Northwest Association of Schools and Colleges

Commission on Colleges

Evaluation Committee Report for University of Alaska Southeast

September 25-29, 1989

A confidential report prepared for the Commission on Colleges that represents the views of the Evaluation Committee.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>I Institutional Mission and Objectives</td>
<td>4</td>
</tr>
<tr>
<td>II Finance</td>
<td>5</td>
</tr>
<tr>
<td>III Physical Plant, Materials and Equipment</td>
<td>7</td>
</tr>
<tr>
<td>IV Library and Learning Resources</td>
<td>9</td>
</tr>
<tr>
<td>V Educational Programs</td>
<td>11</td>
</tr>
<tr>
<td>A. Education</td>
<td>11</td>
</tr>
<tr>
<td>B. Physical Education</td>
<td>12</td>
</tr>
<tr>
<td>C. Developmental Studies</td>
<td>12</td>
</tr>
<tr>
<td>D. Natural Sciences, Mathematics</td>
<td>14</td>
</tr>
<tr>
<td>E. Business and Public Administration</td>
<td>17</td>
</tr>
<tr>
<td>F. Academic Computing</td>
<td>19</td>
</tr>
<tr>
<td>G. Fine Arts and Humanities</td>
<td>21</td>
</tr>
<tr>
<td>H. The Social Sciences</td>
<td>23</td>
</tr>
<tr>
<td>I. Vocational-Technical Programs</td>
<td>24</td>
</tr>
<tr>
<td>VI Continuation Education and Special Instructional Activities</td>
<td>27</td>
</tr>
<tr>
<td>VII Instructional Staff</td>
<td>30</td>
</tr>
<tr>
<td>VIII Administration</td>
<td>32</td>
</tr>
<tr>
<td>IX Students</td>
<td>34</td>
</tr>
<tr>
<td>A. Student Services</td>
<td>34</td>
</tr>
<tr>
<td>B. Athletics</td>
<td>40</td>
</tr>
<tr>
<td>X Graduate Programs, Scholarship and Research</td>
<td>42</td>
</tr>
<tr>
<td>XI Summary and General Recommendations</td>
<td>44</td>
</tr>
</tbody>
</table>
INTRODUCTION

The history of the University of Alaska Southeast (UAS) was summarized by Dr. James Bemis in a report of an interim visit to the University of Alaska, Juneau, dated November 13, 1986:

Although an extension operation in Juneau was accepted as part of the University of Alaska system in 1964 (Juneau-Douglas Community College), it was not until 1972 that the Southeastern Senior College was established. The institutional unit designation for the region, which stretched more than 500 miles from Ketchikan to Yakutat, was the University of Alaska, Southeast.

In 1974 the University of Alaska, Southeast was recognized as a candidate for accreditation. The units under University of Alaska, Southeast were the Senior College, Juneau-Douglas Community College, Ketchikan Community College and Sitka Community College. Accreditation was denied the University of Alaska, Southeast in 1977. About the same time, the four units were separated. Soon thereafter, the two units headquartered in Juneau were rejoined under the University of Alaska, Juneau. Candidate status for the three units was granted. Candidate status of the University of Alaska, Juneau was reaffirmed in 1979 following a biennial review. UAJ was permitted to proceed with a comprehensive self-study and full-scale evaluation in 1981 for initial accreditation. Because significant concerns were noted by the evaluation committee and the Commission in relation to the standards on library, educational program, and student services, initial accreditation was denied and candidate status continued.

Initial accreditation was achieved in 1983 following another self-study and full-scale evaluation. The action of the Commission requested an interim report regarding actions taken on the general recommendations in the report of the evaluation committee and a visit by a Commission representative.

The interim visit was conducted by Dr. Bemis on October 21, 1986.

Just prior to this interim visit, in August of 1986, the price of Alaska oil had dropped from $28 per barrel in January to $10. This created a financial crisis in the state which led to a restructuring of the University of Alaska, Juneau to the University of Alaska Southeast. Integrated into the new institution were three accredited units of the University of Alaska—the two community colleges based at Ketchikan and Sitka and the University of Alaska, Juneau, each with outreach locations throughout a 600-mile span of Alaskan Coast—from Metlakatla on the south to Prince William Sound in the north. Perhaps the most dramatic changes on the Juneau campus were the transfer of the School of Fisheries and Science to the University of Alaska,
Fairbanks, and the Master's in Vocational Education to the University of Alaska, Anchorage.

The restructured unit--now the University of Alaska Southeast--was visited by an Evaluation Committee in September of 1989--the Ketchikan Campus on September 25, the Sitka Campus on September 26, and the main campus in Juneau, September 27-29. Members of the Committee were:

Dr. James Brooks, Professor of Geography and President Emeritus, Central Washington University (Chair)

Ms. Noreen S. Alldredge, Dean of Libraries, Montana State University

Dr. Larry J. Blake, President, Oregon Institute of Technology

Dr. Bill Cowart, Provost, Western Oregon State College

Dr. David W. Emerson, Dean, College of Science and Mathematics, University of Nevada, Las Vegas

Dr. Donald E. Habbe, Academic Vice President, University of Montana

Dr. Marie L. Kotter, Vice President for Student Services, Weber State College

Dr. N. Edd Miller, Professor Emeritus, Northern Kentucky University

Dr. Susan Schaefer, Professor of Management Sciences, California State University, Hayward

Dr. Lee Spuhler, Director, Rural Teacher Education Improvement Project, Western Montana College

Dr. Robert Kirkwood, Executive Director, Emeritus, Commission on Higher Education, Middle States Association (Observer)

Dr. Robert L. Bowlin, Associate Director, Commission on Colleges, (Ex officio)

The team was provided the UAS self study, academic catalog, class schedules, institutional data and much additional information. During the entire visit the team was given much assistance and enjoyed the excellent arrangements that were made for the visit. The team found faculty and staff readily available for conferences. A dinner, luncheons and a reception, scheduled not to interfere with the Committee's work, were very much appreciated.

The UAS self study was uneven in its analysis. In several places it appeared more descriptive than evaluative, statements on assessment were lacking in several places and interviews with UAS personnel seemed to verify
lack of enthusiasm and wide participation in its preparation. It appears that lack of interest in the self study effort was to some degree the result of general staff exhaustion from the effort to restructure the University. At any rate, the Committee felt that the self study did not serve the Evaluation Committee or the institution as it should in the analysis and appraisal sections.
I INSTITUTIONAL MISSION AND OBJECTIVES

The mission of the University of Alaska Southeast is to be a comprehensive regional University with the primary purpose of providing postsecondary education in Southeast Alaska. The Evaluation Team found UAS's statement of institutional mission and objectives to be clear and concise, reasonable for the institution, published, widely available and generally known. There was no indication that the statement was inflexible in application. As a result of the restructuring, the statement is rather new, having been approved by the University of Alaska Board of Regents in November, 1987.

However, Part B of Standard I, Institutional Mission and Objectives, which is analysis and appraisal, was not addressed (1988 Accreditation Handbook, page 32). No evidence was gathered to assess the extent to which the mission and objectives were being attained. No listing of a range of outcome measures used to assess achievement was presented.

During the visit the Evaluation Team found many examples of progress being made to achieve the objectives. Some serious obstacles were discovered as well, such as very limited financial support for some programs. The Evaluation Committee would have been assisted in its work had both aspects been presented in the section of the Self Study.
II FINANCE

The 1985-1986 fiscal years were bad years for the University of Alaska System and for the University of Alaska Southeast. The drop in oil prices produced a drop of as much as 20% or more in the state allocation to the University of Alaska Southeast. 1987, 1988, and 1989 have showed a slight increase (between 5 and 10% a year) in the state allocation to the University. Increased activity in timber, fishing, and mining, especially in the Southeast region, and the gradual increase in the price of oil, give some cause for hope that the upward trend of the last two years may continue. Tuition and fee income should increase both with the raise in the amount charged and with the continued increase in enrollment. There is only a modest amount of private fund raising activity at any of the three campuses.

Budgeting for the University system and for the University of Alaska Southeast is continuation budgeting with increments or decrements modifying the previous year's budget. Budget requests are prepared with input of varying degrees from faculty, staff, administrators and appropriate community advisory committees. The influence on budget preparation by each of these constituents vary somewhat in Ketchikan, Sitka, and Juneau. In Ketchikan, for example, the Community Advisory Committee seems to exert greater influence than in Sitka and in Juneau. Input from faculty seems not to be well coordinated nor very active on any of the three campuses of the University.

The business manager of each campus is the administrator responsible for the development of and control of the budget, with the Juneau business manager responsible for the University budget over-all. Each of these officers does an excellent job in managing the fiscal affairs of the campus. Budget management is fully computerized and records are kept current. The problem of end of the fiscal year lapses has been ameliorated in the past year by closer over all attention to budgets by unit administrators. Transfers between budget lines are permitted, except for transfers from personnel lines to other budget categories.

Appraisals of the Student Information System, Human Resource Information System and accounting-auditing system were mixed—some reporting these programs had limitations, others indicating they were satisfactory and being improved. Also, representatives from business affairs reported that they were participating in the austerity of the University, with limited staff and secretarial help.

