing to become a Seawolf. Students who attended Step Into UAA were able to take the Accuplacer test, speak with an academic advisor, find out about financial aid opportunities, and even apply for admission on the spot.

Our annual Preview Day events attracted record attendance this year. Fall Preview Day drew 287 students and guests to the campus. And, even though we saw 18 inches of heavy, wet snow fall over the Anchorage bowl on the day we hosted “Spring” Preview Day, a record-breaking 464 hearty souls braved the weather to join us for a day of information, food, and fun.

The Office of New Student Recruitment continued its commitment to promoting early college awareness by co-hosting I’m Going to College, a program that brought over 600 5th and 6th graders from throughout the Anchorage-area to the UAA campus for an insider’s look at what college is all about. The students were able to attend a variety of workshops that explored specific academic majors (such as business, automotive, and environmental science), college preparedness, and career exploration.







*The Mat-Su Valley, Anchorage, and the Kenai Peninsula are the source of most of UAA Anchorage campus first time students. Source: UAA Student Recruitment, Banner SI.*

► Further refine all communication with prospective students to better tailor the UAA experience to specific audiences. Personalize communication on all levels and create messaging that is clear, concise, and meaningful.

► Change the broad mindset from “recruitment” to “mentorship”. Guide prospective students to visualize what they want from college and provide strategies/information/direction to help them achieve these goals. Facilitate transition to college.

► Engage the campus community in the recruitment/mentorship of prospective first year students and strive to acquire a broader, campus-wide recognition of the Recruitment Team and its purpose through dissemination of current efforts and opportunities for involvement.

## FAST FACTS

*During the 2011-2012 academic year, Recruitment conducted nearly 100 high school visits and attended 12 college and career fairs within Alaska.*

*Recruiters represented UAA at 33 out-of-state college fairs in Washington, Oregon, California, Arizona, Colorado, Wisconsin, Illinois, Utah, Idaho, and Texas.*

*Step Into UAA attracted more than 100 college-bound seniors to an event designed to provide new UAA applicants a hands-on guide to navigating their next steps to becoming a full-fledged Seawolf.*

*Fall and Spring Preview Days saw record attendance; 751 prospective students and their parents/guests joined us for the two events, a 20% increase over last year.*

*535 students and guests attended the UA Scholars reception and ceremony held at UAA to recognize the needs and group of top performing Alaska high school seniors.*

*More than 600 5th and 6th graders from Anchorage Title I elementary schools participated in I'm Going to College, a grant-based collaborative program that promotes early college awareness and planning.*

*Recruitment staff processed and responded to 13,692 inquiries, sent 60,542 pieces of mail, emailed 93,810 messages, and placed 52,396 calls to prospective students.*



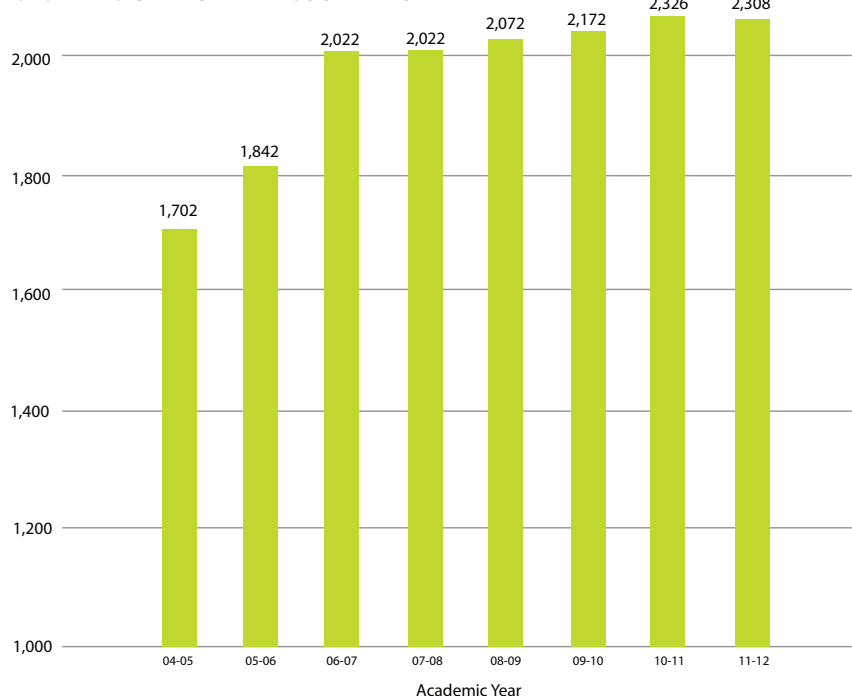
## OFFICE OF THE REGISTRAR

The Office of the Registrar's (OR) greatest accomplishments this year are tied directly to the Student Affairs Core Theme of Student Centeredness as well as Priority C of UAA's 2017 Strategic Plan. In May 2012, OR rolled out our first wait listing beta test for course registration. As of July 1, there were 118 students on the waitlist for English courses and 14 students on the waitlist for communication courses. Another huge improvement for students' registration is the addition of city location in the class search functionality of UAOnline. It is now much easier for students to identify the physical location of their classes and avoid such things as registering for a Kodiak class when they live in Anchorage.

Office of the Registrar has just completed one full year of providing electronic transcripts. Electronic transcripts can be delivered within 45 minutes of ordering, 24/7. We are also now providing advanced enrollment verifications – students may print free advanced enrollment verifications through UAOnline to submit to insurance companies, scholarship committees and others needing to verify upcoming enrollments. Finally, we created a prompt on our website to assist students and staff with choosing the correct petition or exceptions form to fill out.

Transfer issues have been a hot topic this year. Office of the Registrar made a number of positive changes in response to this need, including expansion of our licenses with the Transfer Evaluation System to allow any individual in the MAU access to catalogs and course descriptions from any university within the United States quickly and easily. This makes transfer evaluations and advising much faster. We have also begun the transition to evaluating transcripts as they arrive, rather than waiting until a student has been fully admitted. This allows for better advising and smoother registration at UAA. In March, we started emailing (vs. mailing) electronic evaluations so students have faster access to transfer equivalencies. This notification includes information related to petitioning courses. In April we completed our project of adding historical catalogs to our website. This is especially important for our alumni attending other institutions, as well as former students returning to UAA. Finally, we added a UA Table of Substitutions for GERs to UAA Catalog.

DEGREE AND CERTIFICATE AWARDS UAA - MAU

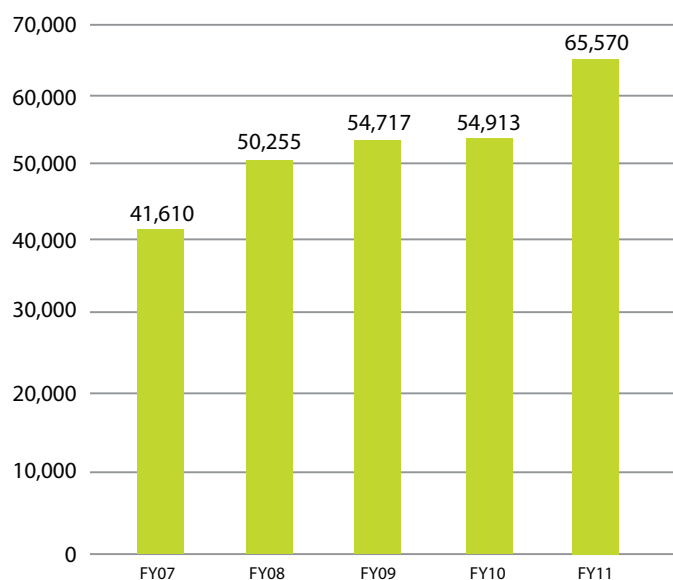


Number of awards at the certificate, associate, bachelor's and master's level to graduates of UAA. Source: UAA 2012 Fact Book



One of our main goals has been to provide more professional development opportunities for our staff within the office and to increase our commitment to staff wellness and sustainability (Student Affairs Core Themes of Advance the Profession and Student, Staff and Faculty Well-Being and UAA 2017 Priority D). We have established a weekly newsletter to keep our own staff informed and increased monthly training. Topics include creating a sustainable office, personalities and dynamics in the workplace, and student development theory. We've also incorporated a FERPA minute as part of monthly staff meetings. Staff have established committees that support our staff values – Mentoring Committee, Wellness Committee, Sustainability Committee, Diversity Committee, and Outreach (Howl Days) Committee. Our Wellness Committee created a wellness bulletin board which includes ergonomic stretches and 15-minute walking routes, and our Sustainability Committee put forth a proposal to move our office to 100 percent recycled paper, which was approved.

NUMBER OF COURSES EVALUATED FOR  
TRANSFER OF CREDIT



Number of individual courses evaluated  
for transfer of credit into UAA.  
Source: Office of the Registrar, Banner SI.

## FAST FACTS

Wait listing went live with a test group in summer 2012. Full rollout planned for spring 2013.

Produced more than 20,000 official transcripts with 31 percent sent electronically.

Six percent increase in transfer students with more than 250,000 credits of transfer work evaluated.

2,931 Change of Majors processed.

Awarded the most degrees, certificates and OECs ever at UAA-Anchorage Campus. (2,308 degrees, certificates and OECs)

296 independent/directed studies created.

- ▶ Become a "Green" certified office
- ▶ Improve the curriculum review process:
  - Roll out a curriculum web tool which can be utilized by faculty submitting CARS to reduce the large amount of time spent editing and correcting errors.
  - Trainings with curriculum boards-providing tools to help them find what they need
  - Review of e-catalog vendors
- ▶ Outreach to larger campus community:
  - Participate in Resource Expo for Howl Days
  - Present various workshops for students, staff and faculty throughout the year.
  - Create newsletters for students and faculty/staff with information and reminders-streamline our communication
- ▶ Improve the transfer student experience:
  - More direct equivalencies
  - Better collaboration with departments
  - Automatic review of top 40 feeder schools in TES
  - Streamline processes to reduce redundancy and improve efficiency
  - Better communication with students and advisors
- ▶ Continue to provide professional development opportunities for staff and work to advance our profession:
  - Monthly staff training
  - Staff and campus committee work
  - Webinars, readings
  - Cross training
- ▶ Continue to expand capabilities of DegreeWorks:
  - Ability to complete athletic eligibility audits
  - More planner templates
  - Reporting capabilities



## STUDENT INFORMATION

In 2012 the Office of Student Information focused heavily on improving service to students. Staff training, management changes and revisions to some of our key processes were all part of that effort. While some of these items have been less visible to students, they have made a positive impact on their experience at the One Stop center.

Last year we lost an Information Advisor position due to budget reductions. This resulted in a 10% reduction in staffing. Faced with this significant challenge, the remaining members and leadership worked together to think of innovative ways to keep up with the volume without sacrificing quality service to students. Redistributing our tasks, restructuring our hours and employing temporary help during peak times all resulted in successfully staying on track.

Another major change in our office was the restructuring of our office leadership. Creating an Assistant Director position within the Office of Student Information lets students know their concerns and ideas can be heard at the level they expect, even if the Director is not present. It also allows the office more flexibility in extending office hours during peak times by having the Assistant Director help with more complex issues that may last beyond published hours.

If you haven't been to the One Stop in a while, one of the first things you'll notice is that the Information Advisor helping students is likely to be carrying an iPad. Before, if the Advisor walked out into the lobby to call a student and they didn't answer, they would have to walk back around to the service counter to see who was next on the list. The idea behind checking in by name and having a student's picture in our system was to allow our staff to greet them personally and professionally. Using iPads to take the "who's checked in" list with them into the lobby was the perfect solution to this problem.

Completing the CAS Professional Standards self-assessment within the office was another major accomplishment that deserves mention. This intense review allowed the office to examine what we do in a very focused and intentional manner. Members of the review committee included the Director, an Information Advisor, Academic Advisor and a student. Compared to national standards, this assessment

revealed that the Office of Student Information provides excellent access to services for all students, including those with disabilities. Innovative equipment and software were also strong points, allowing staff to better serve students and for students to self-serve when desired. Student privacy, comfort and FERPA compliance also scored high. Still needing work were issues related to the need for a more formal mission statement and better tools to gather feedback from students and their families.

Finally, the Office of Student Information played a big part in the Student Affairs initiative processes last year. Our office submitted 21 proposals to create or improve current services or facilities for students and staff. Ultimately three of them made it through the screening process and were presented before the PBAC committee and approved for FY12 funding or contingent FY13 funding. These included a new break area for staff at the UC, a new electronic marquee on the New Seward Highway and a UAA Smart Phone application for students.

### INNOVATIONS, CURRENT AND FUTURE

Students always want to know the best time to visit the University One Stop. To help them decide when to come, we implemented the use of "line-cams" that show how many students are at the front kiosk, at the cashiers or in the lobby at any given time. This website also lists the best times to visit the One Stop and provides contact information for all student services located there. The website URL is: <http://phb.uaa.alaska.edu/camera/index.LIVE.htm>

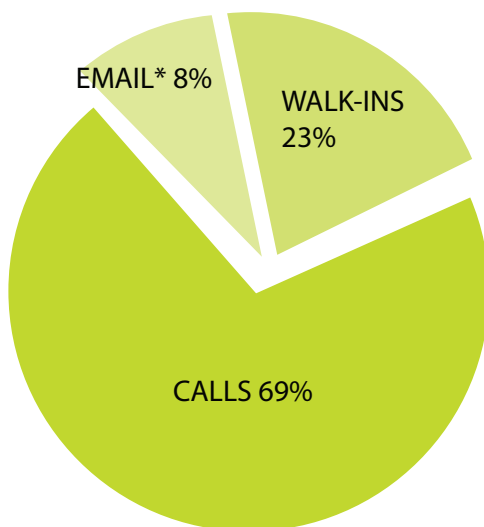
Most processes in Enrollment Services run smoothly and little direct interaction is required between our offices and the student. However, when a problem does arise, a common frustration for students is not knowing who is handling it, how long it will take to resolve and where it is at any given time. To help solve this dilemma, the Office of Student Information is working with Electronic Student Services to develop issue-tracking software that will allow for quick follow-up by both the student and staff. A problem ticket will be assigned, an automated assignment of the issue will ensure it is handled by the correct person or office and a self-serve lookup feature will allow students to check the status of it online.



