University of Alaska Southeast Student Retention Study

Prepared for:

University of Alaska Southeast

May 2017

McDowell GROUP

University of Alaska Southeast
Student Retention Study

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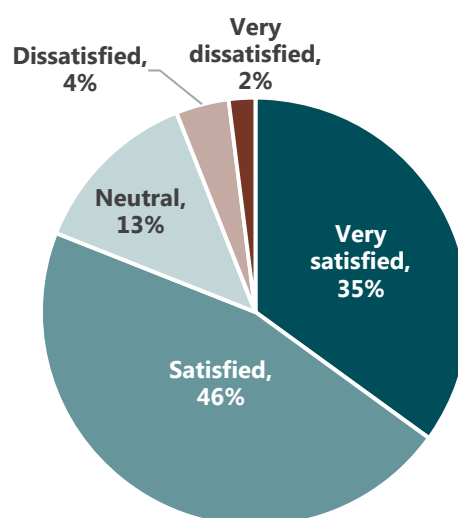
The University of Alaska Southeast contracted with McDowell Group to conduct a study of student retention, following similar studies in 2009 and 2012. The study included three research tasks: an online survey of 553 current students; an online survey of 473 students who had withdrawn or transferred within the last three years; and three qualitative discussion groups with current students. The 2017 sample differs slightly from the 2012 sample in that non-degree-seeking students were included in 2017; they represented one-quarter of respondents. Following are key findings from the study.
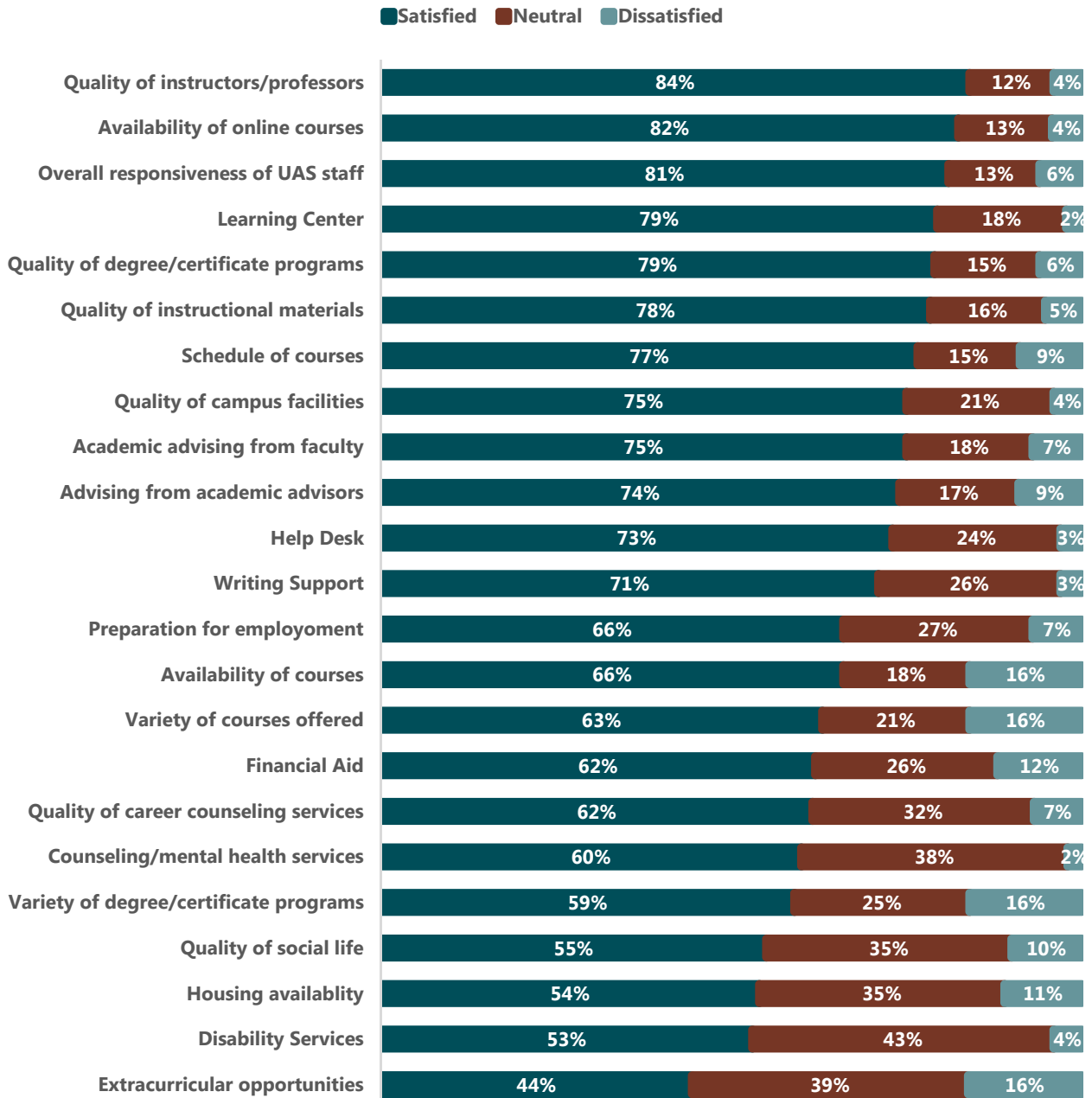
Current Student Survey: Satisfaction and Importance Ratings

- Four out of five UAS students (81 percent) said they were either satisfied (46 percent) or very satisfied (35 percent) with their overall academic experience at UAS. Just 6 percent were dissatisfied or very dissatisfied.

- Groups expressing slightly higher satisfaction ratings included graduate students (90 percent satisfied) and School of Education students (89 percent satisfied). Undergraduate seniors and Arts and Sciences students tended to report slightly lower satisfaction ratings (78 percent satisfied among both groups).

- The overall satisfaction rate of 81 percent was only slightly below the 2012 satisfaction rating of 84 percent. Dissatisfaction was about the same both years (5 percent in 2012 and 6 percent in 2017).

Satisfaction with Overall Academic Experience: Current Students

- When asked to rate their satisfaction with individual aspects of UAS, students gave the highest ratings to quality of instructors/professors (84 percent satisfied or very satisfied), followed by availability of online courses (82 percent), staff responsiveness (81 percent), Learning Center (79 percent), and quality of degree/ certificate programs (79 percent). (See chart, next page.) Note that respondents who responded with "does not apply/do not use/don't know" were removed from the base for each option.

- Dissatisfaction was generally low for all categories, ranging from 3 to 16 percent. The categories with the highest rates of dissatisfaction were extracurricular opportunities, availability of courses (semester, year), variety of courses, and variety of degree/certificate programs, each at 16 percent dissatisfied. Financial aid, housing availability, and quality of social life also earned higher-than-average dissatisfaction ratings at 12 percent, 11 percent, and 10 percent, respectively.

- Satisfied rates increased in each category between 2012 and 2017. The categories with the biggest increases in satisfaction were availability of courses (from 51 to 66 percent satisfied), quality of career counseling services (from 50 to 62 percent), schedule of courses (time of day, day of week) (from 67 to 77 percent), and housing availability (from 45 to 54 percent).

Satisfaction with Specific UAS Aspects: Current Students

■ Satisfied ■ Neutral ■ Dissatisfied

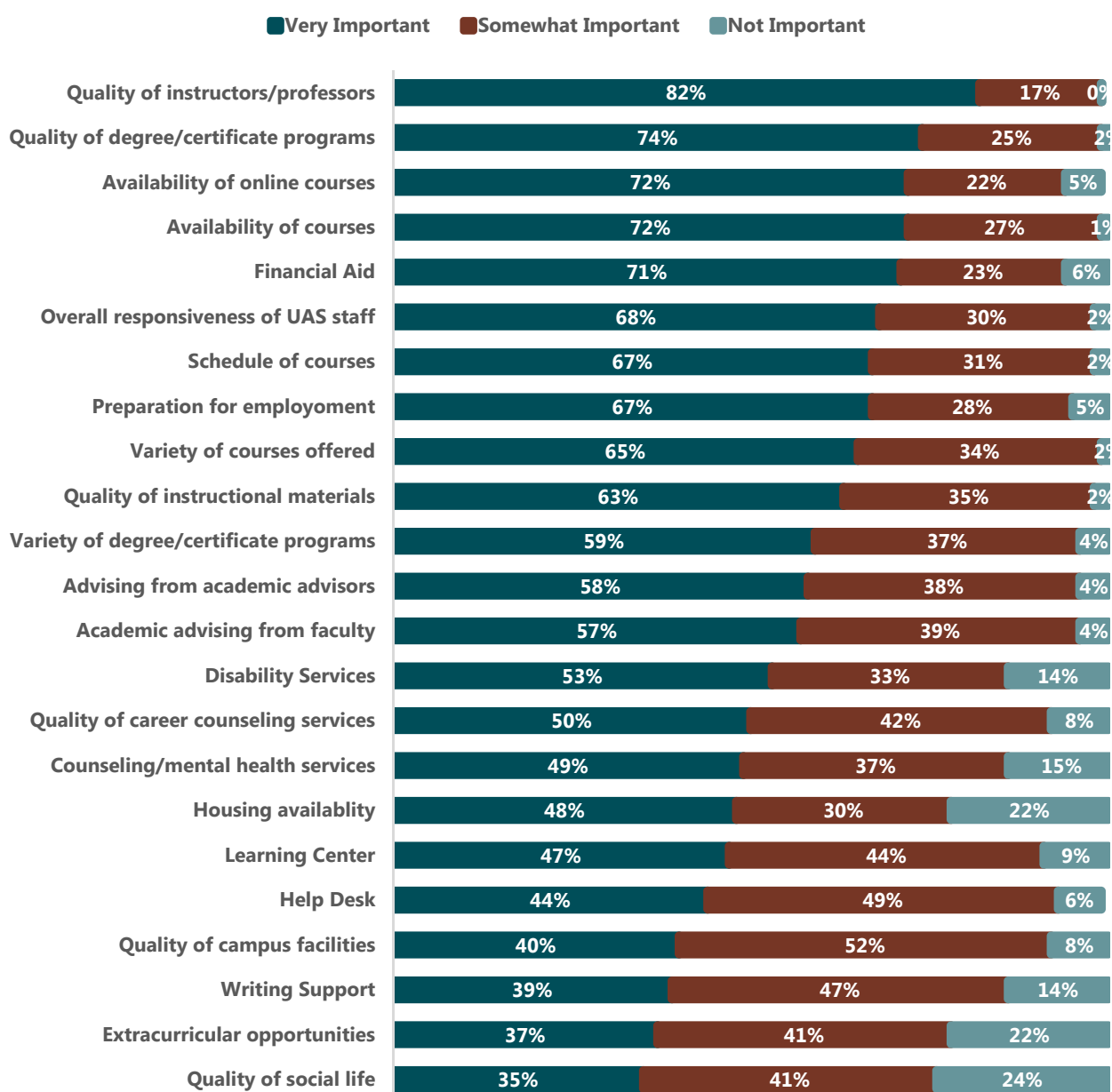| Aspect	Satisfied	Neutral	Dissatisfied
Quality of instructors/professors	84%	12%	4%
Availability of online courses	82%	13%	4%
Overall responsiveness of UAS staff	81%	13%	6%
Learning Center	79%	18%	2%
Quality of degree/certificate programs	79%	15%	6%
Quality of instructional materials	78%	16%	5%
Schedule of courses	77%	15%	9%
Quality of campus facilities	75%	21%	4%
Academic advising from faculty	75%	18%	7%
Advising from academic advisors	74%	17%	9%
Help Desk	73%	24%	3%
Writing Support	71%	26%	3%
Preparation for employment	66%	27%	7%
Availability of courses	66%	18%	16%
Variety of courses offered	63%	21%	16%
Financial Aid	62%	26%	12%
Quality of career counseling services	62%	32%	7%
Counseling/mental health services	60%	38%	2%
Variety of degree/certificate programs	59%	25%	16%
Quality of social life	55%	35%	10%
Housing availablity	54%	35%	11%
Disability Services	53%	43%	4%
Extracurricular opportunities	44%	39%	16%

Notes: Rows may not add to 100 percent due to rounding. Students responding "Don't know/not applicable/do not use" were removed from the base for each question.

- Students were also asked to rate the importance of each UAS aspect. As in the previous question, results exclude don't know/does not apply/do not use responses. The most important aspects were quality of instructors/professors (82 percent very important), followed by quality of degree/certificate programs (74 percent), availability of online courses (72 percent), availability of courses (time of day/day of week) (72 percent), and financial aid (71 percent). (See chart, next page.)

- Aspects rated less important included quality of social life (35 percent very important), extracurricular opportunities (37 percent), writing support (39 percent), and quality of campus facilities (40 percent).

- Between 2012 and 2017, importance ratings decreased in most categories, in part attributable to the inclusion of non-degree students in the 2017 sample. The biggest decreases were for quality of instructional materials (from 74 to 62 percent very important), quality of instructors/professors (from 92 to 82 percent), availability of courses (semester/year) (from 81 to 71 percent), and quality of campus facilities (from 49 to 39 percent).

- Importance ratings increased in three categories, all related to campus life: housing availability (from 36 to 42 percent very important), quality of social life (from 24 to 32 percent), and extracurricular opportunities (from 27 to 34 percent).

- Please see pages 25-27 for graphics and analysis of satisfaction versus importance ratings.

Importance of Specific UAS Attributes: Summary Results

■ Very Important ■ Somewhat Important ■ Not Important

| Attribute	Very Important	Somewhat Important	Not Important
Quality of instructors/professors	82%	17%	0%
Quality of degree/certificate programs	74%	25%	2%
Availability of online courses	72%	22%	5%
Availability of courses	72%	27%	1%
Financial Aid	71%	23%	6%
Overall responsiveness of UAS staff	68%	30%	2%
Schedule of courses	67%	31%	2%
Preparation for employoment	67%	28%	5%
Variety of courses offered	65%	34%	2%
Quality of instructional materials	63%	35%	2%
Variety of degree/certificate programs	59%	37%	4%
Advising from academic advisors	58%	38%	4%
Academic advising from faculty	57%	39%	4%
Disability Services	53%	33%	14%
Quality of career counseling services	50%	42%	8%
Counseling/mental health services	49%	37%	15%
Housing availablity	48%	30%	22%
Learning Center	47%	44%	9%
Help Desk	44%	49%	6%
Quality of campus facilities	40%	52%	8%
Writing Support	39%	47%	14%
Extracurricular opportunities	37%	41%	22%
Quality of social life	35%	41%	24%

Notes: Rows may not add to 100 percent due to rounding. Students responding "Don't know/not applicable/do not use" were removed from the base for each question.

Current Student Survey: Academic Preparedness

- Fifteen percent of current students said they did not feel academically prepared when they started classes at UAS, up slightly from 11 percent in 2012. Those feeling prepared or very prepared fell accordingly, from 87 percent in 2012 to 83 percent in 2017.

- Among those who felt unprepared, the most common area of challenge was math at 73 percent, followed by English/writing (50 percent), life skills (49 percent), and study skills (47 percent). Compared to 2012, a much higher percentage said they felt unprepared in math (from 56 to 73 percent). Another large increase was seen in computer skills (from 9 to 24 percent). Other areas were fairly consistent between 2012 and 2017.

- Among those who felt unprepared, 49 percent said they considered dropping out as a result. This was a new question in 2017.

