Academic Affairs
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2025 Accreditation Advisory Committee
Agenda: January 22, 2020
3:00-4:30 in ADM 204
Join Zoom meeting or call 1-669-900-6833, and enter Meeting ID 861 193 159

1. **Welcome and Introductions (15 minutes)**

2. **Accreditation 2017/2018 and the Charge for the 2025 Accreditation Advisory Committee (15 minutes)**
   a. Recognition of the Reaffirmation of Accreditation, January 2019 – NWCCU Letter Attached
   b. New Standards and Eligibility Requirements – Attached
   c. Charge to the Committee – Attached
   d. NWCCU website

3. **What are the values by which we will do our work? (15 minutes)**

4. **How does the accreditation effort fit with other UAA initiatives and what is your role? (5 minutes)**

5. **Timeline, milestones, and deliverables – Accreditation 2025 Timeline Attached (10 minutes)**

6. **Working groups (15 minutes)**
   a. Institutional Effectiveness
       i.
   b. Core Competencies
       i. Terry Kelly
       ii. Carrie King
       iii.
   c. Student Success Metrics Visualization and Reporting
       i. Claudia Lampman
       ii. Erin Holmes
   d. Standard Two Working Group
       i. Monica Kane
       ii.
   e. Liaison and Outreach Team
       i.
   f. Communication Team
       i. Kirstin Olmstead
       ii.
   g. Writing Team
       i. Susan Kalina

7. **Next Meeting:**
   a. Discussion of Standards, Eligibility Requirements and Process
   b. Assignment of Working Groups
   c. Other?

8. Looking forward:
  a. Meeting Schedule – Every-other week, 3:30-5:00?
      i. Proposed dates
  b. February 7, 9:00-10:30 Core Competency Open Forum (Coffee and Registration at 8:30)

Committee Member		Committee Member		Committee Member
Susan Kalina, Vice Provost, OAA, Co-Chair		Erin Hicks, Associate Professor, CAS		Kirstin Olmstead, Public Relations and Marketing Manager, University Advancement
Carrie King, Professor, COH, Co-Chair		Ryan Hill, Interim Director, Residence Life		Paul Ongtooguk, Director, Alaska Native Studies
Terry Kelly, Associate Professor, CAS, Co-Chair		Erin Holmes, Associate Vice Provost, Institutional Research		Steve Rollins, Dean, LIB
Jennifer Brock, Interim Associate Dean and Professor, CoEng		Monica Kane, Chief of Staff, Administrative Services		Denise Runge, Dean, CTC
Whitney Brown, Director, Career Services		Dan Kline, GER Director, OAA, and Professor, CAS		Benjamin Shier, Interim Chief Information Officer and Associate Vice Chancellor, ITS
Ryan Buchholdt, Deputy Director, Facilities and Campus Services		Claudia Lampman, Vice Provost, Student Success		Cheryl Siemers, Assistant Director, Kenai Peninsula College
Rachel Graham, Chair, FS Academic Assessment Committee and Associate Professor, MSC		John Moore, Co-President, Staff Council		Megan Carlson, OAA (*Support*)

NORTHWEST COMMISSION ON
COLLEGES AND UNIVERSITIES
NWCCU

January 31, 2019

Dr. Cathy Sandeen
Chancellor
University of Alaska Anchorage
3211 Providence Drive
Anchorage, AK 99508-8054

Dear Chancellor Sandeen:

This letter serves as formal notification and official record of action taken by the Northwest Commission on Colleges and Universities (NWCCU) at its meeting on January 9-11, 2019, concerning the Fall 2018 Mission Fulfillment and Sustainability Evaluation of the University of Alaska Anchorage. This action was taken after consideration of evidence, including the institution's Self-Evaluation Report, the Peer-Evaluation Report, the optional Institutional Response to the Peer-Evaluation Report, and information received as part of the institutional representative meeting with Commissioners.

Accreditation
• Reaffirm Accreditation.

Status of Previous Recommendations Addressed in this Evaluation
• Recommendation 1 of the Fall 2011 Year 1 Peer-Evaluation Report is fulfilled and no further action is required.
• Recommendation 1 of the Fall 2014 Mid-Cycle Peer-Evaluation Report is fulfilled and no further action is required.

