Vision for 2015-2016
Mid-Year Goal Updates

Contents

ENROLLMENT SERVICES

Admissions

1: Improve Applicant Experience

Goal Statement

Through new software, the Office of Admissions will create a new applicant experience that will reflects UAA's status as a progressive modern institution, helps applicants choose from UAA's broad program offerings and connect them to the university.

Objectives
- Develop a UAA branded look and feel for the application and the applicant portal that follows the UAA style guidelines.
- Provide information during the application and admission process that will help applicants choose the program that works for them.
- Provide an easy and automated pathway to orientation, advising, financial aid and registration.
- Build on the strong communication program with consistent contact for students needing to complete the admission process.

Mid-Year Report
- Admissions is working with Liz to develop a portal header/footer (called a skin) that will reflect UAA and all of our community campuses. For phase II, the skin will change for each campus based on the campus the applicant chooses.
- The software vendor is developing the new application for admissions. We have reduced 10 separate applications to a single application with logic that only shows questions that pertain to the applicant (ex:

international students will see an 'international' section). We have requested an FAQ section on each page of the application that focuses only on those questions.

- Development of the portal pieces that direct a applicants/students to Orientation and Advising are slated for March/April.
- This is complete. Use of the new CRM software will allow enhancement and automation.
- New language has been developed for the UAA website which will greatly improve the student experience. It will be deployed when Admissions/Recruitment move to the new content management (CMS) system for uaa.alaska.edu.

2: Successfully Complete Deployment of the CRM

Goal Statement

Deploy the new Recruitment and Admissions CRM in a way that improves productivity and data quality, while reducing manual processes and errors. Reduce time from application completion to decision to 3-5 days. Increase the percentage of students who successfully complete the application.

Objectives

- Design the interactive portal so students can upload documents directly, reducing lost paperwork and miscommunication about completion of files. Redesign the application so each applicant's file does not need to be reviewed for application accuracy and does not need fields updated or reentered.
- Design the application processes to do redundant evaluations electronically. For example, consistently check the file to make certain new information would not change the residency code or the type of student. Meet the project budget.

Mid-Year Report

- Application and application portal design are underway. This includes the ability to upload documents.
- The logic for automated decision-making has been defined and the workflows will be built before the new software is deployed.
- The logic for electronically evaluating the applicant has been defined and the workflows will be built before the new software is deployed.
- The project is less than 15% over-budget. The increases were incurred 1) for a new software purchase to support greater freedom by UAA to take data from Banner and make it work for the CRM; 2) for consulting in order to support Statewide's integration of the CRM with Banner; 3) for consulting to support Recruitment's development of more sophisticated outreach programs, 4) paying for Touchnet - the service that allows UAA to take payment on-line for the application.

3: Provide More Information to Applicants When Choosing Programs

Goal Statement

Use the sophisticated communication tools in the CRM to drive student behavior rather than bureaucratic barriers like provisional admission or unused document requirements.

Some program offerings require a different academic skill-set than applicants realize when they apply. Currently, departments use provisional admission and other techniques to communicate requirements. The new system will allow that information to be available earlier.

Objectives

- Work with pilot group of academic department directors to determine the vital information an applicant needs from the beginning of the admissions process. If mutually agreed upon end the current bureaucratic barriers.
- Utilize the application or portal to share "did you know" facts about programs provided by the department.

- The Exploratory program will be more prominent in the program selection process and will also include a "did you know" fact set.

Mid-Year Report

This process is just beginning. It will be the driver for the information to the portal and has yet to be developed.

Connection to UAA core theme indicators

This relates to student success. The first-to-second year first time, full-time undergraduate student retention rate. Getting started in the right program, which includes Exploratory for many students.

4: Connecting International Students to Anchorage

Goal Statement

One of the university's requirements as an institution offering the J visa is to provide structured opportunities to experience American/Alaskan culture. ISS created a framework for 'Finding the World at UAA', a passport program with nine experiences around Anchorage. Success will be measured by 50% of new international students participating.

Objectives

- ISS is working in partnership with other UAA departments and Anchorage businesses to help international students experience and integrate into the Anchorage community.
- Anchorage community leaders will be hosting students. For example in one planned session, the Anchorage Department of Transportation will show students how to use the bus system and take them on a bus tour.

Mid-Year Report

- The Thanksgiving celebration was a collaboration of seven UAA offices and hosted 122 people. This was larger than the inaugural event in 2014. ISS has successfully partnered with People Mover in Anchorage to provide tours of Anchorage and travel training so that international students can move around Anchorage independently.
- ISS worked in conjunction with Center for Community Engagement and Learning (CCEL) on Anchorage's welcome initiative which featured an event at the Anchorage museum. The two offices worked together to begin a new student focus group for international students on campus to determine future initiatives.
- The Anchorage Zoo donated 20 passes for international students to come and experience a day at their facility.

Connection to UAA core theme indicators

This ties to student success but is also a federal compliance requirement for ISS.

This also ties to core theme 5: Public Square (Community Engagement).

Electronic Student Services

1: Increasing Training Opportunities Through New Offerings

Goal Statement

Electronic Student Services (ESS) will continue to develop and host training programs that support the success of UAA staff and faculty. In addition we will increase the portfolio of online training/help vignettes to increase self-help opportunities. Participant and supervisor surveys should show a satisfaction rate above 90%.

Objectives

- ESS will continue to make Banner and TOAD training central to the department's mission.
- This year ESS plans to expand the number of on-line short videos to help staff members help themselves when completing process they do infrequently.

- ESS will find partners who are able to build curriculum and develop camps that will provide more in-depth training for individuals ready to expand their TOAD skills.

Mid-Year Report
- Changes to TOAD meant that ESS needed to spend time changing a large number of reports and queries to conform to the new standards which delayed on-line video production. This will be completed in the second half of the year.
- The network team (skywalkers) have expanded their duties to include first level OnBase support. This will allow the OnBase administrators greater time to work on project development.
- The technical staff is working to train strong functional users to make changes to the software when possible. This move from 'providing support' to 'teaching support tools' will improve the software solutions used by Enrollment Services.

Connection to UAA core theme indicators

Relates to the UAA Community Core Theme job satisfaction. Understanding Banner, how to access screens, how fields are used, how information impacts the student and how to run reports, is key to being a successful employee at UAA.

2: Increasing Productivity Through Software Data Exchange

Goal Statement

Job satisfaction and productivity is often driven by the technology being used. If it works well, job satisfaction increases. UAA owns a great deal of software where data becomes silo'd and movement or copying of that data must be done either manually or through software data exchanges that require a great deal of manual intervention.

ESS will focus designing 3-4 new process to improve productivity within Enrollment Services and allow automated data exchange. Success will be measured through surveys with those impacted by the changes and reduced processing times.

Objectives
- ESS will target OnBase workflows and data capture that will export directly to Banner.
- Will work with stakeholders in Enrollment Services to identify 2-3 additional software configuration changes to improve productivity.
- ESS will play an integral role in the development and success of the new Admissions and Recruitment software.

Mid-Year Report
- ESS, OnBase and Banner programmers developed programs that 1) automatically download electronic high school and college transcripts; 2) add identification to the transcript so it can be quickly uploaded; and 3) move the high school GPA and graduation information automatically from OnBase to Banner. The collaboration of the three technology departments created programming that increases accuracy and efficiency. This project is being expanded to include more electronic transcript services.
- ESS has identified two new workflows for development by the OnBase administrators. The team will continue to search for ways to improve efficiency.
- ESS has been integral to the new Admissions and Recruitment software project. The team has completed and coordinated technical tasks that would have had to wait for Statewide in the past, including single sign-on. One of the most important roles is technical consulting.

3: Controlling Electronic Device Budget and Meeting Staff Needs

Goal Statement

Successfully controlling the electronic device budget while ensuring staff members have the tools required to be productive is a challenge. ESS will support and maintain all technology needs without an increase in the budget for hardware.

Objectives
- ESS will continue to support and maintain computers, printers, network servers, copiers, laptops, telephone units and other electronic devices utilizing its time tested model of purchasing new only when needed while maintaining an inventory of parts and equipment being sold by other departments.
- New purchases will fit the staff member needs which may not require the latest and greatest technology.
- Network availability will continue at its current 97%+ rate and hardware repair/replacement will remain at less than 24 hours.

Mid-Year Report
- ESS continues to procure hardware before it goes to the warehouse for surplus. This allows Enrollment Services to update laptops and desktops that are used throughout the year without spending budget dollars.
- ESS continues to upgrade computers for Enrollment Services staff as needed and to make certain if the computer workstation needs to be repaired a replacement is up and running ideally in less than an hour but no more than two hours.

Connection to UAA core theme indicators
This vision ties directly to the core theme of a sustainable budget.

Office of Student Information

1: Customer Service Dashboard

Goal Statement

A large flat-screen monitor that display positioned in the back area so that all Student Information Adviosrs can see who's logged into the call center, how many are in the queue and what the current hold time is.

Objectives
- Develop, purchase or adapt a current call center dashboard for use within our office.
- Purchase and mount a flat screen monitor where the Student Information Advisors can see it.
- Train the team on what the dashboard reflects and how to respond to the information displayed.

Progress: On Schedule

Mid-Year Report

A 60 inch flat screen monitor has been secured through surplus to be used for this project. In order to mount it we will need to purchase a different set of hardware and have facilities do the work of installing it. Our own Office of Electronic Student Services will then do the wiring to an internal hard drive already on hand. The software used to display the call center queue and agent status will be coming from UAA's IT Services office. Mark Weisman has agreed to share it with us at no cost. It was developed in house and it is believed that there should be no problem adapting it to our call center.

Budgetary Need

Wall Mount - Approximately 80.00

Labor - Approximately 300.00

2: Post-Call Surveys

Goal Statement

Students will be given notice at the beginning of each call that they will have the opportunity to participate in a survey at the end of the call. They can choose to participate or not by selecting a specified number on their touchtone phone. At the conclusion of the call, students who opted to take the brief survey will then be presented with two or three short questions regarding their experience and level of satisfaction with the representative and the information they received.

Objectives
- Explore current products available on the market for such surveys
- Implement the post-call option for students
- Utilize the date received to improve training and overall customer service.

Progress: On Schedule

Mid-Year Report
Some research has been done into other companies who offer post-call surveys. Ideas for the number and types of questions to ask have been noted for consideration in our own survey.

3: "Next Serving" Display

Goal Statement
Convert the television monitor in the waiting lobby to a screen that displays the next student in line. The student's first name will appear on the monitor immediately upon check-in at the front counter and will move to the top of the screen in the order in which he or she arrived. The average wait time will also be displayed on the monitor. Additionally, dates and deadlines, factoids (Did You Know) and other information helpful to students can be displayed on the monitor.

Objectives
- Disconnect and return the GCI Cable TV and equipment from the small monitor in the lobby
- Work with Pat Borjon to design the look of the display and its functionality
- Work with Jerry Tibor to connect the monitor to the computer already used for the larger monitor
- Coordinate with Lora Volden, Whitney Brown and other key members of Student Affairs to obtain

Progress: Completed

Mid-Year Report
It was decided to use the larger monitor above the full-service stations to display the "Next Serving" list. This goal has been a game-changer for students. They now know with certainty that they have successfully logged in, where they are in the queue and the average wait time. Current dates and deadlines are also displayed but are a little smaller than we would like. We are currently working on enhancing the display to show any information we want instead of just the dates and deadlines. This improvement will allow us to display real-time information that is pertinent to a particular day or deadline. Samples have been submitted to our Office of Electronic Student Services for development.

4: Automatic "Pause Time" Between Calls

Goal Statement
Add an automatic pause (length to be determined) between calls in the call center. The pause is specifically intended to give Student Information Advisors an opportunity to make brief notes in Banner before answering the next call.

Objectives
- Explore current capabilities of Cisco Unity Systems within our call center
- Determine the amount of time needed between calls to post adequate (useful) notes in Banner

- Conduct training with Student Information Advisors on what should be noted in Banner and review FERPA compliance.

Progress: On Schedule

Mid-Year Report

Contacted Worldwide Technologies (WWT) and discovered that the pause time between calls can be anything between zero and five minutes. This was discussed as a team in two separate meetings. The consensus as a group was that we would start with a 30 pause and adjust it up or down once we had tried it for a month or two. I then put in a request to our IT Services office who would, in turn, place the request on our behalf to WWT.

5: More Student Workers at the One-Stop

Goal Statement

Employ more student workers at the University One-Stop to assist at the front kiosk and in the lobby itself. Also explore the possibility of student workers as front-line representatives on the call center answering basic questions and forwarding more complex issues to a Student Information Advisor.

Objectives

- Determine exact peak times when student workers would be most needed (add/drop, etc.)
- Develop a Student Worker procedures manual to give specific direction to students hired
- Explore the possibility of adding student workers to the call center at Skill Level 1 to triage calls and answer basic questions. Include direction to student workers on what types of questions need to be forwarded to a Student Information Advisor for assistance

Progress: Completed

Mid-Year Report

- The office recruited and hired five students to work during peak times and throughout the semester. It was decided to go beyond peak times when our office lost two Student Information Advisors last fall. Two of the students are "Work Study eligible." which is an added cost savings for this particular goal.
- Development of a Student Worker Procedures Manual is underway. Additionally, the Assistant Director has nearly completed a front counter manual specific to that duty station. All but three of the students have completed Banner Navigation training. All of them have completed FERPA training.
- To test the waters, two of the students went through training and job shadowing to be able to take calls on the call center. These calls are heavily monitored and this endeavor has been largely successful. Much of the effectiveness is attributed to the individual students themselves. For the most part, the process of answering basic questions and then seeking assistance or transferring more difficult calls has been successful. In addition to hiring students, training them, and developing tools to help them succeed, our office has also completed initial PEAK assessments for one of the students. This was a tremendous success with both the student and our office (Director and Assistant Director) learning a great deal from each other about connections they can make between work and academics. The second semester PEAK assessments are scheduled for April.
- In addition to attending our weekly team meetings, we have also instituted Friday training sessions for all of our student workers. This training is geared specifically to enhancing their knowledge of University policies, procedures, programs. services and systems. Special attention is also given to providing quality customer service in terms of communication, professionalism and interpersonal skills.

Office of the Registrar

1: Implementation of CIM

Goal Statement

Have 25% of approved curriculum from AY16 be submitted through CIM (electronic Curriculum Management System).

Objectives

- Meet with Faculty Senate Executive Team to discuss roll out and implementation.
- Coordinate with CAFE to provide trainings.
- Meet with College Curriculum Boards.
- Offer departmental trainings and brown bag training sessions throughout year. Provide quick support as faculty, departments have questions.

Progress: On Schedule

Mid-Year Report
- As of November 13, 2015 we have provided 20 CIM trainings throughout campus.
- 100% of curriculum is coming through CIM. Implementation has gone very well.
- Have continued to work with Courseleaf for minor improvements.
- With PWSC merger will need to set them up in CIM during next term.
- Continue to work with OAA and Governance regarding workflow with community campuses.
- Also continue to work with Statewide and Courseleaf on Banner Bridge to bring data from CIM directly into Banner.

 Cost Savings

In anticipation of the time savings of this implementation we did not fill the 1/2 (previously full time) position vacated within Publications.

It has been a significant more efficient way of processing curriculum and time savings recognized within our department is just part of a larger impact to UAA.

Sustainability impact of this product is also enormous. Within our department alone we estimate that we have saved more than 20,000 pieces of printed paper.

