

# ACCREDITATION

## Year Seven Self-Evaluation





**CATHY SANDEEN**, *Chancellor (effective 9-15-18)*

**SAMUEL GINGERICH**, *Interim Chancellor (7/2017 to 9/2018)*

**DUANE HRNCIR**, *Interim Provost and Executive Vice Chancellor, Academic Affairs*

**BEVERLY COTTON SHUFORD**, *Vice Chancellor, Administrative Services*

**BRUCE SCHULTZ**, *Vice Chancellor, Student Affairs*

**MEGAN OLSON**, *Vice Chancellor, University Advancement*

**RENEE CARTER-CHAPMAN**, *Senior Vice Provost, Academic Affairs*

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John Stalvey, Dean

#### **COLLEGE OF BUSINESS AND PUBLIC POLICY**

Karen Markel, Dean

#### **COLLEGE OF EDUCATION**

Paul Deputy, Interim Dean  
(4/2015 to 2/2018)

Claudia Dybdahl, Interim Director  
School of Education (effective 3/2018)

#### **COLLEGE OF ENGINEERING**

Fred Barlow, Dean

#### **COLLEGE OF HEALTH**

Jeff Jessee, Dean and Vice Provost for  
Health Programs

#### **COMMUNITY AND TECHNICAL COLLEGE**

Denise Runge, Dean

#### **CONSORTIUM LIBRARY**

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#### **UNIVERSITY HONORS COLLEGE**

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Herbert Schroeder, Vice Provost

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Sharon Chamard, President, 2017-18

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Brenda Levesque, Ryan Hill,  
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UNIVERSITY *of* ALASKA ANCHORAGE

## Year Seven Self-Evaluation Report

*Submitted to*

The Northwest Commission on Colleges and Universities

**AUGUST 2018**

### Institutional Self-Study Committee

Jennifer Brock, Associate Professor of Mechanical Engineering and Tri-Chair

Larry Foster, Professor of Mathematics and Tri-Chair

Susan Kalina, Vice Provost for Academic Affairs and Tri-Chair

Jeane Breinig, Interim Associate Vice Chancellor for Alaska Natives and Diversity

Alec Burris, President of the Union of Students of UAA

Megan Carlson, Director of Accreditation Functions

Renee Carter-Chapman, Senior Vice Provost for Institutional Effectiveness

Thomas Dalrymple, Associate Professor of Accounting

David Dannenberg, Director of Academic Innovations and eLearning

John Dede, Special Assistant to the Senior Vice Provost

Tim Doebler, Associate Dean of the Community and Technical College

Dawn Dooley, Former Associate Dean of Students

Alan Fugleberg, Director of Kodiak College

Ryan Hill, Co-President of the Staff Council

Bogdan Hoanca, Interim Dean of the College of Business and Public Policy

Erin Holmes, Associate Vice Provost for Institutional Research

Sara Juday, Institutional Effectiveness Writer/Editor

Monica Kane, Administrative Services Chief of Staff and Contract Administrator

Dan Kline, Director of General Education

Cindy Knall, Associate Professor of Medical Education

Kathleen McCoy, Former Staff Council Co-President

Ben Morton, Dean of Students

Megan Olson, Vice Chancellor for University Advancement

Deborah Periman, Professor of Justice

Rashmi Prasad, Former Dean of the College of Business and Public Policy

Stephen Rollins, Dean of the UAA/APU Consortium Library

Denise Runge, Dean of the Community and Technical College

Arlene Schmuland, Professor of Library Science

Hilary Seitz, Professor of Early Childhood Development

John Stalvey, Dean of the College of Arts and Sciences

E. Andre Thorn, Director of the Multicultural Center

The committee wishes to acknowledge the contributions of the many individuals and groups across the UAA campuses who participated in the preparation of this report.





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# INSTITUTIONAL ASSESSMENT PLAN

## UAA Mission Statement

The mission of the University of Alaska Anchorage is **to discover and disseminate knowledge** through teaching, research, engagement, and creative expression. Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to **serving the higher education needs of the state**, its communities, and its diverse peoples. The University of Alaska Anchorage is an **open access** university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in **a rich, diverse, and inclusive environment**.

## Mission Fulfillment Expectations

- UAA students meet or exceed faculty expectations for at least 90 percent of program student learning outcomes.
- UAA meets the needs of our communities and state through certificate and degree awards, with an emphasis on high demand job areas.
- UAA students, faculty, and staff increasingly reflect the diversity of the state.
- UAA engages the community through diverse partnerships and mechanisms that support community engagement.
- UAA's excellence is recognized and supported by local and national agencies through grant awards.

## UAA CORE THEME OBJECTIVES AND INDICATORS

Table 1

Core Theme Objectives	Core Theme Indicators
<b>Core Theme 1: Teaching and Learning</b>	
UAA student learning outcomes are achieved	<ul style="list-style-type: none"> <li>• Student achievement of course and program student learning outcomes</li> </ul>
UAA academic programs meet state needs	<ul style="list-style-type: none"> <li>• Total degrees and certificates awarded with emphasis on high-demand job areas</li> <li>• Total student credit hours</li> </ul>
<b>Core Theme 2: Research, Scholarship, and Creative Activity</b>	
UAA research, scholarship, and creative activities advance knowledge	<ul style="list-style-type: none"> <li>• Number and dollar amounts of proposals submitted and awarded through grants, contracts, and sponsored activities in research, scholarship, and creative activities</li> <li>• National Association of College and University Business Officers (NACUBO) Research Expenditures</li> </ul>
<b>Core Theme 3: Student Success</b>	
UAA students access and successfully transition into the university	<ul style="list-style-type: none"> <li>• The degree to which UAA's students reflect Alaska's racial and ethnic diversity</li> <li>• First- to second-year first-time, full-time undergraduate student retention rate</li> </ul>
UAA students persist and achieve their goals	<ul style="list-style-type: none"> <li>• Successful Learning Rate: Proportion of courses successfully completed out of total courses attempted by student sub-cohorts grouped by first year of entry</li> <li>• Total degrees and certificates awarded with emphasis on high-demand job areas</li> <li>• Graduation rates</li> <li>• Graduates' employment rates and average earnings</li> </ul>
<b>Core Theme 4: UAA Community</b>	
UAA's environments support and sustain learning, working, and living	<ul style="list-style-type: none"> <li>• The degree to which UAA's faculty and staff reflect Alaska's racial and ethnic diversity</li> <li>• The degree to which faculty, staff, and students express satisfaction with their professional and learning environments</li> <li>• Development and management of a sustainable budget as demonstrated by nationally accepted financial ratios</li> <li>• Number of crimes, incidents, and injuries reported</li> </ul>
<b>Core Theme 5: Public Square (Community Engagement)</b>	
UAA engages in mutually beneficial partnerships with the communities we serve	<ul style="list-style-type: none"> <li>• The degree to which a partnership portfolio demonstrates diverse partnerships across public-private sectors, agencies and communities.</li> <li>• Number of UAA colleges that have developed engagement guidelines for faculty promotion and tenure</li> </ul>
<b>Approved by Chancellor's Cabinet February 2015</b>	



### Colleges

- Arts & Sciences
- Business & Public Policy
- Education
- Engineering
- Health
- Community & Technical College
- University Honors College

### Centers & Institutes

UAA currently has 19 Centers and Institutes approved by the University of Alaska (UA) President and Board of Regents

### UAA CAMPUSES

### 167 Degree Programs

- 60 Baccalaureate
- 38 Associate
- 23 Master's
- 2 Doctorates
- 8 Graduate Certificates
- 4 Post-Baccalaureate Certificates
- 13 Undergraduate Certificates
- 19 Occupational Endorsement Certificates

### Fall 2017

- Faculty: 1,199
- Staff: 1,253
- Student employees: 716
- Student headcount: 17,267

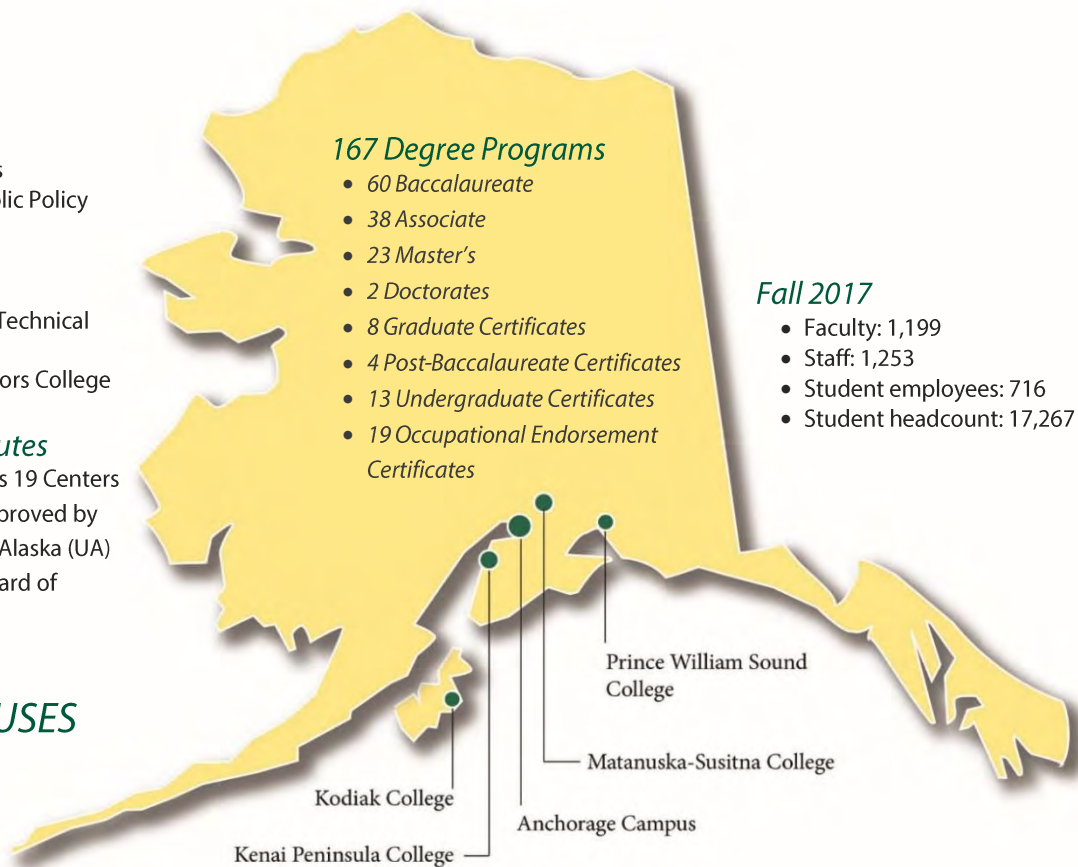
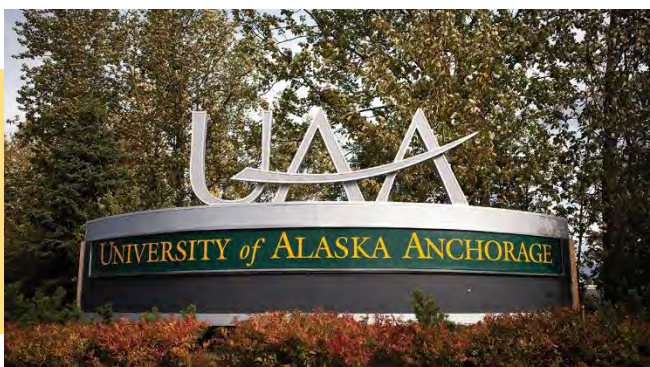


Figure 1





## INSTITUTIONAL OVERVIEW

The University of Alaska Anchorage (UAA) is the largest accredited institution within the University of Alaska System, with urban and community campuses serving Southcentral Alaska. Today's university was formed following a University of Alaska System reorganization in 1987 that merged the university and community college in Anchorage with three community colleges (Prince William Sound College retained its separate accreditation until joining UAA in 2014). The resulting broad mission—combining the community college and university mandates—is inextricably linked to the diverse communities the institution serves, from Anchorage, the largest city in the state, to those of the Southcentral Alaska region, and across Alaska.

UAA's four community campuses were formed independently in the 1950's and 1960's to serve unique regions of the state—Kodiak Island, the Kenai Peninsula, the Prince William Sound area, and the Matanuska-Susitna Borough. Situated in distinct communities and separated by large distances, each campus evolved as a separately accredited community college within the University Alaska System, with each serving its own student populations, programs, and campus culture. The unique histories and the services of these campuses to their communities support a degree of autonomy that remains today.

UAA is an open-access institution with a unique culture. The university is committed to providing instructional quality at all academic levels, helping students succeed regardless of their higher education goals, and providing service to the peoples and communities of a very large and diverse state. The institution's programs are validated externally, with 74 of its programs earning and maintaining specialized program accreditation from professional associations and other entities. Many programs maintain a strong connection to the communities and sectors they serve through active advisory boards.

Through the five campuses and several extended sites encompassing a region the size of the state of Montana, as well as a robust suite of distance education offerings, UAA delivers a wide range of courses and programs, from adult basic education to graduate and professional education, and confers awards ranging from occupational endorsements to associate, baccalaureate, master's and doctoral degrees. The university continues to develop offerings to meet the needs of the state and to provide opportunities for UAA's diverse student body of more than 17,000 students.

As the designated health campus for the University of Alaska System (UA System), UAA delivers programs critical to the well-being of communities across the state. The associate, baccalaureate, master's, and doctoral nursing programs collectively generate more degrees than any other program at UAA except the associate of arts degree.

With its broad mission, UAA is developing and balancing the role of research within an instructional institution. Research at the university has grown in the last decade, with the twelfth patent added to UAA's portfolio in 2017—all but one added since 2010. Participation in undergraduate research is strong with 63 students receiving research awards in FY17.

Consistent with its mission, UAA was one of the first institutions granted the "Community Engagement" classification in 2006 by the Carnegie Foundation for the Advancement of Teaching. The university successfully gained re-approval of the designation in 2015, both for curricular engagement, and outreach and partnerships.

## OVERVIEW

### UAA STUDENT OVERVIEW

UAA's student profile reflects the unique history and location of an institution in the most populous region of a large and relatively isolated state. UAA's students are predominantly from Alaska. The chart below summarizes the distinguishing characteristics and illustrates the changes over the seven years.

Table 2

UAA STUDENT PROFILE	Fall 10	Fall 17
<b>Total Headcount</b>	<b>20,559</b>	<b>17,267</b>
Certificate/Degree Seeking	69%	71%
All First-time, Full-time Degree seeking	8%	8%
First-time, Full-time Baccalaureate Degree Seeking	5%	6%
Non-Degree Seeking	31%	29%
Traditional Age (18-24)	45%	52%
First-time Freshman	12%	11%
Transfer	4%	4%
Part-time (all students)	61%	59%
State Resident	91%	90%
Ethnic Minority	27%	34%
Alaska Native	9%	10%
First Generation	32%	28%
Enter Underprepared	75%	67%
Pell Eligible	34%	36%
Living on Campus	4%	4%
<i>Notes: First Generation percentages are based on students who submitted a FAFSA application for 2010 and 2017. Pell Eligible percent listed is for fall 2016, the most recent data available.</i>		

### CURRENT ENVIRONMENT

At the time of its last comprehensive Northwest Commission on Colleges and Universities (NWCCU) review in 2010, UAA was experiencing enrollment growth, accompanied by the development of new programs and a number of new buildings and major renovations. Since 2013, student enrollment at UAA has decreased due, in part, to demographic shifts. At the same time, the decline in the price of oil created a challenging fiscal environment for Alaska, since revenues from the oil industry fund the majority of state government. While still highly ranked nationally for its support of higher education, the State of Alaska began reducing its general fund appropriations for each university in the University of Alaska System in 2014. UAA had prepared for these changes through comprehensive review and planning. By implementing a combination of strategies, including staffing adjustments, implementing efficiencies, and increasing revenue from other sources, UAA is managing these changes.

Over its 64-year history, UAA and its community campuses have shown resiliency and adaptability in response to the state's financial booms and busts, as well as changes in the state's priorities relative to the delivery and structure of higher education in Alaska. As UAA completed the *UAA 2017* strategic plan, Chancellor Tom Case initiated the *UAA 2020* planning process to re-evaluate UAA's core values, recognize platforms of excellence, and establish a small set of short-term goals to guide the institution as it continues to serve students, communities, and the state in uncertain times. The new *UAA 2020* strategic plan and the processes now in place allow the institution to adapt to these conditions and improve the retention and graduation rates for students through enhanced advising and focused support systems.

## PREFACE

The following are high-level institutional changes since UAA submitted its last comprehensive report to NWCCU in fall 2010.

## INSTITUTIONAL CHANGES

### ***LEADERSHIP***

During the study period, a number of people in key positions retired or moved to leadership positions elsewhere.

#### **Chancellor's Cabinet:**

*Chancellor:* After a national search, Cathy Sandeen was named chancellor, effective September 15, 2018. Former UAA Provost Samuel Gingerich served as interim chancellor (July 2017-September 2018) following the retirement of Thomas Case. Chancellor Case served since May 2011, following the retirement of Chancellor Fran Ulmer.

*Provost:* Duane Hrcir was named interim provost on July 1, 2017 to fill the vacancy left when Samuel Gingerich became interim chancellor. In December 2014, Dr. Gingerich became the interim and then permanent provost and executive vice chancellor for Academic Affairs, following the retirement of Elisha “Bear” Baker (2012-14), who served for two years after Provost Michael Driscoll left to become the president of Indiana University of Pennsylvania.

*Administrative Services:* After a brief interim period, Dr. Beverly Cotton Shuford was named vice chancellor for Administrative Services, effective May 3, 2018. Dr. Cotton Shuford replaces Vice Chancellor William Spindle, who after 17 years at UAA was invited to join the new Texas A&M University San Antonio to create the administrative services structure.

**Academic Affairs:** In October 2017, Claudia Lampman was named interim vice provost for Student Success, a position created to lead the *UAA 2020* initiative for student success. In May 2017, Jeff Jessee was named vice provost for Health Programs in addition to being dean of the College of Health, reflecting the statewide mission of UAA's health programs. In September 2015, Jeane Breinig became the interim associate vice chancellor for Alaska Natives & Diversity and advisor to the provost on Alaska Natives and diverse curriculum and research, a newly created position reporting both to the chancellor and provost. In July 2016, Susan Kalina became vice provost for Academic Affairs, after serving as vice provost for Undergraduate Academic Affairs since June 2012. In August 2011, Helena Wisniewski became vice provost for Research and Graduate Studies and Dean of the Graduate School.

The university has three councils (Deans' Council, Academic Council, Full Council of Deans and Directors) to facilitate ongoing communication, planning for institutional priorities, and cooperation across colleges and campuses. Notably, each of the seven college deans serving on the Deans' Council have been appointed since the last comprehensive review in 2010. These include John Stalvey (College of Arts and Sciences), Paul Deputy (interim, College of Education), Denise Runge (Community and Technical College), Jeff Jessee (College of Health), Karen Markel (Dean, College of Business and Public Policy), Fred Barlow (College of

## PREFACE

Engineering), and John Mouracade (Dean of the University Honors College). Two community campus directors are new since the last comprehensive review: Alan Fugleberg (Kodiak College) and Dan O'Connor (Prince William Sound College).

**Student Affairs:** Personnel changes include Dean of Students Ben Morton (2017), Associate Vice Chancellor for Enrollment Services Lora Volden (2018, after serving as interim since 2016), and Executive Director of Student Outreach and Transition Theresa Lyons (since 2015).

## ***ORGANIZATIONAL STRUCTURE***

**College of Health:** The College of Health was established after the UA Board of Regents designated UAA as the lead campus for academic health instruction within the UA System. The College of Health brought academic programs and research into a single unit, capitalizing on the strengths that had previously existed within multiple colleges. The UA Board of Regents approved the reorganization in June 2011.

**College of Engineering:** To signify the importance of engineering to UAA's mission, the UA Board of Regents approved renaming the School of Engineering to the College of Engineering in December 2013. The number of majors enrolled increased 46 percent from AY08-AY13 and awards increased 62 percent over the same period.

**The Center for Alaska Education Policy Research (CAEPR):** Awarded start-up funds on June 1, 2010 and received final approval by UA President on June 16, 2011. CAEPR is hosted by the Institute of Social and Economic Research (ISER), within UAA's College of Business and Public Policy.

**Arctic Domain Awareness Center (ADAC):** In 2014 UAA competed successfully for a grant from the Department of Homeland Security for UAA to be the Center Lead for a new National Center of Excellence—the Arctic Domain Awareness Center (ADAC). ADAC works collaboratively with 16 academic, institutional and industry partners to address emerging maritime challenges posed by the dynamic Arctic environment.

**Student Affairs:** Student Affairs completed a multi-year self-assessment and planning effort that resulted in the creation in spring 2013 of the division of Student Outreach and Transition. The purpose of the new division is to increase and improve student access, retention, engagement, and success at UAA with a focus on exploratory baccalaureate seeking students, and to support non-degree seeking students in their pathway towards degree-seeking status.

**University Advancement:** In 2011, UAA added an assistant vice chancellor for Alumni Relations to the University Advancement organization. Additional resources and emphasis have been directed to communications and engagement activities to connect UAA's 50,000 alumni with their alma mater.



## ***PHYSICAL INFRASTRUCTURE***

At the time of the Year One Self-Evaluation Report, UAA was still growing and expanding. Over the period of this accreditation cycle, UAA completed a number of major new facilities. These include: the Health Sciences Building, Alaska Airlines Center, and the Engineering & Industry Building in Anchorage; the first on-campus residence hall and the Career and Technical Center at Kenai Peninsula College's Kenai River campus; the Glenn Massay Theater and a Paramedic/Nursing Lab at Mat-Su College; a new welding facility at Kodiak College; and an overall campus renewal project for Prince William Sound College, including a renovation of the Wellness Center.

## ***DATA INFRASTRUCTURE***

As noted by the NWCCU mid-cycle evaluation team, the University has engaged in several new initiatives to support determinations of mission and core theme fulfillment, and to structure and use the data gathered in these efforts for strategic planning, resource allocation, and curriculum decisions.

The Office of Institutional Research (IR) has been aligned to better support the University mission. New IR staff have been hired, and a new Business Intelligence site, *IR-Reports*, has been deployed. The site is comprehensive and includes, in addition to core theme data, the results of cyclical program review and Program Student Learning Outcomes Assessment, as well as a wealth of additional data to support decision-making. IR also is now utilizing Microsoft's Business Intelligence (Power BI) software to improve its capabilities to create interactive reports. UAA is participating in the Education Advisory Board (EAB) Academic Performance Solutions and Student Success Collaborative, which provide comparative data and strategies to help focus improvement efforts.

Standard 2.G.5 provides detailed information about UAA's information technology infrastructure.



*Kenai Peninsula College student.*

### ACCREDITATION SUBSTANTIVE CHANGES

**Doctoral Granting Status:** In February 2014, following an Ad Hoc Report and site visit, NWCCU approved UAA accreditation at the doctoral level. As part of the process, UAA received approval to offer the Ph.D. in Clinical-Community Psychology, which had been a joint program with the University of Alaska Fairbanks. The University of Alaska Master Academic Plan had already mapped out the addition of a Doctor of Nursing Practice (DNP), and in March 2015, the Commission approved UAA offering the DNP.

**Prince William Sound College:** In June 2015, NWCCU approved UAA's substantive change proposal to merge Prince William Sound Community College with UAA's accreditation to become UAA's fourth community campus. Though projected to take three years, the implementation of this transition was completed in the 2016 academic year. Prior to the substantive change, Prince William Sound was a separately accredited community college.

**Academic Programs:** Guided by the Cabinet Strategic Guidance Letter of Summer 2011, UAA placed particular emphasis on developing its academic programs in Health, Engineering, Business, Education, and Workforce Development, while maintaining its traditional strength in the liberal arts and sciences. Examples of new programs developed over the last seven years include: the Doctor of Nursing Practice; MS in Dietetics and Nutrition; MS in Applied Geological Sciences; MS in Mechanical Engineering; post baccalaureate certificate in Speech Language Pathology; BA in Legal Studies; BS in Occupational Safety and Health; AAS in Surgical Technology; AAS in Physical Therapy Assistant; AAS in Diagnostic Medical Sonography; Occupational Endorsement Certificate in Millwright; the Occupational Endorsement Certificate in Alutiiq Language; and, minors in Alaska Native Business Management, International Business, Entrepreneurship.

In addition to the two major changes above, UAA submitted 164 substantive change proposals to NWCCU over this accreditation cycle.

### DEVELOPMENT OF THE SELF-EVALUATION REPORT

Prior to the Mid-Cycle Self-Evaluation Report, in spring 2014 UAA established the Accreditation Steering Committee to provide oversight and guidance to the accreditation process. As the university approached its self-study year in 2017, the group was expanded to ensure broad university participation for an honest analysis of the institution's achievements and opportunities for improvement, to lead the creation of the self-study report, and to prepare for the site visit. Membership included twenty-five faculty, staff, and administrators. Two faculty members and the vice provost for Academic Affairs co-chaired the Institutional Self-Study Committee. The committee divided into five subgroups, each focused on one of the Standards. The Standard 4 subgroup held nine Open Forums, engaging the UAA community in evaluating the achievement of the Core Theme Objectives and Mission Fulfillment. Two additional Open Forums focused on the draft report, and a final Open Forum focused on the convergence of the self-study and the *UAA 2020* strategic planning efforts. The accreditation co-chairs regularly reported to faculty, staff, and student governance. Accreditation was a standing topic in the Deans' Council, the Academic Council, and the Full Council of Deans and Directors meetings. The Academic Affairs website and the document room provide a full overview of the self-study planning and process.

## RESPONSE TO TOPICS PREVIOUSLY REQUESTED BY THE COMMISSION:

**NWCCU Standards Revision and Implementation:** UAA participated in the NWCCU Standards Revision and Implementation Pilot Project, compressing the new seven-year cycle into two years. From 2008 to 2010, as NWCCU developed and revised its new standards and process, UAA wrote and submitted five reports, hosted two site visits, and successfully addressed several recommendations from the Commission. Currently, UAA has two standing recommendations from the Commission, the first of which extends from the pilot project.

***Recommendation 1 from the Fall 2011 Year One Peer-Evaluation Report:*** *The evaluation panel recommends that the University of Alaska Anchorage refine its indicators of achievement to ensure that the indicators are meaningful, direct measures of the objectives (Standard 1.B.2).*

***Recommendation 1 from the Fall 2014 Mid-Cycle Peer-Evaluation Report:*** *The Commission recommends that the University of Alaska Anchorage define mission fulfillment in the context of its purpose, characteristics, and expectations (Standard 1.A.2).*

**Response to Recommendation 1 from the Fall 2011 Year One Peer-Evaluation Report:** Throughout the pilot process and through the 2017 cycle, including the Mid-Cycle Evaluation, UAA responded to an ongoing recommendation to simplify its institutional assessment plan and, in particular, to review and refine its indicators of achievement. (In UAA’s 2009 *Year One Self-Evaluation Report* the original institutional assessment plan was comprised of 17 Goals, 45 Outcomes and 160 Indicators.) During the current 2017 accreditation cycle, the institution refined the set:

6 Objectives, 17 Outcomes, 44 Indicators	2011 Year One Self-Evaluation Report
7 Objectives, 22 Indicators	2014 Mid-Cycle Self-Evaluation Report
7 Objectives, 16 Indicators	2018 Year Seven Self-Evaluation Report

In response to the NWCCU recommendation resulting from the 2011 *Year One Self-Evaluation Report* and to its continuation resulting from the 2014 *Mid-Cycle Evaluation Report* and site visit, the Chancellor’s Cabinet, governance groups, a reconstituted Accreditation Steering Committee, Academic Affairs, Institutional Research, and Institutional Effectiveness finalized the current set of 7 Objectives and 16 Indicators. To arrive at this final set of assessable, meaningful and useful indicators, the groups selected those indicators that were currently assessable and that provided direct guidance in planning, decision making, managing, and assessing the institution in the context of the core themes and mission.

The Mid-Cycle evaluators also recommended that “UAA provide a rationale for each of the indicators of mission and core theme fulfillment.” While the 2011 *Year One Self-Evaluation Report* did incorporate a rationale for each indicator, UAA took advantage of this mid-cycle recommendation to re-engage the institution with the indicators, their meaningfulness, usefulness, and ability to be assessed. Governance and leadership groups participated in revising the rationales, responding to the question, “Why is this indicator meaningful to the institution and to you in your work?” The following groups were consulted: the Accreditation Steering Committee, Faculty Senate Academic Assessment Committee, Faculty Senate Committee on

## PREFACE

Research and Creative Activity, Research Council, Faculty Senate Student Academic Support and Success Committee, Student Affairs Leadership Team, Faculty Senate Diversity Committee, Diversity Action Council, Administrative Services Senior Executive Team, Staff Council, Community Engagement Council, Advancement Leadership Team, and the Union of Students of the UAA. These conversations resulted in the core theme rationales stated in Standard 1.

The figure below shows how UAA's institutional planning and assessment processes and the current set of indicators and rationale evolved from 17 goals, 45 outcomes, and 160 indicators to the current 7 objectives and 16 indicators.

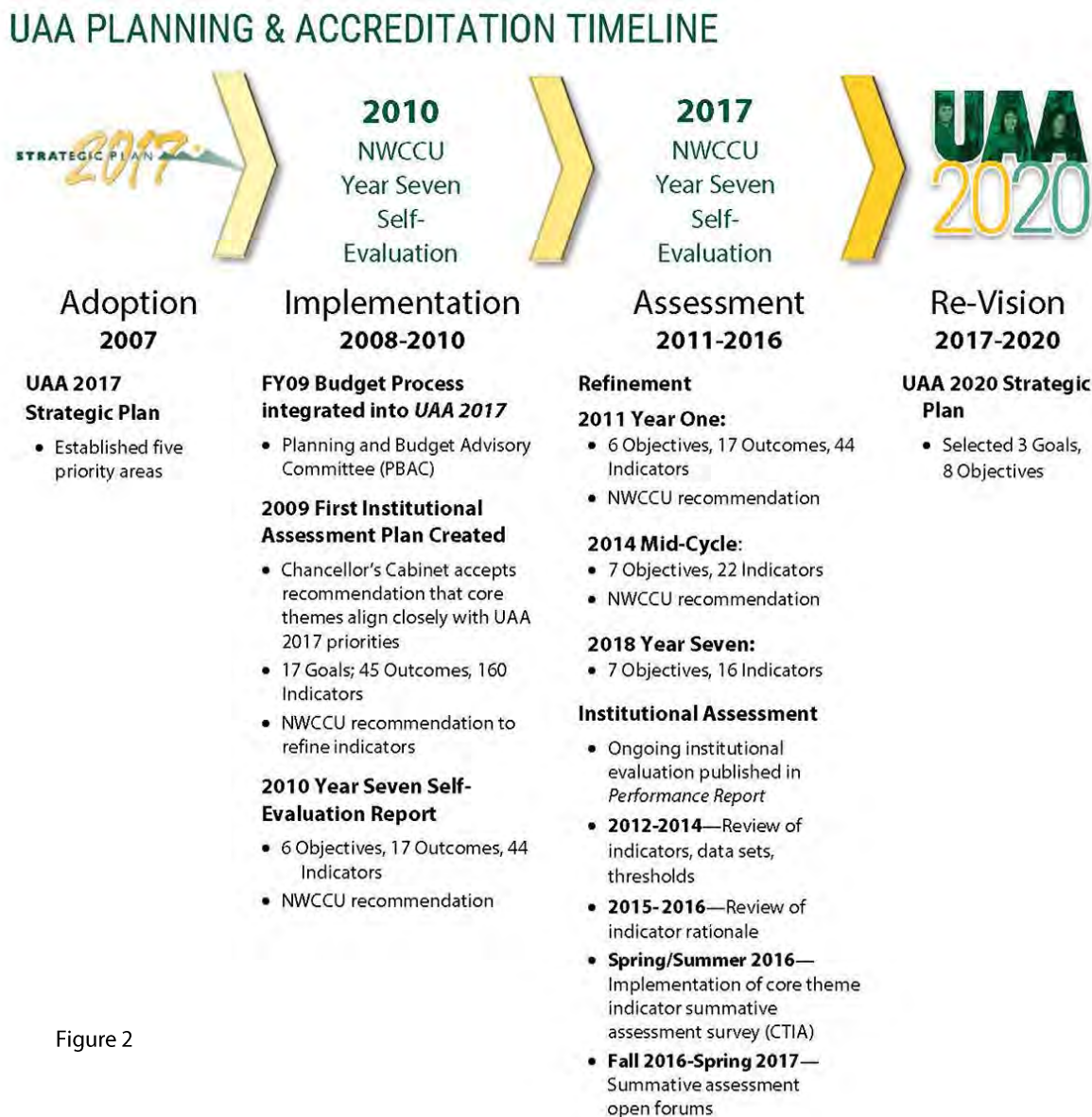


Figure 2

The broad and inclusive processes used to refine the indicators focused the institution's assessment and improvement efforts. At the same time, the summative evaluation of core theme achievement in Standard 4 revealed some limitations of the indicators. As an institution, UAA



has changed over the period of this accreditation cycle, and the analysis reinforces that UAA is ready to revisit the indicators moving forward.

**Response to Recommendation 1 from the *Fall 2014 Mid-Cycle Peer-Evaluation Report*:**

In spring 2014 as UAA was preparing its year-three report on resources and capacity, NWCCU implemented the new Mid-Cycle Evaluation, designed “to ascertain an institution’s readiness to provide evidence (outcomes) of mission fulfillment and sustainability” (NWCCU *Handbook for Peer Evaluators*, 2017 Edition). As one of the first institutions to participate in a Mid-Cycle Evaluation, UAA benefited from the formal as well as informal advice of the evaluators.

To address the formal recommendation, in this 2018 *Year Seven Self-Evaluation Report* UAA has clearly articulated its context. The institution provides evaluators with a description of its:

- **purpose** (to discover and disseminate knowledge; serve the higher education needs of the state),
- **characteristics** (open access, embedded community college mission, diverse, multi-campus, high proportion of part-time students, linked to its communities), and
- **expectations** (community interest, college preparation, workforce development, awards ranging from occupational endorsements to associate, baccalaureate, master’s, and doctoral degrees).

Relative to this context, UAA refined its definition of mission fulfillment. As expressed in UAA’s 2014 *Mid-Cycle Self-Evaluation Report*, and further guided by the NWCCU evaluation team comments, the institution moved from a definition of mission fulfillment that assumes the sum is equal to its parts and all indicators hold equal weight, to a more refined definition that both encompasses the mission and gives priority to particular measures from the core themes. These measures, identified as Mission Fulfillment Expectations, map directly to the mission and serve as the bridge between the core themes, their full set of objectives and indicators, and the mission. UAA bases its definition of mission fulfillment on the achievement of five Mission Fulfillment Expectations and the extent that the assessment of their achievement has been integrated into decision-making, improvements, and resource allocation. The definition of mission fulfillment is fully articulated in Standard 1.A.2, where the five measures of UAA’s Mission Fulfillment are explained.

UAA used the opportunity to respond to the two standing NWCCU recommendations as a way to further engage the institution in meaningful and useful dialogue, reflection and assessment of mission fulfillment.

Standards 1 and 4 demonstrate that UAA has defined mission fulfillment in the context of UAA’s purpose, characteristics, and expectations, has gathered and analyzed data relative to that definition, and has used that analysis to engage in continuous improvement toward fulfilling its commitment to the state of Alaska, its peoples and communities

## Alaska Native Science & Engineering Program – A Community of Learning

When Michele Yatchmeneff and Matt Calhoun became the first Alaska Native tenure-track faculty in the College of Engineering in fall 2015, they demonstrated the power of the Alaska Native Science & Engineering Program (ANSEP).

Started in 1995 by Dr. Herbert Schroeder, ANSEP began as a scholarship program with a goal to get more Alaska Native students interested in science, technology, engineering, and math and help them succeed. Over time, the program has evolved into a nationally-recognized effort that supports students from middle school to graduate school.

Early on, now Vice Provost Schroeder recognized that Alaska Native students were often well behind their peers in math and science when entering college. To bridge that gap, ANSEP began offering pre-college programs, starting with a Middle School Academy. These two-week residential camps give students hands-on experience in building computers, dissecting squids, or constructing robots, all designed to get students interested in science, engineering, and math. After completing the Middle School Academy, students are then eligible to attend five-day residential STEM Career Exploration sessions, each focused on a particular field such as health, biology, engineering, or energy.



*Students attending a summer academy.*

Again, the emphasis is exposure to career options and the coursework required for those fields. After middle school, the program continues with a five-week residential ANSEP Acceleration Academy that prepares students academically and socially for college. Students can earn college credit taking



*A student cohort at the ANSEP building.*

classes taught by university faculty. ANSEP also offers the Acceleration High School program at Mat-Su and Anchorage campuses. This full-time high school program improves college readiness and offers students the opportunity to earn up to a year of college credits in various degree programs. Graduating high school students can also attend the Summer Bridge program in which students take a college math course and work a paid summer internship. Those who successfully complete the math class and internship are eligible for scholarship funding to attend any University of Alaska campus that fall.

At the college level, ANSEP's University Success program builds an academic community where students are supported by peers and professionals and work together for success. Both Michele Yatchmeneff and Matt Calhoun attribute their success to involvement in ANSEP as undergraduates. Yatchmeneff who earned her Ph.D. in engineering education at Purdue University said, "I truly believe that studying with like-minded peers and receiving help from ANSEP teachers is the reason I hold the degrees I do today. They inspired me to keep moving forward. The classes were difficult, but doing it together made it bearable."

Matt Calhoun was one of ANSEP's first graduates, earning his B.S. in Civil Engineering in 2002. He had enrolled in the U.S. Coast Guard Academy in Connecticut, but left after one year. He started at UAA and feeling a little lost, visited UAA's Native Student Services who suggested he check out ANSEP. As he was leaving he bumped into Herb Schroeder. "That one day was one of those forks in the road," Matt said. I didn't realize it was happening at the time, but it changed my life." He went on to earn his M.S. in Civil Engineering at the University of Colorado Boulder in 2010 and his Ph.D. from the University of Alaska Fairbanks in 2015.

**AMAZING STORIES** BEING WRITTEN EVERY DAY.

## STANDARD 1: MISSION, CORE THEMES, AND EXPECTATIONS

### ***Eligibility Requirement 1: Operational Status***

The progenitor of UAA, Anchorage Community College, was established in 1954 and graduated its first student in 1956. Other elements that comprise the current university were also formed in the 1950's and 1960's. The University of Alaska Anchorage under its current accreditation formed in 1987 from the merger of Anchorage Community College, Kenai Peninsula College, Matanuska-Susitna College, Kodiak College, and the University of Alaska, Anchorage. Prince William Sound Community College remained a separately accredited community college until 2015, when the NWCCU approved the UA Board of Regents' proposal to bring the college within UAA's institutional accreditation, and it was renamed Prince William Sound College. The university's graduating class of academic year 2017 was 2,450 students.

### ***Eligibility Requirement 2: Authority***

The University of Alaska (UA) System was established by Article VII of the state constitution. It is governed by the Board of Regents of the University of Alaska and is composed of a system office and three separately accredited universities: University of Alaska Anchorage (UAA), University of Alaska Fairbanks (UAF), and University of Alaska Southeast (UAS).

### ***Eligibility Requirement 3: Mission and Core Themes***

The UA Board of Regents approved the current UAA Mission in 2007 and the UAA Core Themes in 2012. UAA's five core themes align with the university's mission to discover and disseminate knowledge, and serve the higher education needs of the state and its diverse communities in a rich, diverse, and inclusive environment.

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## 1.A. MISSION

UAA's mission statement is widely published, including in Board of Regents' Policy 01.01.020, the UAA Academic Catalog, on the UAA website, and in other UAA publications, such as the annual UAA *Fact Book* and the annual *Performance Report*, both available on the Institutional Effectiveness, Engagement, and Academic Support website.

### **[1.A.1] Mission Statement**

*The mission of the University of Alaska Anchorage is to discover and disseminate knowledge through teaching, research, engagement, and creative expression.*

*Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to serving the higher education needs of the state, its communities, and its diverse peoples.*

*The University of Alaska Anchorage is an open access university with academic programs leading to occupational endorsements; undergraduate and graduate*

## STANDARD 1

*certificates; and associate, baccalaureate, and graduate degrees in a rich, diverse, and inclusive environment.*

### **MISSION FULFILLMENT**

Through community processes that include planning, consultation, and collaboration, the University of Alaska Anchorage interprets mission fulfillment through its core themes. UAA's core themes echo the central purposes of its mission to discover and disseminate knowledge, and serve the higher education needs of the state in a rich, diverse, and inclusive environment. Reflecting its primary commitments to student learning and success, to the state of Alaska and its diverse communities, and to overall excellence, UAA has identified five Mission Fulfillment Expectations. These expectations are assessable and attainable yet ambitious, and allow the institution to operate with resilience.

#### **Mission Fulfillment Expectations**

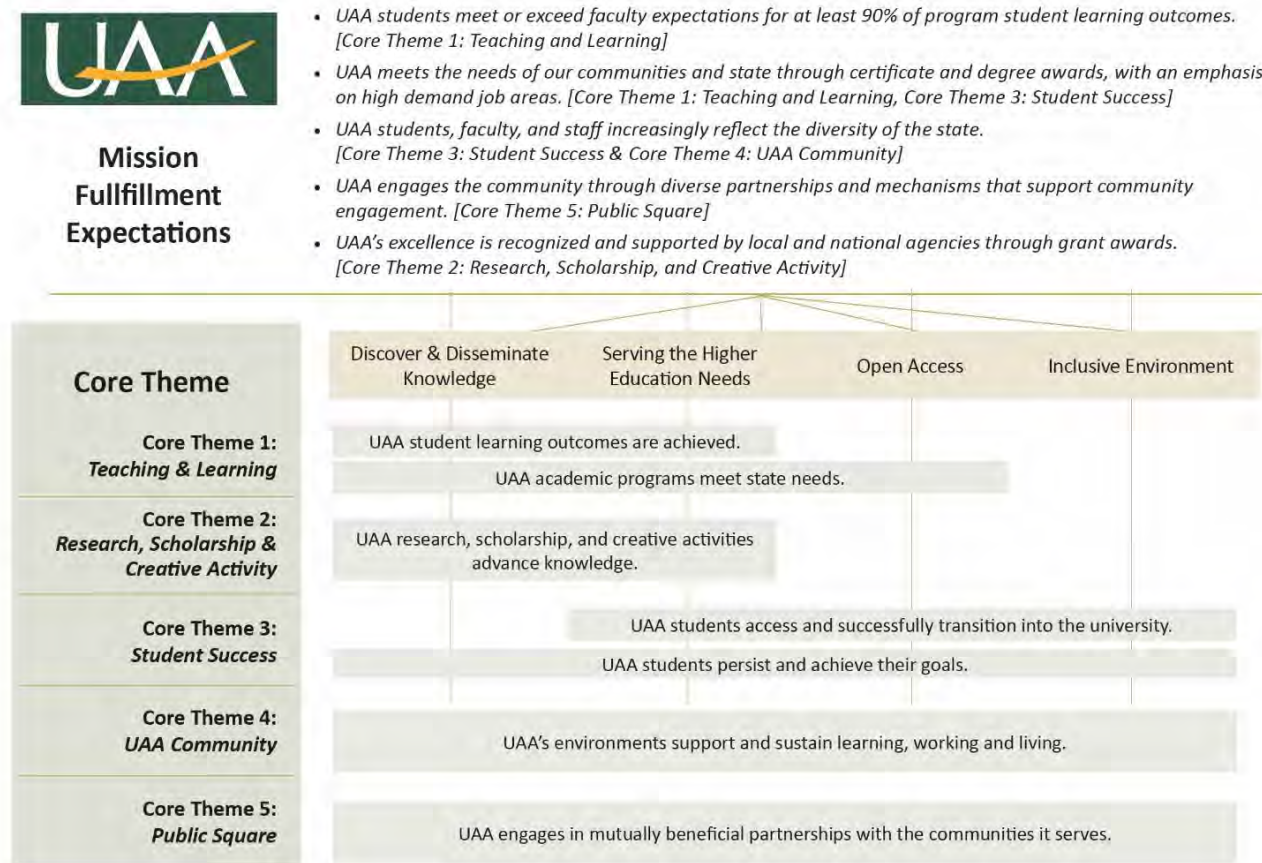
- UAA students meet or exceed faculty expectations for at least 90 percent of program student learning outcomes. [Core Theme 1: Teaching and Learning]
- UAA meets the needs of its communities and state through certificate and degree awards, with an emphasis on high demand job areas. [Core Theme 1: Teaching and Learning, Core Theme 3: Student Success]
- UAA students, faculty, and staff increasingly reflect the diversity of the state. [Core Theme 3: Student Success, Core Theme 4: UAA Community]
- UAA engages the community through diverse partnerships and mechanisms that support community engagement. [Core Theme 5: Public Square]
- UAA's excellence is recognized and supported by local and national agencies through grant awards. [Core Theme 2: Research, Scholarship, and Creative Activity]

#### **[1.A.2] Acceptable threshold and extent of mission fulfillment**

UAA defines an acceptable threshold of mission fulfillment as the achievement of the five stated Mission Fulfillment Expectations. Standard 4 describes this achievement in the analysis of Core Theme Indicator data relative to established targets. In Standard 3, the institution demonstrates that planning is tied to data collection and analysis, and that resources are allocated to support evidence-informed improvement in these key areas. Through the institutional actions described in this self-study, UAA proves that it fulfills its mission.



Table 3



## 1.B. CORE THEMES

### [1.B.1] Core themes are identified and align with the mission.

Perhaps the most consequential result of the process of UAA's reaffirmation of accreditation in 2010 was the selection of UAA's core themes. The following five core themes were determined through a broad, participatory process, as explained in Standard 3:

1. Teaching and Learning
2. Research, Scholarship, and Creative Activity
3. Student Success
4. UAA Community
5. Public Square (Community Engagement)

These five core themes align with the priorities of what was then a new strategic plan, *UAA 2017*, and they have guided decision making at the institutional and unit levels. As noted in the Preface, UAA has taken steps to make the connections between mission, core themes, data, and decision making more visible since the mid-cycle review.

**[1.B.2] Core theme objectives and indicators are established.**

Objectives and indicators of achievement support each core theme. In accordance with the recommendations of the mid-cycle evaluation team in 2014, the institution moved quickly to refine the indicators as outlined in the Preface to this report. In 2015, governance and leadership groups were asked why and how the indicators are meaningful measures for UAA given the institution's purpose, characteristics, and expectations. This exercise encouraged individuals and groups to think more deeply about the connections between indicators, resource allocation, and their own work. From this input, new rationales for each indicator were developed to replace those in the *Year One Self-Evaluation Report*. Through this process, the university now has a more clear understanding of the linkage between purpose, metrics, indicators, and actions.

UAA has long-established procedures in place to set targets. In most cases, the Offices of Institutional Research (IR) and Institutional Effectiveness, Engagement, and Academic Support (IEEAS) develop future targets by examining past trends, current and forecasted operating conditions, and extrapolating these to future performance. IR and IEEAS circulate the targets to stakeholders (Student Affairs, Budget Office, college deans, campus directors, etc.) for review, refinement, and concurrence. The Chancellor's Cabinet is responsible for approval of final targets. Governance and leadership groups develop some targets—for example, the Faculty Senate Academic Assessment Committee recommended the target for program student learning outcomes assessment. For indicators that do not lend themselves to numeric targets, the institution has chosen benchmarks or continuous improvement.

The diagram on page 21 depicts the relationship of the Mission Fulfillment Expectations to the core aspects of the mission and the core themes and their indicators.

### *UAA Students Achieve National & International Recognition*



In 2017, UAA celebrated its first ever Rhodes Scholar, one of 32 students selected for this prestigious honor: **Samantha Mack**, an Aleut woman who received her B.A. magna cum laude in Political Science and English. After completing her M.A. in English at UAA in May 2018, she will begin her studies at Oxford University in October, pursuing an M.Phil. in Politics.

In addition, to the first Rhodes Scholar, UAA students have garnered multiple national and international awards including:

- Fourteen UAA students named Fulbright Scholars, 12 since 2010.
- Seven Truman Scholars educated and mentored here, two named since 2010.
- Four students received the Congress-Bundestag award since 2010.
- Six students received the Cultural Affairs Critical Languages Scholarship since 2010.

The following section provides an overview of the Core Themes, Objectives, and Indicators, including the rationale and targets for each indicator. Standard 4 provides a more complete analysis of performance on all indicators.

## CORE THEME 1: TEACHING AND LEARNING

**Core Theme 1 Description.** At UAA, student learning is the core of the mission. The university is the largest provider in the state for post-secondary workforce training, career and technical education, and education in high-demand job areas as identified by the State of Alaska. UAA is Alaska's major provider of baccalaureate education in the arts, sciences, and professions, and Alaska's largest source of graduates at the master's level during the accreditation period. Every course and program identifies a set of student learning outcomes, and student achievement within the program is measured relative to these outcomes. Faculty monitor student achievement through program student learning outcomes assessment, which informs and guides improvements.

With its focus on learning for all students, UAA recognizes the need to better track information relative to non-degree seeking students, who made up 29 percent of enrollment in fall 2017. Since the mid-cycle review, the institution added an indicator focused on course pass rates to measure all students in the course, including those who entered as non-degree-seeking. Tracking this indicator has led to curricular revision and greater scrutiny of student success, which is discussed in Standard 4 with specific examples.

### OBJECTIVE 1: *UAA student learning outcomes are achieved.*

**INDICATOR 1:** Student achievement of course and program learning outcomes.

*Rationale:* The indicator provides direct evidence of student learning at the course level and the program level. Two measures were selected to assess performance on this indicator, with the aim of providing faculty information they can use to make a range of improvements to enhance student learning.

*Targets:* Proposed targets are based on past performance and current environment for each of the measures below.

#### INDICATOR 1, MEASURE 1: Course pass rates

*Rationale:* The indicator provides evidence of student learning in every course taught at UAA. It also serves as an indicator for appropriate student placement, course sequencing, and alignment of learning goals with the curriculum, effective pedagogies, faculty development, and effective assessment and improvement processes. The indicator verifies the effectiveness of practices in and out of the classroom, including student support services such as counseling and advising. Successful course completion is also a leading indicator for retention and degree completion.



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*Targets:* This new indicator has been integrated into the program review process, which every program undergoes on a seven-year cycle. At the time the targets for this indicator were established, no comparable data was available, and UAA elected to set a target of continuous improvement in course pass rates. Rates are measured for individual courses against courses at that level (100, 200, 300, 400, etc.) or against a more general benchmark of lower division, upper division, and graduate courses. Colleges and programs are beginning to use this indicator to identify barriers to student success. Pass rates remained stable (at 71% for lower division courses and 83% for upper division courses) throughout most of the accreditation cycle, with notable improvement from AY16 to AY17. Descriptions of curricular changes based on this information are included in the improvement section of Standard 4.

### **INDICATOR 1, MEASURE 2:** Student achievement of program learning outcomes

*Rationale:* Program learning outcomes allow UAA to evaluate the extent to which students are learning what faculty have determined to be the key knowledge and skills required in every UAA certificate and degree program. The assessment of these outcomes guides instructional and other program improvements to increase student learning. Annual program assessment reports from the faculty include the results of assessment, analysis of the results, and recommended actions for improvement. The annual reports also identify actions taken to “close the loop” based on previous assessment cycles, as well as any evidence that those actions have had an impact. To track and record this at an institutional level, the Academic Assessment Committee of the Faculty Senate conducts an annual survey of programs. This survey captures aggregated information about actions faculty have taken to continually assess and improve their programs and the learning that takes place within them.

*Targets:* The Faculty Senate Academic Assessment Committee and Academic Affairs sets targets based on past performance and current environment. The target is that students admitted to degree and certificate programs meet or exceed faculty expectations for at least 90 percent of measured program student learning outcomes. The actual rate exceeded the goal, averaging 94 percent during the study period.

### **OBJECTIVE 2:** *UAA academic programs meet state needs.*

#### **INDICATOR 1:** Total degrees and certificates awarded with emphasis on high-demand job areas

*Rationale:* The total number of degrees and certificates awarded demonstrates the extent to which the institution successfully encourages and facilitates student success, and ultimately the success of its communities and the state as a whole. While the impact of all graduates on the economic, social, and cultural well-being of Alaska is noteworthy, graduates in high-demand job areas are of special concern in a developing state. Alaska’s size, climate, and remoteness make filling highly skilled positions in key areas such as health, natural resources, engineering, and technology more challenging than many locations in America. This is a primary measure of UAA’s success in its ongoing mission of efficiently meeting the state’s workforce needs.

*Targets:* Proposed targets are based on past performance and current environment. Based on the *UAA 2017* strategic plan and the needs of the state of Alaska, specific targets for engineering and health programs are also set, and these are circulated to the colleges of Health and Engineering for input. The Chancellor's Cabinet approves final targets. Over the study period, UAA exceeded targets in five of the eight years.

## **INDICATOR 2:** Total student credit hours

*Rationale:* Tracking student credit hours is a quantitative measure of the degree to which UAA is meeting its teaching and learning mission. It demonstrates the extent to which the institution successfully serves its communities, promotes access, and meets demand for educational services. A better-educated population has a positive impact, as people with higher education tend to be healthier, earn more over time, and are more active in the community. Changes in student credit hours might reflect internal successes or challenges. One example of an internal success was the "Stay-on-Track" initiative encouraging students to enroll in 15 credit hours per semester that increased production. Internal challenges may include course sequencing and scheduling conflicts. External factors such as the economic climate, changing societal goals and values, or demographic shifts can have both positive and negative impacts on student credit hours.

*Targets:* Proposed targets are based on past performance and the current environment. Targets are circulated to Student Affairs and Budget Office for review and input. Chancellor's Cabinet approves final targets. Total student credit hours have decreased by 8.7 percent during this accreditation cycle, primarily in the last three years.

## **CORE THEME 2: RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY**

**Core Theme 2 Description.** Research, scholarship, and creative activity are conducted by individual faculty members, by undergraduate and graduate students, and within UAA's research centers and institutes. This work advances knowledge in the disciplines and professions, with an emphasis on helping Alaskans to improve their health, education, training, economic status, public policy, and quality of life. The indicators provide the institution with benchmarks to measure progress relative to past performance and national peers, and have been used by UAA for more than a decade.

### **OBJECTIVE 1:** *UAA research, scholarship, and creative activities advance knowledge.*

**INDICATOR 1:** Number and dollar amounts of proposals submitted and awarded through grants, contracts, and sponsored activities in research, scholarship, and creative activities

*Rationale:* This indicator demonstrates the university's viability as a research institution, and how that capacity is used to support the larger mission through a range of external awards. It includes funded projects across the spectrum of research, scholarship, and creative activity, including basic and applied research and engagement with a focus on teaching and learning, and as such, it broadly reflects the scholarly culture of UAA. The number of submitted proposals is an important measure of scholarly effort and initiative. The number of successful proposals is a measure of success in seeking grants. Competitiveness in acquiring awards increases institutional quality and reputation,

## STANDARD 1

leading to future successful proposals. UAA has made progress in recent years in supporting faculty seeking external support, assisting in the management of projects, the communication of results, and the translation of research results into improvements to public policy and private enterprise.

*Targets:* Targets are based on past performance, current environment, and input from the Office of Research and Graduate Studies. The Chancellor's Cabinet approves final targets, which have been continuous improvement on the measure. The number of proposals submitted has increased nearly 20 percent since FY10. The number of grants awarded ended the period at nearly the same number as the beginning, with a marked increase in the middle of the review period. The average from FY10-FY17 was 7 percent higher than at the beginning of the period.

**INDICATOR 2:** National Association of College and University Business Officers (NACUBO) research expenditures

*Rationale:* NACUBO research expenditures are a widely accepted measure of university performance. They provide a concrete measure of grant activity in a given year, and a baseline for understanding productivity in research, scholarship, and creative activities for benchmarking within the UA system and across peers. At UAA, high profile or multi-year grant awards can have long-term impacts on faculty research and program development, and provide greater opportunities for student participation in research.

*Targets:* Proposed targets are based on past performance and current environment, with input received from the Budget Office. The Chancellor's Cabinet approves final targets. During the study period, UAA exceeded its targets in all but two years.

## CORE THEME 3: STUDENT SUCCESS

**Core Theme 3 Description.** Student success, as measured by diversity, access, persistence, and achievement across UAA and its community campuses, is central to the institution's mission fulfillment and the underlying principles of UAA's mission.

Core Themes 1 and 3 both include measures of student success and achievement. Note that Core Theme 1 (Teaching and Learning) focuses on the institutional/program level, such as student learning outcome performance or total degrees awarded. Core Theme 3 focuses on the individual student's success, including completion of courses and attainment of educational goals.

**OBJECTIVE 1:** *UAA students access and successfully transition into the university.*

**INDICATOR 1:** The degree to which UAA's students reflect Alaska's racial and ethnic diversity

*Rationale:* Student diversity is fundamental to UAA's mission as an open-access institution and one that provides a rich, diverse, and inclusive environment. It presents evidence of the extent the open-access mission is equitably available across the demographic of students in the state, and identifies major discrepancies as areas of concern. An inclusive environment supports access, provides a richer learning experience where all students can

succeed, and prepares students for a diverse world. This metric demonstrates the extent to which UAA is meeting the needs of its communities and the state.

*Targets:* Projected targets are based on an analysis between Alaska Census Bureau data and UAA enrollment data. The goal is continuous improvement to eliminate gaps. UAA made progress in closing this gap, but work remains to achieve parity. The recently adopted *Diversity and Inclusion Action Plan* recommends actions for further improvement.

**INDICATOR 2:** First- to second-year first-time, full-time undergraduate student retention rate

*Rationale:* This nationally recognized metric enables peer comparison and indicates how well UAA students are succeeding during the highest risk period in their academic career, as attrition and movement out of degree-seeking status and/or out of the university is reduced significantly after the second year. If first-to-second year retention is unsatisfactory or declining, the university must develop solutions to help students stay enrolled, keep progressing toward their academic goals, and graduate. Further analysis can identify struggling or “at risk” cohorts and populations, and solutions can be focused and targeted. The university can also identify successful best practices by looking at programs with high retention rates. Because the methodology for data collection enables UAA to track retention rates for part-time students, the indicator is relevant to the actual student population at UAA.

*Targets:* Proposed targets are established based on past performance and current environment. Student Affairs provides input, and the Chancellor’s Cabinet approves the final targets. UAA’s performance has been steady for baccalaureate degree-seekers. Its rate for all undergraduates consistently has outperformed the average of all 4-year public institutions, though it has fallen in the last two years.

## **OBJECTIVE 2: *UAA students persist and achieve their goals.***

**INDICATOR 1:** The successful learning rate: the proportion of courses successfully completed compared to the total courses attempted by student sub-cohorts by their first year of entry

*Rationale:* This measure indicates whether students are progressing successfully and efficiently, and provides valuable benchmarking information over time. With UAA’s broad mission encompassing developmental education through advanced graduate programs, students’ choices and goals vary widely. Evaluating course success (defined as earning a passing grade) demonstrates to what extent all students attending UAA are meeting their individual academic goals. It indicates appropriate pathways for success: are students placed in courses at the appropriate level and do they receive sufficient support in those courses. A low proportion of completed courses is of concern and, among other things, is an indication that student educational expenditures are not being spent efficiently.

*Targets:* Proposed targets are based on past performance. From AY10-AY17, the Chancellor’s Cabinet has approved a target of continuous improvement. The rate has remained stable over the study period at an average of 76.2 percent.



## STANDARD 1

### **INDICATOR 2:** Total degrees and certificates awarded with emphasis on high-demand job areas

*Rationale:* This measure indicates how well students achieve their goals and are prepared for the workforce. By being responsive to the needs of the state, UAA prepares students for fields where there are job opportunities for them. In turn, UAA graduates advance the well-being of Alaska and its economy.

*Targets:* Proposed targets are based on past performance and current environment and are circulated to Student Affairs and Budget Office for review and input. The Chancellor's Cabinet approves final targets. Total awards have increased, and awards in high demand job area continue to represent the majority (72%) of all awards.

### **INDICATOR 3:** Graduation rates

*Rationale:* This nationally normed metric measures how efficiently first-time full-time baccalaureate students reach their educational goals, and it demonstrates the university's collective ability to support students to this end. Attention to graduation rates provides the impetus to identify existing barriers, highlight successful practices, and arrive at unit and institutional solutions. An important element of UAA's enrollment is first-generation students, and the tangible milestone of earning a credential builds a legacy/role-modeling system for creating a college-going culture in Alaska communities.

*Targets:* UAA began setting targets for this indicator in AY12, and that year's rate served as the benchmark for future targets. Targets also reflect the current environment and input from Student Affairs. The Chancellor's Cabinet approves final targets. UAA has struggled to improve its performance on this measure, exceeding its targets only two out of the eight years between AY10-AY17.

### **INDICATOR 4:** Graduates' employment rates and average earnings

*Rationale:* Students should graduate prepared for successful employment. This measure of student success is an indication that UAA's programs and curriculum are current and meet employers' needs. Successful employment rates may be reinforced by university-community partnerships, and contribute to the well-being of the state of Alaska. Importantly, as education leads to employment, it also aids ending generational poverty in Alaska's communities by connecting students to jobs.

*Targets:* Continuous improvement is the standard or target for this measure. However, conditions outside of UAA's control, i.e. the local economy and wage environment, strongly influence performance on this indicator. A recent update in the data provided indicate that UAA graduates are remaining in Alaska at the same rate as the previous study, and average wages are increasing.

## CORE THEME 4: UAA COMMUNITY

**Core Theme 4 Description:** A healthy, vital, and safe UAA community creates an environment for student success. The indicators below focus on diversity, satisfaction with the learning and working environment, financial stewardship, and safety.

### OBJECTIVE 1: *UAA's environments support and sustain learning, working, and living*

**INDICATOR 1:** The degree to which UAA's faculty and staff reflect Alaska's racial and ethnic diversity

*Rationale:* Faculty and staff serve as model professionals, engaged citizens, and leaders, and it is important that they reflect the racial and ethnic diversity of Alaska. Diversity among faculty and staff creates a rich and inclusive learning environment that allows for broader perspectives in instruction, research, and community engagement. It also provides role models for all students, and prepares students to navigate local and international contexts. A diversity of viewpoints is important to robust and informed decision making and to resisting cultural and racial stereotyping. This indicator is a measure of how relevant the institution is to the communities it serves. It tracks what is happening over time and reveals any shortcomings, providing valuable information for recruitment efforts to attract the best and brightest from among staff and faculty locally, nationally and internationally. Ultimately, the degree to which UAA's faculty and staff reflect Alaska's racial and ethnic diversity is an indicator of UAA's investment in developing the larger community.

*Targets:* Proposed targets are based on a gap analysis between Alaska Census Bureau data and UAA faculty and staff ethnicity data. The Chancellor's Cabinet approves targets. While UAA made progress on closing the gaps, more work is needed. The recently adopted Diversity and Inclusion Action Plan has outlined actions to improve diversity of faculty and staff.

**INDICATOR 2:** The degree to which faculty, staff, and students express satisfaction with their professional and learning environments.

*Rationale:* This indicator is important because a positive environment attracts the best talent to the campus. Those who are comfortable in their environment and who prosper in their work are able to contribute more readily and are likely to continue in their employment, bringing increased knowledge and consistency to their units. A positive working environment affects the reputation of the institution. It can affect interactions with communities and students, and, ultimately, impact student retention. Periodic surveys of student use of and satisfaction with services provide valuable information for improvement.

#### **INDICATOR 2, MEASURE 1:** LibQUAL Survey General Satisfaction Questions

*Rationale:* This metric is important to UAA because a strong library attracts the best talent to the campus, motivates and assists faculty and students to do their best work, and helps retain quality employees. The LibQUAL survey, distributed by the Consortium Library to the UAA and Alaska Pacific University (APU) communities, assesses the library's performance in meeting collection, facility, and service

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expectations. It serves as an indicator for this core theme because the library and its services are an essential resource for all student learning, including meeting the general education student learning outcome related to information literacy. LibQUAL is a national survey so peer comparisons can be made.

*Target:* The target for this measure is continuous improvement, and the survey has consistently shown improvements in the perceptions of the library learning environment.

### **INDICATOR 2, MEASURE 2: UAA Faculty and Staff Insight Survey (ModernThink) Results**

*Rationale:* This metric is important to UAA because a positive campus environment attracts talent, motivates faculty, staff, and students to do their best work, and retains quality employees. The ModernThink survey, independently administered in 2012, gave the campus an accurate assessment of the campus environment.

*Targets:* The 2012 survey results are a benchmark for continuous improvement. This survey has not been repeated since 2012, though intermediate surveys conducted by governance groups indicate that the campus environment has become more challenging due to budget cuts and program changes.

### **INDICATOR 3: Development and management of a sustainable budget as demonstrated by nationally accepted financial ratios**

*Rationale:* This metric indicates the value UAA represents to the state of Alaska and to its students, demonstrates good stewardship of resources, and allows UAA to make comparisons with its peers. UAA integrates planning and implementation of its fiscal operations with the guidance and processes of the UA System, the UA Board of Regents, and the Alaska Legislature and Executive Branch. Revenue and expenditures in all categories are examined for their effects on students and employees, and their contributions to mission fulfillment. To evaluate the university's fiscal sustainability, it is important to examine whether the institution has the financial resources necessary to accomplish the mission and whether the resources are expended appropriately and do not exceed revenue. The analysis of a sustainable budget includes an examination of how business is conducted, whether or not processes make sense relative to their cost, and how well the institution attracts outside funding.

*Targets:* Data are gathered and monitored as part of normal fiscal operations and include assessment at the departmental and higher levels of the organization. These data are presented periodically to the Chancellor's Cabinet, and to the UA System President and his management team. Proposed targets are based on past performance and current environment for each of the measures below. Chancellor's Cabinet approves targets.

**INDICATOR 3, MEASURE 1:** UAA instructional and student-related expenditures per certificate or degree awarded (using NACUBO classifications)

*Rationale:* This metric indicates the value UAA represents to the state of Alaska and to its students, allows UAA to make comparisons with its peers, and demonstrates good stewardship of resources.

