UNIVERSITY OF ALASKA SOUTHEAST

Comprehensive Self Study Report

UNIVERSITY OF ALASKA
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University of Alaska Southeast

Comprehensive Self Study Report

Prepared for:
Northwest Commission on Colleges and Universities

October 7–9, 2009

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Juneau, AK 99801

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UAS is an AA/EO employer and educational institution

Acronyms

ACRL	American College and Research Library
ACUHO	Association of College and University Housing Officers
ADPS	Alaska Department of Public Safety
AkLA	Alaska Library Association
APICC	Alaska Process Industry Careers Consortium
ASE	Automotive Service Excellence
ATB	Ability to Benefit
ATF	Advising Task Force
ATSSA	American Traffic Safety Services Association
ATTAC	Alaska Technology and Assistance Center
BOR	Board of Regents
CAHIIM	Commission on Accreditation for Health Informatics and Information Management
CAS	Council for the Advancement of Standards
CCL	Capital City Libraries
CDA	Child Development Credential
CEU	Continuing Education Unit
CRCD	College of Rural and Community Development
CSI	College Student Inventory
CTE	Career and Technical Programs
DSS	Disability Support Services
ELMO	Easy Login Maintenance Option
EPSCoR	Experimental Program to Stimulate Competitive Research
FISAP	Fiscal Operations Report and Application to Participate
GINA	Geographic Information Network of Alaska
GIS	Geographic Information Science
ILL	Interdepartmental Library Loan
ILT	Information Literacy Test
IRB	Institutional Review Board
ISEP	International Student Exchange Program
ITC	Information Technology Council
NASPA	National Association of Student Personnel Administrators
NATEF	National Automotive Technicians Education Foundation
NCATE	National Council for Accreditation of Teacher Education
NCES	National Center for Education Statistics
NRSC	Native and Rural Student Center
NSE	National Student Exchange
OCE	Office of Continuing Education
OCLC	Online Computer Library Center
OMB	Alaska Office of Management and Budget
OSHA	Occupational Safety & Health Administration
PBB	Performance Based Budgeting
PCO	Proposed Course Offering
PEC	Professional Education Center
PITAAS	Preparing Indigenous Teachers & Administrators for Alaska Schools
REC	Student Recreation Center
SAC	Statewide Academic Council
SOTL	Scholarship of Teaching and Learning
SPA	Specialized Professional Association
TLTR	Teaching, Learning, and Technology Roundtable
TVEP	Technical Vocational Education Program
UAFT	University of Alaska Federation of Teachers
UNAC	United Academics

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Introduction to UAS and Southeast Alaska

The University of Alaska Southeast (UAS) is a regional, open enrollment public university established on July 1, 1987 following major restructuring of the University of Alaska (UA) system. UA is composed of Major Academic Units at Juneau, Anchorage, and Fairbanks, twelve branch campuses, and one accredited community college in Valdez. At the close of the fall 2008 semester, 32,328 students were enrolled in the UA system. Just under 3,600 (11 percent) attended the three UAS campuses, with 2,623 at Juneau, 525 at Ketchikan, and 861 at Sitka.

The UAS campuses are situated in a 250 mile long archipelago stretching southward from Juneau to Ketchikan in the region known as Southeast Alaska. The entire region is roughly the size of Florida, with Yakutat in the north and Ketchikan in the south. The region has a population of around 70,000, with 44 percent concentrated in the City and Borough of Juneau.

In fall 1999 4,162 students attended the three UAS campuses. In 2008, 3,598 students made up the UAS student body. UAS produced 23,147 student credit hours in fall 1999 and 21,616 in fall 2008. The student population at the Juneau Campus increased from 2,515 in fall 1999 to 2,623 last fall. More dramatically, the percentage of degree seeking students at the Juneau campus increased 40 percent from 1,061 in fall 1999 to 1,479 last fall. Approximately 20 percent of the Juneau population is Alaska Native/American Indian. The Juneau Campus reflects this diversity with a 19 percent Alaska Native/American Indian student population.

Southeast Alaska encompasses the Tongass National Forest, the largest national forest in the United States, as well as various national and state parks, including Glacier Bay National Park. All three campuses are isolated with two located on islands. None have road connections to the lower 48 states or the rest of Alaska. Air and water are the only means of transportation.

Despite the difficult geography, the communities in Southeast Alaska have developed a strong sense of connection and continually work together to resolve regional issues or problems. In the late 1960's, the region developed a transportation system with the Alaska Marine Highway System as the major component, the first of many regional projects to tie together the communities throughout the region. Most of these projects have been planned and supported by the Southeast Conference, a regional economic development organization with membership from all the communities.

Economic conditions in the region vary widely. Juneau, with its base of federal and state government employment, maintains a relatively healthy economy in the face of regional, statewide, and national downturns. The rest of Southeast Alaska has been impacted by the closure of two large pulp manufacturing plants and various other timber related operations. Although the fishing sector of the economy has declined in importance, some communities have been able to sustain a small salmon industry as well as specialized fisheries. Mining, once a mainstay of the Southeast Region economy, continues to have a presence, but accounts for only a relatively small part of the region's economy.

The Southeast Region economy is moving from extraction and production services to government, health, tourism, and transportation. UAS academic program planning used economic indicators and the demographic data to develop and revise its programs over the last ten years, particularly in the career and technical areas.

As a regional university, UAS prioritizes educational services to students in Southeast Alaska. The university also recruits and admits students from throughout the state and the lower 48 states for its on campus programs. The Juneau Campus has added key core facilities over the last ten years, including a classroom building, a residence hall for freshmen, and a recreation center. Ketchikan and Sitka campuses enjoy newly renovated facilities.

Since the last accreditation, UAS continued to expand its delivery of degree programs via on line and blended technologies resulting in increased enrollments from across the region and the state.

The improved facilities on the Juneau Campus enabled UAS to better meet the educational and resident life needs of traditional age students. The expansion of distance delivery capabilities provided UAS the opportunity to reach out to extended campuses as well as to communities throughout Alaska to serve both traditional age and non-traditional students with baccalaureate and graduate degree programming. A profile of student enrollment trends confirms the success of this strategy.

UAS, over the last two years, embarked on a two pronged approach to enrollment management. First, the institution has developed an aggressive campaign to attract high school graduates from around the state to enroll in programs at all three southeast campuses. The initial results are promising. Fall 2008 showed a significant increase in first time freshmen and every indication is that there will be another large increase in fall 2009. In addition, UAS has increased marketing for the distance delivered graduate programs by reaching out to specific target populations. Again the initial results are promising, with an increase in almost all graduate programs in FY 09.

UAS is planning for the future with the Faculty Senate and Administration developing an Academic Plan to guide the university in the upcoming years. UAS is also preparing to develop a new Strategic Plan that will coincide with the new seven year accreditation cycle.

Status of Prior Recommendations

The 1999 and 2004 Northwest Commission (NWCCU) accreditation visits resulted in seven recommendations. UAS has addressed each of these.

Recommendation 1: Strategic Planning

Soon after the 1999 visit, UAS embarked on a region wide strategic planning effort that has been updated several times. Sufficient progress resulted in the 2004 visitation team to commending UAS for "the inclusiveness of its strategic planning process and the utility of the plan that emerged."

Recommendation 2: Regional Communication and Academic Consistency among Campuses

UAS made considerable progress in organizing faculty across the region into the appropriate departments. All curricular matters, including courses development, adjuncts, and new programs, are discussed first at the department level and acted upon by the Faculty Senate that has regional representation. School Deans exercise regional academic authority and, through the Provost's Council, work with Campus Directors to standardize academic policies and procedures. The 2004 team commended the Chancellor for his "ability to create a regional university out of three entities that began with very different missions."

Recommendation 3: Strengthening Staff in Technical Support Areas

Computing and information technology services have been considerably expanded since the 1999 visit. Central IT staff, including media positions, has grown from seven to 17, with 25 additional student employees. Each extended campus also has IT positions. UAS has added teaching and learning resources to serve faculty and students across the region, including those who teach and/or study by distance. Students and faculty generally have adequate technology and instructional support.

Recommendation 4: Long-range Financial and Capital Planning

Both the strategic planning process and UA systemwide initiatives, such as performance based budgeting, provided impetus to financial and capital planning at UAS. Today, campuses are served by a Master Plan for facilities which has transformed instructional and student support spaces on all three campuses. Long-range fiscal planning allows UAS to allocate resources to meet stated goals and objectives. The 2004 team found that "UAS is to be commended for its long-range fiscal and facilities planning model and for the clear relationship that exists among its long-range strategic plan, its long-range master plan, and its budgeting process."

Recommendation 5: Consistent Application of Policy 2.1, Educational Assessment

Over the past five years UAS developed and implemented a comprehensive system of educational assessment, including Board of Regents (BOR) mandated programs reviews and assessment of student outcomes for each degree program. Although not all student assessment plans are fully functional at present, the Provost and faculty are continuing to refine processes and procedures.

Recommendation 6: Scholarship, Research, and Artistic Creation

The research and scholarly work of faculty is substantial in some areas, particularly in the sciences and social sciences. The Scholarship of Teaching and Learning Matrix developed by the Faculty Senate Committee on the Scholarship of Teaching has assisted in addressing this recommendation to develop the criteria and recognition of the diversity of scholarship for all faculty.

Recommendation 7: Compliance with Policy 2.A

At the time of the 2004 review, several substantive changes were inadvertently not reported to the Commission. The Provost quickly rectified these omissions and UAS has been in compliance with the policy since that time.

Self Study Process

The reflective process of self study has been difficult but rewarding and will assist significantly in planning for the future.

MILESTONES ON THE PATH TO INSTITUTIONAL SELF STUDY
FALL 2004
Hosted NWCCU Team and received Interim Evaluation Report with recommendations for action: Regional authority and responsibility in curricular matters. Adopt a culture of assessment and academic planning. Define Scholarship, Research, and Artistic Creation for all faculty. Faculty Senate initiates Scholarship of Teaching and Learning. Hosted NCATE team and received initial accreditation for Education.
SPRING 2005
Chancellor's Committee on Assessment initiates cycle of reviews: Assess Student Outcomes, collect evidence, program review of degrees to build evidence for Institutional Self Study.
Assessment Workshops on student outcomes in GERs; UAS Six Competencies, and discipline content.
Program Reviews begin with School of Management degrees.
UA accountability measures for Academic Reviews and Performance Based Budgeting (PBB).
FALL 2005
Dr. Peggy Maki leads development of UAS Assessment Cycle.
UAS Procedures for Program Review adopted by BOR (P10.06.01.A).
Scholarship of Teaching and Learning Matrix adopted by Senate.
SPRING 2006
Dr. Maki follow up on rubrics, evidence collection, and reporting.
UAS Academic Review and PBB reporting continues.
FALL 2006
Assessment Reports collected; program reviews continue.

SPRING 2007
Self Study Steering Committee participates in NWCCU workshop.
Mini Convocation on Assessment; Program Reviews continue.
Provost appoints self study drafting committees; evidence collection begins.
UAS Academic Review and PBB reporting continues.
FALL 2007
Faculty Staff Convocation on UAS Strategic Plan; status on self study.
NWCCU Dr. Baker Accreditation Workshop.
SPRING 2008
Program Review School of Arts and Science BLA degree; Assessment Reports.
UAS Academic Review and PBB reporting continues.
FALL 2008
Fall Convocation: Chancellor's State of UAS address: Strategic Plan, Re-Accreditation, Changes to UAS Executive Team.
Program Reviews Schools of Career Education and Arts and Sciences continues.
Interim Provost held self study forums for adjunct faculty; and visits Sitka and Ketchikan Campuses.
SPRING 2009
Revisions of self study and evidence collection continues and drafts of Standards one thru nine for faculty, staff review.
SUMMER 2009
Final self study prepared for submission to NWCCU August, 2009.
FALL 2009
Updates provided to NWCCU Team prior to visit, October 7-9, 2009.

Standard One

Institutional Mission and Goals, Planning, and Effectiveness

Overview

During the 1999 full scale accreditation review, the University of Alaska Southeast (UAS) was just settling into its role as a regional university serving the postsecondary needs of Southeast Alaska citizens. After a decade of reorganization, dwindling state support, and enrollment declines, from 1989-1999 UAS turned a significant corner. As the 1999 Northwest Commission's review team noted at the time, "UAS seems well positioned to address the issues facing it." The team added, it could do so only through "additional mission planning as well as… financial and program planning, enrollment management, and in maintaining ongoing partnerships throughout the region."

UAS heeded the Commission's advice by embarking on a thorough and ambitious planning agenda beginning with an overall strategic plan followed by facilities, enrollment management, and long term fiscal planning all within the context of larger planning and renewal efforts of the University of Alaska system.

By the time of the 2004 regular interim visit, UAS had made substantial progress and was commended by the team for the inclusiveness of its strategic planning process and the utility of the plans that emerged. The institution has continued to adhere to these plans in the period since the last visit. The results of this attention to planning are reported throughout this self study.

1.A | MISSION AND GOALS

STANDARD 1.A.1

Institutional Mission and Goals

UAS revised its mission statement from the mission statements of three, formerly independent, campuses into one that recognized its role as a regional university. The new mission statement was adopted in 2001 by the University of Alaska, Board of Regents (BOR). Juneau, Ketchikan, and Sitka campuses have embraced the identity and mission of a regional university.

UA BOR Policy: UAS Mission Statement P01.01.040

The University of Alaska Southeast is an open-enrollment public university that provides postsecondary education for a diverse student body. UAS

promotes student achievement and faculty scholarship, lifelong learning opportunities, and quality academic programs.

UAS strives to accomplish the following Core Values in the execution of its mission:

- Achieving distinction as a learning community.
- Developing programs and services rooted in its unique natural setting.
- Developing educated citizens with a sense of personal ethics.
- Serving as a center for culture and arts with a focus on Alaska Native traditions.
- Contributing to the economic development of the region and the state through basic and applied research and public service.
- Using technology effectively in all programs and services.
- Forging dynamic partnerships with other academic institutions, governmental agencies, and private industry.

UAS adopted four over-arching goals supporting its mission UAS Strategic Plan 2000-2010 Goals:

- Student Success
- Faculty and Staff Strength
- Educational Quality
- Stability and Sustainability

STANDARD 1.A.2
Publication of Mission and Goals

The UAS mission statement appears in the Academic Catalog, the UAS Strategic Plan The Next Decade, 2000-2010 (Strategic Plan), on the Chancellor's Office website, and appears consistently in the annual academic and operational reviews prepared for the UA President. Material at each scheduled BOR meeting contains the approved mission statements for all three of the UA Major Administrative Units (MAUs). The UAS mission statement has not been changed since the Regent's approval in 2001.

STANDARD 1.A.3
Progress Toward Mission and Goals

UAS has used the Strategic Plan and its derivative documents to reshape its academic programs, services to students, and physical campuses.

UAS consistently and regularly reviews its progress in achieving mission and goals. Ongoing planning reviews have led to subsequent refinements to the Strategic Plan for the institution. As objectives under the goals have been met, new objectives have been developed. A major review took place in 2004 when UAS incorporated several goals from the University of Alaska System Strategic Plan. The fourth goal of Stability and Sustainability was added in 2007 in recognition of the changing financial picture of the state.

UAS reports its progress in meeting the mission and goals through the statewide Performance Based Budgeting (PBB) process and

operational reviews. These semi-annual reviews provide the opportunity for the university to demonstrate its accomplishments relative to mission related rubrics that all of the MAUs are expected to meet. The Chancellor regularly discusses mission and goals with the three UAS campus councils, at each fall and spring Convocation of faculty and staff, during visits to the external campuses, and through public forums such as Chambers of Commerce, Rotary Clubs, and other civic organizations.

UAS PBB Reports 2004-2008, UAS Campus Councils Policies and Lists.

STANDARD 1.A.4

Goals Consistent with Mission and its Resources

The goals established for UAS programs are consistent with the mission and core values of the institution. UAS serves its region and the state of Alaska by offering services and programs in:

- Workforce development including endorsements, certificates, and associate of applied science degrees.
- Associate degrees (AA, AB) to effectively prepare students for seamless transfer to baccalaureate programs.
- Bachelor's degrees (BA, BS, BLA, BBA, BA-EE) in humanities, social sciences, natural sciences, business, and elementary education.
- Master's degrees (MBA, MPA, MAT, MEd) in business, public policy, and in multiple teacher preparation programs.
- Continuing education for professional and personal enrichment.

STANDARD 1.A.5

Mission and Goals Driven Institution

The mission and the goals of UAS guide the collective work of the institution. This commitment is reflected in the standards covered in this self study.

The academic programs are indicative of UAS as a small liberal arts institution with select professional graduate programs. Programs reflect the core values adopted by the institution, with respect to serving the economic, social needs, and public service of the region and the larger state. Faculty are selected based on their ability and promise to contribute to these programs. Open enrollment admissions policies assure that all Southeast Alaska residents have the opportunity to gain access to the programs and services offered. The regional faculty strives to provide timely course offerings to both on site and geographically disbursed student populations.

Financial, human, and physical resources have been added and/or reallocated to support the institution's goals. The discussion of Standards 2, 3, 4, and 8, in particular, will demonstrate how the focus on mission and goals has reshaped UAS over the past decade.

STANDARD 1.A.6

Public Service

UAS is active in public service activities. Faculty, staff, and administrators contribute to the community through service activities that include participating in civic organizations and local boards and commissions, holding conferences and forums on various campus related UAS

programs, and engaging with state and federal agencies in both research and education. Twenty percent of faculty workloads are dedicated to university and public service resulting in numerous cultural and educational offerings that enrich each UAS community.

STANDARD 1.A.7

Compliance with Policy A-2

As noted in the Introduction, the 2004 accreditation review team found that a few program changes had not been submitted to the Commission. UAS moved quickly to correct this oversight and has since been consistent in reporting significant changes to the Commission. The last substantive change reported to the Commission was in 2008 when the Associate of Business, Certificate in Pre-Engineering, and the Masters in Education programs in Educational Leadership and Mathematics Education were added. This change and others have been communicated in a timely fashion to the Commission.

Exhibit 1-1 Policy A-2 Reports

1.A Summary | Mission and Goals

Strengths

Over the past decade, the UAS has become a mission driven institution with well developed processes for operationalizing its mission and core values in all programs.

Challenges

While the mission statement has been the driving force at UAS, building upon this foundation will be a key task as UAS moves into the next decade, with new opportunities, changing economic conditions, and more demanding accreditation standards.

Courses of Action

During the coming academic year, UAS stakeholders will engage in crafting a forward looking institutional vision derived from the existing mission statement. This activity will be guided in part by the changing requirements of regional accreditation and the new opportunities for economic and educational services where UAS can serve its constituents.

1.B | PLANNING AND EFFECTIVENESS

STANDARD 1.B.1

Definition of Evaluation and Planning Processes

Prior to beginning its strategic planning, UAS defined the process and timeline which were approved by the BOR in early 2000. The BOR also defined a scheduled five year program review process. The UA President has developed the PBB system that guides UAS fiscal, academic, and enrollment planning. Operational and facilities master planning are also defined by the statewide system office.

STANDARD 1.B.2

Engagement in Planning and Evaluation

Strategic planning included all three campuses and their constituencies. Planning meetings were held in Juneau, Ketchikan, and Sitka involved community members as well faculty and staff. Regional students were engaged through a focus group process, with a web based discussion supplementing the face to face meetings. In June 2000, a progress report was posted on the web and additional comments and ideas were sought. The initial results of the planning process were used to develop the FY 02 budget requests for additional resources.

The fall 2000 Convocation was devoted to further strategic planning with particular emphasis on revising the mission statement and developing core values. Web based input was sought at this time concerning the mission. The January 2001 spring Convocation, focused on further refinements to the UAS mission statement. The mission statement was distributed to the UAS community and approved by the UAS Faculty Council and the Campus Community Council in February 2001. The BOR approved the mission in March 2001 and the Strategic Plan in March 2002.

In April 2004, a two day planning retreat resulted in some modifications to the original plan. At that meeting, the UAS Strategic Planning Work Team incorporated major goals from the University of Alaska System Strategic Plan. The UAS plan now specifically addresses the statewide goals of Student Success, Faculty and Staff Strength, and Educational Quality, while the other UA goals of Research Excellence, Responsiveness to State Needs, and Technology and Facility Development are integrated throughout.

Subsequent to the 2004 retreat, the Chancellor's Cabinet undertook defining the specific actions at the unit level that UAS would implement for achieving its goals. Reports have been regularly filed on progress toward meeting goals.

During the period of 2006 through 2007, through the Chancellor's Cabinet, Campus Councils, the Provost's Council, and at faculty and staff convocations, the three goals were revisited and reaffirmed.

On June 4, 2007 a new goal emphasizing stability and sustainability was added. This goal recognizes that the institution must track and report performance in order to diversify funding sources, be more productive, and be more successful at student enrollment and retention. This addition addresses the UA system goal of Diverse Sources of Revenue. UAS Strategic Plan: Goals and Progress Reports.

In addition to strategic planning, UAS engages in a variety of planning efforts, all of which assist in achieving the strategic goals.

Academic Planning: Planning to improve and expand academic programs on all three UAS campuses was a major thrust of the initial strategic plan. Faculty and administration continue to evaluate the success of academic efforts, using student outcomes and satisfaction surveys, as well as other measures. UAS is currently in a major academic planning effort

as part of a systemwide initiative under the leadership of the UA Vice President of Academic Affairs and Research.

Operational Planning: Operational planning at UAS is driven largely by the statewide office and its requirements for standardization across the system. One of the major goals of the statewide standardized approach to operational issues is to develop efficiencies through the use of technology. An example is implementing the Banner system for managing fiscal resources, personnel and student records, and creating UAK Jobs as a centralized job application system.

UAS participates in an annual operational review with the statewide office. This review process serves as a vehicle to evaluate the effectiveness and efficiencies of the university.

Fiscal Planning and Resource Allocation: The strategic plan guides the resource allocation. Resources are allocated to various units based on need and relationship to the strategic plan and mission. All requests for new funding must build a strong case of support linked to one or more of the broad operational priorities specified in the strategic plan. All recruitments and changes of academic positions must be approved by the Chancellor prior to instituting any search process. To receive approval, an abbreviated program review must be conducted that includes demonstrated consistency with the strategic plan and analyzes the impact of the position on performance outcome measures.

Based on strategic goals and the recommendation of the regular and interim accreditation reviews, the Chancellor adjusted funding sources to assist academic information services, library services, and student services. Memo Vacant Positions Pugh, Memo Outcomes Based Reallocation Pugh.

Table 1-1

Chancellor's Cabinet
Provost's Council
UAS Schools
Faculty Senate
Staff Alliance
Student Leaders
Faculty
Staff
Campus Advisory Groups

Facilities Planning: The UA system has a long term Master Plan for facilities management. Over the past decade, successful fund raising efforts by the UA President with the Alaska Legislature and Congressional Delegation have secured general funds and federal grant monies to finally build facilities that have been in the plan for many years. UAS also has its own Master Plan based on the UA plan. Standard 8 describes the facilities that have been added since 1999 and demonstrates that capital projects are aligned with the UAS Strategic Plan.

STANDARD 1.B.3

Participation in Planning

The involvement of the entire campus community and other stakeholders provides the opportunity for widespread input into planning and resource allocations. As UAS continues to develop as a regional institution, the importance of this open and participatory planning process is paramount.

UAS stakeholders are regularly engaged in planning for the future and evaluating progress. These groups are identified in Table 1-1.

Exhibit 1-2 UAS Strategic Plan: Project Development

UAS identified itself as a distinctive learning community, continuously challenging its stakeholders to "learn, engage, and change". The discussion of each standard in this self study provides evidence that the institution is using the results of systematic evaluation and planning to influence resource allocation and to improve programs, services, and activities. Visual summaries are throughout the self study to emphasize what was learned, who was engaged, and what was changed.

STANDARD 1.B.4

Results of Evaluation and Planning

As evidenced by the use of the strategic plan to seek new challenges and opportunities, the planning and evaluation processes demonstrate the institution's ability to evaluate progress and refocus attention on new areas for improvement.

STANDARD 1.B.5

Identifying Institutional Priorities for Improvement

Resources directed at planning and evaluation efforts have included faculty and staff release time, expert consultant assistance, travel for participation by the extended campuses, publication, and dissemination of planning documents. The institution has also invested in expanding its capacity to retrieve and analyze information for planning and evaluation.

STANDARD 1.B.6

Evaluation and Planning Resources

UAS spent considerable time and effort in building an institutional research capacity for the region. For many years, UAS relied on UA system data to make informed decisions and planning. Time and time again this proved inadequate as system data was not readily available with the detail that school faculty, staff, and administration required. Therefore, in 2002 UAS contracted with the UA IR Offices to create system databases for planning at UAS. The statewide office continues this service.

UAS hired its first professional Institutional Research Director in fall 2004 to provide more in depth analysis of the information supplied by statewide IR. An Institutional Research Technician was added in spring 2006. As a result, UAS has been better prepared to demonstrate performance against the metrics and measures of the Performance Based Budgeting (PBB) process. UAS has been quite successful in gaining new resources through this process, based in part on its enhanced ability to document progress.

STANDARD 1.B.7

Institutional Research

Due to the relative newness of the office, the effectiveness of the institutional research effort has not yet been evaluated.

STANDARD 1.B.8

Institutional Research Effectiveness

STANDARD 1.B.9

Communication with the Public

UAS communicates with its various publics in two ways; through printed reports and forums in which communications are interactive. The UA in Review and the President's Report to the Alaska State Legislature are widely distributed to the UA stakeholders, and political bodies. The Chancellor regularly reports at campus events providing State of UAS speeches to inform the UAS community of items of strategic importance. The Campus Councils in each community are kept informed and often provide valuable advice to campus administration about strategic issues.

The Chancellor regularly addresses the general public, reporting on major developments from student stories to fundraising events. He broadcasts a weekly spot on the local radio station that reaches Southeast Alaska communities and is a frequent speaker at Chambers of Commerce, Rotary clubs, and other civic groups in all three UAS campus communities.

UAS also distributes regular press releases to Alaska media including faculty, student, and staff news worthy activities. Student and faculty data are published on the Institutional Research website for both the current academic year and as a ten year summary. The school deans and campus directors have regular opportunities to share with local stakeholders the strengths of UAS programs, its student successes, and program developments. Reports for the UA system are published annually. UAS Fact Book 2009, UAS Soundings Archives.

1.B Summary | Planning and Effectiveness

Strengths

Planning and evaluation systems at UAS have evolved dramatically in the past decade. In addition to the strategic plan, the institution has well documented processes for review of its programs and services and for planning improvements. Planning and evaluation involves a broad cross section of stakeholders: students, faculty, staff, and community members. Because of increased institutional research capacity, discussions of the future are now based on improved data and projections.

Challenges

The current strategic plan served UAS well, and has led the institution, as promised, to 2010. Many of the plan objectives have been met. Planning for the next decade, particularly in alignment with the UA systemwide academic planning effort, thus becomes a challenge that will require renewed efforts. New accreditation requirements will stretch institution capacity for evaluation and planning.

Courses of Action

In the coming academic year, UAS will embark on a new strategic planning effort that will incorporate the demands of both systemwide academic planning and regional accreditation standards.

UAS will also assess the performance, capacity, and effectiveness of the IR office to determine if changes need to be made to its structure and mission. Expectations from these efforts include collection of institutional outcomes assessment information and conducting surveys as identified for program and institutional effectiveness.

Standard Two

Educational Program and its Effectiveness

2.A | GENERAL REQUIREMENTS

Through innovative and conventional instruction, active scholarship, and continuous improvement of programs and services, the University of Alaska Southeast (UAS) provides a wide variety of undergraduate and graduate programs.

UAS takes pride in being a nimble institution, one which demonstrates flexibility and ability to respond quickly to changes in regional needs. As such, UAS has evolved over the past ten years by:

- Creating new undergraduate and graduate degree programs and restructuring existing ones;
- Developing career and technical certificate programs and restructuring existing ones;
- Establishing a variety of academic minors;
- Implementing several occupational endorsement programs;
- Providing dual enrollment options for talented Southeast Alaska high school students; and
- Strengthening the academic experience of students regardless of their location.

In its aggressive pursuit of the educational goals laid out in the Strategic Plan, UAS has achieved significant programmatic changes that have added depth, breadth, and new opportunities for students. At the same time, UAS has positioned itself well to meet regional needs for higher education and linkages to educational opportunities with other UA institutions. Table 2-1 depicts the program growth from 1999 to 2008.

Table 2-1 Certificate and Degree Program Summary 1999-2008	
Programs at UAS as of 1999 visit	**New/Changed programs between 2000-2009**
GRADUATE STUDIES	
Business Administration (MBA)	Cohort model - distance, re-instated fall 2003
Public Administration (MPA)	—
Education (MAT) in:	
Early Childhood Education	MAT, re-instated fall 2007
Elementary Education	—
Secondary Education	—
Education (MEd) in:	
Early Childhood Education	Graduate certificates added 2007
Elementary Education	Graduate certificates added 2007
Secondary Education	—
Educational Technology	Endorsement added 2000, Graduate certificates 2007
	Reading Specialist endorsement added 2001, MEd 2002, Graduate certificates 2007
	Special Education endorsement added 2004, MEd 2007, Graduate certificates 2007
	Mathematics Education (K-8) endorsement added 2005, Graduate certificates 2007, MEd 2008
	Educational Leadership MEd added 2009
BACHELOR'S DEGREE PROGRAMS *Note: Suspended programs will go to BOR for deletion at a future date.*	
Bachelor of Liberal Arts	Human Communication and Language Arts added 2005, BLA revised 2009
Bachelor of Business Administration	—
Bachelor of Science in Biology	—
	BS in Marine Biology added 2004
	BA in Biology added 2007
Bachelor of Science in Environmental Science	—
	BA in Elementary Education added 2001
	BS in Information Systems added 2003; Suspended July 2007
	BA in English added 2003
	BA in Social Sciences added 2003
	BS in Mathematics added 2004
	BA in Art added 2008

Programs at UAS as of 1999 visit	New/Changed programs between 2000-2009
ASSOCIATE'S DEGREE PROGRAMS	
Associate of Arts (AA) in:	
Associate of Arts	—
	Added Associate of Business 2008
Associate of Applied Science (AAS) in :	
Apprenticeship Technology	—
Business Administration	—
Computer Information and Office Systems	—
Construction Technology	—
Early Childhood Education	—
Environmental Technology	Suspended 2009
Health Information Management	—
Marine Technology	Suspended 2002
Paralegal Studies	Suspended 2006
Power Technology	—
	AAS in Health Sciences added 2004
CERTIFICATE PROGRAMS	
Accounting Technician	—
Early Childhood Education	—
Environmental Technology	Suspended 2009
Law Enforcement	Suspended 2008 Occupational Endorsement added (OE) 2008
Marine Technology (Marine Carpentry)	Suspended 2002
Power Technology (Automotive, Diesel/Heavy Duty, Diesel Marine)	Diesel Marine updated to USCG Marine Oiler 2005
Welding Technology	Suspended 2008
	Health Info. Management Coding Specialist added 2000
	Small Business Management added 2000
	Computer Information and Office Systems added 2001
	Outdoor Skills and Leadership added 2001
	Child Development Associate (CDA) added 2002
	Residential Building Science added 2003
	Community Wellness Advocate added 2004
	Fisheries Technology added 2004
	Healthcare Privacy added 2004
	Pre-Nursing Qualifications added 2004
	Drafting Technology added 2006
	Pre-Radiologic Technology Qualifications added 2006
CERTIFICATE OF COMPLETIONS	
Department level Certificates of Completion changed to Occupation Endorsement (OE) in 2006. Posted to transcripts after completion as approved by academic department. See OE section in Academic Catalog.	

STANDARD 2.A.1

Institutional Commitment to High Standards

The commitment to high quality education by UAS faculty and administration and the strength of UAS educational programs is well recognized within the institution, local communities, and the UA system. This commitment is expressed in the University's Mission Statement and the 2000–2010 Strategic Plan, which states that "The University of Alaska Southeast will offer the highest quality programs, from non-degree training to graduate degrees."

UAS has focused on accomplishing the goals of the plan, as evidenced by additions to faculty, improvement of physical facilities, and increased fiscal resources at its three campus locations. UAS has also increased non-teaching staff by providing additional student support in the areas of technology, student services, library and information technology, and learning centers. The institution also enhanced direct student support to target populations through TRIO, USDOE Title III, and in house programs such as PITAAS, described in more detail in Standard 3.

Evidence of institutional investment in undergraduate and graduate programs is presented in Standards 2.C and D. Wide institutional support for implementing the strategic goals is detailed in Standards covering student services, library and information service, finances, and physical resources.

STANDARD 2.A.2

Educational Program Goal and Mission Compatibility

All academic, professional, and vocational programs at UAS are required to provide mission statements consistent with the institutional mission and to address one or more core values. Each degree introduces the disciplinary goal with a clear statement of purpose and requirements. The Academic Catalog, pages 63-70 displays certificate and degree offerings by school.

UAS curriculum development, revision, and approval process is contained in the UAS Faculty Handbook and administered through the Undergraduate and Graduate Curriculum Committees, standing committees of the Faculty Senate. The Senate oversees new degrees, major program changes, deletions, and general education requirements. Curriculum Committees report actions to the Senate; the Provost has final approval of all curricular matters.

The Provost is responsible for ensuring that UAS academic policy is consistent with the Board of Regents (BOR) policy and regulation; and that program proposals are consistent with the UAS and UA Strategic Plans. Degree programs are reviewed every five years under Board of Regents policy P10.06.01.

The UAS Faculty Handbook contains an extensive chapter (Chapter 9, Curriculum Guide) defining curriculum design and ensuring compliance with academic policies of the BOR and UAS procedures. This chapter also provides faculty, administrators, and the Faculty Senate with the criteria for review and design of degree programs and courses to ensure coherent design. Since the Curriculum Guide was revised in 2003, the UA system adopted two new types of vocational awards, the Occupational Endorsement and the Work Force Credential. These new awards will be integrated into the Curriculum Guide during the next revisions.

STANDARD 2.A.3
Degree and Certificate Program Requirements

Every type of academic award has clearly defined objectives detailed in the Academic Catalog, starting with Occupational Endorsements at page 71 through Graduate Studies at page 136. Admission requirements, course requirements (including general education requirements), and minimum credit hours for the award are detailed on these pages. Baccalaureate degrees also require assessment of six student outcome competencies outlined on page 56 of the Academic Catalog. Graduate programs have recently adopted three similar competencies that will be included in the AY 09/10 Academic Catalog.

STANDARD 2.A.4
Degree Objectives

Concentrated or abbreviated versions of certificate and degree programs are not offered at UAS.

STANDARD 2.A.5
Program Compression

The lengths and requirements of each program are published in the Academic Catalog under each degree and certificate program description. Academic Credit is stated in the Academic Catalog on page 139. This policy is consistent with UA regulations and with the standard required by Northwest Commission on Colleges and Universities. The BOR regulation R10.04.090 F2 defines a credit hour as a minimum of 750 minutes lecture or 2250 minutes of total student engagement. Program length is determined by credit hour minimums as established by BOR policy P10.04.030. UAS does not charge program specific tuition for any of its degrees or certificate programs. The MBA degree does charge course fees calculated on 150% of resident tuition.

STANDARD 2.A.6
Academic Credit

Table 2-2

Type	Minimum
Certificate Programs	30 Credits
Associate's Degrees	60 Credits
Bachelor's Degrees	120 Credits
Master's Degrees	30 Credits

Through its Curriculum Committees, the Faculty Senate is responsible for academic program and curriculum development. As set forth in the UAS Faculty Handbook, the Senate and its Curriculum Committee review and recommend all undergraduate curricula and policies to the

STANDARD 2.A.7
Curriculum Responsibility

Provost for approval; the Faculty Senate and its Graduate Committee review and recommend all graduate policy and curricula.

STANDARD 2.A.8

Library and Information Resources

The use of library and information resources is integrated into the curriculum in several ways. As UAS programs grow; tuition is shared as a funding source for the library to provide needed funds for materials for new programs. Each academic unit is responsible for identifying the library and other information resources necessary to support its certificates and degrees. Each unit has a library liaison that is in frequent communication, periodically attending faculty committee meetings. The liaisons assist in the maintenance and expansion of library resources for the disciplines. UAS Egan Library follows national standards for university libraries in maintaining its stacks and electronic resources.

The Instructional Librarian at Egan Library teaches a one credit library skills courses in both a web based format and face to face. UAS librarians foster information literacy, one of the student outcomes competencies addressed in certificate and degree programs. Standard 5 provides full details on library and information resources.

STANDARD 2.A.9

Program Scheduling

Programs of study and projected enrollments play key roles in driving course scheduling. Each academic year, program faculty revise and update an institutionally approved Six Year Course Sequence that is maintained by the Provost's Office. This comprehensive course schedule is then used by programs to guide course offerings for each academic semester and year, and by advisors to assist students in planning their respective programs of study. The Six Year Course Sequence reflects certain trends in course offerings and demonstrates efforts made by UAS to increase the accessibility and availability of courses to its students. Deans are responsible for ensuring that their units schedule courses according to the Six Year Course Sequence and for reconciling scheduling conflicts that can adversely affect students.

Implementation of the Six Year Course Sequence as a tool for sequencing degree requirements is still primarily a manual process and would benefit from better automation. The tool crosses all departments on all campuses requiring a high level of collaboration and timely revisions. The processes to support the sequence are continually evaluated and improved.

STANDARD 2.A.10

Credit for Prior Experiential Learning

UAS does not award Credit for Prior Experiential Learning.

Directions for preparing and obtaining approvals at each step of the process are clearly outlined at the Curriculum Committee site that also includes forms for each type of change. Major curriculum procedures and accompanying forms were recently reviewed and revised by the Curriculum Committee on behalf of the Faculty Senate and approved by the Provost.

STANDARD 2.A.11

Changes to Curriculum

The UAS Program Review process follows a five year review cycle as required by BOR policy. Several programs have been suspended as a result of these reviews. The UAS practice is to allow admitted and currently enrolled students to complete their program in a timely manner prior to removing courses from the catalog and seeking BOR approval to delete the degree from UAS degree authority. If a program is suspended, students currently admitted are assigned to a program faculty for intensive advising toward completion. Since 1999, UAS has suspended seven programs and graduated the active students or have teach out plans for the 08/09 actions.

STANDARD 2.A.12

Program Elimination or Change

2.A Summary | General Requirements

Strengths

The structural foundation for curriculum development is well grounded in BOR policy and UAS Faculty Senate Constitution and Bylaws. Operationally, the process is outlined in the Curriculum Guide and is regularly evaluated by the Senate.

Challenges

In order for the Six Year Course Sequence process to be fully realized, broader support of faculty for the process needs to be developed, with a focus on time to graduation for degree seeking students.

Courses of Action

Deans will take the lead to refine the process and improve the effectiveness of the Six Year Course Sequence for their schools and UAS students.

The Provost will monitor the Curriculum process to ascertain whether additional automation would bring more efficiency to faculty and staff work.

The Provost will take action on suspended programs after the schools confirm that their teach outs are accomplished and the degrees should be presented for deletion to the BOR.

Policy 2.1 Compliance

The General Education Requirements (GER) for the UA universities are structurally defined in BOR policy P10.04.040. The policy has remained unchanged for over two decades. The course selections have

been revised regularly and the availability of GER courses has been enhanced. Associate of Arts, Associate of Business, and baccalaureate degrees at UAS require a minimum of 34 general education credits as detailed in the Academic Catalog at pages 58-59. Students have a menu of options to fulfill these requirements including selections in written communications, oral communications, fine arts, humanities, social sciences, mathematics, and natural sciences (including laboratory experiences). UAS general education is compliant with NWCCU Policy 2.1.

Related instruction applies to Certificates and the Associate of Applied Science degrees.

Certificates require nine credits of general requirements covering communications, computation, and human relations. Communications and computational skills are discrete courses listed as requirements of the Certificates. The human relations instruction is not a discrete course for three of the 16 certificates and because of this a concern has been raised as to whether this standard is met with embedded content. The Pre-Engineering, Healthcare Privacy, and HIM Coding Specialist certificates are not clear as the whether or not their required courses meet the human relation related instruction. The majority of the certificates rely on the general education Oral Communication and the CIOS 262 Professional Development courses to fulfill the communication and human relations requirement. The Dean will engage the faculty at fall convocation on clarifying compliance issues.

2.B | EDUCATIONAL PROGRAM PLANNING AND ASSESSMENT

STANDARD 2.B.1

Assessment of the Educational Programs

Academic Reviews and Performance Based Budgeting: UAS engages in a regular and systematic schedule of performance reviews required by the University of Alaska (UA). Since 2004, UAS prepares an Academic Review and accompanying Performance Based Budget (PBB) report for presentation to the UA President's Cabinet twice each academic year. The UA system collects multiple indices of campus performance that are readily available on the Institutional Research website. UAS Institutional Research provides the data for the Schools and Campuses by semester for a ten year period. The reports' focus on the contribution of the individual schools to meeting university wide goals and to inform the conversation between UAS and the President's Office. PBB addresses UAS performance on seven metrics. The process of accountability and transparency has evolved over time. In 2008, the Academic Review was incorporated into the PBB.

Of seven system metrics, four speak directly to educational programs and related performance: high demand degrees awarded, student retention, student credit hours, and outcomes assessment.

UAS performance on these metrics for 2008 is provided below.

Table 2-3

Metric	2008 Target	2008 Performance	Percent of Target
High Demand Degrees	245 graduates	259 graduates	106%
Student Retention	53% first-time/ full-time degree seeking freshmen	54%	101%
Student Credit Hours	49,499	47,009	95%
Outcomes Assessment	100% of bachelor programs have and use an outcomes assessment plan	100%	100%

The President's Initiative Process utilizes these metrics to distribute financial resources to the MAUs, based on performance in critical areas and the demonstrated need to grow and sustain academic programs.

Academic Reviews: include action plans for the Schools in accordance with the UAS Strategic Plan. For example, the Academic Review in 2008 identified several strategies that UAS will adopt to address the problem of declining student credit hours, including:

- Adopting for all degrees an advising model under which a designated faculty member meets with each student when he/she states an interest in a major program area.
- Building a database to sequence all GER courses into a solid six year course sequence; analyzing GER course scheduling patterns to avoid time conflicts and enable students to plan programs to graduate in a timely manner.
- Exploring the need for and viability of new BA programs in Environmental Studies and Geography which would be intergrated with the UA Geography Program.
- Targeting recruitment efforts and resources on programs that have shown exceptional growth, and programs currently under subscribed.

Satisfaction Surveys: In addition to the Academic Review/PBB, the UA system also collects and analyzes information from a variety of constituents in order to assess effectiveness and quality. The surveys implemented by UA provide much needed information from students, graduates, and the general public. UAS has contracted surveys of its own and these are discussed in Standard 3.

UAS also participates in the bi-annual student satisfaction survey conducted by the UA Office of Institutional Research, using the Noel-Levitz Student Satisfaction Inventory. In the latest (2007) survey, students reported as academic program strengths, areas of both high importance and high satisfaction, the following in rank order:

- The content of the courses within my major is valuable. (Also listed as a challenge.)
- My academic advisor is knowledgeable about the requirements of my major.
- The quality of instruction I receive in most of my classes is excellent.
- Nearly all of the faculty are knowledgeable in their field.
- I am able to experience intellectual growth here.
- The instruction in my major field is excellent. (Also listed as a challenge.)
- My academic advisor is approachable.
- Faculty are usually available after class and during office hours.

Two challenge items, however, are unambiguous, and reflect some of the findings of the 2008 Academic Review with respect to credit hour generation:

- I am able to register for the classes I need with few conflicts.
- There is a good variety of courses provided for this campus.

It is difficult to explain the two items that are both strengths and challenges without a deeper analysis than is allowed by the data. For example, because both questions deal with the student's field of major, it would be instructive to know if the difference in satisfaction levels mirrors a particular major or group of majors.

These responses indicate that a review of the Six Year Course Sequence is imperative.

The University of Alaska also has commissioned a survey of graduates for the past three years (2006-2008). The survey was administered primarily over the Internet, with a self-selected sample of students responding. Responses are reported by MAU. Because UAS numbers are quite small, care needs to be taken in interpreting the results. However, as seen by Table 2-4, graduates who did respond indicated considerable satisfaction with their academic experience.

The increase in number of graduates responding to the survey over the three year period is heartening and indicates that if growth is maintained, the survey will become an increasingly valuable source of feedback on educational program quality.

Another source of information about program quality is the public opinion survey conducted by McDowell Group for the UA system. The first survey was conducted in 1998 with a follow up in 2005. Results are broken down by region. While respondents were asked about the university as a whole, it is likely that Southeast Alaska respondents were influenced at least in part by their feelings about their local campus: Juneau, Ketchikan, or Sitka.

In the 1998 survey, 95 percent of Southeast Alaska respondents felt that the University of Alaska was "important" or "very important" to the state of Alaska. In the 2005 survey, that number was 98 percent. When asked how their overall impression of UA had changed over

Table 2-4			
Area	2006 (n=41)	2007 (n=74)	2008 (n=82)
INTELLECTUAL GROWTH			
Very Satisfied	47%	50%	62%
Satisfied	48%	36%	30%
PERSONAL GROWTH			
Very Satisfied	46%	55%	60%
Satisfied	42%	32%	27%
CAREER TRAINING			
Very Satisfied	34%	33%	45%
Satisfied	39%	31%	31%
OVERALL EDUCATIONAL			
Very Satisfied	37%	44%	49%
Satisfied	59%	44%	45%
OVERALL ACADEMIC			
Very Satisfied	38%	37%	40%
Satisfied	50%	49%	45%

the past, 47 percent of regional residents stated that it was "better" or "much better." In 1998, seventy-six percent of Southeastern parents would have "encouraged" or "strongly encouraged" their children to attend a University of Alaska institution; in 2005, that number climbed to 88 percent. Of residents who had taken a course or degree from the university, 97 percent of the 2005 respondents reported that they were "satisfied" or "very satisfied" with the education they received, compared to 91 percent in 1998. While these responses are very general, they do indicate that the University of Alaska's programs are valued by the residents of Southeast Alaska.

Exhibit 2-1 Surveys

Program Reviews: The program review process is mandated by Board of Regent (BOR) policy and includes a comprehensive review of each degree and certificate program every five years. Program reviews are one of the most significant activities undertaken by faculty to determine the status and effectiveness of their programs and to identify future actions. The UA and the UAS IR offices provide the data upon which program reviews are conducted. The UAS IR website contains the UAS Fact Book where faculty and staff can find historical trends. The faculty have a central role in planning and conducting reviews; however, the reviews often also involve students, advisory board members, and peers at other UA and/or regional institutions. The UAS Program Review process consists of several levels of review: program faculty, school faculty and Dean, an Institutional Review Committee, and finally, the Provost.

These multiple indices and processes are consistent with the institution's assessment requirements as specified in policy 2.2 Educational

Assessment. The program review, by school, summary is found in 2.B.3 and will be available in the Exhibit room.

STANDARD 2.B.2

Learning Outcomes for Degree Programs

Student Outcomes Assessment: A major plank in the UAS overall program assessment strategy is student outcomes assessment. UAS has a long history of assessment of student learning, beginning with the Chancellor's Committee on Student Assessment established in AY 88/89. The first assessment efforts, confined to the Bachelor of Liberal Arts (BLA) degree, were a review of student writing portfolio. Writing portfolios were adopted in the education degree programs in the early 90's. The writing portfolios program was cited in the 1994 NWCCU as a "coherent and effective program for assessment."

UAS began moving beyond writing assessment in 1991, with a series of university wide workshops that focused on assessing a range of both core and discipline competencies. Faculty received training in assessment for critical thinking, writing, computation, and information literacy at several convocations. However, at the time of the 2004 visit, assessment of outcomes was still largely the sphere of individual faculty and courses.

Following the 2004 NWCCU report, UAS began an aggressive effort to improve its student assessment process, under a major initiative spearheaded by the Provost. Each degree program was charged with developing an assessment plan based on student learning goals and exit outcomes. Workshops and presentations by nationally recognized assessment expert Peggy Maki at both fall 2005 and spring 2006 Convocations assisted faculty with assessment efforts. Programs began by clearly articulating learning goals and then developing a curriculum map indicating the courses in which both the discipline goals and the UAS general student competencies are introduced, developed, and mastered.

Timelines were established for developing student learning goals and outcomes statements, curriculum mapping, identifying methods and measures, and establishing an assessment cycle. Plans were scheduled for implementation in January of 2006, with the first program improvement report due in fall 06. Each Assessment Plan is evaluated to determine that the following four components have been adequately addressed before the plan is considered approved and posted:

1. Does the Plan begin with broad goals that represent the program?
2. Does the Plan include a curriculum map?
3. Does the Plan identify specific methods and measures to assess student learning?
4. Is there an assessment cycle in place?

Each Plan defines appropriate methods and measures for student learning outcomes for each Degree program. As the Plans demonstrate, there is often a capstone requirement, portfolio requirement or other culminating course experience (field experience) identified as the point for collection of the assessment data as well as follow up with graduates.