This software will also allow us to quickly identify training needs and gaps in published information and instructions so that we can ultimately reduce the number of issues that can't be resolved during the first contact with students and help us identify the information we publish that may be unclear or confusing to students.

Our location off campus has always been somewhat problematic for students. To better serve students where they are, the Office of Student Information plans to bring basic functions to the main campus in a "mini-kiosk" format where students will be able to perform common tasks such as registering for classes, submitting forms, checking the status of their Financial Aid or admission and processing their application for residency. While staffing will not allow for a mini-kiosk all of the time, the plan is to have it on campus in locations most visible to students and at times when it would be most beneficial to them.

## STUDENTS SERVED - FY12



\*Live Chat was eliminated due to budget revisions.

## FAST FACTS

*25,261 Walk-in Visits – Despite having fewer Information Advisors than last year, we were able to reduce the average wait time by 18%, with 36% waiting less than 5 minutes and 59% waiting less than 10 minutes!*

*75,734 Phone Calls – Nearly 10% more calls than last year. While it's unclear why, this increase may be a result of not being able to continue Live Chat.*

*9,178 Emails – The Office of Student Information is responsible for two major email accounts; the Enrollment Services main account and Financial Aid.*

*110,173 Total Contacts – This means that each Student Information Advisor served over eleven thousand students! Whether in person, by phone or through email, the SIAs are there to help students succeed.*

- ▶ **Improve the call center experience for students** – Planned upgrades to the call center include information messages, average wait time instead of which caller in the queue, streamlined menu options and new music.
- ▶ **Implementation of issue-tracking software** – The Office of Student Information is working with Electronic Student Services to develop issue-tracking software that will allow for quick follow-up of ongoing issues by both the student and staff. Problem tickets, automated issue assignments and a self-serve lookup feature will help track and solve issues more efficiently. It will also allow staff to quickly identify gaps in published information that may be unclear or confusing to students.
- ▶ **Help students where they are** – To better serve students where they are, the Office of Student Information plans to bring basic functions to the main campus in a "mini-kiosk" format where students will be able to perform a variety of common tasks. While staffing will not allow for a mini-kiosk all of the time, the plan is to have it on campus in locations most visible to students and at times when it would be most beneficial to them.
- ▶ **Make the One-Stop a more comfortable experience** – New furniture at the front entrance will allow students do their homework or wait comfortably for the next shuttle. Better signage will help students find their classrooms and our services quickly. A larger monitor in the lobby will provide up-to-date information regarding services, important dates and deadlines and other information helpful to students who are waiting. A smaller monitor positioned near the floor will also offer public channels such as CNN.



## STUDENT FINANCIAL ASSISTANCE

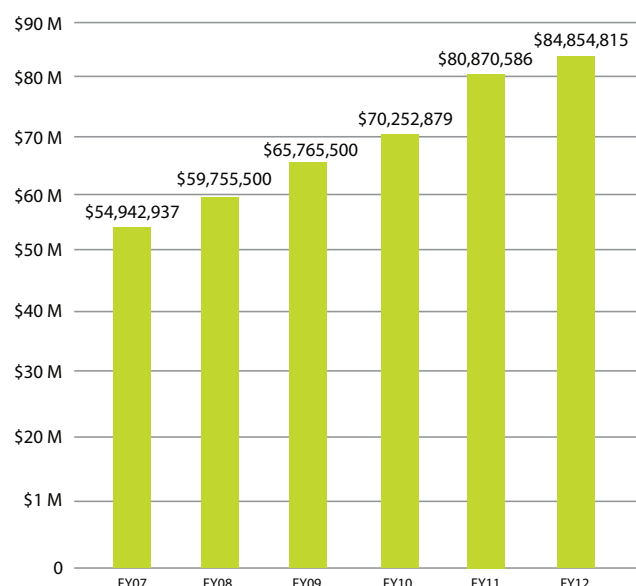
This year saw the implementation of several new and amended regulations under the U.S. Department of Education's Program Integrity Rules. The highlights of these changes were the Gainful Employment rules and the standardization of Satisfactory Academic Progress (SAP) policies.

Gainful Employment reporting and disclosure requirements were completed for UAA and PWSCC's 64 financial aid eligible undergraduate certificates, occupational endorsement certificates, graduate and post-baccalaureate certificates. Generating these reports and disclosures required the collaboration of multiple offices across campus including the Registrar's Office, Electronic Student Services, Institutional Research, the Office of the Provost and several academic departments. The result of this collaboration is that students enrolling in these programs now have easy online access to consumer information related to employment occupations, program costs, graduation rates, median loan debt and job placement rates.

To comply with changes to the federal Satisfactory Academic Progress (SAP) policy, the Office of Student Financial Assistance (OSFA) overhauled the UAA SAP policy and appeal process. A new Warning status allows us to identify students at risk of falling below SAP standards and intervene before they lose their aid. Should a student fail to meet SAP standards, they must complete an academic plan that charts a path to satisfactory status with their advisor. This plan must be monitored by the advisor and OSFA. We worked closely with Academic Advisors and the Advising and Testing Office to create a process that met federal standards, yet was manageable for advisors, demonstrated responsible stewardship of financial aid funds, and, above all, provided the guidance necessary for students to become successful in their academic goals.

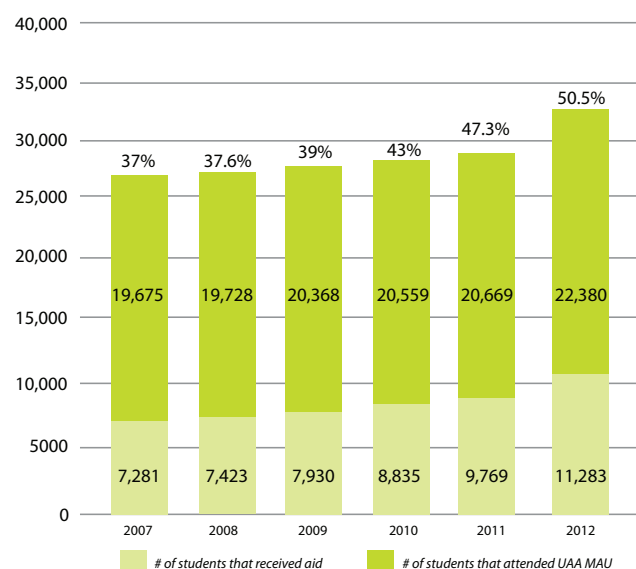
Another SAP policy change was the monitoring of the federal maximum timeframe requirement, commonly referred to as the "150% rule", which states that students cannot receive financial aid funding after attempting more than 150% of the credits required for their degree level. Students in violation of the 150% rule for their undergraduate degree must meet with

TOTAL FINANCIAL AID DOLLARS AWARDED TO UAA STUDENTS



Source: UAA Office of Student Financial Assistance. Total of all funds awarded by UAA to students in the MAU, including institutional, state, and federal funds. Not including scholarships from outsourced sources.

PERCENTAGE OF UAA STUDENTS THAT RECEIVED FINANCIAL AID





their academic advisor and create an academic plan to chart their path to graduation. The SFA office approved 505 student appeals under the new policy during the spring 2012 semester.

OSFA disbursed an additional 5% in federal aid in FY12 than in FY11 despite cuts to three federal aid programs: Academic Competitiveness Grant (ACG), SMART grant, and the PELL grant. ACG and SMART grants were eliminated and access to PELL grant for high-need students attending UAA year round was reduced. Previously eligible students had the ability to receive two full Pell Grant awards in order to accelerate progress towards graduation. Congress passed a Resolution during FY11 appropriations that eliminated this second Pell Grant award beginning with the 2011-2012 academic year. This reduced access to Pell funds for our neediest students during. Despite this reduction, more students received more Pell grants in the FY12 than ever before.

OSFA also completed the Council for the Advancement of Standards in Higher Education (CAS) self-study in the spring 2012. The purpose of this CAS self-study was to assess the office and identify actionable opportunities to improve the efficiency and effectiveness of programs and services we provided. A committee of UAA professionals reviewed the policies, practices and procedures of the Student Financial Assistance Office and compared them to the CAS standards. The committee recognized several areas that the Student Financial Assistance Office excelled in, that included: availability of well-organized and useful information and guidance regarding the process of financing education, promoting and providing equal access to eligible students, thorough staff training and professional development opportunities for financial aid processors. The CAS self-study also identified several opportunities for improvement including the development of clearly identified student learning and development outcomes and key performance indicators to measure operational and student learning outcomes.

## FAST FACTS

*Total dollars disbursed has increased 55% in the last five years. During this same period the number of students receiving aid increased 43%.*

*The Alaska Performance Scholarship (APS) provided funding for the first group of eligible Alaska high school graduates this fiscal year. OSFA administered over \$1,673,000 in APS payments to 543 UAA students.*

*To help support students using VA education benefits, OSFA created online forms that allow students flexibility with when their benefits are certified and for what coursework. These forms give us an opportunity to educate our students regarding the complex eligibility requirements of their benefits.*

*In support of UAAs 2017 Strategic Plan to strengthen the UAA community and increase student success, OSFA increased the volunteer base for the 2012/2013 Standing Scholarship Committee to 70 volunteers spanning 38 offices across the UAA campus. Each volunteer helped read and score the 3200 essays.*

*During FY2012, UAA awarded a total of \$814,911 of UA Foundation funds to 545 students. By expanding the Standing Scholarship Committee we were able to raise awareness of opportunities for student success, increase equity in the scholarship awarding process, and incorporate multiple offices across campus to meet a common goal.*

► Rollout the new UAOnline scholarship application and increase the number of scholarship applications received by the February 15th scholarship deadline date by 5% over last year.

► To facilitate student learning outcomes we will collaborate with campus partners to provide additional scholarship writing workshops to help students improve their writing skills and their chances of being awarded a scholarship.

► Form a Satisfactory Academic Progress (SAP) committee comprising of individuals outside the Student Financial Assistance Office to review student SAP appeals.

► Standardize our policy and procedures manual using NASFAA's Policy and Procedure template.

► Hire a Financial Aid Technical Data Analyst. This staff person will have the technical expertise to increase the efficiency and accuracy of financial aid processing through the use of more sophisticated programming in the Financial Aid module of Banner. This individual will also assist the director in creating and tracking key performance indicators to monitor operational outcomes, as identified by our CAS self-study, including the timeliness and accuracy of financial aid processing of federal financial aid.



**Dr. Dewain L. Lee**

DEAN OF STUDENTS AND ASSOCIATE VICE CHANCELLOR

#### P R I O R I T I E S

*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 student engagement and efforts throughout the Division*

*Increase student leadership development efforts in all departmental programming*

CAREER SERVICES CENTER

DEAN OF STUDENTS OFFICE

DEPARTMENT OF RESIDENCE LIFE

STUDENT HEALTH & COUNSELING CENTER

STUDENT LIFE & LEADERSHIP

STUDENT UNION & COMMUTER STUDENT SERVICES



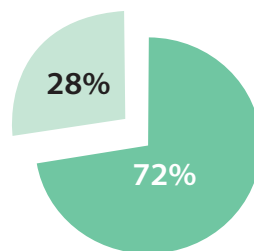


The Division of Student Development fosters student success by engaging students in learning opportunities that enhance their personal, social, cultural, moral, physical, and cognitive growth. The Division of Student Development strives to provide services and programs that support students' educational 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.

The Division of Student Development 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.

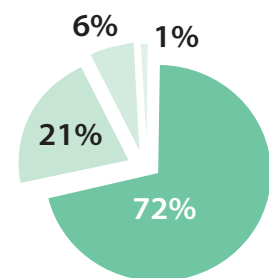
Student Development integrates both the in-class and out-of-class experiences of students. These educational efforts are directed at developing both the intellect and character of students. To accomplish this, the Division of Student Development makes available a wide range of experiences through programs and activities that complement and support the academic experience in the classroom. The primary focus of these activities is to advance student learning, and also provide needed services, support, and recreational opportunities to help students meet the challenges of college and to enhance the quality of student life. Student growth and development is the focus of the programs and activities of the Division. The Division of Student Development has been organized to help accomplish these aspects of the Division's mission.

The Dean of Students Office, Career Services Center, Student Health and Counseling Center, Student Life and Leadership, Student Union and Commuter Student Services and Residence Life comprise departments in the Division of Student Development. Each department provides a variety of services that promote the well-being 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 skill development. Our emphasis is on helping students to learn skills and strategies to better help themselves. It is our desire to assist students in learning how to find and use information, to learn how to make better decisions for themselves, form insights, and understand more about themselves and the world around them. Our hope is that we provide experiences that encourage students to remain life-long learners.



#### EXPENDITURES

SALARY & BENEFITS	\$ 2,489,335
OPERATIONS	\$ 954,642
	\$ 3,443,977



#### REVENUE

GENERAL FUND	\$ 2,524,288
STUDENT FEES	\$ 747,307
OTHER SOURCES	\$ 223,145
INTRA AGENCY	\$ 28,539
	\$ 3,523,279



## CAREER SERVICES CENTER

The top priority of the Career Services Center is to increase awareness of services and resources through intentional outreach. Every workshop, connection, and new relationship is launched with this in mind. Focusing on more than just showcasing resources, we strive to show students how they can learn and implement behaviors that promote confidence and explore methods to develop a strong workforce presence.

Through connections with employers, the Center provides strategies to help students develop necessary skills and in many cases highlights how they can heighten their learning and fine-tune many skills already present in their portfolio. 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. The Center's efforts were recognized with the increase of employers utilizing on-campus amenities for employment interviews and the increased number of academic departments requesting career services to complement their prescribed curriculum. Many academic departments shared that they value the co-curricular support, especially for students embarking on an internship or preparing to enter their chosen career field.