*Targets:* UAA began setting targets for this efficiency measure in FY13. For the near term, the target is to hold increases to the rate of inflation or less. Over the study period, UAA has seen improvement on this measure.

**INDICATOR 3, MEASURE 2:** UAA instructional and student related expenditures per student credit hour (using NACUBO classifications)

*Rationale:* This metric indicates the value UAA represents to the state of Alaska and to its students, allows UAA to make comparisons with its peers, and demonstrates good stewardship of resources.

*Targets:* UAA began setting targets for this efficiency measure in FY13. For the near term, the goal is to reduce the cost of instruction. Expenditures increased over the study period, but at a lower rate than the decline in student credit hours, indicating that UAA has achieved some success with implementing efficiencies.

**INDICATOR 3, MEASURE 3:** University-generated revenue

*Rationale:* Tracking university-generated revenue is important to UAA because it indicates the diversity of its revenue sources and a decreased reliance on any single revenue source.

*Targets:* Targets are based on past performance and the current environment. The Budget Office provides input and the Chancellor's Cabinet approves the final targets. UAA's university-generated revenue was 19 percent higher in FY17 than in FY10.

**INDICATOR 3, MEASURE 4:** Percent contribution of gross tuition and fees to total authorized budget

*Rationale:* Tracking this metric helps the institution balance two competing objectives—reliance on state appropriations while providing good value to students—with its core mission of offering educational opportunity.

*Targets:* Targets are based on past performance and the current environment. The Budget Office provides input and the Chancellor's Cabinet approves the final targets. Gross tuition and fees represented 28 percent of the total authorized budget in FY17, up from 24.9 percent in FY10. However, the UA Board of Regents sets tuition rates based on a variety of factors. Projecting future tuition increases contains an element of risk.



## STANDARD 1

### **INDICATOR 4:** Number of crimes, incidents, and injuries reported

*Rationale:* Monitoring the number of crimes, incidents, and injuries indicates the maintenance of a secure environment for learning and working. Reporting these statistics also raises awareness among staff, faculty, and students, which further promotes safety. A safe campus helps in the recruitment and retention of students and employees. Data can identify problem areas and inform the development of solutions. Tracking the trends allows the institution to communicate to our constituents and all interested in UAA's success that we have a safe environment in which to study, live, and work. The Clery Report and UAA's *Annual Campus Security and Fire Safety* report exceed the federal reporting requirements and includes data for all the university campuses.

*Targets:* Continuous improvement, based on past performance, current environment, and peer comparisons. Total crime rates have been below or near the average of UAA's peers throughout the study period, and the number of reportable injuries remain low, demonstrating an enviable record of safety.

## **CORE THEME 5: PUBLIC SQUARE (COMMUNITY ENGAGEMENT)**

**Core Theme 5 Description.** As stated in the *UAA 2017* strategic plan, "The public university is the public square of 21<sup>st</sup> century America, the meeting ground for higher education and the society it serves." The success of UAA as a public square relies on purposeful institutional involvement with the community, linking education, research, scholarship, and creative activity, and actions for the mutual benefit of the university, the state, and its diverse peoples.

### **OBJECTIVE 1:** *UAA engages in mutually beneficial partnerships with the communities we serve*

**INDICATOR 1:** The degree to which a partnership portfolio demonstrates diverse partnerships across public-private sectors, agencies and communities

*Rationale:* The UAA partnership portfolio (which does not include internships, practica, and clinical rotations) provides tangible examples of the relationships between the university and Alaska's diverse communities. Community engagement is one of the high impact practices for student retention and success, and strengthens academic programs by fostering engagement across the institution. Mutually beneficial partnerships create an environment in which knowledge is shared between the university and the community. These partnerships develop positive impacts in the core areas of teaching, research, and service, enhance the university's reputation in the state, and support UAA's mission and commitment to being an engaged university. A diverse portfolio shows that UAA is engaged at many levels, including fostering healthy communities, preserving indigenous cultures, and promoting social justice. A broad range of partnerships promotes the perception of UAA's value, leads to increased opportunities for hands-on experiences for students, builds financial and other external sources of support, and enhances placement prospects for graduates. Gaps in the portfolio call attention to areas for future development in key fields of institutional strength, and ways to create more opportunities for faculty, staff, students, and alumni.

*Targets:* To move beyond a simple count of university activities to a more qualitative assessment of partnerships, the UAA Community Engagement Council developed a rubric of deep, pervasive, and integrated criteria (based on an emerging national model) to create a representative partnership portfolio for accreditation. The pilot of this portfolio includes projects that fulfill these criteria, and provides a framework for future development.

**INDICATOR 2:** Number of UAA colleges that have developed engagement guidelines for faculty promotion and tenure

*Rationale:* This indicator is a measure of UAA's commitment to enhance the breadth of engagement on campus, and is a statement of the institution's values and mission. It is the first step of embedding engagement throughout all instructional programs. It provides a clear signal to faculty that the university values community engagement and that community engagement is an important component of faculty work. By integrating engagement criteria into faculty promotion and tenure guidelines UAA is tangibly using one of the most important resources of a university – faculty – to increase positive impacts to the people of Alaska.

*Targets:* 100 percent of colleges will implement engagement criteria within their faculty promotion and tenure guidelines. That target has been met.

## CONCLUSION:

These core themes, objectives, and indicators describe the most important aspects of UAA's mission and their impacts on Alaska. They are meaningful to the institution by measuring the university's accomplishments, being accessible to faculty and staff, and being verifiable through data collected at the institution. Beginning in 2010, UAA reduced and refined the number of indicators to ensure they accurately reflect its performance. There may be additional changes to core themes, objectives, and indicators for the next accreditation cycle, but UAA is convinced that this set of seven objectives and sixteen indicators affirm its current accreditation status. The accomplishment of these core themes are more thoroughly assessed in Standard 4.



*View of Cuddy Quad looking east on the Anchorage campus with the Rasmuson building in the foreground.*

## Semester by the Bay Program – Uniquely Alaskan and Personal

Each of the five campuses of the University of Alaska Anchorage offers a unique blend of cultural and natural environments. The academic programs often use their surroundings as living laboratories.

At Kenai Peninsula College, the Semester by the Bay program based at the Kachemak Bay campus in Homer uses the marine environment of its namesake as both a laboratory and classroom for undergraduate biology students. Launched in 2011 by Professor of Biology Deborah Boege-Tobin, the program combines a semester of core marine mammal and fish biology classes, followed by a summer internship for course credit with area partners such as the Kachemak Bay Research Reserve and the Center for Alaskan Coastal Studies. Many participants come from outside of Alaska. Kachemak Bay Campus Director Carol Swartz said, “The idea is to provide a semester here that is field based, hands-on, internship based, with small classes.”

The program adapts to what the marine environment there has to offer. Students monitor sea otter activity, analyze plankton samples, and generally study the health and ecological diversity of Kachemak Bay. The first year of the program a local fisherman found the body of a rare Stejneger’s beaked whale floating in a nearby bay, providing an unusual opportunity. Students observed the necropsy of the whale, and, working with a local expert and a local landowner, helped to bury the whale in horse manure (ideal for aiding in decomposition). The following year, a new group of students unearthed the nearly clean bones and began the process of assembling them for exhibit. Since the discovery of that first whale, three more dead whales have provided extraordinary experiences for new groups of students. Now the campus has three fully articulated whale skeletons: the Stejneger’s,

a beluga, and an orca calf. The skull of a gray whale, assembled by students and a community artist, is on display outside Bayview Hall on the Kachemak Bay Campus.

“You’re not a number here,” said Stephen Fogarsi, a student from the University of North Carolina, Wilmington, who attended the program in 2013. “As someone who wants to study large whales as a career, I am in one of the best places on Earth to get hands-on experiences with these magnificent animals,” said Amelia Johnson, also from North Carolina.



Top: Students assist with Stejneger’s beaked whale necropsy.

Middle: Orca whale calf skeleton, one of three fully-articulated skeletons on display.

Left: Students with “Bone Man” Lee Post organizing whale bones for assembly.

**AMAZING STORIES** BEING WRITTEN EVERY DAY.

## STANDARD 2: RESOURCES AND CAPACITY

### Eligibility Requirements 4-21

#### *Eligibility Requirement 4: Operational Focus and Independence*

The University of Alaska Anchorage (UAA) is a public, open access university offering programs from occupational endorsement certificates to doctoral degrees. It is one of three accredited universities in the University of Alaska (UA) System. UAA has been accredited by the Northwest Commission on Colleges and Universities since 1974, and its accreditation status applies to all campuses of the institution. As per Board of Regents' Policy 02.02.015, the chancellor is the chief executive officer of UAA. The organizational structure of UAA, described in Standards 2.A.9-11, offers sufficient operational independence for the university to be held accountable for meeting the Commission's standards.

#### *Eligibility Requirement 5: Non-Discrimination*

Board of Regents' Policy 01.02.020, in accordance with federal and state law, forbids discrimination based race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. To implement these policies and effectively investigate any complaints, UAA has an Office of Equity and Compliance that reports to the chancellor. In addition, the university has begun implementation of a *Diversity and Inclusion Action Plan* that details actions and accountability to achieve the institution's goals of expanding access and opportunities for all students, faculty, and staff.

#### *Eligibility Requirement 6: Institutional Integrity*

Employees of the university must comply with the applicable provisions of AS 39.52 (Alaska Executive Branch Ethics Act). Among other things, AS 39.52 prohibits official action when personal or financial interests are affected, misuse of official position, abuse of subordinates, misuse of university resources, and misuse of information. It also restricts gifts, outside employment, and external interests in university grants, contracts, leases or loans. Board of Regents' Policy 04.10 specifically defines and regulates conflicts of interest and abuse of a university position for political purposes. As described in Standards 2.A.21-26, the university has well-defined procedures for ensuring ethical practices in research, and for ensuring the fair and consistent treatment of students and employees.

UAA publications, including websites, the UAA Catalog, and the Student Handbook, provide accurate information about programs and services. The university maintains standard review and approval processes to ensure this institutional integrity.



### ***Eligibility Requirement 7: Governing Board***

The University of Alaska Board of Regents, established in the Alaska Constitution, is the governing body for the UA System. It is an 11-member board, appointed by the Governor of the State of Alaska and confirmed by the Alaska Legislature. Members serve an eight-year term, with the exception of the student regent who is nominated from his/her campus and serves a two-year term. The major responsibilities of the Board of Regents include selecting and evaluating the UA System president, setting policy, approving academic programs and degrees, approving major capital projects, auditing financial performance, and submitting a unified higher education budget request to the state governor.

### ***Eligibility Requirement 8: Chief Executive Officer***

The University of Alaska Anchorage is governed by a chancellor who is appointed by and reports to the UA System president (Regents' Policy 02.02.015). The chancellor's full-time responsibility is to govern the university. The UA System president annually evaluates the performance of the chancellor. Neither president nor chancellor serves on the Board of Regents.

### ***Eligibility Requirement 9: Administration***

The chancellor has eight executive-level administrators reporting to him/her, including the provost and executive vice chancellor of Academic Affairs; three vice chancellors in charge of Administrative Services, Student Affairs, and University Advancement; and the directors of the four community campuses (Kenai Peninsula College, Matanuska-Susitna College, Kodiak College, and Prince William Sound College). The Chancellor's Cabinet includes the four vice chancellors and the senior vice provost for Institutional Effectiveness. Collectively, they support the leadership of the institution, oversee all operational areas of the university, and ensure the successful achievement of the institutional core themes.

### ***Eligibility Requirement 10: Faculty***

The university maintains an appropriate number of qualified faculty members to meet institutional goals and core themes. Of the 614 regular and term faculty members in fall 2017, 49 percent were tenured and 21 percent were on a tenure track. Typically, national searches are conducted to fill all tenure-track positions. In 2015, UAA maintained a 15:1 student-to-faculty ratio, and in 2017, the ratio was 14:1 due to lower student enrollment. The faculty are evaluated annually under the terms of collective bargaining agreements and Board of Regents' Policy 04.04.050. In addition, all faculty annually report their activities and accomplishments in teaching, research, and service, along with a self-evaluation, in their required Annual Activity Report. As described in Standard 2.C, through the UAA Faculty Senate and well-defined structures and processes, the faculty exercise a major role in the design, approval, implementation, and revision of programs and policies to ensure the integrity of academic programming.

***Eligibility Requirement 11: Educational Program***

As of fall 2017 UAA offered 167 degree and certificate programs including 19 occupational endorsement certificates, 13 undergraduate certificates, 38 associate degree programs, 60 baccalaureate programs, 4 post-baccalaureate certificates, 23 master's programs, 8 graduate certificates, and 2 doctoral programs. (This list does not include programs with suspended admissions in teach out status). All programs are in nationally recognized fields of study and consistent with the university's mission. All degrees and certificates have identified program student learning outcomes, which are published in the UAA Catalog. Programs annually conduct program student learning outcomes assessment and make improvements, as needed, to enhance student achievement of the identified outcomes. Findings, recommendations, and actions are published in an annual report submitted to the dean. An institutional-level survey captures basic information about the improvements faculty are making as a result of assessment. As per Board of Regents' Policy 10.06, all degrees and certificates undergo Academic Program Review, a comprehensive administrative review on a seven-year cycle. The review examines quality, efficiency, contribution to mission and goals, and educational effectiveness. The results of cyclical Academic Program Review are reported to the UA Board of Regents annually. Seventy-four UAA programs currently hold specialized accreditation in their field of study, an additional marker of appropriate content and rigor.

***Eligibility Requirement 12: General Education and Related Instruction***

Board of Regents' Policy 10.04.040 requires all baccalaureate programs to have a general education component that provides students with a "broad cultural background that includes a critical awareness of the human heritage, the challenging requirements and opportunities of the present and future, and the complexities and possibilities of the human mind and personality." These requirements consist of a core of at least 34 credits distributed among courses in written and oral communication, quantitative skills, social sciences, natural sciences, humanities, and fine arts. UAA faculty have identified nine general education requirements (GER) Student Learning Outcomes, which are mapped to the GER courses. The university's general education requirements and their student learning outcomes for a baccalaureate degree are described in detail in Standards 2.C.9-10. Following a standard Academic Program Review, which resulted in curricular changes in AY17, students earning the Associate of Arts (AA) degree must now complete all general education requirements, with the exception of the upper-division capstone course. Prior to these changes, the AA was not fully aligned with the general education requirements, creating challenges for students wishing to earn the AA and continue into a baccalaureate program.

Historically, applied associate degrees met related instruction requirements in communication, computation, and human relations through a combination of general course requirements, the general education component of Associate of Applied Science (AAS) degrees, and instruction embedded within the degree. In fall 2017, a faculty committee was tasked to align the general course requirements with the GERs, so that all related instruction is completed within the general education component of the degree. Related instruction is more fully described in Standard 2.C.11. Specific program requirements for bachelor and graduate degrees are published in the UAA Catalog.

***Eligibility Requirement 13: Library and Information Resources***

The UAA/APU Consortium Library opened in 1973 to serve the students, faculty, and staff of the University of Alaska Anchorage, the neighboring institution Alaska Pacific University, and the local community. Currently the library operates with a staff of 21 FTE librarians, 17 FTE staff, and 9 FTE student workers. The library has onsite more than 845,000 monographic volumes, 16,000 serial titles, and 497,000 microform units. It licenses more than 198 databases and 621,000 electronic books, 88,000 electronic journals, and 64,000 media titles accessible via the Internet or at the library. Students enrolled in distance classes have equivalent resources available to them through online search-and-request procedures. Library instruction and research consultation are delivered in the library, in classrooms and offices across the campuses via Blackboard Collaborate, Skype, chat, and email. LibGuides (how-to guides for using Library resources by topic or course) and tutorials are readily available online.

Each of the four community campus has a separate library facility with supporting staff and collections appropriate for students attending their locations. The libraries at the Matanuska-Susitna, Kenai Peninsula, and Kodiak campuses, as well as the Homer Campus and Valdez Consortium Libraries, are fully integrated into the Alaska Library Catalog system managed by the UAA/APU Consortium Library. The UAA community campus libraries are included in all of the licensing agreements negotiated by the UAA/APU Consortium Library, which provides access to the QuickSearch discovery service, to hundreds of online databases, and to more than 600,000 ejournals and ebooks.

***Eligibility Requirement 14: Physical and Technological Infrastructure***

The University of Alaska Anchorage has over 3.2 million square feet of building space, with seventy-one buildings located on the 354-acre Anchorage campus, and 33 buildings at the four community campuses. In the last ten years, the university received more than \$492 million in capital funds for new construction, renewal, and major renovation work completed on all campuses. Funds are expended from the colleges, from centralized university sources, and from direct legislative appropriation to ensure that equipment used for teaching and research is available and adequate. The university mission and relevant core themes are considered when planning and prioritizing equipment purchases. The technology infrastructure includes fiber optic and secure Wi-Fi connectivity, adequate onsite and cloud storage, and redundant disaster recovery capabilities for computing resources.

***Eligibility Requirement 15: Academic Freedom***

The university actively promotes an atmosphere in which independent thought and freedom of expression are protected in the pursuit and dissemination of knowledge. Board of Regents' Policy 04.04.010 provides that "[n]othing contained in Board of Regents' Policy or university regulation will be construed to limit or abridge any person's right to free speech or to infringe the academic freedom of any member of the university community." Faculty and students are actively encouraged to conduct research, publish, participate in conferences, discuss research-related topics in the classroom, engage in intellectual exchanges, and participate as citizens in the community.

***Eligibility Requirement 16: Admissions***

The university adheres to the stated admission policies, procedures, and requirements for undergraduate, graduate, international, and non-degree seeking students published on the UAA Admissions website. All prospective students must apply through this website. Academic criteria for admissions to the university or specific programs are published in the UAA Catalog.

***Eligibility Requirement 17: Public Information***

The university publishes an annual UAA Catalog on its website. It details the mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; specialized accreditation status; and names, titles, and academic credentials of administrators and faculty. The Catalog provides a link to the Student Handbook for rules and regulations for student conduct; academic rights of students; tuition and fees; refund policies and procedures; and opportunities and requirements for financial aid. The Student Handbook contains information on student freedoms; rights and responsibilities; rules and regulations for student conduct; complaint procedures; and campus safety information. The academic calendar is available online at the Academic Affairs website.

***Eligibility Requirement 18: Financial Resources***

The university's budgeting process, described in Standard 2.F, centers on realistic revenue projections of state general fund allocations, supported by enrollment projections and corresponding tuition revenue, and growth in external funding sources such as grants and philanthropy. The downturn in oil prices (the foundation of the Alaskan economy) that began in 2014 caused a reduction in state general fund allocations to UAA over the last three years. This scenario was anticipated and preparations were made through Program Prioritization (described in Standard 3.B.1) and ongoing strategic reallocation. The university has established a strategic contingency reserve of more than four percent of total budget. It continues to make its operations more efficient through planning, prioritization, and process improvement.

***Eligibility Requirement 19: Financial Accountability***

The university's accounting system follows general accepted accounting principles and aligns with Board of Regents' Policy Part V Finance and Business Management. The university reviews its financial status through quarterly management reports that reconcile current expenditures and forecast future expenses. The UA System Office of Audit and Consulting Services regularly audits UAA's financial status and systems, and submits findings to the Board of Regents for review and action.



***Eligibility Requirement 20: Disclosure***

UAA is scrupulous in its attention to being wholly accurate in all its disclosures to the Commission, and it reports to the Commission all information required for it to carry out the evaluation and accreditation functions. As evidence of this compliance, UAA has communicated 164 program actions over this accreditation cycle, as well as two major substantive changes: the change to doctoral granting status, and bringing Prince William Sound College within UAA's regional accreditation.

***Eligibility Requirement 21: Relationship with Accreditation Commission***

The University of Alaska Anchorage accepts the standards of the Commission, and agrees to comply with those standards as currently stated or modified in accordance with Commission policy. It confirms the Commission's right to disclose fully any action, positive or negative, regarding the university's accreditation status to any agency or member of the public. As a matter of general practice, UAA posts its NWCCU year one, mid-cycle review, and year seven comprehensive reports, the findings of the NWCCU evaluation committees, and the final decision letters of the Commission on the university website.

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## **2.A. GOVERNANCE**

**[2.A.1] Effective and widely understood system of governance.** UAA faculty, staff, students, and administrators participate in the governance of the institution through long-standing structures. These include the Faculty Senate, and its boards and standing committees; the Staff Council; the Union of Students of the University of Alaska Anchorage (USUAA); and the UAA University Assembly, which brings together members of the three other representative bodies and includes alumni representation. Each of these formal governance bodies conducts business according to its constitution and bylaws, which outline the authority, roles, and responsibilities on matters in which they have a direct and reasonable interest. Meetings are open, and agendas and minutes are posted on the UAA Governance website, as are other guiding documents. Executive administrators are invited to attend the meetings, submit written reports, and address the bodies as part of the regular agenda, providing opportunities for ongoing communication and discussion. Representatives of these bodies also serve on other institution-wide committees such as the Planning and Budget Advisory Council (PBAC) and the Diversity Action Council (DAC). Each also has at least one representative on UA System-wide governance councils.

**[2.A.2] Governance system authority, responsibility, and procedures are clearly defined and equitably administered.** UAA is governed by the UA Board of Regents and is one of three accredited institutions in the UA System. The Board of Regents' Bylaws, Board of Regents' Policy, and University Regulation delineate the division of authority and responsibility between the UA System and the institution. The recent Strategic Pathways initiative from the UA President's office resulted in the creation of several system-level councils to coordinate business and academic policies among the three institutions. These new councils are in addition to longstanding, system-level faculty, staff, and student representative governance groups. UA Board of Regents' bylaws, policy, regulations, meeting agendas and minutes are posted and archived on the Board of Regents' website.

**[2.A.3] Compliance with Northwest Commission.** The institution monitors compliance with the Northwest Commission’s Standards for Accreditation, with the vice chancellors monitoring ongoing compliance with Commission Standards within their operational areas, as well as possible impacts of collective bargaining agreements, legislative actions, and external mandates. Accreditation is a standing item on the Full Council of Deans and Directors meeting agenda, providing the means to address cross-cutting issues or concerns. The Vice Provost for Academic Affairs facilitates accreditation activities at the university, including ongoing communication with NWCCU, annual reporting, and substantive change submissions. Finally, to keep current with NWCCU standards and policies, UAA regularly sends representatives to the Northwest Commission workshops, as well as nominates faculty and staff for training as accreditation evaluators.

University Relations keeps the Cabinet informed of issues related to possible legislative actions, and the vice chancellors keep the Cabinet as a whole informed of compliance with external mandates that relate to their areas of responsibility. For example, both Student Affairs and Administrative Services oversee compliance with the Clery Act. UAA and the UA System also monitor compliance with federal laws and regulations such as Title IX, Title VII, the Americans with Disability Act, and state and local labor and affirmative action requirements. The Office of Equity and Compliance, with responsibility for Title IX compliance, reports directly to the chancellor. The UA System signed a resolution agreement with the U.S. Department of Education Office of Civil Rights (OCR) in 2016 that outlined actions to be taken to resolve issues identified during a three-year compliance review by the OCR, and the UAA campuses are actively engaged in these Title IX compliance activities. For all the above, the Cabinet ensures that UAA’s activities do not conflict with NWCCU Eligibility Requirements and Standards.

## GOVERNING BOARD

**[2.A.4-5] Governing board functions as a whole, and has clearly defined and communicated authority, roles, and responsibility.** The UA Board of Regents, established by the Constitution of the State of Alaska, Article VII, Section 3, is responsible for the governance of the University of Alaska. Statutory provisions related to the authority of the Board of Regents over the University of Alaska are contained in Alaska Statute 14.40. The Governor of Alaska selects and appoints the Board’s 11 members for an eight-year term. The Alaska Legislature in joint session then votes to confirm each appointment. A student regent is nominated by the respective campus student body and is selected by the governor and approved by the Legislature for a two-year term. Regents do not receive compensation for their service, though they do receive reimbursement and per diem for travel expenses incurred for attending board meetings or for other approved university purposes. Board members must comply with the Alaska Executive Branch Ethics Act, which includes statements related to their contractual, employment, and financial interest in the institution, and the Board has initiated the general practice of disclosing any possible conflicts of interest at the beginning of each public meeting.

The Board of Regents holds approximately six public meetings each year during which they plan, prioritize, and approve budgets, capital improvements, policies, operations, initiatives, programs, and services at the three institutions. Final decision-making authority lies with the board as a whole. According to Board of Regents’ Bylaw 07, unless otherwise specifically directed by action of the board, all committees will be advisory to the board, and decisions of

## STANDARD 2

committees may be overruled by action of the board. Regular meetings usually include an opportunity for public testimony, providing students, faculty, staff, and community members the opportunity to voice opinions and share perspectives. Board agendas and minutes are public and available on the Board of Regents' website.

**[2.A.6] Establishment, review, and revision of board policies.** The Board of Regents is responsible for establishing, regularly reviewing, and revising system-wide policies, including those regarding its own organization and operation. The regular review of system-wide policies is documented in the Board of Regents' Policy and University Regulation revision log, posted on the board website. The log tracks changes from 2006 to the present and provides evidence for the thorough, ongoing review of board policies.

**[2.A.7] University of Alaska System president and executive officer of the board.** The Board of Regents appoints the president of the UA System who serves as the executive officer of the board. The president is responsible for the implementation of board policies and regulations, and the management of UA System offices. The chancellors of the institutions within the system are appointed by the president, who, with the Board, defines their roles and delegates to them the authority needed to lead and manage their units. Board of Regents' Policy 02.01 outlines the president's authority and responsibilities.

**[2.A.8] Regular review of board performance.** Board of Regents' Bylaw BL03 calls for the Board to review its performance each year and to set annual goals. Every year the Board of Regents holds five regularly scheduled meetings—in February, April, June, September, and November—and an annual meeting in December to elect officers and plan for the upcoming year. The minutes of all Board meetings are posted and archived on the Board of Regents' website.

### LEADERSHIP AND MANAGEMENT

**[2.A.10] Chancellor.** Chancellor Cathy Sandeen is the chief executive officer of the University of Alaska Anchorage and reports to the president of the UA System. Within the scope of Board of Regents' Policy and University Regulation, the chancellor exercises delegated authority and is responsible for all aspects of UAA administration in support of the institution's mission. The chancellor serves, with the chancellors of the University of Alaska Fairbanks and University of Alaska Southeast, on the UA System President's Executive Council, the leadership group that coordinates policies and activities on a system level.

The chancellor has direct authority for Title IX compliance through the Office for Equity and Compliance; ensuring diversity through the associate vice chancellor for Alaska Natives and Diversity; and maintaining shared governance through the UAA Governance office.

**[2.A.9-11] Chancellor's Cabinet.** The Chancellor's Cabinet includes the provost and executive vice chancellor for Academic Affairs, the vice chancellors for Student Affairs, Administrative Services, and University Advancement, and the senior vice provost for Institutional Effectiveness, Engagement, and Academic Support. Collectively they support the leadership of the chancellor and oversee all operational areas of the university. Through data analysis and deliberation, the Chancellor's Cabinet develops a common vision from the mandates,

responsibilities, and activities that comprise the institution; ensures collaboration and support between the academic, administrative, and service units; and works across institutional functions and units to fulfill UAA's mission and achieve core theme objectives. This role includes emphasizing the principles of data-informed decision-making, assessment and accountability, resource planning and strategic allocation, and embedding student success more deeply into the culture of the university. Each Cabinet member provides direction, sets policies and expectations, and evaluates performance in their programmatic and functional areas. The members of the Cabinet are qualified through education and experience. Their vitas are available in the document room. An organizational chart is available on the chancellor's webpage and as an appendix to this report.

**Community campus administration.** The Directors of UAA's four community campuses (Kenai Peninsula College, Matanuska-Susitna College, Kodiak College, and Prince William Sound College) report to the chancellor. They have the delegated authority to operate the campus within their separate communities, and to oversee all operations including facilities, fundraising and development, administration, community relations, advising, student services, residence life, enrollment services, library services, information technology, and media relations. They participate with the academic deans in strategic planning and enrollment management, and they conform to institutional policies and practices established for budget development and other common management processes. The directors work directly with and receive support from the appropriate vice chancellors when implementing activities and delivering services at their campuses. Oversight of curriculum, faculty hiring, and promotion and tenure activities on the community campuses are coordinated through the appropriate academic deans' offices.

Community campuses are represented on the university's shared governance groups, including the Faculty Senate (FS), FS Undergraduate Academic Board, FS Academic Assessment Committee, Staff Council, and University Assembly. In addition to these overarching groups, community campuses are represented on many university committees, such as the Planning and Budget Advisory Council, the Diversity Action Council, the University-wide Faculty Evaluation Committee, and the Institutional Self Study Committee. All of the campus directors are members of the UA System Community Campus Directors Council, which meets monthly via audio and twice a year in person, to discuss practices and address concerns directly with the UA System President. Each community campus also has an external advisory board to maintain their connection to community leaders and to hear local concerns.

During the accreditation review period, all the UAA campuses have become increasingly aligned. In 2010 there were five separate catalogs—one at each campus—and now there is a single UAA catalog. Programs delivered on more than one campus moved from an assessment plan for each campus of delivery to a single assessment plan and process per program, as well as a single program review conducted by a faculty review committee that includes representation from each delivery campus. Non-credit offerings now share a common approach to review and approval of curriculum, a central website that links to campus websites, and a single registration software that ensures a consistent experience for the student as well as institutional-level reporting capacity. Work is ongoing to align Tech Prep and concurrent enrollment processes, and all campuses now link to the online Student Handbook for the Student Code of Conduct and non-academic student policies.

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**Academic Affairs.** Interim Provost and Executive Vice Chancellor Duane Hrncir is responsible for the oversight and support of the teaching, research, engagement, and service that takes place in the academic programs, including at the community campuses. The academic deans report directly to the provost. The Office of Academic Affairs provides support to the colleges and campuses through positions in Academic Affairs; Faculty Services; Institutional Effectiveness, Engagement and Academic Support; and Research and Graduate Studies. The vice provost for Alaska Native Science and Engineering (ANSEP), the associate vice provost and executive director of the Business Enterprise Institute, and the interim vice provost for Student Success also report directly to the provost. As noted in the Preface, three councils facilitate ongoing communication and cooperation across colleges, campuses and functional areas of the university: the Deans Council, the Academic Council, and the Full Council of Deans and Directors. The latter two groups include representation from Administrative Services and Student Affairs.

In addition to serving as the chief academic officer, the provost also oversees institutional efforts such as strategic planning, and co-chairs the UAA Planning and Budget Advisory Council with the vice chancellor for Administrative Services. The provost ensures institutional coordination of academic matters within the UA System through participation in the Academic Council.

**Student Affairs.** Led by Vice Chancellor Bruce Schultz, the division of Student Affairs is composed of seventeen programs and departments, which deliver the functions of enrollment services, student development, and new student outreach and transition. Student Affairs departments provide oversight of and leadership in aligning the institution with federal and state mandates, including financial aid, campus safety, student conduct, disability accommodations, and academic and student records. The Student Affairs leadership team includes the dean of Students, the associate vice chancellor for Enrollment Services, and the executive director for Student Outreach and Transitions. An organizational chart is available on the Student Affairs website.

Student Affairs staff contribute to a number of UAA governance activities, including the vice chancellor's service on the Academic Council and the Full Council of Deans and Directors, and the Registrar's ex-officio service on the Undergraduate Academic Board and Graduate Academic Board. Staff members serve on the Diversity Action Council; the Campus Climate Committee (part of Title IX compliance); and the Institutional Self-Study Committee. The division also has administrative management of student organizations, including student government, Media Board, Residence Hall Association, Greek Council, Club Council, and Concert Board. The vice chancellor also serves on UA System coordination groups including the UA Student Services Council and the Statewide Institutional Research Council.

**Administrative Services.** Led by Vice Chancellor Beverly Cotton Shuford, the division of Administrative Services is responsible for financial operations, budget development, information technology, facilities and construction, grounds, human resource services, business services, athletics, sustainability, recharge centers, and the University Police. The Administrative Services leadership team includes an associate vice chancellor for Financial Services; a manager of Facilities and Campus Services; directors of Athletics, Budget, and Human Resources; the chief information officer; the chief of the University Police, and the chief of Staff. An organizational chart is available on the Administrative Services' website.



Administrative Services staff have an essential role in ensuring coordination, compliance, and operational effectiveness across all units of UAA through its policies, actions, training, and systems. It is involved in many UA System initiatives and maintain communications with its counterparts across Alaska through formal system councils.

**University Advancement.** Led by Vice Chancellor Megan Olson, University Advancement is composed of three units: university relations, development, and alumni relations. The Advancement leadership team consists of directors of Marketing and Communications, Alumni Engagement, and the director of Philanthropy who oversees the major gifts team. The vice chancellor serves on the UA System Public Relations Council and Executive Development Council along with peers from the other universities in the UA System.

**Office of Equity and Compliance.** The Office of Equity and Compliance (OEC) is led by a director who also serves as the Title IX coordinator and reports to the chancellor. The office affirms UAA's commitment to safe and healthy educational and work environments in which programs, employment and activities are free of discrimination and harassment. The Office ensures compliance with local, state, federal, and university policies, procedures and programs on equal opportunity, affirmative action, and discrimination, including discriminatory harassment and sexual and gender-based misconduct. The OEC handles complaints of discrimination and harassment based on race, color, religion, national origin, age, sex, sexual orientation, gender identity, veteran status, physical or mental disability, marital status, genetic information, pregnancy, or parenthood. The Office also provides training specific to educating and preventing all forms of discrimination, discriminatory harassment, and sexual and gender-based misconduct.

**Advisory Boards.** The chancellor convenes a community advisory board, as do each of UAA's colleges and community campuses, and more than twenty programs. The UAA/APU Consortium Library also has an active advisory board, as do several of the institution's academic Centers and Institutes. Advisory boards are composed of alumni, community members and leaders, and representatives of educational, cultural, nonprofit, industry and business organizations and agencies. With an institutional mission that emphasizes engagement, these formal boards are essential to ensuring the institution listens to its communities and constituencies. The boards also advocate for the university and its programs, assist with fundraising efforts, and support UAA students and graduates through mentorship and networking opportunities.

In a fast-paced world, advisory boards for the university's workforce development programs help ensure the relevance of the curriculum and the viability of UAA graduates. They provide consultation and support for new program proposals, such as the Geological Sciences Community Advisory Board for the recently approved MS in Applied Geological Sciences, and the Nutrition Advisory Board for the recently approved MS in Dietetics and Nutrition.

### POLICIES AND PROCEDURES

#### *ACADEMICS*

**[2.A.12] Academic policies.** UA Board of Regents' Policies and Regulations broadly define policies related to teaching, service, scholarship, research, and artistic creation. These policies are defined more specifically within the faculty collective bargaining agreements (CBAs). UAA policies and guidelines related to faculty work are published in the Faculty Evaluation Policies and Procedures, available on the Faculty Services website. It includes information about faculty roles and responsibilities; evaluation of faculty; academic rank; appointment and tenure; evaluation process and the review cycle; annual workloads and activity reports; and roles and responsibilities of reviewers and candidates.

The UAA Catalog is the university's primary means of official communication with students for matters pertaining to academic standards, policies, program requirements, expectations for student behavior and performance, and resources available within the institution. The Student Code of Conduct, which includes policies on academic honesty and integrity, is published in the Student Handbook on the Dean of Students' website.

**NWCCU credit hour policy.** The university's credit hour definition is consistent with NWCCU policy and federal regulation, as per Board of Regents' Policy 10.04.035, updated on June 5, 2015, and further elaborated in Regulation 10.04.035, updated on January 1, 2017. Credit hour assignments are approved by the faculty through the curriculum review and approval process. The offices of Academic Affairs and the Registrar regularly review course scheduling for compliance with the approved credit-hour assignments, and report the results of this periodic review to the UAA Faculty Senate. Colleges and campuses make required adjustments to ensure compliance.

**NWCCU distance education policy.** The Northwest Commission utilizes the Interregional Guidelines for the Evaluation of Distance Education as developed by the Council of Regional Accrediting Commissions (C-RAC) in 2011. The C-RAC guidelines have nine areas of analysis to determine the viability of an institution's distance education policies, offerings, and services. UAA's Office of Academic Innovations and eLearning conducted an audit of these guidelines in 2015 and determined that the university is weakest in criteria 2 (planning for online learning offerings at the university level) and criteria 8 (providing a multi-year online learning and technology plan and budget).

The Online Learning Council was formed in 2017 to remedy these deficiencies and ensure compliance with C-RAC guidelines. This group of faculty and administrators from across all UAA campuses is an advisory council to the provost with three charges: 1) developing institution-wide distance education policy and planning, structure and technology initiatives; 2) providing a forum for discussion of implementation of learning technologies; and 3) serving as a venue for review and approval for distance education activities.

UAA joined the National Council for State Authority on Reciprocity Agreements (NC-SARA) in 2017. The Academic Innovations and eLearning unit under the senior vice provost is charged with implementation of this membership.

**[2.A.13] Library and information resources.** The UA Board of Regents has specific policies relating to the access, use, and security of information resources. Board of Regents' Policy 02.07.040 states that access to information resources shall be provided to university faculty, staff, students, and affiliates to further the university's mission, and be granted based on relevant factors including legal and contractual obligations, privacy, the requester's need to know, information sensitivity, and risk of damage to or loss by the university. In addition to this policy, the Consortium Library posts on its website its mission statement, access, and use policies for the university and the public. There are specific policies on the circulation of library materials, computer use, database restrictions, research services, along with a code of conduct and copyright guidelines.

Access to licensed databases is granted to all faculty, students, and staff on the Anchorage campus via IP authentication, while remote access requires UAA username and password. The UAA Faculty Senate has approved an Open Access Policy to encourage faculty, staff, and students to contribute their scholarly and creative works to the university's institutional repository, Scholarworks@UA, making their work freely available.

**[2.A.14] Transfer of credit.** UAA's transfer-of-credit policy is published in the UAA Catalog and conforms to Board of Regents' Policy 10.04.060 and Regulation R10.04.060. Transfer credit may be awarded for courses completed at a regionally accredited institution; international coursework per a World Education Services' course-by-course evaluation; and courses completed at non-regionally accredited institutions if approved via the academic petition process, a process detailed in the UAA Catalog. Transfer of general education credit between the three accredited institutions within the UA System is guided by Board of Regents' Policy 10.04.062, General Education Coursework.

Board of Regents' Policy 10.04.070 guides the acceptance of credit for non-traditional learning. At UAA, non-traditional credit evaluations are available for accepted degree-seeking students. These evaluations include 1) credit by examination such as CLEP, DSST (formerly known as DANTES), Advanced Placement (AP), and International Baccalaureate (IB) tests; 2) credit for documented professional certification or completion of exams that lead to certification; 3) credit by placement; 4) credit by local examination; and 5) credit for military training courses and the most recent primary occupation per the American Council on Education's recommendation. Upon matriculation, students may also be awarded credit for high school technical courses that adhere to a nationally recognized curriculum within a current articulation agreement between the high school and UAA. Credits earned through non-traditional credit do not duplicate other credits awarded in fulfillment of degree requirements. For example, a student could not be awarded additional credit by placement for a Spanish 101 course that the student had already successfully completed. The use of non-traditional credit to complete certificate or degree requirements may be limited by the individual academic program.

**Concurrent enrollment.** Board of Regents' Policy 10.05.015 allows students to enroll simultaneously in a course at an accredited high school or homeschool and at the university, where the student receives credit at both institutions. The university has concurrent enrollment agreements with the Anchorage School District, the Matanuska-Susitna Borough School District, and the Kenai Peninsula Borough School District. It also offers Middle College School for high

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school students at the Matanuska-Susitna College community campus and at the Chugiak-Eagle River Campus.

### ***STUDENTS***

**[2.A.15] Student’s rights and responsibilities.** The UA Board of Regents has established clear guidelines about student behavior, including codes of conduct and academic honesty in Board of Regents’ Policy 09.02; dispute resolution and appeals in Regents’ Policy 09.03; and accommodations for persons with disabilities in Regents’ Policy 09.06. The academic rights of students, including the Academic Dispute Resolution Procedure for final grades and for denial of admission to or removal from a program, are published in the UAA Catalog. General policies related to student rights, freedoms and responsibilities, as well as the Student Code of Conduct and the Student Conduct Review Procedures, are published in the Student Handbook. As stated earlier, these two primary policy documents link to one another.

To administer students’ rights and responsibilities in a fair and consistent manner, the university uses established procedures to address allegations of student misconduct, including academic dishonesty, complaints of gender-based and sexual misconduct, reports of unlawful employee discrimination, and violations of federal, state, or local laws. There are also procedures to address challenges to the content of student records, disputes related to student employment, complaints about employee conduct, and appeals of decisions made by university employees. The Dean of Students office maintains a section on its website that links students to all formal student complaint and dispute procedures.

To ensure fair and consistent application of accommodation standards, UAA Disability Support Services (DSS) provides direct services, consultations, and technical assistance to students, faculty, and staff. DSS has consistent processes for student intake to determine eligibility and accommodations, mechanisms to notify faculty of approved accommodations, and appropriate liaison services with students, faculty, and staff. There are also procedures to address disputes regarding appropriate academic adjustments and program accommodations for students with disabilities.

**[2.A.16] Admission/Placement/Continuation/Termination.** Through Board of Regents’ Policy 10.05, the University of Alaska is an open enrollment system “which offers students the opportunity to enroll in credit and non-credit courses for which they are adequately prepared.” To register for courses at UAA, students must apply for admission in either non-degree seeking or degree seeking status. Policies on admission, placement, academic standing, and re-admission, and the Academic Dispute Resolution Procedure (reviewed and revised by the faculty in 2017) are published in the UAA Catalog. For students enrolled in a community campus course or program, both the UAA Catalog and the Dean of Students’ Office website link students to the appropriate community campus office for assistance with the Academic Dispute Resolution process.

Appropriate course placement is an essential component of academic success. UAA uses Accuplacer to assess proficiency in writing. Students also may be placed into writing courses based upon ACT or SAT scores or through assessment of a writing sample. ALEKS is used to assess student skills in Mathematics. As part of a general education alignment exercise,

Accuplacer and ALEKS scores were standardized between all three accredited institutions within the UA System. *UAA 2020* implementation will include a review of placement and advising practices for first year students.

Improvements to the admissions section of the 2017-2018 UAA Catalog were made in summer 2017 and continue to be made based on recommendations received during this self-study review. As part of the student success initiative in the *UAA 2020* strategic plan, and based upon the results of our self-study analysis, the institution began a full review of admissions policies and procedures in 2017.

**[2.A.17] Co-Curricular activities.** Following the guidelines in Board of Regents' Policy 09.07, UAA provides clear expectations and definitions of student roles and responsibilities in co-curricular activities on websites for Student Life and Leadership, Student Clubs and Greek Life, and Student Media. Community campus websites list co-curricular opportunities for their students and link back to policies posted on the UAA website.

## ***HUMAN RESOURCES***

**[2.A.18] Human resources policies.** The Human Resources policies and procedures governing the institution can be found in Board of Regents' Policy Part IV, Human Resources. Policies and procedures regarding student workers are located in Board of Regents' Policy 09.05. In addition, all faculty and certain crafts and trades staff positions are subject to collective bargaining agreements (CBAs), which are negotiated on a regular schedule. In the past, a faculty handbook provided further guidance on human resource issues. However, given that most of the policies collected within it were extracted from other documents, its usefulness moving forward is not clear, and it is undergoing a thorough review by the faculty.

The UA Board of Regents reviews all its policies periodically to ensure their relevance to current conditions. The UA System Human Resource Council, composed of the Chief Human Resource Officer of the UA System and the Human Resource Directors at the three accredited institutions, meets monthly to discuss the consistent and equitable application of policies and procedures to staff across the system. The UA System Student Services Council discusses the application of procedures to student employees.

**[2.A.19] Conditions of employment.** The university uses standardized appointment letters to inform all new hires of the significant terms of their employment. Appointment letters for term and temporary employees are reviewed for renewal annually. Procedures for evaluation, retention, promotion, and termination are contained in collective bargaining agreements for represented employees. The Faculty Evaluation Policies and Procedures contain additional information on these topics for those pursuing careers as researchers and educators. Procedures for non-represented staff, and administrative employees are implemented under guidelines established in Board of Regents' Policy 04.07.030 and 09.05 for student workers.

Faculty performance is reviewed annually as part of their collective bargaining agreement, and the review is stored in their academic file in the Academic Affairs office. Board of Regents' Policy 04.07.030 states that staff performance is to be reviewed annually, with the review stored in the employee's personnel file in the Human Resources office. A new online performance



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management system is being introduced across the UA System, which will eventually alleviate the need for paper files.

**[2.A.20] Security and confidentiality.** Matters related to the confidentiality of human resource records are governed by Alaska Statute AS 39.25.080, which prohibits the unauthorized release of employment information other than the date of hire/termination, position title/type, campus location, and salary. The security of human resource records is addressed in Board of Regents' Policy 04.01, with paper-based records maintained in locked storage cabinets. The security of electronic records is addressed in Board of Regents' Policy 02.07 and is controlled by the rigorous information technology protocols of the UA System.

### ***INSTITUTIONAL INTEGRITY***

**[2.A.21] Consistent representation.** The university communicates its academic intentions, accomplishments, programs, and services through its website. The links at the top of the university home page show UAA's relevant statistics, programs, and services to students and the community. The Office of Institutional Research maintains the Student Consumer Information page that serves as a central guide to sources of consumer information and disclosures required under the Federal Higher Education Opportunity Act. The UAA Catalog and the Student Handbook are published online and are updated annually through approved and assigned electronic workflow. The University Advancement office maintains institutional branding, imaging, and social media guidelines and standards to ensure university information is clearly labeled and a consistent and accurate message is being shared with the community and the state. The university recently upgraded its web content management system to increase the clarity and consistency in information within its website.

**[2.A.22] High ethical standards.** UAA is committed to the fair and equitable treatment of its students, employees, and constituencies, as well as practicing the highest ethical standards in its working with the Northwest Commission and other external organizations. Board of Regents' Policy 04.10 defines behaviors regarding conflict of interest and abuse of power that are not tolerated at the university. In addition, all university employees must comply with Alaska State law, including the Executive Branch Ethics Act and Statute AS39.52, which is more restrictive than Board of Regents' Policy.

Board of Regents' Policy 04.08 guides complaint and grievance policies and processes for faculty, staff, and student employees. Collective bargaining agreements for unionized faculty and staff also outline specific complaint and grievance procedures, as do the Faculty Evaluation Policies and Procedures. The UAA Catalog and Student Handbook, with links from the Dean of Students website, publishes procedures for resolving student disputes, Student Rights, Freedoms, and Responsibilities, the Student Code of Conduct, as well as the Student Conduct Review procedures and related grievances. Websites of specific units such as the Office of Equity and Compliance and the Office of Human Resources also include information related to resolving complaints and grievances.

The Office of Research Integrity & Compliance maintains and enforces policies on the proper execution of research at the university, in compliance with guidelines from the U.S. Department of Health and Human Services, the U.S. Department of Agriculture, and other federal agencies.

This office oversees several faculty boards that regulate research on human subjects, animal subjects, Native American burial sites, and safety pertaining to biohazards, radiation, and chemicals.

The Office of Equity and Compliance, reporting to the chancellor, ensures that the institution adheres to federal mandates and acts with integrity in its dealings with students, staff, faculty, and the general public and external organizations. This office oversees Title VII and Title IX compliance for which all university employees undergo formal training, ensuring not only compliance but having the goal of creating a safe campus environment for all. Examples of such training include the mandatory Title IX Haven training for faculty, staff, and students, and the grant-funded Bringing in the Bystander training for students.

Available to all employees and provided by the UA System, EthicsPoint is an anonymous third-party service that allows individuals to report violations of Board of Regents policies, university regulations or procedures, any applicable federal, state, borough, or city violations, and any other regulations that may apply to University programs. The University Police department also operates an anonymous reporting mechanism called “Silent Witness.”

**[2.A.23] Conflicts of interests.** Board of Regents’ Policy and University Regulation 04.10 define conflicts of interest within the university environment. Employees are required to disclose any outside activities to their supervisor for review, to determine if a conflict of interest exists. Outside activities are defined as “work or activities that are not within the scope of the regular employment duties of the university employee.” In regards to conflicts of interest in research funded by grants, the Office of Sponsored Programs ensures compliance with policies outlined by the federal Department of Health and Human Services. The Office of Research Integrity and Compliance also ensures that the competitive review of research proposals requires the disclosure of potential conflicts of interest for screening by the office.

The university, as a public institution of higher education, is not affiliated with any religion or worldview. It scrupulously maintains its academic freedom, seeks to promote diversity in thought and speech, and ensures impartiality of information and practice.

**[2.A.24] Intellectual property.** Board of Regents’ Policy and University Regulation 10.07.050 for Inventions, Patents, Copyrights, Trademarks and Other Intellectual Properties govern ownership, copyright, control, compensation, and revenue derived from intellectual property associated with the work of university employees and students. Article 14, Intellectual Property for UAA Faculty, in the collective bargaining agreement between the University of Alaska and the faculty union, United Academics (AAUP/AFT) is aligned with the above Board of Regents’ Policy and Regulation. Together, these two sources provide clear regulations on ownership and rights regarding intellectual property, as well as the distribution of any revenue that may result from patent or sales.

The University of Alaska Anchorage Equity Distribution Policy governs distribution of revenues for UAA start-up companies, and its sections on intellectual property are aligned with Board of Regents’ Policy. As part of the strategy to commercialize faculty and student research to increase economic development, the university established a commercialization infrastructure approved by the Board of Regents in August 2012. This structure includes Seawolf Holdings, the interface

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between UAA and any start-up companies resulting from research. It licenses the rights to the use of patents to the start-up companies and holds equity on behalf of the university.

**[2.A.25] Accreditation.** UAA’s institutional accreditation status with the Northwest Commission is published on the Academic Affairs accreditation website and in the UAA Catalog. These publications include the statement required by the Commission’s policy on representation of accreditation status, which informs the public of the purpose and role of regional accreditation. Academic programs with specialized accreditation are published in the UAA Catalog. The Academic Affairs website links to the catalog page, and additionally provides the status of the accredited programs, including dates of initial accreditation, last accreditation, and next accreditation review.

**[2.A.26] Contractual agreements with external entities.** Agreements with external entities, including academic and research agreements, are approved through the chancellor’s office or designee, and reviewed by the UA System General Counsel’s office. This review ensures consistency with the mission and goals of the university and compliance with all institutional policies and procedures, including Board of Regents’ Policy 10.07.080, university conflict of interest policies, and with Northwest Commission Standards for Accreditation.

Board of Regents’ Policy 05.06 outlines policies and regulations governing contractual agreements with external entities for products or services. These policies were reviewed and updated in 2015, and dictate that all procurement and supply management will be conducted in accordance with the Alaska Procurement Code AS36.30, federal requirements, and Board of Regents’ Policy. All acquisitions of product or services are governed by arrangements and agreements generally approved by UA System General Counsel’s office. Authority to execute contracts on the university’s behalf is limited to those delegated such authority by the Chief Procurement Officer of the UA System.

### ***ACADEMIC FREEDOM***

**[2.A.27] Academic freedom and responsibility.** UAA adheres to published policies approved by Board of Regents, which expressly protect the academic freedom of its faculty and other members of the UAA community. Board of Regents’ Policy 04.04.010 provides that “[n]othing contained in Board of Regents’ Policy or University Regulation will be construed to limit or abridge any person’s right to free speech or to infringe the academic freedom of any member of the university community.” This governing principle is reinforced by Board of Regents’ Policy 10.07.010 on research, scholarship, and creative activity, which states that the “university will foster an environment supportive of conducting research, scholarship, and creative activity and broadly disseminating its results in the tradition of academic freedom and its corresponding responsibilities.”

As a corollary to its protection of academic freedom, the University of Alaska explicitly recognizes the fundamental importance of an “environment of free and honest inquiry” to the mission of the university. In their statement of mission, the UA Board of Regents and the university system “affirm and espouse the right of freedom of speech as guaranteed in the Constitutions of the United States and the State of Alaska,” noting that the “essential purpose of the university is to engage in the pursuit of truth, the advancement of learning and the

dissemination of knowledge. To achieve this purpose, all members of the university must be assured of the constitutionally protected right to question, speculate, and comment, as well as the right to criticize the university and society at large.” (Board of Regents’ Policy 01.02.010)

The university embraces tenure as a means of assuring academic freedom. By providing employment security to faculty, UAA creates an environment that continues to nurture freedom of thought and expression. The rights and privileges of tenure are published in Board of Regents’ Policy 04.04.045. Protection of academic freedom also guides UAA’s management of its information resources. Board of Regents’ Policy 02.07.030 specifies that one of the objectives of information resource management is “respect for First Amendment rights and privacy, including academic freedom.” Policies governing institutional access to employee electronic communications and electronic files adhere to the principle that “the university takes privacy and academic freedom very seriously.” (University Regulation 02.07.064)

**[2.A.28] Environment supports independent thought.** The pursuit of new information and the dissemination of knowledge are stated explicitly in UAA’s mission. The UA System actively supports and protects an environment of independent thought in the pursuit and dissemination of knowledge through policies discussed in Standard 2.A.27. These policies include tenure for faculty, information management that protects academic freedom and freedom of speech, and policies that mandate an environment supportive of research and scholarship and disseminating its results in the tradition of academic freedom.

UAA, which is not affiliated with any religion or worldview, actively promotes and maintains an environment that supports independent thought and freedom of expression. Most faculty members are expected to engage in research and creative activity as specified in collective bargaining agreements and annual workload assignments. Fulfillment of this expectation is measured in annual evaluation and the meeting of promotion and tenure requirements. Faculty are encouraged to conduct research, publish, discuss research-related topics in the classroom, and engage as citizens in the community. The high-impact practice of undergraduate research has a deep and sustained history at UAA. The annual INNOVATE Awards for faculty from the Office of Research and Graduate Studies, the Undergraduate Research Awards for students, and the ConocoPhillips Arctic Science and Engineering awards for faculty promote research without constraint of topic area or ideology.

The university offers many forums every year for sharing and exchanging research and ideas on current events. Many of these activities are detailed in the annual *Performance Reports*, including academic conferences, community Think Tanks, and guest lecturers invited to speak on a variety of topics. These events promote the unfettered exchange of ideas in an academic environment.

The university is also a national leader in engaging in conversations on difficult topics in the classroom. Building upon past “Difficult Dialogues” grant awards from the Ford Foundation, the institution published *Start Talking* (a handbook of techniques for engaging in difficult dialogues in the classroom), and *Stop Talking* (a handbook for including indigenous ways of knowing and learning in academia). Faculty are actively trained in these techniques, and classrooms promote free and open intellectual exchanges with the responsibility to maintain professional conduct and respect for alternative views and opinions.

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**[2.A.29] Fair, accurate, and objective presentation of scholarship.** UAA faculty adhere to a Code of Ethics written to ensure those with teaching responsibilities present scholarship accurately and objectively, and personal views and beliefs are identified as such. The Code of Ethics states that educators “may not deliberately distort, suppress, or deny access to curricular materials or education information in order to promote the personal view, interest, or goal of the educator . . .” (*Code of Ethics of the Education Profession (a)(2)*). The requirement that derivative scholarship identify the source of intellectual property is addressed in Board of Regents’ Policy 10.07.060, in which misconduct in research, scholarly work, or creative activity includes “fabrication, falsification, plagiarism, or other practices that deviate from ethical standards . . . commonly accepted with the academic and scientific community for proposing, conducting, or reporting research, scholarly work, or creative activity.” The policy further provides that “instances of alleged or apparent misconduct will be promptly evaluated and resolved.” Pursuant to this policy, “appropriate disciplinary actions, including dismissal for cause, will be taken against any person who commits misconduct in research, scholarly work, or creative activity.” The University Regulation 10.07.060 outlines a review process for investigating allegations of intellectual misconduct. In addition, all University employees must comply with the Alaska Executive Branch Ethics Act. (Alaska State Statute 39.52)

### **FINANCE**

**[2.A.30] Oversight and management of financial resources.** Part V of the Board of Regents’ Policy and University Regulation addresses finance and business management. UAA complies with these policies while providing comprehensive reporting services to support operational decision-making. UAA financial management and accounting activities align with procedures established by the UA System Fund Accounting Office to ensure compliance with federal, state, Board of Regents, and industry standards, as published in the UA System Accounting and Administrative Manual. The UA System Office of Audit and Consulting ensures compliance with all policies and regulations by employing an annual audit plan developed by the Chief Audit Executive (CAE) who reports administratively to the UA System Chief Financial Officer and Vice President for Finance and Administration, and functionally to the Board of Regents’ Audit Committee. The CAE presents findings annually to the Board of Regents, and performs follow-up audits as needed to determine progress on exception items. To guide operations, the University of Alaska Anchorage maintains its own Administrative Services Policy manual, which addresses fiscal matters and complies with Board policy.



*The Glenn Massay Theater at Mat-Su College opened in 2015.*



## 2.B. HUMAN RESOURCES

**[2.B.1] Number, selection and job descriptions of qualified personnel.** The chart below details employee levels from fall 2010 through fall 2017. Employee totals have declined seven percent compared to the 16 percent decline in student enrollment over the same period. When comparing full-time equivalent students to staff, UAA has had a stable 6-to-1 student-to-staff ratio since 2010. UAA's peer institutions maintained a slightly higher ratio of 8-to-1.

Table 4

ALL UAA EMPLOYEES	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	Percent Change 2010-2017
Faculty (Regular)	583	604	614	636	614	578	566	558	-4.3%
Faculty (Temporary)	655	711	715	691	666	634	597	585	-10.7%
Faculty Administrators	63	63	67	62	64	70	65	56	-11.1%
<i>Faculty Subtotal</i>	1,301	1,378	1,396	1,389	1,344	1,282	1,228	1,199	-7.8%
Exempt (Regular)	324	349	362	405	422	417	426	421	29.9%
Exempt (Temporary)	9	10	14	6	4	8	2	3	-66.7%
<i>Exempt Subtotal</i>	333	359	376	411	426	425	428	424	27.3%
Non Exempt (Regular)	663	628	626	614	599	577	549	526	-20.7%
Non Exempt (Temporary)	238	243	249	257	295	262	217	204	-14.3%
<i>Non-Exempt Subtotal</i>	901	871	875	871	894	839	766	730	-19.0%
Crafts & Trade (Regular)	66	72	67	71	77	78	75	71	7.6%
Crafts & Trade (Temporary)	16	14	14	10	10	6	7	7	-56.3%
<i>Crafts &amp; Trade Subtotal</i>	82	86	81	81	87	84	82	78	-4.9%
Executive Management	29	28	24	30	26	26	25	21	-27.6%
<b>Regular &amp; Temporary total</b>	<b>2,646</b>	<b>2,722</b>	<b>2,752</b>	<b>2,782</b>	<b>2,777</b>	<b>2,656</b>	<b>2,529</b>	<b>2,452</b>	<b>-7.3%</b>
Graduate Students	50	49	53	41	47	52	62	46	-8.0%
Student	709	740	742	699	685	688	647	670	-5.5%
<i>Student Employees Subtotal</i>	759	789	795	740	732	740	709	716	-5.7%
<b>Grand Total</b>	<b>3,405</b>	<b>3,511</b>	<b>3,547</b>	<b>3,522</b>	<b>3,509</b>	<b>3,396</b>	<b>3,238</b>	<b>3,168</b>	<b>-7.0%</b>
STUDENT ENROLLMENT	20,559	20,699	19,825	19,629	18,649	18,116	17,962	17,267	<b>-16.0%</b>

UAA's required recruitment procedure provides a systematic approach for employing qualified employees. Vacancy announcements of regular faculty and staff are posted on the university's job website, with supplemental advertising conducted depending on the position. Each vacancy announcement contains a job description outlining the duties of the position. For faculty positions, the duties are determined by the hiring manager, typically a dean or director with input from the faculty, and are consistent with academic program needs. For staff positions, the duties come from a position description that has been reviewed and allocated to an appropriate job classification by Human Resources. In addition to job duties, minimum qualifications of knowledge, skills, abilities, education, training, and experience are also defined.

To reflect accurately the current job duties and responsibilities, job descriptions are revised and updated on an ongoing as-needed basis. It is recommended that position descriptions be reviewed

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annually in conjunction with performance evaluation, or upon recruiting to refill a position if vacant. The descriptions are maintained on the PageUp software system for easy access.

**[2.B.2] Evaluation of administrators and staff.** The policy of the UA System is that employees will be evaluated annually (P04.07.030). Performance review guidelines appropriate to senior administrators and staff are set forth in the corresponding regulation (R04.07.030). In practice, evaluation of many senior university staff consistently occurs on an annual basis. However, evaluation of staff is inconsistent across departments, with some units being very diligent in conducting evaluations and others not performing them at all. This influences employee morale as well as performance.

During the accreditation review period, UAA did not have an effective mechanism for tracking completed performance evaluations. After completing staff evaluations, supervisors sent the paper forms to the Human Resources office where they were recorded in Banner and placed in the employee's personnel file. Extracting the relevant completion statistics out of Banner for reporting purposes was problematic.

To help address this lack of implementation and tracking, the UA System Human Resources Council recommended a new comprehensive online human resources and performance management tool for staff, with training for staff beginning in fall 2017. Completed evaluations will be stored online and can be queried in a variety of ways. However, in spring 2018 the performance management elements of this system were not yet operational. Moving away from a paper-based system will allow more staff evaluations to be completed across the campus, and greater reliability and accuracy in tracking completed evaluations.

**[2.B.3] Opportunities for professional growth and development.** UAA offers multiple avenues and venues for professional growth and development of faculty and staff.

All regular employees are eligible to use the University of Alaska Employee Education Benefits, which provides a waiver for tuition costs for credit and certain non-credit courses offered by the university. All employees also have access to free eLearning opportunities via UAOnline with access to SkillSoft modules and FERPA training, as well as training in UA systems such as the Blackboard LMS. Additional training opportunities for all employees include Banner training for new staff, Title IX training through Haven, and access to software training via Lynda.com.

Faculty have recurring access to professional development funding for attending and presenting at conferences and/or pursuing other scholarly endeavors. Eligible faculty can also apply for sabbatical leave using established procedures. Because faculty development is fundamental to UAA's educational mission, the institution has intentionally sustained and, in some cases, enhanced local opportunities for faculty development, including through the Center for Advancing Faculty Excellence, Academic Innovations & eLearning, and the Center for Community Engagement and Learning. Further information about these three centers may be found in Standard 4, Core Theme 1 Improvement.

Staff may work with their supervisor to develop a career development plan to provide an avenue for advancement for an employee within an administrative job family. Additionally, when vacancies occur, supervisors can choose to recruit for the position from current employees, thus

creating promotional opportunities. Through most of the review period UAA also presented an annual Staff Development Day in May to provide employees personal and professional development seminars.

**[2.B.4] Sufficient number of qualified faculty.** UAA's student-to-faculty ratio in 2015 was 15:1, below the average of UAA's peers at 18:1. This is the most recent year for which comparator information from IPEDS is available. In 2017, the student-to-faculty ratio was 14:1, caused by decreasing student enrollment.

In fall 2017, the university employed 614 regular faculty and faculty administrators on all of its campuses. Of those, 342 (56%) held a doctoral degree, 224 (37%) held a master's degree, and 28 (5%) held a bachelor's degree. The remaining 20 (3%) held an associate degree or other credential. (*Table 4.03 of the UAA Fact Book*). A doctorate or terminal degree is required for appointment to the ranks of full and associate professor, and a professional/craft certification or terminal degree in the discipline or field is required for an assistant professor. Within the Community and Technical College (CTC), which offers developmental, preparatory, and general education courses and degree and certificate programs, appointment and advancement of rank for faculty requires discipline-specific academic and/or professional qualifications, outlined in the CTC Faculty Evaluation Guidelines approved in 2013. Faculty teaching by distance modalities are held to the same hiring standards and criteria as faculty teaching face-to-face classes.

**[2.B.5] Faculty responsibilities and workloads.** A standard faculty workload is distributed among teaching, service, and research according to the faculty's classification and the respective collective bargaining agreements. The specifics of a workload agreement (courses to be taught, research to be conducted, university committee service, etc.) are proposed by a faculty member and approved by the dean or director of their college or campus. Workload agreements serve as the plan for the coming year, and may be amended as needed. An Annual Activity Report, submitted at the beginning of the next academic year, confirms the execution of the proposed plan and is part of the annual faculty evaluation.

UAA faculty are represented by three unions: United Academics, which includes faculty with a research workload; University of Alaska Federation of Teachers (UAFT), which includes faculty with a 100 percent teaching workload; and United Academics – Adjunct. In 2018, the majority of UAFT faculty will transition to United Academics, as the two unions move toward a merger. There is also a union for crafts and trades staff. Collective bargaining agreements are renegotiated periodically to reflect current university operating conditions.

In the latest collective bargaining agreements with faculty, the guidelines and standards for demonstrating faculty excellence specifically cite participation and leadership in "shaping and improving assessment methods," professional development, and the use of instructional and classroom inquiry. This emphasis on the role of faculty in actively fostering and demonstrating student learning is a tangible example of the change in campus culture during the review period, from assessment as strictly compliance to a shared exercise and involvement in institutional improvement.

**[2.B.6] Faculty evaluation.** Procedures and Regulations for the evaluations of faculty are established on a UA System basis by Board of Regents' Policy 04.04.050-.056. In addition,

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UAA maintains Faculty Evaluation Policies and Procedures that amplify and clarify the provisions contained in the applicable collective bargaining agreements (CBA). Due in part to separate program-specific accreditation requirements, individual departments and colleges may also establish criteria related to faculty evaluations. As mentioned previously in Standard 2.B.5., and separate from the requirements for promotion and tenure listed below, all regular faculty members annually report their activities and accomplishments in teaching, scholarship, and service, along with an annual self-evaluation, in their CBA-required Annual Activity Report.