Connection to UAA core theme indicators
Through CIM, UAA tracks student learning outcomes tied to courses and programs and assist with the routing and review of these outcomes through the academic assessment teams. This tracking assures that course and program student learning outcomes are current and easily available. Through CIM, UAA tracks its academic programs and total student credit hours to ensure the degrees and certificates meet university and BOR policies. Through CIM, UAA practices more sustainable working and living as it moves us away from one of the more paper heavy processes to a completely electronic storage and workflow. Compared to the old process, this time savings allows faculty and staff to concentrate on academic matters outside of comma placement.
CIM is a collaborative project with faculty in a response to the need to find a better and less time consuming way to manage curriculum so that faculty may focus on less administrative type tasks.

Related UAA Core Theme Indicators
4.2: Core Theme Indicator: The degree to which faculty, staff and students express satisfaction with their professional and learning
environments
          Core Theme 4: UAA Community
           Core Them Objective: The degree to which faculty, staff and students express satisfaction with their
                        professional and learning environments

4.3: UAA Core Theme Indicator: Development and management of a sustainable budget as demonstrated by nationally accepted financial
ratios
          Core Theme 4: UAA Community
        Core Theme Objective: UAA's environments support and sustain learning, working and living

2: Schedule Planner Usage

Goal Statement
Double the current usage of schedule planner (currently 20%).

Objectives
- Focus promotion of schedule planner during Howl Days.
- Feature it on our website.
- Work with Northern Lights to see if they will feature it.
- Green & Gold announcement.
- Coordinate with Commuter Services to present at Den.

Progress: Ongoing

Mid-Year Report
- More than 8 presentations done to various student groups around campus showcasing Schedule Planner. Ads through Northern Lights advertising Schedule Planner.
- Presented heavily during Howl Days and Preview Days.
- Recruiters show case as part of school visits.
- Still working with Statewide to gather stats on impact of Schedule Planner for spring registration.

Budgetary Need
$250 for I Scream for Schedule Planner Social for spring semester.

Cost Savings
- Coordinating with other staff regarding promotion of Schedule Planner (i.e. Residence Life Staff, Recruiters, and advisers). Again, not directly our department but hopeful cost savings specifically to advisers has been recognized. Sharing NL ad space with Dr. Karpillo.

Connection to UAA core theme indicators
Early statistics show that average credit load of students who used schedule planner was 12.88 compared to average credit load of 10.43 for students who did not use the planner. Increased use of schedule planner should lead to higher credit counts, which impacts tuition dollars/budgets, increase graduation rates and increase the total number of degrees and certificates which we award.

Related UAA Core Theme Indicators
3.2: UAA Core Theme Indicator: First-to second-year first-time, full-time undergraduate student retention rate
      Core Theme 3: Student Success
    Core Theme Objective: UAA students access and successfully transition into the university

3.5: UAA Core Theme Indicator: Graduation Rates
      Core Theme 3: Student Success
    Core Theme Objective: UAA students persist and achieve their goals

4.3: UAA Core Theme Indicator: Development and management of a sustainable budget as demonstrated by nationally accepted financial ratios
      Core Theme 4: UAA Community
    Core Theme Objective: UAA's environments support and sustain learning, working and living

UAA Student Affairs
UNIVERSITY of ALASKA ANCHORAGE

3: Increase Office of Registrar Profile at UAA

Goal Statement

Continue to increase awareness of our office and services to students, staff, faculty and alumni of UAA.

Objectives

- Expand interaction with advisors.
- Build upon our successful Brown Bag Training Sessions.
- Maintain frequent communication regarding updates, changes, announcements, deadline reminders, etc through Registrar's Listserv. Continue to improve upon our website presence.
- Continue our involvement with Governance curriculum processes. Regular announcements in Green and Gold.

Progress: Ongoing

Mid-Year Report

- To date have presented 7 brown bag training sessions.
- Maintain Office of Registrar Facebook page with frequent announcements.
- Numerous Presentations on CIM, Schedule Planner, and DegreeWorks around campus.
- Email sent to all students regarding FERPA and Registration Opening.
- Continued Cafe Presentations.

Budgetary Need

Have felt impact of reduction to 1/2 time administrative staff. The advertising, support required to plan events and even staffing has been much more difficult. Time spent on website is significantly reduced. Reductions of other staff position has forced all of us to do more processing so less time spent on proactive communication.

Would need approximately $30,000 to fund at full-time for salary and benefits.

Cost Savings

Specific to this goal, I don't know that I have anything to report.

Connection to UAA core theme indicators

Training to faculty and staff assist with their ability to do their jobs and serve students.
More awareness of our key services to students eases their pathway through the university.
Increased awareness of our key services to faculty and staff also allows them to more quickly and easily find answers, make referrals, problem solve.

Related UAA Core Theme Indicators
4.2: Core Theme Indicator: The degree to which faculty, staff and students express satisfaction with their professional and learning environments
> **Core Theme 4:** UAA Community
>> **Core Them Objective:** The degree to which faculty, staff and students express satisfaction with their professional and learning environments

Student Financial Assistance

1: Re-write the OSFA Mission Statement

Goal Statement

OSFAs mission statement is to be rewritten to meet the CAS objective of goal integration for our department. OSFA has established SLOs devised to enlighten and engage students, helping them realize their goals while making sound, informed financial decisions regardless of resource. Our current mission statement lacks tangible alignment with a SLO and has no measurable goal. The desire is to incorporate three objectives in our mission statement:

- Educate students on the resources available to them
- Increase student financial literacy
- Present opportunities for success through non self-help assistance

Objectives
- Review draft mission statement currently being vetted by OSFA director before review by AVC and others.
- Follow CAS guidance to make goal integration a priority
- Establish SLO and PLO goals based on new statement that align with Student Affairs KPIs.

Progress: On Schedule

Mid-Year Report
Our office leadership have met to determine what we envision our mission statement to look like. We have done some research on mission statements to see how best to fashion one which is easy to recall and meets our objectives. We are also in discussion on the underlying goals which will align with the mission and how best to determine our KPIs and learning outcomes. Once we have a better idea of how we want it to look our office will review for additional feedback.

Connection to UAA core theme indicators
By doing this our statement and this vision meet Student Affairs Core Theme objectives, particularly that of Student Learning and Success and of Student Centeredness. SLOs can be developed with this mission in mind and in support of its values. Student Affairs Key Performance Indicators aligned with the OSFA will be supported.

2: Establish a Quality Assurance protocol for OSFA processes

Goal Statement
Compliance has been the focus of OSFA for the past 3 years based on the CAS exercise as well as the NASFAA SOE review. With most of our compliance goals having been achieved we must focus on a method for assuring compliance is maintained in the work we do while being mindful of customer service targets and processing goals. An established protocol with scheduled and random checks on the various tasks we perform and documents we process will help solidify our culture of compliance and evidence, making assessment of process a natural part of our daily experience, establishing necessary training goals and assuring the confidence we have in our data.

Objectives
- Review current processes and how each can be checked
- Assign compliance for specific processes to program managers and associate director with guidance from resource management team
- Assess ratio of successfully processed documents versus those which are incorrect or may need further review
- Design staff training and professional development goals around those processes determined in need of further training or which do not meet established QA goals
- Create PLO around designed protocol for future enhancements

Progress: On Schedule

Mid-Year Report
Program managers are currently assessing the best way to manage a QA process. The basic framework will be designed on audit priciples, taking a sample of students and reviewing for accuracy and compliance with any and all programs relating to them. Any noted deficiencies will be addressed and training provided.

Connection to UAA core theme indicators
A Quality Assurance Plan in OSFA directly supports the Student Affairs Core Theme: Advance the Profession by establishing a measure of excellence in processing, ensuring accurate and detail oriented protocols and professional development opportunities for staff through trouble-shooting and training.

3: Outsource Verifications

Goal Statement
OSFA will pursue outsourcing of the verification process in order to streamline our workflow and expedite service to students.

Objectives
OSFA has researched the feasibility and benefits of outsourcing verification to a third party provider. OSFA has vetted multiple companies and has weighed the benefits each has to offer in order to expedite the verification process for both students and the institution. One specific company offers the level of service our students deserve while ensuring secure, more efficient processing, salary savings in not replacing a recently vacated PCN, and hosted online forms students can e-sign and submit without the burden of paper. OSFA will engage the procurement process and provide all background information necessary for this vision to occur.

Progress: Ongoing

Mid-Year Report
OSFA has been working with procurement to select a vendor to outsource verification to. The deadline for RFPs to be submitted to UAA is 2/2. The review committee will evaluate proposals, schedule demos and hope to select a vendor by the end of February. Outsourcing the verification process makes financial sense in light of the cost benefit analysis of this method versus payment of wages and benefits, and the increase in efficiency the additional services this vendor can offer such as online forms and assistance with policy and procedure documentation for our other vision, a policy and procedure manual. It will also greatly improve the student experience through the use of dynamic forms that help guide students through the completion of verification forms, increasing the percentage of students that are submitting complete forms without having to have additional information requested. It's important to note that getting the RFP published took longer than expected. As a result, we expect some delays in being able to provide verification worksheets, and therefore initial award letters, to new students that are selected for verification.

Budgetary Need
Budgetary need is estimated at $20,000.00 for FY16 if it is implemented. This is a rough estimate based on earlier research since we don't know what vendors will be responding to our RFP. ~~Unless~~ Until final approval for RFP is approved we will have no solid numbers.

Cost Savings

Depending on the vendor and the final numbers anticipated cost savings could be as much as one staff member's wages and benefits.

Connection to UAA core theme indicators
This vision addresses Student Affairs Core Theme: Student Centeredness in that it is designed to create collaborative services to meet student needs. This would also directly align with the KPI of student awarding-the FAFSA is the foundation of the student award package and approximately one in three students are chosen for verification. Expedited service and tailored support would positively impact awarding of federal and other forms of assistance, in turn encouraging those students who often find the process daunting to continue and pursue their goals unhindered.

4: Establish strategic development plan for website, aligning with a comprehensive policies and procedures manual

UAA Student Affairs
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Goal Statement

OSFAs Vision Advancement Committee will work closely with its Resource Management Committee and Assessment Committee to review and strategize a direction for the OSFA website, maintaining the regulatory and policy driven content while creating a resource for students, staff and community. The three committees work in tandem to plan, implement and assess each goal OSFA establishes, investing each member and employing broad-based expertise. The website is one of our most valuable and heaviest relied upon resources and we must consider every opportunity for functional and dissemination improvements. A comprehensive policies and procedures manual is a natural partner for the website and answers to the CAS goal of establishing concrete expectations for staff.

Objectives

- Continue the work previously completed on the P and P
- Align with desired outcomes for website
- Coordinate with multiple committees in OSFA to ensure all parties on board and working in tandem for best outcomes

Progress: Ongoing

Mid-Year Report

OSFA is working on an RFQ to publish through procurement to outsource the policies and procedures piece of this year's goal. The website is under systematic review by the OSFA members in charge of the varied processes to assess relevance, tone, consistency and ease of use. The new CMS is to be implemented at the end of February for our department so we are pending major changes in lieu of focused framework planning of the site until that time.

Budgetary Need

OSFA has been earmarked $20,000.00 for outsourcing the Policy and Procedure manual. We are in the process of requesting quotation through procurement.

Connection to UAA core theme indicators

This vision supports the Student Affairs Core Theme of Student Centeredness, empowering students to access a self-service model 24/7 providing information that is both relevant and necessary for student success.

6: Organize a student engagement project and showcase outcomes at Staff Development Day

Goal Statement

Possible OSFA financial-themed engagement project includes ideas such as themed workshops, videos, cosplay, Live Action Role play (LARPing). Successful projects will be presented at Staff development Day to highlight fun, creative student engagement in tough financial times.

Objectives

- Define desired outcomes of project
- Determine theme and title of project
- Establish who will be involved and what resources will be needed
- Determine a timeline for project and if we have a specific student group in mind or if open to volunteers
- Create a history of development to showcase at events
- Document methods and lessons learned, ideas for future projects

Progress: Canceled

Connection to UAA core theme indicators

This exercise has been cancelled due to staffing constraints and the fiscal climate.

STUDENT ACCESS, ADVISING & TRANSITION

Academic Advising and Career Development

1: Promote student engagement with AACDC

Goal Statement
Promote student engagement with AACDC programs, services and resources to effectively guide our diverse student population in their academic, major, career exploration, and development.

Objectives
- Develop a departmental communication plan to promote an awareness of:
  - The merger between ATC and CSC
  - AACDC's function, programs, services, resources and support
- Create a two and four year academic and career development plan

Progress: Ongoing

Mid-Year Report
Comprehensive communication plan on hold until Director is hired (on going)

Current communication efforts:

- Updated and organized Career Development website, which includes AACDC logo, to be more user friendly for students and alumni resulting in better access of programs, services, and resources.
- Career Development was featured in the Green & Gold (published August 19, 2015) for their 20th anniversary BBQ celebration that occurred in
- July 2015, which encouraged students to learn about Career Development's resources (100+ students, staff, and faculty attended the event) Created new advertising methods and improved previous advertisements to promote student engagement (Career Development department business cards with QR code to website: Approximately 400 cards have been distributed to students and alumni).

Creation of a two/four year development plan (on going yet waiting for new Director to finalize).

Cost Savings
Savings from Career Development:

- Print advertising materials only as needed and have increased and encouraged advertising methods with social media and email correspondence instead.
- Use an online form for event registrations, which drastically reduced the amount of documents printed for recording purposes.

Connection to UAA core theme indicators
Student Success

2: Develop and strengthen collaborative relationships.

Goal Statement
Develop and strengthen collaborative relationships with the campus community, Alaska school districts, and additional outside agencies to increase engagement for the purposes of supporting student academic and career development.

Objectives
- Strengthen partnership with Alumni Association & Alumni Relations
- Brainstorm with department Chairs and faculty to identify potential faculty ambassadors and to expand faculty involvement with My Major Discovery and career exploration opportunities

- Continue to work with outside agencies to establish more internship and job shadow opportunities for UAA students

Progress: Ongoing

Mid-Year Report

Collaborative relationships:

- Quarterly communication with other Career Services/Development departments to ensure that there are no event date conflicts
- Student Activities and Career Development collaborated to host Career Development's 20th anniversary BBQ
- Career Development staff met with Alumni Relations in August 2015 to reestablish partnership to better outreach to alumni about our programs and resources
    - Provided Job Shadowing email invite, which we were told will be shared with their area chapter presidents
    - Created alumni specific flyer to better entice alumni to utilize our resources and participate as an employer
- Career Development staff met with Dean Deputy of College of Education in August 2015 to expand involvement from his staff and faculty to inform students and alumni of our programs and events
- Partner with ePortfolio/eWolf staff to host workshops and create enticing, collaborative advertisements to inform students and alumni on how ePortfolios connect to careers
    - ePortfolio/eWolf staff have also connected Career Development staff with a representative for CareerOneStop (Sponsored by U.S. Department of Labor, Employment and Training Administration) to explore online job database options
- Established a partnership with The Northern Light to encourage our employers to post in their newspaper with Career Development Center referral discounts
    - Regular Referral: 15% off
    - recruitment Event Referral: 25% (Employers that are registered for any on-campus event)

Cost Savings

AACD saved $1,932.70 this fiscal year by changing the venue for the BP sponsored Business & Engineering Etiquette Lunch from the Alaska Airlines Center ($3,037.70) to the Lucy Cuddy Fine Dining Hall ($1,105.00). Increased outreach to the campus community through email blasts and listservs and continuously update UAA contact lists to decrease excessive print outs.

Connection to UAA core theme indicators

UAA Community
Public Square

3: Provide quality academic advising to students.

Goal Statement

Provide quality academic advising to students admitted to the Associate of Arts degree and Bachelor of Arts Exploratory Major in order to promote retention and persistence.