In FY12, the Center focused on streamlining processes and moving towards paperless processing. A re-designed website, complete with a personalized informational video and the addition of a virtual library provides students unlimited access to resources and services regardless of their geographic location. Facilitating a connection between students and those already in their chosen career field can at times be more important than providing resources. The Center works with Alumni Relations to connect alumni with current students through industry spotlight workshops. Students are able to see first-hand how others in their career field or careers they aspire to achieve gained important knowledge and advanced to achieve their current placement. 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 to be positive contributors to society.

The Center experienced tremendous growth in the area of technology in FY12. The purchase of new equipment made it possible to conduct on the spot assessments of programs and solicit feedback from presenters and participants. The Center now offers Skype and Facetime as interview options for employers and students not able to connect geographically for employment interviews.



## FAST FACTS

*Provided leadership training to students participating in the newly developed Career Crew – a volunteer opportunity designed to support the development of professional etiquette, networking and group interaction skills with employers. Students interacted with employers participating in the City-Wide Career Fair.*

*Collaborated with students in the Journalism and Public Communication program to create an informational video highlighting the Center's resources and services. The video is posted on the Center's newly designed website. The video was scripted and shot by students.*

*Increased the number of employers using the Center to conduct employment interviews by 42% from FY11. The increase is attributed to wide outreach by staff.*

*Hosted five career and employment fairs, drawing 127 employers to campus.*

*Launched Attire for Hire, an interactive display and resource to promote confidence about how to dress appropriately for interviews and in the workplace. Sears, Value Village, Nordstrom's, Burlington Coat Factory and Kohl's graciously donated the use of professional and casual clothes for the program. Mannequins were used to display clothing ensembles.*

*In FY12, 167 new student and 169 new employer registrations/profiles were created in the on-line employment system. 443 new jobs were posted. This is a 12% increase across the board from FY11.*

*79 students created E-portfolios in the on-line employment system. Students can electronically submit materials to prospective employers and manage the contents of their portfolio. Portfolios are stored in cloud storage and accessible as long as the user is registered in the system.*

*9,189 students utilized the on-line employment system to search for career opportunities. This is an increase from 8,796 in FY11.*

*Hosted 143 recruitment sessions with individual employers. This included a first time open house and campus introduction for Verizon Wireless and various employment promotion opportunities for faculty, staff and students.*

*The center exceeded its projected FY12 revenue by \$3,926.*

► Increase academic partnerships to create new internship opportunities. This will be achieved through an ongoing educational campaign focusing on the benefits of internship for both students and academic departments and how the Center can support faculty as they integrate this experiences into the curriculum.

► Redesign informational brochures and convert into compact one page handouts. These will be easily downloadable and cut down on printing costs.

► Create an internship orientation and streamline the application process to include a processing timeline.

► Continue to seek additional employer partnerships that provide essential exchange of information and hands on demonstration of skill development supporting career exploration.



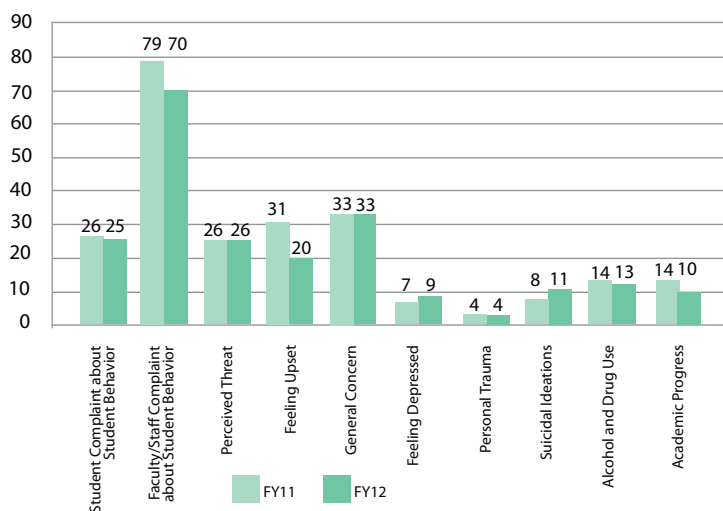
## DEAN OF STUDENTS OFFICE

### CARE TEAM

The Care Team promotes student success by maintaining a safe campus environment. The Care Team reviews reports about current and prospective students of concern, creates an action plan, and facilitates continued care for students, as needed. The Care Team makes recommendations based on a composite view of a student's behavior. In cases where he or she appears to be at an elevated risk to harm self or others, the Care Team acts to protect the well-being of the student and other members of the University community.

The Care Team received 193 reports in FY12 compared to 185 reports in FY11 and 145 reports in FY10. The following table shows the most frequently used descriptors in FY12 Care Team reports compared to FY11.

FY12 CARE REPORT DESCRIPTORS COMPARED TO FY11



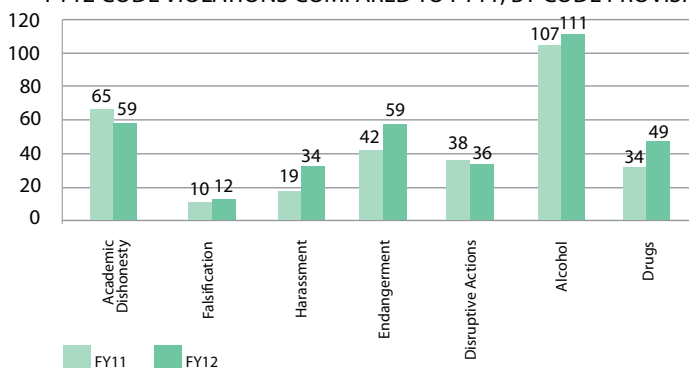
### STUDENT CONDUCT

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 FY12, Student Conduct received 272 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 320 of the 381 cases. In these 320 cases, students were found responsible for violating 481 provisions. The following chart shows violations of selected Student Code of Conduct provisions in FY12 compared to FY11.

FY12 CODE VIOLATIONS COMPARED TO FY11, BY CODE PROVISION



In FY12, there was a slight decrease in the number of academic dishonesty violations. Alcohol violations remained unchanged. Drug violations moderately increased, primarily due to an increase in recreational marijuana usage. The number of students found responsible for endangerment increased, primarily due to an increase in fire safety violations in UAA's Residential Community. Students found responsible for harassment also increased significantly.

### 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 FY12, the Dean of Students Office facilitated suspension of two students and expulsion of five others of serious behavior such as these seven cases involved possession of child pornography, armed robbery, sexual assault, and repeated plagiarism.

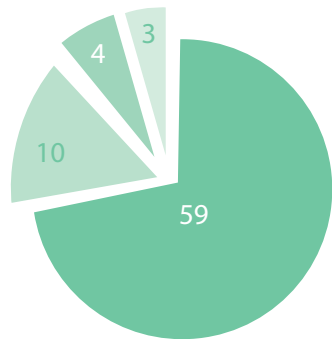


## ACADEMIC DISHONESTY

In FY12, the Dean of Students Office addressed 76 cases of academic dishonesty at the Anchorage campus. In 59 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. The increase in the number of students submitting other individual's papers as their own original work is also noteworthy. By addressing academic misconduct, the Dean of Students Office supports UAA's Strategic Plan 2017 Priority A to strengthen UAA's instructional programs.

### RESOLUTION OF FY12 COMPLAINTS

- Found Responsible
- Found Not Responsible
- Referred to Care Team
- No Basis for Action



## FAST FACTS

*Student conduct officers received 272 reports of student misconduct resulting in 381 meetings with students to review the allegations. As a result of the student conduct process, 82% of students strongly agreed their experience with the student conduct process will influence their future behavior as a student.*

*The Assistant Director of Student Conduct found students responsible for 59 cases of cheating, plagiarism, or other forms of academic dishonesty on the Anchorage campus. The Assistant Director assigned sanctions to these students in order to help them understand the importance of ethical decision-making.*

*The Care Team received 193 reports regarding students of concern. The Care Team creates an action plan to support each student referred to the Care Team. Action plans include one or more strategies designed to have a positive outcome on student behavior.*

*In collaboration with the Office of Diversity & Compliance, the Dean of Students Office received 34 reports pertaining to Title IX issues. Title IX is a federal law prohibiting sex discrimination in educational institutions.*

*The Alcohol, Drug, and Wellness Educator delivered 14 health-related presentations to UAA and the greater Anchorage Community and sat for one Northern Light Student Newspaper interview and three student interviews covering stories on campus alcohol and drug use.*

*The Alcohol, Drug, and Wellness Educator met with 21 UAA students to provide alcohol and/or drug education, brief interventions, and referrals to community resources. Follow up meetings occurred with these students to provide additional support in choosing low-risk, healthy behaviors. During the follow up meetings, students reported a decrease in high-risk drinking or drugging, increased engagement in alternative activities on and off campus, and an increased interest in succeeding academically.*

# 2013 VISION

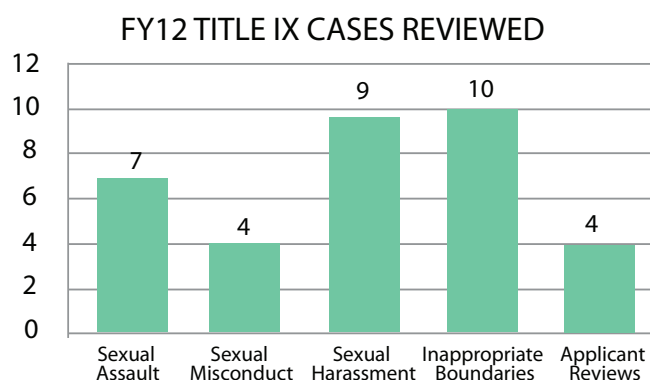
- ▶ The Dean of Students Office will increase the level of care provided to at-risk students. The Dean of Students Office will hire a Care Team Coordinator to develop the Care Team program. This individual will serve as a consultant, provide intake and case management of Care cases, develop policies and procedures, and create a culture of reporting on campus.
- ▶ In collaboration with the Office of Campus Diversity & Compliance, the Dean of Students Office will inform the UAA community about Title IX and investigate reports of sex discrimination according to guidelines published by the Association of Title IX Administrators. The offices of Diversity and Compliance and Dean of Students will hire two Title IX investigators who will investigate Title IX cases, inform the UAA community about Title IX requirements, and build a culture at UAA free from sexual harassment, sexual misconduct, and sexual assault.
- ▶ The Dean of Students Office will recruit and hire a highly qualified professional to serve as the Alcohol, Drug and Wellness Educator (ADWE). The ADWE will increase visibility of UAA's Alcohol, Drug, and Wellness Education program. The ADWE will develop a website linked off of the UAA Dean of Students Office webpage to disseminate the program's mission and increase information sharing with University constituents and the larger community. The Dean of Students Office will also develop a permanent office location for the Alcohol, Drug, and Wellness Educator.
- ▶ Student Conduct and Alcohol, Drug, and Wellness Education will develop additional learning outcomes for the core functions of their programs. These learning outcomes will be mapped to the nine learning outcomes identified by the Council for Advancement of Standards.
- ▶ The Student Conduct program will develop a program to recognize excellence in staff performance.
- ▶ The Dean of Students Office will develop written protocol regarding how to respond to an emergency within the Dean of Students Office in room 204 of the Student Union. On occasion, students come to the Dean of Students Office in crisis, and the Dean of Students Office will formalize a written plan in the event of an emergency.
- ▶ Student Conduct will explore the possibility of instituting a judicial board to hear cases with the potential of minor sanctions. Judicial boards can create powerful learning moments in the student conduct process, because research shows that a jury of their peers can influence students significantly.

Type of Academic Misconduct	FY08	FY09	FY10	FY11	FY12
Cheating			6	2	1
Unauthorized materials/devices during an exam			1	5	
Unauthorized from another student	2	2		14	9
Plagiarism	20	29	24	36	40
Submitting another student's paper as one's own			1	4	6
Posting as another student during an exam		2	2		2
Fabricating data in support of laboratory or field work	3	3		1	1
Altering grade records			2	2	0
Possessing exam materials in advance of its administration				1	0
<b>TOTAL</b>	<b>25</b>	<b>36</b>	<b>36</b>	<b>65</b>	<b>59</b>

The Faculty Senate formed the Ad Hoc Committee on Academic Integrity in August 2010 and invited two Dean of Students Office staff members to serve as ex-officio members of the committee. Since August 2010, when the Committee was formed, the Dean of Students Office has helped the Faculty Senate Ad Hoc Committee on Academic Integrity by conducting faculty and student surveys, compiling UAA statistics, studying peer and aspiring institutions practices and policies, and conducting focus groups. In May 2012, the Committee announced a series of fourteen recommendations regarding how to improve the nature of academic integrity on campus.

## TITLE IX

In August 2011, the Dean of Students Office 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 FY12, the Title IX Steering Committee addressed 34 Title IX cases.



The Alcohol, Drug and Wellness Educator took leadership of UAA's Domestic Violence and Sexual Assault Awareness month, organizing a planning committee to schedule awareness raising and educational events and activities in April. Collaborators included the Dean of Students Office, Student Union & Commuter Students Services, and Residence Life, with support from University Police, the UAA Justice Center and the Student Health & Counseling Center. External collaborators included STAR, AWAIC and the Verizon Foundation. Events included a documentary film screening and expert panel discussion from UAA and the greater community, a candlelight vigil, 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

The Dean of Students Office Alcohol, Drug and Wellness Educator hosted eighteen Alcohol, Drug and/or Wellness Education programs on the main campus and in Residence Life and delivered fifteen health-related presentations to UAA and the greater Anchorage Community. The Alcohol, Drug, and Wellness Educator held twenty-one meetings with students to address high-risk drinking and/or drugging behaviors. The Alcohol, Drug, and Wellness Educator also re-implemented a social norming campaign to reduce the misperceptions of the frequency and quantity of peer alcohol and drug use. The Dean of Students Office 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 spring 2012, the Dean of Students Office started an Alcoholics Anonymous 12-Step weekly meeting on campus for students and community members to attend. These participant led meetings are open to the public, so that both those struggling with addiction as well as family members or friends can attend and receive support. The campus meetings focus on dealing with all types of addiction and protect anonymity in a safe and open environment.

