Year Seven Self-Evaluation Report

UNIVERSITY OF ALASKA ANCHORAGE

Overview, Preface & Standards 1-5

DRAFT
December 21, 2017

Comments due by
JANUARY 5, 2018

NOTES ON THIS DRAFT:

1) We responded to as much of the feedback as we could. If you see something that is missing, please note and provide as much information/insight as possible so we can respond accurately. We are particularly looking for Cabinet’s response to the summary findings in Standards 4 & 5.

2) The mock evaluators made some recommendations related to the financial sections in Standards 2 & 3 that we have not yet been able to address fully. We will work on that in January.

3) There are some data and information that still need updating or gathering. Fall 2017 closing is January 8. If you are able to provide insights/information on any of these incomplete areas, please do so in your comments.

4) The draft grew by approximately 40 pages as a result of the comments, most of which pointed to a need for more explanation, examples, analysis, and stories. There is some redundancy with repeating topics that we might be able to reduce in January.

5) The Amazing Stories will be written with time for your review.

TIMELINE:
Final edits and formatting will occur in January with a target for electronic release of the final report the first week of February. A campus-wide distribution will be scheduled for March.
**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.

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**UAA CORE THEME OBJECTIVES AND INDICATORS**

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Approved by Chancellor’s Cabinet February 2015
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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. The present university was created in 1987 following a statewide system reorganization that merged the university in Anchorage with four community colleges, with an additional community college being added 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 the communities of the Southcentral Alaska region and students throughout Alaska. Through 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 18,000 students.

UAA is an open-access institution with a unique culture. The university is committed to providing instructional quality at all academic levels, helping all 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 externally validated, 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.
UAA CAMPUSES

UAA PEER LIST APPROVED BY 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
- Boise State University
- CUNY College of Staten Island
- Ferris State University
- Florida Gulf Coast University
- Idaho State University
- Indiana University - Purdue - Ft. Wayne
- McNeese State University
- Northern Kentucky University
- Northwestern State University of Louisiana
- Purdue University - Calumet Campus
- The University of Texas Rio Grande Valley
- Troy University
- University of Arkansas at Little Rock
- Weber State University
- Western Kentucky University
- Youngstown State University

Fall 2017
- Faculty: 1,199
- Staff: 1,253
- Student employees: 716
- Student headcount: waiting for release 1/2018
As the designated health campus for the University of Alaska System (UA System), the university 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. The range of programs include occupational endorsement certificates in Pharmacy Technology and Phlebotomy to master’s degrees in Public Health, and Social Work, to doctoral programs in Clinical/Community psychology and the new doctorate of Nursing Practice. To provide greater opportunity to Alaska’s students, UAA has also developed partnerships and affiliations to enable students to pursue an array of professional and graduate studies. Examples include medical education through The WWAMI Medical Program, a collaborative medical school in five northwestern states, Washington, Wyoming, Alaska, Montana, and Idaho, and the University of Washington’s School of Medicine. Other collaborative doctoral programs include the Occupational Therapy Doctorate through Creighton University, and the Doctor of Pharmacy programs through Creighton University and Idaho State University.

With its broad mission, the university is still developing and balancing the role of research within an instructional institution. Research at the university has grown in the last decade, with a faculty member adding the eleventh patent to UAA’s portfolio this year, with all but one added since 2010. One of the newest patents was awarded for an innovative solution to snow and ice removal using efficient embedded carbon fiber as the heat source. The Office of Research and Graduate Studies works with faculty and students to develop intellectual property and commercialize research. Participation in undergraduate research is strong. Sixty-three students received awards for their work in FY17, and 41 received research grants.

With a multi-year multi-million dollar grant, the institution now hosts the Arctic Domain Awareness center (ADAC), a Department of Homeland Security Center of Excellence, to develop and transition technology and educational programs and improve awareness and crisis response capabilities related to challenges posed by the changing Arctic environment. UAA faculty and students also pursue research related to Alaska. Other multi-year, grant-funded projects include a new system for water treatment that could be beneficial to remote rural Alaskan communities. Several health-related projects are also underway, including work related to better diagnose and treat gastric cancer among Alaska Native people. Recent oil industry related projects have focused on corrosion testing, especially important due to the aging Trans-Alaska pipeline.

Consistent with its mission, UAA was one of the first institutions to be granted the “Community Engagement” classification in 2006 by the Carnegie Foundation for the Advancement of Teaching. It successfully gained re-approval of the designation in 2015, both for curricular engagement and outreach and partnerships. It’s engagement activities include mutually beneficial student learning experiences with school districts and nonprofit agencies, such as UAA’s partnerships with the Chevak school district related to literacy, teacher education, and curriculum development. UAA’s Center for Community Engagement and Learning also promotes and supports community-based research. Recent projects have included field testing a model for working with autistic children, and a long-term project with a local community council to test the water quality in a local Anchorage creek and measure the impact of a restoration
project connected to the creek. These hands-on projects enrich the communities and the students and faculty who participate.

UAA cares for its students and their success demonstrates the institution’s commitment to teaching excellence, research, and engagement. Below are just a few examples of student achievement.

- UAA students garner national and international awards including:
  - In 2017, UAA celebrated its first ever Rhodes Scholar, one of 32 students selected for this prestigious honor.
  - Fourteen UAA students have been named Fulbright Scholars, 12 since 2010
  - Seven Truman Scholars have been educated and mentored here, two named since 2010.
  - Four students have received the Congress-Bundestag award since 2010.
  - Six students have received the Cultural Affairs Critical Languages Scholarships since 2010.
- The Seawolf Debate team is ranked by official World Debate Countil as 9th most competitive program in the world, the second highest ranked team from the United States.
- Kenai Peninsula College teams have consistently finished among the top three in the National Science Foundation’s National Process Technology Troubleshooting Competition.
- In the first year competing in the NASA Student Launch Challenge, UAA engineering students won the university level Rocket Fair Award.
- Seawolf scholar/athletes consistently maintain one of the highest grade point averages within the GNAC division.
- Michael Edmond Kituralria Ulroan, the first Alaska Native Science and Engineering Program (ANSEP) graduate to serve as student commencement speaker. He earned his civil engineering degree in 2014, becoming the first engineer in the history of his village. He now works at the Regional Director in ANSEP’s Acceleration Academy helping prepare high school students for college.

Over its 63 year history UAA and its community campuses have shown they are resilient and adaptable 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. Since 2013, the university has prepared for the current economic downturn in Alaska and the projected reduction in high school graduates, through comprehensive review and planning. The new UAA 2020 strategic plan and the processes now in place, will allow the institution to adapt to these conditions and improve our retention and graduation rates for all students through enhanced advising and focused support systems for student success.
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 (91% in fall 2016), and the majority of first-time freshmen (74%) graduated from high schools in southcentral Alaska, UAA’s geographical service area.

The number of students enrolled part-time at UAA is a distinguishing characteristic of the institution, which can be traced to UAA’s origin as a community college. The Anchorage, Kenai, and Prince Williams Sound campuses have a small residential component, though the majority of students live off-campus. The percentage of part-time students enrolled at UAA has stayed at an average of 60 percent through the review period. This percentage is well above the 39 percent average reported for UAA’s peers in fall 2015. Most first-time freshmen enter UAA as full-time students (68% in fall 2010 and 72% in fall 2016). However, an average of 16 percent of those who entered as full-time degree seekers over the last five years transitioned to part-time status during their academic careers. Responses from the 2016 National Student Survey of Engagement (NSSE) show that UAA has a higher percentage of students who work and care for family members than that of other participating institutions. These differences mean that many of the nationally normed metrics for first-time full-time degree seeking freshmen do not adequately measure our student success.

UAA’s graduation rate for traditional students has stayed at a stubbornly low level (25-28%) during this accreditation cycle. As discussed above, most of students do not start as first-time full-time degree-seeking freshman, but UAA’s efforts in working with this traditional population has not produced the anticipated improvements in the rates. It is encouraging that data shows that the majority (72%) of UAA students complete a baccalaureate degree within 12 noncontiguous semesters (6 years), reflecting their part-time status, but the institution must do better to help students succeed more efficiently. Through new leadership, improved data analysis, and inclusive planning in the last three years, UAA has made some progress. The UAA 2020 goals for retention, persistence, and graduation provide focus and additional resources to improve this traditional graduation rate and the success of all students.

The institution has a substantial number of students (34%) entering at the developmental level, which can be barrier to their successful retention and completion. UAA has changed testing instruments, opened the Learning Commons, and added supplemental instruction to increase the success of these students. With changes to student advising to give all students a realistic assessment of college readiness and degree preparedness, and increased personalized attention through instruction or computers, underprepared students should be better able to transition into the university.

The number of non-degree seeking students remains substantial overall (28 percent), and at the four community campuses non-degree seeking students comprised from 70 percent to 92 percent of the enrollments in fall 2016, reflecting their community college mission. However, due to the way data is collected for entering students, some students listed as non-degree seeking on one campus may be enrolled in a degree program offered on another campus. The percentage of students enrolled at UAA seeking a degree or certificate has grown from 69 percent in fall 2010
to 71 percent in fall 2016, primarily on the Anchorage campus. It is important to acknowledge that about 8 percent of each UAA graduating class are students who entered UAA as non-degree seeking, showing that their path to student success, though unconventional, is valid.

The UAA student body has become more diverse, with underrepresented racial and ethnic populations growing from 27 percent in fall 2010 to 33 percent in fall 2016. The change in US Census definitions of ethnicity has made tracking these populations more challenging, but the institution is seeing the demographics of the region and the university change in tandem. First-generation and Pell-eligible student populations are also increasing. Alaska Native students are especially important to the institution, as they form a sizeable indigenous population undergoing rapid cultural transformation. Despite many targeted and culturally-appropriate programs, UAA has not been successful in raising graduation or retention rates of this group, which can also serve as a successful “grow-your-own” strategy for new Alaska Native faculty members. This is a major focus of the newly adopted Diversity Action and Inclusion plan, and the university will be dedicating more resources to improve the performance of these students.

Current Environment

At the time of its last comprehensive NWCCU review in 2010, UAA was experiencing enrollment growth, accompanied by the development of new programs and increased investment in infrastructure, including the construction of new buildings and major renovations of existing spaces. Since 2013, student enrollment at UAA has decreased, and the number of Alaskan high school graduates is not projected to return to the record levels of 2010-2011 until 2025-2026 (WICHE Knocking at the College Door, Projections of High School Graduates 2016). Moreover, Alaska is dependent on a resource extraction economy, and with the decline in the price of oil over the last five years the state now faces serious fiscal challenges. While still highly ranked nationally for its support of higher education, the state of Alaska has reduced operating funds to UAA by $19.7 million, representing a 14.6 percent cut in its budget from FY15 to FY18. UAA has managed these cuts through a combination of strategies, including reducing the number of programs, layoffs and attrition, contract reductions, and increased efficiencies. The UA System’s Strategic Pathways effort, a review of all programs and services across the three accredited institutions, has established system-wide functional coordination councils, as well as some specific coordination between the colleges of business, engineering, and education. Documents related to this are included in the virtual evidence room.

Faculty and staff morale has declined in the last several years, due to the continued fiscal uncertainties and the necessary steps taken to respond to budget reductions. Maintaining a safe and positive campus environment is an essential value of UAA, and, based on feedback received from multiple staff and faculty surveys, leadership has increased the two-way communication to campus, such as the Conversations with the Provost. New ways to acknowledge the value and accomplishments of the faculty and staff have been developed, including a redesign of the Chancellor’s Awards for Excellence. More examples of these changes can be found in Standard 4, Core Theme 4. Survey responses also show that people are proud of UAA and committed to the institution and what it stands for, so ongoing efforts to improve morale will be based on a strong foundation.
To respond to its changing external and internal environments, UAA has engaged in a variety of activities since its last comprehensive review. These efforts include, but are not limited to:

- Review of all programs for mission and Core Theme alignment through Program Prioritization (discussed in Standard 3);
- Strengthened commitment to improving Alaska Native student success through creation of the Associate Vice Chancellor of Alaska Natives & Diversity and the Alaska Native Education & Research Advisory Council (discussed in Standard 4);
- Developed the first comprehensive Diversity Action and Inclusion Plan with specific objectives to increase diversity campus-wide (discussed in Standards, 3, 4, 5);
- Increased commitment to student learning outcomes assessment, with a particular focus on general education (discussed in Standard 4);
- Improved support to incoming students (mandatory advising, the Learning Commons, the University Hub and other initiatives);
- Enhanced data management and use of information (the IR-Reports website and new business intelligence capabilities);
- Created an unallocated fund balance to serve as a contingency against budget challenges.

As UAA has completed the current UAA 2017 strategic plan, Chancellor Tom Case initiated the UAA 2020 planning process in fall 2016 to re-evaluate UAA’s core values, recognize its platforms of excellence, and establish a small set of short-term goals to guide the institution as it continues to serve its students, communities, and state in uncertain times. The last four years have also seen the development and adoption of a Diversity and Inclusion Action Plan that will guide the institution’s diversity efforts. These plans are referenced throughout this study and are presented more thoroughly in Standard 5. The combination of this forward-looking effort, with the self-reflection and analysis of the accreditation self-study, provided faculty, staff, and students the opportunity to think critically about what UAA is, where the institution wants to go, and how the university will arrive there successfully.

BASIC INSTITUTIONAL DATA FORM

[the completed form will be inserted here]
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 took leadership positions elsewhere. Currently the chancellor, provost, and vice chancellor for administrative services are interim appointments. National searches are underway for a new chancellor and vice chancellor for administrative services. The search for a provost will begin once the chancellor is named.

Chancellor’s Cabinet: Former UAA Provost Samuel Gingerich was named interim Chancellor, in July 2017 following the retirement of Thomas Case. Chancellor Case had served since May 2011, following the retirement of Chancellor Fran Ulmer. Duane Hrcir was named interim Provost on July 1, 2017 to fill the vacancy left when Dr. Gingerich became interim Chancellor. In December 2014 Samuel 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 Michael Driscoll left to become the President of Indiana University of Pennsylvania. Pat Shier transitioned from CIO/Associate Vice Chancellor for Information Technology Services to interim Vice Chancellor for Administrative Services in October 2016, after the long-serving Vice Chancellor William Spindle was offered the opportunity to create the administrative services structure of the new Texas A&M University San Antonio. update with VCAS in January?

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, to reflect the statewide mission of UAA’s health programs. In September 2015 Jeane Breinig became the 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.

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), Bogdan Hoanca (interim, College of Business and Public Policy), Fred Barlow (College of Engineering), and John Mouracade (Dean of the 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). Update with new CBPP dean

**Student Affairs changes** include Dean of Students Ben Morton (2017), and interim Associate Vice Chancellor for Enrollment Services Lora Volden (2016). Update this information for Student Affairs before final draft.

**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. This reorganization was approved by the UA Board of Regents 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 had increased 46 percent from AY08-AY13 and awards had increased 62 percent over the same time 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 within UAA’s College of Business and Public Policy.

**Arctic Domain Awareness Center:** 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 Access, Advising and Transition (now named The University Hub). 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 alumni 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 the following major new facilities projects: 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.

As guided by UAA’s Campus Master Plans, several major renovations, detailed in the evidence room, have also been completed.

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 is also now utilizing Microsoft’s Business Intelligence (Power BI) software to improve its capabilities to create interactive reports.

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 was approved 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 accreditors 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, minor in Alaska Native Business Management, minor in International Business, minor in Entrepreneurship, Occupational Endorsement Certificate in Millwright, and the Occupational Endorsement Certificate in Alutiiq Language.

Since the last comprehensive review, as of June 2017 UAA has submitted substantive changes to NWCCU to add 33 certificate and degree programs. At the same time, the mission alignment exercise of Program Prioritization in 2013 led to suspending admissions to 69 programs, and eliminating 46. [Update/Finalize numbers in January]

DEVELOPMENT OF THE SELF-STUDY

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 participation for an honest and authentic analysis of the institution’s achievements and opportunities for improvement, to lead the creation of the self-study report, and to prepare for site visit. Two faculty members and the Vice Provost for Academic Affairs co-chaired the Institutional Self-Study Committee, which was divided into five subgroups, each focused on one of the Standards. Membership included twenty-five faculty, staff, and administrators. The Standard Four 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. A full overview of the self-study planning and process can be found at the Academic Affairs website and in the document room.

Response to topics previously requested by the Commission:

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).

The set of UAA’s five Core Themes intentionally align with the five priorities of the UAA 2017 strategic plan. They were approved by the Chancellor’s Cabinet in Spring 2009 and the Board of Regents in 2012. Since developing the first institutional assessment plan to support these Core
Themes in 2009, UAA has employed a variety of processes to refine its objectives and indicators. The figure below shows how UAA, with guidance from NWCCU, moved from 17 goals and 160 indicators in year one to a more manageable, meaningful and understandable 7 objectives and 16 indicators for this review.

In 2005 UAA participated in NWCCU’s Standards Revision and Implementation Pilot Project. In the span of two years, the institution went through all stages of the seven-year cycle, which at that time entailed four full reports, an extended report, and two site visits. Through a broad and inclusive process, UAA established its Core Themes and the initial set of 17 Goals, 45 Outcomes and 160 Indicators for the first report. Given the recommendations from the year three and year five reviews, the institution undertook continued broad and inclusive processes to refine the indicators and simplify the complexity of its goal-outcome-indicator structure. In this process, UAA identified three criteria for refining indicators: 1) they should directly relate to achievements within the Core Themes, 2) reflect the priorities of the institution, and 3) inform management decisions that lead to improved programs and services. The review resulted in 6 Objectives, 17 Outcomes, and 44 Indicators for the 2010 Year Seven Self Evaluation Report.
UAA received another recommendation to refine the indicators. The institution maintained the 6 Objectives, 17 Outcomes, and 44 Indicators for the 2011 Year One Self-Evaluation Report, in order to conduct an intentional process over the next year “to refine the indicators for each core theme, ensure that measures are in place for each, reach agreement on targets for desirable improvements, and collect and analyze data relative to these targets.” (NWCCU February 7, 2011) The criteria continued to focus on institutional indicators that provided the best guidance in planning, decision making, managing, and assessing the overall health of the institution in the context of the mission. During this revision, the Chancellor’s Cabinet combined the objectives and outcomes into a single set of objectives, worked with Institutional Research to determine the availability of relevant data, the need to establish data sets where sources were not already actively under development, and identify trends and peer comparisons to inform targets, thresholds of concern, and/or benchmarks. Among other changes, the institution decided to focus Core Theme One: Teaching and Learning more specifically on student learning and achievement, which paralleled the Faculty Senate Academic Assessment Committee’s shift to a focus on the culture of learning at UAA. This resulted in 7 Objectives and 22 Indicators in the 2014 Mid-Cycle Self-Evaluation Report.

The mid-cycle review resulted in a continued recommendation to refine the indicators. In response, the Chancellor’s Cabinet, governance groups, a newly formed Accreditation Steering Committee, Academic Affairs, Institutional Research, and Institutional Effectiveness finalized the current set of 7 Objectives and 16 Indicators in 2015. Equally important, governance and leadership groups engaged in re-writing the rationale for the indicators, responding to the question, “Why is this indicator meaningful to the institution and to you in your work?” The groups included the Accreditation Steering Committee, Faculty Senate Academic Assessment Committee, Faculty Senate Committee on 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 are the bases for the core theme rationales provided in Standard 1. This process of refining the indicators helped focus assessment efforts over the past two years. The analysis in Standard 4 revealed some limitations of the indicators, reinforcing a discussion on revisiting the indicators for the future.

**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).**

In response to the mid-cycle evaluation team report and the Commission Recommendation, UAA revised its definition of mission fulfillment to more clearly demonstrate alignment with 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).
As expressed in the Mid-Cycle Report and further guided by the NWCCU evaluation team comments, the institution has 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. This definition is articulated in Standard 1.A.2, where the five measures of UAA’s Mission Fulfillment are explained.

The analysis in Standard 4 demonstrates 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.
STANDARD 1: MISSION, CORE THEMES, AND EXPECTATIONS

Insert an “Amazing Story” and Photo

Eligibility Requirement 1: Operational Status
The progenitor of UAA, Anchorage Community College, formed 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 graduating class of 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.