Objectives

- Review and revise communication plan for first year students
- Investigate best practices to support a potential influx of advisees given the new mandatory advising policy
- Expand collaborative efforts with MAP-Works for early identification and support of at-risk students

Progress: Ongoing

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Mid-Year Report

- Communication plan for first-year students was postponed until new interim staff were hired in January. Ongoing development of group advising methods and early outreach.
- Advisors reviewed Map-Works student reports with students who had completed the survey as a part of their GUID A150 learning activities. Advisors served as a referral for students identified as at risk by instructors via the ASAP Map-Works Referral system.

Connection to UAA core theme indicators
Student Success

4: Provide academic and career development course offerings and programming.

Goal Statement
Provide academic and career development course offerings and programming to assist students with a positive transition to college, the development of skills for college success, major exploration, and career preparation.

Objectives
- Continue to enhance and expand marketing campaign to promote GUID A150 and COUN A101 courses
- Review and revise assessment of student learning outcomes as needed
- Include MapWorks learning activities in GUID A150 to increase survey response rates among first and second year students
- Provide My Major Discovery and increase Career Development in-class presentations and workshops options for the campus community

Progress: Ongoing

Mid-Year Report
Promotion of Guid 150 and Coun 101:

- Flyers and an introductory email was sent to the advisors and faculty advisors serving on the Professional Advisors Committee in August. Course offerings were marketed at several outreach events including Preview Day, Registration Ready events, and campus kick off.
- Advisors outreached to all Juniors and Seniors enrolled as Exploratory/Undeclared to encourage enrollment in COUN A101 and/or to meet with an AACDC advisor.

Mapworks:
- Instructors were provided a review of the updated MapWorks system at the Fall faculty orientation training held August 14. Suggested learning activities and tools were included. Map-Works staff emailed instructors regarding important dates and reminders.

My Major Discovery and in-class presentation:

- Major Exploration Presentations were provided to 259 students enrolled in 9 sections of GUID A150 including 2 sections in Eagle River with Alaska Middle College students.
- 167 students attended the Steps to Selecting a Major sessions provided at UAA's Preview Day held on November 16.
- 3 Sessions on Steps to Selecting a Major were presented to 50 attendees at the Educational Opportunity Center's College and Career Fair on October 18.
- 89 students were engaged at the My Major Discovery Career Costume Contest in the Social Sciences building on October 27th promoting awareness of AACDC services.
- A session on My Major Discovery was provided to 15 students at the Seawolf Success Academy Orientation held July 30.

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- 29 First Year students and 6 peer mentors attended the My Major Discovery Presentation at the Student Support Services Welcome event held August 4.
- Career Development staff along with New Student Recruitment staff participated in the JBER Transition Summit in July 2015 (Spoke with about 22 job seekers and 2 employers).
- Career Development staff presented to an Introduction to Medical Front Office course off-campus for the first time in August 2015.

Connection to UAA core theme indicators
Teaching and Learning
Student Success

5: Advance assessment efforts.

Goal Statement
Advance assessment efforts to ensure our events, presentations, and programs align with CAS learning outcomes.

Objectives
- Create an evaluation for Career Development appointments to assess the quality of resources provided and student/alumni comprehension
- Provide incentives to encourage 100% evaluation participation for events and presentations

Progress: Ongoing

Mid-Year Report
Create an evaluation for Career Development appointments:

- Staff have brainstormed and researched relevant assessments for Career Development appointment.
- Career Development staff and student leaders are exploring methods on how to best distribute the assessment in a timely manner Staff are investigating programs/software to better organize and record assessment results after we receive them

Provide incentives to encourage 100% evaluation participation for events and presentations:

- Career Development has found a source for incentives for appointment assessments.
- Career Development has received at least 10 more door prize options than usual for the upcoming City-Wide Career & Job Fair.

Connection to UAA core theme indicators
Teaching & Learning
Student Success

Native Student Services
1: Vision: Further develop an integrated "holistic" approach

Goal Statement
NSS will partner with UAA Academic Innovations & eLearning Center to develop a "holistic" ePortfolio framework that touches the intellectual, emotional, social, physical, and spiritual/cultural needs of Native students.

Objectives

- Explore establishing a national collaboration with Stanford University and Thompson Rive University (Canada) for developing an ePortfolio model culturally congruent with Native students "holistic" world views on August 31.
- Introduce effort to establish an UAA eWolf community for Alaska Native and American Indian students on September 11.

- Conduct Native student feedback discussions in October and November.
- Develop a Native student beta model (incorporating student feedback) and assessment tool on December 23.
- Launch the UAA Native student ePortfolio on January 29.
- Conduct student feedback meetings in February and March.
- Incorporate student feedback in any redesign--if needed--of the UAA Native student ePortfolio in May and June.

Progress: Ongoing

Mid-Year Report
NSS collaborated with UAA Academic Innovations & eLearning on the development of a "holistic" framework that is appropriate for Native students.
On August 31 a meeting was held with Helen Chan (Stanford) and Tracy Pennylight (Thomson River) to discuss a "holistic" model for the ePortfolio.
A draft framework was developed and on a student and community meeting was held on October 23 to discuss the proposed framework. A proposed November feedback meeting was delayed to the spring semester. (The NSS staff focus its efforts in November on the outreach efforts to students with outstanding balances and those students who have not yet registered for the spring semester.) The launch of the UAA Native student ePortfolio is projected for late February.

Budgetary Need
The development of a "holistic" framework for an ePortfolio has only a staff time budgetary need and is a "secondary" priority. When resources (staff time) are limited, a priority placed on student outreach and individualized services. Last November, NSS staff effort was redirected from the "holistic" framework effort to an outreach effort focusing on helping Native students resolve outstanding balances issues and register for the spring semester. NSS will revisit the framework effort in late-February once the spring semester is well underway.

Connection to UAA core theme indicators
(UAA Core Theme 3: Student Success and UAA Core Theme 4: UAA Community) and (SA Balance Life Choices Outcome)

Related UAA Core Theme Indicators
4.2: Core Theme Indicator: The degree to which faculty, staff and students express satisfaction with their professional and learning environments
Core Theme 4: UAA Community
Core Them Objective: The degree to which faculty, staff and students express satisfaction with their professional and learning environments

2: Vision: Promote student success, retention, and achievement

Goal Statement
NSS will promote student success, retention, and achievement.

Objectives
- Provide one-on-one session with Native students that assist them in achieving their educational goals. Random surveys will be administered to track student satisfaction and helpfulness (target student response level of satisfaction and helpfulness is 90%).
- Conduct outreach to first-time full time freshmen with account outstanding balances (beginning on September 21 for fall semester and February 1 for spring semester). Personalized phone contact and message invitations to NSS will be left with 100% of cohort.
- Conduct outreach to first-time full-time freshmen who have not registered for spring semester (beginning on November 23). Personalized phone contact and message invitations to NSS will be made to 100% of cohort.

- Coordinate a scholarship and internship fair to provide financial opportunities for Native students on February 11. Survey assessments will be administered to student participants to track satisfaction and helpfulness and vendors to track satisfaction (targets student and vendor response of satisfaction and helpfulness is 90%).

Progress: Ongoing

Mid-Year Report
During the first half of the fiscal year, NSS provided 235 one-on-one sessions with Native students. NSS conducts an annual survey on student service satisfaction May. NSS conducted a phone outreach to the 564 Native students on the list of students with outstanding account balances in October/November and 358 students on the fall students who had not yet registered for the spring semester in November/December. In addition to phone calls from student workers, emails on November 3 and November 9 were sent from the Transition Advisor. Outreach efforts were made to 100% of the outstanding account balances cohort (564) and 100% spring semester unregistered cohort (358). Not all student responded to the efforts, but the NSS Transition Advisor received 114 responses for assistance in resolving outstanding account balances/Financial Aid. Planning for the February 11 Alaska Native and Rural Student Scholarship and Internship fair is ongoing.

Budgetary Need
The majority of the NSS personnel budget is targeted to promote student success, retention, and achievement. This area is also the highest priority. (For example: last fall staff time was redirected from the "holistic" framework to student outreach.) This year's program was realistically developed around the present budget.

Cost Savings
NSS utilized the student workers to make the initial phone calls and to set appointments.

Connection to UAA core theme indicators (UAA Core Theme 3: Student Success)

Related UAA Core Theme Indicators
3.2: UAA Core Theme Indicator: First-to second-year first-time, full-time undergraduate student retention rate
     Core Theme 3: Student Success
   Core Theme Objective: UAA students access and successfully transition into the university

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3: Vision: Cultivate inclusive and positive environment at NSS

    Goal Statement
NSS will cultivate a more inclusive environment at NSS that validates and affirms Native students that promotes a more positive campus experience at UAA.

Objectives
- Collaborate with other university departments, student clubs, and community organizations to host programs and events--both in NSS and at other UAA locations--that promotes a welcoming, inclusive, and positive campus climate for Native student. Random survey assessments will be administered (student satisfactions, or connectedness, or validation will be measured with targets is 90%).
- Host values discussions to foster a positive Native self-image. Random survey assessments will be administered (student validation, or positive self-worth will be measured with targets is 90%).
- Conduct Roundtable discussions to infuse and instill a sense of "place" for Native students in Alaska's future. Random survey assessments will be administered (increased student sense of place or purpose will be measured with targets of 90%).

Progress: Ongoing

Mid-Year Report

NSS collaborated with various student groups to sponsor community building activities and events. NSS and the Arriga student club coordinated efforts to support the Native Open Gym nights—which featured a number of physical wellness activities. NSS collaborated with the UAA Native Student Council (NSC) and the UAA American Indian Science and Engineering Society (AISES) student clubs in sponsoring the 2nd Annual Giving Thanks Potluck and Dance Celebration on November 22 to promote a welcoming, inclusive, and positive campus climate for Native students. Three random surveys were administered to assess the degree of student connectedness to UAA. The planned target of a event/activity was 90% of the students would feel more connected to UAA by participating in the event/activity. The survey results indicated that 94.1% (on October 2), 92.5% (on October 9), and 100% (on October 30) of students felt more connected to UAA after participating in NSS/student club community building activities. The Native Values Discussions and the Native Roundtables will be held during the spring semester.

Budgetary Need

NSS has been able to leverage resources by creating community building activities in partnership with student clu7bs.

Cost Savings

NSS was able to leverage its resources by partnering with student clubs. In addition, this collaboration allowed student club members the opportunity to develop organizational, management, and leadership skills.

Connection to UAA core theme indicators

(UAA Core Theme 4: UAA Community and UAA Core Theme 5: Public Square) and (SA Sense of Self Outcome)

      Related UAA Core Theme Indicators

4.2: Core Theme Indicator: The degree to which faculty, staff and students express satisfaction with their professional and learning environments

            Core Theme 4: UAA Community

               Core Them Objective: The degree to which faculty, staff and students express satisfaction with their professional and learning environments

New Student Orientation

1: NSO Database

      Goal Statement

Develop an orientation database to manage registration and participation of new students at Howl Days; record, track, and post registration fees to student accounts; and document student participation and engagement with department programs/events by March 2016.

Objectives

The process for planning, processing, implementing, and evaluating Howl Days (orientation for new students) has grown more complex over the years. With the increase in the number of students and parents that attend Howl Days, and considering the elimination of the Administrative Assistant position (due to budgetary reductions), it is necessary to increase efficiency to continue to provide quality service to students. Currently the registration processes are managed through a series of excel spreadsheets, which has become arduous. It lacks efficiency, is non-intuitive, and proves difficult when training new staff to navigate it. Our goal is to develop a database that will enable staff to more effectively serve students, maintaining comprehensive student records that are more readily accessible.

The stakeholders are New Student Orientation and Information Technology. This goal supports student success and aligns with the Student Affairs Core Themes.

Progress: Ongoing

Mid-Year Report

The NSO team met with Pat Shier, CIO of Information Technology Services, to discuss the possibility of the IT department creating a database for NSO in fall 2015. We learned that IT would not be able to provide this service because it is cost prohibitive.

 I met with Cathy Ewing, Interim Director of Admissions, regarding Enrollment X. This included an introduction to the capabilities of the product. My understanding is that the roll out would begin with New Student Recruitment in late fall 2015 and then NSO in the spring of 2016. No follow up meeting has occurred as of writing of this mid-year report.

 The NSO department will proceed with spreadsheet process for 2016-2017, because the process of preparing for Howl Days begins early spring. Should Enrollment X be online for orientation, we will run two processes in an effort to test the new product.

2: Mandatory Orientation

Goal Statement
Identify barriers to full implementation of mandatory orientation at UAA Anchorage campus (which was approved two years ago), and suggest recommendations to overcome those barriers institutionally by June 2016.

Objectives
- The plan is to identify 3 to 5 stakeholders; form a work group/committee by October 2015; and develop strategies for identifying institutional obstacles for mandatory orientation for all students.
- The committee will consider peer institutions that have mandatory orientations, best practices, and the uniqueness of UAA Anchorage Campus.
- By March 2016, the plan is to draft recommendations for overcoming institutional barriers to full implementation of mandatory orientation for all students new to UAA Anchorage Campus.

Progress: Ongoing

Mid-Year Report
- NSO Student Staff called researched peer institutions via websites and telephone; seeking to learn if they mandate orientation, if they charge a fee, how much, and staffing model.
- We have identified two who have agreed to serve on the committee for identifying barriers to mandatory orientation at UAA. Plan to invite members through the college deans.
- The completion date must be moved from March to June.

Connection to UAA core theme indicators
Aligns with UAA Core Theme Indicator 3, Student Success

3: College Specific Orientation
Goal Statement
Continue to expand the collaboration with university colleges to design orientation experiences for students enrolled in their specific college (COE, CoEng, CBPP, and CTC); colleges, minimally, will design and facilitate one session beyond the college advising session by May 2016.

Objectives
- The process continues to implement college specific orientation: Meet with College Deans to invite their participation in designing the orientation experience for their specific students population. Invitations to meet will go out in October 2015. Discussions of ideas will be allowed to continue through January 2016.
- Templates for orientation schedules will be drafted by March 2016. The newly designed college specific orientations will be completed by April 2016 and ready for publication by May 2016.

Progress: Ongoing

Mid-Year Report

Meetings with College Deans are being scheduled for February and March 2016. These will be the first meetings for COE, CoENG, CBPP, and CTC. It will be follow-up meetings with COH, CAS, and the Dean for University Honors College.

Connection to UAA core theme indicators

Aligns with UAA Core Theme Indicator 3, Student Success

New Student Recruitment

1: Recruitment Outreach Program

Goal Statement

Develop a Recruitment outreach program that heavily promotes UAA throughout the Anchorage community. Recruitment OPS (Outreach Program Support) will utilize faculty and staff, current students, and alumni to represent UAA and a wide array of campus and community events (i.e. sporting events, concerts, festivals, career fairs, corporate events, etc.). An Outreach Specialist will be hired to lead the project and develop targeted training sessions for the Recruitment OPS volunteers. Volunteers will be offered incentives to participate in the program that may include tuition waivers for students, UAA clothing items for alumni and staff, and service credit for faculty. The Outreach Specialist will identify opportunities in the community and assign appropriate Recruitment OPS volunteers to the event.

Objectives

- Hire an Outreach Specialist who will provide coordination for the project.
- Brand Recruitment OPS.
- Determine incentives to attract volunteers.
- Market the opportunity to Staff/Faculty, Students, and Alumni.
- Create training programs for each group.
- Identify opportunities within the community to showcase UAA. Create calendar of events and assign volunteers.

Progress: Ongoing

Mid-Year Report

The Recruitment Outreach Program has not moved forward because the Outreach Specialist position has not been posted for hire. The position description was created and was sent to HR for approval. Until this position is filled, we are unable move forward with the Recruitment Outreach Program, as the current team has been focused on existing activities, events, and projects.

Pending objectives moving forward include:

- Moving forward with hiring the Outreach Specialist position Budget for this position, which HR graded at a level 79.