The Dean of Students Office completed the 2009-2011 biennial review of UAA's alcohol and other drug policies, the most comprehensive to date. The biennial review showed that UAA has increased the enforcement of campus alcohol policies. The biennial review also showed that UAA has developed a more effective set of sanctions to address policy violations, and students who violate alcohol and/or drug policies are being sanctioned more consistently than in the past.

## CAS SELF STUDIES

The Dean of Students Office completed two self-studies to determine how well the Student Conduct and the Alcohol and Other Drug programs meet the objectives outlined by the Council for the Advancement of Standards (CAS). As a result of completing these CAS self-studies, both programs have a better understanding of their strengths and weaknesses. Each program developed a list of priorities that will help bring each program more closely into alignment with its CAS standards.









## DEPARTMENT OF RESIDENCE LIFE

### STUDENT PERSONAL SUCCESS AND SUPPORT

The Department of Residence Life (DRL) promotes a holistic approach in regard to student development and success. DRL focuses on supporting students overall success at UAA by addressing their personal and emotional needs which can hinder, if not addressed, their academic success. To better support students, DRL trains student and professional staff on how to best support students who are struggling with a personal and/or mental health issue. DRL provides 24/7 crisis response by highly trained student and professional staff.

In FY12, all student and professional staff (over 65 staff members) received Mental Health First Aid Training. Mental Health First Aid is a national public education program that consists of a 2-day training that helps the participants identify, understand and respond to signs of mental illnesses and substance use disorders. This training helps DRL provide the highest level of care possible to our residents and promotes Student Affairs Core Theme Student Wellbeing by enriching the intellectual, physical, emotional, social growth, and wellness of students.

### FIRST YEAR STUDENT SUCCESS

DRL supports first year students in their transition into the University to promote academic success. DRL provides comprehensive support of first year students (students under the age of 20, with less than 20 credits) through First Year Experience (FYE) living learning communities, Creating College Success Courses taught in North Hall, and MAP-Works (a comprehensive first year student retention and success program) as an early alert warning system for struggling students.

In the FYE living learning communities (70% of first year students), residents are provided resources and participate in 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. 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 Student Affairs Core Theme of Student Learning and Success by

promoting scholarship, engagement and leadership, and fostering a sense of belonging.

In FY12, DRL professional staff provided individual support to first year students who participated in MAP-Works. Beyond reaching out to students who indicated they were struggling during the fall semester, student and professional staff had a personal one on one conversation with ALL students (over 200) who participated in MAP-Works. Student's MAP-Work survey responses were used to create an individualized resource and referral guide that met their individually needs to get them engaged in the UAA community and connected to the appropriate resources (Financial Aid, Student Health and Counseling, Career Services, etc.). Through the individualized interaction with students DRL is supporting the Student Affairs Core Theme Student Centeredness by provide support to students during their first year at UAA to improve access, retention, engagement, persistence, and completion.

### ALASKA NATIVE, NATIVE AMERICAN, AND RURAL ALASKA STUDENT SUCCESS

DRL promotes the success and retention of Alaska Native, Native American and rural Alaskan students. The Alaska Native and Rural Outreach Program (ANROP) provides support before students arrive to campus and throughout the school year to promote academic success and retention. The Cama-i Room, a social gathering place for all UAA students, is provided by ANROP to celebrate Alaska Native, Native American, and rural Alaska cultures and support all students. The Cama-i Room hosts a variety of outside community members, elders, and representatives from UAA departments and programs to regularly interact with residents in their residential community providing greater access and interaction between students, campus, and local community agencies.

In FY12, the Cama-i Room experienced an increase in student participation with 794 students visiting the room and over 45% returning one or more times during the school year. This is an increase of visitors over the past two years of 33% (FY11=714, FY10=596).



For one notable program, the ANROP Coordinator and the Sharing Traditions Host (Cama-i Room student staff member) taught UAA students and Anchorage community members how to sew their own kuspuks, a shirt garment worn in many regions of Alaska. The program was held in the fall in the Cama-i Room and in the Den of the Student Union in the spring. The program increased the understanding and visible representation of Alaska Native and rural students.

In spring, ANROP partnered with Native Student Council, Alaska Native Studies, the Diversity Action Council, David Karabelnikoff, and Julien Jacobs to host Dakota filmmaker, Dallas Goldtooth. Dallas spoke to students about the 1491s, a collection of Native writers and filmmakers that use social media to engage others in a dialogue using humor about issues affecting Native people. After the presentation, Dallas worked directly with 20 students in the Cama-i Room to create their own films (<http://www.youtube.com/user/CamaiRoom>).

ANROP and the Cama-i Room focuses on increasing the cultural and social diversity of students while placing emphasis on the success and celebration of Alaska Native and Rural Alaska students which supports Priority D1 of UAA's Strategic Plan 2017 to place special emphasis on the retention and success of Alaska Native and other underrepresented populations. In addition, these efforts also support Student Affairs Core Theme of Student Centeredness to improve student access, retention, engagement, persistence, and completion and Student Affairs Core Theme Student Learning and Success by fostering a sense of belonging and recognizing the achievements of our diverse and multicultural student body.

## FAST FACTS

*In FY12, DRL professional staff worked directly with 63 of the 193 students that were referred to the CARE team to provide support, follow-up, and referrals to appropriate supportive services. DRL staff provided continuity of care by working in partnership with other UAA departments and with community supportive services such as the Alaska Psychiatric Institute and Providence Medical Center.*

*Residence Coordinator Sam Callister won the 2012 New Professional Scholarship from NorthWest Association of College and University Housing Officers (NWACUHO).*

*In FY12, to ensure that Residence Life is able to create an inclusive community where all students feel welcomed and valued, all professional staff became Safezone trainers and over 40 student staff members participated in Safezone ally training. Safezone is a program that increases the campus community's understanding and awareness of issues faced by gay, lesbian, bisexual, transgender, queer/questioning, allies (GLBTQA) and other marginalized persons.*

*DRL in partnership with Academic Affairs, offers seven living learning communities that include RRANN (nursing), ANSEP (engineering), Education, Honors, Aviation, First-year Focus, and First-year Experience. Our learning communities connect students with faculty, education programs/departments and activities that support educational goals and promote academic success. During FY12, 40% of all residential students lived in a living learning community.*

*DRL's programming model enables us to promote student success through a holistic approach addressing the social, educational, and personal needs of our residential students. In FY12, Chickering's model for student development, that includes seven vectors of student growth and development, was integrated into our programming model. Student staff members developed intentional programs that addressed each of the seven vectors to promote student growth and success.*

# 2013 VISION

- ▶ In partnership with Housing, Dining, and Conference Services, DRL will ensure that the residential community and facilities are accessible to all students and address the special needs of persons with disabilities.
- ▶ DRL will continue to foster wellness and healthy choices in regards to drug and alcohol use through education, prevention and intervention through passive and active programming, partnerships with other departments, and provide alcohol/drug free weekend evening programs to increase students' knowledge about how to make healthy and safe choices related to drugs and alcohol.
- ▶ DRL will continue to create an inclusive community that celebrates and encourages diversity of all students by working closely with departments such as Diversity & Compliance, AHAINA, and DSS to create meaningful programs in the residential community. Programing will be designed to reflect our diverse student population to provide support, personal growth, and to celebrate diversity.
- ▶ DRL will adjust our current learning outcomes to align with established learning outcomes guidelines based on CAS Standards.
- ▶ DRL will continue to promote and inspire student academic success and excellence to increase persistence and academic achievement through the enhancement of the classroom in North Hall. In addition, Residence Life will work closely with academic partners to lay the groundwork to incorporate general education courses in the halls by FY14.
- ▶ DRL will strengthen existing LLCs to provide more co-curricular activities for students and enhance faculty-student interactions by providing programs that encourage faculty participation. FY13 plans include the formation of a LLC task force composed of residence life staff, academic advisors, and faculty to strengthen relationships, help guide the enhancement of our existing LLCs, and the development of new LLCs.
- ▶ DRL will increase the student participation in the Creating College Success Course (GUID 150) held in the residential community by having at least five classes by FY14 (FY12=3) through promotion, marketing, and personal outreach to incoming students.
- ▶ DRL will support the retention and success of Alaska Native, Native American, rural Alaskan students by provide academic tutoring focused on math and writing skills in the Cama-i Room throughout the school year.

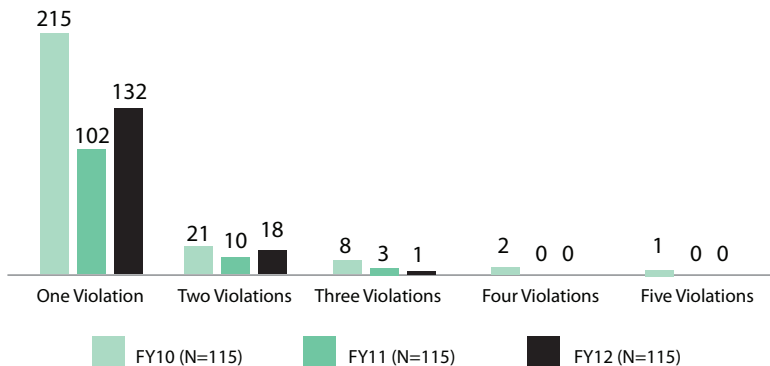
## DRUG AND ALCOHOL AWARENESS AND EDUCATION

DRL has a priority to foster wellness in relation to alcohol and drug use through education, prevention, and intervention. DRL utilizes programming, social norming, peer mentoring, policy development and enforcement, community building, conduct process, and alcohol and drug abuse interventions as strategies to create a healthy and safe residential community.

In FY12, DRL professional staff held 237 student conduct hearings that engaged the student in a developmental process with a highly trained master’s level professional. The conduct process empowered students to reflect upon decision making skills, promoted accountability for actions, and promoted becoming positive members of the community. Drug and alcohol violations consisted of 151 of the 237 conduct hearings. After meeting with professional staff, 89% of students demonstrated a positive change in behavior by not receiving another drug or alcohol policy violation. These efforts promote Student Affairs Core Theme Student Wellness by enriching the intellectual, physical, emotional, social growth, and wellness of students.

In FY12, Residence Life provided over 652 programs in the residential community with 40% of the programs focused directly on drug and alcohol education or weekend late night programming to provide students with alcohol and drug free activities. Late night programing occurs every weekend after 10:00 p.m. on Thursday, Friday, and Saturday during the school year. DRL almost doubled the number of late night programs offered to students in FY12 (FY11=100 programs, FY12=182). The drug and alcohol education in conjunction with late night programs promote healthy behaviors through education, awareness, and role modeling. These efforts support Student Affairs Core Theme Student Wellness to enrich the intellectual, physical, emotional, social growth, and wellness of students.

RESIDENTIAL STUDENTS’ ALCOHOL AND DRUG POLICY VIOLATIONS (RECIDIVISM RATE)





A group of seven students are posing for a photo outdoors. They are standing behind a large green sign that has white text. The sign is positioned in front of a light blue wooden building. The students are dressed in casual attire, including t-shirts, cardigans, and shorts. Some are wearing sunglasses or hats. The overall atmosphere is bright and sunny.

# MAIN APARTMENT COMPLEX

3550 SHARON GAGNON LANE





## STUDENT HEALTH AND COUNSELING CENTER

The Student Health and Counseling Center has experienced continued growth in overall primary integrated mental and physical health services to UAA students. This fiscal year reveals a 6% increase in appointments, from 10,687 visits in AY11 to 11,330 in AY12.

### PRIMARY FUNCTIONS

#### Physical Health Services

In FY12, the SHCC provided physical health service through Family Nurse Practitioners and Family Practice physicians. For routine office visits, eligible students are provided physical and mental health services with no additional office visit fees except for procedural visits, pharmacy and laboratory services and supplies. Travel medicine is also offered to students by two Nurse Practitioners specialized in this area.

#### Mental Health Services

Mental Health requests continues as the area of clinical service with the longest wait time. The SHCC converted to a Primary Screener model. The model allows for the senior mental health clinician to assess each patient request for mental health services. This senior clinician then determines intake appointment placement, as well as need for referral to community or emergency services.

Our mental health service providers are staffed by Psychiatric Nurse Practitioners, Family Nurse Practitioners assigned as primary care mental health medication managers, and Licensed Professional Counselors.

Additionally, each semester provides an opportunity for precepting students to seek training site placement with the SHCC. In this fiscal year, the SHCC precepted three UAA School of Nurse Psychiatric Nurse Practitioner students, benefitting UAA School of Nursing, but also augmenting our services and staff. FY13 will offer collaborations with Alaska Pacific University Graduate student placement for Psychology assessments. As well as the Alaska Family Practice Residency program has collaborated with the SHCC to place a third year Psychiatric resident in the SHCC.

#### Health Education

The UAA Student Health and Counseling Center implements a dynamic approach to Health Education as employed by the Health Educator. This Family Nurse Practitioner, who also has a degree in education, provides instruction through:

- UAA guest lecturers in a variety of forums
- Annual SHCC Health Fair and Healthy Sexuality Week
- Administration of the web based health column, "Ask Betty"
- Preceptor of Bachelor's nursing students community health component
- Management of Health Education informational resources
- HIPAA (health information privacy) education for SHCC staff
- BLS instructor for SHCC staff
- Supervises operations of the Emergency Food Cache program

At the Student Health and Counseling Center, Health Education begins at the patient's first encounter. Each patient encounter is an opportunity to educate patients. Many of the SHCC clients are in an age demographic where they are establishing a primary care provider for the first time. Patients learn to successfully manage health care encounters through the example set by the SHCC professionals and staff.

Additionally, the Student Health and Counseling Center has been strategically positioned to provide primary care preceptor sites on the UAA campus. Providing health care professional training site options is the integral component of the health education spectrum. This would allow for a visit capacity increase in congruence with SHCC growth.