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.

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

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 our 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 and 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]


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 it fulfills its three-part mission to discover and disseminate knowledge, and serve the higher education needs of the state in a rich, diverse, and inclusive environment.
1.B. CORE THEMES

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, page xx:

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

These five 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.

Each core theme is supported by objectives and indicators of achievement. 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. To encourage individuals and groups to think more deeply about the connections between the indicators, resource allocation, and their own work, in 2015 governance and leadership groups across the institution were asked why and how the indicators are meaningful measures of achievement for UAA, given the institution’s purpose, characteristics and expectations. From this input, new rationales for each indicator were developed to replace the rationale of the Year One Self-Evaluation Report. The campus now has a more clear understanding of the linkage between purpose, metrics, indicators, and actions, and is maturing in its understanding of accreditation processes as being useful and meaningful.

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 performance, 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. Some targets have been developed by governance and leadership groups - for example, the target for program student learning outcomes assessment was recommended by the Faculty Senate Academic Assessment Committee. For indicators that do not lend themselves to numeric targets, the institution has chosen benchmarks or continuous improvement.

The Institutional Assessment Plan below depicts the relationship of the mission, the UAA Mission Fulfillment Expectations, the Core Themes, and the Objectives. The brief definitions of each Core Theme have been revised since the Year One Self-Evaluation Report to provide more detail regarding how they relate to UAA’s particular purpose, characteristics, and expectations.
The following section provides an overview of the Core Themes, Objectives, and Indicators, including the rationale and targets for each indicator. A more complete analysis of performance on all indicators is provided in Standard 4.
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 for high demand jobs 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 study period. Every course and program identifies student learning outcomes, and student achievement is measured relative to these outcomes. Faculty monitor student achievement through program student learning outcomes assessment, which informs program 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 28 percent of enrollment in fall 2017. Since the mid-cycle review, the institution has added an indicator focused on course pass rates that includes non-degree-seeking students. Tracking this indicator has led to curricular revision and greater student success, which is discussed in Standard 4 with specific examples.

OBJECTIVE 1: UAA Student Learning Outcomes Are Achieved

- INDICATOR 1: Course pass rates

  Rationale: The indicator provides evidence of appropriate student placement, course sequencing, alignment of learning goals with the curriculum, effective pedagogies, and faculty development. Assessment of individual courses provides data for faculty analysis and ongoing course improvement. 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.

  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 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 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 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, recommended actions for improvement, and report on actions
taken to “close the loop” based on previous assessment cycles. To track and record this at an institutional level, an annual survey of programs is conducted by the Academic Assessment Committee of the Faculty Senate, which captures aggregated information about actions faculty have taken to continually assess and improve their programs and the learning that takes place within them.

Targets: Proposed targets are set by the Faculty Senate Academic Assessment Committee and Academic Affairs based on past performance and current environment. The current target is that students admitted to degree and certificate programs meet or exceed at least 90 percent of faculty expectations. 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. This is a primary measure of UAA’s success in our 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 circulated to the colleges of Health and Engineering for input. The Chancellor’s Cabinet approves final targets. Over the study period, UAA exceeded targets 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, promoting access, and meeting demands for educational services. A better educated population has a positive impact as they 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 that promoted enrolling 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 current environment. Targets are circulated to Student Affairs and Budget Office for review and input. Chancellor’s Cabinet approves final targets.

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 research and graduate students, and within UAA’s nine 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 it uses that capacity 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, 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 estimated based on past performance, current environment, and input from the Office of Research and Graduate Studies. Chancellor’s Cabinet approves final targets, which have been continuous improvement on the measure. The number of proposals submitted have 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.

- **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. 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-enrollment institution and providing a rich, diverse, and inclusive environment. It provides 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 opens 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 allows for 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 significantly reduced 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 estimated based on past performance and current environment. Input is received from Student Affairs, and the Chancellor’s Cabinet approves the final targets. UAA’s performance has been steady for baccalaureate degree-seekers. Its rate for all undergraduates has consistently 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**: Successful Learning Rate is the proportion of courses successfully completed compared to the total courses attempted by first-time degree-seeking students during their first year of enrollment.

  **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 how well they are supported 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.

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

  **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. Targets are circulated to Student Affairs and Budget Office for review and input. The Chancellor’s Cabinet approves final targets. Total awards have increased and high demand job area awards continue to represent the majority (72%) of all awards.
• **INDICATOR 3**: Undergraduate graduation rates

  **Rationale**: This nationally normed metric measures how efficiently students are reaching 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's communities.

  **Targets**: UAA began setting targets for this indicator in AY12, and that year’s rate served as the benchmark for future targets, which also reflected 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 will contribute to the well-being of the state of Alaska. Importantly, as education leads to employment, it contributes to ending generational poverty in Alaska’s communities by connecting students to jobs.

  **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. 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 the 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**: Serving as model professionals, engaged citizens, and leaders, it is important that faculty and staff reflect the racial and ethnic diversity of Alaska. Creating a rich and inclusive learning environment allows for broader perspectives in instruction, research, and community engagement, provides role models for all students, and prepares students to navigate local and international contexts. A diversity of
viewpoints is also 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 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. It motivates faculty and staff to do their best work. 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 and 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.

  **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, which is 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 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**: Continuous improvement, and the survey has consistently shown improvements in the perceptions of the library learning environment.

  **MEASURE 2**: UAA Faculty and Staff Insight Survey (Modern Think) Results

  **Rationale**: This metric is important to UAA because a positive campus environment attracts the best 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, allows UAA to make comparisons with its peers, and demonstrates good stewardship of resources. 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 spent in an appropriate manner to ensure that expenses 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.

- **MEASURE 1:** UAA Instructional and Student Related Expenditures per Certificate or Degree Awarded

  **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.

- **MEASURE 2:** UAA Instructional and Student Related Expenditures per student credit hour.

  **Rationale:** This metric indicates the value UAA represents to the state of Alaska and to its students, it 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.

- 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 stream.

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.

- 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.

- INDICATOR 4: Number of crimes, incidents, and injuries reported

Rationale: Monitoring the numbers 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. Based on the data, problem areas can be identified and solutions developed. Tracking the trends allows UAA 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 include data for all UAA 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 21st 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 sectors, agencies and communities

  *Rationale*: The UAA partnership portfolio 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 fostering this across the institution strengthens our academic programs. 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 across the state, leads to increased opportunities for hands-on experiences for students, more financial and other external sources of support, and enhanced placement prospects for graduates. Gaps in the portfolio call attention to areas for future development in key areas of institutional strength, and ways to create more opportunities for faculty, staff, students, and alumni.

  *Targets*: The UAA faculty, staff, and the Community Engagement Council developed criteria for the partnership portfolio and reviewed and selected projects using criteria that require that selected projects are deep, pervasive, and integrated.

- **INDICATOR 2**: Number of UAA colleges that develop 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, providing a clear signal to faculty that the university values community engagement and that it 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, and that target has been met. [need to address what is next here and/or in Standard 4]

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 in 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 will be more thoroughly assessed in Standard 4.
STANDARD 2: RESOURCES AND CAPACITY

**Insert an “Amazing Story” and Photo**

**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 Standard 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 on 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 directly to the Chancellor. In addition, the university has begun implementation of a Diversity and Inclusion Action Plan that provides actions and accountabilities 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 interests in university grants, contracts, leases or loans. Board of Regents Policy 04.10 specifically defines and regulates nepotism, conflicts of interest, and abuse of a university position for political purposes. As described in Standards 2.A.22-23, the university has well-defined procedures for ensuring ethical practices, including in research, and for ensuring the fair and consistent treatment of students and employees.


Eligibility Requirement 7: Governing Board

The UA Board of Regents is the governing body for the UA System. It is an 11-member board, appointed by the Governor and confirmed by the Alaska Legislature. Members serve an 8-year term, with the exception of the student regent who is nominated from his/her campus and serves a 2-year term. The UA Board was established through the Alaska Constitution. The major responsibilities of the Board 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 Governor of the state.

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 (P02.02.015). 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, including the Provost and Executive Vice Chancellor overseeing Academic Affairs; three Vice-Chancellors in charge of Administrative Services, Student Affairs, and 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 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 approximately 648 regular and term faculty members, 44 percent are tenured and 24 percent are on a tenure track. Typically, national searches are conducted to fill all tenure-track positions. In 2016, UAA maintained a 14:1 student-to-faculty ratio. The faculty are evaluated annually under the terms of the 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 academic programming and policies to ensure the integrity of academic programming.
Eligibility Requirement 11: Educational Program

As of fall 2017 UAA offers 168 degree and certificate programs including 19 occupational endorsement certificates, 13 undergraduate certificates, 39 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 program 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 kinds of improvements programs 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. An additional marker of appropriate content and rigor is the fact that 74 UAA programs currently hold specialized accreditation in their field of study.

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 must consist of a core of at least 34 credits distributed among coursework in written and oral communication, quantitative skills, social sciences, natural sciences, humanities, and fine arts. UAA faculty have identified nine GER Student Learning Outcomes, to which the approved GER courses and their learning outcomes map. The university’s general education requirements (GER) and their student learning outcomes for a baccalaureate degree are described in detail in Standards 2.C.9-10. Following a cyclical Academic Program Review and ensuing curricular changes in AY17, students earning the Associate of Arts 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 then move into a baccalaureate program.

Historically, applied associate degrees met related instruction in communication, computation, and human relations through a combination of general course requirements, the general education component of AAS degrees, and instruction embedded within the degree requirements. In fall 2017, a faculty committee was charged with fully aligning 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 detailed 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, 23.6 FTE staff, and 12 FTE student workers. The library has onsite more than 838,000 monographic volumes, 16,300 serial titles, and 496,000 microform units. It licenses more than 220 databases and 626,000 electronic books, 83,000 electronic journals, and 7,500 media titles that can be accessed 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 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. Each community campus has a separate library facility with supporting staff and collections appropriate for students attending at 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 located on all campuses, 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 mission and relevant core themes are considered when planning and prioritizing equipment purchases. The technology infrastructure includes fiber optic and secure wifi connectivity, adequate onsite and cloud storage, and redundant computing resources disaster recovery capabilities.

Eligibility Requirement 15: Academic Freedom

The university actively promotes an atmosphere in which independent thought and freedom of expression exist are protected in the pursuit and dissemination of knowledge. Board of 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**

Admission policies, procedures, and requirements for undergraduate, graduate, international, and non degree-seeking students are published on the UAA Admissions website. ([www.uaa.alaska.edu/admissions/](http://www.uaa.alaska.edu/admissions/)) All prospective students must apply through this website. The university adheres to these stated requirements in its admissions procedures and practices. 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 ([https://catalog.uaa.alaska.edu/](https://catalog.uaa.alaska.edu/)). It details the mission, core themes; admission requirements and procedures; grading policy; information on academic programs and courses; specialized accreditation status; names, titles, and academic credentials of administrators and faculty. The Catalog also provides a link to the Fact Finder Student Handbook for rules and regulations for student conduct; academic rights of students; refund policies and procedures; tuition and fees; refund policies and procedures; and opportunities and requirements for financial aid. The Fact Finder Student Handbook directly links to and from the UAA Catalog and houses: student freedoms, rights and responsibilities, including rules and regulations for student conduct; complaint procedures, and campus safety information at ([https://catalog.uaa.alaska.edu/handbook/](https://catalog.uaa.alaska.edu/handbook/)). The academic calendar is available online at [https://www.uaa.alaska.edu/academics/office-of-academic-affairs/academic-calendar.cshtml](https://www.uaa.alaska.edu/academics/office-of-academic-affairs/academic-calendar.cshtml).

**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 allocations to UAA over the last three years. This scenario was anticipated and preparations made through Program Prioritization (described in Standard 3.B.1) and ongoing strategic reallocation. The university generally carries a strategic reserve of more than 4 percent of total budget, and 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 Part V Finance and Business Management of Board of Regents Policy. The university reviews its financial status through quarterly management reports that reconcile
current expenditures and forecast future expenses. UAA’s financial status and systems are audited regularly by the UA System Office of Audit and Consulting Services, and their findings are submitted 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 it requires to carry out its 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, i.e., the change to doctoral granting status and bringing Prince William Sound College under 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]** UAA faculty, staff, students, and administrators participate in the governance of the institution through long-standing structures, including the Faculty Senate, 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 of these bodies 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. (link) 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 Committee and the Diversity Action Council. Each also has at least one representative on system-wide councils.

**[2.A.2]** UAA is governed by the UA Board of Regents and is one of three 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 system and the institution. The recent Strategic Pathways initiative resulted in the creation of several coordinating councils.
across the institutions within the system. These are in addition to longstanding, system-level faculty, staff, and student representative groups. UA Board of Regents’ bylaws, policy, regulations, meeting agendas and minutes are posted on the Board of Regents website and archived in the Office of the UA System President. (link)

[2.A.3] 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. 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; for example both Student Affairs and Administrative Services oversee compliance with the Clery Act. The Vice Provost for Academic Affairs oversees 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 to be trained as accreditation evaluators.

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 Chancellor takes responsibility for Title IX compliance, with the Office of Equity and Compliance reporting directly to the chancellor. The UA System recently signed a resolution agreement with the U.S. Department of Education Office of Civil Rights (OCR) that outlines actions to be taken to resolve issues identified during a three-year compliance review by the OCR. (link?) The UAA campuses are actively engaged in these compliance activities and in ensuring that these activities do not conflict with NWCCU Eligibility Requirements and Standards.

GOVERNING BOARD

[2.A.4-5] 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 AS 14.40. (link) The Board’s 11 members are selected and appointed for a term of eight years by the governor and confirmed by a majority of the members of the legislature in joint session. 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 receive no 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 outset of each public meeting.

The Board of Regents hold approximately six public meetings each year during which they plan, prioritize, and approve policies, operations, initiatives, programs, and services at the institutions.
Final decision-making authority lies with the Board as a whole. According to Regents Bylaw 07, unless otherwise specifically directed by action of the Board, all committees will be advisory to the board, and decisions of committees may be overruled by action of the board. The regular meetings usually include an opportunity for public testimony, providing students, faculty, staff, and community members an opportunity to voice opinions and share perspectives. Board agendas and minutes are public and available on the Regent’s website (link).

[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. (link) 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 President of the UA System is appointed by the Board of Regents and 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. (link)

[2.A.8] Regular Review of Board Performance. Board of Regents’ Bylaws 03 call 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. (link)

LEADERSHIP AND MANAGEMENT

[2.A.10] Chancellor. Chancellor Sam Gingerich 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 President’s Summit Team, an executive leadership group, that coordinates 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 Vice Chancellor for Alaska Natives and Diversity; and maintaining shared governance through the UAA Governance office.
[2.A.9-11] Community Campuses. 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, administrative services, community relations, advising, student services, residence life, and enrollment services, library services, information technology, and media relations. They participate with the college 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 academic deans’ offices.

Community campuses are represented on the university’s shared governance groups, including the Faculty Senate, Undergraduate Academic Board, 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 Committee, the Diversity Action Committee, the University-wide Faculty Evaluation Committee, and the Institutional Self Study Committee. All of the campus directors are members of the statewide Community Campus Directors Council, which meets monthly via audio, and twice a year in person to discuss practices and address concerns with the UA System President. Each community campus also has an external advisory board to maintain their connection to community leaders and local concerns.

Chancellor’s Cabinet — The Chancellor’s Cabinet includes the Provost and Executive Vice Chancellor of 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 forges a common vision of the collection of responsibilities and activities that characterize the institution; ensures collaboration and support among the academic, administrative, and service units; and works collaboratively across institutional functions and units to fulfill UAA’s mission and achieve UAA’s Core Theme objectives. This includes embedding the principles of assessment and accountability, resource planning and strategic allocation, and ensuring student success into the culture of the university. The Cabinet provides direction, sets policies and expectations, and evaluates performance in their areas for all UAA programs. An organizational chart is available on the Chancellor’s webpage. [link]

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 and Accreditation; Faculty Services; Institutional Effectiveness, Engagement and Academic Support; and Research and Graduate
Studies. The Vice Provost for Alaska Native Science and Engineering, 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 to this report, former provost Gingerich organized three councils to 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 Committee with the Vice Chancellor for Administrative Services. The Provost also oversees institutional coordination of academic matters with the UA System through the Academic Council, formerly called the Statewide Academic Council.

Student Affairs. Led by Vice Chancellor Bruce Schultz, the division of Student Affairs is composed of seventeen programs and departments, and 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 organization chart is available on their website. (link)

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; the Registrar’s ex-officio service on the Undergraduate Academic Board and Graduate Academic Board; service on the Diversity Action Council; service on the Campus Climate Committee (Title IX); service on the Institutional Self Study Committee; and administrative management of student organizations, including USUAA student government, Media Board, Residence Hall Association, Greek Council, Club Council, and Concert Board. The Vice Chancellor for Student Affairs also serves on UA Statewide coordination groups including the UA Student Services Council.

Administrative Services. Led by Interim Vice Chancellor Pat Shier, (update for final draft) 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, and the University Police. The Administrative Services leadership team includes Associate Vice Chancellors for Financial Services, and 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 their website. (link)

Administrative Services staff have an important and essential role in ensuring coordination, compliance, and operational effectiveness within the UA Statewide operations and systems. They are involved in many statewide initiatives and maintain communications with their counterparts across the system through formal statewide 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 Assistant Vice Chancellors for University Relations and Alumni Relations, and a Lead Development Officer who oversees the major gifts team. The Vice Chancellor serves on the UA Public Relations Council and the UA 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 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 of Equity and Compliance ensures compliance with local, state, federal, and university policies, procedures and programs on equal opportunity, affirmative action, discrimination, including discriminatory harassment and sexual and gender-based misconduct. 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. OEC also ensures the provision of 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 20 programs. The UAA/APU Consortium Library also has an active advisory board, as do many of the institution’s 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 the emphasis on engagement in the university mission, these formal boards are an essential element in ensuring the institution listens to its communities and constituencies. 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, the most recent examples being the Geological Sciences Community Advisory Board for the MS Applied Geological Sciences, the Nutrition Precepts for the MS Dietetics and Nutrition, the --- for the BS Occupational Health and Safety, and the --- for the AAS Surgical Technology. [gathering data on advisory boards]

Advisory boards also advocate for the university and its programs, assist with fundraising efforts, and support UAA students and graduates through mentorship and networking opportunities.

POLICIES AND PROCEDURES

ACADEMICS

[2.A.12] Academic Policies. UA Board of Regents Policies and University Regulations broadly define academic policies related to teaching, service, scholarship, research, and artistic creation. These policies are detailed 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. These are available on the Academic Affairs website (link) and include 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 Academic Catalog is the university’s primary means of official communication with students and contains information regarding 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 Fact Finder Student Handbook on the Dean of Students’ website. (link)

**NWCCU Credit Hour Policy.** The university’s credit hour definition is consistent with NWCCU policy and federal regulation, as per Board of Regents Policy P10.04.035, updated on June 5, 2015, and further elaborated in Regulation 10.04.035, updated on January 1, 2017. (link) Credit hour assignments are approved by the faculty through the curriculum review and approval process. Academic Affairs and the Registrar’s Office regularly review course scheduling for compliance with the approved credit-hour assignments, and report the results of this periodic review to the Faculty Senate.

**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).

UAA created the Online Learning Council in 2017 to remedy the deficiencies in compliance with C-RAC guidelines, NWCCU Distance Education Policy, and the National Council for State Authority on Reciprocity Agreements (NC-SARA), which UAA joined in 2017. The Online Learning Council, a group of faculty and administrators from across all campuses, is an advisory council to the provost with three charges: 1) responsibility for institution-wide distance education policy and planning, structure and technology initiatives; 2) provide a forum for discussion regarding implementation of Learning Technologies; and serve as a venue for proposal approval for distance education activities. Council membership includes faculty and administrators from across all campuses.

