



Oleg Benesch and Busba Wongnapapisan relax in front of Rasmuson Library.
UAF photo by John Gaedeke

STANDARD THREE

Students

3.A. Purpose and Organization

The UAF Division of Student Services focused its efforts on recruitment and retention when enrollments on all campuses began to decline dramatically after they peaked in the fall of 1994. As part of a strategy to reverse the downward trend, the Fairbanks campus expanded its traditional focus on admissions to include a comprehensive integrated enrollment strategy in which institutional marketing and targeted recruitment are fundamental. Encouraging results were seen by fall 1999 with an increase in first-time freshmen, classic first-time freshmen, Alaskan first-time freshmen, first-time graduate students, and transfer students [E3.5; E3.6; E3.8; E3.2; E3.9]. This rising trend in overall enrollment continued into fall 2000. The community campuses placed particular emphasis on recruitment of students from villages and communities geographically distant from campus centers and on retention through programs of tutelage, mentoring, and general academic support. Efforts to improve student recruitment and retention have become a driving force on all campuses. Still, the fall 2000 headcount at the Fairbanks campus was down 19 percent from its height in fall 1994 [A3.4], and only the Tanana Valley and Northwest campuses had surpassed previous enrollment peaks.

Student services and programs have evolved organizationally as well as operationally in response to student needs and to the dynamic pace of institutional change during the 1990s. In 1992, the chancellor commissioned a faculty-led systematic review of student services on the Fairbanks campus. As a result, the title of the lead position for the Division of Student Services, which reports to the chancellor, changed from vice chancellor to dean. The need for improved communication resulted in strategies such as the establishment of the Division of Student Services Management Team (Mteam) and implementation of regular division-wide meetings and occasional staff retreats [E3.14].

Organizational changes were also made on the Fairbanks campus to integrate student services, academic affairs, and administrative services, and to optimize the use of diminishing fiscal and human resources. The Academic Advising Center, International Student Advisor, and the Office of the Registrar (without the Admissions Office) moved from the Division of Student Services to the Office of Academic Affairs under the leadership of the provost. Leadership for enrollment management was jointly assumed by the Office of Admissions, the dean of student services, and the Office of University Relations. To strengthen contract management and expand service to non-student clientele, Dining Services moved from the Division of Student Services to the Office of the Vice Chancellor for Administrative Services. To enhance relationships with current students, Alumni Relations moved from University Relations to the Division of Student Services. Within the Division of Student Services, the offices of Career Services and Alaska Teacher Placement were merged. The College of Rural Alaska reallocated funds to add positions to existing student services structures and improve ties with academic programs.

The present organization of services and programs for students is shown in the organizational chart in the Appendix [A3.1]. It is much less centralized now than in the early 1990s. Student services on the Fairbanks campus are organized and operated in a typical university setting, although with the decentralized assignment of responsibility noted above. Student services at the community campuses are differently structured, often being the responsibility of a few

individuals who are most likely expected to perform other administrative or faculty duties. The responsibility for delivery of specific student services is shared between the Fairbanks campus and the College of Rural Alaska. Some services are centralized, some are localized by campus, and some are a combination of both. For example, records are maintained and financial aid is administered on the Fairbanks campus for all UAF campuses. Judicial services and services for students with disabilities are provided at the community campuses in concert with a professional functioning on behalf of UAF as a whole, in accordance with University Regulation [G3 R09.02.04] and Board of Regents Policy [G2 P09.06.04]. Programs such as student activities and campus recreation are provided in relation to student demand on each campus. In part because of the decentralization noted above, Board of Regents Policy [G2 P09.01.04] requires the chancellor to designate a senior student services officer with overall responsibility for student services throughout a university. The dean of student services, located on the Fairbanks campus, serves in this capacity for UAF.

Following are some notable enhancements made during the 1990s to student services and programs:

- Building and managing the Student Recreation Center and the MacLean House.
- Renovating student residential facilities.
- Managing enrollment through systematic marketing and targeted recruitment.
- Supporting student success through first-year experience programs.
- Improving campus safety, security and emergency response systems.
- Sharpening planning and assessment, including systematically conducting student surveys since 1993.
- Coordinating student employment and student leadership development.
- Updating system-wide and UAF policies, regulations, and procedures pertaining to students and student services.
- Establishing the Office of Multicultural Affairs, Greek Council, and Golden Key National Honor Society.
- Establishing the Top of the World Classic Basketball Tournament.
- Sponsoring and hosting Alaska Native Summits and an Alaska Native honorary degree recipient celebration.
- Implementing a one-card system (Polar Express) on the Fairbanks campus.
- Enhancing services for students with disabilities.
- Improving food services and registration services.
- Improving registration procedures, including course selection, financial aid, fee payment, and the length of waiting lines.
- Providing direct intrusive intervention for students exhibiting behaviors indicative of alcohol or drug addictions.

Evidence-Based Description

Board of Regents Policy [G2 P09.01.03] authorizes student services programs that will “advance the mission of the university by providing an environment supportive of students’ efforts to attain their educational goals and develop as contributing members of society.” The policy further states that in determining which student services programs to offer at individual campuses, “the

university will consider student needs, the mission of the university, and resources available to the campus” (3.A). In the late 1990s, the senior student services officers from UAA, UAS, and UAF led the updating of policies and regulations on ten major topics related to student development programs and services (3.A.3). Topics include general provisions for student services and student-university expectations, student rights and responsibilities and a student code of conduct, student dispute resolution, education records, employment of students, services for students with disabilities, student organizations, residence life and student housing, recreational and intercollegiate athletics, and student health [G2 P09.00; G3 R09.00]. Related UAF rules and procedures provide additional details regarding implementation. Largely in response to changing environments, such as federal and state regulations and new legal interpretations, vigilant review and revision of UA and UAF policies, regulations, rules, and procedures are ongoing. Board of Regents Policy and University Regulations have provided consistency to student affairs among the separate universities in the UA system. This in turn has improved services for students registering for classes originating from more than one campus within the university system. System-level policy also promotes collaboration among student services offices system-wide and the ability to provide mutual assistance to students.

Student services and programs at UAF are administered through four administrative units: the Division of Student Services under the dean of students, the Office of Academic Affairs under the provost, the Office of Administrative Services under the vice chancellor, and the College of Rural Alaska under the executive dean [A3.1]. The dean of student services works in concert with the provost, vice chancellor, and executive dean to provide institutional leadership and oversight of student services. These administrators meet weekly as members of the Chancellor’s Cabinet, the highest level of UAF administration, where the mission, goals, and adequacy of student services are regularly reviewed in the context of general university business. This overall organization of student services has provided adequate services consistent with UA’s and UAF’s missions and goals (3.A.1).

UAF endeavors to provide essential support services regardless of where or how students are enrolled or by what means educational programs are offered (3.A). Toward this end, individual student services departments have developed missions and goals compatible with UAF’s mission and goals, as well as rules and procedures compatible with UA policies and regulations (3.A.3) [department notebooks]. Fostering student success, complementing the academic mission, providing efficient and effective service, and serving the entire university community are recurring themes in missions and goals of student services units. Campuses provide student services based on locally identified needs. As a recent example, staff from the Division of Student Services and the College of Rural Alaska prepared proposals for Student Support Services Program funding under a federal Department of Education TRIO grant. To optimize and localize the impact on students, separate but carefully coordinated proposals were submitted.

The dean of student services, registrar, director of financial aid, and business manager oversee programs and services offered throughout UAF. Campus directors are responsible for implementing policy and coordinating student services on their campuses, as described in individual campus notebooks. While student services staff employed by the community campuses do not report to Fairbanks campus staff, the dean of student services and the directors

of specific programs at the Fairbanks campus provide consultation and support upon request. A table in the Appendix [A3.9] illustrates how student services are provided at the Fairbanks and community campuses.

Student services and programs are staffed by qualified individuals whose academic preparation and experience are appropriate to their assignment (3.A.2). Professional positions require a baccalaureate degree or equivalent professional experience. Hiring is done in accordance with university personnel policies and regulations, most often through competitive searches but occasionally via internal promotion. A Student Affairs Staff Profile in the Appendix [A3.3] provides a summary of the education and experience of student services professionals and staff. Job descriptions and responsibilities are clearly defined in writing in a job evaluation form that is evaluated by professional human resources staff and kept on file in the UAF Human Resources Office. These descriptions for professional staff and resumes of incumbents are provided in the exhibits [E3.13].

Improving the quality of service has been a focus since the 1993 and 1994 ACT student opinion surveys showed that students rated “treatment by staff” very low [E3.2; E3.5; E3.6; E3.7]. Professional development has been stressed, especially within the Division of Student Services, in order to maintain staff qualifications at the forefront of the student services profession. Mid-level professionals who show promise are mentored and encouraged to seek new experiences, preparing themselves for career advancement. Department heads are required to participate in supervisory training. Staff attend local, state, national, and regional conferences to stay current in their fields. Staff also participate in national and regional organizations, serving on boards and committees and in officer positions. Division meetings, retreats, Mteam meetings, and video-conferences have facilitated professional development as well. Recent focus for professional development includes assessment and planning, risk management, due process and other legal issues, and alcohol abuse education and prevention.

In accordance with Board of Regents Policy and University Regulation [G2 P04.07.03], all staff must be evaluated annually as a standard personnel procedure (3.A.2). Some units have conducted performance evaluations annually without fail. Other units, particularly those with increased workloads and reductions in staffing, have addressed performance when necessary, such as for promotion or performance improvement or in response to specific grievances. When required by performance or grievance outcomes, appropriate educational or corrective steps are taken in consultation with the Office of Human Resources.

Human, physical, and financial resources are allocated on the basis of identified needs (3.A.4). Four primary criteria determine how resources in the Division of Student Services are allocated: essential services, direct service to students, health and safety considerations, and connection to the university mission. For example, departments such as Admissions, Records, Financial Aid, and Academic Advising—for which adequate desktop computers are critical to student services and to the efficient use of Banner—receive new computers ahead of services such as Student Activities, Health and Counseling, and Athletics and Recreation. An analysis of student profiles, which indicated enrollments of African American and Latino students failed to shadow local or state proportions, prompted creation of the Office of Multicultural Affairs in 1997. A multi-year

intensive review of safety following a 1993 murder on the Fairbanks campus resulted in an action plan that required significant reallocation of resources. Resources were likewise redirected for recruitment and marketing efforts by Admissions and University Relations in the effort to reverse declining enrollments. The impact on students caused by the deteriorating conditions of residence halls and the related negative publicity made the residential facilities on the Fairbanks campus a high priority for deferred maintenance funding.

As an institution serving Alaska Natives, UAF received federal Department of Education Title III funding to strengthen its rural campuses. The funds are used primarily to develop and implement student support programs especially for those students who reside in communities geographically distant from campus centers. Positions were added to improve links with academic programs, recruit students, and retain them through tutelage, mentoring, and general support.

Revenue generating programs such as intercollegiate athletics and teacher placement services are expected to seek opportunities to enhance revenues and decrease reliance on general fund allocations. Auxiliary enterprises such as the University Bookstore and Residence Life operate as businesses in accordance with business plans reviewed and approved by the vice chancellor for administrative services. Grant programs such as Title III and Upward Bound continue only as long as funded, and they must demonstrate to the funding agencies how the program meets identified needs and requirements.

Partnerships and cooperative efforts are formed to sustain programs and services. For example, improvements in the registration process (advising, course selection, financial aid, and fee payment) occurred as a result of successive evaluations by staff from many departments. Another cooperative effort occurred after budget reductions eliminated the alcohol education position in Health and Counseling. Residence Life, student governance, student activities, and campus recreation programs along with the UAF Police Department and the Dean of Student Services Office developed an integrated approach to alcohol and drug education and abuse prevention.

