UNIVERSITY *of* ALASKA SOUTHEAST

University of Alaska Southeast Evaluation of Institutional Effectiveness - Standard One

February 2026

Prepared for the Northwest Commission on Colleges and Universities

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Land Acknowledgement

Our campuses reside on the unceded territories of the Áak'w Ḵwáan, Taant'á Ḵwáan, and Sheet'ká Ḵwáan on Lingít Aaní, also known as Juneau, Ketchikan, and Sitka, Alaska. We acknowledge that Lingít Peoples have been stewards of the land on which we work and reside since time immemorial, and we are grateful for that stewardship and incredible care. We also recognize that our campuses are adjacent to the ancestral home of the Xaadas and Ts'msyen and we commit to serving their peoples with equity and care. We recognize the series of unjust actions that attempted to remove them from their land, which includes forced relocations and the burning of villages. We honor the relationships that exist between Lingít, Xaadas, and Ts'msyen peoples, and their sovereign relationships to their lands, their languages, their ancestors, and future generations. We aspire to work toward healing and liberation, recognizing our paths are intertwined in the complex histories of colonization in Alaska. We acknowledge that we arrived here by listening to the peoples/elders/lessons from the past and these stories carry us as we weave a healthier world for future generations.

Institutional Overview

Located in the ancestral homelands of the Tlingit, Haida, and Tsimshian peoples, The University of Alaska Southeast (UAS) serves the communities of Southeast Alaska with campuses in Juneau, Ketchikan, and Sitka. Embracing the ethos of "three campuses, one university," UAS delivers academic programs through coordinated governance, strategic planning, and a shared commitment to student success. The regional model reflects the geography of Southeast Alaska, which is accessible only by air or water. Because Southeast Alaska has few communities connected by roads, UAS offers programs in a variety of ways, including in person, hybrid, and online formats. This allows UAS to meet the needs of students in remote, rural, and urban areas across Alaska and beyond. UAS is made up of 3 academic schools, the [School of Arts & Sciences](#), the [School of Education](#), and the [School of Career Education](#). The School of Arts & Sciences is the largest school, with five distinct areas: [Humanities](#); [Social Sciences](#); [Natural Sciences](#); [Business and Public Administration](#); and the [Alaska Coastal Rainforest Center](#).

UAS, Alaska's experiential university, is one of three separately accredited universities in the [University of Alaska (UA) system](#). In a state without community colleges, UAS delivers a comprehensive educational mission that includes community college-level offerings, baccalaureate programs, and graduate degrees under one institutional framework. UAS embraces this experiential identity not as a slogan, but as a guiding framework that informs academic decision-making, relationship building, enrollment strategy, and institutional messaging across the institution. Faculty work to make this identity tangible through expanded hands-on and on-the-land learning, including field-based coursework in the Tongass National Forest and the Inside Passage, coastal research alongside faculty scientists, internships, research assistantships, and applied learning connected directly to Alaska's industries and communities.

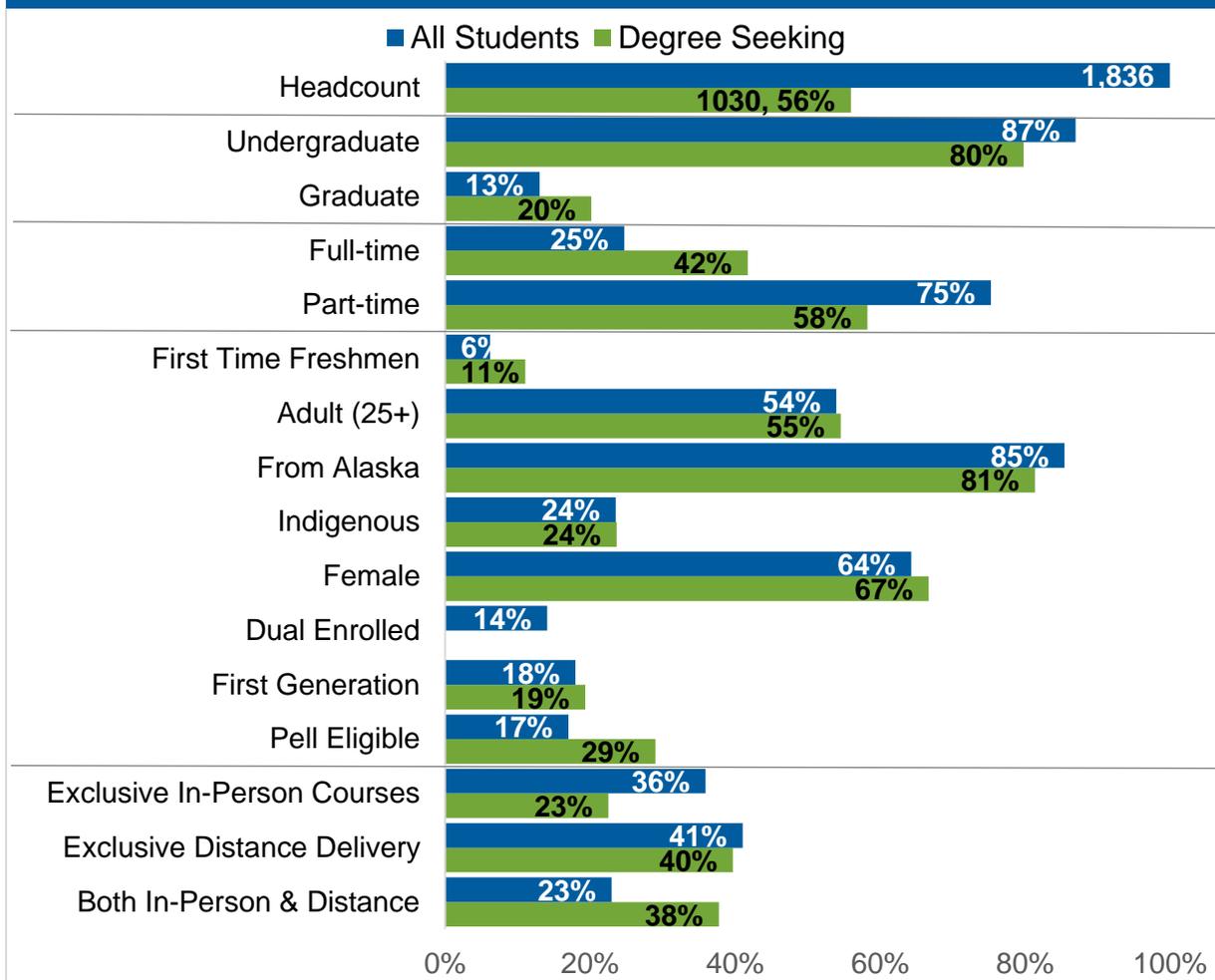**UNIVERSITY** *of* **ALASKA SOUTHEAST**
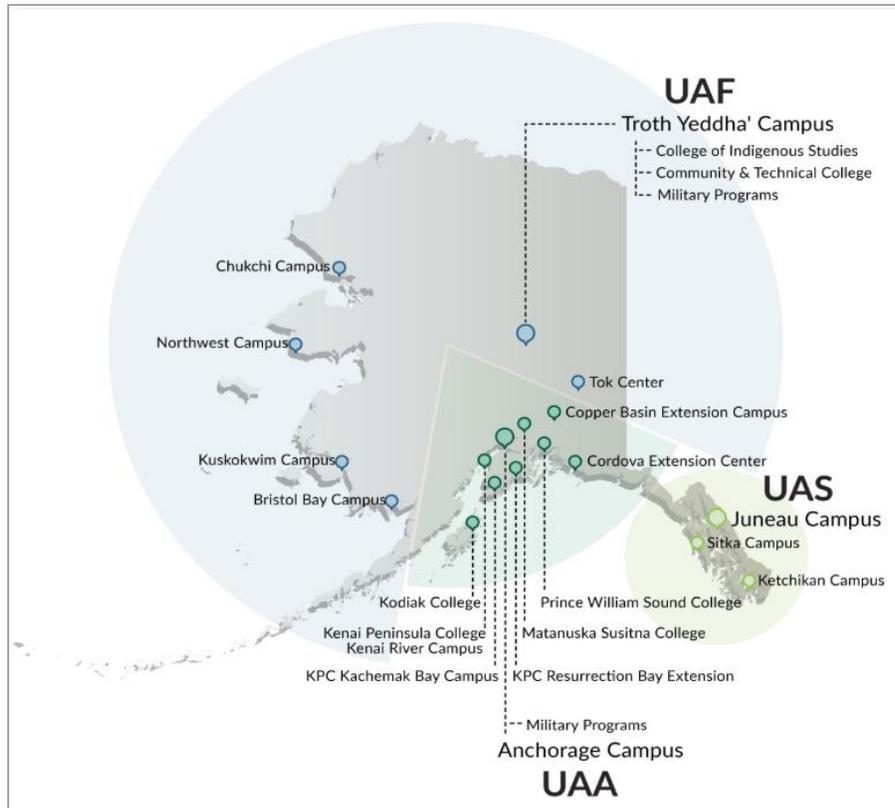
Student Profile

As of [fall 2025](#), UAS enrolled 1,836 students. Of these, 75% attended part-time, and more than half were adult learners over the age of 25. With a student-to-faculty ratio of 8:1, UAS is known for small class sizes, personalized instruction, and strong faculty engagement. Approximately 40% of students study exclusively online, while the remainder attend in person or pursue a mix of modalities. The average student age is 31, and 64% of the student body identify as female. Among degree-seeking students, the majority (60%) are enrolled in programs within the School of Arts & Sciences, followed by 24% in the School of Education and 16% in the School of Career Education. Across these schools, UAS offers a range of undergraduate and graduate degrees that reflect both regional workforce needs and student interest. Marine Biology and Business Administration continue to be among the most popular majors, and workforce-aligned programs in education, health sciences, maritime training, and welding reflect UAS's strong commitment to serving Southeast Alaska's communities and economies. Additionally, UAS has a large non-degree seeking student population (44%), which includes students who are participating in dual enrollment, workforce upskilling, or community-based continuing education. This academic diversity aligns closely with the mission to serve as Alaska's open-access institution and to support learners at every stage of life and career.

The graph below displays the fall 2025 profile, highlighting key characteristics. Blue bars represent all enrolled students, while green bars reflect degree-seeking students. A separate profile of first-time freshmen is also provided for reference.

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Fall 2025 Student Profile

■ All Students ■ Degree Seeking

Category	All Students	Degree Seeking
Headcount	1,836	1030, 56%
Undergraduate	87%	80%
Graduate	13%	20%
Full-time	25%	42%
Part-time	75%	58%
First Time Freshmen	6%	11%
Adult (25+)	54%	55%
From Alaska	85%	81%
Indigenous	24%	24%
Female	64%	67%
Dual Enrolled	14%	
First Generation	18%	19%
Pell Eligible	17%	29%
Exclusive In-Person Courses	36%	23%
Exclusive Distance Delivery	41%	40%
Both In-Person & Distance	23%	38%

0% 20% 40% 60% 80% 100%

Fall 2025 First Time Freshmen

Category	Value
First Time Freshmen	114
Full-time	75%
Part-time	25%
From Alaska	89%
Indigenous	26%
Female	63%
First Generation	14%
Pell Eligible	38%
Exclusive In-Person Courses	28%
Exclusive Distance Delivery	19%
Both In-Person & Distance	53%

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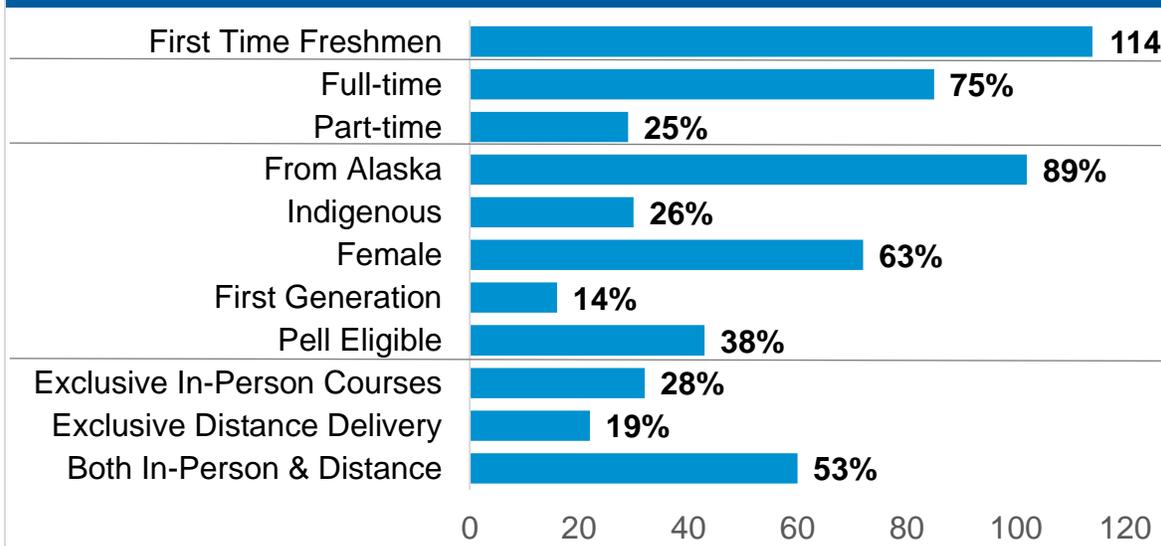
Community

As a federally recognized Alaska Native-Serving Institution, UAS prioritizes Indigenous partnership and place-based learning. In fall 2025, 24% of students identified as Indigenous. UAS collaborates with tribal organizations including Sealaska Heritage Institute, Central Council of Tlingit and Haida, Sitka Tribe of Alaska, and the Ketchikan Indian Community to inform curriculum and cultural programming. Through these partnerships, UAS advances student-centered learning that responds to the needs of Alaska Native communities, including the region's workforce.

Looking Ahead

Like many institutions across the country, UAS experienced an enrollment decline in fall 2025 due to ongoing demographic shifts, increased competition from a shrinking student pool, and staffing challenges within the admissions team (detailed in the preface below). Prior to this, despite a challenging statewide fiscal environment and declining high school demographics, UAS enrollment increased by 5% in fall 2024, and first-year retention rates reached a record 76%. The institution is confident that recent investments, many of which were developed collaboratively across the UA System and supported by the UA Board of Regents (BoR), will help UAS return to these success rates by fall 2026. UAS has leveraged its unreserved fund balance and strategic reallocation for targeted improvements in recruitment, student success, and facility upgrades. With stabilized state funding and a committed leadership team, UAS is poised for sustainable growth.

Preface

A. Highlights of Institutional Change since 2022 Mid-Cycle Report

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Leadership Changes

Since 2019, UAS has experienced a series of leadership transitions that, while significant, have contributed to renewed focus, strategic alignment, and strengthened planning across the institution. This period of change has been marked by a growing culture of collaboration, data-informed decision-making, and shared governance. Leadership transitions have occurred at all levels, from the Chancellor's Office to the deans and campus directors, and UAS continues to prioritize stability, succession planning, and cross-functional communication to ensure operational continuity and institutional resilience.

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Executive Cabinet. On July 1, 2023, Dr. Aparna D.-N. Palmer began their tenure as chancellor following the retirement of Chancellor Karen Carey. Chancellor Palmer's leadership has emphasized transparency, intentional planning, and inclusive engagement. Under their direction, UAS launched a university-wide strategic planning process and expanded the Executive Cabinet to include a Chief of Staff to improve coordination, process improvement, and executive-level communication.

During the 2019 Year 7 Site Visit, the vice chancellor of Enrollment Management and Student Affairs (VC EMSA) position was vacant, following the departure of the prior VC EMSA in January 2019. A national search conducted in spring 2019 resulted in the appointment of Lori Klein in June 2019. VC Klein brought more than 15 years of institutional experience at UAS, having served in advising, the registrar's office, student conduct, and Title IX. Since their appointment, they have provided stability to enrollment leadership and strengthened coordination across enrollment management and student affairs. As VC EMSA, they have led the Strategic Enrollment Task Force, aligning enrollment strategies with the university's broader strategic planning priorities. They have also expanded the admissions team and reduced confirmatory silos by more intentionally integrating admissions operations with the academic schools, improving communication and alignment between recruitment, academic planning, and student success efforts.

In November 2023, longtime vice chancellor for Administrative Services, Michael Ciri, retired. A national search led to the appointment of Jonathan Lasinski in January 2024, who, prior to this appointment, served as UAS's director of Business Services for 6 years. Since assuming the role, Lasinski has implemented more transparent budgeting systems and operational improvements, including annual budget training for all campuses and the establishment of a new Budget Advisory Council. These efforts have strengthened fiscal oversight and broadened community engagement in financial planning.

Previously, the vice chancellor for Administrative Services role also encompassed the duties of the chief information officer (CIO). In 2023-24, these functions were formally separated, and UAS conducted a national search to appoint a standalone CIO. The university appointed Scott Gilreath in December 2024, an experienced information technology leader, who is now guiding the development of a new institutional technology strategic plan aligned with academic and administrative priorities.

In June 2024, the Office of the Provost underwent transition. Dean Carin Silkaitis was appointed interim provost, accreditation liaison officer (ALO), and dean of research and sponsored programs and graduate studies, and served until June 2025. During this critical year, UAS advanced major institutional priorities, including NWCCU accreditation preparation, the launch of a university-wide advising redesign, and assessment reform. On July 1, 2025, Dr. Scott Billingsley was appointed permanent provost. Silkaitis has since resumed their role as dean of the School of Arts & Sciences and serves as accreditation lead for 2025-26.

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Deans and Campus Directors. All three academic schools experienced leadership transitions between 2020-21 and 2025-26. While these changes have presented challenges, they have also brought fresh perspectives, greater alignment across academic affairs, and renewed energy for curricular innovation, student engagement, and interdisciplinary collaboration.

The School of Arts & Sciences has experienced the greatest leadership stability, with Dean Carin Silkaitis serving in this role since July 2021. Under Silkaitis's leadership, the school successfully implemented its 2022 strategic plan and is currently undergoing a mid-cycle review to assess progress and refine priorities. Arts and Sciences strengthened its annual assessment processes to better align with five-year program review, reinforcing a culture of continuous improvement. In partnership with Associate Dean Alison Staudinger, the school launched a Faculty Learning Community to support early-career faculty development and implemented the Welcoming Gateways initiative to redesign high D, F, and W gateway courses, reducing structural barriers to student success. Silkaitis has also led the development of key external partnerships, strengthening community engagement and academic programming aligned with UAS's mission. During their appointment as interim provost, Associate Dean Staudinger served as acting dean, ensuring continuity of operations and minimal disruption to students and faculty.

The [School of Education](#) began a new chapter in May 2023 with the appointment of Dr. Carlee Simon as interim dean, followed by their permanent appointment in December 2024. Under Dr. Simon's leadership, the school successfully completed its CAEP re-accreditation review, earning stronger evaluations than in the previous cycle and receiving national recognition through the [Frank Murray Leadership Award for Continuous Improvement](#).

In December 2025, a leadership transition occurred, and Koogak'aax (Dr. Angela Lunda) was appointed interim dean of the School of Education. A lifelong Alaskan of the Tlingít tribe, Dr. Lunda brings more than three decades of experience as an educator and administrator. Dr. Lunda's scholarship focuses on the cultural identity development of young Indigenous children and equity-minded, culturally responsive education, and they currently serve as a co-Principal Investigator on a National Science Foundation-funded research project. This appointment ensures continuity of academic leadership, accreditation oversight, and alignment with UAS's mission to serve Alaska's communities.

The [School of Career Education](#) has also experienced multiple leadership changes in recent years. Dean Silkaitis provided interim leadership in spring 2023 while maintaining their duties in Arts and Sciences. A national search resulted in the appointment of Dr. Cory Ortiz, who served from July 2023 to December 2024. Dr. Ortiz made strong contributions to dual enrollment expansion, developed a successful [mining pathways program](#), and launched the school's first [Mining Advisory Board](#). Their departure for a statewide leadership role at AVTEC in Seward, Alaska, opened continued opportunities

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for collaboration between institutions. Currently, Provost Billingsley is serving as interim dean of Career Education while a national search for a permanent dean is underway.

UAS's branch campuses have also experienced recent leadership transitions. In [Ketchikan](), Dr. Priscilla Schulte retired in December 2023 after more than a decade of service as campus director. Dr. Schulte was succeeded by Dr. Bill Urquhart, a long-time faculty member and former chair of the Social Sciences Department, who initially served as interim director before being appointed permanently following a national search in March 2024. In [Sitka](), Dr. Paul Kraft retired in December 2024 after four years as campus director. During the national search process, the campus was co-led by Professor Math Trafton and Assistant Director Jill Hanson. On April 1, 2025, Dr. Jeremy Rupp joined UAS as the permanent Sitka campus director, bringing stability and renewed leadership to the campus.

Looking Ahead. While the pace of leadership transitions has been notable, UAS continues to demonstrate progress on key institutional goals and accreditation priorities. The university recognizes that the current interim structures are not ideal and remains committed to stabilizing academic leadership. Active national searches are underway, and the Chancellor's Office is coordinating closely with the provost and cabinet to ensure careful, mission-aligned hiring. Despite the ongoing transitions, UAS leadership has maintained a strong focus on institutional effectiveness, student success, and inclusive planning. This continued commitment positions the university for long-term strategic alignment and deeper service to the diverse communities of Southeast Alaska.

Strategic Planning

In Summer 2024, UAS launched a comprehensive strategic planning process to chart a bold course for 2025-26 to 2029-30. Building on lessons learned since the 2019 EIE report, the 2022 mid-cycle review, and guided by newly appointed Chancellor Aparna Palmer, the process prioritized collaboration, inclusion, and data-informed decision-making. The resulting [Draft UAS Strategic Plan 2025–2030]()represents a shift from the previous core objectives toward broader, more integrated focus areas that center mission alignment, measurable outcomes, and institutional sustainability.

The planning process was led by a cross-campus [Strategic Planning Steering Committee](), in partnership with consultant Erin Sedor of [Black Fox Strategy](). Over six months, the committee gathered extensive input from students, faculty, staff, alumni, community stakeholders, and members of the Campus Advisory Councils for Juneau, Sitka, and Ketchikan. More than 200 individuals participated through surveys, listening sessions, and a focused three-day strategic planning workshop attended by over 30 campus leaders. Institutional data from the [Office of Institutional Effectiveness](), [UA Human Resources](), and [recent surveys]() such as the [Great Colleges to Work For Survey](), the [UA Employee Engagement Survey](), and the [UAS Student Engagement Survey]() were also instrumental in shaping the plan.

The first draft of the Strategic Plan was shared with the UAS community in January 2025, accompanied by an open letter from Chancellor Palmer. Q&A sessions and a community-wide feedback survey followed, inviting further input. The Steering

Committee utilized that feedback, in collaboration with campus leaders and the UA President, for the current draft of the plan.

The draft plan retains UAS's existing Vision, Mission, and Values, affirming continuity in institutional purpose and cultural commitment. It introduces four new focus areas, each designed to span the five-year life of the plan and provide a mechanism for prioritizing institutional efforts. Each focus area is supported by multiple strategic initiatives, which are one to three year initiatives that advance the focus area. These initiatives are operationalized through tactics, which represent 12–18 month, manageable units of work. Every tactic includes associated metrics to measure success. In addition, a set of high-level key metrics has been developed to track institutional performance across focus areas and monitor mission fulfillment.

The four focus areas are:

- **Focus Area I: Holistic Student Success**: Emphasizes strong first-year experiences, coordinated advising, and career readiness.
- **Focus Area II: Unparalleled Learning Opportunities:** Highlights experiential learning, Indigenous knowledge integration, and innovation in teaching.
- **Focus Area III: A Resilient Ecosystem**: Centers on employee thriving, streamlined systems, and diversified revenue.
- **Focus Area IV: Reach, Impact, and Visibility**: Promotes regional and global partnerships, career-aligned pathways, and external visibility.

These focus areas will build on and replace the five Core Objectives that previously guided UAS planning: 1) Provide Access to Higher Education; 2) Deliver Academic Excellence; 3) Increase Student Success; 4) Be a Great Place to Work; and 5) Maintain Regional Relevance. While the spirit of these objectives remains intact, the new structure is designed to clarify strategic priorities and guide implementation over the next five years with measurable and mission-aligned goals.

Although the Strategic Plan currently remains in draft form, UAS anticipates completing and approving the final version prior to the NWCCU site visit. Until that time, the university continues to use its five Core Objectives, which were established in the previous planning cycle, as the primary framework for assessment and continuous improvement. These objectives will continue to serve as the organizing structure for the subsequent sections of this report.

Responsiveness to Enrollment Decline

Like many public institutions across the country, UAS has experienced enrollment challenges driven by demographic shifts, declining high school graduation rates, and increased competition for a shrinking student pool. These pressures are particularly acute in Southeast Alaska, where an aging population and sustained outmigration have made recruitment and retention more difficult. In response, UAS has adopted a proactive, campus-wide approach that emphasizes collaboration, data-informed decision-making, and strategic investment.

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At the system level, the UA Board of Regents formed an [Ad Hoc Committee for Recruitment, Retention, and Graduation](#) in 2024. This group brought together representatives from all three universities to analyze enrollment trends, explore targeted solutions, and co-develop a [Systemwide Attainment Framework (SAF)](#). Chancellor Palmer represented UAS and the chancellors across the system. The committee partnered with external consultants from EAB, who conducted a comprehensive data analysis, interviewed campus leaders, and provided institution-specific recommendations.

In response to these efforts, UAS submitted a set of prioritized initiatives designed to strengthen enrollment and student success. These include the following:

- **Modernizing and expanding recruitment capacity.** In fall 2025, UAS launched a comprehensive, multi-modal recruitment campaign designed to reach both in-state and out-of-state students, their families, and key stakeholders such as school counselors. These efforts are supported by significant investment from the [UA Board of Regents](#). After a year in which UAS operated with only one active recruiter due to an unfilled vacancy, the UA Board of Regents approved a two-year pilot that expanded the admissions team to four full-time recruiters. These efforts are further strengthened through a strategic partnership with EAB, whose continued consultation is also funded by the UA Board of Regents. In partnership with EAB, the expanded team is enabling broader outreach that includes participation in 11 out-of-state college fairs for the first time in UAS history, and the launch of a bold new digital 'Apply Campaign' which targets 70,000 high school seniors across Alaska, Colorado, Washington, and Oregon. This investment is intended to stabilize and grow enrollment while building a sustainable recruitment model.

- **Alaska Unlocked Out-of-State Pilot Program.** A major catalyst for these changes is a new pilot program, [Alaska Unlocked](#), approved by the UA Board of Regents, which allows UAS to offer in-state tuition to all out-of-state students beginning in fall 2026. This initiative reflects the Board's support for enrollment growth strategies that expand access and strengthen UAS's competitive position. The university is implementing the program alongside broader strategic enrollment initiatives designed to increase student volume and enhance long-term fiscal sustainability. Together, these efforts aim to reduce financial barriers, grow enrollment, and align institutional planning with statewide priorities.