Academic Preparedness When Starting at UAS: Current Students

- Very unprepared, 2%
- Don't know, 1%
- Unprepared, 13%
- Very prepared, 36%
- Prepared, 47%
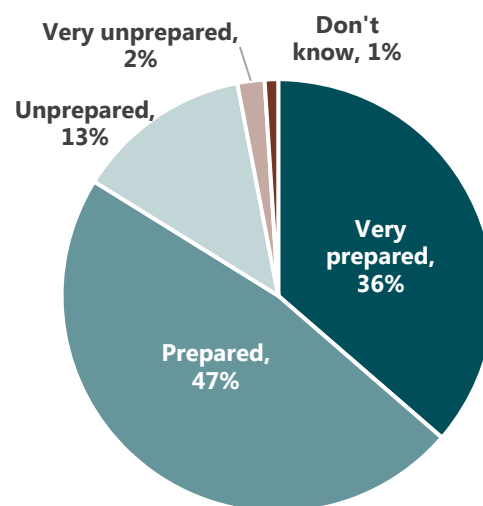
Current Student Survey: Transferring/Withdrawing

- Among all current students, 19 percent said they were likely or very likely to transfer, while another 5 percent said they were likely or very likely to withdraw. These rates are similar to those in 2012 at 18 percent and 6 percent, respectively.

- When asked why they planned to transfer, these students were most likely to cite "degree/certificate program not offered at UAS" (57 percent), followed by "desired courses not offered at UAS" (53 percent), "want school with more classes available" (41 percent), "want to leave Juneau/Southeast/Alaska" (26 percent), and social reasons/campus life (20 percent).

- Among the small sample of respondents who said they were likely to withdraw, the most commonly cited factors were financial reasons (53 percent), "class schedule doesn't fit my schedule" (38 percent), and moving from Juneau/Southeast (30 percent).
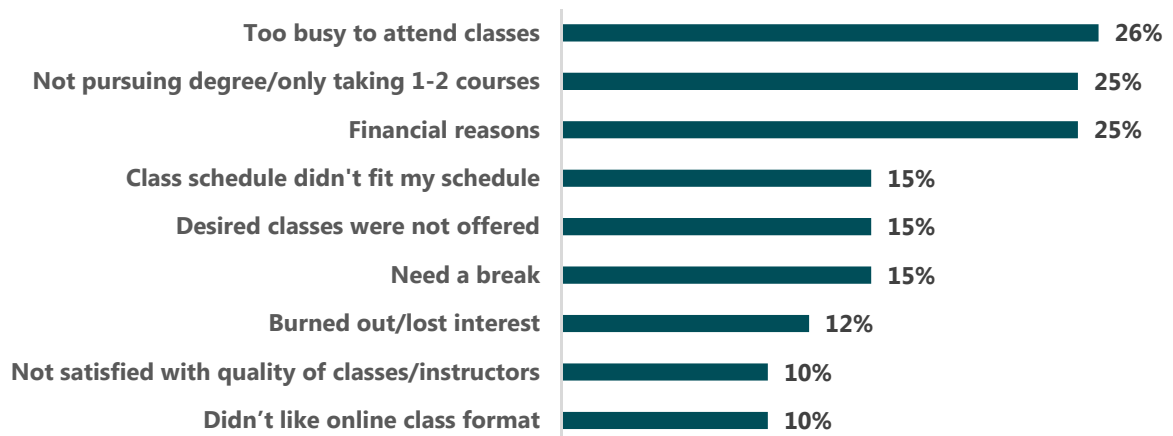
Likelihood of Transferring/Withdrawing: Current Students

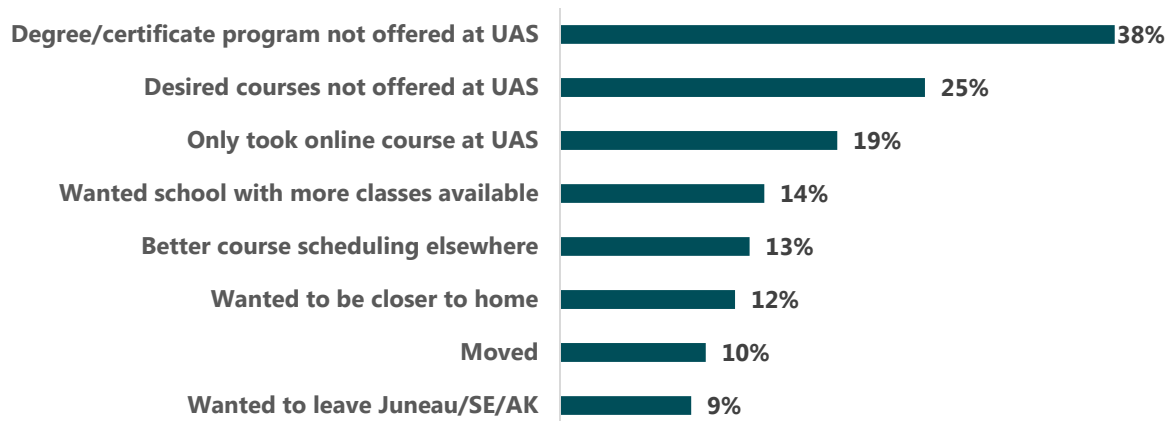|	2012	2017
Very likely to transfer	11%	12%
Likely to transfer	8%	7%
Very likely to withdraw	2%	2%
Likely to withdraw	4%	3%
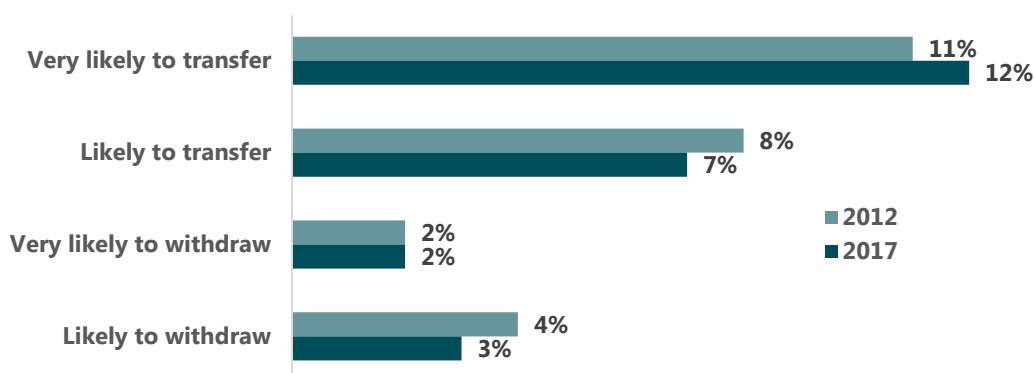
Former Student Survey

- Among the former students who participated in the survey, 62 percent said they withdrew from UAS, while 38 percent transferred to another school. Among those who withdrew, 40 percent said they were likely or very likely to return to UAS to complete their degree.

- Among the students who withdrew, the number one reason was "too busy to attend classes" (26 percent). One-quarter (25 percent) said they were not pursing a degree or only taking 1-2 courses, while the same percentage said they had financial reasons.

Reasons for Withdrawing: Withdrawn Students

Reason	Percent
Too busy to attend classes	26%
Not pursuing degree/only taking 1-2 courses	25%
Financial reasons	25%
Class schedule didn't fit my schedule	15%
Desired classes were not offered	15%
Need a break	15%
Burned out/lost interest	12%
Not satisfied with quality of classes/instructors	10%
Didn't like online class format	10%

- Among transferred students, the top-cited reasons were "degree/certificate program not offered at UAS" (38 percent), "desired courses not offered at UAS (25 percent), and "only took online course at UAS (19 percent).

Reasons for Transferring: Transferred Students

Reason	Percent
Degree/certificate program not offered at UAS	38%
Desired courses not offered at UAS	25%
Only took online course at UAS	19%
Wanted school with more classes available	14%
Better course scheduling elsewhere	13%
Wanted to be closer to home	12%
Moved	10%
Wanted to leave Juneau/SE/AK	9%

- Students who withdrew tended to report high satisfaction ratings with individual aspects of their UAS experience, fairly similar to ratings from current students. Dissatisfaction was relatively high in a few categories: availability of courses (22 percent dissatisfied), variety of courses (20 percent), and variety of degree/certificate programs (17 percent).

- Likewise, students who transferred also reported high satisfaction ratings. Their main areas of dissatisfaction were variety of degree/certificate programs (19 percent dissatisfied), variety of courses offered (16 percent), advising from academic advisors (14 percent), and availability of courses (13 percent).

Discussion Groups

Three discussion groups about the UAS experience and student retention were held with current UAS students: one with freshmen, one with graduate students, and one with students taking most of their classes online. Student discussion groups serve as a valuable supplement to the more quantitative student surveys, providing a qualitative and nuanced perspective on student satisfaction and retention.

- Standardization of online course websites and technology in all UAS courses would enhance the online student experience. More training for instructors/professors, as well as students, in use of online course technology would be helpful.

- As student learning styles and lifestyles vary, a mix of online and in-person course offerings provide a more inclusive student experience. Juneau-based students express a desire for in-person options for more courses than are currently available.

- Student services on-campus in the evenings are inadequate to meet the needs of students living on campus and those who wish to study on campus. Access to food and study resources (such as extended library hours and a computer facility) are needed. Expanded social options are also desired during these times.

Introduction and Methodology

Introduction

The University of Alaska Southeast contracted with McDowell Group to conduct a study of student retention, following up on similar studies conducted in 2009 and 2012. The study included three research tasks: an online survey of current UAS students; an online survey of UAS students who had recently withdrawn or transferred; and qualitative discussion groups with current UAS students. The study gathered a variety of information from students: school selection factors, satisfaction ratings, distance delivery preferences, likelihood of transferring/withdrawing, future educational plans, and reasons for transferring/withdrawing, among other subjects.

Methodology

Surveys

CURRENT STUDENTS

The current student survey population included all students enrolled in at least three credits. In contrast to the previous surveys, non-degree-seekers were included in the 2017 sample. Professional education students were screened out, as in previous surveys.

An email invitation with a link to the online survey was sent to all recipients, with a follow-up email sent several weeks later. The link was password-embedded, ensuring that respondents did not participate more than once, and that responses could be linked with the student database for purposes of subgroup analysis. A prize drawing of a $250 Amazon gift certificate was offered as an incentive.

The survey instrument was based largely on the 2012 survey, with some modifications made in cooperation with UAS staff.

Out of the total sample of 2,317 currently enrolled students, 553 responded, for a response rate of 24 percent. While the response rate decreased since 2012 (33 percent), much of the decrease can be attributed to the addition of non-degree-seekers to the sample, who are understandably less engaged with UAS compared with degree-seekers.

Survey data was compared to the overall target population data. The data was aligned for most factors, with the exception of full-time status: full-time students were more likely to participate in the survey. The survey data was weighted according to the actual balance of full-time versus part-time enrollment.

Assuming no self-selection bias, the maximum margin of error at the 95 percent confidence level is ±3.6 percent for the sample of 553.

Survey data is presented in total, alongside 2012 results. Readers are advised that some data is not directly comparable due to the inclusion of non-degree-seekers in the 2017 results. Data is also presented based to

part-time versus full-time students. Statistically significant differences among sub-groups is presented in the text.

All students who had withdrawn or transferred within the last three years were sent a link to the survey. The methodology generally followed the same as the current student survey, with two email invitations (including the promise of a prize incentive).

Out of the total sample of 6,009 former students, 473 responded, for a response rate of 8 percent. While the response rate appears low, it is understandable that former students would be less invested and engaged in UAS, compared with current students. It is also probable that email addresses changed for many former students in a three-year time span. The sample size increased significantly from 2012, when only 135 former students participated in the online survey (an additional 70 surveys were completed via telephone).

Assuming no self-selection bias, the maximum margin of error at the 95 percent confidence level is ±4.3 percent for the sample of 553.

Discussion Groups

Three 75-minute discussion groups were held with distinct sets of UAS students, one with freshmen, one with graduate students, and one with distance students. In total, 12 freshmen participated in the first discussion group, held at the UAS campus. The graduate student discussion occurred had five participants. During this discussion, Juneau-based participants attended in-person at the UAS campus, and distance graduate students called in via teleconference. The distance student discussion group occurred via teleconference. All students who take over half of their courses online were invited to participate in the distance student group. Each discussion group participant was provided a $25 honorarium.

Satisfaction with the UAS Experience

Note: In this section, the reader is advised that all satisfaction ratings are based to respondents who provided a rating, while don't know/don't use/not applicable percentages are based to all.

Overall Satisfaction with Educational Experience

- Eight out of ten (81 percent) students are satisfied or very satisfied with their overall UAS educational experience.

- Thirty-five percent of students report they are very satisfied with their educational experience, while another 46 percent are satisfied. Only 6 percent report being dissatisfied or very dissatisfied.

- Similar proportions of full-time versus part-time students report satisfaction, as do degree and non-degree seeking students, and students who take most courses online or in-person.

Overall, how satisfied are you with your UAS educational experience?

	2012	2017		
	All Students n=594	All Students n=553	Full-Time Students n=219	Part-Time Students n=334
Very satisfied	34	35	32	36
Satisfied	50	46	49	45
Neutral	11	13	11	14
Dissatisfied	4	4	5	4
Very dissatisfied	1	2	3	2

- Graduate students are more likely to report satisfaction with their overall education experience, with 90 percent reporting being either satisfied or very satisfied. In contrast, net satisfaction is reported by 78 percent of undergraduate seniors, 82 percent of sophomores and juniors, and 85 percent of freshmen.

- Satisfaction varies by school, with School of Education students reporting the highest net satisfaction, at 89 percent, followed by School of Management, at 86 percent, School of Career Education at 84 percent, and School of Arts and Sciences students at 78 percent.

- A higher proportion of students who report they are likely to withdraw or transfer from UAS before completing their degree or certificate report being dissatisfied or very dissatisfied with UAS (16 percent) versus those who are unlikely to withdraw or transfer (3 percent).
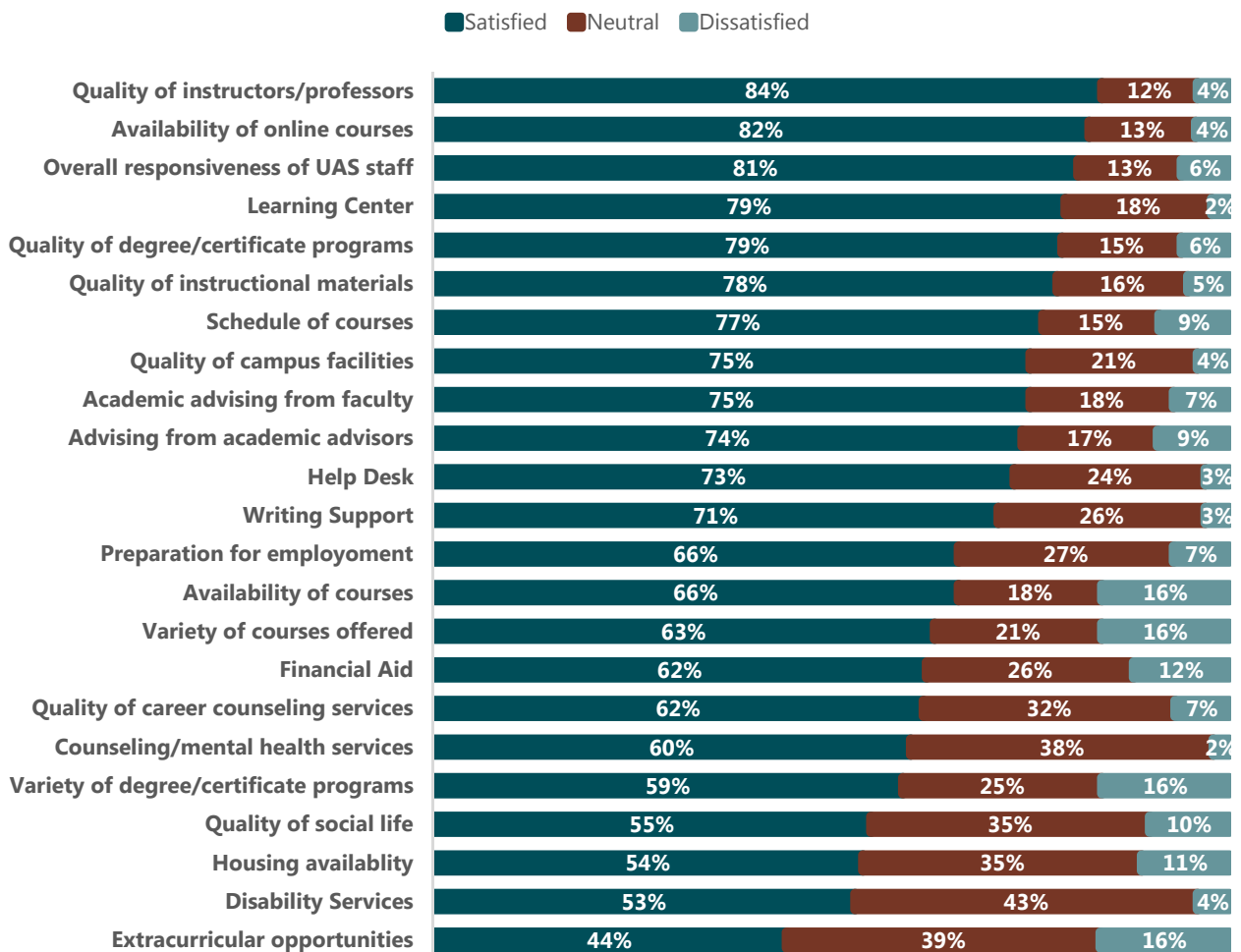
TREND ANALYSIS

- The percentage (81 percent) of students satisfied or very satisfied in 2017 is similar to the percentage satisfied or very satisfied in 2012 (84 percent). Proportions of neutral and dissatisfied students are also similar between the years.