The allocation of physical space is also primarily based on need. As the enrollment management effort began in earnest, the need to co-locate selected services on the Fairbanks campus was recognized. Registration departments which had been too spread out to facilitate efficient service for students—the Financial Aid Office, Admissions Office, Registrar's Office and Business Office—are now located in close proximity to one another to improve accessibility. Space for the Advising Center was remodeled and services were enhanced to meet an increased demand. The lounge area in Rural Student Services was preserved despite the space needs of other offices. The RSS lounge is critical to the success of students served by the program. It provides study space and a reception area for gatherings of students, staff, faculty, and community members.

Resources have been adequate to support essential student services (3.A.4). UAF placed a priority on giving direct services to students without significantly increasing student fees. Although elements of programmatic and service functions merged or changed substantively, for instance with the use of technology, no programs were eliminated as a result of budget reductions. Conversely, cooperative planning and budget reallocation during the 1990s fostered improved communication, reliance on teamwork, and enhanced integration of services and

programs. The success and growth were accomplished through judicious resource reallocation and better coordination between similarly functioning areas. Success was due also to the willingness and ability of staff to absorb added responsibilities as positions disappeared while the need for services remained.

Appraisal

Delivering student services through four administrative divisions—Academic Affairs, the Division of Student Services, the College of Rural Alaska, and Administrative Services—has advantages and disadvantages. The decentralized structure ensures that student services are closely aligned with similar units: enrollment services with the academic programs to which students are admitted; dining services with related business functions; and student services for the community campuses with the other administrative and academic functions that deal with the particular issues facing these campuses. While the dean of student services, as the designated senior student affairs officer, remains responsible for oversight, the cross-divisional structure results in senior staff members sharing responsibility for student services and programs. The clear challenge with this decentralized structure is maintaining effective communication across administrative divisions and geographically dispersed campuses.

Mteam, the management team of the Division of Student Services on the Fairbanks campus, currently provides a mechanism for honest, evaluative, constructive review and analysis of student services. During the years of budget reductions in the '90s, each division program fought to justify its existence at the potential expense of others, and this process severely strained the trust and cooperation among units. Ultimately, constructive discussion at Mteam meetings improved communication among units, and departmental staff remained involved as Mteam members passed information directly to them.

The Mteam experience demonstrated that coordination of student services requires emphasis on function rather than on reporting lines and defense of “turf.” Sharing of expertise across units and campuses on matters that are critical to students must replace the tendency for communication mainly when crises or questions arise. Cross-divisional efforts such as the one-card system, deferred maintenance, food services, registration processes, and early warning academic advising have been fruitful for all units involved. Enrollment management, improvement of residence life, financial aid, registration, student employment, and retention of high-risk students are issues that will benefit from broad-based discussion among professionals across reporting lines and campuses.

System-wide policies and regulations related to student affairs were reviewed in the 1990s. This effort required extensive discussions among staff and faculty on subjects pertinent both to student services and to academic affairs. Productive working relationships were developed during discussions of student rights and responsibilities, student code of conduct, student dispute resolution, education records, and services for students with disabilities. Briefings on various aspects of student services, such as judicial services and services for students with disabilities, are now a standard component of faculty development programs. The coming decade provides excellent opportunities for continued growth in the relationship.

The recent system-wide development of Board of Regents Policy and University Regulations pertaining to student affairs provides a foundation for fairness and consistency in the treatment of students through more structured and specified due process. Students can now expect similar treatment across campuses and universities within the system, a factor that will assume increasing importance as students take more courses through distance delivery. The policies and regulations provide better guidance for staff than previously existed, and they allow for meaningful consultation with student services professionals at the other campuses regarding the interpretation and application of the policies. It will be necessary to find the means for staff and faculty from the university system's campuses to review the policies and regulations periodically to maintain currency and effectiveness.

In the 1993 and 1994 ACT student opinion surveys, "condition of grounds and facilities" received the lowest rating. To garner support for deferred maintenance funding, UAF embarked upon a major public relations campaign to show the extent of the problem. The campaign was successful in getting needed resources, but enrollment of local students suffered due to the impression generated about UAF campuses, particularly the Fairbanks campus. Local high school counselors and teachers repeatedly reported to admissions staff that the condition of facilities was the reason they could not recommend UAF to their students. Efforts to reverse this negative impression continue today.

Deferred maintenance and an aging physical plant also continue to negatively impact the delivery of student services. Although Residence Life received \$19 million for deferred maintenance, a need remains for \$14 million, in large part for housing. The ice arena and swimming pool are also in need of major repair if not replacement, but no funds are available for these projects. Residence Life and Facilities Services are collaborating to develop a creative internal services agreement to accommodate remaining needs. Planning for food services improvements in Wood Center is underway as well. The need for expanded and improved space is a major issue for the Admissions and Registrar's offices (see section 3.C), Career Services, Upward Bound Mathematics/Science, and the Bookstore. These needs are in large part addressed in the current relocation plans for the majority of student services offices. (See Standard 8.C.)

Projections

Student services will continue to be administered in a decentralized manner. Effective management will require extraordinary attention to communication strategies between and among many units. The newly created position of dean of enrollment management will be responsible for establishing communication among the units reporting to that office as well as across other units and all campuses. Opportunities for regular and effective communication will be planned around ongoing meetings such as of the College of Rural Alaska Directors' Council, the Division of Student Services Mteam meetings, the Chancellor's Spring Workshop, and the system-wide Student Affairs Conference. Deliberate efforts will be made for staff at all campuses to visit with staff at other campuses in person as well as through use of technology.

The new Academic Development Plan will provide guidance as the Division of Student Services determines future directions, particularly in terms of recruitment and retention. Supporting the freshman year experience, establishing a major student leadership development program, and addressing the needs of high-risk students will provide the foundation for continued collaboration with academic departments and administration.

Better web site development, management, and interconnection will improve interrelationships among student services departments. Better interconnection among the campuses will enhance access to centralized services. With network interconnection among campuses and better Internet services to rural areas now a system-wide priority, planning these web site interconnections should commence immediately.

Rebuilding the capacity for student services programs continues to be a primary concern. Proposals have been submitted for FY02 and FY03 funding initiatives. As resources become available, it will be critical to resist simply replicating the staffing of previous years. Rebuilding for the needs of the future and realignment of responsibilities will be accompanied by routine performance evaluations and systematic professional development for every staff member.

Title III grants to rural community campuses will provide the levels of support students need in order to reach their academic goals. New student support programs will include recruitment, academic advising and career exploration, help with registration, financial aid and fee payment, and tutoring and other types of instructional support. The campuses must also be planning for a more permanent allocation of funds to replace the Title III support when the grant period ends.

As buildings currently undergoing deferred maintenance and extensive remodeling become available for use, the space problems facing many student service offices will be alleviated on the Fairbanks campus. Co-location of many of the student services is planned for the Eielson Building, which is conveniently located. Career Services will be allocated an appropriate amount of space in this move. Co-location of services of particular importance to rural and Native students is planned for the Brooks Building. Upward Bound Math/Science will gain adequate office space in this move, and the need for lounge space for Rural Student Services will be honored. The expansion of food services in Wood Center will open the Lola Tilly Commons for other uses, the Bookstore being a prime candidate. Planning for these space allocations is underway and is included in the development of the Campus Master Plan. (See Standard 8.C. for details of the Master Plan.)

3.B. General Responsibilities

Evidenced-Based Description

UAF systematically identifies the characteristics of its student population and evaluates its students' learning and special needs (3.B.1). The institutional research group PAIR (Planning, Analysis and Institutional Research) is primarily responsible for providing consistent, accurate data regarding students. PAIR works closely with the system-wide institutional research group to maintain consistency of data. The Chancellor's Cabinet recognizes data reported by PAIR as the official statistics for student enrollment at UAF, and reviews data periodically. The Appendix [A3.5] and the UAF Fact Book [G5] provide summaries of the characteristics of the UAF student body.

UAF modifies programs and services to meet the needs of students, with an emphasis on promoting academic success (3.B.1). Student needs differ among UAF campuses. Broadly speaking, those on the Fairbanks campus are comparable to those of a typical university with a sizeable residential student body, and those of Tanana Valley Campus to those of a typical commuter community college. There are about twice as many full-time students as part-time on the Fairbanks campus, about equal proportions on the Tanana Valley Campus, and a predominance of part-time students on the rural campuses [A3.5]. While the campuses in Fairbanks have a fair share of students taking independent learning or distance-delivered courses, about half the students in rural areas attend classes by audio-conference with an instructor in a different community. Indeed, there may not even be a campus in the student's village. Education in rural Alaska is less focused on degrees than it is on the Fairbanks campuses and more focused on improving skills leading to jobs and employment mobility. Many students participate in a mixed economy (cash and subsistence) in a cultural context characterized by family responsibilities and time demands not shared by traditional full-time university students. Attendance patterns, time to degree, and consequent support service requirements thus differ in emphasis from those of the two urban campuses. The design and delivery of student services described in section 3.D reflect these differences among UAF students.

UAF provides student services and programs based upon various assessments of student need (3.B). Programs and services are reviewed periodically using nationally recognized surveys, professional peer reviews, and individual departmental assessments as a foundation. Additionally, departments keep useful longitudinal data and listen to informal student input, both of which are sources of useful information on the effectiveness of student services programs. Documents used in planning and evaluation meetings are compiled in the exhibits [E3.2; E3.5; E3.6; E3.7; E3.8]. Several nationally recognized surveys provide a basis for addressing student needs in a formal, systematic manner. Since 1993, UAF conducted and repeated student opinion and satisfaction surveys in order to collect nationally comparative longitudinal information. In 1993, 1994, 1997 and 2000, the ACT Student Opinion Survey was conducted with Fairbanks campus and Tanana Valley Campus students. To define the freshman experience, the CIRP (UCLA's Cooperative Institutional Research Program) survey was conducted in 1998, 1999, and 2000 with Fairbanks campus and Tanana Valley Campus students. Most recently, the Noel-Levitz Student Satisfaction Inventory (SSI) was used in fall 2000 with Fairbanks, Tanana Valley,

and Kuskokwim students. To facilitate assessment of student services system-wide, the SSI was used by UAA and UAS as well. The SSI includes an importance factor for each satisfaction variable, and it contains a comparative survey for faculty and staff perceptions of student satisfaction.

While the university relies upon students to identify their need for disability services [G2 P09.06.04.C), records are kept of the services provided and availability of equipment and services. UAF appoints a disability support services coordinator who is responsible for all campuses and may appoint local campus designees to assist with delivery of services.

UAF periodically and systematically evaluates the appropriateness, adequacy, and use of student services and relies on the results of the evaluation as a basis for change (3.B.6). Regular retreats held by the Division of Student Services at least annually and in some cases semi-annually since 1992 have provided an avenue for informal assessment. Since spring 1999, assessment processes have been the primary subject of retreats. Studying, planning, implementing, and reviewing assessment processes have provided a systematic method of evaluating services. Efforts culminated at the spring 2001 retreat with the presentation of unit-specific assessment plans. Each unit has a written assessment strategy [department notebooks].

Results of the 1993 and 1994 ACT surveys showed that students felt they were not treated with respect and courtesy by staff. In response, the Division of Student Services adopted quality service as an intensive focal point for the next several years. These same ACT surveys showed that students viewed the condition of Fairbanks campus buildings and grounds as a significant detractor. This negative opinion was used as a major justification for deferred maintenance funding. The chancellor regularly uses year-to-year survey comparisons to demonstrate and publicize improvements in services and student satisfaction with services.