There is no bonded indebtedness for buildings or other projects at the University of Alaska Southeast. There is both an internal audit annually and an annual audit by an outside, independent firm. Audit reports have consistently been positive; appropriate fiscal management methods are being used.
Commendations

1. The University has three most capable Business Managers. The financial affairs of the University are well managed in every respect.

2. Appropriate record keeping and controls are in place for the University and for each of the three campuses.

3. Appropriate flexibility exists in the possibility of transfer of funds from one category or line to another.

Recommendations

1. The University is encouraged to continue its interest in private fund raising. The assignment of the functions of director of development to a University administrator is a step in this direction. Private, public, non-state funding endeavors should be planned and developed, with appropriate different plans for each of the three campus locations.

2. An effort should be made to secure more faculty and staff input into the development of the University's budget request. Citizen Advisory Committees should be involved, or at least kept informed, in the development of the budget, but care should be taken to see to it that their involvement is advisory and that they do not have decision-making power on budgetary matters.
III PHYSICAL PLANT, MATERIALS AND EQUIPMENT

Practically all facilities used by the UAS at Ketchikan, Sitka and Juneau were examined after the self study section on physical plant was carefully studied. This included visits to properties used but not owned by the University.

The self study proved to be a helpful overview of the physical plant and included good sections on planning, analysis and appraisal. Especially deficient as well as noteworthy aspects were highlighted. However, no plant utilization studies were reviewed and little useful information was presented on laboratory and other institutional equipment (see Standard III - 1988 Accreditation Handbook, pages 43-45).

The Evaluation Team was impressed with many aspects of the physical plant. The new library and student housing at Juneau and the new facility at Japonski Island, Sitka, are excellent additions. Housekeeping was good in almost all locations. Many examples were found of exemplary cooperation and sharing of facilities, programs and services with public schools, government agencies and Sheldon Jackson College. The physical plant personnel were devoted to their assignments. Some instructional facilities, such as for vocational education, were fair to excellent at all three campuses.

While the University has added new facilities and upgraded others in recent years, it still has many physical plant needs. Juneau needs the basic "core" facilities built on its campus for performing arts, physical education, the sciences, and general classrooms—in short, it lacks a central academic "zone" common to campuses that have similar educational responsibilities. Ketchikan has specific instructional needs, such as two physical science labs, a computer lab and marine technology facilities improvement. Sitka needs further expansion into the Japonski Island facility and development of space for marine-related programs. All three campuses must soon consider where to house or relocate various administrative and physical plant functions.

Another aspect of the physical plant drew the attention of the Evaluation Team. The UAS physical plant staff consists of a very small core of trained personnel at Juneau and no trained maintenance staff at Sitka and Ketchikan. Cleaning functions and ground maintenance are staffed at very minimal levels at all three locations. With new space coming on line, deferred maintenance growing, and safety and code compliance and other requirements becoming more critical, help is needed.

Equipment needs varied. Physical science and other equipment is needed at Ketchikan, and welding equipment is needed at Sitka, for examples, while other programs operated throughout the University might have good equipment. Specific examples are cited elsewhere in this report.
Commendations

1. While there is concern about limited staffing and growing maintenance problems, the University has made much progress with its physical plant development during the 1980's. The UAS has obtained some fine facilities.

2. The UAS is commended for exemplary sharing of facilities, programs, and services at Juneau, Ketchikan and Sitka.

3. The UAS is complimented on its effort to take care of the facilities it has while setting forth excellent plans to remodel or build much needed basic facilities on its campuses.

Recommendations

1. The University should continue to press for adequate funding to provide the facilities and instructional and institutional equipment needed to carry out its mission and objectives. There are noted deficiencies at this time.

2. The University is urged to give careful attention to providing adequate staffing for the physical plant and funds to reduce a growing deferred maintenance problem.
IV LIBRARY AND LEARNING RESOURCES

The mission and goals of the libraries at the Juneau and Ketchikan campuses are to meet the instructional needs of the programs of those campuses. Both of these libraries also strive to meet some of the information needs of the communities. Library services for the Sitka programs are met by contractual agreement with the Stratton Library of Sheldon Jackson College. Financial support for library services on the campuses range from modest to moderate levels. Use is made of information resources available from other libraries in Alaska as well as the Pacific Northwest through the GNOSIS, LaserCat and LIS systems.

Physical facilities for library and learning resources range from adequate to magnificent (the latter being the soon to be occupied Egan Library on the Juneau campus). The Sitka campus has made arrangements for students and faculty to utilize the Stratton Library. Hours of service are adequate, given staffing levels. Media resources are utilized by faculty at all three campuses, though from decentralized equipment pools at Ketchikan and Sitka. Juneau will significantly increase the quality and quantity of available equipment in conjunction with occupying the new Egan Library building. Juneau also provides a staff member in its separate media center.

Information resources are, generally, built around the instructional focus of each campus. However, the new directions of UAS require review and possible redirection of acquisitions as new courses and programs are initiated. The holdings of each library are not sufficient to meet the needs of all of the programs on that campus. In addition to new acquisitions, it will be necessary for the three libraries to consider every way by which their materials can be further shared with the UAS system. The libraries utilize some common bibliographic utilities, but not all the same one. In addition, the percent of titles entered into any one database varies from campus to campus. Juneau has opted to participate in a cooperative project with two other libraries in that city. This greatly facilitates the access that Juneau students, faculty and community members have to local resources and reflects the level of cooperation which those libraries have achieved.

Staffing levels are quite modest in each facility, and the Ketchikan staff do not work the full calendar year. Given the import of information literacy in today's employment market and the interest of Alaska's citizens in lifelong learning, it can be anticipated that the continuing utilization of libraries and information resources will result in increased demands on library staffs and collections. New courses, new students, new space and new technological applications will all create additional requests for assistance with information tools. The greatest asset of the three libraries is the staff which has consistently made the most of limited resources. The librarians' commitment to outreach and bibliographic instruction in the
classroom should be continued and expanded whenever possible. Travel funds, while modest, have or are now allowing the librarians to participate in some professional meetings.

Faculty and students participate in building the collections, if they are interested. Formal advising committees do not exist, though two of the campuses are considering establishing such committees.

Commendations

1. There are significant improvements in the size of collections.

2. Facilities continue to be upgraded where possible. Of special note is the new Egan Library, which will be occupied in January 1990.

3. Cooperative agreements in Juneau and Sitka have significantly enhanced the amount and scope of information resources available to students and faculty.

4. Collection development policies are being articulated and the conspectus is being applied in some locations.

Recommendations

1. Cross training and sharing of staff expertise within the three UAS libraries would promote and enhance the strengths of each campus library and would help compensate for collection weaknesses.

2. Fiscal resources to adjust for inflationary costs of library materials should be added to the standard programmatic increases given to each library.

3. Extension of cooperative agreements and/or uniformity of automated systems and/or centralization of technical processing to include Ketchikan and Sitka in order to share details of bibliographic control and access should be investigated.

4. Additional funds for strengthening collections should be made available before new programs or degrees are offered.
V EDUCATIONAL PROGRAMS

A. EDUCATION

The University of Alaska Southeast offers the Associate, the Bachelors, and the Masters degrees in Education with preparation in Elementary Education, Secondary Education, Early Childhood Education, Educational Technology, and School Administration. Approved certification programs are available in each of these areas except for Educational Technology, where the planning for a certification program is under consideration. Programs in Teacher Education are administered from the Juneau campus but are delivered, as needed, to the campuses in Ketchikan and Sitka, as well as to other outreach sites in the region. The faculty are well credentialed and have excellent backgrounds of experience in their respective fields. Administrative restructuring of the University and budget reductions experienced during the past four years have impacted both faculty and programs; however, the basic resources and support services necessary to continue to deliver quality professional programs have been maintained. Further, there is a substantial and coherent program of general education and related instruction in place and required of all students in the Teacher Education program.

Commendations

1. The Education faculty is to be commended for their strong sense of commitment to the institution, its programs and students. This commitment to the institution and its mission has been an important asset in overcoming the limitations of personnel and resources, while maximizing the programmatic benefits to students. The willingness to deal with student needs on an individualized basis is a hallmark of the program and the institution.

2. The faculty is to be commended for their current effort directed toward program review and the possible integration of instructional activities. The discussions have stimulated the type of intellectual thought and interaction conducive to creative academic program development and strengthened existing informal traditions of cooperation and collegiality among the faculty.

3. The University is to be commended for the liberal policy permitting faculty access to a sabbatical leave at the end of five years. In the absence of other funding for faculty development, this program constitutes a major resource for faculty renewal.
4. The Education faculty is to be commended for continued leadership in the development of educational technology and related instruction directed toward the needs of the distant learner.

Recommendations

1. Course syllabi are available for each course offered but provide only limited information about each course and frequently have not been updated within the past five years. It is recommended that course syllabi be updated on an annual basis to include sufficient information to accurately reflect the course content and an appropriate list of supporting bibliographical information.