For those seeking tenure and/or promotion, faculty members are annually, progressively and systematically evaluated according to the Faculty Evaluation policies and procedures, and on criteria established by their peers and their college dean and/or campus director (if applicable). Annual Activity reports are included in the promotion file. After approved at the college-level peer review, the dean, a university-level peer review, and on a recommendation by the provost, the chancellor makes the final decisions on promotion and tenure. Tenured faculty continue to be evaluated periodically by their dean, their peers, and when applicable, their campus directors. They may be subject to further evaluation by college peer review and the provost. A tenured faculty member who has areas identified for improvement will produce a professional development plan, approved by their dean and/or campus director, which identifies specific objectives and outcomes to be met.

Term faculty are evaluated annually by their dean, campus director, or their designees. Adjunct faculty members are reviewed annually according to the procedures of the colleges and campuses in which they teach.

### 2.C. EDUCATION RESOURCES

**[2.C.1] Academic programs.** As of fall 2017, UAA offered 167 degree and certificate programs including 19 occupational endorsement certificates, 13 undergraduate certificates, 38 associate degree programs, 60 baccalaureate programs, 4 post-baccalaureate certificates, 23 master's programs, 8 graduate certificates, and 2 doctoral programs. Of these active programs, 74 have specialized accreditation. (This list does not include programs with suspended admissions in teach out.)

Board of Regents' Policy 10.04 outlines the process for degree and certificate program approval. Wherever offered and however delivered, all UAA programs are evaluated for alignment and contribution to UAA's mission and on projected state needs and demands. New programs and courses are reviewed for appropriate content and rigor, including proposed program and course student learning outcomes, through the curriculum approval process involving the program faculty, college curriculum committee, the Faculty Senate, the Undergraduate Academic Board (UAB) or Graduate Academic Board (GAB), and the Office of Academic Affairs. New programs require approval by the Board of Regents. Degrees and certificates are offered only in recognized fields of study and use standard degree designators and Classification of Instructional Program (CIP) codes. Definitions of degree levels are included in the UAA Catalog. Ongoing, systematic assessment of student learning guides continuous program improvement, and program quality and effectiveness are also evaluated through the rigorous program review process mandated by Board of Regents' Policy 10.06. These processes are discussed thoroughly in Standards 3.A and 4.A.2.

**[2.C.2] Student learning outcomes are published.** All UAA courses and programs have approved student learning outcomes. General Education and Program Student Learning Outcomes are published in the UAA Catalog. These outcomes are also incorporated into program assessment plans, which are posted in the *IR-Reports* website. Course student learning outcomes and associated assessment measures are published in the Course Content Guides in the electronic curricular management system, and are provided to students in course syllabi. In AY17 and AY18, UAA reviewed a representative sampling of syllabi. While many students are provided the learning outcomes in the course syllabi, there is work to be done to ensure that this is true for all students.

**[2.C.3] Award of credit and degrees.**

**Credit:** Academic credit is awarded in the form of semester credit hours, as defined in Board of Regents' Policy 10.04.035 and Regulation 10.04.035:

“A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

The number of credits hours assigned to a course is approved as part of the curriculum review process, which considers the combination of contact hours as defined above and student achievement of approved course student learning outcomes. These learning outcomes are published in the general Course Content Guide and in course syllabi, and are to be consistent across all offerings, regardless of delivery method.

In response to the Northwest Commission Credit Hour Policy, the university implemented periodic review to ensure alignment between class scheduling practices and the number of credit hours approved through the curriculum process. The results of this review are reported to the deans and the Faculty Senate. Scheduling that is not in compliance is corrected or the course is revised to meet current practice.

**Degrees:** All undergraduate and graduate degrees are awarded consistent with Board of Regents' Policy and norms in higher education. Requirements for each degree and certificate are published in the UAA catalog, including minimum number of credits, resident credits, General University Requirements, relevant General Education Requirements (GERs), and completion of program requirements. As outlined in Standard 2.C.5 below, all curriculum undergoes a multi-level faculty peer and administrative approval process. Policies on graduation requirements are comprehensive and available in the UAA Catalog.



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The UAA Registrar is responsible for compliance and consistent practice in the awarding of credit and degrees.

### **[2.C.4] Coherent design of degree programs, admission and graduation requirements.**

Degree programs offered at UAA, regardless of delivery modality, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses and synthesis of learning. The cohesiveness of degree programs is ensured through:

- multi-level faculty peer and administrative review of curriculum, student learning outcomes, and assessment plans;
- annual assessment of student achievement of the identified learning outcomes and the resulting program improvements;
- guidance provided in the Curriculum and Academic Assessment Handbooks of the Faculty Senate;
- program-specific admission requirements, as demonstrated by the AAS in Physical Therapy Assistant and the BA in Elementary Education;
- external program accreditations;
- input from industry advisory boards; and
- cyclical program review outlined in Board of Regents' Policy 10.06.010.

Admission and graduation requirements are clearly defined and published in the UAA Catalog. The university's policies adhere to the requirements in Board of Regents' Policy 10.05, and include admissions at all student levels: general admission, non-degree seeking, graduate, post-baccalaureate, secondary student, and undergraduate. The Admissions website provides admission qualifications and requirements for international students, including visa requirements and proficiency in English.

**[2.C.5] Faculty Role in curriculum design and approval.** Through well-established procedures of shared governance, the faculty have a strong role in:

***Curriculum approval process for programs and courses:*** Faculty initiate the process of assessing the content and rigor of programs and courses, no matter the method of delivery, and follow the curriculum approval process as outlined in the Curriculum Handbook, via the academic boards of the UAA Faculty Senate. The undergraduate and graduate academic boards follow the same well-established curriculum approval process.

***Multi-level faculty peer and administrative review:*** Proposed curriculum additions, changes, and deletions undergo several levels of faculty peer and administrative review at UAA, through long standing processes of shared governance. Academic matters including degree, program and course content, breadth, depth, course sequencing, and synthesis of learning go through the review processes. Once approved at the department level, proposed curricular changes are forwarded to the college curriculum committee, the dean, and the university-wide undergraduate (UAB) or graduate (GAB) level academic boards. Following academic board review, the Faculty Senate reviews the proposed curricular actions before

submission to the Office of Academic Affairs. Final approval for new courses resides with the provost. Final approval for new programs resides with the Board of Regents.

The recent implementation of an electronic curriculum management system resulted in efficiencies of time and effort for faculty, staff, and administrators; however, it also identified areas that needed to be addressed, most importantly, issues regarding the approval workflow for curricular changes initiated at the community campuses. Curriculum initiated at the community campuses now clearly flows through the academic college, before review on the institutional level.

***Student learning outcomes review:*** The curriculum approval and the academic assessment processes, under the auspices of the UAA Faculty Senate, review proposed curriculum for course and program student learning outcomes, and plans for assessing achievement of these outcomes. The Academic Assessment Committee of the Faculty Senate plays an essential role in the review of program student learning outcomes, as described below and in Standard 4.A.3.

***Assessment of student achievement of learning outcomes:*** Assessment of student learning is an expectation of faculty at UAA. The Faculty Senate Academic Assessment Committee in partnership with the Office of Academic Affairs is leading efforts to create a positive, collaborative culture of assessment across the institution by providing leadership and support for faculty-developed systematic assessment and assessment processes. These include requiring student learning outcomes for each program, establishing general education goals, and supporting ongoing assessment training and professional development. Through the Academic Assessment Committee of the Faculty Senate, assessment is moving from a culture of compliance to a focus on student learning. This positive culture is demonstrated through institution-wide encouragement of practical, sustainable, and meaningful assessment plans, peer review of assessment plans, and assessment information sharing as described in Standard 4.A.3.

***Assessment plans:*** Each active academic program conducts continuous program assessment based on a faculty-developed formal Academic Assessment Plan (AAP) that details the methodology for evaluation of faculty-approved Program Student Learning Outcomes. Programs update their AAP when significant program changes are made, and the Faculty Senate Academic Assessment Committee reviews all new and revised AAPs. Workshops are conducted as needed throughout the year to train faculty and answer questions. This process ensures that the assessment of student learning outcomes is principally planned, implemented, and administered by faculty, through processes they have improved over the last five years into a more formative and dialogic approach between peers.

***Assessment reporting:*** Programs report annually on their assessment activities. Faculty post Annual Academic Assessment Reports to the assessment section of the *IR-Reports* website, accessible by any UAA faculty or staff member. The Academic Assessment Committee's Annual Academic Assessment Survey captures high-level aggregate assessment information for publication in the *Performance Report*. Institutional and College Assessment Reports are also produced from the survey results.

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***Selection of new faculty:*** As part of the service component of their workload, tenured, tenure-track, and term faculty members are appointed to serve on search committees to make hiring recommendations for tenure-track and term faculty positions. This is a longstanding and consistent practice in Human Resources. In addition, input from faculty is required for all promotion decisions and appointments to tenure.

**[2.C.6] Integration of library and information resources into the learning process.** The inclusion of information literacy is a general education learning outcome (GER #7 and #9) applicable to all UAA undergraduate certificate and degree programs. Instructional faculty incorporate activities into their courses that require the use of library resources, to develop the students' abilities to access information, judge its authenticity, and use it effectively in the analysis of issues or the support of arguments. At the request of any faculty member, the library will provide specific instruction to a class. During FY17, the Consortium Library staff presented 265 sessions to 3,995 students. The library also creates online guides (LibGuides) to assist students in locating appropriate materials for specific courses or disciplines.

The LibQUAL survey is administered every three years to assess the Consortium Library's performance in meeting service expectations. This is one of the measures for Indicator 2 of UAA's Core Theme 4, and is fully discussed within Standard 4.

The university has established a robust fiber backbone and Wi-Fi system throughout the campuses to aid in student learning through computing. Student taking distance education classes can access library resources through a link in their Blackboard LMS course shell. The specific technical specifications of the institution's IT resources can be found in Standard 2.G.6.

**[2.C.7] Credit for prior experiential learning.** Board of Regents' Policy 10.04.070 guides credit for non-traditional learning, including credit for experiential learning. At this time, UAA does not award credit for prior experiential learning through Prior Learning Assessments (PLAs).

**[2.C.8] Transfer credit.** UAA accepts transfer credits according to defined policy and criteria outlined in the UAA Catalog and described in Standard 2.A.14. All accepted credits are comparable with UAA courses by matching the content, level of instruction, course activities and student outcomes. Only coursework that clearly and demonstrably satisfies the learning outcomes of a UAA General Education Requirement (GER) or college or major requirement can be accepted as a substitute. When this is not possible, evaluators may grant discipline-specific elective credit at the appropriate level. UAA reserves the right to reject transfer credit or to require an examination before accepting credit.

An evaluation of transfer credit occurs after an applicant has submitted a certificate, associate or baccalaureate-level Application for Admission. To assist with their degree planning, the on-line UAA Transfer Evaluation System (TES) allows incoming and current students to review recent transfer decisions made from frequent transfer institutions. Students who wish to appeal a transfer credit decision can file a petition to override the decision. The petition forms are located on the Registrar's site.

Standard 2.A.14 addresses non-traditional credit, such as credit-by-examination, industry certifications, challenge examinations, military credit, professional licensure, and tech-prep

agreements. At UAA, non-traditional credit evaluations are available for accepted degree-seeking UAA students. These include: 1) credit by examination such as CLEP, DSST (formerly known as DANTES), Advanced Placement (AP), and International Baccalaureate (IB) tests; 2) credit for documented professional certification or completion of exams that lead to certification; 3) credit by placement; 4) credit by local examination; and 5) credit for military training courses and the most recent primary occupation per the American Council on Education's recommendation.

## UNDERGRADUATE PROGRAMS

**[2.C.9] General education component of undergraduate programs.** Board of Regents' Policy 10.04.040 requires all baccalaureate degree programs to have general education requirements that provide students with a broad cultural background, include a critical awareness of the human heritage, of the challenging requirements and opportunities of the present and future, and the complexities and possibilities of the human mind and personality. These requirements must consist of a core of at least 34 credits distributed among the discipline areas: written and oral communication, quantitative skills, social sciences, natural sciences, humanities, and fine arts. These discipline areas are defined in the UAA Catalog.

The university's general education requirement (GER) courses are designed to elevate a student's abilities in basic college-level skills (Tier 1 – 12 credits); expand the breadth of a student's exposure to traditional academic disciplines (Tier 2 – 22 credits); and promote an understanding of how to integrate and apply knowledge to an evolving world (Tier 3 – 3 credit

UAA's baccalaureate degree general education learning outcomes extend across the seven Board of Regents-defined discipline areas outlined above. They satisfy the three GER Tiers, with the Tier 3 senior capstone course combining foundational skills with disciplinary knowledge. Requirements for the Associate of Arts degree draw from the same GER categories as the baccalaureate degree, without the necessity of completing the integrative capstone course.

**[2.C.10] General education student learning outcomes.** UAA's faculty have identified nine GER Student Learning Outcomes (SLOs):

- **Communicate** effectively in a variety of contexts and formats.
- **Reason** mathematically and analyze quantitative and qualitative data competently to reach sound conclusions.
- **Relate** knowledge to the historical context in which it developed and the human problems it addresses.
- **Interpret** different systems of aesthetic representation and understand their historical and cultural contexts.
- **Investigate** the complexity of human institutions and behavior to better understand interpersonal, group and cultural dynamics.
- **Identify** ways in which science has advanced the understanding of important natural processes.

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- **Locate** and use relevant information to make appropriate personal and professional decisions.
- **Adopt** critical perspectives for understanding the forces of globalization and diversity.
- **Integrate** knowledge and employ skills gained to synthesize creative thinking, critical judgment, and personal experience in a meaningful and coherent manner.

The General Education Review Committee (GERC) of the Undergraduate Academic Board of the Faculty Senate reviews general education courses. To be approved as a GER, the course must align with and assess student achievement in one or more of the nine outcomes.

As discussed in more detail in Standard 4.A, UAA has been assessing student learning in general education since approximately 1998. Initially and for several years, UAA assessed the Associate of Arts degree as a proxy for general education, and this process resulted in several improvements on the course level. A Faculty Senate task force, established in 2012, researched a more holistic approach to GER assessment, and this work resulted in the appointment of a director to pilot a new assessment plan. This process has been developing for the past three years, and includes a more programmatic view of the general education requirements, as well as mapping the general education outcomes to program goals and outcomes.

**[2.C.11] Related instruction components of applied degree and certificate programs.** All Associate of Applied Science (AAS) programs meet a general education component or related instruction by requiring three credits of oral communication, six credits of written communication, and a specific course or embedded instruction in computation. Undergraduate certificate programs either require specific courses or embed instruction in communications, computation, and human relations.

The related instruction requirements have identifiable outcomes within the General Education Requirements section of the catalog. Where related instruction is embedded within program curricula, those programs have identified where and how those outcomes are being met, and have addressed the qualifications of the instructors to teach that curriculum.

In fall 2017, a faculty group was charged with aligning the general education component of AAS degrees more fully with the baccalaureate General Education Requirements. The proposed changes, including a set of learning outcomes aligned with, but specific to AAS degrees, were approved through the curriculum process in spring 2018. Programs will have AY19 to assess the impact on program curricula and submit changes to the curriculum process. Full implementation will be in AY20.

During this transition period, as AAS and undergraduate certificate programs work through the curriculum process, their assessment plans are being updated to include a section on related instruction. Below is an example from the recently revised AAS assessment plan:

Related Instruction (AAS Diagnostic Medical Sonography): Students in the Diagnostic Medical Sonography (DMS) program build knowledge and skills needed to carry out specific tasks while they develop abilities in the essential elements of communication, computation, and human relations. DMS students obtain the element of communication



through the requirement to complete WRTG A111 Writing Across Contexts and WRTG A212 Writing and the Professions or WRTG A213 Writing and the Sciences. They obtain the element of computation through the requirement to complete MATH A105 Intermediate Algebra or higher, and obtain the element of human relations through the requirement to complete an Oral Communication Skills course.

The essential elements of communication, computation, and human relations are further developed in DMS-specific courses. Those elements are addressed through related instruction and assessment in the following courses: DMS A101 Introduction to Sonography and DMS A392 Pathophysiology Seminar build the element of communication; DMS A105 Principles and Instrumentation I and DMS A205 Principles and Instrumentation II build the element of computation; and DMS A101 Introduction to Sonography and DMS A103 Patient Care in Sonography build the element of human relations.

## GRADUATE PROGRAMS

**[2.C.12] Graduate programs.** UAA is fulfilling its responsibility to serve both local and statewide needs in graduate education through 2 doctoral, 23 master's, and 8 graduate certificate programs. The Graduate School is home to all graduate students at UAA regardless of the program, and enrolls approximately 1,500 students in graduate studies from all 50 states, U.S. territories, and around the world. However, the actual academic programs reside within the individual colleges offering them. The program requirements and policies are listed in the UAA Catalog. The characteristics that distinguish graduate coursework and graduate program expectations are clearly defined in the UAA Catalog and the Curriculum Handbook. The Faculty Senate approved the Graduate Council policy for Graduate Faculty designation which will be implemented in fall 2018.

The UAA Graduate School has focused on keeping students current in workforce trends and practices. For example, the newest doctoral program completely awarded by UAA is the Doctorate in Nursing Practice (DNP). This was instituted in 2015, with its first graduates in 2016. The new accelerated Master of Science degree in Mechanical Engineering is for high performing students, and will reduce time to degree by one semester. In fall 2018, the Master of Science in Applied Geological Science and the Master of Science in Dietetics and Nutrition will be fully available for matriculating students. As interdisciplinary programs are becoming fully accepted and supported throughout the country, the Graduate School submitted a proposal to the Graduate Academic Board (GAB) to update the Interdisciplinary MS and MA admission requirements to be more robust and aligned with the rest of the graduate programs at UAA. This proposal was approved by the Faculty Senate.

To ensure the disciplinary and professional expectations for graduate degrees are met, UAA has designated the Graduate Academic Board (GAB) of the Faculty Senate as the principal peer review committee to guide the university's graduate curricular processes, which includes review at the program, college, and institutional level. The policies and procedures of the GAB are defined in the Faculty Senate Constitution and Bylaws and the Curriculum Handbook. The Graduate Academic Board ensures that graduate programs meet professional degree expectations through the use of appropriate nomenclature, depth of study, increased intellectual and/or creative capacities, knowledge of the field beyond the baccalaureate level, and engagement in

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research, scholarship, creative expression and/or professional practice. Curriculum documents within the electronic Curriculum Inventory Management system guide the GAB's review, ensure compliance, and provide the framework for consistent program delivery.

UAA's Graduate Council serves as an executive body with 19 faculty members involved in graduate programs and one graduate student representative. The Council meets monthly, and advises and makes recommendations on major policy items in graduate programs to the dean of the Graduate School. Recommendations may be advanced to the Graduate Academic Board for review and approval.

The university ensures program quality in all graduate programs through the assessment of student learning, as well as through cyclical Academic Program Review. Eighteen graduate programs, including graduate certificates, master's and doctoral degree programs, currently hold external professional accreditation.

An additional six doctoral programs are available through cooperative /collaborative arrangements between UAA and other universities: the Professional Doctorate in Occupational Therapy (Creighton University); Doctor of Pharmacy (Idaho State); WWAMI School of Medical Education (University of Washington); and three PhD programs with the University of Alaska Fairbanks (Biochemistry and Molecular Biology, Biology and Wildlife, and Fisheries and Ocean Sciences).

**[2.C.13] Graduate admission, retention and transfer credit evaluation.** The university details its admission and retention standards for graduate students within the UAA Catalog. Prospective graduate students are evaluated for admission by the graduate program faculty, the college dean, and the dean of the Graduate School. To ensure a positive and enlightening educational experience, students' academic preparation and likelihood of success in their programs are carefully assessed, validated, and evaluated against educational standards, including the requirement that applicants hold an earned baccalaureate degree and a minimum grade point average documented through submission of official transcripts. The graduate program faculty, college dean, and the Graduate School dean evaluate all of the student's transfer credits toward graduate program requirements. Up to nine semester credits not used toward any other degree may be transferred to UAA from an accredited institution and counted toward a graduate degree. In the case of a second master's degree, up to nine credits may be transferred from a previous master's degree. In the case of a doctoral degree, up to 21 credits may be transferred from previous graduate study. Additional degree or discipline-specific admission and retention criteria used are consistent with the graduate degree program to which the student is applying. For example, the Masters of Educational Leadership (MEd) has additional admission requirements.

**[2.C.14] Graduate credit for internships, field experiences, and clinical practice.** Structured experiential learning offered through graduate programs at UAA provide unique experiences that create an understanding and specific knowledge of the diversity and challenges of Alaska in the natural, social, and cultural spheres, and how these affect the practice of each academic discipline in an Alaskan context. These experiences are provided through internships, field experience, practica, clinical practice and service assistantships. The use of structured, supervised experiential learning courses integral to graduate degree requirements is described in the UAA Catalog, and is included in each student's Graduate Studies Plan. Examples of

programs utilizing organized experiential learning in their graduate programs, many of which are in professional fields, include the Master of Education in Educational Leadership, Master of Arts in Anthropology, Master of Public Health in Public Health Practice, and the Graduate Certificate for the Dietetic Internship.

**[2.C.15] Graduate programs prepare students for creative work, research, scholarship, and/or professional practice.** Graduate programs at UAA are designed to provide a rigorous background in contemporary theory and practice as described in the Program Student Learning Outcomes for each degree program. Upon successful completion of these learning outcomes, students demonstrate mastery of their disciplines and may have participated in independent scholarship via research, a final project or capstone, or thesis. Graduate degree and certificate programs with an emphasis in professional practice assess students for the skills required to be both effective practitioners and leaders within the public and private sectors to fulfill the needs of the Alaska and its diverse communities. Appropriate exit requirements allow students to express the knowledge they have acquired in formats designed by their respective programs. Creative works, theses, dissertations, advanced projects and capstones demonstrate this mastery. For example, works of literature in fiction, literary nonfiction, or poetry.

UAA's graduate students have distinguished themselves in several award areas:

- Samantha Mack (English) received the first U.S. Rhodes Scholarship awarded to a student at UAA and in the UA system.
- Greg Merrill (Biological Sciences) was awarded the National Science Foundation Graduate Research Fellowship. Previous recipients of this award include, Michelle Shero and Roxanne Beltran, biological sciences graduate students.
- Samuel Werner developed a new surgical cutting device and applied for a patent while enrolled as a UAA WWAMI student. The patent has since been granted (US Paten 9,636,134 B2).
- Student theses have received the Distinguished Thesis Award by ProQuest/Western Association of Graduate Schools (WAGS) in both STEM and Humanities.
- Recent graduate student work has appeared in peer-reviewed journals such as *Biophysical Journal*, *Proceedings of the National Academy of Science*, *Applied and Environmental Microbiology*, *Hormones and Behavior*, *Journal of Nutritional Biochemistry*, and *Journal of Comparative Physiology*.

Students within graduate programs focused on research are actively supported through Graduate Research Assistantships from the National Science Foundation, National Institutes of Health, and other funding sources secured by the student or faculty advisor. Other graduate students are supported by UAA assistantships in research, teaching, and service.

### CONTINUING EDUCATION AND NON-CREDIT PROGRAMS

**[2.C.16] Credit and non-credit continuing education.** Non-credit Continuing Education Units (CEUs), non-credit Workforce Credentials, and 500-level professional development offerings are compatible with UAA's mission and goals to serve the needs of the state, its communities, and its diverse peoples. These offerings are delivered for professional development and training, personal enrichment, and university access and college success.

UAA colleges and community campuses solicit and respond to the needs of their particular stakeholders and communities. Additionally, within the College of Education, the Professional and Continuing Education (PACE) program offers 500-level professional development credit courses for K-12 teachers and administrators, enabling them to maintain their professional licensure requirements. In addition, the Center for Corporate and Professional Development, a unit of the Business Enterprise Institute, provides training and consulting across the state in best practices in business management and ethics. To improve promotion of these opportunities, UAA created a Continuing Education website that serves as a portal to the offerings and registration sites across the colleges and campuses.

**[2.C.17-19] Direct and sole responsibility for the academic quality of continuing education.** All continuing education and special learning programs and courses follow established proposal and approval processes. Faculty, representing the disciplines and fields of work, are appropriately involved in the planning and evaluation of these activities.

Professional development 500-level courses: courses with 500-level numbers provide continuing education for professionals at a post-baccalaureate level. These courses are not applicable to university degree or certificate program requirements, are not interchangeable with credit courses, even by petition, and may not be stacked with any other course. These professional development courses may be graded Pass/No pass or, if the course includes an evaluation component, by letter grading. The measurement of student effort is indicated by professional development credits, where each credit requires at least 12.5 hours of student engagement in a directed learning environment under the supervision of a qualified instructor. A separate professional development transcript is created through Banner. The approval process uses a Course Content Guide and follows the regular curriculum approval process, as described in Standard 2.C.5, up through the dean's approval. After the dean's approval, the documents are sent to the Academic Affairs office. Once Academic Affairs completes the review of the course, an informational item is sent to Governance for inclusion on the Faculty Senate Undergraduate Academic Board agenda.

Non-credit and Continuing Education Unit (CEU) programming: non-credit courses are not applicable to any degree or certificate requirements, even by petition. The courses may not be used in degree or certificate programs or be converted to academic credit. Continuing Education Unit (CEU) course proposals must include student learning outcomes and assessments. The number of CEUs awarded is related to the amount of time required to master the material presented and to achieve the outcomes. One CEU typically is awarded for 10 hours of active participation in a directed learning environment with an instructor available, or for 20 hours of laboratory or experiential learning where the student's investigation and discovery are largely independent. Participants may receive a certificate of attendance or a certificate of completion

from the offering unit. The Continuing Education/Non-credit Form and guidelines are posted on the Academic Affairs Curriculum website. A non-credit or CEU proposal must be initiated by a faculty member or designated representative and approved by the dean of the college or director of the campus. Once it is reviewed by Academic Affairs, an informational item is sent to Governance for inclusion in the Faculty Senate Undergraduate Academic Board agenda. (Personal enrichment offerings require only dean or campus director approval.)

Non-credit Workforce Credential (WFC): non-credit workforce credentials allow UAA to respond to specific community needs. Proposals require a memo that includes: 1) a brief description of the WFC and its alignment with national standards, recognized certifications, or industry-specific employment standards; 2) learning objectives, the format/activities, assessment plan, and a brief description of how the WFC will be staffed and resourced and how the enrollees will be supported; 3) how the credential fits into the priorities of the unit/college and does or does not duplicate offerings in other units; 4) an indication of who it is designed to serve and the level of demand from external stakeholders; and, 5) an explanation of how the WFC will make a difference to those who earn the credential and to other external stakeholders. The approval process is the same as for other non-credit offerings, with the exception that the final approval authority is the provost.

The university tracks 500-level professional development courses through Banner, and other non-credit and CEU offerings through a separate registration and tracking software (ASAP). The College of Health uses another tracking software, and is currently researching a possible transition to the ASAP software.

## 2.D. STUDENT SUPPORT RESOURCES

**[2.D.1] Effective learning environments.** The University of Alaska Anchorage provides quality educational programs through appropriate delivery methods, and creates effective learning environments for its diverse students at every stage of the student experience.

The Learning Commons on the Anchorage campus offers learning support resources where students can study, write, conduct research, collaborate on projects, hold meetings in small-group study areas, or receive extra help with class work and study skills. The Math Lab helps students build their math and reasoning skills at all levels. The Academic Coaching Center helps students develop effective academic skills and contributes to student success. The Writing Center offers assistance in English language writing and disciplinary literacy. The Center for Language Learning offers tutoring for students enrolled in languages classes. The Open Computer Lab provides UAA students, faculty and staff access to both Macintosh & Windows workstations with high-speed Internet access for email, university website access and Internet access for research, news, and general use. IT Computer Consultants staff the lab as schedules permit. Learning Centers with math and writing labs are available at the community campuses.

The Consortium Library offers many services and resources to support student academic work. See Standard 2.E for a complete discussion of their impacts on student success.

Disability Support Services (DSS) partners with the university community to provide equal access to all curricular and co-curricular programs, facilities, services, and activities. Its primary



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role is to advocate for, and coordinate support services and program adjustments for UAA students who experience disabilities. When barriers to student success occur, DSS serves as a resource to assist in the identification of reasonable accommodation. These services are provided on all campuses.

The Multicultural Center, Native Student Services, Student Support Services (assisting first-generation, Pell grant-eligible, and/or students with disabilities), Military & Veteran Student Services, and SafeZone (for gay, lesbian, transgender bisexual and other marginalized students), nurture a respectful environment for all, with support and learning resources for diverse populations. The Kenai Peninsula College has Native Student Services and Veteran Student Services offices staffed by coordinators.

The Alaska Native Science and Engineering Program (ANSEP), the Recruitment and Retention of Alaska Natives into Nursing (RRANN), and the Alaska Native Community Advancement in Psychology (ANCAP) are specialized support programs to assist in Alaska Native student success in specialized fields of importance to the state. They all use culturally relevant pedagogy and learning community models.

The University Honors College, established in 2001, provides many opportunities to help students excel at UAA. In addition to joining an Honors Academic Program, students can conduct undergraduate research under the guidance of a faculty mentor, and apply for national internships, scholarships, and fellowships. UAA has successfully nurtured 14 Fulbright scholars and seven Truman Scholars. An Honors Residence Floor located on the fourth floor of East Hall on the Anchorage campus provides a learning community for the growth of these students.

**[2.D.2] Safety of students and security of facilities.** The safety of faculty, staff, and students at all of the UAA campuses, and the security of university resources, are of highest importance. At the four community campuses, local law enforcement agencies and Alaska State Troopers provide support and assistance as needed. The University Police Department (UPD) actively patrols the Anchorage campus and enforces all relevant federal, state, and local laws. UPD, open 24 hours a day year round, investigates incidents, arrests perpetrators of criminal activity, and coordinates with state and local first responders. They help maintain safety and order on the entire campus, including the on-campus residential communities, by offering preventive and assistive services such as vehicle unlocks and jump-starts; escort of students and staff to vehicles after hours; crime prevention classes and personnel safety training to students, faculty, and staff; building security checks; and event security services.

The UAA Office of Equity and Compliance ensures compliance with Board of Regents' and university policies, procedures and programs on equal opportunity, discrimination, affirmative action, discriminatory harassment, sexual misconduct, stalking and retaliation. It also oversees compliance with the UA System's Voluntary Resolution Agreement with the Office for Civil Rights that addresses issues identified during a review of all campuses within the UA System. As part of the agreement, all employees, degree-seeking students, and all students living on campus are required to complete Title IX training.

The multi-disciplinary Care Team is UAA's behavioral intervention unit, and follows the National Behavior Intervention Team Association (NaBITA) best practices. Formed in 2009, the

Team is designed to adapt to a great many situations that may occur at UAA, and to balance the need for direct action with the application of due diligence. The Care Team's mission is promoting a safe, caring and productive learning, living, and working environment at UAA by addressing the needs of students through service coordination, evaluation, and the implementation of individual support plans.

The Incident Management Team (IMT) is a group of university employees, representing broad knowledge and service capabilities that address emergencies on or near the Anchorage campus. The primary responsibility of the IMT is to provide a comprehensive response to a wide variety of potential events or situations that may adversely affect the safety of the campus community. An Emergency Planning Group with cross-campus participation updated UAA's Emergency Operations Plan in 2016, with individual campus plans included within UAA's overall Emergency Operations Plan. Response teams are trained for all of the campuses. Standard 3.A.5 more fully presents these capabilities.

The University Police Department maintains crime and arrest statistics for the Anchorage campus, and requests relevant statistics for the four community campuses from the Alaska State Troopers and local law enforcement agencies. The Dean of Students office addresses student code of conduct issues and appeals. It publishes the annual Drug Free Schools report, the Drug Free Schools biennial review, and the Students of Concern and their Behavior biennial report. The Dean of Students also compiles and publishes required campus crime statistics, campus security policies and campus safety information, along with a list of resources available for each campus, in the annual Campus Security and Fire Safety Report.

Administrative Services publishes Environmental Health & Safety and Risk Management Support Policies and Procedures, developed in accordance with the Board of Regents' Policy 05.09.01. Emergency Management, within the Environment Health & Safety and Risk Management unit, publishes information regarding emergency preparedness.

**[2.D.3] Recruiting, admitting, and orienting students.** With a mission to provide access to all students with the potential to benefit from higher education, UAA offers a wide variety of academic and vocational programs. Different paths to admission are available based on degree-seeking status. The UAA Catalog includes policies regarding admission requirements and student rights and responsibilities in the admission process that conform to Board of Regents' Policy 10.05.010.

Student Affairs offices at all UAA campuses are responsible for the recruitment, admission, and transition of students into the university, and use various outreach methods to reach them. On the Anchorage campus, New Student Recruitment participates in recruitment fairs both across the nation and within the state. In-state efforts include UAA Application Days in area high schools, Preview Days, in which students visit the campus, and Registration Days, in which newly admitted students receive academic advising and register for classes. New Student Recruitment is supported by outreach efforts and programming of other units, including UA Scholars at UAA, the Multicultural Center, Native Student Services, transition advisors in Student Outreach and Transition, academic advisors in the colleges, and New Student Orientation activities. The orientation and transition services provided by these departments and colleges, and information provided in the UAA Catalog, assist students to understand the academic requirements of their

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selected majors, and receive timely and relevant information about advising, graduation, and transfer policies. Similar services are provided at each of the community campuses.

The *UAA 2020* strategic plan is focusing on the first year student experience, with changes to orientation and advising scheduled for implementation in fall 2018. In addition, the university is working with Ruffalo Noel Levitz on several recruitment, marketing, and enrollment initiatives during the next three years. These includes evaluating and improving UAA's communications with prospective students, and data analysis and modeling to provide more targeted outreach to high school students, especially in the Lower 48 states.

**[2.D.4] Accommodation of students when admissions to a program are suspended or a program is deleted.** The UAA guidelines for Academic Program Suspension of Admissions or Deletion outline the required steps to accommodate students enrolled in a program that has been suspended or deleted. Requests to suspend admissions to programs must include teach-out plans and communication strategies before the provost approves the request. Programs are deleted officially only after the stated teach-out period has been completed. Programs making significant changes in requirements must develop a transition plan for current students.

**[2.D.5] Current and accurate information related to academic programs and offerings.** The annual UAA Catalog describes the university's mission, core themes, and academic programs and courses, including degree and program completion requirements, expected learning outcomes, total credits for degrees, and course prerequisites. It is the primary document for all academic policies, admission requirements, and financial aid, tuition and fee schedules. It links to the Financial Aid Policies website for more detailed information, including refund policies for students who withdraw from enrollment. The UAA Catalog also lists the names, titles, degrees held and the conferring institutions, for faculty and administrators.

Information regarding the student code of conduct, and student's rights and responsibilities, can be found in the Student Handbook, compiled and supervised by the Dean of Student's Office and linked to the UAA Catalog. UAA's academic calendar is available on the university website and the UAOnline portal, which also provides information about class schedules, both current and archived. Program-specific course sequencing documents are available from many academic programs on their websites or through the college's academic advisors.

**[2.D.6] Requirements for licensure or entry into an occupation or profession.** For UAA programs offering the required education and training, the institution publishes information concerning national and/or state legal eligibility requirements for licensure or entry into an occupation or profession. This information is in the UAA Catalog, in program-specific handbooks, or on program websites. The self-study revealed that several programs are not publishing this information in ways that are easily accessible by students, and the institution is taking steps to remedy this.

**[2.D.7] Student records.** UAA follows Board of Regents' Policy 05.08.022 based on American Association of Collegiate Registrars and Admissions Officers (AACRAO) standards of best practice for general record retention. Board of Regents' Policy 09.04 addresses the policy for student records. The electronic student database is governed by UA System protocols that set the schedule for retaining and destroying files. UAA links to this schedule from the Registrar's office website. Records still maintained on microfiche and/or microfilm are stored separately in the Registrar's office.

UAA adheres to the Family Education Rights and Privacy Act (FERPA). Faculty and staff must complete annual online FERPA training prior to gaining access to student database information. Students receive an annual email notification of their rights under FERPA. Additional FERPA policies are published in the UAA Catalog.

**[2.D.8] Financial aid program.** Information about financial aid options is outlined in the UAA Catalog, with more detail on the Office of Financial Aid website. Students can receive assistance with financial aid and scholarship-related questions by calling or visiting the UAA Financial Aid office, speaking with a Student Information Specialist, or by emailing the Student Financial Aid office directly. Students can use the Cost of Attendance webpage to estimate cost of tuition, fees, books, and housing based on the number of credits enrolled in a particular semester. The "\$avvy \$eawolf" financial literacy program also offers educational seminars during the academic year to educate students on the financial aid process and to improve their understanding of expenditures and debts.

The State of Alaska offers several financial aid programs to assist Alaska high school graduates in receiving their post-secondary education in the state. Students attending Alaska high schools who complete a more rigorous curriculum, get good grades, and score well on college placement exams can receive up to \$4,755 per year to attend UAA through an Alaska Performance Scholarship. Alaska high school graduates ranked in the top 10 percent of their junior class are eligible for a \$12,000 scholarship to attend UA system universities through the UA Scholars program, created by the UA System. The needs-based Alaska Education Grants can provide up to \$4,000 per year to a student, determined by their Estimated Family Contribution.

**[2.D.9] Student repayment obligations, loan programs and the institution's loan default rate.** The Office of Financial Aid offers federal loans to students through award letters. Students obtaining federal loans are required to complete entrance counseling online before any money is disbursed. This requirement informs the students of the responsibilities and requirements associated with the loans, and provides information on managing loan repayment. If a student requests an alternative, private student loan, the office requires that they complete a FAFSA and use federal loans first, unless the student demonstrates the alternate loan has better repayment options and interest rates.

Students are notified of their federal exit-counseling requirement prior to entering repayment status, and the Office of Financial Aid offers in-person exit counseling sessions as well as an online option at [studentloans.gov](http://studentloans.gov). These counseling sessions provide students with resources, including information on repayment options, why and how to stay in touch with their loan servicer, and what to do if they need help. To further assist students to responsibly manage their student loan debt, the office provides the "\$avvy \$eawolf" financial literacy program, in which

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students are educated on budgeting, credit, and student loan management through workshops and one-on-one meetings with a financial literacy specialist. This program encourages students to maximize financial aid resources, budget appropriately, and borrow responsibly.

The Office of Financial Aid produces annual loan letters that notify borrowers of their aggregate federal loan indebtedness, estimated future loan payments, and provides additional counseling to students who are nearing their lifetime loan limits.

UAA receives the Cohort Default Rate from the Department of Education annually, and financial aid staff monitor this closely. Currently the university's Cohort Default Rate is 11.8 percent, slightly higher than the national average of 11.3 percent.

**[2.D.10] Academic advising.** Each college and campus provides academic advising to students pursuing degrees within their departments. Academic advisors assist students with their transition into each college, help develop academic program plans, and monitor progress toward graduation. Advisors at UAA receive training regarding specific program and graduation requirements by their individual college or department. The university recommends students meet with their academic advisor at least once a semester. All college advising centers provide information on their websites regarding advising responsibilities and requirements.

In Anchorage, exploratory (undeclared) and non-degree seeking students receive services from advisors within the Student Outreach and Transition office in the Student Union. The "Who's Your Advisor" hotline established in 2014 assists in connecting students and advisors. At the community campuses, faculty counselors and advisors in Student Services advise undeclared students. Transition advisors support students pursuing a bachelor's degree who have not declared a major, those who are non-degree seeking, prospective students uncertain about their choice of degree program and/or major, and re-entry students uncertain about their career path. Transition Advisors work with students until they declare a major, when the advising services are transferred to the appropriate college. As part of the *UAA 2020* strategic plan, the transition advising function is being reframed and strengthened as part of the first year student experience.

All campuses have a centralized website to help students connect with their academic advisor. Both the UAA Catalog and the Anchorage centralized advising website provide links to the centralized websites of the community campuses. Student Affairs periodically surveys students about advising effectiveness, and results are sent to the deans for consideration and possible action.

**[2.D.11] Co-curricular activities.** Board of Regents' Policy 09.07 establishes guidelines for all student organizations and co-curricular activities. In accordance with this policy, all student organizations have a faculty or staff advisor. On the Anchorage Campus, professional staff within Student Affairs oversee all student clubs and co-curricular activities.

The Union of Students of UAA (USUAA) is the governance body that represents the interests, needs, and welfare of all students enrolled at the Anchorage campus. Club Council, a student organization mandated within the USUAA constitution, represents over 100 officially registered clubs with one representative from each registered club. The Council is the governing body of all campus clubs: approving new clubs, allocating funds, and supporting club programs.

UAA student organizations represent pre-professional/academic, cultural, political, religious/spiritual, service, and special interest groups. UAA Panhellenic Council and UAA Interfraternity Council govern national Greek organizations. Student Life & Leadership offers programs and services including Media Board, Concert Board, Student Activities, the *Northern Light* newspaper, KRUA 88.1 FM radio, the Bartlett Lecture Series, and the Student Showcase. Career Exploration and Services coordinates student internships.

Each community campus has a student government organization that provides similar services and list the co-curricular activities and opportunities for students on their websites.

**[2.D.12] Auxiliary services.** Student-focused auxiliary services at UAA include Student Housing, Dining and Conference Services, the Bookstore, and the Student Health and Counseling Center. The General Support Services center provides printing and mail services, and Information Technology Services provides services to all members of UAA. Policy and regulation governing auxiliary operations are found at Board of Regents' Policy 05.15 and the University of Alaska Accounting and Administrative Manual, Section 100: No. B-02 (Auxiliary Funds).

The Housing, Dining and Conference Services auxiliary and the Residence Life department within Student Affairs work closely together to ensure that all aspects of the residential student experience are successful. Residence Life provides a living and learning environment through programs, services, and opportunities that contribute to the personal and academic success of students in the residential community. In addition, Residence Life employs and trains all the professional and paraprofessional staff who live and work in the residence halls and apartments. Each hall or complex area has a live-in Residence Coordinator, who has a graduate-level degree and specializes in leading and shaping a supportive academic community. Resident Advisors are student leaders who organize activities, provide support, develop a sense of community, and assist in creating a safe and educational living and learning environment. Peer Mentors provide personal and academic support to fellow students through study groups, social programs and outreach activities. Each residence hall has a front desk managed by a student desk assistant, who increases building security, refers students to campus resources, and checks out equipment and supplies to residents. New in fall 2017, following an application process, a faculty member is selected to live in the residence halls, to provide mentoring and advising, and organize academic events.

Under Administrative Services, the University Housing, Dining, and Conference Services auxiliary (Housing) handles food service, meal plans, janitorial services, maintenance concerns, and other details related to the “business” side of on-campus living. Before moving to campus, Housing is the primary contact for most prospective residents and their families, and provides answers to the most common questions residents may have about a campus living community, including applications, rates, and meal plans.

Across UAA, university departments provide eight learning communities in the residence halls in Anchorage. The Kenai River campus of Kenai Peninsula College residence hall has four living/learning communities. All of these communities provide students the chance to live with others with the same interests and develop both personally and academically. Each community has its own unique identity and provides opportunities for special programs, activities, and



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leadership roles. Examples in Anchorage include Alaska Native Science & Engineering in the West Hall, Aviation Community in East Hall, First-Year Residential Experience, Nightingale Community for nursing students, and University Honors and UAA Scholars Community. The

Technology and Instrumentation learning communities, and provides a mechanism for creating new and temporary communities based on student interest.

Each campus bookstore sells textbooks, computers, software, and other educational materials. The staff work closely with faculty to ensure that the resources students need are available on time and in the correct quantity. The Anchorage Campus Bookstore also operates the “Seawolf Store” that includes clothing and items branded for the UAA sports teams.

The Student Health and Counseling Center at the Anchorage, Kenai, and Homer campuses promotes optimal health for the university community through access to high quality and affordable health care, preventative health care, individual counseling, consulting, outreach, and health education.

Since 1992, the Quality of Life Survey is administered annually to students living on the campuses. It assesses student satisfaction with their living and learning environment, facilities and services, and programs and leadership opportunities.

**[2.D.13] Intercollegiate athletic and co-curricular programs.** Board of Regents’ Policy and Regulations 09.09 govern recreational and intercollegiate athletics. UAA’s intercollegiate athletics program budget is controlled by the institution and is subject to standard budgeting policies and procedures. The UAA Chancellor approves the annual budget, and the Director of Athletics approves the appropriation of funds to specific sports and programs, ensuring compliance with university and NCAA Division I (for Men’s Hockey and Women’s Gymnastics) and Division II policies and regulations, including gender-equity principles. Institutional policies explicitly prohibit athletic department staff members from maintaining funds or accounts that are not subject to institutional control and/or review. All deposits from events and ticket sales are processed by the UAA Budget and Cashiering offices independent of the Athletics program. All operating expenses are reviewed at least annually by independent UAA offices (Purchasing, Disbursements, Financial Aid, Accounts Receivable, etc.). The NCAA also requires an external audit every three years of all Athletics expenses and revenues.

UAA’s Intercollegiate Athletics Board, chaired by Professor Deborah Narang of the Mathematical Sciences Department and composed of eleven members, acts in an advisory capacity to athletic administration and the chancellor in all matters pertaining to intercollegiate athletics and related activities. The board develops, reviews, and recommends policy, and is an integral part of the NCAA-required institutional self-study completed every five years. In addition, the university has a Compliance and Eligibility Review Committee comprised of athletic staff and representatives from the Enrollment Services, Financial Aid, and Accounting Disbursement units. This committee reviews all aspects of a student athlete’s tenure at UAA from recruitment to graduation, and develops procedures that comply with UAA and NCAA policies.

Domestic and international prospective student-athletes must follow the same admission procedures as all other students, and are held to the same academic standards and degree requirements as their non-athlete peers. Their eligibility to compete according to university and NCAA standards is monitored by NCAA certification officers and is certified by the UAA Office of Enrollment Services. Athletic grants-in-aid are recommended by the Department of Athletics and are approved and awarded under the policies and procedures of the institution's Financial Aid office. The university is proud of the fact that the UAA scholar-athletes consistently maintain one of the highest grade point averages within the Great Northern Athletic Conference.

**[2.D.14] Identity verification and distance education courses and programs.** Board of Regents' Policy 09.01.080 requires each University of Alaska student to have a unique identification code. UAA students wishing to enroll in online classes do so by logging into a secure portal (UAOnline) using their UAA credentials (user name and password). Students can select one of the three security levels for their account. The same credentials are used to access Blackboard, the online education delivery platform.

Distance students requiring services have their identities verified in multiple ways. For account lookups, testing appointments, etc., a student's identity is validated in person or from a distance by a UAA employee using Elmo Verifier, a tool that connects to the Banner student information database. Testing requires a valid government or university ID if the distance student is testing in person with a proctor, or a valid government ID along with an image of the student captured by the student's computer camera if using UAA's Remote Proctor Now virtual proctoring service.

FERPA rights are protected and enforced for students regardless of attendance method. Students taking distance education courses and/or programs are informed of their FERPA rights and regulations against identity falsification through the UAA Catalog and in an annual email.

## 2.E. LIBRARY AND INFORMATION RESOURCES

**[2.E.1] Library holdings are consistent with and support mission and core themes.** The UAA/APU Consortium Library opened in 1973 to serve the students, faculty, and staff of the University of Alaska Anchorage and the neighboring institution, Alaska Pacific University, as well as members of the local community. Currently the library operates with a staff of 21 FTE librarians, 17 FTE staff, and 9 FTE student workers. Onsite, the library has more than 845,000 monographic volumes, 16,000 serial titles, and 497,000 microform units. It licenses for all of UAA, including the community campuses, more than 198 databases and 621,000 electronic books, 88,000 electronic journals, and 64,000 media titles that can be accessed via the Internet or at the library. As a contributor to the UA Institutional Repository the library added 232 publications in FY17, bringing the total number of UAA publications in Scholarworks@UA to more than 940.

The library's discovery service, QuickSearch, can access the library catalog, ejournals, ebooks, and other resources such as archival and research guides, music, newspapers, and videos. It also offers the option of searching beyond the Consortium Library's collections to access another 1.5 billion records. The Consortium Library licenses Quicksearch software from Proquest. It provides a unified index for library cataloging records and bibliographic citations. More than 90 content types, 9,000 publishers, 100,000 journals and periodicals and 1.6 billion records are

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represented in the unified index. New content sources are added every week and content is updated daily. The discovery service also provides links to the full text of online publications, ejournals, and ebooks licensed by the Consortium Library.

Students enrolled in distance classes have equivalent resources available to them through online search-and-request procedures. Library instruction and research consultation are delivered in the library, in classrooms and offices across the campus, via Blackboard Collaborate, Skype, chat, and email. LibGuides (how-to guides for using Library resources by topic or course) and tutorials are readily available online.

In addition to the general collection, the library offers an Alaskana collection, state and federal government documents, archival collections of photographs and personal papers on Alaska and the Arctic, and a specialized collection of health and medical resources and publications. The Consortium Library is a member of the Online Computer Library Center (OCLC), an international cooperative network that provides access to resources from other university, professional, and community libraries. The library participates in the governance of the Alaska Library Network and in the state's reciprocal borrowers program, is a founding member of Alaska Resources Library and Information Services (ARLIS) and Alaska's Digital Archives. It was the first library in Alaska invited to join the World Digital Library as a charter member. The Consortium Library manages the statewide Joint Library Catalog system, which serves more than 75 libraries in Alaska offering more than 4 million items.

The Consortium Library is open 102.5 hours per week during the fall and spring semesters and is only closed about 20 days each year. Library hours are extended during exam periods until 2:00 a.m. Library visits averaged 12,272 during a typical week in fall 2017. Policies and procedures for access and use of building, equipment, and information resources of the Consortium Library are summarized on the website.

Each community campus has a separate library facility with supporting staff and collections appropriate for students attending at their locations. The library facilities are managed locally, funded as part of the community campus budget, and report to the community campus director. The librarians at the Mat-Su College and Kenai Peninsula College libraries hold faculty status, and promotion and tenure reviews are conducted by the community campus director, the Consortium Library faculty review committee, and by the dean of the Consortium Library. The community campus libraries benefit from a close working relationship with the Consortium Library. Mat-Su, Kenai Peninsula, and Kodiak College libraries, as well as the Kachemak Bay Campus and Valdez Consortium Libraries, are fully integrated into the Alaska Library Catalog system managed by the UAA/APU Consortium Library. The UAA community campus libraries are included in all of the licensing agreements negotiated by the UAA/APU Consortium Library, which provides access to the QuickSearch discovery service described above.

**[2.E.2] Library and information resources planning.** Librarians regularly interact with faculty by serving as departmental subject liaisons to coordinate research assistance, library instruction programs, and collection development. Faculty members from all programs and departments are encouraged to submit recommendations for library materials to their library liaisons. Each library liaison has a funding allocation for the purchase of new materials.

The Library Advisory Committee, with 12 faculty representatives from UAA and three faculty representatives from Alaska Pacific University, is charged with promoting the library, and planning and encouraging its development and expansion. It meets monthly during the academic year to advise and assist the dean of the Consortium Library on program initiatives, issues, and concerns. The committee helps implement and analyze the LibQUAL surveys and assists with promoting Scholarworks@UA and the university's new open access policy. The policy, approved by the UAA Faculty Senate, encourages faculty to place their creative works into the UA Institutional Repository (Scholarworks@UA) in order to disseminate their research, scholarship, and creative works as widely as possible.

The dean of the Consortium Library reports directly to the provost and is a member of the Academic Council and the Full Council of Deans and Directors. The Consortium Library has representation on both the Graduate and Undergraduate Academic Boards, where the course and program approval process includes a determination on whether there are adequate library resources to support the proposed program or course. It has a representative on the University Technology Council, which is responsible for allocating funding for the library from student technology fees. The library also has representation on the Task Force for Undergraduate Research.

Consortium Library faculty serve on the university assessment committee, and student outcome assessments are integrated into library instruction. Most recently, the Library Assessment Committee has employed Journey Mapping as a method for assessing student use of the library and its services.

**[2.E.3] Library and information resources training and support.** The library provides a principal learning environment outside of the classroom with highly competent and visible staff. In an attractive and welcoming environment, the library offers spaces for collaboration and areas for quiet study. The library has wireless and high-speed Internet connections and several self-service digital scanners. It provides desktop and laptop computers and calculators for in-building use and for short-term loan. The library delivers instruction onsite as well as online and regularly updates its instructional facilities.

Faculty incorporate activities into their courses that require the use of library resources and develop students' abilities to access information, judge its authenticity, and use it effectively in the analysis of issues or the support of arguments. To develop competencies, the library collaborates with faculty to embed information literacy concepts into specific courses such as Creating Success in College and general education requirement courses, such as Writing 111. The library also offers credit courses (LS101 and LS211), specialized instruction, and professional development courses and workshops.

Members of the library faculty provide well-developed instruction in the use of information resources. In FY17, there were 10,290 reference transactions, and 265 library instruction sessions were scheduled with 3,995 students participating. In addition to offering regular lectures, workshops, and tours, the instruction and research librarians help identify valid sources, and give instruction in how to locate and cite electronic and print scholarly resources. They provide guidance in formulating research strategies and in finding and evaluating information, offer basic technical assistance, and assist with the use of other library services.

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A faculty toolkit listing resources and services is located on the library's website. The library also coordinates Live Homework Help, an online tutoring program, for introductory college courses as part of the Statewide Electronic Doorway (SLED) Program. The library uses LibGuides, which is a versatile web tool for organizing and maintaining subject guides, course specific guides, and research information. With LibGuides, the library can collaborate with university faculty, communicate with students, and support library instruction.

**[2.E.4] Library and information resources and services.** The UAA/APU Consortium Library uses a variety of methods to evaluate regularly and systematically the quality, adequacy, utilization, and security of its collections and services. Performance indicators include building and collection usage statistics, facility and security audits, and assessment surveys. The library's online tutoring service, Live Homework Help, incorporates a questionnaire at the end of each session to gauge the success of the tutoring. Most importantly, the Library commissions the LibQUAL survey, a highly respected tool for soliciting, tracking, and understanding library users' opinions of the services and collections. The survey is conducted every three years—in November 2008, 2011, and 2014—and was administered again in November 2017.

The library makes strategic decisions based on the LibQUAL feedback received from faculty, staff, and students. The most visible recent example of acting on this feedback is building the north entrance to the Library, which opened in October 2016. Other examples include creating more areas for quiet study and group work, adding more seating and electrical outlets, licensing a discovery service from Serials Solutions, buying new scanners, adding signs, providing space for writing and math tutors, creating a new virtual tour of the library, and improving parking for Alaska Pacific University students and faculty. This information also was used to enhance library collections, specifically in the health, education, and psychology fields, and with streaming video, films, and DVDs.

Based on LibQUAL surveys and stated user preferences, the Library made deliberate decisions to move from physical to virtual resources. Recent budget reductions have accelerated this trend with the cancellation of additional print journal subscriptions. By removing little used physical materials from the building, the library has freed space for high impact student use such as individual research and group study areas.

Thousands of students, staff, and faculty from APU and UAA participate in the LibQUAL surveys and the survey results have indicated steady improvement with the library's collections, services, and facilities. The UAA Faculty Senate recognized the library's responsive service by presenting it with the *Faculty Senate 2016 Award for Outstanding and Distinguished Service to the University and the Community*. More information on the LibQUAL survey is provided in Standard 4, Core Theme 4.

## 2.F. FINANCIAL RESOURCES

**[2.F.1] Financial stability, sufficient cash flow and reserves.** UAA receives financial support from seven primary sources: tuition, fees, federal programs, donors, debt instruments, indirect cost recovery, and State of Alaska General Fund Appropriations. General Fund allocations, distributed throughout the UA System by the Board of Regents, are the largest single source of financial support for the university.

On behalf of UAA, the Department of Cash Management in the UA System Office of Administration pools cash equivalent resources and handles all cash management duties including analyzing present and future cash flows, investing excess funds in a responsible manner commensurate with appropriate risk, and ensuring adequate liquidity. The Department of Cash Management must authorize any check of \$100,000 or greater to ensure adequate cash reserves are available. The Office of Administration issues all long-term debt, analyzes costs and benefits, and ensures adequate funds for debt service.

The UAA Office of Financial Services tracks revenues and expenditures using a reporting process that also informs the UA System Office of Administration accounting systems. The associate vice chancellor for Administrative Services monitors the institution's current assets and resources through quarterly management reports to the budget office, prepared by fiscal staff at departments throughout the institution. Administrators use the management reports as a guide to adjust operations in response to changing conditions, and the Chancellor's Cabinet uses this information to locate and redeploy unused funds to address emerging needs, fund additional actions to address core themes, or to replenish contingency reserves.

**[2.F.2] Resource planning and development.** The UAA annual budget planning process begins with a review by Chancellor's Cabinet of the Board of Regents strategic initiatives and the university's priorities, developed through an analysis of current operations, governance processes, and financial forecasts. Activities in the coming year may be an extension of current activities, new projects to meet demands in the community, implementation of strategic plans, progress on accreditation core themes, or initiatives to develop UAA capacities. The provost and vice chancellors ask their respective units to provide realistic estimates for the next year's activities in enrollment, personnel, student services, capital construction or maintenance of facilities, and all other pursuits related to the mission of the institution. The estimates are expressed in terms of revenue and expense, and provide the basis for initial budget proposals.

Proposals that may result in material shifts in personnel are given particular attention to minimize the institutional turmoil that may result from large-scale displacements or hiring. The institution provides ample notice of these changes to support university employees and students through a reasonable transition period, and to ensure the human resources needed to start new initiatives. After consideration by Chancellor's Cabinet and governance groups, including the Planning and Budgeting Advisory Council (PBAC), the proposals that advance UAA's mission and core themes become part of the budget development process described in Standard 2.F.3 and in Standard 3.

The university annually reviews resident and non-resident enrollment trends to anticipate possible revenue fluctuations. Middle and high school populations within the service area are



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closely monitored. Over the last three years, the high school graduate population has declined, and this trend is forecast to continue until 2022. UAA anticipated this enrollment loss and made adjustments in expenditures to compensate. It is working with Ruffalo Noel Levitz to target outreach and communications strategically to prospective students, including out-of-state populations.

**[2.F.3] Financial planning and budget development.** At UAA, the process of building the operating and capital budget begins one year prior to the effective year, and includes the review of resource planning and development efforts described in Standard 2.F.2. Guidelines issued by the UA President describe the Board of Regents' priorities. The State of Alaska Office of Management and Budget issues a forecast of state revenue. The Board of Regents annually reviews and makes decisions on the tuition levels for all of the institutions in the UA System. Using this information, the chancellor works with the Cabinet to create a draft budget request each August that addresses these guidelines and furthers the strategic goals and the core themes initiatives of the university.

The UAA draft budget is presented to the Planning and Budget Advisory Council (PBAC), composed of representatives from all parts of the university including faculty, staff, students, deans, directors, governance groups, and a community campus director. PBAC reviews and recommends to the chancellor any enhancements or priorities to consider in developing the final draft of the budget. At the beginning of this accreditation cycle, when student enrollments were growing and general fund allocations were strong, the role of the PBAC was more pronounced. With shrinking budgets and decrement planning, the PBAC has a smaller role in budget development. The Chancellor's Cabinet approves the final draft of the budget and presents it to the UA System President each year in August.

The UA President works with the Executive Council (composed of the chancellors from the three accredited institutions in the system) to prioritize and synthesize the operating and capital budget requests from the three universities and the statewide system office. A unified UA General Fund appropriation request is submitted to the Board of Regents for review in September and for approval in November, after which the president submits the Regents' budget request to the State of Alaska Office of Management and Budget (the Governor's budget office).

The governor may revise this request, and it becomes part of the governor's budget submitted to the State of Alaska Legislature by December 15 for consideration. The university community actively monitors funding deliberations during the 90-day legislative session, and develops plans to adapt to unanticipated changes in expense or revenue projections. Expense estimates include annual compensation increases, fixed costs needs (including utility and facilities maintenance), and increments for high priority strategic needs. Revenue changes may include new projections for enrollments and tuition revenue, and anticipated changes in state or federal funding levels. Based on guidance provided by the Chancellor's Cabinet, fiscal office staff prepare additional budget scenarios throughout the spring. UAA leadership informs and engages the campus community throughout the budget process in workshops, forums, informal meetings with the chancellor, meetings with governance groups, websites, blogs, and e-mails.

Legislative approval of a state budget followed by the governor's approval usually occur approximately one month before the beginning of the new fiscal year on July 1. When the

legislative budget process is complete, the UA System President makes the final system-level general fund appropriation distribution to the three universities and the statewide system office. The Chancellor's Cabinet in turn distributes UAA's general fund allocation to the major budget units, and verifies the likeliest scenario for expenses and revenue for the year.

**[2.F.4] Accounting system.** UAA has a modern computerized financial system that allows accurate and timely financial reporting. It has a complete chart of accounts with nine comprehensive budget categories built on accepted university norms. The financial system allows for periodic financial reporting at the unit level in accordance with the budget requirements of both restricted and unrestricted funding, and produces annual financial statements in accordance with generally accepted accounting principles. UAA's system of internal controls, ensuring accurate and timely financial information, is developed from guidelines described in the UA System Controller's Accounting Manual and the Administrative Policies Manual.

**[2.F.5] Capital budgets, plans, debt for capital outlay.** UAA develops its own project priorities to meet the mission, goals, and core theme objectives, and is an active participant in the UA System capital budgeting process. The three universities in the system work with the Office of the UA President to develop a system-wide priority list and 10-year Capital Improvement Plan, built upon Board of Regents' priorities and each university's master plan. This list is separated into new construction; renewal and renovation; academic equipment renewal; and land acquisition. The Board of Regents approves all capital construction projects and requests prior to their submission to the State of Alaska for consideration.

Each campus within the university develops a master plan, which is reviewed every 5-7 years. These are used to build the institution's annual capital budget. The development of the campus master plan is described in more detail in Standard 2.G.3. The capital budget request includes funding for the design, construction, furnishings, and equipment for the project, and estimates the annual operating costs for inclusion in future operating budgets. Prior to approval, capital projects must show mission and academic alignment.

UAA does not use debt to finance operations. The UA System uses debt judiciously to finance capital projects, and only after an analysis of the risks imposed by this mechanism. The UA System Office of Administration controls all aspects of debt and requires that proposals be well justified, with a review of current debt and assurances of adequate resources available to pay back any outstanding debt.

**[2.F.6] Financial relationship between general operations and auxiliary services.** Auxiliary services at UAA includes Student Housing, Dining and Conference Services, the Student Health and Counseling Center, Bookstore, Parking Services, the Alaska Airlines Center, and the Williamson Auditorium. Policy and regulation governing auxiliary operations are found at Board of Regents' Policy 05.15 and the University of Alaska Accounting and Administrative Manual, Section 100: No. B-02 (Auxiliary Funds).

The university clearly delineates general fund operations from auxiliary enterprises by using a different fund type and by different fund/organization numbers. All new auxiliary enterprises must be approved by the UA System Chief Financial Officer. Auxiliaries are not supported by

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general operations funding except in highly unusual and infrequent circumstances. UAA's general operations do not rely on income from the auxiliaries to balance the university budget. All Anchorage campus auxiliaries are charged an administrative surcharge by UAA central administration to recover indirect costs, and can be charged directly for other fixed costs such as utilities or facilities maintenance.

**[2.F.7] External financial audit.** UAA must account for all financial transactions related to operations and capital expenditures. This information is used by the UA System to complete the consolidated Annual Financial report for the entire University of Alaska System.

External auditors annually conduct an audit of UA System financial reporting in accordance with auditing standards accepted in the United States, and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller of the United States. The results of this audit, including all findings and a letter of recommendations, are presented to the Board of Regents Audit Committee. The UA System President or designee reports on the implementation of these findings at subsequent Board of Regents meetings.

**[2.F.8] Fundraising.** All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. Board of Regents' Policy 05.14 provides guidance for all fundraising. The UA Foundation serves the three universities in the UA System, including UAA, and coordinates fundraising and development activities on all the campuses. A Memorandum of Understanding between UAA and the UA Foundation outlines the roles and responsibilities related to securing and stewarding all private funds contributed to benefit university students, faculty, staff and programs.

All of the institution's actions to raise private funds from corporations, local and national foundations, and from individuals including alumni, are guided by the standards and policies set by the Association of Fundraising Professionals (AFP) as well as the Council for the Advancement and Support of Education (CASE). Activities are monitored and results are measured at the UA Foundation as well. These local and national standards, and Foundation policies and procedures, are complementary, as the UAA development professionals work on a daily basis with the UA Foundation team to coordinate efforts to seek, secure, and steward donations from all sources.

Fundraising on the Anchorage campus is coordinated in a central/decentralized model through the Office of University Development. All development staff report to this department but are located in various units across the campus—the colleges, Athletics, etc. The vice chancellor for University Advancement and the deans of each college coordinate their strategic fundraising plans annually, and set goals based on the potential donor prospect's affinity, financial ability, and interest in the unit and project. These goals are coordinated with the UAA Chancellor's Cabinet to ensure they strategically fit with the campus mission, core theme development, and the master plan.

## 2.G. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

**[2.G.1] Accessible, safe, secure, and sufficient physical facilities.** The University of Alaska Anchorage has over 3.2 million square feet of building space located on the Anchorage and the community campuses. Seventy-one buildings are on the 354-acre Anchorage campus, with 33 buildings on the four community campuses. Together, these buildings are valued at \$1.4 billion and encompass approximately 40.7 percent of the adjusted value of the facilities portfolio in the UA System, according to the 2016 *UA in Review*. In the last ten years, the university has received over \$492 million in capital funds for new construction and renewal, and major renovation work was completed on all campuses.

The oldest building at the institution was built in 1969. Periodic building inspection and renovation ensures that all buildings are maintained and are appropriately accessible. In conjunction with Facilities Maintenance and Operations staff, Environmental Health and Safety personnel monthly walk through each building looking for irregularities and code violations. Laboratory audits are performed quarterly.

Facilities Maintenance and Operations is staffed a minimum of 60 hours/week year round, with designated on-call staff members available at any time. There is also a 24/7 police presence on the Anchorage campus. Safety training and re-training is a continuous process. Building Safety Coordinators are assigned for each building and trained to provide an early warning of issues related to facilities, maintenance, or safety. Evacuation drills for each building and a night time campus safety walk are conducted at least annually. The university also participates in local and regional training and simulations designed to evaluate and improve disaster response.

