

Alaska

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Context: The University Of Alaska System Of Higher Education is part of the Alaska State government, but is constitutionally separated from other State agencies. Throughout this document the University of Alaska and State of Alaska are referred to as two separate entities.

- 1) Does the state have an identifiable “P-16” effort visible? Who is in charge of this effort?
Not currently. The transition team for Education that met to identify priorities for the newly elected Governor made P-20 collaboration and engagement the one and only priority for the future.
 - a) Does the agency include a utility or function on its website designed explicitly to help potential students locate an appropriate college or university to attend?
No. However, the University of Alaska (UA) web site does provide links to all of its campuses and also provides links for distance education opportunities.
<http://www.alaska.edu/>
- 2) Is a mandated or recommended college preparatory curriculum in place in the state’s public high schools?
College preparatory curriculum is recommended, in some cases, depending on the high school. College preparatory curriculum is not mandated. State of Alaska high school graduation requirements do not currently align with traditional college preparation requirements, e.g. 4 years of math, etc...
- 3) Has the state articulated a set of explicit competencies or skills that define what it means to be “college ready?”
No, but the University of Alaska does have minimum required competencies for admission to various program levels. College readiness and student success is a high priority for the University of Alaska. UA is evaluating its internal usage of placement testing as well.
- 4) Are systematic programs in place in the state that encourage students to accelerate progress by taking college-level courses while still enrolled in high school?
Yes. A high school student would typically need to be physically located near one of the university’s 16 campuses. High school students may also take distance delivered courses, but

this is rare. There is a statewide Tech Prep board that has increased the number of articulation agreements between UA and the K12 schools – \$25 per credit. Dual enrollment is open to students ready to benefit and could be expanded if there is interest.

- 5) Is there a statewide policy present that governs placement into college-level courses or remedial courses? Is a standard set of placement tests recommended or required? If yes, are common cut scores for placement decisions in place or do institutions get to set their own? Each institution, University of Alaska – Fairbanks (UAF), University of Alaska – Anchorage (UAA), and University of Alaska - Southeast (UAS) uses different placement tests and associated cut scores. Students do not have to take a placement test in many cases and even if they do, can still take credit bearing courses after testing as remedial. UAF is creating mandatory placement in 2008 to force students to be prepared before entering degree programs. Given the mix of mission from PhD to community college and adult and community interest education, finding agreement on entry level competencies is a challenge in the UA system.
- 6) Is there a visible statewide transfer and articulation policy? Does this cover all institutions or only public institutions? What are the specifics of this policy?
Yes. However, the transfer policy pertains to transferring within the University of Alaska. In general, if you are planning to transfer from UA campus to another, the general education requirements for your baccalaureate degree are transferable; the requirements you completed at one UA institution fulfill the same categories at all other UA institutions. A student transfer credit resource site is available to students to help determine how course will transfer to UA. http://www.uaonline.alaska.edu/banprod/owa/bwsk2tcr.P Tcs_Selmau
- a) Is the transfer/articulation policy accompanied by a statewide transferable general education requirement? Does this name actual courses and/or credits? Are specific competencies identified that the student should meet through this coursework? Is testing used to guarantee student competency for progress or transfer?
Yes. There is a UA system wide agreement for general education requirements. These can be fulfilled at one campus and transferred to another within UA. This agreement does identify specific courses and/or credits. With the national exams such as CLEP, Advance Placement, etc, there are specific scores that must be obtained before a student can have them posted to their transcript. There is also Local Credit by Exams that the different departments have developed that, with a passing grade and a fee, are equivalent to specific UA courses
- b) More specifically, does an AA or AS degree from a community college in the state meet general education requirements at public four-year institutions? What mechanisms are in place to make sure this actually happens?
For A.A. degrees yes; for A.A.S. degrees generally no. There may be additional general education requirements for a Bachelors degree, i.e. Math 105 meets Associate degree level requirements, but not Bachelor's level degree requirements. Therefore a higher math course would be needed. The mechanism for checking this is an audit of each student's record.

- c) Does credit from transfer courses meet specific course requirements at the transfer institution (e.g. American History counts for American History) or do just the credits transfer to count against the total needed for graduation?

Both. If there is an exact match it will transfer as an equivalent course. If there is not an exact match it will transfer as an elective or a GER.

- 7) Are there statewide test-out or competency-based provisions that will allow a student to accelerate progress toward a degree?

Yes and no. There are a few national exams/certifications that some of the UAA departments will look at and grant specific UA courses but it generally depends on the student's degree/major.

- 8) Does the state have an easily-accessible state-supported alternative institution that allows students to complete their degrees more quickly or conveniently than through attendance at a traditional public institution?

The University of Alaska system has a number degree, certificate and endorsement programs that students can complete through distance delivery. Some programs require short on-campus summer or other courses while others can be completed entirely through distance courses and advising. See <http://www.alaska.edu/distance/> for more information regarding UA's alternate format programs.

- a) Does the state have an accessible central bank or catalog of on-line courses contributed by many institutions that enable students to do "one-stop shopping" for electronic courses?

Yes. Please see: <http://www.alaska.edu/distance/>

- 9) Does the state provide incentives to institutions for improvements in degree production or graduation rates? For minimizing the number of students graduating with excessive numbers of credits (e.g. more than 120 SCH)?

UA's internal performance assessment and reward system, Performance-Based Budgeting (PBB) is used for planning and assessing progress toward meeting strategic goals. This internal system is used to meet the State of Alaska's reporting requirements for "Missions and Measures", an umbrella program that encompasses all state agencies.

Much more information about the State's program is available at:

<http://www.gov.state.ak.us/omb/results/index.php> and many more details about UA's PBB program is available at: <http://www.alaska.edu/swbudget/pm/details.xml>

- 10) Does the state provide incentives for students who successfully complete their degrees (e.g. tuition rebates or cash bonuses)? For students who complete their programs without amassing additional credits (e.g. within 120 SCH)? Are there financial disincentives for

students to take more than the number of credits needed to graduate (e.g. full or out-of-state tuition)?

No. The President of the University of Alaska proposed a cash bonus for on-time graduates; however, the program has not found much support from the campuses at this time and is not slated for implementation at this time.