**[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 specifically states: *Access to information resources shall be provided to university faculty, staff, students, and affiliates to further the university's mission of instruction, research and public service. Access to information resources shall be granted based on relevant factors, including legal and contractual obligations, privacy, the requestor's need to know, information sensitivity, and risk of damage to or loss by the university.* (link) In addition to this policy, the Consortium Library posts its mission statement and access and use policies on its website. (link) There are specific policies on the circulation of library materials, computer use, database restrictions, and the use of graduate research study carrels, along with a code of conduct and
copyright guidelines. Policies on instruction and research services, and library services to the general public, are also posted. 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. Most recently the UAA Faculty Senate approved an Open Access Policy to encourage the faculty, staff, and students to contribute their scholarly and creative works to the university’s institutional repository, Scholarworks@UA, making their work freely available. (link)

[2.A.14] Transfer of Credit. UAA’s transfer-of-credit policy is published in the UAA Academic Catalog and conforms to Board of Regents Policy 10.04.060 and Regulation R10.04.060. (link) Transfer credit may be awarded for: 1) courses completed at a regionally accredited institution; 2) international coursework per a World Education Services ICAP course-by-course evaluation; and 3) 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 University of Alaska system is guided by Board of Regent’s Policy 10.04.062 General Education Coursework Transfer. (link)

Board of Regents Policy P10.04.070 (link) guides credit for non-traditional learning. At UAA, nontraditional 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. Upon matriculation, students may also be awarded credit for high school technical courses that adhere to a nationally recognized curriculum and where there is a current articulation agreement between the high school and UAA. Credits earned through nontraditional credit do not duplicate other credit 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 nontraditional credit to complete certificate or degree requirements may be limited by individual academic programs.

Concurrent Enrollment. Board of Regents Policy P10.05.015 (link) allows students to enroll simultaneously in a course at a pre-postsecondary institution (or homeschool) and at the university, in which 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 school students at the Matanuska-Susitna College community campus and at the 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 09.09 (link), academic honesty, appeals, and grievances in Regents Policy 09.03
To administer students’ rights and responsibilities in a fair and consistent manner, the university utilizes established procedures to address allegations of student misconduct, including academic dishonesty, complaints of gender-based and sexual misconduct, reports of unlawful UAA 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 student services, consultations, and technical assistance to students, faculty, and staff. DSS has established and consistent processes for student intake to determine eligibility and accommodations, mechanisms for faculty notification of approved accommodations, and appropriate liaison services with students, faculty, and staff. There are also procedures to address disputes regarding decisions for appropriate academic adjustments and programmatic accommodations for students with disabilities.

[2.A.16] Admission/Placement/Continuation/Termination. Through Board of Regents Policy 10.05 (link), 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 either in 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 Academic Catalog (link) and comply with Board of Regents Policy 10.05. For students disputing termination from programs delivered by a community campus, both the Catalog and the Dean of Students’ Office website link students to the appropriate community campus office.

While appropriate admissions policies and procedures are in place, this accreditation self-study has revealed that the sections outlining this in the UAA Catalog are difficult to navigate, information is repeated in several places, and there has not been a full review of admissions practices in several years. As part of the student success initiative outlined in the UAA 2020 strategic plan, the institution is undertaking a full review of admissions policies and procedures beginning in 2017. Improvements to the admissions section of the 2018-2019 UAA Catalog were made in summer 2017 and continue to be made based on recommendations received during this self-study.

[2.A.17] Co-Curricular Activities. Following the guidelines in Regents Policy 09.07 (link), UAA provides clear expectations and definitions of student roles and responsibilities in co-
curricular activities through program 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] The Human Resources policies and procedures governing the institution can be found at Board of Regents Policy Part IV, Human Resources (link). In addition, faculty and certain staff positions are subject to collective bargaining agreements (CBAs), which are negotiated on a regular schedule to reflect changes in the work environment. In the past, a faculty handbook provided further guidance. However, given that most of the policies collected within it are excerpted from other policy documents, its usefulness moving forward is not clear, and it is undergoing a thorough review by the faculty. Policies and procedures regarding student workers are located in Board of Regents Policy 09.05. (link)

The UA Board of Regents reviews all its policies periodically to ensure their relevance to current conditions. A Statewide 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 across the system.

[2.A.19] The UA System publishes and maintains standardized Appointment Letters that inform all new hires of the significant terms of their employment. Appointment letters are renewed annually for term and temporary employees. 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, administrative employees, and student workers are implemented under guidelines established in Board of Regents Policy 04.07.030. (link)

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. According to Board of Regents Policy 04.07 (link), staff performance is to be reviewed annually, with the review stored in the employee’s personnel file in the Human Resources office. There was a new online performance management system introduced across the University of Alaska system in 2017, which will alleviate the need for paper files.

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

**INSTITUTIONAL INTEGRITY**
The university communicates its academic intentions, programs, and services through its website. The university home page (link) provides links at the top of the page that show UAA’s relevant statistics, programs, and services to students. 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. (link) The UAA Catalog and the Fact Finder 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 (link). The university recently upgraded its web content management system (CMS) 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, abuse of power, and nepotism that are not tolerated at the university. (link). 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 Regents Policy. (link) Long-standing procedures to operationalize these policies exist at UAA, and have been reviewed and approved by UA System general counsel staff.

Board of Regents Policy 04.08 (link) guide 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 for faculty. Student dispute resolution procedures are published in the UAA Catalog and Fact Finder Student Handbook, with links from the Dean of Students website. These include academic disputes, disputes regarding the Student Code of Conduct, and other disputes. Websites of specific units such as the Office of Equity and Compliance and the Office of Human Resources also include information related to complaints and grievances.

The Fact Finder Student Handbook outlines Student Rights, Freedoms, and Responsibilities, the Student Code of Conduct, as well as the Student Conduct Review procedures and related grievances. (link)

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. (link)

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, the general public and external organizations. This office oversees Title VII and Title IX compliance for which all university employees undergo formal, rigorous 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 (link) defines conflicts of interests 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 interests 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 maintains policies to ensure the competitive review of research proposals requires the disclosure of potential conflicts of interests 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. Ownership, copyright, control, compensation, and revenue derived from intellectual property associated with the work of university employees and students are governed by Board of Regents Policy 10.07.050 for Inventions, Patents, Copyrights, Trademarks and Other Intellectual Properties. (link) Article 14 – Intellectual Property for UAA Faculty – in the collective bargaining agreement between the University of Alaska and its faculty union, United Academics (AAUP/AFT), is aligned with the UA 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 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 between UAA and any start-up companies resulting from research. It licenses 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 (link) and in the UAA Catalog (link). 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. Programs with specialized accreditation are also published on the Academic Affairs accreditation website and in the UAA Catalog. The website provides the status of those accredited programs, including dates of initial accreditation, last accreditation, and next accreditation review. (link)

[2.A.26] Contractual Agreements with External Entities. Agreements with external entities, including academic and research agreements, are approved through the Chancellor’s office and reviewed by the UA Statewide General Counsel’s office, to ensure 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 (link), and with Northwest Commission Standards for Accreditation.

Policy and regulation governing contractual agreements with external entities for products or services are outlined in Board of Regents Policy 05.06. (link) This policy was reviewed and updated in 2015, and dictates 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 agreements approved by UA Statewide 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 its governing body, the UA 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.” (link) This governing principle is reinforced by Board of Regents Policy 10.07.101 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 the 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. (link))

The university embraces tenure as a means of assuring that, by providing employment security to faculty, UAA creates an environment that continues to nurture academic freedom. The rights and privileges of tenure are published in Board of Regents Policy 04.04.045 (link). Protection of
academic freedom also guides UAA’s management of its information resources. Board of Regents Policy 02.07.030 (link) 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.” (Board of Regents Policy 02.07.064 (link)

[2.A.28] Environment Supports Independent Thought. The pursuit of new information and the dissemination of knowledge lie at the core of the UAA’s Mission. The University of Alaska system actively supports and protects an environment of independent thought in the pursuit and dissemination of knowledge through several 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 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 agreements. Fulfillment of this expectation is measured in annual evaluation and the meeting of promotion and tenure requirements. The high-impact practice of undergraduate research has a deep and sustained history at the institution, and faculty are encouraged to conduct research, publish, discuss research-related topics in the classroom, and engage as citizens in the community. The annual Innovate Awards for faculty from the Office of Research and Sponsored Programs, 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 our annual Performance Reports (link), including academic conferences, community Think Tanks, and guest lecturers invited to speak on campus 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 many classrooms promote free and open intellectual exchanges with the responsibility to maintain professionalism and respect alternative views and opinions.

[2.A.29] Fair, Accurate, and Objective Presentation of Scholarship. UAA faculty adhere to a Code of Ethics (link), published in the Faculty Handbook, written to ensure that those with teaching responsibilities present scholarship accurately and objectively and that 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 10.07.06 (link), which defines misconduct in research, scholarly work, or creative activity to include “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 President has promulgated University Regulation 10.07.06 (link) to establish a review process for investigating allegations of intellectual misconduct. In addition, all University employees must comply with the Alaska Executive Branch Ethics (Alaska State Statute 39.52) (http://law.alaska.gov/doclibrary/ethics/EthicsAct.html)

FINANCE

[2.A.30] Oversight and Management of Financial Resources. Part V of the Board of Regents Policy and University Regulation (link) addresses finance and business management. UAA complies with Policy and Regulation while providing supplemental reporting services designed to support operational decision-making. UAA financial management and accounting activities align with procedures established by the UA Statewide Fund Accounting Office to ensure compliance with federal, state, Board of Regents’, and industry standards, as published in the UA Statewide Accounting and Administrative Manual (link). The UA Statewide 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 (link?).
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 7 percent compared to the 12.6 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.

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</tr>
</thead>
<tbody>
<tr>
<td>Faculty (Regular)</td>
<td>583</td>
<td>604</td>
<td>614</td>
<td>636</td>
<td>614</td>
<td>578</td>
<td>566</td>
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<tr>
<td>Faculty (Temporary)</td>
<td>655</td>
<td>711</td>
<td>715</td>
<td>691</td>
<td>666</td>
<td>634</td>
<td>597</td>
<td>585</td>
<td>-10.7%</td>
</tr>
<tr>
<td>Faculty Administrators</td>
<td>63</td>
<td>63</td>
<td>67</td>
<td>62</td>
<td>64</td>
<td>70</td>
<td>65</td>
<td>56</td>
<td>-11.1%</td>
</tr>
<tr>
<td>Faculty Subtotal</td>
<td>1,301</td>
<td>1,378</td>
<td>1,396</td>
<td>1,389</td>
<td>1,344</td>
<td>1,282</td>
<td>1,228</td>
<td>1,199</td>
<td>-7.8%</td>
</tr>
<tr>
<td>Exempt (Regular)</td>
<td>324</td>
<td>349</td>
<td>362</td>
<td>405</td>
<td>422</td>
<td>417</td>
<td>416</td>
<td>421</td>
<td>29.9%</td>
</tr>
<tr>
<td>Exempt (Temporary)</td>
<td>9</td>
<td>10</td>
<td>14</td>
<td>6</td>
<td>4</td>
<td>8</td>
<td>2</td>
<td>3</td>
<td>-66.7%</td>
</tr>
<tr>
<td>Exempt Subtotal</td>
<td>333</td>
<td>359</td>
<td>376</td>
<td>411</td>
<td>426</td>
<td>425</td>
<td>428</td>
<td>424</td>
<td>27.3%</td>
</tr>
<tr>
<td>Non Exempt (Regular)</td>
<td>663</td>
<td>628</td>
<td>626</td>
<td>614</td>
<td>599</td>
<td>577</td>
<td>549</td>
<td>526</td>
<td>-20.7%</td>
</tr>
<tr>
<td>Non Exempt (Temporary)</td>
<td>238</td>
<td>243</td>
<td>249</td>
<td>257</td>
<td>295</td>
<td>262</td>
<td>217</td>
<td>204</td>
<td>-14.3%</td>
</tr>
<tr>
<td>Non-Exempt Subtotal</td>
<td>901</td>
<td>871</td>
<td>875</td>
<td>871</td>
<td>894</td>
<td>839</td>
<td>766</td>
<td>730</td>
<td>-19.0%</td>
</tr>
<tr>
<td>Crafts &amp; Trade (Regular)</td>
<td>66</td>
<td>72</td>
<td>67</td>
<td>71</td>
<td>77</td>
<td>78</td>
<td>75</td>
<td>71</td>
<td>7.6%</td>
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<tr>
<td>Crafts &amp; Trade (Temporary)</td>
<td>16</td>
<td>14</td>
<td>14</td>
<td>10</td>
<td>10</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>-56.3%</td>
</tr>
<tr>
<td>Crafts &amp; Trade Subtotal</td>
<td>82</td>
<td>86</td>
<td>81</td>
<td>81</td>
<td>87</td>
<td>84</td>
<td>82</td>
<td>78</td>
<td>-4.9%</td>
</tr>
<tr>
<td>Executive Management</td>
<td>29</td>
<td>28</td>
<td>24</td>
<td>30</td>
<td>26</td>
<td>26</td>
<td>25</td>
<td>21</td>
<td>-27.6%</td>
</tr>
<tr>
<td>Regular &amp; Temporary total</td>
<td>2,646</td>
<td>2,722</td>
<td>2,752</td>
<td>2,782</td>
<td>2,777</td>
<td>2,656</td>
<td>2,529</td>
<td>2,452</td>
<td>-7.3%</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>50</td>
<td>49</td>
<td>53</td>
<td>41</td>
<td>47</td>
<td>52</td>
<td>62</td>
<td>46</td>
<td>-8.0%</td>
</tr>
<tr>
<td>Student</td>
<td>709</td>
<td>740</td>
<td>742</td>
<td>699</td>
<td>685</td>
<td>688</td>
<td>647</td>
<td>670</td>
<td>-5.5%</td>
</tr>
<tr>
<td>Student Employees Subtotal</td>
<td>759</td>
<td>789</td>
<td>795</td>
<td>740</td>
<td>732</td>
<td>740</td>
<td>709</td>
<td>716</td>
<td>-5.7%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>3,405</td>
<td>3,511</td>
<td>3,547</td>
<td>3,522</td>
<td>3,509</td>
<td>3,396</td>
<td>3,238</td>
<td>3,168</td>
<td>-7.0%</td>
</tr>
<tr>
<td>STUDENT ENROLLMENT</td>
<td>20,559</td>
<td>20,699</td>
<td>19,825</td>
<td>19,629</td>
<td>18,649</td>
<td>18,116</td>
<td>17,962</td>
<td>waiting for closing 1/8/18</td>
<td></td>
</tr>
</tbody>
</table>

The university system’s required recruitment procedure (R04.03.010) (link) provides a systematic approach for employing qualified employees. Vacancy announcements of regular faculty and staff are posted on the university’s job website. Supplemental advertising is also done 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, and are consistent with academic program needs. For staff positions, the duties come directly 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.

Job descriptions are revised and updated on an ongoing, as-needed basis to accurately reflect the position’s current duties and responsibilities. It is recommended that position descriptions be reviewed annually in conjunction with performance evaluation, or upon recruiting to refill a position if vacant. The descriptions are maintained on the PageUp 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) ([link]). 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 impacts employee morale as well as performance.

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

To help address this lack of tracking, the statewide Human Resources Council recommended a new online performance management tool for staff that was inaugurated in July 2017, with training for staff beginning that fall. Located in the MYUA inclusive personnel system. Completed evaluations are stored online and can be queried in a variety of ways. 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 for 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. 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 ([link]) for attending and presenting at conferences and/or pursuing other scholarly endeavors. Eligible faculty can also apply for Sabbatical Leave ([link]) 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 (formerly the Faculty Technology Center), and the Center for Community Engagement and Learning. Further information about these three centers may be found in Standard 3.B.3 – Core Theme 1.

Staff can work with their supervisor to develop a Career Development Plan to provide an avenue for advancement for an employee within a job family. Additionally, when vacancies occur, supervisors can choose to recruit for the position from current employees, thus creating promotional opportunities. UAA has also presented an annual Staff Development Day each spring 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, well 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 fall 2017 the university employed 614 regular faculty and faculty administrators on all of its campuses. Of those, 342 (56%) held a doctorate degree, 224 (37%) held a master’s degree, and 28 (5%) held a bachelor’s degree, the remaining 20 (3%) held an associate or other credential. (Source: 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 that span all degree levels, appointment and rank advancement of faculty requires discipline-specific academic and/or professional qualifications. These are outlined in the CTC Faculty Evaluation Guidelines approved in 2013. Faculty teaching by distance are held to the same hiring standards and criteria as faculty located on the campuses.

[2.B.5] Faculty Responsibilities and Workloads. A standard faculty workload has five parts 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, university committee service, etc.) are proposed by a faculty member and approved by the dean or director of their college. Workload agreements serve as the plan for the coming year, and may be amended during the year as needed. At the end of the academic year an Annual Activity Report confirms the execution of the proposed plan and is part of the annual faculty evaluation.

In the latest collective bargaining contract with faculty, the guidelines and standards for demonstrating and advancing faculty excellence specifically cite participation and leadership in “shaping and improving assessment methods,” professional development, and the use of instructional and classroom inquiry (link). This emphasis on the role of faculty in actively creating and demonstrating student learning is a tangible example the change in campus culture, from assessment as strictly compliance to an exercise in institutional improvement.

[2.B.6] Faculty Evaluation. Procedures & Regulations for the evaluations of faculty are established on a statewide basis by Board of Regents Policy 04.04.050-.056 (link). In addition, UAA maintains Faculty Evaluation Policies and Procedures which amplify and clarify the provisions contained in the UAA Faculty Handbook (Chapter 3: Policies and Procedures relating to Appointment, Review, Promotion and Tenure) as well as those contained in the applicable collective bargaining agreements (CBA). Due in part to separate college-specific accreditation requirements, individual departments 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 (link), and on criteria established by their director (if applicable), as well as by their peers and dean at the college levels. Annual Activity reports are included in the promotion file. On recommendation by the Provost, the Chancellor makes the final decisions on promotion and tenure. Tenured faculty continue to be evaluated periodically by their campus director, peers, and their dean and 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 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 in which they teach and the Adjunct Handbook (link).

2.C. EDUCATION RESOURCES

[2.C.1] Academic Programs. As of fall 2017 UAA offered 168 degree and certificate programs including 19 occupational endorsement certificates, 13 undergraduate certificates, 39 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.)

Degree and certificate program approval is outlined in Board of Regents Policy 10.04 (link). 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 that involves 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 (link). 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 and are discussed 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 on the university assessment website (link) and in IR-Reports. Course student learning outcomes and associated assessment measures are published in the Course Content Guides in the electronic curricular management system (link?), and are provided to students in course syllabi.

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 (link):

“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 takes into consideration a 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 consistent across all offerings, regardless of delivery method.

In response to the Northwest Commission Credit Hour Policy, the university has 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.

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 learning outcomes and the resulting program improvements;
- guidance provided in the Curriculum and Academic Assessment Handbooks of the Faculty Senate;
- external program accreditations;
- input from industry advisory boards; and
- cyclical Program Review outlined in Board of Regents Policy 10.06.010 (link).

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 (link), and include admissions at all student levels: general admission, non-degree seeking, graduate level, post-baccalaureate, secondary student, and undergraduate.

[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 deans, 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.

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 needed to be resolved. 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 in Standard 4.A.3.

Assessment of Student Achievement of Learning Outcomes – Assessment of student learning is an expectation of faculty at UAA. The Office of Academic Affairs (OAA) has led 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, 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 has moved 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 throughout the year to train faculty and answer questions. This process ensures that the assessment of student learning outcomes is principally planned, carried, 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 IR-Reports, accessible by any University 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.

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 in the discipline is required for all appointments to tenure.

Teaching faculty incorporate activities into their courses that require the use of library resources and develop the students’ abilities to access information, judge its authenticity, and use it effectively in the analysis of issues or the support of arguments. The inclusion of information
literacy is a general education learning outcome (GER #7 and #9 (link)), applicable to all UAA certificate and degree programs, that ensures the development of students’ abilities in this area. At the request of any faculty member, the library will provide specific instruction to a class. During FY16, the Consortium Library staff presented 223 sessions to 3,405 students. The library also creates online guides (LibGuides) to assist students in locating appropriate materials for specific courses or disciplines. [updating 1/8/18]

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 University Core Theme 4, and is fully discussed within Standard 4.