**[2.G.2] Safe use, storage, and disposal of hazardous or toxic materials.** UAA is committed to reducing risk and providing a safe and healthy environment for employees, students and the public. Staffing in the Environmental Health and Safety, Risk Management Support, and Emergency Management program (EHS) has increased from three to four people in the last four years and includes a full-time Chemical Hygiene Officer. These health and safety professionals interact with departments, faculty, researchers, various safety committees, staff, and students to ensure environmental, occupational safety, and best business practices to safeguard the property and program resources of UAA. EHS policies and procedures and the campus Chemical Hygiene Plan (CHP) are reviewed/updated annually and posted on the UAA website.

UAA is classified by the EPA as a Conditionally Exempt Small Quantity Generator (CESQG). Hazardous and toxic materials are ordered, stored, and used in the smallest quantities possible. All waste-generating processes are routinely reviewed and adjusted as necessary to ensure that CESOG status is maintained. All waste is disposed of by professional staff at a state and federally-licensed and approved, off-site treatment and disposal facility.

During the summer of 2017, two construction projects revealed gaps in UAA's training programs related to proper handling of Asbestos Containing Materials. While no exposure to asbestos occurred, the incidents highlighted the need to reexamine all environmental safety and health training and protocols on UAA campuses. On advice of counsel, UAA hired an environmental services consulting firm and began this comprehensive review. As a result, many improvements

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were implemented immediately, and additional investments were made to remediate some equipment and training.

**[2.G.3] Physical master plan.** Each of UAA's campuses maintains a campus master plan, per Board of Regents' Policy 05.12. Each campus posts its master plan online. Creation of the campus master plans for each UAA campus is led by a technical team with collaboration and input from students, staff, and faculty through workshops and interviews. The most recent Anchorage Campus Plan was completed and approved by the Board of Regents in 2013 after months of consultation with faculty, staff, and students on campus and in the local community, and discussions and input from neighboring institutions in the University Medical district. The master plans are amended as needed, with full updates every 5-7 years. The Campus Master Plans align with the mission and core themes and support UAA's strategic and academic planning.

**[2.G.4] Equipment.** Funds are expended from the colleges and from centralized sources to ensure that equipment used for teaching and research is available and adequate. The mission and core themes are considered when planning and prioritizing equipment purchases. When new academic buildings are opened there is an allowance within the project budget for academic equipment, which often is a significant portion of facility construction. Examples of new technical buildings in this accreditation cycle include the Mat-Su College Paramedic/Nursing Laboratory Addition, the Kenai Peninsula College Career and Technical Center, and the Engineering and Industry Building and Health Sciences Building on the Anchorage campus. All have state-of-the-art capabilities.

Laboratory construction and renovations in the last seven years have allowed for adjacent spaces and related equipment to be upgraded at the same time. The Natural Sciences Building and the Engineering and Computation Building on the Anchorage campus have been completely renovated with new technology. Academic departments and colleges establish their own equipment replacement schedules with funding drawn from general fund allocation or other sources. Equipment replacement and refreshment has been accomplished recently using technology fees (for student related equipment) and annual unallocated fund balance surpluses.

The Technical Vocational Education Program (TVEP), funded by a portion of state unemployment insurance receipts and awarded by the Alaska Legislature, has provided millions of dollars to support workforce development programs. Notable examples of laboratory equipment from this source includes state-of-the-art instruction in Allied Health Science programs such as paramedic training, ultrasound technology, medical assisting, dental assisting, and medical lab technology. UAA community campuses have used TVEP funding to support regional workforce needs, including development of maritime training modules at Kodiak College and at the Kenai Peninsula College campus in Homer, millwright training at Prince William Sound College and local high schools, and paramedic programming at Mat-Su College.

**[2.G.5] Technology systems and infrastructure.** UAA deploys a wide array of technologies to enable the mission of the university, including robust communications, distance learning, learning management systems, and enhanced classroom instruction and delivery. They also ensure safety, security, and faculty and staff productivity. The appropriate technologies are deployed to ensure UAA, in its unique position as Alaska's largest university, is efficient and

effective, though support for these systems is varied due to the size, complexity, and geographic reach of the university.

The UAA Office of Information Technology Services (ITS) and the Chief Information Officer (CIO) are responsible for the institution's telecommunications, network infrastructure, and academic technology support. IT governance and project management systems have been in place since 1999, and have undergone refinement through continuous improvement, evaluation of efforts, and input from the campus community. ITS works closely with IT staff on all UAA campuses and the three universities in the UA System.

Campus IT staff coordinate with the Office of Information Technology of the UA System, which maintains the legacy hardware and software that support all of the University of Alaska. UAA collects a network fee from students to fund and maintain these systems. In case of software upgrades, power outages, or network issues, IT staff from across the system work closely to isolate and address the problem.

The UAA network consists of several components, many of which have been upgraded in the past two years. The Anchorage campus has an 80-gigabyte backbone connecting the east and west sides of campus. UAA has a 1-gigabyte connection to the Internet for general use as well as a separate 500-megabyte connection dedicated to student housing. In addition, UAA has a 10-gigabyte connection to I2.

Most Anchorage campus buildings connect to the backbone via 10-gigabyte links, with some currently at 1 gigabyte, which are scheduled to be upgraded to 10 gigabytes in 2018. 802.11 wireless (Wi-Fi) connectivity is available throughout the Anchorage campus, student housing, non-campus university buildings and community campus buildings with over 600 access points, enabling robust coverage. Connection speeds of up to 1 gigabyte are available to wireless clients depending on the load on an individual access point. Connections are available to students, staff, and faculty using their UAA credentials. Unauthenticated connections are available to the public at somewhat slower speeds. Special event hotspots are available on an ad hoc basis.

UAA partners with UA System information technology units to provide metro area and wide area network coverage. UAA buildings in the Anchorage metro area are connected via 1-gigabyte connections while all community campus locations are connected via 50- or 100-megabyte links. Secure connections to the UAA internal network from the internet are available to all students, faculty, and staff via VPN connections.

Network security is maintained through defense in depth. At the internet border, UAA has implemented a Palo Alto firewall, which receives real time signature updates from the vendor, ensuring protection from the latest threats. It also reports to a central console hosted by the UA System that provides unified reporting and administration for UAA and the other two universities in the system. In addition to the border firewall, other firewalls are deployed on internal network segments to provide higher levels of security and to protect from localized threats.

UAA provides data storage for a number of customers and services. 408 terabytes of high-speed storage is available for file services, security cameras, servers, data warehousing and other



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latency resistant applications via Nimble Storage arrays and a Datrium appliance. 338 terabytes of slower speed storage is provided for backups and development activities via repurposed Equallogic arrays and Synology appliances. In addition to onsite storage, cloud storage is available to students, faculty, and staff via Office 365 and Google using their university credentials.

The university has planned for data system disaster recovery by replicating critical data to a datacenter in Hillsboro, Oregon. Data is transferred to that site nightly and includes virtual machine snapshots. In the event of data loss in the UAA datacenter, data can be retrieved from the disaster recovery site, quickly and from almost anywhere.

UAA operates a secure onsite datacenter for university computing equipment. In addition to centrally managed servers and networking equipment, the datacenter hosts equipment for other university departments, UA System offices, and individual professors for teaching, instructional projects, and research. The datacenter is equipped with coded access, security cameras, FM-200 fire suppression, redundant cooling, redundant uninterruptible power supplies, and an onsite generator for safe, secure, and reliable computing.

UAA operates a virtual machine environment for server hosting. Over 330 servers are hosted in the environment for a variety of departments and perform a wide array of computing services.

**[2.G.6] Technology use instruction and support.** Multiple groups provide instruction and support for the users of UAA's technology resources including:

- The UAA IT Services Call Center is staffed seven days a week by professionals offering a breadth of knowledge of all technologies in use at UAA. This staff assists all users with specific technical questions, understanding and using software, as well as general questions about technology. Call centers and on-campus technology support are offered on a smaller scale with qualified IT staff at each community campus. The Anchorage Call Center processes over 13,000 requests per year with a first contact resolution rate of over 90 percent. A priority line is available to instructors experiencing in-class issues to ensure quick resolution. Self-service password resets are available via an automated tool developed in collaboration with other UA System campuses.
- Academic Innovations and e-Learning supports the UAA learning environment through training in quality instructional practices, fostering innovation, and testing new technologies. Consisting of instructional designers, developers, multimedia specialists, and student support personnel, this group supports eLearning best practices and effective instructional technologies, and provides professional development opportunities for all of UAA and the community campuses.
- UAA uses Blackboard for its learning management system. The three regionally accredited campuses in the UA system recently consolidated onto one version of Blackboard, allowing students to access all their classes efficiently regardless of which campus delivers them. A system-wide group consisting of both technical and functional staff governs this system.

- The community campuses and several colleges have specialized instructional design and technical staff to assist all users in the effective use of technology, from designing a course in the learning management system to the effective use of email.
- General use computer labs are staffed with IT consultants to provide a wide range of technical assistance and ensure patrons get the most out of lab resources. Assistance can include basic help with computer access as well as the use of lab software and printing. Advanced issues are commonly referred to the Call Center.

**[2.G.7] Technology infrastructure planning.** Technical infrastructure planning occurs at UAA at several different levels, providing input from a wide array of stakeholders. The chief information officer at each university facilitates planning across the UA System through the UA System Chief Information Officer Management Team. This group meets regularly to discuss technology policy, strategy, and implementation system-wide, providing guidance to their respective IT organizations. Within UAA, the University Technology Council provides guidance in many areas of IT planning, including infrastructure. The chancellor annually appoints this group of UAA leaders based on nominations from the UAA CIO, deans, and campus directors. Appointments are extended for 1- and 2-year periods to create continuity in the Council's guidance and initiatives. With input provided at the UA System and local levels through these two groups, engineers and technicians from the Anchorage and community campuses meet to review technical projects in progress as well as provide input to upcoming initiatives.

**[2.G.8] Technology update and replacement plan.** Based upon information from the planning processes discussed in Standard 2.G.7, the UAA Director of Infrastructure develops and updates a master plan of technology. The plan is aligned to the mission of the university as well as academic initiatives and strategies. The IT Services management team (CIO and IT Directors) review the updated plan on a semi-annual basis.

**Summary:** The University of Alaska Anchorage has documented the adequacy of its resources and its ongoing capacity to fulfill the mission, advance the implementation of core themes, and ensure programmatic outcomes. In addition, UAA has well-defined governance and decision-making processes that promote the effective management and operation of the university.



*Kenai Peninsula College's Kenai River Campus opened the new Career and Technical Education Center in 2014, one of several projects funded by a statewide-approved bond.*

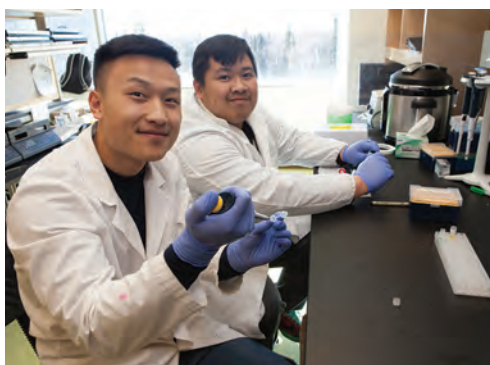
## Undergraduate Research – Learning with Community Benefits

One of the recognized high-impact teaching practices, undergraduate research connects students and faculty, improving learning and retention. Students gain valuable hands-on experience in their field of choice. Faculty receive crucial assistance on projects and expand the scope of their teaching. Alaskans benefit from discoveries and inventions such as improved cancer survival rates and lower energy costs in remote villages.

In addition to capstone projects, students find their way into undergraduate research primarily through the Office of Undergraduate Research and Scholarship and other special grant programs, such as the Center for Community Engagement and Learning awards and community-based research.

### Working to improve cancer survival rates among Alaska Natives

As Alaska's health campus, UAA faculty and students are pursuing many health-related research projects. One example is Assistant Professor of Molecular Biology Holly Martinson's project seeking to improve survival rates of Alaska Natives with gastric cancer. She credits her own interest in research to the high school chemistry teacher who encouraged her to write a research proposal. "That was all it took, somebody engaging me and then off I went." Now she is encouraging her own students. In the first year of her grant-funded research, five students helped set up the lab and



begin the project. Two students received UAA Undergraduate Research grants funded by the Alaska Heart Institute to research a possible relationship between the consumption of spicy foods, the capsaicin in those foods, and an increased risk of gastric cancer. "This research gives me an opportunity to deepen my understanding on a specific topic I'm interested in,

something I do not get in regular classes," explained Kou Thao, one student researcher. "I am hoping this project can initiate more research on pepper and gastric cancer in the future."

### Bringing lower cost, renewable energy to rural Alaska

In a huge state with remote villages accessible only by air or water, having qualified engineers who understand the special conditions in Alaska is vital. UAA's College of Engineering faculty and students are tackling the challenges of low cost energy systems. The vertical axis wind turbines developed by Associate Professor of Mechanical Engineering Jifeng Peng and his students were recently cited in a White House Fact Sheet on new investments to combat climate change. These turbines are smaller, easier to maintain, and have fewer



restrictions related to height and space, making them more suitable than other types of wind energy for Alaskan villages. In 2015, three mechanical engineering students, Chris Joren (B.S. '15), Tyler Kobelnyk (B.S. '16), and Josh Heppner (B.S. '17) received the Alex Hills Engineering and Civic Engagement Award to design and build a prototype for a small wind turbine, with Jifeng Peng as faculty advisor. The work also served as their capstone project and laid the groundwork for a test turbine erected in Igiugig in 2016.

### Earning a place on UAA's Patent Wall of Fame

Contributing to important research, working closely with faculty and fellow students can also lead to additional recognition. Three students have earned places on UAA's Patent Wall of Fame. In 2014 Alexandra West received a patent for her Fish Carcass Disposal System, a water-powered system to grind fish carcasses into pieces for eco-friendly dispersal into the environment, that she developed as an undergraduate student in civil engineering. In 2017, Timothy Menard, an engineering student, led a team that developed and patented a snow plow tracker that provides residents with the location and operation of plows in their community. Also, in 2017, Sam Werner, a student in the WWAMI medical program, received a patent for Surgical Cutting Device and Methods of Using the Same. Eleven undergraduate and graduate students are listed as co-inventors on recently patented inventions developed at UAA.

**AMAZING STORIES** BEING WRITTEN EVERY DAY.

## STANDARD 3: PLANNING AND IMPLEMENTATION

### INTRODUCTION

The university's mission guides planning at UAA:

*The mission of the University of Alaska Anchorage is to discover and disseminate knowledge through teaching, research, engagement, and creative expression.*

*Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to serving the higher education needs of the state, its communities, and its diverse peoples.*

*The University of Alaska Anchorage is an open-access university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in a rich, diverse, and inclusive environment.*

Planning integrates UAA's data collection, assessment, decision-making, and resource allocation to achieve tangible improvements and results. It is conducted within an environment that must respond to planning at the UA System level, the needs of the communities served, and the changing social and economic conditions in the state of Alaska. UAA has successfully adapted to declining student enrollments and reductions in state-authorized General Fund appropriations in the last three years because of its planning and forecasting capabilities.

Unlike many institutions that developed from a single identity in a single location, UAA formed in 1987 as a merger of four community colleges and a university, several of them separated by significant distances. Therefore, planning balances institutional-level guidance and coordination with strategy development and implementation at the local level, in order to remain flexible and adapt to changing conditions. This is essential to accomplishing UAA's mission because of the breadth of its programs (from certificates to doctoral degrees), the diversity of the student body, and the various delivery methods needed to reach the extensive geographic region served by the university.

UAA has long-standing structures and processes in place to support ongoing, systematic, and integrated planning. Using guidance from the chancellor, it takes place within campuses, colleges, units, and departments under the aegis of each member of Chancellor's Cabinet.

### 3.A. INSTITUTIONAL PLANNING

The strong linkage of UAA's comprehensive planning to mission fulfillment and to accreditation core themes is illustrated below.

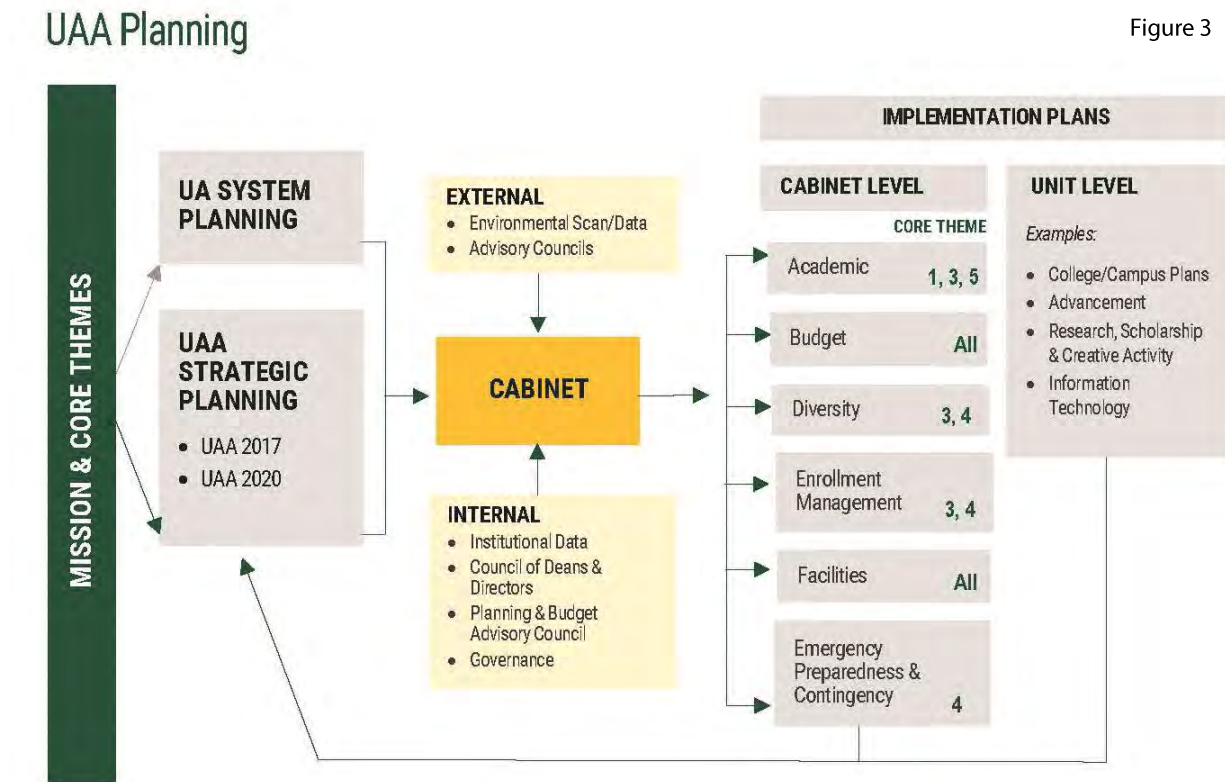


Figure 3

#### [3.A.1] Planning is ongoing, purposeful, systematic, integrated, and comprehensive.

After the broad and inclusive process described later in this chapter, the *UAA 2017* strategic plan was adopted. This strategic plan provided an integrative framework that guided the institution's subsidiary planning efforts. UAA's five accreditation core themes mirror this plan's five priorities. The development of the current *UAA 2020* strategic plan was informed by the institutional self-analysis required for reaffirmation of accreditation. Standard 5 provides more information on the *UAA 2020*.

The Chancellor's Cabinet—composed of the chancellor, the provost, the senior vice provost, and the vice chancellors for Student Affairs, Administrative Services, and University Advancement—oversees and evaluates institutional planning. The Cabinet approves the institution's comprehensive strategic plan, reviews and approves major plans that impact the entire institution, and ensures that unit-level planning aligns with the institution's comprehensive plans and annual budget. Each Cabinet member oversees units that develop their own operational plans to meet the requirements and directives of university-wide plans, and each has an internal leadership group to coordinate information and actions.

As a body, the Chancellor's Cabinet oversees six institution-wide planning areas: academic, budget, diversity, strategic enrollment management, facilities, and emergency preparedness.



These planning processes are institutional in scope, inform each other, and provide resources for the implementation of core theme objectives. Below is a brief description of these major planning areas.

## ACADEMIC PLANNING

**New Program Development:** Academic planning occurs in the colleges and campuses of UAA within the directives of the completed *UAA 2017* plan, the current strategic plan *UAA 2020*, and annual Strategic Guidance documents. Establishing the need for a new or modified academic program starts through a systematic process in a college, campus, or at the institutional level, including input from external communities such as advisory boards or industry groups. Successful program proposals explain mission and strategic alignment including market potential (demand and employment) and institutional capacity (library resources, technology, human resources, and facilities impact). The review of new programs at the undergraduate and graduate academic boards is part of the established multi-level peer review process to determine the fit of new programs within the existing program structure at UAA and the UA System.

At the time of the last Seven Year Self-Evaluation Report, in 2010, both UAA and the UA System plans included priorities for significant increases in graduates from engineering and health programs. Budget increments and internal reallocation during the current accreditation cycle supported program development in these areas, as demonstrated by the new Doctorate of Nursing Practice, MS in Mechanical Engineering, MS in Dietetics and Nutrition, BS in Dental Hygiene, AAS in Physical Therapist Assistant, AAS in Surgical Technology, and minor in Early Childhood Special Education, to note a few examples.

**Changes to Existing Programs:** Planning and the allocation/reallocation of resources to existing academic programs are informed by the results of annual program student learning outcomes assessment, cyclical program review, and the ongoing review of data related to student success, such as course pass rates.

Recommendations for changes to existing programs are developed through (1) the annual program assessment process, fully described within Standard 4.A.2., and (2) the seven-year Academic Program Review cycle. Both processes require faculty, using student learning outcomes and other data, to identify improvements to curriculum, instructional practice, and academic support programming. In addition to the learning goals set by the faculty, many UAA programs are guided by external benchmarks and quality controls such as standards from specialized program accreditation, regulations and licensing requirements, and professional standards advocated and endorsed by community advisory boards.

To ensure alignment, quality, and sustainability, all academic programs at UAA are required by Regents' Policy P10.06.010 to engage in cyclical program review. University Regulation R10.06.010 sets out the minimum requirements for Academic Program Review, including centrality of program mission, quality, demand, program productivity, effectiveness, and efficiency. Programs must be reviewed at least once every seven years, and exceptional reviews may be conducted, per University Policy and Regulation, with the provost's approval.



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Institutional Research provides the data set for the seven-year Academic Program Review on the *IR-Reports* site. These data are produced annually for all UAA programs, not just the programs formally scheduled for review, allowing faculty and the deans access to current information about their programs. Notably, several core theme indicators are built into this data set: course pass rates; graduation rates; diversity rates; and the results of Program Student Learning Outcomes assessment. After an analysis of this data and other information, academic programs develop an action plan, including revisions to program requirements. In most instances, the program must report progress on its plan in an interim report. UAA annually submits a report on formal program review results to the UA Board of Regents.

The provost works with the deans or campus directors to ensure the alignment between institutional priorities, core themes, and program resources. The purposeful integration of core theme indicators within the assessment and program review processes further ensures this alignment. Examples of significant actions taken based on assessment are included in the analysis of Core Theme 1, Objective 1, Indicator 2 within Standard 4. Examples of action plans implemented as a result of Academic Program Review are included in Standards 4.A.2 and 4.B.1.

### BUDGET PLANNING

UAA uses a responsibility center-based approach to budgeting. The Chancellor's Cabinet receives budget scenarios from the Director of the Budget Office, with estimates of new revenue, cost increases, and potential state General Fund appropriations. The Cabinet then reviews this information to ensure alignment of UAA's mission, commitments, and progress toward core theme objectives. These scenarios are refined by the deans and vice chancellors. New budget increments or funding reallocations to sustain core theme initiatives must be justified and sent for review and prioritization by the Chancellor's Cabinet. The Planning and Budget Advisory Council (PBAC), which serves in an advisory capacity to the Chancellor's Cabinet, also reviews the budget. A complete description of the PBAC is provided in Standard 2.F.3)

The completed UAA budget request is presented to the UA System office by the chancellor for prioritization and incorporation into the University of Alaska budget, and finally for review and approval by the UA System Board of Regents. This completed system budget is forwarded to the Governor, who may make adjustments before submitting the complete state budget to the Alaska State Legislature. Legislators may make their own changes to the budget before passage. Once the legislature passes the budget and the Governor signs it, the UA System Board of Regents approves the final UA System budget, and the Chancellor's Cabinet confirms the allocations to the campuses. Each cabinet member works with their respective departments to implement any increments, reallocations, or decrements.

The institution started this accreditation cycle with strong state appropriations and increasing enrollments. For the last three years, both state General Fund allocations and student enrollments have declined. After 30 years of high oil revenue, an unanticipated drop in crude oil prices combined with the anticipated reduction in Alaskan oil production forced budget cuts throughout the state, including funding for higher education. While the cuts have been challenging, Alaska funding per full-time equivalent (FTE) student remains among the highest of all states. During this same time, demographic changes contributed to a decline in the number of incoming

students. However, UAA's budget planning adapted to these changes by maintaining a strong academic core, allocating additional resources to eLearning delivery, improving student success measures, ensuring the safety and security of our buildings through continuing renewal and maintenance, and creating an unallocated fund balance to address contingencies each year.

## DIVERSITY PLANNING

Consistent with *UAA 2017* objectives, fostering diversity is a foundation of the campus community and culture. Comprising one of the measures of Mission Fulfillment, and impacting core themes, the diversity of the UAA community is essential to meeting its mission. Its importance to the chancellor and the UAA community was demonstrated by the creation of the associate vice chancellor for Alaska Natives and Diversity in 2015, and the chancellor's new Advisory Council for Alaska Native Education and Research.

Realizing that an integrated approach to diversity and inclusion is necessary, in 2015, the chancellor charged three leaders from the campus community with creating a Diversity and Inclusion Action Plan. Working with a number of subcommittees and the Diversity Action Council, the tri-chairs used open forums, focus group discussions, and listening sessions, as well as a Diversity Summit, to collect information, ideas, and strategies. Formalized in 2017, the plan is a product of purposeful engagement of the campus and the community. The objectives follow from existing UAA data, 11 subcommittee reports, 22 focus groups, a Qualtrics campus climate survey, community campus visits, and the Diversity Summit. The following seven major objectives will guide UAA to further diversify the campuses and create an inclusive environment:

1. Create/Establish policies and procedures that increase diversity of faculty/staff/administrators
2. Provide a framework for advocating and managing diversity
3. Develop a system of accountability
4. Examine and support student success
5. Diversify curriculum and instructional strategies
6. Focus on space and facilities planning
7. Include community campuses in the Diversity and Inclusion Action Plan.

The Diversity and Inclusion Action Plan also recommends the re-organization and repurposing of the Diversity Action Council (DAC), an advisory body to the chancellor. The DAC will be responsible for oversight of the plan, ensuring a robust accountability system with measures and benchmarks to gauge progress to goals. The plan will serve the university through *UAA 2020*. Progress on many of the recommended actions has been made, including implementing best practices for recruiting and hiring diverse faculty.

### ENROLLMENT MANAGEMENT PLANNING

Enrollment management planning is a student-centered framework for developing, implementing, and assessing a variety of strategies to achieve enrollment goals. It is integrated into the planning and operational environment of UAA through coordination between Student Affairs and the colleges and campuses, by identifying and refining strategies that have proven to be successful for student recruitment and retention.

The vice chancellor for Student Affairs develops elements of the plan and presents it to Chancellor's Cabinet for review and approval. The Student Retention and Completion Council, formed in July 2016, outlined major milestones in a student's pathway, highlighted common threads that run throughout a student's academic experience at UAA, and identified some of the major barriers to student completion and success. The work will continue through AY18, and the group will coordinate with the interim vice provost for Student Success, appointed to oversee and coordinate work toward achieving the *UAA 2020* goals. UAA has also contracted with the Education Advisory Board (EAB) Student Success Collaborative to enhance its advising processes and student communications to improve retention and graduation rates.

While student enrollment and credit hours have declined over the last several years, enrollment in classes offered via distance or through eLearning has increased substantially. Since AY10, the credit hour production in eLearning increased 50 percent while non-eLearning credit hour production declined 20 percent. Since eLearning classes are producing an increasing share of overall credits, UAA has increased planning and coordination of eLearning course offerings and design. College deans and campus directors direct eLearning planning through the enrollment management process. The coordination between colleges and campuses includes planning for course offerings and scheduling each semester, a discussion of the modality of those courses (face-to-face or electronic), shared assessment and academic dispute processes, and a single catalog and student handbook. Although the development and scheduling of online classes is decentralized to the colleges and campuses, services for distance learning students are centrally coordinated by the Academic Innovations and eLearning office within the senior vice provost's operations.

In 2017, UAA presented an enrollment plan to the UA Board of Regents that outlined strategies for reversing the recent trend of declining enrollment. Among the strategies identified are improving retention rates and building interest in UAA through K-12 outreach programs. In addition, UAA is working with Ruffalo Noel Levitz to target key populations for recruitment.

### FACILITIES & INFRASTRUCTURE PLANNING

UAA's Ten Year Capital Improvement Plan provides specific direction for infrastructure renewal, renovation, and deferred maintenance on all campuses. It is updated annually as part of the university's capital budget submission to the UA System, identifying specific infrastructure improvements to meet UAA's needs. After the legislature passes a state capital budget, the UA System Capital Budget Plan specific to the fiscal year guides management of capital projects, with large projects crossing multiple fiscal years and influencing future planning. A complete description of the budget process is in Standards 2.F.5 and 2.G.3.

The operational plans for UAA facilities improvements to meet core theme objectives is developed from infrastructure proposals and space requests collected and synthesized by the vice chancellor for Administrative Services, who sponsors it to Chancellor's Cabinet for review and approval.

As discussed in the Preface, this accreditation cycle began with increasing student credit hours and the opening of the ConocoPhillips Integrated Science Building and the Health Sciences Building, followed by the construction and opening of a new Engineering and Industry Building in 2015. Kenai Peninsula College saw the opening of dormitories and an industry and technology building. Mat-Su College opened the Massey Performing Arts Center and a new Paramedic and Nursing facility. Kodiak College created a new welding lab and maritime workforce development facilities. Each of these facilities was planned in response to statewide workforce priorities and was equipped to provide state-of-the-art teaching environments. These new and updated facilities directly connect to Core Themes 1 (Teaching & Learning); Core Theme 2 (Research, Scholarship & Creative Activity); Core Theme 3 (Student Success); and Core Theme 4 (UAA Community). Each improves the environment for teaching and learning, provides research facilities and laboratories, and ensures students, faculty, and staff have a safe and productive environment in which to work and learn.

However, since 2015 the downturn in the Alaska economy has drastically reduced capital budget funding. UAA has responded by focusing on renovation of existing facilities, with enhanced classroom and laboratory spaces opening each year that incorporate the need for reliable and consistent connectivity and access required by the growing enrollment in eLearning classes. By responding to these funding and instructional changes, the university is positioning itself for a future of more electronic education for an enhanced work force.



*The new 81,500 square foot Engineering & Industry Building opened in fall 2015 with 21 state-of-the-art labs, and exposed inner workings so students can see how the materials and mechanics work.*

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### **[3.A.5] Emergency preparedness and contingency planning.**

Due to its physical location, UAA's campuses are susceptible to earthquakes, volcanic ash fall, and extreme weather events. The institution maintains a well-established and continuously updated comprehensive Emergency Operations Plan (EOP). UAA's priorities during and after a catastrophic event are:

1. limit and prevent human injury and loss of life;
2. limit adverse environmental impact;
3. protect and limit damage to university infrastructure;
4. assist neighboring institutions; and
5. execute recovery or reconstitution of operations, both short-term and long-term.

The successful execution of these priorities is based on continuous training, knowledge and implementation of best practices, coordination within the university and among its neighboring institutions, and ensuring appropriate resources are always available.

Guiding the institution's preparedness is UAA's Emergency Manager (EM), who is a Homeland Security Campus Community Emergency Response Team and Incident Command System trainer, represents the university on the Local Emergency Planning Committee in Anchorage, and is the IAEM FEMA Region 10 representative for Alaska. For continuity, UAA's Emergency Manager provides periodic trainings for campus Incident Management Teams (IMTs).

An Emergency Planning Group with cross-campus participation updated UAA's Emergency Operations Plan in 2016. Individual campus EOPs are included within UAA's overall Emergency Operations Plan, and response teams are trained for each campus. Campus EOPs vary due to location, as they rely on local police and local community organizations for support. For example,

- The Mat-Su Campus is an alternate Emergency Operations Center (EOC) for the State of Alaska.
- The Prince William Sound Campus trains with the City of Valdez on emergency planning.
- The Anchorage Campus partners with local agencies such as the FBI, Anchorage Police, Red Cross, and municipal and state planning groups.

In an earthquake or catastrophic event, the campus Incident Management Team and Emergency Operations Center manage the initial response. In the event of the loss of a facility, the affected dean or administrative unit works with the Registrar's Office to relocate classes, if required. University Advancement simultaneously serves as a common voice to the local community. Communication with students will be via both Blackboard and various University links. UAA installed the Rave Mobile Safety system to quickly inform campuses of dangers and provide instructions via email, telephone, mobile devices, SMS, Facebook and Twitter, and workstation pop-up messages. For example, when suspicious or threatening individuals are noticed on a

campus, a RAVE alert is activated. Most instructional spaces are equipped with telephone and speaker systems. Emergency instructions are also available to include within course syllabi.

Building evacuation drills, crisis communication exercises are conducted annually, and periodically the institution conducts an exercise for a large catastrophic event. Full-scale tests of our Emergency Operations Plan were last conducted in 2016. Given Alaska's significant seismic threat, UAA conducts an annual earthquake exercise, appropriately called the Great Alaska Shake Out. In 2016, to prepare and refine the response to a human-generated threat, UAA hosted Statewide Alaska Shield, a multi-agency, terrorist/active-shooter exercise in partnership with state and federal agencies, law enforcement, and local non-profits. This exercise included over 250 participants and 17 agencies and organizations. It tested UAA's multi-agency response, its EOC structure, crisis call center, Joint Information Center, and concluded with an After Action Review/Improvement Plan. UAA also conducts periodic functional and "table top" simulations to test potential responses.

As stated in Standard 2.G.2, the Environmental Protection Agency (EPA) has classified UAA as a Conditionally Exempt Small Quantity Generator. Hazardous and toxic materials are ordered, stored, and used in the smallest quantities possible. All waste-generating processes are routinely reviewed and adjusted as necessary to ensure that status is maintained. Professional staff recycle or dispose of all waste at a licensed and approved off-site treatment and disposal facility. In accordance with 40 CFR 112.5(b), UAA has a robust Spill Prevention Control and Countermeasure Plan that is reviewed and updated as needed every five years, assuring the facilities will not discharge petroleum products into or upon the navigable waters of the United States or adjoining shorelines. Environmental Health and Safety policies and procedures and the campus Chemical Hygiene Plan are reviewed/updated annually and posted on the Office of Research Integrity and Compliance website.

In addition to life and facility, the University safeguards electronic data, and it greatly enhanced this disaster recovery preparedness over the last two years. University data is backed up nightly and replicated to an alternate site off-campus. Circuit and network upgrades at all campuses in 2016 allows replication and backup out of state. All University IT services have been prioritized into tiers; each tier defines the service priority, backup requirements, redundancy, recovery time objective, and recovery point objective. In the case of a disaster, the tiered protocols inform the data recovery process. Moreover, UAA has a premier support agreement with Microsoft that includes on-site expert response and support in the event of a material cyber-attack.

Overall, UAA's capability to address a catastrophic event is strong, and continues to evolve through regular training and development of the Emergency Operations Plan and related plans. Environmental Health and Safety, Risk Management Support, and Emergency Management programs are maintained well within national standards.

### **[3.A.2] Planning is broad-based, with opportunities for input.**

All levels of the institution conduct planning and alignment of programs and services. Broad internal participation is encouraged and operationalized by ongoing, purposeful dialogue within the leadership councils in each vice chancellor's area, and within a variety of representative cross-unit committees. These processes facilitate communication and cooperation across colleges

## STANDARD 3

and campuses, as well as functional areas of the institution, and advise the Chancellor's Cabinet. Agendas and minutes document ongoing, systematic attention to accreditation, planning, budget, and institutional-level priorities and initiatives.

- The Full Council of Deans and Directors, composed of more than 30 members, including faculty and student government representatives plus the Chancellor's Cabinet, meets monthly to exchange information, discuss the budget and enrollment management planning, develop alignment between the campuses, and ensure implementation of core theme and other initiatives.
- The Academic Council of 19 members, composed of the eight Anchorage Campus deans and members of Academic Affairs, Faculty Senate, and Chancellor's Cabinet, meets monthly to coordinate academic, research, and student related topics that may include academic operations, fiscal matters, planning, assessment, personnel matters, and other related work.
- The Planning and Budget Advisory Council (PBAC), with 25 members from across the institution, meets monthly to review UAA's budget development and the impacts of any increments and decrements. Chaired by the provost and the vice chancellor for Administrative Services, these meetings are an opportunity for leadership to share interim changes in priorities in response to changing conditions, and the status of various UAA funding sources including legislative appropriation. The advisory role of this group was more pronounced earlier in this accreditation cycle when budget increments could be expected.
- The three governance bodies—Faculty Senate, Staff Council, and the Union of Students of UAA—meet monthly and as needed. They are advisory to the provost and chancellor and play a vital role in planning. In addition, members of these groups serve on other representative advisory groups on specific initiatives.

UAA's comprehensive planning process also offers opportunities for input by a variety of external groups, including advisory boards. The university has advisory boards at three levels:

- The Chancellor's Advisory Board, composed of 10 community leaders and alumni, helps keep the institution attuned to community needs, and assist in creating a budget request and operational plan informed by our environment. Also at the chancellor's level is the Advisory Council for Alaska Native Education and Research, composed of 13 individuals, provides a specific focus on strategies and community initiatives to enroll, retain, and graduate Alaska Native students.
- Campuses and colleges have community advisory boards that work to identify specific community needs, clarify budget planning, and provide guidance, development opportunities, and legislative support.
- External advisory boards help UAA departments to ensure a relevant curriculum, maintain contact with local employers, and provide support for program initiatives tied to student success. For example, the College of Engineering has a college-level advisory board in addition to advisory groups for each major program. All were involved in the development of the college's strategic plan.



This purposeful approach provides many opportunities for input and integrates the comments and perspectives of multiple constituent groups.

The following are two significant examples of university-wide planning.

### ***UAA 2017 STRATEGIC PLAN***

In September 2007, UAA adopted its 10-year Strategic Plan, *UAA 2017*, which included the current mission statement, the university's vision and core values, five strategic priorities, and 37 objectives. It has served as the university's principal planning document since UAA's last Year Seven Self-Evaluation Report in 2010.

*UAA 2017* demonstrates the inclusive planning culture of the university. It was developed between November 2005 and May 2006. A planning subcommittee led the systematic planning process and conducted over 50 meetings and focus groups with all the major university constituencies including students, faculty, administrators, staff, and external groups such as Commonwealth North, the Anchorage Chamber of Commerce, the Anchorage School District, and the UAA Board of Advisors.

### ***UAA 2020 STRATEGIC PLAN***

With the expiration of *UAA 2017*, UAA created a new strategic plan, *UAA 2020*. Recognizing a new, more fiscally constrained operating environment in the state of Alaska and its impact on UAA, this plan has a shorter timeframe and a reduced set of priorities. *UAA 2020* keeps the current mission and sharpens its focus on student success.

The process for developing *UAA 2020* started in September 2016, and worked closely with the Self-Study Open Forums for the UAA accreditation reaffirmation process to ensure wide participation of faculty and staff. From a list of 13 proposed values developed in an open forum, a campus-wide online survey asked participants to rank those they felt were most important. More than 1,500 people participated in the poll, including over 800 students. Clear majorities favored three value statements. In November and December of 2016, nine focus groups of faculty, staff, and students from across all of UAA discussed their perceptions of the three proposed values and provided additional information about implementation. This review determined the four final values and the format of the values statements.

In February 2017, a meeting of 75 campus leaders prioritized a set of draft goals developed by the major units in the institution. The resulting short list of six goals was sent to the Chancellor's Cabinet for review. Standard 5.B presents detailed information regarding *UAA 2020* and its goals.

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Below is an example of a college-level plan with broad participation.

### ***COLLEGE OF ENGINEERING STRATEGIC PLAN 2015-2020***

In 2014, the College of Engineering assembled a Steering Committee made up of a cross section of leaders within the college to develop a strategic plan. The process was guided and supported by a local management consultant and benefitted from broad input and engagement from key stakeholders, including faculty, staff, students, alumni, advisory boards and committees, university administrators, employers, and community leaders. Responses from more than 250 people to an online survey were used to develop the vision, mission, values, and key strategies of the plan. In addition, three planning committee workshops were conducted during in spring 2014 with the participation of 60 individuals. College of Engineering faculty and staff provided further input during the fall 2014 College Kickoff Retreat to develop specific action plans. Data from *IR-Reports* website are used to track the goals of the plan. The plan proved helpful to the incoming dean, and served as guiding document during the UA System's Strategic Pathways process. It also informed the college's contributions to *UAA 2020*.

#### **[3.A.3] Data informs planning and is used to evaluate mission fulfillment.**

Since 2010, UAA has become an increasingly data-informed institution. It engages in both systematic and focused information gathering to inform decision-making, budgeting, and university governance.

The Institutional Effectiveness Office under the senior vice provost has a long history of publishing an annual *Performance Report*, describing the highlights of the past year and performance on key metrics. During this accreditation cycle, UAA consciously focused this report on many of the core theme indicators and metrics. The *Performance Report* is distributed in hard copy to offices across the entire university, to the UA Board of Regents, legislators, and community supporters, and is available on the Institutional Effectiveness website. Institutional Effectiveness also periodically creates and distributes more in-depth analyses on key measures such as graduation rates, minority student performance, eLearning, and success in General Education courses.

Notably, in the last several years the Office of Institutional Research has created the UAA business intelligence website, *IR-Reports*. This site provides analysis and data in dashboard and tabular formats that can be viewed online and/or downloaded into spreadsheets for analysis by the individual user. The *IR-Reports* site is the leader in providing distributed information to users within the UA system. The information on the site is secured and accessible to employees of the University of Alaska.

Information available on *IR-Reports* includes operational (current) and official (historic) data that covers the breadth of informational needs. There is financial, budgetary, enrollment management, retention/graduation, human resources, and program data. Decision makers use the information in academic planning such as program review. The Delaware Cost Study is also available and provides comparative data on instructional costs and productivity. The data on the site has also informed student success initiatives, providing information on pass rates, retention, and completion by campus, college, discipline, course, and degree levels. In addition, the site

collects and provides updated financial data that units use to monitor and control expenditures as well as prepare future budgets.

The *IR-Reports* site also allows for collaborative work in a variety of areas including assessment and accreditation. The assessment site includes reports from programs, survey information, and general education documents. Academic programs upload assessment reports to the site, and deans and directors can review and comment on the reports. This site was structured in 2016 to archive past reports and has the potential to archive artifacts of the assessment process. The accreditation site houses the core theme data, working documents of the various accreditation committees, document room, and the NWCCU Standards and Rubrics.

Other units, such as academic programs and Student Affairs, engage in meaningful and comprehensive data collection to assess core theme initiatives. However, the goal is that *IR-Reports* will become the central repository for data that supports decision making at the institution. Reports, such as the *Performance Report*, will become vehicles for sharing the data and resulting analyses, rather than the main source of the information.

In addition to strengthening capabilities to collect and analyze internal data, UAA also expanded its use of external data for comparisons and benchmarking. UAA participated in the Delaware Cost Study, updated its list of comparative peer institutions, and utilized customized Hanover Research projects to collect best practice information on graduation rates, distance education, faculty development, and service learning. It is now participating in two Education Advisory Board (EAB) initiatives, the Academic Performance Solutions and the Student Success Collaborative. Academic Performance Solutions provides performance data on course enrollments, completion rates, and trends that allow UAA to measure efficiency relative to other institutions. It will impact student success through identifying bottleneck courses and areas of low completion rates. The Student Success Collaborative will help UAA to enhance the student advising experience and improve retention and graduation rates.

#### **[3.A.4] The comprehensive plan articulates priorities and guides resource allocation.**

By conscious design, the five core themes for UAA's accreditation are congruent with the five priorities in the *UAA 2017* strategic plan, so the core themes are present in all of the institution's annual budget and program planning. For most of this accreditation cycle (2010-2014), a Strategic Guidance Letter was prepared annually. This document, approved by the Chancellor's Cabinet, was sent to all deans, campus directors, unit heads, and members of the Planning and Budget Advisory Council (PBAC) to inform them of current operating conditions, reinforce the core themes, and detail UAA priorities for the coming year.

In 2015, with the abrupt change in the state's economy, directions from Chancellor's Cabinet focused on responding to decreasing budgets. Recognizing the need to increase understanding of UAA's operating conditions and to collect many viewpoints, the provost initiated an inclusive process with the deans and directors to develop short-term criteria to guide leadership in making difficult decisions. Integrating the core themes into the process, the resulting Academic Guidance letter "Guidance for Academic Decisions in a Climate of Declining Budgets, AY2016-17," guided tactical decisions in the short term and reinforced the university priorities, in particular, the areas of academic focus and student success.

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In 2016, as the economy and the budget remained unsettled, the chancellor continued to stress a focus on academic priorities and student success. This also coincided with the development of the *UAA 2020* strategic plan and the preparation of the accreditation self-study report, both of which included prolonged involvement and input from people across the campuses. Throughout these changes to the environment, by focusing on the core educational mission the Chancellor's Cabinet adapted its guidance to ensure UAA's continued ability to accomplish its core theme objectives and fulfill its mission.

These Guidance documents have shaped the creation of the institution's annual budget. An analysis of these letters over the years reveals a consistent emphasis on student success, health, engineering, and workforce development initiatives (Core Themes 1 and 3), research (Core Theme 2), and ensuring safety and efficient operations in new buildings opened during this period (Core Themes 1 and 4).



*Moose are regular visitors on campus.*

### 3.B. CORE THEME PLANNING

**[3.B.1] Core theme planning is congruent with institutional planning.** The vision statement in *UAA 2017* provides the framework for UAA's five core themes:

- Teaching and Learning
- Research, Scholarship and Creative Activity
- Student Success
- UAA Community
- Public Square (Community Engagement)

As stated earlier, these core themes are consistent with the five priorities in *UAA 2017*, and are represented in all UAA annual budget and program planning.

**[3.B.2] Core theme planning guides the selection of programs and services and their contributing components.** As described in Standard 3.A, the institution's ongoing planning aligns programs and services with core themes and objectives. To review and sharpen this alignment, UAA conducted Program Prioritization in 2013-2015. This unique planning exercise, conducted in anticipation of funding challenges, involved all components of the university. It was based on the model outlined in *Prioritizing Academic Programs and Services* by Robert Dickeson. The purpose was to ensure the alignment of UAA's programs, services, and functions with its mission priorities and accreditation core themes. The results of this adaptive planning process assured the best use of more limited resources.

This prioritization process reflects UAA's purposeful planning, and demonstrates widespread participation and input from a variety of sources. Following training for the chancellor, provost, vice chancellor for Administrative Services, and key faculty members, two review committees with membership of faculty and staff from units across the institution were similarly trained in spring 2013. Using a common data set and an open website, campus units and academic departments wrote their own program analyses, bringing their insights and information into the process. The two review committees collectively analyzed the performance and mission alignment of the academic and administrative units: The Academic Task Force reviewed all academic programs and support services, and the Support Task Force reviewed all administrative services and functions. The results of these reviews were widely disseminated and discussed. Following the completion of the process, the final report, approved by the Chancellor's Cabinet, was circulated to the community through emails from the chancellor and posted on the Prioritization website, with additional input from follow-up meetings. The institution immediately began implementation of the results, which include the elimination of 21 certificates and degrees and 17 minors, and identified an additional 42 certificates and degrees and 11 minors for suspension and transformation. Implementation is ongoing and will extend over the teach-out period for programs identified for elimination. The process also identified other areas that needed attention or investment including, student success (retention, admission, advising, completion); enrollment management; eLearning; and community partnerships.

The Mid-Cycle Peer Evaluation Report in 2014 noted that the Program Prioritization process illustrated the institution's "...robust joint-governance processes and the shaping role of

## STANDARD 3

assessment, and faculty responsibility for that assessment, within UAA's strategic planning and resource allocation." That this process had no predetermined outcomes and relied on the expertise and commitment of the entire campus to write, review, analyze, and recommend thoughtful actions based on data, demonstrated UAA's trust in its faculty and staff. The development of the new *UAA 2020* strategic plan built upon this trust and utilized the same campus energy and expertise.

**[3.B.3] Institution-wide conversations about core theme achievement.** Core theme planning is informed by the collection of data that are analyzed and used to evaluate accomplishment of UAA's core theme objectives. To prepare this self-evaluation report, UAA also engaged in a broad, participatory process of summative assessment to evaluate accomplishment of its core theme objectives.

Summative assessment of UAA's 16 Core Theme Indicators was a three-step process. It started with Institutional Research compiling the indicator data and performing a first-level descriptive analysis.

A second level of analysis engaged specific campus groups in spring 2016 to evaluate the data relative to the IR analysis using a Core Theme Indicator Assessment (CTIA) Instrument. The groups responded to questions about how well UAA is meeting the objective and what the group has done to move the needle on achievement of the objective. They also provided recommendations for moving forward, and whether or not they would change or improve the indicator in the next accreditation cycle. For example, the Diversity Action Council and the Faculty Senate Diversity Committee reviewed Core Themes 3 and 4 as they related to access and transition and supportive environments. Student Governance reviewed Core Themes 1 and 3 as they related to student learning, meeting state needs, access and transition, and persistence and achievement. The Community Engagement Council and the Advancement Leadership Team reviewed Core Theme 5 related to mutually beneficial partnerships. These initial reviews were presented and discussed at Open Forums held the following fall semester.

In the third-level of analysis, UAA held a series of Open Forums in fall 2016 to engage faculty, staff, administrators, and students at all campuses with the Core Theme Objectives and Indicators, and make an initial determination of the extent to which UAA is fulfilling its mission. In addition to initial kick-off and wrap-up sessions, individual forums were held on each core theme, and an additional event focused on general education review. Two hundred and eighty-eight faculty, staff, administrators, and students participated in one or more of these Open Forums. (Note: both the CTIA Instrument and the Core Theme Open Forums focused on a more recent subset of the overall data, reflecting progress since the mid-cycle review in 2014.)

At the Open Forums, participants reviewed the first and second level of analyses and findings, and were asked to contribute their own perspectives and judgements. Diverse groups of participants attended these events in large numbers, and the sessions included table discussions and report outs. Participants could provide feedback on the Core Theme Indicator data itself, quantitative and qualitative information not included in the data that provided insight into institutional performance, and suggestions on how the data could be used to inform institutional planning.



Equally important, these Core Theme Open Forums in the fall informed the start of the *UAA 2020* planning process, providing a venue to announce progress on this planning initiative, collect participant feedback on areas of interest or concern, and provoke reflection on questions related to the UAA's values and key initiatives.

In the spring 2017 semester, two additional Open Forums were held to achieve consensus around the overall accreditation findings and to seek additional feedback on the first drafts of the report. Documentation from these meetings, including summaries from the reports out, statistics on participation and all materials given to participants, are available in the electronic document room.



*The UAA/APU Consortium Library serves the university and the community.*



## Seawolf Debate – Students Earn National & International Acclaim

When asking faculty, students, and staff for examples of UAA success, the Seawolf Debate program is always one of the first programs mentioned. In recent years, the World Debate Council has ranked UAA ninth most competitive in the world, the second highest ranked team in the United States.

Leading the program since 2002, Associate Professor Steve Johnson credits a college debate course as a turning point for him. He went from a below 2.0 GPA to nearly a 4.0 for the rest of his undergraduate studies, earning a bachelor's degree in communications and a master's in rhetoric and argumentation.

Johnson has created a community of like-minded students. "The debate team is this one-stop shop of intelligent minds, people with these different experiences who all love talking about big ideas and how the world works. It's a great community of people," says Genevieve Mina who is pursuing a double major in political science and biology, with a career in public health policy in mind.

That community reaches beyond UAA, which hosts middle school and high school debate competitions as well as training and mentoring young debaters, several of whom have enrolled at UAA and have become stellar students. An example is Jacob Shercliffe, named a Truman Scholar in 2017, who came to UAA in part because of the Seawolf Debate's reputation. "Joining the debate team was a terrifying experience because I looked up to so many people on it, but it soon became a second family."

Other former high school debate participants who became not only winning members of Seawolf Debate but leaders on campus include Sam Erickson, who served as the UAA student government president in 2016. Erickson and partner Sarah Elton won the 2016 U.S. Universities Western Regional Championship debate tournament, and advanced to the semifinals of the U.S. Universities Debating Championship, placing eighth out of 180 teams, the highest finish of any public university.



Kelsey Waldorf, B.A. Justice '13 and the Student Commencement Speaker that year, participated in high school debate tournaments before enrolling in UAA. In explaining her choice, she said, "I realized the opportunities that UAA offered outweighed the opportunities at some larger schools in the Lower 48....They didn't have the same honors or debate programs, and I've had



UAA hosted an exhibition debate with the Yale Debate Association in March 2013.

research opportunities here that my friends at schools in the Lower 48 didn't have." As a member of the Seawolf Debate team she advanced to the semifinals of the U.S. Universities Open debating tournament in 2012.

Jonathon Taylor, UAA student government president and 2016 Spring Commencement Speaker, joined the program in 2013 after being encouraged by Seawolf Debate team members in a political science course. He's now Deputy Press Secretary for Alaska's Governor Bill Walker. Taylor won the novice tournament at the Seattle University Worlds Debate Championship with his partner Johanna Richter the first year, and the two won the Championship the next year. The duo also made it into the elimination rounds of the worldwide debating tournament in Greece in 2015. "Seawolf Debate has been really good for me academically, and also personally," Taylor said. "The thing that appeals to me is the academic rigor of it. Participating in debate was probably one of the best decisions I have ever made."

"What our students have accomplished is in every way a reflection of the institutional support that UAA has given them," Johnson said. "I'm surrounded by people who want to do nothing more than make their community better."

## STANDARD 4: EFFECTIVENESS AND IMPROVEMENT

### ***Eligibility Requirement 22: Student Achievement***

UAA publishes program student learning outcomes for all degrees and certificates in the UAA Catalog. Student achievement of the outcomes is assessed annually, according to the methods outlined in the program's approved Academic Assessment Plan, published on the *IR-Reports* website. Through direct and indirect measures, faculty collect and analyze data about student learning and achievement of the outcomes, use the results to develop recommendations, and take actions to improve the program and enhance student learning. They report their assessment activities in an Annual Academic Assessment Report and complete an institutional-level Annual Academic Assessment Survey. Standards 2.C.5 and 4.A.3 describe these processes in more detail, with examples of resulting improvements in the Core Theme 1 analysis in Standard 4.

### ***Eligibility Requirement 23: Institutional Effectiveness***

The Office of Institutional Effectiveness, working closely with the Office of Institutional Research, has primary responsibility for collecting data on university and external metrics, analyzing important trends, and reporting results to various university constituencies. It compiles data and prepares reports for the University of Alaska System, the State of Alaska Office of Management and Budget, and for UAA accreditation and focused university initiatives. The office also creates specialized reports on a variety of topics as requested by the Chancellor's Cabinet, the deans, or academic departments. These reports are regularly reviewed and discussed by the Chancellor's Cabinet, and inform decision making throughout the institution.

Institutional Effectiveness produces an annual *Performance Report* that details the accomplishments of the university, providing highlights by institutional core theme, including trends for a standard set of performance indicators. The *Performance Report* is a public document distributed internally to campus leaders, UA System leaders and Board of Regents, and externally to legislators and other constituencies. It is available on the UAA website and provides a basis for decision making throughout the year. The Chancellor's Cabinet uses the data sets and analyses to set performance targets and assess the impact of university policy.

UAA regularly receives information about changes in its external environment, including monthly reports from the Alaska Department of Labor and Workforce Development, quarterly discussions with the Chancellor's Advisory Council, and annual briefings from the Anchorage Economic Development Council, among others. UAA's Institute of Social and Economic Research (ISER) monitors external conditions and analyzes key components of the state of Alaska, disseminating information on changes in the economy and population, social and public policy issues, and challenges and opportunities in UAA's operating environment. The above, combined with input from university, college and program advisory boards, is used to develop new programs, adapt existing curriculum, and develop new ways to reach prospective students.

## 4.A. ASSESSMENT & 4.B. IMPROVEMENT

**[4.A.1] Ongoing, systematic collection and analysis of meaningful, assessable, and verifiable data.** As discussed in Standard 3 and outlined in Eligibility Requirement 23, UAA has long engaged in ongoing, systematic collection of meaningful, assessable, and verifiable data to support its evaluation of mission fulfillment.

Basic institutional data are presented in the UAA *Fact Book* (formerly known as the *Campus Report and Trend Book*) which has been published since 2008-2009. The *Fact Book* provides decision makers of the university with the information necessary to describe operating conditions and institutional context. It is available to the public on the Office of Institutional Research website.

The *Performance Report*, published annually since 2005 by the Office of Institutional Effectiveness, analyzes performance on key measures used by the Chancellor's Cabinet to inform institutional-level strategies for improvement. Organized around core themes, this report clearly shows how ongoing, systematic collection and analysis of data directly contributes to UAA's evaluation of its accomplishments of the Core Theme Objectives. In addition to the quantitative metrics in the *Performance Report*, qualitative data are presented in each edition in the form of campus highlights. Mission fulfillment and core themes have provided the organizational framework for the highlights section in all but two editions (FY13, FY14) since 2009.

In addition to internal institutional data, information from external sources such as the Alaska Department of Labor and Workforce Development and the Alaska Department of Education is collected. Decision makers use these data to inform them about the external working environment of UAA. This information can be used to assess the pipeline of high school students, the employment of recent university graduates, and demand analysis for the creation of new academic and workforce programs.

To automate routine reporting and provide the campus with more current and actionable data, the Office of Institutional Research (IR) created the IR Business Intelligence site, *IR-Reports*, in 2015. This site provides all employees of UAA access to the data needed for making decisions. Secure or highly confidential information is limited to authorized staff members who need it to make decisions using that information.

Information on *IR-Reports* includes traditional historical data and trends as well as current operational information. The data are collected using traditional IR methods that include census and end-of-term data freezes conducted by the UA System Office of Institutional Research. These data files collect information on students, faculty, staff, financial aid, courses, and enrollments. Operational data files for finance, budget, and grant activities, are collected here as well.

The participation of UAA Office of Institutional Research in national studies such as the University of Delaware Cost and Productivity Study, the National Student Survey of Engagement (NSSE), and work with the Education Advisory Board (EAB) has allowed UAA to collect information on peer outcomes for benchmarking.

Student Affairs also has a robust assessment function that uses data from *IR-Reports* as well as student surveys, operational information, and independent analyses to assess the efficiency and effectiveness of its operations. The Student Affairs Assessment website collects information on student learning, conduct, and activities on campus to develop better ways to increase student engagement and success.

While these data collection, distribution, and assessment efforts have moved the campus toward a culture of data-informed decision-making, much work remains to be completed. More attention to data governance needs to occur at both the campus and state level. Some departments and programs still maintain silos of information that are inaccessible to *IR-Reports* and are not independently verifiable. These different sources of data result in conflicts, confusion, and time spent reconciling information. The use of verified institutional data needs has yet to be broadened to all areas of the university. Regularly scheduled outreach and training sessions in the use of data have not been broadly attended, and the institution will consider alternate approaches.

**Evaluation of accomplishment of core theme objectives.** *IR-Reports* emphasizes core theme accomplishment by including an Accreditation section that is accessible to the entire university community. The site also serves as an archive for related assessment information, such as program review findings, Program Student Learning Outcomes Assessment Annual Reports, and reports created from the institutional-level Annual Academic Assessment Survey. In this way faculty, staff, students, and administrators have direct access to data to make judgements about student learning and program quality.

UAA uses data and analyses to evaluate the accomplishment of its Core Theme Objectives, and has used this information to make substantive changes to ensure achievement of the objectives. A few recent examples include:

- The creation of the associate vice chancellor for Alaska Natives and Diversity position in response to the poor graduation and retention rates of Alaska Native students. This position will oversee the initiatives within the Diversity and Inclusion Action Plan. (Core Theme 1, 3, and 4)
- The creation of the interim vice provost for Student Success in response to low overall retention and graduation rates. This position will oversee and coordinate the specific initiatives of the *UAA 2020* strategic plan. (Core Theme 3)
- The articulation of clear pathways from two-year degrees to four-year degrees. As a result of the AY16 program review process, the faculty revised the Associate of Arts degree to align fully with the General Education Requirements. This also influenced an AY18 faculty review of the general education component of all AAS degrees, also aimed to align the requirements more clearly with the General Education Requirements. (Core Theme 1 and 3)
- The discontinuation of the College of Arts and Sciences college requirements. The decades-old requirements added a layer to the general education requirements, creating barriers to degree completion. (Core Theme 3).

## STANDARD 4

**[4.A.2 & 4.B.1] Evaluation of programs and services.** Programs and services are measured against their goals or intended outcomes on a regular and recurring basis, leading to continuous quality improvements across functional areas of UAA. Academic Affairs, Student Affairs, and Administrative Affairs processes are highlighted below. In addition, the Consortium Library has mature assessment and evaluation processes, which have resulted in multiple improvements over this accreditation cycle, as discussed in the Core Theme 4 section of this Standard.

### ACADEMIC AFFAIRS

Faculty have a primary role in the evaluation of educational programs and services. UAA has an established internal evaluation and quality assurance process. As discussed in Standard 3, Board of Regents' Policy P10.06.010 requires all academic programs to engage in formal program review on a seven-year cycle. The chancellor, who designates responsibility to the provost, is responsible for establishing an academic program review process for UAA, with the findings to be used in the planning and budgeting process. Program reviews outside the normal cycle may be conducted per University Policy and Regulation R10.06.10C and with the approval of the provost.

UAA revised the program review process in AY16. Previously, each campus separately reviewed the programs it delivered, whether or not the program was also delivered on another UAA campus. The revised process shifts to one review per program, wherever offered and however delivered. Commendations and recommendations related to programs delivered only on community campuses are forwarded to the provost from the academic dean, after appropriate consultation with community campus directors. The revised process also allows for an expedited process for programs with specialized accreditation, if they demonstrate that specialized accreditation meets Board of Regents and UAA program review standards and expectations.

The process is outlined in the revised Program Review Template and the Program Review Guidelines. Deans and community campus directors establish faculty committees in September, and the committees complete the Program Review Template. The template includes questions about: mission and alignment; centrality of mission and supporting role; program demand, efficiency and productivity (including among other data, enrollment, awards, and course pass rates); and quality and improvement. Data for every UAA program, regardless of review status, are generated for the templates each August by the Office of Institutional Research and posted on *IR-Reports*. Faculty submit the completed template to their dean (or through the community campus director when relevant), and the dean submits commendations and recommendations to the provost for a final decision. Faculty can also respond to commendations and recommendations before the final decision by the provost. The final decision is then posted on *IR-Reports*, along with interim decisions.

The Program Review Template requires program faculty to analyze and discuss the key findings from program student learning outcomes assessment, as well as resulting actions taken to improve student learning and evidence that the actions have had an impact.

As part of the review, all programs are expected to propose and implement an action plan, aimed at improving their programs and related services. Most programs are also scheduled for an

interim report one year out, to demonstrate progress on the action plan. A few examples from the 2016 and 2017 program review reports to the Board of Regents include:

- **Associate of Arts (AA) General Program Improvement Plan:** Align AA fully with General Education Requirements to provide seamless pathway to the baccalaureate degree.
- **BA/BS Biological Sciences Improvement Plan:** Further integrate of American Association AACU for the Advancement of Science (AAAS) *Vision and Change* principles across courses; continue to make curricular adjustments and implement high-impact practices; continue to engage with general education requirement (GER) assessment and alignment.
- **MS Biological Sciences Improvement Plan:** Strengthen local, national and international partnerships.
- **BA Philosophy Improvement Plan:** Revise curriculum to remove emphasis areas, map assignments and courses to program student learning outcomes, implement coordinated online pathway to degree.
- **AAS/BBA Accounting Improvement Plan:** Submit interim report on total credits earned, time-to-degree and course pass rates.
- **BA Justice Improvement Plan:** Revise assessment plan, increase online offerings, embed information literacy across curriculum.
- **AAS Industrial Process Instrumentation Improvement Plan:** Adjust math and pre-requisite requirements, scaffold and map communication skills development across degree, revise student learning outcomes and assessment strategy.
- **MS Project Management Improvement Plan:** Expand leadership within program, leverage successful Alaska Airlines program, enhance distance technology training for adjuncts, add peer assessments for student group projects, and expose students to diverse perspectives.
- **BS Dietetics Improvement Plan:** Increase student involvement in inter-professional experiences, integrate more simulation into the curriculum, and enhance student engagement in undergraduate research.
- **AAS Culinary Arts Improvement Plan:** Provide opportunities for faculty professional growth, enhance student training in use of laboratory equipment, and archive comprehensive packets of signed documents with the outside food service establishments for externships, internships, co-op, and/or apprenticeship training programs.

At their initiative and with the agreement and support of the institution, programs may apply for and maintain specialized accreditation. Currently, 74 programs at UAA have earned independent accreditation in their discipline through rigorous review processes that ensure curricular quality, student support, and student learning success. As noted above, programs with specialized accreditation may go through an expedited process for cyclical program review, if their specialized accreditation standards meet the criteria of UAA's process. Details are included in the Program Review Guidelines and Timeline document.

## STANDARD 4

### STUDENT AFFAIRS

Through its many programs and services, Student Affairs supports student learning and success, and the achievement of the Core Theme Objectives. Since 2011, Student Affairs has intentionally built assessment capacity and developed a culture of evidence around UAA's mission fulfillment and its core theme framework. Using the same data sources as the Office of Institutional Research as well as information collected through student surveys and other mechanisms, Student Affairs measures its contributions to the institution's mission and goals through specific Student Affairs core themes that map directly to the institutional core themes. Each unit annually assesses its impact on student learning and development relative to two learning outcomes chosen by the unit.