Satisfaction with Specific Aspects of the UAS Experience: Summary Results

- UAS students report being more satisfied with quality of instructors/professors than any other aspect of the UAS experience. The lowest-rated aspects are availability of courses and variety of courses.

- A larger proportion of UAS students are satisfied or very satisfied (84 percent) with quality of instructors/professors than any other aspect of the UAS experience. Other areas in which over three-quarters of students are satisfied or very satisfied include availability of online courses (82 percent), overall responsiveness of UAS staff to student needs (81 percent), the Learning Center (79 percent), quality of degree/certificate programs (79 percent), quality of instructional materials (78 percent), and schedule of courses (time of day/day of week) (77 percent). Two to 9 percent are dissatisfied or very dissatisfied in these categories.

- Categories with the largest percentage of dissatisfied students are availability of courses during each semester and annually, variety of courses, and variety of degree/certificate programs, all three at 16 percent dissatisfied or very dissatisfied.

Satisfaction with Specific UAS Aspects: Summary Results

■Satisfied ■Neutral ■Dissatisfied

Aspect	Satisfied	Neutral	Dissatisfied
Quality of instructors/professors	84%	12%	4%
Availability of online courses	82%	13%	4%
Overall responsiveness of UAS staff	81%	13%	6%
Learning Center	79%	18%	2%
Quality of degree/certificate programs	79%	15%	6%
Quality of instructional materials	78%	16%	5%
Schedule of courses	77%	15%	9%
Quality of campus facilities	75%	21%	4%
Academic advising from faculty	75%	18%	7%
Advising from academic advisors	74%	17%	9%
Help Desk	73%	24%	3%
Writing Support	71%	26%	3%
Preparation for employment	66%	27%	7%
Availability of courses	66%	18%	16%
Variety of courses offered	63%	21%	16%
Financial Aid	62%	26%	12%
Quality of career counseling services	62%	32%	7%
Counseling/mental health services	60%	38%	2%
Variety of degree/certificate programs	59%	25%	16%
Quality of social life	55%	35%	10%
Housing availablity	54%	35%	11%
Disability Services	53%	43%	4%
Extracurricular opportunities	44%	39%	16%

Notes: Rows may not add to 100 percent due to rounding. Students responding "Don't know/not applicable/do not use" were removed from the base for each question. As indicated in the survey instrument, "schedule of courses" refers to time of day/day of week, while "availability of courses" refers to each semester, annually, etc.

- Percent satisfaction rose in all academic and student experience categories measured in 2012 and 2017.
- The greatest increases in satisfaction occurred for course availability (each semester, annually, etc.) (51 percent in 2012 to 66 percent in 2017), schedule of courses (time of day/day of week) (from 67 to 77 percent), and quality of career counseling services (50 to 62 percent).

Satisfaction with Academic Experience: Detailed Results

FULL-TIME VERSUS PART-TIME STUDENTS

Satisfaction levels do not vary significantly between full and part-time students for most aspects of the UAS academic experience, with the exception of the following. Most of these differences may be explained by the difference in how full and part-time students access UAS services. Part-time students are much more likely to take most courses online and to be non-degree-seeking students.

- A larger proportion of part-time than full-time students are satisfied or very satisfied with the variety of courses offered (65 versus 56 percent), course availability each semester and annually (71 versus 55 percent), availability of online courses (87 versus 71 percent), and variety of degree/certificate programs (62 versus 52 percent).
- A higher rate of full-time students is satisfied or very satisfied with advising from academic advisors (83 versus 71 percent) and academic advising from faculty (83 versus 72 percent). Also, 70 percent of full-time students are satisfied or very satisfied with financial aid, compared to 58 percent of part-time students.
- Full-time students are dissatisfied or very dissatisfied at a higher rate than part-time students with the schedule of courses (time of day/day of week) (13 versus 7 percent), course availability (23 versus 13 percent), and quality of campus facilities (7 versus 3 percent).

DEGREE VERSUS NON-DEGREE SEEKING STUDENTS

Satisfaction levels are similar between degree and non-degree seeking students for most aspects of the UAS academic experience, with the exception of advising.

- A greater proportion of degree seeking students is satisfied or very satisfied with advising from academic advisors (77 percent) compared to non-degree seeking students (63 percent). Likewise, 78 percent of degree seeking students are satisfied with academic advising from faculty, versus 63 percent of non-degree seeking students.

COURSE DELIVERY MODE

- More students who take more than half of their courses online, termed "distance" students in this analysis, are satisfied or very satisfied with variety of courses offered (67 percent) than students who take most courses in-person (55 percent) and with the schedule of courses (time of day/day of week) at 81 versus 70 percent and course availability (73 versus 53 percent).
- Nine out of ten distances students (90 percent) are satisfied or very satisfied with availability of online courses, the predominant course delivery mode for this population, versus 63 percent of local students who are satisfied with online course availability.

- Sixty-four percent of distance students are satisfied with variety of degree/certificate programs offered versus only half (51 percent) of local students. One-quarter (23 percent) of local students are dissatisfied or very dissatisfied with this aspect of the UAS experience.
- A larger proportion of distance students are satisfied or very satisfied with preparation for employment than local students (71 versus 60 percent).
- Local students are more satisfied with the Learning Center than local students, at 84 percent satisfied or very satisfied, versus 75 percent.

How satisfied are you with the following aspects of your UAS academic experience?

	2012	2017		
	All Students n=594	All Students n=553	Full-Time Students n=219	Part-Time Students n=334
Quality of instructors/professors				
Very satisfied	30	42	44	41
Satisfied	51	42	37	43
Neutral	14	12	15	11
Dissatisfied	4	4	4	4
Very dissatisfied	1	<1	-	1
Don't know/not applicable/do not use	*<1*	*1*	*-*	*1*
Availability of online courses				
Very satisfied	*N/A*	44	36	48
Satisfied	*N/A*	38	35	39
Neutral	*N/A*	13	23	10
Dissatisfied	*N/A*	4	6	3
Very dissatisfied	*N/A*	<1	<1	<1
Don't know/not applicable/do not use	*N/A*	*9*	*8*	*9*
Learning Center				
Very satisfied	*N/A*	37	45	33
Satisfied	*N/A*	42	39	44
Neutral	*N/A*	18	13	21
Dissatisfied	*N/A*	2	2	2
Very dissatisfied	*N/A*	1	1	1
Don't know/not applicable/do not use	*N/A*	*36*	*20*	*42*

Table continued on next page

How satisfied are you with the following aspects of your UAS academic experience?

	2012	2017		
	All Students n=594	All Students n=553	Full-Time Students n=219	Part-Time Students n=334
Quality of degree/certificate programs				
Very satisfied	27	31	30	31
Satisfied	48	48	48	48
Neutral	19	15	14	16
Dissatisfied	4	4	5	3
Very dissatisfied	2	2	3	1
Don't know/not applicable/do not use	*1*	*10*	*3*	*12*
Quality of instructional materials				
Very satisfied	20	27	22	30
Satisfied	56	51	56	49
Neutral	19	16	15	17
Dissatisfied	3	5	7	4
Very dissatisfied	1	1	1	1
Don't know/not applicable/do not use	*1*	*5*	*<1*	*3*
Schedule of courses (time of day/day of week)				
Very satisfied	23	33	28	35
Satisfied	45	43	43	43
Neutral	20	15	15	15
Dissatisfied	10	7	9	6
Very dissatisfied	3	2	4	1
Don't know/not applicable/do not use	*3*	*4*	*2*	*5*
Quality of campus facilities				
Very satisfied	24	27	25	29
Satisfied	49	48	51	46
Neutral	22	21	17	23
Dissatisfied	4	3	6	2
Very dissatisfied	1	1	2	<1
Don't know/not applicable/do not use	*30*	*28*	*14*	*33*
Academic advising from faculty				
Very satisfied	31	36	41	33
Satisfied	40	40	42	39
Neutral	20	18	13	20
Dissatisfied	7	4	3	4
Very dissatisfied	2	3	1	3
Don't know/not applicable/do not use	*10*	*16*	*6*	*20*

Table continued on next page

How satisfied are you with the following aspects of your UAS academic experience?

	2012	2017		
	All Students n=594	All Students n=553	Full-Time Students n=219	Part-Time Students n=334
Advising from academic advisors				
Very satisfied	32	36	45	32
Satisfied	38	38	38	38
Neutral	20	17	10	20
Dissatisfied	9	5	6	5
Very dissatisfied	2	3	1	4
Don't know/not applicable/do not use	*10*	*17*	*6*	*21*
Writing Support				
Very satisfied	*N/A*	33	38	30
Satisfied	*N/A*	38	35	40
Neutral	*N/A*	26	25	26
Dissatisfied	*N/A*	3	2	3
Very dissatisfied	*N/A*	1	1	1
Don't know/not applicable/do not use	*N/A*	*8*	*26*	*46*
Availability of courses (each semester, annually, etc.)				
Very satisfied	14	21	18	22
Satisfied	37	45	37	49
Neutral	23	18	22	16
Dissatisfied	19	13	17	11
Very dissatisfied	7	3	6	3
Don't know/not applicable/do not use	*1*	*4*	*2*	*4*
Variety of courses offered				
Very satisfied	15	20	20	20
Satisfied	42	42	36	45
Neutral	23	21	23	21
Dissatisfied	16	12	16	11
Very dissatisfied	4	4	5	3
Don't know/not applicable/do not use	*3*	*5*	*2*	*6*
Variety of degree/certificate programs				
Very satisfied	16	19	18	20
Satisfied	38	40	34	42
Neutral	29	25	28	24
Dissatisfied	13	12	15	11
Very dissatisfied	3	4	5	3
Don't know/not applicable/do not use	*5*	*11*	*7*	*14*

Satisfaction with Student Experience: Detailed Results

FULL-TIME VERSUS PART-TIME STUDENTS

Satisfaction levels are higher among full-time students for many aspects of the UAS student experience, while part-time students are neutral on many of the same aspects.

- Eight out of ten (80 percent) full-time students are satisfied or very satisfied with counseling/mental health services, while less than half (46 percent) of part-time students are satisfied. Over half of part-time students are neutral about this service.
- Seventy percent of full-time students are satisfied or very satisfied with financial aid, while only 58 percent of part-time students report satisfaction.
- A larger proportion of full-time students are satisfied or very satisfied with the quality of career counseling services, at 72 percent compared to 55 percent of part-time students.
- Satisfaction with quality of social life is reported by a higher percentage of full-time students than part-time (62 versus 50 percent). A higher proportion of full-time students are also dissatisfied or very dissatisfied with this aspect, at 16 percent versus 9 percent of part-time students. Forty-four percent of part-time students are neutral about the quality of social life.
- Two-thirds (66 percent) of full-time students are satisfied or very satisfied with housing availability, compared to 45 percent of part-time students. Another 45 percent of part-time students are neutral about this aspect.
- Two-thirds (67 percent) of full-time students report satisfaction with disability services, while only 44 percent of part-time students report satisfaction. Half (51 percent) of part-time students are neutral.

DEGREE VERSUS NON-DEGREE SEEKING STUDENTS

As with academic experience, satisfaction levels are similar between degree and non-degree seeking students for most aspects of the UAS student experience. Financial aid, preparation for employment, counseling/mental health services, and disability services are exceptions.

- Sixty-five percent of degree-seeking students are satisfied or very satisfied with financial aid, versus 49 percent of non-degree-seeking students. A larger proportion of degree-seeking students are dissatisfied or very dissatisfied with financial aid, at 14 percent compared to 5 percent of students not seeking degrees.
- Two-thirds (66 percent) of degree-seeking students are satisfied or very satisfied with counseling/mental health services versus 39 percent of non-degree-seekers. Over half (55 percent) of non-degree-seekers are neutral about this aspect of their experience.
- A larger proportion of degree-seeking students (69 percent) are satisfied or very satisfied with their preparation for employment, versus 55 percent of non-degree-seeking students.
- Fifty-nine percent of degree-seeking students are satisfied or very satisfied with disability services compared to only one-third (32 percent) of non-degree-seekers. Most of the remaining non-degree-seeking students (59 percent of that population) are neutral about this aspect of their experience.

- Two-thirds (66 percent) of local students are satisfied or very satisfied with quality of social life, while less than half (47 percent of distance students) report satisfaction (and 43 percent of distance students are neutral).
- Half (54 percent) of local students report satisfaction with extracurricular opportunities versus 36 percent of distance students, while 47 percent of distance students are neutral.
- Distance students report satisfaction with preparation for employment at a higher rate than local students (71 versus 60 percent).

How satisfied are you with the following aspects of your UAS student experience?

	2012	2017		
	All Students n=594	All Students n=549	Full-Time Students n=219	Part-Time Students n=334
Financial aid				
Very satisfied	N/A	26	27	25
Satisfied	N/A	36	42	33
Neutral	N/A	26	21	29
Dissatisfied	N/A	8	6	9
Very dissatisfied	N/A	4	4	4
Don't know/not applicable/do not use	*N/A*	*29*	*16*	*35*
Quality of career counseling services				
Very satisfied	18	26	32	22
Satisfied	32	36	40	33
Neutral	38	32	22	38
Dissatisfied	8	5	4	5
Very dissatisfied	4	2	1	2
Don't know/not applicable/do not use	*43*	*54*	*37*	*61*
Quality of social life				
Very satisfied	15	14	18	11
Satisfied	36	41	44	39
Neutral	39	35	22	44
Dissatisfied	9	7	11	4
Very dissatisfied	2	3	5	2
Don't know/not applicable/do not use	*40*	*46*	*21*	*55*
Housing availability				
Very satisfied	17	25	35	18
Satisfied	29	29	31	27
Neutral	42	35	23	45
Dissatisfied	9	8	9	7
Very dissatisfied	4	2	2	3
Don't know/not applicable/do not use	*57*	*63*	*41*	*71*

Table continued on next page

How satisfied are you with the following aspects of your UAS student experience?