- **Using the Strategic Enrollment Task Force to drive change.** UAS revitalized its [Strategic Enrollment Task Force](#) (SETF) in 2024 under the direction of Chancellor Palmer. Co-chaired by Vice Chancellor for Enrollment Management and Student Affairs Lori Klein, and then Interim Provost Carin Silkaitis, the restructured SETF was charged with establishing four to five overarching goals aimed at enhancing student success, increasing enrollment, and elevating UAS's regional and statewide impact. Within the [Strategic Enrollment Plan](#), each goal includes a clear "why" statement aligned with the UAS mission and strategic plan and is supported by actionable strategies, measurable tactics, and annual

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progress reporting. The work of the SETF is designed to complement the [UAS Strategic Plan](#) and serves as a coordinating framework across other major university committees. During the 2024-2025 academic year, the committee focused on breaking down silos, promoting cross-unit collaboration, and embedding enrollment and retention into the daily operations of the university.

- **Strengthening academic advising and student navigation:** UAS is actively engaged in redesigning its advising model to ensure greater consistency, clarity, and impact. Initial structural recommendations were developed during Academic Year 2024–25 and provided to the current provost, who subsequently established an Advising Excellence Committee to refine the model and provide final recommendations. The proposed redesign emphasizes more centralized coordination while preserving strong relationships between staff advisors and faculty mentors. Shared training, common expectations, and enhanced integration between academic pathways and career services are central themes under review. This ongoing work aims to create more seamless transitions from recruitment to enrollment and from first-year advising to academic and career planning.

In parallel with these systemwide efforts, UAS has made measurable progress. The fall 2022 first-time, full-time bachelor's-seeking cohort achieved a 71 percent retention rate, and fall 2023 reached a record 76 percent. These gains reflect the effectiveness of UAS's student-centered strategies. The university also participated in the [Gardner Institute's *Transforming the Foundational Postsecondary Experience*](#) initiative, which supported the redesign of the first two years of college to improve student success and close equity gaps.

These efforts mark a significant cultural and operational shift at UAS. The university has moved from isolated interventions to cohesive, mission-driven, and community-informed strategies that prioritize student success and institutional sustainability.

Impact of the Board of Regents DEI Language Motion and UAS's Institutional Response

In February 2025, the U.S. Department of Education issued a [“Dear Colleague” letter](#) warning that institutions receiving federal funding must not engage in race-based discrimination, even under the banner of diversity, equity, and inclusion (DEI). In response, the [UA Board of Regents passed a motion](#) directing all three universities in the system to remove DEI-specific language from public-facing materials in order to ensure compliance with federal guidelines and protect future eligibility for financial aid, grants, and research funding.

This decision came during a politically divisive moment nationally and sparked wide-ranging concern across the UAS community. Recognizing the deeply held values that this language represents to many students, faculty, and staff, UAS leadership responded with calm, transparency, and a steadfast commitment to the university's core principles of academic freedom, shared governance, and nondiscrimination.

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Chancellor Palmer issued a series of communications to faculty, staff, and students affirming that the university would continue to uphold its mission, including strong support for Alaska Native studies, arts, and language programs, as well as an ongoing commitment to creating a welcoming and culturally safe learning environment. She reiterated that student clubs would continue to operate as they always had, and that student and employee freedom of speech and expression would remain fully protected.

Academic freedom was a central concern for faculty, and Chancellor Palmer's March 3, 2025 message directly addressed those fears. She affirmed that UAS faculty retain full freedom over course content, syllabi, research, and creative output, consistent with national norms and accreditation standards. UAS would not interfere with faculty scholarship or teaching, even as public-facing institutional language evolved to reflect the BOR directive.

In practice, UAS took a collaborative and deliberative approach to compliance. An inventory of 165 references to DEI language across UAS webpages was created, and the Chancellor's Offices categorized these by department or unit. Rather than implementing changes unilaterally, UAS engaged the Faculty Senate to form a Shared Governance Committee composed of faculty and staff. This group was tasked with reviewing the language, recommending revisions, and ensuring that changes aligned with both institutional values and BoR policy. This participatory process helped preserve institutional trust and affirmed the university's commitment to inclusive decision-making.

Two initial adjustments were made:

- The Office of Equity and Compliance was renamed the [Office of Rights, Compliance, and Accountability (ORCA)](), aligning with its UA Fairbanks counterpart. The office's functions remain unchanged, continuing to include Title IX, ADA/504 coordination, and enforcement of nondiscrimination policies.
- The Chancellor's Advisory Committee on Diversity, Equity, Inclusion, and Cultural Safety (DEICS) voluntarily removed its webpage and held a retreat to reassess its role. After thoughtful deliberation, the committee unanimously affirmed its commitment to the university and adopted a new name: the [Chancellor's Advisory Committee on Belonging, Empowerment, Access, Representation, and Safety (BEARS)]().

Throughout this period, UAS has been careful to ensure that Alaska Native programs and partnerships remain fully supported and visible. These include curricular offerings, community collaborations, and institutional commitments aligned with the [Alaska Native Success Initiative (ANSI)](). The University of Alaska President, Pat Pitney, and Chancellor Palmer have both emphasized that honoring Alaska Native culture and heritage remains central to the university's identity and will not be diminished.

While the national and system-level policy landscape continues to shift, UAS remains focused on sustaining a learning environment where all students feel welcomed, respected, and empowered. By involving shared governance, preserving academic freedom, and continuing to affirm institutional values, UAS has responded to this policy challenge with clarity, compassion, and commitment to its mission.

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B. Response to Outstanding Recommendations That Were Requested to Be Addressed in the EIE

All recommendations from the previous Year 7 Self-Evaluation Report were fulfilled during the 2022 mid-cycle report. UAS had two Type 1 Findings from the Policies, Regulations, and Finances Review (PRFR) report:

Response to PRFR Finding – Standard 2.A.1

Board calendar for reviewing institutional and board policies and procedures

NWCCU PRFR Committee Rationale: Board review schedules were not available to review and were not discoverable.

The finding under Standard 2.A.1 indicated that the UA Board of Regents' calendar for reviewing institutional and board policies and procedures was not available or easily discoverable. UAS appreciates this feedback and acknowledges that, although links to the UA Board of Regents' Bylaws and meeting schedules were included in the original PRFR submission, they were not placed in the specific evidence box labeled "Board's calendar for reviewing institutional and board policies and procedures." This likely made it difficult for evaluators to locate the relevant documentation during review. UAS has corrected this oversight by providing links to the appropriate sections of the board's bylaws and meeting materials within the correct evidence box below. These documents outline the schedule and procedures for policy review and improves the discoverability of the evidence.

Additional Evidence Documentation for PRFR Finding - Standard 2.A.1

- UA BoR Bylaws BL03. Duties of the Board of Regents
- UA BoR Bylaws BL15. Board Policies
- UA Board of Regents (BoR) Bylaws
  - UA BoR Agenda Archives
- UA BoR Policy/University Regulation Revision Log
- UA Board of Regents Schedules

Response to PRFR Finding – Standard 2.E.2

Sample of meeting agendas, minutes, and/or other documentation as evidence of meaningful opportunities for participation by stakeholders

NWCCU PRFR Committee Rationale: Reestablishing the budget committee will aid better stakeholder engagement. Lacking evidence of meetings and stakeholder participation.

As noted in the February 2025 PRFR, the Strategic Planning and Budgeting Advisory Committee (SPBAC) that was responsible for stakeholder engagement in this area dissolved in 2020 during COVID-19 and following several budget cuts. At the Spring Startup held on January 8, 2025, the Budget Advisory Committee (BAC) was reintroduced during the Budget Presentation reviewing Fiscal Year 2024, where the draft committee charge was shared. In May 2025, the membership was set and the committee charge was finalized. The first meeting was held on July 31, 2025, and the BAC plans to meet at least six times per year. The charge of the BAC is the following:

- Advise UAS leadership about budget principles, priorities, and allocation criteria that guide annual resource allocation decisions as well as allocation and utilization of facilities and technology-related resources;
- Advisory to the NWCCU Accreditation Committee;
- Provide input for the continuous improvement and refinement of UAS's planning and budgeting processes including budgeting principles and methodology;
- Review and present input to UAS leadership about annual operating and capital budget requests;
- Promote meaningful participation by appropriate university governance groups in the UAS strategic planning and budgeting process;
- Promote transparency and accountability in our planning and budget processes, and assist with communication about those processes and outcomes to the broader university community.

Additional Evidence Documentation for PRFR Finding - Standard 2.E.2

- UAS Budget Advisory Committee (BAC)
  - BAC Membership and Charge
- UAS Budget Advisory Committee Meeting Minutes
  - July 2025 Meeting Minutes
  - November 2025 Meeting Minutes
  - December 2025 Meeting Minutes
- UAS Budget Presentations
  - January 2024
  - May 2024
  - January 2025

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Standard One – Student Success, and Institutional Mission and Effectiveness

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

Standard 1.A: Institutional Mission

Standard 1.A.1 - Institutional Mission Statement

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

University of Alaska Southeast Mission Statement

Mission: The University of Alaska Southeast is a student-centered university that provides instruction in liberal arts, professional, and technical fields. On the homelands of the Tlingit, Haida, and Tsimshian peoples, we serve the coastal environments, cultures, economies, and communities of Alaska through interdisciplinary education, workforce development, and scholarship, research, and creative activity.

Vision: The University of Alaska Southeast is recognized as a destination of choice for students seeking excellent academic programs and engaging learning opportunities that integrate the coastal environments, cultures, economies, and communities of Alaska.

The University of Alaska Southeast (UAS) advances its mission through quality academic programs and experiential learning opportunities that reflect the distinct environments and communities of Southeast Alaska. With campuses in Juneau, Ketchikan, and Sitka, the university offers a wide range of credentials including workforce certificates, undergraduate degrees, and graduate programs. UAS is guided by its vision to be a destination of choice for students, and that vision is reflected in the depth, relevance, and accessibility of its academic offerings.

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UAS fulfils its mission and vision through five Core Objectives that serve as institutional guideposts. These objectives promote student access, academic excellence, student success, employee well-being, and regional relevance. These objectives are used to evaluate effectiveness, align resource allocation, and guide continuous improvement (See section 1.B.2 for the full list.)

Development of the Current Mission Statement

UAS's current mission statement was developed through a comprehensive and collaborative process to ensure it accurately reflects the university's identity, values, and goals. Initiated in February 2018 and finalized in February 2021, the revision process involved input from faculty, staff, and students through surveys, workshops, and governance feedback. The mission was updated to align with the new NWCCU accreditation standards, emphasizing student success, equity, inclusion, and measurable goals. Approved by 85% of the UAS community and the UA Board of Regents, the mission statement underscores UAS's commitment to serving Southeast Alaska through interdisciplinary education, workforce development, and scholarship, research, and creative activity.

UAS's commitment to mission fulfillment is rooted in its core values: Excellence, Diversity, Access, Collaboration, Sustainability, and Stewardship. These values guide the university's approach to education, community engagement, and resource management. By fostering an inclusive and innovative learning environment, UAS provides students with exceptional opportunities to succeed in an ever-changing world.

Through strategic planning and data-informed decision-making, UAS has made significant progress in addressing challenges and seizing opportunities. With the recent stabilization of state funding and the leadership of Chancellor Palmer, UAS is implementing an ambitious Strategic Enrollment Plan aimed at reversing enrollment declines and achieving sustainable growth. Initiatives such as the Gardner Institute's Postsecondary Transformation cohort and innovative retention strategies have already shown measurable impacts, including a record retention rate of 71% for the fall 2022, and 76% for the fall 2023 cohorts.

Moving Forward

As UAS finalizes its 2025–2030 Strategic Plan, the institution is poised to deepen its commitment to mission fulfillment through four clear focus areas: Personalized Student Success, Distinctive Learning Opportunities, A Strong and Resilient Ecosystem, and Reach, Impact, and Visibility. The strategic plan will guide university-wide decision-making, resource allocation, and assessment efforts. With specific initiatives centered on experiential learning, Indigenous engagement, equity-minded advising, employee well-being, and regional collaboration, the plan positions UAS to serve Southeast Alaska and beyond with renewed purpose and clarity.

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Standard 1.B: Improving Institutional Effectiveness

Standard 1.B.1 - Improving Institutional Effectiveness

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

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Strategic Planning

The University of Alaska Southeast seeks to achieve its mission through systematically and consistently engaging in evidence-based reflection on its processes, accomplishments, and challenges. This commitment to continuous improvement is grounded in a clearly articulated planning framework that centers around five annually reviewed Core Objectives (CO) that reflect the university's mission and priorities:

- **CO1**: Provide Access to Higher Education for All Students

- **CO2**: Deliver Academic Excellence through Instruction, Scholarship, Research, and Creative Expression

- **CO3**: Increase Student Success

- **CO4**: Be a Great Place to Work for All Employees

- **CO5**: Maintain Relevance through Productive Relationships within Southeast Alaska

These Core Objectives emerged from UAS's long-standing culture of reflective practice and institutional alignment. Following the 2013–2019 Strategic Plan, the university entered a new NWCCU seven-year accreditation cycle, and in response to that cycle's final report and recommendations, UAS engaged in a reflective, community-driven process to reaffirm and refine its institutional mission. In 2020, a new mission statement was adopted, anchoring the university's renewed focus on student-centered learning, community relevance, and Indigenous partnerships. The Core Objectives, with associated measures, were developed shortly thereafter and have served as the

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foundation for university planning and assessment ever since. This planning has included concrete performance measures aligned with specific objectives and measured on a yearly basis.

In fall 2024, Chancellor Palmer instigated a new round of strategic planning which is currently receiving feedback from campus and community stakeholders (Strategic Plan Draft). The plan was developed through an intensive, faculty and staff driven process with multiple rounds of feedback and engagement from the campus and community. This plan includes concrete strategic objectives, tactics and metrics for four key focus areas:

- **Focus Area I - Personalized Student Success**: We cultivate an environment where students are seen and supported on their unique pathways to success.
- **Focus Area II - Distinctive Learning Opportunities**: We foster a culture of novel, active, and inclusive inquiry.
- **Focus Area III - A Strong and Resilient Ecosystem**: We nurture a healthy and inclusive organization to position UAS for future growth.
- **Focus Area IV - Reach, Impact, and Visibility**: We contribute to the vitality of the region we serve and the world we touch.

The strategic plan includes a comprehensive implementation timeline and is expected to be finalized during the 2025-2026 academic year. Once finalized, the plan will guide alignment across schools, departments, and initiatives. Implementation will be stewarded by a strategic planning steering committee and a set of appointed Initiative Champions.

Evaluating Mission Fulfillment

Mission fulfillment at UAS is evaluated through systematic, data-informed processes. The Core Objectives serve as the foundation for evaluating mission fulfillment, and in particular, *Core Objective 1: Provide Access to Higher Education for All Students and Core Objective 3: Student Success*, embody the spirit of everything we do at UAS. These Core Objectives guide institutional priorities, resource allocation, and continuous improvement at every level, with providing increased access for our students as the guiding core.

To evaluate the core objectives, each year, the Office of Institutional Effectiveness collaborates with executive leadership and key stakeholders to assess institutional progress. Results are reported to the UA Board of Regents, presented to the campus community at Fall Convocation and Spring Start-Up, and made publicly available. The Core Objectives Reports serve as an evidence base for aligning programs and services to UAS's mission. This structured process ensures transparency, accountability, and alignment with the UAS mission. Further details on the measures utilized for the Core Objectives are provided in section 1.B.2.

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Progress on the new 2025–2030 Strategic Plan, which is in the final stages of completion, will be tracked through an annual cycle of institutional and divisional reporting. Supporting initiatives, including the Strategic Enrollment Plan, Alaska Native Success Initiative (ANSI), IT Strategic Plan (in progress), and the 2022 Campus Master Plan, will each have progress updates that roll into an institution-wide evaluation framework. Beginning in 2025-2026, these reports will be reviewed not only by individual units, but also by the Chancellor's Cabinet to inform key institutional decisions, including budget requests submitted to the UA System.

Supporting Plans

In addition to the primary Strategic Plan, several major planning efforts are now aligned with the strategic framework:

- Strategic Enrollment Task Force (SETF). The Strategic Enrollment Task Force (SETF) was charged with developing a focused enrollment growth strategy. The Strategic Enrollment plan is a multi-year enrollment growth plan, aligned with the Strategic Plan, emphasizing market responsiveness, dual enrollment, and retention initiatives. The plan includes a target of increasing enrollment by 23% by Fiscal Year 2030.

- IT Strategic Plan (Draft 2026). The Information Technology Services Department is developing its first institution-wide IT Strategic Plan under the leadership of its newly appointed chief information officer (CIO), hired in January 2025. This plan will align technology infrastructure with institutional goals, emphasizing security, accessibility, operational efficiency, and student success. The plan will be completed and adopted by the end of Fiscal Year 2026 following broad campus input. Key objectives include strengthening cybersecurity, modernizing classroom and distance learning technologies, and reducing technology-related barriers to student success. The planning process includes campus-wide engagement, assessment of existing systems, and the creation of guiding principles to shape future IT investment and policy.

- ANSI (Alaska Native Success Initiative). ANSI is a system-wide commitment to improving Alaska Native student success, and is fully embedded within UAS's equity and student success priorities. Each university has their own initiatives under ANSI, and produces their own metrics and reporting. UAS's plan is focused on the retention of Alaska Native students, faculty and staff, along with changes in institutional messaging and visioning.

- 2022 Campus Master Plan. According to UA Board of Regents policy (UA BoR Policy P05.12.050), the Campus Master Plan will be reviewed and updated at least once every ten years. The UA Board of Regents define this master plan as, "an integrated framework for investment decisions that will ensure adequate facilities to support implementation of the respective system and university campus academic, strategic and capital plans." Approved unanimously by the UA Board of Regents in June 2022, the Campus Master Plan guides capital improvement decisions across UAS's three campuses (Juneau, Ketchikan, and Sitka) through 2029. The plan was developed through a highly participatory

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process involving the Master Plan Advisory Committee, students, staff, community members, and campus groups such as the Sustainability Committee and Student Government. Consultant partners included DLR Group, JYW Architects, and Welsh Whitely Architects. The final plan reflects a shared vision for institutional and academic excellence and is publicly available on the UAS Facilities Services website.

UAS Mission Fulfillment				
Mission: The University of Alaska Southeast is a student-centered university that provides instruction in liberal arts, professional, and technical fields. On the homelands of the Tlingit, Haida, and Tsimshian peoples, we serve the coastal environments, cultures, economies, and communities of Alaska through interdisciplinary education, workforce development, and scholarship, research, and creative activity.				
Core Objective 1: Provide access to higher education for all students	Core Objective 2: Deliver academic excellence through instruction, scholarship, research & creative expression	Core Objective 3: Increase student success	Core Objective 4: Be a great place to work for all employees	Core Objective 5: Maintain relevance through productive relationships within SE Alaska
Strategic Enrollment Plan				
Campus Master Plan				
Information Technology Strategic Plan				

Together, these efforts demonstrate an integrated, multi-plan approach that supports continuous evaluation and long-term improvement.

UAS is cultivating a culture of academic unit-level strategic planning, rooted in continuous improvement and aligned with institutional priorities. While not mandated, this planning is increasingly embraced across schools and departments as a mechanism for mission-aligned innovation and responsiveness to emerging needs.

The School of Arts & Sciences has led this shift, launching its own Strategic Plan in 2022. This plan has served as a model for the rest of the university, and is currently undergoing a realignment in Fiscal Year 2026 to reflect the priorities and structure of the new 2025–2030 UAS Strategic Plan. Within Arts & Sciences, the Business and Public Administration Department also completed a robust strategic planning process in 2023. This included a deliberate pause in graduate admissions to conduct a comprehensive review, ultimately resulting in a full program redesign. The new program, launched in fall 2025, emphasizes workforce alignment, community partnerships, and a flexible online format. Early results indicate a 300% increase in new enrollment, alongside a more diverse student body and strong employer interest.

The School of Education has also engaged in unit-level planning through its recent CAEP Accreditation process (2025), receiving national recognition for its thoughtful alignment with both institutional mission and workforce needs. Meanwhile, the School of Career Education is preparing to launch its own initiative, and the Sitka Campus has

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recently begun a strategic planning process specific to its branch campus identity and goals.

While the School of Arts & Sciences currently remains the most fully aligned with the institutional plan, these examples signal a clear and growing commitment across UAS to cascading strategic planning. Schools and departments are increasingly seeing planning as an opportunity to reflect on impact, align with mission and focus areas, and use data to guide innovation. This evolution reflects the university's continuous improvement efforts, not as a fixed requirement, but as a dynamic and collaborative institutional value.

Academic Program Review

In accordance with [UA BoR Policy P10.06.010](#), all academic programs and units at UAS undergo regular program review. Although the UA Board of Regents require a seven-year cycle, UAS conducts program reviews every five years to ensure more frequent evaluation of program quality and effectiveness. [University Regulations](#) specify the required components of each review, including timelines, formatting, and documentation of prior reviews, which together create a consistent and transparent process for continuous improvement.

[Program Review](#) at UAS is designed not merely as a compliance activity, but as a strategic tool to ensure quality, foster improvement, guide resource allocation, and demonstrate alignment with the UAS mission and core objectives. The process is data-informed, inclusive of internal and external perspectives, and connected to the University's mission fulfillment efforts.

The review process integrates NWCCU expectations, UA Board of Regents criteria, and UAS's own institutional priorities. Programs are expected to provide evidence of:

- High-quality teaching and learning
- Program strengths and deficiencies
- Graduation effectiveness and student achievement
- Employment and graduate school outcomes
- Engagement with community and regional needs
- Resource sufficiency and sustainability
- Alignment with related programs across UAS and the UA System
- Ongoing improvement/innovation in program design and delivery

Each review includes an external reviewer, who contributes objectivity and field-specific insights to the evaluation.

To provide a clear and comprehensive illustration of the internal review process, UAS has selected Mathematics as the example program for this section. Reviewers will find linked examples of each step in the process, from the Program Review Report to the provost's final decision.

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[Program Review Components](#):

1. **Program Profile**. Programs describe their degrees, certificates, and minors, mission and goals, and summarize recommendations from prior reviews. This section includes alignment with UAS Core Objectives and the UA Strategic Plan, description of program learning outcomes and assessment results, and discussion of curriculum design, coherence, and continuous improvement efforts.

2. **Faculty Profile.** Programs report on instructional faculty over five years, including FTE, headcounts, credentials, tenure status, rank, specialization, and demographic composition. The section also summarizes faculty productivity in teaching, research, creative activity, service, and administration.

3. **Student Profile.** Programs provide disaggregated data on credit hour generation, enrollment, retention, completion, and graduation rates. They analyze trends in enrollment and attrition and provide information on job placement or further education outcomes. Special admissions requirements and additional student data are also included.

4. **Program Support.** This section examines resources supporting the program—library holdings, labs, technology, equipment, facilities, professional development funds, staffing, and budget—and outlines plans for maintenance and enhancement.

5. **Qualitative Distinctions.** Programs are encouraged to highlight unique characteristics, innovations, and community partnerships. Where applicable, advisory committee input is included, alongside benchmarking against peer institutions and innovations in pedagogy or delivery. ([Program Review Report Example, Mathematics](#))

6. **External Review Committee Recommendations.** The external review committee evaluates all submitted materials and offers recommendations regarding program strengths, challenges, and overall continuation status. ([External Review Report Example, Mathematics](#))

7. **Departmental Response.** The academic program has the opportunity to respond to the review committee's report, clarifying context, offering additional evidence, or outlining planned improvements. ([Department Response Example, Mathematics](#))

8. **Dean/Director Response.** The supervising dean or director provides an evaluation of the review and may offer recommendations or a proposed decision regarding continuation, enhancement, or revision. ([Dean Response Example, Mathematics](#))

9. **Provost's Final Decision.** The provost reviews all materials and responses and issues a final decision. Recommendations often tie directly to resource decisions (e.g., new faculty lines, budgetary support, or program restructuring). ([Provost Final Decision Example, Mathematics](#))

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To support programs in this process, the Office of Institutional Effectiveness provides a comprehensive Program Review Data Packet (Example, Mathematics) containing five years of disaggregated data on faculty, courses, enrollment, retention, graduation, and employment (e.g., graduates employed in Alaska one and five years after graduation). Demographic breakdowns are provided for faculty, students, and graduates.

All finalized reviews, including the provost's decision, are publicly posted on the Provost's Office website, along with review schedules and an annual Program Review Report dating back to 2012. The report provides campus-wide visibility into program strengths, improvement efforts, and resource decisions.

Even programs that are positively reviewed receive actionable recommendations. In recent years, reviews have resulted in increased funding (e.g., for Mathematics student support), program reimagining (e.g., Masters in Public Administration), or strategic expansion (e.g., Social Sciences encouraged to explore additional degrees or endorsements). Provost recommendations in recent years have emphasized retention, removing curricular barriers, and integrating high-impact practices like internships, clinicals, study away, and undergraduate research. Examples of final reviews and commendations concerning Biology, Construction Technology, Computer Aided Drafting Technician Endorsement, Special Education Undergraduate & Graduate Programs can be found in the Program Review Report 2024.

Program Student Learning Outcomes Assessment. Program Student Learning Outcomes Assessment has been an ongoing, long-standing, and systematic process of evaluating and improving student learning at UAS. Faculty lead this work, which focuses on improving learning and achievement. It directly informs resource allocation and feeds into the five-year program review cycle. UAS maintains the program review website to outline reporting schedules, publish institutional summaries, and share each program's assessment plans and reports.

Changes made after the 2022 NWCCU Mid-Cycle Evaluation strengthened the process. The reporting format was streamlined into one annual assessment report, which includes outcomes assessed, methods and data analysis, findings, planned improvements, and whether past changes were effective. See Standard 1.C.5-1.C.7 for a more detailed account about student learning assessment plus examples/links.

Assessing Student Learning on the Institutional Level. UAS evaluates institutional-level student learning primarily through its General Education Learning Outcomes (GELO) assessment process, which captures how students build essential skills across academic and co-curricular experiences. This process is faculty-led and grounded in evidence of student achievement, as described in detail in Standard 1.C.6. In addition to GELO, several academic units conduct program-specific surveys of graduates and employers, particularly for specialized accreditation and continuous improvement. For example, as part of its CAEP accreditation cycle, the School of Education collects completer and employer feedback on graduate preparedness and workforce relevance. These efforts reflect UAS's commitment to data-informed assessment of student learning and ongoing institutional improvement (See section 1.C.7).

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Assessing Support Services

Support services within Enrollment Management and Student Affairs (EMSA) employ a variety of tools to assess effectiveness. Most recently, the division adopted a set of Quality Service Standards that guide employees on working collaboratively with others to serve students. These standards are being written into position descriptions and are discussed at annual performance reviews. Historically, the Council for the Advancement of Standards in Higher Education (CAS) assessment instruments have been used across departments. Most units also prepare annual reports summarizing achievements and areas for improvement. As of spring 2023, all EMSA departments are included in the UAS Student Engagement Survey, providing baseline data on student perceptions for each student service area. In addition, some departments utilize specialized assessment tools tailored to their services. For example, Housing and Residence Life periodically administers the Educational Benchmarking Institute (EBI) survey to gather residential student feedback and improve services. Informal surveys conducted by Student Government, such as those focused on dining services, have also contributed valuable insights. Currently, EMSA is evaluating a new assessment framework developed at UA Anchorage in collaboration with NWCCU, which mirrors the academic program review model and may be adopted to enhance coherence and alignment across student support services.