Student Affairs departments use the Council for the Advancement of Standards in Higher Education self-study framework, a national standard of practice, for department level program review and benchmarking. Assessment findings drive Student Affairs decisions in enrollment management, new student recruitment, student engagement, annual departmental goal identification, resource allocation, and budgeting. Additionally, Student Affairs demonstrates continuous improvement through administering and responding to regular program reviews, self-studies, and federal and state regulatory compliance audits. The institution aligns with federal and state mandates through policy and compliance measures in financial aid, campus safety, student conduct, disability accommodations, and academic and student records.

The chart below maps the Student Affairs core themes to the institutional core themes.

Table 5

Student Affairs Core Theme	Institutional Core Theme
<i>Student Learning and Success</i>	Core Themes 1 and 3
<i>Student Centeredness</i>	Core Theme 3 and 4
<i>Advance the Profession</i>	Core Theme 4
<i>University and Community Partnerships</i>	Core Themes 4 and 5
<i>Student, Staff, and Faculty Well-being</i>	Core Theme 4

In 2016, the National Institute for Learning Outcomes Assessment featured the UAA Student Affairs assessment website, which includes a description of its assessment structures, processes, goals and progress on its goals, key indicators, and data points, as well as assessment results and reports.

Some of the specific assessment initiatives and improvements include:

- The creation of the UAA Student Outreach and Transition Office, resulting from the UAA Admitted Non-Enrolled Student Questionnaire and Outreach Initiative. The initiative gathered information on factors related to non-enrollment at UAA, allowing Student Affairs to better understand and engage students in the recruitment and admission processes, and reduce enrollment barriers.
- The reorganization of Enrollment Services, bringing recruitment and admissions together under one assistant vice chancellor.



- Improved planning and redesign of admission processes and communications resulting from participation in the Council for the Advancement of Standards in Higher Education.

Student Affairs uses a comprehensive assessment approach to ensure that co-curricular programs and services are aligned, help achieve student success, and provide support to the institution's core themes. Using the Council for the Advancement of Standards in Higher Education (CAS) self-study framework, the Student Affairs units develop annual plans to improve performance metrics and respond to changing conditions. Using information provided by *IR-Reports*, the *Student Affairs End of Year Report* and key performance indicators, the vice chancellor and the Student Affairs leadership team develop an *Annual Assessment Report* that guides the planning and resource allocation for the next year.

## ADMINISTRATIVE SERVICES

During the current accreditation cycle the vice chancellor for Administrative Services conducted an Education Advisory Board (EAB) Institutional Effectiveness Survey across the administrative services units. The resulting scores highlighted areas needing improvement, and became the foundation for action plans in each of the units. One example was the planning and execution of a Leadership Development program for both senior and junior mid-level managers to address a weakness in that area. Another example is that in 2013, results from a customer satisfaction survey covering a variety of administrative services functions helped focus resources in areas identified as deficient by respondents. For example, \$300,000 was allocated to hire a contractor to rapidly deploy more Wi-Fi access points across the Anchorage campus to improve computer access for students.

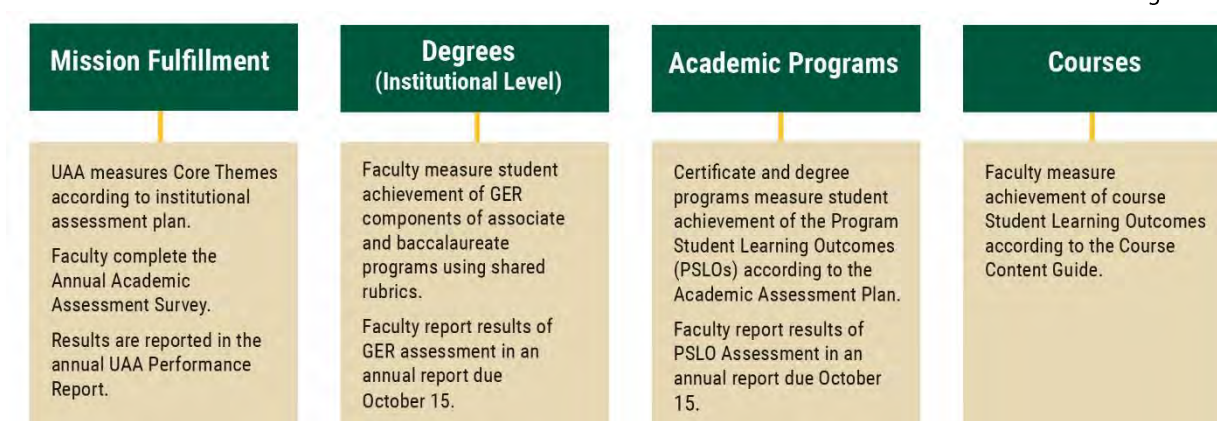
Information Technology Services (ITS) also conducted its own campus survey, and benchmarked its operations against a national Gartner annual survey of higher education called "Key Metrics, Higher Education." The survey and benchmarking effort revealed opportunities to divest in some operations in favor of investing liberated resources in areas more highly valued by customers and students. As a result, telephone and internet service for the UAA residence halls was outsourced, and the ITS Help Center was significantly redesigned. Internet service in housing greatly improved according to a follow-up user survey. And the first call resolution metric in the Help Center went from 34 percent resolved to over 90 percent resolved, saving approximately \$450,000 in otherwise wasted time.

Recently, the vice chancellor of Administrative Services sponsored the development of a LEAN Six Sigma pilot initiative, in which key staff from across the Administrative Services section, and several faculty members, received specific training in how to conduct the LEAN process. Subsequently, a LEAN steering committee was formed, and it continues to collect ideas for process improvement, to select and seek funding for those ideas that meet pre-selected criteria, and provide on-going training for current and aspiring LEAN practitioners on campus. By the end of 2017, 359 employees had received the training and over 70 projects were implemented saving \$493,950 in staff time. This LEAN initiative will be an important element in meeting the *UAA 2020* strategic plan goal of removing barriers to student and faculty success.

## STANDARD 4

### STUDENT LEARNING OUTCOMES ASSESSMENT

Figure 4



#### [4.A.3 & 4.B.2] Students achieve identified course, program, and degree learning

**Outcomes.** Student achievement is measured against course and program learning outcomes that are developed, approved, and assessed by faculty through the structures and processes described in Standard 2. Program faculty conduct assessment of student achievement each year, as guided by each program's Academic Assessment Plan. Data are collected and analyzed, and faculty report on the current findings and recommendations, as well as the effectiveness of past improvements made to enhance student learning. Programs submit this annual report to their dean or community campus director. Faculty close the loop on assessment by making ongoing improvements to their programs and services, and deans and community campus directors support faculty in these efforts. To make the connection between continuous improvement, planning, and resource allocation more explicit, the institution has taken the following steps.

- Cyclical Academic Program Review more clearly incorporates key assessment findings into the revised process, which directly affects planning and resource allocation.
- The development of a central repository, beginning in fall 2016, enables programs to post their Annual Academic Assessment report to *IR-Reports*, making assessment findings available to deans, community campus directors, and others in decision-making roles.

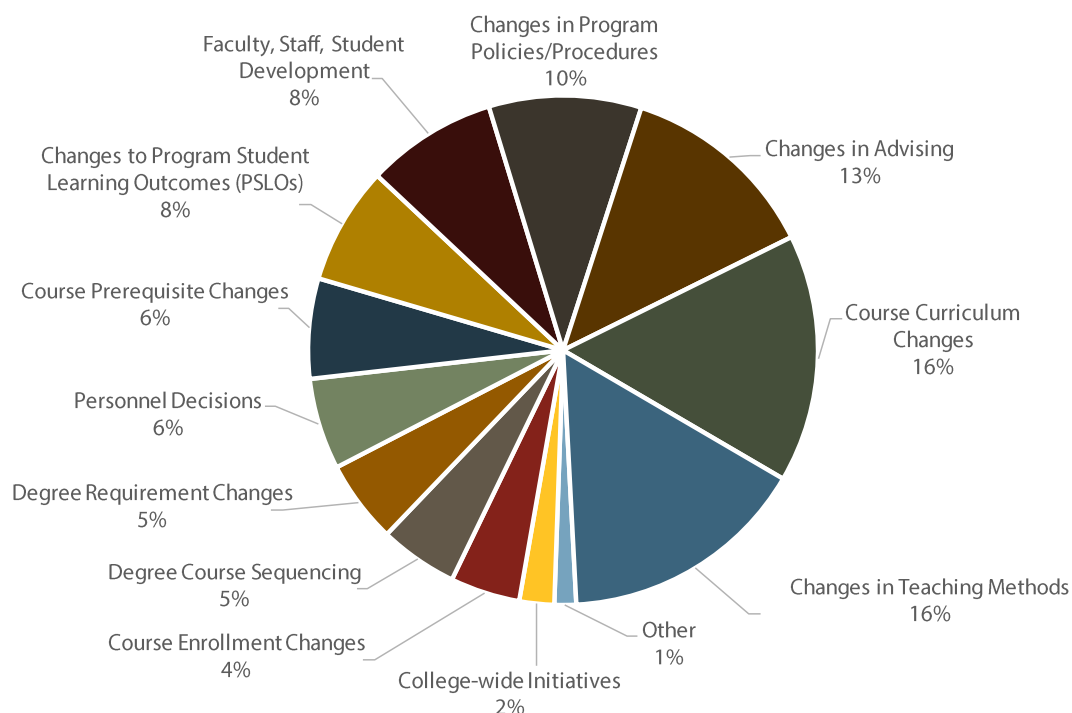
An institutional survey, completed by mid-June, captures general information about assessment activities and program improvements for the recently completed academic year. This information is compiled into summary reports for each college. These reports are distributed to the deans and campus directors, the Faculty Senate Academic Assessment Committee (AAC), posted on the Assessment website and *IR-Reports*, and a summary is presented in the annual *Performance Report*. Program participation in the survey increased from 78 percent in AY12, the first year of the new survey, to 100 percent in AY17. The majority of faculty are using their assessment data, with 84 percent of responding programs indicating that they are making changes as the result of their assessment activities in AY17.

The Program Student Learning Outcomes Assessment process results in changes to curriculum, teaching methods and pedagogy, scheduling, advising, and other student-learning supports. Programs align their resources to implement these changes. The following pie chart from the 2017 Annual Academic Assessment Survey summary report demonstrates the ways in which the

results of assessment inform academic and learning support planning and practices, which leads to enhancement of student learning achievements. Details of these changes can be found in the *IR-Reports* website.

#### DISTRIBUTION OF PROGRAM IMPROVEMENTS MADE BASED ON ASSESSMENT DATA AY17

Figure 5



The key group in facilitating the assessment processes is the Faculty Senate Academic Assessment Committee (AAC), an elected, representative faculty group created in 2009. Over the last seven years, the AAC has de-emphasized assessment as a compliance exercise and focused on fostering a culture of learning on campus, setting itself up as an advisory body to which programs can turn for advice and aid in improving their assessment processes. The AAC provides guidance for program-level assessment, which is the heart of student learning outcomes assessment at UAA. After review at the department and college level, all revised and new assessment plans come before the AAC for peer review. Programs voluntarily seek AAC advice before implementing new assessment plans or when proposing major changes to existing assessment plans.

The Faculty Senate Academic Assessment Committee partners with the General Education and Associate of Arts assessment committees, the Undergraduate and Graduate Academic Boards and the Office of Academic Affairs to foster a coordinated institutional approach to curriculum developments growing out of Program Student Learning Outcomes Assessment. The Academic Assessment Committee has hosted an assessment seminar each fall since 2013, featuring national speakers and assessment-related working sessions, and conducts assessment workshops each spring. The vice provost for Academic Affairs serves *Ex Officio* on the AAC, and her office supports the committee in its efforts.

## STANDARD 4

### GENERAL EDUCATION ASSESSMENT

UAA has engaged in general education assessment beginning in 1998. From 2000-2005, a UAA GER review committee developed the nine GER Student Learning Outcomes and the three-tiered structure of the GERs. This work also resulted in the creation of the standing General Education Review Committee (GERC), a subcommittee of the Faculty Senate Undergraduate Academic Board. The GERC reviews all new and revised general education courses as they come forward through the curriculum process. It ensures that proposed GER courses address at least one of the nine GER Student Learning Outcomes, and that faculty address how they will assess student achievement of the outcome(s). Between 2005 and 2010, UAA also underwent a major curriculum review to ensure that all current and new GER courses were updated to include the new GER Student Learning Outcomes.

#### **Background, 2005-2014**

Beginning in 2005, the College of Arts and Sciences created a committee to assess annually the Associate of Arts (AA) degree. This assessment served as de facto assessment for GER courses, since the AA degree closely approximated the GER requirements. While the AA assessment process resulted in many course-level improvements, for example an information literacy partnership between the Department of English and the Consortium Library, it did not provide enough information about the overall impact and value of the student learning that occurred relative to the nine GER Student Learning Outcomes. In effect as well as in practice, GER courses form the foundation of a series of crosscutting skills that remain essential throughout a student's academic career.

To think more holistically about the value of general education and about the role of the GER in a student's entire academic career, in September 2012 the UAA Faculty Senate passed a motion creating a General Education Assessment Task Force, giving it a two-year term to undertake the following duties:

- Research national best practices in assessment of general education learning outcomes;
- Foster a campus wide dialogue on general education and GER outcomes assessment;
- Recommend next steps toward developing a GER assessment plan and any funding implications of that recommendation.

The April 2014 GER Assessment Task Force's final report included the following recommendations: appoint a GER faculty fellow/director, (the provost appointed UAA's first Director of General Education in July 2015), and create a standing committee, now called the General Education Advisory Committee. While the Faculty Senate General Education Review Committee (GERC) reviews courses as part of the curriculum review and approval process, the General Education Advisory Committee oversees the assessment of student learning within general education, is responsible for disseminating the results of those assessments, and assists the director in evaluating next steps in improving student learning.

### Shared GER Assessment Process, 2015-present

Based upon the 2014 General Education Assessment Task Force’s recommendations, the GER Director initiated a three-year timeline to develop a simple, shared, and sustainable GER assessment process. Simple because it builds upon UAA’s already robust course- and program-level assessments; shared because it involves faculty from across the curriculum and across all five UAA campuses; and sustainable because it moves from a course-based compliance model to a programmatic understanding of GER outcomes across all programs.

The shared GER assessment process also addressed a problem identified in the 2014 GERA Faculty Survey of General Education: while 76 percent of the surveyed faculty identified “Communicate effectively in a variety of contexts and formats” as the most important GER student learning outcome, only about 50 percent of the same faculty indicated that their programs assess that outcome. Additionally, the 2014 survey found that *knowledge integration* and *information literacy* were the second and third most important of the nine GER Student Learning Outcomes. As a result, *communicate effectively* was separated into two different student learning outcomes (*written communication* and *oral communication*) based upon the Tier 1 structure. *Information literacy* became a GER student learning outcome for the new GER shared assessment process. UAA faculty thereby identified *written communication*, *oral communication*, and *information literacy* as cross-cutting skills essential throughout the curriculum.

Activities related to the new process began in earnest with the annual fall assessment seminar in 2015, which focused specifically on the importance of curriculum mapping and evaluating the GER as a larger, integral part of every UAA degree program. The director then conducted a year-long series of workshops, worked with faculty to develop rubrics and indicators to assess the written communication, oral communication, and information literacy (Tier 1) outcomes, and appointed a faculty group to implement the assessment. A similar process was repeated in AY17, expanding the outcomes to include those mapped by the social sciences, humanities, and fine arts requirements. The final round, addressing the outcomes mapped by the natural sciences, quantitative skills, and knowledge integration, is underway in AY18. Wherever possible, as in the oral communication, written communication, information literacy, and quantitative skills learning outcomes, the new GER assessment is aligned with the AAC&U’s LEAP outcomes and VALUE rubrics. Each year faculty assess the previous outcomes, as well as develop and implement the next set of rubrics.

Following the AY16 all-campus Associate of Arts General Program (AA) program review, the university moved from five distinct AA assessment plans, including one for each community campus, to a single AA assessment plan. Moreover, faculty aligned AA assessment with GER assessment so that now they are coordinated and draw from the same set of faculty-developed indicators and rubrics. The newly developed and simplified AA student learning outcomes (resulting from the AA program review) set an example for what the next set of UAA GER student learning outcomes might look like. Finally, a faculty committee is reviewing all UAA AAS degrees and their compliance with the NWCCU’s guidance concerning “related instruction” (the “general education” component of AAS degrees requiring coursework and assessment in *computation*, *communication*, and *human relations*) so that all UAA degrees will draw from the same set of general education courses. Through this work, UAA is creating shared

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ownership of general education outcomes and the means by which faculty can more clearly assess student achievement of general education outcomes as a continuum from lower-division into upper-division courses.

### **Findings, Impacts, Plans**

The annual GER Assessment Reports more fully outline the process and findings. In sum, more than 100 faculty across all five campuses have engaged to date with the process of developing indicators and rubrics. Twenty-five faculty participated in the final assessment workshops in May 2017, and more than 500 student artifacts were collected and analyzed in two years. Three important points of consensus are emerging:

1. Faculty from across all programs are recognizing the centrality of general education skills and abilities in all facets of the curriculum, thus requiring greater coordination with other faculty and better communication with students about the purposes and value of the GER.
2. Assessment results indicate that while UAA students are generally achieving the general education results appropriate to the course level, the campus community has a greater opportunity to work more closely together to support student success.
3. These shared conversations regarding faculty coordination and student achievement are preparing the way for a meaningful conversation about a possible general education revision.

One unanticipated result of the growth of the shared GER assessment process is the institution's ability to take the lead across the UA System for the incorporation of an Alaska Native-themed GER requirement. This emerged out of a three-year initiative of students and faculty from the system-wide Alaska Native Studies Council, and will roll out beginning in fall 2018. In turn, these faculty-wide discussions have opened up space to address diversifying the curriculum and discuss a diversity and inclusion GER requirement, which was one of the key recommendations from the 2017 *UAA Diversity and Inclusion Action Plan*.

The GER assessment process and results have provided crucial insights for a variety of UAA programs. For example, throughout AY17 the faculty members in the AAS for Occupational Safety and Health (OSH) attended the year-long series of GER assessment workshops as they developed their industry-requested OSH baccalaureate degree. They mapped the GER student learning outcomes to their degree requirements, demonstrating how general education learning develops over time and is enhanced within the disciplinary courses. The Anthropology Department is using the GER student learning outcomes across its programs to scaffold assignments and develop program student learning outcomes that develop the GER's cross-cutting skills and high impact teaching practices across the entire major.

Finally, the GER assessment findings are being shared across the UAA campuses through the Faculty Senate Academic Assessment Committee (AAC), the programmatic General Education Advisory Committee, and the Faculty Senate General Education Review Committee, as well as the deans and directors, and the college-level curriculum committees. In addition, a series of workshops and faculty surveys were conducted in spring 2018.

Over the last three years in the shared GER assessment plan, UAA has moved toward greater efficiency, coordination, and alignment across all five campuses and the entire curriculum. It has moved from the AA as a proxy for the GER to a sustainable general education assessment process; from five different AA assessment plans to a single AA plan and process (coordinated with the GER); and from three separate course lists (for the GER, the AA, and the AAS) ultimately to a single slate of classes. In short, UAA is successfully transitioning from a large and unwieldy menu of loosely-connected courses to a coordinated and coherent approach to undergraduate education and two-year degrees.

**[4.A.4, 4.A.5] Alignment, correlation, and integration of programs and services.** As outlined in Standard 3 in this document, the Chancellor’s Cabinet ensures that the overall planning and resource allocation at UAA align with the institution’s mission, priorities, programs, and core themes. New and revised programs and services have been reviewed through the lens of the strategic plan, using core theme and other data for making decisions. All proposals for new academic programs have been required to outline how the program aligns with and contributes to the achievement of the goals of *UAA 2017*. The vice chancellors, deans, associate deans, university directors, and various specialized committees regularly evaluate achievement, deciding how current or new programs or services can improve performance on metrics, and planning and recommending the resources to continue making progress.

The *IR-Reports* website contains up-to-date information and historical trends to ensure accurate analysis throughout the year. The Institutional Effectiveness office also prepares reports on items of concern to mission fulfillment or emerging issues. These, combined with the annual program student learning outcomes assessment reports, the completed templates for cyclical Academic Program Review, student services program reviews and self-studies, internal and external compliance audits, and the annual *Performance Report*, provide faculty, staff, and leadership the means to make assessments about achievement, as well as decisions about planning and resource allocation.

**[4.A.6] Regular review of assessment processes.** UAA embraces continuous quality improvement, including improvements to the assessment processes themselves. The Faculty Senate Academic Assessment Committee (AAC) continuously evaluates its processes, as demonstrated by the ongoing review and revision of the Academic Assessment Handbook, most recently revised and approved in AY17. In AY18, the AAC assisted Academic Affairs with a complete revision of the Academic Assessment website. These revisions aim to provide faculty clear guidance and ensure ongoing, meaningful, manageable, and sustainable academic assessment processes that demonstrate authentic student learning and result in meaningful program improvements. As discussed above, UAA revised cyclical Academic Program Review in AY16 to ensure the process results in specific actions moving forward, rather than simply producing reports. Student Affairs incorporates process improvements into its annual assessment processes, and Administrative Services is leading the LEAN initiative, focused on process improvement across the institution.

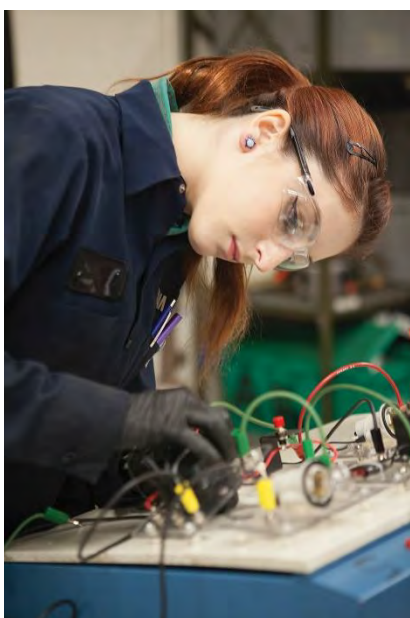
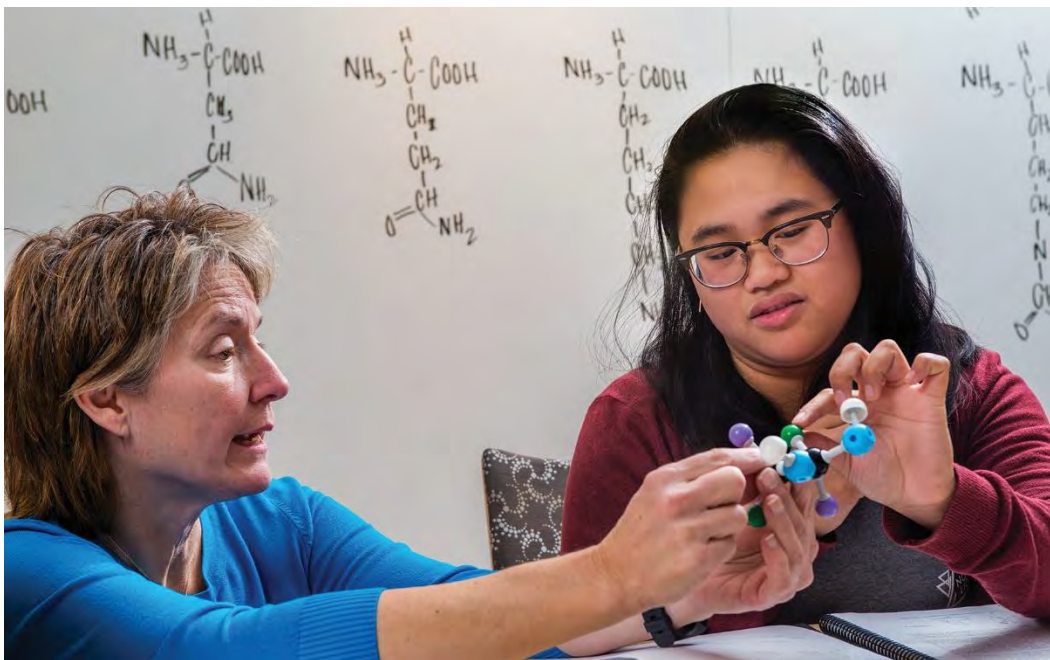
The NWCCU mid-cycle evaluators recommended that UAA make its exemplary work in student learning assessment practices “more visible by providing the Year Seven evaluators ready access to each college’s repository of plans, annual assessment findings, and their documented use of findings to inform program improvements.” The new *IR-Reports* site responds to this



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recommendation and is further evidence of ongoing enhancements and improvements that support assessment processes.

*The next section provides a review and assessment of each core theme and its related measures and indicators. It includes analysis of UAA's performance for each indicator and its identified threshold or target. The Core Theme Improvement section discusses initiatives currently underway and areas that the university feels it should strengthen. A final summary section discusses future actions or initiatives.*



Top photo: Chemistry lab. Bottom left: Auto tech. Bottom right: Nursing simulation.

## CORE THEME 1: TEACHING AND LEARNING

**Core Theme 1 Planning.** Core Theme 1: Teaching and Learning is central to UAA’s mission fulfillment and is well incorporated into its planning processes. *UAA 2017* speaks directly to teaching and learning in Priority A: Strengthen and Develop the Total UAA Instructional Program. This priority committed the university to building sustainable programs focused on student success, collaborating with partners to maintain and develop programs supporting workforce development and high-demand job areas, creating programs of distinction to attract students and faculty, and fully implementing program and institutional outcomes assessment. The implementation plans that have immediate impact on this core theme include UAA’s institutional and college-level planning and budgeting processes (described in Standard 3) that allocate funds to academic programs, academic support such as advising, and faculty development aimed at integrating course and curriculum design and pedagogical best practices. Evidence of this implementation can be found in the changes developed from program student learning outcomes assessment process (see chart on page 117), and the work with external partners to develop unique programs for the Alaska workforce. Examples of this include the MS Applied Geological Sciences, MS Dietetics and Nutrition, BS Occupational Safety and Health, AAS Physical Therapist Assistant, and the AAS Surgical Technology.

**Core Theme 1 Assessment. Key Finding:** *UAA faculty have created a culture of learning on campus with students achieving program learning outcomes and earning credentials in fields that meet the needs of our communities and state. Individual student achievement, as demonstrated by course pass rates has met targets as currently defined but will be re-examined moving forward.*

Table 6

Core Theme Objectives	Core Theme Indicators
<b>UAA student learning outcomes are achieved</b>	1. Student achievement of course and program learning outcomes
<b>UAA academic programs meet state needs</b>	2. Total degrees and certificates awarded with emphasis on high-demand job areas 3. Total student credit hours

Student learning and success is a primary indicator of UAA’s mission fulfillment. Core Theme 1 is associated with **two Mission Fulfillment Expectations**:

- UAA students meet or exceed faculty expectations for at least 90 percent of program student learning outcomes.
- UAA meets the needs of our communities and state through certificate and degree awards, with an emphasis on high-demand job areas.

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These Mission Fulfillment Expectations support two of UAA's central purposes:

- The mission to discover and disseminate knowledge and to serve the higher education needs of the state, its communities, and its diverse peoples. UAA provides Alaska with graduates in the areas it needs to strengthen and grow its economy, and assures these graduates have the skills necessary to be successful.
- Total Student Credit Hours links to the core mission of UAA as an open access public institution serving communities across a large geographic region, as discussed in more detail in the rationale for the indicator set out in Standard 1.

**OBJECTIVE 1: UAA student learning outcomes are achieved.** One indicator with two measures that focus on course and program level achievement demonstrates how UAA assesses success on this objective.

**INDICATOR 1: Student achievement of course and program student learning outcomes.** Two measures provide direct evidence of student learning as well as information faculty can use to make a range of improvements to enhance student learning.

**INDICATOR 1, MEASURE 1: Course pass rates.** Faculty have developed student learning outcomes and assessment measures for every course taught at UAA. Given that, course pass rates provide meaningful information about the learning that is taking place. Students not completing a course is a trigger for further analysis. Compiled from institutional records for undergraduate courses, pass rates include A, B, C, and P grades for academic years from 2010 to 2016. (*Source: UA IR DSD Tables*)

**Thresholds or Targets:** At the time the targets for this indicator were established, no comparable data were available, and UAA elected to set a target of continuous improvement in course pass rates. It has met that target. Rates are measured for individual courses against other courses at that level (100, 200, 300, 400, etc.) or against a more general benchmark of lower division, upper division, and graduate courses.

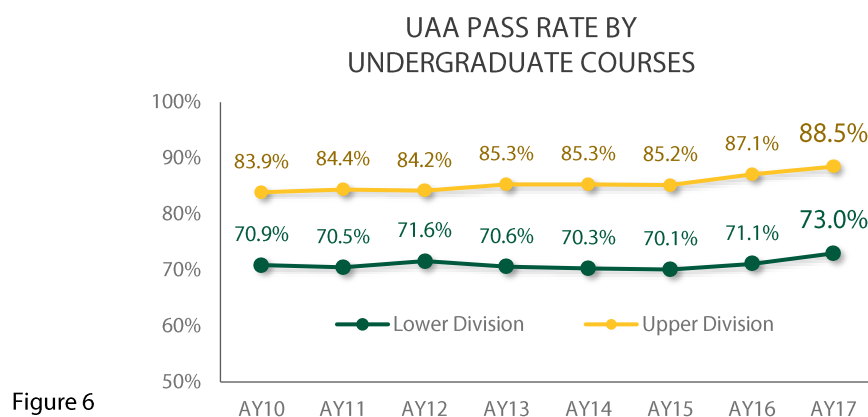


Figure 6

**Analysis:** The pass rates remained stable throughout most of the accreditation cycle (AY10-AY17) with notable improvements in AY16 and AY17. The pass rate for lower division courses hovered between 70-71 percent until AY17 when the rate increased to 73 percent,

the most significant change during the period. The upper division pass rate rose steadily from just under 84 percent to 88.5 percent. Given UAA's open access policies and standards for academic quality, a 100 percent course pass rate is not to be expected. In 2017, UAA joined the Education Advisory Board's (EAB) Academic Performance Solutions (APS) network, which provides comparable data from participating institutions. A review of the data indicates that UAA's pass rates in both upper division and lower division courses fall significantly below the average of the institutions tracked by EAB. The median pass rate for upper division courses is 93.1 percent, 4.6 percentage points higher than UAA's rate. For lower division, the median rate is 87.6 percent, 14.6 percentage points higher than UAA's pass rate for that level. This new comparator data clearly indicate that pass rates are an issue UAA needs to address. The *UAA 2020* focus on student success, the hire of the interim vice provost for Student Success, the focus on Tier 1 GER advising and assessment, and UAA's membership in two Education Advisory Board programs are expected to help UAA improve on this measure.

Other indicators of student success such as grade point average and cumulative completion ratio (percent of credits completed to credits attempted) can be used to supplement the pass rate indicator. These two measures, along with 150 percent credits to degree, determine a student's eligibility for federal financial aid. Both rates, shown in the table below, indicate that students are succeeding in their classes at rates that allow them to continue to receive federal financial aid and complete their educational goals. In fall 2017, seven percent of students previously receiving financial aid lost their eligibility, though this could include students who graduated and/or have appeals pending.

Table 7

Class	Mean Cumulative GPA	Percent of Credits Earned
First-time Freshmen	2.48	77.18%
Freshman	2.66	75.52%
Sophomore	2.99	83.25%
Junior	3.08	84.46%
Senior	3.22	87.34%

**INDICATOR 1, MEASURE 2: Student achievement of program learning outcomes.**

This measure is defined as the percentage of measured student learning outcomes that met or exceeded expectations, as shown by the Annual Assessment Survey conducted by the Faculty Senate's Academic Assessment Committee (AAC). The survey, completed for all active degree and certificate programs, captures information about program student learning outcomes annual assessment activities, including the types of actions taken to improve student learning. The Office of Academic Affairs develops reports based on the survey data, and the AAC assists in finalizing the reports. The final versions are posted to *IR-Reports*, the Academic Assessment website, and sent to members of the AAC, college deans, and campus directors for sharing more broadly. Links to the reports are included in regular updates to the Faculty Senate, as well as staff and student governance.



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**Thresholds or Target:** Students admitted to and enrolled in degree and certificate programs meet or exceed at least 90 percent of faculty expectations on student learning outcomes identified for a particular program. During the study period, UAA surpassed this target every year and averaged 94 percent between AY10 and AY17.

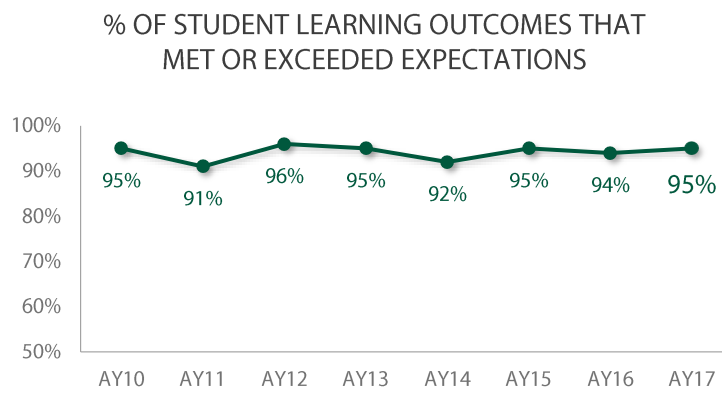


Figure 7

**Analysis:** Achievement of program learning outcomes provides direct evidence of student learning, giving it a strong correlation to student success. The faculty recognize this, and have committed to assessment as a force for positive change. Not every outcome is measured each year, and many of the measures are summative, i.e. conducted toward the end of a student’s academic program, so improvements made to the program impact future students more than current students.

As discussed earlier in the report, the Faculty Senate Academic Assessment Committee has focused on creating a culture of learning on campus and de-emphasized assessment as a compliance exercise. These efforts have resulted in “closing the loop” around assessment activities and program improvements. Below are several examples:

- **College of Business and Public Policy, BBA Marketing:** The BBA Marketing program found that students were not doing well on demonstrating an understanding of the strategic planning process by translating goals into a comprehensive marketing plan (MKTG Goal 1 – Obj. 1.3). Therefore, the faculty incorporated additional lecture content, supplemental readings, videos, and case studies, and the next year students demonstrated a marked improvement in their understanding of this critical concept.
- **College of Health, BSW Social Work:** The Bachelor of Social Work program found that student scores on the Area Concentration Achievement Test for Social Work were lower than desired for the practice area. As a result, faculty placed more emphasis on the process of planned change, added more assignments on the planned change process, reduced the size of course sections, and linked course content to field practicums. These changes resulted in a substantial increase in student scores for the practice area. Average scores increased from the 62nd percentile in AY14-15 to the 80th in AY16-17.
- **College of Education, MEd Special Education:** In AY2017, the Special Education program began to examine alumni survey data to guide course and program improvements. Survey data showed that graduating students felt less prepared to

differentiate instruction to maintain environments that accept, affirm, and constructively build upon the diversity of students. The faculty are more intentionally addressing the Alaska Cultural Standards, Universal Design for Learning, and culturally responsive pedagogy as they teach each course in the program, and student growth in this area will be monitored.

- **College of Arts and Sciences, BS Geological Sciences:** The Department of Geological Sciences recently redesigned the mode of delivery for two online asynchronous introductory geology courses (GEOL A111 and GEOL A115). The redesign was driven by the results of an anonymous online survey administered to students enrolled in these courses in previous semesters. The survey results indicated the need to increase student engagement with course content and to make course content accessible for all students. In response, a new mode of delivery was developed and subsequent surveys show that the changes made to the course successfully addressed student concerns from previous semesters.
- **Community and Technical College, AAS Welding and Nondestructive Testing Technology:** Program faculty reviewed the student learning outcome for Entry Level Skills and compared the results of their assessments to student and employer responses on assessment surveys. This review revealed a disconnect between what they were trying to assess and the level and quality of information they were obtaining through their process. They switched to a comprehensive assessment plan that utilizes student performance on national certification exams for both welding (AWS, ASME) and Nondestructive Testing (ASNT) as more direct and industry-recognized measures of student achievement of the learning outcomes. The new assessment plan is in its first year, so the faculty do not yet have data to demonstrate the results, but all students are now being assessed on all measures, as opposed to only those who completed the survey.
- **College of Engineering, BS Mechanical Engineering:** The faculty noticed in the previous specialized accreditation cycle, which concluded in 2010-11, that students were having trouble with ABET outcome (b) an ability to design and conduct experiments, as well as analyze and interpret data, and outcome (e) an ability to identify, formulate, and solve engineering problems. This was especially evident in capstone design, where student teams were emphasizing prototype building but were offering little if any analysis on the validity of their designs. The faculty added a new course to the curriculum, ME A280 Solid Modeling for Engineers, which introduced students to computer-aided design and analysis tools in the sophomore year. During the most recent ABET accreditation cycle, which concluded in AY2016-17, the program noted marked improvement in both of these indicators, with students meeting faculty expectations at least at target levels.
- **Matanuska-Susitna College, AAS Refrigeration and Heating Technology:** The faculty assessed the outcome “identify and demonstrate the application of general code requirements in compliance with the International Mechanical Code (assessed in RH-A209, Codes for HVAC).” Students were performing poorly on assessment measures, and seemed to disengage with classroom material and discussions during distance learning. The faculty moved the course from distance delivery to a face-to-face class. Results from two semesters indicate students are more actively engaged and show more proficiency in using the Code to find answers within the scope of construction

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application. This has been demonstrated by significantly improved post-test results. In fact, proficiency has improved so much that the department is in the process of rebuilding their pre- and post-tests to measure for a higher level of proficiency they now believe is obtainable with the change in teaching methodology.

- **Kodiak College, AAS Accounting:** In order to better assess student achievement of the outcomes (1) apply financial accounting concepts at the intermediate accounting level, and (2) demonstrate the knowledge and skills required for an entry-level accounting position, students are assigned to a small business in Kodiak. They review financials, and using a cost analysis make recommendations about how the business might cut costs. The students are engaged with a real-life situation within their own community, are able to put into practice the things they have learned, and they receive feedback from the business owner. Students indicate appreciation for seeing what they have learned put into action, and the community continues to show support by requesting that students come in to make the analyses.
- **Prince William Sound College, AAS in Outdoor Leadership:** Students must develop the key skills necessary for recreation professionals in program planning, assessment, leadership, outdoor safety skills, and budgeting. This outcome is assessed by the performance of students in their internship experience. Through a recent partnership with the Bureau of Land Management (BLM), Prince William Sound College students have the opportunity to compete for paid internships. Over the past year, five Outdoor Leadership students have successfully achieved the outcome by completing internships with BLM.

UAA faculty uses the results of program student learning outcomes assessment to improve student learning across all programs. However, the university acknowledges that this measure focuses on the 71 percent of students in a degree program. UAA needs to capture information on students who are not enrolled in a degree or certificate program to track their learning and success.

**OBJECTIVE 2: UAA academic programs meet state needs.** UAA identified two measures of success in meeting state needs: 1) the number of degrees and certificates awarded in high-demand job areas identified by the State of Alaska Department of Labor and Workforce Development; and 2) total student credit hour production.

**INDICATOR 1: Total degrees and certificates awarded with emphasis on high-demand job areas (HDJA).** The State of Alaska Department of Labor and Workforce Development identifies high-demand job areas using occupational forecasts. The UA System Academic Council periodically updates its list of degree and certificate programs that meet those needs in nine career areas (business, finance, and management; construction; engineering; health; information technology; natural resources; process technology; transportation; and other/regional).



**Thresholds or Targets:** Targets are set each year and are estimated and/or revised based on past performance and the current environment. Because they have been identified as key areas by the State of Alaska and the UA System, Engineering and Health targets are of particular interest, and each year those targets are circulated to the deans of the colleges of Health and Engineering for review. Cabinet approves final targets. The chart below includes targets compared to actual performance for AY10 through AY17.

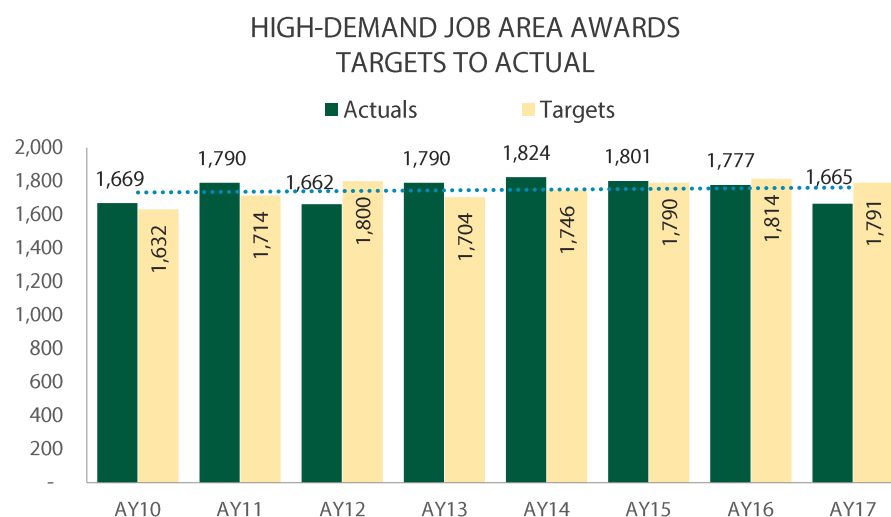


Figure 8

**Analysis:** Degree and certificate programs in high-demand job areas produced 72 percent (13,978) of the total 19,500 awards conferred by UAA during the accreditation period. Total awards at the institution reached a 10-year high in AY14 (2,633) with high-demand job area programs contributing 1,824 of that total.

Three program areas produced 70 percent of all high demand area certificates and awards over the period: Health (52%), Business/Management/Finance (32%), and Teacher Education (17%). Collectively, these three programs also account for 50 percent of all certificates and awards at UAA. Health awards increased 8 percent from AY10 to AY17, due to a combination of new programs such as the BS in Medical Laboratory Science and the doctorate in Clinical-Community Psychology, and growth in programs such as the AAS in Nursing and the BS Health Sciences. Business/Management/Finance awards declined 6 percent due, in large part, to tightening of the admissions requirements for the MBA in Management. Teacher Education awards were down 29 percent, with the biggest decline in the Masters in Educational Leadership.

Engineering, another high-demand job area and a focus of resource allocation during the study period, contributed 10 percent of all awards in high-demand job areas, producing 20 percent more awards in AY17 than AY10. Other high-demand job areas showing growth include Natural Resources (including baccalaureate and graduate degree programs in Biological Sciences, Geological Sciences, Natural Sciences), up 41 percent, and Process Technology, up 19 percent.

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A concern is that the declining enrollment of first-time freshmen since AY12 could impact future award totals. The majority of students enrolled at UAA are from Alaska, and the demographic trend of declining high school students indicates that this trend could continue until 2022.

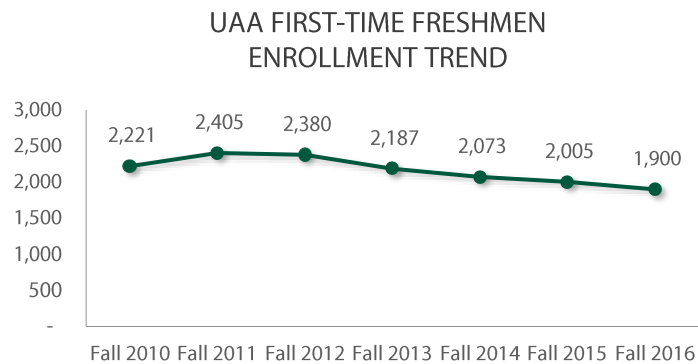


Figure 9

**INDICATOR 2: Total student credit hours.** The number of student credit hours (SCH) attempted includes all levels as well as audits. This figure is measured annually, with the academic year including the summer, fall, and spring semesters. It demonstrates the extent to which UAA is serving its students and communities. (*Sources: UAA Performance '17 Report; OMB Report 2017; UAA Fact Book*)

**Thresholds or Targets.** Targets are estimated based on past performance and current environment. Targets are circulated to Student Affairs and Budget Office for review and input. The Chancellor's Cabinet approves final targets.

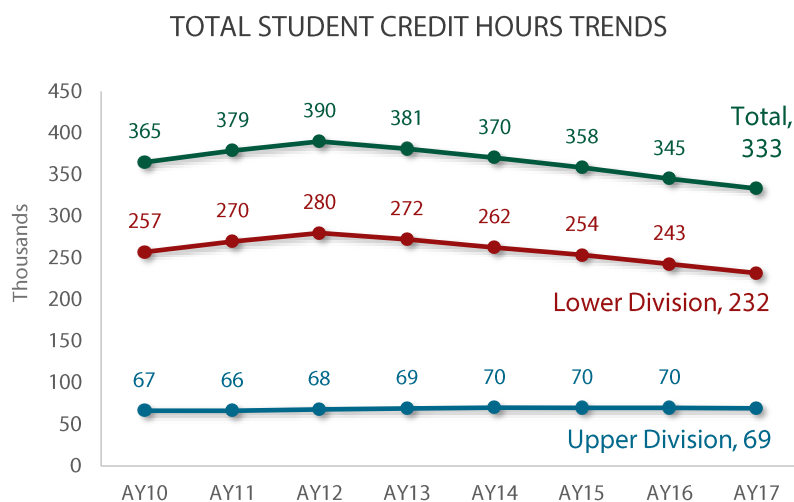


Figure 10

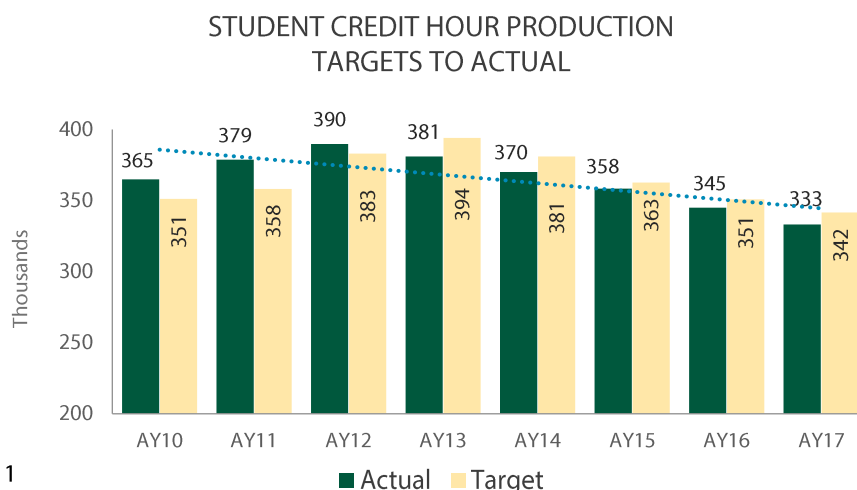


Figure 11

**Analysis:** During this accreditation cycle, student credit hours declined 8.7 percent while total annual enrollment declined 12 percent. A growing proportion of students attending full-time and a significant increase in the number of courses offered via eLearning contributed to the positive differential between the decline in SCH vs. enrollment. Full-time students now comprise 40.5 percent of UAA students, while in fall 2010 only 38.6 percent attended full-time. eLearning provides students with increased flexibility and access to needed courses. In AY10, 16 percent of UAA's total student credit hours were delivered via eLearning while in AY17, it had grown to 27.3 percent. Department of Education Title III grants received by Kenai Peninsula College and Kodiak College supported the growth in eLearning capabilities. With the most recent five-year (fall 2015-fall 2020) Title III grant, the Anchorage campus is funding faculty support and expanded design capabilities for eLearning courses, that should result in continued growth in eLearning credit hours.

Annual student credit hours and enrollment peaked in AY12 at 389,797 SCH and 30,223 unduplicated students over all semesters. Both have declined each year since their peaks. The decline in first-time freshmen mentioned earlier and a significant and steady decrease in the number of non-degree seeking students are impacting student credit hour production. First-time freshmen are down 14.5 percent since AY10 and non-degree seekers are down 26.5 percent. Other undergraduates are up 6.3 percent, likely due to continued enrollment of students first enrolled during the peak years of 2011-12.

Lower division credit hours make up 70 percent of all student credit hours, and this is where the largest decline (80%) occurred. Every other level declined over the accreditation period except upper division which increased 4.3 percent. A decline in developmental education student credit hours may be attributed to changes in placement policies, including implementing new cut scores for English in fall 2013. These changes helped to shift students into college-level classes, and UAA continues to monitor the effects on student success. Addressing barriers to student success as part of the *UAA 2020* plan should improve retention rates and help stem the decline in student credit hours in lower division courses.

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During the review period, graduate level credit hours also declined, primarily in education and business courses. There was an increase in doctoral level credit hours, reflecting the addition of two new doctoral degrees in Clinical-Community Psychology (formerly in partnership with the University of Alaska Fairbanks) and the Doctorate in Nursing Practice. A thorough review of graduate programs and enrollments is needed to fully understand and address the decline in graduate level credit hours.

### CORE THEME 1: IMPROVEMENT

#### *Student achievement of course and program learning outcomes*

Taken together, course pass rates and program student learning outcomes assessment provide a multifaceted picture of the student learning at UAA. Students in degrees and certificate programs demonstrate achievement of the program student learning outcomes, and programs engage in continuous improvement, based on their assessment findings. Examples of “closing the loop” are provided in the analysis of Program Student Learning Outcomes indicator, and are more fully documented in the Annual Academic Assessment Reports. Additionally, a refinement of placement policies, including adopting multiple measures for assessing a student’s preparedness for college-level English, was implemented over the last few years. Results show an improvement in pass rates for college-level English, from 80 percent of the fall 2013 group to 83 percent of the fall 2015 group.

Studying course pass rates and incorporating that data into the revised cyclical Academic Program Review process have brought attention to points in the curriculum where a large number of students are not successful. The institution needs to employ a range of strategies, including curriculum revisions, best practices in pedagogy, and explicit course sequencing advice to the students. While some of this work has begun, there is more to do moving forward.

To date, UAA has developed both general and specific approaches to assess and improve pass rates and alleviate course bottlenecks. The general approach involves working with the Education Advisory Board’s Academic Performance Solutions (APS), which UAA started in 2016. This initiative presents institutional and peer data regarding student enrollment patterns and specific course pass rates. UAA will use this information to change courses and improve scheduling to remove obstacles to degree completion. Existing partners in the APS system have shown substantial progress in improving retention, persistence, and graduation rates, as well as improved overall student academic performance using this data.

An example of the specific approach is the course redesign of BIOL A108 Principles and Methods in Biology. This demonstrates how program faculty mobilized to improve pass rates in a fundamental class, increase retention in the major, and increase the diversity of people studying biological sciences. UAA is the designated health campus for the UA system, and the introductory biology class is required for a large variety of degree programs, including majors in many natural science and health fields. Previously, this requirement had been filled by a traditional two-class series (BIOL A115 and BIOL A116) from which the Drop-Fail-Withdraw (DFW) rate was an estimated 40 percent. Seeking to align its core concepts with the competencies outlined in *Vision and Change in Undergraduate Biology Education* (National Science Foundation and American Association for the Advancement of Science), the UAA

biology faculty redesigned this series as a single-semester six-credit offering taught in three five-week modules. Each module has a different lead instructor, and all coursework is unified by principles of the scientific method, student-led experiments, group work, and presentations. This required a realignment of workload for participating faculty as well as hiring a faculty member specializing in sciences education to focus on laboratory instruction, the major component for success in the course. Subsequent course pass rates show significant improvement, with as many as 94 percent of students passing the class since implementation. Not only are students passing a required course at higher rates, they are completing it in less time. Continued tracking of course pass rates will help in efforts to use this model across the campus.

### ***Faculty Development***

Examples of university-wide initiatives and programs that focus on improving pedagogy and student learning include the work of the Center for Advancing Faculty Excellence (CAFE) and the Center for Community Engagement and Learning (CCEL), and Academic Innovations and eLearning (AI&e).

CAFE is a nationally recognized leader in faculty development initiatives focused on preparing faculty to engage in difficult dialogues, and bringing Alaska Native ways of knowing into the classroom. Key faculty learning communities include Team-based Learning and the Scholarship of Teaching & Learning. CAFE partners with the Faculty Senate Academic Assessment Committee and the Office of Academic Affairs to offer assessment seminars and workshops, providing further institutional support and visibility to faculty efforts to improve student learning. University-wide workshops to improve teaching and learning focus on topics such as flipped classrooms, contemplative teaching practices, and strategies for teaching critical thinking. These workshops are offered both face-to-face and via Blackboard Collaborate for faculty members at a distance from the Anchorage campus.

CCEL's stated mission is "to be a catalyst and connector for an Engaged University." Through active partnerships, CCEL has broadened and deepened the opportunities for service learning, a high impact educational practice. CCEL's outreach to local community organizations has included hosting monthly Think Tanks with local organizations that bring together students, faculty, and staff with local nonprofits to brainstorm solutions to issues of concern. The Center supports faculty development in the pedagogy of community engagement, increasing both the quantity and quality of opportunities for students and faculty.

AI&e supports the UAA learning environment through training in quality instructional practices, fostering innovation, and testing new technologies. The faculty support team of instructional designers, developers, multimedia specialists offers face-to-face faculty development, online training, and one-on-one consultations to assist faculty in designing online courses and using technology effectively in the classroom. The collaborative Teaching Academy, Tech Fellows, Quality-Matters, and other regular workshops are aimed at helping faculty incorporate best practices and national standards in all courses.

## STANDARD 4

### *Supplemental Instruction*

To provide students additional learning tools in mathematics, the Math Emporium and Academic Coaching Center opened in 2016 in the redesigned Learning Commons. The Math Emporium blends traditional lecture-style math courses with the web-based assessment tool ALEKS (Assessment and Learning K-12) to evaluate math knowledge, identify gaps, and build individualized study plans for students who test into preparatory math courses, or may need extra help or a refresher in math skills and concepts. The Learning Commons brings together academic coaching, innovative pedagogies, advising and support.

In fall 2016 the institution intentionally aligned the criteria for the UAA Annual Fund for Excellence with core themes 1 and 3. Relative to teaching and learning, the winning proposals included the following programs that launched in spring and fall 2017:

- **Supplemental Instruction for High Demand, High Attrition GERs.** The Learning Commons invited instructors to request Supplemental Instruction support, offering regularly scheduled small-group study and review sessions in which students work together to discuss readings and lectures, compare notes, develop organizational strategies, and study for tests.
- **Tutor Center/Homework Night.** To promote student success and retention, the College of Engineering expanded its hours and the number of available tutors through the Tutoring Center. Faculty join the tutors once a week in Homework Night to provide additional support for the difficult curriculum required for engineering students. This enhanced program offers one-on-one assistance and fosters a sense of belonging in this learning community.
- **Faculty in Residence Program.** Following an application and selection process, Residence Life partners with a faculty member who lives in the residence halls, provides mentoring and advising, and organizes academic events, such as hosting a reading group and developing a speaker series. The first faculty in residence is Dr. Joel Potter in Philosophy.

### *High Impact Practices*

UAA has a long history in using high impact practices in the classroom, notably undergraduate research, service-learning, learning communities (including in the residence halls), internships, capstone courses, and writing-intensive courses. These teaching and learning practices have been widely tested and proven to benefit college students from many backgrounds, especially for historically underserved students, according to the Association of American Colleges and Universities (AAC&U).

In the last two years, UAA launched a very successful ePortfolio initiative that was recognized at the 2017 AAC&U national conference for its work with Alaska Native students. In summer 2017, an eight-member faculty team attended the AAC&U Institute on High Impact Practices and Student Success to plan for further use of high impact practices in General Education courses and aid in student retention and success.

Launched as a pilot project in 2015-16, Alaska PEAK (Purposeful Engagement, Assessing Knowledge) focused on student employment as a high impact practice and a key indicator of student persistence and success. In its 2017 report, the program demonstrated that on-campus student employees persist, academically perform, and graduate at twice the rate of non-employee student counterparts.

### ***eLearning Course Improvements***

The assessment of student credit hours noted a shift in course delivery, with a 40 percent increase in eLearning student credit hours during the accreditation review period. Growth in the number of courses available via eLearning has improved access, especially for UAA's non-traditional student population, who form a higher percentage of the institution's students compared to UAA peers. Many of these non-traditional students are working and caring for dependents.

In 2015, UAA became one of 36 institutions to receive a Department of Education Title III grant (Academic Innovations & eLearning, AI&e). The 5-year, \$2.5 million award creates an infrastructure for developing, piloting, and evaluating distance education services that reflect UAA's strategic priorities, including instruction and student support. It is the most recent Title III grant received by UAA. In 2008, Kenai Peninsula College was awarded a nearly \$2 million grant that was used to provide faculty training and technology to support quality eLearning offerings and increase student success and retention. In 2011, Kodiak College received a \$2 million, 5-year Title III grant to develop an island and coastal-themed distance education curriculum as well as develop new distance-delivered academic and student support services. Both community campuses have been using Quality Matters (QM) to promote eLearning course improvements through well-trained faculty and well-designed courses. At Kenai Peninsula College (KPC) and Kodiak College, most faculty—tenured, tenure-track, term, and adjunct—have completed QM training. On both campuses, many courses have successfully undergone independent QM certification. Some Kenai Peninsula College and Kodiak College faculty are QM Master Reviewers who review curriculum content for other institutions. KPC and Kodiak College are leading campuses in the use of QM, which has been adopted by UAA for wider use.

One strategy in the current Title III grant is working with faculty to develop master course shells for UAA's high-enrollment General Education courses, and to improve overall instructional design capabilities across all campuses. Rather than having a single faculty member design a new course shell every time they prepare to teach a distance course, a Master Course, built by a team of faculty members and an instructional designer, creates a consistent shell and set of learning objects for any faculty member to work within when they teach the course. Programs that own the master course shells decide what elements of the shells must remain consistent and what may be changed, thus providing structure and support while encouraging individual faculty member's unique expression and teaching styles. This structure not only provides consistent quality across numerous sections, but also gives the faculty member more time to focus on individual student success. Notable courses that have completed Master Courses or are in the development stage include Writing 111, Math 121, History 101, and Psychology 111.



### **CHALLENGES**

*Measuring the success of all students:* The course pass rate indicator was adopted as one way to measure success of all students at UAA, whether they are enrolled in a degree or certificate program, taking courses to fulfill a short-term goal (i.e., learn a new language or skill), or are exploring future degree options. Nearly 30 percent of UAA students are non-degree seeking when they enter the university. Of the 2016 associate and baccalaureate degree recipients, 19 percent entered as non-degree seeking. UAA needs to learn more about this population, including their educational goals, so the institution can better serve them and help them succeed.

*Measuring the effectiveness of high-impact teaching practices:* UAA has long utilized a variety of high-impact teaching practices but has not formally measured their effectiveness. As the institution becomes more intentional about integrating high-impact teaching practices into the teaching and learning environment, it needs to develop ways to assess their effectiveness.

*Graduate programs:* Graduate programs and subsequent recruitment are decentralized to the colleges offering the individual programs while the Graduate School serves as a home and resource for all graduate students. Enrollment in graduate level courses declined 24 percent from AY10 to AY17, and awards decreased nearly as much, 23 percent. Both are at the lowest levels in 10 years. Some of the higher-enrolling master's programs are struggling due to loss of faculty, lack of recruitment, lack of graduate assistantship support funding, and local internship slots. The decrease in enrollment is contributing to the overall decline in student credit hour production, and unlike enrollment in lower division, which is influenced by demographic shifts, graduate level courses and programs offer an opportunity for growth.

This self-study process revealed that the institution needs to revisit and clarify the roles and responsibilities of the graduate program faculty, college deans, and the Graduate School dean and director as they relate to recruitment, admissions, retention, and the development of curriculum and policy. In fall 2017, using data from a survey conducted by the Graduate Council on the recruitment process, the Graduate School dean proposed to the provost and college deans a unified approach with multiple strategies to increase enrollment. The plan, which is under discussion, recommends hiring an expert firm to assess processes, recommend changes, and purchase software for a predictive model to find students that are a best fit. Some targeted programs for recruitment include health, geology, psychology, business and engineering.

*Distance education coordination:* UAA has invested in improving quality and quantity of courses and programs offered via eLearning. However, this has occurred generally on a campus-by-campus and program-by-program basis. Title III improvement grants at Kenai Peninsula College, Kodiak College, and the Anchorage campus have enhanced instruction and student support services, and increased distance education enrollments. Much work remains to ensure a comprehensive on-line learning environment for all students. The recent assessment of UAA operations against the Council of Regional Accrediting Commissions (C-RAC) Guidelines, and enrolling in the National Council for State Authorization Reciprocity Agreements (NC-SARA) initiative will give the university specific objectives on which to focus and benchmark future initiatives. The creation of the Online Learning Advisory Council (described in Standard 2.A.12) provides a university-wide representative body to formulate distance learning policies and services across all campuses.

## CORE THEME 1 SUMMARY

UAA documents student learning and achievement within degrees and certificate programs through processes and products the NWCCU mid-cycle evaluators applauded as robust and exemplary. At the same time, the institution recognizes it can continue to improve its teaching and learning outcomes.

To build on success in program student learning outcomes assessment and on general education assessment, the faculty will continue to integrate and assess achievement of the general education outcomes across a student's entire academic career, including within the programs. Faculty, deans, directors, and the provost will continue to examine data on course pass rates as part of cyclical Academic Program Review. The resulting recommendations will identify courses that need improvement. The work with the Education Advisory Board's Academic Performance Solutions to benchmark and identify potential bottleneck courses will allow UAA to strategically dedicate resources for course redesign and academic support programming to have the greatest impact on student success. It will also help to schedule and deliver course offerings more efficiently. The lessons learned from the BIOL A108 pilot course redesign can be expanded to ease bottlenecks in other courses. Efforts to improve the quality of online instruction will help expand access to meet the needs of non-traditional students, many of whom cannot attend class during the regular workday or are not able to leave their home to attend classes on campus. UAA will continue to invest in its well-regarded faculty development centers, and expand the use of high impact practices in entry-level courses.

Moving forward, the institution needs to establish mechanisms to assess the direct impact of strategic investments on student learning, such as faculty development in the use of high impact practices. Through the self-study process of summative assessment and reflection, the institution now understands the need to refine indicators. Some of the long-standing indicators of achievement, such as total degrees and certificates with an emphasis on high-demand jobs, and total student credit hours, remain important indicators for the institution, but are no longer as useful in understanding the learning that goes on at UAA. Finally, the institution looks forward to refining a common framework for assessing student learning within the academic programs and within co-curricular and other programming at UAA. In other words, the entire institution contributes to what a UAA graduate should know and be able to do after earning a degree or certificate from the institution.



*WORDS OF WELCOME  
signs in a number of  
Alaska Native languages  
greet all who work,  
study, or visit UAA.*

*The signs are part of an  
effort to provide a sense  
of community and  
belonging at UAA for  
indigenous Alaskans. The  
College of Arts and  
Sciences initiated the  
project.*

## CORE THEME 2: RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

**Core Theme 2 Planning.** Research, Scholarship, and Creative Activity are fundamental to UAA’s mission and feature prominently as Priority B of *UAA 2017*, which states that UAA will “Reinforce and Rapidly Expand our Research Mission,” and will strengthen its “capacity for competitive sponsored research and greatly expand the number and value of externally-sourced research grants.” With implementation of the *Strategic Research Plan*, developed by the Vice Provost’s Research Council, the institution has demonstrated effective planning and resource allocation for this core theme.

**Core Theme 2 Assessment. Key Finding:** *UAA saw growth in externally funded research, fulfilling the mission of discovering and disseminating knowledge through teaching, research, engagement, and creative expression, especially in meeting the needs of the state.*

Table 8

Core Theme Objectives	Core Theme Indicators
<b>UAA research, scholarship, and creative activities advance knowledge</b>	<ol style="list-style-type: none"> <li>1. Number and dollar amounts of proposals submitted and awarded grants, contracts, and sponsored activities in research, scholarship, and creative activities</li> <li>2. National Association of College and University Business Officers (NACUBO) annual research expenditures</li> </ol>

Core Theme 2 is associated with one **Mission Fulfillment Expectation:**

- UAA’s excellence is recognized and supported by local and national agencies through grant awards.

This Mission Fulfillment Expectation links to UAA’s mission to discover and disseminate knowledge through teaching, research, engagement, and creative expression and to serve the higher education needs of the state, its communities, and its diverse peoples. It is intentionally inclusive of many faculty activities, and reflects the scholarly culture at the university. Elements include a well-established undergraduate research component, basic and applied research, community-engaged research, instructional improvement grants, as well as support for academic and student success.