2. It is recommended that all avenues be explored toward providing additional assistance for faculty development to those full-time faculty members who are expected to carry the major responsibilities of program development and student advisement, with the goal in mind of ensuring those individuals, who represent such a vital institutional resource, an opportunity to remain current in their respective disciplines and relevant postsecondary education policies and procedures.

3. The careful sequencing of courses over a six-year period is a necessary management response in a period of limited resources. However, the University is cautioned to ensure, through a proper review of student progress, that students encounter a minimum of schedule conflict in attempting to access single course offerings during the course of completing their respective programs.

B. PHYSICAL EDUCATION

The course work in Physical Education is limited to five courses listed within the current University catalog. The courses are taught by two team coaches and other part-time faculty who are associated with the School of Education, Liberal Arts and Sciences. The University contracts for facilities off the campus in which to offer the courses. The course work is not required as a part of any discrete degree program nor is it a part of the General Education Requirements (GER).

It is recommended that the University establish a clear academic purpose for the course work.

C. DEVELOPMENTAL STUDIES

Developmental Studies programs are available on each campus of the University of Alaska Southeast. The programs are similar in purpose
but are designed to serve the most pressing needs of the students on each campus. The Ketchikan and Sitka campuses concentrate their efforts toward providing assistance in Adult Basic Education and administer the General Education Developmental tests. The Learning Center in Juneau functions under the direction of the Library and is an open laboratory where students can find assistance in improving academic skills in math, English, reading, vocabulary and spelling. Students entering the University with reading, writing and math skills below the college level are strongly encouraged to take two semesters of introductory courses called "The Bridge Program." The success of these programs is essential to the open enrollment mission of the University.

**Commendations**

1. The University is commended for the significant allocation of resources represented by the Developmental Studies programs and the highly qualified personnel which have been recruited to direct the learning activities of students within these diverse programs.

2. The faculty/staff of the Developmental Studies programs are commended for their continued effort to improve the programs offered through their respective Centers, including improved procedures to track students, accelerated training for tutors, and extended outreach options to contact and impact student performance in disciplines other than math, reading and writing.

**Recommendations**

1. It is recommended that current efforts be continued and expanded where possible to establish procedures appropriate to the assessment of performance for those students exiting the program.

2. During the course of the impending administrative review regarding the administrative alignment of the Learning Center, it is recommended that regardless of the final decision on alignment, the Center faculty be considered as an administrative unit which is readily identifiable to students, clear of purpose, and where the faculty and staff responsible for the development of program can regularly interact for the delivery and development of program, including the sharing of ideas between campuses and the opportunity to remain current in the field.
Biology

Approximately one student per year has been graduating with a B.S. in biology over each of the last several years. A larger number, perhaps six or seven students, are juniors and seniors in the B.Ed. Secondary:Biology program. There is one full-time UAS faculty member in the program, assisted by two teaching assistants in the laboratory. Breadth and depth are added to the program by the teaching of upper division specialty courses from a separate administrative unit, the Center for Fisheries and Ocean Sciences (CFOS), a unit of the University of Alaska, Fairbanks (UAF). CFOS was recently transferred to the jurisdiction of UAF along with the Bachelor of Fisheries degree program, which was once part of the University of Alaska Juneau.

The laboratory part of the program is operated in two well-appointed laboratories, which are adequate for the present course offerings. The immediate area offers opportunities for field work. Piping for sea water is installed in the lower floor laboratories.

Commendations

The faculty is enthusiastic, dedicated and professionally active beyond just teaching. Ingenuity has been exercised in stretching resources so that a degree program in biology is made available. The assignment of upper division students in the B.Ed. Secondary:Biology program as teaching assistants in the Principles of Biology laboratories gives those students a valuable educational experience.

Concerns

The continuation of the degree program depends very heavily on the participation of CFOS faculty, who report to a different campus. Can their continued participation be assured? The catalog makes the statement, "Students desiring to enter biology as pre-professional majors such as veterinary science, nursing, dentistry and medicine will be well prepared..." (pg. 6). The upper division chemistry offerings of a one-semester survey of organic chemistry and one semester of biochemistry do not meet the requirement of a full year organic chemistry course required for admission into most medical schools. Furthermore, the usual two-semester sequence of anatomy and physiology required in nursing programs is only available at the Ketchikan and Sitka campuses, not at Juneau. Thus it is possible that students wanting to attend medical or nursing schools might be faced with having to take a full year of work to make up deficiencies even after earning a B.S. degree. In fairness, it must be pointed out that the second year chemistry sequence offered does serve majors who are not headed for medical school or for the more molecularly oriented graduate programs.
Chemistry

The chemistry program functions entirely as support for the GER, for the biology degree programs and the B.Ed. Secondary:Math/Science programs. Offerings are limited to a GER chemistry course, general chemistry, and one semester surveys of organic chemistry and biochemistry. No analytical chemistry is offered as such. The laboratory is adequate for the existing courses, and there is a convenient preparation room. Technician help is available for setting up and cleaning up labs and maintaining the stockroom. Instrumentation is adequate for general chemistry and organic chemistry but not for biochemistry. A centrifuge and a scintillation counter are available in CFOS laboratories.

Commendations

The faculty member in chemistry has excellent credentials and is quite active in research and in professional matters.

Concerns

The continued access of students to instrumentation for biochemistry is open to question because of the new administrative arrangements. There is no quibble with the selection of courses offered, but concern about the lack of a yearlong organic chemistry course has been articulated under the biology section. There simply are not enough faculty resources to meet all the needs.

Geology

The full-time faculty member in geology was on leave, and there was no opportunity to evaluate the offerings.

Mathematics

The mathematics program is designed to meet GE requirements, to support the biology degree program and to support the B.Ed. programs. It is felt that the B.Ed. Secondary:Math/Science option is proving to be attractive, and although firm statistics are not available, it is estimated that there may be as many as six students who are upper division majors. There is not uniformity of opinion, but there is some feeling that an advanced calculus course and a formal course in Euclidean geometry are needed. The faculty take pride that two Bachelor of Liberal Studies graduates focused in math are now successfully pursuing doctorates in the field.

Commendations

The faculty are dedicated to teaching. They take justifiable pride in the fact that many of their most successful students started at
the remedial level. Faculty in other disciplines comment on the good mathematical preparation their students have.

Concerns

The discipline is understaffed.

Physics

The astronomy, physical science, and physics course offerings meet GER needs and support other programs in an appropriate manner. Some students in the General Physics course sequence intend to transfer to engineering programs elsewhere, and the faculty member advises them appropriately. The motivation of students who reach this level was very favorably commented on. The laboratory is quite small and cannot really accommodate more than 12 students. The equipment is considered to be adequate, but there is a severe shortage of storage space. In astronomy, arrangements are made for use of the planetarium which is located in the middle school in Juneau. A 10-inch telescope is available, but the climate is not conducive to observing.

Commendations

The faculty is dedicated to teaching and has developed a program which is thoughtfully tailored to the diverse needs of the student body. Initiative in cooperating with local schools has been demonstrated.

Concerns

The small size of the laboratory and a shortage of storage space is a concern. Isolation of the physics faculty member from others in his discipline is probably more acute than in any other area of science and mathematics.

NATURAL SCIENCES, MATHEMATICS
CONCERNS AND COMMENDATIONS ACROSS THE PROGRAMS

Budget. There does not seem to be a serious concern about operating funds for science and mathematics. The administration is seen as being responsive to the need for operating funds. Obtaining supplies and equipment is often a slow process because of cumbersome state purchasing procedures and, in the case of chemicals, transportation regulations. Some thought must soon be given to making some substantial purchases of laboratory equipment.

Library. The library book collection is marginally adequate given the size and scope of the science and mathematics program. The periodicals collection, however, is woefully lacking. The biology collection is spotty. Biological Abstracts is available in the Auke Bay CFOS facility. There are only two periodicals in chemistry. Chemical
Abstracts is not accessible anywhere in the region. As near as could be determined, there is only one periodical in physics and a few in earth sciences and mathematics and statistics.

Commendations. The library staff is extremely helpful in conducting database searches and in obtaining materials through interlibrary loans. There is close cooperation with the state library and the city library in sharing resources.

Concerns. Database searches deprive students and faculty of the ability to browse and to gain access to information which predates the database.

Faculty. The faculty work under unusual circumstances. No departments exist and, except for mathematics, there is only one full-time faculty member in each of the disciplines. This leads to a sense of isolation from discipline colleagues because there are not any nearby and travel funds are limited.

The prospects for developing full undergraduate majors in disciplines other than biology appear remote. Nonetheless, morale seems good, and faculty have confidence in the administration at the campus level. They have a strong sense of purpose and have developed programs which really make sense in the institutional context. The mathematics and science faculty interact and cooperate. There has been little interaction with colleagues at Ketchikan and Sitka.

E. BUSINESS AND PUBLIC ADMINISTRATION

Library

Resources in Ketchikan are adequate to support certificate and Associate programs in business-public administration. They do not seem adequate to support the MBA-MPA. Resources at Sitka are adequate to support certificate and Associate programs, but their continued adequacy is dependent on an independent institution (Sheldon Jackson College). Resources at Juneau, taken as a whole (including the State Library, Ray Center holdings and other resources) are probably adequate for the programs, but location and availability are not widely or clearly communicated.