2: Building Campus Partnerships

Goal Statement

Continue to strengthen partnerships throughout the campus community to enhance current recruitment strategies. Specifically, Recruitment will collaborate with the Honors College to develop a joint plan to attract high-ability students. Alumni Affairs will be approached to identify UAA alums that may be interested in joining Recruitment Team members at college fairs, both in and out-of-state, as well co-hosting open house opportunities in key markets. And the academic departments will be invited to communicate directly with prospective students who

have indicated an interest in their specific program, either directly (student lists provided to department), or indirectly (department supplies a letter or email and Recruitment inserts it into the current communication plan),

Objectives

- Meet with the Director of the Honors College to share planned 15-16 recruitment activities to determine where opportunity for partnership exists. (i.e. Promotion of Honors Program to high ability students at Application Days.) Develop criteria to determine definition of a potential Honors student.
- Create joint recruitment plan to include targeted Honors communications to identified population.
- Identify contact in Alumni Affairs.
- Work collaboratively to identify alums in targeted recruitment areas that could participate in recruitment activities (college fairs, open houses, etc.) SAAT AVC and Director of Recruitment to meet with Academic Deans to share potential opportunities to promote their college/departments to prospective students.
- Provide lists/contact information of prospective students to interested colleges/department on an agreed upon timeline.
- Collect communication items from colleges/departments to be included in Recruitment Communication Plan.

Progress: Ongoing

Mid-Year Report

The Office of New Student Recruitment has continued collaboration with Honors College through their support and attendance in UAA Preview Day and UA Scholars Night. New collaboration includes Dr. Mouracade attending our Counselor Appreciation Night providing him an opportunity to meet all in-state counselors in the area. A meeting between Honors College and Recruitment took place in Fall 2015, allowing us to compare communication plan items and strategies for general recruitment moving forward. Successes include providing a list of UA Scholar designees so that Honors can recruit high achieving students, a new letter targeting parents of UA Scholars and providing Honors College with copies of Recruitment's letterhead for consistent branding. In addition, Recruitment partnered with each of the colleges to offer them an opportunity to develop their own content for the View Book. We were successful in partnering with all 6 colleges and honors/collecting and editing their contribution/publishing the content provided.

Pending objectives moving forward include:

- Collaboration with Alumni Relations
- Collaboration on Communication items with each of the Colleges

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3: Enhanced Prospective Student Communication

Goal Statement

The new CRM, Enrollment Rx, implementation will allow Recruitment to build a sophisticated interface with prospective students. Markets will be expanded to include targeted communication to UA Scholars, military personnel, and non-traditional prospective students. Prospective students, who have inquired about UAA, will have secure access to a portal that will allow them to see information specific to their declared interests as well as instantly determining where they are in relationship to the application process.

Objectives

- Rebuild communication plans within the new CRM, Enrollment Rx, to better target prospective students' needs and interests.
- Expand market segments to include UA Scholars, Non-Traditional, and Military in addition to the current in-state, out-of-state, WUE, and transfer markets.
- Utilize event and campus tour modules within Enrollment Rx to simplify the ability for the prospective student to schedule a visit to campus.

Progress: Ongoing

Mid-Year Report

The implementation of Enrollment RX is still in progress. Attained milestones include:

- Successful testing/migration of current prospect/inquiry pools
- Integration between Banner Applicants and Enrollment RX
- Pulling previous recruitment activity (communication history) from EMAS and loading into ERX.

Developing a webform that connects information request from UAA webpage directly into CRM (i.e. removal of manual data entry) Pending objectives moving forward include:

- Complete transition from EMAS to ERX
- Sending communication through ERX
- Develop and utilize event management/tour coordination within ERX

STUDENT DEVELOPMENT

Dean of Students Office

1: Increase Fiscal Training, Accountability, and Efficiency

Goal Statement

During FY16, the Division of Student Development will increase the level of training for staff that will increase fiscal accountability and efficiency for the division.

Objectives

- Disseminate fiscal information to all fiscal staff and directors within one business day of receiving the information.
- Review departmental management reports with fiscal staff at least three times during a fiscal year.
- Provide training to all Division of Student Development fiscal staff twice during a fiscal year to ensure they are trained on core job responsibilities and new fiscal updates.

Progress: Ongoing

Mid-Year Report

This year, DSD Fiscal Coordinator Denise Eggers has successfully disseminated fiscal information to fiscal staff and directors within one business day of receiving it. The Fiscal Coordinator has reviewed management reports with fiscal staff at the SHCC twice, DSS/MCC twice, and SUCSS once. The Fiscal Coordinator has reviewed management reports with the DSS Director five times and with the MCC Director twice. The DSD Fiscal Coordinator feels that additional meetings with DSD fiscal staff are necessary to improve their performance. So far, the DSD Fiscal Coordinator has spent at least twenty-five hours training DSD fiscal staff on an individual basis.

Cost Savings

Cost savings from this goal will come from a more efficient workflow for fiscal staff.

Connection to UAA core theme indicators

The Division of Student Development will demonstrate fiscal responsibility by developing and managing a sustainable budget during lean fiscal times, which connects to an indicator within Core Theme 4.

Related UAA Core Theme Indicators

4.3: UAA Core Theme Indicator: Development and management of a sustainable budget as demonstrated by nationally accepted financial ratios

> **Core Theme 4:** UAA Community
> **Core Theme Objective:** UAA's environments support and sustain learning, working and living

2: Care Team Train-the-Trainer Program

Goal Statement

The DOS plans to start a train-the-trainer program for UAA's Care Team to involve others in creating a culture of reporting on campus.

Objectives

- The Care Team Coordinator will identify superusers of the Care Team reporting/referral system by September 30, 2015.
- The Care Team Coordinator will invite superusers to learn the basic concept and purpose of behavior intervention team early detection and referral by October 30, 2015.
- The Care Team Coordinator will develop a training program for superusers by February 28, 2016.
- The Care Team Coordinator will provide training to superusers by April 30, 2016.

Progress: Ongoing

Mid-Year Report

The DOS train-the-trainer program for UAA's Care Team has met the milestones of identifying superusers, creating an invitation for training participation and sending out the invitations to solidify training partners. Currently 155 referral sources have been identified and invited. The Care Team coordinator is awaiting responses to these invitations. Next on the horizon is creating a simplified training that can be used in various settings (with staff, students, faculty, and on-line forums).

Cost Savings

Cost savings will come from utilizing volunteers to assist the Care Team in marketing the Care Team program to other members of the University community.

Connection to UAA core theme indicators

Since the contract of the Care Team Coordinator has been reduced and the number of Care cases referred to the Care Team has increased, having a Care Team Train-the-Trainer program will empower others to help create a culture of reporting on campus. The Care Team works to decrease the risk level of students in crisis. As more students are referred to the Care Team, the Care Team has the ability to reduce the risk level of more students in crisis. In turn, this decreases the number of crimes, incidents, and injuries reported, which in turn, improves living, learning and working environments on campus. These are two indicates of Core Theme 4: UAA Community.

Related UAA Core Theme Indicators

4.2: Core Theme Indicator: The degree to which faculty, staff and students express satisfaction with their professional and learning environments
> **Core Theme 4:** UAA Community
>> **Core Them Objective:** The degree to which faculty, staff and students express satisfaction with their professional and learning environments

4.4: UAA Core Theme Indicator: Number of crimes, incidents, and injuries reported
> **Core Theme 4:** UAA Community
Core Theme Objective: UAA's environments support and sustain learning working and living

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3: On-line report system for Student Conduct Incidents at UAA

Goal Statement

The DOS envisions a comprehensive online reporting system for Student Conduct incidents at the UAA MAU.

Objectives

- The DOS will add PWSC students to data imports into Advocate by October 31, 2015.
- The DOS will enable Single Sign On for the conduct database by January 31, 2016.

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- The DOS will train at least one individual at each community campus to input incident reports into Advocate by February 28, 2016. The DOS will add an online report form for student misconduct reports by March 31, 2016.

Progress: Ongoing

Mid-Year Report
The DOS added PWSC students to data imports into Advocate. The DOS is currently in the process of working with Advocate and Statewide IT to enable Single Sign On for the conduct database. The DOS has trained Mat-Su College professionals how to use Advocate, and they have already entered over ten incident reports. The DOS will be training PWSC how to input incident reports in February. The DOS will train KPC in March. The DOS will add an online report form for general student misconduct in April.

Connection to UAA core theme indicators
Creating a comprehensive online reporting system for student conduct at UAA impacts "the number of crimes, incidents, and injuries reported" which is an indicator under Core Theme 4. By inputting all student conduct incidents into one database, UAA will have a comprehensive picture of a student's misconduct across all UAA campuses. This will help UAA comprehensively address a student's conduct across the MAU. In turn, this reduces the ability of a student to commit crimes, incidents, and injuries multiple times across the MAU.

Related UAA Core Theme Indicators
4.2: Core Theme Indicator: The degree to which faculty, staff and students express satisfaction with their professional and learning environments
> **Core Theme 4:** UAA Community
> **Core Them Objective:** The degree to which faculty, staff and students express satisfaction with their professional and learning environments

4.4: UAA Core Theme Indicator: Number of crimes, incidents, and injuries reported
> **Core Theme 4:** UAA Community
> **Core Theme Objective:** UAA's environments support and sustain learning working and living

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4: Assess On Campus Living Climate for Alaska Native, Native American, and Rural Students

Goal Statement
The Department of Residence Life, Native Student Services, and Dean of Students Office will identify student opinions about the "climate on campus" and current needs for Alaska Native, Native American, and rural students living on campus during the 2015-2016 school year.

Objectives
- By October 30, 2015, the committee will have meetings with Alaska Native, Native American, and rural student groups to gather feedback on what should be assessed. Groups include: upperclassmen volunteers that identify as Alaska Native, Native American, or rural students living on campus, Native Student Council, and visitors in the Cama-i Room.
- By November 30, 2015, the committee will have meetings with professional staff and faculty to gather feedback on what should be assessed.
- Groups include Residence Life, Native Student Services, and the Alaska Native Programs United group.
- By December 23, 2015, the committee will explore UAA assessment/research group options and strategies.
- By January 29, 2016, the committee will decide on an assessment/research group and a strategy or method to use to conduct the research/assessment.
- The assessment/research will be completed by April 22, 2016.

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Progress: Ongoing

Mid-Year Report
UAA graduate Mary Sherbick and ANROP Coordinator Karla Booth had one-on-one discussions with various students and staff members to solicit feedback on what information should be gathered for an assessment of Alaska Native student needs. Individuals suggested gathering information on dealing with homesickness, study habits, career goals, family/friend support, continuing traditional cultural practices while at university, and more. Currently the committee is researching assessment options at UAA and in the Anchorage community. An assessment option should be chosen by February 5, 2016.

Cost Savings
The committee will utilize student volunteers and current UAA staff members, whenever possible, to provide cost savings for this project.

Connection to UAA core theme indicators
The climate and current needs for Alaska Native, Native American, and rural students living on campus has not been assessed since the 2004-2005 academic year. Designing a very intentional study to assess the climate and these students' needs will provide information to the Division of Student Affairs about which needs of these students are not being met and any climate issues serving as barriers to these students' success. Student affairs can use this information to improve the climate on campus and address the needs of Alaska Native, Native American, and rural students, which should improve retention rates for these students. This would have a direct impact on Core Theme 3.

Related UAA Core Theme Indicators
3.1: UAA Core Theme Indicator: The degree to which UAA's students reflect Alaska's racial and ethnic diversity
> **Core Theme 3:** Student Success
> **Core Theme Objective:** UAA students access and successfully transition into the university

3.2: UAA Core Theme Indicator: First-to second-year first-time, full-time undergraduate student retention rate
> **Core Theme 3:** Student Success
> **Core Theme Objective:** UAA students access and successfully transition into the university

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5: Dean of Students Counseling Internship Program

Goal Statement
The DOS counselors will create an internship opportunity for a UAA student seeking a PhD in psychology to help DOS counselors write policies and procedures.

Objectives
- The DOS Counselors will partner with the department of psychology to hold a community practicum/internship placement for one of their PhD students in the Fall 2015 semester.
- By April 30, 2016, the psychology PhD intern will help the DOS Counselors to write policies and procedures and continue to develop forms for clinical use to help aid in DOS Counselors work with students' mental health needs and academic success.

Progress: Ongoing

Mid-Year Report
Since the Counselor Liaison to Faculty resigned, the Dean of Students Office is no longer pursuing this goal.

Connection to UAA core theme indicators
By providing an internship opportunity to a PhD student in psychology, the DOS counselors are creating an opportunity mutually beneficial to both parties. The student will have a meaningful learning experience, and the

DOS counselors will benefit from policies, procedures, and forms that the intern develops. In turn, having more policies, procedures, and forms for DOS counselors will increase the quality of services that they provide to their clients, which supports Core Theme 4: UAA Community.

Related UAA Core Theme Indicators
4.2: Core Theme Indicator: The degree to which faculty, staff and students express satisfaction with their professional and learning environments
Core Theme 4: UAA Community
Core Them Objective: The degree to which faculty, staff and students express satisfaction with their professional and learning environments

Department of Residence Life

1: Vision: DRL student staff members will introduce an academic component to the First-Year Experience Living/Learning Community.

Goal Statement
DRL student staff members will introduce an academic component to the First-Year Experience Living/Learning Community. Additionally, North Hall staff members will work on having other courses taught in the North Hall classroom, including General Education Requirements (GERs).

Objectives
- DRL is working to see students in North Hall engaged with each other in a common experience that is academic in nature. That would either look like a common read program that is administered over the summer then processed throughout the fall semester with a faculty member, or a common set of courses residents would take in groups. This could also be requiring Guidance (GUID) 150 for all North Hall residents. The staffs of North Hall and the Department of Residence Life (DRL) plan to collaborate with academic as well as relevant departments within Student Affairs (i.e. SAAT, Enrollment Management, Advising & Career Development, etc.) to implement these changes. This initiative would take significant faculty buy-in (especially a common read program), so it would be vital to foster good relations with our partners in academics.   We will have attained this goal when residents of North Hall are connected either through a common read program, a set of courses, are required to take GUID 150, or a combination of these items.
- This goal is primarily serving students in the FYRE community. This goal is based on research on student success, so the residents would mostly benefit from this initiative. Surveys or focus groups have not been conducted in North Hall to gauge interest in this initiative, but could be done by the committee or staff of DRL. This goal would also serve DRL by aligning it closer to its values and mission.
- The RC for North Hall is meeting with the Deans of both the Honors College as well as Science & Engineering.
- New student staff positions were evolved for this academic year. The Residential Academic Coaches (RAC) will be trained by LRC and will live in each of the residential communities.
- This vision will be cultivated over the course of the 2015-6 academic year with ideal implementation in the Fall of 2016.

Mid-Year Report
- In the fall semester of 2015, Residence Coordinator Ryan J. Hill emailed the Deans and Associate Deans of all the schools and colleges at UAA inviting them to utilize the classroom space in North Hall for General Education Requirement (GER) courses starting in the fall of 2016. Additionally, RC Hill conducted an informal survey of North Hall residents to discover which GER courses residents were taking in order to reach out to specific department heads with the same invitation. Following the results of the survey, emails were sent to the department heads of Alaska Native Studies, English, History, Foreign Languages, Philosophy, Biology, Math, Physics & Astronomy, Anthropology, Psychology, and Business & Economics. RC Hill received a positive response from many individuals.
- DRL has decided to abandon the idea of requiring Guidance 150 for all North Hall residents at this time given the restructuring of the Guidance 150 class.