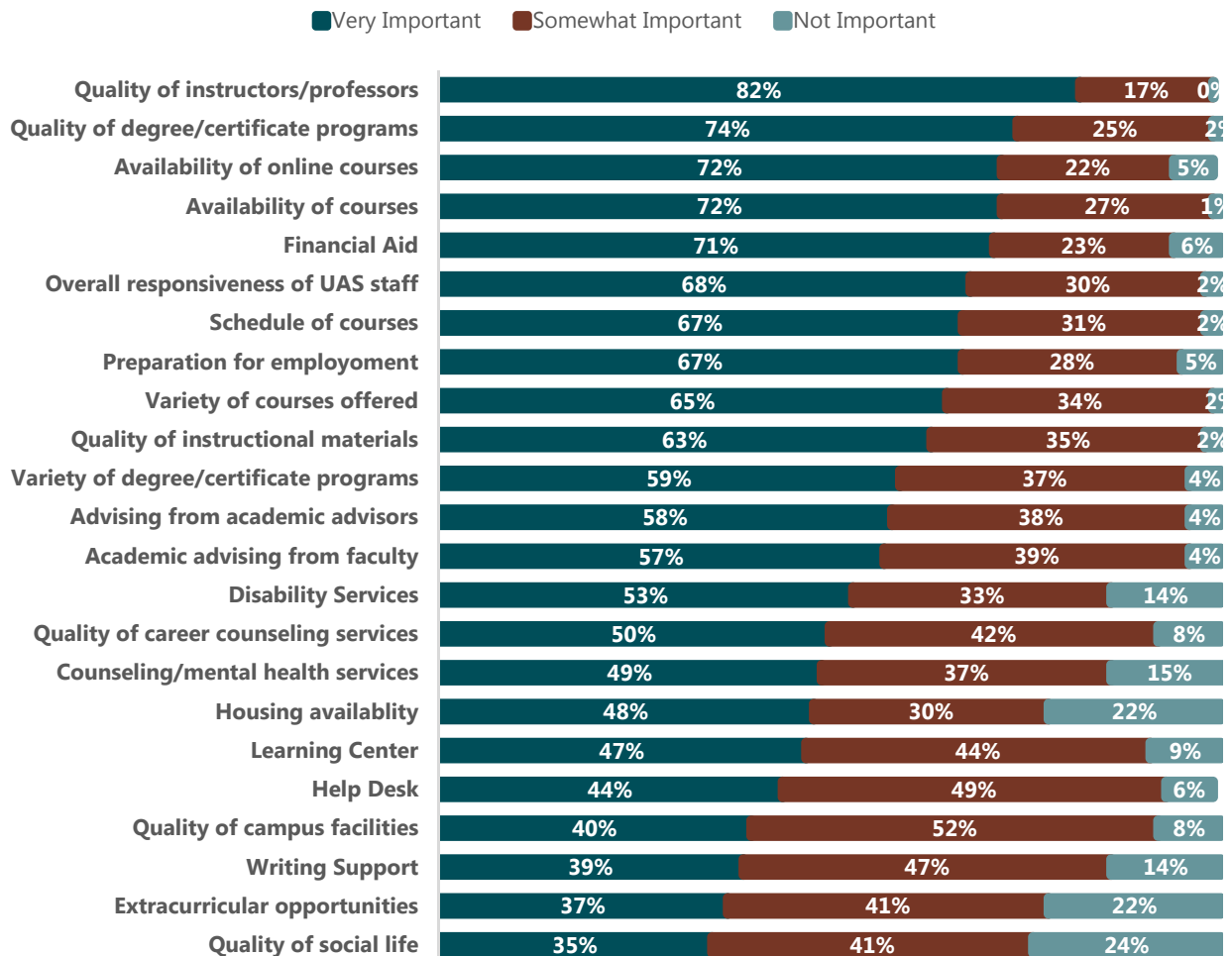|	2012 All Students n=594	2017 All Students n=549	2017 Full-Time Students n=219	2017 Part-Time Students n=334
Extracurricular opportunities				
Very satisfied	12	17	21	15
Satisfied	31	27	27	27
Neutral	41	39	34	43
Dissatisfied	12	13	14	12
Very dissatisfied	4	3	5	2
Don't know/not applicable/do not use	*45*	*55*	*31*	*63*
Overall responsiveness of UAS staff to student needs				
Very satisfied	30	33	35	33
Satisfied	46	48	46	48
Neutral	16	13	13	13
Dissatisfied	5	4	5	4
Very dissatisfied	3	2	2	2
Don't know/not applicable/do not use	*2*	*7*	*2*	*8*
Preparation for employment				
Very satisfied	17	19	23	18
Satisfied	44	47	45	48
Neutral	32	27	26	27
Dissatisfied	5	5	4	5
Very dissatisfied	1	2	2	2
Don't know/not applicable/do not use	*16*	*33*	*21*	*39*
Disability services				
Very satisfied	*N/A*	26	35	20
Satisfied	*N/A*	27	31	24
Neutral	*N/A*	43	31	51
Dissatisfied	*N/A*	3	2	3
Very dissatisfied	*N/A*	1	-	1
Don't know/not applicable/do not use	*N/A*	*68*	*56*	*73*
Help Desk				
Very satisfied	*N/A*	28	27	28
Satisfied	*N/A*	45	48	44
Neutral	*N/A*	24	22	25
Dissatisfied	*N/A*	2	2	2
Very dissatisfied	*N/A*	1	1	<1
Don't know/not applicable/do not use	*N/A*	*35*	*26*	*38*
Counseling/Mental Health Services				
Very satisfied	*N/A*	26	37	18
Satisfied	*N/A*	35	43	29
Neutral	*N/A*	38	18	52
Dissatisfied	*N/A*	1	1	1
Very dissatisfied	*N/A*	1	1	1
Don't know/not applicable/do not use	*N/A*	*66*	*50*	*72*

Importance of Specific Aspects of the UAS Experience

Note: In this section, the reader is advised that all importance ratings are based to respondents who provided a rating, while don't know/don't use/not applicable percentages are based to all.

Summary Results

- Quality of instructors/professors is a very important aspect of the UAS experience for a larger percentage of students than any other aspect.
- Quality of instructors/professors is rated very important by 82 percent of students, with another 17 percent rating this aspect of the UAS experience as important. Less than 1 percent rate it as not important.
- Over seven out of ten students rate the following aspects as very important: quality of degree/certificate programs (74 percent), availability of online courses (72 percent), availability of courses each semester and annually, etc. (72 percent), and financial aid (71 percent).
- Aspects with the largest proportion of students rating not important include quality of social life (24 percent), extracurricular opportunities (22 percent), and housing availability (22 percent).

Importance of Specific UAS Attributes: Summary Results

■ Very Important ■ Somewhat Important ■ Not Important

Attribute	Very Important	Somewhat Important	Not Important
Quality of instructors/professors	82%	17%	0%
Quality of degree/certificate programs	74%	25%	2%
Availability of online courses	72%	22%	5%
Availability of courses	72%	27%	1%
Financial Aid	71%	23%	6%
Overall responsiveness of UAS staff	68%	30%	2%
Schedule of courses	67%	31%	2%
Preparation for employment	67%	28%	5%
Variety of courses offered	65%	34%	2%
Quality of instructional materials	63%	35%	2%
Variety of degree/certificate programs	59%	37%	4%
Advising from academic advisors	58%	38%	4%
Academic advising from faculty	57%	39%	4%
Disability Services	53%	33%	14%
Quality of career counseling services	50%	42%	8%
Counseling/mental health services	49%	37%	15%
Housing availablity	48%	30%	22%
Learning Center	47%	44%	9%
Help Desk	44%	49%	6%
Quality of campus facilities	40%	52%	8%
Writing Support	39%	47%	14%
Extracurricular opportunities	37%	41%	22%
Quality of social life	35%	41%	24%

Notes: Rows may not add to 100 percent due to rounding. Students responding "Don't know/not applicable/do not use" were removed from the base for each question. As indicated in the survey instrument, "schedule of courses" refers to time of day/day of week, while "availability of courses" refers to each semester, annually, etc.

TREND ANALYSIS

Level of importance fell for most aspects of the UAS experience measured in 2012 and 2017 (for students rating aspects as very important). Except for a few areas: quality of social life, housing availability, quality of career counseling services, and extracurricular opportunities.

- Students rating extracurricular opportunities as very important rose from 27 percent in 2012 to 34 percent in 2017.
- Housing availability rose from 36 to 45 percent very important.
- One-quarter (24 percent) of students rated quality of social life as very important in 2012 compared to 32 percent in 2017.
- Quality of career counseling rose slightly from 44 to 46 percent very important.

Importance of Specific Aspects of the UAS Academic Experience: Detailed Results

FULL-TIME VERSUS PART-TIME STUDENTS

Levels of importance are similar for full and part-time students for most aspects of the UAS academic experience, with the exception of the following aspects.

- A larger proportion of part-time students rate availability of online courses as very important, at 78 percent, compared to 58 percent of full-time students.

DEGREE VERSUS NON-DEGREE-SEEKING STUDENTS

- A larger proportion of degree-seeking than non-degree-seeking students rank availability of courses in the semester, annually, etc. as very important (75 versus 62 percent).
- Over three-quarters (77 percent) of degree-seeking students rate quality of degree/certificate programs as very important compared to 59 percent of non-degree-seeking students.
- Academic advising is very important to 60 percent of degree-seeking students, while it is very important to 46 percent of non-degree-seekers.

COURSE DELIVERY MODE

- A smaller percentage of students who receive most of their classes in-person rate schedule of course (time of day/day of the week) as very important, at 59 percent, than do distance students (71 percent) or those who take equal numbers of distance and local courses (86 percent).
- Distance students are more likely to rate availability of online courses as very important (86 percent) compared to local students (39 percent).

How important are each of the following aspects to your UAS academic experience?

| | 2012 | 2017 | | |
	All Students n=594	All Students n=536	Full-Time Students n=219	Part-Time Students n=334
Quality of instructors/professors				
Very important	92	82	84	81
Somewhat important	8	17	15	18
Not important	-	2	-	2
Don't know/do not use	*<1*	*1*	*<1*	*1*
Variety of courses offered				
Very important	71	63	66	62
Somewhat important	27	33	31	34
Not important	1	2	1	2
Don't know/do not use	*2*	*5*	*4*	*6*
Schedule of courses (time of day/day of week)				
Very important	71	67	63	69
Somewhat important	26	31	34	29
Not important	3	2	2	2
Don't know/do not use	*1*	*4*	*2*	*5*
Availability of courses (each semester, annually, etc.)				
Very important	81	71	74	70
Somewhat important	18	26	23	27
Not important	1	1	1	1
Don't know/do not use	*1*	*1*	*1*	*2*
Availability of online courses				
Very important	*N/A*	71	57	77
Somewhat important	*N/A*	22	30	19
Not important	*N/A*	5	12	3
Don't know/do not use	*N/A*	*8*	*9*	*8*
Quality of degree/certificate programs				
Very important	83	71	72	71
Somewhat important	16	24	26	23
Not important	1	1	1	2
Don't know/do not use	*1*	*9*	*2*	*12*
Variety of degree/certificate programs				
Very important	59	57	55	58
Somewhat important	35	36	38	36
Not important	6	4	5	4
Don't know/do not use	*3*	*9*	*4*	*11*

Table continued on next page

How important are each of the following aspects to your UAS academic experience?

	2012	2017		
	All Students n=594	All Students n=536	Full-Time Students n=219	Part-Time Students n=334
Quality of instructional materials				
Very important	74	62	58	63
Somewhat important	25	34	39	32
Not important	1	2	1	3
Don't know/do not use	*1*	*3*	*1*	*3*
Quality of campus facilities				
Very important	49	39	44	36
Somewhat important	43	51	52	50
Not important	8	8	2	11
Don't know/do not use	*28*	*31*	*15*	*37*
Advising from academic advisors				
Very important	62	56	60	55
Somewhat important	33	37	35	38
Not important	4	4	4	3
Don't know/do not use	*7*	*16*	*6*	*19*
Academic advising from faculty				
Very important	62	55	59	53
Somewhat important	35	37	35	38
Not important	4	4	4	4
Don't know/do not use	*7*	*16*	*6*	*20*
Learning Center				
Very important	*N/A*	45	49	43
Somewhat important	*N/A*	42	45	41
Not important	*N/A*	8	3	11
Don't know/do not use	*N/A*	*38*	*24*	*43*
Writing Support				
Very important	*N/A*	37	36	37
Somewhat important	*N/A*	44	49	42
Not important	*N/A*	13	11	14
Don't know/do not use	*N/A*	*41*	*29*	*45*

Several aspects of the UAS academic experience are not used by a significant proportion of students. These include writing support, which is not used by or doesn't apply to 35 percent of students, the Learning Center (30 percent), campus facilities (29 percent), academic advising from faculty or advisors (13 percent each).

Importance of Specific Aspects of the UAS Student Experience: Detailed Results

FULL-TIME VERSUS PART-TIME STUDENTS

- Forty-five percent of full-time students rank quality of social life as very important, while 28 percent of part-time students do.
- Housing availability is very important to over half of full-time students (56 percent) and 42 percent of part-time students.
- Half (48 percent) of part-time students rank the Help Desk as very important versus 37 percent of full-time students.

DEGREE VERSUS NON-DEGREE SEEKING STUDENTS

- Sixty-nine percent of non-degree-seeking students rate disability services as very important, while half (49 percent) of degree-seekers rate this service as very important.
- Counseling/mental health services are rated as very important by 70 percent of non-degree-seekers, compared to only 44 percent of degree-seekers.

COURSE DELIVERY MODE

- Almost half (46 percent) of local students rank quality of campus facilities as very important compared to 35 percent of distance students. Fifty-four percent of local students report the Learning Center is very important, versus 41 percent of distance students.
- Quality of social life is important to a larger percentage of local students, at 46 percent compared to 27 percent of distance students.
- Fifty-five percent of local students report housing availability as very important versus 40 percent of distance students.
- A larger proportion of local students than distance students rank extracurricular opportunities as very important (46 versus 29 percent). Thirty-one percent of distance students report this aspect is not important versus 10 percent of local students.

How important are each of the following aspects to your UAS student experience?

	2012	2017		
	All Students n=594	All Students n=528	Full-Time Students n=219	Part-Time Students n=334
Financial aid				
Very important	N/A	69	68	69
Somewhat important	N/A	23	23	23
Not important	N/A	6	6	5
Don't know/do not use	*N/A*	*27*	*15*	*32*
Quality of career counseling services				
Very important	44	46	49	44
Somewhat important	44	39	39	39
Not important	12	7	9	7
Don't know/do not use	*26*	*44*	*32*	*49*
Quality of social life				
Very important	24	32	44	25
Somewhat important	43	38	40	36
Not important	33	22	13	28
Don't know/do not use	*36*	*45*	*22*	*55*
Housing availability				
Very important	36	45	54	38
Somewhat important	34	28	35	23
Not important	31	20	8	29
Don't know/do not use	*55*	*62*	*41*	*69*
Extracurricular opportunities				
Very important	27	34	41	29
Somewhat important	41	38	40	37
Not important	32	21	15	24
Don't know/do not use	*39*	*52*	*30*	*60*
Overall responsiveness of UAS staff to student needs				
Very important	76	68	67	68
Somewhat important	23	30	30	29
Not important	1	1	1	2
Don't know/do not use	*2*	*7*	*2*	*9*
Preparation for employment				
Very important	67	63	63	63
Somewhat important	28	26	26	26
Not important	5	5	7	3
Don't know/do not use	*9*	*27*	*14*	*31*

	2012	2017		
	All Students n=594	All Students n=528	Full-Time Students n=219	Part-Time Students n=334
Disability Services				
Very important	*N/A*	48	49	47
Somewhat important	*N/A*	29	28	30
Not important	*N/A*	13	13	12
Don't know/do not use	*N/A*	69	61	72
Help Desk				
Very important	*N/A*	43	36	46
Somewhat important	*N/A*	48	50	47
Not important	*N/A*	6	12	4
Don't know/do not use	*N/A*	32	35	36
Counseling/Mental Health Services				
Very important	*N/A*	46	47	45
Somewhat important	*N/A*	34	37	33
Not important	*N/A*	14	11	16
Don't know/do not use	*N/A*	60	45	66

Satisfaction Versus Importance

The graphics on the following page show combined results for satisfaction and importance, by category, for 2012 and 2017. The percentage of students rating each aspect as very important is plotted along the y axis, while the percentage of students saying they were satisfied or very satisfied with each aspect is plotted along the x axis. The larger dots represent 2017 results, the smaller dots represent the 2012 results, and change is shown by the connecting lines in gray. If a smaller dot is not shown, that aspect was rated for the first time in 2017. The first graphic shows ratings for academic aspects; the second graphic shows ratings for student life aspects.