Various other techniques and data sets are also used to assess the university's programs and services:

- Athletics and Recreation maintains detailed records regarding academic progress of student athletes. A steady increase in the average fall semester GPA of athletes from 2.89 in 1996 to 3.18 in 2000 demonstrates the success of actions taken to support academic success of student-athletes.
- Rural Student Services and the Academic Advising Center collect and maintain comprehensive databases on their advisees and use the data to plan and adjust a variety of services to effectively promote student success.
- Admissions uses CIRP results, inquiry counts, application-to-acceptance ratios, yield data, withdrawal surveys, and a variety of enrollment-specific data to plan recruitment strategies. Due to integrated enrollment management efforts, admissions no longer uses a scattergun approach to recruitment but seeks focus from a variety of comprehensive analyses [E3.2; E3.5; E3.6; E3.7].
- Residence Life used an outside consulting firm to assess and analyze its financial plan and its national professional organization to assess its programs and services. Results were used extensively to develop a comprehensive strategic plan and business plan for the coming years [Residence Life notebook].

- Dining services uses feedback from user surveys, focus groups, and the Food Services Advisory Committee to assess service and make improvements.
- The Health and Counseling Center used its national professional organization for review of medical services and a campus-based assessment team composed of students, faculty, staff, and a local physician to refine the review and expand it to include counseling needs.

Retention and graduation rates are summarized in the Appendix [A3.6]. A combination of institutional data, student opinions, and assessment results has been instrumental in guiding changes to improve retention. Such changes include developing, implementing, and revising the residential-based EDGE program (see Standard 3.D); creating the Advising Center's early warning advising system; funding and developing a well-coordinated freshman year experience program; supporting the establishment of the Office of Multicultural Affairs; instituting the Help Desk during peak registration periods; improving food services and services for students with disabilities; supporting the need for two federally funded Student Support Services Programs and a Title III grant; and justifying the need for expanded child care services.

Students at UAF actively participate in institutional governance and are provided many opportunities, formally and informally, for providing input (3.B.2). Alaska Statute [A3.8] provides for appointment of a student to a two-year term on the Board of Regents. Board Policy [G2 P03.01.01] directs the system president to establish an intercampus student network and appropriate campus constituent organizations parallel to those for faculty and staff. The Associated Students of UAF (ASUAF) is the recognized student government for undergraduate and graduate students on the Fairbanks campus. Community campus students have a strong formal voice through student positions on the advisory council for each campus. The Bristol Bay and Tanana Valley campuses have student associations that bring student issues to the attention of the director and campus community, convening on an ad hoc basis as issues requiring their attention surface. Students at the Tanana Valley Campus are also members of ASUAF. The Kuskokwim Campus has an active residential student body and its own student government, student activity fees, and organized activities.

Board of Regents Policy [G2 P09.01.06] stipulates the president and chancellors will be responsible for providing opportunities for student participation in institutional and campus committees, as they deem appropriate. Through recognized student governments, students have formal input into policy development. UAF Faculty Senate Bylaws also provide for non-voting student representation on the Faculty Senate as well as on its Core Review and Graduate Affairs committees [A3.8]. The chancellor meets with the president of ASUAF monthly and the dean of student services consults with ASUAF officers regularly on matters of mutual import. The coordinator (a staff member) of ASUAF is a member of the Mteam and the ASUAF ombudsman (a student) meets regularly with the associate dean of students. All student governance groups within UA are members of the Coalition of Student Leaders of the University of Alaska, which also includes members from UAA and UAS. The coalition provides the main avenue for students from the various UAF campuses to assemble. Constitutions and bylaws for the recognized student bodies are provided in the exhibits [E3.20].

Student governance on the Fairbanks campus is routinely asked to appoint students to committees, task forces, and advisory boards that impact university affairs. Examples include the committees for this self-study, the UAF Master Planning Committee, Chancellor’s Advisory Council on Native Education, Technology Advisory Board, and the Student Recreation Center Board. Students also serve on a number of program-specific advisory councils including the Food Service Advisory Council, the Student-Athlete Advisory Council, the MacLean (formerly “Inupiat”) House Management Committee, and the Office of Multicultural Affairs Advisory Council.

Informally, outside governance routes, the university administration seeks input from student groups representing a broad array of student demographics, interests, and experiences. Among these on the Fairbanks campus are the following:

Resident Assistants (residential student staff)	Rural Student Services Mentors
Student Ambassadors (student recruiters)	Advising Center Peer Advisors
Student Judicial Board (residential conduct review program)	Residence Hall Association (residential student governance)
Orientation Leaders (peer guides)	Residence hall advisors
	Greek Council
	Student employees

Although rural community campuses have fewer organized groups of students to contact for input, they nevertheless encourage and appreciate input from students related to any aspect of the campus mission and operations. For example, toll-free numbers are maintained for student use, and student inquiries or complaints are taken seriously and handled sensitively. When faculty, staff, and campus directors are visiting regional hubs they encourage students to meet with them. In many ways the size of rural community campuses and the small numbers of students and faculty provide a degree of informality and a mechanism for input that substitute for formal student organizations.

A list of recognized student organizations and clubs on the Fairbanks campus is provided in the exhibits [E3.11]. While these organizations are open to all students and in some instances to the community at large, the only students from other campuses that can practicably participate in these groups are those from the Tanana Valley Campus. Student organizations at rural community campuses tend not to be highly developed, in part because many such organizations are irrelevant to rural life.

Faculty are involved in the development of policies for student programs and services (3.B.2). The recent development of student affairs policies and regulations, although led by student services professionals, involved faculty, staff, and students in the review prior to approval from the Board of Regents. Policies governing student services activities that closely relate to academic policies have been developed by faculty or with faculty. For example, admissions policies are established through the Faculty Senate. Admissions staff implement those policies and provide insight regarding their strengths and shortfalls for ongoing review. Additionally, procedures for appeals of grades and other academic decisions were developed jointly by the faculty and student services professionals. The experience of student services staff with

administering appeals procedures was reflected in the design of the procedures, but the responsibility for decisions remained appropriately with the faculty. At rural community campuses, faculty and key staff are involved in policy and program development across the board. For example, the Emerging Scholars Program (providing college skills for first-time freshmen) at the Kuskokwim Campus was a full year in development and came about as a result of an intensive self-evaluation involving students, faculty, staff, and administrators.

Policies on students' rights and responsibilities, including those related to academic honesty and procedural rights, are clearly stated, well publicized, readily available, and implemented in a fair and consistent manner (3.B.3) [G2]. The pertinent policies and procedures are set forth in Board of Regents Policy and University Regulations on Student Rights and Responsibilities [G2 P09.02; G3 R09.02] and Student Dispute Resolution [G2 P09.03; G3 R09.03]. These and all other Board of Regents Policies and University Regulations are available on the university web pages and are referred to in the UAF Catalog. Notification of applicable policies also occurs on forms used in the conduct of business, such as those for alcohol use permits or release for participation in outdoor/wilderness activities. The Student Services Office serves as a major referral site for students who have questions about policies and procedures. Likewise, the ASUAF ombudsman uses Board of Regents Policies as a guide when consulting and solving problems with students. Appropriate appeals procedures are in place to accommodate students' concerns about fairness and valid interpretation of the policy.

UAF publishes and makes available to prospective and enrolled students a catalog that describes its mission, admission requirements and procedures, academic regulations, degree-completion requirements, credit courses and descriptions, tuition, fees and other charges, refund policy, and other items relative to attending or withdrawing from the university. While not describing student rights and responsibilities, the catalog directs students to sources of this information. UAF does not publish a separate student handbook on any of its campuses, but for the Fairbanks campus much of the information is contained in the class schedule [G8]. A table in the Appendix [A3.10] indicates where the catalog and information that would normally appear in a student handbook can be found (3.B.5). UAF publishes one academic year catalog for the entire institution, in print and on its web page. Other publications include the Fairbanks campus Summer Sessions course catalog and schedule; a combined class schedule for the Fairbanks campuses (Fairbanks and Tanana Valley); a community bulletin for Tanana Valley Campus; a College of Rural Alaska joint course schedule for the rural campuses, which includes courses available by distance delivery from UAF campuses; and a bulletin published by the College of Rural Alaska's Center for Distance Education and Independent Learning for the UA system, which includes distance delivered programs made available system-wide by UA campuses as well as correspondence and independent learning courses.

The Office of Admissions distributes the UAF Catalog to all campuses and to prospective and current students. The catalog, class schedules for the Fairbanks campuses, and Summer Sessions are available both in print and on the web. Also available on the web is a catalog of distance delivered courses offered by the College of Rural Alaska's Center for Distance Education and Independent Learning. Only the UAF Catalog and the class schedule published for the Fairbanks campuses [A3.10] contain the informational material that is recommended for inclusion by the

Commission or legally required, and neither publishes everything. Summer Sessions copies the informational material from the class schedule for the Fairbanks campuses and mails it to enrolled students with their bills. Because the UAF Catalog and the class schedules for the Fairbanks campuses are both on the web, the UAF web page is the only single reference where all the information required or recommended can be found. At this time, web access is limited in rural Alaska. It is costly and slow and therefore not useful as a means for general communication. Accordingly, the College of Rural Alaska's joint schedule of courses and semester enrollment information for all the rural campuses is distributed to every box holder in rural Alaska. However, neither this publication nor the likewise broadly distributed bulletin on distance education in Alaska contains much more information than the class schedule, a description of available degree programs, and instruction for registration.

UAF provides adequately for the safety and security of its students and their property. Information concerning student safety is published and widely distributed (3.B.4). Safety and security concerns and measures have received major attention during the decade of the 1990s. A murder in a Fairbanks campus residence hall in 1993 brought special focus to safety and security issues. Since then, numerous campus safety and security measures have been reviewed and implemented on the Fairbanks campus and the community campuses [E3.15; E3.16; E3.17]. The UAF campus safety services program includes police (certified officers) and fire departments. The Division of Student Services' strategic plan contains a goal related specifically to safety, and safety is part of the Residence Life mission statement. The university publishes and disseminates security report data for all campuses in accordance with the Clery Act [A3.10].

In response to the frustrations experienced by students, faculty, and staff with the bureaucracy involved in many business transactions, the Business Office adopted a "one-card" system, the Polar Express card, to consolidate campus services. The card serves as an access card to some buildings and as a food service card. It has eliminated many validation stickers previously needed to gain access to services and has improved the convenience of business procedures for students, faculty, and staff.

Appraisal

In terms of planning and assessment, the last decade has been a dynamic venture for student services. UAF has undertaken strategic and systematic efforts to advance its mission and strategic plan, develop unit-specific mission statements and goals, and initiate formal assessment of student services. Strategic planning facilitated judicious use of limited human and fiscal resources to improve services and make modest, but reasonable, enhancements in selected programs. The Division of Student Services (Fairbanks campus) has developed formal, systematic approaches for the continuation of planning and assessment. The Academic Advising Center, in addition to its own assessment, conducts the student opinion surveys that inform other student service departments and UAF in general [E3.2; E3.5; E3.6; E3.7; department notebooks]. UAF enrolls a significant number of non-traditional students at all campuses. Older, employed, non-residential, family-oriented students have needs that differ from traditional student groups such as classic first-time freshmen. Survey information [E 3.2; E3.5; E3.6; E3.7] about both groups of students is used in strategic planning and assessment to meet their needs and foster

their success. Without careful analysis, some issues, such as the needs of students who were home-schooled in high school, might escape notice. Childcare is emerging as a primary need among Fairbanks campus students, and ASUAF is focusing considerable attention on providing that service.