## Staffing

The Student Health and Counseling Center professional staff provides primary health care to eligible students. This staff includes Family, Adult, Mental Health and Women's Health Nurse Practitioners, Licensed Professional Counselors, as well as Medical Assistants, Nurse, Family Physician Consultants and a Psychiatric Consultant. Continued collaborations with the UAA Dietetics program provides patients with access to nutrition consultation at no charge. Same day appointment access has had a positive effect on patient satisfaction. The daily percentage of same day access appointments has been set at 30-35%.

- ▶ Expand Psychiatric and Mental Health services
- ▶ Increased collaboration with UAA Health Programs
- ▶ Continued development of the Student Health and Counseling Center as a professional training site

## FAST FACTS

*Emergency Food Cache program providing a three day emergency food bag to any student in need, funded entirely through monetary donations, provided 155 food bags during FY11.*

*Continued access to resources benefitting students includes free Gardasil immunizations through Merck Pharmaceuticals to financially qualifying patients. Bridges to Access, a medication assistance program benefitting clients faced with high cost mental health medications, has been widely utilized by the SHCC to assist mental health clients by defraying costs of necessary medications. We also utilize TEVA Pharmaceuticals, as well as NeedyMeds.com for additional prescription assistance.*

*Continued provider status in the Student Health and Counseling Center for the State of Alaska Breast and Cervical Health Check, benefitting women who qualify for this State program. BCHC provider status allows the SHCC to offer cervical cancer screening at no cost for patients with a history of abnormal pap smears. This collaboration allowed the SHCC Consulting Physician to provide no cost colposcopy services, an advanced diagnostic procedure which includes biopsies for abnormal pap smears. The SHCC routine charges for the same procedure, has saved patients 90% of the standard community costs.*

*Student Health and Counseling Center's Health Educator promoted health education programs for UAA students through the establishment of the interactive Student Health 101 online news magazine. The goal of health education is to increase students' success by reducing illness and increasing long-term personal ownership for individual health and safety goals.*

*The Health Educator, in collaboration with UAA departments and the Alliance for Reproductive Justice-Alaska, provided the fourth annual Healthy Sexuality Week for the UAA community. The SHCC offered free STI (sexually transmitted infection) screening for eligible students. This follows a national trend of "Know Your Status" day services, initially inspired to prompt people to be tested for HIV status. The SHCC provided free screening to 180 UAA students, an increase from 152 last year. Yet, the true benefit was revealed in the opportunity for students to receive STI screening and health education by Nurse Practitioners. Approximately 50% of students who received STI screening that day responded that they had not previously received any STI screening.*

## Collaborations

The Student Health and Counseling Center collaboration with Mediat has been in place since 2003, with the addition of Electronic Medical Records in 2007. With the use of this technology, our center is at the forefront of the national movement to utilize electronic health records, and the integration of physical and mental health models.

The SHCC has successful service collaborations with the following businesses:

- Quest Diagnostics
- Diagnostic Health
- Alaska Heart Institute
- Cardinal Health
- Pharmedix
- State of Alaska Lab
- State of Alaska Department of Epidemiology  
Influenza Like Illness surveillance

Additional community collaborations that have benefited UAA students include: Facilitation of financial applications for Mirena and Paragard IUD contraceptive devices at no cost for financially qualifying patients. Even without financial assistance, the SHCC's standard IUD cost and insertion charges are available for an 80% lower fee than the Anchorage health care community.

Increased collaboration with Anchorage Project Access, a grassroots program initiated in Anchorage by interested physicians and based on a national model, provides access to specialty and sub-specialty physicians and services in the Anchorage community. The benefit to our student population, many of whom are uninsured or underinsured, has been crucial to our community referral process.

Successful campus based collaborations that have been beneficial to both UAA students and the campus community include: Department of Residence Life for health education and outreach programs; Student Life and Leadership for health related program outreach; and the Culinary Arts for the preparation of the annual Student Health and Counseling Center free Soup and Pasta lunches. UAA Health Program physical exam and immunization requirements (School of Nursing, Allied Health Programs, WWAMI, Athletics, and the College of Education) are also provided.

Preceptor Collaborations include: the School of Nursing, M.S.N. and B.S.N., Dietetics and Nutrition, and the Department of Psychology, Alaska Family Practice Residency Program, Alaska Pacific University Psychology Department. These Health Programs have successfully placed students in the SHCC, receiving mutually rewarding clinical experiences.











## STUDENT LIFE AND LEADERSHIP

Student Life & Leadership (SL&L) creates opportunities for students to learn and practice elements of leadership. Our programs encompass civic responsibility, community development, and social engagement. SL&L trains students for the challenges of meaningful citizenship, provides opportunities for all students to learn and apply ethical leadership skills and participate in diverse campus events.

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

### CAMPUS PROGRAMMING

#### Student Activities

To engage more students in our increasingly diverse campus and contribute to UAA's Intercultural and International Initiative, Student Activities expanded programming to better reflect the multicultural composition of our student body and community.

Student Activities initiated an International Film Festival. Each of the six-screened films was selected by a language club or co-hosted by club members. The film festival received great support from the International Studies Program, the Office of International Affairs, and the Department of Languages. Adding to the range of international programming, in March Irish musician Mick Maloney presented a lecture about the Irish and African American roots of American music and performed an evening of Irish songs with fiddler Dana Lynn.

Recognizing UAA's diversity of beliefs and lifestyles, Student Activities hosted talks and concerts with a variety of lecturers and musicians. Best selling authors Dan Savage, speaking from his perspective as an openly gay leader in the LGBT community and Gary Chapman, addressing audiences from a Christian perspective, shared information about building and maintaining successful relationships to sold out audiences.

Kimmie Weeks, international child rights advocate from Liberia, lectured and met with student groups about international student activism, worldwide human rights issues, and leadership. Mr. Weeks also served as a race marshal for the Kids and Cows 5K Run. During their visits each speaker met with small groups of students and individuals on a range of topics.

African-American, award-winning blues singer, Shemeika Copeland and her band were featured at the annual Juneteenth Celebration in June 2011. Pulitzer Prize winner Isabel Wilkerson lectured about the Great Migration of African-Americans from southern states to northern cities during the 20th century. Ms. Wilkerson gave the keynote address at the annual Dr. Martin Luther King Jr. Student Appreciation Luncheon, drawing a record audience of 353.

The Student Union Gallery continued to provide an important learning experience for UAA art students. The Gallery mounted ten shows during the year. Visitors were predominantly students. Average event attendance of 979 visitors per show, was up slightly over the 2010-11 academic year.

#### Concert Board

The UAA Concert Board broadened its scope to present English comedian, actor, and writer Eddie Izzard for two sold out shows in the Williamson Auditorium. The Concert Board fulfilled its mission and presented eight major events during the year. The diverse selection of musical acts ranged from a cappella to indie rock.

The Concert Board sponsors the Special Projects Fund through 15% of the previous year's general public ticket sales. The Fund, managed by the Concert Board, offers students an opportunity to present events, support projects, and improve UAA campus life. The Special Projects Fund awarded \$9,250 to nine student projects. The Concert Board also coordinates the UAATix program, which continued to grow during FY12, selling 12,473 tickets for a gross ticket sales total of \$143,427.



*SL&L programs continue to receive high satisfaction ratings from participants: Student Activities events rated 90% excellent to good, Concert Board's "Andrew Bird" show rated 98% excellent to good, and Campus Kick-Off students supported continuing the program with a 99% approval rating.*

*Campus Kick-Off had the largest festival ever in 2011 with 180 club, department, and community booths, approximately a 25% increase from 130 booths in 2010. This increase posed an exciting challenge for the program to find space for all the booths and varied activities - it was well worth it. A new program was added to replace the 'missing' volleyball game: the outdoor, walk-in movie. It was a great success with clear skies, 200 students, the film *Pirates of the Caribbean*, and grilled hot dogs. Students surveyed indicated the top three reasons they attended Kick-Off were to learn more about UAA, be a part of a UAA tradition, and to meet new friends.*

*UAA's first ever Veterans Awareness Week was coordinated by the Student Veterans Association of UAA with significant support from SL&L. The week included a resource fair, a student panel for CAFE, a presentation on the G.I. Bill and UAA, plus participation in the National Remembrance Day Roll Call on 11/11/11. Multiple departments and programs assisted and funded the week of events.*

*SL&L advises student organizations that are responsible for FY13 budgets exceeding \$1.2M. Over the last three years significant effort in training students on responsible budget management has occurred. Our goal is to encourage student groups to use their student fees during the same year they are received and reduce the carry forward funds to more reasonable levels.*

*The NASPA Consortium Campus Activities Student Survey was conducted in November-January (N=468). Data revealed UAA had the highest percentages in these demographic areas: students identifying as veterans or active military, students employed 31 or more hours/week, and students living off-campus with their spouse/partner/family. SL&L will use this and the other data to review our programming and determine how we meet these students' needs.*

*The bi-annual student involvement survey showed a drop in 'un-involvement' from 30% in 2010 students surveyed (N=501) indicating they 'never' participate in campus events to 26% of students surveyed (N=606) in 2012. This is supported by FY12 event surveys from Student Activities where 44% of students indicated attending a UAA event for the first time ever, or at least in the past two years.*

*Three crucial positions in SL&L were vacant during part or most of the fiscal year. These positions were the Administrative Assistant for Student Media, the SL&L Program Coordinator, and the Assistant Director of Student Leadership. Despite the staff shortages, programming and activities remained steady and the staff worked with incredible fortitude to continue serving students in organizations affected by these vacancies.*

*USUAA established the Green Fee: a new student fee for UAA sustainability projects. They also developed the structure for a Green Fee board to manage the revenue and projects. The Green Fee will take effect in spring 2013 with a \$3 per student flat charge for anyone taking 3 or more credits. UAA students, with faculty support, can apply for Green Fee funds to develop campus sustainability projects.*

*USUAA awarded \$33,528 to UAA students in support of research, leadership, and continuing education through travel grants, leadership scholarships, and the Graduate Student Association Research Grant.*

*USUAA provided over 377 hours of free tutoring to UAA students in various subject areas the week of and before finals in the fall and during finals week in the spring semester.*

*The national fraternity, Kappa Sigma, received temporary recognition status and is able to function as a registered organization on campus in FY13.*

# 2013 VISION

## Campus Programming

- ▶ Continue presenting high caliber national and regional performers, lecturers, and programs.
- ▶ Improve the marketing of the International Film Festival and other events through an expanded and more consistent use of student media and other advantageous methods.
- ▶ Increase student employee training on budgeting to improve their financial skills and become better stewards of student fee monies.

## Student Leadership

- ▶ Present the second year of the Emerging Leaders Program and begin a new cohort of students.
- ▶ Introduce clubs and organizations to the service hour tracking feature in the UAA Life page, formerly Collegiate Link to improve recording of community engagement by our clubs and organizations.
- ▶ With student input and participation, develop and present the UAA Leadership Conference in spring semester.
- ▶ USUAA's leadership plans to connect students to their student government, build on the foundations of the previous administration, and inspire students to voice their opinions and become engaged in UAA.

## Student Media

- ▶ KRUA will be a more visible presence on campus by presenting day-time shows in the Student Union satellite studio, promoting the station throughout campus, improving the station signage in the PSB, and strengthening relations with KRUA alumni to support current student volunteers.
- ▶ The Northern Light will continue to offer free advertising space to UAA student clubs through the Publicity Center, conduct group/individual monthly training sessions for new and returning staff, and develop a larger pool of volunteers and contributors.

## FAST FACTS

USUAA offered students the opportunity to personally meet and ask questions of Anchorage Mayor, Dan Sullivan and U.S. Senator Mark Begich in two different open forum events.

In its first year, the Emerging Leaders Program graduated 12 students through program Level One and eight students through Level Two.

Over 85 student clubs registered through the UAA Life page in FY12. This number is consistent with the previous year's registrations.

Haunted Halloween Fun Night hosted over 3000 student and community participants at the annual celebration. A portion of the proceeds, totaled at \$3,000 was donated to support Kids Kitchen and the Make a Wish Foundation.

In June 2012, student leadership staff members from UAF, UAS, Mat-Su, APU, and UAA gathered to share information on their various leadership programs, brainstorm ideas for statewide student leadership efforts, and plan a statewide leadership conference.

The Student Activities programming team sponsored 105 events including ten gallery shows during the academic year with over 17,000 attendees. In summer 2011, Student Activities served 8,074 people which signified an 84% increase over FY10 with eight food events presented each week. There were 74 events in total, an 80% increase over FY10.

At least twice a week throughout the academic year, Student Activities team members roamed the campus with the "Snackin Wagon," a cart filled with candy bars, cookies, crackers, and other treats for any student looking for a fast and free snack.

The Student Union Gallery offered both early evening and mid-day opening receptions for each of its ten shows during the academic year in order to better serve students. The annual Student Juried Art exhibit featured nationally syndicated cartoonist, Chad Carpenter, as juror. A significant increase in attendance at the juror's lecture was seen from 51 participants in 2011 to 154 in 2012.

The UAA Concert Board presented five events at the Wendy Williamson Auditorium, one event at the Atwood Concert Hall in the Performing Arts Center, and one in the Student Union Café. The Board sold 4,928 tickets for a gross ticket sales total of \$110,901.

UAA Concert Board Special Projects Fund awarded nine student projects, with funding totaling \$9,250, an increase of over \$2,000 from FY11. Funding supported Hispanic Awareness Month, Templewood music festival, Veterans Awareness Week, Late Night at the UC, and two student led conferences: Philosophy and Behavioral Sciences of the North.

UAATix sold 12,473 UAA event tickets through the website and the Student Union Information Desk. This was an increase from 10,599 tickets sold in FY11. Gross ticket sales also increased from \$119,816 last year to \$143,426 this year.

KRUA celebrated 20 years on the air on February 14, 2012. With the help of Student Activities, the station presented local band "Ghost Hands" during a special Noon Music program in the Union. Students were treated to birthday cake and KRUA t-shirts. Weekly radio news shows included a 30-minute Student Activities program titled "The Update," Green and Gold podcasts aired every Tuesday, and the Friday afternoon "News Feed" weekly public affairs/news program.