Commendations
The Commission commends the University of Alaska Anchorage (UAA) for:

1. An inclusive planning process for UAA 2020, which brought the campuses together in an unprecedented joint effort focused on Student Success.
2. Its culture of ██████ and ██████ especially in relationship to Alaska Native communities.
3. Its commitment to community engagement and the Public Square.
4. Its extensive assessment efforts related to student learning. Faculty exhibit robust ownership and leadership in assessing academic programs, and also engage proactively in the multifaceted assessment of General Education.

Recommendations for Areas Substantially in Compliance but in Need of Improvement
The Commission recommends that the University of Alaska Anchorage:

1. Expand efforts around institutional planning of graduate programs to demonstrate their academic quality and role in mission fulfillment (Standard 2.C.12).
2. Continue the focus on collaborative Student Success efforts to raise low graduation and retention rates and support Mission Fulfillment (Standard 5.B.1).

Required Follow-Up
- Address Recommendations 1 and 2 of the Fall 2018 Mission Fulfillment and Sustainability Peer-Evaluation Report as an addendum to the Spring 2020 Mission and Core Themes Report.

Future Evaluations
- Mission and Core Themes Report in Spring 2020 with an addendum to address Recommendations 1 and 2 of the Fall 2018 Mission Fulfillment and Sustainability Peer-Evaluation Report.
- Mid-Cycle Evaluation and visit in Fall 2021.
- Mission Fulfillment and Sustainability Evaluation and visit in Fall 2025.

NWCCU is committed to an accreditation process that adds value to institutions while contributing to public accountability, and we thank you for your continued support of this process. If you have questions about any of the information in this letter, please contact your staff liaison, Senior Fellow Dr. Mac Powell.

Sincerely,

Sonny Ramaswamy
President

SR:rb

cc: Ms. Megan Carlson, Accreditation Liaison Officer
        Mr. John Davies, Chair, University of Alaska Board of Regents
        Dr. James Johnsen, President, University of Alaska System
        Dr. Laura Woodworth-Ney, Fall 2018 Mission Fulfillment and Sustainability Peer-Evaluation
            Committee Chair

2020 Standards for Accreditation

The Northwest Commission on College and Universities' (NWCCU) Standards for Accreditation support the organization's mission to accredit institutions of higher education on a seven-year cycle by applying evidence-informed standards and processes to support continuous improvements and promote student achievement and success.

Design and Function

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

Structure

Each Standard for Accreditation is designated by a number and title (e.g., Standard One – Student Success and Institutional Mission and Effectiveness) and is further defined by elements of the Standard, which are designated by the number of the Standard followed by the element (e.g., 1.A Institutional Mission). Each Standard is introduced by a narrative summary intended only to provide direction and not to serve as a criterion for evaluation.

STANDARD ONE – STUDENT SUCCESS AND INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution articulates its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on ▮▮▮▮ and closure of achievement gaps, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators. The institution's programs are consistent with its mission and culminate in identified student outcomes leading to degrees, certificates, credentials, employment, or transfer to other higher education institutions or programs. Programs are systematically assessed using meaningful indicators to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes for all students, including underrepresented students and first-generation college students.

Institutional Mission

1.A.1 The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

Improving Institutional Effectiveness

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

Student Learning

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

1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

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

1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

Student Achievement

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

1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (█████ gaps).

1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and █████.

STANDARD TWO – GOVERNANCE, RESOURCES, AND CAPACITY

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

Governance

2.A.1 The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

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

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

2.A.4 The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

Academic Freedom

2.B.1 Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

2.B.2 Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

Policies and Procedures

The institution develops and widely publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner.

2.C.1 The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

2.C.2 The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

2.C.3 The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

2.C.4 The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records

Institutional Integrity

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

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

2.D.3 The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

Financial Resources

2.E.1. The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

2.E.2. Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

2.E.3 Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

Human Resources

2.F.1 Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

2.F.2 The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Student Support Resources

2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on ▮▮▮▮ and closure of ▮▮▮▮ gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

2.G.2 The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

2.G.3 Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered.

Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

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

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

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

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

Library and Information Resources

2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

Physical and Technology Infrastructure

2.I.1 Consistent with its mission, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

Eligibility Requirements
for Candidates for Accreditation
and Accredited Higher Education Institutions

The Northwest Commission on Colleges and Universities (NWCCU) requires that every member, applicant, and candidate institution be a degree-granting institution whose mission is focused on excellence in higher education and meets the following Eligibility Requirements. Failure to meet any Eligibility Requirement may lead to the imposition of a sanction or adverse action for a member institution, denial of application for candidacy, or denial of initial accreditation.

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

2. OPERATIONAL FOCUS AND INDEPENDENCE The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting and sustaining NWCCU's Standards for Accreditation and Eligibility Requirements.

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

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

5. STUDENT LEARNING The institution identifies and publishes the expected learning outcomes for each of its degree, certificate, or credential programs. The institution engages in regular and ongoing assessment to validate student learning and, consistent with its mission, the institution establishes and assesses student learning outcomes (or core competencies) examples of which include, but are not limited to, effective communication, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy that are assessed across all associate and bachelor level programs or within a General Education curriculum.

6. STUDENT ACHIEVEMENT The institution identifies and publishes expected outcomes and metrics for student achievement, including, but not limited to graduation, retention, completion,

licensure, and measures of postgraduation success. The indicators of student achievement are disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student, and any other institutionally meaningful categories that are used to help promote student achievement and close barriers to academic excellence and success (████ gaps).

7. NON-DISCRIMINATION The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its mission.

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

9. GOVERNING BOARD The institution has a functioning governing board(s) responsible for the quality and integrity of the institution and for each college/unit within a multiple-unit district or system, to ensure that the institution's mission is being achieved. The governing board(s) has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities, shall have, with respect to such boards, clearly defined authority, roles, and responsibilities for all entities in a written contract(s). In addition, authority and responsibility between the system and the institution is clearly delineated, in a written contract, described on its website and in its public documents, and provides NWCCU accredited institutions with sufficient autonomy to fulfill its mission.

10. CHIEF EXECUTIVE OFFICER The institution employs an appropriately qualified chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. The chief executive officer may serve as an ex officio member of the governing board(s) but may not serve as chair.

11. ADMINISTRATION In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators, with appropriate levels of authority, responsibility, and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness. Such administrators provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission. Executive officers may serve as an ex officio member of the governing board(s) but may not serve as chair.

12. FACULTY Consistent with its mission, the institution employs qualified faculty members sufficient in numbers to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and sustainability of its academic programs. The institution regularly and systematically evaluates the performance of faculty members in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties.

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

14. LIBRARY AND INFORMATION RESOURCES Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

15. PHYSICAL AND TECHNOLOGY INFRASTRUCTURE The institution provides the facilities, equipment, and information technology infrastructure necessary to fulfill and sustain its mission and maintain compliance with all federal and applicable state and local laws. The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

16. ACADEMIC FREEDOM Within the context of its mission and values, the institution adheres to and maintains an atmosphere that promotes, supports, and sustains academic freedom and independence that protects its constituencies from inappropriate internal and external influences, pressures, and harassment. Faculty, students, staff, and administrators are free to examine and test all knowledge and theories.

17. ADMISSIONS The institution publishes student admission policies which specify the characteristics and qualifications appropriate for its programs and adheres to those policies in its admissions procedures and practices.

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

19. FINANCIAL RESOURCES AND PLANNING The institution demonstrates financial stability, with cash flow and reserves necessary to support and sustain its mission, programs, and services. Financial planning ensures appropriate available funds, realistic development of financial resources, and appropriate risk management to ensure short-term financial health and long-term financial sustainability.

20. FINANCIAL ACCOUNTABILITY For each year of operation, the institution undergoes an annual, independent financial audit by professionally qualified personnel in accordance with

generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

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

22. RELATIONSHIP WITH NWCCU The institution understands and accepts the standards and policies of NWCCU and agrees to comply with these standards and policies. Further, the institution agrees that NWCCU may, at its sole discretion, make known the nature of any action, positive or negative, regarding the institution's status with NWCCU to any agency or member of the public requesting such information.

