

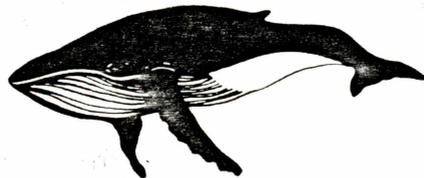


**NORTHWEST ASSOCIATION OF  
SCHOOLS AND COLLEGES**

**COMMISSION ON COLLEGES**

***Evaluation Committee Report***

UNIVERSITY OF ALASKA, JUNEAU



*September 21-23, 1983*

*A confidential report prepared for the Commission on Colleges  
that represents the views of the Evaluation Committee*

NORTHWEST ASSOCIATION  
OF SCHOOLS AND COLLEGES

Commission on Colleges

A Report on the Accreditation Team Visit To:

UNIVERSITY OF ALASKA, JUNEAU

JUNEAU, ALASKA

September 21-23, 1983

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## I. INTRODUCTION

In April of 1976 the University of Alaska, Juneau (then named University of Alaska, Southeast) applied to the Northwest Association of Schools and Colleges for accreditation. During 1976-77 a self-study was completed and submitted to the Northwest Association of schools and Colleges. On September 11-14, 1977, a nine-member evaluation team visited the University of Alaska, Southeast. In December 1979, the University of Alaska, Juneau was recognized as a candidate for accreditation. In March 1979, a biennial report for continued recognition as a candidate was completed and filed with the Northwest Association. In April 1979, two members of the Commission on Colleges made a biennial candidate visit to the University. Based on the progress report and recommendations from the visit, the Commission on Colleges reaffirmed the University of Alaska, Juneau as a candidate for accreditation and authorized the University to proceed with a comprehensive self-study in preparation for an evaluation in 1981 for accreditation.

In February 1981, the University of Alaska, Juneau completed the self-study. March 31-April 2, 1981, an Evaluation Team evaluated the University of Alaska, Juneau for accreditation. The team recommended that the institution remain in candidacy status with another review in two years. In July 1983, the University of Alaska, Juneau, after another intensive internal evaluation completed a comprehensive report to the Commission on Colleges. September 21-23, 1983, an Evaluation Team comprised of the following members evaluated the University of Alaska, Juneau for accreditation:

James F. Bemis, Executive Director, Commission on Colleges (Ex officio)

Richard M. Swenson, Vice Provost, Utah State University (chairman)

Roberta J. Barnes, Dean of Students, University of Nevada, Reno

Orville D. Carnahan, President, Utah Technical College at Salt Lake

Warren S. Owens, Dean of Instructional Services, University of Idaho

William W. Smith, Dean of Academic Affairs, Oregon Institute of  
Technology

Richard A. Solberg, Associate Vice President for Academic Affairs,  
University of Montana

Grant R. Thomas, Professor of Marketing, Eastern Washington University

Ron Phipps, Alaska Commission on Postsecondary Education (observer)

The team was appreciative of the excellent arrangements that were made in preparation for the visit. Special mention is made of the quality of the self-study which indicated a realistic self-evaluation and candid appraisal, the anticipation of the team's requirements to efficiently carry out its work, and the reception and dinner which provided opportunity for the team members to meet faculty, staff, Regents, governmental officers, and community and legislative leaders.

## II. INSTITUTIONAL OBJECTIVES AND PURPOSES

The 1981 Evaluation Team expressed concern regarding the institution's mission statement considering "it to be extremely ambitious in consideration of the stage of development of the institution in relation to its human and physical resources." UAJ has developed a new mission statement which is more appropriate to the institution's current stage of development. It has been approved by the Board of Regents and is contained in the University's official publication.

With the involvement of the total University community, eight-year goals with objectives have been established in line with the mission statement. The goals seem to be attainable and the institution is to be complimented in the way specific objectives have been developed to enable the institution to accomplish the goals. They will provide guidelines for decision-making and benchmarks to measure the progress of the institution.

While the institution's age does not permit adequate evaluation as to how well it is meeting its stated mission and goals, there is evidence that it is doing so. For example, enrollments, the number of full-time faculty, and the number of faculty with terminal degrees are increasing; additional faculty and staff are being added in the areas of UAJ's role assignment, programs peripheral to the institution's mission have been dropped, and the number of programs have been decreased to more nearly correspond to available resources. A survey of the alumni indicates the former students are performing adequately in the fields in which they received their college education.

UAJ's planning, allocation of resources, and its major academic activities are directly related to its mission and goals.

### III. FINANCIAL STABILITY

The University of Alaska, Juneau is part of the centralized financial process for the University of Alaska system. The Vice Chancellor for Administrative Services coordinates budget development. Opportunity is provided for input at all levels of the institution and budget hearings are provided for faculty, staff, students, and the general public.

The University of Alaska president submits the statewide budget to the Board of Regents who submit their final budget to the Governor. The Governor makes his own recommendations to the Legislature who may fund the increments recommended by the governor, those recommended by the Board of Regents, develop their own priorities and add increments not formally requested, or fund no increments at all. The Governor may accept or reject the Legislature's appropriated budget or veto line items.

Current sources of income are adequate for the present operation of UAJ. State appropriated revenues have increased by 60 percent since FY81. Capital appropriations for UAJ have totaled \$19,089,800 for the past three years--an average of \$6,363,267 per year compared to an average of \$1,386,333 from 1978 to 1980. Appropriations per FTE student have been \$2,267, \$2,761, and \$2,860 for 1980-81, 1981-82, and 1982-83 respectively.

Currently, UAJ has no indebtedness. The external financial audit of the University of Alaska is performed on a campus-by-campus basis with consolidated opinions and statements expressed for the entire University of Alaska system. This audit was conducted in 1980 and 1981 by Coopers and Lybrand and in 1982 by Peat, Marwick and Mitchell and Company. Unqualified opinions were expressed for each of the three years mentioned.

Internal audits are performed by the University of Alaska Internal Audit Department on specific fiscal functions of the University.

#### IV. PHYSICAL PLANT

UAJ's main campus is located in a prime setting on the shore of beautiful Auke Lake. The acreage presently owned by the University, plus that contemplated for purchase, will provide ample space to accommodate the planned expansion of the campus.

Although physical facilities are not adequate for present and future needs, the University has added 68,500 square feet to the campus in the past three years. The increase in new space and remodeled existing space have greatly enhanced the ability of the University to perform its functions since the last Evaluation Team visit.

Express service has been provided between the main and downtown campuses of the University through cooperation with the City and Borough of Juneau.

The physical plant administration has developed a cadre of full-time, licensed and certified technicians who can maintain and operate all university structural, heating, ventilation, electrical, and mechanical systems. Maintenance of the physical plant is made more difficult by the separate locations of the two campuses. However, the campus buildings are adequately cleaned and the campus and buildings create a good impression for the University.