Over the last decade, UAF has struggled with finding a way to provide accurate, consistent student data. Before the implementation of Banner, data varied depending on the source. With Banner and the acquisition of professional institutional research staff, the reliability and consistency of data have improved considerably. Providing access to data on the web has been especially advantageous and useful. UAF is now able to stress the use of accurate, reliable data as essential in its planning and assessment activities.

That student input at UAF is valued is evidenced by the many formal and informal ways of obtaining it. Some concern has been expressed about “over-surveying” students with the emphasis on assessment and outcomes measures in the last few years.

UAF needs to improve the effectiveness and efficiency with which it provides information to students. Printed student handbooks and class schedules should be provided consistently because access by the Internet to required notification information is not always convenient for students. However, the institution often encounters difficulties in providing information. For example, it is not easy to predict an ample supply of printed catalogs. This problem is the result of two factors: expansion of the catalog to include graduate programs and the unpredictability of the extent to which students will use an electronic version. Another difficulty occurs on those occasions when the Board of Regents makes changes to tuition and fees after the catalog and class schedules are published. To compensate, University Relations widely publicizes these changes before classes begin and includes a warning in the catalog and class schedules that tuition and fees are subject to change. Tuition and fee information on the web is kept up to date.

Projections

The dean of enrollment management will provide long-term focus on the use of assessment data in guiding programs and services necessary to support student success. The dean will also assume responsibility for student opinion and satisfaction surveys. Data will be shared more widely across UAF so the information can be applied in assessment of student services, academic programs and the like.

Assessment programs that measure and monitor progress toward meeting mission and goals will be developed in all student services programs where they are currently lacking. UAF student services will continue to make benchmark comparisons with other colleges and universities via national surveys and professional organization reviews.

Services for non-traditional students must be enhanced. Student services will assist ASUAF in its effort to expand childcare services for Fairbanks campus students. An array of electronic student services will be explored as an alternative avenue for supporting students in a variety of settings. Electronic services must be developed and implemented in light of increased use of distributed

education in Alaska. Networking with national student services professional organizations and other universities in the process will expedite the effort.

Web sites and the catalog must be coordinated to ensure that all the notification and information UAF is required to provide to students does in fact get published and distributed. The table of information resources for students [A3.10] will be used to identify areas that need attention and could be developed into a guide for use by students, faculty, and staff.

Use of the Polar Express card will be expanded over the next few years to become the major method of effecting transactions. It will save money through automated processes and benefit the entire university community because of its convenience.

3.C. Academic Credits and Records

The most significant event affecting UAF's academic records and record handling was an upgrade in technology with the installation of the Banner Student Information system from 1995 to 1997. The Banner system's major positive impact has been an improved database, better integration among databases, and the ability to provide web-based data to a larger pool of users. It provides a base for improved services to students, such as web registration and grade reports. It is used online by all units of the University of Alaska, including all community campuses. It allows greater access to and sharing of information among MAUs and campuses as well as departments within the individual campuses. The major negative impact is that the entry time for file creation of applications for student record keeping and registration has increased.

Evidence-Based Description

Criteria regarding the evaluation of student learning and the award of credit are clearly stated in the UAF catalog under "Academic Regulations" (3.C.2). The Faculty Senate (see Standard 6.D) is responsible for approval of all academic regulations with regard to the evaluation of learning and the awarding of credit. These regulations are compiled in the Senate's "Academic Course and Degree Procedures Manual," which is updated annually to include all actions upon which the regulations are based (3.C.1). All courses and programs offered for academic credit are approved through the curriculum review process, which includes review of the means for evaluating student learning and achievement. The level of the course, the number of credits, prerequisites, restrictions, and the grading system must be justified. Faculty are required to distribute to enrolled students a course syllabus that includes the grading system (3.C.2).

A definition of credit is clearly given in the catalog at the beginning of the course description section [G1:168] (3.C.1). By Faculty Senate policy, academic credits are based on a formula of a minimum of 800 minutes of lecture or 1,600-2,400 minutes of lab per semester per credit.

All programs have well-defined and appropriate education objectives as documented for Standard 2.A.5. Departments have some latitude for setting their own requirements and evaluation of their students. Specific degree requirements, including qualifying examinations,

comprehensive examinations, and thesis preparation are outlined in the general catalog. For graduate programs, more specific information, such as the “Thesis Preparation Workbook,” is available on the Graduate School web page [G19] (3.C.2). Prior to 1996 the graduate catalog was separate from the undergraduate catalog, but the two publications are now combined into a joint catalog with separate sections for admissions, academic policies, and degree requirements.

University regulation [G3 R10.04.09] establishes the course numbering system for the University of Alaska system. Courses numbered at the 100-400 level and at the 600 level are applicable toward degrees and certificates as specified. Courses with numbers below 050 are non-credit or CEUs (continuing education units) and are not applicable to degrees and certificates; courses with numbers between 050 and 099 are developmental courses for which credit earned does not apply to associate or bachelor’s degrees but may count toward certificates. Post-baccalaureate professional courses are designated as 500-level courses and also do not count toward degrees.

A description of the course numbering system at the beginning of the listing of courses in the UAF Catalog [G1:167] and the semester class schedule for the Fairbanks campuses [G8] informs students of the distinction between degree and non-degree credit courses. Other catalogs and schedules do not currently provide this information and variably explain other non-degree credit courses (3.C.3). For example, the College of Rural Alaska joint course schedule, while not providing the course numbering system, lists non-credit courses under a non-credit section and/or with the department designator “NONC.” Either no credit is indicated or the number of CEUs awarded is indicated in the course description. The Tanana Valley Campus bulletin does not always explicitly state that non-credit workshops are not applicable toward degrees. Listings of professional courses in the Summer Sessions catalog do not indicate in the course descriptions that the credit awarded is not applicable to degree programs, although the numbering system is explained elsewhere.

An official transcript of a student’s academic record is printed on secured paper that contains a legend explaining that transcripts are prepared by course level. This means that there are separate transcripts for non-credit, CEU, professional, undergraduate, and graduate courses. Post-baccalaureate professional course credit is awarded only when the participation and, if required, performance requirements have been met (3.C.3). Continuing education units are awarded only when the student has met the participation requirement. Non-credit courses are graded pass/fail.

UAF accepts transfer credit from other institutions under procedures that provide safeguards to ensure high academic quality and relevance to a student’s program (3.C.4). The rules and procedures for transfer of credit are defined in the university catalog [G1:13-14], on the Admissions link of the UAF web page [G7], and in individual brochures for transfer of outside credit and transfer of credit within the UA system [E3.18]. Transfer of credit is consistent with university policies and regulations as well as with the Association’s Policy 2.5, “Transfer and Award of Academic Credit.” Specific information is given in Standard 2.C.

UAF accepts credit from other institutions if the credit is completed at a regionally accredited institution and presented on an official transcript. UAF also evaluates and awards transfer credit as follows:

- For formal service schooling and military occupational specialties based on recommendations in the “Guide to the Evaluation of Educational Experience in the Armed Services.”
- For government and professional certifications that have been reviewed and approved for designated course equivalencies at UAF.
- For satisfactory completion of training programs, based on recommendations of the American Council on Education and the National Program on non-Collegiate Sponsored Instruction.
- For various competency-testing procedures.

Although there is no set limit on the number of transfer credits accepted toward fulfillment of general university credit-hour requirements for certificate or degree programs, there are requirements for the number of credits earned in residence (see Standard 2.C.4). Otherwise, transfer course equivalents apply toward the baccalaureate degree in the same manner as UAF courses. Initial transfer evaluation is done by the Admissions Office. If the admissions transfer evaluator is unable to determine course content, if the courses are not clearly equivalents, or if the evaluation is contested by the student, the final judgment is made in consultation with appropriate faculty (3.C.4).

Academic records are maintained using the Banner Student Information system. The development of the current academic records and transcript format followed guidelines from the American Association of Collegiate Registrars and Admissions Officers (AACRAO) “Academic Record and Transcript Guide.” Every effort is made to ensure the accuracy of the records. Class rosters are sent periodically to faculty who are asked to identify students who are either not attending classes or are attending but whose names do not appear on the rosters. The Banner student system allows for accurate tracking of student courses and grades, majors, academic standing, and graduation information.

UAF provides for the security of student records of admission and progress (3.C.5). The regulations of the Family Educational Rights and Privacy Act (FERPA) are followed in the protection of student records. Academic records are maintained on the computerized student information system and a backup is done once a week. Transactions are archived nightly and are recoverable. Security within the system protects access to data in that a user gaining access through other than the regular application will see nothing. The computerized academic records contain admissions information, terms enrolled, courses completed, grades, degrees awarded, and special notations such as academic bankruptcy, transfer credit, academic probation, and honors. The Banner student record system is maintained in a central location for the entire University of Alaska system. Disaster recovery plans and security for academic data are the responsibility of the Statewide Office of Informational Technology Services. Some supporting documents such as student folders and official grade reports, however, are maintained in rooms and files that are not fire proof, particularly on the Fairbanks campus.

Appraisal

The implementation of Banner over the past five years created opportunities as well as significant challenges regarding the transition of records to the new system and the amount of staff training that was necessary. The Banner student information system, while cumbersome, provides greater accuracy in, and easier tracking of, student academic records. Banner security systems have the potential for allowing greater access to student data by faculty, staff, and students. Many faculty and administrators have undertaken the training necessary to obtain much of the data, but others are unwilling to take the time. Easy access to pertinent data is a definite advantage, but debate is ongoing about how broadly available these data should be.

Currently, only the Admissions Office and Registrar's Office have access to official hard copy records. Community campus personnel have to write in, for example, to obtain copies of transfer evaluations prepared for students prior to the time these were entered in the computerized academic history. The lack of sufficient fire- and flood-proof accommodations for student folders, grade rosters, and old academic records is of continuing concern. On the Fairbanks campus, the Admissions and Registrar's offices share such records storage space in inconvenient rooms that in two to three years will be completely full. Optical imaging technology ultimately intended to be used on all university system campuses for scanning and electronically storing hard-copy records is currently undergoing testing at UAA.

Projections

As a result of this self-study, the next printings of catalogs and course schedules will indicate with more clarity that continuing education units and post-baccalaureate professional courses are not applicable to degrees and certificates. The university will monitor the appropriate representation of non-degree credit courses in these and other print and electronic publications.

The development of web-based functions in admissions, registration, financial aid, advising, and faculty services over the next twelve to eighteen months will provide ease of access to information for students, staff, and faculty and will improve currency of information.

For a long-term solution, installation throughout the University of Alaska system of the optical imaging system currently undergoing testing will relieve the overcrowding of records space and provide protection and recovery of documents in case of disaster. The technology will also allow immediate access to documents from any campus, thus greatly enhancing the speed of transactions on and between campuses. It will accommodate growth in distance delivery by allowing simultaneous registration for courses across campuses in the university system.

3.D. Student Services

In the last five years UAF has focused intensely and strategically on recruitment and retention of students, paying particular attention to making the institution an attractive and supportive place for students. The effort has involved not only the Division of Student Services but also the faculty and academic administration, University Relations, the Development Office, and various administrative services. In 1997 the Office of Admissions and the Office of University Relations initiated and led a process to implement an enrollment strategy plan for UAF. A consultant reviewed existing practices and procedures and developed a marketing plan. Admissions and University Relations implemented related aspects of the plan. An executive director of enrollment management was hired to facilitate the marketing plan and develop a comprehensive enrollment plan. Recruiting activities, goals, and market strategies are described in the Admissions Office notebook and in the UAF Enrollment Plan [E3.2; E3.5; E3.6; E3.7].