Improvement of Institutional Effectiveness

UAS has made significant progress in aligning its institutional effectiveness processes with its mission and core objectives. A clear strength is the development of a structured approach to continuous improvement through annual institutional planning and assessment. These efforts are deeply embedded in the university's core objectives, which guide the evaluation of student learning, student achievement, and support services. The annual review of the core objectives, overseen by the Office of Institutional Effectiveness in collaboration with executive leadership, ensures data-informed evaluation and resource prioritization across the institution.

One notable area of strength is the alignment between annual academic assessment and the five-year program review cycle. Over the past two years, this alignment has been refined to ensure that short-term, data-informed improvements feed into broader strategic program evaluations. As a result, academic units now engage in annual assessment practices that are intentionally designed to scaffold toward comprehensive five-year program reviews. This integrated cycle enhances both faculty engagement and the utility of assessment data in decision-making.

Another area of improvement is institutional data accessibility and technology infrastructure. In 2025, UAS hired its first chief information officer (CIO), establishing centralized leadership for technology planning. This marked a turning point in how the university manages technology resources in support of institutional effectiveness. The CIO is leading the development of a new IT Strategic Plan, focused on ensuring robust data governance, reducing technology-related barriers to student success, and creating

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sustainable models for infrastructure maintenance. This effort reflects a broader institutional commitment to building resilient operations in support of strategic priorities.

Moving Forward

While the initiatives described above represent important progress, UAS also recognizes the challenges that remain. UAS strives to build a more integrated approach to institutional effectiveness by aligning academic assessment, student support, and operational planning with the new strategic plan and ongoing processes of continuous improvement and program review. For example, although the university has a structured process for annual academic assessment, the consistency and depth of reporting across programs varies. Additional professional development and support will be needed to ensure equity in assessment practices across all academic units. Furthermore, while EMSA assesses services, and select programs administer surveys to assess program effectiveness, UAS does not currently administer institution-wide student exit surveys. Developing more comprehensive tools for capturing student perspectives at key transition points remains a priority for future improvement.

Another example is within support services, whose staff are working toward strengthening assessment practices, and operational units like IT who are adopting structured planning processes to align technology investment with academic and strategic goals. These improvements reflect a maturing institutional culture, one that values evidence-based planning, community-driven approach to decision-making, and continuous learning across all units.

Evidence Documentation for Standard 1.B.1

Strategic Planning
    🐋 Current Strategic Planning Process
         ○ Strategic Plan, Draft

Evaluating Mission Fulfillment
    🐋 UAS Mission, Vision, and Values
    🐋 Core Objectives (CO)
         ○ Mission Fulfillment Indicators
             ■ Core Objective Methodology
         ○ CO1: Provide Access to Higher Education for all Students
             ■ 2022, 2023, 2024, 2025
         ○ CO2: Deliver Academic Excellence through Instruction, Scholarship, Research and Creative Expression
             ■ 2022, 2023, 2024, 2025
         ○ CO3: Increase Student Success
             ■ 2022, 2023, 2024, 2025
         ○ CO4: Be a Great Place to Work for all Employees
             ■ 2022, 2023, 2024, 2025

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Evidence Documentation for Standard 1.B.1
○ [CO5](): Maintain Relevance through Productive Relationships within Southeast Alaska   ■ [2022](), [2023](), [2024](), [2025]()   ○ *2025 reports are publicly available on the UAS website*
Supporting Plans   🐋[Strategic Enrollment Planning (SEP)]()   ○ [Strategic Enrollment Plan]()   🐋[Alaska Native Student Success Initiative (ANSI)]()   ○ [UAS ANSI Plan]()   🐋[UAS Campus Master Plan]() (website)   ○ [UAS Campus Master Plan]()   🐋[UAS IT Strategic Plan, Draft]()   🐋[Arts & Sciences Strategic Plan]()
Program Review   🐋[Annual Program Assessment Template & Cycle]()   🐋[Five Year Program Review Resources]()   ○ [Program Review and Assessment Schedule]()   ○ [Program Review Template]()   ○ [Fiscal Year 2025 Program Review UA BoR Update Report]()   ○ [5 Year Program Review Data Packet Examples]()   ○ [5 Year Program Review Report Examples]()   ■ [BS Mathematics]()   ■ [BA Social Science]()   ■ [MPA Public Administration]()   🐋[Student and Program Learning Outcomes]()   ○ [Program Learning Outcomes Example]() (BA Elementary Education)   ○ [UA BoR Policy P.10.06.010 Academic Program Review]()   ○ [UA BoR Regulation R.10.06.010 Academic Program Review]()

Standard 1.B.2 - Mission Fulfillment Definition & Metrics

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

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Mission Fulfillment and Core Objectives

In practice, the University of Alaska Southeast fulfills its mission through [five core objectives](#). These objectives provide the framework for evaluating institutional effectiveness, and are reviewed annually to guide decision-making and continuous improvement. The [mission fulfillment indicators](#) document outlines how UAS evaluates mission fulfillment by aligning key measures with each core objective. These metrics help the university assess progress toward its mission and respond proactively to areas of need.

The publicly available [core objective reports](#) contain additional detail about institutional effectiveness in each area.

1. [Provide Access to Higher Education to all Students](#): UAS is dedicated to expanding access to higher education for diverse students in Southeast Alaska and beyond. Key initiatives include removing restrictive admissions policies, expanding dual enrollment pathways, and employing data-driven strategies via the [Strategic Enrollment Task Force](#). This task force, representing all campuses, academics, student services, and administration, aligns efforts with institutional priorities to improve recruitment, retention, and student success.

2. [Deliver Academic Excellence through Instruction, Scholarship, Research, and Creative Expression](#): UAS delivers academic excellence by prioritizing high-quality instruction, innovative research, and creative expression that leverages the unique perspectives of Southeast Alaska and beyond. Faculty engage in research and scholarship across diverse disciplines, often funded by external grants and conducted in collaboration with colleagues from UAS, other universities, and global agencies. These efforts address critical regional and global issues while enriching the academic experience through cutting-edge discoveries and creative work. Faculty integrate their research and scholarship into the classroom, providing students with transformative learning opportunities that inspire critical thinking, creativity, and intellectual growth.

3. [Student Success](#): UAS's small size allows for personalized education, with active, engaged learning opportunities both on campus and online. Students benefit from close collaboration with faculty, hands-on experiences in Southeast Alaska's coastal environments, and robust support services designed to foster their success. UAS's programs are designed for all types of students – high school, transfer, technical/trade, degree-seeking, professional development, and lifelong learners – supporting their unique educational goals. UAS provides everything necessary for students to succeed: an environment conducive to learning, easy access to professors and resources, and opportunities to apply their knowledge in meaningful, real-world contexts.

4. [Be A Great Place to Work for all Employees](#): UAS supports employee quality of life by investing in professional growth, responsive workplace practices, and meaningful engagement with the university's mission. Faculty and staff have equitable access to professional development resources, including annual unit-level funding for both faculty and staff, collective bargaining agreement (CBA)

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support, and additional internal and external opportunities. UAS regularly collects employee feedback through system-wide and institution-specific surveys and uses this data to guide improvement efforts. Additionally, the university has prioritized process improvements, such as strengthening onboarding and enhancing standard operating procedures, to better support the employee experience. The dedicated staff and faculty work hard every day to advance institutional goals to help students succeed academically and prepare them to make a difference in their communities.

5. Maintain Relevance through Productive Relationships within Southeast Alaska: UAS fosters workforce readiness through programs tailored to regional and state needs in fisheries, mariculture, education, and healthcare. The university promotes Southeast Alaska's economic and ecological sustainability through partnerships with industries, tribal governments, and community organizations.

Each of these core objectives has a set of overall metrics and targets to measure mission fulfillment. For example, Core Objective 1 has indicators for overall headcount and degree seeking status, along with individual goals by degree level and select demographics. Additionally, the Core Objective 1 report links to many additional data resources, including publicly available reports such as the Enrollment Summary report and the By The Numbers report, which further disaggregates enrollment.

UAS Core Objective Metrics		
UAS Core Objectives	**Metric**	**Disaggregation/Additional Notes**
Core Objective 1: Provide Access to Higher Education for all Students	Overall Headcount	Data is disaggregated by degree level and key demographics, with identified goals for each group
	Degree Seeking Headcount	
Core Objective 2: Deliver Academic Excellence through Instruction, Scholarship, Research and Creative Expression	Total Faculty	Data is disaggregated by faculty type, with a goal for the percentage of faculty who are tenure or tenure-track
	Percentage of Faculty who hold a Terminal Degree	
	Percentage of Faculty who are Tripartite/Have a Research Workload	
	Course Completion	Data is disaggregated by degree level
Core Objective 3: Increase Student Success	Retention Rates	Data is disaggregated by various cohorts and degree levels. Peer comparisons report available.
	Completion Rates	
	Employment Outcomes in Alaska	Data can be disaggregated to the program level
Core Objective 4: Be a Great Place to Work for all Employees	Employee Satisfaction	Data is disaggregated by Faculty, Exempt Staff, and Non-Exempt Staff
	Employee Well-Being	
	Employee Retention	
Core Objective 5: Maintain Relevance through Productive Relationships within SE Alaska	Experiential Learning	
	MOU/MOA's	

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Disaggregated Student Data

When developing the measures for the core objectives, disaggregations were selected based on alignment with the UAS mission and known gaps in access and achievement. The table below explains the rationale for each disaggregation.

Disaggregation Measures Utilized for Mission Fulfillment	
Disaggregation	Rationale
Degree Seeking Status	UAS currently has a high percentage of non-degree seeking students (44%) and has an enrollment target to increase degree-seeking enrollment by 27%
Degree Level	With no community colleges in Alaska, UAS offers a suite of degrees, from occupational endorsements up to graduate degrees. There are large differences in achievement between Bachelor's and Associate's seeking students, for example, and UAS tracks these cohorts to track progress in closing achievement gaps among different degree levels.
Admit Status (First Time Freshmen/Transfer)	Of entering degree seeking students, typically less than half are first-time freshmen. It is important to UAS to not only track enrollment and achievement of first-time freshmen, but of the large portion of transfer students as well.
Attendance (Full-Time/Part-Time Status)	UAS has a large portion of part-time students, with 75% of all students attending part-time and 58% of degree seeking students attending part-time. Additionally, data shows that part-time students have far lower achievement rates as compared to full-time students. Survey data has shown that part-time students are often working 20 or more hours a week and have families and other obligations. It is important to UAS to track the achievement of these students and identify ways to increase their success.
Sex (Male/Female)	Historical trends have shown that while male and female students have similar retention rates, male students tend to have lower graduation rates as compared to females.
Race/Ethnicity	UAS tracks race/ethnicity in a number of ways. Traditional IPEDS groupings undercount Alaska Native students, grouping those who select more than one race into the two or more races category. Historically, Alaska Native students have lower achievement rates as compared to all students and UAS has implemented strategies to decrease these gaps and pays close attention to Alaska Native enrollment and achievement.
Age (Less than 25/25+)	Over half of UAS students are of non-traditional age (over 25) and it is important to UAS to track not only the traditional first-time full-time students, but the part-time and adult students as well.

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Disaggregation Measures Utilized for Mission Fulfillment	
Disaggregation	Rationale
Origin at Entry (Rural Alaska, Urban Alaska, Out-of-State)	UAS has made it a priority to offer programs relevant to Southeast Alaska and rural Alaska communities. Historical data shows that rural students often have lower achievement rates as compared to all students. This is an important area of focus for UAS.
First-Generation	Close to 1 in 5 degree seeking students at UAS identify as first-generation students, and national data shows these students tend to have lower achievement rates.
Pell Recipient	Historical data at UAS and nationally show Pell recipients often have lower rates of success as compared to other students. UAS actively works to provide a variety of resources to assist students who may have fewer financial and other resources overall.

Peer Comparisons

Peer Selection. During the 2019 accreditation cycle, an informal recommendation from the NWCCU site visit team was the need to review the UAS Peer Group. It was clear the group no longer made sense for UAS as there were significant differences between the institutions and UAS. The peer group had been selected using the National Center for Education Statistics (NCES) automatic peer group from the Integrated Postsecondary Education Data System (IPEDS) and upon review, there was only one peer institution left on the IPEDS automated peer group (Eastern Oregon University).

In fall 2021, the institutional effectiveness (IE) director conducted a robust analysis and made recommendations for a new peer group. This analysis utilized the most recent IPEDS automated peer group, university missions, and disaggregated IPEDS data related to student demographics, success, and financial components to drive the process. The IE director then presented a recommendation to the Executive Cabinet with peer institutions selected based on mission similarity, size, rurality, and student demographics, ensuring meaningful comparisons for UAS's context. The UAS Core Cabinet approved the new peer group recommendation during their February 2022 meeting.

Peer Comparisons Findings. In addition to monitoring internal trends, UAS uses peer institution data to benchmark progress and evaluate institutional effectiveness. UAS compares student success outcomes, such as retention and completion rates, against a set of regional and national peers using data from the Integrated Postsecondary Education Data System (IPEDS). Comparisons also include UA Anchorage and UA Fairbanks, supporting system-wide alignment and strategic differentiation. This data is publicly available in the Student Success Peer Summary Report and focuses on student success comparisons, including retention and graduation rates, disaggregated by key demographics.

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In terms of student retention, UAS has historically performed at or above the level of its peer institutions. Looking at the most recent cohort available in IPEDS, UAS exceeded the peer average for first-time, full-time bachelor's degree-seeking student retention by 9%. While graduation rates have historically been at or below peer averages, the 2017 cohort matched the average of UAS peer institutions, with a 30% graduation rate. Historically, when disaggregating completion rates, UAS has been slightly below peers for students of color and Pell recipients. These disparities have been a focus of targeted mitigation strategies, as will be described in section 1.D.4. As a result of these efforts, Alaska Native student retention has increased from 67% for the 2022 cohort to 75% for the 2024 cohort and Pell recipient completion rates were 6% above peers for the 2027 cohort.

First-Time Full- Time Freshmen IPEDS Peer Comparisons			
	Retention Bachelors Seeking 2022 Cohort	150% Grad Rate Seeking Any Degree 2017 Cohort	Pell 150% Grad Rate Seeking Any Degree 2017 Cohort
UAS	71%	30%	28%
Peer Average	62%	30%	22%
Difference	⬆+9%	0%	⬆+6%

Use of Peer Data. The Institutional Effectiveness team compiles and shares these peer comparisons with academic leadership, Chancellor's Cabinet, and governance bodies to inform planning and monitor mission fulfillment. Peer data is also used in the development of the Strategic Enrollment Plan, program prioritization, and goal-setting efforts. This benchmarking process helps UAS identify strengths, surface areas for improvement, and assess equity gaps across student populations. Comparative data directly informs goal-setting within strategic initiatives, including retention targets, advising redesign, and equity-minded student support. As a recent example, peer data was utilized to understand how the UAS student faculty ratio compared with peers to identify a reasonable benchmark. Additionally, peer comparisons on course delivery were recently utilized to understand how UAS compared with the proportion of students taking distance delivered courses.

Moving Forward

UAS will continue to strengthen the connection between institutional data, goal setting, and mission fulfillment through the implementation of the new university-wide Strategic Plan (2025–2030). As part of this process, a refreshed framework of Focus Areas will guide institutional priorities. These focus areas include a refined set of metrics to track progress toward strategic objectives and tactic completion, providing actionable insight across multiple planning levels. In addition to these specific metrics, the plan also contains key metrics that encompass the overall performance of UAS, to align with mission fulfillment.

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Recognizing that strategic priorities evolve over time, UAS will also undertake a comprehensive review of its peer institutions. This review will evaluate the current peer group to ensure continued relevance and alignment with institutional mission, size, student demographics, and regional context. The findings will inform both internal benchmarking practices and external comparisons to support ongoing planning, resource allocation, and institutional effectiveness.

Evidence Documentation for Standard 1.B.2

Evaluating Mission Fulfillment
   🐋 UAS Mission, Vision, and Values
   🐋 Core Objectives (CO)
       ○ Mission Fulfillment Indicators
         ■ Core Objective Methodology
       ○ CO1: Provide Access to Higher Education for all Students
         ■ 2022, 2023, 2024, 2025
       ○ CO2: Deliver Academic Excellence through Instruction, Scholarship, Research and Creative Expression
         ■ 2022, 2023, 2024, 2025
       ○ CO3: Increase Student Success
         ■ 2022, 2023, 2024, 2025
       ○ CO4: Be a Great Place to Work for all Employees
         ■ 2022, 2023, 2024, 2025
       ○ CO5: Maintain Relevance through Productive Relationships within Southeast Alaska
         ■ 2022, 2023, 2024, 2025
       ○ *2025 reports are publicly available on the UAS website*

Peer Comparisons
   🐋 Peer Selection Report
   🐋 Peer Student Success Comparisons
       ○ Peer Student Success Report, 2025-26 (publicly available)
       ○ Peer Student Success Report, 2024-25
       ○ Peer Student Success Report, 2023-24
       ○ Peer Student Success Report, 2022-23
       ○ Peer Student Success Report, 2021-22
   🐋 IPEDS Data Feedback Reports (publicly available)
       ○ IPEDS Peer Data Feedback Report 2025
       ○ IPEDS Peer Data Feedback Report 2024
       ○ IPEDS Peer Data Feedback Report 2023
       ○ IPEDS Peer Data Feedback Report 2022
       ○ IPEDS Peer Data Feedback Report 2021

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Standard 1.B.3 - Mission Fulfillment Planning Process

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

The University of Alaska Southeast engages in an inclusive, iterative planning process that encourages broad participation across campuses and communities. As outlined in section 1.B.1, the development of the new university-wide Strategic Plan involved listening sessions, survey input, and a collaborative Steering Committee. These efforts were grounded in the mission, vision, and values of UAS and reflect our commitment to planning as both a strategic and participatory process. A similar approach guided the multi-year revision of the mission statement, which included visioning workshops and multiple rounds of campus-wide feedback. The resulting mission, adopted in 2021, reflects who we are, what we do, and who we serve, and it now guides all institutional planning in alignment with NWCCU standards for student achievement and equity.

UAS's commitment to inclusive planning is reflected in the intentional structures that foster broad-based participation. Through shared governance groups, advisory councils, and inclusive task forces, UAS creates opportunities for students, faculty, staff, and community partners to offer feedback and shape institutional priorities. This input directly informs decision-making, resource allocation, and program development, strengthening institutional effectiveness and ensuring the institution remains responsive to the people and communities it serves.

Students. Student feedback directly informs planning, resource allocation, and institutional effectiveness at UAS. The university maintains active engagement with student government associations on the Juneau, Ketchikan, and Sitka campuses fostering dialogue around academic programs, support services, and campus life.

To better understand student needs and experiences, UAS administers the biennial Student Engagement Survey, which assesses satisfaction, belonging, use of support services, and alignment with UAS's mission and values. In addition to formal surveys, the university conducts focused listening sessions and supports student-led surveys when specific issues or opportunities arise.

Student perspectives contribute directly to major institutional decisions, including tuition and fee proposals, legislative budget requests, and strategic planning priorities. A student representative serves on the reestablished Budget Advisory Committee, further embedding student voice into fiscal planning and institutional governance. In addition, a University of Alaska student sits on the UA Board of Regents, ensuring that student perspectives inform decision-making at the system level. For example, the current student Regent recently advocated for a tuition increase on the condition that a portion of the additional revenue be directed toward expanding mental health support services

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for students across the system. Their advocacy directly influenced the decision to implement a tuition increase in Academic Year 2026-27, aligned with the broader goal of improving student well-being.

Faculty. Faculty at UAS are central to institutional planning, resource allocation, and continuous improvement. Through their elected governance body, the Faculty Senate, and key academic committees, engage actively in shaping academic programs, setting institutional priorities, and informing policy. The Faculty Senate includes representatives from all three UAS campuses and meets regularly with the chancellor, provost, and other administrators. The faculty senate president serves as a member of the Chancellor's Cabinet, ensuring consistent faculty input at the highest level of university leadership.

Faculty play a foundational role in shared governance, including curriculum development, program and policy review, and academic planning. They oversee peer review processes for tenure, promotion, and comprehensive evaluation, and contribute to institutional effectiveness through rigorous assessment of teaching, service, and scholarship. Faculty also serve on the reestablished Budget Advisory Committee, ensuring a faculty voice in fiscal planning and resource prioritization.

Beyond formal governance roles, faculty perspectives are gathered through institutional surveys such as the Great Colleges to Work For survey (administered 2021–2024) and the UA Employee Engagement Survey (2024–2025). Survey results are reviewed by executive leadership and inform strategies to improve the working and learning environment. Faculty also participate in strategic initiatives including the Strategic Planning Steering Committee and Strategic Enrollment Task Force, and have contributed through listening sessions, open forums, and campus summits.

At the academic level, faculty lead annual program assessments, including both planning and reporting, and five-year comprehensive reviews. These efforts identify areas for growth, assess alignment with student needs and labor market trends, and inform program innovation and resource decisions. Through these multiple avenues, faculty help ensure that UAS's planning processes remain inclusive, evidence-informed, and focused on institutional effectiveness.

Staff. Staff play a vital role in institutional planning, effectiveness, and resource allocation at UAS. The UAS Staff Council, representing staff from all three campuses, ensures staff perspectives are included at every level of decision-making. They serve as liaisons within their respective units, facilitating communication and promoting transparency across the institution. The Staff Council President serves as a member of the Chancellor's Cabinet, participating in monthly leadership discussions alongside faculty, deans, and executive administrators, and Staff Council leadership meets with the chancellor monthly.

To assess engagement and workplace climate, UAS administers both the Great Colleges to Work For survey (administered 2021–2024) and the UA Employee

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Engagement Survey (2024–2025). These tools provide benchmarked data that inform institutional priorities, guide resource decisions, and support organizational improvement efforts.

Staff are actively involved in university-wide strategic planning. They serve on the Strategic Planning Steering Committee and Strategic Enrollment Task Force, participate in surveys and listening sessions, and contribute to the design and implementation of key institutional focus areas. There are staff represented on the Budget Advisory Committee, ensuring staff voices are included in budget development and financial planning.

Through these formal and informal mechanisms, staff contribute to a more collaborative, inclusive, and forward-thinking institutional culture that supports continuous improvement and mission fulfillment.

Alumni. UAS actively cultivates alumni engagement as part of its planning and student success efforts. The UAS Alumni & Friends Association serves as the primary channel for representing alumni perspectives to university leadership. Members of the Alumni Board collaborate with Career Services and the Advancement team to support current students and recent graduates through mentorship, networking events, and professional development opportunities.

Alumni also participated in the university's most recent strategic planning process by responding to surveys and joining listening sessions. Their insights helped shape institutional goals and influenced the recruitment and retention strategies outlined in the revised Strategic Enrollment Plan.

Community Partnerships. Community engagement is central to the mission of UAS and a key focus of the university's strategic plan. With a broad range of academic credentials, from occupational endorsements to graduate degrees, UAS is well positioned to meet both the workforce and educational needs of Southeast Alaska.

To ensure alignment with community priorities, campus and university leaders regularly engage with a wide array of partners, including tribes, tribal corporations, heritage institutes, K–12 schools, adult education providers, economic development organizations, and industry leaders. Examples include collaborations with the Central Council of the Tlingit and Haida Indian Tribes of Alaska, Sitka Tribe of Alaska, Ketchikan Indian Community, Douglas Indian Association, Sealaska Heritage Institute, and Goldbelt Heritage Foundation. Additionally, advisory boards in career and technical fields provide ongoing feedback on workforce needs and talent pipeline development.

UAS maintains strong ties with Alaska Native corporations such as Sealaska and Goldbelt. For example, Sealaska Corporation provided start-up funding for a tenure-track faculty line in the Master of Marine Policy program, while Goldbelt Corporation has partnered with UAS to advance arts programming. Both organizations regularly promote UAS to their shareholders, encouraging enrollment and highlighting the university's strong educational and cultural partnerships.

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Additional collaborations include a [Business Foundations Endorsement](#) developed in partnership with [Huna Totem Corporation](#) to serve its employees, and joint grant-funded projects with [Sealaska Heritage Institute](#) in support of Indigenous arts, languages, and sciences. UAS also works closely with [Juneau Economic Development Council,](#) [Sitka Chamber of Commerce](#), and other regional economic development groups.

Each UAS campus also has an advisory council established by the UA Board of Regents ([UA BoR Policy P02.04.100](#)) to foster citizen involvement in planning and implementation. These councils offer guidance to the chancellor and community campus directors and serve as a link between UAS's public constituencies and the Board. Most recently, council members participated in the strategic planning efforts through surveys and listening sessions, and their input directly shaped the focus areas of the proposed strategic plan, particularly in relation to the economic and cultural needs of Southeast Alaska.

Key Committees, Councils, and Task Forces. The table below provides an overview of key stakeholder groups, including university councils, committees, and task forces. These groups exemplify UAS's commitment to shared governance, transparency, and collaborative decision-making. The [Budget Advisory Committee (BAC)](#), for example, includes faculty, staff, students, and administrators, with members appointed by the chancellor based on recommendations from appropriate constituencies. BAC hosts campus budget conversations, serves as an educational platform for understanding university finances, and makes recommendations to the Executive Cabinet and chancellor on prioritizing resources to sustain and grow the institution. Similarly, the [Chancellor's Advisory Committees on Belonging, Empowerment, Access, Representation, and Safety (BEARS)](#) and on [Alaska Native Education (CACANE)](#) advise on institutional priorities aligned with equity and cultural responsiveness.

Representation of Key Constituencies on Committees, Councils, and Task Forces	
Committees/Councils/Task Forces	Membership
Chancellor's Cabinet: This leadership team provides advice to the chancellor and to the executive cabinet on the leadership and management of the university. Both faculty and staff are represented in this group.	• Executive Cabinet (6) • Academic & Administrative Deans (4) • Campus Directors (2) • Departmental Leads (13) • Faculty Senate President • Staff Council President
Chancellor's Advisory Committee on Alaska Native Education (CACANE): The goal of CACANE is to advise the chancellor on how to increase the success of Indigenous students, incorporate Indigenous knowledge into the education of all students, build connections with Indigenous community organizations, and support the Indigenous Studies program.	• AVC for Alaska Native Programs • Faculty (8) • Staff (5)

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Representation of Key Constituencies on Committees, Councils, and Task Forces	
Committees/Councils/Task Forces	Membership
Chancellor's Advisory Committee on Belonging, Empowerment, Access, Representation, and Safety (BEARS): As reflected by its name, the goal of the committee is to help provide learning experiences that are safe, accessible, and empowering while creating a sense of belonging for all students and employees.	- Faculty Senate (4) - Staff Council (4) - Student Government (3) - Disability Services (1) - VC EMSA - Human Resources (1) - CACANE (1) - EMSA (1) - Academic Dean (1) - Dean of Students
Strategic Planning Steering Committee: This committee is tasked with guiding the development of the 2025-2030 UAS Strategic Plan through a transparent process that engages key stakeholders including staff, faculty, students, community members, and alumni. Both faculty and staff are represented on this committee.	- Chancellor - Chief of Staff - Provost - Faculty (1) - Institutional Effectiveness (1) - Registrar (1) - Advising (1) - Instructional Design (1) - AVC for Alaska Native Programs
Strategic Enrollment Plan Task Force: This task force is responsible for reviewing and revising the current strategic enrollment plan to align with the current landscape of challenges and opportunities facing UAS. Both faculty and staff are represented on this committee.	- VC EMSA - Provost - Institutional Effectiveness (1) - Faculty (3) - Dean of Students - Staff (3)
Budget Advisory Committee: With its reestablishment in FY 2026, this committee provides recommendations to the chancellor and the executive cabinet on planning and budgeting processes, as well as the alignment of resource allocation for the strategic plan, mission, and vision of UAS, to enhance the effectiveness of the institution. Faculty, staff, and students are represented on this committee.	- Administrative Services (1) - EMSA (1) - Academic Affairs (1) - Chief of Staff - Ketchikan Campus (1) - Sitka Campus (1) - Alaska Native Programs (1) - Faculty Senate (1) - Staff Council (1) - Student Government (1) - VC for Administrative Services - Budget Office (1) - Facilities (1) - Institutional Effectiveness (1)

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Advisory Boards and Councils. Community-informed decision-making is further strengthened by a wide range of advisory groups. These groups ensure programmatic relevance and responsiveness to regional and workforce needs, connecting external expertise with institutional planning.