JPC classes in multimedia and communication used KRUA facilities to get hands-on experience doing radio interviews and producing news pieces.

Traffic on TNL's website thenorthernlight.org increased 15% over last fiscal year and TNL increased their Facebook friends and Twitter followers by 100 in each media.

## CAMPUS PROGRAMMING continued

## Campus Programming Board

The Campus Programming Board led the coordination and promotion of Homecoming and WinterFest weeks. UAA's Homecoming Celebration held September 30-October 9, presented over 30 events. Debuted a new tradition: the Shopping Cart Parade, the Board collaborated with Student Clubs and Greek Life, the Athletics Department, and the Carrs/Safeway Corporation on the parade. Fifty shopping carts decorated by student clubs and departments paraded down the spine to the beat of the Seawolf Thunder drum corps.

USUAA hosted the sold out Homecoming Dance for 1200 students and guests at the Dena'ina Center with logistical and staff support from SL&L.

WinterFest, now in its second year, attracted more attention. It included numerous food and social programming as well as a packed student section at the UAA-UAF hockey game. The Campus Programming Board organized the paint up pep rally and arranged transportation from campus to the game.

## Student Showcase

This was Student Showcase's 28th year and 29 students made presentations at the annual academic competition. The program experienced a significant drop in applications due to limited advertising during fall semester. Our goal is to review the program for FY13 and develop new strategies to invigorate Student Showcase in 2013.

## Bartlett Lecture Series

The Bartlett Lecture Series contracted James and Deborah Fallows, internationally renowned experts on China, Japan, and the Far East to speak at UAA in November 2012. There was no Bartlett Lecture held in FY12.

## STUDENT LEADERSHIP

## USUAA - Student Government

USUAA student leaders focused their efforts to advocate for students, provide quality programming, and connect students to state, local, and university governance. USUAA hosted several events for students to meet state legislators. The Legislative Luncheon brought eight state legislators to campus to hear students' concerns. Mayor Sullivan visited campus and shared his vision for Anchorage and answered students' questions. USUAA hosted an oil tax debate in March and in April hosted U.S. Senator Mark Begich who held an open discussion with students. All of these events were live streamed through USUAA's Facebook page. Students who could not attend were able to follow along and send in questions from home.



Both the Homecoming and Masquerade Balls sold out. USUAA student leaders connected graduating seniors to alumni by hosting an alumni event titled Forever Green and Gold. USUAA increased recruitment efforts by hosting meet-and-greet tables where students learned how to get involved in USUAA.

### Clubs & Greek Life

Many collaborations and enhancement of services occurred this year. Clubs and Greek Life collaborated with the Center for Community Engagement and Learning to host the first "ENGAGE Week! Experience. Participate. Lead." The program included lectures, workshops and a resource fair around the topics of poverty, hunger, homelessness, education, immigration, health/mental health, and the environment. A weekly digital newsletter was developed to showcase campus opportunities for club members. The newsletter was sent to club and Greek leaders, their advisors, and interested staff.

Club Council's Haunted Halloween Fun Night was a great success and drew over 3,000 people. Greek Council expanded Greek Week to include more campus-wide events, such as a campus dance and by-stander intervention training. Other student clubs hosted a range of events including video gaming nights and 5K run/walks. Fourteen clubs traveled to conferences, leadership trainings, and volunteer service projects.

### Student Recognition Programs

Twenty-five students representing a wide variety of majors earned UAA Leadership Honors. Seawolf Awards for Leadership and Community Service were awarded to 13 students and two students were selected to attend the national LeaderShape Institute in Tahoe, California. Five UAA students joined UAF at their March leadership retreat in Soldotna.

### Emerging Leaders Program

Developed and implemented this year, the Emerging Leaders Program (ELP) is operational and open to all UAA students. ELP is designed to enhance leadership skills and competencies of UAA students through self-assessment, learning, and practical applications. ELP focused on self-awareness, collaboration with others, and meaningful community contributions. This holistic approach enables students to see themselves as individual leaders within a group creating positive change in society. ELP partnered with the Center for Community Engagement and Learning, Multicultural Student Services, New Student Orientation, and the Educational Opportunities Program.

## STUDENT MEDIA

### KRUA

A new station manager, which is a student position took the lead at KRUA this year. The station experienced a significant staff turnover yet the manager maintained station stability and operations. Now in her second year, the station manager established clear expectations and goals bringing KRUA into

FY13 with a strong foundation. FY12 accomplishments include passing the FCC Alternative Site Inspection, transitioning from a print-only Emergency Alert System to a digital system, and winning the Alaska Press Club award for "Best Collegiate News Story." KRUA continued their partnership with the Anchorage Folk Festival and broadcast both weekends of the festival. People from as far away as Korea and Australia tuned in and listened to the broadcast.

### The Northern Light

The paper started the year very strong with a full, dynamic staff. They instituted a new edition specifically for incoming freshmen and sent 1400+ copies to their home addresses. TNL had a significant presence at Campus Kick-Off with engaging student activities such as a photo booth, jousting, and prizes. The organization was recognized as a Collegiate Associated Press Pacemaker award winner, which is the Pulitzer Prize for college papers. However, in February 2012, the staff was faced with vacancies in the executive editor and managing editor positions. They pulled together and produced not only the weekly spring editions but also twice monthly summer editions that brought in advertising revenue totaling \$110K. This was significant considering the program faced a \$44K projected deficit in the fall and ended the year with \$22,195 carry forward funds.





## STUDENT UNION AND COMMUTER STUDENT SERVICES

### Leadership Development

Student Union & Commuter Student Services (SU&CSS) is a student-centered organization that values student participation and decision-making. Student employment provides opportunities to develop skills in leadership, program development, hospitality/customer service, marketing, and facility management. Students also guide the vision of the department by participating in the Student Union & Commuter Student Services Advisory Board. 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.

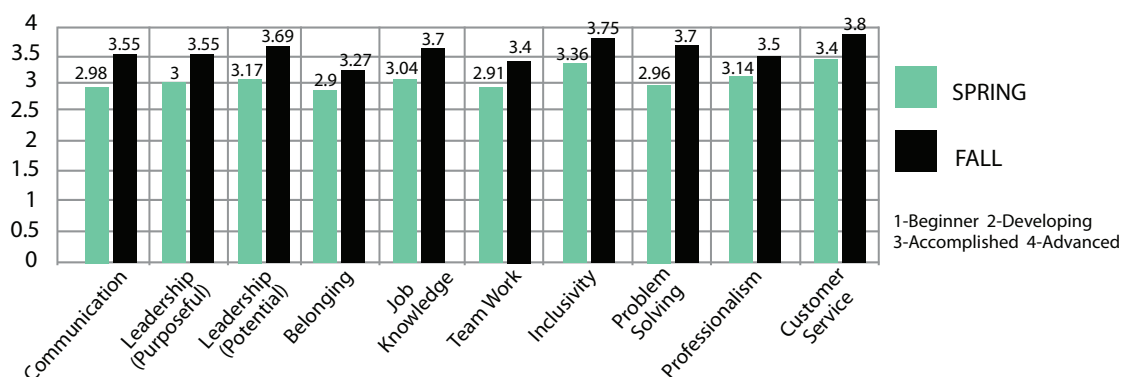
Incorporating new training procedures, performance evaluations, learning rubrics, assessment, and training methods helped Student Union & Commuter Student Services prepare students for their roles as leaders within the University community. This increase in professional development opportunities provided significant increases in the student managers achievement of the Student Union & Commuter Student Services Learning Outcomes as evidenced with supervisor evaluations and self-evaluation rubrics. Student managers had the opportunity to assess their current skill level in ten developmental areas at the beginning of the August manager training. The managers reported their skill levels again after 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 communication, job knowledge, and problem solving, 19%, 22%, and 25% increases (respectively). The graph below illustrates the increases in student skill levels from August 2011 to May 2012.

### Navigating UAA

Student Union & Commuter Student Services guides students in learning how to navigate UAA campus and programs. The department supports student learning through interactions at the Information Desk, New Student Orientation HOWL Days, and Mobiles. Student Managers and Resource Assistants spoke to approximately 1,000 students and parents during the 2011-2012 Howl Days. SU&CSS continued to provide campus information to UAA with the Mobile program, a table four days a week in prime locations across campus. Mobiles increased by 100 hours each semester to reach commuter students with important UAA information and connect students to campus. The culmination of Student Union & Commuter Student Services efforts in assisting students navigate the UAA community takes place at the Information Desk in the Student Union. Resource assistants provided information and services to at least 39,785 members of the UAA community through sales alone, countless additional interactions took place over the phone and during non-sale interactions. These services support the Priority C4 of UAA's Strategic Plan 2017 to improve the efficiency with which students navigate our programs and campuses from entry to completion.

### STUDENT MANAGER LEARNING OUTCOMES





## Student Engagement

Student Union & Commuter Student Services collaborated with over 20 campus and community departments and agencies to provide over 100 opportunities for students to engage in campus life. Student Union & Commuter Student Services 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, Alaska Native and Native American History Month, Domestic/Sexual Violence Prevention Month, Civil Rights Week, Safety Awareness Month, and participated in large-scale student engagement events including Campus Kickoff and Homecoming Week. In addition, Student Union & Commuter Student Services sponsored a Body Image Series, two Table Tennis Tournaments, Cultural Dance Series, and the UAA Talent Show. These programs support the Priority D2 of increasing student involvement in co-curricular opportunities and promoting civic responsibility and personal growth.

## FAST FACTS

*The UAA Student Union increased reservations by 60.5% from FY11 to FY12. A variety of student clubs, University departments, non-profit organizations, and community groups hosted 1,915 events this year in the Student Union.*

*The results of the FY12 Student Union Customer Service Survey indicated that 91.66% of respondents were moderately to very satisfied with the reservation process. To increase satisfaction levels, the Student Union purchased the new Virtual Event Management System (EMS) to provide the opportunity for all customers to request and check availability of Student Union facility space online. The new system will be operational in late fall 2012.*

*All customers surveyed that hosted events in the Student Union reported that they were either moderately or very satisfied with the Student Union staff and the facility set-ups. This is a 10.71% increase from FY11. A new FY12 department policy requires that Student Managers greet clients on the day of the event to guarantee the set-up is correct and to assist with any audiovisual requests.*

*Over 300 students participated in 2011 Field Day as part of a new Homecoming tradition at UAA. Student Union & Commuter Student Services collaborated with Student Life & Leadership and the National Guard to make this day possible. The events consisted of a 3-on-3 basketball tournament, foursquare competition, a climbing wall, inflatable jousting, and large trailer sized video game console.*

*In FY12, Student Union & Commuter Student Services staff assisted over 450 students with off-campus housing. Staff created a new off-campus housing board, hosted the Spring Housing Fair, and distributed information at the Information Desk and "Mobile" tables across campus to accomplish this goal.*

*Over 200 students registered to vote during FY12 with Student Union & Commuter Student Services. Student leaders and professional staff were trained as Voter Registrars and registered voters at Campus Kick-Off, "Mobiles", and at the Information Desk. The increased efforts by SU&CSS increased registrations by 50% from FY 11.*

*SU&CSS organized their first UAA Talent Show this spring to provide students an opportunity to connect with peers on campus and encourage student engagement. Fourteen students performed songs, dances, poems, or skits for over 100 student spectators and 5 UAA staff judges.*

# 2013 VISION

- ▶ SU&CSS will develop high priority statements into Student Learning and Development Outcomes. After development of Student Learning and Development Outcomes, SU&CSS will assess the overall program on an annual basis and individual programs after completion of each program to provide evidence of impact on the achievement of student learning and development.
- ▶ SU&CSS will develop a comprehensive training program for Resource Assistants modeled after the Student Manager training program that is currently in place to improve the professional competence, leadership ability, and skills of all staff members.
- ▶ SU&CSS will 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. In an effort to resolve these budget concerns and establish adequate funding to accomplish its' mission and goals.
- ▶ SU&CSS will develop new collaborative relationships and strengthen existing ones with the two-fold purpose of marketing the student union facility and building connections for students with community resources.
- ▶ SU&CSS will enhance cultural and historical programming and promote respect for commonalities and differences through additional collaboration with faculty and community groups.
- ▶ SU&CSS will continue to promote student success, engagement and belonging through additional programming and interactions at the Information Desk, Daily, Den, Mobile Commuter and throughout the Student Union facility.
- ▶ SU&CSS will add new modes of electronic communication and technology to engage students and provide services to UAA community.

## Student Success

Student Union & Commuter Student Services complements the academic experience through an extensive variety of cultural, educational, social, and recreational programs. These programs provide the opportunity to balance course work and free time as cooperative factors in education. The Student Union and Commuter Student Services bi-annual program that truly demonstrates this commitment to student success is the Late Nights program. The program takes place each semester during the week before and the week of final examinations. An estimated 3,200 students took advantage of the program this academic year. The program provides a healthy environment for all students with free food, tutors, and wellness programs while preparing for exams and celebrating the end of the semester. This program supports the UAA Strategic Plan of 2017 Priority C3 of supporting students towards completing educational goals. These efforts also support Student Affairs Core Theme of Student Centeredness to improve student access, retention, engagement, persistence, and completion.

## Diversity

Student Union & Commuter Student Services provides spaces for students to participate in a variety of activities that promote intercultural learning and engagement. The Study Abroad Resource Fair, International Student New Student Orientation, International Festival, Native Heritage Month Celebration, and the International Food Festival all hosted their events in the Student Union that celebrate and encourage diversity at UAA. SU&CSS also provides programming to the UAA student body to bring awareness to different cultures through active committee participation and co-sponsorship of programming through Alaska Native and Native American Heritage Month, Black History Month, International Student Services, Native Student Services, AHAUNA, and ANROP. SU&CSS creates an environment within the Student Union that nurtures commonalities and differences among all of UAA's student population. In FY12, to ensure that SU&CSS is able to create an inclusive community, all professional staff and student managers participated in SafeZone and/or NCBI. The focus on diversity in all aspects of the department supports Priority D1 of UAA's Strategic Plan 2017 to place special emphasis on the retention and success of Alaska Native and other underrepresented populations.