The Chancellor's Committee on Assessment continues to monitor

annual reporting. The Assessment website is maintained by the Provost's Office and contains the UAS Program Assessment Plans by School, the six undergraduate competencies; the newly formulated graduate competencies, Student Ratings of Undergraduate Competencies, and the Annual Reports by School.

One of the Academic Review/PBB metrics was to report progress on the development of Assessment Plans for each Degree by Schools. The following table shows the percentages for the number of UAS bachelor programs having the necessary components in their assessment plans reported in the annual Academic Review/PBB documents on the Assessment Plan metric. (Note, this metric has been taken out of the system metrics because it has met the goal of attaining outcomes assessment for baccalaureate programs).

Table 2-5

Component	2006	2007	2008
Student Outcomes Assessment Plan	81%	97%	100%
Program Coals Statement	78%	94%	100%
Curriculum Map	75%	91%	100%
Methods and Measures to Assess Learning	59%	84%	100%
Analysis and Improvement Cycle	44%	84%	100%

As shown, not all programs met the original timelines; however, all programs: certificate, associate, bachelor, and master's degree, have now implemented assessment plans and are collecting feedback and reporting. Although the metric has been discontinued, there remains the challenge of using the plans to collect the data and revise and refine programs.

The Assessment Plans and resultant information build the basis for the five year Program Review.

Student Ratings of Instruction: Student Ratings are collected in an online questionnaire for every course each semester to evaluate instructor effectiveness, gauge the contribution of the course to attaining one or more of the six student competencies, and provide feedback to library and information technology departments on satisfaction with their services. Instructor evaluations go to the faculty member, the Dean, the Director (for extended campuses), and the official file for tenure track faculty.

The online ratings specifically ask students to indicate how well the course helped them develop or master the six core competencies. The cumulative results are somewhat disappointing, indicating students are not making a connection between learning in the course and the acquisition of these lifelong learning skills. The issue is not that students are not acquiring the skills, but they are not making this conscious connection. Faculty are currently examining the data and exploring ways of making this connection more evident.

The online student ratings questionnaire is a Faculty Senate adopted

tool and will be revised as needed to meet changing circumstances. For instance, the six competencies questions apply to undergraduates only. Graduate courses require three competencies in student outcomes and the questions must be modified accordingly. The Graduate Committee is working on modifications to present to Faculty Senate.

Another source for student rating the usefulness of instruction is provided by the UA Graduate Survey (Exhibit Room) which gives some indication of how transferable graduates find classroom learning to actual work experience. When asked "In your current position, how often do you use skills and knowledge learned from your UA degree or certificate programs," 58 percent of UAS graduates replied "daily" and an additional 19 percent said "weekly."

STANDARD 2.B.3

Evidence of Assessment Activities

The UAS assessment activities and program reviews provide significant evidence of compliance with Policy 2.2. Tables 2-6 to 2-9 display for each school the status of program reviews; either in process or complete. Following each table is a brief summary of significant recommendations from the completed reviews. At this time some of the recommendations have been implemented and await review. The documentation for each program review is located in the Exhibit Room.

Table 2-6

School of Arts and Sciences	05–06	06–07	07–08	08–09	Next Review Date
Associate of Arts				Complete	2012–2013
BA in Art (degree added Fall '08)					2012–2013
BA in English				In Process	2012–2013
BLA (redesigned Fall '07)			Complete		2012–2013
BS in Biology and Marine Biology				In Process	2012–2013
BA in Biology (degree added Fall '06)					2012–2013
BS in Environmental Science				Complete	2012–2013
BS in Mathematics				Complete	2012–2013
BA in Social Science				In Process	2012-2013
Outdoor Leadership Certificate				Complete	2012–2013

School of Arts and Sciences [Table 2-6]

Ten Degree Programs; two are new degrees, three are in process of being reviewed, and five have been completed.

Associate of Arts: Concerns about coordination of course sequencing and apparent lack of faculty ownership for this degree led the Provost to request an expedited program review. The four recommendations for program improvements are that the AA must:

- Have a clearly defined and articulated mission statement.
- Be "owned" by an academic department to manage offerings, advising, evaluation, and revisions.
- Develop and implement an assessment plan.
- Further analyze why students leave and/or do not transfer into baccalaureate degrees.

Bachelor of Liberal Arts: Review resulted in a major curricular redesign that is currently under review by the Curriculum Committee. (See Standard 2.C, Liberal Arts.)

BA in English: Submitted for review by Dean and Institutional Review Committee.

BA in Social Science: This review has been returned to the deparment to complete the process of making recommendations.

BS Biology, BS Marine Biology, and BA Biology: Review provided description and source evidence. This review has been returned to the department to add BA in Biology degree and complete the process of making recommendations.

BS Environmental Science: Review resulted in seven recommendations, the three most significant include continuing collaborative activities (i.e., new Geography degrees), establishing an Advisory Committee, and clearly articulating and making known the program's mission, vision, and purpose.

BS in Mathematics: Compiled a thorough self study based on multiple analyses and arrived at five major recommendations:

- Improve student learning assessment;
- Develop a plan for implementing distance courses;
- Develop criteria for adjunct qualifications;
- Develop a plan for prerequisite checking; and
- Regularly update computers and software.

Certificate in Outdoor Leadership: Review resulted in five recommendations: provide additional storage and staging space; add faculty and staff; improve marketing to target more experienced students; consider upper division courses as an option in the redesigned BLA; and form a program advisory committee.

Table 2-7					
School of Career Education	05–06	06–07	07–08	08–09	Next Review Date
AAS in Power Technology		NATEF		In Process	2012–2013
AAS in Construction Technology				Complete	2012–2013
AAS in Environmental Technology				Complete	Suspended Spring '09
AAS in Health Information Mgt		CAHIIM		Complete	2012–2013
AAS in Fisheries Technology				Complete	2012–2013
AAS in Health Sciences (degree added Fall 05)					2009–2010
Law Enforcement Certificate				Complete	Suspended Fall '08

School of Career and Technical Education [Table 2-7]

Seven certificate/degree families: four completed reviews, two in process, and one scheduled for the future.

AAS Construction Technology: Review resulted in three recommendations: removal of the Apprenticeship Technology AAS from the UAS Catalog, deletion of the Occupational Endorsement in Residential Building Science, and involvement and approval of the Program Lead in regional offerings in construction. The UA system vocational planning group has requested UAS not remove the Apprenticeship AAS until a broader study of the potential for this option is completed as a UA system issue.

AAS Environmental Technology: Resulted in suspension of both the Certificate and AAS as of January 2009. General fund resources will be reallocated to the non credit Alaska Technology and Assistance Center (ATTAC) training programs on the Sitka campus for water/waste water training.

AAS Health Information Management: Holds specialized program accreditation which is current; the program curriculum meets current CAHIIM standards.

Certificate in Law Enforcement: Resulted in suspension as of fall 2008, to be replaced with an Occupational Endorsement.

Table 2-8					
Education	05-06	06-07	07-08	08-09	Next Review Date
AAS in Early Childhood Education				In Process	2012-2013
BA Elementary Education					2010-2011
MAT, Early Childhood Education					2010-2011
MAT, Elementary*					2010-2011
MAT, Secondary					2010-2011
MEd, Early Childhood Education					2010-2011
MEd, Educational Leadership (added May '08)					2010-2011
MEd, Educational Technology					2010-2011
MEd, Mathematics Education (added May '08)					2010-2011
MEd, Reading Specialist					2010-2011
MEd, Special Education (added August '07)					2010-2011
GRADUATE CERTIFICATES					
Early Childhood Education (added May '08)					2010-2011
Elementary Education (added May '08)					2010-2011
Ed Leadership (added May '08)					2010-2011
Ed Technology (added May '08)					2010-2011
Mathematics (added May '08)					2010-2011
Reading (added May '08)					2010-2011
Special Education (added August '07)					2010-2011
* Note: NCATE moved to 2010-2011 for all education degrees except ECE.					

School of Education [Table 2-8]

All programs in the School of Education (SOE) except the AAS in Early Childhood Education are accredited by National Council for Accreditation of Teacher Education (NCATE). In 2004, SOE underwent its initial accreditation site visit and had all standards met. The next site visit is scheduled for the fall of 2010. Programs in the school are presently preparing reports for the Specialized Professional Association (SPA) assessments. The secondary education MAT program and the MEd in Mathematics Education are exempt from this requirement. The new MEd in Educational Leadership will undergo the SPA review at a later time. As a requirement for NCATE accreditation, all programs submit annual assessment reports. Reports are maintained on the assessment website. The faculty self-study for the ECE Program Review has been submitted to the Dean and the Institutional Review Committee has been appointed.

Table 2-9					
Management	05-06	06-07	07-08	08-09	Next Review Date
BBA	Complete				2009-2010
MBA	Complete				2009-2010
MPA	Complete				2009-2010
AAS in Business Administration	Complete				2009-2010
Associate of Business (added fall '08)					2012-2013
AAS in CIOS				Complete	2012-2013
BS in IS			Complete		Suspended summer 2007
AAS in Paralegal Studies	Complete				Suspended spring 2006

School of Management [Table 2-9]

All programs have completed a program review except the new Associate of Business.

Recent reviews have resulted in suspension of the AAS in Paralegal, more staff for department advising and website tasks, coordination with Alumni Association to conduct surveys, and the development of web based ECON 201/202.

A review of the BS in Information Systems resulted in suspension of the baccalaureate offerings. Once that decision was implemented, CIOS faculty conducted a separate review of the AAS that resulted in curricular changes, a new assessment plan, and identified the need for an advisory committee.

The documentation for each program review is located in the Exhibit Room.

2.B Summary | Educational Program Planning and Assessment

Strengths

The program review and student assessment activity indicates that UAS has made considerable progress in these two areas since the 1999 visit. UAS is now an institution that engages and values outcome assessment at all levels: student, program, and institution.

The process involves key constituents and reserves and requires a central role for faculty. The UAS faculty has truly transformed their programs for the benefit of their students. The effect on the institution overall is a sharper focus on improved course objectives, and expressed and measurable student learning outcomes.

The effects of assessment efforts can best be seen in the descriptions of the individual certificates and degrees in Standard 2.C, where it is demonstrated that faculty have learned from planning and assessment,

engaged students and peers, and then changed programs to meet student needs.

Challenges

The time, data, and resource demands of program and student assessment are considerable at a small institution with limited faculty and IR capacity. Meeting new accreditation standards requires not only institutional commitment but a change in institutional culture to one of continuous improvement based on evidence of program effectiveness.

Courses of Action

UAS has already begun this transformation through the activities outlined above. In the coming academic year, it will make further progress through a focus on academic planning and on updating the UAS Strategic Plan.

2.C | UNDERGRADUATE PROGRAM

The undergraduate program is designed to provide students with a substantial, coherent, and articulated exposure to the broad domains of knowledge. All undergraduate degrees flow from the UAS mission as an open enrollment, public university that promotes student achievement and faculty scholarship, lifelong learning opportunities, and quality academic programs.

In its baccalaureate and associate of arts degree programs, UAS follows the tri-partite structure encouraged by the NWCCU:

1. General education requires students to master competencies for independent learning and to develop an awareness of the fundamental areas of knowledge.
2. The major requires students to achieve a knowledge base in a specific area of concentration.
3. Electives provide the opportunity for students to pursue other intellectual interests.

All components are clearly outlined and described in the UAS catalog.

The authority for granting bachelor degrees rests with the Juneau campus. Both the general studies BLA and the BBA are accessible via blended technologies from all three campuses; however, students are officially enrolled on the Juneau campus. All AA coursework can be accessed on site or by distance.

UAS continues to honor its community college mission by offering vocational, technical, and continuing education courses and programs on all of its campuses. Associate of applied science and occupational certificate programs are designed to prepare students for careers in vocational and technical fields. Each AAS degree and certificate includes general education courses in communication, computation, and human relations, as well as occupational specific course work. UAS has Associate of

Arts and Associate of Business degrees that prepare students to transfer to baccalaureate programs at UAS and other UA or outside campuses.

The importance of undergraduate degree programs to UAS is evidenced by Table 2-10:

Table 2-10
Student Credit Hours (SCH)
Fall 2004-2008

	2004		2005		2006		2007		2008	
	Students	SCH	Students	SCH	Students	SCH	Students	SCH	Students	SCH
Undergraduate	1,260	13,318	1,307	13,840	1,220	12,598	1,132	11,458	1,176	11,814
Total UAS	4,276	25,071	3,821	23,431	3,978	23,050	3,566	21,299	3,598	21,616
% Total	29.50%	53.10%	34.20%	59.10%	30.70%	54.70%	31.70%	53.80%	32.70%	54.70%

These degrees have continued to account for about one-third of the enrollment and over one-half of the student credit hours at UAS.

Because the undergraduate programs are the primary focus of UAS, much of the strategic planning and change efforts over the past ten years have been in this area. Strategic planning began soon after the completion of the 1999 NWCCU visit and was spurred by the Commission's recommendation that "UAS initiate a strategic long-term planning process that is supported by a long-range financial and capital plan." The original plan was modified in 2004 with the introduction of a system-wide Performance Based Budgeting (PBB) system that requires the institution to meet annual goals on a series of metrics. Through additional planning in 2007, UAS identified itself as a distinctive learning community, and is currently characterized by the motto of learn, engage, change.

After examining its environment, resources, challenges, and opportunities, UAS selected six areas for attention under its strategic goal of Educational Quality:

- Liberal Arts
- Marine Biology and Environmental Science
- Teacher Education
- Business, Public Administration, and Information Systems
- Health Occupations
- Vocational, Technical, and Continuing Education

UAS reexamined its offerings in each of these areas and revised existing or developed new degrees that built on faculty strengths, utilized its unique geographical location, and met regional and state needs. Programs continue to be scrutinized and revised through formal program review, the annual PBB process, and analysis of student outcomes. As a result of these efforts, the UAS undergraduate program

is substantially different from that reviewed by the 1999 accreditation team.

Liberal Arts

The strategic plan recognized that "the traditional liberal arts education is more important now than ever as it provides students with the critical thinking skills and the foundation necessary to be prepared to meet rapid changing work, cultural, and social environments."

UAS offers an associate of arts degree and several bachelor degrees in the liberal arts.

The Associate of Arts degree is a traditional transfer degree and is the primary offering at the Ketchikan and Sitka extended campuses. The degree is also delivered via distance and serves students statewide.

Prior to strategic planning, UAS offered only one bachelor degree in this area, the Bachelor of Liberal Arts. Information from students gathered through satisfaction surveys, exit interviews, and the planning process indicated that this single degree did not serve all students well, primarily because it did not allow the same degree of concentration that a discipline degree offers. Also, the name itself caused some difficulties for students applying to graduate school or seeking employment in an area where a discipline degree was required.

As a first step in a transition from the general to more specific discipline degrees, liberal arts faculty developed a series of minors that tapped faculty expertise and responded to student interests. While most of the minors are similar to those that would be found in any liberal arts college, several reflect the region's unique cultural resources: Alaska Native Studies, theatre (in cooperation with Perseverance Theatre, Alaska's only professional theatre), and Tlingit Language. Developing the minors allowed faculty and administration to target for further expansion those areas in which a quality bachelor degree could be offered. UAS now offers a BA in English, Biology, Social Sciences, and Art and a BS in Mathematics. The revised BLA will be implemented academic year 09/10.

Marine Biology and Environmental Science

The Strategic Plan establishes Marine Biology and Environmental Science as its campus based programs in the natural sciences for residential students. The natural temperate coastal rainforest of Southeast Alaska provides the natural laboratories for active research programs involving undergraduate students.

Although less dramatic than in liberal arts, programs in this area have also undergone change with the addition of a separate Marine Biology degree. To strengthen the science offerings, UAS added an AAS in Fisheries Technology degree that is housed in Ketchikan and is delivered statewide via distance technology.

Teacher Education

The Strategic Plan reaffirms the institution's historic commitment to teacher education.

At the time of the 1999 review, UAS had transitioned all of its teacher preparation programs from the undergraduate level to a Master of Arts in Teaching, based on national trends. As part of a UA systemwide effort to address Alaska's critical teacher shortage and to attract younger students into the profession, UAS re-established an undergraduate teacher preparation option in 2001. The BA in Elementary Education is distance delivered throughout the state. In the past decade, UAS has also continued its commitment to early childhood education.

Business, Public Administration, and Information Systems

The Strategic Plan commits UAS to providing quality education that prepares students to perform effectively in private business and public service.

Only one new undergraduate degree, an Associate of Business, has been added to business and information systems; however, new emphases are now available in both the AAS and the BBA degrees in small business/entrepreneurship, marketing, and human resource planning.

Health Occupations

The Strategic Plan indicates that UAS will provide nursing education, training in health systems support, and programs in allied and behavioral health.

The primary responsibility for educational programming in the nursing and allied health area has been assigned by the Board of Regents (BOR) to the University of Alaska Anchorage (UAA). UAS students access many of these degrees via distance with a focus on the UAA AAS program in Nursing. UAS distance delivers one undergraduate allied health program with two certificates and an AAS degree in health information management statewide. The UAS Health Sciences programs prepare students for admission and transfer to programs delivered by other universities.

Vocational, Technical, and Continuing Education

In its Strategic Plan UAS continues to honor its community college mission by offering vocational, technical, and continuing education courses and programs on its campuses.

Career (vocational) and technical programs (CTE) have received additional emphasis through a UA systemwide focus on workforce development and high demand jobs.

These dual forces have sparked a considerable expansion and upgrading of career and technical offerings on all three UAS campuses. The CTE area has been the focus for program development of the new occupational endorsement program classification described in more detail in the undergraduate degrees section that follows.

UNDERGRADUATE DEGREES

This section provides more detail about each of the undergraduate certificate and degree programs. With specific examples of how faculty and others have applied the principles of learn, engage, change to their own programs, UAS will demonstrate its focus on its mission and its emergence over the past decade as a distinctive learning community.

Undergraduate programs at UAS have the following structure: occupational endorsement, certificate, associate degree, and bachelor degree.

Occupational Endorsements

Occupational Endorsements (OE) consist of a sequence of skill building courses in an occupational area. Generally, they are made up of the technical courses in a certificate or associate of science program, minus the general education requirements. By BOR policy the endorsements must be more than nine and less than 30 credits in length. The endorsements are aimed at persons seeking entry-level skills or those already in the workplace who wish to refresh or enhance their skill level. Enrollment in the endorsements has grown from two students in fall 2007 to 28 in fall 2008.

Summary | Occupational Endorsements

Strengths

The Occupational Endorsements provide a shortened, intense skill building experience that is more practical for some students than is a longer certificate or degree. They are especially attractive to returning students who already have the writing, communication, and computational skills that are built into the certificates and associate programs.

Challenges

Depending on the length of the program, students pursuing an occupational endorsement may not be eligible for all types of student aid.

Courses of Action

Because the endorsements are so new, it is too early to determine if they are meeting their intended goal of preparing someone quickly for entry or reentry into the labor market. Employer feedback and employment trends for completers will be monitored to see if the endorsements are meeting workplace demand and program advisory committees will be consulted if there is evidence that new endorsements should be created.

If some endorsements are not eligible for student aid, alternative student funding sources will be identified and/or changes in current university controlled student aid will be explored. Workforce oriented programs that can document employment for graduates are in the process of approving the program for federal financial aid assistance, the first is anticipated to be the Marine Engine Room Preparation OE.

Certificates [Table 2-11]

Certificates are programs of a minimum of 30 credits, and require a minimum of nine credits of general education as well as major requirements.

UAS offers certificates in various career and vocational areas. The largest enrollments are in health fields, with the pre-nursing certificate accounting for over one-third (38) of the 90 total enrollments in fall 2008. Five year enrollments in certificate programs are found in the Exhibit Room.

Table 2-11
Certificates Awarded
AY 2004–2008

	2004	2005	2006	2007	2008
Outdoor Skills & Leadership	2	2	4	5	11
Health Information Management	3	8	4	4	2
Community Wellness Advocate	0	1	2	0	8
Accounting Technician	5	3	5	2	5
All others	6	10	7	5	4
Total	16	24	22	16	30

Table 2-11 shows that four program areas account for the majority of certificates awarded. Despite its high enrollments, the pre-nursing certificate has not often been awarded because students in that course of study generally apply directly to the AAS Nursing Program or continue on into the AAS in Health Sciences.

Accounting Technician Certificate

The accounting technician certificate is accessible by distance delivery from all UAS campuses. It is designed to provide intensive, entry-level training for accounting occupations.

Early Childhood Education Certificate

The Early Childhood Certificate (ECE) provides students the opportunity to earn a CDA in preparation for the AAS.

Small Business Management Certificate

This one year certificate enables the student to explore business career options and gives entry-level or upgrades skills for job advancement. It may also be used as the first year of training towards the AAS degree in Business Administration.

Pre-Engineering Certificate

The certificate is a transfer curriculum for a Bachelors of Science in Engineering and facilitates transfer to an engineering school in the second year of a four year curriculum.

Health Certificates

State certification training programs in entry level fields of health care (CNA, EMT, and PCA) are offered by all UAS campuses. These programs are designed to meet state requirements and to give students the professional and scholastic foundation of a UAS education and assist with employment needs of healthcare facilities.

Health program certificates are designed to direct the student to obtain prerequisites and co-requisites for admission to professional schools. These certificates are offered regionally and combine both on site and distance delivered courses. Program certificates include Community Wellness Advocate, Pre-Nursing Qualifications, and Pre-Radiologic Technology Qualifications.

Outdoor Skills and Leadership Certificate

The Outdoor Skills and Leadership program, approved by BOR in 2001, offers courses in partnership with the National Forest Service.

The certificate is designed to develop the skills and characteristics essential to success as an individual, a group member, and a leader in outdoor and adventure settings. Student follow up indicates that 23 out of 32 (72 percent) of graduates have taken positions in the outdoor industry. The certificate is listed under the high demand jobs category for PBB reporting.

The certificate has recently undergone a five year program review. Information from the review, as well as student assessments have led to changes in program requirements and closer coordination with UAS marketing staff.

Law Enforcement Certificate

This certificate is offered in conjunction with the Alaska Public Safety Academy program and requires 18 credit hours of both Justice and General Education courses. The certificate does not contain enough content for current UAS certificates and has been suspended. A 12 credit Occupational Endorsement consisting entirely of Justice curriculum has been developed.

Summary | Certificates

Strengths

Certificates allow UAS to provide short but intensive training in areas of high applicability to the regional economy. The Outdoor Skills and Leadership (OSL) certificate in particular takes full advantage of the unique physical environment in which UAS students live and learn.

Certificate completers in most areas are in high demand by the local, regional and state employers.

Challenges

Although certificates are offered in a number of areas, with the exception of the health occupations, most have few students enrolled.

The OSL program is not appropriate for first-time freshmen, so that student recruitment through traditional means is inadequate. Currently, the Website is the major recruiting tool, but needs updating.

Courses of Action

Since all certificates with the exception of the OSL and the suspended Law Enforcement certificate utilize the same faculty and resources that are devoted to the related associate degree, low enrollment is not an issue. However, in order to grow the outdoor leadership program, UAS will focus on recruitment, including updating the web site.

Because OSL students have indicated a desire for upper division options, faculty are developing a Outdoor Studies emphasis for the redesigned Bachelor of Liberal Arts Degree described later in this report.

Associate Degrees [Table 2-12]

AA

Associate of Arts

Table 2-12 lists the associate degrees offered at UAS. The Associate of Arts (AA) degree is designed to be a broad general education degree for undecided students and a feeder degree to UAS bachelor programs. The AA is available both on site and by blended technology. The AA has been the stable academic degree offering at extended campuses in the past. However, AA enrollments on the three campuses have shown a decline from 179 unduplicated headcounts in 2004 to 119 in 2008.

Table 2-12
UAS Associate Degrees
Associate of Business
Associate of Arts
Associate of Applied Science
Apprenticeship Technology
Business Administration
Computer Information and Office Systems
Construction Technology
Early Childhood Education
Environmental Technology
Fisheries Technology
Health Information Management
Health Sciences
Nursing through UAA
Power Technology 3 emphases

Table 2-13
Headcount: Associate of Arts General Program
Fall 2004–2008

Campus	2004	2005	2006	2007	2008
Juneau	98	98	95	72	74
Ketchikan	56	57	48	44	38
Sitka	42	41	44	40	32
Total	196	196	187	156	144

Table 2-14
Degrees Awarded: AA General Program
AY 2004–2008

Campus	2004	2005	2006	2007	2008
Juneau	28	21	14	32	23
Ketchikan	8	9	15	8	6
Sitka	9	6	5	8	1
Total	45	36	34	48	30

Table 2-15
Headcount: Bachelor of Liberal Arts General Program
Fall 2004–2008

Campus	2004	2005	2006	2007	2008
Juneau	12	15	13	32	58
Ketchikan	6	10	8	12	37
Sitka	12	13	11	24	39
Total	30	38	32	68	134

The decline on the Juneau campus is due partly to overall decline in UAS student numbers over the study period.

Table 2-15 and 2-16 may be interpreted to show that students seeking a bachelor degree are now advised directly into that degree through increased efforts for earlier advising by program faculty. In the past, the practice was to encourage students to apply first for the AA and, once that was achieved, transition into a major. Students whose education is supported by an agency, particularly Alaska Native students, are required to state a degree objective in order to secure financial aid. Again, the AA degree was often selected as a placeholder. Now, however, these students are enrolling directly into the bachelor degrees through such programs as Preparing Indigenous Teachers and Administrators for Alaska (PITAAS), described in detail in Standard 3.

The decline in AA enrollment at the extended campuses in recent years is partially explained by the increase in students who are enrolling directly into the distance option General Studies BLA. (Table 2-15).

Table 2-16
UAS Sitka and Ketchikan Campuses
Two- and Four-Year Degree Enrollments
AY 2003-2007

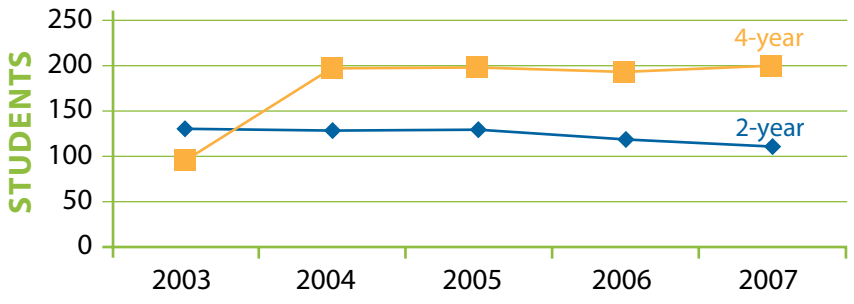


Table 2-16 presents additional evidence that the degree enrollment patterns at the extended campuses are changing as a result of increased distance programming. The data shows that enrollments in the traditional extended campus academic degrees (AA, AAS in business) declining while those in bachelor level programs (BLA, BA, BS, BBS) are increasing.

This pattern indicates that UAS is achieving its goal of extending educational opportunities throughout the region by allowing more students to pursue bachelor degrees while remaining in their community.

AB

Associate of Business

The Associate of Business is a newly instituted degree that combines entry-level basic business knowledge with the general education requirements (GERs) for a four year degree.

The degree directly addresses the issue of articulation between the associate and bachelor degrees in business, and should be particularly attractive to Alaskan students who often "step out" of a degree program several times in their careers. The program was added in response to student feedback and national trends.

The Associate of Business is primarily an on campus program, targeted at the Juneau population and residential students. The program admitted its first majors in AY 08/09 and enrolled its first seven students in fall 2008.

AAS

Associate of Applied Science

UAS delivers a variety of AAS degrees based on employment opportunities in the region. In the following descriptions, program changes as a result of program reviews or other information since 1999 are presented in a learn, engage, change format.

AAS BA

Business Administration: The AAS Business Administration degree is offered onsite at all three campuses and by blended technology throughout the state. The AAS in Business Administration is designed as a terminal degree for students who are seeking entry into the job market. Total enrollments in the AAS BA program have remained steady over the past five years despite a downturn in total UAS enrollment. (See Tables 2-17 and 2-18.)

The degree has not undergone significant changes over the last decade. However, some courses that had been delivered by audio conferencing in the late 1990's have transitioned into newer technologies and the entire program is now web based using blended technologies.

Table 2-17
Headcount: AAS Business General Program
Fall 2004–2008

Campus	2004	2005	2006	2007	2008
Juneau	38	34	39	45	47
Ketchikan	24	22	16	14	20
Sitka	6	10	11	14	10
Total	68	66	66	73	77

Table 2-18 Degrees Awarded: AAS Business General Program AY 2004–2008					
Campus	2004	2005	2006	2007	2008
Juneau	7	14	5	8	11
Ketchikan	3	2	3	1	1
Sitka		1			1
Total	10	17	8	9	13

AAS CIOS

Computer Information and Office Systems: The Associate degree in Computer Information and Office Systems (CIOS) is designed for students interested in securing employment in positions requiring information technology and administrative support skills. The degree has three emphasis areas: network technician, office administration, and publications specialist. The degree assists UAS in meeting its strategic objective of being the primary provider of information technology education in Southeast Alaska.

The degree is offered on all three campuses using a combination of on site, web based, and audio conferencing classes and enrolls students from across Alaska.

Table 2-19 Headcount and Degrees Awarded: AAS/CIOS 2004–2008					
	2004	2005	2006	2007	2008
Headcount (Fall)	41	35	26	28	18
Degrees (AY)	4	2	2	3	3

The CIOS degree has undergone significant restructuring over the past decade as a result of UA systemwide planning and internal program reviews. The degree's headcount and degrees awarded are shown in Table 2-19.

Learn	Engage	Change
Statewide IT Faculty Review and Planning ◆ Need to better reflect changes in industry and employment in IT field ◆ Need for distance CIOS instruction	◆ UAS/UAF/UAA CIOS faculty ◆ IT employers in region	◆ Restructured degree ◆ All required courses for CIOS degree available by distance ◆ Articulation agreement with UAA CIOS program reinstated
5-year Program Review ◆ Need for more targeted offerings ◆ Reduce confusion in advising	◆ CIOS faculty ◆ Student feedback ◆ School of Management Faculty	◆ Reduced degree emphasis from 8 to 3

AAS ECE

Early Childhood Education: Early Childhood Education (ECE) courses are designed to prepare students to work in preschools, child care programs, Head Start, and as assistants in K-12 primary grades. The degree meets the definition and metric of high demand jobs.

Table 2-20
Headcount and Degrees Awarded: AAS Early Childhood Education (ECE)
2004–2008

	2004	2005	2006	2007	2008
Headcount (Fall)	21	27	34	27	21
Degrees (AY)	9	6	4	8	5

The AAS in ECE has received considerable attention and support over the past decade due to the degree mandates contained in federal Head Start and No Child Left Behind legislation. To assist teachers and paraprofessionals in these programs, the UA system expanded offerings in ECE via distance through a Memorandum of Understanding between UAS and the College of Community and Rural Development (CRCD) at UAF beginning in the AY 00/01.

Because courses in the degree are delivered both by the Juneau campus of UAS and by several CRCD campuses, student headcount fluctuates significantly from year to year, depending on where students are in their program (Table 2-20). By agreement with Head Start agencies, the primary sponsors of students through the degree, all courses are offered every year.

To better respond to the majority of students in the distance ECE program who are Alaska Natives working in Head Start programs, the faculty have focused on improving cultural sensitivity and awareness in courses and in the overall structure of the programs.

Learn	Engage	Change
Strategic Plan and President's Initiatives ◆ 50% of Head Start teachers need an AAS degree ◆ All K-3 paraprofessionals in public schools need to be highly qualified	◆ Head Start agencies ◆ Alaska Department of Education and Early Development ◆ School districts	◆ Expanded distance AAS program through MOU with UAF ◆ Added full-time AAS ECE faculty member
2005 Academic Program Review ◆ Increasing mandates for ECE/Special education licensure	ECE Faculty Head Start agencies	◆ Joint planning with ECE and Special Education faculty

AAS PT

Power Technology: The degree has two emphases areas: diesel and automotive. Enrollments and degrees are shown below.

Table 2-21 Headcount: Power Technology Fall 2004–2008					
	2004	2005	2006	2007	2008
AAS Power Tech., Automotive	6	5	3	5	6
AAS Power Tech., Diesel/Heavy	9	8	5	4	5
AAS Power Tech., Marine Engine			1	2	1
Total	15	13	9	11	12

Table 2-22 Degrees Awarded: Power Technology AY 2004–2008					
	2004	2005	2006	2007	2008
AAS Power Tech., Automotive		1	3	1	
AAS Power Tech., Diesel/Heavy		1	1		1
Total		2	4	1	1

Diesel Emphasis: This degree serves students interested in securing employment in industries that utilize diesel engine applications such as logging, sawmills, trucking, marine propulsion, and power generation. All the diesel program courses are at least 50 percent hands on and are offered at times that would allow the students to be employed at a part time job. The program undergoes continual review through its advisory council and student assessments.

Learn	Engage	Change
◆ Industry Advisory committee recommendations ◆ Student assessment results ◆ Student satisfaction surveys	◆ Industry partners ◆ Unions	◆ Occupational endorsements developed that align into union ◆ Added one full-time, tenure track faculty position

Automotive Emphasis: This degree prepares students for employment as technicians in automobile dealerships, fleet service operations, national chain automotive service stores, franchise repair shops, and independent repair shops. After surveying employers in the region, the program sought and achieved NATEF specialized accreditation in 2003.

Learn	Engage	Change
◆ Industry survey ◆ NATEF/ASE standards review ◆ Industry advisory group recommendations	◆ NATEF industry skill standards incorporated into all curriculum in program ◆ TVEP/SB137 equipment proposals submitted to meet industry and OSHA safety standards	◆ NATEF accreditation achieved in all 8 program areas in 2003 and reaccredited in 2008 ◆ Program receives Automotive Industry Planning Council Award of Excellence in 2006 ◆ Added Tech Prep as regional strategy for engaging high school students

AAS FT

Fisheries Technology: The Fisheries Technology degree provides students with a broad educational and practical foundation in the field of fisheries technology. Students are prepared for entry level employment in federal and state agencies, hatcheries, and the private sector.

The degree is based on Ketchikan campus but is accessible in the region and statewide. The degree was developed in consultation with the industry and is supported by federal grant funds.

Table 2-23
Headcount and Degrees Awarded: Fish Technology
2004–2008

	2004	2005	2006	2007	2008
Headcount (Fall)	1	3	4	6	4
Degrees (AY)			2		3

AAS ET

Environmental Technology: The Associate of Applied Science degree offers a fundamental background in environmental technology with an emphasis in the water and wastewater career field. As a result of the five year program review, the degree has been suspended.

Learn	Engage	Change
5-year program review	◆ Federal EPA requirements for ATTAC ◆ UAS partners in the APICC consortium for Process Technology Industry	◆ Academic program suspended AAS to focus on sustaining noncredit ATTAC instruction ◆ Career pathways include environmental health and safety certifications

AAS CT

Construction Technology: This program benefits students working in the construction trades and in mid–management positions in the industry. Graduates of this program may enter the construction industry in construction, supervision, estimating, scheduling, safety, and the allied fields of materials and equipment sales and service.

The program has revised and expanded its curriculum substantially over the decade.

Table 2-24 Headcount and Degrees Awarded: Constrution Technology 2004–2008					
	2004	2005	2006	2007	2008
Headcount (Fall)	8	11	4	4	3
Degrees (AY)	2		3	1	2

Learn	Engage	Change
◆ Industry advisory committee review ◆ 5-year program review ◆ Student assessment results ◆ Student employment surveys ◆ Student feedback	◆ Home Builders Association ◆ Regional school district partners for Construction Academy program ◆ UAF Cold Climate Housing research faculty ◆ UAF/UAA Engineering Faculty ◆ Regional industry	◆ Revised AAS program curriculum around standards-based outcomes ◆ Provided data for Cold Climate Housing research ◆ Initiated pre-engineering program partnership with UAA/UAF ◆ Provided start-up training for Kensington mine development ◆ Added Tech Prep

AAS HS

Health Sciences: The AAS in Health Sciences is a flexible degree with the potential to bridge to a variety of health sciences programs offered from all University of Alaska campuses.

The degree is designed is to give students a general educational foundation in order to smoothly integrate into health related professional degree programs. The following tracks are designed to collaborate and/or partner with other University of Alaska programs in order to facilitate students' career training goals: Pre-Nursing, Pre-Radiology Technology, Community Wellness, Behavioral Health, and Emergency Services.

Table 2-25 Headcount and Degrees Awarded: Health Sciences 2004–2008					
	2004	2005	2006	2007	2008
Headcount (Fall)	26	36	37	44	39
Degrees (AY)				1	1

AAS HIM

Health Information Management: The Health Information Management (HIM) program provides a course of study, using primarily distance delivery methodology, which prepares entry-level health information professionals. HIM is one of the oldest distance degree programs in the UA system and has always had a statewide mission.

Table 2-26
Headcount and Degrees Awarded: Health Information Management
2004–2008

	2004	2005	2006	2007	2008
Headcount (Fall)	19	21	15	18	30
Degrees (AY)	6	2	6	7	6

Learn	Engage	Change
◆ UA Allied Health Alliance Industry Forums, 2004, 2007 ◆ Self-study for national accreditation by CAHIIM ◆ Student assessment results ◆ Student satisfaction and national testing surveys ◆ Student feedback	◆ National accrediting agency (CAHIIM) ◆ Allied Health statewide planning group ◆ Faculty in related programs across UAS and UAF	◆ Added an additional full-time, tenure-track faculty position in 2007 ◆ Courses moved to online delivery ◆ Program enrollments increased by statewide outreach and recruitment

Enrollments and degrees awarded in the program have remained fairly stable. The substantial uptick in fall 2008 is encouraging and is due at least in part to the addition of one position in 2007. Migrating courses from audio to an on line format may also have increased enrollment.

This program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education. Graduates are eligible to write the national examination; successful completion of the examination leads to the professional credential of Registered Health Information Technician.

Summary | Associate Degrees

Strengths

UAS has a wide variety of associate degrees that prepare students for employment or for transfer into a bachelor program. Many of the degrees are available by distance, increasing access both in the region and statewide. Associate of Applied Science degrees have strong industry involvement, enrollees, and graduates are contributing their skills to the Southeast Alaska economy.

Several associate degrees have strong links to UAS sister institutions, most notably with the UAA School of Nursing in health science and with the College of Rural and Community Development at UAF in early childhood education. Where available, programs have sought and obtained national accreditation.

Challenges

The uneven technological development in the state has left much of rural Alaska underserved. Low bandwidth in some areas has dictated continued reliance on audio conferencing.

Recruitment for all associate degrees continues to be a challenge. College recruiters tend to highlight bachelor degrees and recruitment efforts for non-traditional students are not well developed.

For programs that are delivered on all three campuses, particularly in the career and technical areas, regional consistency continues to be an issue. Also, with the limited population of Southeast Alaska, developing and maintaining active advisory councils can sometimes be difficult.

Courses of Action:

Associate degree program faculty who teach by distance technologies will continue to be involved in UA and UAS efforts to increase technology access throughout Alaska. Faculty will also continue to take advantage of professional development opportunities in enhancing teaching effectiveness.

Faculty and Deans will be involved in the enhanced recruitment activities that are planned for UAS. Health science faculty are currently working with the School of Nursing and other professional schools to explore advanced application status for students completing the Health Sciences degree. If successful, this will be an incentive for enrolling in and completing the degree.

As part of the academic reorganization in 2007 described in Standard 6.C., the Dean of Regional Career Education has been increased from a .5 FTE Dean to a 1.0 FTE Dean and charged with additional responsibilities for assuring regional consistency in course offerings and program outcomes.

The Deans should be looking carefully at the large number of degrees and the very small number of students and determine if there is potential for growth by emphasizing and allocating resources to a few and eliminate others.

BACHELOR DEGREES

Bachelor degree programs are offered by the Schools of Arts and Sciences, Education, and Management. Over the past decade the number of degrees has increased significantly as a result of strategic planning efforts. Board of Regents (BOR) mandated programs reviews, internal evaluations, and student outcomes assessment results have spurred program refinements and have led to the elimination of degrees and degree emphases that were no longer serving student needs. In the following descriptions, changes as a result of program reviews, student outcomes assessment, and other evaluations are presented in narrative and learn, engage, change summary.

School of Arts and Sciences

BLA

Bachelor of Liberal Arts

In 1999, the standard bachelor degree at UAS was the Bachelor of Liberal Arts (BLA). Although the degree did offer several specialized emphasis areas: art, communication, literature, social studies, and mathematics; most students opted for a general studies emphasis. Student satisfaction surveys indicated that the lack of specialization stemmed in large part from the paucity of upper division coursework offered on a regular basis. Students also complained that having an "emphasis area" on their diploma was much less meaningful to potential graduate schools and employers than the more traditional major or minor.

In an effort to increase retention and attract new students, faculty closely examined the need for more targeted degree programs during the 2001 strategic planning process. Four areas in particular were identified in the UAS Strategic Plan for action:

- Continue to develop viable baccalaureate majors in preparation of graduate study, with attention to the needs of Master of Arts in Teaching (MAT) candidates.
- Develop additional appropriate baccalaureate minors.
- Enhance AA and Bachelor of Liberal Arts (BLA) distance delivered program offerings.
- Establish an ongoing faculty leadership role in the preservation of Southeast Alaska indigenous languages through instructional programs and linguistic research.

In response to these findings, faculty during AY 00/01 developed a series of minors and modified the BLA structure to accommodate students wishing to pursue a minor. Minors are now available in many areas, including Alaska Native Studies, Business, Theatre, Communication, Legal Studies, and Women's and Gender Studies. A complete list of minors and requirements is found on page 110 of the 08/09 Academic Catalog.

The institution of minors led to additional upper division coursework and eventually to the development of distinct degree programs in areas of faculty strength.

The BLA has three emphasis areas: General Studies, Language Arts and Communications, and Human Communications. The General Studies BLA has been significantly restructured, with changes slated to take place in AY 09/10. The restructure came about as a result of the mandated five year program review, which analyzed the effect that new degree programs were having on the General Studies BLA. The significant effort and analyses associated with changes in BLA degrees are summarized in the following visual.

Headcounts in the various BLA options indicate that as a separate degree is developed and offered; students migrate from the BLA to the discipline BA or BS degree. However, despite this migration, the BLA continues to admit and graduate more students than any other degree. (Table 2-27)

Learn	Engage	Change
Student Satisfaction Surveys and Exit Interview Information ◆ Lack of upper division coursework ◆ Student desire for more specificity on transcript	◆ Student services staff ◆ Program advisors	◆ Established minors with additional upper division coursework ◆ Reworked BLA degree structure to allow for minors
UAS Strategic Plan 2001/2004 ◆ Faculty strengths in Liberal Arts ◆ Content undergraduate degree requirements for MAT ◆ Indigenous Language needs	◆ Students ◆ Arts and Sciences Faculty ◆ Education Faculty ◆ UAS Advisory Boards	Developed minor in: ◆ Alaska Native Studies ◆ Tlingit Language Developed emphasis areas into BA/BS degrees: ◆ Social Science ◆ English ◆ Art ◆ Math
President's Initiative Planning ◆ Regional demand for distance-delivered bachelor degree	◆ UAS Arts and Sciences Regional Faculty	◆ Added two faculty members: Juneau and Ketchikan ◆ Developed distance upper division distance courses
◆ NWCCU 2004 Interim Review ◆ Competencies not consistently reflected in course syllabi		◆ Curriculum Mapping for general competencies and discipline competencies
5-year General Studies Program Review ◆ Lack of clear definition ◆ "Faculty drain" ◆ No institutional home	◆ Humanities and Social Science Faculty	◆ Adopted significant structural changes in BLA General Studies degree ◆ Recommended changes in program administration
Academic Review ◆ Under-subscribed upper-division course work	◆ Arts and Sciences Faculty ◆ Student Services	◆ Targeted recruitment at extended campuses/community colleges in Alaska and Pacific Northwest

Table 2-27 UAS Headcount: Bachelor of Liberal Arts (BLA) Fall 2004–2008					
	2004	2005	2006	2007	2008
BLA - Art	7	7	6	7	8
BLA - Communication	6	5	5	5	10
BLA - English	1				
BLA - General Studies	25	28	24	50	101
BLA - Government					1
BLA - Human Communication			1	7	9
BLA - Literature	1				
BLA - Mathematics		1	1		
BLA - Undeclared	11	21	17	39	62
BLA Pre-Major*	215	170	159	90	
Total	266	232	213	198	191

* The pre-major has been suspended and these students were moved into the BLA General Studies or No Emphasis programs.

Table 2-28 Degrees Awarded: Bachelor of Liberal Arts (BLA) AY 2004–2008					
	2004	2005	2006	2007	2008
BLA, Art		2	8	2	2
BLA, Communication	3		5	5	2
BLA, English	4				
BLA, General Studies	26	18	27	12	21
BLA, Government		1			
BLA, Literature			1		
BLA, Mathematics	2	2		1	1
Total	35	23	41	20	26

Courses of Action

Based on the recommendation of the BLA General Studies Institutional Review Committee, the degree redesign developed by the BLA workgroup has been approved by the Provost. The revised requirements for the BLA will be offered beginning fall 2009.

The Institutional Review Committee has also indicated support for establishing a BLA Coordinator position from Humanities or Social Sciences tenure-track faculty and providing the BLA with a program budget.

Bachelor of Arts in Art

BA ART

The BLA in Art was instituted by UAS in 1996 and has been successful in attracting majors since its inception. At the time of the 1999 study, the degree had 25 active students. In response to student needs, interests and ambitions, UAS offered a BA in Art in fall 2008, attracting students. The degree provides a strong track to graduate study and specialized art careers.

Because of the newness of the degree, there have not been substantial changes. However, the BLA in Art Assessment Plan has been in place since March 2006 and has suggested several program improvements.

Learn	Engage	Change
Student Assessement ◆ Add more current coursework ◆ More supervision and evaluation adjunct faculty ◆ better course sequencing	◆ Arts Faculty	◆ Revision of 6-year sequence of three courses in Art History ◆ Adjunct faculty mentoring increased
Student Enrollment Data ◆ Students migrating to BA in Art		◆ Phase out BLA in Art

As of AY 09/10, the BLA in Art will be phased out and the BA in Art will be the only degree in this area.

Bachelor of Arts in English

BA ENGL

In AY 04/05, UAS replaced the BLA in English with a BA in English. Students already admitted to the BLA in English program had the choice of completing the BLA or transferring to the BA in English program. All such students had transferred out by fall 2005.

The BA in English provides a broad foundation in the liberal arts as well as specialized training in language and literature. The degree has three areas of specialization: Literature, Literature and the Environment, and Creative Writing.

Table 2-29
Headcount: Bachelor of Arts, English
Fall 2004 – 2008

	2004	2005	2006	2007	2008
BA English, Creative Writing		2	1	4	7
BA English, English	41	38	28	27	22
BA English, Literature			2	1	3
BA English, Literature and Environment			2	3	1
Total	41	40	33	35	33

Table 2-30 Degrees Awarded: Bachelor of Arts, English AY 2004–2008					
	2004	2005	2006	2007	2008
BA English, Creative Writing			1	1	
BA English, English	2	2	2	5	2
BA English, Literature				1	
BA English, Literature and the Environment					1
Total	2	2	3	7	3

The Literature emphasis is designed to provide students with knowledge of English and American literature as well as exposure to multicultural literatures, including the contributions of women, Native American, and African-American writers.

The Literature and Environment capitalizes on the unique natural setting of Southeast Alaska. Students participate in outdoor excursions and projects as part of their course work.

The Creative Writing emphasis is designed to provide students with the skills necessary to write poetry, fiction, and creative non-fiction. Students also analyze contemporary literature in a curriculum designed to prepare for entrance into an MFA program.

The BA in English meets NCATE standards and is appropriate for students who plan to pursue careers in secondary education. The degree also prepares students for entry-level employment in the fields of editing, writing, public relations, and government or for graduate study.

The number of students admitted and active in the program has continued to decrease since a high of 41 in 2004. The faculty have examined programmatic reasons for this trend and are instituting curricular change for the 09/10 catalog that will make the program requirements less rigid and lessen the number of credit hours required to complete the degree, bringing it more in line with comparable degrees at peer institutions.

Learn	Engage	Change
UAS Strategic Plan ◆ Need for additional viable majors ◆ Student desire for more upper division coursework	◆ BLA English Faculty ◆ Education Faculty ◆ Students	Established BA in English with two concentrations: ◆ Literature ◆ Literature and the Environment
Ongoing Program Review ◆ Increased demand for literature courses ◆ Increased demand for creative writing courses	◆ English faculty ◆ Students	◆ Added two full-time literature professors in 01/02 ◆ Added Creative Writing emphasis in 05/06
Student Assessment Report and Student Proficiency Rubrics ◆ Redundancies and excess in program structure ◆ Variability in quality of internship experiences ◆ Internship requirement can impede graduation	◆ Student feedback ◆ Peer institution faculty and program review	Reworked degree requirements: ◆ Lowered number of credit requirements in emphases areas ◆ Eliminated internship as a program requirement

Bachelor of Arts in Social Science [Table 2-31]

BA SOC

The BA in Social Science degree stresses the importance of method, concept, and theory in the study of human origins, development, thought, behavior, and institutions. The degree allows for a concentration in several disciplines. Graduates by discipline are indicated in Table 2-32.