The university has established a robust fiber backbone and wifi system throughout the campus to aid in student learning through computing. 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 (link) 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), such as through portfolios.

[2.C.8] Transfer Credit. UAA accepts transfer credits according to defined policy and criteria outlined in the Academic Catalog and described above in 2.A.14. All accepted credits are comparable with university 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 credit is allowed.

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 petitions forms are located on the Degree Services webpage (link) of 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, nontraditional 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 (link) requires all baccalaureate 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 coursework in written and oral communication, quantitative skills, social sciences, natural sciences, humanities, and fine arts.

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 upper-division Integrative Capstone course).

UAA’s general education requirements for a baccalaureate degree include satisfying the three GER Tiers, with Tier 3 being a general education Integrative Capstone course that combines foundational skills with disciplinary knowledge. Requirements for the Associate of Arts degree include completing the requirements 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 (SLO):

- **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.
- **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.
These learning outcomes extend across the seven Board of Regents category areas (written and oral communication, quantitative skills, social sciences, natural sciences, humanities, and fine arts), each of which is further defined in the catalog.

General education courses are reviewed by the General Education Requirements Committee (GERC) of the Undergraduate Academic Board. 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, UAA has engaged in assessing general education since at least 1998. 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 was established in 2012 to research 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 in play for the past three years, and includes a more programmatic view of the general education requirements, as well as the mapping of 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 programs meet the GER requirement by requiring three credits of oral communication, six credits of written communication, and either 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 (link). 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 to align 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, will be submitted to the curriculum process in Spring 2018, and programs will have AY19 to assess the impact on program curricula and submit changes to the curriculum process. Full implementation will be in AY2020.

During this transition period, as AAS and undergraduate certificate programs come through the curriculum process, their assessment plans are being updated to include a section on related instruction. An example is the following from the recently revised AAS Diagnostic Medical Sonography Academic 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 has the responsibility to serve both local and statewide needs in graduate education through 33 active graduate certificates, master’s and doctoral degrees within a diverse and inclusive environment. The characteristics that distinguish graduate coursework and graduate program expectations are clearly defined in the UAA Catalog, the Curriculum Handbook, and are recognized in the program requirements. It should be noted that the actual programs and their policies reside in the individual colleges.

Through its graduate programs, the UAA Graduate School has focused on making students career ready. For example, the newest graduate 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 Geology 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 and globally, the Graduate School has undertaken to update the MS and MA Interdisciplinary admission requirements to be more robust and in alignment with the rest of the graduate programs at UAA.

To ensure adherence to disciplinary and professional expectations for graduate degrees, 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. Curriculum documents, incorporated within the electronic Curriculum Inventory Management system, guide the GAB’s review, ensure compliance, and provide the framework for consistent program delivery. The Graduate Academic Board ensures that graduate programs at UAA 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 research, scholarship, creative expression and/or professional practice. UAA’s Graduate Council advises the Dean of the Graduate School in policy matters and promotes general advocacy of programs throughout the University community. The Council reviews, determines and recommends policies for graduate programs. Its members consist of
graduate chairs and directors, plus a representative from the Graduate Student Association. The Graduate Council supports the mission of the Graduate School and assists with the update of general graduate policies and procedures.

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

In addition, UAA offers six doctoral degree programs through cooperative arrangements with other universities: the Professional Doctorate in Occupational Therapy (Creighton University), Doctor of Pharmacy (Idaho State, Creighton University), 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, Fisheries and Ocean Sciences).

[2.C.13] Graduate Admission, Retention and Transfer Credit Evaluation. Graduate education at the University of Alaska Anchorage is overseen by the Graduate School (https://www.uaa.alaska.edu/academics/graduate-school). The university details its admission and retention standards for graduate students within the UAA Catalog. To ensure a positive and enlightening educational experience, students’ academic preparation and likelihood of success in their programs are carefully assessed and validated. All students seeking graduate program admission are 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. Additional discipline-specific admission and retention criteria consistent with the graduate degree program to which the student is applying are also utilized. For example, the Doctor of Nursing Practice in Nursing Science adheres to the Commission on Collegiate Nursing Education standards. Prospective graduate students are evaluated for admission by the graduate program faculty, the college dean, and the Graduate School.

During the admissions process and following matriculation, the graduate program faculty, college dean, and the Graduate School, evaluate any 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.

This self-study has pointed out that, given where it is in the development of its graduate programs, the UAA Graduate School needs to revisit the roles and responsibilities of the graduate program faculty, college deans, and the Graduate School, as they relate to recruitment, admissions, retention, and to the development of curriculum and policy.

[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 knowledge of the diversity and challenges of Alaska in the natural, social, and cultural spheres, and how these affect the practice of each field
in the 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 their graduate degree requirements is described in the UAA Catalog, and in the Graduate Study Plan filed in the DegreeWorks advising tool for each graduate student. Examples of programs, many of which are in professional fields, utilizing organized experiential learning in their graduate programs include Master of Education in Educational Leadership, Master of Arts in Anthropology, Master of Public Health in Public Health Practice, and the Graduate Certificate in Dietetic Internship.

[2.C.15] Graduate Programs Prepare Students for Creative Work, Research, Scholarship, and/or Professional Practice. 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 initiatives secured by the student or faculty advisor. Students within the Master of Fine Arts in Creative Writing and Literary Arts create works of literature in fiction, literary nonfiction, or poetry.

UAA’s graduate students have distinguished themselves in several award areas: Samantha Mack (English) was recently awarded the first U.S. Rhode’s Scholarship for UAA and the UA system; Greg Merrill (Biological Sciences) was awarded the National Science Foundation Graduate Research Fellowship. Prior to this, Michelle Shero and Roxanne Beltran, biological sciences graduate students were awarded the same NSF/GRF. Other graduate students are supported by grants in research assistantships, teaching assistants which train future faculty, and service assistantships. Student theses have been awarded the Distinguished Thesis Award by ProQuest/Western Association of Graduate Schools (WAGS) in both STEM and Humanities.

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 have participated in independent scholarship. Appropriate exit requirements allow students to express the knowledge they have acquired in formats designed for their respective programs. Creative works, theses, dissertations, advanced projects and capstones demonstrate this mastery.

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. Graduate degrees and certificates with an emphasis in professional practice prepare students with the skills required to be effective practitioners, as well as leaders, within the public and private sectors to fulfill the needs of the State of Alaska and its diverse communities.

CONTINUING EDUCATION AND NON-CREDIT PROGRAMS

[2.C.16] Credit and Non-Credit Continuing Education Compatible with UAA’s Mission and Goal. Non-credit, Continuing Education Unites (CEUs), non-credit Workforce Credentials, and 500-level professional development offerings are compatible with UAA’s mission and goals,
serving the needs of the state, its communities, and its diverse peoples. These offerings are delivered in the areas of professional development and training, personal enrichment, and university access and college success. In alignment with their respective missions, UAA colleges and community campuses respond to the needs of their particular stakeholders and communities. Within the College of Education, the Professional and Continuing Education (PACE) program (http://pace.uaa.alaska.edu) offers 500-level professional development credit courses for K-12 teachers and administrators, enabling them to maintain their professional licensure requirements. The Center for Corporate and Professional Development, a unit of the Business Enterprise Institute (www.uaa.alaska.edu/ccpd), 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 offerings across the colleges and campuses. (https://www.uaa.alaska.edu/academics/continuing-education/index.cshtml)

[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 that include faculty representing the disciplines and fields of work appropriately in the planning and evaluation of these activities.

Professional development 500-level courses use the 500-level Course Content Guide and follow the regular curriculum process, as described in Standard 2.C.5, up through the dean’s approval. From the dean they are sent to Academic Affairs. Once the course is approved by Academic Affairs, Governance is informed, and the courses are included as informational items on the Faculty Senate Undergraduate Academic Board agenda. Courses with 500-level numbers are designed to 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. Each professional development credit awarded requires at least 12.5 hours of student engagement in a directed learning environment under the supervision of a qualified instructor. A professional development transcript is created through Banner.

Non-credit and Continuing Education Unit (CEU) programming must be initiated by a faculty member or designated representative through a non-credit curriculum form that is reviewed and approved by the dean/director of the college/campus. Noncredit courses are not applicable to any degree or certificate requirements, even by petition. Participants may receive a certificate of attendance from the offering unit. Continuing Education Unit course proposals must include student learning outcomes and assessments. The courses may not be used in degree or certificate programs or be converted to academic credit. The number of CEUs awarded is related to the amount of time required to master the material presented and achievement of 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 receive a certificate of completion from the offering unit.
Noncredit Workforce Credential (WFC) 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, format/activities, and assessment, a brief description of how the WFC will be staffed, resourced and how the enrollees will be supported; 3) how the WFC 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 the external stakeholders. The approval process is the same as for noncredit offerings, with the exception that the final approval authority is the provost.

The university tracks non-credit, CEU, and professional development activities and courses through Banner for 500-level professional development courses, and through a separate registration and tracking software (ASAP) for noncredit and CEU offerings. The College of Health has used another tracking software, and is currently investigating switching 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 is staffed with IT Computer Consultants as schedules permit. Learning centers with math and writing labs are also offered at 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) coordinates support services and advocates for students who experience disabilities. The unit partners with the university community to provide equal access to all curricular and co-curricular programs, facilities, services, and activities. There are two areas in which DSS plays a primary role: coordinating support services for UAA students who experience disabilities, and promoting a Universal Design approach to encourage a barrier-free culture for everyone. 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 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. Campus community members’ safety, and the security of university resources, are of highest importance. The University Police Department (UPD) actively patrols the Anchorage campus and enforces all relevant federal, state, and local laws. UPD, which is 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 whole campus, including the residence halls, 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 to students, faculty, and staff; building security checks; and event security services. At the community campuses, local law enforcement agencies and Alaska State Troopers provide support and assistance as needed.

The UAA Office of Equity and Compliance ensures compliance with University policies, procedures and programs on equal opportunity, discrimination, affirmative action, discriminatory harassment, sexual misconduct, stalking and retaliation. Each year 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 be flexible and adaptable 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 individuals support plans.

The Incident Management Team (IMT) is a group of university employees that represents broad knowledge and service capability to meet emergency situations on or near the UAA 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 UAA 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 each of the campuses. These capabilities are more fully discussed in Standard 3.A.5.
The University Police Department maintains crime and arrest statistics for the Anchorage campus, and requests relevant statistics for the 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 Office 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 (link).

Administrative Services publishes Environmental Health & Safety and Risk Management Support Policies and Procedures (link), developed in accordance with the Board of Regents Policy P05.09.01 (link). Emergency Management, within the Environment Health & Safety and Risk Management unit, publishes information regarding emergency preparedness.

[2.D.3] Recruiting, Admitting, 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 10.06.10 (link).

Student Affairs at all UAA campuses are responsible for the recruitment, admission, and transition of students into the university, and uses various outreach methods to reach them. 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, including new student orientation (Howl Days) and information provided in the UAA Catalog, assist students to understand the academic requirements of their selected majors, and receive timely and relevant information about advising, graduation, and transfer policies. Similar services are provided at each of the community campuses.

[2.D.4] Accommodation of Students When Admissions to a Program are Suspended or a Program is Deleted. The Academic Program Suspension of Admissions or Deletion Guidelines (link) outline the steps to accommodate students when a program in which they are enrolled has been suspended or deleted. Requests to suspend admissions to programs must include teach-out plans and communication strategies before the request is approved by the provost. Programs are officially deleted 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. UAA publishes an annual UAA Catalog (link) that describes the university’s Mission, Core
Themes, and academic programs and courses, including degree and program completion requirements, expected learning outcomes, total credits, and course prerequisites. It is the primary document for all academic policies, admission requirements, and financial aid, tuition and fee schedules, and it includes refund policies for students who withdraw from enrollment. The Catalog also includes a listing of names, titles, degrees held and conferring institutions for faculty and administrators.

Information regarding the student code of conduct, and student’s rights and responsibilities, can be found in the Fact Finder Student Handbook (link) which is compiled by the Dean of Student’s Office and linked to the UAA Catalog. UAA’s academic calendar is found on the university website (link), as well the UAOnline portal that also provides information about class schedules, both current and archived. Program-specific course sequencing documents are available from many academic programs on their website 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 in the UAA Catalog and in program-specific handbooks and on program websites. Do we need more here? An example from a program?

[2.D.7] Student Records. UAA follows Board of Regents Policy 05.08.022 (link) based on American Association of Collegiate Registrars and Admissions Officers (AACRAO) standards of best practice for general record retention. The policy for student records is addressed in Board of Regents Policy 09.04 (link). The electronic student database is governed by the UA System that sets the schedule for retaining and destroying files which is posted here: https://www.alaska.edu/records/records/rds/. UAA also links to this schedule from the Registrar’s office website https://www.uaa.alaska.edu/students/registrar/. 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 regarding available financial aid options is included in the UAA Catalog and on the Office of Student Financial Assistance website (link). Students can receive assistance with financial aid and scholarship-related questions by calling or visiting the UAA One Stop office in the University Center, speaking with a Student Information Specialist, or by emailing the Student Financial Assistance office directly. Students can use the Cost of Attendance webpage (link) 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 programs to assist Alaska high school graduates to receive their post-secondary education in the state, including the Alaska Performance Scholarship and
the needs-based Alaska Education Grant. Alaska high school students who take 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 Education Grants can provide up to $4,000 per year to the student, determined by their Estimated Family Contribution (EFC). The UA Scholars program, created by the UA System, offers a $12,000 scholarship to Alaska high school graduates in the top 10 percent of their junior class.

[2.D.9] Student Repayment Obligations, Loan Programs and the Institution’s Loan Default Rate. The Office of Student Financial Assistance (OSFA) 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, OSFA requires 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 OSFA offers in-person exit counseling sessions as well as an online option at studentloans.gov. These counseling sessions provide students with resources, including information on their 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, OSFA provides the “Savvy Seawolf” financial literacy program, in which 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.

OSFA produces annual loan letters that notify borrowers of their aggregate federal loan indebtedness and 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 OSFA 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 the college’s and/or campus’ 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 own websites regarding advising responsibilities and requirements.

In Anchorage, exploratory (undeclared) and non-degree seeking students are advised by the Student Outreach and Transition advisors within the University Hub in the Student Union. The “Who’s Your Advisor” hotline established in 2014 assists in connecting students and advisors.
Faculty counselors and advisors in Student Services advise undeclared students at community campuses. 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. Student Affairs periodically surveys students about advising effectiveness.

All campuses have a centralized website to help students connect with their academic advisor. Both the UAA Catalog and the Anchorage centralized advising website (link) provide links to the centralized websites of the community campuses.

[2.D.11] 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 UAA. Club Council, a student organization mandated within the USUAA constitution, represents over 100 officially registered clubs. It is comprised of one representative from each registered club on campus. 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. All clubs and co-curricular activities have a faculty or staff advisor, and are overseen by professional staff within Student Affairs.

Student Life & Leadership offers programs and services including Media Board, Concert Board, Student Activities, the Northern Light (newspaper), KRUA 88.1 FM, 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. All student organizations and co-curricular activities are advised by professional staff and faculty of UAA and operate in accordance with Board of Regent's Policy 09.07 (link).

[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. Policy and regulation governing auxiliary operations are found at Board of Regents Policy 05.15 (link) and the University of Alaska Accounting and Administrative Manual, Section 100: No.:B-02 (Auxiliary Funds) (link).

Housing, Dining & Conference Services, and Residence Life work closely together to ensure that all aspects of the residential student experience, from housing applications to room maintenance, and from community involvement to student success, are successful. Under Student Affairs, Residence Life provides a living and learning environment through programs, services, and opportunities that contribute to the personal and academic success of students living 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 community that provides students a living and learning experience that supports their academic success. Resident Advisors, student leaders that organize activities, provide student support, develop a sense of community, and assist in creating a safe and educational living learning environment. Peer Mentors provide personal and academic support to fellow students through study groups, social programs and outreach activities. And each hall has a front desk managed by a student desk assistant, who increase building security, refer students to campus resources, and check out equipment and supplies to residents.

Under Administrative Services, University Housing, Dining, and Conference Services 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 moving into a campus living community, including applications, rates, and meal plans.

Residence Life and Housing work with other university departments to provide eight learning communities in the residence halls. The Kenai River campus residence hall has four living/learning communities. All of these communities give 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 leadership roles.

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 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.

Each of these auxiliaries have mechanisms in place to receive feedback from students to ensure the services provided meet their needs and expectations. Since 1992, the Quality of Life Survey is given annually to students living on campus. 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. 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 Hockey and Women’s Gymnastics) and Division II policies and regulations, including gender-equity principles. All income is processed by a university office independent of the Athletics program, and all operating expenses are processed and/or reviewed at least annually by an independent UAA office.
Expenditures are subject to university audit requirements. Institutional policies explicitly prohibit athletic department staff members from maintaining funds or accounts that are not subject to institutional control and/or review. Board of Regents Policy and Regulations 09.09 (link) govern recreational and intercollegiate athletics at UAA. Governing policies, regulations and procedures are verified through annual UA Statewide audits, NCAA audits that occur every three years, as well as unannounced institutional financial audits.

UAA’s Intercollegiate Athletics Board acts in an advisory capacity to the athletic administration and to the Chancellor in all matters pertaining to intercollegiate athletics and related events or 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 (CER) Committee comprised of key 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 creates procedures through which departments adhere to UAA and NCAA policies in transactions with the department of Athletics.

Domestic and international prospective student-athletes must follow the same admissions procedures as all other students, and are admitted in accordance with the open enrollment policy under which UAA operates. Student-athletes 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 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.

[2.D.14] Identity Verification and Distance Education Courses and Programs. Board of Regents Policy 09.01.080 (link) 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, an online education delivery platform.

Distance students requiring services have their identities verified in multiple ways. For distance student services, 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 with a proctor in person, or valid government ID along with an image of the student captured by the student’s computer camera if using UAA’s RPNow virtual proctoring service.

FERPA rights are protected and enforced similarly 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 an annual email.
2.E. LIBRARY AND INFORMATION RESOURCES

[2.E.1] 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, 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 838,000 monographic volumes, 16,300 serial titles, and 496,000 microform units. It licenses for UAA, including the community campuses, more than 220 databases and 626,000 electronic books, 83,000 electronic journals, and 7,500 media titles that can be accessed via the Internet or at the library. [to be updated 1/8/18]

Scholarworks@UA is the university’s institutional repository created to showcase and maximize access to the university’s academic and scholarly works. The Consortium Library has added 709 items to Scholarworks, which was been used more than 20,600 times in FY16 by 16,000 users. 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. QuickSearch also offers the option of searching for resources beyond the Consortium Library’s collections to access another 1.5 billion records. The Consortium Library licenses this discovery service 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 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 its 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 which 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, and 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. ([link])

Each community campus has a separate library facility with supporting staff and collections appropriate for students attending at their locations. The library facilities are locally managed, funded as part of the community campus budget, and report to the community campus director. The librarian 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 subject 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 APU, is involved in the planning process. The committee is charged with promoting the library and with 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 ([link]), approved by the UAA Faculty Senate. The policy encourages all 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. 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’s Technology Council, which is responsible for allocating library funding from the student technology fees. The library also has representation on the Taskforce on Undergraduate Research, and is active in the assessment process.

Library faculty are serving 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 classrooms. There are spaces for collaboration, areas for quiet study, an attractive and welcoming environment, and highly competent and visible library staff. 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 loans. The library delivers instruction onsite as well as online, and its instructional facilities are regularly updated.

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. The library collaborates with faculty embedding information literacy concepts in specific courses and with general education requirements (GER), including English 111 and Guidance 150, to develop student competencies. 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 FY16, there were a total of 10,348 reference transactions, and 223 library instruction sessions were scheduled with 3,405 students participating. In addition to offering regular lectures, workshops, and tours, the instruction and research librarians help identify scholarly and valid resources, 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.