23. INSTITUTIONAL CAPACITY The institution demonstrates operational capacity (e.g., enrollment, human and financial resources, and institutional infrastructure) sufficient to fulfill and sustain its mission. It allocates resources as necessary to achieve its mission and engages in realistic budgeting, enrollment management, and capital planning to support the achievement of its identified strategic indicators of institutional capacity.

Adopted August 2019

UAA Academic Affairs
UNIVERSITY of ALASKA ANCHORAGE

January 14, 2020

To: Susan Kalina, Vice Provost for Academic Affairs and Professor, Languages, *Tri-Chair*
        Carrie King, Professor, Dietetics and Nutrition, *Tri-Chair*
        Terrence Kelly, Associate Professor, Philosophy, *Tri-Chair*
        Jennifer Brock, Interim Associate Dean, College of Engineering and Professor,
        Mechanical Engineering
        Whitney Brown, Director, Career Services
        Ryan Buchholdt, Deputy Director, Facilities and Campus Services
        Rachel Graham, Chair, Faculty Senate Academic Assessment Committee and
        Associate Professor, Mathematics
        Erin Hicks, Associate Professor, Astronomy
        Ryan Hill, Interim Director & Associate Director, Residence Life
        Erin Holmes, Associate Vice Provost, Institutional Research
        Monica Kane, Chief of Staff and Contract Administrator, Administrative Services
        Dan Kline, Director, General Education and Professor, English
        Claudia Lampman, Vice Provost for Student Success and Professor, Psychology
        John Moore, Research Laboratory Manager, CAS and Co-President, Staff Council
        Kirstin Olmstead, Public Relations and Marketing Manager, University Advancement
        Paul Ongtooguk, Director, Alaska Native Studies
        Steve Rollins, Dean, Consortium Library
        Denise Runge, Dean, Community and Technical College
        Benjamin Shier, Interim Chief Information Officer and Associate Vice Chancellor,
        Information Technology Services
        Cheryl Siemers, Assistant Director, Kenai Peninsula College and Professor, English

From: John Stalvey, Interim Provost

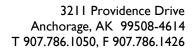Cc: Chancellor's Cabinet
        Full Council of Deans and Directors
        Faculty, Staff, and Student Governance Leaders

Re: Appointment to the Accreditation Advisory Committee

I am pleased to appoint you to serve on the Accreditation Advisory Committee. The group
will assist the Vice Provost for Academic Affairs in guiding the university into the next
phase of our institutional accreditation processes. This is an important service, and I am
grateful for the leadership you will bring to this key effort.

Please see the attached timeline, which includes the many milestones ahead. I ask that you
commit to serving on the Committee through the Mid-Cycle Evaluation visit in Fall 2021.

In addition to the contributions you will make to the group itself, you will be asked to serve as a liaison to the UAA community, keep your colleagues informed of the group's work, and solicit their views and input as the process moves forward.

Welcome to the Accreditation Advisory Committee, and thank you for your role in this important work.