General Education

The General Education requirements for business baccalaureate candidates constitute 34 of the 120 units for graduation, less than 30%. The distribution is typical of GE programs. Under NASC standards, certificate programs and non-transfer Associate degrees must provide related instruction in computation, communication and human relations. All such programs meet the communication standard, except the Certificate for Accounting Clerk. This would meet the communication and human
relations requirements only by individual advisement, as no specific courses in either area are required or specified as electives. The Associate degree in Paralegal Studies similarly would meet the standards for computation and human relations only by individual advisement. The Data Processing Certificate and the Ketchikan General Office Associate degree contain no human relations component. The General Office Associate degrees at Sitka and Juneau would contain a human relations component only by specific advisement and only if use of the term "human relations" in a single course description at each campus (as one of a list of procedural topics) indicates substantial coverage of the topic.

Graduate Studies and Research

Faculty express some concerns in these areas. There is uncertainty about whether the University is as committed to continuation and improvement of graduate programs as to its other offerings. There is continuing uncertainty about research support, including travel funds and relationship to teaching load, and about research expectations for tenure and promotion, although the latter is officially "settled."

Business and Public Administration Program

The Business and Public Administration program includes certificate programs for Accounting Clerk, Data Processing, General Office, Law Enforcement (for the Alaska Public Safety Academy), Travel Industry Management and Hospitality Industry Management. Associate of Applied Science degrees are offered in Business Administration, Office Administration, Paralegal Studies, and Visitor Industry (Travel Industry Management and Hospitality Industry Management). The Ketchikan and Sitka sites offer an occasional upper-division course to meet local demand (such courses are often cross-listed Sheldon Jackson courses at Sitka), but the full Baccalaureate degree is offered only at Juneau. Juneau also offers the MBA and MPA degrees, and one cycle of these courses is being offered on an experimental basis at Ketchikan.

At all levels, many students attend for a course or two, to gain or improve specific skills, and do not complete a full program. As most programs are small, faculty can report anecdotally on completion rates, job placement and the like, but little hard data is available on these questions. Courses are offered at attractive times of the day/week; however, the beginning and end of the school year often overlap seasonal employment. Office Administration, and, to a lesser extent, VIP appear to be the only programs with flexibility to accommodate this conflict.

Virtually all Office Administration classes at all sites are offered as "open entry-open exit." They are self-paced independent study. Instructors offer help as needed on a one-to-one basis. This mode provides flexibility for the student and avoids the problem of course cancellation due to low enrollment. On the other hand, it creates some duplication of instructor effort and reduces student interaction. Some certificates and
AAS degrees are a combination of these courses and more traditionally delivered courses from the Business Administration, Computer Information Systems, English and Mathematics lists. The VIP and Paralegal programs include additional courses developed specifically for them and are well suited to the locations in which these programs are offered.

The Bachelor of Business Administration degree has core requirements typical of business programs (though such programs increasingly include required production/operations and international business courses). Also typical are the Accounting, CIS and Management emphases. The fourth emphasis, Public Administration and Law Science, is an unusual alternative to the more traditional Political Science undergraduate degree. This blending of Public Administration and Business Administration reappears in the cross-listing of introductory MBA/MPA courses, a practice which saves some resources and provides for educationally desirable contrasting views. The structure of these programs is, except for the cross-listing, similar to such programs at other institutions.

Learning resources such as academic computing and developmental centers are appropriate at the campuses, except that support for the Ketchikan MBA-MPA is uncertain. Library resources are adequate but uneven for programs, except that currently there are inadequate resources for the Ketchikan MBA-MPA.

A number of opportunities for professional activity are provided through the School's Centers for Alaska Economic Development, Small Business Development, and Management and Public Administration. These provide important opportunities for faculty involvement in their disciplines and for community service. A new Center for Social Invention provides opportunities for activity related to the Soviet Union. Since this latter and the Management and Public Administration Center both plan projects in the international arena, they may eventually provide resources for course offerings in this area.

In summary, the programs in Business and Public Administration contain appropriate courses of study. The MBA-MPA programs at Ketchikan should be carefully reviewed in order to assure that appropriate institutional support is provided. Continued attention is required in all programs to assure qualifications and currency of faculty and course offerings (particularly with respect to integration of computer usage through the curriculum).

F. ACADEMIC COMPUTING

UAS is able to provide a high level of instructional support with its computer resources. All locations are connected to the Juneau mainframe and to other university mainframes, and all provide PCs, Apple/Macs (except Ketchikan), printers and other appropriate hardware. Programming languages and compilers, and software, including word
processing, spread sheets, data base programs, communications, graphics and statistical packages, are readily available. Special requests for instructional material (examples: an auditing simulation, a census data base) are accommodated. Usage at peak times reaches capacity, but few examples are cited of overload or waiting. Cooperation with other institutions extends these resources even further. The provision of these resources, particularly in smaller centers such as Ketchikan and Sitka, is to be commended. The only negative evidence concerning the adequacy of resources is in the lab fee charged to students at the Bill Ray Center—such a fee is uncommon, and the Dean states that it is charged to provide for additional and upgraded equipment. The existence of a fee may affect both the level of utilization and the provision of state support, and its consequences should therefore be carefully considered.

These resources are to some extent under-utilized. Instructional use is heavily skewed towards the process courses themselves (classes in application uses and specific Computer Information Systems courses) and to word processing of papers. There are notable exceptions with individual faculty members, but there is less usage integrated into content courses, though appropriate applications exist in almost all academic fields. Simulations and programmed learning are two examples of computer applications which are readily available but not often used. In some cases, applications which are taught in the process courses are not put to use in their obvious content-course contexts—spreadsheets in accounting courses, for example. Since the state of Alaska seems particularly oriented towards using electronic means of shrinking its distances, it is important that students learn applications in their academic-content contexts.

Recommendations

Appropriate opportunities should be provided for faculty to learn about computer applications in their academic disciplines and in their teaching situations, to permit further use of computer resources within the curriculum.

Repair, maintenance and upgrading are often problems for computer labs. UAS is fortunate in having multi-talented individuals in all labs who provide student and staff assistance, install both academic and administrative hardware and software, perform maintenance and repairs, and teach workshops and even regular courses. Such renaissance people aren't easy to find, and in the long run more conventional means and resources may need to be provided for some of these functions.

Several structural changes have been made in academic computing, including a decentralization of responsibility from systemwide to campus for the mainframes, and in the case of UAS, a very recent change combining academic and administrative computing responsibilities. While the affected individuals are not unduly concerned with the formalities, it is important that basic responsibilities and lines of communication become clear. Some
steps toward common policies may help to reduce student confusion, for example, the Bill Ray Center lab usage fee.

G. FINE ARTS AND HUMANITIES

The fine arts and humanities programs at the University of Alaska Southeast are strong and the enrollments are strong in the courses offered. The faculty is well prepared and most full-time faculty have appropriate terminal degrees. With a few exceptions, full-time faculty are in place in leadership positions in the fine arts and humanities. There are exceptions, however: philosophy, theater, art (at Ketchikan), foreign languages, for example. The course offerings are adequate and represent and serve not only majors but service the General Education Core as well. By and large, the classroom and studio spaces are adequate, and in some cases, they are superior.

There are some problems in the fine arts and humanities that deserve attention: At Ketchikan there is no administrator charged with working with the academic programs (as an Assistant Director for Academic Affairs, for example) and faculty there feel the need for such a position--someone who can serve as an advocate and trouble shooter. The art program at Ketchikan should have a full-time faculty member, although the present half-time instructor seems to be doing a fine job. There is no theater at any of the three campuses and meager course offerings in theater. There is no adequate concert space at any of the campuses and no adequate exhibition space for student and faculty art. Teaching loads in some cases are very heavy, with as many as four preparations a semester and with a second series of three or four preparations for a following semester.

There are many positive aspects of the programs on all three campuses. The faculty, both full time and part time, are exceptionally well-qualified, dedicated people with a genuine interest in their students and their subject matter. There is good communication with each other among members of the faculties at all three locations. Frequent contact is maintained among the three campuses. The art programs at all three campuses teach not only the traditional courses (drawing, painting, sculpture) but also teach and encourage the arts native to Alaska. There is good community involvement of the faculty with their counterparts in the community. Class size in all the courses tends to be small, and there is good interaction between the faculty member and students.

Except for funds for both in-state and out-of-state travel, University budget support is good. Equipment and special work space is adequate. Morale among faculty is excellent, and the faculty feel they get good support from the administration, both psychological and, within present budget constraints, good fiscal support.
Commendations

1. The emphasis placed on native Alaskan arts is excellent and the faculty is to be commended for this kind of enrichment of the traditional art program.

2. Not only are the faculty well prepared, but all indications are that the teaching taking place in the fine arts and humanities is excellent.

3. The concern of the faculty about their role in the General Education Requirements is strong and through this, the faculty make an important contribution to the education of all students at the University.