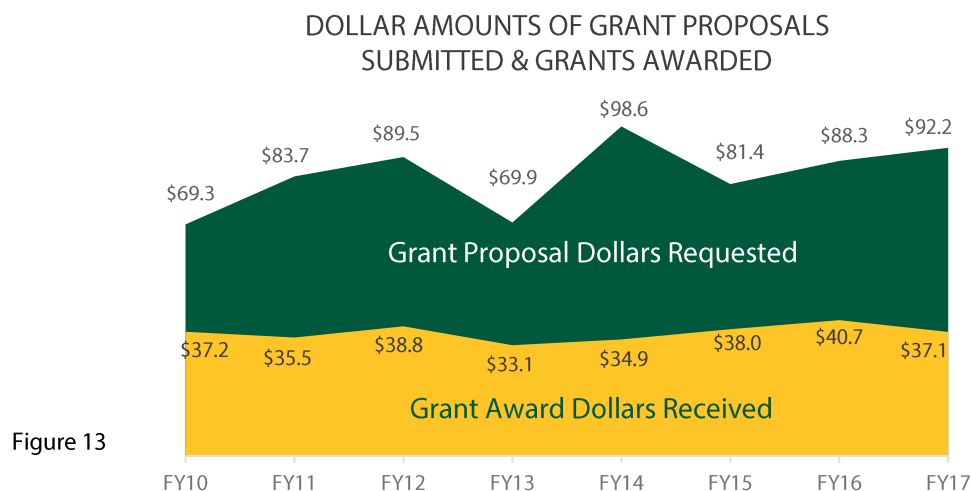
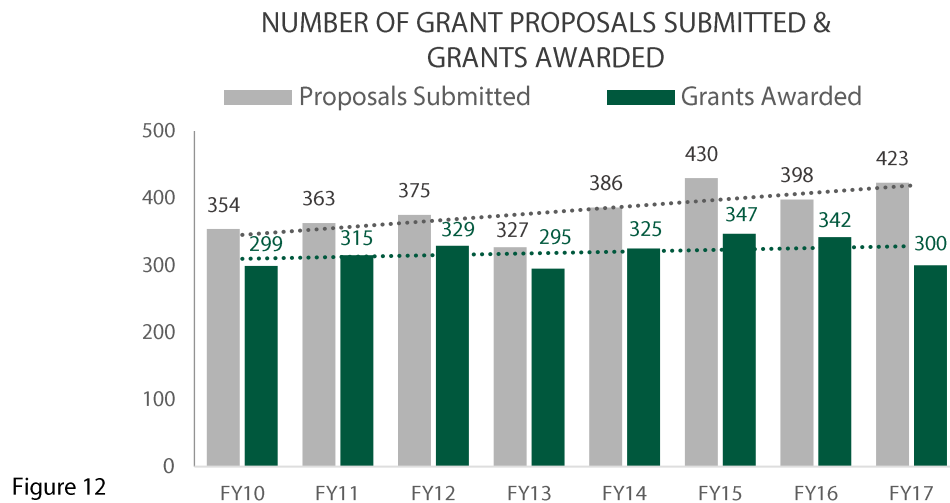
### **OBJECTIVE 1: UAA research, scholarship, and creative activities advance knowledge.**

Two indicators demonstrate that UAA is successful in achieving its goals for the Core Theme: 1) the number and dollar amounts of proposals annually submitted and awarded, including grants, contracts, and sponsored activities, and 2) total research expenditures per year.

**INDICATOR 1: Number and dollar amounts of proposals submitted and awarded through grants, contracts, and sponsored activities in research, scholarship, and creative activities.** Institutional Research annually collects the data on proposals submitted

and awarded from the UAA Office of Research and Graduate Studies. It includes all submitted proposals across all the National Association of College and University Business Officers (NACUBO) categories (Academic Support, Institutional Support, Instruction, Public Service, Research, Scholarship/Fellowship and Student Services).

**Thresholds or Targets:** Targets are based on past performance and the current environment with input from the Office of Research and Graduate Studies. The Chancellor's Cabinet approves final targets. The target set for this measure is one of continuous improvement.



**Analysis:** The number of grant proposals submitted increased 19.5 percent during the study period (FY10-17). While the number of grant awards peaked in FY15 at 347 awards, 16 percent higher than FY10. In FY17 the total dropped to 300.

The total dollar amount of grant proposals increased 33 percent from FY10 to FY17. The total dollar amount granted peaked in FY16 at \$40.7 million, reflecting the peak in the dollar amount requested in FY14 and the award of several major contracts, including the Department of Homeland Security's Arctic Domain Awareness Center (ADAC). In FY17,

## STANDARD 4

the total dollar amount granted decreased to \$37.1 million due to a decline in the public service and instruction grant categories, while research dollars did not decrease.

Federal funding represented 60 percent of all grant awards in FY10. In FY17, federal funds accounted for 44 percent of all grant awards. Private funding more than doubled during the study period, and now represents nearly a quarter of all grant awards compared to 14 percent in FY10.

For this measure, awards include extramural support for teaching, research, engagement, public service, and creative expression, which is consistent with UAA's integrative approach to discovery and dissemination of knowledge. Some of the instructional grants included funds for the Alaska Native Science and Engineering Program (ANSEP) and community campus programs in Adult Basic Education. (*Sources: UAA Fact Book; UAA Performance '17 Report*)

The pie chart provides an example of the breadth of federal funding sources for UAA activities in FY17, which reflects a robust research agenda.

FY17 FEDERAL GRANT AWARDS

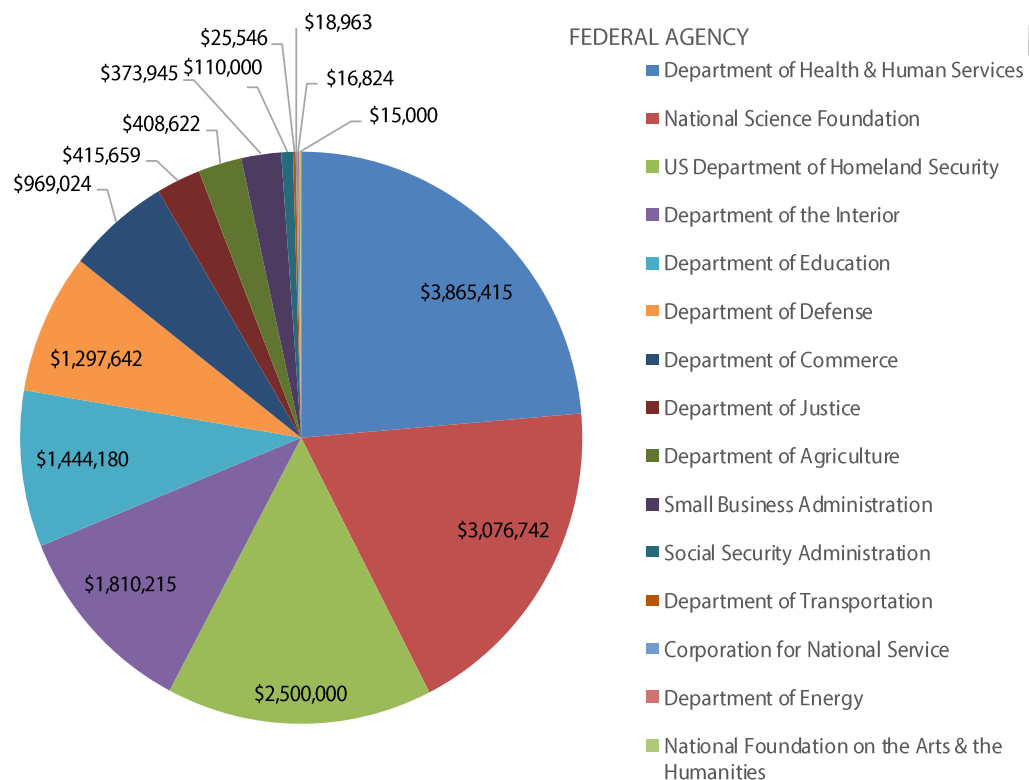


Figure 14

The win rate for all on UAA grant proposals from all sources for FY17 was 46 percent. In addition, projects that received INNOVATE Awards had a win rate in external federal funding of 49 percent, which is more than twice the national average for similar agencies.

Internally funded and competitive, INNOVATE Awards are designed to encourage new research, creative works, and innovation. INNOVATE projects are 50 percent of total patents issued and have resulted in UAA's four start-up companies.

Three NACUBO categories dominate UAA grant awards and accurately reflect the university's mission: research, instruction, and public service. Research consistently has been the top producer of awards since FY10. In FY17, awards in this category represented 42 percent of all grants awarded. Instructional awards ranged from a high of 30 percent in FY12 to a low of 22 percent in FY16. Public Service awards ranged from a high of 32 percent in FY15 to a low of 17 percent in FY10, and contributed 18 percent of all award dollars in FY17. Although variable from year to year, the balance between these three categories demonstrates that UAA is receiving external support for the major elements of its mission.

**INDICATOR 2: National Association of Colleges and University Business Officers (NACUBO) research expenditures.** The annual amount of grant-funded operating and capital research expenditures on research and administrative support (direct and indirect) from restricted research grants. (*Sources:* UAA Performance '17 Report; OMB Report 2017)

**Thresholds or Targets:** Targets are estimated based on past performance and the current environment. Input is received from the UAA Budget Office. The Chancellor's Cabinet approves final targets.

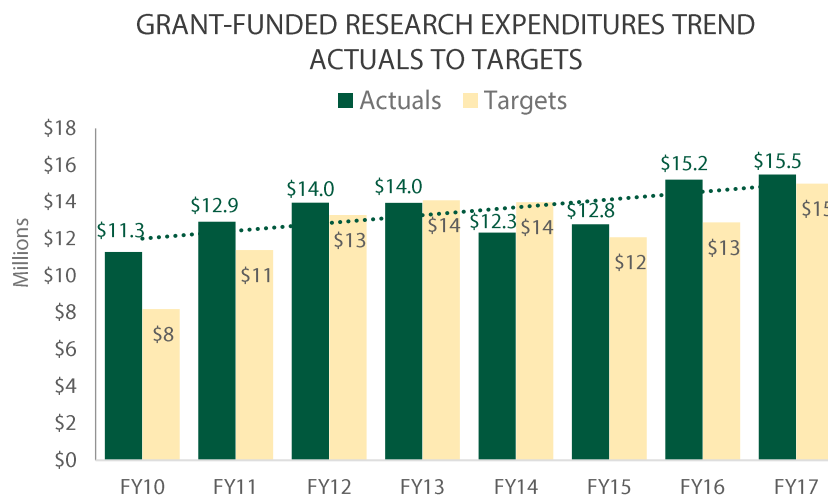


Figure 15

**Analysis:** Grant-funded research expenditures increased 37.2 percent from FY10 to FY17. A large part of the recent increase was due to activity of the Arctic Domain Awareness Center (ADAC) established in FY14 with a five-year \$17.5 million Department of Homeland Security grant to develop solutions to maritime challenges posed by climate change in the Arctic. Other major research grants included a four-year \$1.1 million grant to establish a Fetal Alcohol Spectrum Disorders (FASD) Practice and Implementation Center

## STANDARD 4

in FY15, and a partnership in a five-year \$20 million National Institutes of Health (NIH) grant to create an American Indian-Alaskan Native Clinical Translation Research Center in FY16.

### CORE THEME 2: IMPROVEMENT

During this accreditation cycle, UAA increased its support for those seeking external funding through the Office of Research and Graduate Studies (ORGS) led by the vice provost for Research and Graduate Studies. This office oversees UAA's research and commercialization enterprises and nurtures their growth. The office also oversees compliance and export certification policy. ORGS provides faculty with opportunities that match UAA's research and creative potential with national funding priorities and critical research, and assists faculty in managing projects through a more robust Office of Sponsored Programs. The office transforms research results into added value by facilitating and assisting faculty and students with patent filings and commercial start-ups. ORGS communicates the results of research, creative activities, and commercialization through its publication—*Innovation Frontier*—and the annual *Performance Report*.

The INNOVATE awards at UAA were established in 2011 by the vice provost for Research and Graduate Studies to encourage new research projects, creative works, and innovation through competitive awards. Since then, 75 projects by faculty teams and individuals across multiple disciplines have been funded, with the projects achieving a better than 6-to-1 return on further research investment through externally funded grants. To date, UAA has provided \$839,892 in funding for the INNOVATE Awards, and, in turn, award recipients have received a total of \$5,615,461 in external funding—primarily from federal agencies.

INNOVATE Awards and the Office of Technology Commercialization are also factors supporting an increase in patents and startups. Since FY11, the number of invention disclosures has increased from three to 55, patent applications are up from one in FY11 to 60 in FY17, and 13 new patents have been awarded since 2011. In 2014, Alexandra West, in civil engineering, was granted a patent for a Fish Carcass Disposal System, becoming the first UAA student to earn a patent. Since then, two more students have received patents.

In addition, four start-up companies have formed since FY10:

- Cogniceutic Solutions (nutritional cognitive therapeutic treatment to improve memory and reduce neurodegeneration),
- CFT Solutions (thermal control for removing snow and ice on outside surfaces), received \$300,000 investment from Alaska Accelerator Fund,
- ZENSOR (remote wireless sensors that work in rural Alaska), and
- Rhizoform (sustainable and biodegradable insulation material), named a top Best University Startup by the National Council of Entrepreneurial Tech Transfer.

The Biological Sciences Department in the College of Arts and Sciences has a robust research component, with several faculty and undergraduate students involved in multi-year projects such as Kathryn Milligan-Myhre's National Institutes of Health grant to study sticklebacks to better



understand human immune responses. In the College of Engineering, faculty and students are working on a number of projects with Alaska-related impacts. Professor Tom Ravens and graduate student Jon Allen are working to develop a process-based coastal erosion modeling program to improve forecasting of ecological changes, a special concern in Alaska as well as coastal locations throughout the world. This work has been funded by the U.S. Coast Guard, U.S. Fish and Wildlife Service, and the Department of Homeland Security.

UAA also funds faculty community-based research mini-grants through the Center for Community Engagement and Learning (CCEL) that often generate additional funding from external sources. Tracking that return on investment is anticipated to begin in FY18.

## ***CHALLENGES***

As UAA continues to mature as an institution that integrates research, scholarship, and creative activity into its educational mission, it recognizes that changes are needed in the way it measures success in these areas.

While the data on proposals and awards for external funding are consistent with its Mission Fulfillment Expectations and core theme statements, the data do not address directly the “dissemination of knowledge” aspect of the mission, and does not fully capture UAA’s excellence in non-funded research projects or in creative activities. This is a shortcoming in the selection of the institution’s accreditation metrics. Further discussion is required to develop indicators that more accurately reflect UAA’s performance in these areas. UAA currently does not have a universal collection mechanism that is automated and centralized. Faculty Activity Reports capture some information, but these reports are on paper and cannot be accessed electronically. In fall 2016, the Faculty Senate Research and Creative Activity Committee surveyed faculty to collect data on activity for the previous academic year in an attempt to capture this information. It repeated the survey in fall 2017 to build on the prior survey and included a question regarding the option of moving to an electronic annual activity report.

Many faculty received literary and theatrical awards during the review period, measures of excellence that are not reflected by the current quantitative metrics. A small representation of these awards include:

- Landry Signe, professor of political science, was named one of 33 Andrew Carnegie Fellows, the first Alaska scholar to receive this prestigious fellowship. He indicated he will use the \$200,000 award to develop his global research project, “Why African Nations Fail and How to Fix It.”
- Simon Kattenhorn, professor of structural geology, was named a Geological Society of America Fellow, recognizing in part his publication of geology research.
- Zeynep Kilic, a 2015-16 Fulbright Scholar and professor of sociology, received international acclaim for her film “Tables of Istanbul”.
- Sherri Simpson, a professor in the Creative Writing and Literary Arts program, received the John Burroughs Medal for her book, “Dominion of Bears”.

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Although UAA has earned national attention for its undergraduate research program, this is another area for which current assessment fails to adequately capture accomplishments. The Office of Undergraduate Research and Scholarship (OURS) is a division of the University Honors College established in 2004. OURS supports and funds numerous scholarship and fellowship opportunities, allowing students in all UAA disciplines, schools, and colleges to pursue research and creative activities either independently or with faculty members. OURS supports a variety of research and presentation opportunities, including the annual Undergraduate Research and Discovery Symposium, and coordinates information about competitive scholarships and fellowships that offer the chance to study, teach, or conduct research abroad or to fund post-baccalaureate education. One measure of this success is UAA's 14 Fulbright Scholars over the last 10 years. Another measure is the increasing number of students receiving research grant awards: 63 in AY17, up from 47 in AY10.

### CORE THEME 2 SUMMARY

UAA documents increased external funding that supports research, scholarship, and creative activity. In the last seven years, UAA hired a new vice provost for Research and Graduate Studies, who has redirected UAA's research efforts into increasing federally funded grants and enhancing technology transfer. These efforts have been successful, as shown by increased annual expenditures in research-related activities, growth throughout the period in grant submissions and awards, and the four commercial startups of technology valuable to Alaskans. The university also opened new buildings focused on science, health, and engineering instruction and research, increasing UAA's capacity for further growth.

With this strong foundation, UAA must ensure that it is capturing, acknowledging, and communicating the accomplishments of its faculty and students. Better data collection systems and more targeted indicators will capture the breadth and depth of research and creative activity to document the dissemination of knowledge and demonstrate the impact of research, scholarship and creative activity on student learning.



*Professor Kathryn Milligan-Myhre's research team studying threespine stickleback fish to better understand human immune responses. Pictured here from left to right are students Ruth Isenberg, Kenneth Sparks, and Haley Miller.*

## CORE THEME 3: STUDENT SUCCESS

**Core Theme 3 Planning.** Core Theme 3: Student Success, as measured by diversity, access, persistence, and achievement across UAA and its community campuses, is central to the institution’s mission fulfillment and the focus of many of its planning processes.

Priority C of *UAA 2017* states that UAA will “Expand Educational Opportunity and Increase Student Success.” Student transition and access are prominent in the action statements of the plan, as are improvement of retention and graduation rates. Since the fall 2010 UAA Year Seven Self-Evaluation Report, UAA has focused its Core Theme 3 Objectives and Indicators upon increasing student diversity, access, persistence, and achievement. The evidence below demonstrates these increases derive from planning and resource allocation through the annual budget process, with strategies developed as part of strategic enrollment management, college and department planning, and the new *Diversity and Inclusion Action Plan*.

**Core Theme 3 Assessment. Key Finding:** *UAA students successfully complete their studies, earning degrees and certificates in record numbers during the study period, though the majority do not follow the traditional path to complete in four or six years. In another measure, UAA’s student population more closely reflects Alaska’s overall racial and ethnic diversity than in the past. Alaska Native students are an important population at UAA, and the institution recognizes more work is needed to recruit, retain, and graduate them.*

Table 9

Core Theme Objectives	Core Theme Indicators
<b>UAA students access and successfully transition into the university</b>	<ol style="list-style-type: none"> <li>1. The degree to which UAA’s students reflect Alaska’s racial and ethnic diversity</li> <li>2. The first- to second-year first-time, full-time undergraduate student retention rate</li> </ol>
<b>UAA students persist and achieve their goals</b>	<ol style="list-style-type: none"> <li>3. Successful Learning Rate: Proportion of courses successfully completed out of total courses attempted by student sub-cohorts grouped by first year of entry</li> <li>4. Total degrees and certificates awarded with emphasis on high-demand job areas</li> <li>5. Graduation rates</li> <li>6. Graduates’ employment rates and average earnings</li> </ol>

Student success is key to UAA’s mission in several ways. Core Theme 3 is associated with **two Mission Fulfillment Expectations**:

- UAA meets the needs of our communities and state through certificate and degree awards, with an emphasis on high-demand job areas.
- UAA students, faculty, and staff increasingly reflect the diversity of the state.

## STANDARD 4

Both Mission Fulfillment Expectations are associated with UAA's mission to serve the higher education needs of the state, its communities and its diverse peoples in an open access environment that is rich, diverse, and inclusive. UAA's educational programming has developed in response to state needs, and the institution is committed to building Alaska's workforce by educating all students seeking opportunities to further themselves through post-secondary education.

**OBJECTIVE 1: UAA students access and successfully transition into the university.** Two indicators were selected to measure UAA's achievement of this objective. The first, the degree to which UAA students reflect Alaska's racial and ethnic diversity, provides evidence of fulfilling UAA's mission of an open access, inclusive and rich learning environment. The second, the first-to second-year retention rate for first-time, full-time undergraduate students, allows UAA to assess its performance on this nationally recognized measure of student success against similar institutions, and take action as needed.

**INDICATOR 1: The degree to which UAA's students reflect Alaska's racial and ethnic diversity.** UAA student diversity data are compiled from the admissions process and reflect only students actively enrolled at UAA in the fall of 2016. Data for Alaska and UAA Service Areas are population estimates prepared by the Alaska Department of Labor and Workforce Development, Research, and Analysis Section, and U.S. Census Bureau. The data reflect counts of "one race alone," those who identify as Hispanic of any race, and those who identify as two or more races. UAA Service areas include the following Census areas representing the location of the five UAA campuses: Anchorage Municipality, Kenai Peninsula Borough, Kodiak Island Borough, Matanuska-Susitna Borough, and the Valdez-Cordova Census Area.

**Thresholds or Targets:** Targets are based on an annual gap analysis between Alaska Census data and student headcount. The goal is continuous improvement to eliminate gaps.

STUDENT DIVERSITY: 2010 - 2016 COMPARISON

Table 10

	ALASKA				UAA SERVICE AREAS				UAA STUDENTS			
	2010	% of 2010 Total	2016	% of 2016 Total	2010	% of 2010 Total	2016	% of 2016 Total	2010	% of 2010 Total	2016	% of 2016 Total
TOTAL POPULATION	710,231		739,828		459,452		482,761		20,559		17,962	
Alaska Native/American Indian	106,267	15.0%	112,963	15.3%	36,152	7.9%	40,298	8.3%	1,457	7.1%	1,047	5.8%
Black or African American	24,442	3.4%	27,432	3.7%	18,450	4.0%	20,046	4.2%	686	3.3%	590	3.3%
Asian	38,883	5.5%	46,733	6.3%	28,863	6.3%	34,364	7.1%	1,005	4.9%	1,216	6.8%
Islander	7,662	1.1%	9,829	1.3%	6,600	1.4%	8,324	1.7%	173	0.8%	116	0.6%
Hispanic Origin (of any race)	39,252	5.5%	50,824	6.9%	28,351	6.2%	35,800	7.4%	1,080	5.3%	1,236	6.9%
Two or More Races	49,106	6.9%	54,063	7.3%	32,203	7.0%	36,291	7.5%	1,227	6.0%	1,796	10.0%
White	483,871	68.1%	488,808	66.1%	337,184	73.4%	343,438	71.1%	13,224	64.3%	10,489	58.4%
Non-white Total	265,612	<b>37.4%</b>	301,844	<b>40.8%</b>	150,619	<b>32.8%</b>	175,123	<b>36.3%</b>	5,628	<b>27.4%</b>	6,001	<b>33.4%</b>

NOTE: Student totals do not include non-resident aliens or those who did not report a race or ethnicity. In 2016, those totals represented 8.2 percent of all students.

**Analysis:** Racial and ethnic populations represented 36.3 percent of the total population in the UAA service areas and 33.4 percent of the student population at UAA in fall 2016. This indicates that UAA closed the diversity gap from 5.4 percent in 2010 to 2.9 percent in 2016, a gain of 2.5 percentage points.

Asian and Hispanic student populations made gains over the last seven years. The representation of Alaska Natives among UAA's student body is more difficult to track due to changes in the way the data are collected. Counting only those students who select the Alaska Native/American Indian, the data indicate that UAA is 2.5 points lower than the representation of Alaska Natives in the university service area. However, many students identify as two or more races, one of which is Alaska Native. If UAA includes those students in the total for Alaska Native students, the Alaska Native representation among the UAA student body is nearly 10 percent, and 30 percent of all minority students, making them the single largest minority group at UAA.

**INDICATOR 2: First- to second-year first-time, full-time undergraduate student retention rate.** Retention data includes all first-time, full-time degree-seeking freshmen enrolled in an associate or baccalaureate program in a given fall semester who re-enroll in UAA the following fall semester. (*Sources:* UAA Performance '17; OMB Report 2017).

**Thresholds or Targets:** Targets are estimated based on past performance and current environment. Student Affairs provides input, and the Chancellor's Cabinet approves final targets. Prior to 2013, this measure included UAA students who returned to UAA or any UA system campus the subsequent fall, so those targets are not reflected here.

RETENTION RATES & TARGETS FALL 2013-FALL 2016

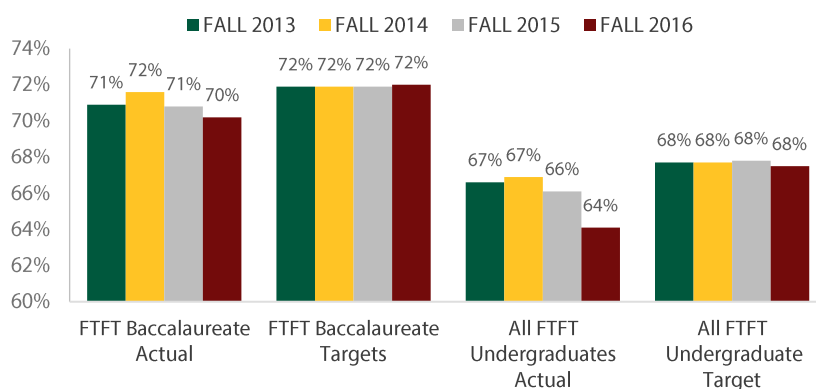


Figure 16

Note: Bars showing equal percentages may vary due to rounding.

UAA FIRST-TIME FULL-TIME BACCALAUREATE DEGREE-SEEKING RETENTION RATE COMPARED TO PEERS

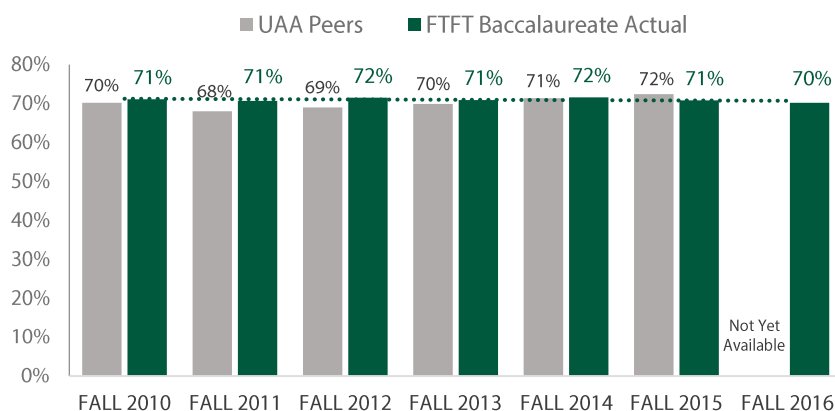


Figure 17

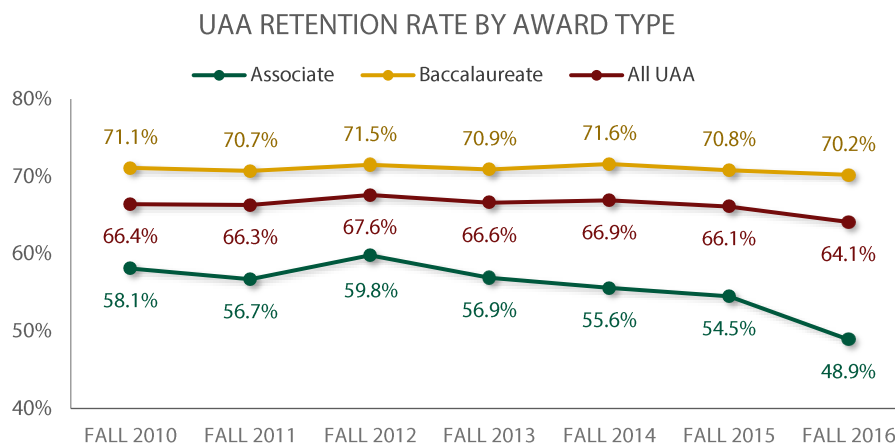


Figure 18

**Analysis:** UAA's overall retention rate reflects all first-time, full-time associate and baccalaureate degree-seeking freshmen (1,387 students). This group represented just over two-thirds of all first-time freshmen who enrolled in fall 2015 and seven percent of all students enrolled at UAA that fall. The fall 2016 retention rate of 64.1 percent is higher than the 62.3 percent reported by the National Center for Education Statistics for 4-Year Public Institutions with open admission for 2015 (the most recent year available). However, it is of concern that the rate has declined over the last four years. Some of the decline can be attributed to decreases in the number of returning students enrolled in associate programs. Associate degree-seeking students comprised 28 percent of the fall 2015 entering cohort, and just under half of these students returned in fall 2016, the lowest rate of the self-study period.

The retention rate for first-time, full-time baccalaureate degree-seeking students, as compared to peers, is an area of strength for the institution. The rate for the period from fall 2010 to fall 2016 has been steady between 70 and 72 percent, which has been above the average of the institution's peers every year except 2015. Baccalaureate degree-seeking students made up the majority (71%) of all degree-seeking students, and their success is a dominant factor in the overall retention rate. However, these students comprise less than half (48%) of all first-time freshmen, and only 5 percent of all students enrolled at UAA in fall 2015.

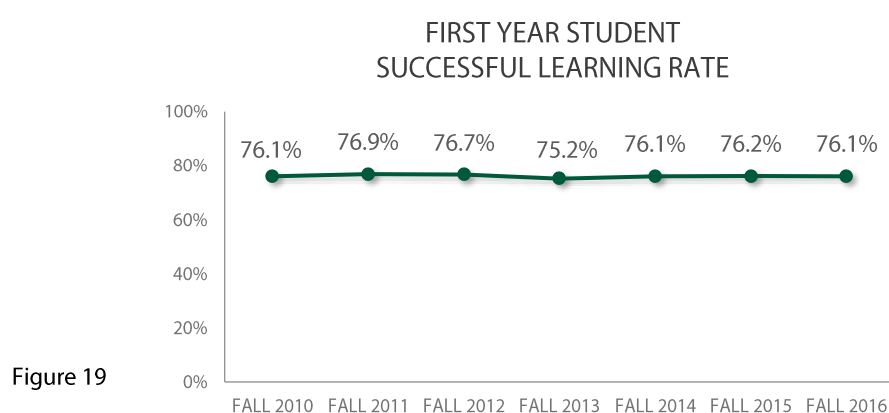
Both baccalaureate and associate retention rates are impacted by the number of students enrolled in developmental education courses (30% of the fall 2015 FTFT cohort). These underprepared students return at a much lower percentage than those who did not enroll in developmental education (53.6% for those enrolled in developmental education compared to 75.7% for those who did not in fall 2015).

Another area of concern is the retention rate for Alaska Native students who made up 17 percent of the entering first-time, full-time, degree-seeking freshmen in fall 2015 but only 11 percent of the returning cohort. The issues influencing the retention rate are complex, and UAA's goals outlined in the new *UAA 2020* plan and its involvement in EAB's Student Success Collaborative are measures taken to improve rates going forward.

**OBJECTIVE 2: UAA students persist and achieve their goals.** This objective has four indicators, all of which seek to measure ways that UAA students succeed on campus and after graduation.

**INDICATOR 1: Successful Learning Rate: Proportion of courses successfully completed out of total courses attempted by student sub-cohorts grouped by first year of entry.** The Successful Learning Rate is defined as the proportion of the number of course credits a student passes with a C or better to the total number of course credits attempted by the student (*Source: UAA Institutional Research*).

**Thresholds or Targets:** Targets are estimated based on past performance. The Chancellor's Cabinet approves targets. The target for this indicator is continuous improvement.



**Analysis:** The Successful Learning Rate (SLR) has remained stable over the study period indicating that the majority of all UAA students were able to complete classes successfully. The average is 76.2 percent for the period, slightly higher than the fall 2016 rate. As the SLR is unique to UAA, there are no benchmarks for this data. This average is higher than the 73.1 percent average for the previous seven-year period. Despite many of the programs UAA launched from 2010 to 2017, such as additional learning communities, mandatory advising, and the emphasis in Student Affairs on transition and first year experience, the results for this metric remained unchanged.

Further analysis shows that the majority of students who are unsuccessful in their classes are at the freshman and sophomore levels. Many UAA students are first generation students, and more than two-thirds are assessed as underprepared for college-level math and/or English. The *UAA 2020* initiative is focusing on the success of these students. UAA's participation in the Education Advisory Board's Student Success Collaborative will also contribute to improvement on this measure.

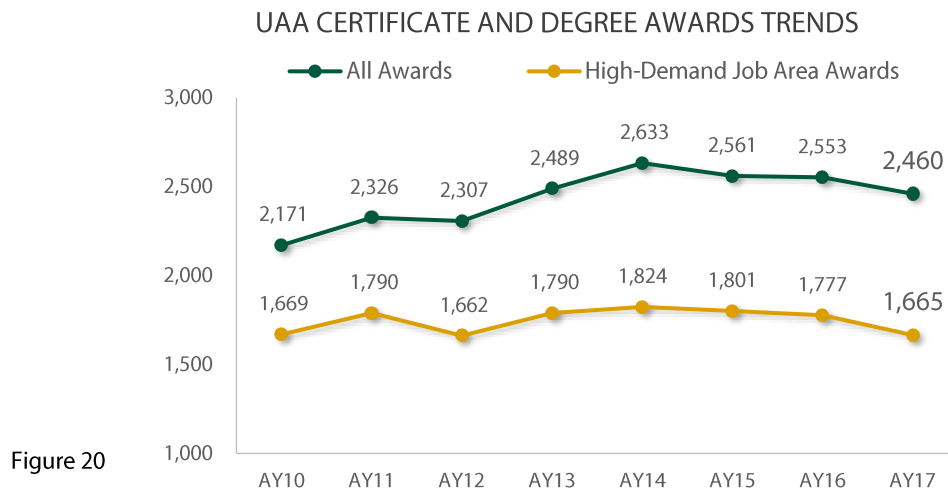
**INDICATOR 2: Total degrees and certificates awarded with emphasis on high-demand job areas.** The total degrees and certificates awarded indicate how well students achieve their higher education goals. By emphasizing awards in Alaska high-demand job areas, UAA demonstrates that it is preparing students for the workforce in fields where there are opportunities and that benefit the state. As explained in Core Theme 1, the Alaska Department of Labor and Workforce Development identifies high-demand job areas using



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occupational forecasts. The UA System Academic Council periodically updates its list of degree and certificate programs that meet those needs in nine career areas. (*Source: UAA Performance '17 Report; OMB Report 2017*).

**Thresholds or Targets:** Over the study period, UAA set targets for only awards in high-demand job areas, not total awards. Targets were estimated based on past performance and current environment. The Chancellor's Cabinet approves final targets.



**Analysis:** Total awards are up 13.3 percent since AY10. The percentage of awards in high-demand job areas (HDJA) continued to represent the majority of all awards, averaging 72 percent over the study period. Increases in awards in health-related fields (from 582 in AY10 to 628 in AY17) and engineering degrees (from 115 in AY10 to a high of 138 in AY17) are significant. Even though the numbers in the HDJA awards are level or declining slightly, it is significant that the numbers are stable given enrollment and funding declines over the last three years. Additional factors in the lack of growth are inadequate systems to update the high demand job area programs list, which means a lag in listing newly approved programs, tightening admission policies in some programs, and shifts in demand for some programs such as computer information office systems.

The Associate of Arts degree program consistently produces the most awards at UAA, and the only one among the top five programs that is not in a high-demand job area. In AY17, that program produced 280 awards, and has produced 2,059 awards during the study period, more than twice the next most productive program, the baccalaureate degree in nursing science (909). The associate degree in nursing produced 825 awards, followed by the baccalaureate degree in psychology (613) and the bachelor of business administration in management (516). Top non-high demand job area programs include baccalaureate degrees in justice (291), English (282), and history (260).

Traditional awards (associate, baccalaureate, and master's degrees) produced 89 percent of all awards conferred by UAA from AY10-AY17. Baccalaureate programs contributed 44 percent, associate degree programs produced 34 percent, and 11 percent were from master's degree programs.

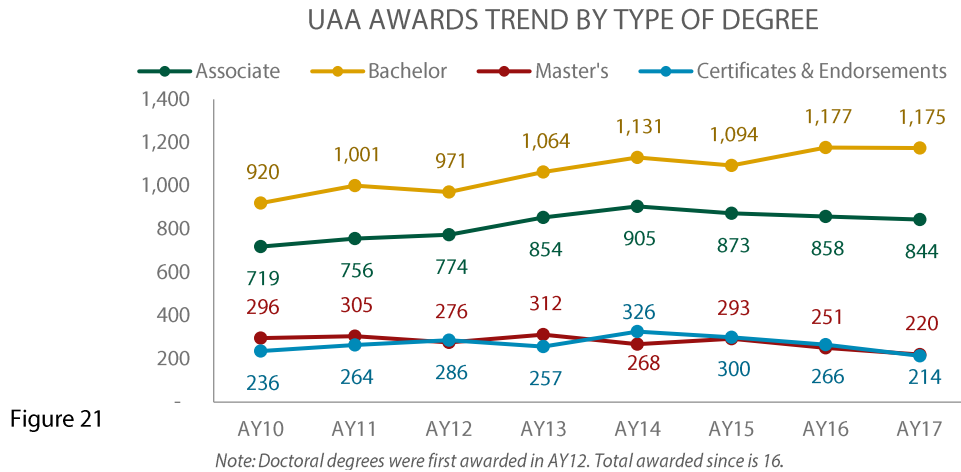


Figure 21

**INDICATOR 3: Graduation rates.** The graduation rate measures the percentage of first-time full-time baccalaureate students entering in a particular fall semester who earn a degree within six calendar years. (*Sources:* UAA Performance '17 Report; OMB Report 2017)

**Thresholds or Targets:** UAA formally began setting targets for this indicator in AY12. Targets are estimated based on past performance and current environment. Input is received from Student Affairs. The Chancellor's Cabinet approves targets.

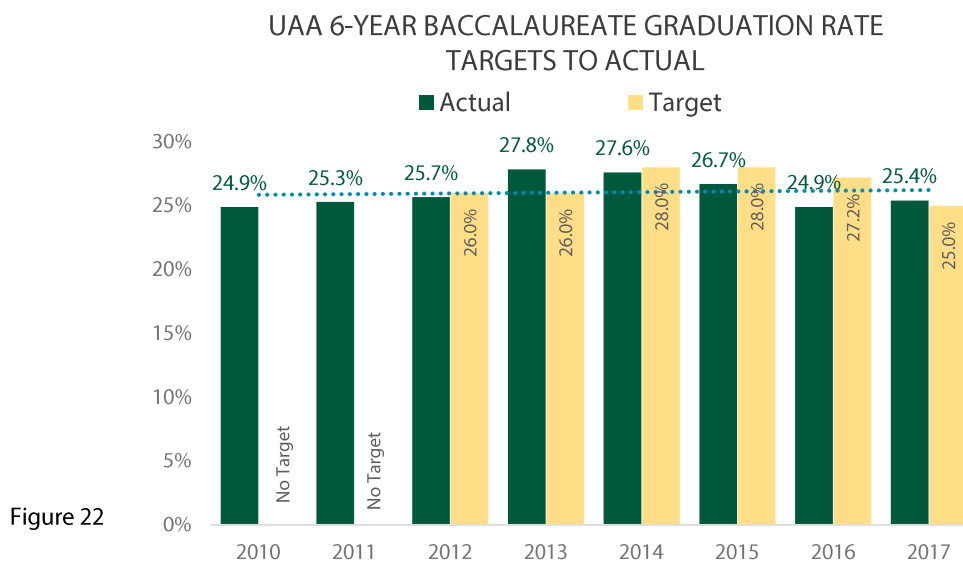
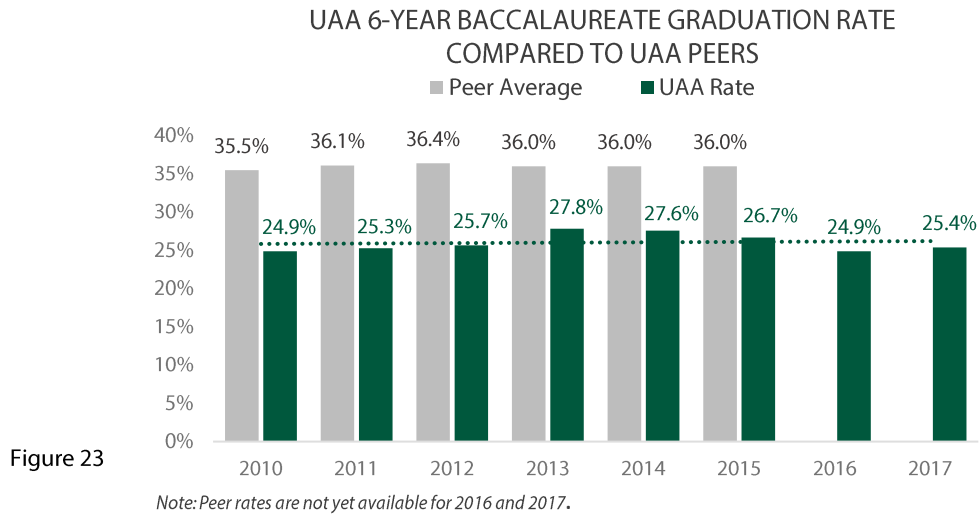


Figure 22



**Analysis:** UAA's six-year baccalaureate graduation rate is unacceptably low, averaging 26 percent over the seven-year study period. The rate peaked at 27.8 percent in 2013, followed by three years of declines. While the 2017 rate of 25.4 percent was the first increase in three years, it still ranks last among UAA's peers, and well below the 32 percent rate among all public, open access institutions. A major goal of the new *UAA 2020* strategic plan is to increase our traditional graduation rate through initiatives to improve advising and retention.

When interpreting the six-year baccalaureate graduation rate, it is important to note that only five percent of UAA students met the definition of first-time full-time baccalaureate degree-seeking students in fall 2010. There was little change in that percentage by fall 2017 when it was 6 percent. To enhance this analysis, UAA looked at all students receiving a baccalaureate degree in 2017, 48 percent of all graduates that year. Of those 1,175 graduates, 70 percent completed their degrees within 12 semesters (6 years) or less, though not necessarily in consecutive semesters, indicating a pattern of enrollment that includes either stopping out for a semester or attending part-time for a portion of their enrollment. Twenty-eight percent of the baccalaureate degree recipients in 2017 had taken at least one developmental education class, and though it may have added to their time-to-degree, it did not derail their educational success.

Clearly, UAA has multiple challenges in addressing the low graduation rate. It has identified the following factors that appear to impact the graduation rate, including:

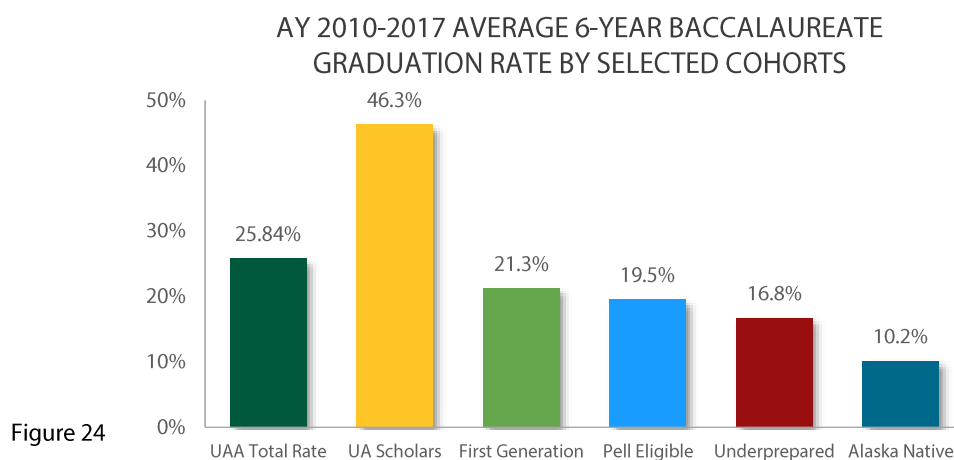
- UAA students (freshmen and seniors) work off campus in higher numbers than their counterparts at other large public and urban universities. The freshmen also spend more time caring for dependents than their peers at other institutions. (*Source: NSSE 2016 report*)
- 11 percent of the entering baccalaureate degree-seeking cohort entered as full-time students in fall 2016, but transition to part-time by their second semester at UAA. (*Source: DSD Data System at semester freeze*)
- 68 percent of graduates in AY17 stopped out at least one semester before earning their degree. (*Sources: DSD Data System at semester freeze; UAA Performance '17*)

In addition, a significant percentage of the traditional first-time, full-time baccalaureate degree-seeking students enter with one or more identified risk factors. Studies have shown that first-generation, underprepared and Pell-eligible students are at greater risk for not completing or taking more time to complete their degree. (*Sources: DSD Data System at semester freeze; Education Trust 2015 report*)

Of the fall 2011 entering cohort who were measured in the 2017 graduation analysis:

- 45 percent were identified as underprepared. Of these, 13.9 percent graduated within six years. (*Source: DSD Data System at semester freeze*)
- 25 percent were first generation college students. Of these, 21.8 percent graduated within six years, the second highest rate among students identified as at-risk.
- 16 percent were Alaska Native. Only 14.8 percent graduated in six years.
- 15 percent were eligible for Pell grants. This group had the highest six-year graduation rate in 2017, with 22.3 percent completing.

The following chart shows the average 6-year graduation rates from 2010-17 for these “at-risk” populations compared to the UAA overall average rate. It also includes the average rate for UA Scholars, students who were ranked in the top 10 percent of their junior class before graduating from high school.



While just under half (48%) of all graduates in AY17 earned a baccalaureate degree, 40 percent received an associate degree or undergraduate certificate. The completion rate for those averaged 13 percent over the study period, well below the average for all 2-year public institutions (22%) reported by the National Center for Education Statistics, April 2017 report.

With more sophisticated data capabilities, UAA is learning more about its students and their patterns of behavior. This knowledge enables the institution to develop more targeted approaches to improve completion for specific student populations. With collaboration with the Education Advisory Board’s Student Success Collaborative and the focus of *UAA 2020* on student success, UAA expects to see significant improvements in the next few years on this measure.

**INDICATOR 4: Graduates' employment rates and average earnings.** Data on graduates' employment rates and average earnings were prepared by University of Alaska Institutional Research and the Alaska Department of Labor using Permanent Fund Dividend data (PFD) and state employment data. The PFD information captures all Alaska residents registered for a dividend. The state employment data excludes data from the federal government and those who are self-employed, and includes only those employed in Alaska. (Source: UAA IR File: UA\_PPM\_Jan2016)

**Thresholds or Targets:** Continuous improvement is the standard or target for this measure. However, this indicator is strongly influenced by conditions outside of UAA's control, i.e. the local economy and wage environment.

**Analysis:** In 2014, the Alaska Department of Labor and Workforce Development provided a comprehensive data set of 9,000 people who received UAA certificates and degrees between 2003 and 2007. An analysis of the data showed that graduates do stay in Alaska to work, and they earn substantially more than the average among all Alaskan workers.

At least 78 percent of the 2003-2007 graduates worked in Alaska the year they graduated. The actual share working is higher because some of the graduates are federal workers or self-employed, who are not part of this data set.

About 60 percent of UAA graduates from 2003 to 2007 were still working in Alaska after five years, and 28 percent were no longer residents of the state. The rate at which they left Alaska appears to be similar to that of other young Alaskans. Graduates of some programs are more likely to stay, perhaps because of more job opportunities. For example, more than 80 percent of graduates in teaching, civil engineering, and process technology were still in the state five years after graduating.

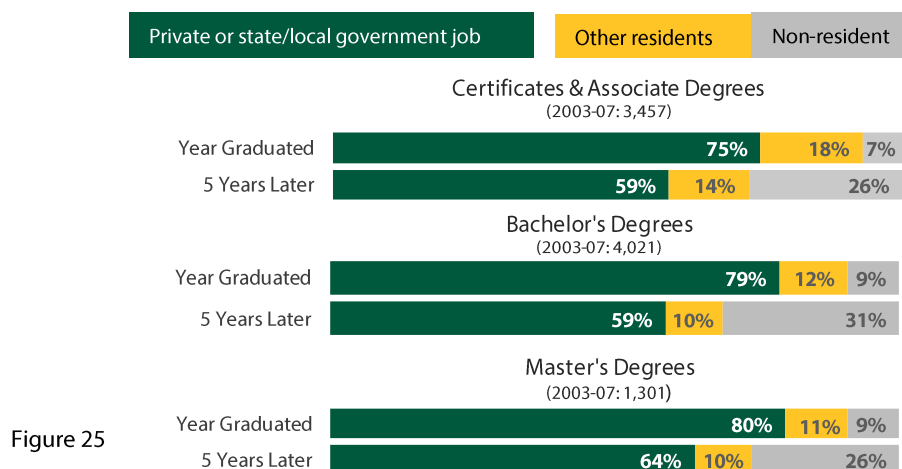
The average real wage of 2003-2007 UAA graduates five years after they left school was substantially higher than the average for all Alaskan workers in 2012, \$51,000 compared with \$37,000. These average earnings are highest for those who hold master's degrees—but the next highest are for those with certificates and associates degrees, followed by those with baccalaureate degrees. This anomaly is caused by the number of well-paid technical and maintenance occupations in Alaska that require certificates or two-year degrees. Interestingly, the highest-paid UAA graduates after five years are from the Process Technology associates degree program, which provides employees to the oil industry.

The comprehensive data set supplied in 2014 has not been made available subsequently. Seventy-nine percent were employed one year after graduation and 59 percent remained employed in Alaska five years after graduation. The most significant change was in the average salary. The average salary rose to \$56,112 for all graduates. The highest wages after five years are the MS in Project Management, the AAS in Industrial Process Instrumentation, the AAS in Process Technology, and the Certificate in Petroleum Technology. These four programs, dominated by the oil industry, averaged \$128,580 in salary after five years.

UAA is exploring other instruments for gathering data on the success of its alumni to provide a more complete and consistent view.

### HOW MANY UAA GRADUATES, BY DEGREE LEVEL, WORK IN ALASKA?

(Total 2003-2007 Graduates: 8,862)

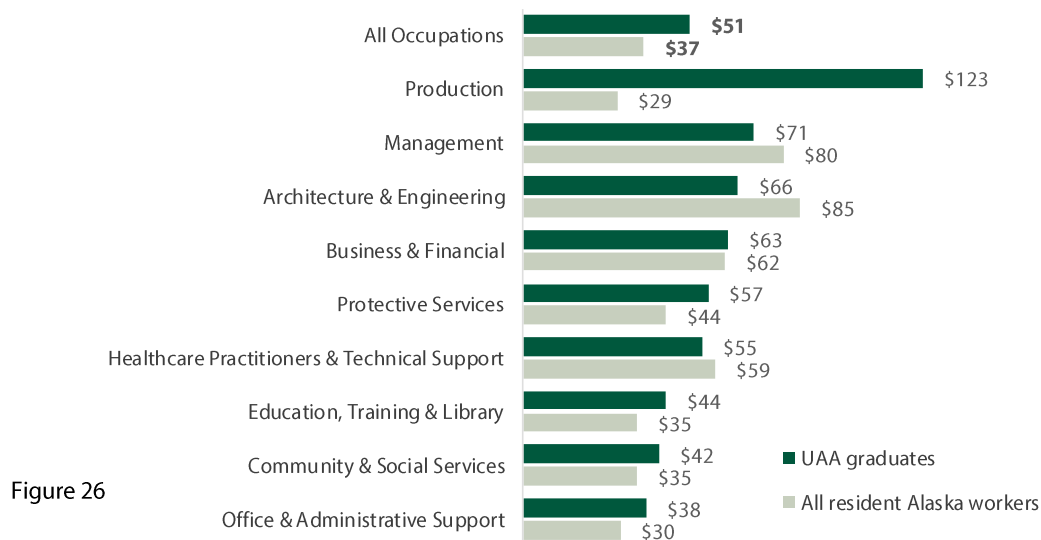


#### DEFINITIONS:

- **Private or state/local government job:** includes those covered by unemployment insurance.
- **Other residents:** received Permanent Fund Dividend, but not covered by unemployment insurance; includes federal workers, self-employed, and those without jobs.
- **Non-residents:** those who did not receive a Permanent Fund Dividend.

### AVERAGE ANNUAL WAGES OF UAA GRADUATES FIVE YEARS AFTER GRADUATION COMPARED TO ALL ALASKA WAGE WORKERS IN 2012

(In Thousands of 2012 Dollars)



#### NOTES:

- Graduates may or may not be working in occupations related to their degrees.
- UAA graduates in production occupations are concentrated in high-wage jobs in the oil industry. This occupational group also includes a number of relatively low-wage jobs, like those in food processing—so the average for all workers in production occupations is much lower.
- All-Alaska wage workers may include those who earned post-secondary degrees outside of UAA.

## STANDARD 4

### CORE THEME 3: IMPROVEMENT

#### *Diversity*

While the institution is diverse by many measures, it recognizes the need to be more reflective of the state of Alaska and its many cultures and communities. To build a more diverse student body, Student Affairs started an aggressive recruitment program over the last two years. This effort included reaching out to high schools across the state, and creating a UAA Ambassadors program in which a diverse group of UAA students serve as contacts for prospective students.

The Alaska Native population is the largest ethnic minority in the state and at UAA. As Alaska's indigenous people, they are of special concern to the university. Unique recruitment efforts target enrolling and retaining this student population. The "Bridge to Success," a series of online modules with videos, resources, and games for incoming Alaska Native students, was funded by UAA's Title III grant and deployed in 2016 (*Source: eLearning Report 2016*). The Kenai River Campus started 'Education Camps' in 2015 in a partnership with Excel Alaska, a non-profit representing 10 Alaska Native villages and schools in the Kuspuk School District. Groups of 14 students visit and stay in the residence hall from 5-10 days during the school year, and up to 40 students visit for a month in the summer when they take college courses in Certified Nurse Aid, Emergency Trauma Technician, Process Technology and Welding.

Last year the institution's Native Student Services' program developed a Cultural Identity ePortfolio project in which students explore and document their unique experiences and identities. (*Source: eLearning Report 2016, UAA Performance '16*) These projects help the students address historical trauma, understand their role in society, and strengthen their ties to college. This project was highlighted as the closing plenary presentation at the AACU 8<sup>th</sup> Annual Forum on Digital Learning and ePortfolios national conference in January 2017.

In 2015, to coordinate and increase UAA's efforts, the chancellor created the position of associate vice chancellor for Alaska Natives and Diversity, and placed Dr. Jeane T'aaw xiwaa Breinig into the position. She formed an Alaska Native Advisory Council, which reviews UAA's progress in diversifying the faculty, staff, and students; increasing the retention and completion rates of students; and recommends further actions the university could undertake.

Through the efforts of the directors of the Alaska Native Studies Program, Dr. Maria Williams and Dr. Beth Leonard, and the Alaska Native Studies Council, UAA is leading the development of an Alaska Native Studies general education requirement at all institutions across the UA system. This academic course will educate students on Alaska Native culture and values.

As discussed in Standard 3, the institution just completed a *Diversity and Inclusion Action Plan*. The product of a multi-year, campus-wide effort, it represents a significant commitment of time and money to bring diversity and inclusion to the forefront of campus planning and activities. The new vice provost for Student Success's Advisory Committee includes the associate vice chancellor for Alaska Natives and Diversity. Subcommittees were formed specifically to engage the *Diversity and Inclusion Action Plan's* recommendations, including those focusing on actions to improve retention and graduation for Alaska Native students and others from underrepresented backgrounds, including economically disadvantaged, international, and veteran.



### *Access*

The Student Outreach and Transition Office, established in 2016, co-locates student recruitment, transition, advising, orientation, and career exploration and services in the Student Union rather than in its previous off-campus location. The goal is to create a successful educational experience for new students during the first year of college and beyond. The focus on the first-year experience and the transition to second year will improve retention and success by helping students develop the academic and personal skills needed for college success.

Initiatives within each college and campus that complement these efforts include:

- The new Learning Commons, operated by the Community & Technical College, is the front door to the university, providing a supportive environment in which students can access academic coaching, and advising. Specific services include help for students wishing to build their math and reasoning skills and improve their communications skills. English language support for students whose first language is not English includes a weekly conversation table and a language partner program;
- College of Engineering instituted mandatory advising and created a homework night and Tutoring Center;
- College of Arts and Sciences is revising its gateway courses for majors in Biological Sciences and Natural Sciences. It has also created a Degree Tracking Matrix.
- College of Business and Public Policy created Degree Planning Sheets for its majors and improved its gateway courses;
- College of Health has developed student tracking through its Recruiting and Retention of Alaska Natives into Nursing (RRANN) program.
- Kenai Peninsula College has had a tuition waiver program, called JumpStart, for the last 20+ years. In partnership with the Kenai Peninsula Borough School District, high school juniors and seniors take college courses to pursue an associate's degree while in high school.
- Alaska Middle College School opened in spring 2013 in partnership with the Mat-Su Borough School District. The program expanded to the Anchorage School District in fall 2017. Much like Kenai Peninsula College's JumpStart program, the Alaska Middle College School enables high school juniors and seniors to take college classes and earn credits toward a UAA associate of arts degree while completing their high school requirements.
- The Alaska Native Science and Engineering Program (ANSEP) partnered with the ExxonMobil Bernard Harris Summer Science Camp to offer the ANSEP Middle School Academy. In addition, ANSEP offers the Middle School Academy during the school year for students from partnering school districts. The Middle School Academies offer a two-week experience to promote science, technology, engineering, and math education and careers through hands-on activities.

As indicated in the 2014 Mid-Cycle Report, Student Affairs has focused its institutional metrics, particularly on undergraduate retention and persistence rates. Mapworks software was used

## STANDARD 4

between 2010 and 2017 to identify and track at-risk students for academic intervention. The Academic Success Alert Program (ASAP), an early alert referral program, was implemented in AY15. Also beginning in fall 2015, faculty for all 000-100 level classes now report mid-semester grades to improve student awareness of their progress. All these programs allow faculty to identify students having difficulties making academic progress in their courses and develop urgent academic success interventions to avoid unsatisfactory student performance. The UAA Care Team also manages an alert/referral program that faculty use to notify the Dean of Students Office of students of concern. UAA will pilot the Education Advisory Board's (EAB) Student Success Collaborative "Campus" advising tool in April 2018 and university wide implementation is planned for August 2018.

### ***Student Learning Rate (SLR)***

It is of concern that after seven years of curriculum changes, course improvements, technological innovation, and student learning assessment, the SLR has not changed. Since the majority of student failures and withdrawals occurs during the first two years, UAA is focusing its initiatives on this critical time by increasing student orientation, first year advising, and support services, using models and data from the EAB Student Success Collaborative. This additional attention to the needs of incoming students should lead to an overall increase in the SLR over the next several years.

### ***High-Demand Job Area Awards***

To increase the numbers of awards in high-demand job areas, new infrastructure has been built to support high priority programs in health and engineering. The new 66,000 square foot Health Sciences Building opened in 2011, and the new 81,000 square foot Engineering and Industry Building opened in 2016 on the Anchorage campus, providing expanded and state-of-the-art facilities for two key programs. In addition, new and renovated facilities on community campuses such as the Mat-Su College Paramedic/Nursing Lab, Kenai Peninsula Colleges' Career and Technical Center, and Kodiak College's Vocational Technology and Warehouse facility all support workforce development programs.

The Technical Vocational Education Program (TVEP), established in 2000 by the Alaska Legislature, provides grants to technical and vocational education entities to provide industry specific training, on-the-job training, and classroom training. Since 2010, the program has funded over \$15 million dollars for new workforce development programs at UAA. Examples of programs receiving start-up funding from TVEP include:

- Associate of Applied Sciences, Physical Therapist Assistant
- Bachelor of Science, Health Sciences
- Bachelor of Science, Nursing
- Bachelor of Science, Dental Hygiene
- Alaska Area Health Education Center (AHEC)

In addition, TVEP has funded state-of-the-art laboratory equipment that has supported instruction in Allied Health Science programs such as paramedics, ultrasound technology,

medical assisting, dental assisting, and medical lab technology. UAA community campuses have used this funding source to develop programs in support of regional workforce needs, including development of maritime training modules at the Kenai Peninsula College site in Homer and at the Kodiak College, millwright training at Prince William Sound College and local high schools, and paramedic programming at Mat-Su College. In AY18, TVEP funding was allocated to support UAA's renewed commitment to aligning Alaska apprenticeship programs with academic degrees, providing streamlined access to higher education for another group of Alaskans.

College deans and campus directors consciously planned each of these program developments based on documented community needs, and prioritized by the provost for funding. This is an ongoing—and very successful—resource allocation process for UAA.

### ***Graduation Rate***

Multiple programs have been implemented to address UAA's low graduation rate, including those referenced above, DegreeWorks (a degree-planning tool for students), and increased advising. The UA System "Stay-on-Track" initiative promoted enrollment in 15 credits each semester in order to graduate in 4 years, and was successful in increasing the percentage of students enrolling at this level. The impact of that program persisted for several years after it was launched in fall 2012. (This percentage peaked at 20% of students in fall 2013, up from 14.5% before the program, but dropped to 15% in both fall 2016 and fall 2017). The work of a temporary Student Retention and Completion Council, part of UAA's implementation of a broader Strategic Enrollment Management framework, informed the *UAA 2020* goals. The group outlined student life cycle milestones and identified major barriers to student success. They also highlighted four areas (communication, relationships, clear pathways and transitions, and student support) that cross all units and need to be managed in a holistic, systemic, and comprehensive manner. In late fall 2017, the Kenai Peninsula College began exploring use of the Blackboard Learn Retention Center to assist faculty in identifying at-risk students, enabling instructors to more quickly provide support to improve both retention and graduation rates.

With funding from the UA System in 2017, UAA created the new interim vice provost for Student Success. This position is charged with leading the implementation of the *UAA 2020* strategic plan with its emphasis on student retention and graduation, working with the EAB Student Success Collaborative, coordinating academic and Student Affairs initiatives, and identifying barriers to student and faculty success. The initial goal is to develop a robust academic advising program with a particular emphasis on first and second year students in a comprehensive, campus-wide initiative in FY19.

Given UAA's open access mission and Alaska's unique social and economic structure, the majority of the institution's students will continue to be "non-traditional" in their completion rates, as students stop out on their way to a degree, or shift from full-time to part-time attendance. However, by improving academic advising, first year orientation, and academic remediation, and removing barriers to financial aid and program completion, all students—including the first time, full-time degree-seeking cohort—will be able to graduate more efficiently.

## STANDARD 4

### *Graduate Employment Rates*

With its many advisory boards, UAA ensures that its workforce development curriculum remains current and relevant to Alaska's needs. The expansion of health and engineering programs over the last seven years, and the investment in new laboratories and training facilities, ensure that UAA's students graduate well prepared. The established program planning and resource allocation that this entails will continue as the institution develops new programs to prepare students for a "post-oil" future in this state. UAA is exploring alternative ways to collect information on alumni that will provide a more complete picture of its graduates, including Emsi's Alumni Insight application.

### **CHALLENGES:**

*Improving UAA's rate on traditional measures of student success:* UAA is a resourceful, creative institution that has implemented many programs designed to improve student learning. During this year of self-study, combined with the campus-wide planning initiative that created *UAA 2020*, it became clear that the institution needed to focus on overall student success. On traditional measures such as retention rate and the graduation rate, UAA has seen little, if any, improvement, despite numerous new programs implemented over the seven years. Retention rates improved prior to the current accreditation cycle resulting from a campus-wide strategic effort; however, those rates plateaued and have begun to slip.

Addressing these rates, UAA must address the challenges of the high percentage of students underprepared for college-level work. As an open access institution, UAA serves all who can benefit from higher education, including those who are assessed by UAA as deficient in one or more of the basic skills of reading, writing, and computation. In Alaska, high teacher turnover and cultural issues, particularly in rural villages, contribute to lower student achievement. These challenges are long-standing, and while UAA can and is working to train more local teachers to reduce turnover issues, improving K-12 education across the state is complex and requires a commitment beyond a single institution. UAA is working toward more intentional and targeted efforts. The implementation of goals and strategies identified through *UAA 2020* and the partnership with the Education Advisory Board's Student Success Collaborative should help students succeed at UAA. Building on programs such as Middle College Schools in the Anchorage, Eagle River, and Mat-Su campuses, the Kenai Peninsula College JumpStart program, and ANSEP's Middle and High School Academics will help students be more prepared for college.

Coordination of the work to achieve the goals of *UAA 2020* and the *Diversity and Inclusion Action Plan* is imperative. Currently UAA programs charged with increasing Alaska Native student success are responsible to different parts of the organization. There has been no structural mechanism to ensure they work together towards the same aims, and share information or strategies to help students progress and achieve their educational goals. To address the need to centralize these efforts, the institution is working toward co-location of Alaska Native student serving programs and academic programs under the umbrella of an "Alaska Native Learning Center." This structure would ensure collaboration, communication, data-informed decision making across the institution, and implementing mutually agreed-upon strategies.

### CORE THEME 3 SUMMARY

UAA data show that students admitted to degree and certificate programs successfully complete their studies, earning degrees and certificates in record numbers during the study period, though the majority do not follow the traditional path to complete in three or six years. Flat retention and graduation rate trends suggest recent increases in the number of awards may be more a reflection of the peak enrollment seen earlier in the accreditation cycle, rather than a direct result of student success initiatives. The current student population more closely reflects Alaska's overall racial and ethnic diversity than in the past, although the recent decrease in the number of Alaska Native students must be addressed.

While it is essential to improve the traditional baccalaureate graduation rate, it is also relevant to recognize that UAA students are succeeding in their educational goals. Seventy-two percent of each graduating class complete within 12 (contiguous or non-contiguous) semesters. As an open access university, it is essential that UAA works with its students on their terms. As a public higher education institution, it is also essential that the institution does better in making the student academic journey shorter and more affordable.

The institution has worked hard since 2010 to improve success for its students. As this core theme analysis shows, it is entering a new phase in implementing programs that will more fully understand and address the needs of its varied student body. A focus on increasing diversity, improving the first year experience, and improving student completion are the essential elements of the *UAA 2020* strategic plan. Fulfilling the goals of *UAA 2020* will dominate UAA's planning and fiscal allocations for the next three years, including the goal that by 2020 UAA will be a leaner, more focused institution that understands the needs of its students and places all elements of student success first.

As the institution retains or changes its accreditation indicators for the Year One Mission and Core Themes Report, it will have the opportunity to revisit how it defines student success and measures accomplishment of its goals in this area. UAA also needs to improve its understanding of its "non-traditional" (part-time, older, non-degree seeking) students, and to identify the barriers to their success as a first step toward helping them achieve their educational goals.



*Graduation at Alaska Airlines Center.*

## CORE THEME 4: UAA COMMUNITY

**Core Theme 4 Planning.** Core Theme 4: UAA Community brings together diversity, safety, and environmental factors that are pivotal to Mission Fulfillment. It is well integrated into the planning and governance processes across the campus through its emphasis on safety, stewardship, and fairness. *UAA 2017* called for building the UAA community through increasing the diversity of its faculty and staff; becoming a model employer through quality workplace practices; creating facilities that are models for northern universities; and increasing alumni and donor support. Planning for Core Theme 4 outcomes are found in the facility master plans and annual capital and operating budgets, emergency plans, and the new *Diversity and Inclusion Action Plan*.