Table 2-31
Headcount: Bachelor of Arts, Social Science
Fall 2004–2008

	2004	2005	2006	2007	2008
BA Social Science	9	12	10	8	21
BA Social Science - Anthropology		15	13	11	14
BA Social Science - Government		2	5	4	6
BA Social Science - History		9	8	8	9
BA Social Science - Psychology		6	9	13	14
BA Social Science - Sociology	13	11	11	10	5
Pre-Major Social Science*	34	30	20	20	
Total	56	85	76	74	69

*Note: The Pre-Majors in Social Science were eliminated in Fall 2007 and these students were rolled into the BA Social Science.

Table 2-32 Degrees Awarded: Bachelor of Arts, Social Science AY 2004–2008					
	2004	2005	2006	2007	2008
BA Social Science	7	9	7	1	
BA Social Science - Anthropology		1	2	4	4
BA Social Science - Economics				1	
BA Social Science - Government					2
BA Social Science - History			1		3
BA Social Science - Psychology				2	1
BA Social Science - Sociology		1	6	4	1
Total	7	11	16	12	11

Prior to establishing the BA in AY 03/04, students could select a social sciences emphasis in the BLA degree, and more students graduated with this emphasis than any other single emphasis field outside General Studies.

Faculty utilized information from student feedback, assessment data, faculty program reviews, and peers to construct the BA SS degree.

Learn	Engage	Change
UAS Strategic Plan ◆ Need for undergraduate degrees in secondary school disciplines for MAT candidates	◆ BLA faculty ◆ Education Faculty ◆ Students	◆ Transition from BLA with Social Science emphasis to BA in Social Science
Student Assessment Report ◆ Desire for methods capstone course ◆ Desire for formal professional internship opportunities	◆ Social Science faculty ◆ Students	◆ Faculty exploring changing current methods course ◆ Developed formal capstone professional internship option
2007 Academic Program Review ◆ Need for closer articulation between UA undergraduate/ graduate degrees		◆ Redefinition of the Psychology concentration aligns with UAF/UAA Joint PhD in Clinical Psychology
5 Year Program Review ◆ Primary and secondary concentrations too rigid in structure ◆ Need for seminar theory courses in specific disciplines	◆ Social Science faculty ◆ Student progress data ◆ Student feedback	◆ Reconfigured the concentration areas ◆ Theory courses developed for history and anthropology; one needed for sociology
Academic Program Review ◆ Need to improve retention of degree students		◆ Early advising by program faculty advising/ mentoring system

Bachelor of Science Biology [Table 2-33]

BS BIOL

After a major UA systemwide reorganization in 1987, the responsibility for the UAS fisheries program was assigned to UAF, with UAS retaining one science degree in biology. In 1992, the degree added two emphases: general biology and marine biology. The biology laboratory courses take advantage of the physical setting to provide first-hand experience in ecosystems ranging from the sea floor to high alpine. The program has an active undergraduate research component, including considerable opportunity for field research through contracts with local, state and federal resource management agencies. Enrollment declines and loss of students prior to graduation continues to be a major concern for this faculty.

Learn	Engage	Change
UAS Strategic Plan • Large number of students in marine biology concentration in BS in Biology • Attrition is increasing in the BS programs	• Biology Faculty • UAS faculty • Students • UAS Advisory groups	• Implemented Marine Biology as a major • Implemented BA in Biology

Table 2-33
Headcount and Degrees Awarded:
Bachelor of Science, Biology
2004–2008

	2004	2005	2006	2007	2008
HEADCOUNT (FALL)					
BS Biology			3	14	18
BS Biology - General Biology	18	9	5	1	
BS Pre-Major Biology*	44	39	42	23	7
Total	62	48	50	38	25
DEGREES AWARDED (AY)					
BS Biology				1	4

*Pre-major suspended 2007

In an informal department survey of biology and marine biology graduates from 1996 - 2006, 22% of 94 graduates were pursuing a graduate degree, 46% had a job in a biology or science field, 8% had jobs in non-science fields or were parenting, and no data were available for 23% of the 94 graduates. There is, however, a bias in respondents in this data set, as students who remained in biology or science fields were more likely to be polled. These returns indicate that the degree is meeting its goals for graduates.

BS MAR BIOL

Bachelor of Science in Marine Biology [Table 2-34]

UAS has focused considerable resources to develop the Marine Biology as one of its two residential programs for students in the sciences. This degree attracts students interested in careers in natural resource management, scientific research, and outdoor education. Research with a faculty mentor is encouraged and a noted academic strength of the program offering research and internships with a variety of state and federal agencies such as the Alaska Department of Fish and Game, U.S. Forest Service, and National Oceanic Atmospheric Agency and others.

Learn	Engage	Change
UAS Strategic Plan ◆ Student desire for more degree options ◆ Large number of students in marine biology concentration in Biology ◆ Need for science degree options for MAT candidates	◆ Biology Faculty ◆ UAS faculty ◆ Students ◆ UAS Advisory groups	◆ Developed BS in Marine Biology
PBB/FY 09 budget initiative ◆ Need for undergraduate research support	◆ UA science faculty	◆ Additional funding for undergraduate research through the Linking Theory and Practice initiative

After the Marine Biology emphasis was added in 1992 the student enrollments in biology were on the increase with the new major. However, the number of graduates in marine biology continues to decline after the high of 15 in 2004.

Table 2-34
Headcount and Degrees Awarded: Bachelor of Science Marine Biology
2004–2008

	2004	2005	2006	2007	2008
HEADCOUNT (FALL)					
BS Marine Biology	4	6	18	23	16
BS Marine Biology Pre-Major	7	36	28	17	28
Total	11	42	46	40	44
DEGREES (AY)					
BS Marine Biology			2	7	4

BA BIOL

Bachelor of Arts in Biology [Table 2-35]

In alignment with the UAS strategic focus of preparing teachers for Alaska, the BA in Biology was developed to serve students preparing to enter the Master of Arts in Teaching in Secondary Education. Degree requirements reflect both the state's certification standards and the discipline content standards established by NCATE. The curriculum provides

a solid foundation for students with an interest in policy, management, and technical positions, principally field based. The BA was approved by the BOR for fall 2007. The BA builds on institutional strength and expands student choice.

Table 2-35
Headcount and Degrees Awarded: Bachelor of Arts Biology
2004–2008

	2004	2005	2006	2007	2008
HEADCOUNT (FALL)					
BA Biology				4	9
BA Biology Pre-Major					6
Total				4	15
DEGREES (AY)					
BA Biology					2

Bachelor of Science in Environmental Science [Table 2-36]

BS ENVS

Environmental Science (ENVS) degree program produces graduates well educated in basic mathematical and scientific methods and the application of these methods in examining the relationships between natural processes and human endeavors. The curriculum draws from a number of disciplines and has the highest level of quantitative requirements of the BS degrees.

Table 2-36
Headcount: Bachelor of Science, Environmental Science
Fall 2004–2008

	2004	2005	2006	2007	2008
BS Environmental Science	10	7	14	27	25
Pre-Major Environmental Science*	24	26	13	8	4
Total	34	33	27	35	29

* Pre-major is being phased out.

The Environmental Science degree was approved by the UA BOR in spring 1997 and accepted majors in fall 1998. Growth in the number of full-time and affiliate faculty have allowed the program to expand its instruction and research into the disciplines of atmosphere, lithosphere, hydrosphere, and biosphere and to include undergraduates in that work. Enrollment in the program has been fairly stable since 2003, but shows a dip for fall 2008.

Table 2-37 Degrees Awarded: Bachelor of Science, Environmental Science AY 2004–2008					
	2004	2005	2006	2007	2008
BS Environmental Science	2	5	6	2	4

The first ENVS degrees were awarded in 2002. Since that time, 23 students have received BS degrees, 80 percent of whom are in or are presently applying to graduate school. To date, 3 students have received MS degrees (2006), an additional student is enrolled and working on a Masters program, and two students are enrolled in Environmental Science PhD programs. Graduates are employed by state and federal resource agencies and industries, such as Alaska Department of Environmental Conservation, the USGS-Water Resources Division, Analytica Labs, and Coeur Alaska Mining Co.

ENVS supports a large number of undergraduate research assistantship positions through external grants and contracts. In addition to faculty research, undergraduates routinely participate in summer courses through the Juneau Icefield Research Program and research on the Mendenhall, Taku, LeConte, and Hubbard glaciers as well as research projects on landscape processes related to deglaciation. The participation in undergraduate research and associated field and lab experience has been cited by many UAS graduates as contributing to their success in gaining employment and/or acceptance to graduate school.

The Environmental Science program manages the Southeast Alaska Geographic Information Systems (GIS) Library which houses the Geographic Information Network of Alaska (GINA) and the US/AK

Learn	Engage	Change
Strategic Plan/President's Initiative ◆ Need for additional faculty depth for instruction and research	◆ Environmental Science Faculty	◆ Added Hydrology faculty ◆ Added GIS faculty ◆ Added physics and atmospheric science faculty
Assessment Report ◆ Relatively long time to graduation, particularly for transfer students ◆ Students who are weak in science and math but have interest in environmental issues.	◆ Environmental Science Faculty ◆ ENVS students ◆ UAF Geography Program Faculty	◆ UAS program curriculum integration with UA Statewide Geography program ◆ To create a Geography degree with BA and BS options.
5 Year Program Review ◆ Sliding enrollment figures ◆ Low upper-division enrollments ◆ Students in other degree programs with an interest in environmental science	◆ Environmental Science Faulty ◆ Faculty at peer institutions ◆ Student data and feedback	◆ Creation of environmental science minor with upper division coursework ◆ Creation of Geographic Information Science (GIS) occupational endorsement

Agency spatial data portal. The library is provided as a service for state and federal agency personnel to access sophisticated GIS/ENVS studies and also provides an instructional resource for students.

Bachelor of Science in Mathematics [Table 2-38 and 2-39]

BS MATH

Until AY 04/05, UAS offered a BLA with an emphasis in mathematics. In 2004, as a result of strategic planning and increased student pressure for additional mathematics coursework, faculty determined to replace the mathematics BLA degree with a BS in mathematics. The change also brought the UAS mathematics degree more in line with that of peer institutions.

The Bachelor of Science in Mathematics provides a solid foundation in mathematics including a seminar dedicated to undergraduate research during their last two years. Students have opportunities in secondary education, graduate studies, and direct entry into the job market. Each student is advised by faculty to achieve a specific program tailored for the student's goals.

As Tables 2-38 and 2-39 show, once the BS degree was available, students have elected to enroll in the BS degree rather than the BLA. The two students in the BLA in 2003 have graduated. The slight drop from fall 2007 to fall 2008 in the BS degree reflects two graduates in May 2008.

The evolution of mathematics offerings at UAS provides a clear example of how the program faculty used information and data from a variety of sources to reflect on practice and to make needed changes.

Table 2-38
Headcount: BLA Mathematics and BS Mathematics
Fall 2004–2008

	2004	2005	2006	2007	2008
BLA Mathematics		1	1		
BS Mathematics	7	17	22	26	23

Table 2-39
Degrees: BLA Mathematics and BS Mathematics
AY 2004–2008

	2004	2005	2006	2007	2008
BLA Mathematics	2	2		1	1
BS Mathematics			3	1	2

Learn	Engage	Change
Strategic Planning/Initiative Request ◆ Student interest in upper-division math coursework ◆ Need for future teachers with strong math background	Discussions and planning with ◆ Students ◆ Math faculty ◆ Biology and Environmental Science Faculty ◆ Education faculty	◆ Faculty member added FY 02 ◆ Additional upper division courses developed ◆ 2003 – minor in mathematics added
New Program Proposal ◆ Degree demand from students interested in Math-related careers, ◆ Better prepared incoming students through Alaska Scholars program	Information and data from: ◆ Alaska Department of Labor ◆ Faculty at peer institutions ◆ NCATE requirements ◆ Student interest surveys ◆ UAA/UAF engineering faculty	◆ 2004/05 – BS in Mathematics added
5 Year Program Review ◆ Attrition in remedial and GER courses ◆ Academic inconsistencies at remedial/GER levels. ◆ Course scheduling practices at the outlying campuses. ◆ Teaching and service overloads for fulltime faculty	Participation and data from ◆ Regional math faculty ◆ Other degree faculty ◆ Student persistence and success rates	◆ Implemented UAOnline feature that checks the prerequisite status ◆ Improved communication among the three campuses, ◆ Sitka and Ketchikan faculty coordination of distance delivery schedule ◆ SEED grant to expand development of local high school math teachers
Assessment of Student Learning Outcomes ◆ Lack of consistency across courses and campuses in lower level courses ◆ Insufficient time for capstone project	Participation of ◆ Dean of Arts and Sciences ◆ Institutional Research ◆ Regional math faculty ◆ Major advisors ◆ Examination of Project majors' records	◆ Consistency guidelines for courses ◆ BS degree capstone experience changed to incorporate year-long capstone project following rubric outlines

School of Management [Tables 2-40, 2-41, and 2-42]

BBA

Bachelor of Business Administration

Table 2-40
Headcount: Bachelor of Arts, Business Administration
Fall 2004–2008

	2004	2005	2006	2007	2008
BBA - Accounting	74	63	70	61	80
BBA - Entrepreneurship				7	21
BBA - General Business	45	40	36	16	17
BBA - Health Care Administration				1	4
BBA - Human Resources Management				10	29
BBA - Management	73	79	80	42	29
BBA - Marketing	12	22	23	26	29
Total	204	204	209	163	209

The BBA remains one of the major UAS degrees, with stable enrollments. It is also one of the most regional, with around one-third of the students enrolled at an extended campus of UAS.

UAS offers a Bachelor of Business Administration (BBA) with emphases in accounting, marketing, management, entrepreneurship, and human resource management. The emphasis on health management has been suspended awaiting further review. The degree is available on the three UAS campuses and statewide using web based classes. In AY 08/09 lower division on campus business courses were re-instituted in Juneau as part of the Associate of Business degree described in the prior section.

Table 2-41
Headcount: Ketchikan and Sitka Campuses
Fall 2004–2008

	2004	2005	2006	2007	2008
Ketchikan and Sitka Students in Bachelor's Programs	71	63	64	61	89
Total Student Headcount:	204	204	209	163	209
% Extended Campus	35%	31%	31%	38%	42%

The BBA is significant in meeting the PBB targets for graduating students in high demand occupations. Annually, about 30 percent of the UAS total comes from business program completers.

Table 2-42
Degrees Awarded: Bachelor of Arts, Business Administration
AY 2004–2008

	2004	2005	2006	2007	2008
BBA - Accounting	13	10	8	18	11
BBA - Computer Information Systems	2				
BBA - General Business		4	3	1	3
BBA - Management	17	25	19	18	12
BBA - Marketing	1	3	4	1	5
Total	33	42	34	38	31

The primary mission of the BBA course of study is to build upon the student's general education in liberal arts and to provide the foundation for professional careers in organizations of all sizes. The faculty also strive to serve the needs of Southeast Alaska by educating a competent workforce and providing training, research, and technical assistance to the region.

Although it is one of the oldest degrees offered at UAS, the program undergoes continual review and refinement.

Learn	Engage	Change
UAS Strategic Plan ◆ Increase access to undergraduate business administration programs	◆ Business Faculty ◆ Students ◆ UAS Advisory Councils	◆ Transition BBA degree to distance ◆ Develop web based delivery for all courses ◆ Deliver degree statewide
Student Satisfaction Surveys ◆ limited courses offered at limited times	◆ Students	◆ Business courses taught both fall and spring semester ◆ Most courses delivered asynchronously
◆ 5 year Program Review ◆ weak recruitment for non-traditional students ◆ difficulty in faculty recruitment ◆ lack of unique "branding" for program ◆ difficulty in consistent scheduling of distance economics coursework	◆ Business Faculty ◆ External reviewer ◆ Alaska healthcare providers	◆ Business marketing plan ◆ Implemented a health management emphasis ◆ Business faculty market rate salary adjustments
Informal program review ◆ Demand for small business and human resource management training ◆ Business student enrollment decline on Juneau campus	◆ Business faculty ◆ UAS administration ◆ Business and public agency input	◆ Implemented Entrepreneurship and Human Resource Management emphases ◆ Re-instate on campus business courses in Juneau

School of Education

BA ELEM ED

Bachelor of Arts in Elementary Education [Table 2-43 and 2-44]

At the time of the 1999 NWCCU accreditation review, UAS had suspended admission to the Elementary Education BEd program and developed and implemented a Master of Arts in Teaching in its place. In 2001, as part of both UAS strategic planning and a systemwide examination of teacher education programs, UAS moved to re-instate an undergraduate elementary education degree. The degree, Bachelor of Arts in Elementary Education, was approved by the BOR in June 2001 and began enrolling students the following semester.

Table 2-43
Headcount: Bachelor of Arts, Elementary Education
Fall 2004–2008

	2004	2005	2006	2007	2008
BA Elementary Education	4	8	4	15	70
BA Elementary Pre-Major*	47	43	48	36	
Total	51	51	52	51	70

*Pre-major has been suspended.

The degree requirements are interdisciplinary and provide both the breadth of content needed to successfully teach at the elementary level and depth in the opportunities to connect theory and practice in a variety of real classroom, school, and community contexts. The program meets NCATE standards for elementary teacher preparation and for endorsement in the State of Alaska.

Table 2-44
Degrees Awarded: Bachelor of Arts, Elementary Education
AY 2004–2008

	2004	2005	2006	2007	2008
BA Elementary Education	1		4	6	4

In order to increase enrollment and to make the BA in Elementary Education program available to students who are not located in Juneau, the program provided access to distance students in 2007. The effect of adding a distance component is shown in Table 2-43 and 2-44.

Of the eight seniors in the BA program in 2008-2009, only three were located in Juneau and the remaining five were located in other communities in Southeast Alaska. Education faculty have made agreements with advisors at the Ketchikan and Sitka campuses to jointly advise students from those locations. The program is also developing cooperative agreements with other UA extended campuses.

Follow-up of graduates between 2004 and 2007 for which information is available found that seven have secured full time teaching jobs, one is in a graduate program, and one is working as a substitute seeking a teaching job in Southeast Alaska.

Learn	Engage	Change
UAS Strategic Plan/President's Initiative ◆ Need for an undergraduate alternative to MAT for potential teachers	◆ UA systemwide education faculty ◆ Students ◆ Advisory groups	◆ Implemented BA in Elementary Education ◆ Added one undergraduate education faculty
Informal Program Review ◆ Low enrollments ◆ Lack of undergraduate distance education degree in UA system	◆ Education faculty ◆ NCATE review	◆ Moved program to distance delivery
Assessment Report ◆ Some inconsistency among adjunct faculty	◆ BA education faculty ◆ Student feedback	◆ Initiated Adjunct Feedback/ Assessment form ◆ Orientation and mentoring sessions for adjuncts

Summary | Bachelor Degrees

Strengths

Through strategic planning and program review, UAS has transformed its four year degree offerings over the past ten years. The institution now offers a selected suite of programs that meets the educational objectives of students, addresses state needs for a professional workforce, and takes advantage of its unique setting. New degrees in English, Math, Social Studies, Marine Biology, and Art are recruiting more traditional aged students. The flexibility of the BLA remains attractive to degree completers and returning adults who enjoy the ability to craft their course of study. Several degrees are now accessible by blended technologies, opening new opportunities to the region and state's residents.

Small class size, particularly in upper-division courses, assures individual attention to students. Science students participate in field research not only with faculty but also with state and federal scientists and natural resource managers. Faculty partner with peers both locally and at the other MAUs to expand learning experiences for their students. Graduates are employed in the region, bringing their skills to the local economy.

The cycle of program review, performance based budgeting and student outcomes assessment creates a framework for continuous review and improvement of program offerings.

Challenges

Student recruitment remains an issue, as does retention in the degrees. Some of the new degrees have been overly ambitious, leading to excessive requirements and time to graduation.

For distance programs delivered from all three campuses, scheduling and course consistency can create problems. The uneven spread of technology in rural Alaska limits the instructional technology used.

The movement to exclusive distance delivery in several Bachelor degrees has a negative effect on the number of Juneau campus traditional aged students.

The small number of faculty in any one discipline presents challenges to providing enough breadth and variety for students.

Courses of Action

Faculty are working with UAS marketing staff to develop program specific materials that highlight the special features of UAS degrees. For example, the field research components of the science degrees and the Literature and the Environment emphasis in the English degree. Requirements in several degrees have been modified to bring them more in line with requirements at other institutions, lessening time to graduation. New faculty advising procedures and closer attention to the Six Year Course Sequence should assist in retention to graduation.

Through the regional departmental faculty meetings, issues of course consistency and scheduling will continue to be addressed. Some disciplines, such as mathematics, have already developed regional course guidelines for 100 and 200-level courses. Other disciplines may follow suit.

Schools and departments will continue to mine the rich talent base of Southeast Alaskan communities to identify qualified adjuncts. Schools will provide adjunct orientation, mentoring, and professional development.

Program faculty will participate in the academic and strategic planning activities scheduled for the AY 09/10. Part of the planning will focus on standardizing and simplifying data gathering and analysis systems for program review and student outcomes assessment, which will relieve some of the time pressures currently on faculty.

The new grants administrative positions in Arts and Sciences, Education, and Management will assist faculty who are seeking external funding.

STANDARD 2.C.1

Published General Education Requirements

Baccalaureate and academic or transfer associate degree programs at UAS include a substantial core of general education instruction with identifiable outcomes that help students master six competencies:

a. Written and oral communication;
b. Quantitative reasoning;
c. Information literacy;
d. Computer usage;
e. Professional behavior; and
f. Critical thinking.

The competencies are detailed in the academic catalog and are addressed in the assessment plans for each of the undergraduate degree programs. The general education requirements (34 credit hours) are also explained in the catalog, as are the Associate of Science degrees core of GERs (15 credit hours), and the certificate program requirements for written and oral communication, human relations, and computation skills.

STANDARD 2.C.2

Rationale for GERs

The UAS general education requirements are in concert with BOR policy P10.040.04, which defines the categories for the common core and details distribution of the minimum 34 GRE credits among the core categories. The list of GER courses and instructions to students are provided in the Academic Catalog by award.

The rationale for the GERs for degree programs is provided by BOR policy P10.040.04, which states "University of Alaska general education requirements will provide a nucleus of a broad cultural background that includes a critical awareness of the human heritage, of the challenging

requirements and opportunities of the present and future, and of the complexities and possibilities of the human mind and spirit."

STANDARD 2.C.3
Scope of GERs

The UAS general education requirements include the following:

Table 2-45

Competency/Discipline	Credit Hours to Meet GER
Written communication skills	6 hours
Oral communication skills	3 hours
Humanities and Social Science	15 hours (at least 3 in general humanities and 6 in social sciences from 2 disciplines)
Mathematics and Natural Science	10 hours (at least 3 in mathematics and 4 from the natural sciences, including a lab science)

There is some discussion at present of adding a business course to the GER list. However, some faculty are opposed to this addition on the grounds that it does not fit either the BOR policy or the NWCCU definition of a GER.

STANDARD 2.C.4
Transfer of Credit

Transfer in and acceptance of credit toward a degree from an institution outside the UA system is based on a comparison of course descriptions and syllabi with those of UAS courses for which the transfer credit is to be substituted. Where courses are comparable, credit toward the appropriate degree requirement is awarded. UAS accepts students from a wide variety of institutions in the lower 48. To date, no pattern with one or a small set of institutions has been identified.

Generally, a transfer applicant who has attended another accredited institution is eligible for admission provided the applicant has earned a 2.0 (C) cumulative grade point average in previous college work. UAS reserves the right to reject work of doubtful quality, to require an examination before credit is allowed, or to determine applicability to GERs and program requirements.

Transfer of credit among the various campuses of the UA system is governed by BOR policy P10.04.06. In system transfer policies must meet the three guidelines established by the BOR:

1. Enhance the ability of students to achieve their educational goals;
2. Expand student access to educational opportunities at the University of Alaska; and
3. Recognize the distinction and maintain the integrity of individual degree programs.

With respect to GERs, the BOR has directed that credit for coursework successfully completed at one University of Alaska institution toward fulfillment of the general education requirements at that institution transfers toward fulfillment of the same categories at all other University of Alaska institutions. This applies even if there is no directly

matching coursework at the institution to which the student transfers.

UAS credit transfer policies adhere to these requirements and are described in detail in the Academic Catalog on pages 14-15.

Credits may be awarded for Military Experience according to American Council on Education recommendations, up to a maximum of 8 semester hours for undergraduate certificates, 15 semester hours toward the associate degree, and 30 semester hours toward the bachelor's degree.

Students who have attended foreign institutions and plan to transfer these credits to UAS must provide an official statement of educational equivalency in English.

STANDARD 2.C.5

Academic Advising

In Juneau, the Student Resource Center advising staff provides academic counseling for the associate of arts students. Student Resource Center staff also advise bachelor degree seeking students entering the Juneau campus who are unsure what degree they would like to pursue. Center staff are trained to assist in transitioning undeclared students into a degree program within the first 60 credits at UAS.

Until recently, this staff also advised students for the first two years of baccalaureate study or as long as the student was in pre-major status. At that time, advising was taken over by a program faculty member. However, as part of the program review and outcomes assessment process, faculty determined that the early transfer of a student to program faculty substantially increased the probability that the student would remain at UAS and would graduate. The social science faculty pioneered the transfer of advising as soon as the student states an interest in a major program area. This process is now being adopted by other units in the Schools.

Faculty and trained advisors at Ketchikan and Sitka advise program students.

In 2008, advisors from all three UAS campuses revised the advising handbook to assure that policies and procedures are the same throughout the region, including certificate and degree programs accessible by distance students.

On the most recent Noel-Levitz Student Satisfaction Inventory, advising was listed as one of the strengths of UAS, with students giving high importance and high satisfaction to the following statements: "My academic advisor is knowledgeable about requirements in my major" and "My academic advisor is approachable." The first statement, which was the second highest in priority order, may reflect the trend to have faculty assume advising responsibility for the student as soon as he/she indicates an interest in the major or discipline.

STANDARD 2.C.6

Developmental Coursework and Ability to Benefit

All UAS students registering into Math or English courses must take placement tests prior to enrollment. Students may only register for classes indicated by placement test results. There is no time limit with any placement test. The testing software used is Accuplacer for Math, English, and Ability to Benefit (ATB) tests. Cut scores for placement are the purview of the Math and English faculty.

Degree seeking individuals 18 years or older who have not earned a high school diploma or GED must take the ATB Test, in order to demonstrate that they can benefit from a college education. If the individual has already completed 60 college credits, the ATB test is not necessary. Individuals taking the ATB test on Accuplacer are permitted to retake the entire test after a 14-day waiting period. The regular Accuplacer test cannot be used to validate Ability to Benefit.

On the basis of placement test scores, students may be directed to developmental Math or English courses. The catalog identifies courses numbered 050 through 099 as pre-college level or remedial courses. Credits earned in these courses do not count toward an associate or baccalaureate degree and are taught by regular faculty or carefully selected adjunct faculty.

STANDARD 2.C.7

Adequate Faculty

Generally, the numbers of faculty are adequate for the educational levels offered. Most certificate programs are conducted by only one full-time faculty, supplemented by experienced adjuncts, but this staffing pattern is justified by the relatively low number of students involved. Because academic faculty teach cross regionally, faculty numbers for the BA Social Sciences and the BLA General Studies are enhanced. Regular full-time faculty strength by school and highest degree is shown in Table 2-46.

As would be expected, the School of Arts and Sciences that is responsible for the greatest number of degrees has the largest regional faculty.

Table 2-46
Regular Faculty by Rank
Fall 2008

School	Doctor	Master	Bachelor	Other	Total
Arts and Sciences	35	17	1		53
Career Education		4	7	6	17
Education	12	4			16
Management	5	10	3		18
Total	52	35	11	6	104

Faculty conditions and issues are discussed in more detail in Standard 4.

Only a few UAS vocational programs lead to a state or national licensing exams: Health Information Management, Certified Nurse Aide, automotive, marine oiler, and others. Scores that are reported are in the Missions and Measures Report to the Alaksa Legislature in the Exhibit Room.

STANDARD 2.C.8

Licensing and Placement Rates

2.D | GRADUATE PROGRAMS

The Educational Quality goal of the UAS Strategic Plan addresses graduate programs under the objectives of Teacher Education and Business, Public Administration, and Information Systems. To meet these objectives, UAS offers graduate degrees in the School of Education and the School of Management under the leadership of a Dean of Professional Studies. The Graduate programs have a long history at UAS, beginning in the 1970's. Each field of study has been continuously revised to provide practice oriented, Alaska relevant programs characterized by intellectual excellence, and high ethical standards. Program assessments in Education have led to improvements and expansion into new disciplines in high demand fields such as Special Education, Mathematics Education, Reading Specialist, and most recently Educational Leadership. The Management program reviews led to reinstatement of the MBA to better serve current business needs in the region and the State.

STANDARD 2.D.1

Graduate Degree Programs and UAS Mission

School of Education professional degrees leading to initial licensure are the Master of Arts in Teaching (MAT) for Early Childhood Education, Elementary, or Secondary. The Master in Education programs extend classroom skills and abilities of practicing teachers with specialties in Early Childhood Education, Educational Technology, Reading Specialist, Mathematics Education, Special Education, and Educational Leadership. Graduate Certificates provide the institutional recommendation to the Alaska Department of Education and Early Development for endorsement. Graduate Certificates are available in Early Childhood Education, Educational Technology, Elementary Education K-8, Mathematics Education K-8, Reading Specialist, and Special Education. Education degrees are sequenced for completion under a cohort model (Elementary and Secondary) or over six semesters (Early Childhood). MAT cohorts are full time for a calendar year.

The School of Education programs embrace the conceptual framework for curricular coherence around the theme of Informed, Reflective, and Responsive Teachers for Alaska schools. National Council for Accreditation of Teacher Education (NCATE) specialized program accreditation was attained in fall 2004 and programs are scheduled for re-accreditation review in fall 2010.

The School of Management provides professional degrees in Business Administration (MBA) and in Public Administration (MPA). The MBA

and MPA programs serve Alaska by developing effective and efficient managers and administrators. Graduate faculty promote scholarly attainment and challenging study in a supportive environment. The MBA was suspended for two years and reinstated in 2004 as a cohort model, web based degree.

Management graduate degrees serve professionals already employed in the fields of business and public administration. Both are delivered through a variety of web based technologies with the courses sequenced for completion within six semesters to accommodate working adult course taking patterns.

Table 2-47
Masters of Art in Teaching (MAT)
2004–2008

	2004	2005	2006	2007	2008
HEADCOUNT (FALL)					
MAT - Early Childhood Education	-	1	1	-	3
MAT - Elementary Distance	3	19	44	49	54
MAT - Elementary Education	37	21	14	12	16
MAT - Undeclared	2	1	-	2	2
MAT - Secondary Education	30	28	29	31	37
Total	72	70	88	94	112
DEGREES AWARDED (AY)					
MAT - Early Childhood Education				1	
MAT - Elementary Distance	3		3	11	12
MAT - Elementary Education	16	12	23	8	12
MAT - Secondary Education	33	24	25	22	25
Total	52	36	51	42	49

Table 2-48 Master of Education (MEd) 2004–2008					
	2004	2005	2006	2007	2008
HEADCOUNT (FALL)					
MEd - Early Childhood Education	11	8	4	7	8
MEd - Educational Technology	24	17	23	15	24
MEd - Elementary Education	3		1		
MEd - No emphasis recorded	3		1	1	
MEd - Reading	28	36	31	24	22
MEd - Special Education				21	36
MEd Education					11
Total	69	61	60	68	101
DEGREES AWARDED (AY)					
MEd - Early Childhood Education	4	5	7		7
MEd - Educational Leadership	1	1			
MEd - Educational Technology	3	15	11	7	13
MEd - Elementary Education			1		
MEd - Reading	1	4	14	14	18
MEd - Secondary Education	3			1	
Total	12	25	33	22	38

Table 2-49 Master of Business Administration (MBA) Master of Public Administration (MPA) 2004–2008					
HEADCOUNT (FALL)					
	2004	2005	2006	2007	2008
MBA	18	36	34	29	36
MPA	24	16	21	28	28
DEGREES AWARDED (AY)					
MBA				12	18
MPA	13	11	5	12	11

Graduate program headcount and degrees have shown growth over the past five years, as seen in the Tables 2-47 through 2-49.

STANDARD 2.D.2

Graduate Level Study

The graduate programs across both schools are consistent with the institutional curricular policies for graduate education contained in the 08/09 Academic Catalog, pages 117-136 and the UAS Faculty Handbook. Students with bachelor's degrees and strong content background are eligible for graduate admission. The Graduate Committee, a standing committee of the Faculty Senate, is responsible for policy,

Table 2-50 School of Education Graduate Certificates	
	AY 2008
Early Childhood Education	5
Education Technology	5
Elementary Education	5
Mathematics K-8	1
Reading K-8	6
Total	22

program approvals, course approvals, and changes for graduate programs within the governance structure for academic matters. Each School has two members on the Committee; one additional member must be a graduate student from one of the programs.

Graduate programs in Education and Management are guided by the UAS Strategic Plan for each field. The goals set out for expansion in teacher preparation are being met with the additional MAT cohorts in Sitka and expanding access to the elementary licensure with web based and blended use of technology. The PITAAS grant (described in Standard 3) from the US Department of Education has been expanded to graduate candidates and is supporting an increasing number of Alaska Native students for administrative and teaching positions.

UAS Education programs are noted for their high quality in Alaska and concentrations are in place for special education, educational technology, reading specialists, early childhood, and mathematics education. Table 2-50 shows graduates certificates awarded for these specialties. The Professional Educational Center provides current practitioners, paraprofessionals, and administrators with programs that respond to state and national mandates and standards. This arm of the School of Education continues a strong presence in serving School Districts with certification and recertification opportunities. The Professional Education Center is further discussed in Standard 2.G.1 – 2.G.8.

Faculty in both schools have completed extensive evaluation of programs both as a result of the required five year program review and, in the case of Education, to prepare for NCATE accreditation. These evaluations have resulted in considerable program change.

Masters of Arts in Teaching (MAT)		
Learn	**Engage**	**Change**
◆ Alaska experiences teacher shortages each year	◆ Work with school districts and administrators statewide on program development.	◆ Expanded Secondary MAT to areas outside of southeast Alaska;
◆ To some extent, the MAT programs also address many of the specific needs noted under MEd; as noted in the Change column		◆ Expanded MAT Elementary to include Sitka;
		◆ Developed a new MAT in Special Education;
		◆ Developing a dual certification with Elementary Cohort program.

Masters of Education (MEd)		
Learn	**Engage**	**Change**
◆ Alaska needs more special education teachers;	◆ Participation and data from partner schools, Carnegie Learning, the Department of Education and others.	◆ Changed the endorsement program in SPED to an MEd. Increased enrollment by approximately 100%;
◆ Alaska needs more teachers certified in mathematics;		◆ Developed a new MEd program in Mathematics Education;
		◆ Secured grant funding to support students in the program;
◆ Alaska needs more teachers certified as building principals.		◆ Developed and implemented a new MEd in Educational Leadership. Goal: graduate 20 students in the next two years.

Masters Business Administration (MBA)		
Learn	**Engage**	**Change**
◆ Need for graduate business education by place bound adult learners;	◆ Examine Alaska Department of Labor and Workforce Development; consult with employers	◆ Re-instate the suspended residential MBA to web based model.

Masters Business Administration (MPA)		
Learn	**Engage**	**Change**
◆ Monitoring of competencies and other programs indicated a need to gain commitment from students earlier and enforce stronger sequence in courses;	◆ Program faculty; advisors	◆ Admission procedure changed to require admission after the intro course; courses identified as "first year"; and "second year" assume prior knowledge.

All Graduate Programs		
Learn	**Engage**	**Change**
◆ Need for standardized competencies similar to the Undergraduate Programs;	◆ Graduate Faculty and Graduate Committee;	◆ Adopted three Graduate Competencies;
◆ Need for better assessment framework specific to graduate education;	◆ Examine other assessment frameworks, analyze the key skills graduate education should develop, in addition to the specific subject matter knowledge in each program;	◆ Developing new competencies (see 2.D.2) for assessment and student ratings questions;
◆ Market needs for short term award including licensure (i.e. Graduate Certificates).	◆ Consultation with school districts, industry, and students indicated different approaches for SOE and SOM.	◆ SOE developed several new masters degrees from specialties;
		◆ SOM does not offer certificates and will explore this option.

STANDARD 2.D.3

Doctoral Study

UAS does not provide any doctoral level coursework or program.

2.D Summary | Graduate Programs

Strengths

UAS has a suite of graduate programs targeted at the region's largest professional employers: schools, government, non profits, native corporations, and private business. Increases in enrollment over the past five years indicate that these programs are responding to Alaska's needs.

Challenges

Professional programs face continual challenges in keeping up with current practice and changing requirements. UAS programs are no exception.

Courses of Action

Education programs will maintain NCATE accreditation as evidence that they meet or exceed current standards. The MBA and MPA programs will maintain quality through continual assessment and review.

2.E | GRADUATE FACULTY AND RELATED RESOURCES

STANDARD 2.E.1

Graduate Program Resources

Faculty who teach at the graduate level are highly qualified for their positions by academic credentials, rank attainment, and the specialized experiences they bring to their program assignments. A significant number of new faculty positions have been added in response to changing needs in both Schools. Adjunct faculty hold academic credentials and specialized disciplinary expertise comparable to the full time faculty.

Faculty are provided a workload allocation to maintain active scholarship in their field of expertise and are supported with university resources to engage in professional conferences. Standard 4.B discusses the variety of funding sources for professional development research and scholarly engagement available to Management and Education faculty.

Faculty positions in Education and Management have increased since 1999, so that these graduate programs have adequate full time faculty and that the regular assignment of adjuncts is at an appropriate level. Education has added positions in Reading, Mathematics Education, Special Education, Educational Leadership, and an additional Secondary Education faculty member. The School of Management has added Marketing, Finance, Entrepreneurship, and a second faculty in Public Administration. Both Schools have veteran adjuncts with a long history with these programs.

Graduate faculty and program support personnel have adequate and well equipped offices and classrooms all on the Juneau Campus. The renovations of office space, the new Egan Classroom wing, and expanded facilities for food service, bookstore, and recreation contribute to a wholesome environment for faculty work.

Graduate faculty whose programs are serving students across the State rely on multiple applications of software to structure and enhance the web based environment of UAS program delivery to its students. Web based technologies, video and audio streaming, course management systems, and email systems are critical to a quality experience for both the teacher and students. UAS has made tremendous strides in providing robust systems. Keeping current with changing technology and the inaccessibility of rural and remote students to quality technology access is still a major issue in Alaska. Standard 5 discusses the information technology resources in detail.

Graduate programs require substantial library resources that are available to faculty and students using the latest in information retrieval techniques. Information resources are consistently well managed by the UAS Egan librarians. The library has been proactive in providing databases, online tutorials, and inter-library loan services to distance as well as residential students. Standard 5 discusses library resources in detail.

School Districts, particularly in Southeast Alaska, provide the elementary and secondary classroom laboratories and master teacher supervisors for interns. Many Districts have partnered with UAS for over three decades in preparing teachers for Alaska schools.

Support for students at rural locations continues to be an area for improvement although each School devotes administrative staff to supporting faculty and students in their programs. The recent hire in the School of Management of a support person who concentrates on the needs of distance students provides support, including general advising, and financial aid consultation.

STANDARD 2.E.2

Continuing Commitment of Resources

UAS has greatly expanded its graduate programs in the last decade in both schools. MAT and M.Ed now provide a broader range of specialties. The MBA was reinstituted to provide graduate study to business administration once again.

Graduate faculty enjoy the faculty development resources available to all UAS faculty including Wilson Funds, Teaching and Learning grants, Chancellor's Fund, and department professional development funds, all discussed in Standard 4.A.3. Graduate faculty are regularly among those awarded sabbatical leaves.

STANDARD 2.E.3

Full-time Faculty

The academic qualifications of the graduate faculty are commensurate with the degree programs that they teach. Graduate faculty are contracted exclusively to teach and perform research and scholarship at UAS. Vitas are available in the exhibit room.

STANDARD 2.E.4

Adequacy of Faculty Assignments

Faculty who teach in the graduate programs are adequate in number and are sufficiently diversified to provide effective teaching, advising, and scholarship, and to participate in curriculum and policy development, evaluation, assessment, and institutional planning. Workload assignments provide sufficient diversity among a faculty group in order to ensure that the advising, governance, scholarship, and other professional obligations are met for the degree programs. Workloads are maintained by the Provost Office in electronic format.

STANDARDS 2.E.5 – 2.E.6

Not applicable to UAS.

2.E Summary | Graduate Faculty and Related Resources

Strengths

UAS graduate programs are delivered by a strong faculty that is adequately supported for professional development, research, and scholarship. Excellent Library and Information Technology services are available to graduate faculty and students.

Challenges

Support for distance students is a constant challenge, given the geography of Alaska and the resultant transportation difficulties. This is a particular issue in the MAT programs that require supervision of practica and internships in rural areas of the state.

Increasing cost of salaries for business faculty based on Oklahoma salary survey data dictated by UA Bargaining Unit requirements, have had a substantial impact on the operating budget of the School of Management. That in conjunction with reduced state legislative support for compensations fixed cost increases is negatively impacting the non personal services budget at the school.

Courses of Action

Both schools will maintain administrative support staff to deal with distance students and to handle routine advising, scheduling, and financial aid inquiries.

Recruitment for increasing adjunct faculty pools wills be implemented to increase offergs with less impact on budgets.

2.F | GRADUATE RECORDS AND ACADEMIC CREDIT

STANDARD 2.F.1
Graduate Admission Policies and Regulations

Admission requirements are set by faculty for each of the graduate programs. The requirements ensure that students are qualified for admission to graduate study based on previous academic credentials and experience. The requirements for admission are consistent with the UAS mission and goals. Admissions by School are contained in the Graduate Studies section of the UAS 08/09 Academic Catalog: Graduate Studies. These are also available at the School websites by Degree Program.

STANDARD 2.F.2
Graduate Applications

Documents required by the graduate application processes include a formal application, official transcripts, professional vita, and statement of professional objectives that are then evaluated by faculty in accordance with each School's procedure. Applications requirements are contained in Academic Catalog, pages 121-133.

STANDARD 2.F.3
Graduate Program Governance

The Graduate Committee, a standing committee of the UAS Faculty Senate, is charged with all curriculum matters including all policy governing graduate study. The Provost serves as the Graduate Dean in the approval of all graduate academic matters including degree requirements.

The Graduate Committee is composed of two members from each School offering graduate programs and a student who is currently enrolled in or recently graduated from UA. The student position rotates between the two Schools, but has not been regularly filled. The records of actions taken by this Committee are maintained by the Registrar and posted on the Provost's Office website for Curriculum Committees.

STANDARD 2.F.4
Graduation Requirements

All requirements of this standard have been established by graduate faculty serving on the Graduate Committee and the UAS Faculty Senate and are contained in the Academic Catalog for each degree. The requirements are determined and evaluated by the applicable faculty.

STANDARD 2.F.5
Transfer of Graduate Credits

The policies regarding transfer of graduate credit are set forth in the 2008-09 Academic Catalog, page 118. These policies were developed by the Graduate Committee and are in accordance with policy on Transfer from the BOR. P10.04.060

STANDARD 2.F.6
Internships, Field Experiences, and Clinical Practices

All internships are offered within the academic courses required of the program. UAS does not accept credit for prior experiential learning in any of its graduate programs.

2.F Summary | Graduate Records and Academic Credit

Strengths

UAS graduate programs have clearly articulated admissions procedures and graduation requirements that are controlled by faculty. All requirements are published in the Academic Catalog and program recruitment materials.

Challenges

The self study identified no challenges for this sub standard.

2.G | CONTINUING EDUCATION AND SPECIAL LEARNING ACTIVITIES

UAS implements the Vocational, Technical, and Continuing Education goals of the UAS Strategic Plan with non credit; continuing education credits (CEUs), Workforce Credentials (non credit) and professional development credit (post baccalaureate). Continuing education is of special significance to the extended two year campuses at Ketchikan and Sitka, who are tasked by the BOR to maintain a focus on their community college missions.

Continuing education activities at UAS are administered by two units: the Office of Continuing Education on the Sitka Campus and the Professional Education Center of the School of Education in Juneau.

The Sitka office has the responsibility for building the clearinghouse capacity of non credit, continuing education. All campuses initiate and determine non credit workforce needs in the region. UA Performance Based Budgeting has added and is now using the new metric Non Credit Instructional Productivity Unit (NCU).

The Professional Education Center (PEC) is responsible for continuing professional education for teachers and other K-12 educators. Requests generated in Ketchikan and Sitka by local school districts are referred to the PEC.

STANDARD 2.G.1

Compatibility with Mission and Goals

Commitment to continuing education, credit, and non credit, is clearly detailed in the UAS Strategic Plan, the mission statement, and UA and BOR guidelines. Specifically, the BOR has reaffirmed the community college mission of the extended campuses.

The UAS plan highlights five areas for continuing education:

- Provide leadership for regional maritime workforce development;
- Support workforce development process for key Southeast Alaska industries;
- Maintain program flexibility to ensure responsiveness to the educational needs of students and employers in the region;
- Expand natural resource technology training; and

- Facilitate continuing education programs which meet local needs for workforce development and upgrade opportunities.

All UAS continuing education efforts address one or more of these areas. For example, the UAS Ketchikan Marine Transportation Department provides a wide range of classes and training opportunities to mariners. Each year, over 150 individuals take part in training, with numbers growing each year. The department has grown to two full-time faculty members and a part-time coordinator. The department is the primary trainer for the Alaska Marine Highway System employees for Basic Safety Training and other required certifications for stewards and other onboard personnel.

In other areas, UAS has developed or modified existing programs to serve continuing education needs. Construction programs are conducting training funded by the Alaska Department of Labor for carpenter helpers. The AAS in Environmental Technology in Sitka has been suspended with resources redirected to support the non credit training of Alaska Training Technical Assistance Center (ATTAC). UAS Ketchikan has provided Geographic Information Systems (GIS) training to government and other local agencies over the last three years.

The campuses also provide short-term training in areas of industry or state certification such as oil burner maintenance, Hazwoper Certification, ATSSA Flagger and Forklift Safety Training, Long Term Elder Care, numerous marine transportation and operations specialties, and First Aid/CPR.

The UAS procedures for Continuing Education Programs and Trainings is found at UAS Procedures for Continuing Education. The site, UAS Sitka Community Education, also has relevant information and forms for the management of non credit offerings.

The Strategic Plan also commits UAS to assisting the state's K-12 educators in making "progress toward their own professional development goals and to respond to the demands of state and national mandates." Fulfilling this mandate is the responsibility of the Professional Education Center (PEC) located on the Juneau campus.

As a department within the School of Education, PEC works to support the staff development needs and goals of Alaska's fifty-three school districts, as well as other educational organizations. Over the past four years, the PEC has served thirty-nine (74 percent) Alaska school districts. PEC also offers courses for the Alaska Department of Education and Early Development and the Alaska State Writing Consortium.

STANDARD 2.G.2

Academic Credit and Policy A-6

The 08/09 Academic Catalog defines the Continuing Education Unit as "a nationally recognized unit of credit granted for participation in education experiences under responsible sponsorship, capable direction, and qualified instruction that has a ten-contact-per-credit ratio. CEUs are not convertible to degree credit. Course numbers for continuing

education are 001-049. Non credit is a course offering for which no credit is awarded by the institution." (p. 140-141)

Non credit courses include the number of clock hours for each offering. The UA non credit metric combines the clock hours and converts the total to CEUs for purposes of the UA PBB reporting. These offerings are not equivalent in value; however, the metric is used for setting targets and goals for performance.

UAS transcripts reflect the CEUs earned based on the national standard of ten hours for one CEU. Non credit trainings earning CEUs are posted to participants' transcripts by title only.

Contractual Relationships with Institutions not Regionally Accredited: Policy A-6

Proposals for professional education courses are submitted by school districts, the Alaska Department of Education and Early Development, and other agencies. Although these courses do not result in formal contractual relationships, the PEC does enforce academic elements of the activity. As noted in the Course Proposal Guidelines on the Professional Education Center webpage, all PEC courses must be led by instructors possessing a minimum of a Master's level degree, or they must be widely recognized as an expert in their field. The PEC works closely with requesting agencies to ensure that all requirements are met for adequate direct contact time, goals, outcomes, and course expectations. A 500 level course requires at least 12.5 contact hours for each one credit.

Course evaluations are completed by participants and submitted to the PEC upon course completion. Some partners prefer to use their own district specific evaluation, which is acceptable.

These documents are read and follow up with the sponsoring agency occurs if there is a question, concern, or need for clarification regarding the evaluations. This follow up is performed by the PEC Director.