Accreditation 2025 Timeline

Date	Activity
YEAR ONE	
Fall 2018	Site Visit
Spring 2019	Reaffirmation
Summer 2019	Draft - Student Achievement Metrics and Disaggregation Initiate - NWCCU Mission Fulfillment Fellows Project: Community/Employer Interviews Propose - NWCCU Student Retention, Persistence and Success Academy Project
YEAR TWO	
September 2019	Draft - Student Achievement Metrics and Disaggregation Provide - Regular Governance Updates
October 2019	**Accreditation Kick Off (Oct. 4)** Conduct - Core Competency Stakeholder Outreach Conduct - NWCCU Mission Fulfillment Fellows Project: Community/Employer Interviews Conduct - NWCCU Student Success Academy Project: Tier 1 Writing & Math Provide - Regular Governance Updates
November 2019	**Open Forum: Honoring Your Work and Building Forward (Nov. 15)** Conduct - Core Competency Stakeholder Outreach Conduct - NWCCU Mission Fulfillment Fellows Project: Community/Employer Interviews Conduct - NWCCU Student Success Academy Project: Tier 1 Writing & Math Attend - NWCCU Student Retention, Persistence and Success Academy Meeting (Seattle) Attend - NWCCU Accreditation Liaison Training & Evaluator Team Chair Training (Seattle) Attend - NWCCU Annual Meeting (Seattle) Provide - Regular Governance Updates
December 2019	**Core Competencies Compilation to Cabinet, Faculty Senate, Staff Council, USUAA** Formalize - Accreditation Advisory Committee Conduct - Core Competency Stakeholder Outreach Conduct - NWCCU Mission Fulfillment Fellows Project: Community/Employer Interviews Conduct - NWCCU Student Success Academy Project: Tier 1 Writing & Math Provide - Regular Governance Updates
January 2020	Re-Conceptualize - Core Competency List (Accreditation Advisory Committee) Conduct - Core Competency Stakeholder Outreach Conduct - NWCCU Mission Fulfillment Fellows Project: Community/Employer Interviews Conduct - NWCCU Student Success Academy Project: Tier 1 Writing & Math

Date	Activity
February 2020	Edit - Core Competency list to incorporate relevant information from the Fellows Project Reduce - Core Competencies to 9 – **Open Forum** Conduct - Core Competency Stakeholder Outreach Conduct - NWCCU Mission Fulfillment Fellows Project: Community/Employer Interviews Conduct - NWCCU Student Success Academy Project: Tier 1 Writing & Math Provide - Regular Governance Updates
March 2020	Reduce - Core Competencies to 3 - Mechanism TBA Conduct - NWCCU Student Success Academy Project: Tier 1 Writing & Math Submit - Ad Hoc Report on Recommendations 1 & 2 from the previous cycle Provide - Regular Governance Updates
April 2020	Submit - Draft Core Competency List to Cabinet, Faculty Senate, Staff Council, USUAA, UAA Community Conduct - Feedback Period
May 2020	Review - Draft Core Competency List (Cabinet, Faculty Senate, Staff Council, USUAA, UAA Community) Decide - Cabinet approves final Core Competencies
Summer 2020	Develop - Mission Fulfillment Data Site (Student Learning, Student Achievement) Develop - Mission Fulfillment Annual or Semester Communication Plan
YEAR THREE	
Fall 2020	Implement - Mission Fulfillment Assessment and Continuous Improvement
Spring 2021	Implement - Mission Fulfillment Assessment and Continuous Improvement Draft - Mid-Cycle Evaluation Year Three Report
Summer 2021	Implement - Mission Fulfillment Assessment and Continuous Improvement Submit - Mid-Cycle Evaluation Year Three Report
YEAR FOUR	
Fall 2021	Implement - Mission Fulfillment Assessment and Continuous Improvement Host - Mid-Cycle Evaluation Site Visit
Spring 2022	Implement - Mission Fulfillment Assessment and Continuous Improvement
Summer 2022	Implement - Mission Fulfillment Assessment and Continuous Improvement
YEAR FIVE	
Fall 2022	Implement - Mission Fulfillment Assessment and Continuous Improvement
Spring 2023	Implement - Mission Fulfillment Assessment and Continuous Improvement
Summer 2023	Implement - Mission Fulfillment Assessment and Continuous Improvement
YEAR SIX	
Fall 2023	Implement - Mission Fulfillment Assessment and Continuous Improvement Conduct - Evaluation of Institutional Effectiveness Self Study
Spring 2024	Implement - Mission Fulfillment Assessment and Continuous Improvement Conduct - Evaluation of Institutional Effectiveness Self Study Draft - Policies, Regulations, Financial Review Report
Summer 2024	Submit - Policies, Regulations, Financial Review Report Draft - Evaluation of Institutional Effectiveness Report

Date	Activity
YEAR SEVEN	
Fall 2024	Draft - Evaluation of Institutional Effectiveness Report
Spring 2025	Draft - Evaluation of Institutional Effectiveness Report
Summer 2025	Submit - Evaluation of Institutional Effectiveness Report
YEAR ONE	
Fall 2025	Host - Evaluation of Institutional Effectiveness Site Visit