## V. LIBRARY AND MEDIA SERVICES

When measured against the deficiencies in the library noted in the 1981 Evaluation Report, the degree of progress made in the last two years has been substantial, and thus is patently deserving of commendation.

### A. Facilities

The recent expansion of the library into all of the Novatney Building has more than doubled the square feet of floor space it previously occupied. It is now an attractive, well-planned facility adequate to present needs. However, it can be regarded as only temporary in that the necessary growth of the library will exhaust the available expansion space in 3-5 years. The Evaluation Team feels that it is to the credit of everyone concerned that this impending need has been recognized and is being addressed in the planning which has been accomplished and for the system-wide high priority which has been assigned to the new library/fine arts building.

### B. Collection

In the two years since the 1981 Evaluation Report, the library's collection has grown substantially, e.g., by 24% in books, 36% in periodical subscriptions, and 57% in serial titles, reflecting the effect of the FY83 special appropriation of \$429,000 for collection development. In quantitative terms, clearly that is significant growth; but just as significant, perhaps even more significant, is the fact that the growth has not been haphazard. Rather, it has been planned and focused by virtue of the excellent collection development policy which has been formulated, and by virtue also of the active involvement of the teaching faculty in contributing their expertise to help indentify the materials needed. As a consequence, the collection now constitutes a quality foundation for the future growth which has been so carefully

charted and which is so necessary. The Evaluation Team commends UAJ for having made a large and important first step in addressing the need defined in these words in the Accreditation Standards: "...[the library] shall be capable of supporting basic research in academic majors, to the level of degrees offered."

C. Staff

The total professional staff size has been increased by two positions since 1981, an Acquisitions Librarian and an Instructional Services Librarian. The staff is qualified, competent, experienced, and enthusiastically service-oriented. The inter-relationship between the librarians and the teaching faculty is excellent. The range of services provided by the staff, including effective application of "state of the art" library technology, is commendable.

D. Media Services

The media services provided by the library are adequate, and the pool of equipment is certainly at least satisfactory, although somewhat strained by the need to disperse portions of it on permanent deposit in several widely separated sites on and off campus.

E. Recommendations

1. The Evaluation Team regards it as essential that budgetary support be continued at a level sufficient to maintain steady progress toward achieving the goal of a collection large enough and broad enough to support the University's education and research programs "...to the level of degrees offered."

2. The collection development goal cannot be attained without provision in the near future of a new building sufficient in size and configuration to the future collection and service needs. Therefore the Evaluation Team

endorses the planning which has been done for a new building, and the high priority which it has been assigned, and urges all concerned to see the project through to completion.

3. The Evaluation Team believes that attention must be given to appropriate future increases in the library staff commensurate with the projected collection growth, especially if the plans for a resident student population are realized.

4. The Evaluation Team suggests that attention be given to the problems inherent in the unavoidable division of the audiovisual equipment inventory among several widely separated sites housing University activities. Since this geographical separation prevents consolidation of the equipment into one central pool, some duplication of needed equipment is requisite, but should be done carefully to avoid waste.

## VI. SCHOOL OF FISHERIES AND SCIENCES

### A. Introductory Remarks

The development of the School in recent years is quite impressive. Proposals from the past are now implemented, facilities have expanded, new active faculty members are on board, and the School has experienced renewed vigor under the direction of a new dean. The fisheries component of the School has taken on a central position in the development of UAJ. The centrality of fisheries and the future of that position must be a focal point for long-range institutional planning. Faculty members at all disciplines are solid academicians. Research productivity is on some occasions related to teaching loads.

Geographic isolation is especially difficult for the "one person deep" areas at the School. However, enthusiasm for the future of the School and University is almost unanimous. New teaching laboratories and expanded research space have fanned that enthusiasm.

In sum, the School is fledging from a solid base. The following remarks are designed to aid the School and the University in the maturation process.

### B. Objectives and Purposes

It is not yet clear that the University's long-range planning has articulated the role of the fisheries program vis-a-vis the development of traditional supportive disciplines such as mathematics, biology, chemistry, etc. At this critical juncture in the life of the University, it is important that plans be laid for program development; discipline by discipline, area by area, course by course. While the dean's emphasis on broad resource management programs is to be applauded, such an emphasis can only come to fruition with the support and cooperation of other disciplines such as economics and business administration. Thus, academic planning in the School must attend to issues

concerning program and degree emphases in the basic sciences and critical programs external to the school.

### C. Financial Support

It is important that base budgets in the sciences remain adequate through time. Equipment must be replaced and maintained; research is long-term and cannot be interrupted; emergency repairs must be immediately funded; research proposal preparation is ongoing; commitments to co-operating agencies are not ephemeral; start-up time for a new faculty member is 2-3 years.

New space and facilities have recently matched a long felt pressure as new additional faculty were hired. Funding is now needed to continue to meet program plans and aspirations.

Processing of purchases and expenditures seems cumbersome; possibly a sign of a developing institution.

In general, a good deal of concerted, focused, and justified financial support will be needed to attain the goals of this unique UAJ unit.

### D. Physical Facilities, Materials, and Equipment

Recent expansion of facilities has provided adequate space for teaching. Research space expansion is admirable, but it can already be seen that the larger research faculty (vs. 3 years ago) will soon overwhelm the "research floor." Teaching equipment is good, research equipment is adequate to fair. Computer equipment is good, especially if plans for the near future are implemented. A firm annual budget for acquisition and maintenance is necessary. The problem of physical plant attention to and maintenance of Anderson Hall science facilities deserves high priority attention.

The Auke Creek hatchery (a cooperative effort with Auke Bay lab) and

weir are unique. Every effort must be made to maintain the facility and the quality of the aquatic environment.

The general faculty administration office problem is critical and should be attended to immediately. Appropriate scheduling and spacial arrangement could resolve an intolerable situation.

The University should pursue liaisons with other agencies and institutions for cooperative use of equipment, vessels, stations, and facilities. As a young institution, the duplication of expensive items is a short-term luxury, a long-term folly.

For a small building, Anderson is efficient, well equipped, handsome, and adequate to meet the needs of a low student enrollment, fisheries specialty, science program.

#### E. Library

The central library has made major strides in recent years. It obviously has not been able to "come up to par" for the needs of baccalaureate and graduate programs in the sciences. However, some innovative cooperative use programs with state and federal laboratory libraries has enabled the sciences, especially fisheries, to prosper. These cooperating agencies are to be commended, and this type of "cross-fertilization" can only lead to the betterment of all agencies involved. The University must foster, support, and protect these cooperative efforts if true excellence in science education and research is to be realized.

Book and periodical budgets are never adequate. Modern technology may be a saving grace for UAJ, a new institution. Concerted effort should be directed at not developing a warehouse of printed documents in science/ fisheries at UAJ. Rather UAJ should plan toward utilizing present and future technological developments in building its science library resources.

F. Educational Program

The fisheries undergraduate program needs immediate review, evaluation, and revision; this should be the top priority in the School for the present time. It is antiquated, an amalgam, and is the concern of faculty and administrators alike.