4. The faculty is to commended for the careful selection of well-qualified part-time faculty.

5. Generally library holdings in the fine arts and humanities are good.

6. Faculty outreach to the community, especially in Art and Music, is highly commendable.

Recommendations

1. Consideration should be given to making the hiring of an Assistant Director for Academic Affairs at Ketchikan a high priority for the University.

2. The art faculty is to be commended for seeking secure locations for the exhibit of student works, and this kind of outreach should not only be continued but should be enlarged.

3. A real theater program, with appropriate stage and related space, should be a high priority as additional University funds become available.

4. Efforts should be made to reduce the unusually heavy preparation load of some full-time faculty in the humanities.

5. High priority should be given to securing full-time faculty as lead faculty in art (at Ketchikan), in philosophy, and in foreign languages.
H. THE SOCIAL SCIENCES

The social science disciplines at UAS comprise anthropology, economics, geography, government, history (also classified in the humanities), psychology, and sociology.

These disciplines are housed within the School of Education, Liberal Arts and Science and comprise an important component of the core of the educational program at the University. Indeed, they have a critical part in achieving the institution's mission and objectives for its students. They do this by 1) playing a major role in delivering the general education program (15 of the required 34 hours are in the social sciences), 2) providing support courses for the education and business programs, 3) participating in the B.L.A. program, which offers a student an opportunity to tailor a degree program in arts and sciences without a formal major and 4) offering a bachelor of arts in government. There was abundant evidence in the self study and the visit that these faculty are knowledgeable as to their various roles and are firmly committed to the achievement of their responsibilities.

Within the constraints of a University that has experienced major financial setbacks in recent years and will face continued uncertainty in the future, the financial support for these disciplines appears adequate. There are limitations on travel, faculty development, etc., but the basic needs for courses are met. Classroom space is adequate, although far from plush. The library, about to move to magnificent new quarters, works closely and effectively with these faculty members to provide a basic collection and access to resources outside Juneau. Access to computing for faculty and students is excellent.

Each of the disciplines offers standard basic introductory courses plus a selection of upper division courses. While not every course listed in the catalog is taught within a two-year span (some courses are on a three-year cycle), the catalog is a fair indicator of the actual curriculum. A major limitation on the curriculum is the fact that these disciplines are typically carried by one full-time faculty member with some adjunct or part-time help. In the case of history and geography, one person teaches both disciplines. Faculty teach a wide variety of courses; in one case a faculty member has taught 27 different courses in a ten-year period. There is little opportunity for specialization.

The great strength of the social sciences is the committed faculty members delivering the curriculum. They are well credentialed (a large number have terminal degrees) and display a strong commitment to their students and to the University. All evidence currency in their discipline and some have active research programs. Overall, morale is remarkably good as these faculty are convinced of the value of the program they deliver.
Commendation

These faculty are at the vital center of the University's mission and they are doing their job well. A particular commendation is in order for the support lent from the social sciences to the initiation and development of the new advising center, a most important development on campus. The Dean is well attuned to the role of these disciplines.

Recommendation

The major in government is dubious, at best, given the single full-time political scientist. Actual enrollment in this major is almost nonexistent. It would appear that serious consideration should be given to eliminating this degree unless more realistic staffing is an option for this major.

I. VOCATIONAL-TECHNICAL PROGRAMS

The University of Alaska Southeast has continued to offer the vocational-technical programs formerly offered by Juneau-Douglas, Ketchikan and Islands community colleges as well as courses, workshops and services throughout the communities of the region.

Mission and Objectives

The overall mission statement is more of a statement of what, rather than why. The vocational staff and faculty are well aware of their mission of pre-employment, upgrading and enrichment, but this is not fully reflective in the overall statement. These objectives are being well met.

Financial Support

Although major funding cutbacks have been suffered in the last three years, the funding seems adequate for all but equipment replacement.

Physical Facilities, Equipment

The three physical plants at the campus locations are excellent and are well maintained. Equipment is excellent at Juneau, yet minimal at Ketchikan and Sitka and in need of upgrading and replacement. The equipping of a new welding shop in Sitka should help.

Library and Learning Resources

In all cases, the library and learning resources are remote, by miles, from the vocational-technical areas. Along with the normal lack of concern of faculty and benign neglect of librarians, this does not appear to be a problem on campuses. Collections, with few exceptions, are minimal and under-utilized. It is recommended that active dialogue take place with
regard to collections and that a catalog terminal be placed in each facility to encourage student usage.

Educational Programs

Educational programs are well designed and relate fully to the work place. The experience with open entry/open exit at Sitka should be explored by the other two campuses. Considerable discussion is taking place with regard to modular curricula and should be encouraged. Inasmuch as NASC Standards now require related instruction in all vocational programs of one year or more in length, University-wide review of how to achieve this should be initiated. A final concern relates to the merging of three distinct institutions with three distinct curricula resulting in separate programs on each campus. Discussions should be undertaken with regard to the development of a common curricula for UAS, particularly with regard to Diesel and Welding.

Some advisory committees are active and very useful, while others are dormant or nonexistent. It is recommended that all programs have current active advisory committees (perhaps region-wide).

Instructional Staff

Instructional staff are uniformly well prepared by work experience, education and teaching experience. Although there appears to be fair treatment of vocational faculty with regard to policies within UAS, eternal vigilance should be maintained to avoid a drift toward academically oriented policies without regard to the uniqueness of vocational faculty. A tendency to ignore market demand salaries in this area and to encourage the excessive use of "visiting professors" leads toward turnover and lack of stability. Professional development and returns often to the world of work should be encouraged.

Administration

These programs are well administered by the Director, Regional School of Vocational/Technical Education. (For the sake of uniform structure this might be Dean, School of Vocational/Technical Education.) He is doing an excellent job of maintaining the vibrant programs of the past while gradually taking advantage of the merging of the three institutions. The designation of campus coordinators to carry on day-to-day functions may help. Care should be taken in the future that, for the sake of efficiency, the necessary missions of the former community colleges in Ketchikan, Sitka, and Juneau not be diminished.

Students

Adequate student services appear to be provided to vocational students, although the physical preparations in Juneau and Ketchikan tend
to cause some problems. For example, the periodic presence of a financial aid counselor on site might be considered.

As usual with small campuses, student follow-up is well known, but only anecdotally. The establishment and maintenance of student placement and follow-up studies (generally recommended in previous visits but never accomplished) would help in many ways, for example, to prove the statement that, "most of our student don't complete degrees of certificates because they went to work."

**Commendations**

The vocational/technical programs at UAS are to be commended for:

1. The quality and the dedication of the faculty.
2. The well-designed and maintained facilities.
3. The understanding on the part of most involved in UAS of the importance of maintaining and enhancing the programming of the former community colleges.

**Recommendations**

It is recommended:

1. That every effort be taken to ensure the maintenance and enhancement of the vital programs formerly offered in all three centers by the former community colleges.
2. That current efforts to optimize vocational curricula through modularization and use of mediated open entry/open exit be pursued along with necessary standardization of curricula throughout the region.
3. That equipment budgets be increased to obtain necessary replacement equipment, as well as adding state-of-the-art test and other equipment.
4. That a systematic student follow-up system be established particularly with regard to placement.
5. That advisory committees (possibly system-wide) be established and maintained for all vocational programs.
6. That catalog terminals be placed in all vocational sites to improve student access of library materials.
7. That discussion leading to the inclusion of related instruction in certificates be initiated.
VI CONTINUING EDUCATION AND SPECIAL INSTRUCTIONAL ACTIVITIES

The mission statement for programs of Continuing Education, Community Service and Outreach offered by the newly integrated institution (1987) named the University of Alaska Southeast (UAS) is as follows:

In addition to the traditional academic classroom setting, opportunities exist to participate in the university experience through developmental studies, internships, special training in professional and technical fields, continuing education, community interest courses, library resources and cultural, recreational and athletic events. Outreach efforts, including distance delivery to scattered locations, allow student access to a variety of academic and vocational programs and the opportunity to complete some of the requirements toward a degree or certificate while remaining in remote areas of Southeast Alaska.

Each of the three campuses, Ketchikan, Sitka and Juneau, have distinct continuing education responsibilities. Ketchikan campus has responsibility for approving vocational offerings; Sitka campus has the responsibility for scheduling, registration, materials distribution and fee collection for non-credit and credit outreach courses, as well as upper division/graduate audioconferencing courses; and the Juneau campus is where the Office of Continuing Education is located, with responsibilities for credit courses and instructor approval in the Education and Business degree programs as well as the identification and development of new programs utilizing a self-support funding format.

Most activities and support services administered through the Office of Continuing Education are self-supporting and paid from student tuition. The 1989-90 budget for the Office is $193,000 from the University's general fund and $1,000,000 from self-support activities. There is a Director and ten staff members working full to part time coordinating and administering the activities of the Office of Continuing Education. Present student and potential students are continuously surveyed regarding credit and non-credit courses and scheduling needs; there is also follow-up of past students for program success monitoring.

