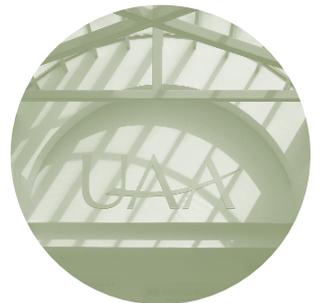




STUDENT AFFAIRS

CAS Self-Study Review

Fall 2011 - 2012



Student Affairs
UNIVERSITY of ALASKA ANCHORAGE

October 2012

Dear Reader:

In fall 2011, the Student Affairs Executive Team charged the Student Affairs Assessment Team with the task of conducting a full Council for the Advancement of Standards in Higher Education (CAS) self-study review of all primary functional areas within Student Affairs. This pilot effort has proved to be impactful as it has provided a platform for departments to systematically evaluate and explore their strengths and opportunities.

The report enclosed summarizes the results of this comprehensive study. Utilizing the CAS standards each area likened itself to national standards and conducted a self-analysis to assist programs in realizing their purpose, mission, and goals. The results of the self-study will be used to guide continuous program improvements across each of the three divisions, enhance our ability to provide outstanding service to students, and to advance additional student affairs strategic planning and assessment initiatives for FY 13. The full self-study results are also available on the Student Affairs CAS Self-Study Web site - <http://www.uaa.alaska.edu/studentaffairs/student-affairs-cas-self-studies.cfm>.

It is an exciting time in Student Affairs and on the University of Alaska Anchorage campus. Through self-analysis such as this CAS self-study review, we can continue to evaluate our programs and services, hold ourselves accountable to a national standard and framework, and provide the best educational experience for our students.

Sincerely,

Bruce R. Schultz, Ed.D.
Vice Chancellor for Student Affairs

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Table of Contents

| | |
|---|-------|
| Student Affairs Mission and Vision Statement..... | 3 |
| Overview of the Council for the Advancement of Standards (CAS)..... | 3 |
| An Overview of the UAA Student Affairs Self-Study Review Process..... | 4 |
| Summary of Process, Findings, and Recommendations by Area..... | 5 |
| Advising and Testing Center..... | 5-6 |
| Office of Admissions..... | 7 |
| Alcohol, Drug, and Wellness Education..... | 8-9 |
| Career Services Center..... | 10-11 |
| Disability Support Services..... | 12 |
| TRIO Educational Talent Search..... | 13-14 |
| Emerging Leaders Program..... | 15 |
| Native Student Services..... | 16-17 |
| Office of New Student Orientation..... | 18 |
| Office of New Student Recruitment..... | 19 |
| Office of the Registrar..... | 20-21 |
| Department of Residence Life..... | 22 |
| Student Activities..... | 23 |
| Student Clubs and Green Life..... | 24 |
| Student Conduct..... | 25-26 |
| Office of Student Financial Assistance | 27-28 |
| Office of Student Information..... | 29 |
| Student Support Services..... | 30-31 |
| Student Union and Commuter Student Services..... | 32-33 |

Student Affairs Mission Statement

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

Student Affairs Vision Statement

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

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

An Overview of the Council for the Advancement of Standards in Higher Education

The Council for the Advancement of Standards in Higher Education (CAS) was established to develop and promulgate standards that enhance the quality of a student's total learning experience in higher education. CAS is a consortium of associations in higher education whose representatives achieve consensus on the nature and application of standards that guide the work of practitioners and establish requirements for high-quality practice.

The CAS philosophy is grounded in beliefs about excellence in higher education, collaboration between teacher and learner, ethics in educational practice, student development as a major goal of higher education, and student responsibility for learning. Taken together, these beliefs about practice shape the vision for all CAS endeavors. CAS collectively develops, examines, and endorses standards and guidelines for program and service areas in higher education. The CAS approach to ensuring quality educational experiences is anchored in the assumption that its standards and guidelines can be used in a variety of ways to enhance institutional quality. Simply put, the standards can be used for design of programs and services, determination of the effectiveness of programs, for staff development designed, for programmatic self-assessment to assure institutional effectiveness, and for self-regulation.

An Overview of the UAA Student Affairs Self-Study Review Process

A key Student Affairs Executive Team initiative for AY12 was to conduct a full CAS self-study review of all primary functional areas within Student Affairs. Undergoing this process allowed departments to showcase their strengths and bring actionable opportunities for program enhancement to the forefront.

The Assessment Team, led by Ayesha Hankins, Coordinator of Student Affairs Research and Assessment, developed a clear process and ambitious timeline to complete the important review between fall 2011 to 2012, beginning with three pilot teams (see graphic below). Other Assessment Team members included: Theresa Lyons, Director, New Student Orientation; Mike Smith, Director, Student Information Office; Dawn Dooley, Associate Dean of Students; Karen Haddock, Disability Accommodations Coordinator; Deborah Mole, Professor/Librarian; E. Andre Thorn, Director, Multicultural Center; and Dr. Lacy Karpilo, Director, Residence Life.

To support each division, Dr. John Purdie, CAS Consultant, was hired to conduct two trainings in September and October 2011 aimed at providing student affairs leaders with the tools and resources to ensure a successful outcome. The first training was a 2-hour conference call on September 12th for the Student Affairs Executive Team, Assessment Team members, and pilot departments (Student Union and Commuter Services, Admissions, and the Advising and Testing Center). Furthermore, the one-day training on October 26th was for all department directors. During this time, Dr. Purdie talked more specifically about the CAS rationale, building a self-study team, the self-study process, and implementing an action plan for future program improvements.

To better support each team, Assessment Team Member Mentors were established per area to provide hands-on assistance to each Self-Study Team Coordinator (i.e. Director) and their corresponding team until the process was complete.

2011-2012 Student Affairs Self-Study Review Timeline

| <i>Functional Areas</i> | <i>Self-Study Team Coordinator</i> | <i>Assessment Team Member Mentor</i> | <i>Fall 2011 (Pilot) Nov-Dec</i> | <i>Early Spring 2012 Feb-March</i> | <i>Late Spring 2012 April-May</i> | <i>Summer 2012 July</i> |
|---|------------------------------------|--------------------------------------|----------------------------------|------------------------------------|-----------------------------------|-------------------------|
| Advising and Testing Center (01) | Linda Morgan | Mike Smith | X | | | |
| Admissions (02) & International Student Services (26) | Cecile Mitchell | Lacy Karpilo | X | | | |
| Alcohol, Tobacco, & Other Drug Programs (04 & 24) | Michael Votava | Theresa Lyons | | X | | |
| Student Life & Leadership (07, 22, 37) | Annie Route | Theresa Lyons | | X | | |
| Career Services & Internships (10 & 27) | Diane Kozak | Mike Smith | | | X | |
| Student Health & Counseling Services (11, 16, & 24) | Bette Fenn | Mike Smith | | | | X |
| Student Union & Commuter Student Svcs (13 & 14) | Dawn Dooley | Theresa Lyons | X | | | |
| Disability Support Services (18) | Kaela Parks | Lacy Karpilo | | X | | |
| Student Financial Assistance (21) | TBD (Sonia F.) | Lacy Karpilo | | | X | |
| Residence Life (25) | Lacy Karpilo | Ayesha Hankins | | | X | |
| Native Student Services (31) | Willy Templeton | Ayesha Hankins | | | X | |
| Multicultural Center (31) | Elijah Thorn | Mike Smith | | | X | |
| New Student Orientation (32) | Theresa Lyons | Ayesha Hankins | | X | | |
| Office of the Registrar (34) | Shirlee Willis-Haslip | Ayesha Hankins | | | | X |
| Student Conduct (36) | Michael Votava | Theresa Lyons | | | | X |
| Student Support Services (38) | Kim Patterson | Ayesha Hankins | | X | | |
| Upward Bound (38) | Elijah Thorn | Mike Smith | | | X | |
| Educational Talent Search (38) | Theresa Lyons | Ayesha Hankins | | X | | |
| Student Information Office (08) | Mike Smith | Ayesha Hankins | | | | X |
| Student Recruitment (02) | TBD (Eric P.) | Lacy Karpilo | | X | | |

Advising and Testing Center

I. Mission

Academic advising assists students in developing and monitoring academic plans consistent with educational, career and life goals. Admitted students with declared majors are assigned faculty advisors within the academic department offering the major. Students admitted as undeclared baccalaureate students and those admitted to the Associate of Arts general program are assigned to the Advising and Testing Center

II. Self-Study Summary

The Advising and Testing Center (ATC) was evaluated by using a criteria established by the Council for the Advancement of Standards (CAS) in Higher Education. The CAS self-study team identified documented evidence provided by the department, and reviewed the criteria and evidence collectively. Each team member then assigned a numerical value to each criteria assessed after reaching consensus. The final step was the completion of a written review of their findings.