While fisheries seem to "pack the weight" in the School, other matters deserve attention. A careful review should be made of the relative role that mathematics, chemistry, biology, and physics should play in the curriculum--a balance should be struck and clearly articulated. If fisheries is to reign, what quality of faculty can be recruited to the support disciplines? If the support disciplines such as biology, chemistry, or physical sciences are to develop into full-fledged, degree-granting programs, where does the fisheries program fall on the developmental priority list?

Programs, such as the baccalaureate in biology, demand a breadth of teaching expertise matched by few institutions in the nation. It is important to consider that full-fledged degree programs require clusters of individuals rather than a very few persons offering instruction across inordinately wide fronts.

G. Instructional Staff

Save for the fisheries faculty, the science faculty is thin; one person deep in some areas. An additional mathematician is needed. The quality of the faculty is high, especially recent hirings. Recruitment is good, though occasionally distorted by the newness of the institution.

Academic freedom does not seem to be at issue. Classes are small, teacher ratings good. Teaching loads vary for widely different reasons; no enrollment necessitates cancelation of the class. Some professors have three separate preparations per semester, with regularity.

Promotion and tenure criteria and procedures seem to be a concern of faculty members, though a clear picture of the issue was not ascertained by interviews. Written standards, school by school, could help assuage faculty concerns.

#### H. Administration

A new and vigorous dean has firm plans for the School. He is visionary and has gained the respect of his faculty. His plans for the School--resource management--must be delicately meshed with institutional plans and liaisons with state and federal agencies. The basic science disciplines must be tended to in order to ensure the highest quality of faculty and students. Computer technology and instruction must be central to decision making. Research productivity should be encouraged and rewarded.

The central administration seems supportive of the School and its administration. A decrease of paperwork seems warranted as the University and School matures.

#### I. Students

The University has a rather open admission policy. One might expect a negative attitude by professors about the preparation of their students. To the contrary, science professors seemed comfortable and pleased with the students in their classes. In some cases an unusually high number of older (30-40-50) age students were enrolled, and decidedly positive results were obtained. Some specialized and innovative projects involving Native American students deserved special attention.

Professors spend a good deal of time with individual students, because of the small size of most classes. Even in larger classes students receive

individual attention by professors due to their focus on teaching vis-a-vis research.

J. Special Services and Activities

While on-campus activities are standard for science students in chemistry, physics, and mathematics, such cannot be said for biology and fisheries. It is natural (and obvious) that traditional instructional programs in biology and unique programs in fisheries should exploit the resources of the area. Out-stations should be acquired and maintained, field trips supported, field work required, state and federal agency liaisons fostered, work placements for students expanded, and on-campus facilities provided to complement these activities. Certainly, basic science students should be meshed into these activities whenever possible.

K. Research

Research is now encouraged and fostered in the School, especially in fisheries. A balance should be attained so that the basic science faculty can attain research productivity comparable to fisheries. This may require a major re-evaluation of the School. Is it to become a "science" school or a "fisheries" school with support units?

Research facilities are new, small, and growing. Faculty research depends on their own expertise and interests, external grants, attraction of graduate students, and institutional support. The first is extant, the last demands commitment, the others will follow. If UAJ wishes to carve a name in the journals of science, it can most probably do it in resource analysis and management. Fisheries science and management is only a first step; albeit an important one. There must be a full commitment, accompanied by the necessary planning, be understood by the state, and receive the necessary funding.

L. Graduate Program

The graduate program (fisheries only) appears to be well structured, possibly due to its small size and the research orientation of the faculty. Facilities are adequate, but will become overcrowded in the near future.

Inactive graduate students should be purged from the records. With 20-30 students on the records, certainly more than 1-3 degrees should be awarded each year.

Graduate advisor assignments should be contracted before formal study begins, programs should be calendared, deadlines established, reviews of progress regularized, and decisions made. Informal hangers-on do not make a quality master's program.

Faculty members are fully qualified to direct graduate work. Library holdings are available, though unequal in specialty holdings. Grant support is reasonable and liaison with state and federal agencies is good. Graduate student research quarters are cramped, but serviceable.

M. Conclusion

The School is small, strong in fisheries, but thin in basic support disciplines. A long-term role and scope policy for the School is needed.

Expanded facilities and new faculty are excellent. The potentials for geographic science specializations are exciting.

The University will remain small into the 2,000s. Careful cost/benefit/quality judgments will be mandatory in the School. It is predicted that high quality faculty members will flock to UAJ given reasonable support.

UAJ, UAA, and UAF should cooperatively plan for "jurisdictions" in resource science developments.

## VII. SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

### A. Introduction

The School of Business and Public Administration is situated in a downtown location called the Bill Ray Center. The facility contains about 8,000 square feet of useable space, of which 4,300 square feet is classroom space and faculty offices. A very convenient express bus system accomodates students who use the campus as well as the Bill Ray Center. Due to its location students employed in town have ready access to this very spacious and well-maintained facility. Approximately 165 students are actively seeking degrees from the School of Business and Public Administration. Of this number, sixty are identified as students in accounting, sixty in the field of management, thirty in Computer Information Systems and fifteen in paralegal administration. In addition to the Bachelor of Business Administration degree, two-year degrees are awarded in the fields of Office Administration and Paralegal Studies, and certificates are awarded in the Computer Information Systems program. Several degree designations have been recently deleted from this professional program.

### B. Objectives and Purposes

The objectives of this School are well formulated in the most recent catalog, i.e., to prepare students for a career in business administration in the public and private sectors and also to upgrade the technical knowledge and skills for job promotion. Brief interviews with a limited number of students would seem to support the effectiveness of the School's stated objectives. The School's statement of purpose is congruent with the University's mission as articulated in the Self-Study.

C. Financial Support

The budget preparation process includes input from the Council of Deans, chaired by the Vice Chancellor of Academic Affairs. There is no apparent dissonance from the faculty members interviewed regarding the resources they receive upon request from the Dean to fill their job-related needs. Most funds used to support the academic programs in the School of Business and Public Administration are allocated to the faculty on an equitable basis. It is suggested that consideration be given to some type of merit model that would serve as an incentive to increase community service, program development, scholarly research, and production. Resources to support the instructional area are adequate in the School.

D. Physical Facilities, Materials, and Equipment

The present physical facilities are more than adequate to serve the needs of the students and staff occupying the Bill Ray Center. The Institution should be commended for the manner in which the physical facilities are maintained. The recent acquisition of additional computer equipment will serve the accumulated demand for courses in computer technology. As noted in the Self-Study, as many as 45% of the School's enrollment are attending Computer Information Systems classes as part of their program requirements. The instructional unit services a student headcount of nearly 900 students of which 200 are active, program-directed individuals. Students from all academic units in the University are utilizing CIS classes for basic computer literacy, for programmer training, and for insight into specialized technical courses. The materials at the resource center are not being fully utilized at this time. However, the addition of expert faculty in Computer Information Systems since 1981 has made decision theory and management information systems strong components in the School's degree programs.