**Core Theme 4: Assessment. Key Finding:** *UAA provides a safe place to learn and work, is becoming more diverse, and offers a rewarding and fulfilling environment for students, faculty, and staff. More work is needed to improve the diversity of university faculty and staff, particularly in the representation of Alaska Native peoples. Employees indicate a high level of pride in the institution, but budget reductions and fiscal uncertainty over the past three years have eroded satisfaction overall. And even in the face of fiscal challenges, UAA continues to post positive fund balances and plan new programs, reflecting awareness of future conditions and advance planning in response to changes in the environment and emerging state needs.*

Table 11

Core Theme Objectives	Core Theme Indicators
<b>UAA's environments support and sustain learning, working, and living</b>	<ol style="list-style-type: none"> <li>1. The degree to which UAA's faculty and staff reflect Alaska's racial and ethnic diversity</li> <li>2. The degree to which faculty, staff, and students express satisfaction with their professional and learning environments</li> <li>3. Development and management of a sustainable budget as demonstrated by nationally accepted financial ratios</li> <li>4. Number of crimes, incidents, and injuries reported</li> </ol>

Core Theme 4 is associated with one **Mission Fulfillment Expectation**:

- UAA students, faculty, and staff increasingly reflect the diversity of the state.

This reflects the importance the institution places on diversity and of putting its values into action, and demonstrating this through several mechanisms discussed throughout this document.

**OBJECTIVE 1: UAA's environments support and sustain learning, working, and living.**

This objective has four indicators that focus on diversity and inclusion, satisfaction, sustainability and safety.

**INDICATOR 1: The degree to which UAA's faculty and staff reflect Alaska's racial and ethnic diversity.** Data on faculty and staff diversity are collected through the employment and human resource processes and reflect all regular faculty and staff (excluding adjunct faculty and temporary staff) employed at UAA at the fall opening freeze date every November. Data for Alaska and UAA service areas reflect population estimates prepared by the Alaska Department of Labor and Workforce Development, Research and Analysis Section, and U.S. Census Bureau. This data reflect counts of "one race alone," those who identify as Hispanic of any race, and those who identify as two or more races. UAA Service areas include the following Census areas that represent the locations of the five UAA campuses: Anchorage Municipality, Kenai Peninsula Borough, Kodiak Island Borough, Matanuska-Susitna Borough, and the Valdez-Cordova Census Area.

**Thresholds or Targets:** Targets are based on a gap analysis between Alaska Census data and faculty and staff ethnicity data with a goal of closing the gaps to meet the Census percentages.

STAFF DIVERSITY: 2010 - 2016 COMPARISONS

Table 12

	ALASKA				UAA SERVICE AREAS				UAA STAFF			
	2010	% of 2010 Total	2016	% of 2016 Total	2010	% of 2010	2016	% of 2016 Total	2010	% of 2010	2016	% of 2016 Total
TOTAL POPULATION	710,231		739,828		459,452		482,761		1,082		1,075	
Alaska Native/American Indian	106,267	15.0%	112,963	15.3%	36,152	7.9%	40,298	8.3%	46	4.3%	40	3.7%
Black or African American	24,442	3.4%	27,432	3.7%	18,450	4.0%	20,046	4.2%	46	4.3%	36	3.3%
Asian	38,883	5.5%	46,733	6.3%	28,863	6.3%	34,364	7.1%	31	2.9%	36	3.3%
Native Hawaiian/Pacific Islander	7,662	1.1%	9,829	1.3%	6,600	1.4%	8,324	1.7%	6	0.6%	6	0.6%
Hispanic Origin (of any race)	39,252	5.5%	50,824	6.9%	28,351	6.2%	35,800	7.4%	52	4.8%	66	6.1%
Two or More Races	49,106	6.9%	54,063	7.3%	32,203	7.0%	36,291	7.5%	45	4.2%	76	7.1%
White	483,871	68.1%	488,808	66.1%	337,184	73.4%	343,483	71.1%	827	76.4%	785	73.0%
Non-white Total	265,612	<b>37.4%</b>	301,844	<b>40.8%</b>	150,619	<b>32.8%</b>	175,123	<b>36.3%</b>	226	<b>20.9%</b>	260	<b>24.2%</b>

FACULTY DIVERSITY: 2010 - 2016 COMPARISONS

Table 13

	ALASKA				UAA SERVICE AREAS				UAA FACULTY			
	2010	% of 2010 Total	2016	% of 2016 Total	2010	% of 2010	2016	% of 2016 Total	2010	% of 2010	2016	% of 2016 Total
TOTAL POPULATION	710,231		739,828		459,452		482,761		646		631	
Alaska Native/American Indian	106,267	15.0%	112,963	15.3%	36,152	7.9%	40,298	8.3%	18	2.8%	23	3.6%
Black or African American	24,442	3.4%	27,432	3.7%	18,450	4.0%	20,046	4.2%	5	0.8%	9	1.4%
Asian	38,883	5.5%	46,733	6.3%	28,863	6.3%	34,364	7.1%	35	5.4%	38	6.0%
Native Hawaiian/Pacific Islander	7,662	1.1%	9,829	1.3%	6,600	1.4%	8,324	1.7%	1	0.2%	-	0.0%
Hispanic Origin (of any race)	39,252	5.5%	50,824	6.9%	28,351	6.2%	35,800	7.4%	16	2.5%	10	1.6%
Two or More Races	49,106	6.9%	54,063	7.3%	32,203	7.0%	36,291	7.5%	15	2.3%	17	2.7%
White	483,871	68.1%	488,808	66.1%	337,184	73.4%	343,483	71.1%	533	82.5%	506	80.2%
Non-white Total	265,612	<b>37.4%</b>	301,844	<b>40.8%</b>	150,619	<b>32.8%</b>	175,123	<b>36.3%</b>	90	<b>13.9%</b>	97	<b>15.4%</b>

NOTE: Totals for faculty and staff do not include non-resident aliens or those who did not report a race or ethnicity. In 2016, those totals represented 4.4% of faculty and 2.8% of staff.



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**Analysis:** While the number of UAA faculty and staff decreased 1.3 percent, the percentage of employees identifying as a member of a racial minority increased 14 percent between fall 2010 and fall 2016. Non-white populations, including those of two or more races, now represent 20.9 percent all non-temporary employees, up from 18.3 percent in 2010.

In the fall of 2016, 97 faculty members identified as a member of a racial minority, or 15.4 percent of the total regular faculty cohort, nearly 8 percent higher than fall 2010. Staff diversity increased at a greater rate, growing from 20.9 percent in fall 2010 to 24.2 percent in fall 2017, a 15 percent increase.

Although UAA has made substantial gains in the numbers of minority faculty and staff members, the service area and the state of Alaska have 36.3 percent and 40.8 percent minority populations respectively, so much work remains. The newly completed *Diversity and Inclusion Action Plan* lays out several goals for improving UAA's diversity, including recruiting and hiring initiatives that are being implemented.

**INDICATOR 2: The degree to which faculty, staff, and students express satisfaction with their professional and learning environments.** Since the Year-One Self Evaluation Report, the university moved from four broad measures to two specific measures that are assessable and provide meaningful and actionable information. UAA uses two survey instruments to assess the level of satisfaction found among faculty, staff, and students. Targets are set for the individual measures below.

**INDICATOR 2, MEASURE 1: LibQUAL survey general satisfaction questions.** The Consortium Library plays a major role in the academic success of both students and faculty and is essential to a quality learning environment. The LibQUAL survey, distributed every three years to the UAA and Alaska Pacific University (APU) communities by the Consortium Library, assesses both the library's performance in meeting faculty and service expectations, and faculty and staff perceptions of the library's performance. It is an indicator for this core theme, in part, because the library and its services support the general education student learning outcome related to information literacy, which touches almost every student.

**Thresholds or Targets:** LibQUAL is used for continuous improvement. Conducting the survey every three years provides recent survey results and user comments to consider in deciding how to reallocate funding to specific library areas or services.

The survey answers below reveal the overall satisfaction with the Consortium Library.

Table 14

LibQual Survey General	2008	2011	2014
In general, I am satisfied with the way I am treated at the library.	7.63 (SD 1.46)	7.86 (SD 1.46)	7.67 (SD 1.50)
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.30 (SD 1.58)	7.46 (SD 1.49)	7.51 (SD 1.50)
How would you rate the overall quality of the service provided by the library?	7.49 (SD 1.29)	7.54 (SD 1.30)	7.61 (SD 1.30)

Questions on a 9 point scale

**Analysis:** The LibQUAL Library Quality Survey has consistently shown improvements in perception of the library learning environment. One of the most significant results was an increase in satisfaction with the library's collections as recorded by faculty responses since 2008. One of the library's priorities was to increase funding for new materials, and this change in the faculty's perception of the library's collections is directly attributable to that initiative.

The most recent improvement to the library is the opening of the north entrance in winter 2017. Improving access to the building and increasing safety have been a concern mentioned in the past three LibQUAL surveys. The Library has also increased hours, made more laptops available, added new equipment and furniture, upgraded the discovery service, and increased the number and the time allocated for group study rooms—all based on survey analysis and resource allocation.

LibQUAL is a national survey service, and the Library plans to conduct peer comparisons after the November 2017 LibQUAL survey is completed. Peer comparisons can also be done using IPEDs data, though the data may be inconsistent from library to library.

**INDICATOR 2, MEASURE 2: UAA faculty and staff insight survey (ModernThink) results.** This survey instrument, developed and administered by the national consulting firm ModernThink, was selected through a year-long, inclusive process which included input from all governance groups. It was administered to all faculty and staff in 2013 to provide a baseline for future improvement. Cabinet members will re-evaluate the use of the ModernThink Survey in the future to see if there is a more cost-effective way to collect similar data, and track the changes to this baseline data of faculty and staff perceptions.

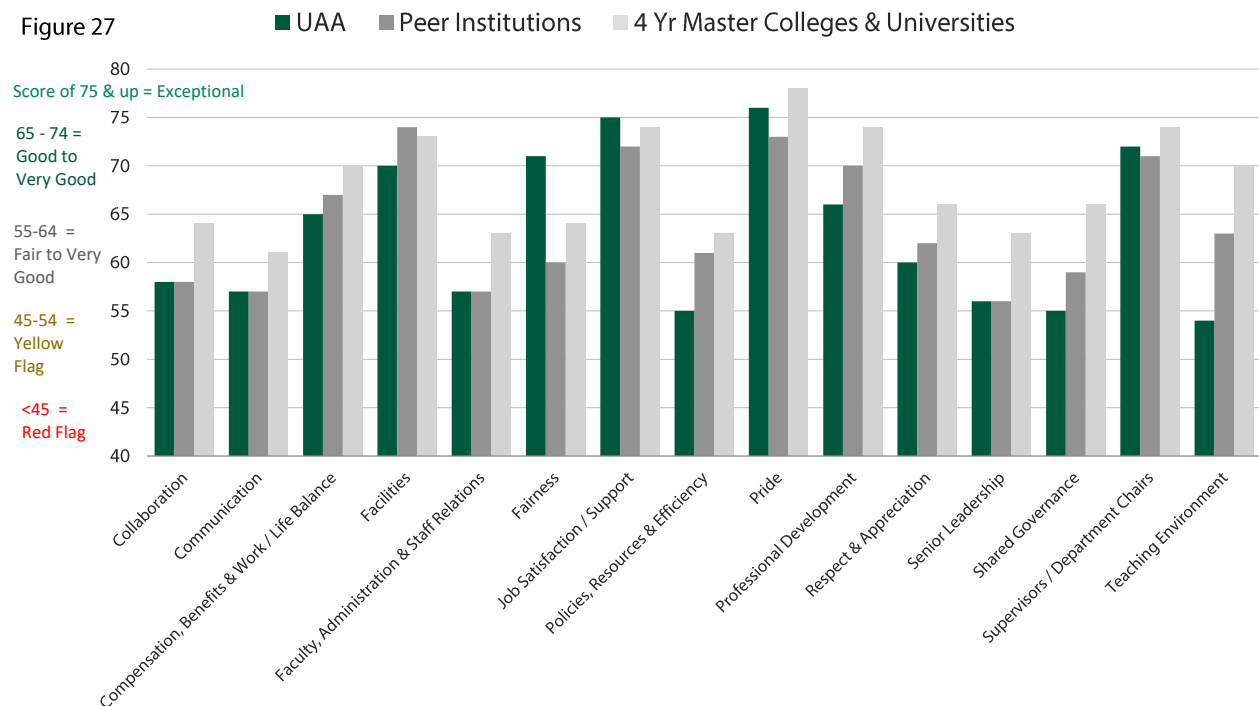
**Thresholds or Targets:** This survey was conducted to provide UAA with a baseline for continuous improvement on the survey responses.

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**Analysis:** ModernThink conducted an online Faculty and Staff Insight Survey November 5-21, 2012, the first university-wide survey regarding job satisfaction since 2003. A total of 1,292 faculty, staff, and administrators participated—a 47 percent response rate representing all of the units of the university. ModernThink and the Office of Institutional Effectiveness analyzed the responses and compared them with those of UAA peers and other colleges and universities with a similar Carnegie classification. The survey findings were distributed to deans, directors, administrators, and governance groups, and posted on the university web site.

The only question with a consistently low score across all employee categories (faculty, staff, and administrators) was “Our recognition and awards programs are meaningful to me.” The overall score for the “Teaching Environment” cluster (which includes adequate resources, classrooms and labs, and faculty and staff to achieve department goals) was the lowest of all the clusters, and much lower than the peer and Master’s comparators. The most highly ranked statement across all employee categories was “I understand how my job contributes to UAA’s mission.” Overall, the scores for pride and job satisfaction were quite positive, with only 5-6 percent providing a negative response. The following chart illustrates the comparison of UAA responses with those of UAA Peers and all 4-Year Master’s Colleges and Universities.

Figure 27



**INDICATOR 3: Development and management of a sustainable budget as demonstrated by nationally accepted financial ratios.** This indicator employs four measures to assess success. Data are gathered and monitored as part of normal fiscal operations and include assessment at the departmental and higher levels of the organization. Proposed targets are based on past performance and current environment for each of the measures below.

**INDICATOR 3 MEASURE 1: Instructional and student-related expenditures per certificate and degree awarded (using NACUBO classifications).** This financial metric is the annual ratio of expenditures in Academic Support, Instruction, Intercollegiate Athletics, Library Services, Scholarships, and Student Services to total UAA certificates and degrees awarded. (*Sources: OMB Report 2017; IPEDS Peer Analysis System*)

**Thresholds or Targets:** UAA began setting targets for this efficiency measure in FY13. Targets are based on past performance and the current environment. The Chancellor's Cabinet approves targets annually. For the near term, the goal is to hold increases in this indicator to the rate of inflation or less.

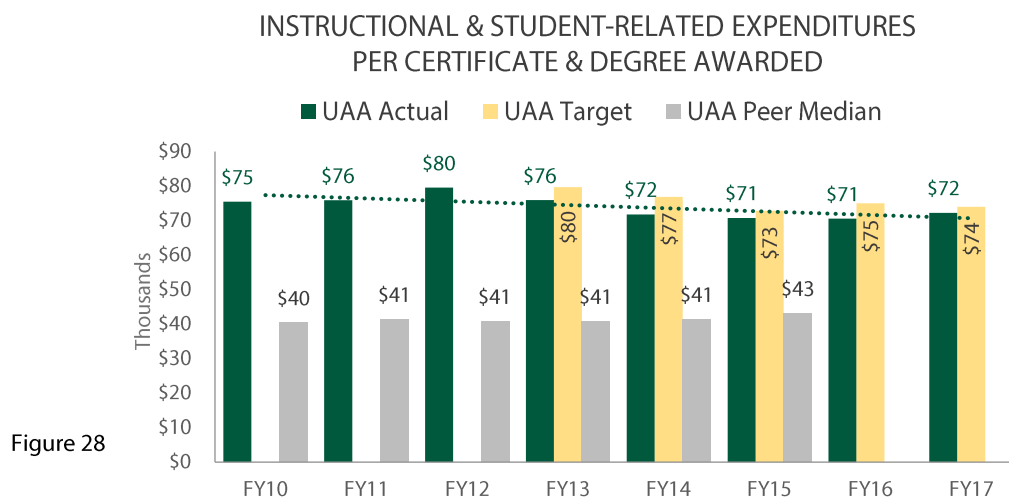


Figure 28

NOTE: UAA began setting targets in FY13; UAA Peer data not available for FY16-FY17.

**Analysis:** Actual instructional and student-related expenditures per award have trended down during the study period, declining 4.3 percent from FY10, though they have remained relatively steady for the last four years. Since UAA began setting targets on this measure, the actuals have fallen below the targets, in part due to the growth trend in the total number of awards and certificates, and recent state general fund allocation cuts resulting from the decline in oil revenue to the State of Alaska.

While UAA has demonstrated improvement on this measure, the comparisons to UAA peers provides a stark contrast. UAA recognized the need to address this in making one of the goals of *UAA 2020* to lower the cost per award. It set a target for 2020 of \$68,000, a six percent decrease from FY17. Achieving this reduction will require improving graduation rate, and addressing overall cost efficiencies. UAA's participation in the EAB's Academic Performance Solutions should provide valuable data for this measure.

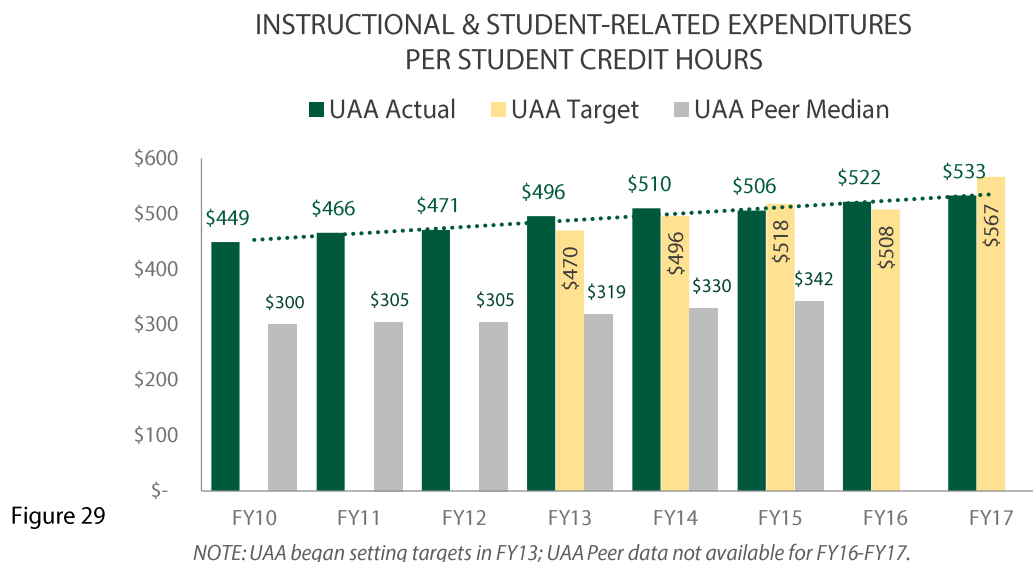
Alaska remains one of the most expensive states, according to various cost of living indices, the sixth most expensive in 2017 according to *CNBC*, citing high transportation, housing, and grocery costs. Alaska also has the most expensive employee healthcare benefits in the nation, according to the U.S. Department of Health and Human Services. Anchorage recently ranked 20<sup>th</sup> out of 264 participating cities in a cost of living comparison, coming in

## STANDARD 4

at a 130 percent rate or 30 percent higher than the average. UAA peers, by contrast, are not located in typically high-cost areas.

**INDICATOR 3, MEASURE 2: Instructional and student-related expenditures per student credit hour (using NACUBO classifications).** This financial metric is the annual ratio of expenditures of Academic Support, Instruction, Intercollegiate Athletics, Library Services, Scholarships, and Student Services to total student credit hours. (*Sources: OMB Report 2017; IPEDS Peer Analysis System*)

**Thresholds or Targets:** UAA began setting targets for this efficiency measure in FY13. Targets are based on past performance, the current environment, including inflation, and an estimate of final expenditures as well as annual credit hour production. The goal of this measure is to reduce the cost of instruction. The Chancellor's Cabinet approves the final targets.



**Analysis:** Total instructional and student-related expenditures increased 8 percent per year from FY10 to FY17. By comparison, student credit hour production declined 9 percent from FY10, with a 13 percent drop over the last four years. Therefore, the costs per credit hour have increased.

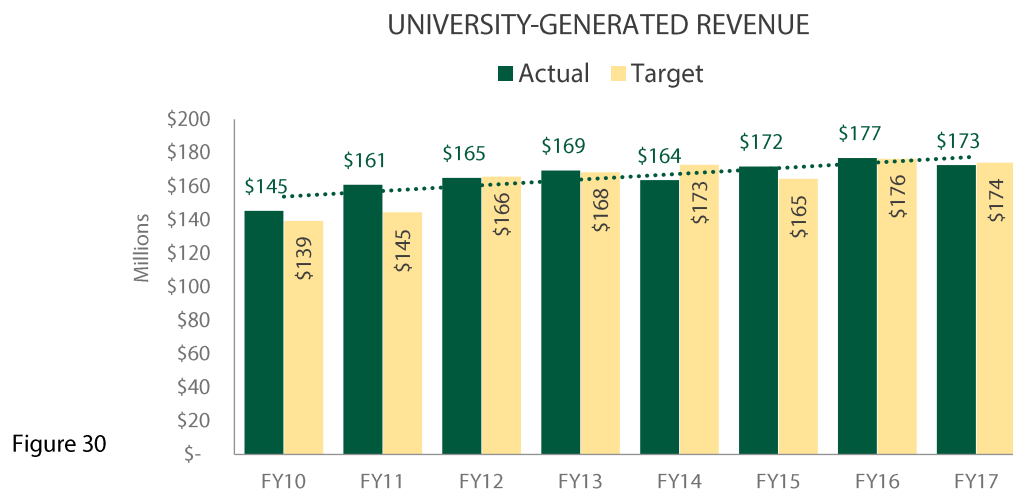
The institution has struggled with this measure. Setting targets has been challenging. The institution estimated a 4 percent average annual increase for the measure, reflecting anticipated inflation, budgets, and estimated credit hour production. UAA managed to outperform its target twice in the five years since targets have been set.

As with the costs per degree comparison with UAA peer institutions, the cost per student credit hour are significantly higher at UAA, though the rate of increase at UAA was 8 percent compared to 14 percent among its peers. The institution has a 14:1 student-to-faculty ratio, less than the 18:1 ratio at peer institutions. Achieving the *UAA 2020* goals for

improved persistence and retention rates should mitigate the gap with UAA peers to some degree. However, while raising this ratio could improve performance on this metric, it could have a negative impact on student success.

**INDICATOR 3, MEASURE 3: The total annual amount of university-generated revenue**, which includes all revenue generated through gross tuition and fees, interest income, auxiliary receipts, indirect cost recovery, federal receipts, capital improvement project receipts, and other receipts. This represents all sources of university revenue except general fund allocations from the State of Alaska.

**Thresholds or Targets:** Targets are based on past performance and the current environment. The UAA Office of Budget provides input and the Chancellor's Cabinet approves the final targets.



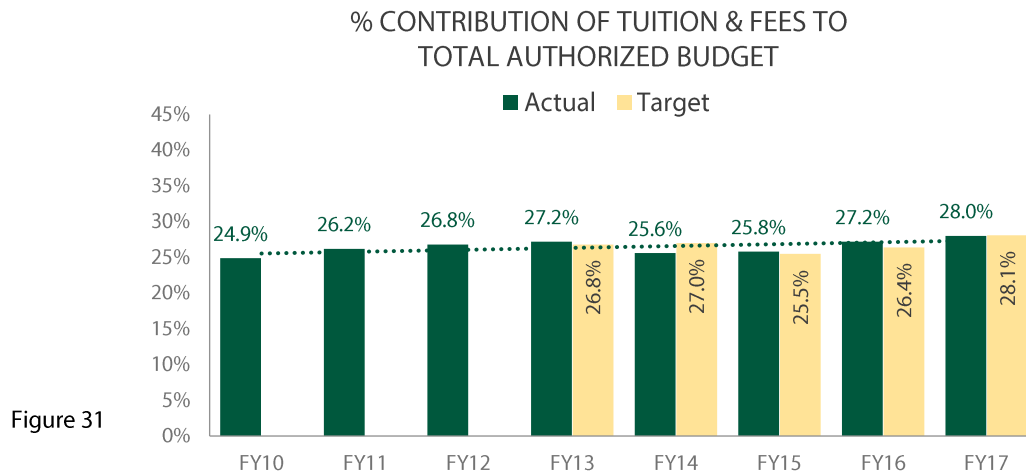
**Analysis:** UAA generated \$172.6 million in non-general fund allocation receipts in FY17, \$27 million more than FY10, a nearly 19 percent increase. Restricted revenues were up 14.2 percent while unrestricted revenues rose 20.5 percent. Increases in tuition and fees grew 27.6 percent from FY10 to FY17, helping offset declines in state and federal funds.

UAA continues to diversify its revenue sources. Corporate sponsors have enabled expansion of health programs, and engineering facilities and programs. Private charitable contributions totaled \$9.6 million in FY17, up from \$7 million in FY16. Grants and contracts generated more than \$37 million in FY17. Grant funding from private foundations now account for 29 percent of all grants. Total tuition and fee revenue rose 27.6 percent from FY10, and this will be explored more in the next measure.

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**INDICATOR 3, MEASURE 4: The annual contribution of gross tuition and fees to total authorized budget.** (Sources: UA Yellowbook and UAA Office of Budget)

**Thresholds or Targets:** Targets are based on past performance and the current environment. The Chancellor's Cabinet approves targets.



**Analysis:** Gross tuition and fees represented 28 percent of the total authorized budget for UAA in FY17. This represents a 12.4 percent increase from FY10. This percentage contribution is expected to remain stable for the next two years as tuition rates and fee increases are offset by decreases in enrollment, student credit hours, and total state funding.

The authorized budget serves as the basis for this measure as tuition rates are established by the Board of Regents as part of the budgeting process. When compared to actual expenditures, UAA's gross tuition and fees contributed 29.3 percent of funds expended in FY17.



**INDICATOR 4: Number of crimes, incidents, and injuries reported.** Data on crime and injury statistics for campus come from the UA System Office of Risk Services, UAA Department of Environmental Health & Safety / Risk Management Support (*Source: UAA Performance '17 Report; original data from the Clery reports and OSHA reports*).

**Thresholds or Targets:** The target for this measure is to have zero crimes or injuries occur at UAA. With its urban setting and youthful student population, attainment of this goal is unlikely. Therefore, the institution has elected to target continuous improvement for this measure.

Figure 32 ON-CAMPUS CRIME TREND  
2010-2016

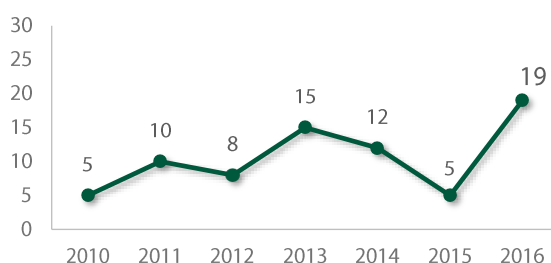
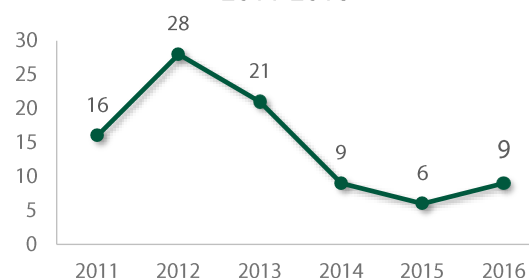


Figure 33 ON-CAMPUS INJURIES TREND  
2011-2016



**Analysis:** UAA's focus on safety involves multiple units devoted to making the university a safe place to live, work, and learn. Ongoing training and professional development opportunities are provided annually, including emergency preparedness and sexual harassment/assault awareness and response. In 2017, UAA instituted mandatory Title IX training through Haven for all UAA students and staff. The Center for Advancing Faculty Excellence also produced a video and accompanying book to address faculty bullying in higher education.

Crime rates at UAA are consistently low, and can vary widely from year to year. Even the peak of 19 total crimes per year at UAA in 2016 only slightly exceeded the average crime rate among our peers. Of the 19 reported crimes, 12 were motor vehicle thefts, up from only one the previous year, a trend that reflected the Anchorage area overall. One additional burglary and one reported arson accounted for the rest of the increase from 2015. The number of recordable injuries, those beyond simple first aid, remained below the numbers recorded from 2011 to 2013, reflecting a focus on safety championed by the chancellor.

On February 17, 2017, President Johnsen signed a Voluntary Resolution Agreement with the Office for Civil Rights, the result of a 2014 Title IX compliance review of the UA System. The review helped UAA identify shortcomings in its processing of cases, such as timely resolution, consistent offerings of remedies and interim measures, and documentation errors. Through re-review of 10 cases, many of the issues cited in the initial report were remedied quickly. UA and UAA continue efforts to improve Title IX processes and report progress to the Board of Regents at every public meeting.

## STANDARD 4

### CORE THEME 4: IMPROVEMENT

#### *Diversity*

Increasing the diversity of campus faculty and staff has been a major focus during the review period. UAA created an associate vice chancellor for Alaska Natives and Diversity in 2015 to highlight the essential relationship of the diverse people of Alaska to the centrality of our mission. A new campus-wide *Diversity and Inclusion Action Plan*, with enhanced recruitment strategies, will shape and measure the actions to increase diversity on all UAA campuses.

The number of Alaska Native faculty increased 23 percent from 2010, including two UAA undergraduate alumni in engineering who participated in the ANSEP program. They obtained graduate and doctoral degrees elsewhere and returned to UAA to teach. Given the national competition to hire faculty from racial minorities, this “grow-your-own” practice holds promise for increasing diverse hires at UAA.

The *Diversity and Inclusion Action Plan* objectives include creating a framework for advocating and managing diversity, including two separate senior leadership positions, one focusing on Alaska Natives and the other on Diversity. Descriptions for these positions have been drafted and reviewed with faculty and staff, and the new configurations are expected to be in place by FY19.

#### *Employee Satisfaction*

In response to the low score on the question “Our recognition and awards programs are meaningful to me” in the Faculty and Staff Insight Survey completed in fall 2012, the annual Chancellor’s Awards for Excellence were revised in 2014. Changes included adding award areas that reinforced UAA’s core themes and values, adding cash prizes, and creating more specific criteria for selecting award winners. UAA also responded with a concerted effort to improve internal and external communications, including periodic “Chats with the Chancellor” across the campus, ongoing discussions between the provost and faculty groups, and the “Hometown U” series highlighting UAA programs and faculty projects in the Anchorage newspaper. In 2016, the UAA website was redesigned to allow for more current information and improved communication across the university.

While the results of the UAA Faculty and Staff Insight Survey were generally high, a Faculty Morale Survey conducted in fall 2016 and a Staff Morale Survey in fall 2017 indicated that morale has declined significantly. The impact of both the state’s economic downturn, and the UAA Faculty Senate vote of no confidence in the president of the UA System James Johnsen regarding the implementation of the Strategic Pathways Initiative, are indicators of growing dissatisfaction with working conditions. However, as shown by the survey results, university employees continue to believe strongly in UAA’s mission and are highly satisfied with their jobs. These positive ratings may help to mitigate some of these negative factors.

In response to the 2017 Staff Morale Survey, the Staff Council implemented a monthly Staff Recognition Award to counter the perceptions of under appreciation and insignificance, and acknowledge and recognize staff members who go beyond what is expected. Response to the awards have been very positive, with over 40 initial nominations of staff members. Multiple staff received awards in 2017, and the Staff Council will continue this program.

The LibQUAL Library Service Quality Survey is administered by the UAA/APU Consortium library every three years. The results of the surveys have been used to make important changes to the library environment. Additional seating and electrical outlets, longer hours, and more study rooms are some of the changes made based on the results of the 2011 LibQUAL survey. Changes based on results of the 2014 survey include opening a new north entrance to the building (in response to the number one complaint about the facility). Other changes made since the fall of 2014 include adding four more study rooms, website upgrades, more laptop computers for lending, and the creation of a virtual library tour and better online guides.

While LibQUAL remains the primary assessment tool for the library, the Library Assessment Committee recently employed Journey Mapping as a complementary tool. It assesses services from the student's perspective by identifying library experiences and points where students interact with personnel and services. The Consortium Library Assessment Team completed a Journey Mapping exercise in 2016, analyzing 12 "journeys" or service scenarios in the library. Three of the scenarios were not optimal to students, and in 2017, the library made changes to improve the processes by:

- Creating a single version of Refworks (the citation management tool)
- Moving the Media Room
- Consolidating different guides (topic, course, and how-to) into one link in the Research section.

### ***Sustainable Finances***

The university has maintained a healthy fund balance year to year for contingencies. Future UAA budgeting models must account for Alaska's loss of oil revenue in recent years and subsequent losses in state general fund allocation support to the university. It has diversified revenue so that its reliance on state funds is down from 44 percent at the beginning of the study period to 37 percent in FY17. The changing budget environment shaped the institution's new strategic plan, *UAA 2020*. Among the smaller number of goals with a shorter timeframe for implementation, is one that focuses on employing process efficiencies that lower the cost per award.

In 2013, the Program Prioritization process allowed the campus to review the efficiency and effectiveness of student instruction and campus operations. UAA is now completing discontinuation and merger of academic programs identified through this process. And, it has signed a contract with the Education Advisory Board's Academic Performance Solutions, to assist in optimizing enrollment and section management to help achieve the institution's fiscal goals.

### ***Safety***

An extremely important concern for the UAA community is the safety of its members. UAA's Emergency Operations Plan (EOP) was described in Standard 3. The UAA Care Team, created in 2009 to promote a safe learning environment, has evolved into a multi-disciplinary team of professionals supported by a full-time Care Team Coordinator with formal processes to identify and help struggling and distressed students before they harm themselves or others. The Campus

## STANDARD 4

Response Team is a diverse group of skilled employees who plan evacuation drills and provide immediate response to situations that may impact the safety of university employees and students. In AY13, UAA implemented a new emergency text messaging program that expanded notifications of campus emergencies and hazards to include personal mobile devices. Additionally, all staff and students now receive training to improve awareness and response to sexual harassment/assault situations.

### **CHALLENGES:**

*Lowering costs:* One of the most significant challenges UAA faces is lowering the cost per award and cost per student credit hour. Recognizing this, the institution made lowering the cost per award, a direct measure of cost to students, a goal in *UAA 2020*. The knowledge gained by looking deeply into advising systems, course sequencing, course pass rates, and section management that is occurring as part of the implementation of *UAA 2020* will be used to help students reduce time to degree, and improve overall cost efficiencies without sacrificing quality of instruction.

*Improving diversity among faculty and staff:* While UAA improved on this measure during the study period, the gap remains significant. The recommendations in the *Diversity and Inclusion Action Plan* will be honored and implemented.

*Maintaining job satisfaction:* Recent budget adjustments made to respond to reduced state general fund allocations eroded what had been exceptionally high job satisfaction at the institution. However, the campus-wide, participatory nature of UAA in planning and budgeting helped mitigate the negative impacts. The *UAA 2020* goal to identify and remove significant barriers not only for student success, but also for faculty and staff success, is one way UAA hopes to improve faculty and staff satisfaction.

### **CORE THEME 4 SUMMARY**

UAA provides a community that supports and sustains an environment that is safe, increasingly diverse, and conducive to learning and working. In response to decreasing general fund allocations from the State of Alaska, UAA has shown its resilience and creativity in increasing revenue from other sources and reducing budgets to have the least impact on key academic priorities, while taking steps to refine goals and improve efficiencies.

The *UAA 2020* strategic plan was developed as a method to help the campus understand and focus on its core values, and to realign and allocate resources to activities that maximize student success. The process and the plan also helped maintain the strong sense of community and mission fulfillment already existing at the university. The *Diversity and Inclusion Action Plan*, also facilitated a campus-wide effort to create a more inclusive environment at UAA. These two plans are bringing students, faculty, and staff together to achieve the identified goals.

Budget pressures have impacted morale and retention of faculty and employees. More predictable state funding, increased philanthropy, and maintaining a healthy fund balance for contingencies should help improve the outlook for the future.



*Students meeting on the lawn of Cuddy Quad.*



## CORE THEME 5: PUBLIC SQUARE (COMMUNITY ENGAGEMENT)

**Core Theme 5: Planning.** *UAA 2017* outlines UAA’s vision of the university as the “public square” of the twenty-first century. Since 2006, the Carnegie Foundation for the Advancement of Teaching has recognized UAA as a “Community Engaged Institution.” The commitment to maintaining this designation, the strategic priorities of the Center for Community Engagement and Learning, and the deliberations of the Community Engagement Council place the public square as an essential element of UAA planning.

**Core Theme 5: Assessment Key Finding:** *UAA has created an environment that values and encourages collaboration and engagement between the university and its surrounding communities.*

Table 15

Core Theme Objectives	Core Theme Indicators
<b>UAA engages in mutually beneficial partnerships with the communities we serve</b>	<ol style="list-style-type: none"> <li>1. The degree to which a partnership portfolio demonstrates diverse partnerships across public-private sectors, agencies, and communities</li> <li>2. Number of UAA colleges which have developed engagement guidelines for faculty promotion and tenure</li> </ol>

Core Theme 5 is associated with one **Mission Fulfillment Expectation:**

- UAA engages the community through diverse partnerships and mechanisms that support community engagement.

This Mission Fulfillment Expectation is associated with UAA’s mission to discover and disseminate knowledge, as well as to serve the higher education needs of the state, its communities, and its diverse peoples. It reflects an intention as an engaged university to work with local communities on issues for the public good.

**OBJECTIVE 1: UAA engages in mutually beneficial partnerships with the communities we serve.** This objective has two indicators.

**INDICATOR 1: The degree to which a partnership portfolio demonstrates diverse partnerships across public-private sectors, agencies, and communities.** Data for this indicator consists of a representative collection of partnership activities and projects. The institution started with a list of partnerships originally chosen by a faculty task force to include with the university’s 2014 application for reaffirmation of its Carnegie Foundation “Community Engaged Institution” designation. In 2017, this information was collected from academic departments, supplemented by other information, (e.g. engaged scholarship, funded proposals, student scholarship and artifacts), and placed in an online ePortfolio format. The additional partnership stories were recommended by the UAA Community Engagement Council, composed of faculty representing the colleges and community campuses of UAA.

The portfolio is composed of a narrative description of each partnership story, supplemented by data that includes the community partner(s); the engaged scholarship, if any, that has resulted from the partnership; funded proposals; student scholarship that has emerged from the project; and relevant artifacts that add to the story. The complete Partnership Portfolio is available online and a link is provided in the document room.

**Thresholds or Targets:** UAA has determined that a qualitative assessment is more suited to a goal of fostering student success through *deep*, *pervasive*, and *integrated* partnerships with the community. This substantive approach is more challenging to document than a simple quantitative count of campus partnerships. To this end, UAA assembled a sample ePortfolio that collects the rich content and description of selected collaborations to illustrate the multi-faceted partnerships UAA has developed. These 21 academic partnerships demonstrate how UAA is positively impacting the lives of students, faculty members, and people in the communities it serves.

The goal in developing this Partnership Portfolio is to showcase a suite of partnerships that are:

- *deep* (high quality, reciprocal, critically reflective, impactful),
- *pervasive* (inclusive across departments and offices of the campus) and
- *integrated* (aligned with the full range of campus priorities) and demonstrate that UAA is fulfilling its mission.

This methodology/rubric is based on the taxonomy outlined in the 2016 article “Transforming Higher Education Through and For Democratic Civic Engagement: A Model for Change” by Saltmarsh, Janke, and Clayton. UAA may be one of the first institutions to apply this model to its partnership activities.



UAA hosted the first Winter Design Project in 2014. Coordinated by the Center for Community Engagement and Learning, the project transformed the Anchorage campus quad into an interactive activity center. More than 250 students, 30 staff, 10 faculty from Art, Public Health, Engineering, Math, and Alaska Native Studies, along with community members participated.



## STANDARD 4

The following table displays the individual projects sorted into thematic categories, showing their lead faculty member, unit and college.

### PARTNERSHIP PORTFOLIO

Table 16

PROJECT	UNIT/COLLEGE
<b><i>Healthy Communities</i></b>	
Community Psychology Research Collaborative – Rebecca Robinson	Psychology, CAS
Anchorage Health Literacy Collaborative – Rhonda Johnson	Health Sciences, COH
Filipino Community Health Initiatives – Gabriel Garcia & Joy Mapaye	Health Sciences and Journalism, COH, CAS
Substance Abuse and Mental Health Treatment in a Rescue Mission – James Fitterling	Psychology, CAS
Stalking the Bogeyman – Dan Anteau, Brian Cook, Jill Flanders – Crosby, Rebecca Robinson	Theatre & Dance and Psychology, CAS
Early Childhood Mental Health – Mary Dallas Allen	Social Work, COH
Project Partnership for Alaska’s Kids (PAK) – Kitty Wellman	Nursing, COH
<b><i>Positive Child &amp; Youth Development</i></b>	
Place-Based STEM Education in Rural Alaska – Mike Mueller	Secondary Education, COE
Leadership Fellows Junior at Clark Middle School – Terry Nelson	Management, CBPP
Model for Working with Autistic Children – Mychal Machado	Psychology, CAS
Early Childhood Intervention – Hattie Harvey	Early Childhood, COE
<b><i>Access to Social Justice</i></b>	
Justice for Fraud Victims – Soren Orley	Accounting, CBPP
Creating a Voter-Friendly Campus: The Campus Vote Project – Marsha Olson	Communication, CAS
Alaska Victimization Survey – Andre Rosay	Justice Center, COH
Homelessness in Anchorage – Kathi Trawver	Social Work, COH
<b><i>Food Systems</i></b>	
Food Security and Outreach – Tracey Burke	Social Work, COH
Alaska Food Policy – Elizabeth Hodges-Snyder	Health Sciences, COH
<b><i>Arts, Language &amp; Culture</i></b>	
Chevak Place-Based STEAM – Irasema Ortega	Elementary Education, COE
ASD Theater Partnership – Dan Anteau & Nova Cunningham	Theater, CAS
Early Literacy for Alaska Natives – Kathryn Ohle	Early Childhood Education , COE
<b><i>Designing for Alaska</i></b>	
Engineering Capstone Projects – Osama Abaza	Civil Engineering, COEng

The assessment of the *deep*, *pervasive*, and *integrated* nature of the partnerships is rated as High, Medium or Low for each thematic area:

Table 17

Theme Area	Deep	Pervasive	Integrated	Target/ Recommendations
	High quality, reciprocal, reflective, impactful	Included across departments and offices of the campuses	Aligned with the full range of campus priorities	
<b>Healthy Communities</b>	<b>High:</b> Long-standing & high-quality partnerships with strong reciprocal collaborations; in one case (STB), the project has ended but it was deeply collaborative and still yielding dissertation research projects for the community. The other partnerships continue to be model demonstrations of community partnerships.	<b>High:</b> Projects reach across many different departments within the COH & CAS, as well as many community partners or a “pervasive outreach” in the community itself. The Psychology Research Collaborative engages students from Bachelor’s to Doctoral degrees in community-based interventions, and Dr. Fitterling is reaching out for a multi-disciplinary model of intervention in the community.	<b>Medium:</b> The partnerships have integrated research, teaching and service, and demonstrate community impact linked with institutional priorities. However, further integration with diversity initiatives with attention to UAA’s Alaska Native population and co-curricular initiatives is needed.	Continue to connect people and projects with each other and community priorities.
<b>Positive Child &amp; Youth Development</b>	<b>High:</b> Significant and long-standing partnerships with different focus areas and reaching within the Anchorage School District as well as rural Alaska school districts. Solid working relationships that have expanded over time and display a high degree of reciprocity.	<b>High:</b> Projects in 3 different colleges and 4 different departments also reach into very different parts of the school system with unique offerings. Also, Dr. Nelson’s project reached out to the Health, Education colleges, and other units in College of Business and Public Policy to expand what was offered to Clark Middle School.  Community-engaged student assistants have had significant experiences in these projects, but co-curricular activities have not necessarily been integrated with the partnerships.	<b>Medium:</b> However, Dr. Nelson’s project at Clark Middle School is a unique demonstration project in that it integrates a mentoring program for UAA students to be mentors for the middle school program. Also faculty in this area have integrated their teaching, research and creative activity in the partnerships.	Catalogue other partnerships with the Alaska School Districts for a more complete picture of UAA’s commitment and impact in this area.  Include co-curricular tutoring, mentoring and one-time projects with Student Life & Leadership & Fusion to connect child and youth outreach efforts.
<b>Food Systems</b>	<b>High:</b> Long-standing & high-quality partnerships with strong reciprocal collaborations	<b>Medium:</b> These two projects represent two departments, but both are in the College of Health. We know there are more projects not represented here, and are on track to represent the interdisciplinary and collaborative nature of the partnerships.	<b>Medium:</b> Included in the campus priority for student food security, a current research initiative; Think Tanks on this topic are held with some regularity; food drives on campus are held regularly, yet most of these efforts are held without connection to each other.	Collect information on other initiatives and partnerships to demonstrate full range of engagement in this area and to build awareness of the whole.

## STANDARD 4

Theme Area	Deep	Pervasive	Integrated	Target/ Recommendations
	High quality, reciprocal, reflective, impactful	Included across departments and offices of the campuses	Aligned with the full range of campus priorities	
<b>Access to Social Justice</b>	<b>High:</b> Collaborations represent long-term relationships in 3 cases and a recent partnership in the other – the long-term partnerships are highly reciprocal, and our voting partnership has now joined a national network for advancing youth engagement in registering and voting. The work with homelessness, violence against women and economic fraud have all had significant impact with the community.	<b>Medium:</b> Projects represent 3 colleges and 4 departments, but most of the partnerships are specific to the unit and not connected to other departments or units. The exception is the work on homelessness, which does reach into other departments , though all within the COH.	<b>High:</b> The research on violence against women extended to campus safety and engaged with recent extensive Title IX actions throughout all of UAA. Research on homelessness also reaches out to our student population and engages Student Affairs and our university priorities to ensure safe environments for all of our students. We are a campus that provides on-campus voting for students, and Student Government is active with ensuring both on-campus and absentee voting is available.	Explore how these projects might benefit from connections to other parts of the institution or how they are already connected to other projects or initiatives that we are unaware of.
<b>Arts, Language &amp; Culture</b>	<b>High:</b> Long-standing & high-quality partnerships with strong reciprocal collaborations in rural and urban communities reflecting respect for local knowledge and contributions.	<b>Medium:</b> Our current representation is in two colleges, and both Early Childhood & Elementary Education are represented. Again, more projects are uncollected at present.  Students have been engaged through the Second Bridge Award and as Community Engaged Student Assistants in working with rural Alaskan communities on language preservation, including several Alaska Native students.	<b>Medium:</b> UAA has not made the study of Alaska Native language and culture as much of a priority as UAF has; we should consider how to strengthen this. However, the focus of each of these projects is on the preservation of language and culture within Alaska Native communities.	Recent grant-funded project with Anchorage schools & Anchorage Museum in College of Education trains new teachers to engage students through Northern Arts.  Connections to Native Student Services and Alaska Native Studies will be explored and cultivated.
<b>Designing for Alaska</b>	<b>High:</b> The capstone projects with Dr. Abaza have worked with a range of community partners for years; the Highway Dept. staff became co-instructors and are recognized as such, and these are deep and reciprocal collaborations.	<b>Low:</b> This is one unit in the College of Engineering, and we need to use this as a model for future development. Furthermore, Alaska is ripe for work on the environment, and we have been lacking in either not forming or not documenting environmental partnerships that are long-standing and consequential.	<b>Low:</b> Designing for Alaska with the training of civil engineers is aligned with institutional priorities but not highly visible or connected in other places.	Explore how this area might be expanded. For instance, two federal programs recently contacted CCEL for faculty connections on environmental projects - CUPP and EPIC. They are currently being explored.

**Analysis:** UAA was one of only 62 institutions nationwide selected in the original Carnegie designation process in 2006 to be classified as an “Community Engaged Institution” under both the Curricular Engagement and the Outreach and Partnerships criteria. This classification was renewed in 2010 and again in 2015, and UAA is now one of 361 institutions holding this distinction. UAA has also been named to the U.S. President’s Community Service Honor Roll for the past six years.

The university offers a major annual award to develop long-lasting partnerships. Established by a private donation in 2005, the Selkregg Community Engagement & Service Learning Award of \$5,000 supports faculty in developing community-based research, creative activity, and course-based service-learning projects. These projects combine significant discipline-based scholarship, community partnership, and creativity in project design and implementation. Several projects within the Partnership Portfolio started through Selkregg Award funding. In addition, academic awards to students to promote community engagement include the Alex Hills Engineering and Civic Engagement award, the Second Bridge award, and the UAA Research in the Community award.

UAA’s selection of the elements in the Partnership Portfolio reflects an academically driven approach that highlights teaching, research, and creative activity. The 21 partnerships and projects in the current Partnership Portfolio, summarized above and available for more extensive review online, demonstrate a variety of institutional partners including hospitals, K-12 education in both rural and urban communities, non-profit organizations, and local, state, and federal government entities, all working with five UAA colleges. They represent short and long-term partnerships, and new and expanding collaborations. Also represented are examples of faculty activity in community-engaged teaching, research, and creative accomplishment.

Currently the 21 partnerships fall into six thematic areas that cross disciplines and colleges and reflect UAA’s areas of deeper engagement with the community. As additional faculty or student academic activities are developed that reflect mutuality and reciprocity with the community, the thematic areas may be expanded.

The 21 partnerships reflect a point in time, in that projects are beginning and ending each year. The Partnership Portfolio will continued to be modified as a living and dynamic representation. Completed projects will be placed into an archive within the ePortfolio.

**INDICATOR 2: Number of UAA colleges that have developed engagement guidelines for faculty promotion and tenure.** This indicator consists of a binary measure as to whether or not each academic college at UAA has adopted engagement criteria as part of its promotion and tenure standards.

**Thresholds or Targets:** Six colleges (Arts and Sciences; Business and Public Policy; Community and Technical College; Education; Engineering; and Health) and the Consortium Library have approved college-level guidelines.

## STANDARD 4

**Analysis:** In 2009, under Provost Michael Driscoll, UAA began the process of institutionalizing engagement criteria within faculty promotion and tenure guidelines, as a conscious strategy to solidify the university's commitment to working with the communities UAA serves. This was a major endeavor involving faculty governance, the faculty unions, college deans, and administration in a long process of detailing, clarifying, and accepting the role that partnerships and engagement may play in scholarly activity. In 2013, the guidelines were approved, and the process of implementation at the college and unit level has taken several years.

UAA is demonstrating substantial commitment by integrating engagement criteria into the guidelines for faculty promotion and tenure, as faculty are one of the most important resources of the university. This inclusion of engagement activities for consideration for faculty promotion and tenure places UAA at the forefront of engaged universities nationally.

### CORE THEME 5: IMPROVEMENT

UAA has earned national recognition as an engaged university, and its successes in this area are well documented. The Partnership Portfolio is one way that the institution has captured and organized the breadth, depth, impacts, and interrelationships of its engaged partnerships.

As a corollary to this, faculty are beginning to appreciate the academic and scholarly dimensions of partnerships and engagement, especially as they relate to promotion and tenure. The Community Engagement Council will continue its advocacy and education around mutually beneficial reciprocity-based partnerships with the community, and the university should see growth in this activity in the future. It is an essential element of UAA's mission fulfillment.

### CHALLENGES

*Strategically identifying new thematic areas for partnerships:* The current thematic areas developed organically from partnerships created by faculty for specific projects. Should UAA decide to target thematic areas based on priorities, such as climate change or the environment, a broad and inclusive process for identifying those priorities would need to be established.

*Communicating the successes of partnerships:* At the fall 2016 Accreditation Core Theme 5 Open Forum for university members, one deficiency was identified: the lack of communication of the successes of the partnerships within the university and with the communities served. UAA needs to improve its communications to increase the community's awareness of the opportunities for engagement with UAA that currently exist, and the positive impacts accruing from this engagement. This communication would also assist faculty in understanding partnerships as a scholarly activity, and including engagement in their teaching and research.

## CORE THEME 5 SUMMARY

UAA developed in response to its communities' needs, and its activities have grown both organically and intentionally, from partnerships built on personal relationships to institutional-level partnerships between large organizations. The institution continues to sharpen its focus and definitions of public square and engagement, and to make improvements that ensure its partnerships are reciprocal and mutually beneficial. Throughout the accreditation cycle, an emphasis has been placed on measuring levels and quality of engagement, though the role of UAA as a public square—a place where there is a free exchange of ideas, where communities gather to discuss and debate important issues and plan for the future—continues.

The goal is to ensure deep, pervasive, and integrated engagement activities across the campuses. The development of the six engagement theme areas in which UAA supports “resilient communities” creates a more impactful approach for student and community partners. The permanent UAA Community Engagement Council, established in 2015 and comprised of faculty from across the institution, will help to ensure a strategic approach to supporting faculty activities.

Including community engagement activities within faculty promotion and tenure criteria demonstrates the seriousness of UAA's commitment to the public square. The future refinement and development of these criteria will help faculty understand how partnerships can achieve both student and scholarly success.



*Judy Owens-Manley, director of the Center for Community Engagement and Learning.*



## Community-Engaged Learning Helps Students and Communities

Students participating in service-learning classes, courses including a component of academic work outside the classroom, and students serving as community-engaged student assistants (CESAs) all agree that hands-on experiences have a positive impact in their own lives and in the community.

From fall 2010 through fall 2017, more than 250 community-engaged students helped faculty working on 130+ selected projects with community partners. Some conduct research, others organize conferences, some develop and test tools to teach science and math in kindergarten, and others help in food banks, homeless shelters, and work with recent refugee immigrants.

The CESA program is organized by the Center for Community Engagement and Learning, and uses critical reflection as a key learning process. Faculty submit applications for students who will work with them on research, teaching, and/or creative projects involving the community. Students selected for the program attend CESA meetings during the semester, discussing common challenges and presenting their projects and findings. They learn how their work can effect positive change in Alaska and share their work at the Annual UAA Engagement Forum.

*"It's been interesting to see how much you can engage with the community through so many ent majors," Kaitlan Head said of the program. A third-year student, she is working with Health Sciences Assistant Professor Travis Hedwig on a project with adults with Fetal Alcohol Spectrum Disorder who are not getting the support they need.*

### Model UN program – building community on a global scale

One of the longest-running projects is the Model UN program led by Political Science Professor Kimberly Pace. UAA has hosted the Model UN of Alaska since 1993 through the political science department and students serve as the Secretariat, both organizing and participating in the simulation. CESAs and other students in one of Pace's classes coordinate the 3-day conference that includes high school students from Anchorage, and was recently expanded for middle school students.

"Model UN creates an environment that demonstrates the values of being articulate, critically thinking, and cooperative while under pressure and in the eye of your peers. These are skills that you can't teach someone in a traditional classroom setting," said Rebecka Bowlus, a former Student Director of the Security Council.

Alex Jorgensen is a CESA for the 2018 Model UN. This will be his sixth year as a participant—three years in high school and three years at UAA. "It's a way that I can become a person in my community who is making a positive social change," said Jorgensen, a junior political science major.



Student participants in the Model UN

### Community-engaged student assistants key to long-lasting Alaska Brain Bee program



"Through my work with the Alaska Brain Bee, I have gained skills in organizing events, designing a large project, and public speaking, all while learning the importance and practicality of community outreach and engagement. Additionally, I have been provided a mentor who has continually encouraged my academic growth beyond levels I could have imagined. These are the true rewards of working as a CESA," said Sean Costello, who graduated magna cum laude in spring 2016 with a B.S. in natural sciences. He served three years as a CESA for the Brain Bee, an annual academic competition for middle and high school students, helping organize the first event with Biological Sciences Professor Caroline Wilson in 2012.

CESA Sean Costello with the Brain Bee poster presented at the annual UAA Engagement Forum.

**AMAZING STORIES** BEING WRITTEN EVERY DAY.



## Standard 5: Mission Fulfillment, Adaptation, and Sustainability

### *Eligibility Requirement 24: Scale and Sustainability*

As demonstrated throughout this report, the University of Alaska Anchorage's operational scale reflects sufficient resources needed to fulfill its mission and core theme objectives. During the seven-year study period, UAA added significant institutional infrastructure, and increased physical capacity in areas of program emphasis such as health, engineering, and workforce development. UAA has demonstrated an ability to prioritize and add required faculty, staff, and resources when enrollments increased, as well as reduce staffing as student enrollment and financial resources declined over the last three years. Long-term strategic planning (*UAA 2017, UAA 2020*) combined with shorter-term annual budgeting processes enable UAA to respond to changing environments and meet state needs while remaining focused on achieving core theme objectives.

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## INTRODUCTION

The University of Alaska Anchorage at its core is an adaptive institution, growing and changing with the needs and the fortunes of a relatively young and sparsely populated state. The heart of its innovation and adaptability has been a combination of talented, committed faculty and staff using internal and external data to guide and strengthen the institution. UAA's primary pursuit is student learning and success. UAA's unique student population that includes a majority of part-time enrolled students, a substantial proportion of students who are not seeking a degree, and many who are not prepared for college-level work, means working with students where they are in their lives and helping them achieve their goals.

Looking back over the past seven years that began with growth followed by fiscal challenges and enrollment declines, UAA has demonstrated that it is a productive, viable, and sustainable university with a mission to discover and disseminate knowledge, and to serve the higher education needs of Alaska in an open access, rich, diverse, and inclusive environment.

### 5.A. MISSION FULFILLMENT

#### **[5.A.1] UAA engages in participatory, systemic, evidence-based reflection and assessment.**

Ongoing assessment and planning enable UAA to be resilient and adaptive. As described in Standard 3, UAA's horizontal planning structure ensures broad-based participation for institution-wide planning. This planning, relying on the verifiable and reproducible data developed by an enhanced Institutional Research capacity, allows UAA to identify strengths and weaknesses and to develop informed responses. The deep commitment and broad participation of faculty, students, and staff in these processes are demonstrated through their involvement in governance groups such as Faculty Senate, Staff Council, the Union of Students of the University of Alaska Anchorage, and their service on numerous committees.

## STANDARD 5

As discussed in Standard 4, UAA's Office of Institutional Effectiveness works closely with the Office of Institutional Research to collect data on university and external metrics, analyzing trends, and reporting relevant information to various university constituencies. The *IR-Reports* website provides real-time data for decision-making. The annual *UAA Performance Report* presents both qualitative and quantitative data regarding UAA's performance on UAA core theme objectives to the campus and the community.

These offices also produce annual reports on topics ranging from staffing patterns to underprepared student success for review by the chancellor, the Chancellor's Cabinet, and the Full Council of Deans and Directors. For example, reports on underprepared student success informed discussions that led to changes in curriculum, testing, and assessment for a group of students who represent a significant population at UAA.

UAA also compiles and presents data on special topics of concern. Examples include *Student Credit Hours in General Education Requirement (GER) Courses* requested by the GER Assessment team, and the *Guidance 150 Profile* that compared subsequent retention and success indicators of students who enrolled in the course to those who did not. In addition, UAA prepares reports requested by the UA Board of Regents, including Program Review and Accreditation, eLearning, Teacher Education, Tuition, Affordability, and Student Debt. Some of these are annual while others are required every two or three years. Periodic external and internal surveys on student, faculty, and staff satisfaction provide valuable insights that have directly impacted policies and planning at the university.

All reports are posted on UAA's Institutional Effectiveness website and are accessible by any member of the institution or the public. Additionally, key reports such as the annual *UAA Performance Report* are distributed directly to Deans, Directors, Governance Leaders, Chancellor's Cabinet, UAA Advisory Council, University of Alaska leadership, and the members of the Alaska State Legislature.

### **[5.A.2] UAA uses assessment results to determine quality, effectiveness, and mission fulfillment.**

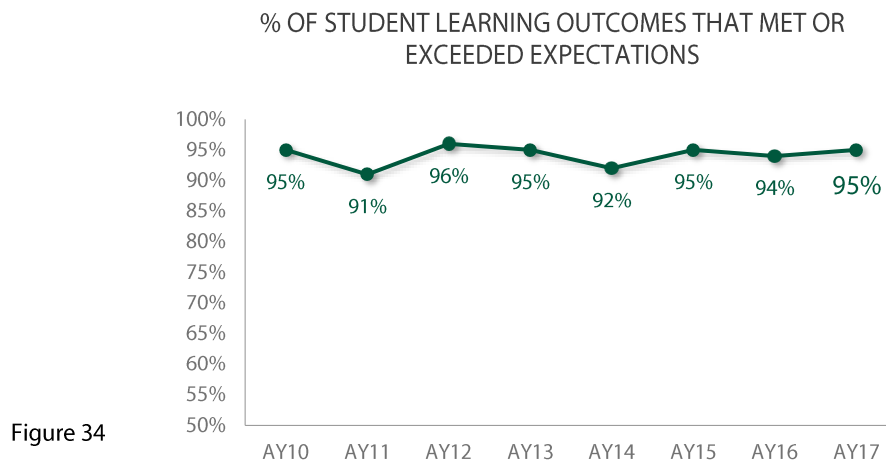
Reflecting its primary commitments to student learning and success, to the State of Alaska and its diverse communities, UAA identified five **Mission Fulfillment Expectations**. The Core Theme Objectives and Indicators directly link to these expectations and provide a measure of achievement and mission fulfillment. The following section examines UAA's performance for each expectation and demonstrates the level of UAA's success in fulfilling its mission.

**MISSION FULFILLMENT EXPECTATION 1:**

*UAA students meet or exceed faculty expectations for at least 90 percent of program student learning outcomes. [Core Theme 1: Teaching & Learning]*

**Fulfillment:** Students in certificate and degree programs met 95 percent of measured learning outcomes identified by faculty in AY17, and averaged 94 percent during the accreditation period (AY10-17). The Annual Assessment Survey conducted by the Office of Academic Affairs indicates that faculty are using this data collected by programs to review and refine curriculum to improve student learning.

UAA recognizes that not all students enroll in degree or certificate programs, and it is important to capture information on these students to determine their progress and success in fulfilling their education goals.



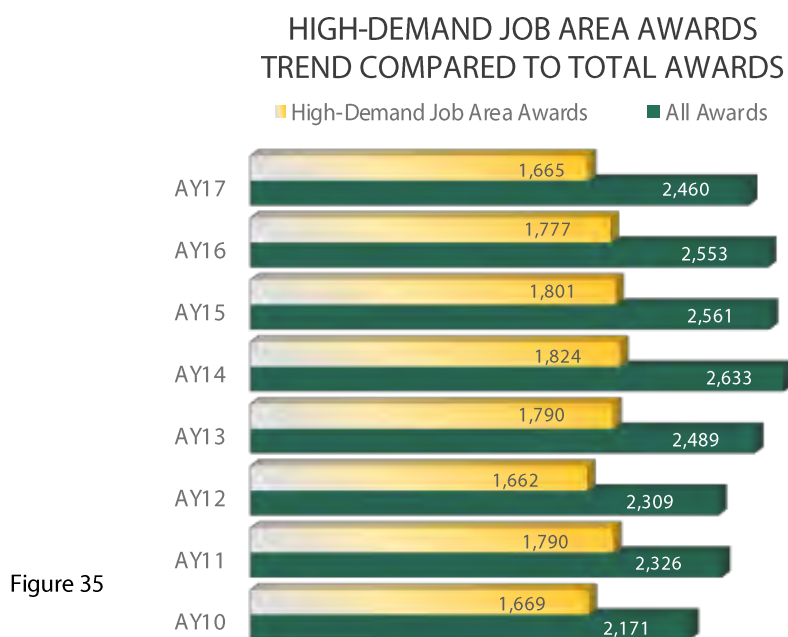
The university has developed a culture of assessment that seeks to constantly improve student achievement. UAA has met this Mission Fulfillment Expectation as currently defined. As the institution considers its core themes, objectives, and indicators for the next accreditation cycle, it now has the institutional research capacity to delve more fully into student learning and develop new ways to improve and demonstrate the success of all students.

**MISSION FULFILLMENT EXPECTATION 2:**

*UAA meets the needs of our communities and state through certificate and degree awards, with an emphasis on high-demand job areas. [Core Theme 1: Teaching & Learning and Core Theme 3: Student Success]*

**Fulfillment:** UAA tracks nine high-demand job areas defined by the State of Alaska Department of Labor and Workforce Development and recognized by the UA System. Over the seven-year accreditation period, high demand-job area awards comprised 72 percent of all degrees and certificates conferred at UAA. Awards in high demand job areas totaled 13,978 from AY10-AY17, compared to 19,502 total awards.

The majority of graduates stay in Alaska to work, according to the Alaska Department of Labor and Workforce Development, reinforcing that UAA is indeed fulfilling the needs of its communities and the state.



UAA is meeting this Mission Fulfillment Expectation. Moreover, through strategic planning and resource allocation during this period of declining state general fund allocations, the university has intentionally added new programs in high-demand areas.

**MISSION FULFILLMENT EXPECTATION 3:**

*UAA students, faculty, and staff increasingly reflect the diversity of the state.* [Core Theme 3: Student Success and Core Theme 4: UAA Community]

**Fulfillment:** The overall trends indicate that racial and ethnic diversity at UAA has increased, especially among students, and more fully reflect the diversity found in the UAA service area.

Students who identify as a member of a racial minority now represent 34 percent of all students, up from 27 percent in fall 2010. This seven-point gain is double the minority population growth within the UAA service areas from 2010 to 2016. Increasing the enrollment, retention, and completion of Alaska Native students, the largest minority group in Alaska and at UAA, continues to be a focus for the institution.

While the number of regular UAA faculty and staff decreased 1.3 percent, the percentage of employees identifying as a member of a racial minority increased 14 percent between fall 2010 and fall 2016. Non-white populations, including those of two or more races, now represent 24.2 percent of all non-temporary employees, up from 20.9 percent in 2010, and mirror the 3.5-point gain found in the UAA service area.