UAS collaborates with the Alaska Department of Public Safety (ADPS) to offer the Law Enforcement training program administered by the Sitka Campus. The Sitka Campus has had a financial and academic training partnership with the ADPS since the early 1970s.

The recent program review of the Law Enforcement Certificate (18 credit hours) resulted in its suspension in 2008 to be replaced with an Occupational Endorsement (OE). To date the OE has not been approved pending a MOA that meets compliance with policy A-6 requirements. The Sitka Campus Director is responsible for compliance with the current MOA with the ADPS and for ensuring that the 2009 MOA will comply with all policy A-6 requirements.

The Provost's Council, consisting of School Deans and the Campus Directors, guides the offerings under this standard. The Deans review non credit and CEU courses and involve discipline faculty where appropriate. The offerings for non credit courses supplement the major fields of study and workforce development of the UAS Schools. All requests for professional development credit are handled by the PEC.

STANDARD 2.G.3

Planning and Evaluation of the Institution's Continuing Education and Special Learning Activities

The Office of Continuing Education

The Office of Continuing Education on the Sitka Campus is administratively responsible for the clearinghouse functions, and for promoting and supporting the continuing education activities held at a UAS campus or delivered on behalf of UAS to other locations where training is required. UAS serves many small communities in Southeast Alaska with non credit offerings to meet community needs and provide for workforce training. These activities are a major component of the outreach mission extending the university's resources throughout the region and state.

The Professional Education Center

All course proposals for ED193 and ED593 professional development credit are submitted to and reviewed by the PEC. A Proposed Course Offering (PCO) is created, then reviewed and approved by the Dean of Professional Studies. ED193 (special topics) are provided for paraprofessional in public schools.

STANDARD 2.G.4

Administration and Control

The Office of Continuing Education

The Office of Continuing Education ensures that arrangements are made for appropriate educational facilities, library or reference materials, instructional aids, and equipment consistent with the purpose, design, and intended learning outcomes of each learning experience. This applies to distance as well as on site courses.

The Professional Education Center

Due to the varying accessibility and vast expanses presented by Alaska's geography, a number of professional development courses are offered wholly via blended technologies. Depending on the point of origination of the course and the technology available at different sites, some distance courses are audio conference, while others may use the more recent application, Elluminate Live.

The PEC supports several statewide agencies, including the Department of Education and Early Development. The professional

STANDARD 2.G.5

Technology Mediated Courses

development course offerings with these statewide classes are often a "hybrid" of both face to face and distance connectivity. Others may be solely distance delivered.

STANDARD 2.G.6

Fee Structure and Refund Policy

The Office of Continuing Education

The Office of Continuing Education administers self support programs. Continuing education activities are expected to recover the direct costs (instruction, materials, brochures, postage, certificates, etc.) plus an administrative service fee. The service fee is used to offset a portion of the salaries and fringe benefits of the Office of Continuing Education staff and indirect costs, such as telephone, supplies, office space, and other institution and/or department operational costs.

The Professional Education Center

The Professional Education Center fee structure for professional development credit is determined by the Provost, upon approval of the Vice Chancellor for Administrative Services and the Chancellor.

Refunds must be requested prior to the course starting for all ED593 level, without exception. This policy is stated in both the Course Proposal Guidelines and is noted in bold type on every ED593 Course Registration form.

For ED193, as a regular academic credit course follows the refund policy in the UAS Catalog.

STANDARD 2.G.7

Granting Credit for Continuing Education

Continuing education courses that carry credit conform to the standard of one semester hour of credit for each 45 hours of student involvement. Examples of syllabi from credit bearing continuing education courses (primarily in education) can be found in the Exhibit Room.

STANDARD 2.G.8

Academic Credit for Continuing Education

In accordance with the UAS Academic Catalog, page 140, all professional development credit through the Professional Education Center requires 12.5 class contact hours per credit. This requirement is stated in the Professional Education Center Course Proposal Guidelines at both the ED193 and ED593 on the PEC web page.

All continuing education courses that bear academic credit are processed through the regular curriculum review process. Examples of curriculum committee review and documentation are found in the Exhibit Room.

The Professional Education Center outlines expectations and requirements for classes offered for professional development credit in the Course Proposal Guidelines at both the lower level (ED193) and the professional level (ED593) on the webpage, UAS PEC Website.

UAS does not offer credit for prior experiential learning.

STANDARD 2.G.9

UAS does not offer external degrees, degree completion programs, or special degrees.

STANDARD 2.G.10

UAS does not offer credit by outcomes alone or other non-traditional means.

STANDARD 2.G.11

STANDARD 2.G.12

Travel and Study Courses

The mission of the Academic Exchange and Study Abroad Services is to provide academic exchange and study abroad opportunities in both the United States and international colleges and universities. For over 14 years, UAS has been a member of both the National Student Exchange (NSE) and International Student Exchange Program (ISEP) consortiums. The Academic Exchange Office, a component of the Student Resource Center, is charged to advise prospective as well as incoming and outgoing exchange and study abroad students.

UAS provides academic exchange services and study abroad opportunities in consortium agreements. UAS does not provide an academic program that would be covered by Policy 2.4 or Policy A-6.

University eligibility for study abroad requires that the student is an admitted, full-time degree seeking student in good standing with the appropriate Grade Point Average (GPA). The minimum GPA for NSE is 2.5. For international participation the GPA must be at least 2.75. Specific programs and/or countries such as Japan require a 3.0 GPA. Along with university requirements, all students must complete an application and pay an application and processing fee. Applications consist of a student profile, essay, references, and transcripts. The final placement process is a face to face interview between the Academic Exchange Coordinator and the student.

Because the number of ISEP exchange students who come to UAS is tied directly to the number of students that the institution sends out, this number has decreased in the past several years. The majority of students who have participated have been from European countries with the exception of a student from Japan. All have rated their exchange as excellent and added a bit of cultural diversity to campus.

The Academic Exchange Coordinator, a three-quarter time staff position, prepares ISEP students for departure and provides an orientation for incoming students. The coordinator is one of two staff who are responsible for international student advising (F-l visas) and SEVIS reporting, and one of the three campus wide Orientation Leaders. The coordinator is the advisor of the internationally focused student group Global Connections. The Academic Exchange Coordinator has also taken on the role of the NSE Council Regional Coordinator for the 2008-2011 terms.

2.G Summary | Continuing Education and Special Learning Activities

Strengths

UAS has increased its attention to continuing education needs through establishing an Office of Continuing Education. The office has developed policies and procedures to standardize continuing education activity throughout the region. The Professional Education Center of the School of Education has been re-energized under new leadership and is providing essential professional development opportunities to school districts, the Alaska Department of Education, and other agencies.

Challenges

The new UA metric for measuring non credit productivity will require additional attention and reporting. Not all departments are yet aware of the policies and procedures developed by the Office of Continuing Education (OCE).

Issues with the Law Enforcement Training program have led to its suspension.

Courses of Action

An administrative manual is being prepared to promote expanded use of the non credit options. This package will include all policy statements, organizational structure, forms, and reporting requirements for non credit and/or CEU offerings. OCE will disseminate information about the new policies and procedures to faculty at the fall 2009 convocation and through regular communication with units that deliver CEUs throughout the year. UAS IR has set up a tracking system to report on the non credit production metric.

The Sitka Campus Director has been charged with developing an MOA with the Alaska Department of Public Safety that meets all UAS and Northwest Commission requirements in regard to the law enforcement occupational endorsement.

2.H | NON CREDIT PROGRAMS AND COURSES

STANDARD 2.H.1

Non Credit Programs and Course Management

The UAS Strategic Plan states that UAS "continues to honor its community college mission by offering vocational, technical, and continuing education courses and programs on its campuses. Each campus maintains close ties with business and industry to identify current and emerging training needs."

In AY 07/08, the Provost assigned the Sitka Campus the responsibility for building the capacity of non credit and continuing education offerings by UAS campuses. With concurrence of the Provost's Council, the "Policy for Continuing Education Programs and Trainings" was adopted August, 2008.

The OCE has developed the policies, procedures, and forms required. The OCE maintains the database and has responsibility for recording Non Credit Instructional Productivity (NCU), which meets requirements for the non credit metric of Performance Based Budgeting. The approval process for non credit courses begins with a request to the OCE for an offering which is sent to the appropriate School Dean for approval of instructor and course syllabi. The Dean involves the relevant faculty to provide disciplinary oversight.

STANDARD 2.H.2
Non Credit Instruction Records

The OCE maintains complete files on non credit offerings, enrollments, syllabi, and assessments in the administrative systems. In addition, OCE is seeking more automation and is exploring class management and student registration software, designed specifically for continuing education programs.

STANDARD 2.H.3
Continuing Education Units

The Continuing Education Units (CEU) course definitions used at UAS are consistent with Board of Regents policy which states "The CEU is a nationally recognized unit of credit granted for participation in education experiences under responsible sponsorship, capable direction, and qualified instruction that has a ten-contact-hour-per-credit ratio. CEUs are not convertible to degree credit. Course numbers for CEU courses are 001-049."

Procedures are in place to measure the quality of the continuing education experience as a whole. The OCE utilizes course evaluations to determine the quality of the student experience and whether the course needs improvement. Evaluation information also assists in deciding if a course should be repeated or offered elsewhere in the region.

CEUs are only offered for non credit experiences. Table 2-51 is a summary of recent non credit activity.

Table 2-51
UAS Non Credit Activity

Training Categories	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Total	%
Business / Work	46	63	109	6	6	53	283	7%
Construction / Maintenance	116	4	295		26	132	573	15%
Healthcare	25	162	193	59	175	218	832	21%
Marine Transportation / Operations		356	516	16	323	447	1658	43%
Natural Environment		16	134	29	34	98	311	8%
Personal Enrichment	40	22	34	23	33	62	214	6%
Total NCUs	227	623	1281	133	597	1010	3871	100%

Below is a sample of current programs providing training to employees in the industries of marine transportation and facilities; healthcare; construction and maintenance; and visitor and tourism.

Marine Transportation Program

Career Training for Ports and Marinas

Alzheimer's Disease and Related Disorders Program

Care of the Elderly Conference

EMS Leadership and Management Series

Regularly offer First Aid/CPR – BLS – ACLS classes

Backflow Assembly Tester Certification

Asbestos Abatement Certification

Hazardous Waste Operations Certification

Log Cabin Construction

Annually offer ATSSA Flagger Certification, Forklift Safety, Oil Burner Maintenance

Alaska Naturalist Program

2.H Summary | Non Credit Programs and Course Management

Strengths

The Office of Continuing Education has developed the administrative capacity and tools to provide structure and focus for non credit offerings in the region and is actively improving the process.

Challenges

The current on line registration does not require simultaneous payment; a burden for short courses that require paid enrollments before a proceed or cancel decision can be made.

Courses of Action

OCE will work with the Registrar and business office to develop a secure on line registration and payment system for non credit courses; a UA system issue.

The UAS Professional Education Center (PEC) will develop a plan to offer non credit courses in management and supervision to fill the void since discontinuation of the Certified Public Manager program.

The Sitka based Alaska Training Technical Assistance Center (ATTAC) will increase non credit training for water/wastewater operators.

Standard Three

Students

3.A | PURPOSE AND ORGANIZATION

University of Alaska Southeast (UAS) has set the following Student Success Goals in support of its mission:

- Focus on student learning.
- Develop and implement student academic support services accessible by both distance and on campus students.
- Foster a campus community that supports the recruitment and retention of a diverse student body.

The Student Services Department has programs in place to support these goals of the University and will be involved as the strategic plan is updated beginning late fall of 2009. Students are generally satisfied with the service provided by Student Services as evidenced by the Noel-Levitz Satisfaction Surveys that have been conducted every two years beginning in 2001.

STANDARD 3.A.1

Organization and Structure of Student Services

Student Services is organized under the leadership of the Vice Chancellor of Student Services and Enrollment Management who is responsible for the overall management and direction of the Student Services program for the region. Student Services staff in Ketchikan and Sitka report to their respective campus directors on day to day campus matters but to the Vice Chancellor for overall direction and policy matters related to student services. An organization chart for student services is found in the Appendix.

To ensure open and frequent communication, the directors of the various student services units meet weekly by audio conference. The entire division, including front line staff, meets on the last Wednesday of each month.

Despite the distance between the three campuses, regular communication is maintained through audio conference, instant messaging, email, and the staff work in support of one another. Juneau staff also provides periodic onsite training to Sitka and Ketchikan. Each regional staff member was involved in the development of the overall student services mission. Each department was involved in the development of

the department mission statements. Mission statements were revised in fall 2008.

As a member of the UA system, UAS is able to provide an array of services more commonly found on a larger campus for example. UAS receives support from the Banner student information system, access to legal counsel, institutional research, and training opportunities for staff from Statewide that would be difficult for a small university to provide on its own.

On campus and distance students can access essential Student Services such as admissions, registration, orientation, academic advising, financial aid counseling, career counseling, and textbook purchase on line or by telephone. In June 2009, student services and academic department staff who have a role in providing support to distance students held a two day retreat in Ketchikan to discuss how support to those students can be improved.

Exhibit 3-1 Notes of Two Day Student Services Ketchikan Retreat

STANDARD 3.A.2

Student Services Staff Qualifications

Each unit director supervises a staff that includes professional staff, technicians, and classified staff, as well as student employees. The numbers of staff in each department are sufficient to perform the function of the office.

The professional staff have either a graduate degree appropriate to their area of responsibility, or previous work experience which qualifies them for their assignments. While professional development opportunities are limited in Alaska, many of the directors and professional staff attend regional and national conferences to ensure they are current in their specialties. The UA system provides administrative computing to all UA campuses and personnel provide training on those systems. Training is ongoing and intensifies when new modules are added, such as Degree Works.

STANDARD 3.A.3

Appropriate Policies and Procedures

Student services policies and procedures are governed by Board of Regents (BOR) policy Chapter 9 – Students. Policy and regulations are proposed by the senior student services officers of the three main UA MAU campuses and then reviewed by system faculty and staff alliance governance groups, the campus faculty senates, the campus staff councils, and the Coalition of Student Leaders before final approval by the BOR. The reviews by the various governance groups and legal counsel ensure that the policies and procedures support the mission of the UA system and its MAUs. The annual publication of the UAS Student Handbook and the Academic Catalog conform to UA policy.

STANDARD 3.A.4

Adequacy of Resources

The UA annual budgeting process includes review of MAU requests by a statewide planning group for student services that assesses needs across the system and prioritizes requests for funding. The planning group's priorities are then reviewed by the Student Services Council, comprised of the three Vice Chancellors of Student Services and the UA Assistant Vice President of Enrollment and Student Services. Those priorities are then reviewed by four system councils before going to the Chancellors for a final internal review before submission to the BOR for approval.

UAS spends $1,858 per FTE in student services as compared with an average of $1,098 among ten peer institutions. Given Alaska's higher cost of doing business, expenditures are probably comparable with the peer group. Within the region, student services unrestricted budget grew from $2.6 million in FY 04 to $3.6 million in FY 08.

Juneau campus student service areas in the Mourant and Novatney buildings were reconfigured in 2008 into a one stop model that co-located Admissions, Registration, Financial Aid, and the Cashier. The lower floor of the Mourant Building has become one of the more attractive hubs on campus as students take advantage of the friendly atmosphere of the Native and Rural Student Center (NRSC) and the TRiO tutors to study in this space. The cafeteria is undergoing a face lift as well from the more traditional cafeteria look to more lounge spaces where students gather.

The Recreation Center (REC) which opened four years ago as a joint use facility shared with the Alaska Army National Guard is a remarkable facility for a university the size of UAS. The REC has a full size gymnasium, cardio work out equipment, running track, weight room, climbing wall, lounge, and various classrooms and exercise rooms. One weekend a month, the National Guard uses the gymnasium floor for drills, but other than that, students have full access to all of the exercise areas and classrooms.

The Ketchikan Campus underwent a complete renovation of the academic and administrative buildings during AY 05/06. The remodel focused on updating the facilities so they were more student centered and made better use of the space. During the spring of 2008, three areas on the Juneau campus were identified and upgraded to create space that encourages students to study and socialize together. Similar hubs are on the Ketchikan and Sitka campuses.

Student Services personnel are conveniently located in the academic hub of the Sitka Campus, near the registration and information desk, continuing education office, instructional services, multi-media classroom, and faculty suite. Two academic facilitators assist students with any technical problems they may be encountering with their coursework.

3.A Summary | Purpose and Organization

Strengths

Student Services at UAS is guided by the institution's mission and strategic goals. A highly qualified staff delivers services across the region to place bound as well as on campus students. Policies that govern student services are developed collaboratively and reviewed regularly. Student Services spaces on all three campuses are convenient and inviting.

Challenges

High travel costs and the aging of current student services staff provide challenges to professional development and staff stability. Several turnovers in key staff are expected in the next few years due to retirements.

Assuring that statewide student services policies take into account the needs of rural and distance students is a time consuming but essential activity for UAS staff.

Courses of Action

UAS will continue to creatively use technology for communication among regional staff and to provide professional development opportunities. Forward planning for retiring staff replacement is underway. UAS will continue to participate in statewide planning and policy review groups to represent perspectives on services for distance and rural students.

3.B | GENERAL RESPONSIBILITIES

STANDARD 3.B.1

Identification of Student Characteristics and Needs

The Juneau campus of UAS relies on the Noel-Levitz Retention Management System/College Student Inventory (CSI) to systematically identify the characteristics of the incoming student population. Completed survey forms are sent to Noel-Levitz to generate the reports. Two types of reports are returned to the institution, one with information important to the student and another aimed at academic advisors. The CSI has been administered during fall Orientation since fall 2002. Information gathered from this tool includes demographic data (age, gender, first generation college student, etc.) as well as a statistical summary that focuses on academic motivation, general coping, receptivity to support services, and specific recommendations for action. Between fall 2002 and fall 2008, 575 students completed the CSI.

Staff have made use of this information to make substantial changes in advising operations to better meet the needs of incoming students.

The Statewide System Office publishes the *UA in Review* annually. This publication includes student demographics from across the UA system. UAS generates more detailed student body profile reports through its Institutional Research office.

UAS has a variety of programs to encourage diversity or to assist students with special needs: TRiO, Preparing Indigenous Teachers and Administrators for Alaska's Schools (PITAAS), the Native and Rural Student Center in Juneau, and Title III grants in Ketchikan and Sitka. These programs provide special orientation programs, tutoring assistance, study skills workshops, and early alert assistance for students who are struggling in their courses.

Learn	Engage	Change
◆ CSI surveys given at fall orientations do not provide information on the majority of students	◆ Orientation staff members ◆ Academic advising coordinator ◆ Distance advisor ◆ Student Resource Center Staff	◆ Online CSI is now being utilized to reach distance students and others who do not attend on campus orientation
◆ Results from CSI surveys are not widely available to advisors	◆ Academic Advisor responsible for CSI facilitation ◆ Student Resource Center staff ◆ UAS Advising Group	◆ Beginning fall 2008 Information on academic motivation, general coping and receptivity to support services was provided to advisors ◆ Effective fall 2009 CSI information will be made available to the Academic Advisors in the specific schools
◆ Data from CSI surveys are not effectively utilized by advisors	◆ Academic Advisor responsible for CSI facilitation ◆ SRC Staff	◆ Beginning in fall 2009 advisors will utilize CSI information to conduct outreach to individual students

STANDARD 3.B.2

Student and Faculty Participation

BOR policy P09.01.060 authorizes the President and Chancellors to involve students in committees as deemed appropriate. Students at UAS are routinely involved with the Grievance Committee, Teaching Learning Technology Roundtable, the Dining Services Advisory Committee, Safety Committee, and many of the hiring committees for Student Services positions. The student body president is invited to the UAS Juneau Advisory Council and has a standing place on the agenda to report on issues and activities concerning students.

Student governance groups are involved in the development and review of BOR policies through the UA Coalition of Student Leaders. The Coalition meets in Juneau every February for the annual Legislative Affairs Workshop. The workshop is organized by the Juneau campus student government and attended by 40 to 50 student leaders from around the State. The culmination of the four day event is two days at the State capitol building meeting with legislators and staffs regarding issues of importance to students.

Most recently, faculty and students have jointly focused on student retention issues through the Student Success Task Force and its various subcommittees. The Ad Hoc Committee on Cultural Infusion composed of faculty, staff, and students is exploring the unique cultural background of Native students and identifying ways in which UAS can improve the teaching and learning environment for this population.

Exhibit 3-2 Minutes of Student Success Task Force

Exhibit 3-3 Minutes of Committee on Cultural Infusion

STANDARD 3.B.3
Readily Available Policies

Students Rights and Responsibilities and the Student Code of Conduct are in the UAS Student Handbook and the Academic Catalog. The handbook and catalog have identical content that covers student grievance procedures, expectations for behavior on campus and in the classroom, and policies regarding either verbal or physical violence, harassment, or academic dishonesty. On the residential campus, the Residence Life Handbook is distributed to students in an electronic format.

The Director of Student Services serves as the hearing officer for the university. This position coordinates the hearings for academic program or grade dispute appeals for UAS. Three faculty appointed by the deans and two student representatives appointed by student government serve as the Academic Decision Review Committee. The Committee meets as needed but meetings are rare.

The director also serves as judicial officer for UAS. The Judicial Board has the same composition as the Academic Decision Review Committee, but different individuals serve on each. The Judicial Board is rarely convened because most disciplinary matters are informally resolved by the director. The Residence Life Coordinator and Residence Life Manager serve as the conduct officers for infractions that occur at student housing. The Director of Student Services reviews student housing conduct decisions in the event of an appeal.

STANDARD 3.B.4
Student Safety

In recognition of the need to maintain a safe and healthy work and learning environment for students, faculty, staff, and visitors, UAS created the Office of Health and Safety in 2001, with the Health and Safety Manager reporting to the Director of Facilities. The Office deals with safety and security issues on the three campuses.

On the residential campus, a Safety Committee with broad representation meets periodically to discuss safety issues. Student employees who drive UAS vehicles are required to undergo screening and training in UAS Safe Driver Program. Employees, including student employees, are invited to take First Aid CPR AED classes.

At the start of each semester, faculty in the vocational facilities, science classrooms, and laboratories provide their classes with a safety briefing on basic emergency procedures, the location of the nearest emergency equipment such as fire alarm pull station, extinguisher, first aid kit, and eyewash stations. Signals for evacuation and alert notification are discussed and the evacuation assembly areas are identified. The UAS Emergency Action Plan is posted in each classroom. This plan is discussed in more detail in Standard 8.

On the residential campus, walkways and pathways, sometimes

bordered by dense forest, connect the various areas of campus. These pathways are maintained free of snow and are well lit. Areas on either side of pathways are brushed to increase openness and visibility. The most distant forest pathway, between Student Housing and the Recreation Center, has video camera and flashing light equipped call boxes.

The main exterior doors to the residence hall are equipped with electronic locks. These doors remain in the locked position at all times. Students swipe their student ID cards through a reader to enter. A private security firm, Knightwatch Security, does periodic nighttime patrols on the main campus and provides a security presence at Student Housing.

Faculty works with the Risk Management Office to address risks associated with course activities and to determine when additional insurance should be made available to students. The Outdoor Studies department, by the nature of its activities, is the largest user of the additional insurance.

STANDARD 3.B.5

Academic Catalog and Student Handbook

The UAS Academic Catalog is published annually in three formats, CD, on line; and print copies for academic advisors and others. Information for the catalog is compiled from all departments of the university to ensure the catalog is an up to date reference for students, faculty, and staff. Newly admitted students receive a CD copy of the catalog with their certificate of admission. The catalog includes important and timely information such as the academic calendar, admission requirements and procedures, course descriptions, degree requirements, academic regulations and information, fees, refund policy, and important deadlines. The online version is updated periodically throughout the year and can be accessed at UAS Academic Catalog 2008-2009.

The Student Handbook is a valuable guide for students. Safety information, code of conduct, university policies, grievance procedures including student dispute resolution, and crime statistics are in the Student Handbook.

STANDARD 3.B.6

Evaluation of Student Services

The UA system administers the Noel-Levitz Student Satisfaction Inventory every two years. UAS generally scores higher in most of the student satisfaction categories than its sister institutions in Alaska, public 4 year institutions in the Northwest, and the nation as a whole. Table 3-1 displays UAS and national results for 2007, the last year in which the survey was conducted.

The 2007 survey for the Ketchikan Campus did show a number of areas of dissatisfaction but it was also administered at a time when the campus was undergoing a significant remodel of some of its main buildings. Campus staff believes that the disruption caused by the remodel negatively affected the scores.

Table 3-1 2007 Student Satisfaction Inventory						
	UAS			National Public 4 Year		
	Important	Satisfied	Gap	Important	Satisfied	Gap
Student Centeredness	6.03	5.56	0.47	6.05	5.08	0.97
Campus Life	5.61	5.10	0.51	5.66	4.84	0.82
Service Excellence	6.05	5.43	0.62	5.97	4.89	1.08
Campus Climate	6.07	5.52	0.55	6.06	5.04	1.02

The UA system has contracted with the McDowell Group, a Juneau based research firm, to survey graduating seniors on their experience while at the University. Regional information from this survey is discussed in detail in Standard 2.B. UAS is currently working with the McDowell Group to follow up with students who left the University before degree completion to determine why they did not finish their UAS degree.

Exhibit 3-4 2007 Noel-Levitz Inventory

Exhibit 3-5 McDowell Group Survey

In the winter/spring of 2009, each Student Services department completed an assessment of their service using the Council for the Advancement of Standards (CAS) in Higher Education Self Assessment Guides. The guides supply a comprehensive assessment tool by which each department could rate the service it provides. Through use of the guides, the departments were able to see where change needed to take place.

Exhibit 3-6 CAS Self Assessments

3.B Summary | General Responsibilities

Strengths

UAS uses the results of the CSI, the CAS Self Assessment, and other sources to monitor the effects of its services and to make modifications as needed. The institution provides a variety of opportunities for students to be meaningfully involved in decisions that affect them, both on the regional and the UA system level. Policies governing student roles, responsibilities, and conduct are clearly articulated and published in the Academic Catalog and Student Handbook and are available on line.

Challenges

Although students generally rate student services at UAS quite highly, there are always areas that need attention. Assuring that all departments and units on all three campuses have timely access to student satisfac-

tion information is an issue. Using the individual student information from the CSI to provide outreach is also a challenge. The need for student involvement is not always obvious to faculty and staff groups. All students in the region need periodic reminding that they are subject to the provisions of Student Rights and Responsibilities policies.

Courses of Action

Beginning in fall 2009, all advisors will receive copies of the CSI reports for their advisees and will be required to schedule a session with each student to go over the information.

During the coming academic year, Student Services staff will host a UAS round table discussion around student satisfaction survey results and the information yielded by the McDowell report on student attrition.

Student Services will email all incoming fall 2009 students to direct them to the Student Handbook website. Similar emails will be scheduled for the beginning of each fall and spring semester thereafter.

3.C | ACADEMIC CREDIT AND RECORDS

STANDARD 3.C.1

Award of Credit

Courses for credit are carefully screened for academic rigor and quality by the Curriculum Committee or the Graduate Committee depending upon the level of the proposed course. The Registrar's Office maintains course approval forms and ensures that all courses have received proper review. Academic requirements and policies are clearly stated in the UAS Academic Catalog, and specific graduation requirements for each degree are detailed. Grading and verification of graduation requirements are carefully completed and generally reviewed by a second party before being finalized and permanently recorded. The records are stored on line or in a secure, fireproof room in the Registrar's Office.

The type and number of contact hours are reviewed by the Registrar's Office staff to ensure that the proper numbers of credits are granted for every course.

Courses are classified as lecture, laboratory, internship, seminar, practica, independent study, directed study, seminar, professional development, continuing education unit, or non credit, and are transcripted accordingly. UAS requires a minimum of 750 minutes of lecture for each credit, or twice that amount (1,500 minutes) of lab to equal one credit. Practicum or internships are required to have 3,000 minutes per credit hour. Credit awarded is consistent with the BOR regulation R10.04.090.

Students may challenge grades by following the protocol outlined in the Academic Catalog or Student Handbook under academic dispute resolution.

STANDARD 3.C.2

Criteria for Student Performance and Achievement

Faculty in the appropriate departments use clearly stated criteria for evaluating student performance and achievement in their courses, including portfolios and theses, appropriate to the degree level. Assessment criteria are included in the initial course approval documents submitted for review by the Curriculum Committee. Space is provided on UASOnline! for instructors to post course detail and expectations.

STANDARD 3.C.3

Degree and Non Degree Credit

UAS separates courses by undergraduate, graduate, and professional development credits; continuing education units (CEUs); and non credit. In the Academic Catalog, CEUs are assigned a course number between 001 and 049. Courses numbered between 050 and 099 are considered developmental in nature and do not count toward a degree or certificate. Courses numbered 500-599 also do not count toward graduation and are considered professional development classes. Credit, non credit, and developmental course information are clearly defined in the Academic Catalog and listed on the legend on the reverse side of official transcripts.

Faculty generally use UAOnline, a web based interface to Banner, for submitting grades, however paper grade submissions are also accepted. Grade submissions in either form are monitored and audited and then rolled to academic history. Grade point averages, academic standing, and honors are calculated at the end of the semester after grades have been submitted and entered.

STANDARD 3.C.4

Transfer Credit Procedures

Transfer credit is evaluated once an applicant has been fully admitted to a degree program. A course by course evaluation is performed for each transcript received. The Banner student information system keeps a permanent record of each course evaluated so that transfer credit will automatically apply should the same course come up for review in the future.

In the UA System, BOR policy provides that a student who has completed the general education requirements at one MAU and transfers to another MAU will be considered to have completed the general education requirements at the receiving MAU. In addition, any general education requirements completed at one MAU will count at another. This applies even if there is no directly matching coursework at the institution to which the student transfers.

Courses that are determined to fulfill a requirement are given an attribute to indicate that a requirement is satisfactorily complete. The university is currently implementing an online degree audit that should be available for student and faculty use in fall 2009. The *DegreeWorks* audit system will locate the course attributes and attach them to the appropriate predetermined requirement showing the student and the

advisor which requirements have been met, and which still need to be completed.

UAS transfers course work with grades of C or better. Pass (P) grades are transferred when the transcript guide indicates the P grade is equivalent to a C or better. To assist transfer students, a list of transfer courses are found in the self service area of the Web at UA Student Transfer Credit Resource Site. Courses transferred from accredited institutions during the past ten years can be located via a course and/or institution search. This guide gives the student an idea of the potential transferability of their host institution courses.

STANDARD 3.C.5

Security of Student Records

The permanent student records database, located at the UA statewide offices in Fairbanks is maintained with a high level of security. Initial approval for granting access to Banner and student records rests with security managers on the campuses; a second level of approval occurs at the statewide level. Student, financial aid, finance, and human resources each have a security manager. The UAS Registrar's Office has developed a Family Educational Rights and Privacy Act (FERPA) tutorial requirement for all new users prior to granting Banner access. A certificate is generated and attached to the security request after the applicant completes the tutorial.

The Registrar's Office is in the process of converting current student paper files created prior to Summer 2007 to an electronic format. Files waiting to be scanned are boxed and stored in a fireproof room that remains locked when not in use. Over one hundred boxes of records are being converted into microfiche through the State of Alaska Archive Office. Since summer 2007, all paper documents in a student's file are scanned into an electronic document repository called *OnBase*.

Student access to academic records is primarily through *UAOnline!*, a web interface to Banner. Student services available through *UAOnline!* include current and past catalogs, schedule searches, registration, adding or dropping, personal class schedule, grades, unofficial academic transcripts, and unofficial degree evaluations. Students may also use the site to initiate requests for enrollment verifications and official transcripts and for name or address changes.

There is no shared University of Alaska transcript. Each MAU produces and maintains the transcripts for its own courses.

Degrees, occupational endorsements, and certificates are awarded after verification of completion of program requirements by the Registrar, advisor, and appropriate school dean. Institutional honors are calculated and displayed on transcripts and diplomas.

3.C Summary | Academic Credit and Records

Strengths

Awarding of credit at UAS follows accepted practices. Credit policies, including types and transfer of credit, are clearly spelled out in the Academic Catalog. Students records are monitored and audited to assure accuracy and are maintained in a secure environment.

Challenges

No challenges have been identified in this area.

3.D | STUDENT SERVICES

STANDARD 3.D.1
Admissions Policies

The University of Alaska is an open enrollment institution by Board of Regents (BOR) policy P10.05. The University offers a wide range of undergraduate and graduate degrees in multiple disciplines. All programs have specific requirements that must be met before the student can be admitted.

Admission requirements are clearly stated in the catalog. Table 3-2 shows the minimum admission requirements for various programs of study. An Ability to Benefit exam is available to students who do not have a high school diploma or GED. Non degree seeking students are permitted to enroll in individual classes without being admitted to an academic program or to the university.

Table 3-2

Program of Study	Minimum Admission Requirements
Occupational Endorsement	One of the following: a. A high school diploma or GED, b. at least 30 semester credits of college level courses, c. be 18 years of age.
Certificate and Associate Degrees	A high school diploma or GED
Bachelor's Degrees	One of the following: a. High school diploma from an accredited high school or state certified home school program, with at least a 2.0 grade point average, b. a GED, c. 30 semester hours of college credits completed with at least a C grade point average.
Transfer Students	A 2.0 cumulative grade point average on coursework at another accredited school.
International Students	a. meet requirements for admission to their selected degree program, b. If English is not the student's first language, must achieve a minimum TOEFL score of 80 (internet based), 550 (paper exam) or 213 for computer test.

STANDARD 3.D.2

Diverse Student Body

The fall 2008 UAS student body had the following characteristics:

Table 3-3

Fall 2008 Term Student Count	Percent Minority	Percent Alaska Native	Percent Female	Percent Enrolled Full Time	Percent in Degree Programs
212 First Time Freshmen	38%	26%	60%	75%	59%*
Number of Students	81	54	127	159	125
2,954 Overall Student Body	25%	15%	64%	26%	52%
Number of Students	739	443	1891	768	1536
* Bachelor's Degree Programs					

Alaska is a very large and diverse state with great disparities in K-12 educational opportunities and preparation due to the remoteness of many communities. The UA Scholars Program was established in part to address this disparity. The program provides $11,000 scholarships to all of the students who are in the top 10% of their class from every high school in the state. In 2008, the Juneau campus added a housing scholarship to the UA Scholars tuition award, which helped to double the number of new UA scholars enrolling at that campus. For fall 2008, ninety percent of first time freshmen in the region were from Alaska. The average age was 21 compared to an average age of 33 for the overall student body.

UAS recognizes the diversity of its student population and has developed services and supports to assist students with particular needs and backgrounds.

TRiO Student Support Services – Juneau: TRiO is a federally-funded program that addresses the unique needs of academically capable individuals who are economically disadvantaged and without a family history of college attendance or who have a documented disability. Table 3-4 shows the performance history of the TRiO program.

Table 3-4

	Students Served	Percent of Goal	Percent of students eligible on two criteria	Percent of Goal
2005	126	79%	40	60%
2006	109	68%	42	63%
2007	108	68%	47	70%
2008	175	109%	75	112%

Of all TRiO students, 46 percent have a grade point average above 3.0 and an additional 47 percent have a GPA between 2.0 and 3.0. From September, 2005 to August, 2008 the TRiO student retention rate was 78 percent.

Exhibit 3-7 TRiO Annual Reports

Native and Rural Student Center – Juneau: The Native and Rural Student Center (NRSC) was established in 1996 to provide quality support services to Native and rural students promoting student retention and celebrating academic achievement and personal success. The NRSC provides a wide variety of services, including academic advising, peer mentoring, leadership development, and special programs such as Annual Native Graduation and the Native Oratory Contest. The NRSC also houses *Wooch.een,* the Native Student club, and the Gay Straight Alliance.

For the last year and a half, the NRSC staff has led a grassroots effort to address Alaska Native student success by hosting regular meetings of approximately 25 faculty and staff members. This group, the Cultural Infusion Action Team, has facilitated difficult dialogs, hosted book clubs, and led a number of initiatives aimed at integrating diverse cultural perspectives into the University.

Exhibit 3-8 NRSC Publications

Safe Zone: In February 2006, UAS offered its first Safe Zone training session to staff, faculty, and students through the Office of Residence Life and Student Wellness. This is a 90 minute interactive seminar on Gay Lesbian student issues and how to be an effective advocate for student minority populations while improving campus climate.

PITAAS: Preparing Indigenous Teachers and Administrators for Alaska Schools (PITAAS) program is a federal grant funded Alaska Native teacher training program established in 1999. Since its inception, 34 PITAAS students have graduated from a variety of UAS programs. During AY 09/10 the PITAAS program will add part-time staff members to the Sitka and Ketchikan campuses who will directly support students in those communities.

Exhibit 3-9 PITAAS Annual Reports and Publications

Title III – Ketchikan and Sitka: In the fall of 2004, the Ketchikan Campus received a Title III grant to develop student support services for rural and Native Alaskans on Annette and Prince of Wales Islands. The grant has provided resources to better serve UAS distance students in these areas through educational support centers in a major community on each island.

The Sitka Campus' Title III grant is in its fourth of five years. The grant activity focuses on identifying procedural issues encountered by students prior to and within the first few weeks of class. Facilitators then

advocate for streamlining those procedures to increase retention. The two Academic Technology Facilitators working in the advising center have assisted the campus in achieving a 14 percent increase in program completion rates over the period of 2004 – 2006 and a 16 percent increase from 2006 – 2007.

Disability Support Services: The mission of Disability Support Services (DSS) is to coordinate accommodations for curricular and extra-curricular activities for students with documented disabilities. Staff also assists with problem solving in disability related issues. At a student's initial meeting with the DSS Coordinator, a thorough intake is done regarding how the student's disability impacts their academic work. The assisted student is required to meet with the DSS Coordinator a minimum of at least once at the beginning of each semester thereafter. Students are encouraged to stay in contact with the DSS Coordinator about how their accommodations are working out and how they are doing academically, so that adjustments, support or referrals to support may be made. The Coordinator oversees the accommodations to students with disabilities at the Sitka and Ketchikan campuses. These campuses each have a person on staff that has been providing disability support services for a number of years.

Academic Exchange Office: The Academic Exchange Office offers opportunities for UAS students to study at other US institutions of higher education or at universities around the world. The Global Connection Club, under the sponsorship of the Academic Exchange Office, provides opportunities for students to learn about foreign cultures from other students who have traveled abroad or who are native to another country.

STANDARD 3.D.3

Appropriate Student Placement

UAS requires placement testing for new students in the areas of mathematics, English, and CIOS (for those students wishing to take courses in that discipline). Placement test scores are used to guide students into appropriate classes based upon demonstrated skills. Placement tests are administered through the Learning Centers on all three campuses as well as remotely with an approved test proctor.

Learn	Engage	Change
◆ Compass placement can misidentify skill level if students had difficulty with first few questions ◆ Placement testing not readily available to students outside Juneau	◆ Juneau, Sitka and Ketchikan Learning Center personnel ◆ Advising staff (regionally) ◆ Admissions staff	◆ Changed to more user friendly Accuplacer web based placement testing model spring 2008 ◆ Trained high school counselors in southeast Alaska to proctor Accuplacer
◆ No placement tests available for student who do not have a high school degree or GED	◆ Juneau, Sitka, and Ketchikan Learning Center personnel	◆ Acquired Accuplacer "Ability to Benefit" module to determine placement for such students in math and English courses as well as degree programs

Changes in placement testing exemplify the continuous improvement model of learn, engage, change.

The Learning Centers are certified to proctor many national tests, including the GRE and Praxis. Each of the campuses specializes in tests needed in its community. The three Learning Centers also proctor tests for students taking local and distance courses.

The Learning and Testing Center at Juneau maintains administrative control over *Accuplacer* testing in Southeast Alaska.

STANDARD 3.D.4
Continuation or Termination Requirements

Students who are admitted on probation (less than a 2.0 GPA at admission) have one semester to demonstrate their ability to succeed at UAS. If students do not meet the condition of admission, they are removed from their degree program until they earn a minimum of a 2.0 GPA.

Students who fall below a 2.0 GPA for a term and have at least a 2.0 cumulative GPA are given an academic warning, and are required to meet with an advisor prior to registering for a subsequent semester. Students are placed on probation when their cumulative GPA falls below a 2.0. They are then permitted to continue on probation for one additional semester to raise their cumulative GPA to a 2.0. Students who remain on academic probation for two consecutive semesters are removed from their degree program. Once a student reaches a 2.0, they may be re-enrolled in the degree program.

The standards to remain in programs and appeals to regain admission standing are clearly spelled out in the Academic Catalog and Student Handbook.

STANDARD 3.D.5
Clear Graduation Requirements

Graduation requirements for undergraduate and graduate students are published in the Academic Catalog. The guidelines are applied consistently in the certificate and degree verification process.

3.D.1 – 3.D.5 Summary | Student Admissions, Diversity, and Academic Progress

Strengths

UAS has a clearly defined and published policy of non-discrimination in its admissions policy, and admissions criteria are consistently applied. The university hosts a number of programs to support students of diverse backgrounds. Admissions test data are used to place students in the appropriate courses. Expectations for student progress are clearly articulated and monitored.

Challenges

Student recruitment and retention remains a challenge for UAS. Although the percentage of Alaska Native students has continued to increase over the past decade, it still does not reflect the size or importance of this population in Southeast Alaska.

Courses of Action

UAS has recommitted itself to its efforts in student retention/enrollment management and after a period of enrollment decline is seeing an uptick in applications and admissions. Increasing the diversity of the student body remains a focus, as does overall student retention.

STANDARD 3.D.6

Financial Aid Program

The UAS Financial Aid Office, located in Juneau, has the primary responsibility of assisting prospective and current students and their families in obtaining the financial resources necessary to pay college expenses. The office is staffed by four full-time personnel, including a Director, Assistant Director, an Advisor, and a Technician who is the first contact for walk-ins, phone calls, and emails.

The office processes and disburses financial aid for all students who are admitted to and are attending classes at any of the three campuses of UAS. In addition, both the Ketchikan and Sitka campuses have Student Services staff who explain the basic financial aid processes, communicate with students about requirements, and collect application and verification documents. The Financial Aid Office strives for rapid turnaround with most documents processed within 24 to 48 hours. The Banner system enables student web access to information regarding financial aid status, requirements, and awards.

UAS requires students who do not meet the UA Satisfactory Academic Progress requirements to submit an appeal to the Petitions Committee, accompanied by an Academic Success Review Form completed with their assigned academic adviser. Students who appeal the suspension of their financial aid after the start of a term must have each of their instructors submit a progress report to the Financial Aid Office in order demonstrate that they have the possibility of successfully completing the term in question.

Exhibit 3-10 Description of Appeals Process: Financial Aid.

Additional information on the sources of UAS financial aid is found in Standard 7.B.6.

STANDARD 3.D.7

Financial Assistance Information

The UAS Financial Aid Office website contains information on federal and state grant programs, and institutional and non-institutional scholarship opportunities. The website links to additional information and application materials. The website is available to both prospective and enrolled students at UAS Financial Aid Step by Step.

The UA system has developed an online scholarship application that

is available on the Banner self serve module. The application includes links to all scholarships available through the three MAUs as well as the University of Alaska Foundation. The application has been recently modified so that applicants who are in the process of being admitted to a degree program, and who cannot yet access the secure section of UAOnline, can now access the scholarship application.

STANDARD 3.D.8
Financial Aid Monitoring

Every student who receives federal loan assistance at UAS and who graduates or ceases attendance is required to complete an exit interview concerning loan repayment obligations. As the financial aid office becomes aware of non-compliance with this requirement, holds are placed on the accounts of graduating students and on the accounts of non-attendees, preventing registration and transcript requests until the student has completed this requirement, usually online via *Mapping Your Future*.

UAS financial aid personnel receive monthly reports from lenders regarding delinquent accounts and consistently update contact information. UAS personnel attempts to contact delinquent borrowers via mail or email. UAS staff provides lending institutions with updated contact information when available through the skip tracing process.

3.D.6 – 3.D.8 Summary | Financial Aid

Strengths

UAS provides students access to a variety of federal, state, and private financial aid opportunities. The Banner system allows students to electronically complete and review the status of their financial aid application. The online application of UA and UAS scholarships has greatly simplified the application and awarding process. The financial aid office can easily track students who are not completing exit counseling.

Challenges

Keeping abreast of and assuring compliance with ever changing federal requirements is a continuing challenge, as is motivating students to complete the FAFSA in a timely fashion. Students who no longer have a relationship with UAS are not motivated to complete exit counseling.

Courses of Action

UAS is considering waiving the admissions application fee during the FAFSA Frenzy promotional event for those students who complete both the application for admission and for financial aid.

STANDARD 3.D.9
New Student Orientation

Orientation is provided during the fall and spring semesters for all new undergraduate students. Campus tours, study skills, advising, technology, and team building activities are included in the program. During fall 2008, a record 140 new students participated in a two day orientation on the Juneau Campus. Orientations are also held for parents, inter-

national and exchange students, graduate programs, and the PITAAS Program. Smaller orientation programs are offered on the Sitka and Ketchikan campuses and an online orientation is currently being developed by staff from the three campuses that will serve students who are registered in distance classes. Graduate program orientations either come through a special three day event (in the case of the MBA program) or are covered in the initial courses in the other graduate programs.

STANDARD 3.D.10

Academic Advisement

At UAS, academic advising is delivered through a combination of professional and faculty advisors. Students are assigned to an academic advisor based on their course of study. Each degree program has designed individual advising pathways to suit the needs and particulars of that program. A list of advising pathways and advising contacts can be found online at UAS Regional Academic Advisor List. Undeclared and non degree seeking students are also assigned to an advisor through the Student Resource Center in Juneau or through Student Services in Ketchikan and Sitka.

In 2004, an Advising Task Force (ATF) was formed to create a plan to link all degree seeking students to an academic advisor in a timely, effective, regular, and consistent manner. The ATF recommended several changes for improvement including establishing a priority registration time allowing degree seeking students the opportunity for early access to classes, mandatory advising for students on probation, and publication of an advising manual. These recommendations have been implemented.

A regional UAS Advising Group was created in May 2007 to share ideas and information, standardize advising practices across the three campuses and provide training opportunities for advisors. This group has met for three multi-day work retreats and continues to meet monthly via audio conference. The Advising Group membership is comprised of professional staff advisors and one faculty advisor. The group recognizes the need to continue outreach to faculty advisors and solicits input and participation from that constituency.

Training for UAS academic advisors has been minimal and inconsistent. In order to address this issue, the Advising Group created and published a comprehensive Advising Manual in fall 2008 to be used by staff and faculty advisors at all three campuses. The Manual is available both in electronic format online and in hard copy. The advising group has committed to making updates to this manual so that it remains a useful and comprehensive training and advising tool for new and current advisors.

STANDARD 3.D.11

Career Counseling and Placement Services

The Juneau Career Services office is available to current students and alumni for career advising and assessment. The office also provides assistance in researching career and employment opportunities, writing resumes and cover letters, preparing and practicing for interviews, and implementing a job search. The office offers on campus workshops addressing these topics each semester, and communicates electronically with clients unable to visit the Juneau campus. The office collaborates with colleagues at UAF to produce a comprehensive Career Services Guide that is updated each year and is available in both print and online formats. Career Services also assists local and regional employers by maintaining a bulletin board and an online job bank of employment and internship opportunities for students and alumni. It annually hosts an on campus Summer Job Fair during spring semester.

The Ketchikan and Sitka campuses offer career counseling support through collaboration with their local State of Alaska Employment Offices. In Ketchikan, academic advisors also use the Alaska Career Information System when working with students who are interested in getting career specific information. Both campuses can also link to the Career Services Office in Juneau.

Exhibit 3-11 Information: Career Services

STANDARD 3.D.12

Healthcare

The Juneau based Counseling and Health Services Center, which is part of the Student Resource Center, includes the Student Health Clinic, Counseling Center, and Disability Support Services. The Center also houses the assistive technology work station for students with disabilities.

The Student Health Clinic in Juneau is staffed by a medical professional for 30 hours a week throughout the academic year. This position is contracted through an agreement with the State of Alaska Department of Public Health. The staff provides short term care for illnesses such as colds and flu and physical examinations including birth control consultations, and women's exams. There are no overnight stays and more serious illnesses or injuries are referred to community healthcare facilities. Sitka and Ketchikan campuses have no on site healthcare but refer students to appropriate facilities in those communities.

Counseling Services is staffed by one licensed clinician and a student assistant on the Juneau campus. Counseling Services provides individual counseling sessions, referrals to other services and providers as needed, support for urgent counseling needs including crisis referral and information, and educational and preventative outreach. Sitka and Ketchikan campuses have no on site counseling services but refer students to appropriate mental health services in those communities. Disability Support Services is coordinated by the Counseling Center and acts as a resource for the regional campuses.

The Student Wellness and Peer Education program, part of the Office of Residence Life, is funded by a grant from the Alaska State Department

of Health and Social Services, Division of Behavioral Health. The grant funds one half-time professional program coordinator and three student Peer Advocates. Primary functions include presentation of health education programs both on campus and at Student Housing. The Wellness staff also operates the Peer Support Office that provides counseling and health referrals to the campus clinicians for residential students. Peer Advocates receive 80 hours of training prior to the start of the academic year and are required to complete a credit course in helping skills and leadership.