A. Identified Strengths and Opportunities

Strengths:

- **The Program:** The principle strength of the Advising and Testing Center is reflected in its adherence to NACADA best practices. This is reflected in its successful approach to serving the needs of individuals, diverse and special populations, and relevant constituencies. Other examples include advisors encouragement, identification and assessment of educational alternatives and teach students how to make good choices by reflecting on the consequences of decisions. Significant effort is devoted to the task of assisting students in assessing interests and abilities, examining educational goals, making decisions and developing short and long-term plans to meet individual objectives.
- **The Mission:** The institution's mission statement is consistent with professional standards in academic advising and develops, disseminates, and regularly reviews its mission. Furthermore, the advising mission focus is on assisting students develop meaningful educational plans.
- **Facilities and Equipment:** The center provides adequate, accessible, and suitably located facilities and equipment to support its mission and goals. Facilities and equipment are evaluated regularly, including consideration of sustainability. Furthermore, staff members have work space that is well-equipped, adequate in size, and designed to support their work and responsibilities.
- **Leadership:** The ATC's leadership set goals and objectives based on the needs of the population and desired student learning and development outcomes. The administration empowers professional, support, and student staff to accept leadership opportunities.
- **Human Resources:** A significant strength of ATC's human resources is that all professional staff hold a master's degrees in fields relevant to the positions held. The Advising and Testing Center has made a significant contribution to the training and supervision of UAA Counseling and Human Services student interns.

Opportunities:

- **Campus and External Relations:** Procedures for the dissemination of timely and accurate information to students and other members of the campus community during emergency situations need to be improved. Furthermore, improvements are needed to insure all staff is knowledgeable of a clear policy for communicating with media. This written policy must include guidelines consistent with institutional policy, including guidelines for responding to threats, emergencies and crisis situations.
- **Technology:** Improvements need to be made in the area of technology to improve ease of access for staff and students. Also, policies must be more clear and easy to understand. There is also a need to improve the accessibility of technology, workstations and computer labs to insure standards are met for delivery to all students, including persons with disabilities.
- **Assessment and Evaluation:** Improvements are necessary in both qualitative and quantitative methodologies to determine achievement of student learning and development outcomes to improve the quality and collection of data from students and other affected constituencies.

Program outcomes need to be evaluated on a yearly basis to insure alignment with the program's stated advising mission and educational effectiveness.

- Equity and Access: Currently, imbalances in student participation and staffing patterns exist and remedies need to be created to achieve improvements in this area. In particular, there is a lack of balance among staff in representing diverse ethnicities and improvements need to be made to insure access for persons with disabilities.
- Financial Resources: There is a need to improve efforts to better explore opportunities from both internal and external sources to secure adequate and consistent funding to accomplish ATC's mission and goals.

III. Priorities for the Program

- A. Identify and develop existing qualitative and quantitative methodologies that measure student learning and development outcomes in order to provide to measure evidence of expected student learning outcomes and achievement.
- B. Define how diversity, equity and access are integrated within our current staffing patterns and create a report identifying remedies.
- C. Review advisor's current caseloads and time required to facilitate identified advising best practices. Develop an ATC advising manual to insure all professional staff and peer advisors have accurate information and resources on established procedures and processes identified as best practices.
- D. Review ATC's website to access the current on-line and technology assisted advising mechanisms to improve clarity and ease of access for students seeking advising contacts, general information and obtaining approvals.

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Office of Admissions

I. Mission

The current mission statement of the UAA Admission Team is: "To provide students with efficient, accurate and confidential processing of admission applications." The mission statements for the Division of Enrollment Services and the Office of Admissions are currently in the process of being revised. The Admission mission statement will be rewritten to align with the changes made to the division statement.

II. Self-Study Summary

The Office of Admissions was reviewed utilizing the CAS standards by a committee consisting of faculty, staff and administrators from within the division and external to the division. Evidence of current practices was gathered as the questions were reviewed.

This is the first CAS self-assessment to be performed by the UAA Office of Admissions. The review process was an educational experience for the entire committee from learning the standards themselves to applying them to admission processes. New perspectives will bring improvements to processes including documentation of those changes.

A. Identified Strengths and Opportunities

Strengths:

- The accumulated years of experience of a well-trained admission staff allow the team to be flexible in adjusting processes quickly as the number of incoming documents fluctuates during the year. Their knowledge of Federal, State, and University policies is important in processing international and domestic applications accurately.
- The extent that technology is used to process applications for admission is formidable. UAA Admissions was the first UA system department to implement a completely paperless process utilizing electronic imaging and workflow programs.

Opportunities:

- The mission statement needs a complete review.
- Student learning outcomes need to be written into the admission procedures and applied to the admission web site. This concept has been incorporated in the design of processes in years past however the outcomes have never been specific or written.
- Approved task requests to improve processing need to be completed. The department is extremely dependent on technology as the number of staff has been reduced. With this in mind an investment in programming time and testing is critical to continue improving processing time.

III. Priorities for the Program

- A. New changes to the admission letter processes utilizing the TOAD reporting tool will be implemented in the coming months.
- B. Workflow changes to the Admission Recommendation process will be implemented.
- C. The Admission staff will create a new mission statement in alignment with the Division of Enrollment Services.
- D. Admission processes will be rewritten to incorporate and document learning outcomes that demonstrate a prospective student's successful completion of the application process to be measured at multiple points in the admission process.
- E. Contact will be made with 7 peer institutions to determine salary levels of admission staff and a comparison made between the number of applications processed per staff member and UAA statistics.

Alcohol, Drug, and Wellness Education

I. Mission

To create a University environment which encourages low-risk substance use choices through social-ecologically based institutional practices and policies.

II. Self-Study Summary

The UAA Alcohol, Tobacco and Other Drug Program, better known as the Alcohol, Drug and Wellness Education (ADWE) Program, review team assessed each of the 12 programmatic areas identified, following the Council for the Advancement of Standards guidelines in Higher Education. For each area to be reviewed, the team gathered information and evidence to evaluate, and, using the CAS instrument provided, individually and then collectively assigned numerical value to demonstrate the level of perceived completion. Following the collective discussion, the group provided a written description of the areas needing attention and an action plan for each item.

In eight of the twelve areas assessed, the ADWE Program was identified as having “well met” or “fully met” the criteria identified in the CAS instrument. These areas include: Mission, Program, Organizational Management, Leadership, Human Resources, Diversity, Campus and External Relations, and Assessment and Evaluation. While there is still room for improvement on several items in these eight areas, the review team decided that the immediate focus of the program improvement plan should be on the areas where “minimally” or “not met” items existed.

The review team identified a few areas of the ADWE Program that were “minimally” or “not met” at this current period in time. The areas of Financial Resources, Technology and Equity/Access had at least one criterion that was “minimally met” and/or “not done,” signifying the need for additional focus. An ATOD Program needs adequate funding to accomplish its mission and goals. The current quantity of work performed by the ADW Educator is equivalent to the work of a full-time professional. Because UAA’s ADWE program can only support a part-time educator and has a limited budget, seeking additional internal and external funding will be a primary focus of the program’s research efforts. Establishing additional funding resources will provide the ADWE staff member with more time to develop and execute programs, services and evaluations for the campus community. This limited budget also impacts the ADWE program’s ability to possess sufficient technology to further its mission. The program would benefit from identifying additional access to large-scale printing services, campus/community media resources, and creative audio-visual equipment.

The ADWE program was rated “minimally met” in one item of the Equity and Access area: “Services are available and accessible to distance learner students or arrangements have been made for students to have access to appropriate services in their geographical region.” The Review Team decided to score this item as “minimally met” because they believe this to be an area where the ADWE program has an opportunity expand efforts to the eight satellite campuses of UAA, including distance education, needs assessments, social norming campaigns, and referrals services. In addition, this area of Equity and Access could eventually grow to provide outreach to the other two University of Alaska primary campus communities in Juneau and Fairbanks.

Finally, the area of Facilities and Equipment had numerous criteria that were “not met” or “minimally met,” and therefore will be a key area to focus on in the coming year. UAA’s ADWE program does not have a permanent facility location and office area to continuously provide student/employee access and private space for student consultations. The CAS Standards also listed a resource center as an element to improve ATOD program mission and goals, of which is currently not available at UAA. The Dean of Student’s Office will continue to search for adequate facilities in an accessible location so the ADWE program can provide a wide range of services, including a wellness resource area.

A. Identified Strengths and Opportunities

Strengths:

- The ADWE program mission is implemented and aligns with national standards for ATOD programs. It supports the Student Affairs and University key priorities through helping to *foster a healthy and safe* environment for our diverse student population to reach their greatest potential.
- The ADWE program mission bolsters student learning and development outcomes through intentional programming and is supported by developmental and behavioral health theories, as well as best practices in public health.

- The ADWE program has a staff member who is highly qualified, effective, and provides ethical professional leadership to accomplish mission and goals.
- The ADWE program has data collection and reporting standards that assess and inform others of the impact of alcohol, tobacco and other drug use upon social, academic, environmental, wellness, and civic areas. Information is also disseminated to the campus community regarding risk reduction strategies and resources.
- Data collection and reporting is also used for program evaluation and improvement in response to the changing needs of the UAA population, the surrounding environment, and evolving institutional priorities.
- The ADWE program maintains strong campus and external relations and coordinates with a variety of departments and organizations to deliver sustainable and engaging programs and services for the student population.

Opportunities:

- The ADWE program is currently not adequately staffed to accomplish program mission and goals. The ADW Educator is currently a part-time position, but it needs to be a full-time position.
- The ADWE program does not have adequate facilities and equipment to support its mission and goals.
 - Lack of consistent and sufficient office space limits the amount and types of programming and services that can be offered and inhibits the program's ability to fully realize its mission.
 - Additionally, lack of consistent office location reduces access to students, employees, and outreach opportunities with the greater community.
- The ADWE program does not have adequate technology to support its mission and goals.