(See graphic, next page)

Satisfaction Versus Importance of Specific Aspects of the UAS Academic Experience, 2012 to 2017
% Very Important vs. % Satisfied with Each Aspect
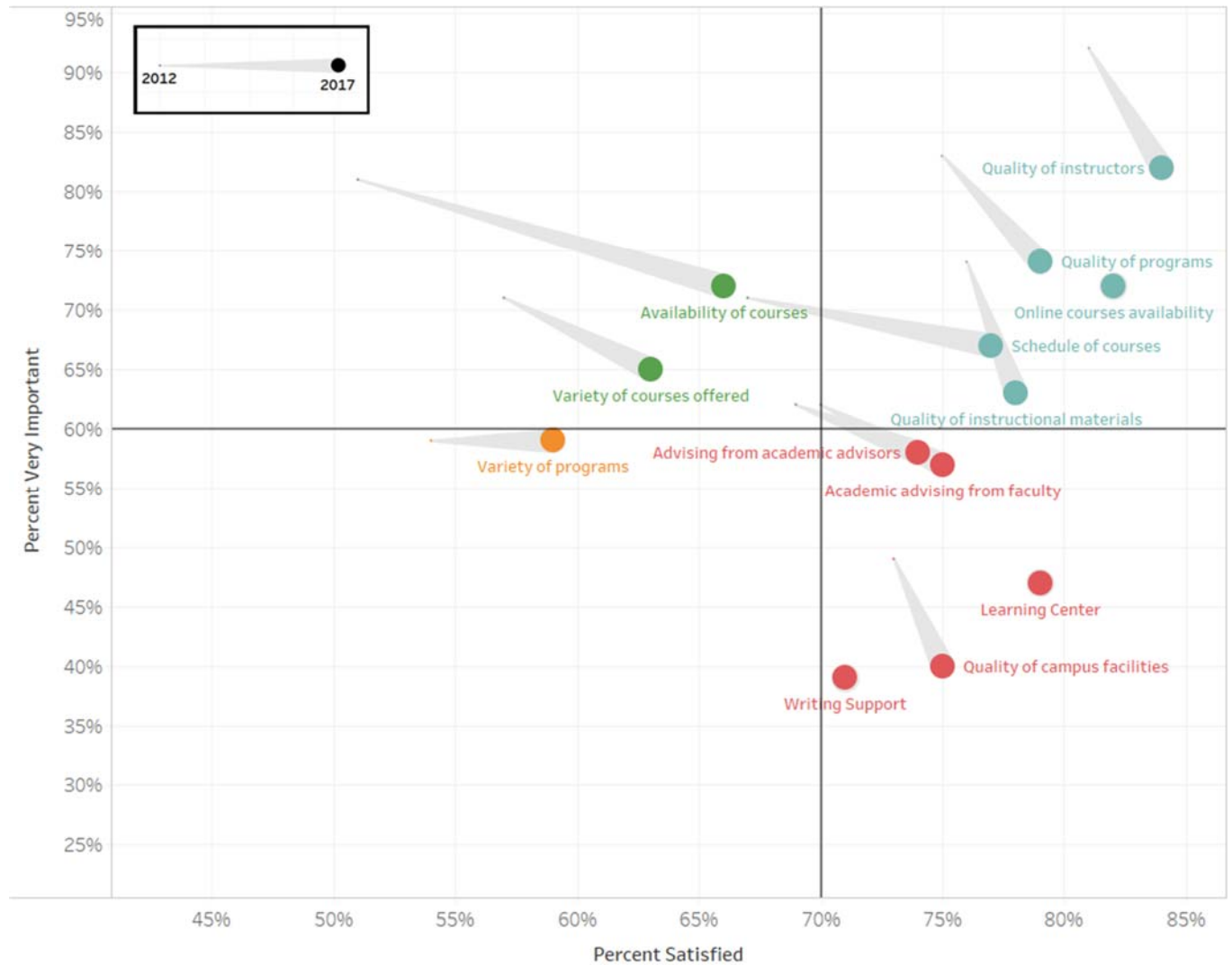
The above graphic shows that several areas of the highest importance to students (quality of instructors, quality of programs, online course availability) were also areas with the highest satisfaction ratings. Two categories with high importance, but lower satisfaction, were availability of courses and variety of courses. The graphic also shows that importance ratings fell in many categories between 2012 and 2017 (see lines moving downwards), while satisfaction ratings rose in many categories (see lines moving from left to right).

Satisfaction Versus Importance of Specific Aspects of the UAS Student Life Experience, 2012 to 2017
% Very Important vs. % Satisfied with Each Aspect
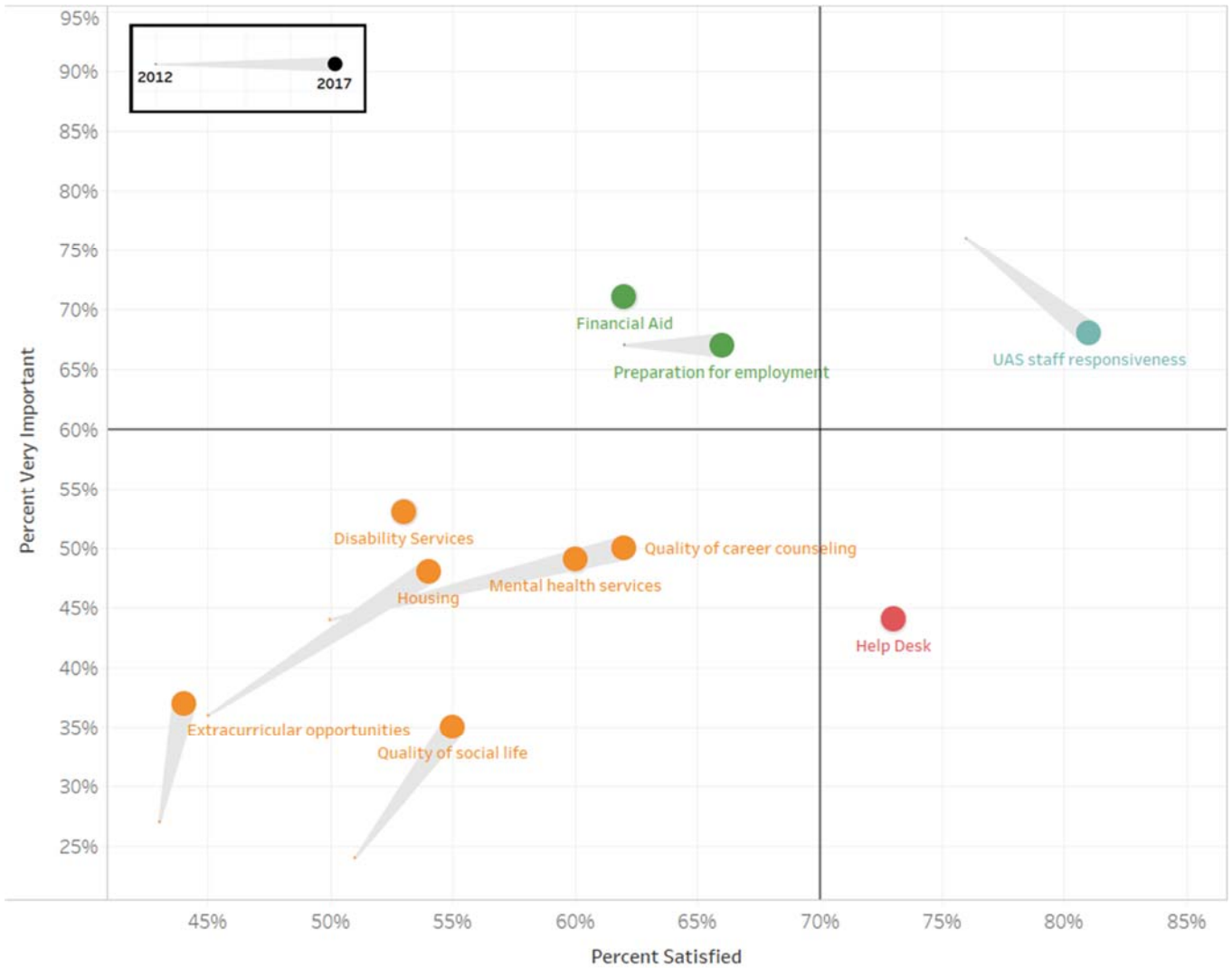
The above graphic shows that, in contrast to the previous graphic, many aspects of student life are considered less important than academic aspects – and score lower in satisfaction. These aspects include extracurricular opportunities, quality of social life, disability services, and housing. The two areas that score higher in importance but lower in satisfaction are financial aid and preparation for employment. Among non-academic aspects, only UAS staff responsiveness scored high in both importance and satisfaction. Like the last graphic, this one shows an overall increase in satisfaction between 2012 and 2017 (movement from left to right). Increases in importance ratings (movement upwards) are much more frequent in this graphic, compared to the previous one; this applies to extracurricular opportunities, quality of social life, and housing.

UAS Compared to Other Colleges

Sixty percent of current students think the overall quality of education at UAS ranks as about the same or better than similar sized colleges in the Lower 48, including one-quarter (24 percent) who think UAS is better. Only 9 percent think UAS is worse, with one-third reporting they do not know how UAS compares.

A larger proportion of full-time versus part-time students rank UAS as about the same or better, 70 versus 56 percent. No significant differences occurred between degree and non-degree-seeking students or distance and local students for this question.

In terms of overall quality of education, how do you think UAS compares to similar-sized colleges in the Lower 48?

	2012	2017		
	All Students n=594	All Students n=518	Full-Time Students n=219	Part-Time Students n=334
Better	28	24	29	22
About the same	33	36	41	34
Worse	7	9	9	9
Don't know	32	31	21	35

Most and Least Liked Aspects of UAS

When asked what they like most about UAS, 65 percent of students cite instructors/professors, followed by ability to take courses online (64 percent), and classes/programs (62 percent). Half of students (51 percent) cite affordability, while 45 percent like small classes, 39 percent like the beautiful location, and 39 percent the small campus. One-third (32 percent) like University staff most, and 27 percent like the sense of community at UAS.

- A larger percentage of distance students like the ability to take courses online than local students (82 versus 29 percent), as do part-time compared to full-time students (71 versus 48 percent).
- Distance students like classes/programs at a higher percentage than local students (66 versus 57 percent).
- Full-time students like affordability at a higher rate (63 percent) than part-time students (46 percent).
- A higher proportion of local (65 percent) and full-time students (61 percent) like small classes versus 35 percent of distance and 39 percent of part-time students. This was also the case for beautiful location (63 versus 29 percent for full-time versus part-time and 69 percent local versus 23 percent distance) and small campus (60 percent full-time versus 30 percent part-time and 63 percent local versus 26 percent distance).
- Local students like University staff (39 percent) and the sense of community (41 percent) at a higher rate than distance students (29 and 19 percent, respectively).
- Full-time students also like sense of community at 40 percent versus 22 percent of part-time students.
- A larger proportion of degree-seeking students like a number of aspects of UAS more than non-degree seeking students: affordability (55 versus 38 percent), small classes (50 versus 31 percent), beautiful location (42 versus 28 percent), small campus (42 versus 29 percent), University staff (35 versus 24 percent), and sense of community (29 versus 19 percent).
- Results from 2012 are not provided below because of a change in how the question was asked: the 2012 question was open-ended, while the 2017 question had pre-coded responses.

What do you like most about UAS?
Multiple answers allowed

	2017		
	All Students n=524	Full-Time Students n=219	Part-Time Students n=334
Instructors/professors	65	65	65
Ability to take courses online	64	48	71
Classes/programs	62	58	64
Affordability	51	63	46
Small classes	45	61	39
Beautiful location	39	63	29
Small campus	39	60	30
University staff	32	38	30
Sense of community	27	40	22
Location/convenience	1	-	2
Other	3	4	3
Don't know	2	-	3

When asked what they like least about UAS, one-quarter of total students cite course availability, 20 percent cost, 19 percent program/degree availability, and 16 percent course scheduling. One-quarter (23 percent) report there is nothing they like least about UAS.

A larger proportion of full-time students report they like course availability least, at 40 percent, versus part-time students (20 percent). A greater percentage of full-time than part-time students also report they like the following aspects of UAS least: program/degree availability (27 percent full-time, versus 16 percent part-time), course scheduling (25 versus 13 percent), campus life (14 versus 5 percent), online classes (13 versus 7 percent), and housing (11 versus 5 percent).

Local students like a number of factors least at larger proportions than distance students: course availability (38 versus 18 percent), program/degree availability (27 versus 15 percent), course scheduling (26 versus 12 percent), and housing (12 versus 4 percent).

Degree-seeking students are cite a number of least-liked factors at higher rates than non-degree students, including course scheduling (19 versus 10 percent), campus life (9 versus 2 percent), housing (8 versus 2 percent), and academic advising (7 versus 2 percent).

This question differed substantially enough to make comparison to 2012 difficult.

What do you like least about UAS?
Multiple answers allowed

	2017		
	All Students n=522	**Full-Time Students n=219**	**Part-Time Students n=334**
Course availability	25	40	20
Cost	20	17	22
Program/degree availability	19	27	16
Course scheduling	16	25	13
Financial aid	9	9	9
Online classes	9	13	7
Campus life	7	14	5
Housing	7	11	5
Faculty	6	7	5
Academic advising	6	6	5
Staff	5	7	4
Cafeteria issues	1	2	-
Nothing	23	17	26
Other	6	5	7
Don't know	12	6	14

In-Person Versus Online Courses

- Twenty-seven percent of students agree or strongly agree that in-person courses are more challenging, while 47 percent agree or disagree.
- A larger proportion of students agree (45 percent agree or strongly agree) than disagree (31 percent disagree or strongly disagree) that they learn more during in-person classes than online ones.
- Nearly half (47 percent) of students agree or strongly agree that they prefer in-person courses to online courses. Twenty-eight percent disagree or strongly disagree with that statement.

FULL-TIME VERSUS PART-TIME STUDENTS

- Full-time students strongly agree at a higher rate than part-time students (15 versus 9 percent) that in-person classes are more challenging than online ones and that they learn more during in-person courses than online (39 versus 19 percent).
- Forty-six percent of full-time students strongly agree they prefer in-person classes instead of distance courses, while only 19 percent of part-time students strongly agree.

DEGREE-SEEKING VERSUS NON-DEGREE SEEKING STUDENTS

- No significant difference in opinion exists between degree and non-degree seeking students on these topics.