3.D.9 – 3.D.12 | Orientation, Advising, Counseling, and Health Services

Strengths

UAS provides a strong suite of services to support student success. The student orientation programs assist new students, including those who attend by distance, to quickly acclimate to college. Advising services have been strengthened by including more faculty and by standardizing the advising function across the region. Career and personal counseling and a Health Clinic are provided on the residential campus.

Challenges

Involving more faculty in undergraduate orientation is critical for successful student induction into college life. The transition from pre-major to major status, and then to a faculty advisor, is not automatic. Training for faculty advisors has been inconsistent and Career Services are underutilized.

Courses of Action

Student Services staff will develop an incentive program in consultation with deans, campus directors, and faculty to encourage more faculty participation in student orientation.

A comprehensive advisor training plan has been developed which includes:

- Professional development activities;
- Publication and distribution annually of the Academic Advising Manual; and
- Policy changes that require advising for students on probation, academic warning and those dropped from a degree program targeted populations.

The plan will be implemented in AY 09/10.

Career Services will continue to experiment with incentives and schedules to find ways to attract students, including using faculty and staff to promote workshops.

STANDARD 3.D.13
Student Housing Environment

The mission and purpose of the Housing and Residence Life program on the Juneau campus is to provide a safe, positive, and engaged living/learning community. The small size of the student housing complex establishes a close knit sense of community where residents can grow and mature. The complex is staffed by two and one-half professional staff, all with master's degrees. The UAS Residence Life program is an active member of National Association of Student Personnel Administrators (NASPA), the North West Association of College and University Housing Officers (NWACUHO), and ACUHO-International, and follows the principles of good practice as established by these professional organizations. The staff provides leadership opportunities for students through classes, a community adviso, and peer wellness positions.

Housing occupancy rates for the years 2007 – 2009 have varied between 91 – 99 percent, based on a 291 total bed count.

Exhibit 3-12 Housing Occupancy Reports Years 2007 through 2009.

The Quality of Life Survey Assessment is administered annually at the end of the spring semester, with an average return rate of 35 percent. The assessment provides information on departmental practices, staff performance, student development and adjustment, student health and wellness, programming interests, and general student satisfaction with the Student Housing and Residence Life program.

Findings from this survey are regularly used to gage departmental progress towards goals and objectives, as well as to make changes to improve practices and procedure.

Recent changes spurred by the findings include redesign of housing forms, installation of a change machine for students to easily obtain quarters for laundry machines, and the purchase of laptops for student checkout.

Feedback related to Wellness and Peer Education, Student Activities, or Dining Services are shared with those specific departments. In general, students are satisfied with the programming and services offered to them. However, though they enjoy the apartment style housing, students indicated a need for renovation to upgrade the worn and outdated units and furnishings. The recent implementation of the apartment remodel cycle addresses this issue.

STANDARD 3.D.14
Food Services

Juneau is the only campus to provide food service. UAS provided its own food services for many years; however, in May 2007, as part of a UA systemwide contract, the service was outsourced to Nana Management Systems (NMS). The NMS manager has extensive food service experience and is a certified chef. NMS provides weekday cafeteria service in the Mourant cafeteria and stocks Spikes Coffee shop

in the Egan Atrium. The Bears Pantry convenience store at the Housing Lodge is open seven days a week.

Cafeteria offerings include three hot line meals a day, a cook to order grill, and "Grab n Go" sandwiches and salads. Dining Services hosts a monthly Food Service Advisory Meeting for students and solicits feedback in a survey each semester. The Advisory Committee has standing student membership from Housing and Student Government. Dining Services provides all catering on the main campus for special events. The contract calls for NMS to provide dietary information and UAS has a link to the NMS/Sodexho web site which provides that information. NMS also has a nutritionist on call.

Students in Banfield Hall are required to purchase a mandatory meal plan (Dining Dollars) and apartment residents are required to purchase a much smaller plan. The plans are semester based and non-refundable. Despite the mandatory plans, it is still difficult for a contract provider to make money at UAS without a significant catering business.

Catering satisfaction surveys are sent to all customers to evaluate the quality of the catering experience. The contractor is also required to administer food service satisfaction surveys but early attempts fell far short of the numbers needed for statistical significance. Fall 2008 participation was greater; however, the returns were still small.

STANDARD 3.D.15

Co-Curricular Activities

Co-curricular programming addresses the social, recreational, entertainment, and educational needs of students. Programming on the residential campus occurs in several departments with the Student Government Vice President spearheading the coordination through the Activities Committee. The Activities Committee is comprised of students and Student Services staff from Recreation, Residence Life, Wellness, Native and Rural Student Center, Student Alumni Association, Student Government, and the Activities Office. The Committee meets monthly to coordinate calendars and plan events.

The Juneau Student Activities Board, staffed by paid student employees and managed by the Student Activities Office, was established in 2006 to plan and organize events that have a more University wide appeal such as concerts and dances. The Activities Office provides a monthly calendar of events, maintains the electronic event advertising signboard, established and maintains the BubbleNET social networking site, and facilitates many of the campus programming traditions like the Polar Bear Plunge, turkey bowling, Winterfest, and the spring formal. An accessible van was recently purchased on the Juneau Campus to open participation in student activities to students with physical disabilities.

All three campuses have student government organizations. The United Students of University of Alaska Southeast (USUAS) Juneau Campus is advised by the Director of Student Services. Student Government sponsors several scholarships per year, issues travel grants to students who apply for assistance with travel to conferences, presentations, and other educational opportunities and assists in funding the

Student Activity Board. It also hosts numerous activities throughout the academic year including Stress Break Week at the end of each semester and a year end BBQ.

The United Students of the UAS Ketchikan Campus is advised by the Student Services Manager and a Ketchikan faculty member. The student government awards scholarships, provides vending services to students, hosts a "Welcome Back Feast", and a "Finals Feast" each semester and manages a student discount program with local businesses.

United Students of the UAS Sitka Campus is advised by the Student Services Manager. The student government office plans a "Welcome Back BBQ" at the end of the first week of the fall and spring semesters as well as many other appreciations throughout the semester for students, faculty, and staff.

All three campuses have a large student population of working parents, adults retraining for employment, and students in remote locations. All of these students have unique needs that require adaptations from the student government to meet the needs of the diverse student body.

STANDARD 3.D.16

Student Activities

All student clubs are covered under the Constitution and Bylaws of their respective Student Governments. The Juneau chapter documents are found at UAS Juneau Student Government Constitution. All student organizations and clubs receive a copy of the appropriate constitution articles as well as the UAS Student Recreation Center policy and Bulletin Board policy in the initial registration packet. Clubs are informed of changes in these policies as they occur.

The Student Activities staff and Student Government host a fall training session for club presidents and faculty advisors. Budgets, policies, programming, and reporting responsibilities are detailed and regular email communication is established with the Student Government Administrative Assistant. The training includes information on how to reserve University facilities, how to arrange transportation, what insurance, if any, is needed for activities, and how funding and purchasing for events are handled. A bi-monthly report was established in 2005 to improve communication between club presidents, the club advisor, and the Student Government office to ensure policies and procedures are being followed.

STANDARD 3.D.17

Student Recreational and Athletic Needs

The residential campus of UAS was without a sports and recreation facility until the Student Recreation Center (REC) opened in September, 2005. The staff of the SRC coordinates, schedules, promotes, and facilitates sports activities including intramurals. To provide opportunities for students to participate in competitive sports, intramural teams compete with Juneau league teams in basketball and volleyball. UAS secures time at Juneau Parks and Recreation turf fields to accommodate intramural

flag football in the fall. Teams play eight games and are generally made up of students, but staff and faculty have fielded teams as well.

STANDARD 3.D.18

Bookstore

UAS provides at least limited bookstore functions on each of the three campuses. The Juneau campus operates a full service store offering both on site and on line textbook and school supply sales, the Ketchikan campus orders and mails textbooks to students, and the Sitka campus provides on line textbook sales through MBS-Direct. All bookstores provide service to distance as well as on campus students.

The Juneau bookstore doubled its retail space when it relocated from the Mourant building to the remodeled Administrative Services building in the summer of 2007. The spaciousness of the new building with high ceilings, modern lighting and new store fixtures creates a welcoming atmosphere. The bookstore has enhanced campus interaction between students, faculty and staff by offering space to display and sell student and faculty art, introducing more gift and commodity items for residential students and expanding Alaska cultural and historic reference books. The bookstore coordinates book signings by local and guest authors with campus presentations and lecture series that are open to the public as well as the campus community.

The Juneau bookstore manager has established an advisory committee of student, faculty, and staff representatives to help review and develop bookstore policies and procedures. The committee has worked to create awareness of the need for timely submission of faculty textbook adoption lists, early posting of textbook titles, and ISB numbers on campus websites, affordability issues, opportunities for on line textbook shopping, and the availability of e-textbooks that can be downloaded to personal computers.

STANDARD 3.D.19

Student Publications

On the Juneau Campus, the student run newspaper is the *Whalesong,* which is supported by a fee that pays for the student staff and publication of the paper. The paper ceased operation two years ago after a long-time advisor left the position. The paper became active again with one publication in fall 2008. During spring 2009, the paper went back into regular production. The three credit course whereby student newspaper staff receive academic credit for participating in the paper's production will be reinstated in fall 2009.

3.D.13 – 3.D.19 Summary | Housing, Food Service, Bookstore and Student Activities

Strengths

The Juneau campus of UAS provides a small, supportive residential community staffed by professionals. A new food service contract has eliminated subsidies of this service while still providing adequate access

for students. Recreational opportunities have greatly expanded with the opening of the new student recreation center. The newly relocated bookstore offers expanded inventory and services.

Student government and student clubs on all three campuses provide avenues for leadership development. On the Juneau campus, the rebirth of the student newspaper offers additional opportunities for growth.

Challenges

Student housing, particularly the apartment units, are in need of refurbishing. A properly equipped study lounge is also needed. Programming is in ample supply on the residential campus but tends to focus on the fulltime residential population. Part-time or older students on all three campuses are often neglected. Clubs have not been systematically filing required bi-monthly reports for the past several years.

Differences in how each bookstore operates may present a problem for students who have enrolled in courses from more than one campus.

Maintaining consistency in staffing the student newspaper at both student and faculty level has been a challenge.

Courses of Action

UAS has recently implemented an apartment remodel cycle to address the issue of refurbishing. The study lounge and additional storage space will be addressed as the future Banfield addition is designed.

The Juneau Student Activities Board will be encouraged to add representation for nontraditional students and recruit these students to the Board. Ketchikan and Sitka campuses will continue to explore ways of meeting the co-curricular needs of these students.

UAS is currently conducting a review of current textbook practices to determine whether maintaining the three different systems is the best option or if one method of selling books across the campuses may serve students better.

At the beginning of the fall 2009 semester, club presidents and advisors will be reminded of their responsibility to file reports with the Student Government Office.

Reinstating the three credit course for work on the *Whalesong* will assist in retaining student staff.

Standard Four

Faculty

4.A | FACULTY SELECTION, EVALUATION, ROLES, WELFARE, AND DEVELOPMENT

The University of Alaska Southeast (UAS) mission statement and strategic plan articulate the importance of having a highly qualified, talented, and dedicated group of faculty who are willing and able to fulfill the institutional mission and goals. This commitment is evidenced in the contributions of the faculty to the development and improvement of programs, excellence in teaching, continued scholarship, advanced research, involvement in creative activities, and considerable university and public service.

Over the years, UAS has succeeded in recruiting and retaining an extremely talented and dedicated faculty. In the past, the geographic remoteness of the three campuses, the Southeast Alaska rainy climate, the high cost of living, and salaries that were not sufficiently competitive served to discourage applicants to open positions. Though nothing can be done about location, climate, or cost of living, substantial efforts have been made to make salaries more competitive. Both faculty unions have negotiated with UA to incrementally increase salaries to the national market average by discipline beginning in FY 09. These increases are seen as a means of improving retention as well as aiding recruitment of excellent future faculty. Improvements have also been made in the health benefits plans to provide more choice in coverage tailored to faculty needs.

Table 4-1
UAS Faculty, AY 1999 and 2008

	Year		1999-2008
	1999	2008	% Change
Professor	12	9	-25.0%
Associate	17	25	47.1%
Assistant	46	70	52.2%
Total	75	104	38.6%
Adjunct	134	173	29.1%
Total	209	277	32.5%

As Table 4-1 displays, the number of faculty at UAS has grown with the addition of new and expanding programs.

Most of the growth has occurred in the lower ranks due to an influx of new faculty. The number of full professors has decreased by a quarter after a spate of retirements of long term faculty. Although UAS continues to employ a substantial number of adjuncts, increasing the number of tenure and tenure track faculty has resulted in a reduced use of adjuncts in core disciplines.

STANDARD 4.A.1
Qualifications and Commitments

Tables 4-2a and b summarize the UAS faculty profile and distribution of student demand. Table 4-3 shows the distribution of faculty terminal degrees by degree granting institution.

Full-time faculty credentials reflect the nature and goals of the programs in which they teach. UAS faculty credentials range from occupational licenses through doctoral degrees. While all academic programs require graduate degrees of faculty teaching courses leading to undergraduate or graduate degrees, vocational and certificate programs focus more on having instructors who possess the appropriate formal or informal occupational credentials and field experience. The Master's degree in Library Science is required of the professional librarians and the Master's in Fine Art is the accepted terminal degree for Fine Arts.

Table 4-2a
Faculty Degrees and Salaries

			Full-time Faculty Fall 2008							
			NUMBER OF TERMINAL DEGREES					SALARY, 9 MONTHS		
	Full Time	Part Time	Dr.	M	B	Prof. License	Less than Bachelor	Min	Med	Max
Professor	9	1	9					54,086	82,320	129,329
Associate Professor	25		16	4			1	52,588	62,221	91,353
Assistant Professor	70	4	24	26	10		1	28,902	54,485	106,747

Note: The part-time full professor teaching in 2008 was a professor emeritus who offered one 3 credit class.

Table 4-2b
Faculty Teaching Experience and Credit Hours

	Full-time Faculty Fall 2008								
	YEARS EXPERIENCE AT UAS			YEARS EXPERIENCE TEACHING			PREVIOUS FALL TERM CREDIT HOUR LOAD		
	Min	Med	Max	Min	Med	Max	Min	Med	Max
Professor	3.4	25.4	33	14.5	28	39	3	9	27
Associate Professor	3.4	9.9	18.4	5	14	23		9	22
Assistant Professor	0.4	3.5	14.4	< 1.0	8	19		9	27

Table 4-3 Numbers and Sources of Terminal Degrees				
Institution	Doctor	Master	Bachelor	Other
Arizona State University	1			
Boston University		1		
California St Univ-Sacramento			1	
College Of St Scholastica			1	
Colorado School of Mines		1		
Colorado State University	1			
Columbia Pacific University	1			
Columbia University	1			
Florida State University		1		
Fordham University		1		
Gonzaga University		1		
Humboldt State University		1		
Idaho State University	1	2		
Indiana University-Bloomington	1			
International	3			
Intl Coll-Argentina	1			
Kansas State University	1			
Ketchikan Community College				1
Louisiana St Univ/A&M College	1			
Michigan State University	1			
Middlebury College		1		
Minnesota State Univ - Mankato		1		
Montana State Univ-Bozeman	1			
National-Louis University		1		
Naval Postgraduate School		1		
Northwestern University		1		
Ohio University		2		
Pacific Oaks Coll & Childrens		1		
Seattle Pacific University			1	
Simon Fraser University	2			
Union Institute, The	1			
Univ of Maryland-College Park		1		
Univ of Alaska Anchorage		3	2	
Univ of Alaska Fairbanks	2	2	1	
Univ of Alaska Southeast		2		1
Univ of Arizona	2	2		
Univ of California-Berkeley	1			
Univ of California-Davis	3			

Table 4-3, continued				
Institution	Doctor	Master	Bachelor	Other
Univ of California-Santa Cruz		1		
Univ of Chicago	1			
Univ of Colorado-Boulder	2			
Univ of Denver	1			
Univ of Florida	1			
Univ of Georgia		1		
Univ of Hawaii-Hilo			1	
Univ of Hawaii-Manoa	2	1	1	
Univ of Miami		1		
Univ of Michigan - Ann Arbor	1		1	
Univ of Minnesota-Crookston	1			
Univ of Montana	3			
Univ of Nevada Reno	1			
Univ of New Mexico	2			
Univ of North Dakota-Gr Forks	1			
Univ of Oregon	2	1	1	
Univ of Rhode Island		1		
Univ of So Dakota-Vermillion		1		
Univ of South Florida	1			
Univ of Southern California	1			
Univ of Southern Mississippi		1		
Univ of Toronto	1			
Univ of Washington	1	1		
Univ of Wisconsin-Madison	2			
Washington State University	1			
Unknown Institution				4
No degree				1
Grand Total	51	36	10	7

Table 4-5 Productivity	
Juneau	11.3
Ketchikan	9.9
Sitka	10.7
UAS	11.1
Anchorage	14.3
UAA	13.7
Fairbanks	9.7
UAF	9.2

UAS employs full-time faculty with a commitment to professional growth, scholarship, and student engagement. Faculty workloads reflect an emphasis of either teaching and service (bi-partite) or teaching, research, and service (tri-partite). Bi-partite faculty are traditionally found in the certificate and associate programs, while tri-partite faculty are generally associated with the programs leading to bachelor or master degrees. The bi- and tri- mix is not an absolute as each program has unique needs for teaching, service, and research appropriate to the program. Highly qualified professionals are hired as adjunct instructors for specific expertise and to add multiple sections where needed.

Table 4-4 summarizes faculty teaching effort by school and shows the

distribution of ranked faculty and each school's contribution to productivity. Table 4-5 faculty productivity at UAS and the UA system.

Productivity, measured as full-time equivalent students to full-time equivalent faculty, is highest at the Anchorage campus. UAS is just behind UAA in productivity, with the highest levels at the Juneau campus, followed closely by Sitka.

The UAS productivity ratio compares favorably with overall UA faculty productivity.

Table 4-4
Distribution of Faculty by School
Fall 2008

Academic Rank	Number	SCH	% of SCH	Sections	Hours taught	Enrollment	Avg Class Size	Productivity
SCHOOL OF ARTS AND SCIENCES								
Professor	7	497	6.30%	30	81.5	175	5.8	5.3
Associate Professor	12	2036	25.80%	42	134.5	600	14.3	11.5
Assistant Professor	33	5357.5	67.90%	120	339.6	1689	14.1	11.9
Total	52	7890.5	100.00%	192	555.5	2464	12.8	10.9
SCHOOL OF CAREER EDUCATION								
Associate Professor	2	217	17.90%	8	22	79	9.9	6.6
Assistant Professor	14	998.5	82.10%	53	140	355	6.7	5.6
Total	16	1215.5	100.00%	61	162	434	7.1	5.7
SCHOOL OF EDUCATION								
Professor	3	402	22.60%	11	33.2	148	13.5	11.2
Associate Professor	5	399	22.40%	21	52	192	9.1	6.4
Assistant Professor	8	981	55.10%	35	89	359	10.3	10.3
Total	16	1782	100.00%	67	174.2	699	10.4	9.2
SCHOOL OF MANAGEMENT								
Professor	1	378	13.40%	3	9	126	42	25.2
Associate Professor	4	432	15.30%	11	33	144	13.1	7.6
Assistant Professor	15	2011.5	71.30%	53	152.5	687	13	9.8
Total	20	2821.5	100.00%	67	194.5	957	14.3	10.1

Note: Productivity is calculated as full time equivalent students divided by full time equivalent Faculty.

STANDARD 4.A.2

Academic Affairs and Institutional Governance

The Educational Quality goal of the UAS Strategic Plan sets the direction for program growth through new development or expansion of existing curricula. The goal demonstrates that UAS continues its historical grounding in the liberal arts, teacher preparation, business and public administration, and the natural sciences. The goal also signals the intention to increase programming in health occupations. The UAS Strategic Plan and the UA Plan set priorities for resource allocation. Through participation in UA budget planning teams and the UA priority to meet the need for high demand jobs in Alaska, the Schools

of Education and Career Education in particular have been significantly expanded. Education has added specialties in reading, education administration, math, and special education and reactivated an undergraduate teacher preparation degree. Career and technical programs have been added in response to the employment needs of the region.

One of the most prominent success stories of collaborative planning across MAUs is the expansion of the two year Nursing Degree across the UA system to address a critical nursing shortage across Alaska. Each UAS campus now hosts a UAA program faculty and students. Behavioral health is emulating the Nursing model to determine how resources of the UA system, including UAS, can make educational opportunities and certifications possible outside the larger campuses. The undergraduate teacher preparation degree was also added as part of a systemwide planning effort.

UAS has increased faculty positions in social science, English, mathematics, and biology to meet additional demands for general education and to support graduate level teaching degrees.

The School Deans and their faculty actively develop, plan, and implement courses and programs through their departments and schools. Approval of changes in current curriculum and adoption of new curricula is vested in the UAS Faculty Senate as outlined in that body's Constitution and Bylaws.

The Faculty Senate is the vehicle used at UAS to give faculty a voice in institutional governance. This body is composed of one elected faculty representative from each of eight discipline groups and one at large senator from each of the Juneau, Ketchikan, and Sitka campuses. As a Committee of the Whole, the Senate reviews new academic programs requiring approval of the UA Board of Regents and any broad academic policy changes including general education requirement (GERs) courses.

The Undergraduate Curriculum Committee and the Graduate Committee are the two Senate standing committees that accept and review proposals on any request for revision, new courses or degrees, deletions of courses, and related general academic policies for their respective degree levels. The Provost's Office staff provides operational assistance to the Senate and the Curriculum Committees and assists in the collection and maintenance of records. Committee memberships, agendas, and actions are maintained on a Faculty Senate website at UAS Curriculum Committee.

Faculty with graduate level teaching loads are hired based on their academic credentials and experience. Previously, UAS had an application process for graduate faculty status. However, the Graduate Committee has left the selection of graduate faculty up to the Schools so that the process is no longer relevant.

Faculty associated with programs leading to academic degrees and certificates are required to serve as academic advisors for students enrolled in their respective programs. Administrative staff in the Schools provides assistance to the faculty advisors by maintaining records,

arranging meeting times, tracking student progress, and handling routine student questions.

UAS Schools utilize the designation of Chair or Program Head to manage the curriculum and general duties of their units. With their faculty colleagues, these Chairs or Program Heads guide the development and implementation of the six year course plans, carry out academic planning, conduct department meetings, and represent their faculty at meetings with their School Deans. The chairs and program heads hold neither budget nor faculty evaluation responsibilities as these management functions are performed by the Deans.

UAS Faculty Senate Officers are often called on to serve on Faculty Alliance committees, or represent the Faculty Alliance at UA System Committee meetings such as Academic Council, Research Council, and Human Resources Council. The President, Academic Vice President, and the Provosts of each university meet regularly with the Alliance. The UAS Faculty Senate Chair for AY 08/09 simultaneously chaired the UA Faculty Alliance. Faculty also serves on UA ad hoc task forces and UAS Faculty Senate committees as needed.

STANDARD 4.A.3

Institutional Mission, Goals, and Faculty Workloads

Faculty appointment, retention, promotion, and tenure criteria and standards are ratified by the Faculty Senate and published in the UAS Faculty Handbook. The standards are applicable to all faculty appointments. The Scholarship of Teaching and Learning (SOTL), Research Guidelines, and a University and Public Service Matrix have been developed to provide guidance for faculty and various evaluators to use in describing faculty productivity. Current ratified publications of the Faculty Handbook and Guidelines are available at: UAS Faculty Senate Resources.

To ensure that each workload serves to further the mission and goals of UAS, faculty interact with their Program Head or Chairs and consult with their Dean or Campus Director to allocate their time between teaching, research, scholarship, artistic creation, and university and public service. Faculty workloads are designed to optimize strengths identified by academic credentials and other talents or competencies. Tri-partite faculty members generally have three credits of workload each semester for research or creative activity. In certain cases teaching load release or buy out may be negotiated with Deans, usually for faculty involved in externally funded research. Workload Forms (by Union affiliation) are located at UAS Faculty Handbook.

Given the demands of committee work, frequent student contact, new course preparation, and maximizing research activities that complement their professional goals, UAS faculty are hardworking and caring professionals. As demonstrated in Standard 4, faculty are very active in pursuing professional growth and renewal activities associated with artistic creation, scholarship that is broader than teaching alone and basic and applied research. Faculty also devote considerable time to university service. Almost every tenure track faculty serves on a major university,

regional, or UA system committee annually. Faculty support of these activities is available through a variety means such as travel funds, teaching assistants, sabbatical leaves, workload adjustments, and department administrative support staff.

New faculty and adjunct instructors have the opportunity each year for professional development through the year long Faculty Development Seminar accessible to all faculty via UAS Online! and audio streaming. Last year there were so few new faculty hired that the semester long seminar was suspended. Adjunct supervision and mentoring is managed by the schools and campus directors.

Faculty who coordinate the year long seminar receive three units toward their workloads. The seminars are targeted first to new faculty with attention to orientation on institutional policies, support services, and resources for course assignments. Experienced UAS faculty members provide training workshops and panel discussions in instructional areas such as course preparation, best teaching practices, and the use of technology. New faculty are also introduced to their professional responsibilities such as annual activity reports, preparation for retention, promotion and tenure milestones, and adherence to UA and UAS institutional policies. A new approach to faculty orientation to UAS and teaching responsibilities will continue in fall 09 with activities directed to faculty status; i.e. new to UAS, 2nd year, 4th year, 5 year tenure goal, and post tenure. The faculty development activity is the responsibility of the Provost's Office.

Funding for faculty professional development and research comes from a variety of sources. An annual $650 professional development stipend is available for all full-time faculty members. This award may be used on professional development related travel and other costs. Because this amount is rarely sufficient to cover the full cost of travel outside Alaska, additional funding may be obtained from the Dean's discretionary funds or the Evelyn Rhoads Wilson Fund.

The Evelyn Rhoads Wilson Fund is an endowment established in 1994 by a private donor to support faculty professional development at UAS. Awards through this fund support activities such as presenting on research, leading panels and workshops, and serving as session chairs or officers at professional meetings. Faculty in tenure-track appointments and term faculty at a minimum of 60 percent of full time and appointed for two years or more are eligible. UAS faculty from the four Schools and the three campuses have benefited from Wilson Funds. A table of Wilson Recipients 2003-2009 is located on the Fund website.

Faculty development funds are also available within Schools to support faculty participation in workshops or other training opportunities. Tuition waivers, for use at any of the UA campuses, are available for faculty to use towards professional development.

Beginning in 2007, the Faculty Senate introduced the annual Faculty Excellence Award, one each in the areas of teaching, research, and service. Through funds from the Provost's Office, awardees receive a

cash bonus and an additional sum to be used with Evelyn Rhoads Wilson Fund professional development related travel. The solicitation for these awards is the responsibility of the Faculty Senate. The Faculty Awards for 2007 and 2008 are on the Provost's website at UAS Faculty Professional Development and Awards.

Sabbatical leave is available only to tenured and tenure-track faculty. Leaves are equally available to bi- and tri-partite faculty for scholarly endeavors appropriate to their faculty assignment. Leaves have been very productive for faculty, resulting in an increase in faculty authored books, refereed journals, and other professional publications. Faculty reporting of productivity measures is collected annually and is used for faculty evaluations and for submission to the system office for inclusion in UA publications and reports to the Alaska legislature and the public.

Exhibit 4-1 Sabbatical Leave Reports

Exhibit 4-2 Faculty Publications

The Chancellor's Special Project Fund has provided competitive awards annually since 2002 directed at stimulating and supporting faculty engagement with students, with particular emphasis on undergraduates involved in research and external internships. The range of activities supported by this fund demonstrates the value added and incentives that this Fund provides.

The Teaching and Learning Fund, also a competitive process, was introduced in AY 08/09 with a budget of $50,000 administered by the Provost's Office. The fund is designed to engage active learning environments, create growth, and ensure program quality through nurturing innovations in teaching and learning practices.

Competitive awards geared towards supporting scholarship are also available through the offices of the UA President, as well as other sources such as Alaska EPSCoR. Faculty in the Natural Sciences and most recently the Social Sciences have benefited from these financial resources. Chancellor's Special Project Fund and UA President's fund summaries are located in the exhibit room.

Exhibit 4-3 Summary of Chancellor's Special Project Fund

Exhibit 4-4 Summary of UA President's Fund

In AY 02/03 the UA President initiated the President's Professor Program of distinguished professor awards. The program was designed to support UA's responsiveness and capacity to assist the state with its most important challenges. Areas identified as opportunities for study include global climate change, fisheries and ocean sciences, bioinformatics, and behavioral health sciences. The president set aside funds for up to eight senior faculty positions across the system. UAS has had two faculty members sponsored under this program. Dr. Jason Ohler was awarded a five year term as President's Professor of Educational

Technology. Dr. Richard Dauenhauer recently finished his fourth year as President's Professor of Alaska Native Languages and Culture.

STANDARD 4.A.4
Compensation and Benefits

UAS offers all full-time faculty health and retirement benefits through the UA system plans and the State of Alaska. Relevant policies and enrollment guidelines for the various options in the health plan are available electronically and new faculty members are provided with benefits packets during their orientation at the start of employment at UAS.

On the financial side, benefit eligible faculty must choose between the Teachers' Retirement System administered by the State of Alaska and the UA Optional Retirement Plan, which is a university sponsored plan. Both plans offer employer and employee contributions to a variety of retirement investment options. Access to relevant healthcare or retirement plan information for faculty is available electronically. The UA Benefit Packet provided to all employees is available in the exhibit room.

Exhibit 4-5 Summary of UA Benefit Packet

Assignment of full-time faculty salaries at time of hire is dependent primarily on market conditions, institutional need, discipline, years of experience, qualifications, and initial salary negotiations between faculty and the UAS hiring authority. Other factors that influence salary awards include budget availability and salary compression. Additional compensation is provided for work exceeding the required 30 annual workload units, with specific minimum levels of compensation provided in the appropriate faculty union collective bargaining agreements. Annual cost of living increases, based on CPI rates, are provided to full-time faculty through the collective bargaining agreements. Salaries are increased at the time of promotion in faculty rank. As a consequence of recent collective agreements between faculty unions and the UA, salaries of faculty members were incrementally increased as needed to match the national average in the discipline.

UA Human Resources provides a complete orientation to the UA Benefit Packet on CD to every faculty employee upon hire. The Human Resources website also keeps university employees informed. Robust online services through the MyUA portal are available to every faculty member to manage their benefits, W4s, Reimbursement Child Care or Health Accounts and other deductions from wages.

Faculty Benefits

Healthcare

United Academics (UNAC) and University of Alaska Federation of Teachers (UAFT) unions have the same healthcare plan (UA Choice) which provides comprehensive medical, dental, and pharmacy coverage for employees and their families. There are multiple coverage options, reasonable employee charges and a plan year based on the fiscal year.

Faculty members pay for 12 months of coverage over the nine months of their contract so they have coverage in the summer months.

Other Benefits

UNAC and UAFT members have access to flexible spending accounts to pay for things not covered under the medical plan. Both groups accrue sick leave (about 11 days per academic year) and have time off (15 days per academic year when classes are not in session), as well as life insurance (employer provides $50,000 free) and long term disability insurance. Each union has educational benefits (tuition costs for up to 12 credits per year), and UAFT has a disability leave bank to which all members contribute.

Adjuncts

United Academics Adjuncts members are covered by Social Security and may participate in tax-deferred annuities. Adjunct union members earn educational benefits of three credit hours per semester of teaching. They can bank up to a maximum of 15 credit hours for their own use or for an eligible family member. The tuition waiver credits expire 24 months after the adjunct's last assignment.

Faculty Salaries

All faculty unions have negotiated new collective bargaining agreements through 2010.

United Academics (Current CBA Term: 1/1/08 – 12/31/10)

Salary minimums were increased from $34,000 to $45,000 for assistant professor, from $40,000 to $50,000 for associate professor, and from $46,000 to $55,000 for full professor. In addition, there are annual across the board increases in the 3 to 3.5 percent range depending on the year, plus a one percent pool of money for market adjustments. The market adjustments are capped at $15,000 per faculty member for the life of the contract.

University of Alaska Federation of Teachers (Current CBA Term: 7/1/07 – 6/30/10)

Annual across the board increases ranged from 3.1 to 3.5 percent depending on the year plus a 1.5 percent pool each year for market and compression adjustments. In addition, there was an $800 workforce development stipend that was paid to faculty members in AY 08. This was a one time, special payment that did not add to base salary.

United Academics Adjuncts (Current CBA Term: 1/1/08 – 12/31/10)

The salary minimums were increased by 4 percent through 2010. Additional salary was provided depending on the number of semesters experience teaching in the UA system: 0-5 semesters, 6-11 semesters, and 12+ semesters. Salary minimums increased by about 8 percent for each five year increment.

STANDARD 4.A.5

Compliance with Policy 4.1 Faculty Evaluation

The UAS faculty evaluation process for full-time, tenured/tenure-track faculty provides for the systematic evaluation of teaching performance and the fulfillment of faculty instructional and other responsibilities under criteria established by the BOR and the UAS Faculty Senate. The UAS Faculty Handbook lays out the criteria and standards for appointment, retention, promotion, and tenure for all regular faculty. The faculty evaluation criteria and standards provisions have been unchanged for many years; however, as faculty collective bargaining units have negotiated revisions to union contracts, faculty evaluation committee composition and the calendars for evaluation have changed.

Since the first faculty collective bargaining agreement with United Academics in 1998, UAS has managed two faculty evaluation processes while maintaining one set of performance criteria and standards as contained in the UAS Faculty Handbook. The UNAC bargaining unit negotiated five levels of comprehensive review while the UAFT has historically had three levels. The processes are administered by the Provost's Office and the official tenure-track faculty evaluation records are in a secure location in the Provost's Office suite.

Tenured/tenure-track faculty members go through a rigorous, collegial, participatory evaluation process. Faculty are assessed on the quality of performance on several categories: mastery of subject matter; effectiveness in teaching; quality of research, scholarship, and creative activity (as determined by faculty member's workload and classification as bi-partite or tri-partite); effectiveness of public service; effectiveness of university service; professional development; and total university contribution. These seven evaluation criteria have been unchanged for over two decades. Guidelines for Research (2003), Scholarship of Teaching and Learning (2005), and University and Public Service (2008) provide the criteria and standards, as does Student Ratings information.

Comprehensive evaluations are performed for retention, tenure, promotion, and post-tenure in accordance with the process and calendar established by the covering union contact. Tenure-track United Academics faculty have mandatory comprehensive reviews in their fourth and seventh years of service and post-tenure reviews every three years by their Dean and every six years by the full, collegial evaluation process. UAFT faculty has mandatory comprehensive reviews in their third, fifth, and seventh years of service and post-tenure reviews every five years.

Annual and comprehensive evaluations culminate in written summaries to the faculty member indicating commendations and recommendations for performance improvement. School Deans and Campus Directors work with their faculty to develop and implement plans to remedy any shortcomings.

Faculty evaluation master tracking sheets listing all tenured/tenure-track faculty evaluation schedules are provided for each union's members on the UAS Provost's website at: UAS Faculty Evaluation Information.

The Provost's website also contains a link to the UAS Faculty Handbook, lists of faculty up for review, and faculty evaluation planners that succinctly denote the evaluation processes for each union.

A Summary of Actions from Retention, Promotion, Tenure, and Post Tenure Reviews are located at: UAS Retention, Promotion, and Tenure Actions 2004-2009.

Fixed-term (non-tenure track) full-time faculty members are evaluated by their respective School Dean or Campus Director on a subset of the above criteria, as defined by their workload agreement. The frequency and process for UNAC term faculty evaluations is conducted in accordance with Article 9.2.6 of the collective bargaining agreement. UAFT term faculty is evaluated annually by their School Deans or Campus Directors. The retention of fixed-term faculty members is determined by School Deans or Campus Directors and the Provost, based on previous evaluations and the recommendations of the relevant academic unit faculty.

Adjunct faculty performance is monitored by the Schools and Extended Campuses in accordance with Article 9.2 of the Adjunct collective bargaining agreement. Until the most recent union contract, no formal evaluation was provided to adjuncts. UAS practice is to assess adjunct teaching effectiveness at the end of each semester. Student Ratings of Courses for adjuncts are reviewed by the relevant School Department Chair, Program Head, or Campus Director.

STANDARD 4.A.6

Recruitment and Appointment of Full-time Faculty

The president of the UA system authorizes the Chancellor to make hiring decisions appropriate to the institution's annual fixed budget, with the flexibility to make adjustments as circumstances dictate.

Faculty appointments are made according to minimum eligibility criteria set forth in the Faculty Handbook. Policies for and the process of recruiting full-time faculty are clearly defined by Board of Regent policy Recruiting and Staffing, Faculty policy, and published in the Faculty Handbook. The process begins with a memo through the Provost to the Chancellor by the Dean or Director of the department requesting permission to fill a vacant or new faculty position. Upon final approval by the Chancellor, the hiring authority appoints a Recruitment Chair and Committee. The Committee then initiates the recruitment process by providing Human Resources staff with necessary information, including authorization documents, position description, necessary timelines, and other relevant details of the recruitment phase. All vacancies must be filled using the UA Employment Website.

The committee begins reviewing applications on the posted review date and, after completing the screening process, submits recommendations to the hiring authority of semi-finalists for campus visits. After review of the committee's recommendations, and final approval by the Chancellor, the hiring authority then conducts the final stages for interviewing and makes an offer to the preferred candidate.

STANDARD 4.A.7

Compliance with Policy A-8 Academic Freedom

Faculty, staff, and students are afforded the protections of freedom of speech and a clear statement of academic freedom is articulated in BOR policies P01.02.010 (Freedom of Speech) and P04.04.010 (Academic Freedom). The UAS Faculty Handbook and Student Handbook contain statements publicizing these rights and responsibilities.

Faculty collective bargaining agreements also contain articles proclaiming the importance of academic freedom and responsibility.

The UA Office of Labor Relations maintains the records of union grievances and Unfair Labor Practices claims, and regularly reports to the Board of Regents on the status of pending cases before the Alaska Labor Relations Agency, court system, or set for arbitration. The Labor Relations professional staff and the union leadership conduct the process on behalf of the campuses to attain consistent management and central points of contact.

STANDARD 4.A.8

Adjunct Faculty Qualifications and Experience

School Deans in consultation with Chairs and Program Heads and the Campus Directors maintain a pool of qualified and experienced adjuncts as dictated by program needs. The School Deans have the Chairs or Program Heads identify the need for adjunct hires. Directors of the extended campuses work with their local faculty to determine need. When necessary to replenish or expand the pool, recruitment is conducted using local newspaper advertising and UAKJobs. Adjunct qualifications are comparable to regular faculty credentials. Adjunct faculty resumes are reviewed by the appropriate discipline faculty unit when adjunct faculty are required to fulfill a course sequence at any of the three campuses. Program faculty recommend hire or no hire for new adjunct applicants for their academic units.

STANDARD 4.A.9

Part-time and Adjunct Faculty Orientation

Orientation of adjuncts to UAS and the teaching assignment is the responsibility of the School Dean along with the Chair or Program Head for that discipline. Adjunct rights and responsibilities are contained in the Adjunct CBA. Adjuncts serve on an "as needed" basis and can be replaced by full time teachers at any time if workloads or evaluation recommendations require it. Each School provides oversight for its own adjuncts. In Sitka or Ketchikan where not all disciplines are present, the Assistant Director or senior faculty member provides appropriate oversight to make certain that the training, orientation, and regular contact with adjuncts are productive and that adjuncts are included in campus functions. The Faculty Development Seminar described above was designed to inform adjuncts as well as new hires about faculty resources and teaching and student support; however, few adjuncts have made regular use of this resource.

Adjunct faculty are invited to UAS functions with emphasis on the fall Convocation. Since adjuncts hold other employment, the attendance is minimal. The Schools regularly hold an evening adjunct orientation

for all new hires and provide mentoring as necessary. Program faculty are responsible for orienting their adjuncts to course syllabi and student outcomes requirements. Adjunct faculty, new to teaching distance delivered courses, are paired with a veteran in the same academic unit until the adjunct can perform with only casual supervision.

UAS has a practice of including "long term" adjuncts (minimum of five years teaching at UAS) in the Register of the Academic Catalog as a form of recognition and appreciation. Each semester over 100 adjuncts are recruited and contracted to teach for UAS. Of these approximately 65 long-term adjuncts are recognized in the Register.

STANDARD 4.A.10

Part-time and Adjunct Faculty Institutional Policies

UAS relies substantially on the expertise and commitment of its adjuncts to deliver a wide variety of required and elective academic courses. Each semester's schedule includes adjunct and regular faculty assignments. Institutional personnel policies apply to adjuncts. The employment of adjuncts has improved in consistency under the terms covered in the adjunct CBA. The first adjunct contract was for AY 98/99, the current contract is for the period of January 1, 2008 to December 31, 2010.

4.A Summary | Faculty Selection, Evaluation, Roles, Welfare, and Development

Strengths

UAS has attracted a cadre of vibrant, highly qualified faculty. The productivity in scholarly work is significant for a small faculty with heavy teaching and service responsibilities.

UAS faculty have policies and procedures to guide appointment, retention, promotion and tenure, to protect academic freedom, and to promote and support teaching excellence and creative endeavors.

Challenges

Sufficient monetary support for professional growth and travel continues to be an area of challenge as costs increase to travel and participate in the national conversations.

Faculty evaluation for retention, promotion, and tenure continue to be a challenge for a small tenured faculty. Tenured faculty must serve every year in this committee structure giving little reprieve.

The criteria and standards of the UAS Faculty Handbook were ratified prior too many of the current tenured faculty members hire date.

Courses of Action

Faculty Senate will provide oversight of their Faculty Handbook and Guidelines to promote a broader understanding of the UAS and UA institutional environment.

Review of the handbook would provide the current faculty the opportunity to set the future course of Senate policies and procedures that has a profound effect on their professional careers.

4.B | SCHOLARSHIP, RESEARCH, AND ARTISTIC CREATION

STANDARD 4.B.1

Faculty Engagement in Scholarship, Research, and Artistic Creation

The Faculty and Staff Strength goal in the UAS Strategic Plan provides the framework for faculty development and research with the following mission focused services:

- Support faculty to grow in their discipline through research and scholarship and professional engagement. (The discussion in Standard 4.A.3 demonstrates that UAS provides multiple opportunities to support faculty scholarship.)
- Encourage faculty to play active roles in professional organizations in their areas of expertise. (The Wilson Fund distribution among UAS faculty demonstrates that UAS supports a diverse range of professional activities and scholarly endeavors.)
- Assist faculty to secure funded opportunities for research, especially in service to state needs.
- Promote faculty research through inter-MAU collaboration and pursuit of research grants in new fields of study.

The engagement of faculty, particularly in the Sciences and Social Science, has seen extraordinary growth in number of proposals submitted and funding received from federal and other sources. The evidence for research productivity is available at the Administrative Services web site for: Research Funds by Title and Year, Proposals Submitted by Type and Category FY 2004-2009, and Equipment Purchased from Grant or Endowment Funds FY 2004-2009.

UAS reports on the productivity of its research faculty to the UA administration. Information for the State Legislature is collected regularly. UAS Faculty Applied Research Benefiting Alaska's Economy and UAS Faculty Publications.

The marked increase in the number and total dollar value of competitively awarded research grants to UAS research faculty suggests that the institution's renewed commitment to recruit and retain excellent faculty has been successful. The general research themes include physical, chemical, and biological investigations of Alaska lands and waters, supporting the University's mission to develop basic and applied research in the region.

To increase administrative support to faculty who pursue external funding, the School of Arts and Sciences created and filled a position for a Grants Coordinator in AY 07/08; a similar position was added in fall 2008 for the School of Education and School of Management.

Fulfillment of the University's unique mission calls for the retention of

a diverse faculty with a corresponding range of scholarly work. In 2004, the NWCCU stressed the requirement that "all faculty are engaged in some level of scholarship" and noted that UAS had not clearly defined an expectation of scholarship applicable to all faculty.

To address this concern and to ensure that all faculty members engage in core scholarship activities directed at the overarching goal of student success, a Scholarship of Teaching Matrix was developed and approved in October of 2005. The Matrix, along with student and peer evaluations, serves as a basis for the assessment of faculty teaching activities in promotion, tenure, and post-tenure review. Research and creative expectations of faculty are covered in depth in the Guidelines for Research and Creative Activity for Tenure, Promotion, and Retention for UAS.

STANDARD 4.B.2

Institutional Policies and Procedures

The University's policies for research are articulated and distinguished from teaching and service activities in the Faculty Handbook.

The UAS Institutional Review Board (IRB) was established to protect the rights of human subjects in research experiments or studies carried out by faculty. The activity of the IRB since 1996 is contained in a table located at UAS IRB Activity Report 1996-2008.

The IRB policies and procedures which were updated in 2006 ensure that all research protocols that include human subjects are in compliance with University policies as well as state and federal laws. Faculty serving on the IRB received training for IRB service in December 2006 and this faculty continues to serve.

UAS has appointed a campus safety manager to ensure compliance with laboratory safety policies and procedures. The campus safety plan is described in Standard 8.

Intellectual property rights are clearly communicated in both the UNAC contract and the UA BOR policies and regulations P/R10.07.

Policies governing misconduct associated with research, scholarship, and creative activities are also articulated in the BOR policies and regulations P/R10.07.

STANDARD 4.B.3

Faculty Involvement in Research Policies and Practices

An ad hoc Faculty Senate committee was established in 02/03 to develop more detailed UAS research guidelines. The guidelines were ratified by the Faculty Senate and incorporated into the Faculty Handbook. In 2007, Faculty Senate created an ad hoc faculty research committee for the periodic assessment of the utility of the research guidelines for faculty evaluation committees and administrators. The ad hoc committee also now reviews post-grant management such as financial tracking and student activity reporting as required by the granting agencies.

UAS faculty also serve on the UAS Institutional Review Board which protects the rights and welfare of human research subjects.

STANDARD 4.B.4

Resources for Scholarship, Research, and Artistic Creation

Consistent with its mission and goals, the institution provides appropriate financial, physical, administrative, and information resources for scholarship, research, and artistic creation.

Faculty receives financial support for research and scholarly activity from School budgets, grants, and awards. Tri-partite faculty has a consistent three credit workload assignment to accommodate the basic research requirements. A Dean may approve a higher level based on grant requirements and nature of the project.

In 2008 the UAF-School of Fisheries and Ocean Sciences program migrated to the new NOAA-UAF fisheries facility at Lena Point in Juneau, freeing up the entire Anderson Science Building. Planning for the building's remodel is underway. The remodel scheduled for 09/10 will improve the teaching and research environment for the UAS Biology and Marine Biology baccalaureate programs. Once the Anderson remodel is complete, all science facilities at UAS will be modern, spacious, and well equipped.

Sitka and Ketchikan remodels have been extensive over the past three years and are detailed in Standard 8 and related documents.

UAS Libraries provide access to the information resources needed for faculty to conduct research and scholarship activities.

STANDARD 4.B.5

Responsibilities, Awards, and Opportunities

UAS dedicates itself to the Strategic Plan core values of "contributing to the economic development of the region and the state through basic and applied research and public service." Faculty workloads reflect this core value as well as the mission and goals of the program. Research and scholarship activities are consistent with the nature of the program (graduate, undergraduate, certificate). UAS is noted for collaboration with federal and state scientists on joint research and for engaging undergraduates in research and field experiences.

The number and diversity of faculty applying for and receiving sabbatical leaves demonstrates an ongoing commitment to faculty renewal. Sabbatical Leave is reported at: UAS Faculty Professional Development and Awards. Faculty is retained, promoted, and tenured in part on the quality of performance of their research and scholarly activity.

STANDARD 4.B.6

Sponsored Research and Grant Programs, Contracts, and Gifts

At UAS sponsored research means "all research and development activities that are sponsored by Federal and non-Federal agencies and organizations. This term includes activities involving the training of individuals in research techniques (commonly called research training) where such activities utilize the same facilities as other research and development activities and where such activities are not included in the instruction function." Federal Definition of Sponsored Research OMB Circular A-21

The contracts, gifts, and programs funded by grants are consistent

with the Institution's mission and goals. Non-research funds are discussed in the appropriate sections; for example, the PITAAS grant from USDOE is described in Standard 3.

The Harrigan Endowment Fund, the Robertson Memorial Fund, and the Swanson Fund are UA Foundation funds to Egan Library for books, films, and electronic resources. The expenditures for these funds are contained in the Grant Fund Equipment Table.

STANDARD 4.B.7

Academic Freedom

UAS is in compliance with NWCCU Policy A-8, including the extension of academic freedom to faculty research, scholarship, and creative activity. These principles are foundational to the institution and are memorialized in BOR policy P10.07, faculty UNAC and UAFT collective bargaining agreements, and the UAS Faculty Handbook.

4.B Summary | Scholarship, Research, and Artistic Creation

Strengths

The reporting of faculty productivity as an annual record for the Academic Reviews has created a sense of pride in the progress that has been made. Faculty continues to deepen their commitment to offer quality academic experiences for their students both by infusing the results of their research into the curriculum and by involving students in research activities.