III. Priorities for the Program

- A. The ADWE program needs to seek additional funding to change the current part-time ADW Educator position to a full-time ADW Educator position.
- B. The ADWE program will develop a website linked off the UAA Dean of Students Office webpage to disseminate the program mission and increase information sharing with university constituents and the larger community.
- C. The ADWE program will identify a permanent or semi-permanent office area for Alcohol, Drug and Wellness Education, and advertise this location to UAA students.
- D. The ADWE program will expand, finalize and approve program specific student learning and development outcomes to guide the program and services.
- E. The ADWE program will conduct and record additional quantitative and qualitative evaluations to ensure the program and services continue to meet accountability criteria. The ADWE program evaluations will also be used to assess student and employee perceptions of substance use among their peers and colleagues.
- F. The ADWE program will continue to investigate funding opportunities for additional ATOD and wellness programming and increasing access to relevant technology.
- G. The ADWE program will continue to collaborate with community organizations to support more late night programming on campus, as the majority of UAA's alcohol violations occur late at night.
- H. The ADWE program should embrace stakeholders within every department of student affairs to collaborate on programming initiatives, i.e., Safety Awareness Month and Domestic Violence and Sexual Assault Awareness Month.
- I. The ADWE program will increase cultural programming and collaboration with UAA departments addressing diversity. Alcohol, drug, and wellness education programming specific to particular diverse groups should be infused into themed programming months, i.e., African American History Month.
- J. The ADWE program will increase programming to promote humanitarianism and civic engagement.

Career Services Center

I. Mission

The mission of the Career Services Center is to provide access, guidance, resources, and opportunities to prepare students as they make optimal use of their knowledge, skills and abilities in order to successfully:

- explore and choose academic majors and related career options,
- obtain career-related experiences, and
- develop and pursue vocational training and post-graduation career plans, including graduate/professional school and employment.

This is accomplished through the development of strong partnerships with faculty and employers through workforce development training that support students and other clients as they explore and identify career opportunities.

II. Self-Study Summary

The Career Services Center was evaluated using the criteria established by the Council for the Advancement of Standards (CAS) in Higher Education. The review team identified and reviewed evidence provided by the department with each team member assigning a numerical value to each criterion assessed. Each area was then reviewed and consensus reached about the final ranking. Ratings and each areas strengths and opportunities are as follows.

A. Identified Strengths and Opportunities

Strengths:

- **Mission:** The mission is well developed and in line with University and Student Affairs
- **Program:** Programs are delivered in a variety of formats (electronic, group discussions, workshops, Skype, web chat) to accommodate fluid student needs. Identification, assessment and encouragement of career exploration and opportunities are at the core. Consistent information is created and disseminated with a focus on how the Center supports students learning and development and how identified audiences can apply tools to develop these competencies.
- **Leadership:** Ethical decision making is modeled by leadership. Regular staff meetings occur with open lines of communication and expectations conveyed to all employees. Budget forecasting and strategic planning are emphasized. Employees are encouraged to seek out leadership opportunities in their immediate area in the community.
- **Ethics:** All employees are FERPA trained and regularly exercise privacy and confidentiality with student records. If deviations occur, each person is held accountable and corrective action taken.
- **Legal Responsibilities:** Professional staff members are knowledgeable in areas of risk management and laws regarding employment referral practices, eligibility to work, and employment guidelines involving special populations (international students). On-going communication between the Center and the Department of Labor is evident and literature is available to students and other clients. Labor law posters with regulations are visible in the entryway to the Center.
- **Equity and Access:** Regular communication with Disability Support Services exists to ensure proper delivery of programs and services. Educational materials are available to employers focusing on questions related to hiring practices and the American Disabilities Act. An accessibility issue exists with the second entryway into the Center and the placement of the photocopier (may not be enough clearance to permit wheelchair access). Facilities and Campus Services were made aware of this issue in August 2011.
- **Diversity:** Programs are planned with inclusivity in mind. Collaboration is often initiated with Languages Department to accommodate translation requests.
- **Organization and Management:** Policies, program expectation, manuals, and the Center's Vision, Mission, and Core Values are available on the website. Professional staff receives an annual performance evaluation. Student staff is reviewed each semester.
- **Campus and External Relations:** Regular communication about events and special promotions with University Advancement. Information is sent to Green and Gold and other community venues. Verbal guidelines in place about how to respond to emergencies but written guidelines would be more favorable.
- **Financial Resources:** Regularly analyze budget and implement forecasting. Office Manager maintains

a soft ledger and works with Director to regularly review financial picture of Center. Financial adjustments are made when necessary.

- **Technology:** Newly implemented Skype options for program delivery. Updating of website to streamline information exchange. Regular use of Google Docs to create computer based assessments. All employees have access to up-to-date technology.
- **Assessment and Evaluation:** Data is electronically collected and regularly used to adjust programs and services. Systematic processes are in place and aligned with the delivery of services to gain qualitative and quantitative feedback.

Opportunities:

- **Human Resources:** While training is ongoing, the Center is challenged with not having adequate staff to meet the increasing needs of students. Student employees are carefully selected and trained but not all professional staff members are appropriately degreed in a field relevant to the position they hold. Although related work experience is possessed, the caliber of that experience is not comparable to the higher level of understanding and application of theories, programmatic elements and knowledge delivered by a professional holding an advanced degree.
- **Facilities and Equipment:** Space constraints make it difficult to continually accommodate programs and opportunities. Records are secured in locked cabinets. Access to private space to deliver resources is not always available.

III. Priorities for the Program

- A. All professional staff members should be appropriately degreed in a field relevant to the position they hold. Professional development plans are suggested for each employee. It is recommended that additional focus be placed on a professional to deliver vocational counseling and resources.
- B. The Center often seeks other rooms on campus to accommodate workshops and employer focused events. Due to limited space, it can be difficult to accommodate more than one request at a time. It is recommended that the Center explore possible expansion.

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Disability Support Services

I. Mission

UAA Disability Support Services exists primarily to ensure equal access. We work with students to understand barriers, and work with faculty to try and remove those barriers. In addition to responding to requests for academic adjustment, DSS promotes a universal design approach in which the learning environment is structured to meet the needs of a wide range of students from the beginning, thus minimizing the need for retroactive accommodation. Toward that end, DSS provides information and serves as a resource to the university community. When barriers do arise, Disability Support Services assists in the identification of reasonable adjustments. Thus, there are two primary areas in which DSS serves: 1) Providing services for students with disabilities; 2) Sharing resources with the community.

II. Self-Study Summary

DSS was evaluated by using a criteria established by the Council for the Advancement of Standards (CAS) in Higher Education. First, the self-study team completed an independent review using the CAS instrument and the documentary evidence and provided a written review of their findings.

Afterwards, the DSS self-study team (consisting of our entire office) identified documented evidence provided by the department and reviewed the criteria and evidence collectively, and then assigned a numerical value after consensus was reached for each item.

A. Identified Strengths and Opportunities

Strengths:

- Mission: Our mission is the essence of our daily activities: Providing services for students with disabilities and sharing resources with the community.
- Program: Employing a social justice model vs. medical model permeates every aspect of our program from accommodation self-advocacy, cutting edge technology, to the development of new credit-bearing courses.
- Campus and External Relations: We have solid working relationships with campus departments, community campuses, and external agencies (DVR, VA, K-12, and others).
- Technology: DSS receives a small share of the Student Technology Fee annually which helps offset our federally mandated technology requirements.
- Human Resources: DSS is currently staffing a temporary, part-time Accessibility Intern Coordinator and several Accessibility Interns (temporary editors/aides) for the Spring 2012 semester.

Opportunities:

- Program: Courses or workshops on adaptive technologies are needed in many areas campus-wide.
- Program: DSS needs to be represented in campus-wide Building Blitz and included in Procurement language.
- Human Resources: The temporary Accessibility Intern Coordinator position needs to become a permanent PCN to help safeguard against non-compliance.
- Campus and External Relations: Regular reviews of the Disaster Response Plan with regards to people who experience disability.
- Facilities and Equipment: Absence of regular UPD-led trainings on an on-going basis with regards to people who experience disability.

III. Priorities for the Program

- A. Meet and collaborate with building managers campus-wide for Building Blitz inclusion.
- B. Schedule on-going, semesterly, reviews of Disaster Response procedures with regards to people who experience disabilities.
- C. Secure PBAC or other base funding for permanent PCN for Accessibility Intern Coordinator.
- D. Development and presentation of adaptive technology innovations to departments and students campus-wide.
- E. Meet and collaborate with Procurement to include DSS familiarity/Universal Design concepts into their processes.

TRIO Educational Talent Search

I. Mission

While the program currently does not have a formal mission statement, the goal of ETS is to help first generation, low-income students achieve their educational goal of attending college. The program provides many services that will help students remain on track through their middle and high school years to ensure that at graduation, they are college ready. ETS Advisors help students develop educational plans, provide skill development and test preparation workshops, tutoring, and leadership opportunities.