Advisory Boards and Councils

School of Arts & Sciences Advisory Boards
   ● Behavioral Health Program Advisory Committee
   ● Business Advisory Committee
   ● Master of Public Policy Advisory Board
School of Career Education Advisory Boards
   ● Construction Technology Advisory Committee
   ● Health Science Advisory Committee
   ● Mining Advisory Committee
   ● Power Technology Advisory Committee
School of Education
   ● School of Education External Advisory Committee
Campus Advisory Councils
   ● Juneau Advisory Council
   ● Sitka Advisory Council
   ● Ketchikan Advisory Council

Improvement of Institutional Effectiveness

At UAS, inclusive planning and stakeholder engagement directly inform measurable improvements in institutional effectiveness. Student survey results, for example, revealed dissatisfaction with campus dining. In response, UAS expanded meal options to include healthier choices, increased grab-and-go availability, and diversified culinary offerings, demonstrating how student feedback is used to drive timely, responsive change.

Curricular transformation has also been shaped by advisory board input. The Master of Public Administration Advisory Board helped to guide the Master of Public Administration program by providing strategic advice on pausing admissions to redesign the curriculum and approved the recently developed Business and Public Administration Strategic Plan. As previously reported, enrollment has since increased by over 300%, leading to full course sections and a search for a tenure-track faculty line. Similarly, a statewide stakeholder meeting with over 20 healthcare leaders was instrumental in shaping the new BA and BS in Integrative Behavioral Health. Their feedback informed both course development and program learning outcomes, ensuring alignment with workforce needs and employer expectations.

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UAS's Mining Advisory Board emphasized the importance of early workforce pathways, leading to the launch of a Diesel Technology course offering for Juneau-Douglas High School students during the "zero-hour", before other high school classes start. This initiative, along with the broader Mining Pathways program, offers students dual routes (through diesel technology or environmental science) toward careers in Alaska's mining industry, which offers high starting salaries and regional economic impact.

Finally, system-wide engagement and UA Board of Regent support has contributed to meaningful enrollment efforts. As outlined in the Preface, UAS experienced a 5% increase in enrollment in fall 2024. Although enrollment declined by 10% in fall 2025, primarily due to staffing shortages and the temporary suspension of a key Ketchikan program, the university responded by launching a comprehensive, multi-modal recruitment strategy. This strategy includes a two-year pilot expansion of the admissions team, funded by the UA Board of Regents, and a new tuition initiative, Alaska Unlocked, that offers in-state tuition to all out-of-state students beginning in fall 2026. UAS is the only university in the UA system piloting this initiative, which is designed to support long-term growth and broaden access.

Moving Forward

UAS is interested in expanding community partnerships and broadening representation on planning committees and advisory groups, with a renewed focus on engaging students, rural and Indigenous communities, as well as non-traditional and distance learners.

Additionally, UAS expanded the Institutional Effectiveness (IE) office from a one-person to a two-person office. UAS will use the additional personnel to help faculty, staff, and students understand how institutional priorities are shaped and how their contributions support broader goals, enhancing data-informed decision making. The IE office would also like to strengthen mechanisms for feedback and responsiveness of survey results, increase the use of actionable surveys, and ensure transparent follow-up on how input is used to inform decisions.

Evidence Documentation for Standard 1.B.3
Strategic Planning
🐋 Strategic Planning webpage
🐋 Strategic Enrollment Plan Task Force webpage
Key UAS Groups
🐋 Faculty Senate
🐋 Staff Council
🐋 Student Government
○ Juneau Campus
○ Ketchikan Campus
○ Sitka Campus

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Evidence Documentation for Standard 1.B.3
🐋 [Executive Cabinet & Chancellor's Cabinet](#) 🐋 [Budget Advisory Committee](#) 🐋 [Chancellor's Advisory Committee on Belonging, Empowerment, Access, Representation and Safety (BEARS)](#) 🐋 [Chancellor's Advisory Committee on Alaska Native Education (CACANE)](#)

Advisory Councils
🐋 [UA BoR Policy P02.04.100 Community College Councils](#)
🐋 [UA BoR Policy P02.04.400 UAS Councils](#)
🐋 [Advisory Councils and Committees](#)
    ○ [Campus Advisory Councils](#)
    ○ [Program Advisory Councils](#)

Additional Evidence 🐋 [2025 PRFR Report](#) 🐋 [UAS MOU/MOA's](#)

Standard 1.B.4 - Internal and External Environmental Monitoring

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

The University of Alaska Southeast maintains continuous and reflective feedback systems that support institutional effectiveness and inclusive decision-making. Governance groups, including [Faculty Senate](#), [Staff Council](#), and [Student Government](#), work alongside external partners and advisory boards to shape the university's strategic direction, program implementation, and evaluation of outcomes.

The Chancellor's Cabinet and campus leadership teams regularly review input and data collected through surveys, advisory groups, regional labor studies, and state policy updates. Strategic plans and enrollment targets are adjusted in response to environmental changes such as demographic shifts, workforce demand, and funding opportunities. This integrated model of shared governance ensures that planning and mission fulfillment are informed by both internal and external perspectives.

NWCCU Persistence and Retention Academy

In Academic Year 2019-20, UAS participated in the Persistence and Retention Academy through NWCCU. Then Faculty Senate President Dr. David Noon, Vice Chancellor for Enrollment Management and Student Affairs Lori Klein, and Institutional Effectiveness Director Kristen Handley, were tasked with creating a program that addressed persistence and retention. Inspired by a presentation from the Gardner Institute, UAS created the Retention through Intervention Program and implemented it in Spring 2020. Then Provost Karen Carey invited faculty in gateway courses to volunteer to participate and asked them to do two things:

- Participate in early alerts, submitting notifications for students who were struggling (which required them to assess student success by week four)
- Submit midterm grades

National data shows that students in gateway courses who receive intervention support early in their courses, and who have a clear understanding regarding their grades at midterms (and what they need to do to bring their grades up) have fewer grades of 'D' and 'F' in their academic history and fewer withdrawals. The data is even more positive for students of color.

UAS piloted the Retention through Intervention program in Spring 2020, and results matched national data. However, because of the immense flexibility faculty extended their students during the COVID pivot to remote learning in March 2020, UAS piloted the program again in Spring 2021. The data showed strong positive results for students in both semesters, and UAS implemented and ran the program through fall 2023. The program's median participation was 20 faculty and 27 courses per term. Results of the program indicated persistence rates 3-5% higher for students enrolled in retention through intervention courses compared to the same courses when not participating in retention through intervention. While UAS no longer manages this as a program, faculty in many gateway courses still use early alert and midterm grade submissions with their students (2020 Report, 2023 Report).

External Consultants

EAB. At the system level, the UA Board of Regents established an Ad Hoc Committee for Recruitment, Retention, and Graduation, which engaged EAB as an external consultant. EAB's in-depth analysis and recommendations led to the co-development of a Systemwide Attainment Framework (SAF). UAS's response has been multifaceted, including the launch of a multi-modal recruitment campaign, the piloting of in-state tuition for out-of-state students beginning in fall 2026, and a significant expansion of the admissions team, all supported by the UA Board of Regents. To align and drive these efforts, UAS revitalized its Strategic Enrollment Task Force (SETF) in 2024, co-chaired by the (then) interim provost and the vice chancellor for Enrollment Management and Student Affairs. The SETF adopted EAB's attainment framework and crafted a series of institution-specific goals, strategies, and measurable tactics aligned with the new UAS

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Strategic Plan (2025–2030). Ongoing collaboration with EAB and cross-unit participation in the SETF ensure that institutional effectiveness efforts are embedded in both strategic planning and operational practice. This work is discussed in greater detail in Preface, section A, and it exemplifies how external monitoring and partnerships continue to shape UAS's capacity for continuous improvement and student success.

Hanover Research. UAS engaged in a two year contract with Hanover Research, starting in Fiscal Year 2021, to receive customized research allowing UAS to better understand how the university could position itself more competitively. The university engaged in seven distinct projects with Hanover. Below is a brief summary of four of the key projects and action steps.

Hanover Research Projects	
Project Name & Summary	UAS Action Steps
Bachelor's Program Marketing Scan: program scan to understand how student and labor market indicators may affect program viability	• Increased marketing in the Pacific Northwest • Increased marketing in Alaska for Education programs • Additional research into structure and marketability of Business programs
Bachelor of Business Administration Benchmarking Analysis against ten institutions in Alaska, Arizona, and the Pacific Northwest	• Increased marketing in the Pacific Northwest • Increased focus on small class sizes • Increased focus on specialized accreditation
Tuition and Aid Sensitivity Survey: explored tuition ranges to attract an optimal number of students, the financial mix to impact enrollment in undergraduate programs, and to understand optimal price points	• Increased marketing in the Pacific Northwest • Increased institutional awards for Western Undergraduate Exchange (WUE) students resulting in highest level of retention of any group receiving institutional funding • Revamp of scholarship awarding process • Pilot program to offer in-state tuition to out-of-state undergraduate students
Development of a Student Engagement Survey based on best practices in surveying student engagement and satisfaction	• Developed a comprehensive student engagement survey for undergraduate students • Launched in spring 2023; baseline results obtained, and distributed to UAS faculty and staff • Survey feedback incorporated into operational changes/improvements • Second Student Engagement survey administered spring 2025

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Gardner Institute. In response to national and regional trends around student persistence and success, UAS joined the Gardner Institute's five-year Transforming the Foundational Postsecondary Experience initiative, a major strategic decision grounded in the goal to increase first-time, full-time bachelor's seeking retention rates, specifically focusing on understanding and reducing identified achievement gaps. Within this initiative, UAS participated in several targeted academies including the Retention, Persistence, and Student Success Academy, the Emergency Aid for Basic Needs Academy, and the CAO Innovation Community. These efforts helped UAS examine equity gaps, strengthen early intervention tools like Navigate and midterm progress alerts, and clarify areas where advising structures could be improved.

Though UAS exited its contract with Gardner before the full five years concluded, the work was highly impactful. Ultimately, the required pace of the initiative exceeded the institution's staffing capacity and resource availability. UAS has instead opted to continue this work independently at a timeline better aligned with institutional capacity. For example, in spring 2026, the School of Arts & Sciences launched a Welcoming Gateways course redesign initiative, to redesign high D,F, and W gateway courses, reducing structural barriers to student success. Additionally, UAS has launched an advising redesign project as a continuation of the CAO Innovation Community. This ongoing work is being aligned with the UAS Strategic Plan and Strategic Enrollment Plan to ensure that future implementation is sustainable and responsive to staff capacity and institutional resources. UAS is committed to long-term structural change that supports student success, persistence, and equity, even in a resource-constrained environment.

Student Surveys

In fall 2022, UAS designed a Student Engagement Survey with assistance from Hanover Research. The final version of the survey included input from internal stakeholders across the three UAS campuses. The survey was designed for undergraduate students to capture engagement and satisfaction within a wide range of academic and student services. UAS opted to design its own survey vs. purchasing a third-party survey for implementation in order to be able to assess some of our larger, non-traditional student populations - part time degree seeking students, distance students, non-traditional students.

Baseline data was collected in spring 2023, and the survey was administered for a second time in spring 2025 with some modifications from key stakeholders. Results from the 2023 survey were shared with the university community at Fall Convocation 2023, and Vice Chancellor Klein and IE Director Handley shared additional data with key constituent groups during the fall 2023 semester. The same data sharing and assessment conversations began taking place in fall 2025, with a presentation at Fall Convocation and targeted presentations to key UAS stakeholders. Additionally, the IE office is currently working on a presentation for student government, to enhance understanding of the survey results.

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UAS also conducts ad hoc surveys. For example, in fall 2020, UAS conducted a check-in survey to understand what services students were utilizing virtually and their satisfaction with those services. The survey asked how students were receiving information related to the institution and COVID, what their preferences were for outreach, and their satisfaction with the institution's response to COVID. The survey also asked students what they were concerned about and provided an opportunity at the end of the survey to be directed to a form where they could request for an advisor or member of the CARE team to reach out to them. The survey results assisted leadership in adjusting communication and services to support students during fall 2020 and into spring 2021.

Governance Groups

Faculty Senate. The Faculty Senate is responsible for academic and faculty affairs as specified in the Constitution and Bylaws for Faculty Governance. The Faculty Senate consists of an elected representative from each of the academic units and one elected representative of each of the Juneau, Ketchikan and Sitka campuses. Faculty Senate participation in institutional effectiveness includes direct engagement in strategic planning as well as formal representation on the Chancellor's Cabinet, Provost's Council, and the Budget Advisory Council. The Faculty Senate, and its subcommittees, also ensures curriculum matches assessment plans, considers the internal and external environment prior to authorizing launch of new programs, and acts as an advocacy group within the university. The UAS Faculty Senate contributes to system level coordination and shared governance through the statewide Faculty Alliance.

Staff Council. The UAS Staff Council Association is the communications link between UAS non-represented staff, university administration, the chancellor, and specific university assemblies, councils and/or committees. The association is represented by an elected body of officials composed of non-represented staff members from the Juneau, Ketchikan and Sitka campuses. The Staff Council President holds a seat at Chancellor's Cabinet and is a campus representative on the statewide Staff Alliance.

Student Government. Student governance groups at the Juneau, Ketchikan, and Sitka Campus work with students, staff, faculty, and the administration to enhance student voices on campus, support engagement in student life, and promote learning experiences outside of the classroom. A key role of student government in institutional effectiveness is the student seat on the Budget Advisory Committee, where the Juneau Student Government President represents the voice of students in strategic planning, budget priorities, and budget management. Additionally, executive leadership regularly attend Student Government meetings to gain student perspective in their decision making processes.

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Chancellor's Advisory Councils. The chancellor also receives guidance through several key advisory groups, including the Chancellor's Advisory Committee on Belonging, Empowerment, Access, Representation and Safety (BEARS) and the UAS Chancellor's Advisory Committee on Alaska Native Education (CACANE). BEARS advances the university's commitment to fostering a culture of belonging and empowerment for all members of the UAS community. The committee identifies institutional issues, recommends actionable changes to leadership, and promotes a welcoming, inclusive environment. Each spring, the BEARS committee holds a retreat and drafts an annual report to the chancellor, which includes recommendations for campus and community initiatives. These suggestions have led to tangible institutional improvements. For example, in Academic Year 2024-25, BEARS proposed new inclusive language for UAS job applications. This language was approved by the chancellor and Human Resources and now appears in job postings across all UAS campuses. CACANE was established to support the university's mission of promoting student learning enriched by the cultures and environment of Southeast Alaska. CACANE supports UAS in advancing Alaska Native student success, fostering partnerships with Native organizations, and promoting the recognition of Alaska Native heritage. The committee provides strategic guidance on academic programs, student services, and faculty and staff education while offering recommendations to UAS leadership to strengthen institutional commitment to Alaska Native education.

Community Relationships

UAS monitors its external environment through sustained relationships with tribal organizations, public agencies, employers, and nonprofit partners. These relationships serve as direct feedback loops, ensuring that academic and workforce development programs are aligned with evolving regional needs and opportunities.

Local Partnerships. UAS maintains active partnerships with Alaska Native organizations, regional school districts, healthcare providers, and industry leaders across fisheries, maritime, education, and public service sectors. These relationships are not transactional but form the foundation for collaborative planning, program innovation, and responsive institutional change.

One example is the development of the Alaska Mariculture Endorsement. This program was created in collaboration with tribal leaders, local aquaculture enterprises, and the Alaska Mariculture Alliance. UAS faculty and workforce development staff engaged in community meetings and roundtables to better understand regional workforce gaps. The resulting program was designed to be accessible, modular, and responsive to local employment needs, and has since become a model for how UAS co-creates programs with its partners.

Advisory Boards and Councils. UAS advisory boards play a pivotal role in guiding and strengthening our programs by bringing together external expertise, industry insights, and community perspectives. The UAS Campus Councils are codified in UA BoR Policy P.02.04.400. In addition to Campus Councils, UAS has a variety of advisory

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boards and councils providing strategic guidance on current, revised, and future programs, serving as a source of fundraising and resource development, and providing students networking and partnership opportunities. UAS advisory boards can be found at Councils and Committees.

Many UAS academic and technical programs are supported by advisory boards and councils composed of community leaders, employers, and alumni. These groups meet regularly to evaluate program relevance, recommend curriculum updates, and identify internship or career pathway opportunities for students. Examples include advisory boards for power technology, health sciences, and education leadership programs (full list provided in section 1.B.3).

University-wide planning and policy recommendations also flow through shared governance structures that include faculty, staff, and student voices. Input from these groups is reviewed alongside external data to ensure the university remains aligned with local and statewide needs.

Data Use & Dissemination

Since the last Accreditation site visit, the IE director has redesigned the Institutional Effectiveness website to enhance transparency and usability for UAS stakeholders. The site now features interactive dashboards that provide access to student enrollment trends, peer benchmarking data, and student success indicators. These dashboards include various filters that allow users to disaggregate data by a variety of metrics. Both historical data (spanning five to ten years), as well as live operational data, are available, offering a comprehensive view of institutional performance. These tools are accessible to the entire UAS community, and the IE director regularly provides training at Fall Convocation, Spring Start-Up, department meetings, and upon individual request. More recently, the IE director has developed an internal dashboard space specifically for deans and campus directors, where more granular data is available related to course outcomes and program level student success metrics.

Moving Forward

UAS has established a strong foundation for monitoring internal and external environments through robust governance structures and community partnerships that inform strategic planning and budget decisions. However, UAS remains committed to continuous improvement, and as the institution enters into a new strategic planning and accreditation cycle, UAS will incorporate opportunities to deepen feedback loops with faculty, staff, and external stakeholders in more consistent and meaningful ways.

Internal: For example, during the School of Arts & Sciences strategic planning process, faculty and staff requested more informal, cross-departmental opportunities for dialogue. In response, the dean launched "Coffee Chats," a regular series where employees can raise concerns, share ideas, and provide feedback in a relaxed, collegial setting. Similarly, the Executive Cabinet initiated "Tea with the VCs," which creates open space for staff and faculty to connect directly with vice chancellors about

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institutional priorities and emerging issues. Both of these efforts demonstrate a growing commitment to creating regular, low-barrier feedback loops that supplement formal governance.

Looking ahead, UAS plans to build on this momentum by integrating additional opportunities for dialogue into the institutional culture. These may include more frequent pulse surveys for faculty and staff, regular feedback sessions following town halls or budget forums (already initiated - see PRFR response, Preface, section B), and more structured partnerships with Faculty Senate and Staff Council to ensure inclusive feedback mechanisms.

External: In addition to strengthening internal monitoring practices, UAS remains committed to leveraging external monitoring and partnerships to drive institutional effectiveness. UAS intends to explore new methods to help stay attuned to shifting community needs. These could include informal sessions with targeted groups like alumni or tribal partners (similar to the lunches with Juneau Campus Advisory Council). These improvements will ensure that strategic decisions remain grounded in the lived experiences of those we serve, strengthening our capacity to fulfill the UAS mission with integrity, responsiveness, and resilience.

Evidence Documentation for Standard 1.B.4
Governance Groups
🐋 Faculty Senate
🐋 Staff Council
🐋 Student Government
○ Juneau Campus
○ Ketchikan Campus
○ Sitka Campus
Advisory Councils and Committees
🐋 UA BoR Policy P02.04 Advisory Councils
🐋 Campus Advisory Councils
🐋 Program Advisory Councils
🐋 Chancellor's Advisory Committee on Belonging, Empowerment, Access, Representation and Safety (BEARS)
🐋 Chancellor's Advisory Committee on Alaska Native Education (CACANE)
Student Surveys
🐋 Student Engagement Survey 2025
🐋 Student Engagement Survey 2023
🐋 COVID Check-In Survey
Retention through Intervention
🐋 Retention through Intervention 2020 Report
🐋 Retention through Intervention 2023 Report

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Standard 1.C: Student Learning

Standard 1.C.1 - Academic Programs

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

At the University of Alaska Southeast, academic programs are developed and regularly reviewed to ensure they align with the mission and meet the evolving needs of students, the region, and the state. Faculty lead the creation of learning outcomes that reflect disciplinary standards and prepare students for meaningful careers, further education, and engaged citizenship. Whether students are pursuing workforce credentials, academic transfer, or baccalaureate degrees, all programs are consistent with recognized fields of study and emphasize appropriate content, rigor, and sequencing. UAS supports this work through systematic processes for curriculum development, revision, and assessment, drawing on guidance from professional associations, industry expectations, and, where applicable, specialized accreditation standards.

Information is up-to-date and accurate. UAS publishes official academic information in the UAS Academic Catalog and confirms that this student-facing information is accurate and regularly updated. Changes to courses, programs, and academic policies are incorporated into the Academic Catalog through a thorough, multi-level review process outlined in the UAS Curriculum Committee Handbook. These changes are initiated by faculty, reviewed and approved by the department (where departments exist), and reviewed through the Undergraduate Curriculum Committee or Graduate Committee, the Faculty Senate, academic deans, and the provost. Course deactivations follow the same review process. New programs follow additional approval steps, including review by the UA Board of Regents and/or external entities like the Board of Education, when appropriate. Per the NWCCU Substantive Change Policy, programs are not included in the catalog or publicly advertised until NWCCU approval is received.

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Information about programs leading to licensure is current. UAS maintains a robust system to meet the U.S. Department of Education requirements [(34 CFR 668.43(a)(5)(v))](#) related to licensure and certification. The [Professional Licensure and Certifications webpage](#) provides information about programs intentionally designed to meet the educational requirements for licensure and/or certification in Alaska, and how the curriculum for each program aligns with licensure requirements across different U.S. states and territories.

Students who express interest in UAS licensure or certification programs receive a general disclosure with a link to the university's licensure webpage. Upon admission to, or declaration of, a licensure program, students receive a program-specific disclosure indicating whether the program meets educational requirements in their state of residence. Students who relocate are sent an updated disclosure within fourteen days of formally notifying UAS of their change in location. Out-of-state students must also sign an attestation acknowledging that the program meets Alaska requirements and that they intend to seek employment in Alaska upon degree completion.

Program Offerings Culminating in Achievement of Degrees, Certificates, or Credentials. UAS collectively offers over 70 credentials that are consistent with the UAS mission statement and our "dual-mission," offering credentials appropriate for workforce entry, transfer, degree completion, educational achievement, and professional development through graduate study.

Degree and Award Levels Offered at UAS		
Type of Credential	**Purpose**	**Credits**
Occupational Endorsement Certificate (OEC)	Helps students enter the workforce; sometimes recognized by employers.	9-29
Undergraduate Certificate (CT)	Offers intensive training in specific occupational areas.	30-60
Associate of Science (AS), Associate of Arts (AA)	Fulfills general education requirements to facilitate transfer to another institution or to obtain a bachelor's degree.	60-75
Associate of Applied Science (AAS)	Awarded in a specific career or occupational field of expertise; facilitates transfer, entering the workforce, or higher learning in a specific field.	60
Bachelor's Degrees (BA, BS, BBA, BLA)	Provides students with a broad and deep foundation of knowledge and skills, preparing them for professional careers, civic engagement, and lifelong learning.	120-132

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Degree and Award Levels Offered at UAS		
Type of Credential	**Purpose**	**Credits**
Graduate Certificate/ Post-Baccalaureate Certificate	Allows graduate level study in a specific area connected to employment, professional development, or specialization.	12-45
Master's Degrees (MAT, MEd, MPA)	Equips students with advanced, practical knowledge and specialized skills designed to meet the demands of professional practice and leadership in their field.	30-45

A full list of credentials is in the UAS Academic Catalog.

Appropriate Content and Rigor. As a regional, open-access, Alaska Native-Serving Institution, UAS offers a wide range of programs—from workforce credentials to graduate degrees. UA BoR Policy P10.04.030 establishes credit hour requirements, while the UAS Academic Catalog provides definitions, minimum general education and degree requirements, and credential-specific details for each program type. All associate and baccalaureate programs follow general education requirements, as specified in the UAS Academic Catalog and UA BoR Policy P10.04.040. The catalog articulates general requirements for degrees including undergraduate certificates, associate degrees, baccalaureate degrees, and graduate studies (including graduate certificates).

The full lists of undergraduate and graduate programs are published in the Academic Catalog under the respective school. Program faculty, whose qualifications are published in the catalog, oversee the content of the program (examples: Business and Public Administration, Humanities).

All programs, including those offered primarily through distance, go through a rigorous curriculum review process that starts at the program and/or department level and proceeds through curriculum committees, the dean, Faculty Senate, and the provost. The UAS Faculty Senate Constitution and Faculty Senate Bylaws, along with the Curriculum Committee Handbook, outline the review process.

Per UA BoR Regulation R10.04.020, new programs must also go through review at the system level by the UA System Academic Council, with final approval by the UA Board of Regents. The exception to this is occupational endorsement certificates, graduate certificates, and minors, which may be approved by the chancellor following full internal review. New proposals must demonstrate mission and strategic alignment, along with return on investment.

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Clearly Identified Student Learning Outcomes. All UAS programs include clearly identified Program Learning Outcomes (PLOs). These are developed by program faculty and reviewed through the same multi-level process as curriculum proposals. PLOs are included in the UAS Academic Catalog under the 'Learning Outcomes' tab on each program page (Ex. BA English).

Recognized Fields of Study. All UAS degrees and certificates are offered in recognized fields of study and carry appropriate Classification of Instructional Program (CIP codes) and standard degree designators. In addition, some UAS programs are recognized by specialized accreditors or other external entities. See examples below:

- Undergraduate business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).
- The Bachelor of Business Administration, Human Resource Management emphasis is recognized by the Society for Human Resource Management (SHRM) as an academic partner and a top choice for students seeking a career in human resources. Students have the opportunity to earn their SHRM-CP credential, providing a competitive advantage in the job market.
- The Maritime & Multi Skilled Worker Endorsement is approved by the United States Coast Guard (USCG) and successful completion of the program, along with accruing necessary seatime, permits the issuance of a USCG QMED (Qualified Member of Engine Department) Oiler credential without any further testing.
- The Marine Transportation Endorsement is US Coast Guard approved.
- The Law Enforcement Endorsement is offered in cooperation with the Alaska Department of Public Safety Training Academy and is recognized by the National Park Service
- The Associate of Applied Science Health Information Management program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Graduates are eligible to write the national examination; successful completion of the examination leads to the professional credential of Registered Health Information Technician (RHIT).
- The Certified Nurse Aide (CNA) Training Endorsement is an Alaska Board of Nursing approved program. Students who successfully complete the endorsement are eligible to complete the CNA certification exam.
- The Medical Assisting Certificate is aligned with the Commission on Accreditation of Allied Health Education Programs (CAAHEP).
- All initial and advanced licensure education programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP).