COURSE DELIVERY MODE

- Local students are more likely to strongly agree they learn more in in-person courses than distance students (19 versus 7 percent), while 16 percent of distance students strongly disagree with this statement compared to 5 percent of local students.
- Local students also feel they learn more in in-person classes than distance students do, at 47 percent strongly agree versus 12 percent.
- Half of local students strongly agree they prefer in-person to distance courses, while 27 percent of distance students strongly disagree.

Please indicate whether you agree or disagree with each of the following statements.

	All Students n=524	Full-Time Students n=219	Part-Time Students n=334
In-person courses are more challenging than online courses.			
Strongly agree	11	15	9
Agree	16	20	15
Disagree	35	37	34
Strongly disagree	12	12	12
I don't take online courses.	8	10	8
I don't take in-person courses.	18	5	23
I learn more in in-person courses than in online courses.			
Strongly agree	25	39	19
Agree	20	26	18
Disagree	23	18	25
Strongly disagree	8	3	10
I don't take online courses.	6	8	5
I don't take in-person courses.	18	6	23
I prefer in-person courses to online courses.			
Strongly agree	27	46	19
Agree	24	23	24
Disagree	20	16	21
Strongly disagree	8	3	10
I don't take online courses.	4	5	3
I don't take in-person courses.	18	7	23

Academic Preparedness

Eighty-three percent of students feel they were prepared or very prepared academically when they started classes at UAS, while 15 percent feel they were unprepared or very unprepared.

- A larger proportion of full-time students felt very prepared compared to part-time students (41 versus 35 percent).
- Eighteen percent of degree seeking students report feeling unprepared or very unprepared versus 7 percent of non-degree seekers.
- Four out of ten (39 percent) distance students felt very prepared, while only 29 percent of local students did.

How prepared were you academically when you started classes at UAS?

	2012	2017		
	All Students n=594	All Students n=553	Full-Time Students n=219	Part-Time Students n=334
Very prepared	35	36	41	35
Prepared	52	47	46	48
Unprepared	8	13	12	13
Very unprepared	3	2	1	3
Don't know	2	1	1	1

Among those who feel they were unprepared academically, the largest proportion, 73 percent, felt unprepared in math, followed by 50 percent in English/writing, 49 percent in life skills (such as time management, money management, and organization), and 47 percent in study skills. These proportions are similar for full/part-time students, distance/local students, and degree/non-degree seeking students.

TREND ANALYSIS

Rates of preparedness changed little overall between 2012 and 2017, though preparedness in certain subject areas did change.

- While over half (56 percent) of students who felt unprepared or very unprepared in 2012 noted math as a specific area in which they felt unprepared, three-quarters (73 percent) felt unprepared in math in 2017.
- The percentage of students who feel unprepared in computer skills increased substantially from 9 percent in 2012 to 24 percent in 2017.

In which areas did you feel unprepared?
(Base: Unprepared or very unprepared)

	2012 All Students n=64	All Students n=80	2017 Full-Time Students n=28	Part-Time Students n=52
Math	56	73	79	71
English/writing	50	50	39	54
Life skills (time management, money management, organization)	48	49	57	46
Study skills	N/A	47	50	46
Science	30	31	39	29
Computer skills	9	24	29	23
Reading/comprehension	16	14	11	15
Living away from home/family	N/A	10	21	6
Other	2	10	4	12

This lack of preparation caused half (49 percent) of these students to consider dropping out of UAS. This percentage did not change significantly between sub-groups. Students where not asked this question in 2012.

Did you ever consider dropping out because you felt unprepared?
(Base: Unprepared or very unprepared)

	All Students n=80	Full-Time Students n=28	Part-Time Students n=52
Yes	49	64	44
No	51	36	56

Reasons for Attending UAS

Importance of Specific Factors in Decision to Attend UAS

Among a list of factors important in student's decision to attend UAS, classes, programs, and degrees offered were cited as very important by the largest proportion of students, at 75 percent. This was followed by affordability/cost (70 percent), online/distance courses offered (67 percent), and the fact the student could live at home (61 percent).

FULL-TIME VERSUS PART-TIME STUDENTS

Importance varies significantly between full and part-time students for a number of factors:

- Online/distance courses offered are very important to a greater proportion of part-time students (75 percent), versus full-time (46 percent), as is the fact the student could live at home (67 percent of part-time versus 46 percent of full-time students).
- Financial aid packages/scholarships are very important to a larger percentage of full-time students (54 percent) versus 44 percent of part-time students.
- Small campus and beautiful location are also factors very important to more full-time students.

- For degree-seeking students, affordability/cost was a factor for 73 percent, versus 62 percent of non-degree students. Also, financial aid packages/scholarships were more important to a larger proportion of degree-seekers (52 percent) than non-degree students (31 percent).
- Classes/programs/degrees offered were a very important part of 77 percent of degree-seekers' decision to attend UAS, compared to 67 percent of non-degree students.

COURSE DELIVERY MODE

For distance students, the fact that online/distance courses are offered is integral to their studies: 87 percent of distance students cite online/distance courses as a very important factor in their decision to attend UAS, versus 25 percent of local students. Other differences between distance and local students include:

- The fact they can live at home is very important to 69 percent of distance students. This factor is very important to 44 percent of local students.
- The classes/programs/degrees offered are a very important factor for 80 percent of distance students and 66 percent of local students (most other local students, 28 percent, rate this factor as somewhat important).
- Good reputation was very important to half (50 percent) of distance students in their decision to attend, versus 37 percent of local students, though most of the remaining proportion of those populations cite this factor as somewhat important.
- The beauty of the campus/location is very important to 37 percent of local students, as is the small campus to 35 percent. These factors are not important to 58 percent and 49 percent of distance students, respectively.

In 2012, this question was asked in a different format, making comparison between the two years difficult.

Students reporting the following factors as very important in their decision to attend UAS

	All Students n=553	Full-Time Students n=219	Part-Time Students n=334
Classes/programs/degrees offered	75	70	77
Affordability/cost	70	75	68
Offered online/distance courses	67	46	75
Could live at home	61	46	67
Financial aid package/scholarship	47	54	44
Good reputation	46	42	48
Requirement for work/job training	35	30	37
Small campus	23	33	19
Recommended by friends/family	21	21	21
Beauty of campus/location	19	35	13

Most students did not cite any other reasons they chose to attend UAS, though 3 percent cited professors/teachers/staff quality and care.

Transferring from UAS

Half (50 percent) of students report they are very unlikely to transfer from UAS to a different school before completing their degree/certificate. Another 19 percent are unlikely, while 7 percent are likely, and 12 percent are very likely.

Likelihood of transferring varied by main program campus, with 30 percent of students at UAA, 29 percent at Sitka, and 27 percent in Fairbanks very likely to transfer, versus 9 percent in Ketchikan and 9 percent in Juneau.

- Seventeen percent of local students are very likely to transfer, while only 10 percent of distance students are. Conversely, 50 percent of distance students are very unlikely to transfer compared to 42 percent of local students.
- Over half (57 percent) of degree-seekers are very unlikely to transfer, while one-quarter of non-degree students are very likely to transfer.
- The likelihood of students transferring is similar in 2017 to what it was in 2012.

How likely are you to transfer from UAS to a different school before completing your degree/certificate?

| | 2012 | 2017 | | |
	All Students n=594	All Students n=521	Full-Time Students n=219	Part-Time Students n=334
Very likely	11	12	12	12
Likely	8	7	10	6
Unlikely	19	19	16	19
Very unlikely	54	50	55	48
Don't know	8	12	7	14

Reasons to Transfer

Among those who are likely or very likely to transfer, 57 percent report their decision would be due to the fact their desired degree/certificate is not offered at UAS. Other frequently cited reasons to transfer include desired courses not offered at UAS (53 percent), desire for a school with more available classes (41 percent), desire to leave Juneau/Southeast/Alaska (26 percent), and social reasons/campus life (20 percent).

FULL-TIME VERSUS PART-TIME STUDENTS

- Two-thirds (67 percent) of full-time students who are likely or very likely to transfer cite desired courses not offered at UAS as a reason, compared to 46 percent of part-time students.
- A larger proportion of full-time students also cite social reasons/campus life as a reason (31 percent versus 14 percent of part-time students).

DEGREE VERSUS NON-DEGREE-SEEKING STUDENTS

- Degree-seeking students who are likely to transfer cite desired courses not offered at UAS (66 percent) and desire for a school with more classes available (49 percent) as reasons for transferring at a higher rate that non-degree students (27 and 29 percent, respectively).

COURSE DELIVERY MODE

- Reasons to transfer were similar between students taking courses by various delivery modes.

TREND ANALYSIS

Reasons to transfer remained relatively similar between 2012 and 2017.

Why do you plan to transfer from UAS?
(Base: Likely or very likely to transfer)

	2012	2017		
	All Students n=114	All Students n=101	Full-Time Students n=45	Part-Time Students n=56
Degree/certificate program not offered at UAS	54	57	58	57
Desired courses not offered at UAS	55	53	67	46
Want school with more classes available	38	41	51	36
Want to leave Juneau/Southeast/Alaska	28	26	31	23
Social reasons/campus life	18	20	31	14
Better course scheduling elsewhere	22	16	20	14
Want school with more people	12	14	18	13
Want school with better academic reputation	9	14	13	14
Financial reasons	6	12	7	14
Faculty is better elsewhere	4	8	9	7
Want to be closer to home	9	7	7	7
Medical/mental health reasons	*N/A*	3	7	2
Other	7	7	7	7
Don't know	2	2	-	4

Among those who plan to transfer and know where they plan to transfer to, the largest proportion plan to remain within the University of Alaska system, with 20 percent who plan to go to University of Alaska Anchorage (UAA) and 12 percent to University of Alaska Fairbanks (UAF). Part of this population are UAA or UAF-based students who are taking a few classes at UAS to complete their degree, which may explain some of the transfer preference.

The proportions of students planning to transfer to specific schools are relatively similar between sub-groups and between 2012 and 2017.

Where do you plan to transfer?
(Base: Likely or very likely to transfer)

	2012	2017		
	All Students n=114	All Students n=101	Full-Time Students n=45	Part-Time Students n=56
University of Alaska Anchorage (UAA)	21	22	13	27
University of Alaska Fairbanks (UAF)	11	13	13	13
University of Washington	3	4	2	5
Washington State University	-	2	2	2
Other	30	23	42	16
Don't know	36	34	27	38

Withdrawing from UAS

Among students unlikely to transfer, 7 percent report they are likely or very likely to withdraw, even temporarily, from UAS before completing their degree/certificate. Taken out of the total sample, that percentage changes to 5 percent.

- Two-thirds (67 percent) of full-time students (unlikely to transfer) are very unlikely to withdraw, versus 56 percent of part-time students.
- A larger percentage of non-degree students than degree-seeking report they are likely or very likely to withdraw (15 versus 4 percent), while 64 percent of degree-seeking students say they are very unlikely compared to 40 percent of non-degree seekers.
- Likelihood of withdrawing remained relatively similar between 2012 and 2017.

How likely are you to withdraw – even temporarily – from UAS (without transferring to another school) before completing your degree/certificate?
(Base: Unlikely to transfer)

	2012	2017		
	All Students n=479	All Students n=420	Full-Time Students n=162	Part-Time Students n=258
Very likely	3	3	-	3
Likely	5	4	2	4
Unlikely	22	24	27	23
Very unlikely	65	59	67	56
Don't know	6	11	4	13

Reasons to Withdraw

Only 23 respondents said they were likely or very likely to withdraw. Among these students, half (53 percent) cite financial reasons, 38 percent report the class schedule doesn't fit their schedule, and 30 percent say they are moving from Juneau/Southeast.

Sample sizes are too small to accurately compare reasons for withdrawal between subgroups and between years.

Why do you think you might withdraw from UAS?
(Base: Likely or very likely to withdraw)

	2017 All Students n=23
Financial reasons	53
Class schedule doesn't fit my schedule	38
Moving from Juneau/Southeast	30
Burned out/losing interest	24
Too busy to attend classes	23
Desired classes are not offered	23
Not pursuing degree/only taking 1-2 courses	23
Medical/mental health reasons	15
Not satisfied with quality of classes/instructors	14
Not performing well academically	14
Don't like online class format	12
Child care issues	9
Need a break	9
Other	-
Don't know	5

Post-Graduation Plans

Thirty-nine percent of students know what job/career they want to pursue after obtaining their degree/certificate, while 22 percent are considering several potential jobs/careers, and 19 percent are already in their chosen job/career. Thirteen percent plan to pursue additional studies. Four percent do not have any specific jobs/careers or additional study in mind.

- A larger proportion of students who report they know what job/career they want to pursue after obtaining their degree/certificate are in the School of Education (63 percent) or School of Career Education (43 percent) versus the Schools of Arts & Sciences (30 percent) and Management (26 percent).
- A larger proportion of degree-seeking students report considering several potential jobs/careers (24 versus 14 percent). The same goes for full versus part-time students, with 29 percent of full-time students considering several potential options versus 19 percent of part-time.

- One-quarter (24 percent) of part-time students are already in their chosen job/career, as are one-quarter (24 percent) of distance students. Only 8 percent of local students and 9 percent of full-time students are already in their chosen job/career.
- A higher percentage of local students than distance plans to pursue additional study after obtaining their degree/certificate (20 versus 10 percent).

Which of the following best describes your current career/educational plans?

	2012	2017		
	All Students n=594	All Students n=553	Full-Time Students n=219	Part-Time Students n=334
I know what job/career I want to pursue after obtaining my degree/certificate	39	39	43	38
I am considering several potential jobs/careers	21	22	29	19
I am already in my chosen job/career	20	19	9	24
I plan to pursue additional studies after obtaining my degree/certificate	13	13	15	12
I do not have any specific jobs/careers or additional study in mind	5	4	5	4
Don't know	2	2	-	3

Practicums, Internships, and Undergraduate Research

Eleven percent of students report participating in a practicum as part of their degree/certificate program, while 9 percent report participation in an internship, and 7 percent in undergraduate research.

Local (14 percent) and full-time (17 percent) students participate in internships at a higher rate than distance (7 percent) and part-time (6 percent) students. The same is true of undergraduate research (11 percent full-time versus 5 percent part-time and 14 percent local versus 4 percent distance). Degree-seeking students participate in practicums (14 percent) and internships (12 percent) at much higher rates versus non-degree seeking students (4 percent participate in practicums and 1 percent in internships).

As part of your current degree/certificate program, have you participated in any of the following?

	2012	2017		
	All Students n=594	All Students n=521	Full-Time Students n=207	Part-Time Students n=314
Practicum	14	11	14	10
Internship	12	9	17	6
Undergraduate research	7	7	11	5
None of the above	69	72	62	76
Don't know	4	6	6	7

All students who participated in undergraduate research are either satisfied, very satisfied, or neutral about their experience, with 58 percent reporting they are very satisfied. Eighty-seven percent of practicum participants are satisfied or very satisfied, as 87 percent of students who participated in an internship. No students are

dissatisfied with their research or practicum experience, while only 1 percent are dissatisfied with their internship experience.

The percentage of students very satisfied rose for all three experiences between 2012 and 2017.

How satisfied were you with your experience?
(Base: Participated)

	2012 Research n=40	2017 Research n=39	2012 Practicum n=85	2017 Practicum n=60	2012 Internship n=74	2017 Internship n=56
Very satisfied	50	58	42	57	53	65
Satisfied	23	24	45	30	32	22
Neutral	20	17	7	12	7	9
Dissatisfied	3	-	4	-	3	1
Very dissatisfied	-	-	-	-	-	-
Don't know	5	-	2	1	5	2

Note: columns may not sum to 100 due to rounding.

Assigned Advisor

Half (52 percent) of current students have an assigned academic advisor, and 21 percent have a faculty advisor. Seventeen percent have no assigned advisor.