II. Self-Study Summary

The TRIO Educational Talent Search program conducted a self-review following the guidelines established by the Council for the Advancement of Standards (CAS) in Higher Education. The review team consisted of the ETS program manager, program assistant, two program advisors, and a member of the UAA Grants & Contracts department with significant TRIO experience. The team considered and discussed the criteria, completing both an individual rating and a group consensus rating for each area of focus. The team then also gathered documentary and evidence to support our chosen ratings.

Overall, the ETS review team agreed that many of the objectives were “well met” or “fully met.” These included the areas entitled Program, Equity & Access, Diversity, Leadership, Campus and External Relations, and Assessment and Evaluation. No review areas received individual or consensus ratings of Not Met, although some areas may have had an individual rating of Minimally Met. Areas with room for improvement include promoting staff training and recognition opportunities, establishing and publicizing a mission statement, and advocating further for our program to create continued awareness that will ensure our program is properly valued and supported.

A. Identified Strengths and Opportunities

Strengths:

- Serving as advocates for a diverse and underrepresented population in access to higher education
- Providing services that assist our students in gaining the necessary skills to succeed in postsecondary education
- Providing activities that support students in matriculation, achievement, persistence, and graduation
- Promoting civic engagement
- Collaboration with faculty and other colleagues, community partners

Opportunities:

- Although we have a functional mission statement, we have not officially designated it as such. We plan to seek approval to adopt and publicize our mission statement.
- Despite significant partnerships with many UAA departments, 7 ASD schools and their staff, and many community professionals and organizations, continued growth in advocacy for our program is necessary. Because ETS is a federally funded grant program, we need to create a large body of awareness and support for our program and other TRIO programs. Staff should work to solidify relationships with local government officials and ASD upper administration to ensure appropriate recognition of the value of the services we provide. Staff also needs to be encouraged to take advantage of opportunities to network and collaborate with other TRIO programs at the state, regional, and national level to promote a unified strong program.
- Program staff works in 2-5 separate locations and therefore needs support to attend trainings that will educate them about each location’s policies and procedures, especially in the event of an emergency. Staff also requires consideration and appropriate equipment to ensure privacy of sensitive documents that must be transported.

III. Priorities for the Program

- ETS staff will discuss, determine, and seek approval of one established comprehensive mission statement
- ETS staff will be made aware of and encouraged to attend relevant trainings once/month
- Performance evaluations will be conducted annually

- Realizing the importance of awareness of our program's purpose and successful accomplishments, we will seek opportunities to create awareness in key relationships, including UAA, ASD Administration, Local government, and Alaska State/ regional TRIO organizations.
- ETS will consider inclusion of student volunteer translators for the languages most commonly used by non-English-speaking parents for our large group events, potentially to include Hmong, Nuer, and Tagalog.

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Emerging Leaders Program

I. Mission

Emerging Leaders Program will foster tremendous growth in you as a leader on campus and in your community. You will be afforded the opportunity of interactive training, experiential learning and personally meaningful service work. In addition, you will gain courage, confidence and valuable insight into yourself and your community that will allow you to succeed at every level.

II. Self-Study Summary

The Emerging Leaders Program was evaluated by using the criteria established by the Council for the Advancement of Standards for Higher Education for Student Leadership Programs. First, a committee was formed consisting of the Director of Student Life and Leadership, the Assistant Director for Student Leadership, the Concert Board Coordinator, and the Internship and Experiential Learning Coordinator. Documentation pertinent to CAS was shared with each member in a binder. Scores and explanations were shared in committee meetings over the course of one month.

A. Identified Strengths and Opportunities

Strengths:

- Encourages civic participation through community engagement activities.
- Allows opportunities for students to become self-aware, collaborate, and be engaged in a variety of contexts.
- Professional staff is well versed in facilitating leadership development programs.
- Strong collaborative practices with several departments across campus.
- Program is open to all UAA students.

Opportunities:

- The program does not have a stable funding source.
- Further development of mission statement and student learning outcomes is necessary.
- A comprehensive assessment plan is needed to ensure students are learning and growing from the program.
- Program curriculum needs to be revised to match learning and development outcomes.
- Additional administrative support is necessary for program growth and sustainability.

III. Priorities for the Program

- A. Request continued funding from the various sources that have supported the program in FY12. The goal of the program should be to have an established budget account. This is necessary for program growth and sustainability and demonstrates the university's commitment to a formal student leadership program.
- B. Review and revise mission statement to ensure it clearly represents program goals.
- C. Review and/or develop student learning outcomes that clearly highlight the mission statement and program goals.
- D. Develop and implement assessment plan to determine if student learning and development outcomes are met. All components of the program will be assessed after the students complete each program level.
- E. Review and revise program curriculum to ensure learning and development outcomes are met. Intentional training on multicultural awareness, knowledge, and skill should be emphasized.
- F. Develop position description for administrative assistant or student worker and seek funding for the position.
- G. Develop a policies and procedures handbook. Establish recognition processes for students completing the program.
- H. Provide presentations to departments and organizations about the program to increase institutional integration and recruitment opportunities.
- I. Develop, plan, and budget space and equipment for new staff (administrative assistant or student worker) in case funding becomes available.
- J. Administer SWOT analysis to ensure program relevance, as well as to identify potential partners and resources available.

Native Student Services

I. Mission

Native Student Services (NSS) provide support services that target the particular needs of Native and rural students in their transition, adjustment, and success at the University of Alaska Anchorage. NSS fosters a sense of belonging on campus for Native students which encourages and support student success. In establishing strong collaborative partnerships and effective working relationships with other university departments, rural school districts, and the Native community; NSS hosts enrichment programs, internships, and other opportunities that complement the academic pursuits of Native students.

II. Self-Study Summary

Native Student Services conducted a self-evaluation using criteria established by the Council for the Advancement of Standards (CAS) in Higher Education for Multicultural Student Programs and Services. A self-study team was formed and consisted of the NSS staff, a representative from the UAA College of Education, and a community representative from an Alaska Native education foundation. Three (3) UAA Native students also participated in the self-study discussions. Written material and documentation was placed on a UAA share drive account for access by the self-study team to review prior discussion. The self-study team utilized CAS Self-Assessment Guide (SAG) for Multicultural Student Programs and Services as the assessment tool. Individual SAG reviews were discussed to find concurrences/discrepancies and to determine a consensus rating on criterion measure. Though the SAG served as the basis of self-study team group discussions, conversations developed into a much richer and fuller dialog than simple checks in boxes. The SAG was simply a springboard to a much larger self-reflective paradigm. The dynamics of the discussions gave rise to ancillary insights.

A. Identified Strengths and Opportunities

Strengths:

- Program: the self-study found that the NSS programs were responsiveness to student' needs and established a safe and affirming atmosphere for Native students to succeed.
- Leadership: the self-study found that the criterion measures were well and fully met. The discussion on this topic revealed that the NSS program leadership instills and supports a "teamworkmanship" ethic among the NSS staff that serviced the program well.
- Human Resources: the self-study found that a high level of employee longevity/satisfaction. The only suggested improvement is to increase the size of the staff.
- Equity and Access: the self-student found that the criterion measures were well and fully met except for physical access for persons with disabilities.
- Diversity: the self-study found that all criterion measures were well or fully met.
- Organization and Management: the self-study revealed the greatest discrepancy of opinions on this topic. While the self-study team agreed on NSS being structured purposefully, the website current and accurate, and a process for recognition and award, the written policies and procedures was fragmented.
- Assessment and Evaluation: the self-study found that the criterion measures were well met. The extensive used of student satisfaction surveys after events were noted.

Opportunities:

- Mission: the self-study found that the current NSS mission lacked reference to access and equity and made no reference to the UAA mission.
- Campus and External Relations: the self-study revealed a great discrepancy of opinion on this topic. Though no "Not Done" rating was given to any of the criterion measures, the discrepancy of opinions indicate that work is to be done in this area.
- Financial Resources: the self-study found that NSS lacked the Financial Resources to accomplish its mission and goals.
- Technology: the self-study found that the NSS computer lab lacked assistance on how to use the technology and posted disciplinary procedures on student misuse of technology regarding intellectual property rights, harassment, privacy, and social networks.
- Facilities and Equipment: the self-study found a need for a sink and running water in the lounge to support potluck and other culture social events,

III. Priorities for the Program

- A. Edit the NSS Mission to include references to UAA, access and equity, and inclusion.
- B. Compile the NSS policies in a clear written format accessible by all.
- C. Develop student learning and development outcomes.
- D. Improve public awareness of NSS services both on and off campus.
- E. Establish an advisory board for providing input into NSS programs and services and for improving public awareness.

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Office of New Student Orientation

I. Mission

Our mission is to facilitate the integration of new students and their families into the academic, intellectual, and social culture of the University of Alaska Anchorage in preparation for the university's educational opportunities.

II. Self-Study Summary

The findings of the self-study identified the strengths and weaknesses of the orientation program. Overall, the majority of the items outlined were identified either as a "strength", meaning the item received a cumulative score of 3.6 or higher; or as "well met" which received a score of 3 to 3.5. There was one item that appeared to have a discrepancy because individual scores varied by 2 points or more. Despite the inconsistency of individual ranking of the item, the discrepancy would only change the score from a "strength" to "well met" classification.