E. Library

The use of the library facility for the School of Business and Public Administration must be promoted more diligently by the faculty of business and public administration. A \$40,000 allocation has been used to establish a "Resource Room" on the second floor of the Bill Ray Center with a limited number of basic reference sources and other high-use materials to supplement course instruction. A small "reserve" section has also been set up so faculty members can make library materials and personal copies of texts available for student use. This collection is of a temporary nature, however, and both faculty and students should be encouraged to use the main campus library where holdings of textbooks, periodicals, and resource materials are much more extensive and adequate for instructional and general research support. There is evidence that research in the School of Business and Public Administration is extremely limited. The recent hiring of doctorally qualified faculty to teach at the master's level of instruction should stimulate library use among all faculty as well as students in the undergraduate programs. The Dean is planning to use incentives to stimulate more library research by the faculty which could be an agent for the unification of the business and public administration programs with the liberal arts programs housed on the central university campus.

F. Educational Programs

To provide students with the common body of knowledge in business administration, programs should include the equivalent of at least one year of work in: (a) concepts, processes and institutions of production, marketing, and the financing of business enterprises; (b) background in economics and legal environment along with ethical, social, and political influences; (c) basic understanding of accounting, quantitative methods, and computer

information systems; (d) understanding of organization theory and behavior; (e) a study of administrative processes integrating analysis and policy determination. There appear to be two areas of weakness that need attention at the earliest appropriate time. First, a capstone, senior-level course in policy formation and/or administrative controls should be required. Secondly, the courses which present the subject matter to be covered under Section (b) above should be evaluated to make certain that visibility is given to the entire area of legal environment, business, and society. Business Law may satisfy the legal environment part of this requirement. Where do students study the social aspects of business? Does BA 462 fill the need to accomplish (e) above. An intermediate economic price theory course or some equivalent is needed for undergraduates and graduate students in preparation for marketing and finance background.

The educational programs generally meet other standards and guidelines of the AACSB Accreditation Council. The critical mass and also a "track record" will add to the credibility of this very new, promising, professional program. The new Dean is knowledgeable of the requirements set down by the ASPA and AACSB accreditation bodies and will be dedicated to receiving recognition by these prestigious bodies. All courses listed in the catalog have not been offered within the last two years. A comprehensive evaluation of the total curriculum is planned for the coming biennium.

Computerized programming is being used in accounting and in the paralegal options to help students who need assistance in grasping basic concepts. To date no honors programs or other provisions have been instituted for gifted students. The major strengths in the Business and Public Administration academic unit are:

1. A major breakthrough in the acquisition of essential

library holdings.

2. The upgrading of terminally qualified faculty in marketing, economics, and decision science.

G. Instructional Staff

Fifty percent of the instructional faculty in Business and Public Administration are doctorally qualified. Three more instructors in the social sciences who teach in the master's programs are also doctorally qualified. With one exception those instructing at the graduate level are doctorally qualified in the area of their expertise. One MBA-CPA who teaches graduate classes has 12 years of appropriate experience.

Professional publications, colleagues at other universities, and peers at UAJ provide important sources for recruiting prospective faculty members. Equal employment and affirmative action goals are considered in all hiring in the School as in the University. In every case a search committee of appropriate faculty members, students, and representatives from the community is formed by the Dean. Positions are advertised in publications appropriate to business and public administration and in areas most likely to reach qualified minorities and women. The criteria for evaluation of prospective faculty are appropriate academic degree, applicability of experience, research productivity, involvement in University service, personal references, and ability to work with students and colleagues. The credentials of part-time faculty applicants are examined by this same criteria, and are evaluated each semester by the Dean. Approval of the Vice Chancellor for Academic Affairs and finally the Chancellor is required. Actual selection, however, takes place at the school level.

## H. Students

Those students who have not declared majors receive academic advising from the University general counselor. Outreach counseling is also provided at the Bill Ray Center. Declared majors are assigned to faculty members who have access to the student's files available in the Office of the Dean. Some students interviewed did not understand where they should go for information regarding deficiencies in their general education requirements. This aspect of the advising procedure should be clarified by the Business and Public Administration faculty, so assigned advisees understand their responsibility in qualifying for graduation in their chosen program emphasis. As indicated in the Self-Study, students in all programs do not declare themselves as seeking degrees in time for appropriate advising. This is especially serious at the graduate level. (See Self-Study Report 1983, p. 103.)

The median age of the students in this program is approximately 30 years. Those students interviewed were satisfied with their classroom instruction. They were complimentary of their instructors and happy with the progress they were making. Their concerns about transfer of credits to other institutions were apparent, and they expressed their interest in the accreditation of the University at this time.

## I. Summary

In conclusion, the School of Business and Public Administration has made unusual progress toward quality education in Business over the past three-year period. The programs are being groomed for national recognition by AACSB at some future date. Cooperation should be provided with those faculty in economics and political science who are accountable to the Dean of the School of Education and Liberal Arts. Such cross divisional loyalty is always a challenge to administrators.

The most apparent strengths observed in the Business and Public Administration Programs include the following:

1. Excellent leadership qualities of a newly acquired Dean of the School.
2. An excellent library resource in progress to support graduate level studies.
3. A generous endowment for additional computer capacity in the School of Business for academic instruction.
4. Dedicated support of this program from the University Citizen's Advisory Council.
5. The demonstrated budget support from central administration.

The challenges faced by faculty, staff, and administrators of this academic unit include:

1. MBA-MPA structuring for the best use of resources and an accreditable program by ASPA and AACSB.
2. Constant curriculum monitoring to improve the quality of the program; more visible coverage of the common body of knowledge.
3. The encouragement of faculty productivity toward teaching performance enrichment and scholarly research.
4. Initiate at least one professional student organization such as Alpha Kappa Psi to unify the students with common interest in the public and private sections of society.

## VIII. LIBERAL ARTS

### A. Introductory Remarks

While liberal arts is administered through the School of Education and Liberal Arts, the programs warrant a separate section in view of their mission, their identity, and their unique role in the undergraduate offerings at UAJ.

### B. Objectives and Purposes

The faculty of liberal arts provides academic degree programs through which students may earn degrees including the associate of arts (A.A.), the bachelor of liberal arts (B.L.A.), and the bachelor of arts (B.A.) in either music or government. In addition the faculty provide most of the general education courses required for baccalaureate degrees in each of the other schools (Business and Public Administration, Fisheries and Science, and Education and Liberal Arts) at the University. The general education common core requirements include at least 34 semester hours, 24 of which are earned in liberal arts, and 10 credits must be completed in mathematics and natural sciences, provided through the School of Fisheries and Science. The objectives of the liberal arts programs are in conformance with the purposes and mission of the University.