Faculty members comprise 37 percent of UAA regular employees. Faculty are the least diverse group in this metric. Representation of racial and ethnic minorities among faculty increased from 13.9 percent in fall 2010 to 15.4 percent in fall 2016, but remains significantly below the 36 percent found in the general population.

Staff diversity increased at a greater rate, growing from 20.9 percent in fall 2010 to 24.2 percent in fall 2016, mirroring the growth rate of the general population but not making progress in closing the gap.

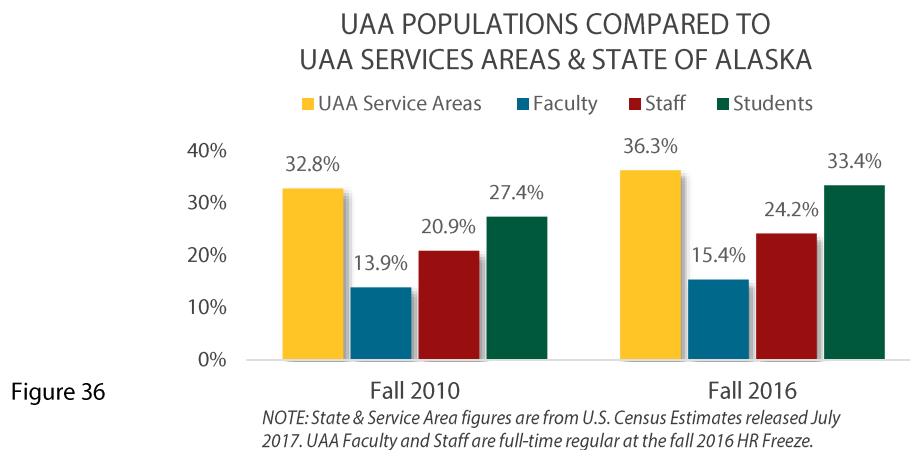


Figure 36

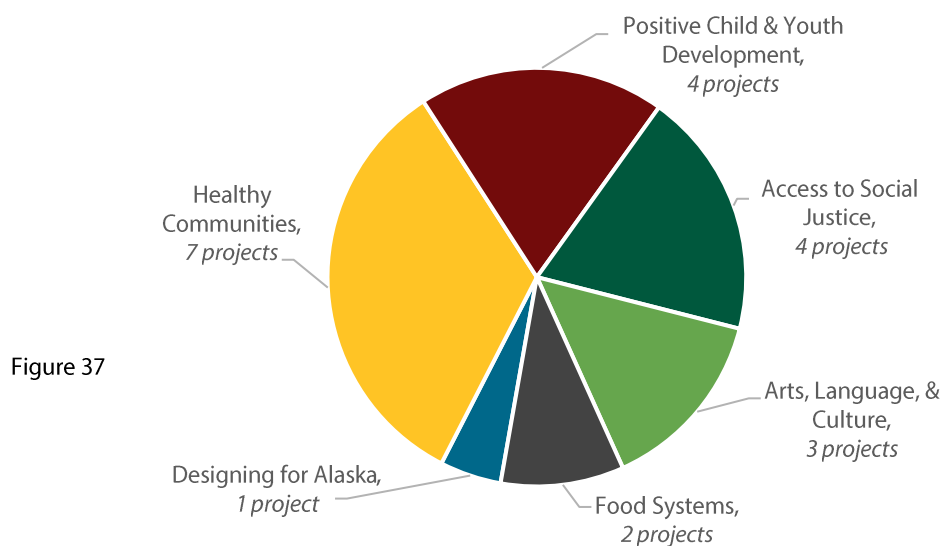
UAA has partially met this Mission Fulfillment Expectation. *The Diversity and Inclusion Action Plan*, launched in 2017, will drive efforts to continue to increase diversity, especially among faculty, staff, and administrators by instituting best practices in hiring policies to eliminate bias and implementing a multicultural postdoctoral initiative.

**MISSION FULFILLMENT EXPECTATION 4:**

*UAA engages the community through diverse partnerships and mechanisms that support community engagement. [Core Theme 5: Public Square (Community Engagement)]*

**Fulfillment:** UAA has assembled a Partnership Portfolio demonstrating 21 partnerships with local community organizations and academic programs in six theme areas. These partnerships show how UAA is fulfilling its mission and positively impacting the lives of students, faculty members, and people in the communities served. The partnership theme areas strive to be *deep* (high quality, reciprocal, critically reflective, impactful), *pervasive* (inclusive across departments and offices of the campus) and *integrated* (aligned with the full range of campus priorities).

UAA participated in an internal and external review resulting in reaffirmation in 2015 of its Carnegie Foundation “Community Engagement” classification from 2006, one of 361 institutions holding this distinction in 2016.

**PARTNERSHIPS BY THEME**

UAA is meeting this Mission Fulfillment Expectation. While partnerships are found across all colleges, participants at the self-study Open Forums pointed to the need for greater communication around these achievements, and expanding opportunities for recognizing other UAA-community partnerships in the Portfolio.

**MISSION FULFILLMENT EXPECTATION 5:**

*UAA's excellence is recognized and supported by local and national agencies through grant awards.* [Core Theme 2: Research, Scholarship, and Creative Activity]

**Fulfillment:** Faculty submitted more grant proposals, and the number of grant awards remained stable, reflecting UAA's priority in this area.

During the study period, grants funded \$295 million in research. Annual grant funding averaged nearly \$37 million. Funding sources have become more diverse over the study period. Federal funds in AY10 represented nearly 60 percent of all grant awards, while in AY17 they contributed 44 percent. Grants funded through private agencies increased from 14 percent in AY10 to 29 percent in AY17.

UAA's selection as a lead for a Department of Homeland Security Center of Excellence for Arctic Maritime Research in 2014 is one example of the growing recognition of UAA's excellence in research.

While the data on proposals and awards for external funding are consistent with its Mission Fulfillment Expectations and core theme statements, the data do not address directly the "dissemination of knowledge" aspect of the mission, and do not fully capture UAA's excellence in non-funded research projects or in creative activities. This is a shortcoming in the selection of the institution's accreditation metrics. Further discussion is needed to develop indicators that more accurately reflect UAA's performance in these areas. UAA is exploring options for an automated and centralized universal collection mechanism to better track the full range of research and creative activity.

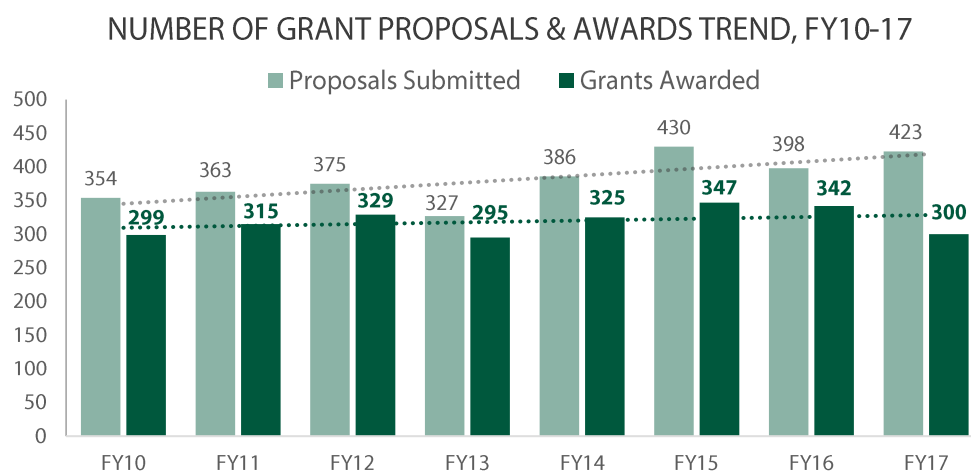


Figure 38

UAA has met this Mission Fulfillment Expectation as currently defined. As the institution considers its core themes, objectives, and indicators for the next accreditation cycle, it needs to build the capacity to recognize more completely the contributions of research, scholarship, and creative activity to the core mission of the university.



## STANDARD 5

As currently defined and demonstrated in Standard 4, UAA has met its acceptable threshold of mission fulfillment. This self-study provides the foundation for a thorough review and consideration of our core themes and objectives as the institution moves forward into a new accreditation cycle.

### 5.B. ADAPTATION AND SUSTAINABILITY

**[5.B.1] Evaluates adequacy of resources, capacity, and effectiveness.** UAA's budget process, as described in Standard 2 and Standard 3, is an example of the planning that ensures UAA has sufficient resources and capacity to fulfill its mission. UAA has managed three successive years of decreasing general fund allocations from the State of Alaska by improving efficiencies, adjusting faculty and staff levels, eliminating programs with low enrollments, diversifying revenue streams, and building a stable annual contingency fund.

**[5.B.2] Assesses adequacy, alignment and effectiveness of planning.** UAA engages in comprehensive and specific long-term planning (described in Standard 3) and adapts plans as necessary based on changing environments. Program Prioritization, a university-wide review of academic and administrative functions in 2013-14, was completed to identify mission-critical academic programs and support functions in anticipation of reduced funding from the State of Alaska and decreased enrollment due to demographic shifts within the state.

As UAA completed the cycle of *UAA 2017*, its 10-year strategic plan, it launched *UAA 2020*. This new plan, with a 3-year timeframe and a limited number of targeted goals, was designed to improve UAA's flexibility in the face of fiscal challenges faced by the State of Alaska. The process of developing the plan adhered to UAA's ongoing commitment to broad-based participation and data-driven decision-making, and linked directly to UAA's Year-Seven Self-Study Open Forums on Core Themes. *UAA 2020* is fully described later in this chapter.

**[5.B.3] Monitors and responds to changes in internal and external environments.** UAA is closely connected to its communities. Reviews of both internal and external environments drive its planning and development of programs and policies. The multidisciplinary staff of UAA's Institute of Social and Economic Research provides analyses of state trends and studies virtually all of the major public policy issues facing Alaska. The chancellor serves on the boards of numerous state and local organizations also conducting annual assessments, including the Anchorage Economic Development Corporation, the Alaska District Export Council, and Commonwealth North.

UAA has demonstrated its ability to adapt to changing environments. In response to shifting demographics, UAA refined its new student recruiting practices using more targeted messaging, and adapted spring campus open houses to allow graduating high school students to register for classes immediately. New workforce programs have been developed based on identified state and community needs. These new programs include the Doctor of Nursing Practice; MS degrees in Dietetics and Nutrition, and Applied Geological Sciences; BS degree in Occupational Safety and Health; and the AAS in Surgical Technology. Strategic use of state investment, such as the Technical Vocational Education Program (TVEP), has also helped UAA respond to state workforce needs. To ensure academic programs are well resourced, UAA has built a strong local philanthropy effort. Local industry provided key equipment, resources, and helped fund new

facilities. In addition, UAA is using new internet-based technological advances to expand access with more courses delivered via eLearning. The resulting growth in student credit hours produced by electronic delivery has helped offset recent declines in traditional course credit hours.

Historically, Alaska's economy performs counter-cyclically to the rest of the United States. Alaska's heavy reliance on revenue from oil exploration, development, and extraction shielded the state from the biggest impacts of the Great Recession in 2007-2010. However, in 2014 oil prices declined and have stayed low, putting Alaska into its own recession while the rest of the U.S. has recovered. The State of Alaska's oil savings account has provided a cushion for the state budget from the prolonged drop in oil revenue; however, the State has made significant cuts to both operating and capital budgets. Education has not been immune to these cuts. The UA System saw a 14 percent decline in state general fund appropriations over the last three years. UAA's portion of that decrease was \$19.7 million, representing a 14.6 percent cut in state support from FY15 to FY18. These cuts have occurred when enrollments were declining due to a decrease in the size of the local college-age population, which peaked in 2011-12. As stated earlier, UAA anticipated both the reduction in state general funding and the decline in enrollment. The Program Prioritization initiative in 2013-14 helped focus programs and services on UAA's core mission while adapting to the new funding environment.

Alaska's counter-cyclical economic trend is mirrored in state funding for higher education as well. Nationally, state support for higher education rose 4.1 percent in 2016, the third consecutive year of increases. In Alaska, the state cut spending for higher education each of the last three years. Despite continuing budget cuts to the university system, Alaska funding per FTE student remains near the top of all states.

In early 2016, the UA System launched Strategic Pathways, a framework to address a range of challenges facing the system, including budget reductions. Strategic Pathways looked at each of the system's universities (the University of Alaska Anchorage, University of Alaska Fairbanks, and University of Alaska Southeast) to focus on their unique set of strengths, capabilities, advantages, and opportunities. Selected academic programs and administrative services were reviewed for possible consolidation and efficiencies. Strategic Pathways resulted in several system-wide functional coordination councils and greater academic coordination in the areas of Engineering, Business, and Education.

## STANDARD 5

### LOOKING AHEAD:

The new strategic plan *UAA 2020* is designed as a response to fiscal uncertainty by shortening the active timeframe to three years and selecting a limited number of goals focused on student success. Throughout the next three years, UAA will continue to assess its progress, accomplishments, the external environment, and develop the next set of priorities to meet changing conditions. Any new planning efforts will include the broad-based and inclusive approach that UAA has employed for many years.

*UAA 2020* was developed through several stages. The first stage identified values to guide campus actions in the future. From a list of 13 proposed values developed in an open forum, the university conducted a campus-wide, online survey to narrow the list to those that most resonated with the university as a whole. More than 1,500 people participated in the poll, including over 800 students. Clear majorities favored three values. Nine focus groups of faculty, staff, and students from across UAA discussed their perceptions of the three proposed values and provided additional information about implementation. This review identified the final four values that were approved formally by student government, the Staff Council, the Faculty Senate, and the Chancellor's Cabinet in February 2017. The four values are student success, excellence, access, and affordability and the following provides a description of attributes or examples of each value.

#### STUDENT SUCCESS: UAA serves students through

- assisting students in defining, revising, and meeting their academic and personal goals;
- ensuring learning opportunities occur throughout the institution, and awarding and celebrating the achievement of academic credentials and the acquisition of knowledge; and
- creating a respectful campus environment open to all ideas and schools of thought in which all individuals feel safe and healthy.

#### EXCELLENCE: UAA serves its constituents through

- demonstrating integrity, professionalism, creativity, and high standards of scholarship in all that we do;
- ensuring a diverse faculty and staff that reflect Alaska's and the world's unique cultures;
- engaging with partners in the public and private sectors; and
- striving to be a national benchmark institution in our teaching, research, and service missions and services.

#### ACCESS: UAA provides student support through

- creating a welcoming and inclusive environment respectful of the diversity of all students;
- reducing barriers and providing multiple pathways to instruction throughout its service areas;
- providing a robust suite of services and resources for all students; and
- working with K-12 partners and businesses to help students see themselves in college and prepare for a university environment.

AFFORDABILITY: UAA ensures an affordable college experience through

- utilizing innovation in the dissemination of information and the creative use of resources;
- simplifying our business processes and the scheduling and sequencing of classes and services to meet the needs of students; and
- providing good stewardship of the resources of the state through the efficiency and effectiveness of our operations.

After the four proposed values were endorsed by all governance units and the Chancellor's Cabinet, they were shared widely via email, web, and posters around campus. Faculty, staff, and students were asked for ways to operationalize the values. This input, combined with the information from the focus groups, is built into the implementation of *UAA 2020*.

With values approved, the process moved to analyzing UAA's strengths, weaknesses, opportunities, and threats (SWOT) as the first stage in developing UAA's goals for the next three years. The analysis formed a crucial part of the Specific, Measurable, Achievable, Realistic, and Timely (SMART) goal development packet sent to 16 major units who were asked to submit proposed goals for consideration for the final plan. A total of 24 goals were submitted. In a one-day facilitated session in February 2017, 74 representatives from across the institution narrowed the list to six proposed goals. The Chancellor's Cabinet then selected three goals with objectives for *UAA 2020*. These communicate a clear focus on student success, and address a number of the challenges discussed in this self-study.

GOAL 1: Advance the culture of institutional excellence that inspires and enables students, faculty, and staff success.

- Identify and remove significant barriers to student, faculty and staff success;
- Improve access to and satisfaction with academic advising; and
- Employ process efficiencies (improvements) that lower the cost per award.

GOAL 2: More students persist and complete their educational goals.

- Increase the ratio of credits students earned to credits attempted (a component of Satisfactory Academic Progress) by 5 percentage points by 2020;
- Increase new entering student retention from their first fall to the subsequent fall to 55 percent in the third goal year;
- Increase the rate at which students persist from their second to third year to 45 percent in the third goal year.

GOAL 3: Graduate more students to fill Alaska's needs.

- Increase the number of graduates in high-demand job areas by 2 percent per year;
- Improve traditional graduation rates to 35 percent by AY25.

A broadly representative implementation team to operationalize *UAA 2020* has been working since April 2017, with an interim vice provost for Student Success hired in October 2017 to lead the implementation of the plan during the next three years.

## STANDARD 5

In addition to implementing *UAA 2020*, UAA is pursuing initiatives aligned with the values identified in the planning process.

### *Access & Student Success:*

**Diversity:** As noted earlier in this report, UAA’s chancellor created a new associate vice chancellor for Alaska Natives and Diversity to bring additional focus and attention to diversity at UAA, to serve as an advocate for diversity and indigenous knowledge in curriculum and research, and coordinate Alaska Native programs and outreach. The chancellor also created the new Advisory Council for Alaska Native Education and Research to enhance UAA’s ability to address the culturally relevant needs of current and future Alaska Native students. The UAA homepage now puts Alaska Natives and Diversity in the lead links along with Academics, Research, and Campus. To continue building diversity among faculty and staff at UAA, the university adopted a *Diversity and Inclusion Action Plan*, developed inclusively over a three-year period. It began discussions on how to enhance diversity within the curricula, and launched searches for multicultural postdoctoral positions. See Standard 3 for a more complete description of the plan.

**Academic Advising:** The interim vice provost for Student Success is working with faculty, staff, students and administrators on a new advising structure that will ensure that all incoming students enter a pathway (a “meta-major” approach) that will meet their definition of success at UAA. This approach includes early outreach to welcome newly admitted students with comprehensive advising to help students navigate their first year experience. With more sophisticated data capabilities, UAA is learning more about its students and their patterns of behavior. This knowledge enables the institution to develop more targeted advising approaches to improve student retention and completion. The collaboration with the Education Advisory Board’s Student Success Collaborative will provide important benchmarking and longitudinal data to inform analyses and strategies.

**Expanding access and strengthening eLearning:** In September 2015, UAA received a Department of Education Title III “Strengthening Institutions” grant, one of 36 institutions to receive such funding. A portion of UAA’s 5-year, \$2.5 million grant is helping fund creation of “online master course” shells for UAA’s highest enrolling general education requirement courses. As of February 2018, faculty have developed eight master courses that have been implemented in 45 sections, impacting 1,481 students. Three more master courses are being developed in winter 2018, with three more planned for development in spring/summer 2018. Another outcome to-date is completion of *Bridge to Success*, a series of modules with videos, resources, and games for incoming Alaska Native students. The grant also funded an Innovation Design Studio, opened in January 2017. The studio provides a place and the technology for faculty to work on course development, and creative space for students working on ePortfolio-focused media.

***Efficiency & Affordability:***

**Education Advisory Board's Academic Performance Solutions.** UAA is working with the Education Advisory Board's new Academic Performance Solutions (APS) project to bring together information on students, enrollments, faculty, and institutional finances. This effort will allow UAA to discover bottlenecks in its curriculum, understand the cost to deliver programs to students, and create efficiencies in courses, staffing, and curriculum. More importantly, this partnership will allow UAA to benchmark against the other institutions participating in APS.

**LEAN Initiative.** In July 2015, UAA launched the LEAN Sigma Six Initiative, mobilizing a cross-functional team. This team was composed of members from Administrative Services, Office of Academic Affairs, and the Engineering Science Project Management graduate department within the College of Engineering, University Advancement, Student Affairs, Governance, and experts from across Alaska. As of the end of March 2017, UAA's LEAN Center of Excellence has provided comprehensive LEAN Six Sigma training to over 280 employees, with 209 employees completing the day-long white belt trainings, which introduce LEAN Six Sigma process improvement concepts and allow employees to work in small teams on a LEAN launch. Additionally, 71 employees are certified as Green Belt facilitators who lead projects, provide technical assistance on process improvement efforts, and help to train other employees. Individuals with LEAN expertise can be found across the campus community. As of March 2018, 17 LEAN projects have streamlined processes, reduced unnecessary paperwork, optimized services, and improved communications. More information about LEAN projects can be found on UAA's LEAN Sigma Six website.

***Excellence:***

During the development of the *UAA 2020* plan, people were asked to identify UAA's "platforms of excellence," programs that demonstrate outstanding outcomes. They identified the Alaska Native Science and Engineering program (ANSEP), the internationally ranked Seawolf Speech and Debate team, and our long-standing integration of undergraduate research into the curriculum. All of these programs are strong and will continue to ensure student success. During the next several years, these programs will be studied to determine if any of their practices can be scaled across campus to ensure the success of more students.



**CONCLUSION/SUMMARY:**

This self-study year arrived shortly after UAA marked its 60<sup>th</sup> anniversary, and coincided with work on UAA's new strategic plan, *UAA 2020*, as well as the UA System's Strategic Pathways initiative. The synergy created by the accreditation review and *UAA 2020* planning enhanced both efforts, and provided valuable context for the Strategic Pathways work.

The self-study affirmed that faculty and staff care immensely about the success of UAA students and the institution. Their commitment translated into hours spent, many well beyond normal workloads, researching, meeting, writing, and sharing results with the goal of improving the university. A series of Open Forums engaged diverse groups on the core theme objectives and indicators, and what these indicators show about the extent of UAA's mission fulfillment. Participants included faculty, staff, administrators, and students from all campuses. Two additional forums helped form a consensus on the overall findings and provided additional feedback. Throughout the fall of 2016, the Core Theme Open Forums informed the start of the *UAA 2020* planning process, providing a venue to announce progress on this planning initiative, collect participant feedback on areas of interest and concern, and provoke reflection on questions related to the process.

The review has demonstrated that UAA is fulfilling its mission to discover and disseminate knowledge, and to serve the higher education needs of Alaska in an open access, rich, diverse, and inclusive environment. The open access mission means all students with an ability to benefit are accepted. Perhaps the greatest challenge UAA faces is understanding its many student populations and helping all students succeed in their educational goals. Many of these students arrive at UAA underprepared for college-level work, attend part-time, and are first-generation college students. Many succeed, but UAA's low six-year graduation rate signals that many more struggle. The goals of *UAA 2020* focus the university on improving the success of all students.

Reflection is a crucial component of informed and effective adaptation and change. Increased access to data has helped UAA better understand the challenges of its students. Improved systems have made UAA more data-informed than it was seven years ago. Knowing where we have been, what has been successful, and what has not, helps determine where we need to go.

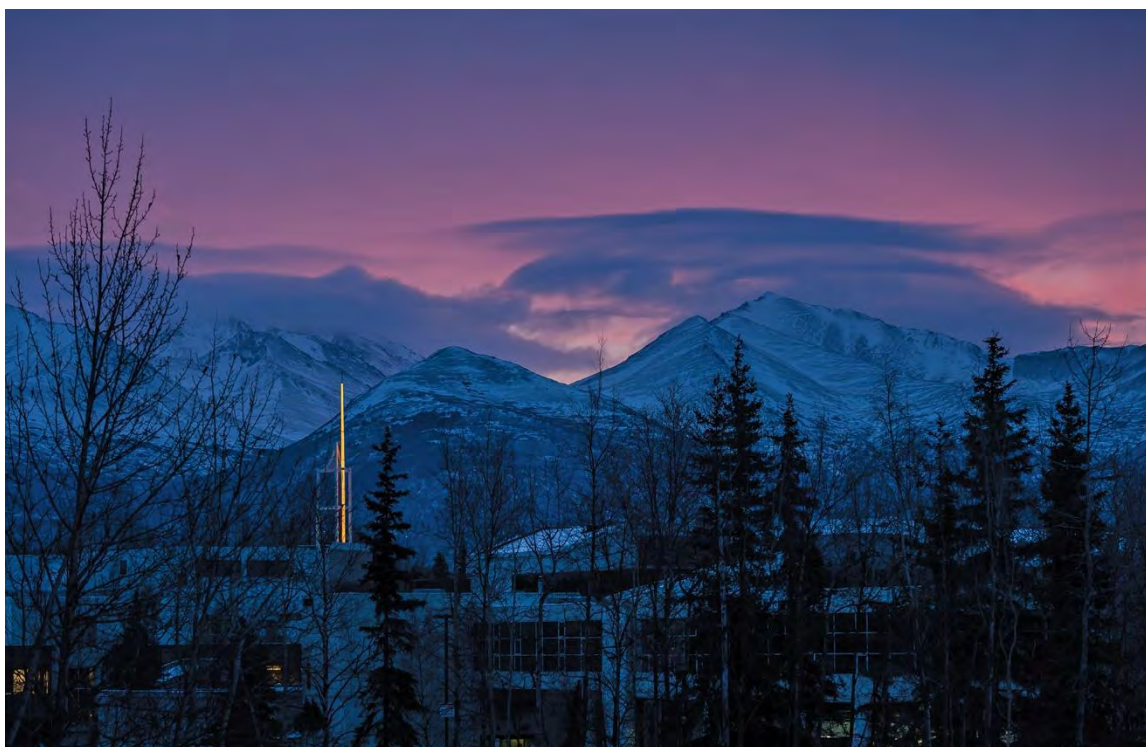
In a mere 60 years, UAA has grown from a community college offering night courses at a local high school and military base to an accredited university offering doctoral degrees. The most transformational and potentially destructive episode in UAA's history occurred when a rapid contraction of the state budget forced the merger of the community college and university systems in 1987. Much contested at the time, the merger that formed the current UAA has become a great success for its communities, the state, and its students. The lessons learned from that period are embedded in the systems in place now to see UAA into the next 60 years.

Our findings around mission fulfillment and core theme objectives, the lessons learned as we implemented assessment and improvement around these objectives, our enhanced data and analysis capacity, and our strong and continued commitment to student success moving forward will serve as the foundation to begin the next accreditation cycle.



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*Gold beacon of knowledge atop the UAA/APU Consortium Library*



## NWCCU REPORTS | BASIC INSTITUTIONAL DATA FORM

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Note: The Commission rescheduled UAA's Year Seven Evaluation from Fall 2017 to Fall 2018. After consultation with the Commission, it was determined to use June 30, 2017 as the freeze date for information included in this form, unless otherwise indicated.

### Institutional Information

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**Name of Institution:** University of Alaska Anchorage

Mailing Address: 3211 Providence Drive  
 City: Anchorage  
 State/Province: Alaska  
 Zip/Postal Code: 99508  
 Main Phone Number: 907-786-1800  
 Country: United States of America

### Chief Executive Officer

Title: Dr.  
 First Name: Samuel  
 Last Name: Gingerich  
 Position: Chancellor  
 Phone: 907-786-1437  
 Email: sbgingerich@alaska.edu

### Accreditation Liaison Officer

Title: Ms.  
 First Name: Megan  
 Last Name: Carlson  
 Position: Director of Accreditation Functions  
 Phone: 907-786-1054  
 Email: macarlson@alaska.edu

### Chief Financial Officer

Title: Dr.  
 First Name: Beverly  
 Last Name: Cotton Shuford  
 Position: Vice Chancellor for Administrative Services  
 Phone: 907-786-4620  
 Email: bcshuford@alaska.edu

## Institutional Demographics

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### Institutional Type *(Choose all that apply)*

- ☒ Comprehensive
- ☐ Specialized
- ☐ Health-Centered
- ☐ Religious-Based
- ☐ Native/Tribal
- ☐ Other (specify): \_\_\_\_\_

### Degree Levels *(Choose all that apply)*

- ☒ Associate
- ☒ Baccalaureate
- ☒ Master
- ☒ Doctorate
- ☒ If part of a multi-institution system, name of system: University of Alaska System

### Calendar Plan *(Choose one that applies)*

- ☒ Semester
- ☐ Quarter
- ☐ 4-1-4
- ☐ Trimester
- ☐ Other (specify): \_\_\_\_\_

### Institutional Control

☐ City   ☐ County   ☒ State   ☐ Federal   ☐ Tribal

☒ Public   OR   ☐ Private/Independent

☐ Non-Profit   OR   ☐ For-Profit

**Students** (all locations)**Full-Time Equivalent (FTE) Enrollment** (Formula used to compute FTE: IPEDS)**Official Fall:** 2017 (most recent year) FTE Student Enrollments

Classification	Current Year: 2017	One Year Prior: 2016	Two Years Prior: 2015
Undergraduate	8,970	9,317	9,723
Graduate	402	402	475
Professional	-	-	-
Unclassified	1,718	1,691	1,576
Total all levels	11,090	11,409	11,774

**Full-Time Unduplicated Headcount Enrollment** (Count students enrolled in credit courses only.)**Official Fall:** 2017 (most recent year) Student Headcount Enrollments

Classification	Current Year: 2017	One Year Prior: 2016	Two Years Prior: 2015
Undergraduate	7229	7428	7717
Graduate	189	192	245
Professional	-	-	-
Unclassified	572	509	457
Total all levels	7990	8129	8419

## APPENDIX A

### Faculty (All locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

**Total Number:** 566 Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	141	23	-	-	1	31	-	109
Associate Professor	152	14	1	-	1	43	-	107
Assistant Professor	222	42	3	6	18	99	-	96
Instructor	51	32	3	4	8	28	-	8
Lecturer and Teaching Assistant	-	44	-	-	-	-	-	-
Research Staff and Research Assistant	-	-	-	-	-	-	-	-
Undesignated Rank	-	473	-	-	-	-	-	-

**Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.** (Include only full-time personnel with professional status who are primarily assigned to instruction or research.)

Rank	Mean Salary	Mean Years of Service
Professor	107814.4	18.6
Associate Professor	88683.73	11.2
Assistant Professor	69599.13	5.64
Instructor	54811.54	5.63
Lecturer and Teaching Assistant	-	-
Research Staff and Research Assistant	-	-
Undesignated Rank	-	-

**Financial Information.** Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

- Statement of Cash Flows
- Balance Sheet – collapsed to show main accounts only; no details
- Operating Budget
- Capital Budget
- Projections of Non-Tuition Revenue

**Statement of Cash Flows: Statement of Revenues, Expenses, and Changes in Net Position**  
For the year ended June 30

	2017	2016	2015
<b>Operating Revenues</b>			
Tuition and fees	76,726,994	76,661,732	72,727,989
Federal operating grants and contracts	17,717,488	18,891,729	16,560,312
State operating grants and contracts	7,876,831	8,954,439	10,057,122
Local government/private operating grants and contracts	14,612,093	13,250,205	12,911,109
Sales and services of auxiliary enterprises	21,613,303	24,732,793	23,804,070
Sales and services of educational activities	2,240,911	1,982,628	1,887,094
Other sources -operating	5,135,819	5,698,112	4,784,063
<b>Total operating revenues</b>	<b>145,923,439</b>	<b>150,171,638</b>	<b>142,731,759</b>
<b>Nonoperating revenues</b>			
State appropriations	124,013,842	132,778,292	138,838,680
Federal nonoperating grants	13,382,089	14,011,532	15,605,926
Investment income	44,677	43,478	58,648
Other nonoperating revenues	2,192,390	8,682,943	6,650,164
<b>Total nonoperating revenues</b>	<b>139,632,998</b>	<b>155,516,245</b>	<b>161,153,418</b>
<b>Total operating and nonoperating revenues</b>	<b>285,556,437</b>	<b>305,687,883</b>	<b>303,885,177</b>
Other revenues and additions			
Capital appropriations	8,473,814	49,308,821	56,538,044
Capital grants and gifts	420,424	432,682	838,193
<b>Total other revenues and additions</b>	<b>8,894,238</b>	<b>49,741,503</b>	<b>57,376,237</b>
<b>Total all operating revenues</b>	<b>294,450,675</b>	<b>355,429,386</b>	<b>361,261,414</b>

*Table continues on following page*



**Statement of Cash Flows: Statement of Revenues, Expenses, and Changes in Net Position (continued)**  
**For the year ended June 30**

<b>Operating Expenses</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
Instruction	131,276,984	134,129,014	132,038,856
Research	21,056,845	20,051,737	17,434,215
Public service	19,148,747	21,228,060	21,038,606
Academic support	30,972,201	32,804,471	32,095,471
Student services	33,723,731	35,172,778	34,986,403
Institutional support	36,372,085	37,222,431	33,822,741
Scholarships and fellowship expenses, net of discounts and allowances	14,838,064	15,119,608	15,493,647
Auxiliary enterprises	25,350,664	30,533,699	29,672,209
Other functional expenses and deductions	7,653,333	-	98,119
<b>Total expenses and deductions</b>	<b>320,392,654</b>	<b>326,261,798</b>	<b>316,680,267</b>
<b>Changes in Net Position</b>			
For the year ended June 30	<b>2017</b>	<b>2016</b>	<b>2015</b>
Total revenues and other additions	294,450,675	355,429,386	361,261,414
Total expenses and deductions	320,392,654	326,261,798	316,680,267
Change in net position during the year	(25,941,979)	29,167,588	44,581,147
Net position beginning of year	575,919,496	546,751,908	558,862,774
Adjustments to beginning net position	-	-	(56,692,013)
<b>Net position end of year</b>	<b>549,977,517</b>	<b>575,919,496</b>	<b>546,751,908</b>

Source: *IPEDS Part B, Revenues by Source* (2015, 2016, 2017)

Source: *IPEDS Part C, Expenses by Functional Classification* (2015, 2016, 2017)

Source: *IPEDS Part D, Summary of Changes in Net Position* (2015, 2016, 2017)

**Balance Sheet: Statement of Net Position**  
 For the year ended June 30

	2017	2016	2015
<b>Assets</b>			
Total current assets	56,779,468	72,872,061	102,646,215
Depreciable capital assets	571,450,002	567,841,019	486,093,096
Other noncurrent assets	60,240,447	78,445,569	129,731,682
Total noncurrent assets	631,690,449	646,286,588	615,824,778
<b>Total assets</b>	<b>688,469,917</b>	<b>719,158,649</b>	<b>718,470,993</b>
<b>Deferred outflows of resources</b>	<b>18,580,804</b>	<b>10,040,611</b>	-
<b>Liabilities</b>			
Long-term debt, current portion	3,472,245	3,396,202	3,286,901
Other current liabilities	12,308,542	30,640,578	26,609,452
Total current liabilities	15,780,787	34,036,780	29,896,353
Long-term debt	46,773,421	47,909,600	48,328,330
Other noncurrent liabilities	93,326,213	71,186,793	93,494,402
Total noncurrent liabilities	140,099,634	119,096,393	141,822,732
<b>Total liabilities</b>	<b>155,880,421</b>	<b>153,133,173</b>	<b>171,719,085</b>
<b>Deferred inflows of resources</b>	<b>1,192,783</b>	146,591	-
<b>Net Position</b>			
Invested in capital assets, net of related debt	578,637,603	591,739,916	560,661,006
Restricted-expendable	9,882,455	8,237,925	8,007,482
Restricted-nonexpendable	1,092,711	1,092,711	1,092,711
Unrestricted	(39,635,252)	(25,151,056)	(23,009,291)
<b>Net Position</b>	<b>549,977,517</b>	<b>575,919,496</b>	<b>546,751,908</b>
Source: IPEDS Part A, Statement of Net Position (2015, 2016, 2017)			

**Operating Budget: Operating Budget by Revenue Funding Source**  
For the year ended June 30

	2017	2016	2015
<b>Unrestricted General Funds</b>			
General Fund Match	19,800	19,800	19,800
General Fund	117,251,300	126,759,500	132,693,700
General Fund (one-time)			468,200
General Fund Mental Health Trust Funds	605,800	605,800	605,800
<b>Unrestricted General Fund Subtotal</b>	<b>117,876,900</b>	<b>127,385,100</b>	<b>133,787,500</b>
<b>Designated General Funds</b>			
Technical Vocational Education Program	2,830,000	2,327,900	1,461,500
University Receipts			
Interest Income	269,000	269,000	269,000
Auxiliary Receipts	28,748,700	26,121,000	24,986,100
Student Tuition/Fees	84,159,200	80,810,800	80,436,100
Indirect Cost Recovery	4,035,600	3,235,600	3,039,800
University Receipts	17,956,400	21,134,100	19,513,200
University Receipts subtotal	135,168,900	131,570,500	128,244,200
<b>Designated General Funds Subtotal</b>	<b>137,998,900</b>	<b>133,898,400</b>	<b>129,705,700</b>
<b>Federal &amp; Other Funds</b>			
Federal Receipts	34,908,700	34,908,700	34,908,700
State Inter-Agency Receipts	8,388,600	8,388,600	7,388,600
MHTAAR (Mental Health Trust Authority Authorized Receipts)	2,022,600	1,931,900	1,865,000
CIP Receipts	2,500,000	2,500,000	2,500,000
UA Intra-Agency Receipts	9,946,300	9,946,300	9,946,300
<b>Federal and Other Funds Subtotal</b>	<b>57,766,200</b>	<b>57,675,500</b>	<b>56,608,600</b>
<b>Total Operating Budget</b>	<b>313,642,000</b>	<b>318,959,000</b>	<b>320,101,800</b>

Source: *UA System Approved Operating and Capital Budget* (Fiscal Years 2015, 2016, 2017)

### Operating Budget: Operating Budget by Expense Functional Category

For the year ended June 30

	2017	2016	2015
<b>Instruction and Student Related</b>			
Academic Support	16,990,100	18,848,900	20,810,500
Instruction	121,322,500	119,491,200	137,298,800
Intercollegiate Athletics	7,217,600	8,956,500	7,831,200
Library Services	6,712,000	7,067,500	7,154,700
Scholarships	25,193,900	23,316,200	10,252,800
Student Services	17,678,800	18,240,100	19,119,400
<b>Instruction and Student Related Subtotal</b>	<b>195,114,900</b>	<b>195,920,400</b>	<b>202,467,400</b>
Institutional Support	31,370,400	33,330,500	34,169,400
Physical Plant	29,071,900	29,437,400	28,802,300
Public Service	15,043,600	14,798,500	9,830,000
Research	7,315,500	7,454,100	7,936,700
Auxiliary Services	28,768,100	25,451,000	23,288,200
Unallocated Authority	6,957,600	12,567,100	13,607,800
<b>Total Operating Budget</b>	<b>313,642,000</b>	<b>318,959,000</b>	<b>320,101,800</b>

Source: *UA System Approved Operating and Capital Budget* (Fiscal Years 2015, 2016, 2017)

### Capital Budget

For the year ended June 30

*There is an annual capital budget request, but not an annual capital budget. The budgets roll from year-to-year as they are multi-year fund types.*

### Projections of Non-Tuition Revenue

For the year ended June 30

*Projections of non-tuition revenue are integrated into the operating budget. (See the table titled Operating Budget: Operating Budget by Revenue Funding Source.)*

## APPENDIX A

### New Degree / Certificate Programs

#### Substantive Changes

Substantive changes including degree or certificate programs planned for 2017-2018 approved by the institution's governing body. If NONE, so indicate.

Note: The below were planned for 2017-2018 and have been fully reviewed and approved, including through NWCCU.

Substantive Change	Certificate/Degree Level	Program Name
Applied Geological Sciences	Master of Science	Applied Geological Sciences MS
Dietetics and Nutrition	Master of Science	Dietetics and Nutrition MS
Surgical Technology	Associate of Applied Science	Surgical Technology AAS

**Domestic Off-Campus Degree Programs and Academic Credit Sites (Programs and Academic Credit Offered at Off-Campus Sites within the United States).** Report information for off-campus sites within the United States where degree programs and academic credit coursework is offered. (Add additional pages if necessary.)

- **Degree Programs** – list the **names** of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the **total number** of academic credit courses offered at the site.
- **Student Headcount** – report the **total number** (*unduplicated headcount*) of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the **total number** (*unduplicated headcount*) of faculty (full-time and part-time) teaching at the site.

Note: UAA is the health campus for the University of Alaska System. In this role, UAA delivers the following degree and certificate programs of 30 semester credits or more on campuses of the other accredited institutions (University of Alaska Fairbanks and University of Alaska Southeast) in the system. The Nursing AAS is delivered by UAA faculty on site. The Radiologic Technology AAS is delivered via video conference to the sites from the Anchorage campus.

UA Site	UA Campus Physical Address	Degree Program	Academic Credit Courses	Student Headcount	Faculty Headcount ( <i>Full- &amp; Part-Time</i> )
UAF – Bethel	201 Akiak Dr, Bethel, AK 99559	Nursing AAS	8	13	1
UAF – Bethel	201 Akiak Dr, Bethel, AK 99559	Radiologic Technology AAS	0	0	0
UAF – Dillingham	527 Seward St, Dillingham, AK 99576	Nursing AAS	8	6	1
UAF – Fairbanks	604 Barnette St, Fairbanks, AK 99701	Nursing AAS	11	23	2
UAF – Fairbanks	604 Barnette St, Fairbanks, AK 99701	Radiologic Technology AAS	20	10	1
UAF – Kotzebue	843 4 <sup>th</sup> Street, Kotzebue, AK 99752	Nursing AAS	8	6	1
UAF – Nome	400 East Front St, Nome, AK 99762	Nursing AAS	8	6	1

UA Site	UA Campus Physical Address	Degree Program	Academic Credit Courses	Student Headcount	Faculty Headcount (Full- & Part-Time)
UAS – Juneau	11120 Glacier Hwy, Juneau, AK 99801	Nursing AAS	11	9	1
UAS – Juneau	11120 Glacier Hwy, Juneau, AK 99801	Radiologic Technology AAS	11	2	0
UAS – Ketchikan	2600 Seventh Ave, Ketchikan, AK 99901	Nursing AAS	8	8	1
UAS – Ketchikan	2600 Seventh Ave, Ketchikan, AK 99901	Radiologic Technology AAS	0	0	0
UAS – Sitka	1332 Seward Ave, Sitka, AK 99835	Nursing AAS	8	16	1

**UA Site Key:** UAF Bristol Bay Campus (Dillingham); UAF Chukchi Campus (Kotzebue); UAF Fairbanks Campus (Fairbanks); UAF Kuskokwim Campus (Bethel); UAF Northwest Campus (Nome); UAS Juneau Campus (Juneau); UAS Ketchikan Campus (Ketchikan); UAS Sitka Campus (Sitka)

### Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate.

Note: This list of degree and certificate programs of 30 semester credits or more where at least 50% of the curriculum is offered by distance education is captured as of June 30, 2017. Some programs may have been suspended or discontinued since that freeze date.

UAA Program	UAA Site	UAA Campus Physical Address	Student Enrollment All Modalities (Unduplicated Headcount)	On-Site Staff	Co-Sponsoring Organization
Accounting AAS	Anchorage, Kodiak, Mat-Su	3211 Providence Dr, Anchorage, AK 99508 117 Benny Benson Dr, Kodiak, AK 99615 8295 East College Dr, Palmer, AK 99645	124	Yes	N/A
Applied Technologies Leadership BS	Anchorage	3211 Providence Dr Anchorage, AK 99508	18	Yes	N/A
Architectural & Engineering Technology AAS	Anchorage	3211 Providence Dr Anchorage, AK 99508	26	Yes	N/A
Architectural Technology UC	Anchorage	3211 Providence Dr Anchorage, AK 99508	2	Yes	N/A
Arctic Engineering MS	Anchorage	3211 Providence Dr Anchorage, AK 99508	4	Yes	N/A

# APPENDIX A

UAA Program	UAA Site	UAA Campus Physical Address	Student Enrollment All Modalities (Unduplicated Headcount)	On-Site Staff	Co-Sponsoring Organization
Career & Technical Education MS	Anchorage	3211 Providence Dr Anchorage, AK 99508	0	Yes	N/A
Civil Technology UC	Anchorage	3211 Providence Dr Anchorage, AK 99508	0	Yes	N/A
Computer Information & Office Systems AAS	Anchorage	3211 Providence Dr Anchorage, AK 99508	9	Yes	N/A
Corrections UC	Kenai	156 College Rd Soldotna, AK 99669	0	Yes	N/A
Counselor Education MEd	Anchorage	3211 Providence Dr Anchorage, AK 99508	18	Yes	N/A
Creative Writing & Literary Arts MFA	Anchorage	3211 Providence Dr Anchorage, AK 99508	43	Yes	N/A
Dietetics BS	Anchorage	3211 Providence Dr Anchorage, AK 99508	19	Yes	N/A
Digital Art AAS	Kenai	156 College Rd Soldotna, AK 99669	1	Yes	N/A
Disability Services AAS	Valdez	303 Lowe St Valdez, AK 99686	4	Yes	N/A
Early Childhood Development AAS	Anchorage	3211 Providence Dr Anchorage, AK 99508	29	Yes	N/A
Early Childhood Development UC	Anchorage	3211 Providence Dr Anchorage, AK 99508	1	Yes	N/A
Early Childhood Education BA	Anchorage	3211 Providence Dr Anchorage, AK 99508	152	Yes	N/A
Early Childhood PBCT	Anchorage	3211 Providence Dr Anchorage, AK 99508	5	Yes	N/A
Early Childhood Special Education MEd	Anchorage	3211 Providence Dr Anchorage, AK 99508	9	Yes	N/A
Education MAT	Anchorage	3211 Providence Dr Anchorage, AK 99508	28	Yes	N/A
Educational Leadership MEd	Anchorage	3211 Providence Dr Anchorage, AK 99508	34	Yes	N/A
Elementary Education BA	Anchorage	3211 Providence Dr Anchorage, AK 99508	240	Yes	N/A
Elementary Education PBCT	Anchorage	3211 Providence Dr Anchorage, AK 99508	10	Yes	N/A
Family Nurse Practitioner GC	Anchorage	3211 Providence Dr Anchorage, AK 99508	0	Yes	N/A



UAA Program	UAA Site	UAA Campus Physical Address	Student Enrollment All Modalities (Unduplicated Headcount)	On-Site Staff	Co-Sponsoring Organization
General Business AAS	Kenai, Kodiak, Mat-Su	156 College Rd, Soldotna, AK 99669 117 Benny Benson Dr, Kodiak, AK 99615 8295 East College Dr, Palmer, AK 99645	101	Yes	N/A
General Program AA	Anchorage, Kenai, Kodiak, Mat-Su, Valdez	3211 Providence Dr, Anchorage, AK 99508 156 College Rd, Soldotna, AK 99669 117 Benny Benson Dr, Kodiak, AK 99615 8295 East College Dr, Palmer, AK 99645 303 Lowe St, Valdez, AK 99686	938	Yes	N/A
History BA	Anchorage	3211 Providence Dr Anchorage, AK 99508	125	Yes	N/A
Industrial Technology AAS	Valdez	303 Lowe St Valdez, AK 99686	8	Yes	N/A
Logistics & Supply Chain Operations AAS	Anchorage	3211 Providence Dr Anchorage, AK 99508	21	Yes	N/A
Logistics & Supply Chain Operations UC	Anchorage	3211 Providence Dr Anchorage, AK 99508	4	Yes	N/A
Nursing Practice DNP	Anchorage	3211 Providence Dr Anchorage, AK 99508	9	Yes	N/A
Nursing Science MS	Anchorage	3211 Providence Dr Anchorage, AK 99508	34	Yes	N/A
Nutrition BS	Anchorage	3211 Providence Dr Anchorage, AK 99508	7	Yes	N/A
Occupational Safety and Health AAS	Anchorage	3211 Providence Dr Anchorage, AK 99508	49	Yes	N/A
Occupational Safety and Health BS	Anchorage	3211 Providence Dr Anchorage, AK 99508	0	Yes	N/A
Petroleum Technology UC	Kenai	156 College Rd Soldotna, AK 99669	4	Yes	N/A
Process Technology AAS	Kenai	156 College Rd Soldotna, AK 99669	83	Yes	N/A
Project Management MS	Anchorage	3211 Providence Dr Anchorage, AK 99508	61	Yes	N/A
Psychology BA	Anchorage	3211 Providence Dr Anchorage, AK 99508	253	Yes	N/A

## APPENDIX A

UAA Program	UAA Site	UAA Campus Physical Address	Student Enrollment All Modalities (Unduplicated Headcount)	On-Site Staff	Co-Sponsoring Organization
Psychology BS	Anchorage	3211 Providence Dr Anchorage, AK 99508	113	Yes	N/A
Public Health Practice MPH	Anchorage	3211 Providence Dr Anchorage, AK 99508	67	Yes	N/A
Retail Management UC	Anchorage	3211 Providence Dr Anchorage, AK 99508	3	Yes	N/A
Social Work MSW	Anchorage	3211 Providence Dr Anchorage, AK 99508	53	Yes	N/A
Special Education MEd	Anchorage	3211 Providence Dr Anchorage, AK 99508	6	Yes	N/A
Structural Technology UC	Anchorage	3211 Providence Dr Anchorage, AK 99508	0	Yes	N/A
Teaching and Learning MEd	Anchorage	3211 Providence Dr Anchorage, AK 99508	24	Yes	N/A
Technology AAS	Kodiak	117 Benny Benson Dr Kodiak, AK 99615	8	Yes	N/A
Program List Source: 2017 IPEDS Distance Delivery/eLearning Report					

**UAA Site Key:** UAA Anchorage Campus (Anchorage); UAA Kenai Peninsula College Community Campus (Kenai); UAA Kodiak College Community Campus (Kodiak); UAA Matanuska-Susitna College Community Campus (Mat-Su); UAA Prince William Sound College Community Campus (Valdez)

### Programs and Academic Courses Offered at Sites Outside the United States

Report information for sites outside the United States where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

- **Degree Programs** – list the **names** of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the **total number** of academic credit courses offered at the site.
- **Student Headcount** – report the **total number** (*unduplicated headcount*) of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the **total number** (*unduplicated headcount*) of faculty (full-time and part-time) teaching at the site.

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Not applicable. No programs are offered by sites outside of the United States.						

# INSTITUTIONAL ASSESSMENT PLAN

## UAA Mission Statement

The mission of the University of Alaska Anchorage is **to discover and disseminate knowledge** through teaching, research, engagement, and creative expression. Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to **serving the higher education needs of the state**, its communities, and its diverse peoples. The University of Alaska Anchorage is an **open access** university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in **a rich, diverse, and inclusive environment**.

## Mission Fulfillment Expectations

- UAA students meet or exceed faculty expectations for at least 90 percent of program student learning outcomes.
- UAA meets the needs of our communities and state through certificate and degree awards, with an emphasis on high demand job areas.
- UAA students, faculty, and staff increasingly reflect the diversity of the state.
- UAA engages the community through diverse partnerships and mechanisms that support community engagement.
- UAA's excellence is recognized and supported by local and national agencies through grant awards.

### UAA CORE THEME OBJECTIVES AND INDICATORS

Core Theme Objectives	Core Theme Indicators
<b>Core Theme 1: Teaching and Learning</b>	
UAA student learning outcomes are achieved	<ul style="list-style-type: none"> <li>• Student achievement of course and program student learning outcomes</li> </ul>
UAA academic programs meet state needs	<ul style="list-style-type: none"> <li>• Total degrees and certificates awarded with emphasis on high-demand job areas</li> <li>• Total student credit hours</li> </ul>
<b>Core Theme 2: Research, Scholarship, and Creative Activity</b>	
UAA research, scholarship, and creative activities advance knowledge	<ul style="list-style-type: none"> <li>• Number and dollar amounts of proposals submitted and awarded through grants, contracts, and sponsored activities in research, scholarship, and creative activities</li> <li>• National Association of College and University Business Officers (NACUBO) Research Expenditures</li> </ul>
<b>Core Theme 3: Student Success</b>	
UAA students access and successfully transition into the university	<ul style="list-style-type: none"> <li>• The degree to which UAA's students reflect Alaska's racial and ethnic diversity</li> <li>• First- to second-year first-time, full-time undergraduate student retention rate</li> </ul>
UAA students persist and achieve their goals	<ul style="list-style-type: none"> <li>• Successful Learning Rate: Proportion of courses successfully completed out of total courses attempted by student sub-cohorts grouped by first year of entry</li> <li>• Total degrees and certificates awarded with emphasis on high-demand job areas</li> <li>• Graduation rates</li> <li>• Graduates' employment rates and average earnings</li> </ul>
<b>Core Theme 4: UAA Community</b>	
UAA's environments support and sustain learning, working, and living	<ul style="list-style-type: none"> <li>• The degree to which UAA's faculty and staff reflect Alaska's racial and ethnic diversity</li> <li>• The degree to which faculty, staff, and students express satisfaction with their professional and learning environments</li> <li>• Development and management of a sustainable budget as demonstrated by nationally accepted financial ratios</li> <li>• Number of crimes, incidents, and injuries reported</li> </ul>
<b>Core Theme 5: Public Square (Community Engagement)</b>	
UAA engages in mutually beneficial partnerships with the communities we serve	<ul style="list-style-type: none"> <li>• The degree to which a partnership portfolio demonstrates diverse partnerships across public-private sectors, agencies and communities.</li> <li>• Number of UAA colleges that have developed engagement guidelines for faculty promotion and tenure</li> </ul>
<b>Approved by Chancellor's Cabinet February 2015</b>	



## LIST OF ACRONYMS

AA	Associate of Arts
AAAS	American Association for the Advancement of Science
AAC	Academic Assessment Committee
AACRAO	Association of Collegiate Registrars and Admissions Officers
AAC&U	Association of American Colleges and Universities
AAP	Academic Assessment Plan
AAS	Associate of Applied Science
AAUP	American Association of University Professors
ABE	Adult Basic Education
ABET	Accreditation Board for Engineering and Technology
ACT	American College Testing
ADAC	Arctic Domain Awareness Center
AFP	Association of Fundraising Professionals
AFT	American Federation of Teachers
AHEC	Alaska Area Health Education Center
AI&e	Academic Innovations & eLearning
ALEKS	Assessment and Learning in Knowledge Spaces
ANCAP	Alaska Native Community Advancement in Psychology
ANSEP	Alaska Native Science and Engineering Program
AP	Advanced Placement
APS	Academic Performance Solutions
APU	Alaska Pacific University
ARLIS	Alaska Resources Library and Information Services
AS	Alaska Statute
ASAP	Academic Success Alert Program
ASME	American Society of Mechanical Engineers
ASNT	American Society of Nondestructive Testing
AWS	American Welding Society
AY	Academic Year (Summer, Fall and Spring semesters combined)
BA	Bachelor of Arts
BBA	Bachelor of Business Administration
BHS	Bachelor of Human Services
BI	Business Intelligence
Blackboard LMS	Blackboard Learning Management System
BLM	Bureau of Land Management

## APPENDIX D

BS	Bachelor of Science
CAE	Chief Audit Executive
CBA	Collective Bargaining Agreement
CAEPR	Center for Alaska Education Policy Research
CAFE	Center for Advancing Faculty Excellence
CAS	College of Arts and Sciences
CASE	Council for the Advancement and Support of Education
CBPP	College of Business and Public Policy
CCEL	Center for Community Engagement and Learning
CESA	Community-Engaged Student Assistants
CESOG	Conditionally Exempt Small Quantity Generator
CEU	Continuing Education Units
CFR	Code of Federal Regulations
CHP	Chemical Hygiene Plan
CIO	Chief Information Officer
CIP	Classification of Instructional Program
CLEP	College Level Examination Program
COE	College of Education
COEng	College of Engineering
COH	College of Health
CNBC	Consumer News and Business Channel
CRAC	Council of Regional Accrediting Commission
CTC	Community and Technical College
CTIA	Core Theme Indicator Assessment
CUPP	Community University Partnership Program
DAC	Diversity Action Council
DFW	Drop, Fail, Withdrawal
DMS	Diagnostic Medical Support Services
DNP	Doctor of Nursing Practice
DSD	Decision Support Database (UA System)
DSS	Disability Support Services
DSST	formerly DANTES Subject Standardized Tests for credit by examination
EAB	Education Advisory Board
EMP	Emergency Management Program
EM	Emergency Manager
EOC	Emergency Operations Center
EOP	Emergency Operations Plan

EPA	Environmental Protection Agency
EPIC	Environmental Protection Information Center
FAFSA	Free Application for Federal Student Aid
FASD	Fetal Alcohol Spectrum Disorder
FBI	Federal Bureau of Investigation
FERPA	Family Educational Rights and Privacy Act
FS	Faculty Senate
FTE	Full-Time Equivalent
FTFT	First-Time, Full-time
FY	Fiscal Year (July 1 – June 30)
GAB	Graduate Academic Board
GER	General Education Requirement
GERA	General Education Advisory Committee
GERC	General Education Review Committee
GPA	Grade Point Average
HDJA	High-Demand Job Area
HVAC	Heating, Ventilation, and Air Conditioning
IAEM	International Association of Emergency Managers
IB	International Baccalaureate
ID	Identification
IEEAS	Institutional Effectiveness, Engagement and Academic Support
IMT	Incident Management Team
IPEDS	Integrated Postsecondary Education Data System
IR	Office of Institutional Research
ISER	Institute of Social and Economic Research
ITS	Information Technology Services
K-12	Kindergarten through 12 <sup>th</sup> grade
KPC	Kenai Peninsula College
LEAP	Language Equity and Academic Performance
MA	Master of Arts
Mat-Su	Matanuska-Susitna College
MBA	Master of Business Administration
ME	Mechanical Engineering
MEd	Master of Educational Leadership
MS	Master of Science
NaBITA	National Behavior Intervention Team Association
NACUBO	National Association of College and University Business Officers



## APPENDIX D

NCAA	National Collegiate Athletic Association
NCHEMS	National Center for Higher Education Management Systems
NC-SARA	National Council for State Authorization Reciprocity Agreements
NIH	National Institutes of Health
NSSE	National Student Survey of Engagement
NWCCU	Northwest Commission on Colleges and Universities
OCLC	Online Computer Library Center
OCR	Office of Civil Rights
OEC	Office of Equity and Compliance
OMB	Office of Management and Budget (State of Alaska)
OSHA	Occupational Safety and Health Administration
OSH	Occupational Safety and Health
OSP	Office of Sponsored Programs
OURS	Office of Undergraduate Research and Scholarship
PACE	Professional and Continuing Education
PAK	Partnership for Alaska Kids
PBAC	Planning and Budget Advisory Council
PEAK	Purposeful Engagement Assessing Knowledge
PFD	Permanent Fund Dividend
PLA	Prior Learning Assessment
PSLO	Program Student Learning Outcomes
PWSCC	Prince William Sound Community College
QM	Quality Matters
RRANN	Recruiting and Retention of Alaska Natives into Nursing
SAT	Scholastic Assessment Test
SCH	Student Credit Hours
SD	Standard Deviation
SLED	Statewide Electronic Doorway
SLO	Student Learning Outcomes
SLR	Successful Learning Rate
SMART	Specific, Measurable, Achievable, Realistic, and Timely
SSC	Student Success Collaborative
STEAM	Science, Technology, Engineering, and Applied Math
STEM	Science, Technology, Engineering, and Math
SWOT	Strengths, Weaknesses, Opportunities, and Threats
TES	Transfer Evaluation System
TVEP	Technical Vocational Education Program

UA	University of Alaska System
UAA	University of Alaska Anchorage
UAB	Undergraduate Academic Board
UAF	University of Alaska Fairbanks
UAFT	University of Alaska Federation of Teachers
UAS	University of Alaska Southeast
UN	United Nations
UPD	University Police Department
US	United States
USUAA	Union of Student of the University of Alaska Anchorage
WAGS	Western Association of Graduate Schools
WFC	Workforce Credential
WWAMI	Washington, Wyoming, Alaska, Montana, and Idaho

## UAA PEER LIST APPROVED BY CHANCELLOR'S CABINET JULY 2014

In 2014, UAA updated its list of peer institutions as part of its efforts to expand and enhance its data management systems in support of more data-driven decision making. The new peer selection was made using cluster and contextual analyses to identify institutions that most closely reflect UAA's characteristics, including the range of awards, enrollment, and the percentage of part-time students. The following are the peers approved by the Chancellor's Cabinet in 2014.

Arkansas Tech University, <https://www.atu.edu/>

Boise State University, <https://boisestate.edu/>

CUNY College of Staten Island, <https://www.csi.cuny.edu/>

Ferris State University, <https://ferris.edu/>

Florida Gulf Coast University, <https://www.fgcu.edu/>

Idaho State University, <https://www.isu.edu/>

Indiana University-Purdue-Ft. Wayne, <http://www.ipfw.edu/>

McNeese State University, <https://www.mcneese.edu/>

Northern Kentucky University, <https://www.nku.edu/>

Northwestern State University of Louisiana, <https://www.nsula.edu/>

Purdue University-Northwest, <https://www.pnw.edu/>

The University of Texas Rio Grande Valley, <http://www.utrgv.edu/en-us/>

Troy University, <https://www.troy.edu/>

University of Arkansas at Little Rock, <http://ualr.edu/www/>

Weber State University, <https://www.weber.edu/>

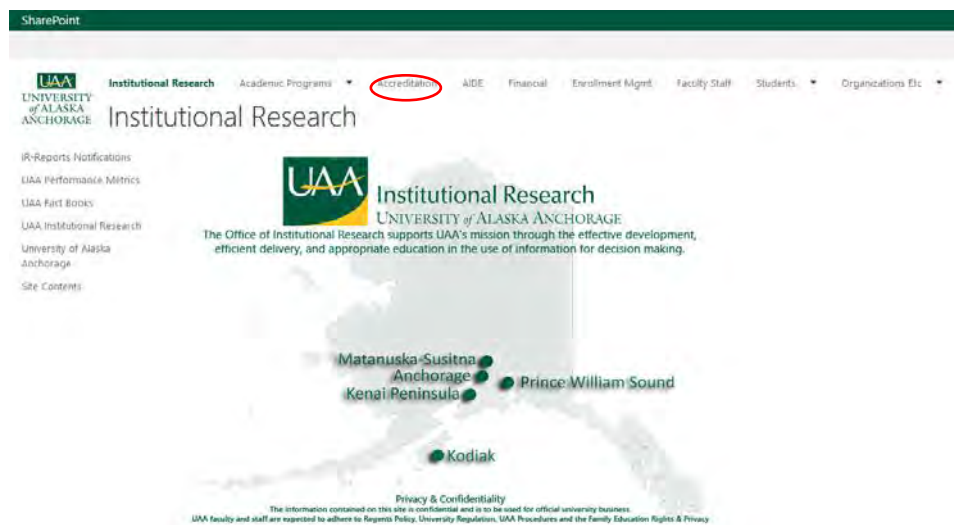
Western Kentucky University, <https://www.wku.edu/>

Youngstown State University, <http://www.ysu.edu/>

## VIRTUAL DOCUMENT ROOM NAVIGATION GUIDE

Accreditation Link: <https://ir-reports.uaa.alaska.edu/accreditation/Pages/default.aspx>

Use the login and password provided to you to log into the *IR-Reports* site. Click the Accreditation link at the top of the page to go to the Accreditation site.



Navigate within the Accreditation site using the links on the left hand side of the page. These links are:

Mission Fulfillment

Core Theme Data

Document Room

Core Documents and  
Resources

Preface

Standard 1

Standard 2

Std 2 – NWCCU

Compliance Checklist

Std 2 – Title IV

Documentation

Standard 3

Standard 4

Standard 5

- MISSION FULFILLMENT - landing page
- CORE THEME DATA - contains spreadsheets with the data used in the report, organized by core theme
- DOCUMENT ROOM - contains files with documents and resources that support the Self-Evaluation Report.

2018 NWCCU COMPLIANCE STANDARD 2 CHECKLIST - contains information and links to required documents in Standard 2

CORE DOCUMENTS AND RESOURCES - contains links to documents that are used throughout the Self-Evaluation Report such as the Catalog and the Student Handbook; these can also be accessed through the standards links below.

PREFACE, STANDARDS 1-5 – The document and web page links found within these folders are ordered as found in the Self-Evaluation Report chapters. You can click on the document link to navigate to the document or web page.

Other folders and files may be added.

## READER'S RESOURCES

The links provided below are live in the online version of the appendix. The links and documents are also available in the [Virtual Document Room](#).

### CAMPUS WEBSITES

[University of Alaska Anchorage](#)

[UAA Kenai Peninsula College](#)

[UAA Kodiak College](#)

[UAA Matanuska-Susitna College](#)

[UAA Prince William Sound College](#)

### POLICY

[Board of Regents Home Page](#)

UAA Catalog ([Online](#)/[PDF](#))

[Class Schedule](#)

UAA Student Handbook ([Online](#)/[PDF](#))

[2017-2019 United Academics Collective Bargaining Agreement](#)

[2017-2020 United Academics Adjuncts Collective Bargaining Agreement](#)

### GOVERNANCE

Faculty Senate ([Website](#)/[Constitution](#)/[Bylaws](#))

USUAA ([Website](#)/[Constitution](#) /[Bylaws](#))

Staff Council ([Website](#)/[Constitution](#) /[Bylaws](#))

### PLANNING

Strategic Plan – UAA 2017 ([Website](#)/[UAA 2017 Quick View](#)/[UAA 2017 Full Plan](#))

Strategic Plan – UAA 2020 ([Website](#)/[PDF](#))

Diversity and Inclusion Action Plan ([Website](#)/[PDF](#))

Campus Master Plan ([Website](#)/[PDF](#))

Emergency Operations Plan ([Website](#)/[PDF](#))

## **EFFECTIVENESS AND IMPROVEMENT**

### Institutional Effectiveness

Performance Report ([Website/Performance '17](#))

### Institutional Research

Fact Book ([Website/Fact Book 2016-2017](#))

### Academic Assessment

### Student Affairs Assessment

Annual Security & Fire Safety Report (Statistics for Calendar Years 2014-2016)  
([Website/PDF](#))

## **ACCREDITATION**

### Institutional Self-Study Website

### Past Reports

[2014 Mid-Cycle Self-Evaluation Report/NWCCU Peer Evaluation Report/NWCCU Letter](#) (PDFs)

[2011 Year One Self-Evaluation Report/NWCCU Peer Evaluation Report/NWCCU Letter with Reaffirmation](#) (PDFs)

[2010 Year Seven Self-Evaluation Report/NWCCU Peer Evaluation Report/NWCCU Letter with Reaffirmation](#) (PDFs)