Adequate funding for the Office of New Student Orientation was quantified as "minimally met", with a score of 1.1 to 2. Finally, the results showed that there was a weakness in the mission statement; the absence of wording which indicates the department's support to family members. Items needing improvement received a score of 1 or less.

A. Identified Strengths and Opportunities

Strengths:

- The mission statement meets the criteria established by the Council for the Advancement of Standards (CAS).
- Leadership is effective and ethical; articulates a vision and mission; develops and improves programs and services in response to the changing needs of students in alignment with institutional priorities.
- The Orientation Program creates and nurture environments that are welcoming and inclusive; considers characteristics and needs of diverse populations when hiring employees, programming, and implementing policies and procedures.
- Organization and Management of Orientation Program is structured to achieve department goals; promotes student learning and development outcomes; and is aligned with institutional policies and procedures.

Opportunities:

- Lacks evidence of orientation programming on the achievement of student learning and development outcomes in the domains of: Cognitive Complexity, Interpersonal Competence, Humanitarianism and Civic Engagement.
- Inadequate staffing (Human Resource)

III. Priorities for the Program

- A. Family Matters is the program component that integrates family members into the university. This is a forum for parents to ask questions about the university programs and services and learn how to support their college student. The practice of transitioning families is already in place, therefore the wording "and their families" was added to the mission statement to align with CAS.
- B. Determine through assessments and evaluation the achievement of student learning & development outcomes, and ensure a comprehensive orientation program.
- C. Address inadequacies in Human Resources by continuing to seek base funding to provide additional staff support.

Office of New Student Recruitment

I. Mission

The Office of New Student Recruitment provides outreach services and information to a broad community of departments, faculty, staff, and prospective students. Services and information provided by Recruitment are intended to assist prospective students, their families and support networks with the college application and admissions processes and facilitate communication between prospective students and the University. Through such guidance, Recruitment endeavors to increase successful applications for admission and support general registration and retention efforts.

II. Self-Study Summary

The Office of New Student Recruitment was evaluated using the criteria established by the Council for the Advancement of Standards (CAS) in Higher Education. The Recruitment Self-Study Team used the CAS process to reflect upon its philosophy, take stock of its accomplishments as well as its challenges, and develop action steps directed toward future improvements. Outlined below, please find examples of the excellent practices currently in place in Recruitment as well as some of the obstacles that were identified during the self-study process.

A. Identified Strengths and Opportunities

Strengths:

- **The Program:** The Office of New Student Recruitment provides prospective students with a comprehensive array of information designed to successfully prepare the student for a college experience.
- **The Mission:** The mission was developed through a collaborative process and accurately portrays Recruitment's efforts to assist stakeholders in the college-going process.
- **Ethics:** Members of the Recruitment Team excel in their ability to ensure principled conduct in the recruitment of students by understanding and practicing the tenets of the NACAC Statement of Principles of Good Practice, the code of ethics accepted by the admission/recruitment profession.
- **Equity and Access:** Recruitment strives to create an inclusive and supportive climate that fosters an environment dedicated to excellence, fairness, and mutual respect.

Opportunities:

- **Goal-Setting:** Goals to drive recruitment strategies are lacking. There is no clear understanding of recruitment priorities in terms of markets (Alaska, Scholar, WUE, Out-of-State, etc.).
- **Leadership:** Recruitment efforts are not always fully recognized and/or supported. The recruitment plan requires broader dissemination and buy-in.
- **Facilities and Equipment:** The off-campus location of the Office of New Student Recruitment presents a challenge in regard to fulfilling our commitment to access. It is difficult for prospective students and their families to locate us; we have no private area to meet with students who may need to discuss sensitive issues; and the coordination of the campus tour program is complicated and can lead to confusion for our visitors.
- **Assessment and Evaluation:** Regular assessment and evaluation of recruitment strategies has been deficient within Recruitment making it difficult to determine the success of a given tactic. This lack of appraisal has impaired the Recruitment Team's ability to improve programs and service.

III. Priorities for the Program

- A. Develop and review application goals using trend data and align targets with UAA's 2017 Strategic Plan
- B. Craft a comprehensive recruitment plan that is vetted and accepted by key stakeholders.
- C. Draft a proposal to relocate the Office of New Student Recruitment to the main campus. Include reasoning/justification to demonstrate how an on-campus location would greatly enhance Recruitment's ability to attract prospective students to campus and provide a superior UAA experience.
- D. Consistently utilize evaluation tools to capture significant data to determine the effectiveness of individual programs/strategies/activities. Employ the recently created Recruitment Activity Evaluation form, electronic Campus Tour Survey, and customized surveys (specific to recruitment events, such as Preview Day), to regularly assess recruitment tactics.

Office of the Registrar

I. Mission

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

II. Self-Study Summary

Overall the Office of the Registrar is doing really well. We are actively engaged in communicating with our constituents and working continuously to improve service. We are well aware of laws, regulations, and policies that govern our work and staff are well trained, supervised and received regular evaluations and ongoing training. We had numerous ideas for tweaking or continuing to improve and have already taken steps to incorporate many of these. Much of the assessment revolved around student learning outcomes, which was difficult to assess since we currently don't have these. We look forward to developing these in the future with the guidance of Student Affairs. Our most glaring area for improvement is in relation to assessment. As indicated in Work Form C we tend to operate under an assumption that if no one is complaining things are going well. We are committed to developing an assessment plan to truly measure how we are doing. Another insight was in relation to staffing needs, resources, etc. Although we do very well with what we have, we do recognize that we do not have a great deal of depth, and with greater resources we could be truly spectacular.

A. Identified Strengths and Opportunities

Strengths:

- Maintaining Student Records
- Providing data to internal & external constituencies
- Collaborating with faculty, extended sites, community campuses, staff
- Integration into Institution
- Being Intentional and Coherent
- Responsiveness
- Treating individuals with respect
- Communicating well with others
- Ensuring information is accurate and reliable
- FERPA
- Technology
- Solid processes in place
- Leadership within office
- Human Resources/Staff within area- training, supervision, regular evaluations

Opportunities:

- Lack of student learning outcomes
- Few, if any discretionary funds
- Assessment of services
- No disaster recovery plan specifically for office
- Need to be more proactive vs. reactive with services
- Better work flow graphics/training manuals for all areas

III. Priorities for the Program

- A. More proactive outreach to the campus community. We are responsible for many of the processes related to taking a course or earning a degree from UAA. We need to stop being a secret. We have already taken a step in this direction with participation in the Resource Fair at all summer Howl Days and are slated to present a number of workshops to both faculty and students for the upcoming year. As part of this we will be evaluating all of our outgoing communication.
- B. Develop a systematic process for gathering feedback from our various constituents. Although we are very responsive to issues we are aware of, we have a tendency to assume silence means that we are doing well. We need to find a way to confirm or refute this assumption and to ensure that our services are evaluated separately

from UAOnline and the One Stop. One part of this will be the establishment of a Registrar Advisory Committee with student involvement.

- C. Set up specific trainings related to diversity, assessing threatening situations, student development, etc. We already have a mechanism in place for doing this through our monthly staff trainings.
- D. Formalize a yearly review of mission statement, website, and equipment and facilities. Ensure all staff update their FERPA certification annually.
- E. Create work flow graphics and training manuals for all areas within the Office of the Registrar related to normal processes.
- F. Development of student learning outcomes at the direction of Student Affairs Executive Team.

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The Department of Residence Life

I. Mission

Res Life provides a living and learning environment through programs, services and opportunities, which contribute to the personal and academic success of students living in the UAA residential communities.

In partnership with Housing, students and campus-wide faculty and staff, we create a comfortable and safe community that promotes respect for a diverse population as well as supports the cultural, social, intellectual, physical and emotional development of UAA students.

We provide opportunities for residents to become empowered as community members and as evolving individuals who contribute to their own positive living/learning experience.

II. Self-Study Summary

Res Life and Housing was evaluated utilizing the criteria of best practices established by CAS. A committee was formed that had a combination of staff from both departments and a student representative who was a past resident currently working as a student leader for another department. The committee met weekly and utilized Dropbox (an online electronic file sharing program) to share information and documents used in the evaluation. As a result of the evaluation, the committee made recommendations for action items to enhance Res Life and Housing programs, facilities, and services.

A. Identified Strengths and Opportunities

Strengths:

- Res Life is integrated into the life of the institution and collaborates across campus with a variety of departments and programs, which include academic affairs.
- Res Life provides support and educational opportunities and programs that promote student academic and personal success.
- All Res Life professional staff members hold graduate or professional degrees in fields relevant to higher education.
- Student leaders contribute to the Res Life's mission to promote student success through programming, study groups, living learning communities, peer mentoring, leadership development, discipline, role modeling, individual support and referrals.
- Res Life provides services on a fair, equitable, and non-discriminatory basis and recruits and promotes the hiring of a diverse student and professional staff.

Opportunities:

- Since on-campus housing is a split system, lead jointly by Housing and Res Life, there is a need to create a combined organizational chart that clearly articulates roles and job responsibilities. The organizational chart will include a joint mission statement.
- Residence Life has experienced technology issues that have limited our ability to print, utilize our phones, and scan which has negatively impacted our ability to complete our job responsibilities.
- The Residence Life office is a two-story space with professional staff offices located on the second floor. As a result of the stairs, students with mobility limitations are unable to access those offices.
- Res Life has an existing assessment plan that is comprehensive in nature but does not include Housing. To make the plan truly comprehensive, Housing needs to be involved in the development and the implementation of the assessment process.