### C. Financial Support

The liberal arts component has benefited from the substantial increases in funding primarily in the areas of library resources for their program and in physical facilities. While these two areas were considered deficient in 1981, the faculty currently consider them to be at least adequate for their needs. Major improvements have been made over the past two years, and commendations for this progress have been earned by all of the persons

responsible. Additional financial support was not available for all budgetary categories, however, and the academic leaders and faculty were particularly concerned over a sharp reduction in funds for travel which have resulted in a curtailing of liberal arts courses provided in rural communities serviced through the Outreach Programs.

D. Physical Facilities, Materials, and Equipment

The relocation of the JDCC component to its downtown location has provided 10,000+ square feet of classroom space for fine arts, music, and general classes for liberal arts. The renovations and new construction are nearing completion, and the facilities are now considered above average and fully adequate for the current needs of the liberal arts faculty.

E. Library

The improvements in the library within the past two years must be characterized as dramatic. Commendations must be given to the faculty, administration, staff, and ultimately the Legislature and Governor for the \$429,000 special appropriation for the library. The acquisitions plan is underway; additional professional and support staff have been provided in the library; and the faculty, students, and community have benefited. The members of the library staff are commended for their responsiveness to faculty requests and their leadership in planning to ensure that the funds are spent prudently.

F. Educational Programs

In liberal arts, students may earn the Associate of Arts (A.A.) degree in a generic program which has replaced the A.A. degree, which previously provided emphasis in either humanities or social sciences. The Bachelor of Liberal Arts (B.L.A.) program is a special curriculum designed for students

seeking a broad liberal education without the specialization required in conventional programs with an academic major. The B.L.A. was initiated in 1979 and has eight students who have completed their B.L.A. degree. The Bachelor of Arts curricula with majors in either government or music were begun in 1980 and both programs have one graduate to date. Each of the programs is well designed and they appear to be meeting their objectives.

G. Instructional Staff

Overall the quality of the faculty is excellent. Faculty morale is high; their involvement with colleagues in the other schools of UAJ is positive, and they take great pride in their teaching and other contributions to UAJ. Many of the liberal arts faculty are pursuing the doctorate, and their professional development is meritorious. The full-time faculty (14) are comparatively small in number and represent a variety of disciplines. They include three faculty members in English, two in music, two in art, and one each in history, sociology, speech, psychology, anthropology, economics, and political science. The size of the faculty and diversity of their specialty areas present some obvious limitations. However, the cohesiveness of the faculty is exceptional and they seem to accomplish their objectives very well. To supplement the offerings of the full-time faculty, 34 part-time faculty are hired. These adjunct faculty members appear to be carefully selected, oriented, and evaluated.

H. Suggestions/Recommendations

The liberal arts programs are an integral part of UAJ, and their quality is excellent. The improvements in library support and the additional facilities are commendable. While no major weaknesses were apparent, the Institution may wish to consider the following:

1. Vigorous efforts might be made to increase the travel budget to ensure a restoration of liberal arts courses in the "outreach areas."
2. Continued emphasis on professional development should be encouraged to enable the faculty to remain current in their field.
3. As the institution grows, thought should be given to acquiring more full-time faculty and to the possible inclusion of faculty representing such disciplines as philosophy and foreign languages.

## IX. EDUCATION

### A. Introductory Remarks

This section of the report addresses the teacher education programs which are administered through the School of Education and Liberal Arts.

### B. Objectives and Purposes

The teacher education programs provide academic degrees ranging from the Associate of Applied Science (A.A.S.) in Early Childhood Education, the Bachelor of Education (B.Ed.) with majors in elementary education or secondary education (Business Education only); the Master of Education (M.Ed.) with emphasis areas in elementary education, secondary education, or school administration; the Master of Science (M.S.) in vocational education through the Master of Arts in Teaching (MAT) with emphasis in either elementary or secondary education. The objectives of the education programs seem appropriate and are in conformance with the objectives of the University.

### C. Financial Support

As with other units of the University, the education program has vastly enhanced library resources, and increased classroom space. The education programs have been negatively impacted by the budget reductions for travel, although to a lesser degree than liberal arts. Overall, the financial support seems to be adequate.

### D. Physical Facilities, Materials, and Equipment

The facilities were considered adequate and the only concern registered by the faculty was the size of their offices. Equipment and instructional materials are generally excellent, and the recent acquisitions of mini-computers has been helpful. Several of the faculty members have computers

in their offices; and some of them are owned directly by the faculty.

E. Library

The comments made under liberal arts are equally appropriate for the education faculty. The acquisitions have been substantial, and the faculty were unanimous in their judgment that the library was now adequate for their needs. The faculty provided praise and appreciation to the library staff for their activities of the past several months.

F. Educational Programs

Since the visit of the Evaluation Team in 1981, three of the education programs were eliminated while one (the M.S. in Vocational Education) has been initiated. The education programs have been approved by the Teacher Education On-Site Review Team (TEORT), based on criteria developed by the National Association of Directors of Teacher Education and Certification Programs. In general the programs are properly designed and appear to be accomplishing their objectives although some questions have been raised within the University as to the rigor and quality of some of the graduate programs. Continued review of these programs is encouraged. The extensiveness of the course offerings on and off campus and the variety of programs ranging from the associate through several masters degree presents a major undertaking for a faculty of seven full-time and six part-time professionals. The opportunity for further curricular consolidation remains, and continued study and analysis of the breadth of the education programs is indicated.

G. Instructional Staff

The academic credentials and professional experience of the education faculty overall is excellent. Each of the faculty members has earned the doctorate. The Dean of the School of Education and Liberal Arts is providing

vigorous and effective leadership to the education faculty and with public school and state personnel in the Juneau area and the region. Faculty workloads are now closely monitored, and allowances have been made for teaching in the outreach locations. Faculty morale generally is high and there is renewed vigor among the faculty including the two new full-time members. Many of the faculty are capable of engaging in research, and it is anticipated that greater productivity in research and other scholarly activities will ensue.

The education faculty are represented on the graduate council. Many of the faculty teach courses at both the undergraduate and graduate level, and the necessity for student advising in the several education programs offered at UAJ makes strong demands on the faculty.

In 1982 there were 101 active program students spread throughout the various education programs. The largest number (35) were pursuing the B.Ed. in elementary education with few students (16) pursuing secondary education at the baccalaureate and master's levels. There were 18 students who earned a degree in education in 1982. The faculty noted the need for additional students, and they are banking heavily on the development of on-campus student housing to increase enrollments, particularly in the baccalaureate programs.

#### H. Suggestions/Recommendations

Many changes have occurred in the education programs in the past two years. The willingness and capability of the faculty and administrators to address the several issues raised in the 1981 Evaluation Team report is to their credit. The teacher education programs have improved during the past two years, and the need for further refinement exists. Curricular review should continue as a high priority as should the focus on providing high quality programs. While no major deficiencies were evidenced, the Institution may wish to consider the following:

1. The faculty should be encouraged to play a more active role in research and publications.
2. The curricular offerings are extensive for the size of the faculty. Continued efforts toward further program consolidation is encouraged.
3. Further steps should be taken to ensure that students admitted to the education programs demonstrate their achievement of basic skills, particularly in written and oral communication.
4. The Institution has a unique opportunity with its outreach programs to exert more leadership in the use of modern educational technology to serve the students in remote locations.
5. The recent creation of an advisory board is commendable and its progress should be encouraged.