- Director Henne will be meeting with the Dean of CAS, along with David Weaver, in February regarding partnerships for the 2016-2017 academic year.
- **Budgetary Need**

DRL increased the North classroom size from 20 to 24 available seats. DRL purchased iPads for 20 students. DRL requests $1,596 for 4 iPads, and $65.45 for a charging station. Total requested: $1,661.45.

Cost Savings
This initiative would be at no or little cost because DRL already has the physical space, as well as of the required services needed for course instruction.

Connection to UAA core theme indicators
Creating an intentional relationship between curricular and co-curricular spaces at UAA connects completely with Core Theme 1:UAA student learning outcomes are achieved. In connection with Dr. George Kuh's work, creating a "seamless learning environment" is considered a High Impact Practice (HIP). Core Theme 3: UAA students access and successfully transition into the University is partly accomplished by the GUID150 course. Providing space for the class within the residential community allows for an easy connection for students. Additionally, Core Theme 4: UAA's environments support and sustain learning, working and living by ensuring satisfaction with the students' learning environment.

Related UAA Core Theme Indicators

1.1: UAA Core Theme Indicator: Student achievement of course and program student learning outcomes
  Core Theme 1: Teaching and Learning
 Core Theme Objective: UAA Student learning outcomes are achieved

3.2: UAA Core Theme Indicator: First-to second-year first-time, full-time undergraduate student retention rate
  Core Theme 3: Student Success
 Core Theme Objective: UAA students access and successfully transition into the university

3.3: UAA Core Theme Indicator: Successful Learning Rate: Proportion of courses successfully completed out of total courses attempted by student subcohorts grouped by first year of entry
  Core Theme 3: Student Success
 Core Theme Objective: UAA students persist and achieve their goals

4.2: Core Theme Indicator: The degree to which faculty, staff and students express satisfaction with their professional and learning environments
  Core Theme 4: UAA Community
  Core Them Objective: The degree to which faculty, staff and students express satisfaction with their professional and learning environments

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2: Vision: Review and evaluation of all current Living-Learning Communities

Goal Statement
Review and evaluation of all current Living-Learning Communities to determine effectiveness and intentionality.

Core Themes 3 and 4

Objectives
- Living Learning Communities (LLCs) at UAA have been around for several years. True living learning community have one key component that is lacking at UAA, which is live-in faculty. Because it's tradition, we will not be changing the name but we acknowledge that UAA has great theme communities. Many of the communities have had long standing connections with academic contemporaries but in recent years, have lost interest in

collaboration. By the end of Fall 2015, the Director of DRL and each RC will review current systems in place for each of our LLCs to determine continued viability.

- As needed, Director and RC will connect with each campus partner to receive feedback on interest and time available. Once this review is completed, the Director and RC will determine whether the LCC will continue. This vision will be completed by the end of Spring 2016.

Mid-Year Report

During fall semester, conversations were had with professional staff about the need to strengthen our living-learning communities and for the need to evaluate the current communities to see how relevant they were to the needs of the residents in those communities and buildings and also to evaluate how the department/ program counterparts were working with the Department of Residence Life.

Conversations have occurred to possibly transition the naming of the living-learning communities to themed communities – with an academic focus or a theme focus. For example Director Henne will be meeting with representatives from the National Guard to possibly create an ROTC themed community. There has also been interest in creating a College of Arts and Sciences (CAS) living-learning community. These conversations will take place during spring 2016.

Below you will find a review of our current living-learning communities.

- **RRANN/ Nursing**: Collaboration has strengthened with the RRANN Program and Residence Life, the RRANN Coordinator partnered with the Resident Advisor for the community to do a few programs in West Hall or The Commons. There is a need to continue with this community in the future, with the possibility of bring classes over to West Hall to utilize the classroom space. The RRAN Coordinator, Rebecca Dreier and Residence Coordinator Alicia O'Grady meet regularly and are always looking for ways to innovate. As of January 2016, there has been work between the two area and is looking for further development of this living- learning community, possibly changing if from a living-learning community to a health services themed community in the future.
- **ANSEP**: Communication was strained between areas, but the community within the building remains strong do to the fact that all the program is so successful. Toward the end of the semester communication between ANSEP and the department of Residence Life picked up. There is a need to continue with this community in the future, with the possibility of bring classes over to West Hall to utilize the classroom space. ANSEP Living-Learning has grown from 1 wing in west to approximately a wing and a half. It is projected that it may grow to a full floor by fall '16.
- **Rural Alaska Wing**: Due to unforeseen circumstances, movement in this living-learning community has been limited. At the beginning of the semester, Alaska Native and Rural Outreach Program Coordinator, Karla Booth, outreached to the residents living in this community. There is a need for this community, but more outreach and collaboration between the student staff member in the community, along with outreach do different campus partners needs to take place.
- **Honors**: The relationship between Residence Life and UAA honors and Scholars has been established. Residence Life met a few times with Andrea Alexander our contact for the UA Scholars program. The Resident Advisor for the community held a week long themed week for the community. We hope to do a little more interaction and programing together. There is also interest in changing the name of the living- learning community to UAA Honors & UAA Scholars living-learning community.
- **Teaching and Learning**: The education department is going through changes and an interim dean. They are willing to work with us, but we have not been able to set up a meeting. RC Michel and the RA for the community will attempt to schedule a meeting for administrators for the college of education to come over to East Hall to check out the Teaching and learning Community. There had been several attempts during the fall semester to meet, but meetings were cancelled. There is a desire to connect and collaborate, but there needs to be more follow through. For the spring semester, the department of residence life plans on working on updating some of the department information plaques on the floor. Based on the involvement in the past, there is a need to continue relations between the two areas.
- **Aviation**: Collaboration between the Aviation program and Residence Life was not strong due to the fact that the faculty that had been partnering with Residence Life was no longer at UAA. Resident Advisor for the community put together an Aviation Week. Outreach has been made with the Director of the Aviation Program, Rocky

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Capozzi, but there is no interest in building the relationship and collaboration by the academic side. As of January 2016, this living-learning community will be eliminated for the 2016-2017 academic year.

Budgetary Need
DRL has no dedicated programming funds for the LLCs. DRL requests $500 per LCC, per semester. DRL requests $6,000 in annual LLC support funding.

Cost Savings
Currently, DRL uses items and services already on hand to provide for LCC needs, this does include the pooled programming funds available to the department.

Connection to UAA core theme indicators
LLCs and theme communities, by default, are designed to help UAA students persist and achieve their goals (Core Theme 3). Because the RCs work with each student staff placed in the LCC (normally of the same major as the corresponding LCC), DRL does what we can to support Core Theme 4: UAA's environments support and sustain learning, working and living.

> **Related UAA Core Theme Indicators**
> **3.1: UAA Core Theme Indicator: The degree to which UAA's students reflect Alaska's racial and ethnic diversity**
> > **Core Theme 3:** Student Success
> **Core Theme Objective:** UAA students access and successfully transition into the university

> **3.2: UAA Core Theme Indicator: First-to second-year first-time, full-time undergraduate student retention rate**
> > **Core Theme 3:** Student Success
> **Core Theme Objective:** UAA students access and successfully transition into the university

> **3.3: UAA Core Theme Indicator: Successful Learning Rate: Proportion of courses successfully completed out of total courses attempted by student subcohorts grouped by first year of entry**
> > **Core Theme 3:** Student Success
> **Core Theme Objective:** UAA students persist and achieve their goals

> **3.5: UAA Core Theme Indicator: Graduation Rates**
> > **Core Theme 3:** Student Success
> **Core Theme Objective:** UAA students persist and achieve their goals

> **4.2: Core Theme Indicator: The degree to which faculty, staff and students express satisfaction with their professional and learning environments**
> > **Core Theme 4:** UAA Community
> **Core Them Objective:** The degree to which faculty, staff and students express satisfaction with their professional and learning environments

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3: Vision: The Residence Hall Association will solidify General Assembly attendance initiatives and the process for selecting area representatives.

> **Goal Statement**
RHA saw growth in participation numbers in FY15 and met quorum for the first time in a year. RHA does face a challenge though of involved students in the fall taking on staff positions in the spring, rendering them ineligible to be representatives. RHA will continue to recruit representatives in new and creative ways in FY16.

Objectives

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- Possibly having a general election overseen by the RC
- We will get the word out about RHA earlier in the semester
- Increased marketing, more interaction with social media
- Early and more recruitment
- Show what positive changes have been made in the halls because of RHA, i.e. Kitchens
- Marketing and information will be available to residents in an on-going basis This vision will be completed by Spring 2016

Progress: Ongoing

Mid-Year Report

The Residence Hall Association Executive Board has made some positive changes this year in order to encourage more participation in the General Assembly. The board started to conduct office hours in the Gorsuch Commons in order to be more visible and accessible to residents. RHA also elicited feedback and participation in the Quality of Life Survey sent out in October 2015 to all residents. RHA also continues to create periodic newsletters that are sent to every resident. RHA does also continue to rely heavily on referrals and word of mouth. Additionally, the General Assembly in the Fall of 2015 voted to create staff mentor positions for the student representatives.

Despite these positive changes, RHA is still struggling to meet quorum. RHA will continue to refine their recruitment, and will work to solidify participation in the future.

Budgetary Need

Because RHA's budget is provided for by UHDCS, there are no needs at this time.

Cost Savings

Through advising and student conversations, RHA has been great stewards of their funding and frugal in their purchasing.

Connection to UAA core theme indicators

Connection between this vision and advancing the profession is that by having a higher attendance it will allow student leaders to carry out their meetings and Job duties in the way that RHA was meant to be run. This will give students an opportunity to learn and develop professionally instead of having to focus on taking on the responsibility of other members because positions aren't filled or not being able to pass a budget for program because they do not make quorum. This connects with Core Theme 4: UAA's environment support and sustain learning, working, and living

Connection between this vision and fostering partnerships that advance the goals of student staff faculty is that through having good representation we are able to reach out to more students the more students are part of the process and take ownership in their hall then the more staff and faculty are better able to serve them, since those individual students and groups' needs are being heard. Our relationship with UHDCS, will also continue to grow, as they are the campus partners who can make those changes physically happen. The more representation we have, the bigger the group the more connections can be made with students, with staff and faculty; connecting with Core Theme 3: UAA students persist and achieve their goals.

Related UAA Core Theme Indicators

3.2: UAA Core Theme Indicator: First-to second-year first-time, full-time undergraduate student retention rate

      Core Theme 3: Student Success
    Core Theme Objective: UAA students access and successfully transition into the university

4.2: Core Theme Indicator: The degree to which faculty, staff and students express satisfaction with their professional and learning environments

      Core Theme 4: UAA Community

Core Them Objective: The degree to which faculty, staff and students express satisfaction with their professional and learning environments

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4: Vision: The DRL will work with UHDCS to improve living conditions for residential students.

Goal Statement
The DRL will work with UHDCS to improve living conditions for residential students.

Objectives
- Through the usage of DRL's Quality of Life Survey, improvements were identified and a collaborative decision and plans were devised with our Housing partners that incorporated assessment data as well as action research through RHA, and other student feedback and buy-in.
- DRL meets with Housing weekly to discuss possibilities for improvements.
- Renovation of the first floor lobbies of all three residence halls, while no updates have been been set, is projected to begin summer of 2015.
- Renovations include kitchenettes, new front desk, a "living room", and programming opportunities in a more "open concept" space
- Two of the MAC apartments are set to be renovated
- Exterior painting will also be completed this year
- Completion of this vision will be in an on going basis, based on project timelines, construction and funding availability.

Progress: Ongoing

Mid-Year Report
- Since the summer of 2015, the DRL and UHDCS has accomplished several impressive projects in the pursuit of improving the living conditions for residential students. In the Summer of 2015, painting to the exterior of the MAC complex was completed, and remodels of several MAC apartments and Templewood townhouses occurred. The DRL and UHDCS plan to continue remodels to these areas in the Summer of 2016.
- In relation to the residence halls, complete lobby remodels including new front desks and full commercial grade kitchens in the lobbies of West, East, and North halls started prior to the Winter break of 2015/2016 and is currently in the final stages. This project was perused due to several years of Quality of Life survey data analysis showing the high student need for kitchens in the residence halls. Also during this time, remodel to the third floor of West Hall occurred. Plans are in motion to remodel the remaining floors of West Hall (floors one and two) during the Summer of 2016. From there, it is projected that East and North Hall will receive full floor remodels in the summers of 2017 and 2018, respectively.
- Additional future projects aimed at improving living conditions of residential students include a winter village in the MAC and updated lighting to the exterior of Residential Campus. For all projects, the DRL and UDHCS worked with Residence Hall Association (RHA) to solicit the opinions and insights of current residential students. Such meetings and cosponsored focus groups have resulted in the student lead select the interior lobby colors of each residence hall and the exterior MAC colors.

Budgetary Need
At this time, funding for physical enhancements has been covered by UHDCS with DRL's input under the auspices of a shared vision of outcomes and priorities.

Cost Savings
DRL does not fund or pay for any of the facilities' improvements.

Connection to UAA core theme indicators
In reviewing the On-Campus Living Quality of Life annual survey, it was noted that residential students were unhappy with some aspect of their living conditions. By addressing these concerns, we are able to assure that

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students happiness, as it related to their living environment, are met (Core Theme 4: UAA's environments support and sustain learning, working and living.)

Related UAA Core Theme Indicators

4.2: Core Theme Indicator: The degree to which faculty, staff and students express satisfaction with their professional and learning environments

Core Theme 4: UAA Community

Core Them Objective: The degree to which faculty, staff and students express satisfaction with their professional and learning environments

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5: Vision: The Intentional Interactions Model will continue to be developed and more defined based on past experiences and new research being published.

Goal Statement

The Intentional Interactions Model will continue to be developed and more defined based on past experiences and new research being published.

Objectives

- DRL reviewed the data collected from the 2014-15 academic year related to the implemented Intentional Interactions Model
- Based on the information collected, DRL has changed a few of our student staff positions (Program Assistants and Peer Mentors became Community Assistance, and created Residential Academic Coaches (RACs) and Cama-i Room Live-In Peer Mentors). We will be reviewing the effectiveness of these changes at the end of the 2015-6 academic year.
- Based on review of last year's experience, new requirements have been established that will be monitored and measured for effectiveness and intentionality.
- Tracking will be managed through MapWorks and Sociograms.
- Review of the 2014-5 outcomes has already been completed.
- A review of Model changes will occur during the Summer of 2016.

Progress: Ongoing

Mid-Year Report

- As the year has progressed staff have come to understand and use the intentional interaction model as a tool and it helps in setting goals and something to work towards. It helps us in being able to program to students more closely based on their needs/wants and on the interactions and information reported to MapWorks. Staff members are understanding more what those intentional interactions are and realizing how they can connect more personally with their residents. They are able to recognize students that might be at risk. One thing that is useful about the intentional interactions model is that if we are having trouble connecting with some students and making those intentional interactions that 1) that in itself is feedback and it lets us know that we need to try something different, or find another way to connect with the student, and 2) it can be an indicator that students might be homesick or that there is something else that we might be able to do so that they partake more in their community. The intentional interactions model has also pushed us to develop different ways to connect with our residents, such as writing letters to them or connecting with them via a social networks. Another good thing about the intentional interactions model is that sometimes that itself can be an opener and foot in the door in being able to talk and carry out positive interactions with our residents.

Budgetary Need

DRL is requesting $10 per resident for each semester. For the Fall semester, that would be approximately $9,700, and for the Spring semester, $8,200. Total amount requested: $19,900.

Cost Savings

By using the IIM for programming, we have moved from a standardized budget of $30 per RA per semester, we've moved to a pooled budget for the student staff. As stated in the Vision Statement goal, DRL was asked to reduce our budget by $67K. $62K was generated by desk staffing reductions, and the remaining $5K was pulled from residential programming, leaving approximately $6,500 for programming in the residential community for the 2015-16 academic year. The funding is distributed to each RC and is administered at their discretion with approval by the Director of Residence Life.