III. Priorities for Program

- A. Res Life and Housing will collaborative in creating a joint mission statement, organizational chart that clearly demonstrates the joint collaboration and job responsibilities, and a comprehensive assessment plan.
- B. A focus will be placed on increasing safety and security, accessibility, and emergency preparedness in the residential community.
- C. Res Life will work closely with IT to improve and resolve technology issues.

Student Activities

I. Mission

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

II. Self-Study Summary

Campus Activities, which included student activities, student clubs, and student government was evaluated by using the criteria established by the Council for the Advancement of Standards for Higher Education for Campus Activities Programs. A committee was formed consisting of the Director of Student Life and Leadership, the Assistant Director for Student Activities, a current student employee from Student Activities, a Student Union professional staff member, and the Special Events Coordinator from the Campus Bookstore. Documentation pertinent to CAPS was shared electronically using a Dropbox folder. Scores and explanations were discussed in weekly group meetings.

A. Identified Strengths and Opportunities

Strengths:

- Provides opportunities for students to participate in an extensive variety of co-curricular activities
- Successful collaborations with multiple departments and faculty members.
- Diversely qualified professional staff that can address student needs from various perspectives.
- Student training and development delivered both formally and informally for all staff and volunteers.
- Professional staff provides formal and informal development opportunities to improve the competence, leadership ability, and skills of all our student staff and volunteers.
- Transparent governing processes and stewardship of student funds.

Opportunities:

- Development and implementation of student club advisor training is necessary.
- Review of student learning outcomes should be done on annual basis.
- Professional staff needs to be evaluated annually.
- Student administrative support is needed to increase UAA Life page (CollegiateLink) usage.

III. Priorities for the Program

- A. Review and update current student learning outcomes. Assess learning outcomes on an annual basis.
- B. Develop and implement student club advisor training.
- C. Evaluate professional staff on an annual basis.
- D. Develop a position description for student worker who will provide assistance with increasing the usage of the UAA Life page (CollegiateLink) and identify a funding source for the position.
- E. SL&L should receive training on risk management, crisis response, and prevention. Develop and implement a system for responding to crisis situations.
- F. Committee suggests continued support and participation in strategic planning committees for the expansion or construction of a new student union and Sports Arena, as well as the retrofit of the WFSC as these venues could provide additional facility space for the department.

Student Clubs and Greek Life

I. Mission

The SC&GL office enriches the University of Alaska Anchorage campus community by providing excellent resources and services for all students who are, or want to become, involved. We are dedicated to developing equal and diverse communities, interactive networks, collaboration, leadership skills, and personal, social, and intellectual experiences. We believe that these opportunities help students to experience a seamless learning environment and obtain valuable lifelong skills.

II. Self-Study Summary

The Fraternity and Sorority Advising Program was evaluated by using the criteria established by the Council for the Advancement of Standards in Higher Education. A committee was formed consisting of the Director of Student Life and Leadership, the Leadership Coordinator for Student Clubs and Greek Life, a current student employee from Student Activities, a Student Union professional staff member, and an employee from the Campus Bookstore. Documentation pertinent to CAS was shared electronically using a Dropbox folder and scores and explanations were shared in weekly group meetings.

A. Identified Strengths and Opportunities

Strengths:

- Professional staff is well trained in experiences dealing with Greek organizations.
- The office has an open and welcoming environment and positive relationships with students.
- Excellent access to services for all students, including those with disabilities.
- Staff works with university administration as well as national representatives to ensure policies are being followed properly and the correct course of action is followed.

Opportunities:

- Without a mission statement specific to UAA Greek Life, these student organizations are often viewed as another student club rather than unique groups with needs specific to Greek programming and community.
- While assessments have been implemented, evidence is lacking regarding students satisfaction with programs, services, and UAA Greek Life advising.
- Learning objectives need to be developed and shared to ensure a solid vision for Greek organizations.

III. Priorities for the Program

- A. Develop a mission statement specific to Greek Life that reflects the foundations and goals of the fraternity and sorority community at UAA. This will help focus the department on Greek specific issues, and implement a vision to help the Greek community grow and develop in the future.
- B. Implement a Greek awards process to further enhance the visibility of Greek organizations on campus.
- C. Develop Greek Life workshops to increase awareness of cultural, religious, sexual orientation, and gender identity differences.
- D. Develop clear learning objectives and ensure goals are being met.
- E. Develop and implement assessment strategies to better evaluate the benefits of being involved in a Greek organization. Determine areas of program improvement.

Student Conduct

I. Mission

As a central function of the Dean of Students Office, Student Conduct promotes a safe campus environment by educating students about their freedoms, rights, and responsibilities. Student Conduct engages students in a developmental process to help them understand the impact of their behavior on themselves and the UAA community.

II. Self-Study Summary

The Student Conduct Program Review Team assessed each of the twelve areas identified in the CAS self-study. Using the CAS self-assessment guides, the team gathered information and evidence in order to evaluate each area individually and then collectively. Following the rating process, the group provided a written description of the areas needing attention and an action plan for each item.

Overall, Student Conduct received the highest ratings in the following areas: Mission, Equity and Access, Campus and External Relations, and Technology. Evidence shows that Student Conduct is very centered on its mission. Student Conduct not only promotes equity and access but advances these ideals. Student Conduct has established a significant network of partners across campus and within the community. Student Conduct uses technology to advance the program.

Student Conduct rated strong in the following areas: Leadership, Human Resources, Diversity, Organization and Management, and Assessment and Evaluation. The Student Conduct program is currently understaffed due to local and national movements to increase the amount of time dedicated to academic dishonesty, disruptive behavior, and reports of gender discrimination (Title IX). However, current staff members are well-trained and intentional in their work. Staff members collect meaningful data to inform decision making. Structures are in place to distribute work and provide support to individuals on an ongoing basis. Several minor improvements can be made in these areas in terms of evaluating and recognizing staff performance, regularly reviewing policies and procedures, and creating a more welcoming atmosphere in the Dean of Students Office.

In the Program area, the Review Team learned that the fundamentals of the Student Conduct program are very strong. The Student Conduct program has good written procedures and safeguards due process for students. However, Board of Regents Policy related to student conduct has not been reviewed in over fourteen years, whereas policy related to student conduct should be reviewed every three to five years. In addition, the Student Conduct program can strengthen itself by establishing well-written procedures for misconduct involving clubs or organizations, by clarifying the definition of a UAA student, examining the possibility of a judicial board to hear cases that could result in minor sanctions, and sanctioning students to have follow up meetings with Student Conduct officers if the students are at-risk. While the Review Team concluded that Student Conduct currently has learning outcomes, the program does not have learning outcomes identified for all the major components of the program, nor are the learning outcomes tied to the nine learning outcome domains identified in the CAS standards.

The remaining two areas are Financial Resources and Facilities and Equipment. Student Conduct is deficient in these two areas. The Student Conduct budget is underfunded on an annual basis. Facilities do not allow Dean of Students Office staff members to occupy the same space. The current offices available do not provide the highest degree of privacy of student conduct reviews and student conduct records.

A. Identified Strengths and Opportunities

Strengths:

- The Student Conduct program has clear procedures and publishes them in an effective manner.
- The Student Conduct program affords students due process.
- The Student Conduct program assigns developmental sanctions that have had a positive impact on student behavior.
- The Student Conduct program knows federal, state, and local laws relevant to the program.
- The Student Conduct program provides excellent training to student conduct officers and judicial board hearing officers.
- Qualified professionals are responsible for reviewing cases and coordinating the Student Conduct program.

- The Student Conduct program has established effective partnerships with campus and community partners.
- Student Conduct does a great job collecting statistics and identifying trends in student behavior.

Opportunities:

- Student Conduct does not have adequate funding to run the program. The Student Conduct program is underfunded on an annual basis.
- Student Conduct does not have adequate staffing due to an increase in academic dishonesty, Title IX cases, and behavioral issues across campus.
- UA Board of Regents policy pertaining to student conduct has not been reviewed in over fourteen years.
- Student Conduct does not have a judicial board in place to address minor sanctions.
- Student Conduct does not have a recognition program in place to recognize the excellent work of staff members.
- Student Conduct does not have learning outcomes mapped out for the entire program, nor are learning outcomes linked to the nine CAS learning outcome domains.
- Student Conduct does not have a plan in place in the event of an emergency within the Dean of Students Office.
- Student Conduct does not have proper facilities to provide the highest degree of privacy for student conduct meetings and student conduct records.

III. Priorities for the Program

- A. The Student Conduct program should hire an Academic Integrity Coordinator and support the hires of Title IX Investigators and a Care Team Coordinator in order to address the increase of academic dishonesty, Title IX, disruptive and mental health behaviors on campus.
- B. The Student Conduct program should receive adequate funding to support the program. The Student Conduct program is underfunded on an annual basis.
- C. The Student Conduct program should develop a written plan regarding how to respond to an emergency within the Dean of Students Office.
- D. The Student Conduct program should map out learning outcomes for the entire Student Conduct program and map them to the nine learning outcomes identified in the CAS self-study.
- E. The Student Conduct program at UAA should participate in a UA system wide review of Board of Regents policies and procedures related to student conduct, to make sure they are up-to-date in light of national trends and legal developments.
- F. The Student Conduct program should develop a program to recognize excellence in student conduct staff members.
- G. Student Conduct should explore the possibility of instituting a judicial board to hear cases with the potential of minor sanctions.
- H. Student Conduct should advocate for facilities that provide the highest degree of privacy for student conduct records and student conduct reviews.
- I. Student Conduct officers should schedule follow-up meetings with students whose misconduct reaches a certain threshold.