## X. CONTINUING EDUCATION AND SPECIAL INSTRUCTIONAL PROGRAMS

The objectives of the School of Extended and Graduate Studies include the provision of continuing education programs through both credit and non-credit courses; extension of educational services off campus to non-traditional students; the administration of the summer session, graduate programs, remedial and developmental instruction; and such community and public service programs as concerts, lectures, seminars, short courses, etc. The objectives are broad, the services provided are many and diverse, and the accomplishments of the School are significant. The Dean administers the graduate programs through the Graduate Council, and has the major administrative responsibility for the summer sessions. A full-time staff of five professionals conduct the continuing education, outreach, student study center, public service, and conference programs.

Because of the special nature of the programs offered through the School of Extended and Graduate Studies, the following general comments and suggestions are provided:

1. The objectives of the School, while diverse and complex, are being achieved at a superior level.
2. The staff and the Dean are well qualified, competent, dedicated, creative, and enthusiastic. The success of the various programs conducted through the School depends upon the ability of the Dean and her staff to work cooperatively with the other deans, their faculty, the community, and the special student population they serve. There is abundant evidence of their accomplishments in working effectively with their many colleagues.
3. The diligent work of the small staff has provided a broad range of

cultural, intellectual and service programs to Juneau and the Southeast region. These programs have been well administered, well received, and have generated surplus funds which have been used to benefit the entire University.

4. In relation to its objectives the School is understaffed. Consideration should be given to both increasing the professional staff and to further studying the organizational structure of the School.
5. A study of the budget allocation process should be made, particularly as it pertains to the funding of outreach programs.
6. The success of many of the non-credit programs, conferences, institutes, cultural events, etc., relies upon good promotional materials and marketing campaigns. The School needs further support service from the University to ensure continued success in these areas.

## XI. VOCATIONAL-TECHNICAL

### A. Introductory Remarks

The 1981 evaluation of University of Alaska, Juneau by the Commission on Colleges of the Northwest Association of Schools and Colleges, states that the Juneau Douglas Community College Division shows unusual promise of meeting training needs for the Juneau area, in marine technology, automotive and diesel mechanics, boat building, construction technology and welding. It also speaks favorably of planned new facilities to allow expansion, including joint vocational programming to also serve high school students. The recommendation is made that the Vocational-Technical Division's unusual name be changed to more clearly reflect its status within the University. In the two intervening years the JDCC Division has made great strides in achieving that potential. The new facilities have been built and just occupied. Joint efforts with the high school have progressed to JDCC's use of high school facilities and the high school uses the facilities at JDCC. Cooperative purchase of equipment has been made to avoid duplication. The relationship appears to be symbiotically successful.

### B. Objectives and Purposes

Objectives and purposes of JDCC are consistent with the broader ones of UAJ, and vice versa. JDCC goals are to meet job entry needs of the Juneau area. Major limitations to that have been lack of sufficient facilities and equipment. The new facilities and equipment now make it more possible for them to reach those goals. No major revision of goals or objectives is necessary to do so. Small enrollments limit the Division to a less comprehensive program than they desire, but minimum enrollments are being met in all areas and exceeded in some. Expansion is now possible and sustained growth

appears probable.

C. Financial Support

Budget increases have been significant in the past two years. Amounts are adequate to meet current expenditure needs and to allow for planned growth. Control and flexibility of budget planning and monitoring at the Division level is good and is one strength of the Division.

D. Physical Facilities, Materials, and Equipment

New facilities and new state of the art equipment are one of the JDCC Division's greatest pluses, or will be as soon as they are totally operational. Their greatest need now will be availability of added equipment to add related programs as enrollment growth occurs.

E. Library

JDCC is now removed from easy access to the University Library. A small satellite library and audio visual media center is planned in the new center to meet specific resource needs. General education courses will be taken at the main campus where direct access to the library is most needed. The satellite library collection is presently almost non-existent with reliance being placed on books and materials of the faculty, some of which have been purchased by the Division.

F. Educational Programs

The JDCC is separated physically from the main UAJ campus, has a separate faculty union, and a distinct designation as a community college. However, the Dean and the faculty see themselves as an integral part of the University. What initially appeared to be a conflict from an external perspective is not so viewed by the Division, the University, or the community of Juneau.

Designation of the Vocational-Technical Division as JDCC not only causes

no problems administratively, but is viewed by some as an advantage to them, especially in funding considerations among all Alaska Community Colleges. For historical and sentimental reasons among Juneau residents, the JDCC designation appears to be firmly lodged in place. It will probably disappear in time if left unchallenged.

Another anomaly that causes no problems is limiting JDCC to only vocational-technical programs but having Associate degrees and other community college-type programs interspersed throughout other divisions of the University.

Many JDCC classes have minimal enrollments. Programs have few electives. New related programs, although planned, await larger enrollments. Therefore, comprehensiveness will come only with growth. Present enrollment is adequate to have viable programs.

Vocational and technical programs typically have a high number of students who complete all technical courses in a program, but quit before completion of general education requirements for a degree. JDCC has a higher than usual retention to complete the A.A.S. degree.

As increased enrollments allow or require expansion of programs, plans are in place to institute more technically advanced courses rather than duplicate basic vocational areas.

Except for a temporary moratorium, courses can be modified at Division option, although major changes must be cleared through the University process and new programs require system approval. All courses listed in the catalog are taught regularly.

Evaluation, both faculty evaluation and course or program evaluation, is rather subjective. Vocational advisory committees exist for each program and cause good but indirect course evaluation. Formal faculty evaluations are

somewhat difficult because typical University faculty evaluation does not fit the union agreement.

No student follow up currently exists except for informal feedback from employers in the community. Lack of follow-up data deprives the school of a most valuable tool in evaluating instructional success.

Placement is dependent on faculty contacts and faculty inclination to assist their students in finding a job. Although such informal faculty placement is quite successful in vocational-technical fields, a more formalized placement process, at least at the Division level will be much more even handed and successful.

The JDCC now furnishes many of the small hand tools used by students. Typically students are required to have their own personal tools. Student ownership of such tools will significantly reduce losses and expenses to the University.

#### G. Commendations

In addition to sharing in the general commendations, the Vocational-Technical Division, or the JDCC, is to be commended for:

1. Successfully completing an agreement with the high school to cooperatively use space and equipment.
2. Teamwork, commitment, and capabilities of its faculty and Dean.
3. The giant strides it has made since the 1981 accreditation report.
4. The commitment to and of its individual program advisory committees.
5. Its honesty and candor and sincere desire to seek and accept assistance in maintaining and improving the quality of its programs.