In 1993 UAF restored campus-based funding for federal work-study and reinstated federal supplemental educational opportunity grants. With this source of aid restored, UAF was able to offer an additional \$750,000 yearly to students who qualified. Approximately 150 students have been employed through the work-study program on the Fairbanks and community campuses, and more than 300 students receive the educational opportunity grants. Restoration of this program provides financial resources to those students who need it the most, and provides university departments with skilled labor at a minimal cost. Seeking private donations for student scholarships was a major goal of the UAF Development Office. Privately funded scholarships have almost doubled from 1992 to spring 2001. The total amount of aid processed through the Financial Aid Office has grown from \$12 million in 1987 to over \$25 million yearly.

Because of extremely high use and crowded conditions of the Patty Center in the early 1990s, students approved a fee to support bonding for construction of the Student Recreation Center. The new facility has considerably expanded indoor recreation opportunities for students, faculty, and staff.

Recruitment, Admissions, Orientation, Academic Advising, Career Advising, and Financial Aid

Evidence-Based Description

In its recruitment efforts UAF has complied with the Association's Policy 3.1 Institutional Advertising, Student Recruitment, and Representation of Accredited Status. Publications are factual and are updated regularly to reflect current information and to accurately convey the institution's mission, goals, programs, and services. The regional and specialized accreditations that UAF holds are prominently and accurately listed in the catalog. Only approved wording is used in stating the university's regional accreditation status or the specialized accreditation status of individual programs. No statements are made about future accreditation. The Office of Admissions works closely with University Relations to provide accurate and realistic publications and advertising that promote educational opportunities and services. While the UAF

web site is revised continually, individual departments are responsible for maintaining their own web pages, resulting in inconsistencies in accuracy, quality, and appearance. The printed catalog is readily available at no cost and is also available online.

Student recruitment is primarily conducted in a coordinated effort by a staff of professional admissions counselors who represent UAF accurately and uphold principles of good practice. No independent contractors are used. The director of admissions regularly consults and works with academic deans and department heads and distributes enrollment statistics to a wide variety of campus constituencies. In addition, trained student ambassadors support recruitment efforts, and Rural Student Services focuses on rural and Native student recruitment. The staff of the Department of Athletics and Recreation not only recruits student athletes but also broadly represents UAF when visiting high schools and villages. Faculty members travel to villages to meet with students and speak with high school classes. Representatives of the College of Rural Alaska attend key conferences such as the Alaska Federation of Natives pre-conference on education and youth, where CRA maintains a recruitment and information booth. In an effort to stay on the cutting edge of recruitment, UAF recently subscribed to a “dot com” company that provides automated e-mail response to student inquiries. This effort is not intended to replace human interaction, but rather to supplement staff efforts by providing timely, well-informed electronic replies to e-mail inquiries.

In the recruitment process, references to employment opportunities and job placement upon graduation are based on an annual Graduation Report produced by Career Services. Academic advisors discuss employment or placement potential and statistics in reference to a particular plan of study, but no guarantees are made.

UAF’s admission policies and its qualifications for admission reflect its mission, goals, and responsibilities as part of the state’s public higher education system (3.D.1). UAF is an open admissions institution. Requirements for non-degree, certificate, or associate degree student admission are either a high school diploma or GED or attainment of at least 18 years of age. Admission to baccalaureate and some associate degree programs add high school grade point average and course requirements appropriate to preparation for program content [G1:10]. Provision is made for assisting under-prepared students and for demonstrating the ability to successfully perform college-level work (see Standard 2.C). The university also offers opportunities for high school students to enroll through dual enrollment and TECH-PREP certificate or associate degree programs, where a student earns high school and college credit simultaneously [G1:12]. Requirements specified in the catalog for the enrollment of students in degree and certificate programs are strictly followed unless, in the faculty’s judgment, an exception seems warranted. Exceptions are made on a case-by-case basis (3.D.1) [G1:11].

The goals of the university are to “provide high quality undergraduate education for traditional and nontraditional students,” to “serve as an educational center for Alaska Natives,” and to “serve as a model that demonstrates how gender, racial, and cultural diversity strengthen a university and society.” Although admission requirements do not vary with the individual characteristics of applicants, the university does encourage and support a diverse enrollment (3.D.2). This year the Admissions Office added one counselor designated to recruit under-

represented populations and another to specialize in recipients of the Alaska Scholars Award (see Standard 3.D.8). The rural community campuses and Rural Student Services on the Fairbanks campus are valuable resources for recruiting and supporting rural and Alaska Native students. Consistent with the goal to “be an academic gateway to the North Pacific and the Circumpolar North,” recruitment efforts also target graduate and undergraduate students who have particular interest in opportunities afforded by UAF’s location. International students receive targeted advisement and assistance from the UAF International Student Program. UAF’s participation in international and national student exchange programs also encourages campus diversity and provides diverse experiences for UAF students.

Orientation programs are available for the special needs of new students and special populations (3.D.9). A major orientation program geared toward traditional college freshmen is offered on the Fairbanks campus in the fall semester and a smaller one is offered in the spring. Also, beginning in 2000, a parents’ orientation is held in the fall. On the Kuskokwim Campus, traditional orientation is held each semester for on-campus students. Rural Student Services has a long history of providing intensive orientation and support to rural and Native students on the Fairbanks campus. Specialized orientations are also extended through the Graduate School, International Programs, Athletics, and Residence Life. New one-day programs are being created to make orientation resources more accessible to local, transfer, and part-time students on the Fairbanks campus. Phone contact is initiated with students new to distance delivery education to answer questions.

UAF provides advising for its students in multiple ways to help specific groups make appropriate academic choices and career path decisions (3.D.10). Faculty perform the majority of student advising. Their contracts begin before the start of classes so that they will be available to students. Students with declared majors meet with faculty advisors from their respective departments. Advising for undeclared students on the Fairbanks campus is provided by the Academic Advising Center and Rural Student Services [W3.4; W3.5]. Fourteen to twenty faculty advisors plus up to eight peer student advisors serve in the Advising Center. Rural Student Services currently employs three full-time staff advisors and uses student mentors as well. At the community campuses, both faculty and staff provide advising. Standard 4.A gives more information about the role of faculty in advising.

The Advising Center and Rural Student Services are members of the National Academic Advising Association (NACADA), and their practices and procedures are based on the CAS (Council for Advancement of Standards) standards for academic advising. Both units have received national recognition. Rural Student Services was honored by RETAIN (Retention in Education for Today’s American Indian Nations) for its outstanding program, and the Academic Advising Center received the 1993 Outstanding Institutional Advising Program Award from NACADA in recognition of its innovative and exemplary practices. The Advising Center also received an award of excellence in spring 2001 from NACADA for its Faculty Advisor Manual, a reference book the center provides as training material for faculty, staff, and peer student advisors.

Individual departments and the Advising Center publish information for students regarding the responsibilities of students and advisors in the advising process (3.D.10). A publication for new and prospective students, the “Trail Guide,” provides information regarding availability of academic planning and advising assistance. Other sources of information are the “Academic and Career Development” section in the catalog, the class schedules for the Fairbanks campuses, and the Summer Sessions Catalog.

Policies and procedures for appropriate class placement in English and mathematics courses are based on national standardized tests (3.D.3). ACT and SAT test scores are used for baccalaureate student placement, and COMPASS/ASSET scores are used for associate and certificate students. Requirements for testing and information on placement as a result of test scores are provided in the catalog [A3.10; G1] and in the advisor’s handbook [G17]. Every four years, and most recently in 2000, UAF participates in the American College Testing (ACT) Course Placement Service. This process establishes course placement ranges according to the institution’s expectations for student success (defined as ‘C’ or better) in the courses identified (3.D.3). Students are encouraged to consult with an advisor if they question the results of placement testing. The discussion of developmental programs in Standard 2.C gives additional information on placement.

Requirements for continuation in academic programs are published in the catalog, as are the conditions that may lead to academic disqualification. Information on appeals processes and on returning to degree seeking status after academic disqualification is also provided (3.D.4). Students may also declare “academic bankruptcy” for a fresh start academically [A3.10].

Institutional and program graduation requirements are stated clearly in the catalog and are applied uniformly during certificate and degree verification. The catalog and the class schedule for the Fairbanks campuses both discuss information release and directory information with respect to the Family Educational Rights and Privacy Act (FERPA) (3.D.5) [A3.10]. The graduation staff in the Office of the Registrar works with the Curricular Affairs Committee of the Faculty Senate in preparing academic material for the catalog. While mid-year program changes may become effective immediately, most changes take effect with the publication of a new catalog.

Career Services provides counseling and placement services to assist students and alumni in meeting career goals and objectives within Alaska, nationally, and internationally (3.D.11). Career Services tracks job placement of graduates from all campuses and publishes results in the annual Graduation Report. This survey, based on a model used by Lehigh University, provides information of value to UAF’s assessment and planning. Career Services includes Alaska Teacher Placement (ATP), which works directly with Alaska school districts to find and place qualified teachers throughout the state. It helps University of Alaska system students and alumni as well as educators from the lower 48 states find placement in Alaskan schools. ATP publishes an annual report of Alaska teacher supply and demand.

The Financial Aid Office uses a variety of federal, state, and institutional funding sources to provide financial assistance consistent with the needs of entering and continuing students

(3.D.6). Sixty-seven percent of first-time freshmen and 62 percent of all full-time students receive financial aid through this office [E3.3]. Students can also receive assistance directly from departments or through undergraduate employment, graduate assistantships, or tuition waivers [A3.11; A7.13]. About 60 percent of students awarded aid through the Financial Aid Office in the last three years were women, and 35-40 percent of students receiving athletic scholarships were women. Routine studies of the distribution of financial aid among ethnic groups are not available. However, roughly two-thirds of the awards of aid from private organizations come from Alaska Native corporations or the Bureau of Indian Affairs. In addition, the UA Foundation has scholarships specifically for Alaska Natives. These contribute to fulfillment of UAF's goal to be an educational center for Alaska Natives [A1.4].

Information regarding the various types of financial aid is available to prospective and enrolled students (3.D.7) [A3.10; W3.13]. Financial aid programs are listed and explained in the university catalog and on the UAF web site. Information sessions are regularly provided for students during orientation programs and often during recruitment trips. The Financial Aid Office provides information and applications to students on all UAF campuses, assists the community campuses in financial aid administration, and conducts information sessions at many high schools each year.

Financial aid regularly receives oversight from internal auditors in accordance with University of Alaska policy and is regularly reviewed by federal and state agencies (3.D.8) [E3.4]. Student loan disbursements, accounting for over 70 percent of aid offered, are regularly monitored to evaluate the delivery of loan funds and to assure their fiscal protection. Student loan programs and the institutional loan default rate are likewise regularly monitored. Student disbursements are routinely balanced with the Business Office.

Financial aid recipients receive information about loan repayment obligations (3.D.8). Entrance counseling for the federal loan programs is provided primarily by a combination of written and video materials. Students may also get information online about repayment obligations before a loan is initially disbursed, a method required for participation in the federal Direct Loan program.

UAF has never been in danger of losing funding due to an excessive default rate on any type of aid. The UAF federal loan default rate for 1998 is 8.4 percent, well below the threshold of 25 percent that would endanger UAF's participation in federal loan programs. Since the federal Direct Loan program is new, no default rate has been established. The default rate for the Alaska Student Loan program is 9.15 percent for cohort year 1998.