Connection to UAA core theme indicators
Best practices have established that one of the key components for student retention is having at least one person that a student can intentionally connect with. This model is designed to facilitate that connection thus related to Core Theme 3: UAA students persist and achieve their goals and UAA students access and successfully transition into the university, as well as Core Theme 4: UAA's environments support and sustain learning, working and living.

Related UAA Core Theme Indicators
3.2: UAA Core Theme Indicator: First-to second-year first-time, full-time undergraduate student retention rate
      Core Theme 3: Student Success
    Core Theme Objective: UAA students access and successfully transition into the university

3.3: UAA Core Theme Indicator: Successful Learning Rate: Proportion of courses successfully completed out of total courses attempted by student subcohorts grouped by first year of entry
      Core Theme 3: Student Success
    Core Theme Objective: UAA students persist and achieve their goals

3.5: UAA Core Theme Indicator: Graduation Rates
      Core Theme 3: Student Success
    Core Theme Objective: UAA students persist and achieve their goals

4.2: Core Theme Indicator: The degree to which faculty, staff and students express satisfaction with their professional and learning environments
      Core Theme 4: UAA Community
      Core Them Objective: The degree to which faculty, staff and students express satisfaction with their professional and learning environments

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6: Vision: DRL staff members will work with professional staff members from Native Student Services

Goal Statement
Residence Life staff members will work with professional staff members from Native Student Services (NSS) and the Dean of Student's Office to providing programs, resources, and outreach to students in the Native Early Transition (NET) wing. Additionally, North Hall staff members will work with NSS on creating a Rural Alaska Wing (RAW) for students moving to Anchorage from rural villages in Alaska. Core Themes 2, 3, 4 and 5

Objectives
- ANROP Coordinator, along with the North Hall RC and Director, schedule regular meetings with the professionals in NSS and the Dean of Students Office to speak to issues related specifically to Alaska native and rural students.
- The DRL team will draft an action plan to address identified issues, (i.e. retention, alcohol usage has been identified as one such concern) DRL has reformatted three student staff position to create Cama-i Room Peer Mentors which will live in each community and work in the Cama-i Room located in the Commons.
- This vision will be completed in an ongoing basis due to regularly scheduled meetings between departments.

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- A review of the programming change of DRL taking over the NET program will be completed by the end of the Fall 2015 semester.
- Continue to offer the On Campus Living Late Night Tutoring.
- Create and utilize Live In Cama-i Room Peer Mentors to provide greater outreach to Alaska Native, Native American, and rural residents. Celebrate the 10 year anniversary of the Cama-i Room.

Mid-Year Report

- On behalf of DRL the ANROP Coordinator, Karla Booth, regularly communicated with NSS Transition Advisor, Sheila Randazzo, to discuss programming initiatives, academic support outreach, and students of concern.
- ANROP supported NSS programming initiatives by encouraging students to participate in their Welcome Back Potluck, Native Gym Nights, and Native Identity Discussion.
- During the fall semester Sheila Randazzo provided academic support to students visiting the Cama-i Room in October 2015 by educating them on and helping them fulfill their FAFSA requirements. Sheila and Karla also collaborated with Patience Merculief from the Student Access, Advising, and Transition Division to outreach to Alaska Native and Native American students that had a remaining balance on their account. They divided students between themselves, called students on the phone, and provided help with FAFSA, outreaching to the Financial Aid office for further assistance, applying for scholarships, creating a tuition payment plan, and brainstorming other funding resources.
- Karla and Sheila regularly informed each other of students of concern. They discussed the concern, discussed the Care Team actions/decisions, and decided who would provide additional support if needed.
- We have continued to offer the On Campus Living Late Night Tutoring with Foundational funds.
- We celebrated the 10 year anniversary of the Cama-i Room. We sought out suggestions from students, and created potlatch gifts for gift giving. We coordinated dance groups, sent invitations, had catered food, and activities that engaged both students, faculty, staff and community members.

Budgetary Need

DRL spends approximately $1,008 a semester on the tutoring program, approximately $2,016 annually. Currently the ANROP Foundation account has $2,787.59 as of September's quarterly report. For the Cama-i room tutoring program to continue, DRL will need funding support for the Spring 2017 in the amount of $771.59.

Cost Savings

Much of the costs incurred for this goal were done so through donation and financial support of other sponsoring offices. The witness bags provided during the 10 Year Celebration were made in the Cama-i room or throw donations.

Connection to UAA core theme indicators

Creating this team will be one way in which DRL professional staff support native students that live on campus. By coordinating with these key services from across campus, we are supporting Core Theme 2: UAA research, scholarship, and creative activities advance knowledge; Core Theme 3: UAA students access and successfully transition into the University; Core Theme 4: UAA's environments support and sustain learning, working and living; and Core Theme 5: UAA engages in mutually beneficial partnerships with the communities we serve.

Related UAA Core Theme Indicators

3.1: UAA Core Theme Indicator: The degree to which UAA's students reflect Alaska's racial and ethnic diversity

        Core Theme 3: Student Success

    Core Theme Objective: UAA students access and successfully transition into the university

3.2: UAA Core Theme Indicator: First-to second-year first-time, full-time undergraduate student retention rate

        Core Theme 3: Student Success

    Core Theme Objective: UAA students access and successfully transition into the university

4.2: Core Theme Indicator: The degree to which faculty, staff and students express satisfaction with their professional and learning environments

> **Core Theme 4:** UAA Community
> **Core Them Objective:** The degree to which faculty, staff and students express satisfaction with their professional and learning environments

5.1: UAA Core Theme Indicator: The degree to which a partnership portfolio demonstrates diverse partnerships across public-private sectors, agencies and communities

> **Core Theme 5:** Public Square (Community Engagement)
> **Core Theme Objective:** UAA engages in mutually beneficial partnerships with the communities we serve

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7: Vision: The Department of Residence Life will create a departmental Vision Statement to compliment the Mission and Values Statements in order to provide aspirations for continued exquisite services and support.

Goal Statement

The Department of Residence Life will create a departmental Vision Statement, congruent with the University and Division of Student Affairs, to compliment the DRL Mission and Values Statements in order to provide aspirations for continued exquisite services and support.

Objectives

- In alignment with standards set by the UAA and the Division of Student Affairs, DRL has created an updated mission and values statements within the past two years.
- To provide an aspirational direction for the department, a vision statement is currently in the process of being created. The Vision statement will be created by the end of the Fall 2015 semester.

Mid-Year Report

DRL has developed a working draft of a Departmental Vision Statement in August 2015. We will review it in the Spring 2016 semester. Our working draft is as follows:

"Our vision is to be Alaska's most inclusive and caring residential community supporting each student's educational goals."

Budgetary Need

Creating a vision was part of completing DRL's priorities for our department. With our mission statement, core values and now vision, we can use these idea to inform our decisions, direction and guide our processes. One of our core values is creating a safe environment.

Last year, DRL was asked to reduce our budget by $67K. With 92.1% of DRL's budget being salary and benefits, the only viable monies available were for desk operation. By reducing DRL desk operations from 5pm until 8 am Sunday through Thursday, and 24 hours on Friday and Saturday, to 10 pm until 4 am nightly, DRL was able to reduce desk expenses by $62K. The SLT was able to reallocate $50K back to DRL for the 15-16 academic year, allowing for desks to operate from 5 pm to 5 am, nightly.

DRL currently only pays $8.50/hour even though minimum wage is $9.75. To maintain needed coverage for desk functionality at our original staffing times and at the true minimum wage, DRL requests an additional $78,651.

Projections at '14-'15 coverage:

FY17 DESK only Projections	Fall	Spring	Holiday Desk (includes winter break)	Spring Move-out	FY17 Total Projected:

Desk: $9.75/hr (min wage), 15-hr coverage M-Th, 24-hr coverage on weekends	$55,282.50	$54,200.25	$4,797.00	$1,111.50	$115,391.25
Desk: $8.50/hr, 15-hr coverage M-Th, 24-hr coverage on weekends	$48,195.00	$47,251.50	$4,182.00	$969.00	$100,597.50
Current '15-'16 funding without SLT reallocated support: Desk: $8.50/hr, 6 hrs per night/7 days per week	$16,677.00	$15,912.00	$4,182.00	$969.00	$37,740.00

Connection to UAA core theme indicators

Organizations need to know where they are heading and what they are trying to accomplish; this message needs to be stated clearly for getting there. Our vision statement will be an articulation of our major goals and ambitions. By creating a meaningful vision statement, DRL is supporting Core Theme 4: UAA's environments support and sustain learning, working and living.

Related UAA Core Theme Indicators

4.2: Core Theme Indicator: The degree to which faculty, staff and students express satisfaction with their professional and learning environments

Core Theme 4: UAA Community

Core Them Objective: The degree to which faculty, staff and students express satisfaction with their professional and learning environments

Disability Support Services

1: Accessibility in all university academics, activities, and events

Goal Statement

Faculty and staff proactively implement Universal Design principles in development of curricular materials and co curricular activities.

Objectives

Work together with the UAA infrastructure and communities to ensure accessibility standards are met to comply with federal and state regulations and guidelines (WebPros, new Content Management System {CMS}) by regularly scheduled meetings and programs.

Progress: Ongoing

Mid-Year Report

The DSS team has been working diligently to fulfill this objective. The Director and various staff members are participating in a number of key committees and teams to promote full accessibility in curricular and co-curricular programs. Teams and committees include the Blackboard Advisory Group, the University Technology Committee, WebPros, CMS Migration Committee, E-Learning Work Group (subcommittees - Accessibility, Closed Captioning, & Blackboard), and the State of Alaska DVR Assistive Technology Subcommittee.

Budgetary Need

The primary budget need to support this objective is to make a determination in how to fund closed captioning efforts. Due to current case law throughout the United States, it is extremely important that faculty and staff provide closed captioning in ALL curricular and co-curricular programs and activities using video without exception. Closed captioning requires funding to pay vendors if the faculty/team member is not able to caption materials themselves.

The number of closed captioning requests is growing significantly. DSS recently processed 37 captioning requests representing 18 hours of screen time at an average cost of $3.04 per minute. Currently there are 79 outstanding

video requests. Decisions must be made about funding the closed captioning projects. The DSS budget cannot sustain this effort.

Cost Savings

Cost savings to DSS must be made by billing academic and co-curricular departments for closed captioning of materials. In addition, negotiations are in progress with an outside agency. When a lump sum is deposited with the agency, they draw from that money as each of the requests is made by DSS. This pre-deposit approach potentially will lower the average $3.04 per minute charge to an as yet undetermined per minute cost.

Connection to UAA core theme indicators

Accessibility is a tool to improve Student Learning Outcomes and to promote student participation in the total university experience.

> **Related UAA Core Theme Indicators**

1.1: UAA Core Theme Indicator: Student achievement of course and program student learning outcomes
   Core Theme 1: Teaching and Learning
   Core Theme Objective: UAA Student learning outcomes are achieved

3.5: UAA Core Theme Indicator: Graduation Rates
   Core Theme 3: Student Success
   Core Theme Objective: UAA students persist and achieve their goals

5.1: UAA Core Theme Indicator: The degree to which a partnership portfolio demonstrates diverse partnerships across public-private sectors, agencies and communities
   Core Theme 5: Public Square (Community Engagement)
   Core Theme Objective: UAA engages in mutually beneficial partnerships with the communities we serve

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2: Automatic inclusion of 'disability' when the university community addresses 'diversity'

> **Goal Statement**

Include disability as a category of diversity recognizing these students also are an under-represented, marginalized group in Higher Education and society.

Objectives

Promote disability as a reflection of diversity on campus and in society through disability awareness training, programs, and publications.

Progress: Ongoing

Mid-Year Report

The Director of Disability Support Services is a member of the UAA Disability Action Council (DAC) who participates in regularly scheduled meetings. DAC supports programs and events that promote diversity and inclusion. The Director also is a member of the Student Diversity Award committee providing monetary awards to students who demonstrated commitments and actions towards promoting diversity and inclusion. DSS has partnered with the Multicultural Center to advance awareness of diversity pertaining to Autism Spectrum Disorder and is in the planning stages to collaborate with Student Health & Counseling regarding Mental Health Awareness. In order to promote disability as part of diversity and inclusion in the classroom, plans are being developed to hold a "faculty summit" at the beginning of Fall 2016.

Budgetary Need

The first budget need is for $750 to produce DSS publications promoting disability as diversity. This will include banners and updates to brochures and materials. There is a need for funds to hold a "faculty summit" workshop/seminar in Fall 2016. The anticipated amount necessary is $2500; however, the summit is still in the very early planning stages and budget numbers will be refined as planning continues.

Cost Savings

At this time, there are no cost savings identified for this goal.

Connection to UAA core theme indicators

Disability as a category reflects Alaska's racial and ethnic diversity and crosses all lines of race, ethnicity, gender, age, socioeconomic status, orientation, religion.

Related UAA Core Theme Indicators

3.1: UAA Core Theme Indicator: The degree to which UAA's students reflect Alaska's racial and ethnic diversity
>   **Core Theme 3:** Student Success
>   **Core Theme Objective:** UAA students access and successfully transition into the university

3.3: UAA Core Theme Indicator: Successful Learning Rate: Proportion of courses successfully completed out of total courses attempted by student subcohorts grouped by first year of entry
>   **Core Theme 3:** Student Success
>   **Core Theme Objective:** UAA students persist and achieve their goals

4.2: Core Theme Indicator: The degree to which faculty, staff and students express satisfaction with their professional and learning environments
>   **Core Theme 4:** UAA Community
>   **Core Them Objective:** The degree to which faculty, staff and students express satisfaction with their professional and learning environments

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3: Increased functionality of the existing disability specific software (Accessible Information Management {AIM}) used in DSS to make it more interactive with university-wide systems

Goal Statement

Expand upon the current departmental online tracking Disability Software (AIM) will increase functionality of this component-driven system

Objectives

Purchase, load, and utilize more comprehensive modules already available for this disability specific software system.

Progress: On Schedule

Mid-Year Report

Payment of the new three-year contract renewal for AIM is in process, realizing significant cost savings. The DSS team is involved in determining AIM changes that will enhance functionality of the system. Joint meetings with the AIM working group will take place at the end of February 2016 to determine feasibility of DSS requests and to design module updates.

Budgetary Need

DSS was granted $25,000 to renew the AIM contract for three years and to improve functionality by making module updates. At this time, there are no significant budget needs in this area.

Cost Savings

Significant cost savings have been realized by renewing the AIM contract for three years instead of paying for one year at a time. Approximately $1,000 was saved by paying for the three-year contract renewal. Instead of $12,859.80, DSS paid $11,895.30. This savings will be utilized to make much-needed AIM module updates.

Connection to UAA core theme indicators

Modules not already included in the current system will be purchased to obtain information to assist with data-driven decision-making in promoting student success.

Related UAA Core Theme Indicators

🔖**3.3: UAA Core Theme Indicator: Successful Learning Rate: Proportion of courses successfully completed out of total courses attempted by student subcohorts grouped by first year of entry**
>>**Core Theme 3:** Student Success
>**Core Theme Objective:** UAA students persist and achieve their goals

🔖**3.5: UAA Core Theme Indicator: Graduation Rates**
>>**Core Theme 3:** Student Success
>**Core Theme Objective:** UAA students persist and achieve their goals

🔖**4.2: Core Theme Indicator: The degree to which faculty, staff and students express satisfaction with their professional and learning environments**
>>**Core Theme 4:** UAA Community
>**Core Them Objective:** The degree to which faculty, staff and students express satisfaction with their professional and learning environments

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4: Strengthening educational partnerships not only locally, but also across statewide communities
>**Goal Statement**

Assist students with disabilities in making a smooth transition to post-secondary institutions by using a collaborative approach.