Challenges

The guidelines in research, scholarship of teaching and learning, and service will require regular review by the faculty to assure currency with best teaching practices and the changing role of faculty in higher education institutions.

Courses of Action

The Office of the Provost will work with UAS Faculty Senate in the coming academic year to review the current guidelines and update them as necessary.

Standard Five

Library and Information Resources

5.A | PURPOSE AND SCOPE

University of Alaska Southeast (UAS) recognizes the necessary alignment between information resources and the organization's mission and goals. The introduction to the Strategic Plan commits UAS to:

- Continuing its leadership in technology.
- Maintaining quality academic support in its library information and media services.
- Extending support to its distance students comparable to on campus services.

STANDARD 5.A.1

Sufficient Resources to Accomplish Mission

UAS Egan Library and Information Technology Services (ITS) function as peer departments.

The mission statement of the Egan Library is to develop, maintain, and provide access to quality collections in support of UAS student achievement, faculty scholarship, and academic programs.

The vision of Instructional Technology Services is to help make UAS an exceptional place to learn, work, and live by providing services and technology responsive to the needs of the university community. This mission and vision are used to guide resource allocation and major project plans.

Library Services reports directly to the Provost. In keeping with the UAS Strategic Plan, UAS libraries strive to provide effective academic support for students and faculty on site and at a distance. The UAS Egan Library on the Juneau campus serves as the regional center for library collections and services. In addition, a small on site library augmented by an agreement between UAS and the City of Ketchikan Library serves the Ketchikan population. The services are available electronically for all students and faculty. Juneau and Ketchikan have a physical location and Sitka provides a similar environment in its learning center.

The commitment to technology articulated in the Strategic Plan has produced a centralized IT services structure, with strong linkages to Academic Affairs and complementary service areas. Since 2008, ITS reports to the Vice Chancellor for Administrative Services.

The central IT employees in Juneau are complemented by campus

support positions in Ketchikan and Sitka. While these positions report to the campus director, they are expected to collaborate in a distributed work team with central IT staff.

Library services support the UAS mission with a range of information resources including:

- A physical collection of information resources supporting institutional programs.
- Interlibrary loan for items not held locally.
- Significantly expanded access to electronic book and full text article collections.
- Library facilities with comfortable study areas.
- Public use computer stations.
- Equipment available for checkout.
- Professional and paraprofessional staff providing interlibrary loan, reference services, instructional support, outreach and technical services.

Egan Library created the Outreach Services Librarian position in 1999 in response to a growing need for library support beyond the Juneau campus. This position is a liaison with the Ketchikan and Sitka campuses. Through ongoing communication efforts and periodic on site visits, this position facilitates delivery of information resources and services throughout the region.

The UAS library system and staff are focused on fostering lifelong learning and providing quality service. Personal assistance is available for library patrons including one on one reference interactions and customized instruction sessions. Feedback from Noel-Levitz Student Surveys indicates that students are significantly more satisfied with the level of library service and resources at UAS than are their peers at four year schools in the western United States. Results from Noel-Levitz as well as data from student course ratings are considered in determining collection and service adjustments to remain responsive to student needs.

ITS is responsible for information security, academic and administrative servers, desktop support, telephones, media production, data networks, and instructional technology. In order to ensure alignment with organizational priorities, ITS is committed to providing services that are secure and reliable, accessible, responsive, and educationally relevant.

Exhibit 5-1 Catalog of ITS Technologies at UAS

Exhibit 5-2 Catalog of ITS Services at UAS

Other strategic technologies at UAS are managed by other entities which underscore the need for strong linkages among resource bases as discussed in more detail in Standards 5.D.4 and 5.E.2.

The library and information technology services and staff received commendations in both the 1999 and the 2004 accreditation visits. Table 5-1 summarizes the technology services provided and/or managed outside UAS.

Table 5-1

Technology Service Area	Managed by
Specialized classroom/laboratory equipment	UAS Departments
Cell Phones and other personal mobile devices	State of Alaska Contract
Audio Conferencing	UA system outsourced contract
MyUA Web Portal	UA system Office of Information Technology
Administrative ERP (Banner Finance, HR and Student Information) and related ancillary systems.	UA system Office of Information Technology
Library catalog and circulation systems	Capital City Libraries consortium
Library full-text databases	Egan Library managed services contracts

STANDARD 5.A.2
Sufficiency of Core Collection

The UAS library continually assesses collection content, formats, and delivery options. The NCES reports indicate that UAS Library holdings compare favorably to its peers. Library support for the academic programs in education, humanities, natural sciences, social sciences, and management is evident from library web pages and Journal Search subject sections.

Cooperative license agreements such as those with UA Libraries and statewide licenses on the Digital Pipeline provide the UAS community access to at least 90 databases. These partnerships figure significantly in the ability to provide the necessary and appropriate information resources for UAS academic programs.

A recent WorldCat Collection Analysis reveals alignment between disciplines and circulation levels. The Library annually tracks additions to the collection by discipline. Periodically, circulation is analyzed to identify high usage disciplines and adjust acquisitions accordingly. Egan Library Facts Figures 2008, Egan Library Database Subscriptions, Comparison of Collection by Subject with Circulation.

STANDARD 5.A.3
Determination of Resources

Access to UAS library services and resources has changed dramatically over the last ten years, requiring significant adaptation in delivery strategies. UAS libraries have responded with an increased emphasis on full-text online resources, online delivery of interlibrary loan materials, and library instruction incorporating distributed learning technologies. Egan Library supports and collaborates with personnel in Ketchikan and Sitka to ensure local student, faculty, and staff resource needs are met.

Library faculty participation on the Faculty Senate, Curriculum Committee, and Assessment Committee facilitates timely response to curriculum and program changes that might have an impact on resource

needs. The Librarian liaisons to academic departments are an additional source of information about changing programs and faculty interests.

The ILLiad interlibrary loan service was implemented in 2006 on a three year grant in cooperation with other UA and Alaska municipal libraries. Although grant funding ended in 2008, the program was so efficient and popular that monies were reallocated to maintain the subscription at the conclusion of the grant.

UAS Libraries balance print collections with electronic resources to serve both residential and distant populations. Although e-resources are abundant, print circulation levels remain constant, indicating a continued need for print.

UAS has significant populations of both on campus and distance students. Off campus delivery sites range from broadband enabled urban locations to rural settings with limited technology access. UAS programs have adopted program specific delivery strategies to meet the requirements of their curriculum and their delivery locations.

The *UAS Online!* strategy encourages and supports these diverse program specific technology standards. The *UAS Online!* tool was enhanced in 2008 to allow programs to specify the default system behavior within their course subject areas. This feature encourages faculty to identify collaboratively the technology behavior that best fits their curriculum and delivery strategies.

The ITS technology management approach is based on establishing and following a planned architecture that allows UAS to avoid duplicate solutions or competing systems. The regional standards encourage economies of scale within the UAS community by creating a critical mass of users sharing common solutions.

5.A Summary | Purpose and Scope

Strengths

UAS library and information resources and services are appropriate to support the degrees offered at the UAS. Most services are available remotely, and services are comparable for all students and faculty regardless of physical location.

Challenges

The increasing proportion of electronic library resources and student/faculty utilization of technology are placing strains on the current number and type of public computers in the Egan Library. The cost of materials and database subscription is a constraint.

The disparity of network access in rural and urban Alaska continues to create challenges. Students in urban locations often want latest and greatest delivery technologies that may not function in rural locations.

Courses of Action

The library has worked with ITS to explore reducing the number of limited service public PCs and replacing them with full service PCs requiring student login.

UAS libraries will continue to leverage resources through cooperative arrangements with other libraries within the UA system and beyond.

Based on student feedback, the library will continue to build on its online holdings particularly for programs with a high proportion of distance students and for programs based in Sitka and Ketchikan. At the same time, it will continue to maintain an appropriate level of print resources.

ITS will continue to work with academic programs to sustain a close alignment between technology and unique program needs. UAS will continue to support both high and low bandwidth technologies in order to meet the needs and capabilities of receiving locations.

Both Library and ITS will continue emphasizing the importance of information resources and technology in the UAS Strategic Plan as it is revised.

5.B | INFORMATION RESOURCES AND SERVICES

STANDARD 5.B.1

Support of the Educational Program

Library faculty select items for acquisition with input from students and program faculty throughout UAS. Suggestions for acquisitions are solicited through email and the library web site. Information from the 2007 Online Computer Library Center (OCLC) Collection Analysis allows the library to focus purchases on the most frequently used areas of the circulating collection and on replacing outdated holdings. Numerous standard titles have not been replaced if their content is reliably available through internet resources.

Subject areas are weeded and updates purchased as resources allow. New weeding procedures were implemented in spring 2009 with a comprehensive weeding scheduled for the print reference collection. With library faculty oversight, the adjunct reference librarians review potential discards and identify preliminary requests for new materials. Extensive maintenance of online collections to improve and streamline user access is an ongoing process.

In recent years library patrons have shown an increasing comfort level with e-journals. This is reflected in survey results indicating a preference for this format. As more reference titles and periodicals are available from online full-text databases and open source websites, microfilm, and print subscriptions are cancelled to offset rising serials costs. Since the last accreditation visit, significant additional online databases have strengthened library support of major program areas.

The transfer of the U.S. Forestry Sciences Lab Library and several significant donations has enhanced Egan Library collections.

Maintaining public access to regional resources such as the Forestry Service and Alyeska materials is in keeping with the UAS core value of contributing to the economic development of the region and the state through basic and applied research and public service.

Library computers are maintained by ITS. A shared ITS/Library technology position assures an informed response to any ITS problems experienced at the library.

The academic mission of UAS is specifically supported by a broad catalog of IT services including:

- Conventional services such as open computer labs, email, telephony and television production; and
- Emerging services such as wikis, weblogs, RSS newsfeeds, and pod casts.

ITS also focuses on innovative technology strategies, to support teaching and learning, including the following:

UAS Online! The *UAS Online!* project was launched just prior to the 1999 accreditation visit.

UAS Online! continues to provide an active course web site for every course section. Nearly 85 percent of UAS lecture courses show consistent student activity in each week of the semester. An examination of faculty initiated enhancements reveals that 75 percent of adjunct faculty and over 97 percent of full time faculty have added content to their course sites.

UAS Live! *UAS Live!* is a synchronous instructional delivery strategy that combines live television studio production with Internet chat, video conferencing, and streaming video. The strategic advantage of *UAS Live!* is the low barrier to entry it provides to academic programs seeking to extend their reach. Faculty are easily able to translate traditional classroom teaching experience to distributed locations. Usage reached a peak of 10 classes one semester in 2003 and has now settled at a constant seven courses per semester. While the service originated as a television based service, the majority of sites now participate over the Internet.

The ePortfolio Initiative: The UAS ePortfolio systems are a direct outcome of the Teaching, Learning, and Technology Roundtable (TLTR), which conducted a formal needs assessment in early 2003. Based on 20 requirements identified through this assessment, UAS ITS developed the core ePortfolio system and integrated it into UAS Online for the spring 2005 semester. The ePortfolio project has been successful. In the first three years of use, the UAS community has generated:

- 8,929 “active” pages (7,334 pages linked to courses)
- 655 weblogs / 373 forums
- 17,597 posted artifacts (items)
- Uploaded “attachments”: 127,942 files / 35.7 GB

UAS Text-Messaging: In fall 2006, ITS received suggestions from students regarding how text messaging might provide academic benefits. After shootings on several U.S. college campuses in 2007, the attention shifted to emergency alert notification. ITS developed and released a system in 2007 that combined the features of both safety and course related notifications. Fortunately, there have only been two occasions where the system needed to be used for safety alerts – both relating to heavy snowfall.

Social Networking: BubbleNET and the UAS Wiki: BubbleNET (a play on the UAS whale mascot) was launched in the fall 2008 semester in conjunction with the UAS wiki at the request of the Student Activities Office. BubbleNET provides a way for students to provide information about themselves and their interests and then connect with other students and faculty who share similar interests.

Exhibit 5-3 Strategy of Social Networking: BubbleNET

Exhibit 5-4 Strategy of Social Networking: UAS Wiki

The architectural approach to campus technology planning has resulted in an unusually standardized and integrated environment, especially for higher education:

- UAS has consistent authentication and authorization based on ERP (Banner) data. Campus users are issued a single username/password for all services and most web services subscribe to an established "single sign on" through UAS Online.
- Campus staff computers are refreshed by a centrally funded refresh. These have a standard hardware configuration, standardized "locked-down" build, and campus users must consult with IT in order to add additional applications.
- By standardizing solutions, UAS has been able to leverage campus wide (or UA systemwide) licensing for applications such as Microsoft Office and Adobe Breeze.

UA has contracted with Noel-Levitz to assess student satisfaction with campus services. When ranking the adequacy and accessibility of computer labs, Noel-Levitz found that UAS students are significantly more satisfied than the norm for western four year institutions.

A new system for collecting student ratings of UAS courses was launched in fall 2005. The new rating form asks students to evaluate if the technology worked effectively for their class. On a scale of zero to four, students consistently rank IT effectiveness at 3.2 with the majority of students consistently selecting the highest score possible. This high ranking has been maintained across all semesters surveyed.

STANDARD 5.B.2

Effective and Independent Use of Resources

UAS libraries help patrons acquire information literacy skills for lifelong learning through a variety of resources and services:

- One credit introductory library science courses.
- Cross curricular classroom instructional sessions.
- Web based information literacy tutorials.
- Online course specific and resource specific research guides.
- Individual research consultations for faculty or students.

Each semester library faculty offer two information literacy classes, LS 110 and LS 111. Using the American College and Research Library (ACRL) standards, courses are designed to improve student skills in finding, evaluating, and managing information.

In summer 2008 the Instruction Librarian participated in the ACRL Institute for Information Literacy. As a result, changes have been made in library course instruction and goals, and objectives in the library planning matrix were re-directed.

The library currently supports student success initiatives through work with the Early Scholars and College Pathways programs. The library has noticed enrollments in the library science classes are higher when academic advisors are more aware of these courses and the optimum timing for one of these courses during a student's academic program.

Academic faculty regularly invite library faculty to give presentations on library resources and services to their students or to conduct interactive workshops using wireless laptop labs. The library has several user guides on the Library website providing information literacy definitions as well as sample information literacy assignments and grading rubrics to assist non-library faculty in adding information literacy content into their courses. Library faculty are also available to assist professors in integrating clear learning objectives and outcomes measures into their research related assignments.

Library staff made several proposals for the implementation of standardized information literacy tests to improve assessment, and raise awareness of the role of information literacy in student success. Recently, the Assessment Outcomes Committee began consideration of rubrics for the six competencies and the library is working on a small scale implementation of the JMU Information Literacy Test (ILT). Library staff will continue to work with faculty, course and program assessment plans, and through library instruction to develop information literacy skills among UAS students.

Librarians frequently co-chair Faculty Development Seminars, a year-long series of weekly presentations designed to introduce new faculty to all aspects of academic life at UAS, including library resources and services.

The library uses feedback from faculty and staff and participation in university governance to gain insight into which library activities are

most helpful to users. For example, comments from a Student Peer Advising meeting led to a condensed four week LS111 course. Tested during summer 2008, the new format was well received by students and is scheduled to be used in summer and fall 2009.

UAS IT systems and services encourage innovation and offer multiple self service support options:

- The Easy Login Maintenance Option (ELMO) web application tool allows students to claim their computer account or reset forgotten passwords independently. The ELMO project has increased service while reducing Helpdesk costs and improving security. The success of the ELMO project has led to its adoption in 2008 throughout the UA system.
- Self service "video digitizers" allow students to create their own streaming video content which they can upload to their ePortfolio.
- Through the ePortfolio system students and employees may create their own web forums, weblogs, mini-wikis, podcasts, and synchronous web meetings.
- The "UAS Wiki" allows the UAS community to participate in creating a collaborative web site.

STANDARD 5.B.3

Policies and Procedures

All library policies and procedures are posted on the library website. The circulation policy is also available in print for distribution to patrons. Policies and procedures are reviewed and updated regularly.

Training materials are used to inform circulation and interlibrary loan student assistants of library policies. Staff reminders are used to ensure that required activities are performed in a timely manner, to ascertain that procedural information is readily available, and to verify that employees know how to access it. Personnel are informed on emergency preparedness and the appropriate response to library user misconduct.

STANDARD 5.B.4

Participatory Planning

Librarian liaisons to the academic departments keep in regular contact with faculty for their input on purchase requests for the library. In addition to regular dialogue with faculty about their needs, the Egan Library reviews faculty interlibrary loan requests and purchases most materials supporting faculty teaching and scholarship not in the collections. An online purchase request form is made available on the library web site for faculty, staff, and students.

The library announces periodic product trials (databases) to faculty and the UAS community for their opinions and feedback and the library works with academic departments to share costs of resources requested; for example *MRI Internet Reporter and Online Classroom*.

Student input has been gathered using a fall 2007 student survey and the Noel-Levitz surveys in 2005 and 2007. Overall, among 97 respondents (74.8 percent) reported they were Satisfied or Very Satisfied with library resources online; none indicated they were Not Satisfied.

What resources were used most frequently, attitudes toward e-books and RefWorks, and other comments provided insight and opportunity for changes in web design and instruction.

Library staff participate in occasional staff meetings and training sessions, receive copies of librarians' meeting minutes, and use a recently implemented library staff information page and forum for communication on training and planning.

ITS department promotes stakeholder engagement in the planning and development of the instructional technology environment. The ITS director has constituted two teams to ensure a regional perspective: Infrastructure Support/Planning Committee and Instructional Design Work Group. Both groups are responsible for establishing standards and forwarding recommendations to the ITS Director.

The UAS Teaching, Learning, and Technology Roundtable (TLTR) continues to play an essential role in planning and development by including students, faculty, staff and administration in an ongoing discussion of effective teaching and learning. While IT employees participate, the Roundtable is accountable to the Provost. Since its formation in 1996, this group has evolved to be the principle collaborative planning body for instructional technology.

STANDARD 5.B.5

Regional, National, and International Networks

The IT infrastructure is used extensively to extend the information boundaries beyond Alaska to regional, national, and international networks. The computing and communications services provided include:

- Campus wide wireless access.
- High speed internet and internet 2 access.
- Network printers in the library and computer labs with connections from personal or library laptops.
- Library e-resources and database index materials available via internet.
- Access to resources via a shared local online catalog and globally through databases such as OCLC WorldCat, a catalog of national and international library holdings.

5.B Summary | Information Resources and Services

Strengths

UAS provides access to a large and well maintained collection of print and electronic materials and a suite of innovative instructional strategies. Students are encouraged to become independent users of library and technology resources. Faculty and students are empowered to shape the services and technologies they use. *UAS Online!* has been widely adopted by both faculty and students and the design goal of de-emphasizing underlying vendor products has been largely successful. Through local and UA systemwide networks, the UAS faculty is connected to

regional, national, and international resources in support of teaching and learning.

Challenges

Some students and faculty are unaware of the capabilities for independent and effective use of technology that are provided. For example, in informal surveys, few students were aware that they can create their own weblogs or podcasts.

The integration of vendor and in house developed software in *UAS Online!* has had unintended negative consequences. Given the overall UAS branding, many users conclude that the entire system is "home-grown." This creates the perception that UAS is unwilling to utilize UA systemwide licensing or is unable to support industry standards.

The ITS governance groups encourage regional collaboration; however, their activities are not consistently documented or widely disseminated. There is little crossover or coordination between the groups.

Student responses to the Library questions on course evaluations indicate the need for better marketing to raise awareness of services and resources available through the library.

Courses of Action

Library personnel are working with the UAS graphic designer to develop a uniform format for informational fliers (circulation and reserve policies, information for the public, etc.) for in house reproduction as needed.

ITS will develop documents that provide a high level perspective on *UAS Online!* and distribute these throughout the region. The unit will provide a "technology update" session to faculty during fall convocation.

The library and ITS have developed a series of action steps and recommendations to address more completely the above challenges. Both units will work on issues over which they can assert control and will forward suggestions to other units as necessary.

Exhibit 5-5 Library and ITS Action Steps and Recommendations

5.C | FACILITIES AND ACCESS

UAS libraries currently have adequate space for core collections but expect an increasing need for audio/visual and serials collections space. Egan Library in Juneau also houses Media Services and the Learning Center. In alignment with the campus focus on creating student centered spaces, The Learning Center transformed an underused classroom into the "The Think Tank" (T3), providing quiet study areas. Seven group study rooms allow small groups to study together, watch a film, or collaborate on projects.

Egan Library in Juneau has spacious open areas, which are frequently used for campus and community lectures, concerts, or other gatherings. The event space in the Library provides seating for over 200; standing room attendance has exceeded 300.

STANDARD 5.C.1
Accessibility and Sufficiency

Like many organizations, UAS has embraced the Internet as a key strategy for providing access. As outlined in the earlier sections of this report, the web has allowed UAS to extend 24/7 access to institutional resources and services to the university community, both on and off campus.

As titles are due to be replaced, the Library has frequently opted for online materials, including e-reference titles, in place of or in addition to print resources. A proxy server jointly maintained by ITS and the Library was added in 2004 to provide streamlined access to databases. LinkSource, an open URL link resolver, facilitates a seamless connection for library users between citations and full text, online subscriptions, and open access sites such as Google Scholar, Open WorldCat or ILLiad. To further simplify access to services, Library links appear on every *UASOnline!* course site.

Library faculty and staff have incorporated a variety of online techniques into their classes and training to reach students and faculty off campus. Examples include audio conferencing, streaming video, web meeting options, Breeze, Elluminate Live, and instructional CD's.

Library faculty offer personalized reference services during all hours the Library is open, including responding to phone and email inquiries. Research questions may be sent to the library email address and will receive a response within 24 hours.

Interlibrary Loan services are available to all UAS constituents regardless of their location.

Information literacy instruction for individuals, classes, and other school groups is available through a variety of delivery methods.

The student technology fee provides resources for periodic upgrading of both library computers and the wireless laptops available in the library for student/staff checkout. Wireless Internet throughout the library provides access to campus networked software and printers. Students can print documents without charge in the library and computer labs. The library budgets for the replacement of monitors and printers used by

both the public and students. Reliable duplication equipment is available, and a digital microform reader/printer will be in place for AY 10.

For students located on a UAS campus who might need special accommodation to access the library or ITS resources, UAS has a Disabilities Services Coordinator who verifies the type of assistance needed and maintains specialized equipment to support physical and learning disabilities. There are accommodations for sight and hearing impaired students that allow full access to library services and information resources. The Microsoft Accessibility Suite is a standard part of the campus computer build.

With eleven workstations and six checkout laptops, the library has sufficient computer resources to meet the usual demand. The main Egan Library in Juneau is open eighty hours per week during the semesters with extended hours during finals week.

Beginning in 2000, UAS shifted technology from designated public labs and classrooms to the campus as a whole. This shift allowed UAS to make more effective use of facilities by reducing the need for dedicated labs and classrooms and encouraging effective integration of technology in programs and services.

STANDARD 5.C.2

Cooperative Agreements

Egan Library seeks out and facilitates cooperative relationships locally, regionally, and statewide to build its collections and to provide additional services to the UAS community. The Egan Library participates in the local Capital City Libraries (CCL) consortium that also includes the Juneau Public Libraries, Alaska State Library, and most recently the Sealaska Southeast Heritage Institute.

The library has expanded utilization of partnerships with Consortia licenses and the statewide Digital Pipeline. Libraries in the UA system share substantive licenses, and the recent formalization of the Alaska Library Network is fostering additional opportunities for collaboration. The last ten years have seen a shift to increased cooperative agreements, providing a greater depth of online resources than the UA library individual budgets alone could sustain.

5.C Summary | Facilities and Access

Strengths

Essentially all UAS Library resources and services are available via the Internet anywhere in the world. By migrating to mobile classroom technology, UAS has been able to reduce the number of dedicated computer classrooms while increasing the number of classes and disciplines integrating technology in instruction. The migration to a laptop norm for faculty has made it easier for faculty to bring work from their offices into the classroom.

Challenges

Maintaining existing cooperative agreements remains a high priority that is challenged by increasing costs. As more students and faculty move to laptops, security becomes an issue.

Courses of Action

The Library will explore additional funding sources to help sustain and enhance current resources; for example, department contributions to the cost of MediaMark MRI Internet Reporter.

UAS will continue to maximize access for all constituents. In the coming academic year, ITS will increase support for mobile and student owned technologies and will implement measures to ensure the security of sensitive data on mobile campus laptops.

5.D | PERSONNEL AND MANAGEMENT

STANDARD 5.D.1

Sufficient Staff

UAS serves the library needs of the region through the staff of the Egan Library in Juneau, a professional librarian in Ketchikan, and coordination with the Sitka campus. Egan Library has a library director, four faculty, seven FTE staff, and two FTE temporary staff. Library faculty have responsibility for four areas: Public, Technical, Instructional, and Outreach Services. Staff positions cover Circulation, Interlibrary Loan, Serials, Acquisitions, and Processing.

Egan Library staffing compares favorably with peer institutions. Library staffing remains sufficient to sustain a high level of services by refocusing positions as the academic library environment changes to include, for example, enhanced ILL delivery methods, e-resource and serials management, and social networking communication options. Recent changes include greater emphasis on marketing the library, more frequent reference training, circulation area functions, campus outreach, and creating a more student centered library.

ITS is composed of 17 professional staff (16.3 FTE) and approximately 25 student employees. The department is organized around four functional areas listed in Table 5-2.

Table 5-2	
Infrastructure (3.5 FTE)	Support Center/Helpdesk (3 FTE)
Information Systems (2 FTE)	Academic Technology (5.8 FTE)

UAS central IT staffing is comparable with the national median of 17 for MA II universities. However, the Information Systems group is understaffed relative to the growth in servers and web services over the past decade.

STANDARD 5.D.2

Qualified Professional and Technical Support Staff

Librarians hold tenure track faculty positions and undergo peer evaluations. This provides independent internal assessment of the qualifications and achievements of library faculty. Library faculty and temporary reference librarians all have MLIS degrees from American Library Association accredited institutions.

Most of the Library staff have baccalaureate degrees or are completing them. The staff is comprised of well trained, experienced employees especially in ILL and Technology Services.

Library faculty meet regularly to discuss issues facing the library and alternative paths for resolution. Minutes of the discussions and decisions are widely distributed.

IT staff have appropriate education and experience for their positions.

Exhibit 5-6 Résumés and Job Descriptions of Library and ITS Staff

STANDARD 5.D.3

Professional Development

Adequate funds have been available to support library faculty professional development the last few years. Library personnel actively participate in state and local associations and regularly attend and present at national conferences. Recent examples include LOEX (Instruction), Off Campus Library Services, ACRL, and the Alaska Library Association Conference. Librarians are ranked faculty and eligible for Wilson Funds. Staff are encouraged to attend sessions when the AkLA conference is in their community. Web training opportunities on products, current topics, and skill development are available as appropriate for both faculty and staff.

The entire library staff is encouraged to participate in continuing education to keep abreast of new or changing resources. Resource guides are often developed for staff/reference training and then posted for others to use. Opportunities for staff development are fully supported using online technologies.

The library's goal is to continue support of faculty professional development and to increase the proportion of in house staff training. The new Public Service Librarian duties include the identification and creation of appropriate training materials for staff. The position may also explore scheduling presentations from campus administrators to keep the library team current on activities and services across campus.

STANDARD 5.D.4

Organizational Arrangements

The Egan Library is organized to provide the following services: Public Services, Outreach, Instruction, and Technical Services. Technical support in the library is provided by a position shared between the Library and ITS.

UAS Sitka is dependent on the UAS Egan Library for resources and services. UAS Ketchikan has a small library and MLIS librarian for instruction and reference, but also relies on Juneau library resources.

UAS contracts with the Ketchikan Borough for library services. The next five year renewal will occur in 2010.

The library has an excellent working relationship with ITS and its media center. Collaboration includes proxy server maintenance, and working together on the Information Technology Council (ITC) to coordinate IT with other campuses. In March 2009 the ITC was disbanded and duties reconfigured at the UA level; changes in responsibilities and representation with no UA libraries represented on UA IT groups.

In 2008, the Chancellor moved ITS from Academic Affairs under the Provost into the Administrative Services area, reporting to the Vice Chancellor for Administrative Services. The Chancellor emphasized that this change provides two benefits:

1. Allowing UAS to focus on an "Enterprise Architecture" initiative, as part of a UA systemwide effort.
2. Allowing the Academic Affairs areas to focus on core policies and processes.

Despite the change of reporting structure, the Chancellor mandated that the ITS Director continue to actively participate in the Academic Affairs planning groups and serve as a peer to the other Directors on the Provost's Council. This mandate helps to ensure that the primary purpose of ITS remains focused on supporting teaching and learning.

STANDARD 5.D.5

Consultation in Curriculum Development

Library faculty participate in curriculum development in various ways. Faculty Senate by-laws guarantee a library representative on senate and its Curriculum Committee. Any new degree proposals go first to the Faculty Senate and are required to include an assessment of the potential impact of the new degree on campus resources.

New degree programs approved by the Senate and revisions to current program requirements go through the Curriculum Committee. Membership on this committee allows the library to address the impact on library resources of course and program changes.

The Librarian liaisons to academic departments are another source of information about changing programs and faculty interests. There is rarely additional library funding appropriated to adapt the collection to program changes but accommodation can usually be made by re-allocating and prioritizing collection development within the existing budget.

STANDARD 5.D.6

Financial Support

UAS libraries are supported almost exclusively through general fund monies allocated by the institution. Some additional funding for major projects has been provided through granting agencies, such as the State of Alaska. Several modest endowments for the enhancement of library collections are administered by the University of Alaska foundation.

Operating costs have risen dramatically in recent years, especially for

personal services and benefits. In most cases, the institution has allocated additional funds to cover these increases. This has reduced the effect of increased labor costs on the Library materials budget.

Both the cost and the demand for books, journals, databases, and A/V materials continue to rise. The institution has recognized the need to offset these cost increases. The library has benefited from UA Initiatives established in FY 01 and from the implementation in FY 05 of tuition revenue sharing. As a consequence of these measures, library budgets are in line with comparable institutions.

ITS is also supported with general funds. The UA System Office of Information Technology has tracked IT expenditures for all UA campuses since 1999. The FY 08 report highlights that:

- Central IT expenditures for FY 08 were $1,769,000 with $896,400 in additional IT expenditures in other departments.
- Between FY 99 and FY 08, UAS IT expenditures rose 72.4 percent, keeping pace with the overall UAS expenditure increase of 73.9 percent over the same period.
- In FY 08, 6.3 percent of all UAS expenditures were IT related.
- FY 08 student per capital technology expenditures were $1,817.

UAS Student per capita expenditures have grown over the past three years; largely due to enrollment declines. Current costs are higher than the national average ($1,046), but in line with costs at UAA ($1,371). UAF's expenditures of $5,970 reflect its role as the major research campus in the system. UAS IT costs as a proportion of total expenditures are higher than the national average of 5.1 percent but mirror the UAA average of 6.4 percent.

5.D Summary | Personnel and Management

Strengths

Library and Information Technology Services are staffed by professionals and technical support staff with appropriate qualifications and certifications. The job duties of each library employee are clearly defined.

Challenges

The current Egan Library structure is working well but there is room for improvement in the services offered in Ketchikan and Sitka. The current liaison arrangement to academic units performs well, but could benefit from more faculty input regarding the changing needs of programs.

Although funding for UAS libraries is quite good for an institution of this size, budget growth is not keeping pace with the combined impact of escalating costs and increased demand for materials and does not address major projects, such as the installation of a security system.

The realignment of planning groups at the UA system level have resulted in minimal library representation.

Courses of Action

Library and IT Services will continue to attract and retain qualified individuals to serve the UAS population. The library in particular will encourage staff retention issues by increasing participation in local staff development efforts and supporting professional development and networking opportunities for faculty.

ITS current professional staffing is only slightly lower than national norms. As ITS defines formal service levels, the allocation of personnel among the different functional areas will be examined to ensure that service levels can be achieved and maintained.

Egan Library will conduct periodic assessment of the current structure with adjustment as needed to enhance cooperation with Ketchikan and Sitka. To enhance its liaison activities, the Library will conduct a faculty survey in the coming academic year to identify the most welcome ways the library can provide assistance to the academic program. As part of its outreach, the Library will continue development of a library blog.

To support the UAS strategic goal of stability and sustainability, the library will continue to assess cost/benefit of subscriptions, databases, etc. and will leverage resources through shared agreements with other institutions and consortia.

UAS will continue to balance the financial commitment to IT with the overall growth of campus expenditures.

5.E | PLANNING AND EVALUATION

STANDARD 5.E.1
Participation in Institutional Planning

UAS involves Library and ITS in institutional planning on many levels. Department directors are included on the Provost's Council, campus assessment committee, and the Chancellor's Cabinet. Librarians serve on Faculty Senate, Curriculum Committee, and the Teaching, Learning, Technology Roundtable (TLTR). TLTR also has representatives from ITS. The Information Committee and the Cultural Infusion Action Group have library representation. Library and ITS staff are active in governance groups for classified employees of the University. In addition, Library and ITS staff are consistently included in planning for campus events such as New Student Orientation, Staff Development Day, and Commencement.

Membership in these groups allows information sharing with all departments regarding budget, recruitment, planning, and development.

STANDARD 5.E.2
Management and Technical Linkages

A summary of strategic linkages is contained in the following tables. These linkages include Libraries, Academics, Administrative Areas, UA Systemwide, and distributed campus locations.

Table 5-3 Strategic Linkages	
Library and IT Services	Library and IT Directors members on UA Information Technology Council (renewed March 2009); Library and IT share a technician position; Library Outreach Services Coordinator sits on the IT management team; Media Services staff co-located in the Egan Library.
Extended Campuses	Director has regional coordinating role with library services to Ketchikan and Sitka campuses; all library faculty and staff provide support; Library faculty on Distance Student Orientation Committee; Library participation in DE Services Summit in Ketchikan; Regional IT coordination through the Infrastructure Support and Planning Committee and the Instructional Design Work Team.
State of Alaska	Research and Resource Library Directors group includes the State Librarian and UA and public library directors from Anchorage, Fairbanks and Juneau.
Community Libraries	Library Director member of CCL Directors group for the Juneau consortium, now approaching its 30th anniversary; Working relationship with NOAA Ted Stevens Marine Research Institute library; Working relationship with JDHS and TMHS libraries (Juneau schools).
Organizations	Library membership in Alaska Library Association, PNLA, LOEX, and Alaska Library Network.
Academics	IT and Library Director sits on the Provost's Directors Management Team; IT and Library participation on TTLR; IT Participation on Faculty Senate sustainability committee; Library and IT Directors on UAS Outcomes Assessment Committee.
Administrative Areas	IT reports to the Vice Chancellor for Administrative Services; Library reports to the Provost; Library and IT Directors are both members of Chancellor's Cabinet.
UA Systemwide	Representation on the UA Information Technology Council and the UA Portfolio Management Team (PMT); Participation in the President's Disaster Preparedness Task Force and other SW groups; ITS Staff participation and recent leadership in staff governance.

STANDARD 5.E.3

Evaluation and Continuous Improvement

As a part of student course ratings, UAS collects data on library and IT resources and services. The results are analyzed and used to guide planning. Each department also conducts additional evaluations of service and user satisfaction.

The Library analyzes data from circulation statistics, database usage statistics, interlibrary loan usage, student survey responses, and feedback from faculty. Noel-Levitz data also provides significant feedback to library staff. The 2007 survey indicated improvements since 2005 in the helpfulness and approachability of library staff as well as greater understanding of how to access class materials for distance students. Compared with the Western State Composite scores, UAS librarians are more helpful and approachable than average.

The Outreach Services librarian has begun more frequent and focused communication with Sitka to raise awareness of library resources and services for faculty and students on that campus. Findings and activities will extend to improvement of UAS library services to the distance community.

Although perpetually in progress, the Egan Library Planning Matrix aligns NWCCU and ACRL standards with the Library mission statement in conjunction with proposed evaluation procedures and related actions.

In addition to information from student ratings, ITS every semester collects data through user satisfaction surveys for computer labs, checkout equipment, and mobile classrooms.

UAS leverages best practices in active monitoring of IT service quality. These include:

- System monitors that will page technicians in the event of failure;
- Network utilization tracking to monitor capacity and usage patterns;
- Web service monitoring to log requests that take longer than seven seconds to complete; and
- Course website feature auditing to report on instructional use of course management systems.

ITS has started to formalize the most visible service lines into service level agreements.

UAS is developing measures that provide a more complete picture of technology integration and student active through:

- Persistence measures of course website activity to assess if students continue to leverage web sites throughout the semester; and
- Data mining to predicatively identify at risk students in order to support "early-alert" strategies.

5.E Summary | Planning and Evaluation

Strengths

Library and IT staff actively participate in institutional planning at UAS and use the results of this planning in their own unit planning. Both Library and IT Services collect, analyze, and use information on service effectiveness and user satisfaction. This information helps refine and modify services. IT system monitoring strategies provide effective tools for tracking system use, planning for future capacity, and alerting staff of system failures.

Challenges

Although both UA and UAS planning groups have met less frequently, several now have meetings scheduled for fall 2009.

Analysis of student course rating results of library resources reveals a higher than expected response of 'not applicable'. This finding is in line with other course rating results reported in Standard 2. These results

suggest that some students are not aware of the link between course activities and the development of core competencies, in this case, information literacy.

Classifying course home site activity by measuring student behavior provides a more meaningful outcome assessment of technology integration than the current evaluation systems. Mining online activity data to support student success has considerable potential; however, any indicators should be carefully validated by faculty and student support staff.

Courses of Action

Librarians will work with the Faculty Senate on helping the students in making the connection between course objectives and information literacy competency. Faculty are currently examining the data and exploring ways of making this connection more evident.

Both departments will seek additional sources of user feedback and establish consistent analysis and evaluation of data sources.

Library Services will continue to collaborate with ITS and faculty groups to better market services and resources. Egan Library will consult with Ketchikan and Sitka faculty and distance grant facilitators for additional suggestions to improve library support for distance students.

Standard Six

Governance and Administration

The University of Alaska is comprised of three major academic units (MAU)—the University of Alaska Fairbanks, the University of Alaska Anchorage, and the University of Alaska Southeast. All are governed by systemwide policies and regulations.

6.A | GOVERNANCE SYSTEM

STANDARD 6.A.1

Enabling Authority

The Constitution of the State of Alaska, Article VII , Section 2 establishes the University of Alaska as the state university, constitutes it as a public corporation, and sets forth certain principles of its management and governance. Section 3 of the same article establishes the Board of Regents (BOR) as the governing body of the university. This section states:

The University of Alaska shall be governed by a board of regents. The regents shall be appointed by the governor, subject to the confirmation by a majority of the members of the legislature in a joint session. The board shall, in accordance with law, formulate policy and appoint the president of the university. He shall be the executive officer of the board.

Alaska Constitution: State University Section 7.2, Alaska Constitution: Board of Regents Section 7.3

STANDARD 6.A.2

Respective Roles

The bylaws of the BOR establish the organization and operating procedures of the UA system, including the scope of the BOR authority and responsibility, as well as that of the officers of the university and its advisory councils. The bylaws also provide for appointing and evaluating the President of the university.

The authority and responsibilities of the President, statewide administration, campus administrations, faculty, staff, and students have also been defined and articulated in BOR policies and regulations.

These policies identify the president as the chief executive officer of the university. The president has specific authority to appoint and terminate officers of the University, including the chancellors. BOR policy provides direction for the president to establish an organizational plan for the effective operation of the university system. The positions of

chancellor, chief academic officer, and other executive officers have also been defined by the BOR.

UA BOR Policy: University President, UA BOR Policy: Officers of the University, UA BOR Policy: Advisory Councils.

STANDARD 6.A.3
Constituent Participation

The BOR affirms that "the opportunity for faculty, staff, and students to participate in the governance of the university is important to its effective operation" and expresses its intent that "faculty, staff, and student participation in university governance be an integral part of the university community's culture." The policy goes on to direct the president to establish a systemwide governance structure. The president has created four constituent organizations: Faculty Alliance, Staff Alliance, Coalition of Student Leaders, and the combined System Governance Council.

BOR policy specifies that the governance organizations shall carry out their functions subject to the authority of the BOR, president, and chancellors. The purposes of the organizations are to:

- Provide an effective opportunity for university faculty, staff, and students to play a meaningful role in matters affecting their welfare.
- Represent their respective viewpoints on Regents' policy, university regulations, and other matters.
- Address through legislative action other matters as described in their approved constitutions.
- Advise the president and the chancellors in a timely fashion on pertinent matters.
- Communicate information to their respective constituents, which is of interest and concern to the university.

STANDARD 6.A.4
Central Office Institution Roles and Responsibilities

Statewide procedures developed by the President in consultation with the Chancellors identify lines of authority and responsibility between central administration and the MAUs. However, as the University of Alaska has expanded over the past decade under the leadership of President Hamilton, issues have arisen concerning respective roles.

To address these issues, the President recently initiated an extensive review of Statewide administration. The review was conducted by external consultants who were guided by an advisory committee composed of faculty, staff, and administration participants from across the university. The resulting report, Planning the Future: Streamlining Statewide Services in the University of Alaska, was completed on February 1, 2008. One of the major recommendations of the report was to clarify the roles and responsibilities of university officers (whether at the system or campus level) including the authority of statewide councils. Over time, implementation of this recommendation is expected to result in improved documentation and clarification of the division of responsibilities where such does not currently exist. As its first attempt to clarify statewide councils, UA system administrators and campuses are

currently working on developing a charter and organizational flow charts for Information Technology.

6.A Summary | Governance System

Strengths

The University of Alaska has a strong governance system headed by a BOR that establishes policy for all areas of operation. The Board appoints and evaluates the chief executive officer who is responsible for implementing these policies.

Challenges

As frequently happens in a system that has multiple units, the division of authority and responsibilities between the central administration and the operational units at times becomes unclear and can lead to tension over resource allocation and control. This has recently been the case in the UA system, resulting in an extensive external review in 2008.

Courses of Action

UAS administration and staff actively participated in the external central administration review and will continue to be involved with appropriate committees and groups when report recommendations are implemented.

6.B | GOVERNING BOARD

The University of Alaska is governed by the Board of Regents (BOR). The BOR has been granted ultimate responsibility by the Alaska Constitution for the quality and integrity of the system and its respective units, including UAS. The BOR is responsible for establishing the mission of the university and the MAUs, allocating funds in an appropriate and equitable manner, and developing policies for the university. The BOR selects the President of the university to serve as the chief executive officer of the system. The BOR delegates the responsibility to implement and administer its policies to the President. The President appoints the Chancellors of the MAUs in consultation with the BOR.

STANDARD 6.B.1

Board Membership

The BOR is composed of eleven members including one student representative with full voting rights. Regents are appointed by the Governor to serve an eight year term, with the exception of the student regent who serves a two year term. Members of the Board come from communities throughout the state and represent a variety of backgrounds and experiences. The President of the University serves as an ex-officio member of the Board.

Exhibit 6-1 BOR Current Contact Information

Bylaws of the BOR govern the appointment, term of office, and duties of Regents, as well as the election, term, duties, and powers of the Board's Officers.

The Board meets six times per year. Each meeting is held in a community that has a UA campus. These regular meetings are supplemented by an annual retreat and a summer audio conference briefing. The officers of the BOR are elected annually by the board as a whole. The BOR has divided itself into six standing committees: Academic Affairs, Audit, Facilities and Land Management, Finance, Human Resources, and Planning and Development. In addition, the Board creates ad hoc committees to meet various needs.

STANDARD 6.B.2
Committee of the Whole

The Board acts only as a committee of the whole. Bylaws of the BOR describe the duties and responsibilities of the Board and its committees. Bylaws also provide that "no business may be transacted at any meeting of the Board unless at least six Regents are present", no proxies are permitted, and the "official action of the Board requires the affirmative vote of the majority of the whole Board." Unless otherwise directed by action of the Board, all committees of the Board are advisory to the Board as a whole.

STANDARD 6.B.3
Bylaws of the Board

Bylaws of the BOR clearly outline the organizational structure, including its officers. The officers are Chair, Vice Chair, Secretary, Treasurer, Secretary, and Treasurer Pro Tem. Bylaws define the duties of each officer and provide for a delegation of powers in the case of the absence of any officer. The scope, composition, organization, and role of BOR committees are also defined in bylaws.

Bylaws govern the conduct of meetings of the BOR and its committees, including rules of order, quorum requirements, meeting notice requirements, open meetings and voting, and agenda management. These provisions are in place to ensure the ethical conduct of BOR business.

STANDARD 6.B.4
Selection and Evaluation of the Chief Executive Officer

Article VII, Section 3 of the Alaska Constitution states that the Board of Regents (BOR) will appoint the President by a majority vote of the whole board. Section 12 of the BOR bylaws provides that "the Board may annually review the performance of the president." It goes on to say that "failure to conduct a performance review is an internal matter and does not affect the validity of any action."

STANDARD 6.B.5
Board Review and Approval

The University of Alaska and UAS mission statements are set out in BOR policy. On October 6, 2000 the BOR reviewed and approved proposed changes to the University of Alaska mission statement. On March 9, 2001 the BOR approved changes to the UAS mission statement.

BOR policy provides that "all program additions, deletions, and major revisions" require approval by the BOR. The BOR has delegated

approval authority of occupational endorsements and workforce credentials to the President.

BOR agendas regularly include review and approval of substantive changes made by the University system or any MAU, including modifications to school structures, academic policies, and programs.

STANDARD 6.B.6

Evaluation of Performance

The BOR bylaws provide for an annual review of its performance. The review generally is conducted at the January retreat. At that time, members reflect on the Board's performance during the prior year. At this meeting the Board self evaluates, sets goals, and discusses how to engage in continuous improvement.

STANDARD 6.B.7

Institutional Organization and Staffing

The BOR bylaws state that the Board will be responsible for the governance of the university. By policy, the Board has vested the President with responsibilities for serving as the chief executive officer of the system. Included in this responsibility is the mandate to establish an organizational plan for the university, including offices, positions, and the appointment of all personnel.

In the execution of this mandate, the UA President has created a statewide organizational structure that includes permanent councils with specialized areas of responsibility covering academics, research, business/administration, student services, information technology, facilities and land management, and systemwide governance. These councils have evolved over time as the university has changed. Their primary responsibilities are to ensure the effective and efficient management of the university across the system. They regularly report to and seek approval from the Board on substantive changes. The BOR meeting agendas reflect this council reporting structure.

STANDARD 6.B.8

Budget and Financial Planning Approval

Each year the university begins a new budget planning cycle that culminates 18 months later with a formal budget request to the Alaska Legislature. This cycle begins and ends with the Board. At the start of the process, the Board sets out the budget assumptions and parameters upon which the university will base its request. After an extensive systemwide review and prioritization process, the budget request for the entire university (including UAS) is reviewed and approved by the Board before it is forwarded to the Governor and legislature for their action. All university budgets are based on extensive and regular long-range fiscal planning.

The BOR bylaws establish an Audit Committee as a standing committee of the BOR. The committee is responsible for advising the BOR on matters relating to the stewardship of university finances and assets. The Committee provides oversight of internal and external audit functions and ascertains the existence and adequacy of accounting and internal control systems. The Audit Committee conducts its responsibilities both independently and in conjunction with the university auditor

and comptroller. Nearly every meeting of the BOR includes a report from the Audit Committee on the fiscal affairs of the university.

STANDARD 6.B.9
Knowledge of Accreditation Status

BOR policy provides that the University of Alaska Southeast will, based on its own merits and the quality of its programs, seek and maintain accreditation from the Northwest Commission on Colleges and Universities. The policy provides for individual program accreditation by professional accrediting bodies when meeting such accreditation standards is consistent with the goals of the university.

At least once a year the BOR meeting agenda includes reports from each MAU on the status of its accreditations.

6.B Summary | Governing Board

Strengths

The UA system is governed by a Constitutionally-established board that operates under clear bylaws. The Board has established a uniform system of policies and procedures that govern its own operations as well as that of the entire system.

Challenges

There are no challenges of note in this sub-Standard.

6.C | LEADERSHIP AND MANAGEMENT

UAS has benefited from the continuity of a strong, stable executive team that has guided its growth and direction for several decades. This continuity of focus on the strategic direction set for UAS by its Strategic Plan demonstrates that major initiatives and change has moved UAS forward, even when two of the executive cabinet positions experienced turnover and some turmoil. Various councils and advisory groups provide opportunities for broad participation by campus constituencies in developing and reviewing programs and procedures and the membership on these councils also demonstrates continuity in purpose.

There have been reassignments of current Deans. Dr. Larry Harris was appointed Dean of School of Education in June 2006; and in August 2008 was appointed Dean of Professional Studies of two Schools: Education and Management. Dean Karen Schmitt was appointed in 2001 as Dean of Career Education and later assumed Dean of School of Management in 2003. In August 2008, Dr. Schmitt was appointed Regional Dean of Career and Technical Education to focus the regional vocational program development.