#### H. Recommendations

It is recommended that:

1. As the JDCC grows, significant effort be exerted to institute more technical courses to enhance all current programs and keep abreast of the current high tech revolution.
2. A Division library be strengthened to include additional references for each of the existing programs.
3. Evaluation of instructional programs and of faculty be more formally established as a resource in maintaining and strengthening programs.
4. A student follow up program be instituted so the Division has some statistical indication of its success in meeting needs of students and of the community.
5. Student placement for JDCC students be more formalized and organized, and coordinated with the University placement office.

## XII. ADMINISTRATION

### A. Governing Board

The governing board is the Board of Regents of the University of Alaska appointed by the Governor with the concurrence of the State Legislature. Interviews with the Chairman, Vice Chairman, and a member of the Board (the latter also serves as Chairman of the Alaska Postsecondary Education Commission) indicate that these members in particular and the Board in general have an understanding of and commitment to the importance of quality higher education to the development of Alaska and its citizens. In addition they have an understanding of the mission and role of UAJ within the broader context of the University of Alaska system. Relationships with the State Legislature appear to be sufficiently harmonious to obtain relatively good budgetary support from state appropriations. The Chairman and a member of the Board of Regents are residents of Juneau.

The President of the University of Alaska has announced his resignation effective June 30, 1984. He will have served as President for five years. There is evidence that he has served effectively and brought a substantial degree of stability to the system. Conversations with the Academic Vice President of the University of Alaska system gave support to the significance of the assigned mission of UAJ within the system.

The citizens of the community of Juneau have the opportunity to provide advisory guidance to UAJ through an active Citizens Advisory Council. Opportunity was provided to interview several members of the Council as well as the President of a UAJ support group. All were enthusiastic spokesmen for the University and willing to lend their support to the growth and development of UAJ.

B. Administrative Organization and Function

The institution is organized in the traditional mode with Chancellor and Vice Chancellors for academic and administrative functions. The Chancellor has provided stabilized leadership over a period of years and a new Vice Chancellor for Academic Affairs has been recently appointed and is giving effective leadership to its academic functions. Internal governance policy and procedures provide for representation from the faculty, staff, and students on the important committees of the University. There appears to be no misunderstanding regarding the respective roles of the faculty and administration. There are opportunities for advisory groups in the administration of the University. A collegiality exists and augurs well for the continued growth and development of the University.

Planning activities have resulted in updated academic, fiscal, and physical Master Plans. The University has obtained considerable land by gift and purchase which has made possible the development of the long-range physical Master Plan which will serve the needs of an expanding University for the foreseeable future. The plan, when completed, will provide a beautiful functional campus with facilities to accommodate the needs of an expanded student body as well as provide cultural arts functions for the community. The involvement of a variety of non-faculty people from the community in the planning activities has provided communication and community support for the proposed development of the University.

### XIII. STUDENTS AND STUDENT SERVICES

#### A. Recognition, Acceptance, and Support of Student Personnel Program

Between fiscal year 1980-81 and fiscal year 1983-84 the funds allocated to the Student Services program were increased from \$213,504 (3 percent of the operating budget) to \$776,635 (6.3 percent of the operating budget). The significant increase in the level of funding has made it possible to expand the scope and quality of the Student Services program. New professional, technical, and clerical staff have been added in the last few years, and members of the staff are now located in excellent facilities which provide the privacy and warmth required by those who are involved in counseling and advising students.

The members of the Student Services staff are well qualified for the positions they hold and they exhibit enthusiasm and a high level of dedication for their work. In most cases, the level of staffing appears to be adequate for the size of the student body.

#### B. Status of Chief Student Personnel Administration

The organization of the University of Alaska, Juneau is somewhat unique in that the Student Services staff members report to the Vice Chancellor for Administrative Services who is also responsible for the business, personnel and information services, and the physical plant. This arrangement appears to be working well at the present time. Student Services professionals seem to have sufficient latitude to respond to changing student needs and interests and have the financial and administrative support they need to offer an effective program of services. It is suggested that the administrative structure be reviewed on a regular basis. As the institution grows and as changes are made in key administrative positions, the situation

may change to the extent that it would be important to consolidate all Student Services programs under a chief student personnel officer who would report directly to the Chancellor. With the present structure, care should be taken to ensure that concerns of students and student personnel professionals are communicated to the Chancellor. Efforts should also be made to provide for closer cooperation between academic and Student Services staff members.

C. Institutional Information and Requirements

The information provided to students in the class schedule and Academic Catalog appears to be adequate with a few exceptions. The "terms and conditions" of academic probation apparently vary with the school in which the student is enrolled, and the information regarding academic suspension is somewhat contradictory. It would seem desirable to clarify the consequences of failing to maintain an adequate grade point average so that students will understand their status and to protect the University from litigation.

The procedure for withdrawing from courses has been revised as was recommended by the 1981 Evaluation Team. The procedure for withdrawing from the University is vague, and it is recommended that the Catalog include more specific instructions.

D. Student Code of Conduct

The Student Conduct Code has been revised and copies of the Code are available in the Office of the Director of Counseling and Health Services. Student rights and responsibilities are stated with adequate specificity and the Code provides for due process. It is suggested that the Code be duplicated by a less expensive process, and that it be made available to all students at registration or some other appropriate location.

E. Admissions

Admissions policies are clearly stated in all official publications. The Admissions Office appears to be adequately staffed and an Admissions Counselor/Recruiter has been added to the staff in the Counseling Center as recommended by the 1981 Evaluation Team.

F. Student Records and Registrar

Space in the new Maurant Building was utilized to provide a more convenient and efficient registration system this fall. An advance registration system is being implemented and the system should be fully computerized in the near future.

Permanent student records are contained on microfiche and stored in a well-protected vault. Faculty members routinely receive copies of student records for advisement purposes.

G. Orientation

Orientation programs for students and parents are conducted each semester, and students are involved in planning these programs as was recommended by the 1981 Evaluation Team. If newly-admitted students are allowed to participate in the advance registration program, consideration might be given to offering one or more summer orientation programs so that new students could receive academic advisement and other relevant information before making course selections.

H. Advisement, Counseling, and Testing

Students who have been admitted to the University and who have declared a major are assigned to faculty advisors. Students who have been admitted with undeclared majors and students in the Associate of Arts program are assigned to the Counseling Center for advisement. This system appears to be working

well; however, the counselors have limited time available for counseling students who have personal, social, or academic problems. The large number of students who have not been admitted to the University are not assigned to advisors. It would seem to be desirable to identify the non-degree students who may be interested in pursuing a degree and offering them some assistance.

Both the professional staff and clerical staff assigned to the Office of Counseling and Health Services have been expanded. The level of staffing appears to be appropriate for the functions assigned to this office. However, if counselors continue to serve as advisors to large numbers of students, it will be necessary to add more staff in the near future.