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Evidence Documentation for Standard 1.C.1

Program Approval Process
- 🐋 UA BoR Policy and Regulation Chapter 10.04 - Academic Programs
  - ○ UA BoR Policy P10.04.020 Degree and Certificate Program Approval
  - ○ UA BoR Regulation R10.04.020 Degree and Certificate Approval
  - ○ Program Proposal Example, from February 20, 2025 BoR Agenda
    - ■ BA Integrative Behavioral Health
    - ■ BS Integrative Behavioral Health
- 🐋 UA BoR Policy P10.04.090 Evaluation of Student Performance and Course Level Definitions
  - ○ UA BoR Regulation R10.04.090 Evaluation of Student Performance and Course Level Definitions
- 🐋 Five Year Program Review
  - ○ Program Review Report Examples
  - ○ Construction Technology
  - ○ Educational Leadership
  - ○ Business Administration

Academic Programs
- 🐋 Occupational Endorsement Certificates (OEC)
- 🐋 Undergraduate Certificates (CT)
- 🐋 Associate Degrees (AA, AS, AAS)
- 🐋 Bachelor's Degrees (BA, BS, BBA, BLA)
- 🐋 Graduate Studies

Academic Program Requirements
- 🐋 UA BoR Policy P10.04.030 Credit Hour Requirements for Degree and Certificate Programs
- 🐋 UA BoR Policy P10.04.040 General Education Requirements
- 🐋 UAS Course Catalog

Program Learning Outcomes (PLO's)
- 🐋 Degree Programs: select a program, then select 'Program Learning Outcomes'; Examples provided below
  - ○ OEC Behavioral Health PLO's
  - ○ CT Outdoor Skills and Leadership PLO's
  - ○ AAS Fisheries Technology PLO's
  - ○ BA Special Education PLO's
  - ○ Master's in Public Administration PLO's

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Standard 1.C.2 - Instructional Integrity

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

Credit based on student learning and learning outcomes. Academic credit is awarded as semester credit hours, per UA BoR Policy P10.04.035. The University of Alaska Southeast defines a credit hour in accordance with federal guidelines and the NWCCU Credit Hour Policy, as well as UA BoR Regulation R10.04.035. One credit generally represents satisfactory completion of 750 minutes of lecture, 1,500 minutes of supervised laboratory time, or 2,250 minutes of supervised or unsupervised laboratory time, depending on the course objectives. The number of credit hours assigned to a course is determined through the curriculum review process, which considers instructional time, student workload, and achievement of course learning outcomes. Course-level outcomes are also communicated to students in syllabi and guide expectations for both faculty and students (Example: ED S638 Curriculum Leadership I). In alignment with the Northwest Commission Credit Hour Policy, UAS ensures that scheduled courses match the number of credit hours approved through the curriculum process. Approved meeting times are designed to meet the requirements, and most classes are scheduled accordingly. Rather than conducting a bulk review, UAS identifies and addresses discrepancies during the Course Schedule Production review. The Registrar's Office works directly with academic departments to correct any issues before the course is activated for registration

Program Learning Outcomes. Every degree and certificate program, including occupation endorsements, must publish Program Learning Outcomes (PLOs) in the UAS Academic Catalog. See for example the PLOs for the Secondary and Middle Grades Education, M.A.T., the BA in Biology, and the BS in Environmental Resources These PLOs describe the broad skills, knowledge, and abilities that program graduates are expected to demonstrate. Because many programs hold specialized accreditation,

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their PLOs are often shaped by the standards of external accrediting bodies such as the [Council for the Accreditation of Educator Preparation (CAEP)](), [Health Informatics and Information Management Education]() (CAHIIM), and [Accreditation Council for Business Schools and Programs (ACBSP)]().

Breadth, depth, sequencing of learning. By design, programs build appropriate breadth, depth, and sequencing. This is ensured not only by the PLOs discussed above, but also by the general education component of associate and baccalaureate degrees, and by well-defined course levels. General education requirements provide foundational breadth across associate, baccalaureate, and other credential programs.

Following [UA BoR Policy P10.04.090 F Course Numbering System]() UAS uses the numbering sequence described in the UAS catalog that [establishes the appropriate course numbering for each course](). In the 2024 [Curriculum Committee Handbook](), there are restrictions on the reuse of course numbers and the types of courses which can be offered in particular course numbers.

When faculty submit course curriculum for review and approval, they select the appropriate course level from a drop-down menu in the electronic curriculum form and prepare to speak to the different curriculum committees about how the course aligns with the course level definition. The faculty also identify course student learning outcomes appropriate to the course level and content. These learning outcomes are archived within the electronic curriculum system and shared with students through the syllabus for each specific offering of the course.

Synthesis of learning. Many UAS programs culminate in a synthesizing learning experience such as a portfolio or other capstone course, a thesis, a project, or an experiential hands-on learning opportunity such as a clinical or practicum, or undergraduate research. Some examples of experiential, hands-on, synthesizing learning opportunities taken toward the end of a baccalaureate/graduate degree or other credential include the Outdoor Studies (ODS) "Expedition" course which serves as a capstone for the [Outdoor Skills and Leadership Certificate]() and bachelor's degrees with tracks in ODS. The [Bachelor's of Liberal Arts (BLA)]() includes a portfolio course facilitating integrative learning in the Humanities. The [B.S. in Mathematics]()includes paired junior and senior seminars. The Program on the Environment Baccalaureate degrees ([Environmental Studies](), [Environmental Science](), and [Environmental Resources]()) all require a capstone experience of either a seminar, internship, or undergraduate research. The new [Indigenous Studies BA]() also includes a capstone course required for all majors. All School of Education degree programs require internships and a culminating experience generally in the form of a portfolio completed at the end of the program of study. (i.e. [Elementary Education BA](), [Secondary and Middle Grades Education, M.A.T.](), [Educational Leadership, M.Ed.]()).

Moving Forward

UAS continues to evolve its curriculum and credentials to meet the needs of students, employers, and communities across Alaska and beyond. In recent years, faculty and curriculum review committees have prioritized student success through deliberate improvements to degree structure and sequencing. This includes adding sample course plans to catalog entries, surfacing and eliminating hidden prerequisites that delay progress, and ensuring consistent prerequisite alignment across degree programs.

At the same time, UAS has broadened access to higher education by launching more flexible and workforce-responsive credential pathways. Faculty have designed shorter-term credentials that align with community and industry needs while also stacking into higher-level degrees. These new offerings provide multiple entry points for learners with varying goals and timelines.

Looking ahead, UAS is actively exploring apprenticeship pathways in collaboration with the Alaska Department of Labor. These programs will allow students to "earn while they learn," gaining real-world experience alongside academic instruction. Together, these initiatives reflect UAS's ongoing commitment to developing programs that are mission-aligned, outcomes-driven, and responsive to Alaska's workforce and community needs.

Evidence Documentation for Standard 1.C.2
UA BoR Policy & Regulation
🐋 UA BoR Policy P10.04.035 Credit Hour Definition
○ UA BoR Regulation R10.04.035 Credit Hours Definition
🐋 UA BoR Policy P10.04.020 Degree and Certificate Program Approval
○ UA BoR Regulation R10.04.020 Degree and Certificate Approval
🐋 UA BoR Regulation R10.04.090.F Course Numbering System
Program Learning Outcomes (PLO's)
🐋 Degree Programs: select a program, then select 'Program Learning Outcomes'; Examples provided below
○ OEC Accountant PLO's
○ CT Applied Fisheries PLO's
○ AAS Health Sciences PLO's
○ BA Biology PLO's
○ MAT Secondary Education PLO's
General Education Requirements
🐋 UA BoR Policy P10.04.040 General Education Requirements
○ UA BoR Regulation R10.04.040 General Education Requirements
🐋 General Education Learning Outcomes (GELO's)

Evidence Documentation for Standard 1.C.2

Curriculum Committees
  🐳 [Faculty Senate Curriculum Committee](#)
      ○ [Undergraduate Curriculum Committee Handbook](#)
      ○ [Undergraduate Curriculum Committee FAQ](#)
  🐳 [Graduate Curriculum Committee](#)
      ○ [Graduate Curriculum Committee Handbook](#)

Student Learning Outcomes (SLO's), Syllabi Examples
  🐳 [MATH S151 College Algebra for Calculus](#)
  🐳 [ED S638 Curriculum Leadership I](#)
  🐳 [ANS S260 Alaska Native Organizations & Economies](#)

Standard 1.C.3 - Degree and Program Learning Outcomes

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

Program Learning Outcomes

Every University of Alaska Southeast degree program (undergraduate and graduate), as well as all occupational endorsements and certificates has established [Program Learning Outcomes](#) (PLO) as part of its curricular and assessment plans. PLOs represent standards, competencies, knowledge, and skills that every student from a particular program will be able to perform or demonstrate upon graduation. [Assessment plans](#) include specific thresholds and measures that outline how program faculty will know that every student is meeting all PLOs for each program, regardless of the emphasis, concentrations, or courses each student may have chosen to meet graduation requirements.

Program learning outcomes are required to be included as part of all new curricular proposals for each degree and program, including a comprehensive plan for annual and five-year assessment and evaluation of PLOs. Each time a new degree or program is proposed, it must be submitted by full-time tenured or tenure-track program faculty, then reviewed and considered for approval by department chairs and the relevant academic dean or director. It is then reviewed and considered for approval by the [Faculty Senate Curriculum Committee](#), by the provost, by [Faculty Senate](#), and by the registrar. Depending on whether the proposal is for a degree, certificate or occupational endorsement, the proposal may also require approval by the UA President and/or the UA Board of Regents, following UAS accreditation policies. Curriculum Committee

policies on program proposals, including requirements for Program Learning Outcomes, are included in the UAS Faculty Handbook and the submission processes are outlined at the Curriculum Committee website. All Program Learning Outcomes for all UAS programs are published in the UAS Academic Catalog, with PLOs provided in a tab for each program.

Course-Level Student Learning Outcomes

In addition to Program Learning Outcomes, UAS establishes Student Learning Outcomes (SLOs) for each individual credit-bearing course that it offers (ex. Math S151). These SLOs define the knowledge, skills, and competencies that students are expected to demonstrate upon successful completion of a course. Degree programs are designed to align course-level SLOs with overarching Program Learning Outcomes (PLOs), with required courses selected for their contribution to program-level learning. To ensure transparency and consistency, UAS requires that all syllabi include the course's SLOs and that instructors distribute the syllabus to students by the first day of instruction. SLOs must be included in every new course proposal and are subject to the same rigorous curriculum review process as new programs. This process includes approval by program faculty, department chairs, the relevant academic dean or director, the Faculty Senate Curriculum Committee, and Faculty Senate.

Moving Forward

Overall, there are no specific plans to change the ongoing practices around course and program student learning outcomes. However, as offerings in short-form credentials and workforce-relevant programs are expanded, UAS is committed to maintaining the same rigor in outcomes development and assessment as in the traditional degrees. Program Learning Outcomes for new endorsements are being developed with employer input and mapped to career-aligned competencies.

Evidence Documentation for Standard 1.C.3

Program Learning Outcomes (PLO's)
🐋 Degree Programs: select a program, then select 'Program Learning Outcomes'; Examples provided below
    ○ OEC Behavioral Health PLO's
    ○ CT Outdoor Skills and Leadership PLO's
    ○ AAS Fisheries Technology PLO's
    ○ BA Special Education PLO's
    ○ Master's in Public Administration PLO's

General Education Requirements 🐋 UA BoR Policy P10.04.040 General Education Requirements   ○ UA BoR Regulation R10.04.040 General Education Requirements 🐋 General Education Learning Outcomes (GELO's)

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Evidence Documentation for Standard 1.C.3

Curriculum Committees
🐋 [Faculty Senate Curriculum Committee](#)
    ○ [Undergraduate Curriculum Committee Handbook](#)
    ○ [Undergraduate Curriculum Committee FAQ](#)
    ○ [Course Example: Math S151](#)
🐋 [Graduate Curriculum Committee](#)
    ○ [Graduate Curriculum Committee Handbook](#)

Student Learning Outcomes (SLO's), Syllabi Examples 🐋 [MATH S151 College Algebra for Calculus](#) 🐋 [ED S638 Curriculum Leadership I](#) 🐋 [ANS S260 Alaska Native Organizations & Economies](#)

Standard 1.C.4 - Admission and Graduation Requirements

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

The University of Alaska Southeast admissions requirements are outlined in the [UAS Academic Catalog](#), and the UAS website helps students navigate the process of declaring a degree program.

Undergraduate Admissions and Completions Requirements

Undergraduate Admissions: The requirements for each undergraduate program are outlined in the [UAS Academic Catalog](#). Degree or certificate seeking students are admitted on a rolling basis across fall, spring, and summer terms. [UAS's general criteria for admissions](#) requires proof of high school graduation, a GED, or a state-recognized equivalency exam. Alternatively, students may qualify by submitting transcripts showing the successful completion of 30 or more college-level credits. To qualify for [admissions to a bachelor's degree](#), applicants must meet at least one of the following criteria:

- Graduate from an accredited high school or state-certified home school program with a cumulative GPA of 2.50 or higher
- Successfully complete the GED
- Complete a minimum of 30 college-level semester credits with a cumulative GPA of at least 2.00.

Some programs may have additional admissions requirements beyond these general criteria. These program-specific requirements are clearly published in the UAS Academic Catalog and communicated to applicants by the Admissions Office. For example, the Bachelor of Liberal Arts Outdoor And Adventure Studies program, requires applicants to submit an essay, résumé, medical questionnaire, and a physician's assessment using a program-specific signature form.

Undergraduate Placement. New UAS students must complete the ALEKS Math Placement Test and the Writing Directed Self Placement. However, as outlined in the UAS Academic Catalog, students may not need to take a placement test if they meet the following conditions: a) have taken the College Entrance Examination Board (CEEB) Advanced Placement Exam with a score of 3 or higher, b) have ACT, SAT, or Accuplacer scores that place them into UAS Writing courses as outlined on the Placement Testing webpage, c) have taken the CLEP English Composition with Essay and scored 500 points or higher; or taken a Math CLEP and scored 50 points or higher, d) or have passed an English/writing or math class at another university (with a grade C or better).

Continuation in and termination from undergraduate programs. Students can be removed from their academic program in two ways: if they are admitted on probation (as outlined in the Undergraduate Admissions Status section of the UAS Academic Catalog) and do not complete the conditions as outlined in their admissions letter, or if they are in poor academic standing.

Students who do not meet the admission requirements or have been academically disqualified at another UA institution may be denied admission for that semester. Denied students are encouraged to enroll as a non-degree seeking student and complete 12 credits with a cumulative GPA at or above a 2.0 (C), after which they can reapply for admission and may then be admitted on probation.

If a student is admitted in good standing, program continuation is based on academic standing and assessed at the end of each semester, including summer. In order to remain in good standing, undergraduate students must earn a GPA of 2.0 at the end of each semester and maintain a cumulative GPA of 2.0 or higher. If a student does not meet these requirements, academic standing action may result in a warning, probation, or program removal. UAS assesses academic standing only for students admitted to a degree program. These policies are outlined in the academic regulation section of the UAS Academic Catalog.

Completion of Undergraduate Programs. Each undergraduate certificate and degree program has their own requirements for completion:

- Occupational Endorsement Certificates (OEC)
- Undergraduate Certificates (CT)
- Associate Degrees (AA, AS, AAS)
- Baccalaureate Degrees (BA, BS, BBA, BLA)

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With the exception of occupational endorsements, each certificate, associate's degree and bachelor's degree includes general education requirements. Each program listing in the catalog covers all requirements to complete the certificate or degree. See the following example programs:

- OEC Behavioral Health
- CT Indigenous Language Speaking
- AAS Applied Fisheries
- BBA Business Administration

Graduate Admissions and Completions Requirements

Graduate Admissions and Placement. Graduate admissions at UAS follow a shared model between the Office of Admissions and individual graduate programs. Students are admitted on a rolling basis for fall, spring, and summer terms. To qualify for admission, applicants must submit official transcripts showing completion of a baccalaureate degree from an accredited institution with a GPA of 3.00 or higher. Each program may have additional requirements, which are published in the UAS Academic Catalog and on individual program websites.

The Office of Admissions is responsible for collecting required documentation as outlined by each program. Graduate faculty and program coordinators review submitted materials and determine admission status according to catalog policies. Applicants who meet all criteria are admitted in good standing. Those missing specific requirements may be admitted with department provisions for one year. If requirements are not met within that time, the application is inactivated and the student must reapply. Students may also request to defer admission for up to one year.

Further details on graduate admissions policies and requirements can be found in the UAS Academic Catalog and on the Graduate Admissions webpage. For example, the MAT in Elementary Education outlines clear criteria for admission, including additional documentation and deadlines.

Continuation in and termination from graduate programs. Students admitted in good standing must maintain satisfactory academic progress to continue in their graduate program. Academic standing is evaluated at the end of each semester, including summer. If a graduate student's cumulative graduate program GPA falls below 3.0, they are placed on academic probation and, if applicable, removed from candidacy status.

A dean or program advisor determines the terms of probation, which may include specific conditions or credit limitations the student must meet in their next term at UAS. If the student fulfills these requirements and is removed from academic probation, they work with their advisor to reapply for advancement to candidacy, if applicable. These policies are outlined in the academic regulation section of the Academic Catalog.

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Completion of Graduate Programs. There are general university requirements that apply to all graduate degrees and certificates. Each program listing includes the applicable general university requirements, college level requirements, and if any, the program requirements. For example, see MAT Elementary Education.

Moving Forward

UAS will continue to review and revise the Academic Catalog with a focus on clarity, accessibility, and student-centered design. Future improvements will further enhance usability for students, advisors, and faculty.

Evidence Documentation for Standard 1.C.4
🐳 UA BoR Policy P10.05 Admissions & Graduation Requirements

Admissions Requirements
🐳 Admissions Webpage
    o First Year Admissions
    o Transfer Student Admissions
    o Graduate Student Admissions
    o International Student Admissions
    o Veteran/Military Admissions
🐳 UAS Academic Catalog - Admissions
    o Undergraduate Admissions
    o Graduate Admissions
    o International Admissions

Graduation Requirements
🐳 UAS Academic Catalog - Graduation
🐳 Degree Requirements:
    o Occupational Endorsements (OEC)
    o Undergraduate Certificates (CT)
    o Associate Degrees (AA, AS, AAS)
    o Bachelor's Degrees (BA, BS, BBA, BLA)
    o Graduate Studies

Program Requirement Examples 🐳 OEC Behavioral Health 🐳 CT Indigenous Language Speaking 🐳 AAS Applied Fisheries 🐳 BBA Business Administration

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Standard 1.C.5 - Quality of Learning Assessment

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

The University of Alaska Southeast employs a continuous, structured system of assessment, led by faculty, to evaluate the quality of student learning and improve academic programs.

Effective system of assessment to evaluate the quality of learning in instructional programs.

UAS faculty lead the meaningful assessment of program-level student learning, supported by their deans and provost. Faculty have primary responsibility for developing, implementing, and refining assessment processes, as established in the UAS Faculty Handbook and the UA Collective Bargaining Agreement. Based on feedback from previous accreditation visits, UAS has continued strengthening its culture of assessment and refining its ability to meaningfully evaluate, reflect on, and integrate assessment findings into program improvement. In a fall 2024 message outlining the annual assessment cycle, the interim provost emphasized that "annual assessments should serve as building blocks toward the larger five-year program review," encouraging programs to assess one or two Program Learning Outcomes (PLOs) each year so that, over time, all outcomes are systematically evaluated. This framework reinforces continuous improvement while positioning the five-year review as a strategic opportunity for reflection and resource planning.

This process is improving every year; in 2023 all programs successfully added Program Learning Outcomes (PLOs) to the catalog (example: Accounting Technician Certificate), and they are now a regular aspect of curriculum development. The assessment process emerges from faculty's direct educational work with students, incorporates programmatic feedback from deans, and shares plans and reports openly online to promote transparency and institutional learning across units.

At UAS, assessment is facilitated by the Office of the Provost, which sets expectations and deadlines for the yearly cycle and offers resources and templates at the Assessment Website and on campus. When funding is available, the Office of the Provost facilitates professional development around assessment, including supporting faculty as they develop PLOs for their programs. For example, in summer 2024, UAS invested in improving its assessment capacity through a grant-funded faculty cohort, *Student Focused Learning & Assessment*, coordinated by associate dean of Arts & Sciences, Dr. Alison Staudinger, and an external assessment expert, Dr. Natasha Jankowski. Faculty participants focused on equity-minded assessment practices and

presented their final projects to their programs and at a panel for other faculty members. The cohort helped foster peer learning and practical application of assessment strategies, supporting a stronger culture of reflection and continuous improvement.

Planning. Every active academic program is required by UAS to have a current Academic Assessment Plan that details the methodology for evaluation of faculty-approved PLO's. Programs are expected to submit assessment plans that articulate their student learning outcomes (SLO's), the methods used to evaluate those outcomes, and the steps taken to interpret findings and guide improvement.

In cases where academic credentials are intentionally structured as stackable pathways—such as occupational endorsements that feed into certificates and ultimately into associate degrees—assessment plans may encompass multiple credentials. For example, at UAS Sitka, the Applied Fisheries Assessment Plan includes four occupational endorsements (Alaskan Aquaculture, Fisheries Management, Alaskan Mariculture, and Scientific Diving), two certificate options in Alaskan Aquaculture and Fisheries Management, and the AAS Applied Fisheries, creating a coordinated progression of learning outcomes across credentials.

Faculty lead and approve the development and updating of these plans, following departmental or program governance processes. While final approval rests with the provost, deans and associate deans often provide feedback through the annual assessment or program review cycle. The Provost's Office also suggests updates when a plan is out of date, and programs are invited to review and revise their plans for any needed updates. For example, the Indigenous Studies program revised their assessment plan in Academic Year 2024-2025.

Reporting. Programs conduct ongoing assessment of student learning based on their approved Assessment Plans. Each fall, the provost sets a deadline for submitting updated assessment plans as well as articulating any focal areas or opportunities for professional development. A second deadline, typically March 1st, is set for submitting annual reports that evaluate the previous year's student learning. Deans establish internal deadlines for draft reports within their schools to allow time for review and feedback. This new practice, established by Arts & Sciences in Academic Year 2022-2023 under Dean Carin Silkaitis, addresses a previous gap: faculty were not receiving recommendations on how to improve their assessments or programs. For example, in spring 2024, the Program on the Environment, which includes a BA and two BS degrees, was encouraged to move beyond course mapping, a useful design tool but not a method of direct assessment, to methods that produce and analyze evidence of student learning. In fall 2025, they submitted an updated plan that includes analysis of student work portfolios.

PLO assessment reports use this template, which was developed by the Provost's Office in consultation with the Faculty Senate, who approved this form in 2023. It indicates that the report (3–5 pages) should be based on the program's assessment plan and include:

- A brief program overview (max 250 words)
- Program Learning Outcomes (PLOs), with notes on accuracy and clarity in CourseLeaf
- Description of how PLO data is collected (e.g., rubrics, portfolios)
- Data collected on the PLOs during the prior academic year
- Evaluation and analysis of the collected data
- Conclusions and planned actions for program improvement

Closing the Loop. At UAS, the assessment of student learning is an integrated process that culminates in meaningful programmatic and institutional change. Annual student learning assessment reports are not stand-alone exercises; they are designed to build toward a comprehensive five-year program review, creating a continuous improvement loop grounded in evidence.

Annual assessments focus on one to two program learning outcomes per year and are faculty-led, using a standardized template to document methods, findings, improvements, and the effectiveness of prior interventions. These reports are reviewed by the deans and the provost to identify patterns in student learning and areas for curricular or pedagogical change. Faculty are encouraged to draw on these insights to improve instruction and refine program goals.

All annual assessments roll up into the five-year program review, which serves as a cumulative and strategic evaluation. The five-year review not only looks back at prior improvements but also facilitates forward-thinking planning, allowing programs to advocate for necessary resources or structural adjustments. The program review process was discussed in detail in section 1.B.1. After faculty submit the program review report, an external reviewer offers an independent evaluation. The program responds to both internal and external findings, followed by a dean's recommendation and a final decision by the provost. These decisions often lead to tangible institutional changes, ranging from curricular redesign to strategic investment in faculty or facilities. For example, the Math Program, in their most recent program review, requested a dedicated fund to support student engagement in co-curricular activities like Math club and Dean Silkaitis established this in fall 2025. Additional examples of assessment results, including program-level case studies, are provided in section 1.C.7.

The Provost's Office also prepares an annual Program Review Summary Report for the UA Board of Regents, presented at the September meeting each year. These reports synthesize trends, highlight commendations and concerns, and reflect how UAS aligns its academic offerings with mission fulfillment. All assessment plans and reports are archived publicly on the UAS Program Review webpage.

Through this structured, evidence-based cycle, UAS ensures that assessment processes close the loop, and lead to demonstrable improvement in student learning and academic quality across the institution.

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Faculty play a central role to establish curricula, assess student learning, and improve instructional programs.

Course and program curriculum. At UAS, all curriculum changes, including the creation of new courses and academic programs, must originate with the faculty. These proposals then move through a structured, multi-tiered approval process. This begins at the department or program level and advances through the dean, the Curriculum Committee (which also governs general education approvals), the full Faculty Senate, and ultimately the provost. New academic program proposals require additional approval from the UA System, the UA Board of Regents, and ultimately NWCCU, before implementation. See the Faculty Senate Bylaws and Curriculum Committee Handbook regarding new program approvals.

Faculty-initiated learning outcomes. Faculty-approved courses and programs must include clearly defined course level student learning outcomes (SLOs), with required fields embedded in the Curriculum Information Management (CIM) system to ensure consistency and documentation. This is what the input screen looks like in the CIM:

As noted in Appendix C of the Curriculum Committee handbook, which is on learning outcomes, faculty initiators must include SLOs which "are statements of what students are expected to know and be able to do upon completion of all required activities for the course in question." These SLOs also should align with assessment measures.

General Education Courses. Courses that count toward General Education Requirements must also indicate which of the five GER Student Learning Outcome the course includes.

External Accreditation

CAEP. Programs in the School of Education undergo external review by the Council for the Accreditation of Educator Preparation (CAEP), which evaluates candidate learning, equity-focused practices, and continuous improvement. In fall 2025, UAS's initial licensure programs received the Frank Murray Leadership Recognition for Continuous Improvement, which is awarded to providers accredited with no stipulations or areas for improvement. This honor affirms the school's commitment to high-quality, evidence-based educator preparation.

ACBSP. UAS business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP), which follows the Baldrige model emphasizing teaching excellence, assessment of student learning outcomes, and continuous improvement. This student-centered approach ensures quality and relevance in skill development. The UAS undergraduate business programs earned initial accreditation in Academic Year 2019-20 and submit biennial reports demonstrating ongoing improvement through assessment.