All credit courses offered through the Office, including adjunct trainers utilized, go through a standard review and approval process to maintain and ensure the quality of instruction. Library services for outreach and audioconferencing courses and programs offered in remote areas utilize a telecommunications mode (computer, modem, printer) to provide access to the state library system GNOSIS. Student advising in remote rural areas is provided by local agreements with school counselors.
The achievements of the Office of Continuing Education in serving the needs of nontraditional students demonstrates the success of the program.

The Productivity Improvement Center (PIC) has the primary function within state government to provide training for public service employees and is a cooperative program offered by UAS and the State of Alaska, Department of Administration. The PIC program has grown substantially; January 1988 - June 1988 enrollment per month compared to January 1989 - June 1989 shows an enrollment increase of approximately 15%.

The Alaska Staff Development Network is a cooperative program offered by the Alaska Department of Education, a consortium of Alaska school districts and the University of Alaska Southeast to provide a model for staff development for educators. Each year the number of educators participating in the program has increased to presently include 45 of the 55 school districts in Alaska, compared to the original 15 participating school districts in the first year beginning several years ago. This program has been awarded several national awards: 1987 - The National Rural Education Association Service Award; 1998 - one of ten national awards from the National Council of States on Inservice Education; and, 1989 - selected as a National Demonstration Site, one of 15 national grants from the U.S. Department of Education.

In 1987, the Greens Creek Mining Company opened North America's largest silver mine and needed a number of trained miners to begin production. Through the cooperation of sixteen agencies brought together by the Office of Continuing Education, a training program for miners was developed. Presently, over 200 miners have been trained. The economic impact of this program on the immediate area has been significant, and the demands from new mining ventures in the area and other parts of Alaska have guaranteed the continuation of this program far into the future.

Additional programs developed and administered by the Office of Continuing Education have exhibited similar success in serving the needs of nontraditional students throughout Alaska—for example, audioconferencing programs, Outreach-credit and non-credit offerings, Community School programs, summer school, Elderhostel and customized training.

In summary, the Office has performed its mission in extending the services of UAS to adult learners and strengthening the University ties with all areas of Southeast Alaska, as well as providing a leadership function in delivering programs throughout the state.

Recommendations. In order to maintain and increase the quality of services provided by the Office it is recommended:

1. Due to enrollment growth within Continuing Education, there should be ways identified by the institution to more fairly distribute the cost of business services, purchasing departments, and admissions and records presently funded by the Office of Continuing Education.
2. Since the Office of Continuing Education is on the cutting edge of identifying and developing new programs on a self-support basis, there should be options identified on how to continue these programs on a more permanent basis within the existing structure of the institution.

3. Due to the lack of a dedicated computer instruction room available for Continuing Education's use and the increased demand (100 days in 1988-89 and an estimated 170 days in 1989-90), there should be some ways identified to provide more daytime computer access for the nontraditional students.
VII INSTRUCTIONAL STAFF

The recruitment, retention and development of a quality faculty is especially challenging when a campus is small and relatively remote. Faculty at all three of the UAS locations remarked that weather, geographic isolation, and the intensity of relationships in a small community are factors which some potential recruits find difficult to accept. Partly as a consequence of this and partly because of the reductions in faculty size and restrictions on tenure-track hiring, the faculty is composed of a few full-time permanent faculty supplemented by non-tenure-track faculty in a number of categories—visiting, adjunct, affiliate, part-time and so forth, for regular catalog courses. This group is in turn supplemented by full-time staff employees who occasionally teach courses and individuals hired to teach continuing education courses and special workshops, often at remote locations. A further differentiation exists between faculty concerned almost exclusively with teaching, usually at the certificate or associate degree level, and those involved with upper division and graduate teaching and scholarly activity. Thus, any feeling of faculty unity or camaraderie is more likely to stem from relationship in the larger community rather than from commonality of academic interests. This lack of collegiality is a particular problem for the "graduate" faculty, who may be isolated from others in their disciplines, disadvantaged in their research activities, and concerned for the continuation of their programs.

The large proportion of non-tenure-track faculty and the numerous, imperfectly defined categories, as well as continuing uncertainties about evaluation criteria for promotion and tenure create an atmosphere of uncertainty which does not fully provide the "security" mentioned in the Standard.

Recruiting efforts are sometimes limited by geographical and budgetary constraints, so that selections may be based on immediate availability. Thus in some fields fully qualified or even "overqualified" people may be available whereas in others, qualifications may be marginal. Student evaluations and peer evaluations are routinely collected but appear to be used primarily for tenure-track promotion and tenure decisions rather than for faculty improvement or for rehiring decisions on part-time faculty. Permanent faculty may have to teach an uncomfortably wide variety of courses to cover subjects for which part-time faculty cannot be found. Permanent faculty members may find it difficult to keep current in so many subjects, and part-time faculty are often practitioners who may be current only in some parts of a given course's content, or in its practice rather than theory or emerging issues. The confusion involving availability of current faculty resumes might suggest that more attention could be paid to evaluation of faculty qualifications.
Recommendation

Information should be publicly provided on course offerings to encourage part-time applications and development of a pool of qualified temporary faculty. Both part- and full-time faculty should have available opportunities for updating and renewal (group meetings, workshops and the like).
The University of Alaska Southeast has gone through an extremely difficult period as it has formed: significant budget and staff reductions, forced union of three accredited institutions (University of Alaska Juneau, Ketchikan Community College and Island Community College) and loss of the School of Fisheries and Science and the Master's in Vocational Education. The transition to a multi-campus University is still in process, although much progress has been made.

During this period, administration at top levels has been very difficult. Providing leadership and management under such conditions is trying, for developing a true institutional perspective will take years and much effort. However, this is necessary if the UAS is to accomplish its mission and objectives to serve the many postsecondary needs of the people of Southeast Alaska and be on the forefront of economic and other developments in the region.

A key to the progress made to date in melding three institutions into one is the UAS Chancellor. He has gained the respect, support and trust of various university and community constituencies throughout Southeast Alaska in effecting the change. He has been a superb negotiator and leader.

Given budget restrictions and much realignment of responsibilities, it has been difficult for the UAS Chancellor to develop "a carefully planned administrative organization which coordinates all institutional resources effectively toward the accomplishment of the institution's mission and objectives (see Administration, pages 61-65, 1988 Accreditation Handbook)." The Evaluation Committee found that while the Chancellor and principal administrators close to him had the current organization reasonably well in mind, many other did not. There was a certain lack of organizational clarity among and between the various units of this multi-campus University.

Because of a limited administrative staff, several people were "wearing many hats," attempting to cover several responsibilities. The most serious deficiency was lack of a chief academic officer and appropriate administrative organization to provide clear lines of responsibility for the entire instructional program. Lack of this person seemed to result in some loss of direction and focus for the institutional program.

With regard to other organizational questions, graduate programs and research seemed to need a person assigned specifically to administer them, if the institution planned to place emphasis in these areas. Some other positions remain vacant, pending administrative decision and funding. Some faculty at Ketchikan believe an assistant director should be employed to coordinate and direct the instructional program on that campus.
Many cooperative programs and services were in place between the three institutions prior to their incorporation as one institution, and this has eased the melding. In addition, the former community colleges are retaining their community college functions, continuing to serve their communities, and this, too, is smoothing the transition. However, the Evaluation Committee sensed some lingering concern on all three campuses about the loss of previous identities. The unity of this new University may be tested further as its central administration moves to more assessment, personnel evaluation, curriculum coordination, and the like.

The administration, faculty and staff on all three campuses have been heavily involved in University planning, attending or serving on cabinets, committees, councils and a forum. They report satisfaction with the involvement, although some exhaustion from it, and show some concern about "many layers of organization."

In spite of some concerns expressed about the restructuring, lack of funding and staffing, many improvements were identified. Restructuring apparently brought about a rethinking of mission and goals, better communication, better transfer arrangements for students, moves toward a common core of educational requirements, coordination of courses and more review of curricular change. Much of this has been accomplished because of a hard working and devoted administration, faculty and staff.

**Commendations**

1. The UAS administration is commended on the progress it has made to date, operating in very difficult circumstances.

2. The UAS Chancellor is commended for his constructive and effective leadership in effecting the merger of three institutions to form UAS.

3. The UAS administration, faculty and staff are commended for their hard work and devotion to the UAS.

**Recommendations**

1. The administration should delineate reporting relationships and communicate them clearly.

2. A chief academic officer should be appointed at the earliest possible moment.
Restructuring the University has had several positive results which reinforce the campus-wide shift of emphasis to a more student-centered approach. As the Juneau campus had served the financial aid and admission/registration functions for the three campuses since the mid-1970's, cooperative working relationships were already established. This background facilitated a student services task force which identified the following goals and objectives: "Provide support services that will assist students in acquiring academic success and self understanding, relate effectively with their environment, take responsibility for their actions, and develop leadership potential, social skills and physical abilities."

This task force also recommended the establishment of a chief student services position, reporting to the Chancellor. This new regional director for student services, who is also acting Regional Registrar, serves on the Chancellor's Cabinet, the Committee of Academic Deans and Directors and on the University Forum. The Director was formerly a director on the Ketchikan campus, which has helped enhance trust and coordination between the three campuses.