- A larger proportion of students who report they are likely to withdraw or transfer before completing their degree/certificate at UAS than those who are not report they do not have an assigned advisor (27 versus 14 percent).
- A majority (86 percent) of full-time students have either a faculty or academic advisor, versus 68 percent of part-time students.
- Over half (56 percent) of distance students have an assigned academic advisor compared to 45 percent of local students.
- Twenty-seven percent of local students have an assigned faculty advisor, while 18 percent of distance students do.
- Degree seeking students are more likely to have an assigned advisor (86 percent), while half (47 percent) of non-degree seeking students do not have an assigned advisor.

The percentage of students with an assigned advisor (either faculty or academic) decreased from 82 percent in 2012 to 73 percent in 2017. This decrease is attributable to inclusion of non-degree students (who do not necessarily have assigned advisors) in the 2017 study, and not in 2012.

Do you have an assigned advisor?

	2012	2017		
	All Students n=594	All Students n=553	Full-Time Students n=219	Part-Time Students n=334
Yes, an academic advisor	56	52	59	50
Yes, a faculty advisor	26	21	27	18
No	8	17	6	21
Don't know	10	10	7	12

Suggestions for Retaining Students

When asked what UAS could do to encourage more students to complete their degrees at the school, 57 percent of students did not have a suggestion. Among those who did, common themes included more class availability/offerings (9 percent of all students), lower cost and more assistance with financial aid (6 percent), more degrees offered (4 percent), and marketing/advertising (4 percent).

No major differences occur between subgroups. As this was an open-ended question, answers are not readily comparable to 2012.

What do you think UAS could do to encourage more students to complete their degrees at UAS? (Common themes)
(Base: Offered suggestion)

	All Students n=521	Full-Time Students n=207	Part-Time Students n=314
More class availability/offerings	9	12	8
Lower cost/assist more with financial aid	6	5	7
More degrees offered	4	3	5
Market/advertise	4	4	4
Continue/expand online learning options	3	3	4
More/better advising	3	3	4
More/improved campus activities/social life on campus	2	3	2
Integrate school/career opportunities/internships/mentorships	2	2	2
Housing availability/affordability	<1	<1	<1
Other	22	24	21
Don't know	46	43	47
Nothing	11	9	11

Changes in Degree Offerings

When asked for level of support for a possible change from UAS offering Bachelor of Arts in Social Sciences and Liberal Arts degrees to a Bachelor of Arts with an emphasis in particular subjects, half (53 percent) of students did not have an opinion or said the question did not apply to them. One-third (36 percent) of students are supportive or very supportive of the change, while 10 percent are opposed or very opposed.

- Levels of support among full and part-time students are similar.
- A larger proportion of distance than local students are supportive or very supportive (40 versus 30 percent).
- Forty percent of degree seeking student are supportive or very supportive compared to 29 percent of non-degree seeking students.

UAS is considering changing the Bachelor of Arts in Social Sciences (BASS) and Liberal Arts (BLA) degrees to a Bachelor of Arts with an emphasis in your particular area (History, Psychology, Political Science, etc.). How supportive of this change are you?

	All Students n=521	Full-Time Students n=207	Part-Time Students n=314
Very supportive	15	16	15
Supportive	21	22	21
Opposed	7	6	7
Very opposed	3	3	4
Does not apply to me/Don't know	53	53	53

Applying to Other Colleges or Universities

Twenty-nine percent of students applied to colleges or universities other than UAS for their current degree/certificate program. Among those who did apply elsewhere, 41 percent applied to University of Alaska Anchorage (UAA) and 28 percent to University of Alaska Fairbanks (UAF). A smaller percentage applied to schools outside of Alaska, including three schools in Washington State: University of Washington, Washington State University, and Western Washington University (8 percent to each); the University of Hawaii (6 percent), and Montana State University (6 percent). Sixty percent of students applied to other schools than those named above. A full list of other schools can be found in the Appendix.

- A larger proportion of full-time than part-time students (38 versus 26 percent) applied to other schools.
- Forty percent of local students applied to other schools compared to 24 percent of distance students.
- There is no significant difference between the percent of degree and non-degree seeking students who applied elsewhere.
- A slightly larger percentage of students applied for other schools in 2017 than did in 2015 (29 versus 25 percent).

Did you apply to colleges or universities other than UAS (for your current degree/certificate program)?

| | 2012 | 2017 | | |
	All Students n=594	All Students n=522	Full-Time Students n=207	Part-Time Students n=315
Yes	25	29	38	26
No	75	71	62	74

- A greater percentage of part-time (47 percent) versus full-time (31 percent) and non-degree students (62 percent) versus degree-seeking (32 percent) students applied to UAA. Most of this difference may be explained by the fact that 94 percent of this population report their main campus is UAA.
- A larger percentage of students had applied to UAA in 2017 than in 2012 (41 percent) and to UAF (28 versus 20 percent).

Which other colleges or universities?
(Base: Applied to colleges or universities other than UAS)

| | 2012 | 2017 | | |
	All Students n=147	All Students n=159	Full-Time Students n=78	Part-Time Students n=81
University of Alaska Anchorage (UAA)	33	41	31	47
University of Alaska Fairbanks (UAF)	20	28	21	32
University of Washington	7	8	8	9
Washington State University	-	8	6	9
Western Washington University	6	8	8	7
University of Hawaii	7	6	8	5
Montana State University	-	6	12	2
Other	66	61	85	48
Don't know	5	4	5	4

Survey Population Profile

The tables below and on the following page show various characteristics of the survey population. Some changes in the population since 2012 can be attributable to the inclusion of non-degree students.

Survey Population Demographic Profile

	2012	2017		
	All Students n=594	All Students n=553	Full-Time Students n=219	Part-Time Students n=334
Age				
Under 21	41	22	39	16
22-24		13	17	12
25-29	19	17	21	16
30-39	23	24	14	28
40 and over	16	23	9	28
Average Age	30.2	32.0	26.4	34.1
Origin at Time of Entry				
In-state	88	88	82	90
Out-of-state	11	11	17	9
Foreign	1	1	1	1
Gender				
Female	68	75	74	75
Male	32	25	26	25
Full-Time vs. Part-Time				
Full-Time	41	28	100	-
Part-Time	59	72	-	100
Class				
Freshman	28	16	24	13
Sophomore	19	10	18	7
Junior	13	11	12	11
Senior	21	23	30	20
Graduate student	19	14	12	15
Non-Degree Seeking	-	25	4	33
School				
School of Arts & Sciences	37	29	53	20
School of Management	26	21	18	23
School of Education	21	14	17	13
School of Career Education	15	10	9	11

Survey Population Education Profile

	All Students n=553	Full-Time Students n=155	Part-Time Students n=398
Distance credits			
0	24	36	20
1-3	26	12	31
4-6	25	11	31
7-9	17	19	16
10+	8	22	3
In-person credits			
0	56	22	69
1-3	13	11	13
4-6	6	5	7
7-9	10	14	8
10+	15	48	3
Predominant course delivery			
Distance	65	39	75
Local	32	57	22
Program home campus			
UAS - Juneau Campus	74	93	67
UAS - Sitka Campus	10	4	13
UAA - Anchorage Campus	7	1	9
UAS - Ketchikan Campus	6	2	7
Other	3	<1	4

Survey of Transferred/Withdrawn Students

This section presents survey responses for former UAS students. The 2017 survey gathered more than double the number of responses from 2012, increasing from 205 responses in 2012 to 473 in 2017. This increase may be due in part to inclusion of non-degree-seeking students in the sample in 2017. In total, the 2017 sample includes 323 non-degree-seeking students and 150 degree-seekers. Eight-five percent of former students surveyed were part-time students.

Withdrew vs. Transferred

Of all former UAS students responding to the survey, 62 percent withdrew from UAS without transferring to another school, and 38 percent transferred to another school.

Did you transfer to another school or withdraw from UAS?

	2012 Former Students n=205	2017 Former Students n=473
Withdrew from UAS without transferring (stopped taking classes)	73	62
Transferred to another school	27	38

Withdrawn Students

The top three reasons for withdrawal from UAS are: too busy to attend classes (26 percent), not pursuing a degree/only taking 1-2 courses (25 percent), and financial reasons (25 percent). Other reasons cited by at least 10 percent of withdrawn students include class schedule didn't fit the student's schedule (15 percent), desired classes were not offered (15 percent), need a break (15 percent), burned out/lost interest (12 percent), not satisfied with quality of classes/instructors (10 percent), and did not like online class format (10 percent).

- Distance students cite that they were too busy to attend classes as a reason at a higher rate than local students (31 versus 18 percent).
- Twelve percent of distance students report the fact that they did not like the online class format as a reason for withdrawing.
- Full-time students report they were burned out/lost interest (39 percent) at a higher rate than part-time students (12 percent).
- Eighty percent of master's degree students cite too busy to attend as a reason for withdrawal versus 40 percent or less of students seeking other degrees.
- Thirty percent of Career Education students withdrew because the classes they desired were not offered, compared to 22 percent of Arts/Sciences students, 6 percent in the School of Management, and no Education students.

Direct comparison between several categories from 2012 to 2017 is not feasible. However, financial reasons was the reason cited by the largest proportion (37 percent) of respondents for withdrawing from UAS in 2012, followed by personal/family reasons (30 percent), and schedule/too busy to attend classes (26 percent).

What are the main reasons you withdrew from UAS?
(Base: Withdrew from UAS)

	2017 Withdrew from UAS n=291
Too busy to attend classes	26
Not pursuing degree/only taking 1-2 courses	25
Financial reasons	25
Class schedule didn't fit my schedule	15
Desired classes were not offered	15
Need a break	15
Burned out/lost interest	12
Not satisfied with quality of classes/instructors	10
Didn't like online class format	10
Not performing well academically	9
Moving from Juneau/Southeast	9
Medical/mental health reasons	8
Child care issues	5
Only took online courses at UAS/may or may not be student at another campus	4
Personal/family reasons	1
High school student	1
Other	4
Don't know	1

Withdrawn Student Satisfaction with Specific Aspects of the UAS Experience: Summary Results

Note: In this section, the reader is advised that all satisfaction ratings are based to respondents who provided a rating.

A larger proportion of withdrawn UAS students are satisfied with quality of instructors/professors and campus facilities than any other aspects of the UAS experience.

- Eight out of ten (79 percent) withdrawn students are satisfied or very satisfied with quality of instructors/professors and campus facilities (78 percent). Other aspects with more than 70 percent satisfied include overall responsiveness of UAS staff to student needs (73 percent satisfied), the Learning Center (73 percent), quality of campus facilities (78 percent), quality of instructional materials (73 percent). Two to 9 percent were dissatisfied in these categories.

- Categories with the largest percentage of dissatisfied students were availability of courses during each semester and annually, variety of courses, and variety of degree/certificate programs, all at 16 percent dissatisfied.

Level of satisfaction (%) with specific aspects of the UAS experience

■Satisfied ■Neutral ■Dissatisfied

	Satisfied	Neutral	Dissatisfied
Quality of instructors/professors	79%	13%	8%
Quality of campus facilities	78%	17%	5%
Overall responsiveness of UAS staff	73%	19%	8%
Learning Center	73%	23%	4%
Quality of instructional materials	73%	19%	7%
Academic advising from faculty	69%	23%	9%
Help Desk	68%	23%	9%
Availability of online courses	67%	19%	14%
Schedule of courses	66%	24%	11%
Quality of degree/certificate programs	65%	28%	7%
Writing Support	63%	31%	5%
Advising from academic advisors	60%	31%	9%
Housing availablity	56%	30%	15%
Quality of career counseling services	55%	33%	11%
Quality of social life	55%	32%	13%
Variety of courses offered	54%	26%	20%
Financial Aid	54%	29%	17%
Counseling/mental health services	54%	33%	13%
Variety of degree/certificate programs	53%	29%	17%
Availability of courses	52%	26%	22%
Disability Services	52%	40%	8%
Preparation for employement	50%	37%	14%
Extracurricular opportunities	48%	39%	13%

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

Notes: Rows may not add to 100 percent due to rounding. Students responding "Don't know/not applicable/do not use" were removed from the base for each question. As indicated in the survey instrument, "schedule of courses" refers to time of day/day of week, while "availability of courses" refers to each semester, annually, etc.

SATISFACTION WITH ACADEMIC EXPERIENCE

Satisfaction levels are relatively similar between sub-groups for academic experience, except for the following.

- Students who withdrew from Associate's degree programs are more likely to report dissatisfaction with quality of instructors/professors, at 19 percent, than students from other degree programs (13 percent certificate, 11 percent master's, 2 percent bachelor's and 8 percent non-degree students).

- Over half of students who withdrew from the Schools of Arts/Sciences (55 percent) and Management (54 percent) are satisfied or very satisfied with variety of courses offered compared to 42 percent of Career Education students and 21 percent of Education students.

- Eighty-five percent of full-time students are satisfied with schedule of courses (time of day/day of week) versus 64 percent of part-time students. Eighty percent of students whose main campus was UAF are also satisfied with this course schedules, versus 67 percent or less of students from each of the other campuses.

- A larger proportion of local students than distance are dissatisfied with availability of courses (each semester, annually, etc.) at 31 versus 19 percent.

- Eighty-three percent of School of Management students are satisfied or very satisfied with quality of their degree/certificate program compared to 63 percent in Arts/Sciences, 56 percent in Career Education, and 50 percent in Education. Management students are also satisfied with variety of degree/certificate programs, at a rate of 76 percent, versus 57 percent in Arts/Sciences, 38 percent in Career Education, and 33 percent in Education.

- Three-quarters (77 percent) of full-time students are satisfied or very satisfied with advising from academic advisors compared to 57 percent of part-time students.

Level of satisfaction (%) with specific aspects of the UAS academic experience
(Base: Withdrew from UAS)

	2012 Withdrew	2017 Withdrew
Quality of instructors/professors	**(n=145)**	**(n=281)**
Very satisfied	31	39
Satisfied	54	40
Neutral	10	13
Dissatisfied	3	6
Very dissatisfied	1	2
Availability of online courses		**(n=247)**
Very satisfied	*N/A*	26
Satisfied	*N/A*	40
Neutral	*N/A*	19
Dissatisfied	*N/A*	12
Very dissatisfied	*N/A*	2
Quality of campus facilities	**(n=117)**	**(n=183)**
Very satisfied	*20*	29
Satisfied	*57*	49
Neutral	*14*	17
Dissatisfied	*6*	4
Very dissatisfied	*3*	1
Academic advising from faculty	**(n=121)**	**(n=200)**
Very satisfied	26	26
Satisfied	36	43
Neutral	23	23
Dissatisfied	10	6
Very dissatisfied	5	3

Table continued on next page

Level of satisfaction (%) with specific aspects of the UAS academic experience
(Base: Withdrew from UAS)

	2012 Withdrew	2017 Withdrew
Schedule of courses (time of day/day of week)	**(n=145)**	**(n=270)**
Very satisfied	12	24
Satisfied	54	42
Neutral	13	24
Dissatisfied	14	9
Very dissatisfied	6	1
Quality of instructional materials	**(n=142)**	**(n=277)**
Very satisfied	23	23
Satisfied	55	50
Neutral	11	19
Dissatisfied	9	6
Very dissatisfied	2	1
Advising from academic advisors	**(n=124)**	**(n=177)**
Very satisfied	*25*	22
Satisfied	*37*	38
Neutral	*18*	31
Dissatisfied	*11*	6
Very dissatisfied	*9*	3
Writing Support		**(n=147)**
Very satisfied	*N/A*	20
Satisfied	*N/A*	44
Neutral	*N/A*	31
Dissatisfied	*N/A*	3
Very dissatisfied	*N/A*	2
Quality of degree/certificate programs	**(n=129)**	**(n=212)**
Very satisfied	12	19
Satisfied	44	46
Neutral	26	28
Dissatisfied	15	6
Very dissatisfied	3	1
Variety of degree/certificate programs	**(n=147)**	**(n=219)**
Very satisfied	12	18
Satisfied	44	35
Neutral	26	29
Dissatisfied	15	13
Very dissatisfied	3	5
Variety of courses offered	**(n=147)**	**(n=261)**
Very satisfied	12	17
Satisfied	43	37
Neutral	24	26
Dissatisfied	18	17
Very dissatisfied	3	3

Satisfaction with aspects of the UAS student experience do not vary significantly between full/part-time, distance/local, and degree/non-degree seeking student sub-groups.