Office of Student Financial Assistance

I. Mission

The Office of Student Financial Aid will strive to make a significant and positive difference in the lives of students through quality customer service that meets their educational needs while serving UAA, through the efficient and timely processing and delivery of financial aid.

II. Self-Study Summary

The Office of Student Financial Assistance was evaluated by utilizing the criteria established by the Council for the Advancement of Standards (CAS) in Higher Education. First, the Financial Aid team held two brainstorming sessions to identify the necessary documents and evidence to provide the CAS Self-study Team for their assessment. The CAS Self-study team attended an introductory meeting wherein the Team's charge was explained, team norms were established, and the assessment process agreed upon. The documents were then downloaded into a Blackboard account, which was established to provide the CAS Team secure access to conduct their assessment. Each CAS Team member performed an independent evaluation of the documents and evidence provided, and the team met once weekly to compare results and engaged in discussion to reach consensus on a 'final' rating for each of the criteria.

Generally, most of the areas evaluated were 'perceived' to be "well met" or "fully met"; however, a rating of "not rated" was frequently assigned to indicate the lack of formal evidentiary documentation available to support a higher rating.

A. Identified Strengths and Opportunities

Strengths:

- The program has very effectively communicated and disseminated well-organized and useful information and guidance regarding the process of financing education
- The program promotes and provides equal access to eligible students
- Program leadership is highly qualified based on education, experience, competence, and professional credentials, and supervises, instructs, and coordinates the Financial Aid staff very effectively
- The formal system of staff evaluation is consistent, and well-managed
- The program effectively promotes professional development by providing staff members with continuing education opportunities including in-service training and professional conferences and workshops
- The program budget is well-defined and adequately funded
- Legal resources are readily available to staff members as needed
- Privacy and confidentiality are well-maintained with respect to all communications and records, and confidential information is never disclosed without appropriate consent
- Staff members consistently maintain the highest standards of integrity in all transactions, and are highly ethical in the use of technology

Opportunities:

- The most frequently identified and significant opportunity for improvement is the need to identify Key Process Indicators (KPI's) in accordance with the CAS criteria, and to develop the procedures by which to formally track and document process performance
- The mission statement needs to be revised to more specifically address the elements of awarding practices and goal integration
- Need to formally develop student learning and development outcomes that are purposeful and holistic, and to measure student achievement of these outcomes
- The University needs to select and empower a Director of Financial Aid, and to establish leadership accountability and expectations
- Need to develop clearly defined performance expectations for staff
- Need to define and formalize external relationships and related communications, and establish procedures for documenting these
- Need to develop a diversity statement which deepens understanding of identity, culture, and heritage

III. Priorities for the Program

- A. Appoint and empower a Director of Financial Aid
- B. Create a position description for a data analyst/IT technician and fill the position with a highly qualified individual
- C. Revise the mission statement
- D. Develop KPI's and the procedures for documenting and measuring process performance
- E. Develop student learning and development outcomes and measure achievement of these
- F. Develop a diversity statement and the means by which to measure compliance

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Office of Student Information

I. Mission

While the office currently does not have a formal mission statement, key components of the position description for staff working therein include providing quality service by sharing accurate information with students and their families, acquainting students with the many academic programs offered as well as the general services available to them at UAA. The goal of the One-Stop is to create an atmosphere of effective, efficient, friendly and reliable service, providing easy, accessible, credible resource from which individuals can access information. The office serves as the first point of contact for new students, offering enrollment and financial services information to empower students to make informed choices.

II. Self-Study Summary

The Office of Student Information was evaluated by using the criteria established by the Council for the Advancement of Standards (CAS) in Higher Education. First, a committee was formed consisting of the office director, a team member from within the office, an academic advisor from the Community and Technical College and a current student at UAA. The committee established ground rules and reviewed the CAS scoring rubric contained within the CAS Self-Assessment Guide. Documentation pertaining to each part of the guide was shared electronically amongst the team and where no documentation existed, other evidence such as a tour of the One-Stop, the experience of the committee's student representative and group discussion were used to best assess each criterion.

A. Identified Strengths and Opportunities

Strengths:

- Excellent access to services for all students, including those with disabilities.
- Strong budgetary support and management have afforded students and staff the best computers, innovative software and quality facilities and equipment.
- Leadership embraces effective communication, collaboration with other units, strategic growth, and the professional development of the staff.
- Ethics within the office show a strong emphasis on maintaining the privacy of student records as well as the fair, objective and impartial treatment of those with whom the team members interact.

Opportunities:

- The lack of a formal mission statement leaves the office to be more reactionary than intentional.
- Legal aspects of the service provided are not well understood by the team, including liability exposure for information shared or omitted.
- Assessment of program services, student satisfaction and staff performance are lacking. Little is being done to collect and assess relevant data and the director is woefully behind and sporadic in his annual staff evaluations.

III. Priorities for the Program

- A. Develop a mission statement that reflects the core values of the division and Student Affairs as a whole. Enrollment Services is currently in the process of creating its own mission statement which will greatly assist the Office of Student Information in the creation of its own. This will help guide the office in a more deliberate direction, adding an element of vision and intentionality than has existed before.
- B. Refine our current assessment tools and develop new ones to better understand and measure student perceptions and expectations. Survey cards given to students at the end of advising session, focus groups with students, parents and faculty and the implementation of customer service "score cards" for evaluating recorded calls on the Call Center are just a few ways to better assess how we're doing and what we can do to improve.
- C. Promote the office and its services by setting up mini kiosks at the Student Union and other high-density locations on campus. This can be done on a periodic basis as peak times come and go. A more deliberate presence at new Student Orientation, Howl Days and other reoccurring events would also help students know who we are and how we can help.
- D. Train staff on legal issues and resources related to the services we provide.

Student Support Services

I. Mission

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

II. Self-Study Summary

The UAA Student Support Services (SSS) program was evaluated by employing criteria established by the Council for the Advancement of Standards in Higher Education (CAS). Utilizing identified program evidence and the CAS framework, the CAS self-study team assigned individual and collective numeric values to each CAS criterion. The ensuing sections summarize the team's findings.

A. Identified Strengths and Opportunities

Strengths:

- **Mission:** Student Support Services (SSS) is dedicated to encouraging and assisting underrepresented participants to prepare for, enter into, and to complete a postsecondary degree at UAA. This dedication is reflected in the high percentage of SSS students that persist each semester (86% Fall 2011 to Spring 2012) and in the percentage of 6-year SSS graduates (30.5%).¹
- **Human Resources:** In keeping with written grant guidelines, the SSS program is well staffed with credentialed professionals that also possess first-hand experience as students. Additionally, position descriptions for all staff members are up to date and readily available.²
- **Equity and Access:** SSS adheres to strict eligibility criteria as determined by the U.S. Department of Education. This criteria mandates that no less than two-thirds of program participants come from limited-income and first-generation households.³

Opportunities:

- **Program:** The team identified two areas for program improvement: the intentional integration of student learning and development outcomes within program services, and the expanded integration of SSS program presence and involvement within the life of the UAA community.
- **Organization and Management:** Improvements need to be made in the collaborative decision making process that allow for more group-based decision making and that improve program responsiveness to changing student and departmental needs.
- **Campus and External Relations:** Improvement is needed in the depth and span of information SSS disseminates on campus about its own and other related programs and services.
- **Technology:** Currently, technology loan policies (governing student use of technology items) are dated and not well advertised. Improvement is needed to better address student disciplinary procedures in the event of lost, stolen, and/or damaged technology goods.
- **Assessment and Evaluation:** A better utilization of MAP-Works, as a comprehensive tracking and intervention program for TOEOP students was determined to be a need.

III. Priorities for the Program

- A. **Program:** Identify and integrate strategic CAS student learning outcomes with every FY13 SSS program. This will include an articulated definition of "mentoring" as practiced within SSS and a goal of 5 mentor-mentee pairs by August 1, 2013.
- B. **Organization and Management:** Integrate group-based decision-making opportunities (with respect to governing position descriptions) into FY13 programming and implementation by July 1, 2012.

¹ Source: <http://www.uaa.alaska.edu/sss/upload/SSS-END-OF-YEAR-REPORT-PDF-THIS-ONE.pdf>

² Source: U.S. Department of Education, Application for Grants, Student Support Services, CFDA # 84.042A, 48-50

³ 20 USC CHAPTER 28, SUBCHAPTER IV, Part A: federal early outreach and student services programs 1070a-14. Student Support Services, 21.