The task force also established an updated Student Rights and Responsibilities Handbook which now serves all three sites. This is published in the catalog and the new student handbook and ensures students "due process" rights in disciplinary matters.

Faculty and students participate on committees and task forces, such as the Bookstore Advisory Committee and the University Hearing Committee. Three teaching faculty working in the new Student Resource Center on the Juneau campus have joint appointments in the student services. Student government has a standing committee on student services.

Current physical facilities for student services are cramped and inadequate on the Juneau campus, especially in dining service, bookstore, admissions and records, and the Student Resource Center. All three campuses need additional space for social, recreational, and sport programs. The student services space on the Juneau campus should improve significantly when former library space is remodeled and opened for use in 1990.

With funding reductions and restructuring, morale, salaries and travel funds were affected. Significant progress has been made as positions have been added and areas reorganized. Several staff have been
able to attend professional meetings in the last year and overall "esprit de corps" is very positive, considering the recent history.

Admissions

UAS is an open admissions institution. All three campuses are linked by computer and utilize an on line records system called the Student Information System. Full-time enrollments on all three campuses have fallen over the past three years. This decrease has been supplemented by an increase in the number of part-time students. A marketing committee has been established, and a recruitment plan has been put together to increase the number of full-time students.

Registrar

The Admissions and Records Office on the Juneau campus provides support to all three sites. Although individuals on all three campuses have registration functions, the registrar on the Juneau campus serves as registrar for the region. Academic files are maintained on the campus where the student is enrolled, but a combined transcript showing work from all three sites is the responsibility of the Juneau office. Student satisfaction appears to be high with the service provided by the admissions and records office. Off campus registration takes place at various sites in all three services areas. Ketchikan now registers almost one half of its students at a mall site. A significant development in the next year will be the initiation of a touchtone telephone registration. This will provide additional service to students scattered over a wide geographical area with many educational sites.

Policies and procedures appear to be in line with AACRAO standards. This office is cautious and conscientious in discharging its record keeping and reporting functions and appears to be very student oriented.

Conversion to the SIS record system and the concurrent restructuring of the University have made it difficult to extract accurate data in a timely fashion. The addition of a half-time institutional research programmer should improve this situation considerably.

Student Orientation

A one-day fall orientation is conducted by counseling, housing, and admissions and records staff on the Juneau campus for all new students. Similar programs were recently initiated on the Ketchikan and Sitka campuses, focused on rural Alaskan students. No formal evaluations of these sessions have been done, but informal feedback has suggested expansion to a two-day format may be helpful.

On the Juneau campus orientation is extended by using an orientation class taught by a faculty member in the Learning Center.


**Academic Advising, Counseling, Testing.**

The newly organized Student Resource Center, which includes academic advising, counseling, and the health center, provides centralized student-centered help in a cost effective manner on the Juneau campus. Although this has only been in operation for fall semester, some positive results are already being seen. All new students are taking placement tests and are being formally advised on GER requirements, mathematics and English placements, and other program requirements. Fall semester registrations in GER classes are up and informal student feedback is positive.

Personal counseling and advising on the Ketchikan and Sitka campuses are handled by half-time counselors who rely heavily on local service agencies for referral. Students seem satisfied with the services available, and the informal, supportive interest and assistance by all staff and faculty make this a comfortable learning environment for students.

No staff position on any of the three campuses is assigned sole responsibility for career advising. All three campuses rely heavily on local state job service offices for job placement of their students. With the economic downturn, help in career placement is very important to many students.

Space on the Juneau campus for the Student Resource Center is currently very cramped. This should be helped when the Center moves to new quarters next summer.

**Financial Aid**

The one person in the Financial Aid Office administers in an efficient and effective manner the standard range of State, Federal and institutional programs. She also administers all scholarships, including athletic scholarships, and processes Veterans' Assistance programs. The Juneau office provides these comprehensive services to all three campuses. The total financial aid available for all three campuses is $1.5 million dollars, with the greatest share coming from the Alaska Student Loan Program. Approximately 49% of the degree-seeking students received some sort of aid in FY 88 and 94% of students with completed applications received aid. More than 76% of aided students received the Alaska Student Loan, while only 8 students were utilizing work study. All needy students are served without awarding funds beyond determined need. However, there is currently no short-term, emergency loan account program.

**Bookstore**

The University bookstore is operated as an auxiliary enterprise with a contract with student government. A bookstore Board of Directors,
composed of students, faculty and administration, review and establish policy. The store has operated profitably since its reorganization. This has allowed the margin on textbooks to be decreased 10%, and 60% of its profits have been returned to student government for scholarships and other student projects.

The weak links in the system are the lack of computerization and lack of space for inventory storage and non-book items. Space concerns may be addressed with the general remodeling in the old library space.

**Housing**

In 1985, seven residential buildings were completed for occupancy on the Juneau campus. This was a major recommendation by the NASC Evaluation Team in their visit in 1983.

These buildings provide an exceptional living environment for single students and students with families. Approximately 35% of the full-time student population (190 beds) live in the residence halls. The student staff are supervised by a housing manager, who reports to the assistant director of student services.

The ratio of staff to students in the Juneau halls is 1:50, with plans to increase the staff yearly to meet a 1:30 ratio. In addition to residence hall staffing concerns, there are no on-campus security personnel. Weekend security is provided under private contract. With the isolated residential environment, weekday as well as weekend security is needed.

Although the Ketchikan and Sitka campuses do not currently provide on-campus housing, there has been a great deal of interest in doing so.

**Dining Service**

The food service operation in Juneau was recently picked up from a contractor by the University. The operation is supervised by Continuing Education and run by a cook-manager. Service is provided for breakfast and lunch, with no contracts with the resident halls. Student satisfaction with the "Whaler" appears to be quite good, but space and equipment needs limit available service.

No food service operations are currently provided on the Ketchikan and Sitka campuses.

**Health Services**

The health center is part of the Student Resource Center on the Juneau campus and is staffed by a half-time certified nurse practitioner
who is also a half-time counselor and advisor. Fees ranging from $10 to $15 are charged for additional services. A physician makes on-campus visits two hours every month.

Medical examinations are not required of entering students, but consideration is being given to enforcing immunization requirements at entrance.

Usage on the Juneau campus appears to be increasing, which will force a reevaluation of staffing and services provided. Proximity to state health department resources provides an opportunity for sharing staffed supplies. This should be pursued.

There are currently no health services provided on the Ketchikan and Sitka campuses.

Child Care

The UAS child care facility is located adjacent to the Juneau campus in a temporary facility which can accommodate 25 children. There is currently a list of 50 children waiting to get into the center. The center is providing quality child care and preschool programming for children of students and staff. Student government has supported the center with funding the past year. Space is very cramped and services should be expanded. If a new student center is funded, space for child care is scheduled to be provided.

There is no University-sponsored child care on the Ketchikan and Sitka campuses.

Extracurricular Activities

The student activities programs on all three campuses are designed to complement the educational mission by providing social, cultural and recreational opportunities for students. Most activities are planned with the student government organizations and/or the student housing community council.

Space for student activities is limited on all three campuses, which severely curtails number and size of possible events. On the Juneau campus temporary space may be obtained when the old library area is free—until funding for a student center can be achieved.

Student governments struggle on all three campuses to find the proper mix of programs and activities to serve their diverse campus populations.
Alumni Relations

The Alumni Association has no operating budget for a paid staff, and the management of alumni relations is assigned to the coordinator of special events in the Office of Institutional Advancement. This has limited alumni activities and recruitment of graduates to alumni status. The Alumni Association has an action plan to increase membership and develop a newsletter, but current lack of professional staff support will make it difficult to achieve these goals.

Student Services Commendations

1. Despite multiple job duties and demands, student services personnel are to be commended for their genuine dedication, concern and support for students, as well as their superior job performance both quantitatively and qualitatively.

2. All areas of Student Services are to be commended for initiative and creativity in supporting students with small staff numbers and budgetary support.

3. The University is to be commended for renewed support for students, as evidenced by the formation of a division of Student Services and appointment of a regional director of Student Services.

4. The University is to be commended for attention to student advising and retention needs through the creation of the Student Resource Center.

Student Services Recommendations

1. Student surveys and other data base information should be collected on an ongoing basis to provide data for recruitment, retention, graduation completion, and placement analyses.

2. Immediate attention should be focused on the lack of career advising and placement services.

3. Efforts should continue to seek funds to address urgent space needs on the three campuses, including student center space on the Juneau campus and space for housing and recreation activities on all three campuses.

4. To facilitate better service to students, especially Native and rural Alaskan students, and increase recruitment and retention, efforts should be made to increase staff and support parallel to student demand and need.
B. Athletics

UAS, Juneau campus, at the intercollegiate level, offers men's and women's basketball programs; there are no other intercollegiate sports on any of the campuses. Each basketball program has a full-time (9-month) coach who also teaches a few physical education courses that are directly related to the basketball program. Although neither coach has faculty rank, the physical education courses are offered under the aegis of the School of Education, Liberal Arts and Science. The coaches report to the athletic director, whose primary responsibility is as dean of Institutional Development.