## Hub of Campus

Located in the heart of University of Alaska Anchorage's campus, the Student Union is the "hub" of the campus. The Student Union & Commuter Student Services staff provide services and conveniences that the UAA community need in their daily lives at the Information Desk and creates an inclusive environment through formal and informal associations throughout the facility. The UAA Student Union hosted 1,915 events in FY12 for student clubs, University departments, non-profit organizations, and community groups in comparison to 1,193 during FY11. Student Managers and Resource Assistants worked with these groups to foster interaction within the University community. Every interaction that students, faculty, staff, and the community have with Student Union & Commuter Student Services facilitates our mission of "Creating a Sense of Belonging." The services provided at the Student Union support Priority E of UAA's Strategic Plan 2017 of expanding and enhancing the public square.

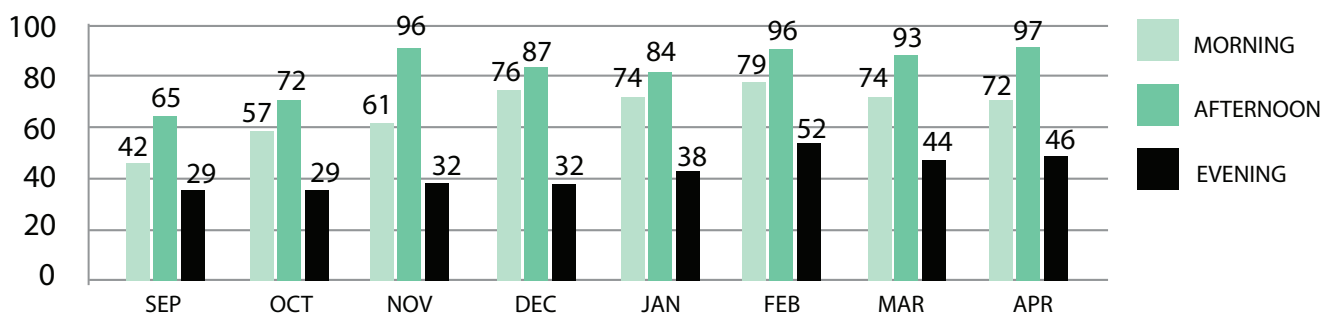
## Culture of Belonging

UAA's Student Union & Commuter Student Services hosted the "Daily Den" program, which is the "commuter student lounge" open Monday-Thursday 8am-10pm with three "snack" hours (10am-11am; 2pm-3pm; 6pm-7pm) in the Student Union Den. The Daily Den was a vibrant space for community, connection, light snacks, appreciation, programming, and learning for an average of 900 students per week. The Den program has seen a consistent increase in student participation with the student per week average increasing by 100 students over the past two years. The graph below illustrates the increase of student participation from the start of fall 2011 classes through spring 2012 as students discover the opportunities for connecting with peers, free snacks, and studying.

## CAS Self Study

Student Union and Commuter Student Services completed two self-studies to determine how well the Student Union and Commuter Student Services programs meet the objectives outlined by the Council for the Advancement of Standards (CAS). As a result of completing these CAS self-studies, both functional areas have a better understanding of our collective strengths and weaknesses. The Student Union and Commuter Student Services CAS Self Study Team developed a list of priorities that will help bring our program more closely into alignment with its' CAS standards.

DAILY DEN FY12 MONTHLY AVERAGES







## 2011-2012 Service to Our University



## ACADEMIC AND MULTICULTURAL STUDENT SERVICES

### AMSS OFFICE

#### Andréa Alexander

Freshman Convocation Committee	member
MAP-Works Committee	member
Spring/Fall Preview Day Parent Panel	member
Supplemental Instruction Leadership Training Group w/ LRC	member
Educational Opportunity Specialist Search Committee	member
Educational Opportunity Center Search Committee	member

#### Vara Allen-Jones

UAA Planning & Budgeting Advisory Council	member
International Intercultural Task Force	member
Graduation Task Force	member

### ADVISING AND TESTING CENTER

#### Kristin Bogue

Advising Coordinators Committee	member
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#### Rocky DeGarmo

Petition for Refund Committee	member
Advising Coordinators Committee	member

#### Meredith McIntire

Advising Coordinators Committee	member
Map-Works Steering Committee	member

#### Linda Morgan

College Preparatory and Developmental Studies Advisory Board	member
Student Academic Success and Support Committee	member
Advising Coordinators Committee	member

#### Joanne von Pronay

Advising Coordinators Committee	member
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### DISABILITY SUPPORT SERVICES

#### Karen Haddock

Campus Safety Committee	member
Emergency Preparedness Task Force	member
National Coalition Building Institute Leadership Team	member
Student Affairs CAS-Assessment Team	member
TAPESTRY	member

#### Barbara Markley

Diversity Action Council	member
DSS Director Search Committee	member
TAPESTRY	member

#### Kaela Parks

Diversity Action Council	member
Web Pros Committee	member
e-Learning Work Group	member
GOALS (Gaining Online Accessibility Learning through Self-Study)	member
Web Pros Committee	member
TAPESTRY	member

#### Laura Winckler Moore

UAA Standing Scholarship Selection Committee	member
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#### Krista Zug

Web Pros Committee	member
e-Learning Work Group	member

### MULTICULTURAL CENTER

#### Shauna Dunn

Alaska Association of TRIO Programs	president
Center for Community Engagement & Learning	member

#### Kato Haunga

AK TRIO Association's Government Relations Committee	chair
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#### Andre Thorn

Diversity Action Council Member, "A" (Assessment) Team	member
UAA Judicial Review Board member, Provost Search Committee	member
Student Affairs Leadership Honors Selection Committee	member
ETS Program Manager Search Committee	chair
Director of SA Evaluation, Assessment, & Effectiveness Search Committee	member
Alaska Native/Native American Heritage Month Committee	member
Faculty Advisor to the Black Student Union	member
Chancellor's Task Force for Alumni Relations	member
DAC Student Diversity Award Committee	member

### NATIVE STUDENT SERVICES

#### Willy Templeton

Diversity Action Council	member
CBPP/ANCSA Committee	member
UAA Alaska Native/Native American Heritage Month Committee	member
UAA Civil Rights Month Committee	member

#### Casey Jones

MAP-Works Transition Team	member
UAA Professional Advisors	member
UAA Alaska Native Programs Committee	member
UAA Financial Aid CAS Self-Study	member

### NEW STUDENT ORIENTATION/EOC

#### Theresa Lyons

Student Affairs Assessment Team	member
Stay On Track	member
Culture of Completion	member

MAP-Works Leadership Team	member
Sustainability Action Board	member
Freshman Convocation Committee	member
TRIO Government Relations Committee	member
UAA/NCBI Steering Committee	member

#### Lesha Jones

CAS Review Committee	member
TRIO Day Planning Committee	member

#### Leo Medal

CAS Review Committee	member
Alaska State TRIO Association	member

#### Aisha Merced

TRIO National Day of Service Committee	member
New Student Orientation CAS Self Study Committee	member
Student Union Advisory Board	member
ETS Program Manager Search Committee	member
Campus Kick-Off Committee	member
Alpha Sigma Alpha Sorority	advisor

#### Sheila Randazzo

UAA Alaska Native Programs Committee	member
UAA Professional Advisors	member

#### Cheryl Turner

UAA Alaska Native Programs Committee	member
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### STUDENT SUPPORT SERVICES

#### Connie Carlisle

Student Affairs Conference Planning Committee	member
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#### Kim Patterson

Student Affairs Assessment Team	member
Student Support Services CAS Self Study Committee	member
Trio National Day of Service Committee	member

## ENROLLMENT SERVICES

### ADMISSIONS

#### Peggy Byers

UA Statewide Banner Admissions Work Team	member
Statewide Imaging Work Team	member
UA Banner Student Work Team (BST)	member

#### Carolyn Hanthorn

UPD Auxiliary Emergency Team	member
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#### Darcy Laughlin

Enrollment Services Mission Statement Committee	member
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#### Cecile Mitchell

UA Statewide Recruitment Team	member
UA Admissions Work Team	member
UA NRA Statewide Work Team	member
Refugee and Need-Based Immigrant Support Scholarship Fund Committee	member

#### Debby Settle

UA Statewide Imaging Work Team	member
UAA PFD Hearing Committee	member
UAA Enrollment Services Mission Statement Committee	member

### ELECTRONIC STUDENT SERVICES

#### Pat Borjon

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
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#### Charese Gearhart-Dekreon

UA Statewide Banner Student Work Team	member
UA Statewide Admissions Work Team	member
UA Statewide Catalog/Schedule Work Team	member

#### Robert Halcomb

UA Statewide Imaging Work Team	member
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#### 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
UA OnBase Governance Implementation Team (OGIT)	member
University Strategic Enrollment Group (USEG)	member
UAA University Technology Council (UTC)	member

#### Jerry Tibor

UAA IT Group	member
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### OFFICE OF THE REGISTRAR

#### Chris Aust

OR Wellness Committee	member
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<b>Melanie Donhauser</b>			
Preview Days Committee	member	Publications and Curriculum Specialist Search Committee	member
OR Green Team	member	Degree Completion Specialist Search Committee	member
Degree Services search committee	member	<b>Maryjean Rose</b>	
PWSCC DegreeWorks Training	member	OR Green Team	member
Statewide DegreeWorks Work Team	member	Assistant Registrar Search Committee	member
<b>Lindsey Chadwell</b>		Diversity Committee	member
Welcoming & Mentoring Committee	member	Howl Days	member
Diversity Committee	member	Request for Exceptions Committee	member
Howl Days Committee and Attendance	member	Statewide Registration Work Team	member
Sunshine Committee	member	<b>Pearl Tatum</b>	
CAS Review Committee	member	Mentor/Welcoming Committee	member
Hiring Committee for Transcript Specialist	member	Diversity Committee	member
PWSCC DegreeWorks Training	member	Howl Days Committee	member
Catalog/Curriculum/Scheduling Banner Work Team	member	Asst. Registrar Search Committee	member
UAB and GAB	ex-officio	<b>Lora Volden</b>	
<b>Jennifer Headrick</b>		Undergraduate Academic Board	ex-officio
King Career Center	outreach	Graduate Academic Board	ex-officio
Study Abroad	member	Graduate Council	member
<b>Erynne McAndrews</b>		Policy Advisory Committee	member
OR Wellness Committee	member	Chair Director of Recruitment Search Committee	member
CAS Assessment Team	member	Commencement Planning Committee	member
Office of the Registrar "Diversity Committee"	member	Community Campus Registration and Admissions Work Team	chair
Preview Day Attendance	member	UA Statewide Registration Work Team	chair
<b>Craig Mead</b>		UA Statewide Academic History Work Team	member
UAA Classified Council	president	UA Statewide Banner Student Team	member
UAA University Assembly	president	UA Statewide DegreeWorks Work Team	member
UA Staff Alliance	member	UA Statewide Transfer Evaluation Work Team	member
UA System Governance Council	member	Military Task Force	member
UA Staff Health Care Committee	chair	<b>Michael Worth</b>	
UA Joint Health Care Committee	member	UAB and GAB	ex-officio
SW Transfer Evaluation Workteam	member	Howl Days	member
SW Academic History Workteam	member	Office of the Registrar Green Team	member
NCAA Compliance & Eligibility Review Committee	member	Member of Catalog/Curriculum/Scheduling Banner Work Team	member
Staff Makes Students Count Committee	member	Assistant Registrar Search Committee	member
Transfer Evaluator Search Committee	member	Classified Council	member
Governance Assistance Search Committee	member	Exceptions Committee	member
Transcript Specialist Search Committee	member	Commencement Committee	member
<b>Kathleen Murphy</b>		<b>STUDENT FINANCIAL ASSISTANCE</b>	
PBAC Facilities Committee	member	<b>Amanda Burnell</b>	
Sightlines Work Group	member	UPD Emergency Auxiliary Team	co-chair
Classroom Space Utilization Committee	member	UA Scholarship Committee	member
BMH Remodel/Design Committee	member	UA Foundation Scholarship Work Team	member
BMH Scheduling Committee	member	I'm Going to College Planning Committee	member
Campus Master Plan RFP Search Committee	member	Student Affairs Conference Planning Committee	member
Wellness Committee	member	UAA Commencement	member
Facilities Event Scheduler Search Committee	member	<b>Inge Bristow</b>	
Administrative Asst. Search Committee	member	Financial Aid Standing Scholarship Committee	member
Registrar Search Committee	member	Alaska Association of Student Financial Aid Administrators	president
<b>Sarah Pace</b>		<b>Pam Doerner</b>	
Classified Council	officer	College Goal Sunday	member
University Assembly	member	Financial Aid Standing Scholarship Committee	member
Employee Satisfaction Survey Workgroup	member	Financial Aid Technician Search Committee	chair
Statewide Transfer Credit Workteam	member	<b>Danny Elmore</b>	
OR Green Team	member	UAA Financial Aid CAS Self-Study Committee	member
OR Wellness Committee	member	Veteran's Day Remembrance Roll Call	reader
OR Howl Days 2012 Team	member	<b>Helen Fleming</b>	
Mandatory Advising Subcommittee	member	Financial Aid Standing Scholarship Committee	member
Search Committee Director of Recruitment	member	Student Affairs Conference Planning Committee	co-chair
Transfer credit Face2Face	coordinator	<b>Sonya Fisher</b>	
Commencement Committee	member	UA Statewide Financial Aid Work Team	member
<b>Debera Pepper</b>		UA Statewide Foundation Scholarship Work Team	member
Hiring Committee "Administrative Assistant to the Registrar"	member	UA Statewide Presidential Tuition Waiver Work Team	member
12-13 Standing Scholarship Committee	member	UAA Registrar Search Committee	chair
Commencement 2012	member	UAA Athletics Compliance & Eligibility Review Team	member
Hiring Committee "Student Record Specialist"	member	UAA Accreditation Core Theme Evaluation Team	member
Office of the Registrar "Sunshine Committee"	member	UAA Graduation Task Force Team	member
Office of the Registrar "Diversity Committee"	member	UAA Financial Aid CAS Self-Study Committee	co-chair
<b>Fabian Philipp</b>		National Training for Counselors and Mentors State	coordinator
OR Green Team	member	Western Association of Student Financial Aid Administrators Conference	member
Howl Days Committee and Attendance	member	<b>Shauna Grant</b>	
CAS Review Committee	member	UAA Financial Aid Scholarship Committee	chair
Student Affairs Senior Administrative Officer Search Committee	member	UAA Financial Aid Technician Search Committee	chair
Student Affairs Asst. Registrar Search Committee	member	Classified Council	member
Preview Day Committee	member	UA APS/AEG Process Work Team	member
Commencement Attendance	member	UA Statewide Financial Aid Work Team	member
<b>Gianna Ridgeway</b>		<b>Leslie Helm</b>	
Catalog/Curriculum/Scheduling Banner work team	member	UAA Financial Aid CAS Self-Study Committee	member
Graduate Academic Board	ex-officio	<b>Dawn Lowrey</b>	
Undergraduate Academic Board	ex-officio	UAA VA Certifying Technician Hiring Committee	chair
Classified Council	member	UAA Military and Veteran Task Force	member
Exceptions Committee	member	Veteran's Day Remembrance Roll Call	reader
Commencement Committee	member	<b>Ann Marie Moquete</b>	
Registration Specialist Search Committee	member	UAA Financial Aid CAS Self-Study Committee	member
		Veteran's Day Remembrance Roll Call	reader