- C. Campus and External Relations: In FY13 effort will be made to secure greater SSS presence within student hubs of gathering. In addition, by August 1, 2012 a communications plan will be established. In this plan: five (5) new strategic partnerships will be sought with Academic and Student Affairs departments to better serve students and to raise awareness of the contributions of SSS at UAA, to include: (1) Center for Advancing Faculty Excellence, UAA Faculty Senate/Orientation, UAA Multicultural Center, UAA Center for Community Engagement, and UAA Office of Student Affairs MAP-Works. The plan will also include the expanded use of existing technology to improve service to students, namely: expanded use of SSS Blackboard shell features, the incorporation of social media sites (Twitter and Facebook), and the resurrection of the Friends of SSS list serve.
- D. Technology: By June 1, 2012 the SSS Office Manager (in concert with the Director) will review and revise current technology policies and forms to better communicate program expectations and limitations.
- E. Assessment and Evaluation: By August 1, 2012, SSS will receive training on MAP-Works, as a comprehensive tracking and intervention resource, and will input 100% of FY13 participants within the MAP-Works tracking system.

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Student Union & Commuter Student Services

I. Mission

The mission of Student Union and Commuter Student Services is to provide opportunities for students to naturally connect with one another, provide an ethos of belonging and engagement, and advance community on campus. This is accomplished by facilitating programs and services connecting students to campus and community organizations, activities, civic engagement and their peers; advocating on behalf of students regarding their issues and concerns; and enriching classroom learning with relevant extra-curricular and co-curricular programs and services. The Student Union is the hub of campus- a welcoming place-one that draws students in and encourages them to stay, to gather together and to share experiences.

II. Self-Study Summary

Student Union and Commuter Student Services (SU&CSS) was evaluated by using the criteria established by the Council for The Advancement of Standards (CAS) in Higher Education. The Review Team identified the types of documentary evidence that would need to be compiled, reviewed the criteria and evidence collectively, and then assigned a numerical value after consensus was reached for each item. Next, the Review Team completed an independent review using the CAS instrument and the documentary evidence, and then provided a written review of their findings.

SU&CSS was found to be “well met” or “fully met” in ten of the twelve areas of assessment. Mission, Program, Human Resources, Equity and Access were areas that predominantly achieved ratings of “fully met” on the criterion measures listed. Facilities and Equipment and Assessment were the only two areas within the self-study that identified major concerns for the program with “minimally met” scores.

A. Identified Strengths and Opportunities

Strengths:

- The program mission is well developed and aligns with the Student Affairs and University priorities of diversity, student engagement, and strengthening community.
- SU&CSS is integrated into the life of the institution and encourages opportunities for collaboration with university students, faculty and staff through programming guided by student development theory.
- Highly qualified, effective and ethical professional leadership.
- Comprehensive, organized and deliberate student leadership development program infuses diversity training and intentional language to create an inclusive environment.
- Well-defined emergency response plan is communicated with all relevant university partners, which helps to reduce risk and ensure safety of the university community.

Opportunities:

- Insufficient physical space and antiquated facility impacts the range of programming that can be offered and prevents full implementation of program mission.
- In the absence of revenue from dining venues within the SU, a student fee or other method of increasing funding must be established to sustain minimal levels of programming and services. Without such intervention, the program will continue to operate at a deficit.
- A comprehensive assessment plan needs to be developed that incorporates specific student learning and development outcomes as designated in CAS standards.

III. Priorities for the Program

- A. Currently, the Student Union does not meet the professional standards of the Association of College Unions International (ACUI) in regards to the square footage required per student, creating significant limitations to the programs and services offered. The staff and constituents of SU&CSS will advocate for a new Student Union and/or renovation and expansion of the current facilities.
- B. SU&CSS has operated in a deficit for many years. In an effort to resolve these budget concerns and establish adequate funding to accomplish its’ mission and goals, SU&CSS will advocate for additional base funding and explore the possibility of adding a student fee.
- C. SU&CSS’ High Priority statements will be developed into Student Learning and Development Outcomes.

- D. SU&CSS will conduct regular assessments and evaluations to meet internal and external accountability expectations regarding the program as well as to measure its' impact on Student Learning and Development Outcomes.
- E. SU&CSS will develop a comprehensive training program for Resource Assistants modeled after its' Student Manager training program that is currently in place to improve the professional competence, leadership ability, and skills of all staff members.
- F. SU& CSS will implement an employee training checklist and verification process (that includes their signature) to acknowledge completion of all training components, including training on all pertinent policies and laws.
- G. Explore possibilities of adding height adjustable tables, variety in seating options, and automatic door openers throughout the SU in an effort to increase program and building accessibility for persons with disabilities.
- H. SU&CSS will enhance the website content by sharing our successes and events on a consistent basis to increase the dissemination of information about its own and other related programs and services.
- I. Explore the feasibility of moving to an online reservation system, implementing a data storage procedure, and incorporating more technology in the delivery of programs and services will be completed by the SU&CSS staff to increase the use of technology in supporting its' mission and goals.
- J. SU&CSS will add the SU mission to the Student Union and Commuter Student Services website; currently, only the Commuter Student Services mission appears on the website at this time.
- K. Enhance cultural and historical programming and promote respect for commonalities and differences through additional collaboration with faculty and community groups.
- L. Establish a business continuity plan to increase effectiveness of staff response after an emergency that compromises essential services and access to the SU facility.

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Student Health and Counseling Center

I. Mission

The mission of the Student Health and Counseling Center is to promote the optimal health of our university community by providing access to high quality and affordable primary outpatient health care, preventative health care, individual and group counseling, consulting, outreach and health education. It is through this pursuit that we support the mission of the University of Alaska Anchorage and the growth of each individual.

II. Self-Study Summary

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

A. Identified Strengths and Opportunities

Strengths:

- **Mission:** Supports individuals and community to achieve potential.
- **Program:** Quality physical health, mental health, and educational outreach, practiced within professional standards assured by peer review and ongoing assessment and evaluation.
- **Organization and Leadership:** Accessible policies and procedures updated as needed and every two years, in addition to weekly peer processing of cases and practice review.
- **Human Resources:** Staff responsibilities are clearly defined. Yearly performance evaluations are done. Internal and external educational opportunities and support are available.
- **Ethics:** State of Alaska, University of Alaska Anchorage, State of Alaska Nurse Practice Act, Counseling Professional Ethics, and Federal Standards are adhered to.
- **Law, Policy, and Governance:** State of Alaska, University of Alaska Anchorage, State of Alaska Nurse Practice Act, Counseling Professional Ethics, and Federal Standards are adhered to.
- **Diversity, Equity and Access:** Management of the Food Cache, an intervention program for students unable to access food, is managed by the SHCC. Employees have participated in the National Coalition Building Institute training.
- **Institution and External Relations:**

- Financial Resources: Transparent management of budget with monthly reporting.
- Technology: Use of Electronic Health Records since 2007.
- Assessment and Evaluation: Random selection of professional peer review each semester. Weekly peer review of cases presented.

Opportunities:

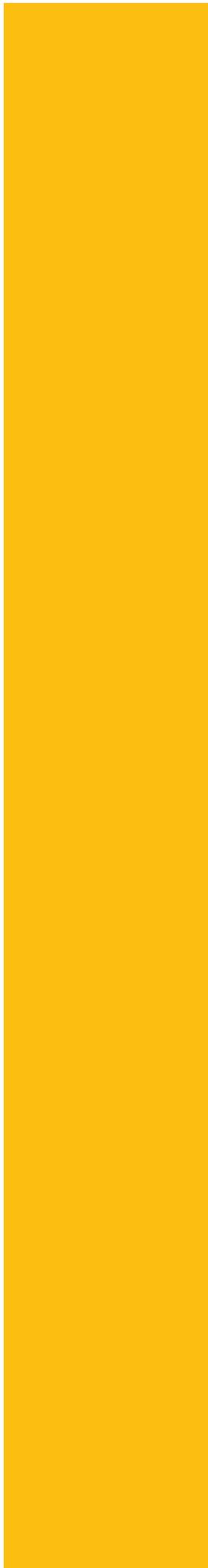
- Mission: Yearly review of mission statement. Expand mission statement with detail of present services.
- Program: Improved staffing to meet the requests for mental health services. Increased documentation of support to students' learning and development.
- Organization and Leadership: Increase inclusion of staff in strategic planning, vision, goal setting. Enhanced communication of goal setting and achievement within physical, behavioral, outreach, and administrative areas.
- Human Resources: Increase professional staffing to meet the needs of students and community requesting services. Obtain technical support for the daily functioning of the SHCC.
- Diversity, Equity, and Access: Pursue the installation of accessible doors and exam tables.
- Financial Resources: Continued advocacy for market equitable salaries for Advanced Practice Nurses. Investigation of additional revenue resources for the purpose of supporting present and future growth of the SHCC.
- Technology: Investigation of cloud technology. Advocacy for dedicated IT staff member to be employed at the SHCC.
- Facilities and Equipment: Advocacy for increased conjoined space to support services offered.
- Assessment and Evaluation: Increased stakeholder involvement by development of Advisory Board. Development of increased objective assessment initiatives.

III. Priorities for the Program

A. Continued development of assessment methodologies for the purpose of communicating the impact of the SHCC services on student learning, development, and success.

B. Increased advocacy for human resources, fiscal resources, and space resources, for the purpose of meeting the requests from students and community for health and wellness services.

C. Establishment of a SHCC Advisory Board for the purpose of improving community engagement and improvement of services provided by the SHCC.



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