The Alaska Scholars Program [W3.8] offers generous undergraduate scholarships for Alaska high school graduates to attend a UA campus. The program provides \$1,375 per semester regardless of need for a total of eight semesters to the top 10 percent of students at every Alaska high school. This program not only persuades students to remain in state, but also provides an added opportunity for students from small rural villages to attend college. Rural students will be supported in their education even if they remain in their home village and enroll full-time by distance delivery. Almost 250 current UAF students receive financial aid from this source.

Appraisal

The enrollment management approach to student recruitment has had a positive effect. Collaboration among the Admissions Office, University Relations, and departmental faculty has emphasized the importance of recruitment as everyone's business. Enrollment management is maturing by solidifying these successes and expanding emphasis on orientation and student support programs to strengthen retention efforts.

At present there is inconsistent enforcement of the recommended course prerequisites during registration. However, the Banner Student Information database and the computer registration system now allow easier tracking of students. Data are now easily available to study the benefit of placement testing on targeted groups of students, and to determine whether students have met the necessary prerequisites for course registration.

The Financial Aid Office must seek increased efficiencies in operation if the number of staff is not increased substantially. The ratio of students to financial aid counselors is too high. The efficiency of federal financial aid administration for students has improved with the implementation of direct lending and electronic funds transfer. Students have long complained of poor service from the Alaska Student Loan program, the source of roughly two-thirds of the financial aid received by UAF students. UAF, UAA, and UAS financial aid offices have combined forces to establish better communication, cooperation, and coordination with the Alaska Student Loan program. As a result, students are now receiving more efficient services through the loan program and from the Financial Aid Office.

Many students cite financial hardship as a reason for leaving UAF. Financial Aid data reveal that over the last several years approximately one-third of the students who receive financial aid at UAF were sent ineligibility notices because of poor academic performance and progress. Lack of adequate warning of their poor progress may have contributed to the problem. A Faculty Senate policy requiring six-week grade reports has inadequately addressed this issue.

The Alaska Scholars Program has not existed long enough for a full analysis of retention to graduation. However, this program and the programs UAF has initiated have been successful in keeping a large number of Alaska's brightest high school students at home rather than going outside the state for postsecondary education.

Projections

The enrollment management program will mature with the appointment of a dean of enrollment management in 2001. The dean will expand the enrollment program to include all campuses and coordinate a university-wide effort to study and implement recruitment and retention strategies. Reporting to the dean will be the director of academic advising, director of admissions, registrar, and director of financial aid. The dean will report to the provost rather than to the dean of student services in order to enhance connectivity with academic programs.

To improve retention, UAF will further the growth of first-year experience programs. These include orientation sessions, EDGE, and Alaska Scholars on the Fairbanks campus; Kuskokwim Campus's Emerging Scholars Program; and Tanana Valley Campus's Project College and Career. Expansion of leadership development programs and student employment opportunities should also improve retention. An early warning program started in fall 2000 by the Academic Advising Center and full implementation of the Faculty Senate policy of issuing six-week grade reports should help to improve academic progress and retention. Assessment processes will be developed in conjunction with these efforts to evaluate the effectiveness of each.

A Student Support Services Project proposed for the community and Fairbanks campuses, if and when funded, will provide direct academic support for first-year students. Other funding proposals to improve services include satellite advising stations to distribute advising across campuses and an academic learning center to provide direct academic support services.

More efficient means than one-on-one counseling for mandated financial aid advising and more efficient use of existing staff must be explored. The Alaska Student Loan program's electronic transfer, anticipated for the near future, will greatly improve the delivery of loan funds to borrowers. Also, UAF will have more opportunity to coordinate loan funds with other sources of aid, especially federal Title IV funds. The Financial Aid Office is exploring ways to provide debt counseling for students who need it.

With the new ability to use Banner to determine whether course prerequisites have been met, the faculty should reconsider the extent to which prerequisites for class admission should be enforced.

Campus Life: Residence Life, Food Services, Health and Counseling, Student Activities, Bookstore, Student Media, and Recreation

Evidence-Based Description

Student housing and associated residence life policies and programs are designed and operated to enhance the learning environment. Campus residence halls meet all applicable health and safety standards and are inspected regularly by trained university personnel (including Risk Management) for compliance. Staff members reflect a strong professional background based in residence life programs, student services, and management (3.D.13). The Department of Residence Life on the Fairbanks campus subscribes to the standards and ethics of the Association of College and University Housing Officers-International [Residence Life notebook].

Student housing is designed and operated to support and enhance the learning environment. Space is provided for 1,400 students and faculty residents to live on the Fairbanks campus in traditional residence halls, student apartments, family housing, and faculty housing. Assignment policies are based on demonstrated maturity, academic achievement, and student choice. The 25-bed MacLean House and its associated residence life programs were designed to have a positive influence on students from rural Alaska. It was built in a unique partnership with the Arctic Slope Regional Corp. in accordance with UAF's goal to be an educational center for Alaska

Natives. Sackett Hall, a 38-bed co-ed facility on the Kuskokwim Campus, is the only residential facility in rural Alaska and is a center for student life and activities. It is staffed by a housing officer and food service personnel who provide nineteen meals each week.

Residence Life on the Fairbanks campus offers programs for out-of-classroom learning supplemental to the academic mission. The most notable program is the EDGE (Education, Development, Growth and Experience) Program for traditional freshmen [W3.6], which provides high levels of support and structure for new students at the time they need it most. Freshmen are grouped together in specific buildings to provide study and adjustment opportunities; staffing is doubled in these facilities, and student tutors are on staff to help facilitate learning. The initial response to the program has been quite positive, and the retention rate of EDGE students was 8 percent higher than that of those not in the program during fall 1999. In fall 2000, 320 students were involved in the EDGE program.

UAF Dining Services provides appropriate food services for resident students and non-resident faculty, staff, and students (3.D.14). Multiple dining services are provided in convenient locations throughout the Fairbanks campus. University vending machines were recently outfitted to accept the new one-card (Polar Express). Dining services staff are expected to comply with appropriate industry (National Association of College and University Food Service) and national (OSHA) standards (3.D.14). Surveys conducted [E3.6; E3.7; E3.8] revealed that food services were very important to students and that services were not highly regarded at that time. A new contractor was hired, significant upgrades in facilities and equipment were made, and criminal background checks for all dining services employees began. Customer feedback is encouraged and an active food service advisory board meets regularly [Dining Services notebook].

Students enrolled in six or more credit hours at UAF are eligible to use services available at the Center for Health and Counseling located in the core of campus (3.D.12). The center provides primary health care and health education, counseling, disability services (including arrangements for accommodations), and administration of the student health insurance plan. Professional alcohol assessments are provided at the center through a contract with the Family Recovery Center of Fairbanks Memorial Hospital. The disability support services coordinator, in accordance with Board of Regents Policy [G2 P09.06.00], oversees all services for students with disabilities provided through any campus of UAF. The coordinator, in consultation with the director of a community campus, may appoint a site designee to assist in the delivery of disability support services. The coordinator, or the site designee in consultation with the coordinator, is responsible for appropriate services to support academic progress. The coordinator, in conjunction with facilities staff, ensures that facilities are accessible to students with disabilities (3.D.15) [Health and Counseling notebook; W3.9].

Students have the opportunity to participate in a wide variety of co-curricular student activities and programs that foster social growth (3.D.15). Leadership, volunteerism, recreation, and socialization are common elements of co-curricular programs. Activities are advertised and open to the entire UAF community. Seventy-five to eighty organizations are recognized each year [E3.11]. Support for recognized student organizations is available through application to the ASUAF Club Council. The Student Activities Office staff coordinator provides administrative

support for student clubs and organizations and ensures that appropriate services and facilities are accessible in keeping with the spirit and intent of equal opportunity for participation (3.D.15) [Wood Center notebook; W3.10]. The university requires each club or organization to have an academic advisor and to comply with all university and departmental policies. The UAF Club Handbook [E3.1] requires clubs and organizations to maintain an open membership, which grants membership to anyone who desires it (3.D.16). Many clubs—Institute of Electrical Engineering, Sigma Tau Delta, Psi Chi, Alpha Kappa Delta, and AISES (American Indian and Science Engineering Society)—are academic in nature and supplement the academic mission. Some clubs are honor societies for students with a specified minimum grade point average. Board of Regents Policy [G2 P09.07] and University Regulation [G3 R09.07] on Student Organizations sets forth rights and responsibilities for student organizations and specifies their governance and relationship to the university (3.D.16).

The UAF Bookstore [W3.11; Bookstore notebook] supports the educational program and contributes to the intellectual climate of the Fairbanks campus community (3.D.18). Campus community members have the opportunity to participate in the development and monitoring of Bookstore policies and procedures by participating in annual and semester surveys, both on the Bookstore web site and at the store. The Bookstore provides textbooks, course materials, software, and class supplies based upon faculty and student needs. It facilitates book signings and forums for local and university authors, and it hosts and co-sponsors issues forums on current topics. The Bookstore consistently donates or offers at significantly reduced cost merchandise to a wide variety of campus activities. Over 75 percent of the Bookstore staff are UAF students.

Each of the community campuses has a small local bookstore and access to the comprehensive book distribution function at the Center for Distance Education and Independent Learning, which is responsible for ensuring that the appropriate books, syllabi, and other course materials are readily available to students taking distance delivered courses.

Student media organizations must meet the stipulations of Board of Regents Policy [G2 P09.07.07] and University Regulation [G3 R09.07.07] on Student Media Organizations, plus applicable UAF rules and procedures (3.D.19). The history, function, and governance of the student newspaper Sun Star and the student radio station KSUA are described on their web sites [E3.12; W3.3]. Sun Star receives 7 percent of the student activity fees as well as advertising revenues. A Publication Board Governance Agreement oversees the paper [E3.10]. Staff are not required to be journalism majors, but the Journalism Department takes an active role by encouraging journalism students to submit stories and photographs and apply for staff positions, consulting regularly with the editor and staff, and requiring all print majors to work at the paper for three credits of internship experience. KSUA is a non-profit radio station licensed to the Board of Regents. Staffing consists of five paid student employees, including a student general manager. The general manager works in conjunction with ASUAF, the dean of student services, and the General Counsel's Office to ensure that KSUA adheres to FCC standards and maintains a good reputation within the university and the local community.

UAF considers recreation to be a key component of the educational experience and a source of wellness for the university and the community (3.D.17). On the Fairbanks campus the

Department of Athletics and Recreation provides, in addition to its intercollegiate program, fitness activities and more than forty intramural sports. Each program offers different skill levels and divisions that enable everyone to participate. In order to serve as many students, staff, and faculty as possible, intramural programming continues until 1:00 a.m. several nights each week, and special Late Nighters often keep the facilities open until 3:00 a.m. Joint efforts with Rural Student Services, Residence Life, Student Activities, Health and Counseling, and the UAF Police Department provide alternative activities for students for special purposes, such as decreasing alcohol abuse. At the rural campuses, students are more closely connected to community recreational events than are students at the Fairbanks campus, and therefore less emphasis is placed on campus recreational programs.

Recreational activities on the Fairbanks campus are housed in three facilities: the Student Recreation Center (SRC), the Patty Center gym, and the Ice Arena. The arena seats 1,300 and is used by the community as well as UAF. The SRC opened in 1994 after students voted to increase their fees to finance the facility. Facilities include fitness machines, an elevated one-eighth-mile running track, an indoor climbing wall, and three multi-use courts. Patty Center has two racquetball courts, a swimming pool, a rifle/pistol range, and men's and women's locker and shower rooms with saunas. The Patty Center gym also serves as the home court for varsity women's volleyball and men's and women's basketball. Numerous trails that wind through the wooded hillsides surrounding the campus are maintained throughout the year for running, bicycling, walking, and cross-country skiing. The ski area has four miles of lighted trails.