## STUDENT INFORMATION

**Connie Dennis**

Classified Council  
Staff Alliance Committee  
Joint Health Care Committee  
Financial Aid Standing Scholarship Committee  
Preview Day Committee  
Enrollment Services Mission Statement Committee  
Howl Days Committee  
Employee Satisfaction Survey Working Group  
I'm Going to College Workshop  
UAA Assembly  
Governance Leaders  
Chancellors Award for Excellence Committee  
College Goal Sunday

president  
member  
member  
member  
member  
member  
member  
leader  
member  
member  
member

**Jennifer DePesa**

Good News! Great Kids! Selection Committee  
Financial Aid Standing Scholarship Committee  
PFD Garnishment Committee  
Eagle River Student Services Manager Search Committee

member  
member  
member  
member

**Rachel Gehri**

Financial Aid Technician Search Committee

member

**Curtis Hamilton**

Staff Development Day Planning Committee  
Howl Days Committee  
College Goal Sunday

co-chair  
member  
member

**Joe Hopkins**

I'm Going to College Committee  
Financial Aid Standing Scholarship Committee  
Preview Day Committee

member  
member  
member

**Phil Knight**

Preview Day Committee

member

**Jennifer Medders**

Admissions Office Search Committee  
CAS Committee

member  
member

**Johnetta Scott**

Financial Aid Standing Scholarship Committee  
Preview Day Committee

member  
member

**Mike Smith**

APT Council  
Academic Advisors Committee  
Petition for Refund Committee  
Financial Aid Search Committee  
CAS Review  
Preview Day Parent Panel  
I'm Going to College  
Eagle River Student Services Manager Search Committee

member  
member  
chair  
chair  
mentor  
moderator  
presenter  
member

**Jeff Wagner**

Sustainability Action Board  
Financial Aid Standing Scholarship Committee

member  
member

## STUDENT RECRUITMENT

**Jennifer Jensen**

UA Statewide Recruitment Team  
UA Statewide EMAS Team  
University Strategic Enrollment Group (USEG)  
National Student Exchange  
I'm Going to College Planning Committee  
CAS Recruitment Self-Study Review Team  
Graduation Taskforce Subcommittee

member  
member  
member  
co-coordinator  
co-coordinator  
co-chair  
member

**Marnie Kaler**

UA Statewide Recruitment Team  
Office of the Registrar Exceptions Committee  
EOC Program Manager Search Committee

member  
member  
member

**Brian McDermott**

UA Statewide Recruitment Team  
Student Affairs Retreat Planning Committee  
I'm Going to College Planning Committee co-coordinator  
Primary Designated School Official -- For International Student Services  
Financial Aid Tech Search Committee  
Fall and Spring Preview Day Planning  
UPD Auxiliary Emergency Team  
Safe & Sound Preparedness Fair volunteer w/UAA

member  
member  
member  
member  
coordinator  
member  
member

**Kate Miller**

UA Statewide Recruitment Team  
UA Statewide Recruit Camp Committee  
Chancellor's Award Nomination Review Committee  
CAS Recruitment Self-Study Review Team  
National Student Exchange  
Recruitment Communications Coordinator Search Committee

member  
member  
member  
co-chair  
co-coordinator  
chair

**Winston Montecillo**

UA Statewide Recruitment Team  
UA Statewide EMAS Team

member  
member

## STUDENT DEVELOPMENT

## CAREER SERVICES CENTER

**Diane Kozak**

International and Intercultural Task Force Subcommittee

co-chair

## DEAN OF STUDENTS OFFICE

**Dawn Dooley**

CARE Team  
Alaska Native and Rural Student Response Team  
Core Theme Five Evaluation Team  
Student Union and Commuter Student Services CAS Self Study Team  
Faculty Senate Ad Hoc Committee on Academic Integrity  
Student Affairs Assessment Team  
Freshman Convocation Planning Committee

co-chair  
chair  
member  
chair  
member  
member  
member

**Denise Eggers**

UAA Crafts Fair Committee  
Student Affairs Conference

coordinator  
volunteer

**Dewain Lee**

Campus Safety Committee  
Care Team Committee  
International Intercultural Committee  
Alaska Native and Rural Student Response Team  
Financial Aid Scholarship Committee  
Campus Response Team  
Accreditation Team  
UAA Alumni Relations Task Force  
Core Theme Three Evaluation Team

member  
member  
co-chair  
member  
member  
member  
member  
member  
member

**Lexi Prunella**

Sexual Assault/Domestic Violence Month Planning Committee  
National Collegiate Alcohol Awareness Week  
National Safety Awareness Month  
Alcohol and Other Drug Program CAS Self-Study Team

co-chair  
chair  
coordinator  
chair

**Ellie Soto**

Crafts Fair Jurying Committee  
Student Conduct CAS Self-Study Team  
Career Services Center Office Manager Search Committee

member  
member  
member

**Michael Votava**

Care Team  
Faculty Senate Ad Hoc Committee on Academic Integrity  
Alaska Native and Rural Student Response Team  
Title IX Steering Committee  
Title IX Investigator Search Committee  
Student Conduct CAS Self-Study Team

co-chair  
coordinator  
member  
member  
co-chair  
chair

## RESIDENCE LIFE

**Maria Bonifacio**

Homecoming Committee  
General Scholarship reading committee  
SafeZone  
Alcohol, Tobacco and other Drug Programs CAS Self-Study  
Housing and Residence Life CAS Self-Study

member  
member  
lead  
member  
lead

**Karla Booth**

Alaska Native Oratory Society  
Alaska Native & Native American Heritage Month Planning Committee  
Native Student Council  
Title IX Coordinator Hiring Committee  
Rural Transition Specialist Hiring Committee

volunteer  
member  
advisor  
member  
member

**Sam Callister**

SafeZone  
SafeZone Celebration Committee  
2012/2013 Standing Scholarship Committee  
Educational Talent Search Program Manager Search Committee

trainer  
member  
member  
member

**Kerry Davis**

Crafts Fair Jurying Committee  
SafeZone Celebration Committee  
Student Affairs Conference Dining Committee

member  
member  
member

**Lacy Karpilo**

Accreditation Core Three  
Freshman Convocation Planning Committee  
Care Team  
Alaska Native and Rural Student Response Team  
Student Affairs Assessment Team (A-team)  
Graduation/Completion Task Force  
Student Showcase  
Housing and Residence Life CAS Self-Study

co-lead  
member  
member  
member  
member  
member  
host  
lead

**Mike Smith**

Alaska Civil Rights Month Committee  
SafeZone  
9/11 Memorial Committee  
Student Affairs Conference Planning Committee  
Student Conduct CAS Self-Study Team

member  
member  
member  
co-chair  
member



<b>Judi Spry</b> <i>Classified Council</i>	member
<b>Stephanie Whaley</b> <i>International Student Association</i>	advisor
<i>International and Intercultural Taskforce</i>	member
<i>Seawolf Community Service and Leadership Award Selection Committee</i>	member
<i>Title IX Investigator for UAA</i>	member
<i>Residence Coordinator Search Committee</i>	chair
<b>STUDENT HEALTH &amp; COUNSELING CENTER</b>	
<b>Georgia DeKeyser</b> <i>IPSI Advisory Council</i>	member
<b>Bette Fenn</b> <i>Care Team Committee</i>	member
<b>STUDENT LIFE AND LEADERSHIP</b>	
<b>Anita Bradbury</b> <i>Parking Appeals Board Committee</i>	member
<i>Commencement Crew</i>	volunteer
<b>Daphne Brashear</b> <i>Campus Kick-Off Committee</i>	member
<i>Homecoming Committee</i>	member
<i>WinterFest Committee</i>	member
<i>MLK Student Appreciation Luncheon Committee</i>	member
<i>Commencement Crew</i>	volunteer
<b>Zac Clark</b> <i>Campus Kick-Off Entertainment Subcommittee</i>	co-chair
<b>Jessica Dyrdaahl</b> <i>APT Council</i>	Vice Pres
<i>MAP-Works Committee</i>	member
<i>Center for Community Engagement and Learning Advisory Board</i>	member
<i>Homecoming Committee</i>	member
<i>Commencement Crew</i>	volunteer
<b>Paula Fish</b> <i>Director of Recruitment Search Committee</i>	member
<i>Hispanic Heritage Month Planning Committee</i>	member
<i>Campus Kick-Off Committee</i>	member
<i>Homecoming Committee</i>	member
<i>WinterFest Committee</i>	member
<b>Mike McCormick</b> <i>Homecoming Committee</i>	chair
<i>Alaska Civil Rights Month Committee</i>	member
<i>Native Emphasis Week Committee</i>	member
<i>Woodrow Wilson Visiting Scholars Program</i>	member
<i>University Accreditation Team: Public Square</i>	member
<i>Veteran's Day Observance Committee</i>	member
<i>Student Affairs Conference Planning Team</i>	member
<b>Annie Route</b> <i>Commencement Committee, Special Needs</i>	coordinator
<i>Director of Disability Support Services Search Committee</i>	chair
<i>Campus Kick-Off Committee</i>	chair
<i>Freshmen Convocation Committee</i>	member
<i>Alaska Civil Rights Month Committee</i>	member
<i>Veteran's Awareness Week Planning Committee</i>	co-chair
<i>UAA Veteran &amp; Military Student Task Force</i>	tri-chair
<b>STUDENT UNION &amp; COMMUTER STUDENT SERVICES</b>	
<b>David Murdoch</b> <i>Homecoming Planning Committee</i>	member
<i>National Collegiate Alcohol Awareness Week Committee</i>	member
<i>Student Union and Commuter Student Advisory Board</i>	co-chair
<i>Healthy Sexuality Committee</i>	member
<i>Student Union &amp; Commuter Student Services CAS Self-Study Assessment Team</i>	member
<i>Safety Month Committee</i>	member
<b>Dana Sample</b> <i>Veteran's Awareness Week Planning Committee</i>	member
<i>Campus Kick Off Planning Committee</i>	member
<i>Homecoming Planning Committee</i>	member
<i>National Collegiate Alcohol Awareness Week Committee</i>	member
<i>Campus Safety Committee</i>	member
<i>Sub-Committee – Emergency Operations Plan Working Group</i>	member
<i>Safety Month Planning Committee</i>	member
<i>Healthy Sexuality Week Committee</i>	member
<i>Administrative/Professional/Technical (APT)</i>	council rep
<i>UAA Assembly Representative for APT Council</i>	member
<i>ACUI Women's Leadership Community of Practice</i>	co-chair
<i>Student Union and Commuter Student Advisory Board</i>	co-chair
<i>Safe Zone Committee</i>	member
<i>Safe Zone</i>	trainer
<i>Domestic Violence Sexual Assault Planning Committee</i>	member
<i>Core Theme Four Evaluation Team</i>	member
<i>Juneteenth Planning Committee</i>	member
<i>Student Union &amp; Commuter Student Services CAS Self-Study Assessment Team</i>	member
<i>Student Life &amp; Leadership CAS Self-Study Assessment Team</i>	member
<b>Giselle Soto</b> <i>UAA Crafts Fair Committee</i>	coordinator

## OFFICE OF STUDENT AFFAIRS

<b>Ayesha J. Hankins</b> <i>Student Affairs Data Manager Search Committee</i>	member
<i>Director of SA Evaluation, Assessment, &amp; Effectiveness Search Committee</i>	member
<i>University Policy Consolidation Committee</i>	member
<i>Culture of Completion Subgroup</i>	chair
<i>Graduation/Completion Task Group</i>	member
<i>Core Theme Three Evaluation Team</i>	member
<i>NCBI Team</i>	member
<i>Safe Zone Committee</i>	member
<i>Student Affairs Assessment Team</i>	chair
<b>Bruce Schultz</b> <i>HR Consultant Search Committee</i>	member
<i>Institutional Performance Evaluation Subcommittee to Cabinet</i>	member
<i>Graduation/Completion Task Group</i>	co-chair
<i>Diversity Action Council</i>	co-chair
<i>UA Record and Information Management Committee</i>	member
<i>UA Information Management Committee</i>	member
<i>UA University Enrollment Group</i>	member
<i>UAA ACE Internationalization Laboratory</i>	member
<i>UA Student Services Council</i>	member
<b>David Weaver</b> <i>Rural Outreach</i>	coordinator
<i>CARE Team</i>	coordinator
<i>SAC Conference</i>	presenter



Student Affairs  
UNIVERSITY of ALASKA ANCHORAGE