CAHIIM. The AAS in Health Information Management is the only Alaska program accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). In 2025, it was named a program of distinction and commended for leadership as one of 40 institutions selected to pilot CAHIIM's Future Education Model, an initiative aligned with the new 2026 accreditation standards. UAS faculty partnered with national collaborators to collect and analyze data over a full year, demonstrating the program's effectiveness in preparing students for evolving workforce demands. This recognition affirms UAS's leadership in health education innovation and its commitment to immersive, real-world learning. During Academic Year 2022-23, all graduates surveyed indicated high levels of satisfaction with the program, and in 2023-24 the program achieved a 100% RHIT exam pass rate. Beginning in 2024-25, outcome surveys will be integrated into the internship course.

Moving Forward

UAS is actively working to strengthen a culture of meaningful and methodologically sound assessment. Some departments and programs are still refining their approaches, moving away from relying on grades or course mapping as stand-ins for evaluating direct evidence of student learning. Real efforts are underway to clarify expectations, demystify assessment, and provide professional development opportunities that reinforce its value as a tool for improvement. A key strength has been the presence of academic leadership with deep experience in assessment, which has guided efforts to build more consistent and meaningful practices across all campuses. All academic programs now include clearly articulated learning outcomes, and faculty are increasingly engaged through targeted professional development and structured feedback.

The Office of the Provost and the Curriculum Committee continue to invest in efforts to improve the quality of course and program learning outcomes, building on work from the last accreditation cycle. Drawing on Appendix C: Learning Outcomes, the Undergraduate Curriculum Committee and the Graduate Curriculum Committee frequently request revisions from faculty when learning outcomes for programs or individual courses are not appropriate or clearly articulated. UAS will also continue to integrate program level learning outcomes with the curriculum and program development process. For example, the Curriculum Committee will be asked to consider whether new course proposals should indicate how the course level learning outcomes roll up to the program level learning outcomes, and include how annual assessment will occur in the course in question. Now that dean feedback on assessment reports has become standard practice, UAS will consider integrating this feedback into the reporting process or adding additional feedback from a faculty-led committee or assessment lead.

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Evidence Documentation for Standard 1.C.5

Program Review
  🐳 [Annual Program Assessment Template & Cycle](#)
      ○ Annual Assessment Report Examples
          ▪ [Applied Fisheries](#) (OEC, Cert, AAS)
          ▪ [Health Science](#) (OEC, Cert, AAS)
          ▪ [Bachelor of Liberal Arts](#)
          ▪ [BA in Social Sciences](#)
          ▪ [Marine Biology](#) (BA/BS)
          ▪ [MAT in Secondary Education](#)
  🐳 [Five Year Program Review Resources](#)
      ○ [Program Review and Assessment Schedule](#)
      ○ [FY25 Program Review UA BoR Update Report](#)
      ○ [5 Year Program Review Data Packet Examples](#)
      ○ [5 Year Program Review Report Examples](#)
  🐳 [Annual UA BoR Accreditation Update, November 2025](#)

Learning Outcomes
  🐳 [Student and Program Learning Outcomes](#)
      ○ [Program Learning Outcomes Example](#) (BA Elementary Education)
  🐳 [General Education Learning Outcomes](#)

Curriculum Committees
  🐳 [Faculty Senate Curriculum Committee](#)
      ○ [Undergraduate Curriculum Committee Handbook](#)
      ○ [Undergraduate Curriculum Committee FAQ](#)
  🐳 [Graduate Curriculum Committee](#)
      ○ [Graduate Curriculum Committee Handbook](#)

Standard 1.C.6 - Institutional Learning Outcomes

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

Consistent with its mission to inspire academic excellence and personalized student learning, the University of Alaska Southeast has established and assesses [five General Education Learning Outcomes (GELOs)](#) across all associate and bachelor's degree

programs. These institutional-level learning outcomes reflect UAS's commitment to developing core competencies that equip students with essential skills and knowledge for personal and professional success.

General Education Learning Outcomes	
Learning Outcome	**Assessment Criteria**
Effective Communication: Communicate thoughts and ideas effectively, orally and/or in writing.	- Audience, Context, and Purpose - Content Material (Central Message or Argument) - Arrangement of Material - Supporting Materials (Details, Information, Resources) - Use of Language
Critical Thinking: Demonstrate the ability to understand a problem/issue/task at hand, identify relevant facts and/or assumptions, synthesize and conceptualize available information, develop an effective strategy to tackle the problem/issue/task, and arrive at a valid conclusion.	- Issue or Problem to be Considered Critically - Perspective, Thesis, or Hypothesis - Assumptions - Information Taken from Sources - Conclusion or Related Outcomes
Creative Thinking: Present creative works of expression, innovative approaches to tasks, or solutions to problems.	- Students' Vision and Framework of Exploring Ideas - Details in Students' Ideas, Questions, Formats or Products - Students' Use of Existing Information or Frameworks - Students' Outcome (Object, Solution, or Idea)
Empirical Reasoning: Articulate the scientific method and pose well-reasoned questions in the search for answers through data.	- Description of the Problem - Factors Applicable to the Problem - Design of the Study - Data Collection Method - Results
Environmental & Community Engagement: Explore Indigenous and global social perspectives, with respect for diversity of people, different perspectives of resource sustainability, and human impact on the environment.	- Influence of Cultural Norms - Local Indigenous Knowledge and Perspectives - Diverse Global Perspectives - Human and Social Impact on Environment

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These learning outcomes map to the types of competencies identified by NWCCU (e.g., communication skills, scientific and quantitative reasoning, cultural sensitivity, information literacy), and they reflect the unique identity and values of UAS, including its regional emphasis on place-based, Alaska Native-informed, and environmentally conscious education.

The [Provost's Assessment Committee](#) for General Education Learning Outcomes (PAC-GELO) was formally established in 2016 to coordinate and oversee the assessment of these outcomes. Since that time, the committee has developed a robust, faculty-led process of general education assessment using a common scoring rubric aligned to each outcome.

The GELO Committee assesses through a three-stage cycle:

- **Stage 1: Selecting Artifacts to Assess.** When assessing the Effective Communication, Creative Thinking, and Environmental and Community Engagement GELOs, prior to the assessment workshop, the committee begins by collecting artifacts relevant to the GELOs being assessed that semester. An artifact is defined as an assignment created by an instructor and completed by a student, to assess a student's learning within the context of a particular class, independent of the GELO committee. Faculty are contacted and asked to provide anonymized samples of student work. Each sample is assigned a sequential number, and a random-number-generating application is used to determine which samples to assess and in what order. Typically, ten randomly selected samples are designated for assessment.

  However, when assessing the Critical Thinking and Empirical Reasoning GELOs, no artifacts are collected as these GELOs are assessed with a new assessment instrument.

- **Stage 2: Forming Assessment Teams.** Assessment workshop teams are composed of PAC-GELO committee members and faculty volunteers from a range of disciplines. When assessing multiple GELOs, participants are typically divided into separate teams for each rubric and artifact. When a single GELO is being assessed but the group exceeds eight to ten participants, two teams may be formed to assess the same artifact independently.

  PAC-GELO co-facilitators are responsible for team formation, with the primary consideration being an even distribution of committee members across groups, as they bring familiarity with the rubrics, artifacts, and assessment processes.

- **Stage 3: Conducting the Assessment Workshop.** Assessment workshops are conducted biannually, at the end of each semester, typically for two hours. Participants are grouped into one or two teams, and assigned a single artifact for review, with three to ten anonymized student work samples per artifact, depending on the assignment's length and complexity.

  A few days before the workshop, the PAC-GELO co-facilitators distribute student work samples, along with the relevant rubric, to workshop participants via email.

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Each workshop begins with a collaborative norming exercise using the first sample, during which participants compare scores and discuss rubric interpretation. For the remainder of the workshop, participants independently score the remaining samples, recording results on scorecards.

At the conclusion of the workshop, the full group reconvenes to discuss any notable scoring discrepancies. One of the co-facilitators gathers all score sheets and then enters them into a spreadsheet for later summarization and analyses. Scores are summarized using pivot tables to examine both inter-rater consistency and evidence of student learning.

Participants are encouraged to provide feedback throughout the workshop regarding the assessment process, the artifact's appropriateness, or the rubric's effectiveness.

Assessment is conducted annually and organized by outcome in a rotating cycle. Faculty collect, evaluate, and score student artifacts submitted from general education courses across modalities and campuses.

Each year, the committee focuses on a subset of outcomes. For example:

- In 2018-19, faculty assessed Critical Thinking using student essays from across disciplines. Results indicated strengths in identifying evidence but gaps in articulating counterarguments.
- In 2019-20, the focus shifted to Effective Communication/Information Literacy. Assessment data showed that while students were proficient in source identification, they needed more support in synthesizing multiple perspectives.
- In 2020-21, faculty focused on Empirical Reasoning using mathematics assessments at both the 100 and 200 levels. Assessment data showed consistent scoring across criteria, with all student samples demonstrating proficiency or higher.
- In 2021-22, the GELO committee wanted to utilize a shared artifact from a 100-level course to assess both Effective Communication and Creative Thinking. The goal was to evaluate whether simultaneous rubric application was feasible. Most students met proficiency for both GELOs, though few demonstrated mastery, and evaluators noted challenges with applying certain rubric criteria, especially for Creative Thinking.
- In 2022–23, Creative Thinking and Intercultural Knowledge/Community Engagement were assessed. Results from over 200 student artifacts revealed that students demonstrated strength in creative risk-taking and cultural self-awareness, but needed improvement in integrating multiple cultural perspectives in problem-solving contexts.
- In 2023-24, Effective Communication and Creative Thinking were assessed using student poems and stories from a 200-level course. Most students met expectations, though genre-specific tensions emerged with the rubrics. In spring, Environmental and Community Engagement was evaluated using voice-over

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research presentations from an Alaska Native Studies course. Faculty noted the need for rubric refinement. A pre-test for Empirical Reasoning and Critical Thinking was also piloted, with results expected in the following cycle.

- In 2024-25, Effective Communication and Creative Thinking were assessed through student essays and creative works in 200-level writing courses. Most students met proficiency, though evaluators noted variation in rubric interpretation, especially for Creative Thinking. Environmental and Community Engagement was assessed using student video presentations from a 100-level Alaska Native Studies course, with improvements in process from the prior year. Empirical Reasoning and Critical Thinking were assessed using a newly revised, locally-adapted online tool administered in 100- and 200-level math courses.

Quantitative results are complemented by qualitative faculty reflections on teaching, student learning, and suggested pedagogical or curricular adjustments.

Recent cycles of assessment have demonstrated improvement in the alignment of assignments to outcomes, increased participation across schools and campuses, and expanded faculty engagement. The most recent full report includes disaggregated data for each outcome and offers an analysis of trends over time. Notable results from the most recent cycle include:

- High achievement in Effective Communication, with 77% of student artifacts meeting or exceeding expectations.
- Evidence of improvement in Empirical Reasoning and Critical Thinking, particularly in assignments that integrated scientific and quantitative analysis.
- Strong performance in Cultural and Environmental Awareness, a signature outcome reflecting UAS's Southeast Alaska context.

In addition to reporting results to faculty, the PAC-GELO Committee regularly shares the findings with the provost, deans, and relevant committees to ensure that general education assessment informs institutional planning, curriculum development, and faculty development. As of Academic Year 2025-26, the committee has also begun to align GELO reporting with the new university-wide strategic plan and the new focus areas, creating clearer institutional linkages between assessment and mission fulfillment.

Moving Forward

UAS's assessment of GELO's is an evolving process grounded in continuous improvement. The university remains committed to refining the assessment cycle, enhancing inter-rater reliability, and expanding equity-focused disaggregation of results to better serve all students.

As UAS continues to assess and reflect upon student achievement in GELO's, we recognize the value of incorporating student voice into the institutional learning outcomes assessment processes. While the faculty-led assessment cycles provide

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robust evidence of student learning through embedded assignments and rubrics, there is also an opportunity to complement this with direct feedback from students about their experiences.

Currently, some programs at UAS, most notably the School of Education (as part of its CAEP accreditation), have implemented graduate surveys that provide important insights into program effectiveness and student preparedness. The Department of Social Sciences has also worked with graduate interviews/surveys for several years. These surveys capture student perceptions of their learning and allow faculty and administrators to reflect on potential areas for improvement.

Building on these successful models, UAS is exploring the development of a university-wide graduate exit survey that would gather feedback from all graduating students, regardless of program or degree level. Such a survey would help assess how well students believe they have achieved the institutional learning outcomes outlined in the GELO framework, and could also include questions related to high-impact practices, campus belonging, advising, and post-graduation goals.

The deans and provost have discussed the benefits of such a tool, particularly its potential to:

- Support continuous improvement by identifying strengths and areas needing attention.
- Augment faculty assessment data with student self-assessments aligned to GELOs.
- Ensure equity by disaggregating responses to reveal how different student populations experience learning at UAS.

In the coming year, UAS intends to pilot a survey instrument in consultation with faculty, staff, Institutional Effectiveness, and student representatives. UAS also anticipates working with governance and assessment committees to determine the most appropriate mechanisms for administration, analysis, and closing the loop with results. Over time, this process will become a standard part of our institutional effectiveness practices and further the institution's commitment to student-centered, data-informed decision-making.

Evidence Documentation for Standard 1.C.6

- 🐋 UAS Academic Catalog: General Education Requirements
  - ○ General Education Learning Outcomes
- 🐋 General Education Learning Outcomes (GELO)
  - ○ History of GELO
- 🐋 GELO Assessment Reports
  - ○ 2019, 2020, 2021, 2022, 2023, 2024, 2025

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Standard 1.C.7 - Improving Academic Programming

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

The University of Alaska Southeast systematically analyzes the outcomes of its assessment activities to ensure that academic programs and learning resources are continually refined to enhance student achievement and success. Faculty use the results of learning outcome assessment at all levels (course, program, and institutional) to ensure students acquire the knowledge, skills, and abilities desired at the end of a course and a program of study.

Assessment Results Improve Academic Programs

Assessment helps UAS faculty improve curriculum, pedagogy, and ultimately, student learning. It serves as a focal point for essential faculty-led discussions about student outcomes and provides evidence for decision-making that strengthens both academic programs and student support services.

Annual assessment reports show that departments are using data to make student-centered changes. As discussed in 1.C.5 the annual assessments include a section on planned actions for program improvement. These include adjusting course sequencing and scheduling; increasing hybrid course options; investing in faculty development, particularly to better serve rural and Alaska Native students; and exploring new, relevant academic programs. These efforts aim to enhance learning outcomes by responding directly to assessment findings.

Specific examples of these improvements are documented in individual reports across all credential levels, available on the Provost's Annual Assessment website, and in the Program Review Reports.

Recent examples include:

Recent Program Improvements		
Year	Report	Improvements
2023-2024 Annual Assessment	Master's of Public Administration (Department of Business & Public Administration)	Based on prior assessment data on student learning, the program was revised to remove "tracks" and a Graduate Certificate in Higher Education Policy and Administration was launched. Enrollment in the master's program is up 300% in fall 2025.

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Recent Program Improvements		
Year	Report	Improvements
2023-2024 Annual Assessment	BA Environmental Studies & BS Environmental Science (Department of Natural Sciences)	Assessment prompted an interdisciplinary conversation about the sequencing of research skills and inquiry in the humanities/social sciences and the need to help students develop a stronger toolkit; this informed the design of the team-taught introductory class for fall 2025.
2023-2024 Annual Assessment	Bachelor's of Liberal Arts (Department of Humanities)	Assessment revealed a skills gap (the way the PLO related to field-specific competency); in response, HUM S499 Humanities Capstone assignments and instructions were revised to better address this program learning outcome.
2023-2024 Annual Assessment	BA Biology, BS Biology, BS Marine Biology, BS Fisheries and Ocean Sciences (Department of Natural Sciences)	Assessment identified strong student interest in a chemistry minor. Following additional engagement with students, the minor was revised in fall 2025 to better align with student needs and interests.
2023-2024 Annual Assessment	Construction Technology Programs (OEC; CT; AAS) (School of Career Education)	Assessment revealed that students faced challenges in required math, writing, and communication courses, contributing to low completion rates in the Construction Technology programs; in response, all programs were paused in fall 2025 for curricular revision, including the integration of enhanced academic supports to improve student persistence and completion.
2023-2024 Annual Assessment	AAS Health Information Management (School of Career Education)	Created a new course, HIM S236 Healthcare Reimbursement, to address student challenges in learning outcomes in this area.
2023-2024 Annual Assessment	MAT Secondary Education & Graduate Certificate (School of Education)	Curriculum and instructional strategies were adjusted in specific courses in response to lower student scores in areas such as intellectual curiosity and instructional technology.

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Recent Program Improvements		
Year	Report	Improvements
5 year Program Review (2023)	MEd Educational Leadership (School of Education)	Students were underperforming in assessment criteria related to culturally responsive pedagogy; the School of Education has responded by obtaining grants to train their faculty in collaboration with an Indigenous community partner, and hired new Indigenous faculty members in fall 2025.
5 year Program Review (2023)	BA in Mathematics (Department of Natural Sciences)	Implemented intentional changes in pedagogy (e.g., flipped classrooms, untimed midterm exams) and modalities (e.g., additional online sections) in response to assessment data indicating the need for practice opportunities, persistent math anxiety, and student requests for greater flexibility.

Case Study: Using Accreditation-Driven Assessment to Strengthen Candidate Learning in the School of Education. The School of Education (SOE) treats accreditation as a continuous improvement process that directly strengthens student learning outcomes, rather than a periodic check-in. During its most recent review with the Council for the Accreditation of Educator Preparation (CAEP), SOE faculty completed a multi-year effort to gather and evaluate three full cycles of candidate performance data, stakeholder feedback, and completer outcomes across all key assessments. These assessment cycles, spanning three academic years, revealed meaningful patterns in candidate strengths and areas needing support. In response, faculty revised coursework, rubrics, field experience expectations, and the timing of key assessments. The review also strengthened SOE's systems for measuring program effectiveness and responding to evidence, contributing to the reaffirmation of accreditation in 2025 for both initial licensure and advanced programs, with no stipulations. Additionally, the School received national recognition through the Frank Murray Leadership Recognition for Continuous Improvement.

To ensure that data-driven decision-making continues beyond the accreditation review, SOE has established a structured annual process that embeds assessment into regular practice. This includes three internal "Data Days" each academic year, during which faculty collaboratively analyze evidence from signature assessments, clinical evaluations, surveys, and candidate artifacts. A dedicated data review session is also included at each meeting of the Education Advisory Council to incorporate partner feedback. In addition, SOE engages in ongoing refinement of assessment instruments to improve their validity, reliability, equity, and usefulness across program areas. These efforts have strengthened alignment with the Interstate Teacher Assessment and

Support Consortium (InTASC) standards and National Educational Leadership Preparation (NELP) standards, resulting in measurable improvements in candidate performance in areas such as culturally responsive teaching, lesson design, and professional dispositions.

Looking ahead to the 2032 site visit, SOE is prioritizing internal dashboards, data literacy, and stronger collaboration with P-12 and Indigenous partners to deepen its culture of evidence and enhance the preparation of Alaska's educators.

Case Study: Learning Support Improvements from Advising Assessment. At UAS, academic advising plays a central role in increasing student success, retention, and persistence by fostering meaningful relationships, providing timely and appropriate referrals to support services, and advocating for student needs. Recent efforts to assess and enhance advising have led to notable improvements in both tools and practices.

In spring 2023, UAS launched a bi-annual student engagement survey to capture student perspectives on various support services, including academic advising. The qualitative feedback helped identify gaps and informed the development of a more intentional handoff process between professional and faculty advisors. These improvements promote clearer transitions, continuity of support, and align with the UA BoR Strategic Attainment Framework, which prioritizes advising reform.

Under the leadership of Provost Billingsley, UAS is engaged in a comprehensive advising redesign focused on consistency, coordination, and stronger career integration. Advisors also leverage the Navigate360 platform to send proactive messages, track student risk factors, and connect students with tutoring and support services.

Through these coordinated assessment and response strategies, UAS is continuously refining its advising model to better support students, foster persistence, and enhance learning outcomes.

Case Study: Business and Public Administration Enhancements. The Department of Business and Public Administration (BPA) uses both institutional assessment and specialized accreditation to drive continuous improvement in student learning and program design. Faculty review student performance and survey data annually to meet institutional assessment requirements, while also reporting to the Accreditation Council for Business Schools and Programs (ACBSP) on a biennial cycle. In both cases, the results are used to inform curriculum revisions, strengthen alignment with program learning outcomes, and proactively address evolving student and employer needs.

For example, in alignment with the department's ACBSP accreditation requirements, BPA created a survey administered in the capstone course, BA S462 Strategic Management, which asks students to reflect on their achievement of the PLOs. Survey results from 71 students across Academic Year 2023-24 and Academic Year 2024-25 showed that 84% of students reported satisfaction with the overall BBA program. These results are reviewed every two years to evaluate the student experience and inform decisions about course content, structure, and emphasis areas.

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Recent assessment revealed substantial curricular overlap between the Human Resource Management and General Management emphasis areas. In response, faculty created a new Leadership and Management emphasis with coursework more intentionally focused on leadership theory and practice. This revised emphasis is currently under review by the Undergraduate Curriculum Committee. Two existing courses were also redesigned, Operations Management is proposed to become Leading Operations Management, and a new course, Strategic Leadership and Change, was introduced to better align with workforce needs and student learning goals. This targeted redesign was informed by assessment data showing redundancy in course content and by results from the department's Peregrine Global Services assessment, which revealed areas of limited improvement between inbound and outbound measures for certain competencies.

BPA also introduced a new data analytics course in partnership with Mathematics faculty, addressing a gap identified through student learning outcome reviews and ACBSP feedback. This interdisciplinary course ensures that students gain essential analytical skills that are increasingly in demand across industries.

At the graduate level, assessment data also led to a major redesign of the Master of Public Administration (MPA) program. Between fall 2020 and fall 2023, enrollment dropped by nearly 50%, from 67 to 35 students. Faculty noted recurring concerns in student course evaluations about course accessibility and curriculum coherence, which were echoed by MPA's External Advisory Council. The department paused admissions in Academic Year 2024-25 and conducted a comprehensive review, worked with an external consultant, and undertook a full departmental strategic planning process. The revised MPA program offers streamlined course scheduling, removes rigid concentration requirements, and provides more flexibility for student customization. The relaunch has been met with enthusiastic response. Fall 2025 new student enrollment saw a more than 300% increase, filling the cohort to capacity.

Through both internal and external assessment, BPA has cultivated a responsive, data-informed culture that drives academic excellence, program innovation, and student success. The department's next ACBSP reaffirmation is scheduled for 2029.

Student Support Services. Academic support systems, including the library, tutoring services, disability support services, and the Center for Excellence in Learning and Teaching (CELT), rely on assessment to guide strategic priorities and resource allocation. For example, CELT faculty liaisons regularly review and report findings from the General Education Learning Outcomes (GELO) Committee, using these insights to shape faculty development programming. This and other assessments of student needs have informed an increased focus on educational technology for substantive interaction, as well as support for faculty navigating writing instruction in the age of generative AI. Similarly, library staff partner with instructors to design research and course assignments that align with GELO and program-level learning outcomes, and tailor library resources accordingly.

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Moving forward.

UAS will continue to prioritize assessment practices that are meaningful, manageable, and embedded in the daily work of faculty and staff. With a strong foundation in place, the institution is well-positioned to deepen its culture of continuous improvement. One potential next step is for the Provost's Office and Faculty Senate to collaborate on an annual institutional-level summary of program assessment and five-year reviews. This summary would identify cross-program trends, elevate shared successes, and inform strategic priorities for the upcoming academic year.

Evidence Documentation for Standard 1.C.7

Program Review
- Annual Program Assessment Template & Cycle
  - Annual Assessment Report Examples
    - Applied Fisheries Programs (OEC, Cert, AAS)
    - Health Sciences (OEC, Cert, AAS)
    - Bachelor of Liberal Arts
    - BA in Social Sciences
    - Biology Programs (BA/BS)
    - MAT in Secondary Education
- Five Year Program Review Resources
  - Program Review and Assessment Schedule
  - FY25 Program Review UA BoR Update Report
  - 5 Year Program Review Data Packet Examples
    - BA Social Science
    - Biology Programs (BA/BS)
    - BA English
  - 5 Year Program Review Report Examples
    - BS Mathematics
    - MEd Educational Leadership
    - Master Public Administration

Learning Outcomes
- Student and Program Learning Outcomes
  - Program Learning Outcomes Example (BA Integrative Behavioral Health)
- General Education Learning Outcomes

Standard 1.C.8 - Credit Policies

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

The University of Alaska Southeast adheres to UA BoR Policy P10.04.060 and UA BoR Policy P10.04.070 regarding the acceptance of transfer credit and credit for prior learning. These policies are clearly defined, widely published in the UAS Academic Catalog, and readily accessible to students. UAS's transfer and prior learning assessment policies are designed to promote student mobility, maintain academic integrity, and support timely degree completion. All incoming credits are evaluated to ensure they align with UAS's academic standards in terms of content, rigor, and programmatic relevance. Transfer evaluations are conducted by the Registrar's Office in consultation with faculty when necessary, particularly for discipline-specific coursework, to ensure academic quality is preserved.

UAS implemented a new transfer credit estimator tool in November 2025, replacing a home-grown tool. The Transfer Credit Estimator allows prospective students, along with new transfer applicants and admitted transfer students to see how previous coursework will apply, not only to a student's intended degree, but will also allow the student to "shop" for a degree that supports the majority of their past credits.

The transfer credit website provides comprehensive policies and procedures for students transferring from two-year or four-year institutions, out-of-state schools, and international institutions. Policies for graduate studies transfers are also outlined. The Transfer Credit Resource Site allows students to search the UAS database for previously evaluated courses from regionally accredited institutions, non-traditional sources, and universities across the United States and Canada.

UAS facilitates a high volume of transfer evaluations, reflecting its strong commitment to supporting transfer students. In fall 2025, 104 new degree-seeking transfer students enrolled at UAS, making up 44% of the incoming undergraduate degree-seeking students. Over the past three academic years (2022-23 to 2024-25), UAS has completed an average of 377 transfer credit evaluations per year. On average, evaluations are completed within 1-2 weeks after a student's admission, ensuring timely academic planning and registration.

All transfer credit evaluations are conducted in accordance with the policies and procedures in effect at the time of the official review. Students at the Ketchikan and Sitka campuses follow the same transfer credit policies as those at the Juneau campus, with transcript evaluations handled by the Registrar's Office. UAS evaluates transfer

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coursework on a course-by-course basis to efficiently support students' academic progress. When no equivalent UAS course exists, discipline-specific elective credit may be awarded. Students may petition for a review if their transfer evaluation does not align with their expectations.

There is no official limit to the number of transfer credits that can be applied toward an undergraduate degree. However, students must meet specific residency requirements: 15 resident credits for an associate degree, 30 resident credits—including at least 12 in the major—for a baccalaureate degree, and 30% of the program requirements for an Occupational Endorsement Certificate.

Transfer students having earned an associate of arts degree, associate of science degree, or bachelor's degree from an institutionally accredited institution will be considered to have completed the equivalent of the UAS general education requirements (GERs) when officially accepted to any bachelors, associate of arts, or associate of science degree program at UAS.

Transfer of general education credit between the three accredited institutions within the UA System is guided by UA BoR Policy P10.04.062, which requires general education completed at one of the institutions to count at the other two institutions, even if there is no direct equivalent at the receiving institution. Equivalencies across the three institutions are indicated in the UAS table of GER substitutions in the UAS Academic Catalog.