Objectives

Re-establish relationships with key personnel in K-12 school districts, DVR branches, Veterans' Affairs offices in the State who need accommodations from DSS (e.g., Transition Coordinators, Special Education Service Agency, college nights/fairs, VA and DVR referrals, etc.) and work with key departments and stakeholders at the university.

Progress: Ongoing

Mid-Year Report

Great progress has been made in this area. In October 2015, DSS held a Disability Awareness Fair to celebrate 25 years of the Americans with Disabilities Act. There were more than 25 UAA and outside agency groups that participated in the two-day event. During the Fall 2015 semester, DSS staff made 48 presentations to State and local agencies, the school district and UAA community campuses and departments. Relationships have been re-established with the Anchorage School District including involvement with District special education department chairs, schools, and the Work Readiness Advisory Group at the King Career Center. DSS also participated in the Transition to College Table Fair at West High School.
Presentations and collaborations are occurring with the Governor's Council on Disability and Special Education, Assistive Technology of Alaska (ATLA), the JBER Defense and Brain Clinic team, statewide Vocational Rehab, and various groups serving veterans and military personnel, Alaska Middle College School and Alaska Pacific University.

 DSS has and is continuing to collaborate with a number of UAA community campuses and academic departments outside the scope of normal operations. Some of these collaborative partnerships include the School of Nursing, the Multicultural Center, the English department, Housing and Residence Life, Military/Veteran Student Services, Office of Student Information, Student Development/Division of Student Life & Leadership, Academic Innovations & E-Learning, Alumni Affairs, and more.

Budgetary Need

Continuing to develop relationships with UAA community campuses, UAF, and UAS can only serve to improve the student experience for those registered with DSS. The budget restrictions that are in place regarding travel make this more challenging. All options, including virtual conference/meetings, are being considered; however, it would be beneficial to have at least one conference this year where all University of Alaska DSS personnel could have an in-person summit.

Cost Savings

By establishing a strong collaborative relationship with IT and Academic Innovations & E-Learning, DSS was awarded $25,000 for the Student Technology Fund. This money represents a savings to the DSS budget which could not continue to support the needs of students registered with DSS who must have technology accommodations including hardware loans and software.

Connection to UAA core theme indicators

Re-establishment of these key partnerships will touch public-private sectors, agencies, and communities.

Related UAA Core Theme Indicators

1.2 & 3.4: UAA Core Theme Indicator: Total degrees and certificates awarded with emphasis on high-demand jobs

Core Theme 1: Teaching and Learning & **Core Theme Objective:** UAA academic programs meet state needs **Core Theme 3**: Student Success & **Core Theme Objective:** UAA students persist and achieve their goals

3.6: UAA Core Theme Indicator: Graduates' employment rates and average earnings

Core Theme 3: Student Success
Core Theme Objective: UAA students persist and achieve their goals

5.1: UAA Core Theme Indicator: The degree to which a partnership portfolio demonstrates diverse partnerships across public-private sectors, agencies and communities

Core Theme 5: Public Square (Community Engagement)
Core Theme Objective: UAA engages in mutually beneficial partnerships with the communities we serve

Multicultural Center

1: Refine center programs and services to effectively contribute to increased access, retention and persistence of underrepresented, ethnic minority (AHAINA) students

Goal Statement

Continue to interface with academic and other related departments to refine center programs and services that effectively contribute to increased access, retention and persistence of underrepresented, ethnic minority (AHAINA) students at UAA.

Objectives

- Streamline communication between MCC staff to ensure adherence to program objectives.
- Utilize a mentoring support program for first and second year participants.
- Develop a paraprofessional training program for third and fourth year participants.
- Work collaboratively with academic units/colleges to support success of underrepresented, ethnic minority students.

Progress: Ongoing

Mid-Year Report

The Multicultural Center has continued to collaborate with academic deans, departments and programs both on the UAA campus and within the greater Anchorage community to advance its departmental mission for effectively contributing to the increased access, retention, and persistence of underrepresented, ethnic minority (AHIANA) students at UAA.

New partners and collaborators include: Alaska World Affairs Council, College of Engineering, Municipality of Anchorage (90 by 2020 Graduation Campaign), Sigma Pi Phi Fraternity, Anchorage School District, Alaska Military Academy and Diversity Action Council, just to name a few.

UAA Student Affairs
UNIVERSITY of ALASKA ANCHORAGE

Mentoring program with select academic departments is currently in the works through the efforts of Ms. Tamika Wesley our new Student Transition Advisor who is heading up our Seawolf Success Program.

Budgetary Need

We continue to have budgetary challenges as most departments on campus. Our programmatic budget has been significantly slashed to the point of significantly curtailing our ability to fulfill our mission, however, we endeavor to leverage resources from key stakeholder groups to fill the gap in institutional funding. We will continue to create new funding streams and maximize opportunities that present themselves from campus and community assets.

Cost Savings

In order to save departmental resources, we have significantly curtailed our spending on food event moving from lunch/dinner menu items to breakfast/brunch menus to be able to feed more people for significantly less.

We have also leveraged good will opportunities and donation request opportunities with Campus Dining and Housing Services to stretch the funds spent on food events. Signature Programs within the MCC(Graduation Recognition Ceremonies in the fall and spring, and Men and Women of

Excellence Ceremony in the Spring and Seawolf Success Academy during the summer) cost the majority of our of our budget outside of personnel.

We have been extremely successful in securing funding through Diversity Action Council, Campus Dining and Housing Services, and from Academic Colleges in support of our efforts when budgets have been cut from Student Affairs.

Connection to UAA core theme indicators

This vision is consistent with Priority C:Expand Educational Opportunity and Increase Student Success from UAA's 2017 Strategic Plan along with Core Theme #4: UAA Community, Objective: Diverse and inclusive campus environment.

Related UAA Core Theme Indicators

3.1: UAA Core Theme Indicator: The degree to which UAA's students reflect Alaska's racial and ethnic diversity

        Core Theme 3: Student Success
      Core Theme Objective: UAA students access and successfully transition into the university

3.2: UAA Core Theme Indicator: First-to second-year first-time, full-time undergraduate student retention rate

        Core Theme 3: Student Success
      Core Theme Objective: UAA students access and successfully transition into the university

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2: Enhance the capacity of monitoring, tracking and communication of students in the MCC activities, Seawolf Success and AHAINA Programs

      Goal Statement

Enhance the capacity of monitoring, tracking and communication of students in the MCC activities, Seawolf Success and AHAINA Programs.

Objectives

- Collaborate with Paul Wasco and new e-wolf infrastructure to enhance connectivity with AHAINA and Seawolf Success participants.
- Become power users of the MAP-Works infrastructure.
- Serve as a catalyst for enhancing new programs designed to increase communication and engagement of students utilizing MCC.

Mid-Year Report

We have undertaken some significant enhancements to maximize existing campus resources to positively impacts our ability to monitor, track and communicate with AHAINA students and intervene during critical times throughout the semester.

Our new staff has met with MAP Works Coordinator and we are rapidly becoming power users within this system. We also have forged innovative partnerships with Paul Wasko and the E-wolf portfolio process to enhance our application process for both the Seawolf Success Program and Men and Women of Excellence utilizing the E-portfolio. This will help us with sustainable processes and ensure that students have a significant takeaway after the program which highlights, chronologically documents and helps students present key data, stories, films, pictures and other artifacts that tell their story of why they should either be admitted into the Seawolf Success Program or selected as the Man or Woman of Excellence.

Budgetary Need
Since we are leveraging and maximizing current institutional commitments and not creating our own databases or platforms to monitor students, our budgetary needs are minimal at this time for this area.

Cost Savings
Again, we are currently leveraging existing campus resources and infrastructure to maximize student monitoring and tracking. We hope that additional campus constituents would do the same so that we can have a single platform that we are all using, rather than duplicate and conflicting platforms that do not talk to each other or conflicts with the Banner system.

Connection to UAA core theme indicators
Priority C: Expand Educational Opportunity and Increase Student Success from UAA's 2017 Strategic Plan.

   Related UAA Core Theme Indicators
3.2: UAA Core Theme Indicator: First-to second-year first-time, full-time undergraduate student retention rate
   Core Theme 3: Student Success
   Core Theme Objective: UAA students access and successfully transition into the university

3.3: UAA Core Theme Indicator: Successful Learning Rate: Proportion of courses successfully completed out of total courses attempted by student subcohorts grouped by first year of entry
   Core Theme 3: Student Success
   Core Theme Objective: UAA students persist and achieve their goals

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3: Leverage creative opportunities for sponsorship, collaborations and seek and secure grant opportunities

   Goal Statement
Continue to leverage creative opportunities for sponsorship, collaborations and seek and secure grant opportunities to expand MCC programs and services.

Objectives
- Apply for and secure funding from local, state, Federal and institutional sources to further the Mission, vision, goals and objectives of the MCC.
- (i.e., Center for Veteran Student Success)
- Collaborate with campus entities who are undertaking innovative and creative activity designed to increase the retention, success and success of URM students at UAA (i.e., Call-back Initiative).
- Continue to cultivate positive relationships with community stakeholders to advance the support of signature programs such as Men and Women of Excellence, Graduation Recognition Ceremonies, and Seawolf Success Program (i.e., Brotherhood Inc., Nordstrom, Kappa Alpha Psi Fraternity, Inc.)

Mid-Year Report
We will continue to participate in opportunities and programs designed to capitalize on proactive actions for student success, like the call-back initiative that we have previously engaged in.

We have written for federal grants (unsuccessfully) for Center for Veteran Student Succes and will continue to leverage opportunities that exist within the campus and greater Anchorage community to successfully write for grants and other sources to expand and support our MCC mission.

Current efforts include working with the Municipality of Anchorage on 90% graduation rate by 2020, working with academic colleges and academic side of UAA to ensure that diversity and student success is everyone's business. We are also requesting financial support from a variety of campus and community stakeholders in our efforts.

Budgetary Need

Our current funding is not sufficient to address our on-going student needs. This will not stop us from achieving our mission and accomplishing our goals. Since we do not have the support of a corporation, the current budget situation will continue to force us to engage in collaborative partnerships and fundraising to accomplish our mission and achieve our stated goals.

Connection to UAA core theme indicators

This vision is consistent with UAA 2017 Core Theme #5: Public Square, Objective: UAA engages in partnership activities with business, non-profits, and government organizations.

Related UAA Core Theme Indicators

2.1: UAA Core Theme Indicator: Number and dollar amounts of proposals submitted and awarded grants, contracts, and sponsored activities in research, scholarship, and creative activities

Core Theme 2: Research, Scholarship, and Creative Activity

Core Them Objective: UAA research, scholarship, and creative activities advance knowledge

5.1: UAA Core Theme Indicator: The degree to which a partnership portfolio demonstrates diverse partnerships across public-private sectors, agencies and communities

Core Theme 5: Public Square (Community Engagement)

Core Theme Objective: UAA engages in mutually beneficial partnerships with the communities we serve

Student Health and Counseling

1: Sustainable Fiscal Model

Goal Statement

The SHCC will pursue a sustainable fiscal model through enhancement and addition to the present revenue generating paradigm.

Objectives

- Secure an external healthcare business consultant by October 1, 2015. This consultant will draft recommendations for expansion of revenue generating opportunities, including billing of third party payers, within the SHCC.
- Maintain and enhance present revenue generating opportunities by increasing commodity prices from the present 20% beyond cost to 35% beyond cost by September 15, 2015.
- Increase missed appointment fee from $15 to $25 per appointment by September 15, 2015.
- Expand the present model of insurance billing to include additional insurance carriers by January 1, 2016.
- Advocate for a student fee structure that is equitable and relevant through advocacy and collaboration with the UAA Student Fee Taskforce.
- Maintain grant funding award through the State of Alaska, Department of Health and Social Services, for campus wide sexual assault prevention training programs by ongoing submission of required outcome documentation through 2017.

Mid-Year Report

Healthcare business consultant, Robert Poe, Jr., has been working with the SHCC to create a plan to allow insurance billing of Alaska Medicaid and one Preventative Care visit per student yearly. The plan allows for continued accessible and affordable primary physical health and mental health care through the SHCC. The increased student fee of $14 per credit, supported by USUAA, and approved by Chancellor Case, will allow for the hire of a full time medical biller/coder, supporting the work of insurance billing.

The missed appointment fee was increased to $25 per visit. The revenue mark-up on sold laboratory and pharmacy items was increased from 20% to
35%.

Connection to UAA core theme indicators
2.1 - The present two year grant award of $102,000 supports student and community learning regarding sexual assault awareness

4.2 - A fiscally sound health center will enhance campus wellness, and therefore support the student, staff and faculty satisfaction with their professional and learning environments

4.3 - Creation of alternative funding for the SHCC will support a sustainable budget that can be compared to nationally accepted standards

> **Related UAA Core Theme Indicators**
> **2.1: UAA Core Theme Indicator: Number and dollar amounts of proposals submitted and awarded grants, contracts, and sponsored activities in research, scholarship, and creative activities**
> > **Core Theme 2:** Research, Scholarship, and Creative Activity
> > **Core Them Objective:** UAA research, scholarship, and creative activities advance knowledge

> **4.2: Core Theme Indicator: The degree to which faculty, staff and students express satisfaction with their professional and learning environments**
> > **Core Theme 4:** UAA Community
> > **Core Them Objective:** The degree to which faculty, staff and students express satisfaction with their professional and learning environments

> **4.3: UAA Core Theme Indicator: Development and management of a sustainable budget as demonstrated by nationally accepted financial ratios**
> > **Core Theme 4:** UAA Community
> > **Core Theme Objective:** UAA's environments support and sustain learning, working and living

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2: Provision of Clinical Training Opportunities

> **Goal Statement**

Students enrolled in UAA health related programs will continue to experience quality clinical training rotations provided, through and by the SHCC, thus allowing for these training experiences to have direct application to advancing professional competencies needed for future provision of healthcare services for residents of the State of Alaska.

Objectives
- Maintain rotations for four BSN students, four advanced practice family nurse practitioners, one psychiatric nurse practitioner student, and one clinical psychology graduate student per semester.
- Provision of weekly Journal Club focused on clinical practice questions, with discussion of three peer reviewed research articles, rating level of evidence, and introduction of changes to clinical practice based on practice evidence.
- Exploration of clinical training opportunities for medical students enrolled in the first, second and third year, of the WWAMI program.

- Exploration of clinical service opportunities for UAA School of Nursing professors in the advanced and psychiatric nurse practitioner programs.

Mid-Year Report
- Preceptor opportunities for BSN students, and family nurse practitioner students have been maintained at a level of two BSN students per semester, and 2-4 family nurse practitioner students per semester. Related to decreased mental health staffing, the SHCC was not able to provide a preceptor opportunity to a psychiatric nurse practitioner student during the Spring semester of this year. In addition, the Licensed Professional Counselors, were not able to provide this experience for counseling psychology students, related to their present focus on mental health screening and crisis and safety management. This has resulted in a limitation of ongoing counseling support.
- Review of professional journal articles in ongoing in both mental health and physical health supervision groups.
- The opportunities for a weekly WWAMI medical student continue to be explored; present barriers include physical health room availability, and limited MD preceptor hours.
- A meeting with Dr. B Berner, Director of the UAA, SON was held. Dr. Berner was supportive of the idea of using the SHCC as a Faculty training site, but stated that presently most professors were augmenting their UAA salaries by practicing one day per week in private local healthcare facilities.