A faculty toolkit (http://libguides.consortiumlibrary.org/faculty) listing resources and services is located on the library’s website. The library also coordinates an online tutoring program (Live Homework Help) 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 the university faculty, communicate with the 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 regularly and systematically evaluate 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 will be 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 is building and opening the north entrance to the Library, which officially 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 was also used to enhance library
collections, specifically in the health, education, and psychology fields, and with steaming video,
films, and DVDs.

Based on LibQUAL surveys and stated user preferences, the Library has made very deliberate
decisions in moving from physical to virtual resources. Recent fiscal realities have accelerated
this trend with the cancelation of additional print journal subscriptions. By removing little used
physical materials from the building, the library has freed up 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.

2.F. FINANCIAL RESOURCES

[2.F.1] Financial Stability, Sufficient Cash Flow and Reserves. UAA receives financial
support from seven primary sources: tuition, fees, indirect cost recovery, federal programs,
donors, debt instruments, and state of Alaska General Fund Appropriations. General Fund,
distributed throughout the university system, is by far the largest source of financial support for
the university.

The Department of Cash Management in the UA System Office of Administration pools cash
equivalent (cash) 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 for each of the three UA major administrative
units, including UAA. The Department of Cash Management must authorize any checks of
$100,000 or greater to ensure adequate cash reserves are in UA System’s bank accounts. The
Office of Administration also handles issuing all long-term debt, performing analyses of costs
and benefits, and ensuring adequate funds for debt service.

UAA Financial Services track revenues and expenditures using a reporting process that 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 monthly
management reports prepared by fiscal staff at units throughout the institution. Administrators
use the management report 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 Theme, or to replenish
contingency reserves.
[2.F.2] Resource Planning and Development. The UAA annual budget planning process begins with a review of university and UA Statewide priorities developed through a review 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 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 will result in material shifts in personnel are given particular attention in order 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 for 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 regularly reviews resident and non-resident enrollment trends in an effort to anticipate possible revenue fluctuations. Middle and high school populations within the service area are closely monitored. Over the last three years, the high school graduate population has declined, and this trend is forecast to continue until 2022. UAA has anticipated this, and made adjustments in expenditures to compensate.

We still need to address projection of grants, donations, and other non-tuition revenue sources.

[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 are issued by the UA President and the state of Alaska Office of Management and Budget describing the Board of Regents’ priorities and state revenue forecasts, respectively. The Chancellor works with his Cabinet to create a draft budget request each August that addresses these guidelines and furthers the strategic goals and the Core Themes of the university.

The draft budget is presented to the UAA Planning and Budget Advisory Committee (PBAC), composed of representatives from all parts of the university including faculty, staff, students, deans, directors, representatives of 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, which is reviewed and approved by the Chancellor’s Cabinet and presented to the UA System President in August.

The President works with his Executive Team (composed of the chancellors from the three accredited institutions in the system) and his Cabinet members to prioritize and synthesize the operating and capital budget requests from the three universities and the statewide system office.
A unified UA budget request is submitted to the Board of Regents for review in September and for approval in November, upon 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. After the Governor’s budget is submitted to the legislature in December, the university community actively monitors legislative funding deliberations 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. Revenues include projections for tuition increases and anticipated state or federal funding levels. Based on guidance provided by the Chancellor’s Cabinet, fiscal office staff prepare 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 and final Governor’s signatures 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 fiscal distribution to the three universities and the statewide system office. The Chancellor’s Cabinet in turn distributes UAA’s allocation to the major budget units.

[2.F.4] Accounting System. UAA has a modern computerized financial system built on the BANNER platform that allows accurate and timely financial reporting. It has a complete chart of accounts with 8 comprehensive budget categories built on accepted university norms. The financial system facilitates monthly financial reporting at the unit level in accordance with the budget requirements of both restricted and unrestricted funding, and produces financial statements in accordance with generally accepted accounting principles. UAA’s system of internal controls that ensures accurate and timely financial information is described in the Statewide Controller’s Accounting Manual and the Administrative Policies Manual (link).

[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 UA President's office to develop a system-wide priority list and 10-year Capital Improvement 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 funding.

Each campus within the university has its own master plan, which is reviewed approximately 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 statewide 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. Anything more to say here?

[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 (link) and the University of Alaska Accounting and Administrative Manual, Section 100: No.:B-02 (Auxiliary Funds) (link).

The university clearly delineates general operations from auxiliary enterprises by using a different fund type and by different fund/org numbers. All new auxiliary enterprises must be approved by the UA System Chief Financial Officer. Auxiliaries are not supported by 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 accommodate for indirect costs, and can be charged directly for other fixed costs such as utilities or facilities maintenance.

[2.F.7] **External Financial Audit.** External auditors annually conduct an audit of UA System finances 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 the audit, including findings and management letter recommendations, are presented by the external auditor to the Board of Regents Audit Committee. UA System management reports to the BOR on the status of the implementation of these findings at subsequent BOR meetings.

[2.F.8] **Fundraising.** All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. The UA Foundation serves the three universities in the UA System, including UAA. 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. Board of Board of Regents Policy 05.14. Gifts (link) provides guidance for all fundraising.

In addition, 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 forth by the Association of Fundraising Professionals (AFP) as well as the Council for the Advancement and Support of Education (CASE). Activities are monitored results are measured by extensive policies and procedures at the UA Foundation as well (link). 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 unit but are located in various units across the campus – colleges, Athletics, etc. The Vice Chancellor for University Advancement and the deans of each college coordinate their strategic fundraising plans annually, and set fundraising goals based on the potential donor prospect’s affinity, financial ability, and interest in the unit and project. These goals are then coordinated with the UAA Chancellor’s Cabinet to ensure they strategically fit with the campus mission, Core Theme development, and 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 at 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 (link). 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 Preface to this report includes a complete list of new and renovated buildings during the accreditation cycle.

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

Facilities Maintenance and Operations is staffed a minimum of 40 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 appointed for each building and trained to provide an early warning of problematic issues related to facilities, maintenance, or safety. Evacuation drills for each building and a night time campus safety walk are conducted 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 include a full-time Chemical Hygiene Officer. These health and safety professionals interact with departments, staff, faculty, researchers, various safety committees, and students to advocate for and ensure sound environmental, occupational safety, and other 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 (link).

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 CESQG 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.

[2.G.3] Physical Master Plan. Each of UAA’s campuses has developed and maintains a campus master plan, per Board of Regents Policy 05.12 (link). Each of these campus master plans is
posted online ([link](#)). Creation of the campus master plans for each UAA campus is led by a technical team with collaboration and input from students, staff, faculty through workshops and interviews. The most recent Anchorage Campus Plan ([link](#)) was completed and approved by the Board of Regents in 2013 after months of consultation with faculty, staff, and students in Anchorage and the local community, and discussions and input from the neighboring institutions in the University Medical (U-Med) district. The master plans are amended as needed, with full updates approximately every 5-7 years. The Campus Master Plans are meant to support UAA’s strategic and academic planning processes and align with the Mission and Core Themes.

**[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, especially those relating to developing Alaska’s workforce, 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 Science 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 Science and the Engineering and Computation buildings on the Anchorage campus have both been completely renovated with new technology. Academic departments and colleges establish their own equipment replacement schedules with identified funding drawn from general funding or other sources. Examples include... Equipment replacement and refreshment has been accelerated recently using technology fees (for student related equipment) and annual unallocated fund balance surpluses over the last three years.

The Technology Vocational Educational Program (TVEP), funded by the Alaska Legislature, has provided millions of dollars for workforce development program development. Notable examples of laboratory equipment from this source includes state-of-the-art instruction in Allied Health Science programs such as paramedics, 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 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.

**[2.G.5] Technology Systems and Infrastructure.** UAA funds and deploys a wide array of technologies to enable the mission of the university. Technologies include robust communications, distance learning, learning management, mobile, classroom delivery, safety, security and productivity. Technologies are deployed to ensure UAA, in its unique position as Alaska’s largest university, is efficient and effective. Support for these systems is as varied as the technologies due to the size, complexity and geographic reach of the university.
The Office of Information Technology Services and the Chief Information Officer (CIO) are responsible for UAA’s telecommunications, network infrastructure, and academic technology support. They work closely with IT staff on all UAA campuses and the three universities in the University of Alaska system. 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.

The UAA network consists of several components, many of which have been upgraded in the past two years. The UAA 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 campus buildings connect to the backbone via 10 gigabyte links, with some currently at 1 gigabyte. Those at 1 gigabyte are scheduled to be upgraded to 10 gigabytes in the next year. 802.11 wireless (wifi) connectivity is available throughout the main 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 the UA Statewide 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. The firewall receives real time signature updates from the vendor, ensuring protection from the latest threats. It also reports in to a central console hosted by UA Statewide that provides unified reporting and administration for the three major campuses in the system—the University of Alaska Anchorage (UAA), the University of Alaska Fairbanks (UAF), and the University of Alaska Southeast (UAS). In addition to the border firewall, other firewalls are deployed on internal network segments to provide higher levels of security and to protect from internal 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 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.
UAA has planned for computing disaster recovery by replicating critical data to a datacenter in Hillsboro, Oregon. Data is replicated 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.

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 UAA departments, UA Statewide and individual professors for teaching, 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:

- **Call Center** - The UAA IT Services Call Center is staffed 7 days a week by professional staff offering a breadth of knowledge of all technologies in use at UAA. This staff assists all users with specific technical questions, software understanding as well as general questions about technology. Call centers and on-campus technology support is offered on a smaller scale with qualified IT staff at each community campus. The Call Center takes in over 13,000 requests per year with a first contact resolution rate of over 90%. 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 University of Alaska system campuses.

- **Academic Innovations and e-Learning** supports the UAA learning environment by fostering quality instructional practices, innovation, and technologies. Consisting of instructional designers, developers, multimedia specialists, and student support personnel, this group supports eLearning, instructional technologies, and provides professional development opportunities for all of UAA and our rural campuses.

- **UAA uses Blackboard** for learning management services. The three regionally accredited campuses in the UA system recently consolidated onto one Blackboard system, allowing students to access all their classes regardless of which campus delivers them. A system wide group consisting of both technical and functional staff resources governs this system.

- **Distributed instructional design and technology staff** – many schools and the community campuses have specialized staff that assist all technology users with effective use of technology, from designing a course in the learning management system to the effective use of email.

- **Computer lab consultants** - General use computer labs are staffed with lab consultants
who are available to provide a wide range of technical assistance. Technicians ensure lab 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 campus facilitates planning across the University of Alaska system. The Chief Information Officer (CIO) Management Team meets regularly to discuss technology policy and strategy 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. UAA’s Chancellor annually appoints this group of UAA leaders based on nominations from the CIO, deans, and campus directors. Appointments are extended for 1- and 2-year periods with the goal of creating overlap in membership and continuity in the Council’s guidance and initiatives. With guidance and input provided at the statewide and local levels through these two groups, engineers and technicians from around the university and community campuses meet to review technical projects in progress as well as provide input into upcoming initiatives.

[2.G.8] Technology Update and Replacement Plan. A master plan of technology updates and replacements is developed and updated by the IT Director of Infrastructure. The plan is aligned to the mission of the university as well as academic initiatives and strategies. When updated, the plan is reviewed by the IT Services management team (CIO and Directors) on a semi-annual basis. As mentioned in Standard 2.G.7, both the University Technology Council and the Information Technology Group provide input into the plan.

Summary: The University of Alaska Anchorage has documented the adequacy of its resources and its ongoing capacity to fulfill the mission, advance the Core Themes, and ensure programmatic outcomes. In addition, UAA as well-defined governance and decision-making processes that promote the effective management and operation of the university.
STANDARD 3: PLANNING AND IMPLEMENTATION

INTRODUCTION

Planning at UAA is guided by the university’s mission:

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 enrollments and reductions in state budget authorizations 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 theme planning is illustrated below.

[3.A.1] PLANNING IS ONGOING, PURPOSEFUL, SYSTEMATIC, INTEGRATED, AND COMPREHENSIVE

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. This body approves the institution’s comprehensive strategic plan, it reviews and approves major plans that impact the entire institution, and it 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.

After the broad and inclusive process described later in this chapter, the UAA 2017 strategic plan was approved by the UA Board of Regents in 2007. This strategic plan provides an integrative framework which guides the institutions subsidiary planning efforts. The five accreditation core themes are intentionally aligned with this plan’s five priorities. As described in Standard 5, the development of the current UAA 2020 strategic plan was informed by the self study required for reaffirmation of accreditation.
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 UAA 2017, the new 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. Academic needs can also be identified by the UA Board of Regents, as occurred when they ordered the development of the new BS in Occupational Safety and Health program in response to industry needs. (The NWCCU recognized this new program in February 2017.) 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, education and health programs. Budget increments and internal reallocation during this accreditation cycle supported program development in these areas, as demonstrated by the new Doctorate in 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 Education, to note a few examples.

Changes to Existing Programs: Recommendations for changes to existing programs are developed through the annual assessment process fully described within Standard 4.A.2, in which faculty, using student learning outcomes and other data, 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. The Annual Academic Assessment Survey captures assessment information to evaluate progress on Core Theme 1: Teaching and Learning, Objective 1: UAA Student Learning Outcomes are Achieved.

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 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.

Institutional Research provides the data set for the seven-year Program Review on the IR-Reports site. These data are produced annually for all UAA programs, not just the programs formally scheduled for review, which allows 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; in most cases, programs must report progress on this 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 dean or campus director to ensure the alignment between institutional priorities, core themes, and program resources. The purposeful integration of Core Theme Objective 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 to be implemented as a result of Academic Program Review are included in Standards 4.A.2 and 4.B.1.

BUDGET PLANNING

UAA uses an incremental 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 appropriations, and reviews them with the alignment of UAA’s mission, commitments, and progress toward core themes. 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 Committee (PBAC), which serves in an advisory capacity to the Chancellor’s Cabinet, also reviews the budget. (see complete description of the PBAC in Standard 2.F.3)

The completed UAA budget request is sent to the UA System office for prioritization and incorporation into the system budget, and finally for review and approval by the UA 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 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 funding and enrollments have declined. After 30 years of high oil revenue, an unanticipated drop in oil prices combined with the anticipated
reduction in oil production forced budget cuts throughout the state, including funding for higher education. While the cuts have been challenging, Alaska funding per FTE student remains among the highest of all states. During the same time, demographic shifts 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, and maintaining an unallocated fund balance for contingencies each year.

**DIVERSITY PLANNING**

Consistent with *UAA 2017* objectives, fostering diversity is a foundation of the campus community and culture. Comprising two measures of Mission Fulfillment, and impacting all 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 Action and Inclusion 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 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 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, once reorganized and repurposed, 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 policies and procedures in 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 being 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 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 EAB Student Success Collaborative to help refine retention and completion improvements and benchmark with other institutions.

As 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. With eLearning classes 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. Emphasizing access for students, 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, the provision of services to distance learning students is 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. Strategies include market-driven recruitment targeting key populations, improving retention rates, and continuing efforts to build interest in UAA through K-12 outreach programs.

UAA’s Ten Year Capital Improvement Plan (CIP) 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 is used to manage capital projects during their execution, with large projects crossing multiple fiscal years and impacting future planning. (see complete description in Standard 2.F.5)

The operational plans for UAA space improvements to meet core theme objectives is developed from infrastructure proposals and 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 Conoco-Phillips 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 new welding lab and maritime workforce development facilities. Each of these facilities were created in response to statewide workforce priorities and were 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 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 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 workforce.


Due to its physical location, UAA’s campuses are susceptible to earthquakes, volcanic ashfall, and extreme weather events. The institution maintains a well-established and continuously updated comprehensive Emergency Operations Plan (EOP) (https://www.uaa.alaska.edu/about/administrative-services/departments/university-police-department/_documents/eop-uaa-2016-rev-feb.pdf) 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 (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 initial response will be managed by the campus Incident Management Team and Emergency Operations Center. 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. To quickly inform campuses of dangers, and to provide instructions, UAA installed its RAVE system to alert the UAA community via email, telephone, mobile devices, SMS, Facebook and Twitter, and work station 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 and emergency instructions are available to include within course syllabi.

Building evacuation, crisis communication exercises, and at least one large catastrophic event exercise are conducted annually. Full-scale tests of our EOP 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 our 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. These simulations include personnel from all campuses.

The Environmental Protection Agency (EPA) classified UAA 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 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 (link), 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 (CHP) are reviewed/updated annually and posted on their website. (link)

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 campus site. 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 will continue to evolve through regular training and development of the Emergency Operations 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 structures facilitate communication and cooperation across colleges and campuses, as well as functional areas of the institution, and advise the Chancellor’s Cabinet. Their 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 Chancellor’s Cabinet officials, 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 8 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 Committee (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 at UAA – meet monthly or 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.

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, help keep the institution attuned to community needs and create a budget request and operational plan informed by our environment.

- The Chancellor-level 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 works to identify specific community needs, clarify budget planning, and provide guidance, development opportunities, and legislative support.

- External advisory boards are prevalent among UAA departments and to help 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, comprehensive 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, the University adopted its ten-year Strategic Plan, *UAA 2017*, that includes the current Mission Statement, the University’s Vision and Core Values, five Strategic Priorities, and 37 objectives. Adopted by the UA Board of Regents, 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, and 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 the 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 on-line survey asked participants to rank those they felt were most important. More than 1,500 people participated in the poll, including over 800 students. Three value statements were favored by clear majorities. In November and December, 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 March 2017 a meeting of 75 campus leaders prioritized a set of goals submitted by the major units in the institution. The resulting short list of six goals was sent the to the Chancellor’s Cabinet for review. Additional information regarding *UAA 2020* is presented in Standard 5.

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 the spring 2014 semester 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 the IR-Report Site is used to track goals established. 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.

[include a second college-level example?]

[3.A.3] DATA INFORMS PLANNING AND IS USED TO EVALUATE MISSION FULFILLMENT.

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

The Institutional Effectiveness Office 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 has consciously focused this report on many of our 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 creates and distributes more in-depth annual 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, that 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 the site 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 has also informed student success initiatives, providing information on pass rates, retention, and completion by campus, college, discipline, course, and degree levels. The site also 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. 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 also archive past reports and has the potential to archive artifacts of the assessment process at UAA. 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 the 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 its 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 EAB initiatives, the Academic Performance Solutions and the Student Success Collaborative, which provide comparative data to help focus improvement efforts.


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 our annual budget and program planning. For most of this accreditation cycle (2010-2014), a Strategic Guidance Letter was sent out 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 our 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 our operating conditions and to collect many viewpoints, the provost initiated an inclusive process to develop short-term criteria to guide deans and other 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 its areas of academic focus and student success.

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, by focusing on the core educational mission, Chancellor’s Cabinet adapted its guidance to ensure the institution’s continued ability to accomplish its Core Theme objectives and fulfill its mission.
These Guidance Letters 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 (Core Themes 1 and 3) and our health, engineering, and workforce development initiatives, research (Core Theme 2), and ensuring safety and efficient operations in new buildings opened during this period (Core Themes 1 and 4).

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.

By conscious design, the five Core Themes for UAA’s accreditation are congruent with the five Priorities in UAA 2017, so these core themes are present in all of our 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 involved all components of the University and was based on the model outlined in Prioritizing Academic Programs and Services by Robert Dickeson in anticipation of funding challenges. 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 Review Committee reviewed all academic programs and support services, and the Administrative Review Committee 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 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.

As a result of this process, numerous programs were eliminated (most of which had low enrollments), several programs were combined for efficiencies and to better meet the needs of students. UAA also eliminated 17 minors. The process also identified other areas that needed attention or investment including, student success (retention, admission, advising, completion); enrollment management; eLearning; and 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 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. As discussed above and in Standard 3, 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 were asked to respond 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 were asked to provide 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 during fall 2016 to engage its 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 to focus 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 provides insight into institutional performance, and insights 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 and in hard copy in the document room during the site visit.
STANDARD 4: EFFECTIVENESS AND IMPROVEMENT

Insert an “Amazing Story” and Photo

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 Faculty Senate Academic Assessment Committee website and on IR-Reports. Through direct and indirect measures, faculty collect and analyze data about student learning and achievement of the outcomes, use the results to develop recommendations 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. These processes and products are described in more detail in Standard 4.A.3 below.