The basketball program, begun only four years ago, is, along with other programs and units of UAS, Juneau campus, still in a developmental state in terms of its place within this restructured University. As examples, a newly established Intercollegiate Athletic Advisory Board has been named by the Chancellor and will begin functioning this fall; and, in other ways, UAS, Juneau campus, is putting into place policies, procedures and personnel to guide the athletic program. These efforts are made to ensure that the program objectives and activities are consistent with the mission and objectives of the institution. The Intercollegiate Athletic Advisory Board has faculty, student athlete, classified staff and community representatives.

The $268,100 FY 1990 budget for intercollegiate athletics is based largely on general fund revenues ($190,200; 71%). Community support and special fund raising are projected to raise approximately $59,000 (22%) of the needed funds. UAS, Juneau campus, is pondering carefully what the role and activities of a single booster club ought to be. In the early years of the basketball programs, both women's and men's programs each had a booster club. The cautious approach of the institution in defining booster club roles and activities, to ensure a compatible relationship with the institution, is wise, particularly in light of the unfortunate experience of some institutions. The budget appears to provide slightly more funds (salary, travel funds) for men's basketball.

There is some faculty concern about student athletes who must miss classes while traveling to games that are great distances from Juneau. Absences are unavoidable if there is to be an intercollegiate athletic program. It is important, however, that the institution monitor this matter systematically and regularly and that it continue in its efforts to have the student athletes assume responsibility to confer in advance with faculty members about absences and assignments.

The institution has very limited organized recreational sports for other students, these being skiing and racquetball/weight lifting at a private racquet club. The use of club facilities is without charge to students carrying nine credits or more through an arrangement between the club and UAS, Juneau campus. There are no institutional facilities for intercollegiate athletics or recreational sports. Although funding may be
some years in the future, a sports and recreation Center has been proposed for the campus.

Commendations

1. This young institution is applauded for its proper orienting of intercollegiate athletics to ensure that the program's role, activities, acceptance and integrity will be in harmony with the mission and objectives of the institution.

2. Publication of the Student Athlete Handbook is also commended.

Recommendations

1. Continue to monitor carefully both student athlete absences necessitated by travel and the student athlete's assumption of the important responsibility to confer closely with faculty about absences and assignments.

2. Have a number of student athletes critique the Student Athlete Handbook before it is published to avoid unnecessary duplication of information available in other publications and to ensure that coverage of important items is provided and that it is something that will be read.

3. Plan and offer a greater variety of recreational sports as the number of full-time students increases.
While the University of Alaska Southeast's primary focus is undergraduate education, the institution does offer the following master's degrees: Master of Arts in Teaching (elementary and secondary education), Master of Education (educational technology, elementary, secondary, school administration), Master of Business Administration, and Master of Public Administration.

Enrollments in these programs are variable. The school administration program attracts solid enrollment and is judged by faculty and administrators to be a strong program in the state. The MBA and MPA have acceptable enrollment levels, although MPA enrollment seems to have declined. The M.E. programs in the School of Education and Liberal Arts and Science are in a serious decline.

As a result of the restructuring, UAS lost two graduate programs (fisheries and vocational), and, perhaps more importantly, lost a major center of research and graduate activity. The institution fought hard, and successfully, to retain a graduate role in its mission, and that speaks well for the institution's understanding of its vital interests. Nonetheless, there are reasons for concern for the graduate and research function as matters now stand:

1. Graduate dean functions have been assigned as a minimal portion of the duties of the Dean of Institutional Development, who is responsible for institutional development, athletics, as well as graduate work.

2. Data reveal that admission to graduate programs is not especially selective, at least in some programs. National tests (GRE, etc.) are not required. In several programs there does not appear to be a significant component of graduate-only course work. It is hard to identify a discrete graduate program. Except for state review of programs in the Center for Teacher Education, there have been no program review of graduate programs.

3. While faculty may opt for research and scholarship as part of their load (and a number of faculty demonstrate active programs of scholarships and research), the institution budgets little or no funds for support of research. The School of Business and Public Administration supports a quarterly, The Alaska Public Affairs Journal, but that appears to be the exception to a lack of organized support for research.
4. While there are specific criteria for full and associate membership in the graduate faculty, it is not clear that this has any real meaning in the functioning of the University.

5. The University has made a recent commitment to deliver the MBA and MPA programs to Ketchikan campus. While this is a laudable response to the University's regional mission, it is not clear on the basis of the self study and team interviews that the full implications of this move were thought through in advance. (See, for example, the requirements for reporting a major substantive change, offering of a program at a new site, Accreditation Handbook, 1988 edition, page 121.)

The above concerns are mitigated by the fact that in the self study and site team interviews University administrators and faculty showed a healthy awareness of the need to take a hard and thorough look at the graduate effort and the support of research. That bodes well for achievement of the institution's objectives.

Recommendation

It is recommended that University administrators and faculty conduct an early and thorough review of the graduate program and the research function, particularly in light of the Northwest Association's Standards X and XI.
XI SUMMARY AND GENERAL RECOMMENDATIONS

The Evaluation Team found the University had faced many serious problems as a result of rather massive budget cuts and the restructuring process. Much progress has been made, however, in building a multi-campus university. The Team especially commends the University for the following:

1. In effecting the merger of three institutions to form UAS—an extraordinarily challenging undertaking—people of the institution have accomplished a great deal and even in the context of their doubts about the soundness of their merger. Among other things, a student handbook, student academic records system, student admissions system, catalog, and nomenclature/numbering/content of most courses have been produced and contribute to the sense of this being one institution.

2. The constructive leadership of the UAS Chancellor in gaining the support and respect of various constituencies throughout Southeast Alaska in effecting the merger of the three institutions that now constitute UAS received warm praise from community and campus leaders at each site.

3. Faculty and staff morale is good and a commendable sense of cooperation and constructiveness exists at UAS. This is a tribute to all personnel of the University. The Committee was impressed and recognizes the importance of this positive environment as UAS continues to plan and implement further improvements that will strengthen the University in carrying out its mission and objectives.

4. The leadership exhibited by UAS in providing outreach activities throughout the State of Alaska is commended. In particular, the Committee notes delivery of programs through distance learning and cooperative endeavors to educators, public employees and native Alaskans.

5. UAS is commended for the exemplary cooperation and sharing of facilities, programs and services at Juneau, Ketchikan and Sitka. The Committee observed many instances of cooperative arrangements that benefited these communities as well as UAS students.

6. UAS is commended for the increased emphasis on student advising, with the development of student resource centers which represent cooperative ventures between the academic officers and student services.

7. The Evaluation Committee, while cognizant of growing concern about deferred maintenance of physical facilities, notes that each campus has some very attractive and functional facilities. The University is commended for obtaining these facilities even as the Committee notes the need for essential new facilities and the rehabilitation of others.
Within its resources and by creative arrangements, UAS has obtained and is maintaining some fine facilities.

General Recommendations

The Evaluation Team makes these general recommendations:

1. The Committee notes a certain lack of organizational clarity among and between the various administrative units of this multi-campus University. The administration should delineate reporting relationships and communicate them clearly.

2. The Committee recommends the appointment of a Chief Academic Officer at the earliest possible moment and appropriate administrative reorganization to provide clear lines of responsibility for the entire instructional program and support services (See Standard VIII, first paragraph, page 61, Accreditation Handbook, 1988 edition). The Committee notes that the absence of a Chief Academic Office results in lack of direction and focus for the instructional program.

3. Appropriate University administrators and faculty need to engage in a thorough review of the graduate program and closely related to this, the support of research. The Evaluation Committee is particularly concerned that an extension of the graduate effort to Ketchikan (MBA-MPA) has been initiated without full consideration of the total programmatic requirements of a new site.

4. The University needs to ensure that all certificate programs of an academic year or longer in length are in compliance with the "related instruction" section of the the Commission on Colleges policy on General Education/Related Instruction Requirements (see Policy Statement 15, pages 146-147 and Eligibility Requirement 10, page 9 of the 1988 Accreditation Handbook).

5. In line with Standard I (Mission and Objectives), UAS is urged to "...describe explicit achievements expected of its students and to adopt reliable procedures for assessing those achievements." Under this and other standards and policies, the Commission urges institutions to plan and implement regular follow-up studies of students and programs.

The Committee acknowledges that the UAS is aware of this need and had made limited progress in addressing it. However, the UAS, within its existing human and information resources needs to take additional and reasonable measures to determine--on an ongoing basis--the effectiveness of its educational programs and support services. A key component in this would be data on student progress, retention and graduation success.
6. Collections of the UAS libraries need to be coordinated so that information resources are more easily shared and readily available to all three campuses and all their instructional programs.

7. The Committee encountered no evidence of concern about academic freedom at UAS. However, the University would be well served by articulating and publishing in the faculty handbook its statement of academic freedom. (See Eligibility requirement No. 13, Accreditation Handbook, 1988 edition.)