Appraisal

Two full reviews of the Residence Life program—an overall review by the Association of College and University Housing Officers and a focused review on financial planning issues by an external consultant—have just been conducted. Suggestions have been implemented and strategies followed to make living on campus an attractive, affordable option for students while providing a stable financial base for Residence Life operations.

UAF is looking to the development of strong freshmen experiences as a means of improving retention. The Tanana Valley Campus has opened its semester with a three-week intensive experience, “Project College and Career,” since 1992. The EDGE program was created in 1999 for freshman resident students on the Fairbanks campus. Since 1999 Alaska Scholars and other first-time freshmen on the Fairbanks campus have started the semester early with an intensive week-long “Learning to Learn Camp” followed throughout the semester with sessions to develop academic strengths, college survival skills, and sense of community. This year the Kuskokwim Campus faculty and staff initiated the “Emerging Scholars Program” with similar purposes. These programs appear to be well received and have a positive influence on student success. Continued assessment of the programs will be important to determining and building upon the successes of each. These efforts highlight the extent to which retention is a university-wide issue. The programs generally require the coordinated efforts of faculty and staff from several departments.

The latest student surveys [E3.6; E3.7; E3.8] indicate the recent significant changes to Dining Services have been well received. This progress was achieved under a new contract with a private company partly owned by an Alaskan Native corporation, one of the partnerships with in-state entities UAF is establishing under its “Strategic Plan: UAF 2005.”

Health and Counseling staff have generally been providing requested services at the center. To address a need for preventative educational services, outreach efforts have been initiated to address a wide range of health related topics, including depression screening, alcohol screening, healthy diet, wellness education programming, flu shot clinics, and sexual respect programs. The health center maintains an Assistive Technology Lab at Rasmuson Library, open to students as well as community members, to provide support services for students with disabilities. Training sessions for campus departments, such as Residence Life, are provided on a limited basis. The center is studying the results of an assessment just completed by external reviewers to plan how best to provide services to meet student needs.

Various student activities are provided on the Fairbanks campus, but availability of space has been limiting. The renovation of the Hess Recreation Center in the Moore-Bartlett-Skarland Complex provides a better location for dances and other student activities. Meeting space is available in Wood Center and in classroom buildings.

UAF must endeavor to challenge and curb alcohol abuse, particularly as it relates to freshman residential students. UAF’s focus on alcohol, after multiple task forces the past decade, has changed the past two years. After a year-long review of alcohol issues on the Fairbanks campus, programs were designed to focus on immediate and intrusive intervention with individual students found in violation of university alcohol policy and/or state alcohol laws. As such, students are referred to a full alcohol assessment through the Family Recovery Center at Fairbanks Memorial Hospital. The program has dramatically reduced repeat offenders and has identified students who needed help with their alcohol problems. In addition, a “social norms” project is being conducted in cooperation with UAA to dispel common myths such as “everyone at college binge drinks.” Surveys show that 73 percent of UAF students either drink responsibly or do not drink at all. Efforts to show that responsible drinking is the norm is constructively used as peer pressure against binge drinking. UAF’s other residential campus, Kuskokwim, has elected to be alcohol free.

The Bookstore faces the college market pressure of external web-based competition and potential “privatization.” The Bookstore offers quality services and merchandise comparable to competing entities. Students consistently rate its services highly. Space is a critical issue. The Bookstore currently operates in space that is only 50 percent of the national norm for a store serving an institution the size of UAF [E3.21], and space is divided among three floors.

The student newspaper provides an excellent opportunity for the student staff to learn professional ethics under First Amendment principles. Although the advisor meets with them regularly and provides critiques, the staff operates autonomously. The Journalism Department is considering plans to start a newspaper as an online publication to complement the Sun Star, and it plans to explore other avenues to enhance collaboration with the Sun Star.

KSUA has a strong following within the community, and its Media Board is very active. The station consistently provides Fairbanks with alternative music not normally found on other Fairbanks radio stations. Efforts are underway to improve station technology and to work more closely with the Music Department and Student Activities to bring live musical talent to Fairbanks.

The athletics and recreation facilities on the Fairbanks campus enjoy relatively high levels of use. UAF has a strong intramural program and considerable potential for growth. Possibilities include creating a campus-wide recreation program involving students, faculty, and staff; using the SRC Board more extensively; providing support for recreational instructional activities on campus; involving out-of-state students in winter activities early in the academic year; cultivating interests in cultural recreation activities such as Alaska Native games; increasing instruction in outdoor winter activities; integrating recreation into residential life programs; and working with student organizations to promote healthy recreation activities and healthy lifestyles.

Projections

The Division of Student Services will continue to make on-campus living and residential services an attractive option for students. Plans are underway for a new consolidated dining complex to be centrally located at the Wood Center. The Office of Multicultural Affairs will receive new leadership and will be encouraged to seek grant opportunities to further develop programs. Alcohol issues will be addressed with a balance between proactive education and assessment/treatment options.

The Division of Student Services will emphasize the coordination of first-year experience programs (EDGE, Alaska Scholars, and the more traditional orientation programs). Attention will be given to electronic access to orientation, advising, and bookstore services. Another goal is to ensure that services provided to students studying through distance and distributed course delivery are commensurate with services available to students on campus. Coordination with faculty and staff across a number of units will be required for success.

An internal review of campus recreation programs will be done in consultation with the National Intramural-Recreational Sports Association. Reviewers will be asked to study compliance with standards set by the Council for the Advancement of Standards in Higher Education. This review will assist UAF in determining whether additional staff positions should be sought for expansion of programs.

3.E. Intercollegiate Athletics

The UAF Nanooks (*Nanook* means “polar bear” in Inupiaq Eskimo) compete at Division I level in men’s ice hockey, at national championship level (all divisions) in men’s and women’s cross-country skiing and rifle, and at Division II level in men’s and women’s basketball, men’s and women’s cross-country running, and women’s volleyball.

In 1992 the intercollegiate sports program moved from the National Association of Intercollegiate Athletics to the National Collegiate Athletic Association (NCAA) when UAF became a charter member of the 16-member Pacific West Conference for Division II sports. On October 3, 2000, the Pacific West Conference approved the withdrawal of ten schools to form a new conference, the Great Northwest Athletics Conference, effective July 1, 2001. The new conference is more geographically friendly for UAF; student athletes miss less class due to travel, and expensive trips to Hawaii are no longer necessary.

The ice hockey program became a member of the Division I Central Collegiate Hockey Association (CCHA) in 1995. The Fairbanks community donated \$75,000 to the athletic department, allowing UAF to petition and eventually become a member of this competitive ice hockey conference.

The UAF intercollegiate program has had several notable successes:

- The rifle team won NCAA Championships in 1994, 1999, 2000, and 2001. It had six All-Americans at the 2000 NCAA Championships and set modern NCAA records with high scores in air rifle and small-bore while boasting the highest team grade point average among rifle teams in the nation at 3.85.
- The men’s basketball team finished in third place at the 1998 Top of the World Classic, the highest placing ever for a Division II team competing in a men’s Division I basketball tournament.
- The women’s basketball team qualified for NCAA western regional playoffs in 2000-2001.

Evidence-Based Description

The purpose of the intercollegiate athletic program is to initiate and provide competitive athletic programs while promoting educational goals for the student athlete and enhancing the image of UAF. The competitive athletics program provides opportunity for student athletes to demonstrate their unique skills while retaining their amateur status, a clear distinction between college athletics and professional sports. The Department of Athletics and Recreation promotes equitable participation and competitive excellence, encourages sportsmanship and ethical conduct, and works to develop positive societal attitudes in all of its endeavors.

Most home athletic events take place in Fairbanks campus facilities, but the Top of the World Classic Basketball Tournament and the home ice hockey games are played at the Carlson Center in the Fairbanks community. Membership in the Division I Central Collegiate Hockey

Association required an ice arena with more seating and better accommodations than are available on the Fairbanks campus.

In 1998 the University of Alaska Board of Regents issued its first policy statement regarding philosophy, goals and objectives for recreational and intercollegiate athletics. Policy 09.09.02 assigns to UAF responsibility for the operation of its intercollegiate sports, with academic and financial integrity, and in compliance with athletic organization rules [G2]. The board authorized UAF's membership in the national conferences in which its intercollegiate programs compete. The board must approve any change in level of competition or new membership (3.E.1). The classification level at which a team competes must be commensurate with available funding, facilities, and skills of the athletes. The dean of student services is responsible for the supervision of the athletic and recreation programs, including approval of the budget. The new Great Northwest Athletics Conference requires participation of the chancellor in its proceedings.

Faculty oversight of the intercollegiate program is through membership on the Intercollegiate Athletics Committee (IAC) and the appointment by the chancellor of a faculty athletics representative (3E). The IAC provides oversight of the athletic department's mission, goals, and strategies, and evaluates and reviews the athletic department's Policy Manual and Student-Athlete Handbook [E3.19]. The faculty athletics representative works with the compliance director to assure the eligibility and well being of the student athletes and attends national conferences.

A Student-Athlete Advisory Board, which includes two elected student athletes from each sport, provides a valuable voice for the student athletes in establishing department policy. This board has also assisted in the development of academic and conduct policies in the Student-Athlete Handbook.

The university evaluates its program every five years in conjunction with the requirements of the NCAA to ensure that it is in keeping with the educational mission and goals of the university (3.E.1). This study has been conducted in 1996 and 2000-01 [A3.7]. In 1996 UAF invited the NCAA compliance representative to conduct an institutional compliance review. The purpose of this review was to inform athletic and senior-level administrators of problems that commonly occur in athletics departments and identify areas of concern in UAF's compliance program. Self-assessment also takes place through weekly administrative meetings, biweekly staff meetings, monthly meetings of the IAC, and yearly assessment procedures. The Department of Athletics and Recreation conducted a self-study through the NCAA during the 2000-01 academic year to identify challenges and work out strategies for strengthening the department and enhancing its potential to move to Division I status. Assessment processes and the use of results to evaluate progress toward departmental strategic goals are provided in the Athletics and Recreation notebook.

The goals and objectives of the intercollegiate athletic program and the institutional expectations of staff members are at least discussed with finalists if not provided in writing to all candidates for athletic staff positions. The duties and authority of the director of athletics, faculty committee on athletics, and others involved in athletics policy-making and program management are stated

explicitly in writing (3.E.2). Duties of athletic personnel are stated in writing in the job evaluation form and job descriptions, and are reflected in job advertisement materials and recruitment efforts [E3.13], in accordance with Human Resources policies and procedures. An annual review of the job description will begin as part of the annual review of staff performance that occurs at the beginning of each year. The duties of the faculty committee are found in the Department of Athletics and Recreation self-study notebook. Policies and rules concerning intercollegiate athletics are reviewed at least annually by athletic administrators and all head and assistant coaches (3.E.2). The Division of Student Services reviews proposals for new policies and procedures and any questions that arise over policy interpretation.

Student athletes are considered first and foremost to be students and are expected to follow all normal university policies and procedures. Financial aid, admissions, and academic standards and degree requirements are handled through the same institutional agencies as those that handle these matters for all students (3.E.3). Students have access to advisors within the athletics department who work with them in conjunction with their major advisors. The athletics staff also serves as a referral for other student services departments for such things as the special reports that the institution must prepare regarding student athletes.