UAS maintains articulation agreements with multiple two-year and four-year institutions that clearly delineate how transfer credits apply to specific UAS degree programs and General Education Requirements (GERs), creating transparent and efficient transfer pathways.

UA BoR Policy P10.04.070 grants authority to the university to provide students the opportunity to apply for non-traditional credit for experiential learning, credit for prior learning, and credit by examination for subjects which fall within the institution's regular curriculum. UAS also awards credit with appropriate scores from the following:

- Advanced Placement (AP) Credit through College Entrance Examination Board (CEEB)
- International Baccalaureate (IB)
- Placement only for ACT or SAT I (English only)
- College-Level Examination Program (CLEP)
- DANTES Subject Standardized Tests
- UAS Credit by Examination
- Military Experience (MOS) according to the American Council on Education (ACE)

Moving Forward

UAS will continue to strengthen its support for transfer students by expanding articulation agreements and maintaining timely, high-quality evaluations of prior learning. Given increasing demand, efforts are also underway to streamline credit evaluation processes and improve communication tools that help students understand how their prior learning applies to degree pathways.

Evidence Documentation for Standard 1.C.8
Transfer Credit Policy and Procedures
🐋 UA BoR Policy P10.04.060 Transfer of Credit
○ UA BoR Regulation R10.04.060 Transfer of Credit
🐋 UA BoR Policy P10.04.064 Degree and Certificate Credit Transfer
🐋 UAS Transfer Credit Policy
Transfer Student Resources
🐋 UAS Academic Catalog: Undergraduate Transfer Students
🐋 UAS Academic Catalog: Transfer of Graduate Credit
🐋 Transfer Credit Resource Site
🐋 UAS Transfer Credits Webpage
🐋 Transfer Student FAQ
UA System Transfer Credit
🐋 UA BoR Policy P10.04.062 General Education Coursework Transfer
🐋 UA General Education Transfer Guide
🐋 Transferring General Education Requirements within UA System
Non-Traditional Transfer Credit
🐋 UA BoR Policy P10.04.070 Non-Traditional Learning
🐋 UAS Credit by Examination and other Non-Traditional Credit Options

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Standard 1.C.9 - Graduate Programming

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

The University of Alaska Southeast offers graduate programs that align closely with its mission to serve the educational, cultural, and workforce development needs of Alaska's diverse communities. These programs support advanced professional practice and leadership in high-need areas such as education, public administration, and marine policy, and they are designed to meet rigorous disciplinary and professional expectations.

Graduate programs at UAS, including the Master of Arts in Teaching (MAT), Master of Education (M.Ed.), Master of Public Administration (MPA), and the newly launched Master of Marine Policy (MMP) through a partnership with UA Fairbanks, are appropriately named to reflect graduate-level academic standards and expectations. All graduate programs are held to the same rigorous review and approval processes outlined in Standard 1.C.1, including review for alignment with institutional mission and strategic priorities. Proposals for new programs must include a rationale demonstrating how the program supports both UAS and UA System goals. The UA System Vice President and Chief Academic Officer presents graduate programs to the UA Board of Regents Academic and Student Affairs Committee, situating each within the broader portfolio of offerings at UAS, UA Anchorage, and UA Fairbanks. The full list of graduate programs is published in the UAS Academic Catalog.

Graduate study at UAS is distinguished by its depth of engagement with disciplinary literature, higher expectations for intellectual independence, and integration of research and real-world application. Graduate study is distinct from undergraduate education in its demands on student intellectual and creative capacities, and in its focus on research, critical analysis, and field-based application. Graduate Program Student Learning Outcomes (PSLOs) are published in the catalog and used to evaluate student mastery in each program (Example: MED Reading Specialist). Exit requirements vary by program and include research projects, action research, capstones, professional portfolios, and/or internships that synthesize learning in authentic professional contexts (Example: MAT Secondary Education). Faculty mentoring supports advanced academic inquiry, leadership development, and reflective practice.

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Governance and Oversight

The provost also serves as the dean of graduate studies and holds primary responsibility for graduate academic programs and curriculum. Oversight and continuous improvement of graduate education are supported by the [UAS Graduate Curriculum Committee (GCC)](). All graduate programs follow a formal, multi-stage curriculum review process, beginning with departmental and program-level approval, followed by dean review, Faculty Senate review, GCC approval, and final approval by the registrar and provost. This process was recently codified in the [Graduate Curriculum Committee Handbook](), updated in fall 2025 and now publicly available on the [UAS Provost]() webpage.

Accreditation and Academic Quality

All graduate programs within the [School of Education](), including those leading to both initial and advanced licensure, are accredited by the [Council for the Accreditation of Educator Preparation (CAEP)](). This national accreditation affirms that graduate programs meet national standards for academic quality, candidate preparedness, and continuous improvement. In June 2025, the School of Education successfully completed its CAEP re-accreditation review, earning stronger evaluations than in the prior cycle and reaffirming UAS's position as a statewide leader in educator preparation. In recognition of this work, the School of Education received the [Frank Murray Leadership Recognition for Continuous Improvement]() in fall 2025, a national honor awarded by CAEP to programs that demonstrate sustained, data-driven improvement.

The MPA program, while not externally accredited, demonstrates alignment with professional standards and ethical frameworks, including the Code of Ethics of the [American Society for Public Administration (ASPA)](). The program emphasizes public service values, leadership, and applied skills tailored to Alaska's governmental and nonprofit sectors.

Graduate courses are taught by faculty with terminal degrees and professional expertise. While many courses are offered in flexible, hybrid or online formats to meet the needs of working professionals across the state, all programs maintain high academic standards through continuous assessment, faculty mentoring, and regular curriculum review.

Moving Forward

The institution will continue to enhance the visibility and quality of graduate education through the Graduate Studies website, strengthened assessment practices, and faculty governance. UAS is working on new mission-aligned graduate certificates and programs to add depth of study in areas aligned with institutional strengths and emerging workforce demand.

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Evidence Documentation for Standard 1.C.9
Programs Align with Mission 🐋 [UA BoR Policy P01.01.040. UAS Mission Statement](#) 🐋 [UA BoR Regulation R10.04.020 Degree and Certificate Program Approval](#) 🐋 [UA BoR Regulation R10.04.090.F.2.c Evaluation of Student Performance and Course Level Definitions](#)
Curriculum Committee 🐋 [Graduate Curriculum Committee](#)   ○ [Graduate Curriculum Committee Handbook](#)
[UAS Academic Catalog - Graduate Studies](#) 🐋 [Graduate Studies Requirements](#) 🐋 [Master's Degrees](#) 🐋 [Graduate Certificates](#)
Specialized Accreditation 🐋 [School of Education CAEP Accreditation](#)   ○ [National Frank Murray Leadership Award](#)
Advisory Boards 🐋 [School of Education External Advisory Council](#) 🐋 [Master of Public Administration Advisory Board](#)

Standard 1.D: Student Achievement

Standard 1.D.1 - Recruitment and Admission

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

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The University of Alaska Southeast is an open enrollment institution, deeply committed to providing access to higher education for all students, with a particular focus on serving Alaskan residents. This is achieved through technology-enabled services, innovative practices, and a personalized approach to student engagement. The UAS website serves as a primary point of entry for prospective students, offering clear and comprehensive information about admissions requirements, academic programs, support services, and graduation pathways. This information is also detailed in the UAS Academic Catalog, in alignment with UA BoR Policy P10.05 on Admission and Graduation Requirements.

Office of Admissions. The UAS Office of Admissions serves to market, recruit, and assist students with their initial steps to enrollment. Admissions handles undergraduate prospective student communication, responding to inquiries and engaging a wide variety of constituencies to promote UAS educational programs and opportunities. Admissions collaborates with financial aid, military and veterans services, the registrar's office, student housing, and academic advisors to assist all students in onboarding and preparing for the start of the semester. In the UAS Academic Catalog and on the website, UAS provides information and guidance for first-time, transfer, returning, international, and graduate students.

Student Recruitment

UAS prioritizes access and outreach in its recruitment strategy, with a strong focus on reaching students in rural and underserved areas of Alaska. The admissions team conducts dedicated rural travel to Alaska villages, where recruiters build relationships with high school counselors, teachers, administrators, and community leaders. These visits promote awareness of UAS's academic offerings, including robust distance programs that expand access to higher education statewide.

To reduce barriers to entry, UAS offers application fee waivers upon request and encourages students to utilize this opportunity. Admissions counselors provide personalized, one-on-one guidance to students and their families, helping them navigate the admissions and enrollment process with individualized support.

The admissions team includes four full-time recruiters who lead outreach in the local campus communities of Juneau, Sitka, and Ketchikan, and coordinate efforts with UA Anchorage and UA Fairbanks to strengthen recruitment in Alaska's urban centers. Recognizing that many Alaska students consider out-of-state options or delay postsecondary enrollment, UAS has implemented a dual strategy: strengthening in-state recruitment and retention while engaging in targeted out-of-state recruitment to support enrollment growth.

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To deepen connections with prospective students and families, UAS hosts community-based events (example: Juneau Open House), offers personalized campus tours, and provides virtual campus tours and remote engagement opportunities. These flexible options ensure that students from across Alaska and beyond can experience UAS, regardless of their ability to travel.

Strategic Marketing Recruitment

Recruitment is enhanced by strategic marketing, managed by the creative agency team in collaboration with the admissions team. Creative Agency manages the UAS website, and is dedicated to creating a web environment for prospective students and their families. They work closely with the admissions team to ensure students have access to:

- Admissions requirements
- What to expect of the admissions process
- How to apply for student aid
- How to apply for housing
- How to connect with an advisor, and other student support resources
- The academic calendar, which helps students keep on track with timelines
- Academic program, curriculum, and completion requirements
- Career pathways

Together, they produce print materials, mailers, web content, radio and television advertising, as well as digital and social media marketing (marketing samples). UAS prioritizes "apply/enroll" messages while featuring images and information that highlight the campus communities, cultures, and programs, along with career pathway opportunities matching programs with careers.

Recruitment Through Partnerships

UAS has close partnerships with school districts across Alaska, and especially in the Southeast communities. School districts support UAS visits and share materials with prospective students. UAS admissions staff make intentional efforts to engage with high school counselors to provide them with college pathway information.

In addition, UAS academic programs maintain robust partnerships with a wide range of community organizations that support recruitment and engagement. These include Sealaska Corporation, which has provided funding for a faculty line in the new Master of Marine Policy joint program with UA Fairbanks; Sealaska Heritage Institute, with whom UAS has collaborated on multiple Alaska Native Education Program (ANEP) grants supporting Indigenous arts, languages, and science; and Goldbelt Corporation and Goldbelt Heritage Foundation, which have partnered with UAS to advance Alaska Native language revitalization and arts programming. Sealaska and Goldbelt regularly promote UAS to their shareholders, encouraging enrollment by highlighting these strong educational and cultural ties. Additionally, Huna Totem Corporation supported the creation of a Business Foundations endorsement, built in collaboration with the organization and currently serving its employees.

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UAS has also developed [articulation agreements](#) to facilitate transfer and academic pathways for students. These agreements include partnerships with the Institute of American Indian Arts (IAIA), Virginia Western Community College, and Peninsula Community College, as well as inter-campus agreements with UA Anchorage and UA Fairbanks. UAS also co-leads a tri-institutional partnership with the University of Patras (Greece) and SUNY Oswego, funded by a €1.4 million grant from the Greek Ministry of Education, creating faculty and student exchange opportunities in marine policy, aquaculture, regenerative tourism, and the Blue Economy. In 2025, UAS signed a new MOA with IAIA and Sealaska Heritage Institute to support exchanges in Northwest Coast Indigenous Arts—strengthening both global and local student pathways.

Recruitment and Admissions to Advising and Career Services

Advising. All incoming degree-seeking students (new and transfer) with less than 30 credits are required to meet with an [academic advisor](#) for enrollment. This allows the professional advising team to orient students to degree requirements and the tools they will use to track progress and register for future courses.

UAS academic advisors empower students to meet academic, life, and career goals through a personalized, collaborative, and reflective process. The advising partnership connects students to faculty, campus, and community resources, online and face-to-face.

Advisors can assist with a wide range of needs, including but not limited to:

- Identifying academic and career goals
- Exploring and choosing degree programs
- Helping with course selection, building a schedule, and registration
- Connecting to useful resources
- Navigating university systems

In alignment with the UAS mission to support students with the potential to benefit from a UAS education, the university offers [academic success resources](#) through the [Academic Advising Office](#). These resources are designed to help students navigate college, stay on track for graduation, and explore meaningful academic and career pathways. The webpage, [Academic Success Resources,](#) provides timely and accurate information organized into clear categories, including:

- **Checklists:** [First-Year Student](#), [Four-Year](#), and [Graduation Checklists](#) help students map out their academic journey from orientation through degree completion.
- **Navigating College:** Resources like [Writing in College](#) and [Learning the Lingo](#) demystify the college experience and equip students with practical skills and language.
- **Academic Support Tools:** UAS links to external tools such as the [Purdue Online Writing Lab (OWL)](#), [Khan Academy](#), and a [GPA Calculator](#) to promote academic skill-building and transparency in progress tracking.

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- **Career and Major Exploration:** Advising integrates resources like the [UAS Career Services page](#), [occupational outlook tools](#), [career quizzes](#), and [LinkedIn for Students](#) to support purposeful degree planning.
- **Learning How to Learn:** Self-paced, research-based resources such as the [Learning How to Learn](#) course on Coursera are promoted to help students build metacognitive and study skills.

These offerings illustrate UAS's commitment to supporting students holistically from recruitment through graduation. Academic advising is not limited to course selection but includes tools that build confidence, clarify pathways, and foster long-term success.

Career Services. UAS offers [career services](#) to all students at all levels and alumni. New and transfer students are introduced to career services at [New Student Orientation](#), where they are encouraged to create a Handshake account. UAS utilizes Handshake to connect students to career resources, jobs and internships, employers, and resources for resume writing and job interview preparation.

The in-person career center is supplemented by the [Virtual Career Center](#), launched in 2024, to expand services to distance students. Whether visiting the center in person or online, career services provides:

- Community resources such as labor market insights, résumé and cover letter tips, identity-based podcasts, and career advice for your major
- Access to Jobs/Internships through Handshake as well as an on-campus job posting board
- Information about on-campus and in-community career events
- Personalized career advice through in-person and virtual appointments

New Student Orientation

All newly admitted UAS program students are required to complete [UAS 101 e-orientation](#) which provides information on campus resources, academic expectations, time management, financial literacy, getting involved on campus and online, the student code of conduct, and Title IX. All incoming students are encouraged to download the Campus Group App and log into UAS Connect, where activities, events, club engagement, academic calendar reminders, and opportunities to engage in the Juneau community are posted.

[In-person orientation](#) happens on all three campuses, and is tailored for the incoming student body with a variety of different activities across the three campuses. In Juneau, Welcome Week begins with a two-day new student orientation, where peer-led sessions build community and address the "hidden curriculum" of college, followed by a week of events culminating in Campus Kickoff, connecting students with UAS and community organizations.

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The Sitka campus calls orientation "Sitka Start" and they offer personalized guidance, career networking, and academic advising to help students transition successfully. The Ketchikan campus provides in-person orientation each semester through its student resource center.

Graduation and Transfer Policies

UAS publishes graduation requirements in the Academic Catalog. Students are expected to be in good standing and complete all requirements for their certificate or degree. UAS also publishes instructions for graduation and engaging in commencement activities both online and in the Academic Catalog.

Students wishing to order their transcripts for the purpose of transferring away from UAS can find guidance for that on both the UAS website and in the Academic Catalog.

Evidence Documentation for Standard 1.D.1

Recruitment and Admissions
🐋 UA BoR Policy P10.05 Admissions & Graduation Requirements
🐋 UAS Academic Catalog - Admissions
    ○ Undergraduate Admissions
    ○ Graduate Admissions
    ○ International Admissions
    ○ Preparing to Register
🐋 UAS Admissions Webpage
    ○ Recruitment Example: Juneau Open House
    ○ Campus Tours
🐋 UAS Creative Agency Webpage
    ○ Strategic Marketing Samples
🐋 Academic Programs
    ○ Occupational Endorsement Certificates
    ○ Undergraduate Certificates
    ○ Associate Degrees
    ○ Bachelor's Degrees
    ○ Graduate Studies

Academic Advising & Career Services
🐋 Academic Advising
    ○ Academic Success Resources
    ○ Program Pathways
    ○ Academic Advisors
🐋 Career Services
    ○ Career Fair

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Evidence Documentation for Standard 1.D.1
New Student Orientation 🐋 [New Student Orientation](#) 🐋 [Sitka Start](#)

Graduation & Transfer Policies
🐋 Graduation
    ○ [UA BoR Policy P10.05 Admissions & Graduation Requirements](#)
    ○ [Graduation and Commencement](#)
    ○ [UAS Academic Catalog - Graduation](#)
        ■ [Student Right-to-Know Rates](#)
        ■ [General Requirements](#)
🐋 Transferring out of UAS
    ○ [Transcripts](#)
    ○ [UAS Academic Catalog - Transcripts](#)

Standard 1.D.2 - Student Success Indicators

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

Student success is central to the mission of the University of Alaska Southeast, and the university is committed to using data-informed indicators to monitor achievement across the diverse student population. UAS students include a high percentage of adult learners, part-time students, and Alaska Native students, as well as students pursuing a range of credentials from occupational endorsements to graduate degrees. To ensure UAS is effectively serving all learners, key achievement metrics are disaggregated (such as persistence, completion, retention, and post-graduation success) by race, ethnicity, gender, socioeconomic status, first-generation status, and enrollment status (e.g., part-time vs. full-time).

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In establishing a set of student achievement indicators, UAS has identified ten peer institutions that reflect similar institutional characteristics, including size, mission, student demographics, program offerings, budget, and regional context. These include universities such as University of Maine at Fort Kent, New Mexico Highlands University, and Cameron University. This comparison group helps UAS benchmark student achievement outcomes in a meaningful context while honoring UAS's unique role in serving Southeast Alaska. Student achievement indicators and disaggregation choices are guided by the need to identify and close equity gaps, and to support all students in achieving academic success.

Indicators of Student Achievement

UAS tracks and shares a comprehensive set of student achievement indicators, including: retention, completion rates, and postgraduation employment—to evaluate progress and promote equity. The table below provides the high level UAS student achievement indicators. These are tracked and publicly available within Core Objective 3: Student Success. UAS chose to track three completion rates in order to have a comprehensive view of student achievement. The 150% overall completion rate provides a view of all undergraduate degree levels of first-time full-time freshmen, which expands on the traditional view of only bachelor's seeking students. The most recent cohort of 2019 had a 33% completion rate, the highest rate within the last 7 years.

In addition to 150% completion, UAS also tracks 200% time to completion, as historical trends have shown that UAS students tend to take longer to graduate. This can be seen for example, with the 2016 cohort, where at 150% time to completion, 26% had graduated, and by 200% time to completion, 33% had graduated.

Student Success								
Cohort, Fall	2018	2019	2020	2021	2022	2023	2024	*Goal*
Fall to Fall Retention Rate *First-Time Full-Time* *Bachelor's Seeking Students*	59%	63%	65%	65%	71%	76%	74%	*73%*
Cohort, Fall	2013	2014	2015	2016	2017	2018	2019	*Goal*
150% Overall Completion Rate *First-Time Full-Time Freshmen* *Completing any Degree*	25%	18%	31%	25%	30%	28%	33%	*40%*
Cohort, Fall	2013	2014	2015	2016	2017	2018	2019	*Goal*
150% Bachelor's Completion Rate *First-Time Full-Time* *Bachelor's Seeking Students* *Completing a Bachelor's Degree*	30%	14%	29%	26%	33%	21%	28%	*40%*
Cohort, Fall	2011	2012	2013	2014	2015	2016	2017	*Goal*
200% Bachelor's Completion Rate *First-Time Full-Time* *Bachelor's Seeking Students* *Completing a Bachelor's Degree*	23%	38%	32%	18%	30%	33%	36%	*45%*
Graduation Year	2016	2017	2018	2019	2020	2021	2022	*Goal*
% Employed in Alaska 1 Year Out	85%	80%	84%	82%	80%	87%	90%	*85%*

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Retention and completion are also disaggregated by key demographics such as race/ethnicity, gender, age, Pell eligibility, first-generation status, and Alaska residency (rural/urban). Additionally, given UAS's unique student demography, student success indicators are reviewed beyond the traditional first-time full-time bachelor seeking cohort. Achievement is disaggregated by cohort type, including degree level, enrollment status (full-time/part-time), and admit type (first-time/transfer). This level of disaggregation enables UAS to identify and address equity gaps across a range of student experiences (see table below). The appendices within Core Objective 3 provides this disaggregated student success data, separated by the key demographics listed.

Disaggregation Measures Utilized for Student Achievement	
Disaggregation	**Rationale**
Degree Level	With no community colleges in Alaska, UAS provides a wide array of academic programs, from occupational endorsements to graduate degrees. Achievement outcomes vary significantly between students pursuing different types of credentials. For example, bachelor's degree seekers consistently demonstrate higher completion rates than those enrolled in associate's degree programs. UAS tracks these cohorts separately to monitor trends, address equity gaps, and implement targeted strategies to improve student success across all degree levels.
Admit Status (First Time Freshmen/Transfer)	Of entering degree-seeking students at UAS, typically fewer than half are first-time freshmen. As a result, it is critical that the university track not only the enrollment and achievement of first-time freshmen, but also the significant population of transfer students who make up a large portion of our student body.
Attendance (Full-Time/Part-Time Status)	UAS serves a predominantly part-time student population, with 75% of all students and 58% of degree-seeking students attending part-time. Data consistently show that part-time students experience significantly lower achievement rates compared to their full-time peers. Surveys indicate that many part-time students are balancing their studies with demanding work schedules, often 20 or more hours per week, along with family and other responsibilities. As a student-centered institution, UAS is committed to tracking the progress of these learners and identifying targeted strategies to support and improve their success.
Sex (Male/Female)	While first-year retention rates for male and female students at UAS have historically been similar, graduation rates tell a different story. Male students tend to graduate at significantly lower rates than their female peers. UAS monitors these trends to better understand and address gender-based disparities in student achievement.

Disaggregation Measures Utilized for Student Achievement	
Disaggregation	**Rationale**
Race/Ethnicity	UAS tracks race and ethnicity data using multiple methods to ensure a more accurate reflection of our student population. Traditional IPEDS categories often underrepresent Alaska Native students by classifying multiracial individuals as "two or more races." To address this, UAS supplements IPEDS reporting with disaggregation strategies that allow us to better identify and support Alaska Native students. Historical trends show that Alaska Native students experience lower achievement rates compared to the general student population. In response, UAS has implemented targeted strategies to close these equity gaps and remains committed to closely monitoring Alaska Native enrollment, retention, and achievement.
Age (Less than 25/25+)	Over half of UAS students are of non-traditional age (25 and older), reflecting our deep commitment to serving adult learners. In addition to tracking traditional first-time, full-time student outcomes, UAS monitors achievement and progress among adult and part-time learners, many of whom balance work, family, and other responsibilities alongside their studies. By disaggregating student achievement data by age and enrollment intensity, UAS is better able to identify barriers and develop strategies to support success for this important student population.
Origin at Entry (Rural Alaska, Urban Alaska, Out-of-State)	UAS has made it a priority to offer programs that meet the needs of Southeast and rural Alaska. Because historical data show that rural students often experience lower achievement rates than the general student population, UAS closely tracks these outcomes and uses the data to inform and improve programming, access, and student support.
First Generation	About 20% of UAS degree-seeking students identify as first-generation. National and institutional data indicate that first-generation students often face additional barriers to success, making this an important focus area for UAS's student achievement tracking and support initiatives.
Pell Recipient	National and UAS-specific data show that Pell-eligible students often experience lower success rates. UAS provides targeted resources to support these students, recognizing the broader challenges they may face related to financial and academic persistence.

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In addition to retention, completion, and employment, UAS tracks course pass rates within [Core Objective 2: Academic Excellence](). Course pass rates are disaggregated by degree level. Deans and campus directors also have access to course level pass rates. A more detailed discussion of how UAS reviews and responds to student achievement data and identified gaps is provided in section 1.D.4.

Academic Excellence, Course Completion								
Fall	2019	2020	2021	2022	2023	2024	2025	*Goal*
Bachelors Seeking	79%	83%	85%	82%	83%	82%	83%	*>85%*
Associate Seeking	70%	70%	74%	73%	76%	69%	76%	*>80%*
Certificate Seeking	82%	75%	86%	76%	86%	78%	81%	*>80%*
Endorsement Seeking	95%	85%	94%	93%	93%	95%	96%	*>85%*
Masters Seeking	86%	87%	90%	92%	92%	94%	92%	*>85%*
Course completion is measured as a passing grade (D+ grade or above at all levels)								

Student Achievement in Comparison to Peers

In alignment with its mission and to provide context for goal-setting, UAS compares student achievement metrics with [selected peer institutions](), as well as with the other universities in the UA system. As discussed in 1.B.2, UAS adopted a new peer group in 2022 after a [robust analysis]() was conducted by the Institutional Effectiveness (IE) Office. The analysis utilized the most recent IPEDS automatic peer group, university missions, and disaggregated IPEDS data related to student demographics, success, and financial components. Peer institutions were selected based on mission similarity, size, rurality, and student demographics, ensuring meaningful comparisons for UAS's context.

UAS reviewed the [retention and completion rates of peers]() when developing student success targets. These peer comparisons help UAS assess performance, identify promising practices, and set ambitious but attainable targets for improvement. In regards to retention, UAS is historically above or in line with peers. However, it was determined that this was still an area for improvement and a goal of 73% was chosen, 15% above UAS's 59% retention rate in fall 2018. UAS achieved this goal starting with the fall 2023 cohort. In contrast, UAS has been at or below peers for graduation rates and this is an area of focus. UAS strives to have a 40% completion rate, and was in line with peers in 2017, with a 30% completion rate. The most recent data, the fall 2019 cohort, shows UAS has made progress with a 33% completion rate. However, when disaggregating completion rates, UAS remains slightly below peers for students of color and Pell recipients. These are areas UAS has focused on to reduce gaps, as will be described in 1.D.4. With these changes, Alaska Native student retention has increased from 67% for the fall 2022 cohort to 75% for the fall 2024 cohort. Pell recipients have also had an increase in retention, from 60% for the fall 2021 cohort to 69% for the fall 2023 cohort (2024 Pell cohort data was not yet available).

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Student Achievement Indicators are Widely Shared

Student achievement data is widely available through dashboards and summary reports maintained by the Office of Institutional Effectiveness (IE) and through the mission fulfillment Core Objectives.

- Core Objective 3: Student Success (public)
- Student Success Peer Summary Report (public)
- Student Success Dashboard
- Student Success by Program Dashboard

Disaggregated and comparative data are used in program assessment, strategic planning, and academic support redesign to ensure continuous improvement and equitable outcomes for all students. UAS publicly shares student success metrics through the Student Success Peer Summary Report and the Core Objective 3: Student Success annual report. The appendices within Core Objective 3 provide disaggregated student success data, separated by degree level, admit status, attendance status, and key demographics.