STANDARD 6.C.1
Chief Executive Officer

The President of the University of Alaska and the Chancellor of the University of Alaska Southeast both serve as chief executive officers and have full-time responsibilities to the system and the MAU respectively. Job descriptions for these positions are found in BOR policy. The

duties, responsibilities, and authority are documented in the job descriptions. The Chancellor provides leadership in establishing goals, prioritie,s and plans for UAS.

STANDARD 6.C.2
Duties and Responsibilities of Administrators

The chief administrative officers at UAS are the Provost, the Vice Chancellor for Administrative Services, and the Vice Chancellor for Student Services and Enrollment Management. These positions report directly to the Chancellor and serve as the Executive Council. Job descriptions for all administrative positions below Chancellor are determined at the institutional level.

Exhibit 6.2 Position Descriptions of UAS Executive Management

UAS has been fortunate to have a strong, stable executive team that has been in place for many years and has guided the institution's growth as it transitioned into a regional university. All present Executive Council members were in their current positions at UAS at the time of the 1999 accreditation visit.

The Provost is responsible for academic leadership and administration. Since the last accreditation visit, academic administration has undergone considerable revision. At that time, there was a single Dean of Faculty, assisted by an Associate Dean, who was responsible for all academic units under the direction of the Provost. During the strategic planning process, it was determined that one dean could not provide the academic leadership needed to grow planned programs. As a result, the academic units were organized into four schools in 2001: Arts and Sciences, Education, Management, and Career Education. Arts and Sciences and Education were each headed by a Dean. Management and Career Education shared a Dean, who had half-time responsibility to each school. In August, 2008, the schools and deans were realigned, with a Dean of Professional Studies placed over the schools of Education and Management. The new alignment places direction of all graduate programs under one dean. At the same time, the title of the Career Education dean was changed to Dean of Regional Career Education to emphasize that dean's responsibility for leadership and management of career education on all three campuses.

There has been considerable turn-over in academic administration since the 2001 reorganization, particularly in the School of Arts and Sciences. This turn-over has caused some concern among faculty and has contributed to the faculty/administration issues discussed in Standard 6.D.

STANDARD 6.C.3
Administrator Qualifications

All administrators at UAS are qualified to provide effective leadership and management. Their resumes are located in the exhibit room and available on line. Evaluation is consistent with generally accepted practice. The Chancellor is evaluated by the President. The remaining administrators are evaluated periodically by the Chancellor.

The effectiveness of the UAS administrative team is evaluated by the UA President through the annual onsite academic and program budgeting review. At that time, the Chancellor presents evidence that the institution is meeting its assigned benchmarks metrics as established by the state legislature and UA administration. Copies of the annual academic review and PBB report are found in the Exhibit Room.

Exhibit 6-3 Résumés of UAS Administrators

STANDARD 6.C.4
Institutional Advancement

Institutional advancement activities are conducted both at the system level and locally through the UAS Development Office. The development director reports directly to the Chancellor. The Chancellor must give prior approval for all fundraising activities to assure that they are in line with institutional mission and goals. Proceeds are directed at scholarships, an operating endowment or special projects identified by the Chancellor. Institutional Advancement is covered in detail in Standard 7.D.

STANDARD 6.C.5
Institutional Decision Making

The Chancellor's Cabinet, consisting of the entire UAS management team including Faculty Senate president and president elect, is the primary vehicle whereby major administrative issues are discussed and resolved. The cabinet meets regularly every four to six weeks. The Executive Council described earlier meets weekly with the Chancellor to address both day to day and long range operational issues and concerns. The Executive Council may also be called to handle urgent situations.

The Chancellor's Cabinet provides a vehicle for the open exchange of ideas and directions for the campus. Cabinet discussions inform the Executive Council's deliberations. The Cabinet provides for participation by all administrators in planning and coordination at UAS and, contributes to stronger policies and management decisions that respond to regional needs.

The Provost's Council is composed of provost, vice provost, the deans of the academic schools, the directors of the extended campuses, and the director of library services. The director of ITS and the Vice Chancellor of Student Services are frequently invited to participate with the Provost's Council. The Council deals primarily with issues affecting the academic programs of the university.

In addition to internal campus input, the Chancellor and others also receive information and advice from the local Campus Councils. These groups are established by BOR policy to provide input and guidance from the community for the direction of the University. The Chancellor appoints no fewer than seven and no more than fifteen members of the Council to broadly represent the community. Ketchikan and Sitka campuses also have a Campus Council to advise the Chancellor on regional issues. Membership on the three Campus Councils is available in the Exhibit Room and on line.

Exhibit 6-4 Membership List of Campus Councils

STANDARD 6.C.6 Cooperative Working Relationships

Organizational structures are in place to facilitate cooperation, coordination, and communication between units. The Executive Council meets weekly to advise the chancellor on both routine and major issues affecting the university and to coordinate university activities. The Provost's Council meets bi-weekly. The council advises the Chancellor and Provost on academic matters and coordinates academic programs.

STANDARD 6.C.7 Institutional Research

The recently established UAS Office of Institutional Research is comprised of one professional employee and reports to the Vice Chancellor for Student Services. The IR office regularly publishes and updates the UAS Fact Book which is an online resource for administrators and others. This office works collaboratively with the statewide IR office, disseminates standard system reports, and utilizes standardized extracts from data bases to provide customized reporting for decision makers and the broader UAS community. Information is distributed to Deans, Directors, and faculty to inform the periodic program reviews. Other information is used in the annual academic and PBB reviews. IR data was used extensively in the preparation of this self study. The Provost's Office has one technician devoted to managing and producing the data needs in academic matters such as program reviews and school requests.

STANDARD 6.C.8 Policy and Procedure Review

The UAS Personnel Office works within the established BOR Personnel policy. This uniform system of policy and regulations covers recruitment, staffing, salary, benefits, performance evaluations, leaves of absence, dispute resolution, and non-disciplinary terminations for university employee. Policies are periodically reviewed and updated.

The faculty and the crafts and trades staff are covered by systemwide labor contracts that supersede Board policies in some areas, most notably, salary and benefits. Labor contracts are negotiated every three to five years. UAS follows the uniform system procedures in all BOR policies and/or labor contracts.

STANDARD 6.C.9 Salaries and Benefits

Administrative and staff salaries and benefits are generally competitive with similar employers in the state but appear to lag somewhat behind those in peer institutions across the nation. The faculty labor contract calls for a comparative salary analysis using the Oklahoma State salary. The first analysis resulted in a legislatively funded adjustment of faculty salaries in August 2008. The faculty comparison will be an ongoing process conducted by the statewide Office of Labor Relations. Staff have annual salary adjustments based on policy/regulations and the pertinent labor contract, if any.

All regular faculty and staff have the choice to participate in State of Alaska Retirement or the university's optional retirement plan.

6.C Summary | Leadership and Management

Strengths

In 1999 when the Northwest Accreditation Team last visited UAS, the executive management team had the same players as it does in 2009:

Chancellor John Pugh

Provost Roberta Stell

Vice Chancellor of Administrative Services Carol Griffin

Vice Chancellor of Student Services/Enrollment Management Bruce Gifford

Having this experienced team in place provides continuity even in the face of some turnover. Vice Chancellor Gifford has returned to UAS in July 2008 after a seven year absence and Provost Stell returned to her post in May 2009 after being retired for about a year. Vice Provost Everett served as Interim Provost and Acting Dean of Arts and Sciences, two demanding positions, from May 2008, until May 2009 when Dr. Stell was re-appointed Provost. Dr. Everett serves as Acting Dean for Arts and Sciences and continues some responsibilities of the Vice Provost duties focusing on student retention and services to students and faculty.

Challenges

The very stability of the management team provides a challenge as current senior officers approach retirement. The loss of years of experience and institutional memory can have long-term consequences on the ability of UAS to continue its focus on mission and goals. The potential of a rapid change in leadership coupled with the more fluid situation at the Dean level has contributed to some tension and anxiety among faculty and staff.

Based on our most recent searches for the Dean of Arts and Sciences, it is clear that some of the candidates were concerned about the cost of living in Juneau. In addition, some candidates find the isolation and weather of Southeast Alaska a deterrent to accepting positions at UAS. These factors will no doubt influence recruitment for top administrative positions when this becomes necessary.

Courses of Action

The Executive Council is developing a succession plan to address the issues that will arise with the retirement or replacement of senior administrative officers. Given the cost of living and environmental challenges described above, the plan will identify actions to "grow your own" leaders for the future as well as for more effective recruitment from other parts of Alaska and the nation.

Academic administration will be reviewed as part of the systemwide academic planning that will take place over the coming academic year.

6.D | FACULTY ROLE IN GOVERNANCE

As demonstrated in 6.A.3 above, BOR policy P03.01 is very clear on the importance given to faculty role in governance. University regulation implementing this policy states that:

- The faculty, staff, and students shall share in the governance of the university;
- Shared governance is an integral part of the business of the university; and
- Participants in shared governance are empowered by the BOR to carry out their governance responsibilities to the best of their abilities without fear of reprisal.

Governance bodies receive their authority from their chancellor and carry out their functions subject to their respective constitutions and bylaws.

At the time of the 1999 accreditation visit, faculty governance at UAS was conducted through the Faculty Council which had membership and responsibilities similar to the current Faculty Senate. The Council was reconstituted as Faculty Senate in 2001 both to reflect the new academic structure established and to mirror the faculty governance bodies at the other two UA MAUs.

The Faculty Senate is the vehicle used at UAS to give faculty a voice in institutional governance. This body is composed of one elected faculty representative from each of eight discipline groups and one at-large senator from each of the Juneau, Ketchikan, and Sitka campuses. The Faculty Senate meets monthly (August-May) and holds a meeting of the entire faculty at least twice a year.

The Constitution of the Faculty Senate states that it creates a governance structure that will provide a forum for and give a faculty voice to university life issues, including curriculum, student success, research, and creative activities, as well as institutional and professional development. The UAS Faculty Senate Constitution defines the role of faculty in shared governance. The Senate has campus representatives who participate in the statewide Faculty Alliance on systemwide issues, such as budget, with direct access to UA President, BOR, and Statewide Academic Council (SAC).

The Undergraduate and Graduate Curriculum Committees are permanent committees of the Senate. These committees develop rules for undergraduate and graduate curriculum submission and review, amend or recommend all curriculum changes and proposals of undergraduate and graduate degrees, programs, certificates and courses.

UAS faculty have representation on the statewide UA Faculty Alliance committee which is composed of the past, current, and elected Faculty Senate Chairs from UAS, UAA, and UAF. Faculty Alliance is responsible for representing the faculty in areas that may include but are not limited to coordination of matters relating to academic affairs such as academic program review; the addition, deletion, or merging of academic

programs; curriculum subject matter and methods of instruction; degree requirements, grading policy, course coordination, and transfer; student probation and suspension; standards for admission and scholastic achievement; and other matters affecting the faculty and/or general welfare of the university and its educational purposes and effectiveness.

Faculty also have representation on the System Governance Council, a combined committee composed of representatives from Faculty Alliance, Staff Alliance, the Coalition of Student Leaders, the alumni associations, and the UA President. BOR regulation R03.01 provides the System Governance Council with a formal venue for transmitting recommendations and actions to the University Administration or BOR. The regulation mandates specific timeframes for administrators and Regents to acknowledge receipt of recommendations and to notify the Council of their approval, disapproval, or modification.

6.D Summary | Faculty Role in Governance

Strengths

The University of Alaska has a very clear governance structure and corresponding lines of authority, outlined in BOR policy and regulations and supported by governance organization constitutions. This structure has been in place for many years and has served the system well. Faculty, staff, and student participation in university governance are an integral part of the university community's culture. The Faculty Senate provides the avenue for faculty governance at UAS.

Challenges

During the 2008/2009 academic year, the Faculty Senate disputed several administrative decisions regarding academic administration and passed three motions on shared governance that were subsequently vetoed by the Chancellor. In December, 2008, the Senate voted to submit the Chancellor's vetoes to the reconciliation process outlined in Article IX, Section 3 of the Senate Constitution. A Reconciliation Committee composed of three senators and three administration representatives met throughout spring 2009 semester to discuss issues of governance. In April, the committee distributed a signed copy of its findings and recommendations to the UAS community and set August 19, 2009 for a full day retreat.

Courses of Action

The Reconciliation Committee recommended that the Faculty Senate and Chancellor take specific actions to provide appropriate venues for faculty input into UAS budget formation and academic planning and to institute a performance appraisal process for administrators that include faculty input. The committee also recommended a workshop to discuss shared governance, and an annual Faculty Senate/Executive Leadership retreat to articulate and develop mutually beneficial goals and policies.

Finally, to avoid problems in the future, the Reconciliation Committee

recommended that administration and Faculty Senate work collaboratively to review the Senate's Constitution and clarify the language regarding the authority of the Senate to ensure that it is consistent with BOR policy.

6.E | STUDENT ROLE IN GOVERNANCE

The role of students in governance is grounded in BOR policy and regulations. The Board has expressly declared that student participation in university governance is an integral part of the business of the university and that students are empowered to carry out their governance responsibilities to the best of their abilities without fear of reprisal.

The United Students of the University of Alaska Southeast (USUAS) is the student government organization that represents students on the three UAS campuses. Each campus maintains its own constitution and bylaws. Student senators and officers are elected annually. The student body presidents delegate committee assignments for student senators, including standing liaison seats with the UAS Faculty Senate, the Teaching and Learning Technology Roundtable, and the Campus Councils. A Student Services staff member on each campus serves as a student government advisor to the senators.

Student Government supports a rich mix of activities and programs that create an opportunity for students to develop and practice organizational and leadership skills in a nurturing learning environment. The broad range of student activities provides an environment that enhances personal growth and fosters social and professional development. Student committees and councils provide a wide variety of outstanding leadership opportunities for University of Alaska Southeast students.

Student Government works collaboratively with students, staff, and faculty to develop programs and support systems that reflect diversity, instill self reliance, leadership and responsible action, and provide enrichment to the educational social, political, and cultural life of the campus and the community at large.

Each campus student president represents his/her campus on the Statewide Coalition of Student Leaders, a committee of all sixteen student government leaders. Coalition members have the responsibility of representing students from their respective areas on issues that may include tuition and fees, financial aid and scholarships, residence life, minority and rural services, clubs and social activities, student media in all forms, health and safety, grievances, tools and resources, student employee relations, and other issues affecting the educational environment and availability of resources for student use.

The Coalition is supported by the statewide governance office with two permanent employees. The University President invites two members from each campus student government to Fairbanks each year for an annual President's retreat.

6.E. Summary | Student Role in Governance

Strengths

UAS has a strong system of student governance, providing leadership opportunities for students at all three campuses. Student leaders from the region regularly participate in systemwide student groups. The Juneau chapter hosts the annual legislative workshop, with representatives from all of the other student governments in the UA system.

In the last decade, three UAS students have been appointed by the Governor as a Student Regent with full voting rights.

Challenges

Encouraging students to become involved in governance can be a challenge, especially on the extended campuses that have a low percentage of traditionally aged students, and a high percentage of distance students taking only one or two courses each term.

Courses of Action

UAS will continue its efforts to support student governance. Extended campuses will continue to explore ways in providing meaningful participation for non-traditional and distance students.

Standard Seven

Finance

The University of Alaska Southeast (UAS) is a regional institution with centralized business operations. The major administrative unit is the Juneau Campus, with oversight of the two extended campuses: Ketchikan and Sitka. The Vice Chancellor for Administrative Services supervises the directors of budget, grants, and contracts; business operations; human resources; facilities services; and information technology. The administrative services staff in Ketchikan and Sitka report to their respective campus directors on day to day campus matters but to the Vice Chancellor or her designee for direction on policy matters related to the business operations of the university. The Administrative Services directors advise and consult with the highest level financial managers in each department, school, or community campus, and their staff provides the daily technical and para-professional support to those units.

7.A | FINANCIAL PLANNING

STANDARD 7.A.1
Financial Planning and Budgeting at UAS

Financial planning and budgeting at UAS are directed at institutional goals within guidelines provided by the UA system. The budget is the primary instrument of fiscal control and contains all income and expenditures of the university. While the Board of Regents (BOR) establishes systemwide budget priorities, UAS has the latitude to develop its budget in accordance with campus specific strategic and master plans. The UAS Strategic Plan, which incorporates the enhancement and expansion of the physical, programmatic, and administrative capacities of the institution, provides the framework for the annual budget process.

The university currently utilizes a Performance Based Budgeting (PBB) methodology to plan for programmatic needs. The PBB process as initiated by the UA President in FY 06 requires that campuses can measure and demonstrate accountability between their program planning and budgeting processes. The PBB system is built on measurement of key outcomes, some of which have been mandated by the Alaska legislature and others that are deemed important by the BOR and the President. PBB serves as the accountability framework for the BOR's resource allocation decisions.

Originally, PBB was funded through a systemwide reallocation process. The SW Budget and Planning Office annually identified for

each MAU an amount to be placed in a reserve pool during the annual authorized budget building process. After the budget cycle, the reserved amounts were centrally pooled at the UA System Office for later distribution back to the campuses based on progress toward the performance metric goals. In the fall of the each budget year, the UA President announced how the pool was to be redistributed back to the campuses. A campus could receive more or less than its contribution to the central pool based on performance. Chancellors had discretion on awarding funds locally.

Beginning FY 09, the PBB process was changed to keep funding locally at each MAU. The new process requires the MAU identify one percent of unrestricted revenues to be held in a central pool for distribution by the Chancellor each fall after the required review of progress.

At UAS, the Chancellor's Executive Cabinet meets to discuss the most strategic use of these funds in support of its metric goals and the strategic plan. Once local distribution has been determined, that decision is communicated to the effected units and the distributions are made.

Financial planning and reporting are critical elements of the operational success of UAS. The budget office, with direction from the Vice Chancellor, provides long and short range financial planning and reporting for UAS. A monthly management report review is required from each community campus, school, and department. This monthly process allows executive management access to current information for timely decisions and optimum utilization of funds. In the spring of each year, this report of projected expenditures and revenues is forwarded to the UA Controller for inclusion in its statewide report of year end projections. Each fall the UAS Operating Review provides a five year trend analysis of expenditures and revenues by fund, source, and allocation and is presented to the UA President. This fall face to face meeting also includes MAU PBB report and discussions.

The annual budget calendar, guidelines, and assumptions are provided by the UA system office. The budget development calendar begins in June when the budget guidelines for the new request budget are presented to the BOR for approval. In July, salary and facility maintenance repair and renewal budgets are calculated, as well as other standard fixed cost increases. At a systemwide meeting each August, the Chancellor presents the UAS request for new increments to be included in the overall request to the legislature.

Planning for the FY 09 budget added a new level of participation and scrutiny through the inclusion of statewide Planning Groups. The groups include administrators and faculty and are charged with aligning programs by MAU with the correct initiative. These broad based groups provide additional insight into areas of priority programs that need infusions of new funds. Their collective input is submitted, prioritized, and incorporated into the request budget.

STANDARD 7.A.2
Financial Planning is Strategically Guided

UAS engages in regular cycles of academic program review and assessment to examine and determine where reorganization and resource reallocations can be made to better align the university with its strategic plan. This process is designed to enhance areas of existing strength and to provide resources to new programs provided for in the strategic plan.

Long-term financial planning takes place within the UA framework and again is linked to the UAS Strategic Plan. UAS participates fully in UA processes to examine university generated revenue projections by source and fund and provide a five year future projection with modest, moderate, and significant goals.

UAS maintains a six year capital plan that is a subset of the UA capital planning process. The six year plan is linked to the UAS Master Plan. Requests for funding for capital projects are listed in priority order in a six year capital plan.

While financial planning and budgeting is a long-term process at UAS, it is also occurs daily. UA uses Oracle Banner, which provides users with up to date information on the state of their budget, expenditures, and revenues by organization by unit. In 1999, Banner was still an essentially new tool and retrieving data in this complex system was time intensive. In the years since, query tools have been developed, and the seasoned staff has become proficient in its use. Banner allows UAS the ability to examine historical trends that aid in future planning and to respond quickly to requests for the detailed information used in various reports and executive level management. UAS Fall Operating Review, Five Year Trend

STANDARD 7.A.3
Annual Budget Publication

At the system level, the UA statewide Office of Budget and Planning publishes the approved operating and capital budgets for each fiscal year by region and campus within the region. The UAS Budget Office produces an annual budget workbook that includes expenditures and revenues by source and/or major account group by each organizational budget, by unit.

The regional budget functions are held centrally within the UAS Budget Office. However, each budget unit has the autonomy needed to manage its budget to best meet its mission and goals. Initial budgets are developed each year at the unit level, guided by assumptions developed for that year concerning known increases in state appropriation, projected tuition increases, enrollment projections, and historical spending patterns of the unit.

Each unit is provided its finalized authorized budget in the format used by the UAS Budget Office and also in the management report format. The management report is created and updated with current expenditures and revenues each month in the budget office. At that time, the office reviews for needed budget revisions, and either completes the needed revision or contacts department as necessary.

Budget revisions are often initiated at the unit level and are typically reviewed by the Chancellor and Vice Chancellor for Administrative Services with consultation from budget office staff. Approved budget revisions are generally entered into the financial system within a day or two.

Significant revisions, such as increases in budgets from authorized level or moving from salaries and benefits to non-personal services lines are reviewed in conjunction with the campus management report prior to being approved.

STANDARD 7.A.4
University Debt

Debt financing is used primarily on the Juneau campus. Debt capacity is utilized for long term debt associated with capital projects that have a direct relationship to the institution's strategic planning objectives and institutional vision. Debt financing priority is given to projects where there is a revenue flow that will fund all operating costs and a minimum of 50% of the debt service. Short term debt is utilized for acquisition of property adjacent to the campus or identified in the campus master plan for potential campus expansion. Priority is given to acquisition of the property that is essential to the long term development. Any acquisition less than or equal to $750.0 is considered short term with a debt term of no more than eight years.

7.A Summary | Financial Planning

Strengths

At UAS, the executive management team remains focused on using existing plans to guide the operational and capital budget processes. Staying this course has allowed the institution to greatly enhance its financial, physical, and human capital. Since the 1999 self study, UAS received $4,346.4 in new base funding for initiative increments, provided 28.8 new faculty positions, and 18.8 new staff positions regionally and increased instructional and support space from around 100,000 sq. ft. to nearly 150,000 sq. ft.

Challenges

The budget process itself is quite challenging, specifically incorporating needs and requests from faculty and staff into the request.

Courses of Action

UAS will continue to use its programmatic and capital plans to request resources.

7.B | ADEQUACY OF FINANCIAL RESOURCES

STANDARD 7.B.1
Availability of Revenue

UAS has a solid financial foundation, with half of its financial resources funded by state appropriation, and about 20% from tuition and fees. UAS maintains its stability by managing its funds conservatively, and by being prepared for fluctuations in enrollments.

UAS receives funding in grants and contracts from private, state, and federal agencies. While unrestricted revenue (including auxiliary) has increased by 30 percent between the fiscal years 2004 and 2008, extramural funding has declined slightly by 14.4 percent due in large part to the conclusion of a very large five year grant during that period.

Table 7-1

Revenue Source	FY 04	FY 05	FY 06	FY 07	FY 08	FY 04-08 % Change	FY 07-08 % Change
Unrestricted	30,251.4	32,502.1	35,451.2	37,788.5	39,089.8	29.2%	3.4%
Restricted	7,750.5	6,265.3	6,948.3	6,427.4	6,618.2	-14.6%	3.0%
Total Funds	37,892.1	38,671.3	42,399.5	44,215.9	45,708.0	20.6%	3.4%

UAS financial growth over the past decade has been directly tied to the growth in resources to the UA system as a whole. Beginning in FY 99, the UA President established an initiative process to direct funding to areas of most need and concern. For the first time in many years, MAUs were encouraged to request new funds, particularly in the areas of instruction and student services. The initiatives were intended to demonstrate to the state legislature that UA was deserving of increments to begin new programs and increase support for existing programs. A system of accountability was developed to report expected returns from the state's investment. Under this system, UAS has separately accounted for and reported to the President on initiative funding at least two times annually in the fall and spring reviews, and then to the legislature through the UA President.

UAS received its first initiative in FY 00 to support courses in continuing, professional education in the School of Education. Subsequently, UAS received over $4 million in initiative funding for activities outlined in its strategic plan.

Exhibit 7-1 Funded Initiatives by School by Academic Year

UAS pursuit of extramural funds is guided by its strategic vision that external funding supports student retention or undergraduate research experiences. In FY 08, the grant office was restructured to more fully meet the needs of principal investigators. Individual schools are also increasing their capacity to secure external funds. The School of Arts and Sciences recently added a proposal coordinator on a three year term basis

to more aggressively compete for outside funding. In FY 08, the Schools of Education and Management funded a grant writer.

Exhibit 7-2 Research Expenditures 2004-2008

Exhibit 7-3 Number of Proposals Submitted and Awarded

STANDARD 7.B.2 Debt Service

BOR policy P05.04.02 states that the total annual debt service of an MAU may not exceed five percent of unrestricted revenues. Institutions incurring debt must identify revenue sources to pay debt service. The chart below shows current committed debt service annual payments (principal and interest) by year and project through FY 14, projected revenues and remaining debt capacity. The figures indicate that UAS is well able to manage its debt.

Table 7-2

	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14
Natural Science Lab	245.1	245.1	242.8	243.7	244.3	244.7
Housing	137.5	137.6	137.5	137.2	136.7	138.2
Admin Service/Bookstore Bldg	246.5	242.7	243.8	244.6	245.2	245.5
Annual Commitment	**629.1**	**625.4**	**624.1**	**625.5**	**626.2**	**628.4**
Projected Revenues (4-6% annual increase)	32,852.9	34,824.1	36,913.5	39,128.3	41,476.0	43,964.6
5% Unrestricted Revenues	1,642.6	1,741.2	1,845.7	1,956.4	2,073.8	2,198.2
Remaining Capacity	1,013.5	1,115.8	1,221.6	1,330.9	1,447.6	1,569.8

STANDARD 7.B.3 Financial Statements

The annual audited financial statements of the university, prepared by UA Controller's Office, provide an overview of the financial position and activities of the university at each fiscal year end. The financial statements include at the MAU level unrestricted current funds, restricted current funds, student loan funds, endowment funds, and plant funds.

STANDARD 7.B.4 Fund Transfers

For financial reporting purposes, UA classifies transfer of funds as either mandatory or non-mandatory. To clearly articulate that these transactions are not revenue or expense, the same account code is used for both sides of the transaction. Non-mandatory transfers are most likely the result of one department doing a service for another. Mandatory transfers are required by contractual agreements through UA Statewide, such as debt service payments.

STANDARD 7.B.5
Adequacy of Financial Resources

UAS clearly demonstrates the financial support of programs as detailed in the annual UAS Fall Operating Review. The institution's financial position is strong as evidenced by the fact that it received a 33.4 percent increase in state appropriations over the past five years (FY 04-FY 08). General fund increases have been in the form of support for new programs, other institutional initiatives, and fixed costs. Student tuition and fees have increased by 44.7 percent in the same time period. All increases in student tuition are approved by the BOR.

Each department (academic and non-academic) receives a base budget in July of each year, built on input from the units' financial managers and assumptions provided by the Chancellor. UAS has decentralized management responsibility, and it is the charge of the dean or director to manage the base budget, requesting additional revisions and/or resources as needed.

UA Statewide Administration requires each MAU to budget and fund a 2% contingency pool to be used for emergent, one time, or base reallocations. If a base reallocation is taken from the pool, then the pool is replenished with base funds at the beginning of the next fiscal year. This contingency pool is separate from the PBB reallocation pool described in 7.A.1. The Chancellor also has a pool of funds available for faculty and student service program staff to support small projects on an annual basis.

At UAS, salary savings are directly controlled by the Chancellor. The funds are pooled as a position becomes vacant, and are used to support one time recruitment and retention projects.

STANDARD 7.B.6
Financial Aid

Sources of and Planning for Financial Aid

Financial assistance for students at UAS comes from a variety of sources: federal, state, and private. In order to provide a full range of financial aid resources for its students, UAS participates in federal student aid programs authorized by Congress (Pell Grant, SEOG, Federal Work Study, Federal Family Education Loan Program), and in the Alaska Education Grant program and the various alternatives loan program operated by the Alaska Student Loan Corporation. In addition, the institution has established, through the UA Foundation, comprehensive grant and scholarship programs not only to assist students who need financial aid, but also to recognize students with academic ability and special talents. By participation in these programs, the institution is able to encourage students to continue their education beyond high school or to return as adult learners.

BOR policy allows tuition waivers up to an amount equal to a percentage (up to five percent) of the previous year's tuition revenue. UAS currently awards three percent as institutional and departmental merit and need based scholarships. An additional one percent is awarded as need based grants (University of Alaska Grants), and one percent

is used to assist dual enrollment students from the local high schools. When tuition is increased, the UAS increases the amount of funding available for student fee waivers proportionally to ensure adequate fee waiver resources.

The UAS Financial Aid Office works closely with Native Corporations, Indian Tribes, and BIA agencies to secure grant and scholarship funding for students of Alaska Native and Native American descent. While every effort is made to provide a balance of financial aid including loans, grants, and work, limited grant and scholarship funds place a heavy reliance on loans for students who need financial assistance.

During the past ten years the number of federal financial aid applications received from students has increased by 72 percent, from 851 in AY 98 to 1,468 in AY 08. While the number of students receiving Pell Grants has increased by only 48 percent, the dollar value has more than doubled from $327,595 in AY98 to $695,146 in AY 08. This same trend is found in non-Pell and scholarship awards. UAS submits the Fiscal Operations Report and Application to Participate (FISAP) for university based financial aid programs to the Federal Government annually.

Additional information on Financial Aid is found in Standard 3.D.6 - 3.D.8.

STANDARD 7.B.7 Financial Reserves

As described above, each MAU annually establishes a contingency pool of 2 percent of all unrestricted revenues available for reallocation in that year. This requirement applies only to the Juneau campus. The pool comes from a number of sources: salary savings, tuition, and surplus generated by a unit's under expenditure or earning in excess of planned budgets. UAS also plans each year to carry forward between two and five percent of all revenues. Accumulation of this carry forward is monitored closely with management reports required monthly from each unit. The decision on how these funds will be expended lies with the Chancellor, and are for one time needs only. The Budget Office identifies funds to be moved to the pool as they become available and reports the aggregate amount monthly in the Management Report.

STANDARD 7.B.8 Auxiliary Enterprises

Auxiliary enterprises at UAS are financially sound, and do not require planned subsidies from the general operations and education funds. Fund balances across the region are healthy, and have quadrupled in the past five years. The housing operation has the greatest impact on this growing fund balance, as even during times of fluctuating enrollments, the housing units are at or near capacity. Until FY 08, housing supported the food service operation which struggled financially and operationally. In late FY 07, the UA system negotiated a contract with a private vendor to provide this service, at minimal cost to the university.

Auxiliary fund balances are monitored closely through the management reporting process. The transfer of student life program support

costs from auxiliary funds to general operations funds has positively impacted the auxiliary fund balance. The Bookstore enterprise at UAS enjoys a newly renovated space on the Juneau Campus. Bookstore services are operated on each campus.

7.B Summary | Adequacy of Financial Resources

Strengths

State funding at UAS has held steady at 50 percent of total operating revenues. BOR approved strategic and master plans provide guidance for reaching stated goals while remaining fiscally sound. UAS also has long-term staff whose expertise in budget and finance assure competent management of funds and resources.

Challenges

Between fiscal years 1999 and 2009, UAS received new program funding from initiatives as well as continuing base funding for salaries, benefits, and fixed cost such as utilities and maintenance and repair. As evidenced in the FY 10 legislative appropriation where continuation funding slipped and fixed costs were funded at a fraction of the request, new sources of funding will need to be the focus in future years.

Courses of Action

UAS has hired two new positions housed in the academic schools to assist faculty in finding external funds to support research opportunities, complement existing programs and enhance efforts at student retention. Unknown at this time is whether external revenue will be sufficient to sustain these positions. Careful monitoring of revenue generation will continue.

7.C | FINANCIAL MANAGEMENT

STANDARD 7.C.1
Financial Reporting to Governing Board

The UA President is charged with financial reporting to the BOR. The Chancellor meets monthly with the President in a cabinet forum where budget status is discussed. Twice annually, once in the fall and then again in the spring, full management and financial reviews are conducted with the President's staff, with the spring emphasis on projected year-end financial status.

STANDARD 7.C.2
Financial Officer and Business Functions

In the UA system, the statewide administration houses a chief financial officer, and a controller, who have primary authority to establish system procedures and standards as expressed in BOR policy and procedures. However, the Vice Chancellor for Administrative Services is the chief financial officer for UAS and reports directly to the Chancellor. All business operation functions are centralized under the Vice Chancellor and are performed under the direction of the Business Operations Director. These functions include student accounts and cashiering, accounts payable and receivable, procurement, and travel. The Personnel Services

Director is responsible for human resource functions, including payroll and all other personnel actions. The Budget Director provides day to day operating direction for budget and grant accounting functions, including financial accounting and reporting, management reporting, and grant compliance.

STANDARD 7.C.3 Financial Controls

All expenditures and revenues, including scholarships, grants-in-aid, loans, and student employment are controlled by the institution.

Management of income and expenses is centralized at UAS under the Vice Chancellor for Administrative Services. The Director of Business Operations is responsible for cash handling, student accounts receivable, financial aid disbursement, accounts payable, and purchasing. In addition to maintaining UAS' operating and capital budgets, the Budget Office is responsible for account code compliance. UA has a systemwide chart of accounts, and a systemwide policies and procedures manual. When revenues are received, they are coded to the account code that most accurately describes the purpose for which they were received. Likewise, when funds are expended, they are assigned an account code that most accurately describes the purpose of the expenditure. UAS follows a standard fund accounting method. Separate funds are established for unrestricted, restricted, and capital appropriations. The UA chart of accounts and accounting manual can be found at http://www.alaska.edu/controller/.

Audits to assure correct accounting of income and expenditures is ongoing, and happens through daily and monthly monitoring of spending plans. The Budget Office reviews booked expenditures and revenues monthly while preparing the monthly management report, and makes corrections as necessary.

STANDARD 7.C.4 Cash Management and Investment

Authority to invest university funds comes from two Alaska Statutes: 14.40 and 37.10.

The university's endowment trust fund and inflation proofing funds are managed by the University of Alaska Foundation in accordance with the Consolidated Endowment Fund Agreement. The related investment policy can be found at Consolidated Endowment Fund Investment Policy.

Cash management of the university's operating funds occurs at UA statewide with oversight from the Vice President of Finance and under direct supervision of the Controller. Investment objectives for general funds and cash surplus are found in BOR policies P05.05.020 and P05.05.010.

STANDARD 7.C.5 Accounting

The Statewide Fund Accounting office provides financial and general accounting support to the University of Alaska system. As noted in the Independent Auditor's Report included in the university's annual financial statements, the university's accounting system follows Generally

Accepted Accounting Principles. The accounting system and resulting financial statements are audited annually by external auditors as well as university and system internal auditors. Annual Audited Financial Reports and Statements.

STANDARDS 7.C.6 – 7.C.9
State Agency Auditing

UA statewide selects the audit firm for the A-133 audit. Fund Accounting issues the annual audited financial statements, OMB Circular A133 Single Audit, and related supplemental financial statements. The University of Alaska as a public institution makes all financial information available to the public through the BOR printed annual report and university websites. All expenditures and income from any source are subject to audit by the independent auditors and by UA Internal Audit.

STANDARD 7.C.10
Independent Audit

The University of Alaska contracts with an independent audit firm (KPMG most recently) to audit annually all funds, including financial aid.

Exhibit 7-4 Most Recent Financial Statements from KPMG

STANDARD 7.C.11
Internal Audit

The Statewide Fund Accounting Department prepares the university's Unrelated Business Income Tax return and implements new financial accounting standards. In addition, the department prepares IPEDS reports and responds to other requests for financial data. Fund Accounting performs numerous accounting oversight functions. These include accounting for the Land Grant Trust Fund Endowment and related Natural Resource funds. The department handles all accounting for new debt issuances and related debt service, plant assets and monitoring of activity, and budget for capital project funds. The department is the liaison with the state for billing and receiving of all general fund and capital appropriations and is the depository for Statewide and University of Alaska Foundation receipts.

STANDARD 7.C.12
Audit Recommendations and Reporting

Audit findings and recommendations are addressed with a management letter outlining the corrective action plan. The corrective action plan for the year ended June 30, 2007 is provided in the Exhibit Room.

STANDARD 7.C.13
Availability of Audit Reports

The following documents are provided in the Exhibit Room for Commission review.

Exhibit 7-5 Annual Audited Financial Reports

Exhibit 7-6 Land-Grant Endowment Trust Fund Statements

Exhibit 7-7 OMB Circular A133 Audit Reports

Exhibit 7-8 Corrective Action Plans

Exhibit 7-9 Summary Schedules of Prior Audit Findings

Exhibit 7-10 Year End Instructions

7.C Summary | Fiscal Management

Strengths

UAS provides timely and accurate information to all levels of managers, responds quickly and professionally to auditors, and takes immediate action should any finding by an auditor necessitate change in local processes or procedures. UAS Administrative Services uses a number of self audit tools to ensure the reliability of financial information. Seasoned staff are able to analyze and interpret the information, and clarify and correct entries as needed. These self audits reduce the likelihood of audit findings.

Numerous financial services are performed by UA statewide financial services.

Challenges

The Banner system does not provide a tool for projected expenditures or revenues, nor does the system encumber outstanding salaries.

Courses of Action

To overcome the problem with Banner, administrative staff have created a tool that requires manual entry each month to determine remaining liability for unpaid salaries and benefits. This financial information is reported through the management reporting process.

The budget office will continue to provide group and individual training to assist department financial managers project future expenditures and revenues, and classify current accounts correctly.

7.D | FUNDRAISING AND DEVELOPMENT

The Office of Development and Alumni Relations is responsible for fundraising activities and for receiving and acknowledging all private gifts of cash, real property, securities and gifts in kind for UAS. BOR policies and procedures relating to the roles and responsibilities of the Office of Development and Alumni Relations are found in BOR Policy P05-14.

The policy regarding the acceptance of gifts made to the university or for the benefit of the university states that, unless expressly prohibited by the donor, "gifts will be accepted, held, and managed by the University of Alaska Foundation, as set forth in the State of Alaska Articles of Incorporation of the University of Alaska Foundation."

STANDARD 7.D.1
Fundraising and Development

All UAS fundraising priorities are determined by the Chancellor in consultation with Deans and Directors of schools and campuses based on greatest institutional need. The Director of Development and Alumni Relations annually solicits funding requests from Deans and Directors and follows up as necessary when specific project funding inquiries are initiated by potential donors.

The annual fund manager uses direct mail to solicit gifts from all alumni, faculty and staff, and constituents living in the Juneau, Ketchikan and Sitka communities. Additionally, a core group of volunteers, the UAS Development Council, contributes to fundraising activities with individual annual gifts and by soliciting from friends and associates.

UAS has 45 endowed funds currently valued at $4,059,950. Privately funded scholarships valued at $165,701 were awarded to 138 students last year.

Recent fundraising efforts have touched a variety of programs and projects. The Noyes Pavilion Campaign raised more than $600,000 to construct the first privately funded building within the UA System. A Piano Campaign helped raise more than $88,000 to purchase a Steinway grand piano for the Egan Lecture Hall performing facility and to endow a piano maintenance and education fund for all campus pianos. A recently completed $1.325 million Trail Campaign will help develop a walking trail on the east side of Auke Lake providing students and the community easy access to an outdoor laboratory, recreation, and historically significant area of Juneau. The development office also recently conducted a focused fundraising and grant request campaign to purchase a handicap accessible van for students.

Fundraising assistance for the Sitka and Ketchikan campuses includes annual appeals to faculty and staff as well as mailings to constituents in each community. The Sitka campus has established a general scholarship support fund and a Roger Estrada Memorial Scholarship to memorialize a long time staff member. The Ketchikan campus has supported scholarships and furniture for its student lounge.

Exhibit 7-11 10-Year Giving History for UAS

The Office of Development and Alumni Relations is a member of the Council for Advancement and Support of Education (CASE) and abides by its Code of Ethics. Additionally, the Office of Development and Alumni Relations subscribes to the CASE Donor Bill of Rights.

UAS Alumni and Friends

UAS Alumni and Friends (UASAA) is a dues paying organization made up of UAS graduates (approximately 30 percent of membership) and friends and supporters of UAS. UASAA currently has three chapters (Juneau, Ketchikan, and the UAS Student Alumni Association).

Alumni and Friends is one of the university's largest organizational donors, having made gifts of more than $184,000 to the UA Foundation since 2000. Gifts of note include $15,000 to the UAS Trail Campaign, $7,500 to help purchase a handicap accessible van for students, $10,000 in scholarship support for FY 09, and $10,600 for the Ketchikan Rainbird Trail project.

Exhibit 7-12 Information on UAS Alumni and Friends

STANDARD 7.D.2 Endowment Funds

All University of Alaska Southeast (UAS) endowment and life income funds and their investments are administered by the University of Alaska Foundation, a separate and distinct non-profit 501 (c)(3) corporation. The BOR and the University of Alaska have a Memorandum of Understanding granting the Foundation authority to accept, hold, manage, and act as trustee for all monetary gifts received on behalf of or for the benefit of the university.

The Foundation is audited annually in accordance with generally accepted auditing standards. In the most recent audit of its June, 2008, Financial Statement, the Foundation's investments were valued at $64.5 million.

7.D Summary | University Fundraising

Strengths

UAS operates under a highly integrated model with regards to Development and Alumni Relations. As a result, staff are cross-trained and functions effectively in both areas. This strategy is key for future growth focusing on individual giving as well as maximizing the effectiveness of a small office.

Challenges

As a result of UA Foundation investment losses, development efforts at all three MAUs will face significant budget challenges in FY 10 and beyond. Foundation grants that had accounted for half of development budgets will disappear without a sustainable alternative funding stream. Because of this, UAS development office anticipates losing one staff position in FY 10.

Courses of Action

Once the FY 10 Development budget has been finalized, UAS will maintain focus on critical core functions. The guiding principles for reorganization and refocus are to preserve the staff to the extent possible; prioritize individual giving (primarily through annual giving programs) and stewardship (to preserve donor base).

Financial Overview

Standard Seven, Finance Table 1
Current Funds Revenues, Public Institutions Only

Source (IPEDS Report)		ACTUAL						PROJECTED					
		Year 1 (06)		Year 2 (07)		Year 3** (08)		Year 4*** (09)		Year 5 (10)		Year 6 (11)	
		Amount	%*	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Tuition and Fees		7,632,721	18.5	7,697,864	17.7	8,486,298	19.4	8,917,483	19.6	9,454,439	19.9	10,039,037	19.9
Government Appropriations													
Federal													
State		22,315,701	54	24,978,892	57.4	25,355,900^	58.1	26,794,900	58.8	27,448,900	57.9	29,036,900	57.7
Local													
Government Grants & Contracts													
Federal	Unrestricted												
	Restricted	4,453,360	10.8	4,045,754	9.3	3,796,191	8.7	4,514,026	9.9	4,936,575	10.4	5,401,091	10.7
State	Unrestricted												
	Restricted	1,364,624	3.3	1,027,013	2.4	943,265	2.2	672,610	1.5	739,871	1.6	813,858	1.6
Local	Unrestricted												
	Restricted	1,713,667	4.1	2,034,599	4.7	1,947,341	4.5	1,397,327	3.1	1,537,060	3.2	1,690,766	3.4
Private Gifts, Grants, Contracts	Unrestricted												
	Restricted												
Endowment Income	Unrestricted												
	Restricted	266,743	.6	43,242	.1	81,235	.2	167,325	.4	168,998	.4	170,688	.3
Sales and Services of Educational Activities		216,489	.5	585,333	1.3	604,377	1.4	610,644	1.3	616,977	1.3	623,375	1.2
Auxiliary Enterprises		2,859,929	6.9	2,727,469	6.3	2,308,680	5.3	2,380,970	5.2	2,404,780	5.1	2,428,827	4.8
Hospitals													
Other Sources		535,499	1.3	339,632	.8	127,186	.3	128,505	.3	129,838	.3	131,184	.3
Independent Operations													
Total Current Funds Revenues		41,358,733	100	43,479,798	100	43,650,473	100	45,583,790	100	47,437,438	100	50,335,726	100

* Percentage of Total Current Fund Revenues
** Most recent fiscal year for which audited financial statements are available
*** Budget for current year
^ Amount reported is less than financial statement because it does not include PRS/TRS pay amount of $1,939,900.

The financial overview tables are provided as required documentation for comparitive reporting purposes.

Financial Overview

Standard Seven, Finance Table 2
Current Funds Expenditures and Mandatory Transfers, Public Institutions Only

Functions (IPEDS Report)	ACTUAL						PROJECTED ^					
	Year 1 (06)		Year 2 (07)		Year 3** (08)		Year 4*** (09)		Year 5 (10)		Year 6 (11)	
	Amount	%*	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Education and General Expenditures												
Instruction	16,973,577	43.1	17,043,323	41.3	16,126,534	38	16,293,766	38	16,462,732	38	16,633,450	38
Research	691,452	1.8	874,873	2.1	1,760,491	4.2	1,778,747	4.2	1,797,192	4.2	1,815,829	4.2
Public Service	457,480	1.2	427,066	1	365,340	.9	369,129	.9	372,957	.9	376,824	.9
Academic Support (Excluding Libraries)	3,721,137	9.4	3,328,650	8.1	3,681,207	8.7	3,719,381	8.7	3,757,951	8.7	3,796,921	8.7
Library Expenditures	1,444,000	3.7	1,482,300	3.6	1,526,800	3.6	1,542,633	3.6	1,558,630	3.6	1,574,793	3.6
Student Services	2,745,473	7	3,044,737	7.4	3,636,339	8.6	3,674,047	8.6	3,712,147	8.6	3,750,642	8.6
Institutional Support	5,122,796	13	6,298,491	15.2	6,120,277	14.4	6,183,744	14.4	6,247,869	14.4	6,312,659	14.4
Plant Operations & Maintenance	3,900,959	9.9	4,463,684	10.8	5,141,032	12.1	5,194,345	12.1	5,248,210	12.1	5,302,634	12.1
Scholarships and Fellowships	1,477,827	3.8	1,486,702	3.6	1,407,810	3.3	1,422,409	3.3	1,437,159	3.3	1,452,062	3.3
Awards from Unrestricted Funds	*280,743*		*232,524*		*243,686*		*246,213*		*248,766*		*251,346*	
Awards from Restricted Funds	*1,197,083*		*1,254,178*		*1,164,124*		*1,176,196*		*1,188,393*		*1,200,717*	
Educational and General Mandatory Transfer	-		-		-		-		-		-	
Total Educational and General Expenditures/Mandatory Transfers	36,534,701		38,449,826		39,765,830		40,178,201		40,594,847		41,015,814	
Auxiliary Enterprises (Including Transfers)	2,854,385	7.2	2,859,232	6.9	2,618,072	6.2	2,645,211	6.2	2,672,652	6.2	2,700,367	6.2
Hospitals (Including Transfers)												
Independent Operations (Including Transfers)												
Total Current Funds Expenditures & Mandatory Transfers	39,389,086	100	41,309,058	100	42,383,902	100	42,823,412	100	43,267,499	100	43,716,181	100

* Percentage of Total Current Fund Revenues
** Most recent fiscal year for which audited financial statements are available
*** Budget for current year
^ Projected figures based on HEPI calculation (1.037)

The financial overview tables are provided as required documentation for comparitive reporting purposes.

Financial Overview

Standard Seven, Finance Table 4
Sources of Financial Aid, Public and Private Institutions

	ACTUAL						PROJECTED					
	Year 1 (06)		Year 2 (07)		Year 3** (08)		Year 4*** (09)		Year 5 (10)		Year 6 (11)	
	Amount	%*	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Annual Private Contributions	1,055,180	14.2	1,222,399	15.4	989,887	13.4	1,039,381	13.4	1,091,350	13.4	1,145,918	13.4
Governmental State Aid	1,204,470	16.2	1,317,162	16.5	1,090,223	14.8	1,144,734	14.8	1,201,971	14.8	1,262,070	14.8
Federal Aid (PELL, SEOG, WS)	832,061	11.2	856,688	10.8	845,518	11.5	887,794	11.5	932,184	11.5	978,793	11.5
Endowment Earnings (Non-Foundation)	187,220	2.5	192,225	2.4	176,573	2.4	185,402	2.4	194,672	2.4	204,406	2.4
Institutional Unfunded Aid	357,930	4.8	304,197	3.8	314,516	4.3	330,242	4.3	346,754	4.3	364,092	4.3
Federal Student Loans (if applicable)	3,808,731	51.2	4,070,587	51.1	3,949,497	53.6	4,146,972	53.6	4,354,321	53.6	4,572,037	53.6
Nonfederal Workstudy Aid												
Total Financial Aid	7,445,592	100	7,963,259	100	7,366,214	100	7,734,525	100	8,121,252	100	8,527,316	100

* Percentage of Total Current Fund Revenues
** Most recent fiscal year for which audited financial statements are available
*** Budget for current year

The financial overview tables are provided as required documentation for comparitive reporting purposes.