Eligibility Requirement 23: Institutional Effectiveness

The Office of Institutional Effectiveness, working closely with the Office of Institutional Research, has primary responsibility for collecting 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 the 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. 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 assessments from the Chancellor’s Advisory Council, and annual briefings from the Anchorage Economic Development Council, among others. UAA’s Institute for Social and Economic Research (ISER) monitors the external condition and analyses 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.1] Ongoing, systematic collection and analysis of meaningful, assessable, verifiable data. As discussed in Standard 3 and outlined above in ER 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 campus’ 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 collected 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 the internal institutional data collected, 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 decision making. Secure or highly confidential information is limited to only those staff members who need it to make decisions using that information.

Information on this site 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 Statewide Office of Institutional Research. These data files collect information on students, faculty, staff, financial aid, courses, and enrollments. Operational data files for finance and budget, and grant activities, are collected here as well.

The participation of UAA IR 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* and 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 to be broadened to all areas of the university. Regularly scheduled outreach and training in the use of data have not been broadly attended, and the institution needs to 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 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 Diversity position in response to the poor graduation and retention rates of Alaska Native students (Core Theme 1, 3, and 4);
- The creation of the Interim Vice Provost for Student Success position in response to low overall retention and graduation rates. (Core Theme 3);
- The articulation of clearer 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 general education requirements. The decades-old requirements added a layer to the general education requirements, creating barriers to degree completion. To guide programs moving forward, the institution developed degree-level definitions for the BA and BS. (Core Theme 3).
[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 Core Theme 4 below.

Evaluation of Educational Programs and Services. 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 10.06.010 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 and 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. Deans and community campus directors establish faculty committees in September, and the committees complete a 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 (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.

Importantly, the Program Review Template asks program faculty to discuss the key findings from program student learning outcomes assessment, as well as 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 reports to the Board of Regents include:

- **Associates 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 integration of AAAS Vision and Change principles across courses; curricular adjustments; continued implementation of high-impact practices; continued engagement with 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**: 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 prerequisite 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. 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.

**Evaluation of Student Support Programs and Services: 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 (SA) 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 (CAS) 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>
<thead>
<tr>
<th>Student Affairs Core Theme</th>
<th>Institutional Core Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning and Success</td>
<td>Core Themes 1 and 3</td>
</tr>
<tr>
<td>Student Centeredness</td>
<td>Core Theme 3 and 4</td>
</tr>
<tr>
<td>Advance the Profession</td>
<td>Core Theme 4</td>
</tr>
<tr>
<td>University and Community Partnerships</td>
<td>Core Themes 4 and 5</td>
</tr>
<tr>
<td>Student, Staff, and Faculty Well-being</td>
<td>Core Theme 4</td>
</tr>
</tbody>
</table>

In 2016 the National Institute for Learning Outcomes Assessment (NILOA) 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. (web link?)

Some of the specific assessment initiatives and improvements include:

- The creation of the Student Access, Advising, and Transition division (SAAT), resulting from a review of student success data and multi-unit conversations about students’ first-year experiences;
- The creation of the HUB, 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 recruiting and admission process, 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 (CAS).

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 (link) and key performance indicators (link), the Vice Chancellor and the Student Affairs leadership team develop an Annual Assessment Report (link) that guides the planning and resource allocation for the next year.
Evaluation of Student Support Programs and Services: Administrative Services. During the current accreditation cycle Vice Chancellor for Administrative Services Bill Spindle conducted an Education Advisory Board (EAB) Institutional Effectiveness Survey across the administrative services units. The resulting scores highlighted areas for needed 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. In 2013, a customer satisfaction survey was conducted covering a variety of administrative services functions. The results were used to focus resources in areas identified as deficient by respondents. An example is the allocation of $300,000 to hire a contractor to rapidly deploy more WIFI 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 was greatly improving according to a follow up user survey. And the first call resolution metric in the Help Center went from 34 percent to over 90 percent, saving approximately $450,000 in otherwise wasted time.

Recently, Vice Chancellor of Administrative Services Pat Shier 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 LEAN process analyses. Subsequently, a LEAN steering committee was formed and continues to collect ideas for process improvement, 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. This LEAN initiative will be an important element in meeting the UAA 2020 strategic plan goal of removing barriers to student and faculty success.

[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 the program’s Academic Assessment Plan. Data is 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 information into the revised process, which directly affects planning and resource allocation. With the development of a central repository, beginning in fall 2016, programs now post their Annual
Academic Assessment report to IR-Reports, making assessment information 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, 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, and programs align their resources to implement these changes. The following pie chart from the 2017 Annual Academic Assessment Survey institutional 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.

**PROGRAM IMPROVEMENTS BASED ON ASSESSMENT DATA AY17**
The key group in facilitating the assessment processes is the Faculty Senate Academic Assessment Committee (FS AAC), an elected, representative faculty group created in 2009. Over the last seven years, the FS 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 FS AAC provides guidance for program-level assessment, which is the heart of student learning outcomes assessment at UAA. All revised and new assessment plans come before the FS for peer review, after review on the department and college level. Programs voluntarily seek FS 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 Academic Board and the Office of Academic Affairs to foster a coordinated institutional and programmatic 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 FS AAC, and their area supports the committee in its efforts.

**GENERAL EDUCATION ASSESSMENT**

UAA has engaged in various forms of general education assessment since at least 1998. From 2000-2005 a UAA GER review committee developed the 9 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 9 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 catalog review to ensure that all current and new GER courses were updated to include the new GER SLOs.

**Background, 2005-2014**

Beginning in 2005, the College of Arts and Sciences created a committee to annually assess 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 the information literacy partnership between the Department of English and the Consortium Library (http://libguides.consortiumlibrary.org/c.php?g=488935), 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 cross-cutting 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 (GERA), 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 GERA Task Force’s final report included the following recommendations: appointment of a GER faculty fellow/director, (the Provost appointed UAA’s first Director of General Education in July 2015), and creation of a standing committee, now called the General Education Advisory Committee (GERA). While the Faculty Senate General Education committee (GERC) reviews courses as part of the curriculum review and approval process, the GERA 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 GERA Task Force’s recommendations, the 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 SLOs. 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 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.

Additionally, in AY17 the university moved to a single AA assessment plan aligned with the 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 2016-17 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 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 and 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 rubric, 25 participated in the final assessment workshops in May, and more than 500 student artifacts were collected and analyzed in two years. Three important points of consensus are emerging. First, 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. Second, the 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. Third, 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 scheduled to 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 Academic Assessment Committee, UAB?, the programmatic GER Advisory committee and the Faculty Senate GER committee, as well as the Deans and Directors, and the college-level curriculum committees. In addition, a series of workshops and faculty surveys scheduled for spring 2018.

Thus, 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 well on the way 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 the university 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 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 to ensure ongoing, meaningful, manageable, and sustainable academic assessment processes that demonstrate authentic student learning and result in meaningful program improvements. As discussed above, in AY16 UAA revised cyclical Academic Program Review to ensure the process results in specific actions moving forward, rather than simply on 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 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.*
CORE THEME 1: TEACHING AND LEARNING

Core Theme 1 Planning. Core Theme 1: Teaching and Learning, is fundamental 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 jobs, 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 (outlined 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 x), and the work with external partners to develop unique programs for the Alaska workforce, such as 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 surpassing program learning outcomes and earning credentials in fields that meet the needs of our communities and state.

Core Theme Objectives | Core Theme Indicators
--- | ---
UAA student learning outcomes are achieved | 1. Student achievement of course learning outcomes  
2. Student achievement of program learning outcomes
UAA academic programs meet state needs | 3. Total degrees and certificates awarded with emphasis on high-demand jobs  
4. 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:

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

These Mission Fulfillment Expectations tie to 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.** Two indicators demonstrate how UAA measures success on this Core Theme Objective: Course Pass Rates and student achievement of Program Student Learning Outcomes.

**INDICATOR 1: Course Pass Rates.** The faculty have developed student learning outcomes and assessment measures for every course taught at UAA. Given that, pass rates can provide meaningful information about the learning that is taking place. Students not completing a course is a trigger for further analysis. Pass rates for undergraduate courses were taken from institutional records and include A, B, C, and P grades for academic years from 2007 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 courses at that level (100, 200, 300, 400, etc.) or against a more general benchmark of lower division, upper division, and graduate courses.

**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 below the average of the institutions tracked by EAB. The median pass rate for upper division courses is 93.1 percent, 5 percent higher than UAA’s rate. For lower division, the median rate is 87.6 percent, 20 percent 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, and the UAA 2020 focus on student success and UAA’s membership in the EAB program are expected to help UAA improve on this measure.

Other indicators of student success such as average GPA 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.

<table>
<thead>
<tr>
<th>Class</th>
<th>Mean Cumulative GPA</th>
<th>Percent of Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-time Freshmen</td>
<td>2.48</td>
<td>77.18%</td>
</tr>
<tr>
<td>Freshman</td>
<td>2.66</td>
<td>75.52%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>2.99</td>
<td>83.25%</td>
</tr>
<tr>
<td>Junior</td>
<td>3.08</td>
<td>84.46%</td>
</tr>
<tr>
<td>Senior</td>
<td>3.22</td>
<td>87.34%</td>
</tr>
</tbody>
</table>

**INDICATOR 2: Program Student Learning Outcomes.** This measure is defined as the percentage of student learning outcomes that met or exceeded expectations, as shown by the Annual Assessment Survey conducted by the Faculty Senate’s Academic Assessment Committee (FS AAC). The survey, completed for all active degrees and certificates, 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 FS AAC assists in finalizing the reports. The final versions are posted to IR-Reports, the academic assessment website, and sent to members of the FS 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.
Thresholds or Target: Students admitted to degree and certificate programs meet or exceed at least 90 percent of faculty expectations. During the study period, UAA surpassed this target every year and averaged 94 percent between AY10 and AY17.

Analysis: The program learning outcomes are a direct measure 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.

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 Social Work BSW program found that student scores on the Area Concentration Achievement Test (ACAT) 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 in order 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:** As 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, they realized there was a disconnect between what they were trying to assess and the level and quality of information they were obtaining through their process. They switched over 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 importantly all students are now being assessed on all measures, as opposed to only a those who completed the survey.

- **College of Engineering, BS Mechanical Engineering:** The faculty noticed in the previous 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 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:** 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. Students 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 application. This has been demonstrated by significantly improved post-test results. In fact, proficiency has
improved so much, 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 through 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:** Since PWSC came under UAA’s accreditation, the faculty have engaged in assessment. 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, PWSC 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.

While UAA is proud of the faculty’s commitment to and efforts around program student learning outcomes assessment, the university acknowledges that this measure does not reflect the entire student body, and the need 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 Department of Labor and Workforce Development identifies high demand job areas using occupational forecasts. The University of Alaska Statewide Academic Council periodically updates its list of degree and certificate programs that meet those needs in nine career areas. [list in document room]
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 concern, 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 for AY12 through AY17 compared to actual performance.

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 Science, Natural Sciences), up 41 percent, and Process Technology, up 19 percent.
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 indicates that this decline could continue until 2022.

**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, and 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 circulated to Student Affairs and Budget Office for review and input. Cabinet approves final targets. Targets for Student Credit Hours are:
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 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. With a five-year (fall 2015-fall 2020) Department of Education Title III grant that is funding faculty support and expanded design capabilities for eLearning courses, UAA anticipates the growth in eLearning credit hours to continue.

Total student credit hours and annual enrollment peaked at 389,797 and 30,223 in AY12, and both have declined each year since. 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 period except upper division which increased 4.3 percent. A decline in developmental education student credit hours may be attributed to changes in cut scores that were implemented for English in fall 2013. This helped to shift students into credit classes, and UAA continues to monitor the impact of this change on student success.

During the review period, graduate level credit hours also declined, primarily in education and business courses, although 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.

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 certificates 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 above and are more fully documented in the Annual Academic Assessment Reports. However, 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, and 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, as discussed below, 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 System (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 and student success. 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.

The specific approach is demonstrated by the course redesign of BIOL A108 Principles and Methods in Biology. This is an example of program faculty mobilizing to improve pass rates in a fundamental class, to 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 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.

Initial data show that in the first semester (fall 2015), course pass rates improved dramatically, with 96 percent of students passing with a C or better, and data from the current semester (spring 2016) suggest a similar trend. Additional assessment data show that 96 percent of BIOL A108 students can create and use hypothesis statements correctly.

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).

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 (FS AAC) 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.

The Center for Community Engagement and Learning’s (CCEL) 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 student, 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. Students are also supported through programs such as ENGAGE Student Liaisons (working with local organizations over one or more semesters, becoming an “issue expert”) and Community-Engaged Student Assistants (working with faculty on community research or creative activity projects such as organizing a Model UN on campus). Resources for faculty and student engagement have been sustained even during the recent period of declining budgets, providing evidence of the institution’s commitment to engaged teaching and learning as a core of the university mission.

**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. As part of the Learning Commons, UAA created a new advising position dedicated to the Associate of Arts degree, which produces the largest number of graduates at UAA. [do we have evidence of improved learning?]

**Annual Fund for Excellence**

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 will expand 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 will offer one-on-one assistance and foster 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 have been shown to be beneficial for college students from many backgrounds, especially for historically underserved students, according to the Association of American Colleges and Universities.

In the last two years, UAA launched a very successful ePortfolio initiative that was recognized at the 2017 AACU national conference for its work with Alaska Native students. In summer 2017 an eight-member faculty team attended the AACU Institute on High Impact Practices and Student Success to plan for further the use of high impact practices in General Education courses and aid in student retention and success. As the institution becomes more intentional about integrating these practices into the teaching and learning environment, it will develop ways to assess their effectiveness.

Launched as a pilot project in 2015-16, Alaska PEAK (Purposeful Engagement, Assessing Knowledge), has focused on student employment as a high impact practice and a key indicator of student persistence and success. In its 2017 report, (https://www.uaa.alaska.edu/about/student-affairs/assessment/_documents/akpeak-report-2017.pdf), the program has demonstrated that on-campus student employees persist, academically perform, and complete at higher rates than their non-student employee counterparts, graduating at twice the rate of non-employees.

**Total Student Credit Hours: eLearning Course Improvements**

Assessment of student credit hours noted a shift in course delivery, with a 40 percent increase in eLearning student credit hours during the review period. Growth in the number of courses available via eLearning has improved access, especially for UAA’s nontraditional student population, who form a higher percentage of the institution’s students compared to UAA peers. Many of these nontraditional 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. 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.

One current 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, and more effective, 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.

Kenai Peninsula College and Kodiak College, two UAA 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 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.

**CORE THEME 1 SUMMARY**

UAA documents student learning and achievement within degrees and certificates that meet the needs of our communities and the state 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 through current and planned mechanisms.

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, and the resulting recommendations will identify courses that need attention. The work with the Education Advisory Board to examine potential bottleneck courses will provide information to allow UAA to strategically dedicate resources for course redesign and academic support programming where they will have the greatest impact on student success. It will also help to schedule and deliver its 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 UAA
ensure that it is expanding access to meet the needs of nontraditional 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 high impact practices. Through this process of summative assessment and reflection, the institution has come to understand that some of its 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 of institutional achievement, but are no longer as useful as they once were in understanding the learning that goes on at UAA. Finally, the institution looks forward to refining a common framework for assessing student learning that is inclusive of the learning that goes on within the academic programs, and within co-curricular and other programming at UAA. In other words, we all contribute to what a UAA graduate should know and be able to do after earning a degree or certificate from our institution.
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 a unique implementation plan developed by the faculty, the Strategic Research Plan, the institution has demonstrated effective planning and resource allocation for this core theme.

Core Theme 2 Assessment. Key Finding: UAA has met the goal of increasing 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.

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<tr>
<th>Core Theme Objectives</th>
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<td>UAA research, scholarship, and creative activities advance knowledge</td>
<td>1. Number and dollar amounts of proposals submitted and awarded grants, contracts, and sponsored activities in research, scholarship, and creative activities</td>
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<td></td>
<td>2. National Association of College and University Business Officers (NACUBO) annual research expenditures</td>
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Core Theme 2 is associated with one Mission Fulfillment Expectation:

- UAA’s excellence is recognized and supported by local and national funding sources through grant awards.

This Mission Fulfillment Expectation is tied 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 activities, 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, including grants, contracts, and sponsored activities in research, scholarship, and creative activities. The data on proposals submitted and awarded is collected by Institutional Research annually from the 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 estimated based on past performance and the current environment with input from the Office of Research and Graduate Studies. Cabinet approves final targets. The target set for this measure is one of continuous improvement.

**Analysis:** The number of grant proposals submitted during the study period (FY10-17) increased 19.5 percent. The number of grants awarded peaked in FY15 at 347 awards, 16 percent higher than FY10, however, awards dropped to 300 in FY17, reflecting little change from FY10. The dollar amount requested through grants increased 33 percent, and the amount awarded increased less than 0.5 percent.
Federal funding represented 60 percent of all grant awards in FY10, a high reached in part due to the Federal economic stimulus funds made available in response to the economic recession. Federal funds in FY17 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 and community campus programs in adult basic education. *(Sources: UAA Fact Book; UAA Performance ‘17 Report).*

The win rate on UAA grants for FY17 is 46 percent; research projects had a success rate of 48 percent, double the national average for federal agencies. In addition, the INNOVATE Awards have a win rate in external funding of 40 percent, in FY17. The pie chart provides an example of the breadth of federal funding sources for UAA activities in FY15, which reflects a robust research agenda.

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 (source: 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 Budget Office. Cabinet approves final targets.

Analysis: Grant-funded research expenditures increased 37.1 percent from FY10 to FY17. A large part of recent increase was due to the increased 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 in FY15, and being a partner in a five-year $20 million NIH grant to create an American Indian-Alaskan Native Clinical Translation Research Center in FY16.

CORE THEME 2: IMPROVEMENT

UAA increased its support for those seeking external funding through the Office of Research and Graduate Studies by assisting faculty in managing projects through a more robust Office of Sponsored Programs, communicating the results of research and creative activities through the Seawolf Daily e-newsletter and the annual Performance Report, and translating research results into added value through increased patent filings and commercial startups.

After a temporary hiatus, INNOVATE awards at UAA were re-instated in 2012 to encourage new research projects and creative works through competitive awards from a $200,000 internally-funded pool. Since then, 64 projects by faculty teams and individuals across multiple
disciplines have been funded, with the projects achieving a better than 3-to-1 return on further research investment through externally funded grants.

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 will begin in FY18.

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 3 to 45, patent applications are up from 1 in FY11 to 52 in FY17, and eight 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.

In addition, four start-up companies have been formed since FY10:

- Cogniteutic Solutions (nutritional cognitive therapeutic treatment),
- CFT Solutions (thermal control for removing snow and ice on outside surfaces),
- ZENSOR (remote wireless sensors that work in remote Alaska), and
- Rhizoform (sustainable and biodegradable insulation material)

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.

Challenges

As UAA continues to mature as an institution that integrates research, scholarship, and creative activity into its educational mission, it recognizes that there need to be changes to 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 needed to develop indicators to more accurately reflect UAA’s performance in these areas. UAA currently does not have a universal collection mechanism that is automated and centralized. Some information is captured on annual Faculty Activity Reports, 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. Examples include:

- Landry Signe, professor of political science, who 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, who received international acclaim for her film “Tables of Istanbul”.
- Sherri Simpson, a professor in the Creative Writing and Literary Arts program, whose book “Dominion of Bears” received the John Burroughs Medal.

Although UAA has earned national attention for its undergraduate research program, this is another area in which current assessment fails to adequately capture our 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 for undergraduates about competitive prestigious 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 thirteen 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 grant submissions and awards, more annual expenditures in research-related activities, and 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.

What else have we learned in seven years?
**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”, with student transition and access 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 budget process, with strategies developed from the Strategic Enrollment Plan, 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. While enrollment, retention, and graduation of Alaska Native students remain a concern and a focus for improvement at UAA, the student population more closely reflects Alaska’s overall racial and ethnic diversity than in the past.