In addition to the publicly available achievement data, the UAS community has access to an internal Student Success Dashboard that allows users to look at specific cohorts of students (first-time/transfer, full-time/part-time) by degree level. The dashboard shows persistence, retention, 150% completion, and 200% completion. Additionally, the success rates break out students completing the degree intended, completing any degree, and transfer out rates. This allows for a comprehensive view of student success. Academic deans and campus directors also have access to a Program Level Student Success Dashboard that breaks out student achievement by program.

These mission fulfillment metrics are regularly monitored and updated annually. A presentation is provided each year to the UAS Community at Fall Convocation and/or Spring Start-Up, which includes updates and progress towards mission fulfillment goals.

Integration of Achievement Metrics into Program Review

For each program undergoing five-year program review, the IE office provides a data packet (as detailed in section 1.B.1). Within these data packets, programs are provided outcomes at one year, 150% time to completion, and 200% time to completion. These outcomes include the percentage of students retained in the program, retained at UAS, graduated in the program, graduated from UAS in another program, and transferred out of UAS. The data packet also includes employment outcomes, provided by the Alaska Department of Labor. This includes the percentage of students who are Alaska residents, who are employed in Alaska, and their average salary. Data is available at one-year post graduation and five years post-graduation (example: BA Social Science).

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Moving Forward

In connection with the new strategic plan, the IE office will expand on the data provided through Core Objective 3: Student Success, as well as within the interactive Student Success dashboard. Future reports will include trend data on each student cohort (degree level, enrollment status, admit type) and disaggregated metrics by key identity groups. This report will be updated and widely shared each year to inform planning and decision-making across the institution.

Additionally, the new strategic plan includes a refined set of metrics to track progress on each focus area and their associated strategic objectives and tactics, providing actionable insight across multiple planning levels. In addition to these specific metrics, the plan also contains key metrics that encompass the overall performance of UAS, to align with mission fulfillment.

Recognizing that institutional priorities shift over time, UAS plans to conduct a comprehensive review of its designated peer institutions. This analysis will examine whether the current peers still align with UAS's mission, scale, student population, and regional role. The resulting refinements will help strengthen internal benchmarking and external comparisons, enhancing UAS's ability to allocate resources effectively and improve institutional outcomes.

Evidence Documentation for Standard 1.D.2

Mission Fulfillment Core Objectives (CO)
- CO2: Deliver Academic Excellence through Instruction, Scholarship, Research and Creative Expression
  - 2022, 2023, 2024, 2025
- CO3: Increase Student Success
  - 2022, 2023, 2024, 2025

  (2025 reports are publicly available on the UAS website)

Internal Student Success Dashboards
- UAS Student Success Dashboard
- UAS Student Success by Program Dashboard

Peer Comparisons
- Peer Selection Report
- Peer Student Success Reports
  - Peer Student Success Report, 2025-26 (publicly available)
  - Peer Student Success Report, 2024-25
  - Peer Student Success Report, 2023-24
  - Peer Student Success Report, 2022-23
  - Peer Student Success Report, 2021-22

🐋 IPEDS Data Feedback Reports
    ○ [IPEDS Peer Data Feedback Report 2025](#)
    ○ [IPEDS Peer Data Feedback Report 2024](#)
    ○ [IPEDS Peer Data Feedback Report 2023](#)
🐋 [IPEDS Peer Data Feedback Report 2022](#)

Program Review Data Packet Examples 🐋 [BA Social Science Data Packet](#) 🐋 [Biology Programs Data Packet](#) [BA English Data Packet](#)

Standard 1.D.3 - Student Success Results

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

As discussed in 1.D.2, student achievement data is widely available through dashboards and summary reports maintained by the [Office of Institutional Effectiveness (IE)](#) and through the mission fulfillment [Core Objectives](#).

- [Core Objective 3: Student Success](#) (public)
- [Student Success Peer Summary Report](#) (public)
- [Student Success Dashboard](#)
- [Student Success by Program Dashboard](#)

These indicators include retention, persistence, graduation, and postgraduate employment rates, disaggregated by race/ethnicity, gender, age, Pell eligibility, first-generation status, and Alaska residency (rural/urban). Metrics are aligned with institutionally identified goals and benchmarked against regional and national peer institutions, as well as UA Anchorage and UA Fairbanks.

The [IE office](#) also provides a number of public-facing reports. This includes [peer comparison data](#) for benchmarking student success, disaggregated by specific student groups. Other publicly available data includes [UAS by the numbers](#), [IPEDS surveys](#), [IPEDS data feedback reports with peer comparisons](#), [the common data set](#), and [UAS enrollment trends](#). Additionally, disaggregated student success metrics are featured prominently on the website with [Core Objective 3: Student Success.](#)

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To ensure transparency and accessibility, the institutional effectiveness director has led a campus-wide effort since Academic Year 2018-19 to build a robust data infrastructure using Power BI dashboards. These dashboards are regularly updated and widely shared with the campus community through the Institutional Effectiveness website. Student success dashboards include data for persistence, retention, completion, and transfer, with options for disaggregating by student group and degree level. In addition to student success data, the IE office provides dashboards on program enrollment, course pass rates, graduate outcomes, and departmental operations.

The dashboards include the following:

- Enrollment Data
    - Live Enrollment Reports: Displays the current applications, admitted students, and enrolled students for the upcoming or current term, in comparison to the prior year and the average of the last three years at the same point in time. Data can be disaggregated by campus, department, and program for an in depth review of who is enrolling. Data is refreshed daily.
    - Enrollment by Major: Available for both beginning of term and end of term census date. Enrollment data is displayed by primary major, minors and concentrations. Demographics such as student level, age, race/ethnicity, gender, and origin at entry are included. Data shows five years of data by a specific term. Updated bi-annually.
    - Course Enrollment:
        - Daily Course Enrollment of the upcoming or current term is available for monitoring course capacity.
        - Official Course Enrollment displays enrollment at the individual course level, by subject area, and delivery method. Includes course counts, headcounts, student credit hours, and faculty counts. Updated bi-annually at the official census dates.
    - Student Faculty Ratio information is available for calculating teaching FTE at the subject level, course level, or by specific program needs. Updated annually.
- Student Success Data
    - Student Success Dashboard: Provides five year trends on persistence, retention, and completion. Data can be disaggregated by degree level, admit status (first-time freshmen/transfer) and full-time/part-time status. Update annually at the end of the fiscal year.
    - Course Pass Rates: Pass rates are available by individual course and aggregated by campus, subject, delivery method, and department. Updated annually.
    - Awards and Degrees: Student degree and award counts by degree level and various demographics. Updated annually.

These tools support continuous improvement by enabling departments, leadership teams, and governance groups to use timely, disaggregated data to inform strategic planning, close equity gaps, and guide resource allocation across the institution.

Continuous Improvement

Data Culture. At UAS, data is not an afterthought or a box to check. It is an integral part of how the institution operates, plans, and makes decisions across all levels of the institution. The IE office, led by Director Kristen Handley, is embedded in every major initiative, committee, and strategy conversation. UAS expanded the IE team this academic year to meet rising demand and ensure that data support is not only accessible but proactively integrated. Whether considering new faculty lines, evaluating academic programs, adjusting course offerings, or developing student success strategies, data comes first.

This culture reflects a commitment to informed decision-making, so much so that we often assemble data packets before even proposing ideas. Institutional Effectiveness is fully accessible to faculty and staff. In fact, leadership actively encourages collaboration. The "Deans and Data" workgroup provides a space for regular conversations between deans and the IE team, and the dean of Arts and Sciences holds biweekly meetings with the IE director to support ongoing planning and assessment. The IE office is also at the center of the Strategic Enrollment Task Force and efforts in retention and accreditation. At UAS, data is part of the rhythm of university life, shaping everything from high-level planning to day-to-day operations.

Challenges and Improvements. UAS has responded to ongoing enrollment challenges through a deliberate, data-informed approach that aligns institutional priorities with evidence-based strategies. At the outset of UAS's work with EAB, the IE office compiled and analyzed a comprehensive set of internal data points (set against our known peers). EAB used this data to evaluate UAS's enrollment landscape, identify growth opportunities, and present findings to both university leadership and the [UA Board of Regents](). These recommendations directly informed the development of the [Systemwide Attainment Framework (SAF)](), ensuring that the resulting initiatives were grounded in robust evidence and institutional context.

UAS then streamlined EAB's recommendations into a cohesive, multi-year plan focused on strategic investment and operational change. Actions included rebuilding recruitment infrastructure, expanding digital marketing, piloting in-state tuition for nonresidents, and revitalizing internal planning structures such as the [Strategic Enrollment Task Force (SETF)](). All of these initiatives were shaped by ongoing data analysis, including enrollment trend modeling, retention tracking, and scenario planning. As a result, UAS has moved from isolated interventions to a university-wide culture of continuous improvement, where resource allocation and planning are closely tied to data and student outcomes.

Moving Forward

As of April 2025, UAS has taken intentional steps to build and strengthen the capacity of its IE office. After operating as a one-person office since fall 2020, the addition of a second full-time position has significantly expanded the office's ability to support evidence-based decision-making across the university. This new capacity has allowed IE to both lead and innovate in alignment with university-wide and systemwide priorities. For example, the IE director is providing leadership for the University of Alaska's system-wide modernized data warehousing initiative, which will enhance data access, usability, and consistency across the three universities.

Additionally, the IE team continues to refine real-time enrollment dashboards to support proactive planning and enrollment management. Increased staffing has also allowed IE to collaborate with individual offices to support day-to-day operations. Most recently, IE is working with the Budget Office on improving fiscal transparency. Early efforts are underway to build a budget dashboard that consolidates key financial indicators that can eventually be expanded to include departmental-level budgeting tools. This new direction represents an important step toward integrating data-based decision-making across academic and administrative units.

Finally, UAS is investing in comparative analytics. A comprehensive peer comparison dashboard is in development, which will extend beyond student success metrics to include benchmarks on enrollment trends, student-faculty ratios, staff and faculty demographics, and institutional finances. These enhancements will allow UAS to monitor progress relative to similar institutions and identify opportunities for growth and equity.

Evidence Documentation for Standard 1.D.3
Mission Fulfillment Core Objectives (CO) 🐋 Core Objective 3: Increase Student Success 　　○ 2022, 2023, 2024, 2025 　　*(2025 reports are publicly available on the UAS website)*
Peer Comparisons 🐋 Peer Selection Report 🐋 Peer Student Success Reports 　　○ Peer Student Success Report, 2025-26 (publicly available) 　　○ Peer Student Success Report, 2024-25 　　○ Peer Student Success Report, 2023-24 　　○ Peer Student Success Report, 2022-23 　　○ Peer Student Success Report, 2021-22

Evidence Documentation for Standard 1.D.3

🐋 IPEDS Data Feedback Reports
    ○ [IPEDS Peer Data Feedback Report 2025](#)
    ○ [IPEDS Peer Data Feedback Report 2024](#)
    ○ [IPEDS Peer Data Feedback Report 2023](#)
    ○ [IPEDS Peer Data Feedback Report 2022](#)

UAS Institutional Effectiveness Dashboards
🐋 [Student Enrollment](#)
    ○ [Live Enrollment Reports](#)
    ○ [Enrollment by Major](#)
    ○ [Daily Enrollment](#)
    ○ [Official Course Enrollment](#)
    ○ [Student Faculty Ratio](#)
🐋 [Student Success](#)
    ○ [Student Success Dashboard](#)
    ○ [Course Pass Rates](#)
    ○ [Awards and Degrees](#)

🐋 [External Reports](#)

Standard 1.D.4 - Addressing Student Success Areas of Inequity

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

Upon completion of the last University of Alaska Southeast Accreditation Cycle, UAS began the process of re-writing the mission and developing a set of [Core Objectives](#), aligned with the UAS mission. These Core Objectives and their associated metrics were developed with UAS community input and approval. A [Core Objective methodology](#) document is available on the [Core Objective webpage](#), for transparency in the metrics.

UAS also selected, through a collaborative process, a set of student achievement indicators, including their definitions, rationale, and disaggregation, as per the new NWCCU 2020 Standards. The [Office of Institutional Effectiveness](#) (IE) has the responsibility for collecting the data, and for providing a high-level analysis of student achievement trends, as they relate to the indicators. This disaggregated data is used by

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academic leadership, governance bodies, and student support teams to inform institutional priorities and allocate resources toward strategies that promote equity and access.

At UAS, data has become embedded in every aspect of institutional decision-making. The IE office is not siloed or secondary. UAS is proud to say that IE is a central, collaborative partner in shaping the student experience, academic programming, and equitable student outcomes. Deans, directors, and campus leaders regularly invite the IE team to participate in discussions that shape policy, resource allocation, and program development, and this deeply embedded data culture supports UAS's ability to identify and respond to equity and achievement gaps. Far from being an afterthought, data analysis and interpretation are part of a transparent and intentional approach to continuous improvement.

Below are some examples of how UAS has utilized data to reduce achievement gaps and improve student success.

Example 1: Targeted Support for Alaska Native Student Success. Institutional data revealed persistent equity gaps in retention and completion for Alaska Native students. In fall 2019, the retention rate for full-time, degree-seeking Alaska Native students dropped to a low of 50%. In response, UAS created a dedicated Alaska Native Student Retention Specialist position to provide culturally responsive, targeted support and advocacy. Since the creation of this role, UAS has seen measurable improvement. The fall 2023 cohort of full-time Alaska Native bachelor's and associate degree-seeking students achieved a 77% retention rate - 8 percentage points higher than the overall rate for all students in that category. This success underscores the value of intentional, identity-affirming support structures informed by disaggregated data and community engagement.

Example 2: Dual Enrollment Support. Student achievement data showed a significant increase in dual enrollment participation at UAS, particularly among Alaska Native and rural students, with approximately 20% matriculating to UAS. However, qualitative feedback from students, families, and school partners highlighted persistent confusion and barriers within the enrollment process. In response, UAS established a dedicated Dual Enrollment Coordinator position to strengthen communication and collaboration between school districts and the university. This role helps ensure a smoother transition from high school to college, deepens partnerships with Alaska Native organizations, and improves support for students navigating early college opportunities. Since implementing this position, UAS has continued to increase enrollment and retention among students who begin their academic journeys through dual credit pathways.

Example 3: Financial Aid. UAS partnered with Hanover Research Group to analyze how changes in financial aid packaging might impact enrollment and retention for specific student populations. One key recommendation was to revise aid structures for Western Undergraduate Exchange (WUE) students. In response, the Financial Aid Office implemented targeted adjustments, resulting in a 20% increase in WUE student retention from the fall 2022 to the fall 2023 cohort. Based on the Hanover findings, the

Financial Aid Office also collaborated with Institutional Effectiveness to develop a dynamic, automated financial aid dashboard. The dashboard refreshes daily and consolidates all relevant student information into a single screen, eliminating the need to navigate multiple Banner interfaces. This tool has streamlined aid processing, reduced staff workload, and enabled more timely and targeted outreach to students. For example, staff can now filter for students who have submitted a FAFSA but have not yet applied to a degree program and send personalized outreach encouraging next steps.

Example 4: Enhancing Gateway Courses to Improve Retention and Equity.
Informed by retention and DFW rate data, and building on earlier work with the Gardner Institute, in spring 2026 UAS launched a faculty development initiative, Welcoming Gateway Courses, focused on first-year gateway courses. With funding from the Chancellor's Office, this program brings together faculty from across all three campuses in a Community of Practice to redesign high-enrollment introductory courses, where equity gaps and high failure rates are most pronounced. Led by the associate dean of Arts & Sciences, the initiative leverages the Transparency in Learning and Teaching (TILT) framework and culturally relevant pedagogy to increase student belonging, clarity, and engagement. The program includes regular collaborative sessions, course redesign efforts, and the creation of a shared resource bank of inclusive teaching practices. This work aims to reduce DFW rates, improve first-year retention, and build faculty capacity to support diverse learners through inclusive and transparent course design.

These initiatives demonstrate how UAS uses student achievement data not only to identify and mitigate equity gaps, but also to inform strategic investment in student-centered programs and staffing. Ongoing analysis continues to guide improvements in advising, mental health support, and enrollment strategy, ensuring that data transparency leads to meaningful, mission-aligned action.

Moving Forward

UAS is committed to continuing its data-informed efforts to reduce achievement gaps and support the success of all students. Moving forward, the university will monitor the effectiveness of the mitigation strategies highlighted above to determine whether they are resulting in improved retention, engagement, and completion outcomes for historically underserved student groups, particularly Alaska Native students, rural students, and first-generation college students.

With the addition of a second full-time position, the IE office has expanded its capacity to support evidence-based decision-making across the university. As a focused two-person team, IE intentionally prioritizes data-gathering and analysis efforts in areas of highest strategic impact. In particular, ongoing work aligns with the UA Systemwide Attainment Framework (SAF), the UAS Strategic Enrollment Plan, and the priorities set by the UAS Executive Cabinet. This disciplined approach ensures that UAS advances student success, equity, and institutional effectiveness while stewarding institutional resources responsibly.

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Evidence Documentation for Standard 1.D.4

- 🐋 Missing Fulfillment Core Objectives (CO)
  - ○ Mission Fulfillment Indicators
    - ■ Core Objective Methodology
  - ○ CO1: Provide Access to Higher Education for all Students
    - ■ 2022, 2023, 2024, 2025
  - ○ CO2: Deliver Academic Excellence through Instruction, Scholarship, Research and Creative Expression
    - ■ 2022, 2023, 2024, 2025
  - ○ CO3: Increase Student Success
    - ■ 2022, 2023, 2024, 2025
  - *(2025 reports are publicly available on the UAS website)*

Peer Comparisons
- 🐋 Peer Selection Report
- 🐋 Peer Student Success Comparisons
  - ○ Peer Student Success Report, 2025-26 (publicly available)
  - ○ Peer Student Success Report, 2024-25
  - ○ Peer Student Success Report, 2023-24
  - ○ Peer Student Success Report, 2022-23
  - ○ Peer Student Success Report, 2021-22
- 🐋 IPEDS Data Feedback Reports
  - ○ IPEDS Peer Data Feedback Report 2025
  - ○ IPEDS Peer Data Feedback Report 2024
  - ○ IPEDS Peer Data Feedback Report 2023
  - ○ IPEDS Peer Data Feedback Report 2022

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Conclusion

Based on the seven years of work covered by this accreditation cycle and on our year of self reflection, we can make the following conclusions:

- **Mission Alignment and Regional Relevance**: UAS's mission, vision, and core objectives remain deeply embedded in institutional culture, strategic planning, and decision-making. Developed through an inclusive, multi-year process, the mission reflects UAS's identity as a student-centered, open-access, Alaska Native-serving institution grounded in the land, culture, and communities of Southeast Alaska.

- **Experiential and Place-Based Learning**: UAS has embraced its identity as Alaska's Experiential University. Across campuses and modalities, students engage in high-impact practices on the land and water. These internships, research opportunities, and community partnerships reflect a strong commitment to place-based learning and Indigenous knowledge

- **Collaborative and Inclusive Strategic Planning**: The draft 2025–2030 UAS Strategic Plan was created through a transparent and inclusive process, engaging faculty, staff, students, alumni, and community members. The plan affirms institutional continuity while introducing four new focus areas that align with evolving needs and long-term sustainability.

- **Systemwide Engagement and Strategic Investment**: UAS is engaging thoughtfully in the UA System's Strategic Attainment Framework (SAF), with targeted investments in advising redesign, recruitment expansion, and student support. These efforts have yielded measurable gains in retention and reflect a cultural shift toward integrated, mission-driven planning.

- **Culture of Data-Informed Improvement**: Institutional Effectiveness is embedded throughout UAS's operations, with data used in planning, budgeting, curriculum review, and resource allocation. The recent expansion of the IE office and the development of tools like the point-in-time enrollment dashboard and peer comparison analytics demonstrate the university's maturing data culture.

- **Robust Assessment and Review Infrastructure**: UAS has implemented a cohesive cycle of assessment and program review, with annual academic assessments feeding into five-year program reviews that inform resource decisions and curricular innovation. Faculty-led efforts, supported by deans and the provost, reflect continuous improvement and academic quality.

Based on what we have learned, here are some things UAS plans to focus on:

- **Continuing to Deepen Assessment Culture**: UAS will focus on building a stronger culture of meaningful learning outcomes assessment across all academic programs. Professional development with faculty will aid in stronger measures, ensuring that assessment is simple, useful, and actionable.

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- **Enhancing Student Feedback Mechanisms**: The university plans to pilot a university-wide graduate exit survey to complement faculty assessment with direct student input. This will help align institutional learning outcomes with student perceptions and support continuous improvement.
- **Implementing and Assessing Strategic Goals**: With the anticipated finalization of the 2025–2030 Strategic Plan, UAS will transition from Core Objectives to a new framework of Focus Areas, Strategic Initiatives, and key measures. These key measures will help monitor progress, drive decision-making, and align campus efforts around mission fulfillment.
- **Broadening Access and Responsiveness**: UAS will continue to develop flexible credentials, such as endorsements and stackable certificates, and explore earn-and-learn pathways like apprenticeships. These efforts reflect a commitment to serving Alaska's evolving workforce and supporting students of all ages, backgrounds, and geographies.
- **Strengthening Student Support and Institutional Effectiveness**: With new staffing in the IE office and expanding partnerships with academic and administrative units, UAS is well positioned to enhance its capacity for real-time data, enhancing collaborative decision-making.
- **Fostering Inclusive Engagement and Shared Governance**: UAS will prioritize inclusive governance and representation, particularly from rural, Indigenous, and non-traditional students. Expanded advisory councils, student feedback tools, and governance collaborations will ensure that institutional decisions reflect the voices of the communities UAS serves.

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Appendices

Appendix A: Findings Policies, Regulations, and Financial Review (PRFR).

*See Preface, section B, for UAS's response to PRFR Findings

Appendix B: Distance Learning Addendum

Distance Education Procedures and Expectations

1. Policies and procedures for ensuring the student who registers in a Distance Education course or program is the same student who participates in the course and receives credit:

UAS maintains a robust identity verification process for students enrolled in distance courses to ensure that the student completing the coursework is the same person who was admitted, enrolled, and credentialed. This process begins at admission, UA BoR Policy P09.01.080, which requires each student to have a unique identification code. Admitted students are assigned this number immediately and they receive a welcome email that includes their program information, start date, and student ID number. The email outlines the steps for setting up a UA username and password and activating their account. Students activate and manage their credentials through ELMO (Easy Login Maintenance Option), which also ensures multi-factor authentication is in place.

Students use this secure account to register for classes, update personal information, view unofficial transcripts, access their course schedule, and manage financial aid awards. The same credentials provide access to Blackboard, the university's closed and secured learning management system (LMS). To access Blackboard, students must complete a multi-factor identity verification process that includes a series of personal identification steps via email or phone. All courses that support student progress toward a credential make use of the LMS and are assessed an online course fee, which is itemized for students during enrollment. Students can view fee details via the UAS Financial Aid webpage or tuition calculator. There are no fees specifically associated with identity verification.

2. Policies and procedures that make it clear student privacy is protected:

While the identity verification process itself is designed to protect privacy and ensure that the student accessing electronic platforms and records is the same student whose achievements are evaluated and credentialed, UAS has multiple other policies that protect student privacy.

FERPA rights are protected and enforced for students regardless of attendance method. Students taking distance education courses and/or distance education programs are informed of their FERPA rights and regulations against identity

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falsification through the registrar's website, which includes a dedicated FERPA link under Academic Records.

Additionally, UAS's Acceptable Use of Online Resources Policy helps protect student privacy by requiring users to agree not to access or attempt to access any other user's account or information without permission. This policy is posted on the UAS Policies homepage. Privacy is further addressed in the Student Code of Conduct, which includes a policies section on Forgery, Falsification, Alteration, or Misuse of Documents, Funds, Property, or Electronic Records, disallowing unauthorized access to resources such as through identity falsification. These policies align with UA BoR Policy Chapter 02.07 Information Resources and the UA System-level Acceptable Use of Online Resources.

Regular and Substantive Interaction with Students

UAS has been a leader in distance and online education for over 25 years, serving rural and remote learners across Southeast Alaska and beyond. Long before the federal government formalized guidance on Regular and Substantive Interaction (RSI), UAS faculty were engaging students through interactive, high-touch pedagogies appropriate for the university's mission, context, and student body. While RSI has long been embedded in our instructional culture and practice, UAS formally adopted an institution-level policy in 2026 to ensure consistent application and documentation.

With the release of the federal guidance, UAS expanded and formalized support for RSI through its Center for Excellence in Teaching and Learning (CELT), integrating RSI-specific practices into ongoing training, asynchronous workshops, and internal resources for instructional design. CELT's RSI-specific webpage provides clear definitions and examples of RSI-aligned practices across disciplines. Online courses are assessed for RSI along with our regular assessment policies detailed in section 1.C.5. Faculty are evaluated annually on their teaching pedagogy and overall instructional effectiveness. For faculty who teach online, this evaluation includes effectiveness in online modalities, as outlined in the Scholarship of Teaching and Learning matrix (Faculty Handbook, Appendix C).

While not mandated, faculty are encouraged to utilize Quality Assurance/Quality Matters training, or its equivalent, to teach an online or hybrid course. New faculty are paired with a senior faculty mentor and/or work with instructional designers through CELT to develop regular and substantive interaction with students in their online and hybrid courses. Some examples from fully asynchronous classes include weekly announcements that are consistently posted at specific times and include information about weekly topics, links to resources and references, and reminders about current and/or upcoming deadlines. Some asynchronous faculty post content-focused video announcements, facilitate group discussions, or moderate group work to support regular and substantive interaction with students.

Our instructional designers act as mentors and coaches to faculty, providing regular opportunities to learn about inclusive design; course framework and routines; formative

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and summative assessments; engagement and presence; and the student-centered syllabus. For example, the engagement and presence theme trains faculty in developing well-rounded student interactions (student-to-instructor, student-to-student, and student-to-content), a communication plan, and strategies for maintaining presence in the online classroom.

Adjunct faculty are also able to access CELT services and mentoring from their program coordinator, department chair, or senior faculty member.

Distance Education Programming Consistent with Mission and Educational Objectives

As described in section 1.C, a core component of the UAS mission is to ensure that students engage in high-quality, relevant learning experiences that build their knowledge, skills, and abilities, maximizing their potential for individual success. UAS maintains a systematic program that reviews the alignment among student learning outcomes, course content, and assessment methods. This alignment drives intentional course design and implementation that supports learning and promotes achievement of both course-level and degree-level outcomes across all modalities.

Sections 1.C.5 through 1.C.7 describe UAS's multi-level assessment plan and the processes used to evaluate programs and fields of study. Departmental annual reviews include course-level analyses, where faculty examine student success trends and set goals to address any identified areas of inequity. UAS's institutional effectiveness dashboards further support this work by allowing users to view course enrollment, headcount, and a range of student characteristics.

UAS continues to strengthen its practices related to RSI and is committed to ensuring that all students, regardless of modality, receive meaningful, regular, and substantive interaction with their instructors.

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APPENDIX J:
INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)

Institutional Report Certification Form

On behalf of the Institution, I certify that:

☑ There was broad participation/review by the campus community in the preparation of this report.

☑ The Institution remains in compliance with NWCCU Eligibility Requirements.

☑ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

University of Alaska Southeast
(Name of Institution)

Aparna Palmer
(Name of Chief Executive Officer)

Signed by:
Dr. Aparna Palmer
74DA0733C2A742D...
(Signature of Chief Executive Officer)

02/13/2026
(Date)