Financial Overview

Standard Seven, Finance Table 9
Operating Gifts and Endowments, Public and Private Institutions (if applicable)

	ACTUAL			PROJECTED ^	
	Year 1 (06)	Year 2 (07)	Year 3* (08)	Year 4** (09)	Year 5 (10)
	Amount	Amount	Amount	Amount	Amount
Annual Gifts					
Operations Restricted					
Operations Unrestricted					
Endowments Exclusive of Foundation Gifts					
Plant					
Total Ratio of Annual Gifts to E & G	-	-	-	-	-
Endowment Fund Balance					
Permanent	3,152,856	3,641,376	3,451,617	3,487,410	3,523,575
Term					
Quasi	149,257	336,094	488,830	493,899	499,021
Total	3,302,113	3,977,470	3,940,447	3,981,309	4,022,596

* Most recent fiscal year for which audited financial statement are available
** Budget for current year
Note: If applicable, explain/describe Foundation relationship and prepare separate statement for Foundation gifts to the institution
^ Projected figures based from HEPI calculation (1.037)

The financial overview tables are provided as required documentation for comparitive reporting purposes.

Financial Overview

Standard Seven, Finance Table 10
Capital Investments, All Institutions

DO NOT INCLUDE DEPRECIATION EXPENSE	ACTUAL			PROJECTED		
	Year 1 (06)	Year 2 (07)	Year 3* (08)	Year 4** (09)	Year 5 (10)	Year 6 (11)
	Amount	Amount	Amount	Amount	Amount	Amount
Land						
Beginning Cost	3,610,076	3,565,076	4,358,640	4,358,640	4,358,640	4,358,640
Additions		793,564	145,000		220,000	
Deductions	45,000					
Ending Cost	3,565,076	4,358,640	4,503,640	4,358,640	4,578,640	4,358,640
Buildings						
Beginning Cost	75,424,629	75,521,322	80,859,258	82,072,146	83,303,228	84,552,776
Additions	213,332	5,337,936	4,881,292			5,500,000
Deductions	116,639					
Ending Cost	75,521,322	80,859,258	85,740,550	82,072,146	83,303,228	90,052,776
Furniture and Equipment						
Beginning Cost	6,789,542	6,769,940	6,767,395	6,676,328	6,638,590	6,594,806
Additions	141,992	514,898	213,651	290,180	339,576	281,136
Deductions	161,594	517,443	304,718	327,918	383,360	338,665
Ending Cost	6,769,940	6,767,395	6,676,328	6,638,590	6,594,806	6,537,277
Construction in Progress ✔						
Beginning Cost	6,117,318	3,357,212	2,159,786	869,025	9,869,025	3,869,025
Additions	3,656,527	4,970,838	3,833,969	13,000,000	1,000,000	4,000,000
Deductions	6,416,633	6,168,264	5,124,730	4,000,000	7,000,000	4,000,000
Ending Cost	3,357,212	2,159,786	869,025	9,869,025	3,869,025	3,869,025
Debt Service						
Principal	305,000	322,000	332,000	455,000	463,000	481,000
Interest	515,954	454,681	467,799	568,320	552,365	535,165
Depreciation **(Private Institutions Only)**						

* Most recent fiscal year for which audited financial statement are available
** Budget for current year
✔ Briefly describe the nature of the projects under way and/or anticipated (e.g., dormitories, classroom facilities, auditorium). Also, indicate sources of funds for the project (ie., fund raising programs, debt).

The financial overview tables are provided as required documentation for comparitive reporting purposes.

Standard Eight

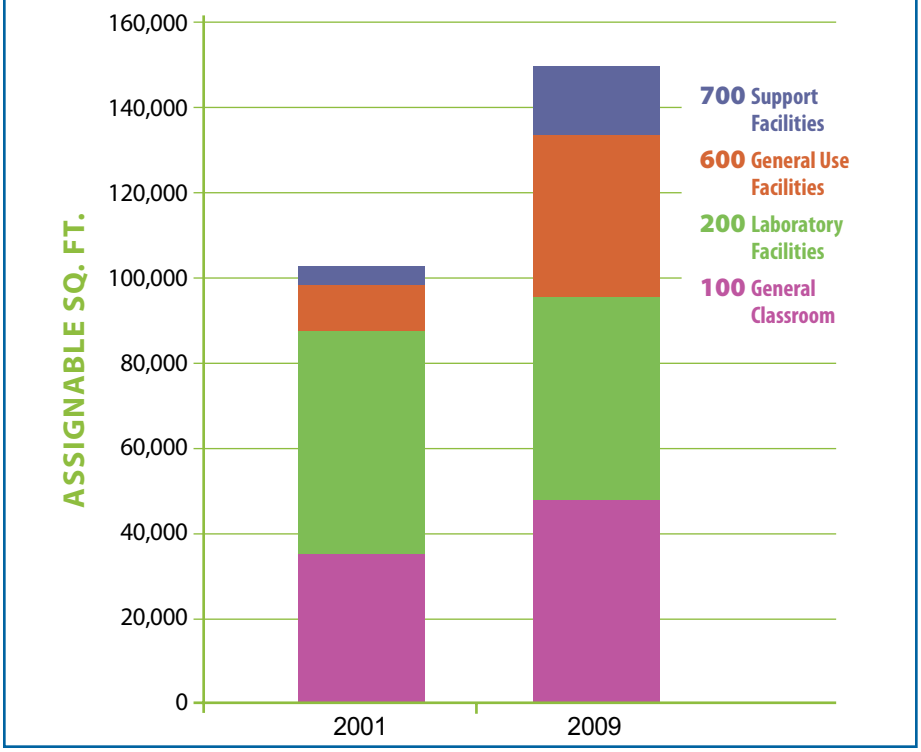
Physical Resources

8.A | INSTRUCTIONAL AND SUPPORT FACILITIES

In the past decade, University of Alaska Southeast (UAS) has invested more than $51 million to significantly transform facilities at all three campuses. These changes have been accomplished through major reinvestment and reconstruction of existing spaces, as well as the construction and acquisition of new facilities. Many of the improvements and additions to UAS facilities were in response to recommendations of the 1999 accreditation report, specifically the Egan Library Classroom Addition, the Student Recreation Facility, the Ketchikan Robertson Building Remodel, and the Sitka Classroom Completion.

Table 8-1 chart illustrates the increase in instructional and support space at UAS between 2001 and 2009.

Table 8-1



UAS underwent an extensive capital planning process in 2002. The regional Master Plan was presented to and approved by the (BOR) of Regents in 2003. The Juneau campus continues to follow this Master Plan. Projects that were developed for the Ketchikan campus in the plan have been largely completed. The Sitka campus continued its Master Planning with the Sitka Hangar Technology Lab Plan, completed in July 2007. In October 2008, the Sitka campus established a new Master Planning Committee, formalizing the Master Plan Mission Statement, and examining needs for further development.

Over the past decade UAS has remodeled one-third of the space it owned in 2000 and increased the total facility space by 25 percent through construction and acquisition.

This significant expansion of space provides an excellent example of how UAS learns from planning efforts, engages its constituents, and makes substantial changes to meet goals.

Exhibit 8-1 Master Plan

The following summary links major construction and remodeling efforts back to elements in the strategic plan:

Student Success Focus on Student Learning

Egan Classroom Addition: Added 17 general classrooms in the heart of the Juneau campus and allowed sub standard classroom in modular buildings to be remodeled as offices. Completion of this project fulfilled a recommendation of the 1999 accreditation report.

Paul/Ziegler Remodel: Totally reconfigured these two buildings which provide the primary instructional and support facilities for the Ketchikan campus.

Americans with Disabilities Act and Accessibility Improvements: Various projects on the campuses to improve ADA compliance and accessibility.

Juneau Student Recreation Center Construction: Joint construction with the Alaska National Guard to provide spaces for student activities, physical education classes and personal fitness activities for students, staff and faculty. Construction fulfilled a recommendation of the 1999 accreditation report.

Noyes Pavilion: Erection of an outdoor pavilion on the Juneau campus that is a hub for university and community performance events.

Auke Lake Trail: Joint project with the City/Borough of Juneau and local non-profit groups to install a trail around Auke Lake. When completed, this trail will afford students outdoor laboratory access as well as additional recreational spaces.

Student Success Enhanced Access to Administration and Financial Services

Bookstore and Administrative Services Building: Acquisition and remodel to move Juneau administrative services personnel from downtown to Auke Bay to provide more efficient services to students, staff, and faculty. The new location for the bookstore allowed the bookstore more retail space and opened space for student services to expand in to the old bookstore.

Student Services Remodel: Reconfigured two floors in adjacent buildings to better accommodate, in one building, the registration, cashiering and financial aid services and in the other building the student oriented services of student government, student newspaper, housing, counseling and a Native student center.

Hendrickson Annex Building: Remodel to accommodate the Office of the Provost and additional faculty offices.

Faculty and Staff Strength Faculty Development and Research

Natural Science Research Lab Acquisition: Purchased an existing laboratory building to ease space pressures in the Anderson Science Building. This property has 13 research labs and is available to all science faculty.

Educational Quality Support Workforce Development Process for Key Southeast Alaska Industries

Robertson Building Remodel: Gutted and remodeled a substandard instructional space in Ketchikan. This remodel allowed a transition to a more relevant career education academic program to respond to current job needs. This project responded to a recommendation of the 1999 accreditation report.

Sitka Center Classroom Completion: Completed the original vision of the conversion of the former WWII airplane hangar into career and technical instructional space.

Juneau Bill Ray Center: Relocation of administrative offices to Auke Lake campus; renovation of this space to support nursing and other health occupation programs.

A complete list of all projects since the last visit accreditation is found in the Exhibit Room.

STANDARD 8.A.1
Instructional Space Sufficiency

Sufficiency of instructional space is an important element of capital planning on each campus. The UAS Facilities Master Plan was preceded by and built upon a yearlong effort to write a strategic academic plan. Based on that academic plan and on anticipated future student enrollment changes for each degree program, calculations of future instructional space needs were projected to 2012 and compared to the then current (2002) inventory of instructional classrooms and laboratories. Sufficiency of physical resources was measured by the master plan consultants by looking at both quantity and quality. A long-term capital plan

for additional space was then prepared to meet projected need.

Every other year as part of a statewide process, UAS performs an inventory of all assignable space. Where space has been found to perform poorly UAS has invested in improvements. For example in 2003 following completion of a seventeen classroom addition to the Egan Building in Juneau, the four worst condition classrooms were remodeled into faculty offices. In Ketchikan, the Robertson Building was entirely remodeled to eliminate the substandard career educational spaces.

STANDARD 8.A.2 Adequacy of Facilities

Since the completion of several classroom expansions on all three campuses, current instructional space is adequate. The Student Recreation Center on the Juneau campus that opened in 2005 provides instructional space for physical education courses as well as recreational opportunities for students. Acquisition of the Natural Science Lab Building added needed research space for chemistry and environmental science.

STANDARD 8.A.3 Adequacy of Furnishings

With the opening of the Egan Classroom Addition in 2003 the Juneau campus standardized its general classroom furnishings. Options for technology, equipment, and furnishings were developed by a committee of staff and faculty. The adopted standard eliminated the tablet arm chairs that were the predominant seating type at that time and substituted new classroom tables that allow more comfortable seating and greater surface area for laptops and other student needs. Most other classrooms in all three campuses have since been fitted with similar seating styles.

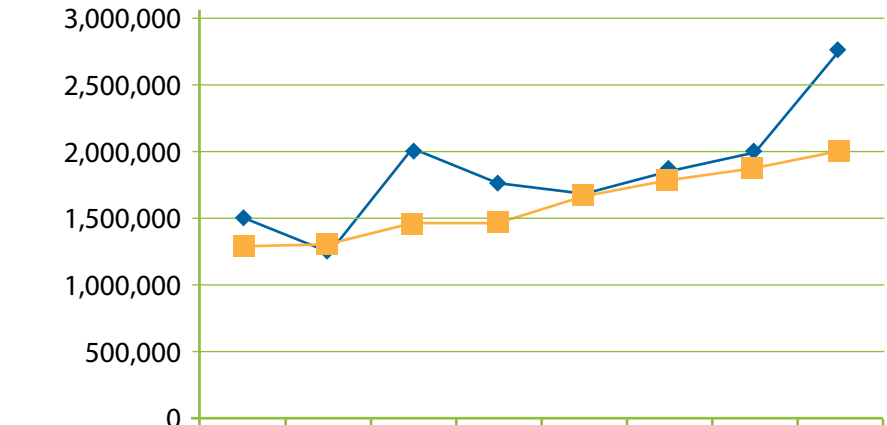
STANDARD 8.A.4 Management, Maintenance, and Operation

Day to day maintenance and operations of instructional facilities are managed by separate staff on each campus in recognition of the need for immediate response to weather and emergency related conditions. The Juneau campus utilizes a computerized maintenance management database system to track cost and performance of all work.

The current UA benchmark for maintenance, repair, and renewal of facilities is a minimum expenditure each fiscal year of 1.5 percent of the replacement cost of all facilities. UAS has met or exceeded this measure for at least the last decade as shown in Table 8-2.

For custodial services, UAS uses the benchmarks of the Association of Higher Education Facility Officers publication *Custodial Staffing Guidelines for Educational Facilities.* UAS Facilities Services in Juneau self reports that it has consistently achieved level 4 (of 5) in terms of performance.

Table 8-2
Maintenance, Repair, and Renewal of Facilities Spending



	01	02	03	04	05	06	07	08
Total Region	1,514	1,265	2,032	1,784	1,700	1,876	2,005	2,777
Region Target	1,312	1,312	1,473	1,473	1,684	1,792	1,886	2,016

STANDARD 8.A.5
Health, Safety, and ADA Access

Construction codes specify minimum standards for health, safety, and accessibility. These codes are enforced through permit and inspection by local government code enforcement agencies as well as university contracted experts. These codes and additional regulations such as OSHA and EPA apply during the operations of a facility. Compliance with these rules and regulations is reviewed by outside entities including the Office of Civil Rights, whose most recent audit was conducted in 2006.

Exhibit 8-2 Audit Results

UAS uses concrete and metal construction which produces less off-gassing than wood and composites and reduces fire potential. Buildings at all three campuses are monitored by a building automation system that monitors temperature and ventilation rates and provide the Maintenance Division with real time status of indoor air. Each building heating and ventilation system has its filters changed regularly. Air intakes are located away from traffic areas and where located near walk-ways, no smoking is allowed. The building automation system has been standardized for both hardware and software to run the Siemens system.

First aid kits, automated external defibrillators, and emergency hard-ware such as eyewash showers, fire blankets, and spill kits are located strategically throughout the Juneau campus.

UAS maintains a standing Safety Committee to address safety issues and review and monitor safety practices. During periodic meetings, safety policies and procedures are examined for adequacy and updated as needed. Finalized health and safety plans are available on a shared

computer drive and on the Health and Safety website. Incident reports and accident investigations are reviewed to identify opportunities to improve safety and reduce accidents.

Exhibit 8-3 Meeting Minutes and Sample Incident Reports

Employees, both faculty and staff, who work with hazardous materials are required to participate in Baseline OSHA Safety Training, where the hazards in the work environment and work activities are discussed and strategies for mitigating those hazards are developed. Employees receive follow up training as needed depending on the nature of their work hazards.

UAS maintains an *Emergency Operations Plan* document that is compliant with national incident command system standards. The plan is described in more detail in Standard 8.C.3. Training on key elements of this plan is through the Baseline OSHA Safety Training.

Exhibit 8-4 OSHA Safety Training Manual

On the Juneau campus, call boxes are strategically placed around campus and the most remote paved pathway has emergency call boxes and video capability. Free phones for local calls are located in hallways and other public areas throughout the campus. UAS contracts with a 24 hour live telephone operator service for after-hours emergency communication. This phone number is posted throughout the campus.

The UAS campuses meet or exceed ADA requirements for accessibility. Walkways and pathways are well lit and have a smooth surface suitable for wheelchairs. Emergency egress routes meet or exceed required exit pathway size.

STANDARDS 8.A.6 – 8.A.7 Off-Campus Program Facilities

UAS only offers one academic program off its primary campuses, the Law Enforcement Training program through the Sitka campus. Classes are held at the Alaska Law Enforcement Training Center at the Alaska State Trooper Academy. This facility is owned and run by the State of Alaska and meets all state and local health and safety requirements.

8.A Summary | Instructional and Support Facilities

Strengths

UAS has been very proactive and successful in acquiring capital funding for improving its campus facilities; the expenditures of over $51 million since 1999 have greatly enhanced the institution's abilities to deliver its academic programs across the region.

Challenges

Although space is adequate, some details of space utilization and maintenance are of concern. For example, in 2004 UAS purchased new software, Astra, for managing the scheduling of space. In reviewing the use of this software it was noted that if in a given class a faculty member uses multiple rooms (i.e., a classroom and lab or connected spaces/ rooms) the data entry does not include all of the selected classrooms. This could prompt scheduling conflicts or inaccurate space utilization calculation in a given facility.

There is sometimes a disconnect of how the system communicates with Juneau campus room scheduling and course offerings, resulting in lock-outs particularly over weekends and breaks. A companion issue is that classrooms are sometimes left unlocked, even though no classes are scheduled.

With the development of additional instructional space at the Bill Ray Center in Juneau and with evening classes both at this facility and the downtown Technical Educational Center, late night transportation between the resident halls at the Auke Lake campus has become an issue.

Courses of Action

Astra software is being reviewed to determine if it is yielding inaccurate space utilization calculations. Issues of lockout and unlocked classrooms will be followed up and corrective action taken.

The Custodial Staff will provide more visible evidence of their standards and the opportunity for campus community to provide feedback.

The Juneau campus continues to work with the Capital City Transit authority to explore options for evening transportation between the resident halls and downtown instructional facilities.

8.B | EQUIPMENT AND MATERIALS

STANDARD 8.B.1
Suitable Equipment

Equipment, including computing and laboratory equipment, is provided and is readily accessible to meet educational and administrative requirements. New instructional equipment is procured in a variety of ways. Capital projects will often include the purchase of classroom furnishings and equipment. The UA capital budget development process includes specific categories for requests for both academic and administrative equipment. In addition many specialized items are funded directly

by grants. The operating budget provides for replacement of critical equipment.

STANDARD 8.B.2 Equipment Maintenance

Equipment is maintained in proper operating condition, inventoried, and controlled. Equipment is replaced or upgraded as needed.

STANDARD 8.B.3 Hazardous Material

Those UAS departments that use hazardous materials have personnel trained in their proper use and storage. Efforts to minimize the quantity and hazardous nature of materials used have resulted in very little hazardous waste generated under normal operations. Those departments that generate hazardous waste follow established procedures for short term storage at the point of generation and work with Facilities Services to schedule pickup for disposal.

Standard 8.B Summary | Equipment and Materials

Strengths

UAS has sufficient and suitable equipment that is well maintained and replaced as needed.

Challenges

Keeping up with technological changes and the shifting equipment demands in some areas, particularly in career and technical education, is an ongoing challenge.

Courses of Action

UAS will continue to include needed equipment requests in both its operating and capital budgets. In addition, faculty are encouraged to seek out and apply for external funding for major equipment needs that are idiosyncratic to their particular program. The new support for faculty in grant and proposal writing will assist in these efforts.

8.C | PHYSICAL RESOURCES PLANNING

STANDARD 8.C.1 UAS Master Plan

The 2002 UAS Master Plan was preceded by and based upon a strategic academic plan prepared in 2000 and 2001. The master plan was presented to and approved by the BOR in March of 2003. BOR policy P05.12.030 requires master plans to be "formally reviewed and updated on a 5- to 7-year cycle." The BOR significantly revised their master plan policy in 2008 to provide more specific criteria. The UAS Strategic Plan provided the programmatic and academic foundation for facilities needs. The master plan process modeled future student enrollment by academic major through 2012. Based on these projections and on an evaluation of current space utilization, the master plan recommended a long-term capital plan for infrastructure development.

STANDARD 8.C.2
UAS Capital Planning

UAS along with the other UA MAUs prepares a six year capital plan for presentation to the UA administration and the BOR for selecting and prioritizing capital projects. After review, the BOR sends the UA capital request to the Alaska State Office of Management and Budget for incorporation into the Governor's annual budget request to the Legislature. Planning criteria can be found at: UA Approved FY 10 Capital Budget Request Development Guidelines

UAS Capital planning is the responsibility of Facilities Services for all three campuses. Specific UAS project planning accomplished in recent years includes:

- Student Housing Planning Study, JYL Architects and Ira Fink and Assoc., 2004.
- Ketchikan Upper Campus Academic Space Requirements, SE Regional Resource Center, 2003.
- Sitka Master Plan, JYL Architects 2008.
- Science Planning, Cunningham and Saratoga Associates 2003.
- Anderson Building Planning, ECI Hyer and NBBJ 2008.
- Student Services Planning, JYL Architects, 2006.

For each of the above project plans, UAS brought together the interested parties (students, staff, and faculty as a minimum) and outside consultants whose expertise fit the particular project. As a result of this planning and the capital investments made UAS has increased its total building footprint by over twenty-five percent since 2001.

STANDARD 8.C.3
Planning for Access and Security

Access: All facilities are planned and constructed in compliance with the Americans with Disabilities Act guidelines. Restrooms throughout campus are planned and now equipped with wheelchair accessible stations. Automatic hand dryers are being field tested at several locations on campus. Wheel chair ramps provide access to the performing arts pavilion. Curb cuts provide wheelchair access onto sidewalks.

Each UAS public building that is two stories or more has an elevator to provide access for mobility impaired individuals. Signage throughout the campus has Braille for the visually impaired. Disabled parking is available conveniently close to buildings.

The combined library and classroom building in Juneau features automatic door openers on all public entries. The campus is currently constructing one of the few accessible recreational hiking trails in Southeast Alaska.

Security: Fire alarms within buildings have both an audible tone and strobe lights to alert occupants of the need to evacuate.

Most external doors and many internal doors are equipped with electronic locks that allow employees access only to areas that they need

for their jobs. In Juneau the building and classroom automatic unlocking and locking is through the Millennium automated system.

A private security contractor provides regular patrols throughout the night on the residential campus and increased presence at Student Housing. Pathways connecting the various areas of campus are maintained clear of brush on either side.

Disaster Preparedness: UAS is prepared to respond to a natural or man-made disaster through planning, training, and exercises. The Emergency Operations Plan is consistent with the standards of the National Incident Management System and provides direction to the campus population for a variety of emergency situations. The plan outlines roles and responsibilities for those managing the emergency according to the generic Incident Command System model. Response actions for specific types of emergencies are contained in the plan. This plan has been placed in each office area and classroom to provide a ready reference for students, staff, and faculty on a variety of emergencies including fire, earthquake, bomb threat, active attack, disorderly or disturbed person, suspicious object, medical emergency, bear encounter, power outage, weather emergency, and hazardous materials release. Training on key elements of these plans takes place through the required Baseline OSHA Safety Training course.

All UAS campuses rely on local community responders for police, fire, and emergency medical services. For local campus emergencies, responders would be on scene within minutes of notification. In the event of an area wide disaster however, emergency assistance could be delayed. To improve the effectiveness of emergency response, local first responders meet regularly with UAS officials to visit the campus and familiarize themselves with campus safety logistics and procedures.

Several table top exercises that focus on crisis communication are being developed with the help of Statewide Office of Risk Management. These table-top exercises are designed to have the Campus Response Team assess the situation, bring in UAS resources as needed, notify the appropriate local emergency response entity, take immediate protective measures, and manage the aftermath of the incident.

Business Recovery: A number of Statewide Office of Risk Management staff have availed themselves of recent Department of Homeland Security sponsored Continuity of Operations training. UAS is systematically identifying and prioritizing essential business functions needed to reestablish and maintain operations with minimal delay.

STANDARD 8.C.4 Planning and Governance

BOR involvement in capital project planning and approval is prescribed in BOR policy. Affected constituent groups include campus management, faculty, staff, students, community, and neighborhood representatives. Participation from these groups varies depending on the nature of the planning. Master planning involves all of the above constituents. Project planning involves subsets of the larger list of constituents focusing on department managers and facility users such

as staff and faculty. Standard project planning for constituent groups involves committee assignments for both leadership and user input at critical phases of the development cycle. The campus council for each campus is consulted in the annual capital planning process.

Public support of campus projects is evidenced by several projects supported entirely through community fund raising. On the Juneau campus, the Noyes Pavilion, the Raven Sculpture, and the Auke Lake Trail have been funded from private fundraising efforts of the Development and Alumni office. In Sitka, flag pole and courtyard improvements in memory of a Sitka employee were accomplished with private funds. In Ketchikan, a current project to raise private funds is ongoing to make improvements to the Rainbird Trailhead adjacent to the campus. Each of these projects provides more cultural, social, and recreational opportunities for students, staff, and faculty as well as the local community.

8.C Summary | Physical Resource Planning

Strengths

UAS has a very interactive process that includes campus and community constituencies in planning for the acquisition and safe use of instructional and support space.

Challenges

New criteria outlined in the BOR master plan policy will require a review and update of the individual master plans for each campus. Access and security issues, such as continuity of operations, require constant attention to keep pace with state and national requirements.

Courses of Action

In the coming academic year, UAS will engage in a review of its capital plans to assure compliance with new BOR requirements. The Safety Committee will continue to review and monitor safety programs, and, where necessary, recommend changes to policy and procedures.

Once essential business functions needed to continue operations with minimal delay have been identified, UAS will assemble the resources needed to support those functions.

Standard Nine

Institutional Integrity

The University of Alaska Southeast (UAS) consistently adheres to Northwest Commission Policy 9.1, displaying the integrity and high ethical standards expected of institutions of higher education. The institution has adequate safeguards in the form of policies, codes of conduct, and statements of ethical behavior, all of which flow from the Board of Regents (BOR) and are adhered to across the UA system.

UAS is committed to the free pursuit and dissemination of knowledge within its mission and values. The university is also committed to the principles of academic freedom.

The institutional culture and climate at UAS promote adherence to these standards.

STANDARD 9.A.1
Commitment to High Ethical Standards

UAS displays institutional integrity and high ethical standards in its representations to the public, faculty, staff, students, and other constituencies in its teaching, scholarship, and service activities. High standards are maintained in its relationships with accrediting and regulatory agencies.

STANDARD 9.A.2
Policy, Procedures, and Publications

UAS administrators, faculty, and staff are expected to adhere to the following professional and ethics policies of the University of Alaska and the State of Alaska.

Code of Ethics Alaska Statutes 39.52: Employees of the University are governed by the Alaska Executive Branch Ethics Act Alaska Statutes 39.52, which became effective January 1, 1987. The Code of Ethics considers a public office to be a public trust. Independent pursuits are not discouraged so long as employees do not benefit financially or personally from their actions as public employees. The Code of Ethics accepts that minor and inconsequential conflicts of interest are unavoidable. However, those conflicts that are substantive and material are prohibited. Employees are required to complete an annual disclosure form for all outside employment or contracts. As changes occur, employees are responsible for updating their disclosure form. Appropriate forms are available in the Personnel Office. Complete

information concerning employee ethics can be obtained from Ethics, A Handbook for Public Employees, which is available from the Personnel Office or on line at Alaska Administrative Manual General Personnel System Information.

Ethics and conduct concerning outside activities and abuse of office for political purposes are addressed in BOR policy and regulation P04.10 and R04.10.010.

In addition to the above, faculty are obligated to abide by the Code of Ethics of the Education Profession, a document that is published and periodically revised by the Professional Teaching Practices Commission, under Alaska Administrative Code.

The Student Code of Conduct is contained in the annual academic catalog and printed handbooks are made readily available to students. Online access is maintained as well as both documents.

UAS regularly evaluates its policies and procedures to ensure continuing integrity in the institution. Publications and other materials are also reviewed on a regular basis. The Academic Catalog is evaluated and revised on an annual basis. Other operational documents are reviewed on a regular schedule to ensure compliance with the highest ethical standards.

STANDARD 9.A.3 Representation to Constituencies

The university represents itself accurately and consistently to its constituencies, the public, and current and future students through catalogs, publications, and other official statements and documents. The university has a communications and marketing committee that meets regularly to develop materials for dissemination including both electronic and print materials. One charge to the committee is to assure that programs and services are presented accurately.

STANDARD 9.A.4 Conflict of Interest

Conflict of interest on the part of governing board members, administrators, faculty, and staff is covered in the Executive Ethics Act and the Code of Ethics. It is also specifically addressed in BOR policy: Conflict of Interest P04.10.030.

STANDARD 9.A.5 Academic Freedom

Freedom of speech is reinforced by BOR policy: Freedom of Speech P01.02.010. The UAS mission and values demonstrate a strong commitment to academic freedom for all who participate in the work of the university.

Faculty and staff are afforded the freedom in research and the publication of results. This is limited only by the precepts of scholarship and performance of academic duties. Members of the faculty and staff are entitled to freedom in the classroom in the discussion of the subject matter. Individual staff, faculty, and students hold particular social, political, and religious views and are entitled to be able to exercise their

rights to speak and act as citizens of the United States and the State of Alaska.

Fulfillment of the teaching, learning, scholarship, and service missions of the university requires the preservation of academic freedom in teaching and scholarship. The obligation to search for truth is inherent in all teaching and research work. Thus, the strength of the university lies in the preservation of this basic tenet of the academy as contained in the UNAC (Article 6) and UAFT (Article 3) bargaining unit contracts and BOR policy P04.04.010.

The BOR, the administration of UAS, the faculty, and the staff are all committed to the pursuit of truth and its subsequent communication to others. This commitment requires the freedom to examine data, question assumptions, be guided by evidence, and to teach what one knows to be truthful. This freedom includes freedom from unwarranted harassment which interferes with the work of the university. The University community is guided by BOR policy P02.07, Information Resources.

Grievance policies are outlined in the union collective bargaining agreements and in BOR policy P04.08.08 for non-represented employees. BOR policy P10.07.06 speaks to Misconduct in Research, Scholarly Work, and Creative Activity in the university.

9.A Summary | Institutional Integrity

Strengths

The University of Alaska Southeast has appropriate policies and procedures in place to maintain the highest ethical standards in its operations. The faculty, staff, and students adhere to these high ethical standards. The university maintains records of violations of Academic Freedom, Conflict of Interest, Grievance Policies, and the Executive Ethics Act. There have been no violations since the last reaccreditation visit.

Challenges

Commitment to institutional integrity requires constant vigilance.

Courses of Action

UAS will continue to enforce ethical standards and to maintain its dedication to free inquiry.

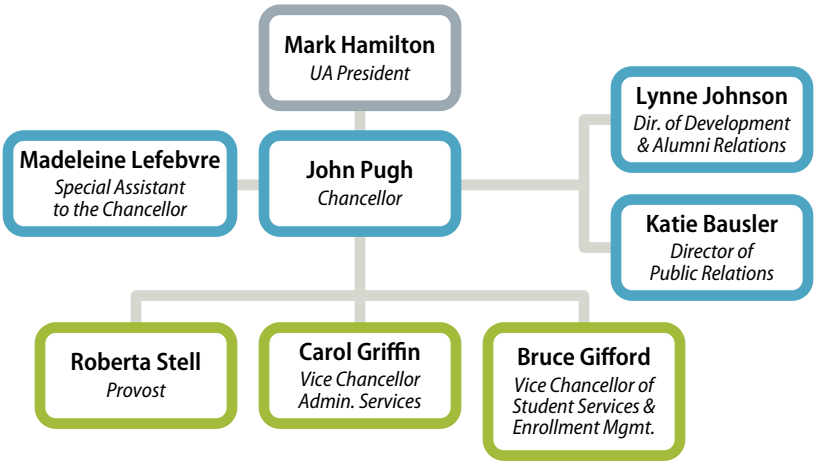
Organization Charts

University of Alaska System

March 19, 2009

Organization Charts

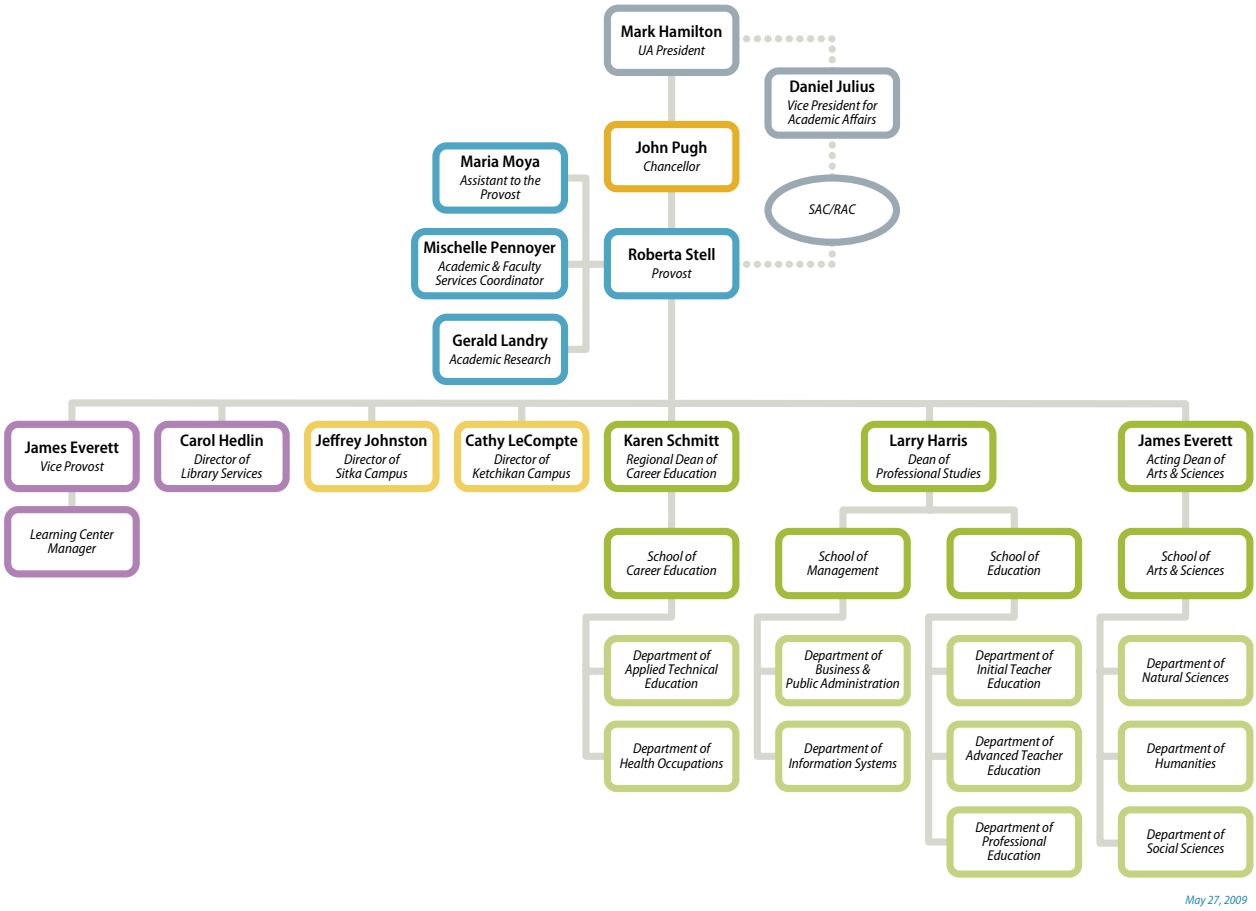
UAS Chancellor's Office



May 27, 2009

Organization Charts

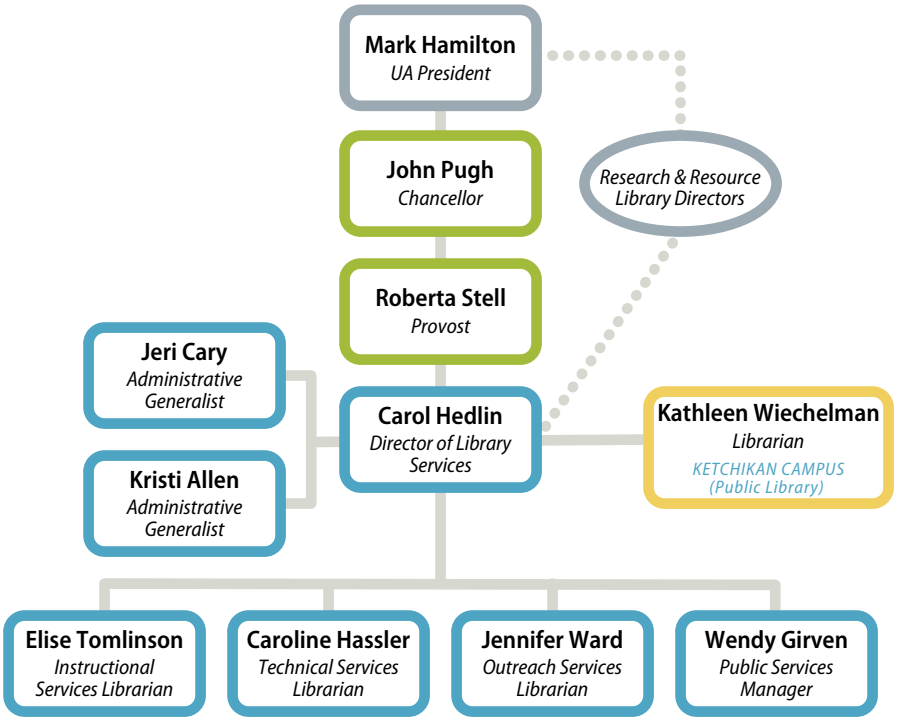
UAS Provost Office



May 27, 2009

Organization Charts

UAS Library Services

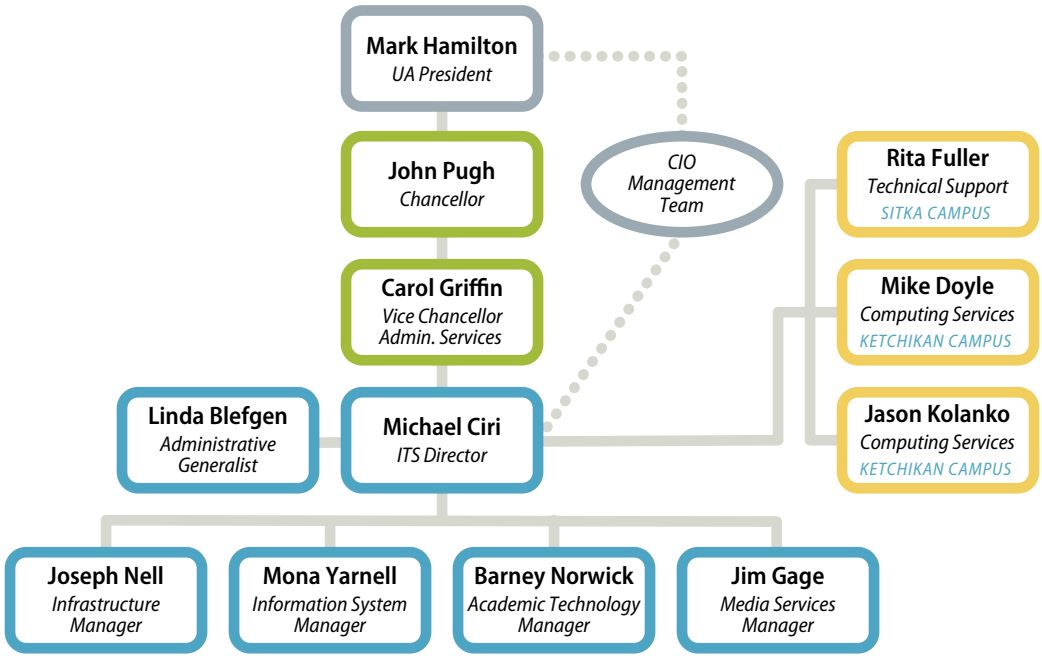


The central Library employees are complemented by campus support positions in Ketchikan. We contract with City of Ketchikan for library services at UAS Ketchikan through the Ketchikan Public Library.

May 27, 2009

Organization Charts

UAS Information Technology Services

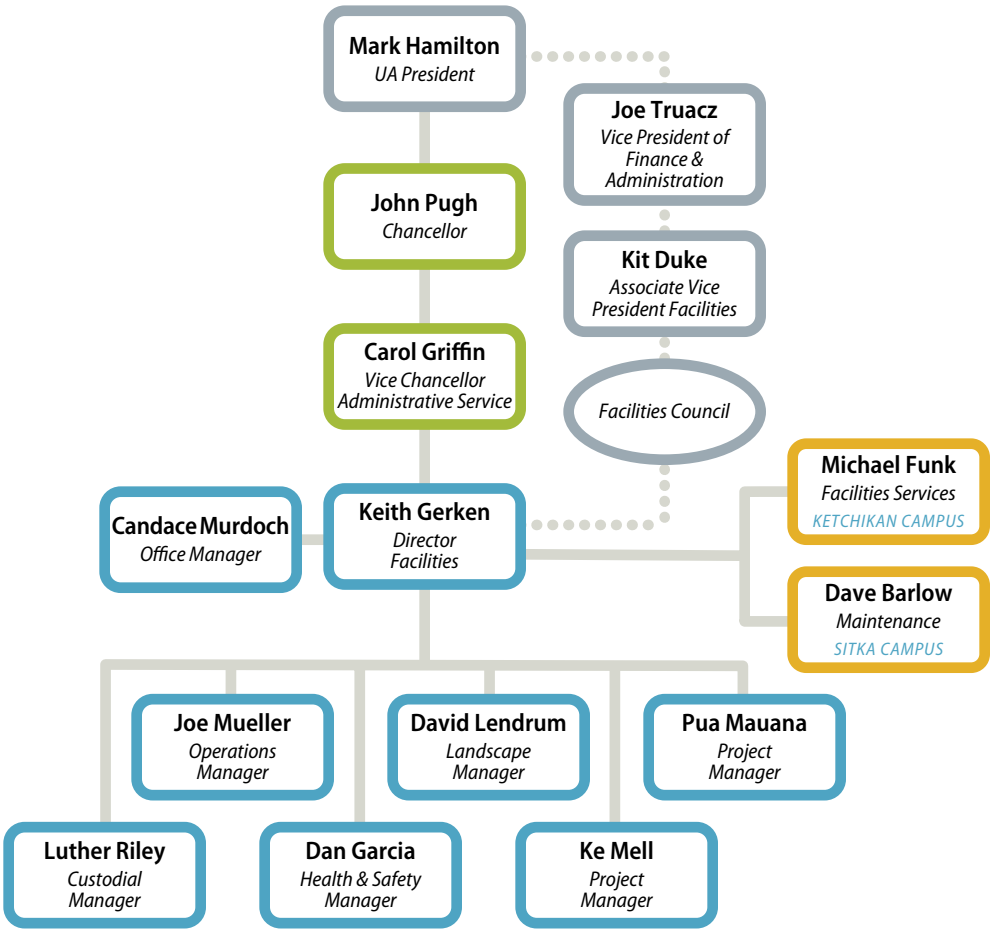


The central Information Technology Services employees are complemented by campus support positions in Ketchikan and Sitka. While these positions report to the campus director, they are expected to collaborate in a distributed work team with the central IT staff in Juneau.

May 27, 2009

Organization Charts

UAS Facilities and Planning

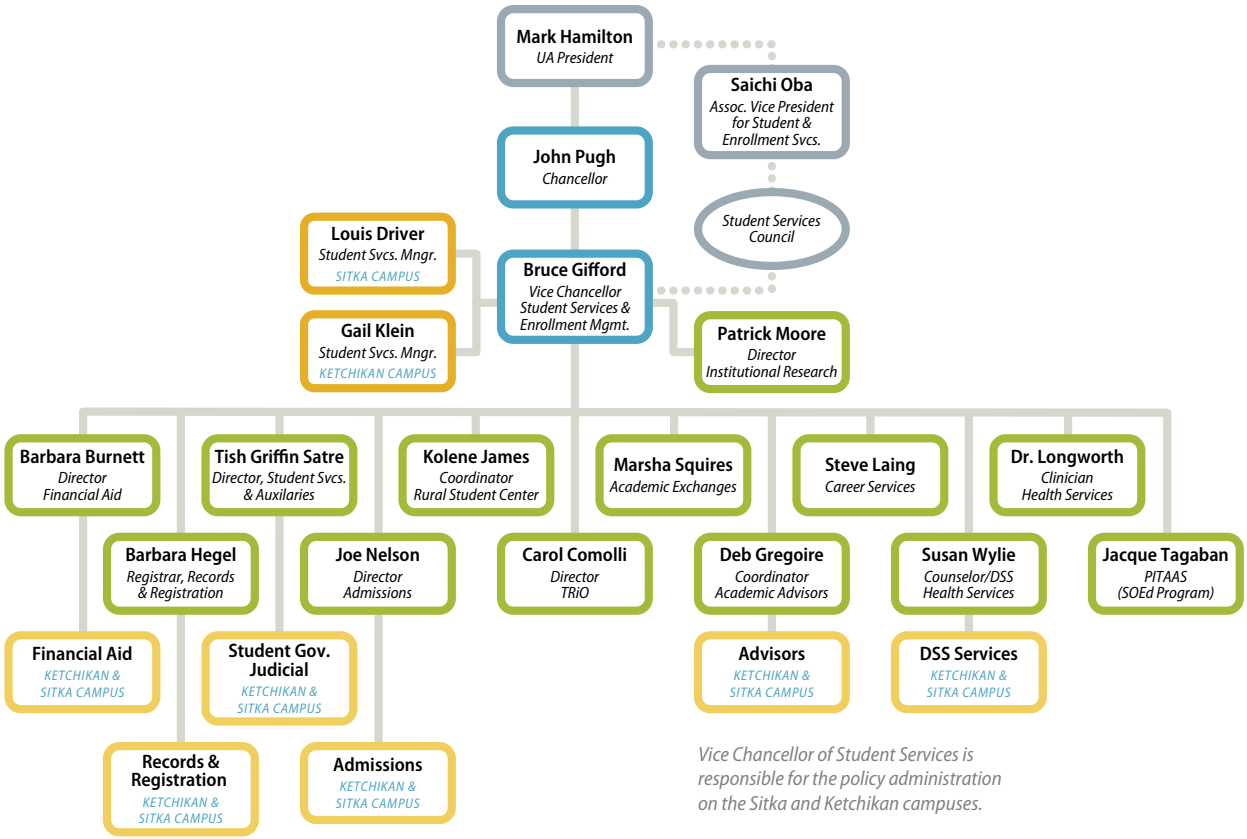


The central Facilities employees are complemented by campus support positions in Ketchikan and Sitka. While these positions report to the campus director, they are expected to collaborate in a distrubuted work team with the central Facilities staff in Juneau.

May 27, 2009

Organization Charts

UAS Student Services

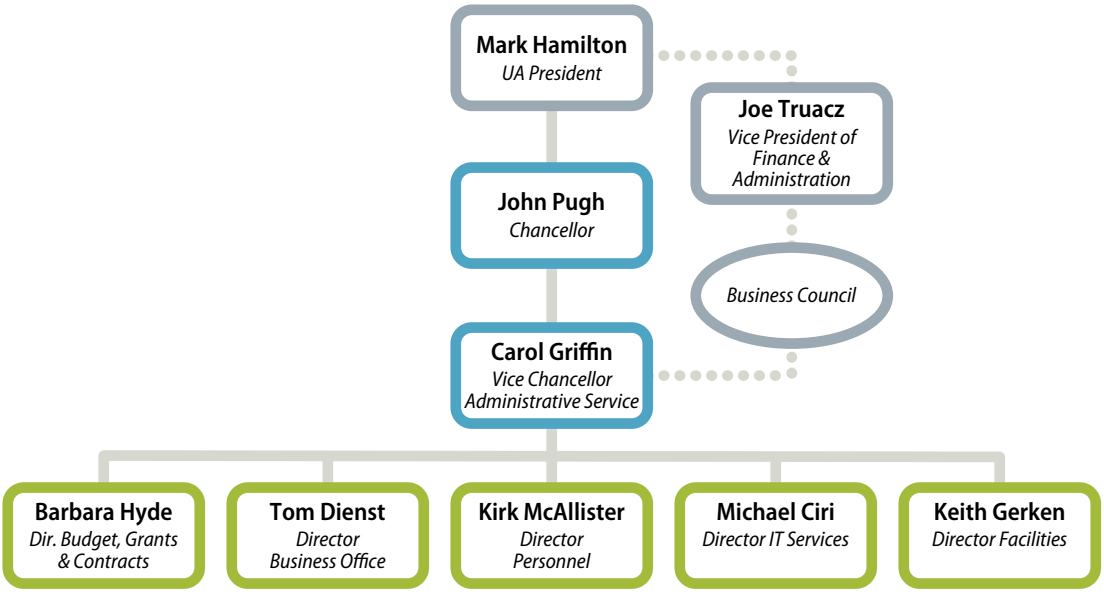


Vice Chancellor of Student Services is responsible for the policy administration on the Sitka and Ketchikan campuses.

May 27, 2009

Organization Charts

UAS Administrative Services



May 27, 2009