Student athletes' average fall 2000 semester GPA was 3.18, and their cumulative was 3.20. This shows a steady progression from the fall of 1997, when student athletes' average GPA was 2.98. Graduation rates, which also reflect the persistence rate tracked for Division II participation, were 58 percent for student athletes, compared to the 32 percent university-wide rate for the baccalaureate class of 1992-93. Mandatory study halls when traveling, careful grade monitoring, peer mentoring, and accessible advising (athletics staff, coach, and academic advisor) appear to be the major contributors to these improvements.

The director of the Department of Athletics and Recreation is responsible for budget development and implementation. The director, with the assistance of the Division of Student Services executive officer, also oversees and tracks funds raised by external constituencies to ensure that they are recorded and spent in accordance with UAF's policies and procedures of documentation and audit and NCAA regulations and gender equity principles (3.E.4). Regularly scheduled internal and external audits assist in identifying areas of concern, and the department is responsible for correcting any noted deficiencies. Audits are kept on file in the department and in the offices of the dean of student services, the vice chancellor for administrative services, and the UA system vice president for finance.

UAF is committed to fair and equitable treatment of both genders in providing opportunities for participation, financial aid, student-support services, equipment, and access to facilities (3.E.5). Currently, UAF offers four female sports, four male sports, and one co-ed sport. However, a disproportionate participation rate compared to enrollment is created with the only Division I team being men's ice hockey. UAF has a continuing concern regarding the participation opportunities for females compared to the proportions of their enrollment. An increase in scholarships for women's cross-country skiing and volleyball, with no parallel increase for men's sports, was granted for the 2000-01 academic year in order to bring more equity to the process. All facilities and equipment are shared equally with the scheduling of the gymnasium shared on a

rotating time schedule. All athletes receive the same per diem when traveling, the same opportunities for academic tutoring and medical attention, and the option of acquiring equal coverage for health insurance.

Racial and cultural diversity is likewise important to UAF athletics, in keeping with UAF goals regarding diversity and being a gateway to the North Pacific and Circumpolar North. Coaches actively recruit student-athletes from Canada, Denmark, Sweden, Russia, Norway, Finland, and Greenland, with most success in cross-country skiing, rifle, and hockey.

The university's academic regulation on class attendance states that university-sponsored activities should not be scheduled to conflict with the finals schedule (3.E.6) [G1:20]. The athletics director reviews all sports schedules to avoid conflicts with the schedule published in the catalog. Fortunately, qualifying and national competitions are rarely scheduled during the time traditionally scheduled for finals at UAF. Faculty who schedule finals outside this period may place individual student athletes in conflict with this academic regulation.

Appraisal

A full-time assistant director for compliance position was created in 1996 after concerns were raised regarding the academic achievement of student athletes. Since then, a marked improvement has been seen, and student athletes overall now maintain a higher grade point average than university students at large.

The department is successful in fulfilling its mission of enhancing UAF's image within the community. Examples of significant mutual support include the following:

- Game attendance in 1999-2000 increased in all spectator sports along with an increase in summer camp attendance in basketball, volleyball, and ice hockey.
- British Petroleum added financial security to the popular Division I Top of the World Classic Basketball Tournament by signing a \$375,000 contract in 2000 as the title sponsor for the next five years.
- Support from the community booster club and newly developed fundraising club has helped the hockey program to obtain more resources. This includes in-kind assistance plus over \$75,000 in individual contributions.
- The men's basketball program presented the REACH program (Reach for Excellence through Academics, Competition, and Humanity) to twenty-one different communities in Alaska, many of them rural. The men's basketball team played in Barrow, serving as informal ambassadors for the university in a community where basketball is an important sport and social event and could be used as an important recruiting tool for Alaska Native men, who are currently under-represented at UAF.
- Student athletes are strongly encouraged to participate in community service opportunities. Such participation enhances the image of higher education to the young people addressed. Student athletes assist the American Red Cross, United Way, Big Brothers and Big Sisters, Boys and Girls Club, Equinox Marathon, Eddie the Eagle program, and the REACH program. They also read to elementary students at selected schools, forming a partnership between the schools and UAF. Public service is an

important component of the university's mission, and UAF athletes learn the value of individual community service.

The athletic budget is closely reviewed each year. In order to meet budget demands, staff has been trimmed to a minimum. Recent funding received for three positions will relieve some needs, but areas of concern remain for facilities management and assistant coaches. It is difficult for UAF to fulfill NCAA recommendations for staff in such areas as financial aid reporting and academic advising. Covering these needs has put an additional load on the athletics staff. After years of short-term budget management, the department is embarking on a systematic business-planning approach that will link programmatic goals and priorities with fiscal resources.

Meeting Title IX requirements is another challenge. Emphasis was placed on balancing the men's and women's ski scholarship distribution during the 2000-01 academic year. The plan is to achieve equal distribution with an increase in funding and opportunity for women and the addition of a women's sport, most likely swimming. Radio coverage for men's and women's sports was disproportionate for 2000-01, with thirty-four men's hockey and eighteen men's basketball games scheduled to air, compared to four women's volleyball and four women's basketball games.

Significant budget challenges still face the hockey team in the Division I environment, a major one being the inability to offer as many scholarships as its conference opponents. An important goal is to increase the overall departmental budget so that each sport is funded at a level that is competitive with other institutions in its conference or region.

Projections

The athletic department will continue to support the academic achievement of its student athletes, movement toward equity in men's and women's sports, and increased external funding. Increasing the visibility of UAF's sports programs at the local, state, and national level should assist in these efforts. Strategies include regular maintenance of a web site for all sports, mailing of information to alumni and fans regarding each sport's accomplishments, and increasing the visibility of sports teams by broadcasting athletic games on regional and national television and radio. The university is working to balance the number of broadcast opportunities and improve the athletic department's relationship with the radio stations, particularly for women's sports.

UAF will take steps to improve contracts with title sponsors, to increase television coverage, to enhance merchandise sales, and to attract more spectators, particularly at the Top of the World Classic Basketball Tournament. A fundraising team has been formed with the goal of raising substantial donations. These efforts will increase the overall operating budget to levels that are competitive with institutions in other conferences and regions.

The department will continue to forward budget requests for the funding of another women's sport and the assistant coaching positions. A women's basketball tournament is planned, in addition to the current volleyball tournament.

The department is modifying its staff handbook to ensure that all candidates for staff positions receive written information regarding the goals and objectives of the intercollegiate program.

Long-range plans for the department include construction of a new ice arena on campus with a weight room, locker rooms, and offices. Such a facility would elevate UAF to the level of other hockey programs in the Central Collegiate Hockey Association.

The question of the degree to which the athletics program meets UAF's commitments to fair and equitable treatment of both genders has been referred by the chancellor and dean of student services to the Faculty Senate Intercollegiate Athletic Committee, which will decide on a course of action to take in program planning.

Standard 3 Documents List

Appendices

- A1.4 UAF Strategic Plan 2005
- A3.1 UAF Student Services Organizational Chart
- A3.2 Table #1, Admissions Report
- A3.3 Table #2, Student Affairs Staff Profile
- A3.4 UAF Student Headcount by Campus, Fall 1991-2000
- A3.5 Summary of Student Characteristics, Fall 2000
- A3.6 Retention and Graduation Rate of Degree-Seeking First-Time Freshman
- A3.7 NCAA Graduate Rates Report and Information
- A3.8 Policy and Procedures for Student Involvement in Policy Development
- A3.9 Provision of Student Services at UAF Campuses
- A3.10 Information Resources for Students
- A3.11 Financial Aid Types and Students Served
- A7.13 Financial Aid Charts

Exhibits

- G1 UAF Catalog (<http://www.uaf.edu/catalog/index.html>)
- G2 Regents' Policy (<http://info.alaska.edu/bor/index.html>)
- G3 University Regulation (<http://info.alaska.edu/bor/index.html>)
- G5 UAF Fact Book (<http://www.uaf.edu/pair/factbook.html>)
- G7 UAF Home Page (<http://www.uaf.edu>)
- G8 UAF Class Schedules
- G17 Faculty Advisor's Handbook (http://www.uaf.edu/acadadv/Manual_TOC.htm)
- G18 Advising Center Home Page (<http://www.uaf.edu/acadadv/>)
- G19 Graduate School Home Page (<http://www.uaf.edu/gradsch/>)

- E3.1 UAF Club Handbook (http://www.uaf.edu/woodctr/activity/clubs/club_handbook.pdf)
- E3.2 Strategic Plan for Student Services; includes sections I.B and IIIA of Admissions self-study, FY1999 Recruiting plan, and Enrollment Strategy
- E3.3 Financial Aid Statistics
- E3.4 Financial Aid Reviews conducted by state and federal agencies
- E3.5 March 2001 Division of Student Services Retreat Minutes
- E3.6 ACT Student Opinion Surveys 1993, 1994, 1997, 2000
- E3.7 Cooperative Institutional Research Program (CIRP) Surveys 1998, 1999, 2000
- E3.8 Noel-Levitz Student Satisfaction Inventory (SSI) 2000
- E3.9 Enrollment Management Planning Documents
 - § Enrollment Management at the University of Alaska Fairbanks, May 1996
 - § UAF Enrollment Plan 2000-01
 - § UAF FY99 Recruiting Plan
- E3.10 Publication Board Governance Agreement
- E3.11 Student clubs list (http://www.uaf.edu/woodctr/activity/clubs/club_list.html)
- E3.12 Example student publications; SunStar newspapers
- E3.13 Resumes of student affairs staff and Job evaluation forms

- E3.14 Student Affairs Program Review Committee report to the Chancellor, May 1992
- E3.15 Task Force on Safety, October 1999
- E3.16 UAF Department of Public Safety Review by External Review Task Force, December 1993
- E3.17 Safety Brochures
- E3.18 Brochures regarding transfer of credit
- E3.19 Athletic Department's Policy Manual and Student-Athlete Handbook
- E3.20 Constitutions and Bylaws of student government organizations
- E3.21 1998 Financial Report of the National Association of College Stores

Additional Web sites

- W3.1 ASUAF <http://www.as.uaf.edu>
- W3.2 Summer Sessions <http://www.uaf.edu/summer/docs/>
- W3.3 KSUA (student radio station) <http://ksua.uaf.edu/>
- W3.4 Academic Advising Center <http://www.uaf.edu/adadadv/>
- W3.5 Rural Student Services <http://www.uaf.edu/ruralss/>
- W3.6 Edge Program <http://www.uaf.edu/reslife/edgeindex.html>
- W3.7 Admissions <http://www.uaf.edu/admrec>
- W3.8 Alaska Scholars Program <http://www.alaska.edu/scholars/>
- W3.9 Center for Health and Counseling
(includes disability services) <http://www.uaf.edu/chc/>
- W3.10 Wood Center <http://www.uaf.edu/woodctr/activity/pages/clubs.html>
- W3.11 Bookstore <http://www.uaf.edu/bookstore/>
- W3.12 Center for Distance Education
and Independent Learning <http://www.dist-ed.uaf.edu>
- W3.13 Financial Aid <http://www.uaf.edu/finaid/index.html>

Notebooks of Interest

- Academic department notebooks
- Academic Advising Center notebook
- Bookstore notebook
- Athletics notebook
- Admissions notebook
- Business Office notebook
- Career Services notebook
- Dining Services notebook
- Financial Aid notebook
- Health and Counseling notebook
- Multicultural Affairs notebook
- Registrar's notebook
- Rural Student Services notebook
- Upward Bound notebook
- Wood Center notebook