Connection to UAA core theme indicators

Provision of clinical internships allow students to receive training, practice, and mentoring opportunities for the purpose of completing certificates and degrees *which will serve the higher education needs* of the State of Alaska

According to the *Alaska Department of Labor/Workforce Development, Industry and Occupational Forecasts, 2010-2020,* healthcare and social assistance jobs are expected to grow by 31%, by far the highest of any other industry

Related UAA Core Theme Indicators

1.1: UAA Core Theme Indicator: Student achievement of course and program student learning outcomes
Core Theme 1: Teaching and Learning
Core Theme Objective: UAA Student learning outcomes are achieved

1.2 & 3.4: UAA Core Theme Indicator: Total degrees and certificates awarded with emphasis on high-demand jobs
Core Theme 1: Teaching and Learning & **Core Theme Objective:** UAA academic programs meet state needs

Core Theme 3: Student Success & **Core Theme Objective:** UAA students persist and achieve their goals

4.2: Core Theme Indicator: The degree to which faculty, staff and students express satisfaction with their professional and learning environments
Core Theme 4: UAA Community
Core Them Objective: The degree to which faculty, staff and students express satisfaction with their professional and learning environments

5.1: UAA Core Theme Indicator: The degree to which a partnership portfolio demonstrates diverse partnerships across public-private sectors, agencies and communities
Core Theme 5: Public Square (Community Engagement)
Core Theme Objective: UAA engages in mutually beneficial partnerships with the communities we serve

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3: Enhanced Communication

Goal Statement

Communication regarding quality and value of health and wellness services provided to students and the university community will be enhanced with a focus on the relationship and role of healthcare to academic success.

Objectives
- Revise the SHCC Mission statement to align with the goals of the University of Alaska, the University of Alaska Anchorage Core Themes, and the University of Alaska Anchorage, Student Affairs Student Outcomes.
- Disseminate SHCC quality indicators and implemented improvements through social media, written media, and campus displays.
- Direct communication to parents of incoming students through an electronic letter at the beginning of each semester, regarding on campus SHCC services available to their son or daughter while they are at UAA.
- Expand awareness through social and written media of access to the Affordable Care Act, Marketplace, and State of Alaska Medicaid availability.
- Create a Student, Staff, and Faculty, SHCC Advisory Board, to achieve consumer, investor, advocate, input on SHCC priorities.
- Maintain relationship and engagement with University of Alaska Alumni group, *Alumni for Advancement of College Health and Wellness.*

Mid-Year Report
- Work to expand the mission statement of the SHCC has begun with a draft expanding the statement to include the role of the SHCC in public health and safety initiatives.
- Quality indicators have been implemented through the Student Affairs, "Did you Know" campaign, although there are many more opportunities in this area, through our social media outlets.
- Director of Admissions, Cathy Ewing, was contacted regarding the question of contacting parents with information about the SHCC services. She suggested targeting First Year Students, through a post-card campaign, highlighting services, portal use, and location.
- A proposal for a SHCC Advisory Board, to include students and faculty, along with SHCC Staff, has been submitted to Student Affairs Leadership.
- The UAA Alumni Group , Alumni for Advancement of College Health and Wellness, has been reorganized into broader, College of Health Alumni group. Work in this area is ongoing and supported by AVC R Morse, UAA Advancement.

Connection to UAA core theme indicators
Core Theme Indicator 1.1 - Student academic success can be best supported though updated and relevant communication of the value of healthcare generally, and specifically the value as related to academic success

Core Theme Indicator 3.2, 3.3, 3.5 - Supporting the well being of students will enhance their ability to persist from the first year of college to the second and beyond, and support success in each attempted class, resulting in the ultimate goal of obtaining a college degree

Related UAA Core Theme Indicators
1.1: UAA Core Theme Indicator: Student achievement of course and program student learning outcomes
> **Core Theme 1:** Teaching and Learning
> **Core Theme Objective:** UAA Student learning outcomes are achieved

3.2: UAA Core Theme Indicator: First-to second-year first-time, full-time undergraduate student retention rate
> **Core Theme 3:** Student Success
> **Core Theme Objective:** UAA students access and successfully transition into the university

3.3: UAA Core Theme Indicator: Successful Learning Rate: Proportion of courses successfully completed out of total courses attempted by student subcohorts grouped by first year of entry
> **Core Theme 3:** Student Success
> **Core Theme Objective:** UAA students persist and achieve their goals

3.5: UAA Core Theme Indicator: Graduation Rates
> **Core Theme 3:** Student Success
> **Core Theme Objective:** UAA students persist and achieve their goals

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4: Support Community Wellness

Goal Statement
The wellness and health of individual students, staff, and the university community, will be supported through the provision of healthcare services provided by the SHCC.

Objectives
- Enhance University of Alaska Anchorage community wellness through provision of weekly suicide prevention GateKeeper trainings.
- Build sexual safety, violence awareness and prevention into the UAA community through the Bring In The Bystander and Alcohol Education trainings.
- Provide an opportunity for students to enhance physical health and emotional resiliency in a community through the structured *Great Runners In Training* program.
- Secure adequate staffing for the provision of requested mental and physical health appointments by students.
- Build campus protection against communicable disease and support Board of Regents compliance requirements through the provision of immunization services to Residential Life students, individuals enrolled in health programs, and community members seeking flu vaccines.
- Advocate for a SHCC representative to be present on the campus wide safety committees

Mid-Year Report

- A 32 hour per week LPC resigned during the Fall of 2015. This left a gap in an ability to program both weekly Suicide Prevention Programming and the successful and popular GRIT program. Marketing regarding Suicide Prevention Programming has not taken place. If groups or individuals contact the SHCC, a training is facilitated with the assistance of the campus group, *Active Minds*.
- During the Fall 2015 semester, 98% of students living in UAA Residential Halls were documented to be fully compliant with the UA Board of Regents immunization requirements. Student leaders have approached the SHCC regarding the lack of a UAA Housing requirement for the meningitis vaccine. Outreach to the SHCC at UAF has been initiated.
- September 2015 was the initiation of the CDC/State of Alaska, Rape Prevention Grant, allowing the SHCC to hire a part-time health educator, and four student peer health educators. To date, there have been 19 trainings, with 315 individuals participating, including all of the athletic teams. In addition the Health Promotion staff collaborated with other campus groups to facilitate two showings of *The Hunting Ground*, and an awareness evening entitled, *Little Black Dress.*
- The SHCC has not had the fiscal resources to hire the mental health staff needed to provide the mental health services requested by students, staff, and faculty.

Connection to UAA core theme indicators
Core Theme Indicator 1.1, 3.2, 4.2, 4.4

The physical, mental, and public health support provided by the professional staff of the SHCC, through the individual, group, and outreach efforts, outlined above, will support student achievement through the enhancement of well being, creation of safety, and satisfaction with the learning environment, for students, staff and faculty, therefore allowing a student to fully focus on academics.

Related UAA Core Theme Indicators
1.1: UAA Core Theme Indicator: Student achievement of course and program student learning outcomes

Core Theme 1: Teaching and Learning
Core Theme Objective: UAA Student learning outcomes are achieved

3.2: UAA Core Theme Indicator: First-to second-year first-time, full-time undergraduate student retention rate
    Core Theme 3: Student Success
    Core Theme Objective: UAA students access and successfully transition into the university

4.2: Core Theme Indicator: The degree to which faculty, staff and students express satisfaction with their professional and learning environments
    Core Theme 4: UAA Community
    Core Them Objective: The degree to which faculty, staff and students express satisfaction with their professional and learning environments

4.4: UAA Core Theme Indicator: Number of crimes, incidents, and injuries reported
    Core Theme 4: UAA Community
    Core Theme Objective: UAA's environments support and sustain learning working and living

Student Life and Leadership

1: SL&L/SU&CSS Successful Transition

Goal Statement

SL&L/SU&CCS will successfully transition into our new organization.
Core functions, missions, and values will be preserved while we continue to focus on student leadership development. The unique student leadership positions which develop programs, manage facilities, and advance organizations are crucial to our success. The roles we play in advising, supervising, and coaching these students are a significant part of our responsibilities.

Indicators for our success: understand the necessity for change; confirm our clear, agreed upon objectives; maintain quality student programs and services within our new budgets; support student and staff through the process; develop one inclusive department that takes the best of the former departments and brings them together in a new, more efficient, and stronger student-focused organization.

Objectives

- Develop our mission, purpose, and organizational chart after transparent communication with staff and students involved in the programs. Review of budgets for Student Union & Commuter Student Services and Student Activities to determine our available programming funds. Update all PDs to accurately reflect new organization.
- Continue to seek input from student employees/leaders and update them on organizational developments.

Progress: Ongoing

Mid-Year Report

Mission, purpose, and organizational chart completed. Presented to Dean Lee and VC Schultz. We are in final document preparations to present realignment plan to Human Resources Director Kamahale. Target: early February.

Budgets are in transition this year. Major programs of the Student Union & Commuter Student Services department continue with funding support from Student Activities. (e.g. the Daily Den commuter student lounge) $1/credit fee increase was endorsed by USUAA. FY17 budget structure is in development now. Final review for Dean Lee and VC Schultz expected in March/April.

Numerous meetings held with various student groups (employees, USUAA Assembly members) since July to seek input on proposed realignment.

Budgetary Need
Student Union (15153) personnel budget reduced by $40,000 and budget authority transferred to DoS budget (15135). Have requested review and will work for return of that personnel budget to Student Union in FY17. This supports 1/2 of the fiscal manager (PCN 306685) duties of the Student Union.

Cost Savings
Associate Director of Student Union & Commuter Student Services salary savings with unfilled position since October. Funds earmarked for office renovation to link both department together. Additional savings to be used to upgrade online reservation system, streamlining process to save resources and increase efficiency.

Plan to open Student Union operations coordinator position in March, once realignment plan is (hopefully) approved.

Connection to UAA core theme indicators
As a result of FY16 budget reductions the Division of Student Development saw an opportunity to sustain staff and programs through department realignment. The new organization will provide enhanced staff connections with like programs in one large organization.

Core Theme 4: UAA Community
4.2: The degree to which faculty, staff, and students express satisfaction with their professional and learning environments.
4.3: Development and management of a sustainable budget as demonstrated by nationally accepted financial ratios.

Related UAA Core Theme Indicators
4.2: Core Theme Indicator: The degree to which faculty, staff and students express satisfaction with their professional and learning environments
Core Theme 4: UAA Community
Core Them Objective: The degree to which faculty, staff and students express satisfaction with their professional and learning environments

4.3: UAA Core Theme Indicator: Development and management of a sustainable budget as demonstrated by nationally accepted financial ratios
Core Theme 4: UAA Community
Core Theme Objective: UAA's environments support and sustain learning, working and living

2: Understand the UAA student population involved in our programs
Goal Statement
SL&L will define the profile of our student leaders and students attending our programs in order to learn more about our impact on the UAA students' experience. We will also be able to identify students who are not involved.

Following in FY17 we will determine strategies to reach students who are not involved.
Who is involved in our programs (leading, organizing) and who is participating in our events.

Objectives
- Determine the profile variables
- Identify those student populations who are not connecting with UAA
- Define involvement
- Survey those students to determine their involvement and develop strategies to engage those students in a meaningful way.

- Utilize data from Map-Works to provide more enriched information on our students

Progress: Ongoing

Mid-Year Report
We have collected student ID numbers at numerous programs and events from Campus Kick-Off and Homecoming to the Daily Den and Singles Night. Staff will meet with Whitney Brown to determine the demographic data of these students and identify the other essential information we need to effectively describe student participants.

We have also me twith Brian deZeeuw to investigate additional WolfCard wireless readers and a hard wired location in the Student Union Den.

Budgetary Need
For approximately $2000 we could purchase _____ additional wireless readers and install the hard wire port in the Den.

Cost Savings
The investment in the card readers and hard wired port would ensure continued tracking of student participants at a variety of different programs in various locations across campus: Fine Arts, Rasmuson Hall, Cuddy, as well as the Den.

Connection to UAA core theme indicators
To report on transition into the U and progression of those students through the UAA SU&CSS/SLL experience, graduation, and employment. Can we determine the impact of our UAA students involved on campus is linked to their retention and graduation? 3.1 The degree to which UAA's students reflect Alaska's racial and ethnic diversity 3.2 First-to second-year first-time undergraduate student retention rate.
3.5 Graduation rates

   Related UAA Core Theme Indicators
🪶**3.1: UAA Core Theme Indicator: The degree to which UAA's students reflect Alaska's racial and ethnic diversity**
   Core Theme 3: Student Success
   Core Theme Objective: UAA students access and successfully transition into the university

🪶**3.2: UAA Core Theme Indicator: First-to second-year first-time, full-time undergraduate student retention rate**
   Core Theme 3: Student Success
   Core Theme Objective: UAA students access and successfully transition into the university

🪶**3.5: UAA Core Theme Indicator: Graduation Rates**
   Core Theme 3: Student Success
   Core Theme Objective: UAA students persist and achieve their goals

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3: Develop a Strategic Communication Plan for our On-Line and Social Media Presence

   Goal Statement
Develop an effective strategic communication plan for our new department. Engage students with up-to-date communication methods.

Objectives
- Update websites regularly to ensure accuracy, intuitive layouts, and mobile friendly formats.
- Institute effective and consistent social media usage that reflects best practice.
- Learn the new CMS system and utilize its features to the fullest extent

- Ensure accessibility
- Use innovative ways to showcase our programs using Instagram, YouTube videos, SnapChat, etc. (working to go beyond Facebook)
- Implement uses for eLearning/eWolf within appropriate programs

Progress: Ongoing

Mid-Year Report
Several of our websites have been updated to accurately communicate services, staff, and general information. We have also developed user-friendly 'redirect' URLS for Commuter Student Services (commuter), Student Union and Commuter Student Services (studentunion), Student Showcase (showcase), etc.

Staff met with University Advancement and learned more about the UAA social media direction, opportunities, and guidelines. We have scheduled postings for our various Facebook and Instagram pages. Use of the social media options has increased our outreach to UAA students and the community (based on number of likes and followers).

Budgetary Need
Social media expenses are very reasonable. Advertising 'boosts' or sponsored ads can be purchased and posted immediately. This provides targeted marketing for as little as $25/day.

Connection to UAA core theme indicators
We believe that students who find the communication methods of UAA to be more inline with their preferred methods will be more engaged and satisfied with their UAA community and experience.

Related UAA Core Theme Indicators
4.2: Core Theme Indicator: The degree to which faculty, staff and students express satisfaction with their professional and learning environments
Core Theme 4: UAA Community
Core Them Objective: The degree to which faculty, staff and students express satisfaction with their professional and learning environments

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4: Greek Life Enhancements

Goal Statement
The current UAA Greek community includes approximately 130 students (about the same population of West Hall). This growing group needs improved structure and processes to successfully evolve and meet the national best practices of Greek Life.

Objectives
- Establish Greek standards, align UAA practices with national polices of Greek organizations.
- Create processes and opportunities to support the organizations we have as well as continue sustainable expansion of Greek organizations.
- Establish an Interfraternity Council.
- Meet with UAA Alumni staff to determine if any Greek recognition could be given to alums within various chapters

Progress: Ongoing

Mid-Year Report
Inter-Fraternity Council has been established and is in its third month of operation. All three fraternities have members on the council. Officer training for all 5 Greek organizations was held at the beginning of the spring semester.

Connection to UAA core theme indicators

Our Greek community is growing steadily which expands their needs and stretches our resources. With effective standards and nationally accepted practices in place our Greek Life program will be on a solid foundation for continued expansion. This should lead to higher satisfaction in students' learning environment and faculty/staff satisfaction with their professional work environment.

Related UAA Core Theme Indicators

4.2: Core Theme Indicator: The degree to which faculty, staff and students express satisfaction with their professional and learning environments

Core Theme 4: UAA Community

Core Them Objective: The degree to which faculty, staff and students express satisfaction with their professional and learning environments