#### I. Financial Aids

The financial aid program is centralized and all forms of aid awarded to students, including employment on campus, are reported to the Financial Aid Officer so that over-awards may be prevented. It is basically a manual operation and award packages must be adjusted as new information is received. There are plans to computerize the packaging and monitoring of awards by 1985, and it is recommended that every effort be made to achieve this goal by or before 1985.

Federal, state, and institutional aid programs provide more than enough funds to assist all eligible applicants. Emergency loans are available; however, they may be used only for purchases in the campus bookstore. When funds for such purposes become available, it would be desirable to have emergency loans which could be used for other purposes.

#### J. Bookstore

Excellent new facilities have been provided for the Bookstore in the Mourant Building. Now that additional space is available, supplementary

reading materials and sundry items will be stocked. The Bookstore manager and cashier functions have been separated as was recommended by the 1981 Evaluation Team. There is now a full-time Bookstore manager and she has a half-time assistant. Policies are established by the Administrative Services Advisory Committee and procedures are being established to control the inventory of textbooks.

K. Housing and Food Service

The Mourant Building contains a snack bar and a large lounge/eating area for students, faculty, and staff. Land for student housing has been acquired and the Legislature has appropriated funds for building an access road and for planning. The housing project is second on the system-wide priority list for capital improvements.

All segments of the campus community recognize the need for student housing. A committee has developed plans for a lodge and one- and two-bedroom apartments which would meet the needs of both single and married students. This committee reaffirms the recommendation of the 1981 Team--"We recommend most urgently that the University press toward the development in Juneau of housing and dining facilities appropriate to its student clientele and in keeping with the unique Southeast Alaska environment." Those involved in planning are interested in designing structures which will promote a sense of community, and which will allow students from isolated areas to form support groups. If these important objectives are to be realized, officials at UAJ must have the latitude to plan innovative, non-traditional housing units.

L. Health Services

A full-time nurse practitioner has been appointed to provide health care and counseling to students. An optional insurance program is also available this year. The services being provided and the facilities are an important

addition to the student personnel program and appear to be adequate for the current student body.

M. Extracurricular Activities

It appears that adequate funds are available for a viable extracurricular program. The Director of Student Activities and Athletics receives an allocation from the general fund for activities, and the student government receives one dollar per credit from student registration fees. Students and staff work together to plan a program of social, educational, and recreational activities. Participation is limited and probably will be until there are more full-time students. In the meantime, more attention could be given to developing programs which would be of interest to the older, part-time students.

N. Athletics

Both the athletic and recreational programs have been expanded since the last Team visited the University in 1981. Community recreational facilities are available to students and students may participate in team sports through the program sponsored by the Parks and Recreation Department. There are plans to build recreational facilities near the Auke Lake campus, and it is recommended that this project retain its high priority on the capital improvement list.

O. Placement

A full-time career counselor has been added to the staff. Individual and group guidance is being provided and outreach programs are offered at the other educational centers. Students may establish placement files, receive help with job search skills, and assistance with securing part-time or full-time employment. This is another significant improvement in the Student

Services program.

P. Student Study Center

The University has gone well beyond the recommendations made by the Evaluation Committee in 1981. The staff has been increased from one part-time director to two full-time staff members plus student employees, and the space assigned to this function has been quadrupled. The Center is responsible for remedial math courses and offers tutoring in a variety of courses. Remedial and tutorial programs are critical for an institution which has an open door admissions policy, and it is recommended that the Center continue to receive adequate funding.

Q. Recommendations

1. There is some interest in expanding the current athletic program which consists of skiing and riflery by adding cross-country running and basketball. It is recommended that the institution proceed with caution and that careful planning take place before the program is expanded. A statement of goals and objectives should be adopted and policies should be developed regarding financial assistance for athletes, academic requirements, and recruitment procedures. The program which is designed should be consistent with the mission of the University of Alaska, Juneau and the requirements of Title IX.
2. It is recommended that the academic advisement system be re-evaluated, and that all students be encouraged to obtain advisement.
3. It is recommended that a student retention program be developed. This should be a University-wide concern with broad participation in the development of the plan. A first step might be a survey of

students who have dropped out or transferred to other institutions.  
Exit interviews with students who withdraw would also provide useful  
information about student or institutional deficiencies.

#### XIV. SUMMARY

The Evaluation Team wishes to express its sincere appreciation to Chancellor Paradise, his faculty, and staff for the kind reception and genuine hospitality shown to the Evaluation Team during the period of its visit. The members of the University community were well aware of the Team's visit and responded most generously to every need as it performed its review activities.

The Evaluation Team found the University had made outstanding progress since the 1981 on-site visit, and especially commends the University for the following:

1. The manner in which it accepted the recommendations made by the 1981 Evaluation Team, and for the obvious effort that has been made to respond to those recommendations.
2. The notable progress which has been made in diligently and intelligently addressing the deficiencies in the library facility, collection, and staff identified in the 1981 Evaluation Report.
3. Its planning procedures which in a short period of time have produced academic, fiscal, and physical master plans to guide the future development of the University.
4. Its willingness to cooperate with appropriate institutions and agencies outside of the University to the mutual benefit of all concerned, for example, the school district in the use of vocational-technical facilities, the school district, hospital, and city in purchasing and warehousing, city, federal, and state agencies in the use of facilities, library, and joint programs, etc.
5. The leadership of the University of Alaska at Juneau has been of high quality, particularly during the past two years. The responses

to the challenges raised by the visiting Team in 1981 have been positive and productive. Support for the University has increased from among the faculty, students, Board of Regents, the office of the President, the Legislature, the Governor, and the citizenry of Juneau and the Southeastern region. The Chancellor, the Vice Chancellors, deans, and other administrators are commended for their leadership of the University.

6. The Self-Study prepared for the Evaluation Team was well written, candid, and analytical, and of immense help to the Evaluation Team, and presumably to the University.
7. The Mourant Building is worthy of special note. The offices for student government, the student study area, snack bar, and lounge area have enhanced the quality of the campus environment.
8. The recent survey of students and alumni provided valuable information which is being used to improve the Student Services program.
9. Students appreciate the personal attention they receive from faculty and staff and the opportunity to serve on committees.

## XV. RECOMMENDATIONS

1. The critical need for student housing was discussed throughout the self-study. The University should continue to conduct a vigorous campaign to acquire the funds needed to construct housing facilities. These facilities should be appropriate for the student population at this particular institution. Structures which are satisfactory on other campuses may not meet the unique needs of students at the UAJ.
2. University of Alaska, Juneau has not reached the "critical mass" for a university in some areas. Therefore, the following points and issues must be continually addressed:
  - a. A resident, daytime student body is important to future development of the University.
  - b. Faculty members in "one person deep" areas should have colleagues.
  - c. The highlighting of certain programs can create critical masses. The development of supportive areas is critical to any such highlighting.
  - d. Program planning must be both short and long range, but must include the judicious use of the critical mass perspective.