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<th>Core Theme Objectives</th>
<th>Core Theme Indicators</th>
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<td>UAA Students access and successfully transition into the university</td>
<td>1. The degree to which UAA’s students reflect Alaska’s racial and ethnic diversity</td>
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<td>2. The first-to-second-year first-time, full-time undergraduate student retention rate</td>
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<tr>
<td>UAA students persist and achieve their goals</td>
<td>3. Successful Learning Rate: Proportion of courses successfully completed out of total courses attempted by student sub-cohorts grouped by first year of entry</td>
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<td>4. Total degrees and certificates awarded with emphasis on high-demand jobs</td>
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Student success is key to UAA’s mission in several ways, and Core Theme 3 is associated with two Mission Fulfillment Expectations:

1. UAA meets the needs of our communities and state through certificate and degree awards, with an emphasis on high demand job areas.
2. UAA students, faculty, and staff increasingly reflect the diversity of the state.
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 other 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 were collected through the admissions process and reflect only students actively enrolled at UAA during the fall of 2016. 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, and reflect totals counts of “one race alone” and those who identify as Hispanic of any race. UAA Service areas include the following Census areas: 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 students. The goal is continuous improvement to eliminate the gaps.

### STUDENT DIVERSITY: 2010 TO 2016 COMPARISON

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<thead>
<tr>
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<th>ALASKA 2010</th>
<th>UAA SERVICE AREAS 2016</th>
<th>UAA STUDENTS 2016</th>
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<tbody>
<tr>
<td></td>
<td>% of Total</td>
<td>% of Total</td>
<td>% of Total</td>
</tr>
<tr>
<td>TOTAL POPULATION</td>
<td>710,231</td>
<td>739,828</td>
<td>20,559</td>
</tr>
<tr>
<td>Alaska Native/American Indian</td>
<td>106,267</td>
<td>112,963</td>
<td>36,152</td>
</tr>
<tr>
<td>Black or African American</td>
<td>24,442</td>
<td>27,432</td>
<td>18,450</td>
</tr>
<tr>
<td>Asian</td>
<td>38,883</td>
<td>46,733</td>
<td>28,863</td>
</tr>
<tr>
<td>Islander</td>
<td>7,662</td>
<td>9,829</td>
<td>6,600</td>
</tr>
<tr>
<td>Hispanic Origin (of any race)</td>
<td>39,252</td>
<td>50,824</td>
<td>28,351</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>49,106</td>
<td>54,063</td>
<td>32,203</td>
</tr>
<tr>
<td>White</td>
<td>483,871</td>
<td>488,808</td>
<td>337,184</td>
</tr>
<tr>
<td>Non-white Total</td>
<td>265,612</td>
<td>301,844</td>
<td>150,619</td>
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**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, closing the gap by 2.5 percentage points between 2010 and 2016. Asian and Hispanic student populations have made gains over the last seven years. The representation of Alaska Natives among UAA’s student body is 2.5 points lower than the representation of Alaska.
Natives in the university service area. The most significant growth was in the number of students identifying as two or more races, up 46 percent. Of all the students who listed two or more races, 42 percent identify Alaska Native as one of the races, which may help offset the decline in the number of students identifying as Alaska Native only.

**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 program in a given fall semester who re-enroll in UAA the following fall semester, including those seeking associate and baccalaureate degrees. *(Sources: UAA Performance '17; OMB Report 2017).*

**Thresholds or Targets:** Targets are estimated based on past performance and current environment. Input is received from Student Affairs. 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.
**Analysis:** UAA’s overall retention rate of 64.1 percent in fall 2016 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 retention rate for first-time, full-time baccalaureate degree-seeking students, as compared to its 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 its peers every year except 2015. However, the retention rate for students seeking an associate degree has declined for the last four years, and dropped significantly to less than 50 percent in fall 2016.

All rates are impacted by the number of students enrolled in developmental education courses (30% of the fall 2015 FTFT cohort). These developmental students return at a much lower percentage than those who did not enroll in developmental education (53.6% for enrolled in developmental education vs 75.7% of 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 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 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, suggesting that 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, have had a positive impact on student learning.

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 one third of all entering students enroll in a developmental education class. The UAA 2020 initiative is focusing on the success of these students.

INDICATOR 2: Total degrees and certificates awarded with emphasis on high-demand jobs. 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
occupational forecasts. The University of Alaska Statewide 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. 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 most all awards, averaging 72 percent of all awards 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 some of the completion numbers in the HDJA are level or declining slightly, it is significant that the numbers are stable given enrollment and funding declines over the last three years.

The Associate of Arts degree consistently produces the most awards from a single program 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.

**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 (Source: *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. Cabinet approves targets.

![UAA 6-Year Baccalaureate Graduation Rate Targets to Actual](image)

![UAA 6-Year Baccalaureate Graduation Rate Compared to UAA Peers](image)

*Note: Peer rates are not yet available for 2016 and 2017.*
Analysis: UAA’s six-year graduation rate is unacceptably low, averaging 26 percent over the seven-year study period, peaking at 27.8 percent in 2013 but slipping back to the 2010 rate of 24.9 percent in 2016. While the rate improved somewhat in 2017, it still ranks last among UAA’s peers. A major goal of the new UAA 2020 strategic plan is to increase our traditional graduation rate through advising and retention initiatives.

When interpreting the first-time, full-time graduation rate, it is important to note that only 10 percent of UAA students meet the definition of first-time full-time baccalaureate degree-seeking students. Of the 1,175 baccalaureate students who completed their degrees in 2017 76 percent did not meet the definition of traditional entry cohort, and 72 percent completed their degrees within 12 semesters (6 years) or less, though not necessarily in consecutive semesters. Nearly a third (32%) of the 2017 graduating class 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 at UAA, including:

- UAA students (freshmen and seniors) work off campus in higher numbers than their counterparts at other large public and urban institutions. The freshmen also spend more time caring for dependents than their peers at other institutions (NSSE 2016 report);

- 13 percent of the entering baccalaureate degree-seeking cohort enter as full-time students but transition to part-time by their second semester at UAA, compared to 16 percent of all full-time degree-seeking students. (DSD Data System at semester freeze);

- 28 percent of baccalaureate degree-seekers enrolled in a developmental level course their first fall semester. This percent increases with other degree seekers to 34 percent. (DSD Data System at semester freeze);

- 68 percent of graduates in AY17 stopped out at least one semester before earning their degree (Performance ’17).

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 student completion.

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 private employment 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 and work and 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 of 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.

The comprehensive data set supplied in 2014 has not been made available subsequently. The most current data compiled provides an average of all graduates from 1999-2013, and indicates the percentages have not changed measurably since the 2014 study. 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 about the success of its alumni to provide a more complete and consistent view.
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 many different cultures and communities. To build a diverse student body, in the last two years Student Affairs has started an aggressive recruitment program 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 is of special concern to the university. Special recruitment efforts are targeted to enroll and retain 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. Student groups of 14 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, Performance ‘16), which helps them address historical trauma, understand their role in society, and strengthens their ties to college. This project was highlighted as the closing plenary presentation at the AACU 8th Annual Forum on Digital Learning and ePortfolios national conference in January 2017.

To coordinate and increase UAA’s efforts, in 2015 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 has formed an Alaska Native Advisory Council, which reviews UAA’s progress in diversifying the faculty, staff, and 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 has just completed a Diversity Action and Inclusion plan. The product of a multi-year process and a 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; and subcommittees have been formed specifically to engage the Diversity Action and Inclusion Plan 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 veterans. The coordination for the work to achieve the goals of UAA 2020 goals and the Diversity Action and Inclusion Plan is imperative. Currently UAA programs to increase Alaska Native student success are all responsible to different people/parts of the organization, and there is no structural or organizational mechanism to ensure they work together towards the same aims, share information or strategies to help students progress and achieve their educational goals. Building a centralized structure for these efforts with monitoring to ensure collaboration, communication, data-informed decision making across the institution, and implementing mutually agreed-upon strategies would facilitate meaningful progress.

**Access:** The University Hub, established in 2016, co-locates student recruitment, transition, advising, orientation, and career exploration and services in the Student Union on campus rather that 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. This focus on the first-year experience and the transition to second year is designed to improve retention and success by helping students develop the academic and personal skills needed for college success (source: Student Paths to Access & Success @ UAA, 2016 report).

Initiatives within each college and campus that complement these efforts include: *(are these the best examples?)*

- 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 in the Writing Center and Center for Language Learning. English language support programming for students whose first language is not English includes a weekly conversation table and a language partner program;

- The 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 a 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 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.

As indicated in the 2014 Mid-Cycle Report, Student Affairs has focused its institutional metrics, particularly in undergraduate retention and persistence rates. Mapworks software was used 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. These programs allowed 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 EAB Student Success Collaborative “Campus” advising tool in April 2018 and university wide implementation is planned for August 2018. (Source: Student Paths to Access & Success @ UAA, 2016 report).

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 occur during the first two years, UAA is increasing its 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 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:

- The AAS in Physical Therapy
- The BS in Health Sciences
- The Alaska Health Education Consortium (AHEC)
- The BS in Nursing
- The BS in Dental Hygiene
In addition, TVEP has funded a variety of 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.

All of the above program development was consciously planned by the college deans and campus directors 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:** A key area in which UAA recognizes that improvement is needed is our low graduation rate. Multiple programs have been implemented to address UAA’s performance on the measure, including those referenced above, such as DegreeWorks and increased advising. The UA System initiative “Stay-on-Track” 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 has persisted since it was launched in fall 2012. (This percentage peaked at 20% of students in fall 2013, up from 14.5% before the program, and was 18% in fall 2015). The newly launched Student Retention and Completion Council, part of UAA’s implementation of a broader Strategic Enrollment Management framework, also was created to improve performance in this area. In late fall 2017, the Kenai Peninsula College began implementing 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 an 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 goal is to develop an academic advising framework, policies and procedures—with a particular emphasis on first and second year students in a comprehensive campus-wide initiative to ensure student success.

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 “nontraditional” in their completion rates. 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.
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 our students are prepared. The well-established program planning and resource allocation that this entails will continue as we develop new programs to prepare our students for a “post-oil” future in this state. UAA is exploring alternative programs to collect information on alumni that will provide a more complete picture of its graduates, including EMSI’s Alumni Insight application.

CORE THEME 3 SUMMARY

UAA documents 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 four or six years. Recent increases may be more of a reflection of the peak enrollment seen earlier in the accreditation cycle, rather than a direct result of student success initiatives, as the flat retention and graduation rate trends suggest. The 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.

The institution has worked hard since 2010 to improve success for its students, and, as this core theme analysis shows, it is entering a new phase in implementing programs that will 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 our students and places all elements of student success first.

While it is essential to improve the traditional 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.

Moving forward, the institution has set very specific goals for student success in UAA 2020. As it retains or changes its accreditation indicators for the Year One report, the institution 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, identifying the barriers to their success as a first step toward helping them achieve their educational goals.
CORE THEME 4: UAA COMMUNITY

Core Theme 4 Planning. The 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 has eroded satisfaction overall. And even in the face of fiscal challenges, UAA continue to post positive fund balances and plan new programs, reflecting awareness of future conditions and advance planning in response to changes in the environment.

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<th>Core Theme Indicators</th>
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<tbody>
<tr>
<td>UAA’s environments support and sustain learning, working, and living</td>
<td>1. The degree to which UAA’s faculty and staff reflect Alaska’s racial and ethnic diversity</td>
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<tr>
<td></td>
<td>2. The degree to which faculty, staff, and students express satisfaction with their professional and learning environments</td>
</tr>
<tr>
<td></td>
<td>3. Development and management of a sustainable budget as demonstrated by nationally accepted financial rates</td>
</tr>
<tr>
<td></td>
<td>4. Number of crimes, incidents, and injuries reported</td>
</tr>
</tbody>
</table>

Core Theme 4 is associated with one Mission Fulfillment Expectation to meet the higher education needs of the state in an open access environment that is rich, diverse, and inclusive.

3. 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.
Core Theme 4, 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, and reflect totals counts of “one race alone” and those who identify as Hispanic of any race. UAA Service areas include the following Census areas: 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.

**FACULTY DIVERSITY: 2010 TO 2016 COMPARISONS**

<table>
<thead>
<tr>
<th></th>
<th>ALASKA</th>
<th></th>
<th>UAA SERVICE AREAS</th>
<th></th>
<th>UAA FACULTY</th>
<th></th>
</tr>
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<tbody>
<tr>
<td></td>
<td>2010 % of</td>
<td>2016 %</td>
<td>2010 % of</td>
<td>2016 %</td>
<td>2010 %</td>
<td>2016 %</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>UAA Service Areas</td>
<td></td>
<td>Total</td>
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</tr>
<tr>
<td>TOTAL POPULATION</td>
<td>710,231</td>
<td>739,828</td>
<td>459,452</td>
<td>482,761</td>
<td>646</td>
<td>631</td>
</tr>
<tr>
<td>Alaska Native/Indian</td>
<td>106,267</td>
<td>15.0%</td>
<td>112,963</td>
<td>15.3%</td>
<td>36,152</td>
<td>7.9%</td>
</tr>
<tr>
<td>Asian</td>
<td>24,442</td>
<td>3.4%</td>
<td>27,432</td>
<td>3.7%</td>
<td>18,450</td>
<td>4.0%</td>
</tr>
<tr>
<td>Hispanic Origin</td>
<td>38,883</td>
<td>5.5%</td>
<td>46,733</td>
<td>6.3%</td>
<td>28,863</td>
<td>6.3%</td>
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<tr>
<td>White</td>
<td>7,662</td>
<td>1.1%</td>
<td>9,829</td>
<td>1.3%</td>
<td>6,600</td>
<td>1.4%</td>
</tr>
<tr>
<td>Non-white Total</td>
<td>265,612</td>
<td>37.4%</td>
<td>301,844</td>
<td>40.8%</td>
<td>150,619</td>
<td>32.8%</td>
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**STAFF DIVERSITY: 2010 TO 2016 COMPARISONS**

<table>
<thead>
<tr>
<th></th>
<th>ALASKA</th>
<th></th>
<th>UAA SERVICE AREAS</th>
<th></th>
<th>UAA STAFF</th>
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<tbody>
<tr>
<td></td>
<td>2010 % of</td>
<td>2016 %</td>
<td>2010 % of</td>
<td>2016 %</td>
<td>2010 %</td>
<td>2016 %</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>UAA Service Areas</td>
<td></td>
<td>Total</td>
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</tr>
<tr>
<td>TOTAL POPULATION</td>
<td>710,231</td>
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<td>Alaska Native/Indian</td>
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<td>301,844</td>
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<td>150,619</td>
<td>32.8%</td>
</tr>
</tbody>
</table>

Standard 4  UAA  51
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.

Though 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 to be done. 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, MEASURE 1:** The degree to which faculty, staff, and students express satisfaction with their professional and learning environments. The Consortium Library plays a major role in academic success of both students and faculty and is essential to a quality learning environment. The LibQUAL survey, which is 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 facility and service expectations, and faculty and staff perceptions of the library’s performance. It is an indicator for this core theme 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 highlighted below reveal the overall satisfaction with the Consortium Library.

<table>
<thead>
<tr>
<th>LibQual Survey General</th>
<th>2008</th>
<th>2011</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general, I am satisfied with the way I am treated at the library.</td>
<td>7.63 (SD 1.46)</td>
<td>7.86 (SD 1.46)</td>
<td>7.67 (SD 1.50)</td>
</tr>
<tr>
<td>In general, I am satisfied with library support for my learning, research, and/or teaching needs.</td>
<td>7.30 (SD 1.58)</td>
<td>7.46 (SD 1.49)</td>
<td>7.51 (SD 1.50)</td>
</tr>
<tr>
<td>How would you rate the overall quality of the service provided by the library?</td>
<td>7.49 (SD 1.29)</td>
<td>7.54 (SD 1.30)</td>
<td>7.61 (SD 1.30)</td>
</tr>
</tbody>
</table>

**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:** The degree to which faculty, staff, and students express satisfaction with their professional and learning environments. The UAA Faculty and Staff Insight 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.

**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 website.

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 following chart illustrates the comparison of UAA responses with those of UAA Peers and all 4-Year Master Colleges and Universities.

**INDICATOR 3 MEASURE 1: Instructional and student related expenditures per total certificates and degrees awarded.** 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. Information from IPEDS includes Instruction, Academic Support, and Student Services expenditures (Source: 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. Cabinet approves targets annually. For the near term, the goal is to hold increases in this indicator to the rate of inflation or less.

**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 budget 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 need to address this and has made one of the goals of UAA 2020 to lower the cost per award. It set a target for 2020 of $68,000, a 6 percent decrease from FY17. Some of the differential can be explained by the cost of living differences. Anchorage recently ranked 20th out of 264 participating cities in a cost of living comparison, coming in 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 total student credit hours.** 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. Information from IPEDS include Instruction, Academic Support, and Student Services expenditures (Source: 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 goal of this measure is to reduce the cost of instruction.

**Analysis:** Instructional & student related expenditures increased an average of 2.5 percent per year during the study period, while student credit hour production declined 3.1 percent, indicating that UAA has had some success with efficiencies. The rate of increase was greatest in FY13 due to a greater than expected decline in student credit hours. Costs are expected to be reduced given UAA’s 2020 goals to increase efficiencies combined with work toward improved persistence and retention rates.

As with the costs per degree comparison with UAA peer institutions, the cost per student credit hour are significantly higher at UAA. Achieving the UAA 2020 goals of increased efficiencies and improved persistence and retention rates should mitigate the gap with our peers to some degree.
**INDICATOR 3, MEASURE 3:** The total annual amount of University Generated Revenue, which includes revenue generated through interest income, auxiliary receipts, gross tuition and fees, indirect cost recovery and other receipts.

**Thresholds or Targets:** Targets are based on past performance and the current environment. The Budget Office provides input and Cabinet approves the final targets.

**Analysis:** UAA generated $172.6 million in non-general fund 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. However, both categories declined from FY16 to FY17 with a 5.7 percent decline in federal restricted funds, and a 12.9 percent drop in state funds. 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, engineering facilities and programs. Private charitable contributions totaled 9.6 million in AY17, up from $7 million in AY16. Grants and contracts generated more than $37 million in AY17. Grant funding from private foundations now account for 29 percent of all grants.
INDICATOR 3, MEASURE 4: The annual contribution of gross tuition and fees to total authorized budget. (Sources: UA Yellowbook and UAA Office of Budget and Finance).

Thresholds or Targets: Targets are based on past performance and the current environment. 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.

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 set 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.
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 harrassment/assault awareness and response. In 2017, UAA instituted mandatory Title IX training through Haven for all UAA students and staff. The Center for 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 during the reporting period only slightly exceeded the average crime rate among our peers. Of the 19 reported crimes in calendar year 2016, 12 were motor vehicle thefts, up from only one the previous year, a trend that compared with 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.

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 Action and Inclusion 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 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 Action and Inclusion 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 vetted 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 building 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 Sunday edition of 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, more recent indicators show that faculty and staff 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 (see the addendum?) are indicators of growing dissatisfaction with working conditions. However, as shown by the survey results, the university employees have a strong belief in its mission and a high rating in job satisfaction that may help to mitigate some of these negative factors.

As a response to the 2017 Staff Morale Survey, the Staff Council implemented a monthly Staff Recognition Award to counter the perceptions of underappreciation and insignificance, and acknowledge and recognize staff members who go above and beyond what is expected. Response 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 Consortium Library uses an effective system of evaluation of its programs and services. The LibQUAL Library Service Quality Survey is administered by the UAA/APU Consortium library every three years. With three surveys distributed since the fall of 2008 (2008, 2011 and 2014), the Consortium Library has an excellent source of information on how students, faculty, and staff from both UAA and Alaska Pacific University feel about library service, information control, and the library as a place to work and study. Separate surveys are administered to the UAA and the APU communities to assess and make changes based on individual needs of each institution. The results of the survey 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, limited access from the outside. 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. (LibQUAL 2014 Executive Summary; web page “How Your Answers to LibQUAL Make a Difference”; correspondence with Steve Rollins.)

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 students’ perspective by identifying library experiences and points where students come into contact with personnel and services. The Consortium Library Assessment Team completed a Journey Mapping exercise in 2016, analyzing twelve “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 the Alaska’s loss of oil revenue in recent years and subsequent losses in state support to the university. These budget reductions have made it difficult to compete for and retain diverse faculty and staff, and will make funding for infrastructure maintenance and improvement less available. These issues are shaping the institution’s planning efforts with the new strategic plan, *UAA 2020*, including a smaller number of more focused goals and a shorter timeframe for implementation to reflect this uncertain fiscal future.

The university is also embarking on a more concerted enrollment management strategy to help curb expenditures. In 2013 the Program Prioritization process allowed the campus to review the efficiency and effectiveness of our 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 EAB Academic Performance Solution’s, 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 formalized processes to identify and help struggling and distressed students before they harm themselves or others. The Campus 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 new emergency text messaging program that expanded notifications include personal mobile devices of campus emergencies and hazards.

**CORE THEME 4 SUMMARY**

UAA has provided a community that supports and sustains an environment that is safe, increasingly diverse, and conducive to learning and working. In response to decreasing funds from the State of Alaska, UAA has shown its resilience and creativity in 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 realign and allocate resources to activities that maximize student success, as a way to maintain the strong sense of community and mission fulfillment already existing at the university. The Diversity Action and Inclusion 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 goals identified.

Budget pressures have impacted morale and retention of faculty and employees, as seen when comparing the results of the 2013 survey to more recent surveys. More stable state funding, increased philanthropy, and a healthy fund balance for contingencies should help improve the outlook for the future.
CORE THEME 5: PUBLIC SQUARE

Core Theme 5: Planning. *UAA 2017* outlines UAA’s vision of the university as the “public square” of the twenty-first century. Since 2006, UAA has been recognized as a Carnegie Foundation for the Advancement of Teaching 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 our surrounding communities.*

<table>
<thead>
<tr>
<th>Core Theme Objectives</th>
<th>Core Theme Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAA engages in mutually beneficial partnerships with the communities we serve</td>
<td>1. The degree to which a partnership portfolio demonstrates diverse partnerships across public-private sectors, agencies, and communities</td>
</tr>
<tr>
<td></td>
<td>2. Number of UAA colleges which have developed engagement guidelines for faculty promotion and tenure</td>
</tr>
</tbody>
</table>

Core Theme 5 is associated with one Mission Fulfillment Expectation:

4. 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 “Engaged University” 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 additions, as well as other partnership stories, were recommended by the UAA Community Engagement Council, composed of faculty representing 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 ePortfolio is available at http://xxxxx.

Thresholds or Targets: UAA has determined that a qualitative approach is more suited to a goal of fostering student success through deep, pervasive, and integrated partnerships with the community. This is a more substantive approach and 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 develop a picture of 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 ePortfolio 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 that 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. (https://slce-fdp.org/essays/fall-2015/thought-pieces/saltmarsh-janke-clayton/saltmarsh-janke-clayton-full-text/).

The table on the next page shows the individual projects sorted into thematic categories, showing their lead faculty member, unit and college.
## Partnership Portfolio

<table>
<thead>
<tr>
<th>Project</th>
<th>Unit/College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Healthy Communities</strong></td>
<td></td>
</tr>
<tr>
<td>Community Psychology Research Collaborative – Rebecca Robinson</td>
<td>Psychology, CAS</td>
</tr>
<tr>
<td>Anchorage Health Literacy Collaborative – Rhonda Johnson</td>
<td>Health Sciences, COH</td>
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<tr>
<td>Filipino Community Health Initiatives – Gabriel Garcia &amp; Joy Mapaye</td>
<td>Health Sciences and Journalism, COH, CAS</td>
</tr>
<tr>
<td>Substance Abuse and Mental Health Treatment in a Rescue Mission –</td>
<td>Psychology, CAS</td>
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<tr>
<td>James Fitterling</td>
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<td>Stalking the Bogeyman – Dan Anteau, Brian Cook, Jill Flanders-Crosby,</td>
<td>Theatre &amp; Dance and Psychology,</td>
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<tr>
<td>Rebecca Robinson</td>
<td>CAS</td>
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<td>Early Childhood Mental Health – Mary Dallas Allen</td>
<td>Social Work, COH</td>
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<td>Project Partnership for Alaska's Kids (PAK) – Kitty Wellman</td>
<td>Nursing, COH</td>
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<td><strong>Positive Child &amp; Youth Development</strong></td>
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<td>Place-Based STEM Education in Rural Alaska – Mike Mueller</td>
<td>Secondary Education, COE</td>
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<td>Leadership Fellows Junior at Clark Middle School – Terry Nelson</td>
<td>Management, CBPP</td>
</tr>
<tr>
<td>Model for Working with Autistic Children – Mychal Machado</td>
<td>Psychology, CAS</td>
</tr>
<tr>
<td>Early Childhood Intervention – Hattie Harvey</td>
<td>Early Childhood, COE</td>
</tr>
<tr>
<td><strong>Access to Social Justice</strong></td>
<td></td>
</tr>
<tr>
<td>Justice for Fraud Victims – Soren Orley</td>
<td>Accounting, CBPP</td>
</tr>
<tr>
<td>Creating a Voter-Friendly Campus: The Campus Vote Project – Marsha</td>
<td>Communication, CAS</td>
</tr>
<tr>
<td>Olson</td>
<td></td>
</tr>
<tr>
<td>Alaska Victimization Survey – Andre Rosay</td>
<td>Justice Center, COH</td>
</tr>
<tr>
<td>Homelessness in Anchorage - Kathi Trawver</td>
<td>Social Work, COH</td>
</tr>
<tr>
<td><strong>Food Systems</strong></td>
<td></td>
</tr>
<tr>
<td>Food Security and Outreach – Tracey Burke</td>
<td>Social Work, COH</td>
</tr>
<tr>
<td>Alaska Food Policy – Elizabeth Hodges-Snyder</td>
<td>Health Sciences, COH</td>
</tr>
<tr>
<td><strong>Arts, Language &amp; Culture</strong></td>
<td></td>
</tr>
<tr>
<td>Chevak Place-Based STEAM – Irasema Ortega</td>
<td>Elementary Education, COE</td>
</tr>
<tr>
<td>ASD Theater Partnership – Dan Anteau &amp; Nova Cunningham</td>
<td>Theater, CAS</td>
</tr>
<tr>
<td>Early Literacy for Alaska Natives – Kathryn Ohle</td>
<td>Early Childhood Education, COE</td>
</tr>
<tr>
<td><strong>Designing for Alaska</strong></td>
<td></td>
</tr>
<tr>
<td>Engineering Capstone Projects – Osama Abaza</td>
<td>Civil Engineering, COEng</td>
</tr>
</tbody>
</table>
The assessment of the *deep, pervasive,* and *integrated* nature of the partnerships is rated as High, Medium or Low for each thematic area:

<table>
<thead>
<tr>
<th>Theme Area</th>
<th>Deep</th>
<th>Pervasive</th>
<th>Integrated</th>
<th>Target/ Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy Communities</td>
<td><strong>High:</strong> Long-standing &amp; high quality</td>
<td><strong>High:</strong> Projects reach across many</td>
<td><strong>Medium:</strong> The partnerships have integrated research,</td>
<td>Continue to connect people and projects with each other and community priorities.</td>
</tr>
<tr>
<td></td>
<td>partnerships with strong reciprocal</td>
<td>different departments within the COH &amp; CAS,</td>
<td>teaching and service and demonstrate community impact</td>
<td></td>
</tr>
<tr>
<td></td>
<td>collaborations; in one case (STB), the</td>
<td>as well as many community partners or a</td>
<td>linked with institutional priorities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>project has ended but it was deeply</td>
<td>“pervasive outreach” in the community itself.</td>
<td>However, further integration with diversity initiatives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>collaborative and still yielding</td>
<td>The Psychology Research Collaborative engages</td>
<td>with attention to our Alaska Native population and co-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>dissertation research projects for the</td>
<td>students from Bachelor’s to Doctorate degrees</td>
<td>curricular initiatives is needed.</td>
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<tr>
<td></td>
<td>community. The other partnerships</td>
<td>in community-based interventions, and Dr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>continue to be model demonstrations of</td>
<td>Fitterling is reaching out for a multi-</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>community partnerships.</td>
<td>disciplinary model of intervention in the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive Child &amp; Youth</td>
<td><strong>High:</strong> Significant and long-standing</td>
<td><strong>High:</strong> Projects in 3 different</td>
<td><strong>Medium:</strong> However, Dr. Nelson’s project at Clark</td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td>partnerships with different focus areas</td>
<td>colleges and 4 different departments also</td>
<td>Middle School is a unique demonstration project in that</td>
<td>Catalogue other partnerships with the Alaska School Districts for a more complete picture</td>
</tr>
<tr>
<td></td>
<td>and reaching within the Anchorage School</td>
<td>reaching into very different parts of the</td>
<td>it integrates a mentoring program for UAA students to be</td>
<td>of UAA’s commitment and impact in this area.</td>
</tr>
<tr>
<td></td>
<td>District as well as rural Alaska school</td>
<td>school system with unique offerings. Also,</td>
<td>mentors for the middle school program. Also faculty in</td>
<td>Include co-curricular tutoring, mentoring and one-time projects with Student Life &amp;</td>
</tr>
<tr>
<td></td>
<td>districts. Solid working relationships</td>
<td>Dr. Nelson’s project reached out to the Health</td>
<td>this area have integrated their teaching, research and</td>
<td>Leadership &amp; Fusion to connect child and youth outreach efforts.</td>
</tr>
<tr>
<td></td>
<td>that have expanded over time and display a</td>
<td>Education, and other units in College of Business</td>
<td>creative activity in the partnerships.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>high degree of reciprocity.</td>
<td>and Public Policy to expand what was offered</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>to Clark Middle School.</td>
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</tbody>
</table>

Community-engaged student assistants have had significant experiences in these projects, but co-curricular activities have not necessarily been integrated with the partnerships.
<table>
<thead>
<tr>
<th>Theme Area</th>
<th>Deep</th>
<th>Pervasive</th>
<th>Integrated</th>
<th>Target/Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to Justice</td>
<td><strong>High:</strong> 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.</td>
<td><strong>Medium:</strong> 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 depts, though all within the COH.</td>
<td><strong>High:</strong> 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.</td>
<td>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.</td>
</tr>
<tr>
<td>Food Systems</td>
<td><strong>High:</strong> Long-standing &amp; high quality partnerships with strong reciprocal collaborations</td>
<td><strong>Medium:</strong> These two projects represent 2 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.</td>
<td><strong>Medium:</strong> 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.</td>
<td>Collect information on other initiatives and partnerships to demonstrate full range of engagement in this area and to build awareness of the whole.</td>
</tr>
<tr>
<td>Arts, Language &amp; Culture</td>
<td><strong>High:</strong> Long-standing &amp; high quality partnerships with strong reciprocal collaborations in rural and urban communities reflecting respect for local knowledge and contributions.</td>
<td><strong>Medium:</strong> Our current representation is in two colleges and both Early Childhood &amp; 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.</td>
<td><strong>Medium:</strong> 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 preservation of language and culture within Alaska Native communities.</td>
<td>Recent grant-funded project with Anchorage schools &amp; 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.</td>
</tr>
</tbody>
</table>
Analysis: UAA was one of only 62 institutions nationwide selected in the original Carnegie designation process in 2006 to be classified as an “Engaged University” 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 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. 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, and completed projects will be placed into an archive within the Portfolio. It should be noted that two of the portfolio projects have been completed since the Carnegie Foundation application for reaffirmation as an “Engaged University” was submitted in 2014: the Chester Creek Watershed Project after eight years, and the “Start the Conversation Project”, a two-year research project.

**INDICATOR 2: The 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 their promotion and tenure standards.

**Thresholds or Targets:** Five of the colleges (College of Arts and Sciences; Education; Community and Technical College; Engineering; College of Business and Public Policy) and the Consortium Library have approved college-level guidelines. The College of Health has approved them at college and at the departmental level.

**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.

All of the UAA academic colleges, plus the Consortium Library, have approved college-level acknowledgement of faculty engagement activities, and the College of Health has approved such guidelines at the departmental level. 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 can capture and organize the breadth, depth, impacts, and interrelationships of its engaged partnerships in the future.

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, 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.

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.

**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 the 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.

The diagram below illustrates UAA’s belief that strengthening the themed areas and the partnerships within through deep, pervasive, and integrated practice can be thought of as a schema for supporting resilient communities and social, economic and environmental justice.

**Insert Figure 1. Resilient Communities: Social, Economic & Environmental Justice in Community-Campus Partnerships**
Standard 5: Mission Fulfillment, Adaptation, and Sustainability

Insert an “Amazing Story” and Photo

Eligibility Requirement 24: Scale and Sustainability
As demonstrated throughout this report, UAA’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.

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 core pursuit is student learning and success. With a 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, this means working with students where they are 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


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 from 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.

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, analyze trends, and report 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, past underprepared student success reports 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 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 Alaska Legislature.
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 information below examines UAA’s performance for each expectation and demonstrates UAA’s success in fulfilling its mission.

Mission Fulfillment Expectation 1:

**UAA Students meet or exceed faculty expectations for at least 90% 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.

The fact that students have a high success in program learning outcomes but a low graduation rate could be a result of the part-time status for many of the university’s students. Although they may be taking their classes at a slower pace, these part-time students are achieving success and progressing in their programs.

UAA recognizes that not all students are enrolled 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.

![Graph showing % of student learning outcomes that met or exceeded expectations]

UAA has met this Mission Fulfillment Expectation. It is proud of the faculty’s assessment efforts and our students’ level of achievement within our programs. 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 the ways it is supported at the institution.
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 University of Alaska. Over the seven-year accreditation period, high demand job area awards comprised 77 percent of all degrees and certificates conferred at UAA. Awards in high demand job areas totaled 13,978 from AY10-AY17, compared to 19,500 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 has met this Mission Fulfillment Expectation. Moreover, through strategic planning and resource allocation during this period of reduced budgets, the university has intentionally added new programs in high demand areas. Moving forward…
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 better reflects 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 7-point gain is double the growth within the UAA service areas from 2010 to 2016. Among minorities, Alaska Native students remain under-represented. While UAA can say it is more diverse, it acknowledges the need to enroll, retain, and graduate more Alaska Native students.

While the total 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 all non-temporary employees, up from 20.7 percent in 2010, mirroring 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 measured here. While representation of racial and ethnic minorities among faculty increased from 13.9 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 2017, mirroring the growth rate of the general population but not making progress in closing the gap.

The Diversity Action and Inclusion Plan, launched in 2017, will be driving efforts to increase diversity, especially among faculty, staff, and administrators by instituting best practices in hiring policies to eliminate bias and implementing a multi-cultural post-doctoral initiative.


**Mission Fulfillment Expectation 4:**

*UAA engages the community through diverse partnerships and mechanisms that support community engagement. [Core Theme 5: Public Square]*

**Fulfillment:** UAA has assembled an ePortfolio (link) 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. These partnership theme areas are *deep* (high quality, reciprocal, critically reflective, impactful), *pervasive* (included 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.

**PARTNERSHIPS BY THEME**

![Pie chart showing partnerships by theme]

UAA has met this Mission Fulfillment Expectation. At the self-study Open Forums, many participants pointed to the need for greater communication around these achievements, and expanded opportunities for partnerships to be recognized in the Portfolio. As we move forward…
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 grants awarded increased, reflecting UAA’s priority in this area.

During the study period, grants have funded $295 million in research with annual funding averaging 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 Department of Homeland Security Center of Excellence for Marine Research in 2015 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 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 needed to develop indicators to more accurately reflect UAA’s performance in these areas. UAA needs to explore options for a universal collection mechanism that is automated and centralized to better track the full range of research and creative activity.

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.
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 it moves forward, as discussed below.

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. The process of building the annual operating and capital budgets at UAA begins one year prior to the effective year, and includes a review of strategic planning priorities, economic forecasts, enrollment estimates, construction and maintenance needs, and all other mission-related requirements. The process incorporates projected state revenue and uses identified priorities to guide adjustments based on anticipated funding changes. The budget is presented to the Planning and Budget Advisory Council (PBAC), composed of representatives from all parts of the university, for input to the Chancellor on any recommended adjustments to the budget request. This final budget is submitted and ultimately approved by the UA President and Board of Regents, then sent to the Governor who may or may not make adjustments before submitting it to the State of Alaska Legislature as part of the overall budget. When the budget is approved by the State of Alaska Legislature, the UA President makes the final system-level distribution to each university.

UAA has managed three successive years of decreasing allocations from the State of Alaska by improving efficiencies, adjusting faculty and staff levels, eliminating programs with low enrollments, 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.

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 was linked 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 changing demographics, UAA has refined its new student recruiting practices using more targeted messaging, and adapting the spring campus open houses to allow graduating high school students to register for classes immediately. New workforce programs based on identified state and community needs have been developed, including the Doctor of Nursing Practice, MS degrees in Nutrition and Dietetics and Applied Geological Sciences, BS degrees in Occupational Safety and Health and in Mechanical Engineering, 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 has 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 has seen a 14 percent decline in state appropriations over the last three years. UAA’s portion of that decrease was $19.7 million, representing a 14.6 percent cut in its budget from FY15 to FY18. These cuts have occurred while enrollments have also declined due to decreasing local college-age population which peaked in 2011-12. As stated earlier, both the reduction in state funding and the decline in enrollment were anticipated and 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. As stated in the Preface to this report, Strategic Pathways resulted in several system-wide functional coordination councils and greater coordination in the areas of Engineering, Business, and Education.

LOOKING AHEAD:

The new strategic plan UAA 2020 is designed as a response fiscal uncertainty by shortening the active timeframe to three years and selecting a limited number of focused goals. Throughout the next three years, UAA will continue to assess its accomplishments and 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 was to identify 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 on-line 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. Three values were favored by clear majorities. 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 formally approved by student government, the Staff Alliance, the Faculty Senate, and the Chancellor’s Cabinet in February 2017. The four values are:

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<th>UAA VALUES</th>
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<td><strong>Student Success</strong></td>
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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, will be 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 campus units who were asked to submit proposed goals for consideration. A total of 24 goals were submitted. In a one-day facilitated session, 74 representatives from across the institution narrowed the list to six proposed goals that were submitted to the Chancellor’s Cabinet for review and final selection.

Communicating a clear focus on student success, goals identified by Cabinet for UAA 2020 are:

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.
2) More students persist and complete their educational goals

- Increase the ratio of credits students earn 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

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 on October 2017 to lead the implementation process.

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 has adopted a Diversity Action and Inclusion Plan. A description of the plan can be found in Standard 3.

**Advising:** The Vice Provost for Student Success is working with faculty, staff, students and administrators on a new approach to advising that will ensure that all incoming students enter a pathway that will meet their definition of success at UAA.

**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. UAA’s 5-year, $2.5 million is working to create “master course” shells of UAA’s highest enrolling General Education Requirement courses. This initiative has already developed Bridge to Success, a series of modules with videos, resources, and games for incoming Alaska Native students, as well as supported the faculty-led creation of five master courses that are in use now with five more in development. The grant also funded an Innovation Design Studio, opened in January 2017, providing 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 Initiative, mobilizing a cross-functional team 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 our campus community.

**LEAN SIX SIGMA TRAINED EMPLOYEES BY DEPARTMENT**

![Pie chart showing LEAN Six Sigma trained employees by department]

Add list successful LEAN projects here
**Excellence:**

During the development of *UAA 2020*, 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.

Need text relating to future initiatives on Excellence.

Other initiatives we should add here?
CONCLUSION/SUMMARY:

This self-study year arrived shortly after UAA marked its 60th 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 of participants on the Core Theme Objectives and Indicators, and what they 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, 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 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 on working to expand the success rate 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, and improved systems have made UAA increasingly 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. This self-study year revealed the overlap of Core Theme 1, Teaching and Learning, and Core Theme 3, Student Success. One result has been a renewed emphasis on improving student success.

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 move into the next accreditation cycle.