Level of satisfaction (%) with specific aspects of the UAS student experience
(Base: Withdrew from UAS)

	2012 Withdrew	2017 Withdrew
Financial aid		**(n=124)**
Very satisfied	*N/A*	17
Satisfied	*N/A*	37
Neutral	*N/A*	29
Dissatisfied	*N/A*	12
Very dissatisfied	*N/A*	5
Quality of career counseling services	**(n=91)**	**(n=96)**
Very satisfied	20	24
Satisfied	27	31
Neutral	30	33
Dissatisfied	13	8
Very dissatisfied	10	3
Quality of social life	**(n=86)**	**(n=116)**
Very satisfied	7	21
Satisfied	38	34
Neutral	43	32
Dissatisfied	8	10
Very dissatisfied	3	3
Housing availability	**(n=55)**	**(n=61)**
Very satisfied	9	28
Satisfied	25	28
Neutral	47	30
Dissatisfied	9	8
Very dissatisfied	9	7
Extracurricular opportunities	**(n=74)**	**(n=95)**
Very satisfied	7	21
Satisfied	32	27
Neutral	49	39
Dissatisfied	4	8
Very dissatisfied	8	4

Table Continued on Next Page

Level of satisfaction (%) with specific aspects of the UAS student experience
(Base: Withdrew from UAS)

	2012 Withdrew	2017 Withdrew
Overall responsiveness of UAS staff to student needs	**(n=138)**	**(n=238)**
Very satisfied	28	23
Satisfied	50	50
Neutral	9	19
Dissatisfied	7	6
Very dissatisfied	6	3
Preparation for employment	**(n=105)**	**(n=125)**
Very satisfied	*9*	22
Satisfied	*42*	28
Neutral	*34*	37
Dissatisfied	*10*	14
Very dissatisfied	*5*	7
Disability Services		**(n=60)**
Very satisfied	*N/A*	25
Satisfied	*N/A*	27
Neutral	*N/A*	40
Dissatisfied	*N/A*	8
Very dissatisfied	*N/A*	-
Help Desk		**(n=136)**
Very satisfied	*N/A*	25
Satisfied	*N/A*	43
Neutral	*N/A*	23
Dissatisfied	*N/A*	8
Very dissatisfied	*N/A*	1
Counseling/mental health services		**(n=91)**
Very satisfied	*N/A*	24
Satisfied	*N/A*	30
Neutral	*N/A*	33
Dissatisfied	*N/A*	8
Very dissatisfied	*N/A*	5

Plans After Withdrawal from UAS

Forty percent of students who withdrew from UAS are likely or very likely to return to UAS to complete a degree/certificate, while 41 percent are not. Likelihood is similar between sub-groups and between 2012 and 2017, with likely and very likely decreasing slightly and those unlikely increasing slightly between the years.

How likely are you to return to UAS to complete a degree/certificate? (%)
(Base: Withdrew from UAS)

	2012 Withdrew (n=149)	2017 Withdrew (n=285)
Very likely	21	15
Likely	23	25
Unlikely	21	25
Very unlikely	13	16
Don't know	21	19

Among students who withdrew from UAS and are unlikely or very unlikely to return, 45 percent report they are likely to return to a different school to complete a degree/certificate, while 37 percent are unlikely, and 19 percent do not know. The percentage of this population likely to return to a different school rose slightly between 2012 and 2017 from 40 to 45 percent.

How likely are you to return to a different school to complete a degree/certificate?
(Base: Withdrew from UAS and unlikely to return to UAS)

	2012 Base	2017 Base
Very likely	18	20
Likely	22	25
Unlikely	33	23
Very unlikely	12	14
Don't know	16	19

Transferred Students

Among students who transferred from UAS in the past five years, 38 percent report the degree/certificate program they were seeking is not offered at UAS, while 25 percent report their desired courses are not offered. Other reasons for transferring include wanted a school with more classes available (14 percent), found better course scheduling elsewhere (13 percent), and wanted to be closer to home (12 percent). Nineteen percent of students who are a student at another campus or only took an online course. No significant differences in reason for transferring are found between sub-groups.

While some categories are not comparable between 2012 and 2017, students cited the same top reason for transferring in both years: degree/certificate program not offered at UAS (38 percent in 2017 and 46 percent in 2012).

What are the main reasons you transferred from UAS?
(Base: Transferred from UAS)

	2017 Transferred n=181
Degree/certificate program not offered at UAS	38
Desired courses not offered at UAS	25
Only took online course at UAS/may or may not be student at another campus	19
Wanted school with more classes available	14
Better course scheduling elsewhere	13
Wanted to be closer to home	12
Moved	10
Wanted to leave Juneau/Southeast/Alaska	9
Faculty is better elsewhere	6
Financial reasons	6
Wanted school with more people	5
Social reasons/campus life	4
Wanted school with better academic reputation	3
Medical/mental health reasons	2
Other	4
Don't know	-

Transferred Student Satisfaction with Specific Aspects of the UAS Experience: Summary Results

Note: In this section, the reader is advised that all satisfaction ratings are based to respondents who provided a rating.

A larger proportion of transferred UAS students are satisfied with quality of instructors/professors and quality of instructional materials than any other aspects of the UAS experience.

- Eight out of ten (82 percent) transferred students are satisfied or very satisfied with quality of instructors/professors and quality of instructional materials (80 percent). Other aspects with three-quarters

or more students satisfied are quality of campus facilities (76 percent) and overall responsiveness of UAS staff to student needs (75 percent satisfied).

- Aspects of the UAS experience with the largest proportion of dissatisfied transferred students were variety of degree/certificate programs (19 percent) and variety of courses offered (16 percent).

Level of satisfaction (%) with specific aspects of the UAS experience

■Satisfied ■Neutral ■Dissatisfied

Aspect	Satisfied	Neutral	Dissatisfied
Quality of instructors/professors	82%	11%	7%
Quality of instructional materials	80%	16%	4%
Quality of campus facilities	76%	23%	1%
Overall responsiveness of UAS staff	75%	20%	5%
Help Desk	74%	24%	2%
Availability of online courses	73%	20%	7%
Learning Center	72%	27%	1%
Schedule of courses	71%	20%	8%
Academic advising from faculty	69%	20%	11%
Writing Support	69%	27%	3%
Extracurricular opportunities	65%	26%	9%
Financial aid	62%	28%	10%
Quality of degree/certificate programs	61%	30%	9%
Advising from academic advisors	61%	26%	14%
Availability of courses	60%	27%	13%
Quality of social life	59%	32%	10%
Counseling/Mental Health Services	57%	38%	5%
Preparation for employment	55%	36%	9%
Quality of career counseling services	53%	39%	8%
Housing availability	52%	38%	11%
Variety of courses offered	51%	33%	16%
Disability Services	45%	52%	2%
Variety of degree/certificate programs	42%	40%	19%

Notes: Rows may not add to 100 percent due to rounding. Students responding "Don't know/not applicable/do not use" were removed from the base for each question. As indicated in the survey instrument, "schedule of courses" refers to time of day/day of week, while "availability of courses" refers to each semester, annually, etc.

SATISFACTION WITH ACADEMIC EXPERIENCE

Satisfaction levels are relatively similar between sub-groups for academic experience, except for advising from academic advisors for which two-thirds of part-time students who transferred are satisfied or very satisfied, compared to 42 percent of full-time students.

While 2012 results are presented in the following table, readers are advised that the small sample size (around 50 depending on the question) precludes meaningful comparison with 2017 results.

Level of satisfaction (%) with specific aspects of the UAS academic experience
(Base: Transferred from UAS)

	Transferred 2012	Transferred 2017
Quality of instructors/professors	**(n=54)**	**(n=179)**
Very satisfied	33	52
Satisfied	57	30
Neutral	19	11
Dissatisfied	-	4
Very dissatisfied	-	3
Availability of online courses		**(n=160)**
Very satisfied	N/A	47
Satisfied	N/A	26
Neutral	N/A	20
Dissatisfied	N/A	6
Very dissatisfied	N/A	1
Quality of campus facilities	**(n=45)**	**(n=103)**
Very satisfied	27	33
Satisfied	42	43
Neutral	27	23
Dissatisfied	2	-
Very dissatisfied	2	1
Academic advising from faculty	**(n=45)**	**(n=124)**
Very satisfied	24	42
Satisfied	47	27
Neutral	22	20
Dissatisfied	7	5
Very dissatisfied	-	6
Schedule of courses (time of day/day of week)	**(n=52)**	**(n=163)**
Very satisfied	25	31
Satisfied	54	40
Neutral	15	20
Dissatisfied	6	7
Very dissatisfied	-	1

Table continued on next page

Level of satisfaction (%) with specific aspects of the UAS academic experience
(Base: Transferred from UAS)

	Transferred 2012	Transferred 2017
Quality of instructional materials	**(n=55)**	**(n=170)**
Very satisfied	22	40
Satisfied	62	40
Neutral	16	16
Dissatisfied	-	3
Very dissatisfied	-	1
Advising from academic advisors	**(n=45)**	**(n=112)**
Very satisfied	36	37
Satisfied	36	24
Neutral	20	26
Dissatisfied	7	10
Very dissatisfied	2	4
Writing Support		**(n=96)**
Very satisfied	*N/A*	36
Satisfied	*N/A*	33
Neutral	*N/A*	27
Dissatisfied	*N/A*	2
Very dissatisfied	*N/A*	1
Quality of degree/certificate programs	**(n=44)**	**(n=137)**
Very satisfied	16	28
Satisfied	48	33
Neutral	20	30
Dissatisfied	16	7
Very dissatisfied	-	2
Variety of degree/certificate programs	**(n=47)**	**(n=139)**
Very satisfied	6	20
Satisfied	47	22
Neutral	21	40
Dissatisfied	23	17
Very dissatisfied	2	2
Variety of courses offered	**(n=54)**	**(n=161)**
Very satisfied	13	24
Satisfied	43	27
Neutral	24	33
Dissatisfied	19	14
Very dissatisfied	2	2

SATISFACTION WITH STUDENT EXPERIENCE

Satisfaction with aspects of the UAS student experience do not vary significantly between full/part-time, distance/local, and degree/non-degree seeking student sub-groups.

- Students very satisfied with specific aspects of the UAS student experience increased between 2012 and 2017 for quality of career counseling (23 to 31 percent), quality of social life (15 to 32 percent), housing availability (17 to 29 percent), extracurricular opportunities (14 to 33 percent), preparation for employment (13 to 24 percent).

As with the previous question, readers are advised that the small sample size precludes meaningful comparison between 2012 and 2017.

Level of satisfaction (%) with specific aspects of the UAS student experience
(Base: Transferred from UAS)

	2012 Transferred	2017 Transferred
Financial aid		**(n=100)**
Very satisfied	*N/A*	28
Satisfied	*N/A*	34
Neutral	*N/A*	28
Dissatisfied	*N/A*	7
Very dissatisfied	*N/A*	3
Quality of career counseling services	**(n=39)**	**(n=64)**
Very satisfied	23	31
Satisfied	33	22
Neutral	36	39
Dissatisfied	8	6
Very dissatisfied	-	2
Quality of social life	**(n=41)**	**(n=88)**
Very satisfied	15	32
Satisfied	27	27
Neutral	39	32
Dissatisfied	15	5
Very dissatisfied	5	5
Housing availability	**(n=30)**	**(n=56)**
Very satisfied	17	29
Satisfied	20	23
Neutral	53	38
Dissatisfied	7	4
Very dissatisfied	3	7
Extracurricular opportunities	**(n=36)**	**(n=69)**
Very satisfied	14	33
Satisfied	19	32
Neutral	44	26
Dissatisfied	14	6
Very dissatisfied	8	3

Table continued on next page

Level of satisfaction (%) with specific aspects of the UAS student experience

	2012 Transferred	2017 Transferred
Overall responsiveness of UAS staff to student needs	**(n=52)**	**(n=154)**
Very satisfied	48	42
Satisfied	37	33
Neutral	10	20
Dissatisfied	4	2
Very dissatisfied	2	3
Preparation for employment	**(n=38)**	**(n=80)**
Very satisfied	13	24
Satisfied	45	31
Neutral	39	36
Dissatisfied	3	6
Very dissatisfied	-	3
Disability Services		**(n=42)**
Very satisfied	*N/A*	26
Satisfied	*N/A*	19
Neutral	*N/A*	52
Dissatisfied	*N/A*	2
Very dissatisfied	*N/A*	-
Help Desk		**(n=100)**
Very satisfied	*N/A*	41
Satisfied	*N/A*	33
Neutral	*N/A*	24
Dissatisfied	*N/A*	1
Very dissatisfied	*N/A*	1
Counseling/mental health services		**(n=72)**
Very satisfied	*N/A*	32
Satisfied	*N/A*	25
Neutral	*N/A*	38
Dissatisfied	*N/A*	4
Very dissatisfied	*N/A*	1

Transfer Schools

Sixty percent of students who transferred from UAS transferred within the UA system, to UAA (45 percent) and UAF (15 percent). This includes an unknown proportion of students enrolled at UAA or UAF as their main campus who were taking one or two courses at UAS to fulfill their degree requirements.

Schools transferred to did not vary significantly between full/part-time, distance/local, and degree/non-degree seeking student sub-groups.

What school did you transfer to?
(Base: Transferred from UAS)

	2017 n=181
University of Alaska Anchorage (UAA)	45
University of Alaska Fairbanks (UAF)	15
Oregon State University	2
Alaska Pacific University	1
University of Washington	1
Other	35
Don't know	1

The reasons students transferred to these schools vary, with the largest proportion (68 percent) citing degree/certificate programs that attracted them to the school. Other reasons cited by more than 20 percent of students include more course offerings (37 percent), location (24 percent), and friends/family live nearby (21 percent).

Factors attracting students to schools to did not vary significantly between full/part-time, distance/local, and degree/non-degree seeking student sub-groups.

The percentage citing degree/certificate programs as a factor that attracted them to that school rose from 55 to 68 percent between 2012 and 2017. The percentage citing location decreased from 34 to 24 percent. Most other factors remained relatively similar between the years.

What attracted you to that school in particular?
(Base: Transferred from UAS)

	2012 n=56	2017 n=180
Degree/certificate program	55	68
More course offerings	N/A	37
Location	34	24
Friends/family live nearby	25	21
Bigger school/larger campus	14	16
Reputation	14	13
Recommended by friends/family	16	12
Campus life	14	10
Online courses degree	N/A	4
Recommended by teacher/counselor/coach	7	4
Other	25	9

Over three-quarters of students report that most or all UAS credits transferred and counted toward their degree/certificate program at their new school, while 12 percent report the credits count mostly as electives. Only 3 percent of students report that few or none of their UAS credits transferred to their new school. Percentages were similar between sub-groups and years.

How well did your UAS credits transfer to your new school?
(Base: Transferred from UAS)

	2012 n=119	2017 n=119
Most/all my UAS credits count towards my new degree/certificate program	80	79
Most/all my UAS credits count only as electives	16	12
Few or none of my UAS credits transferred	4	3
Don't know	-	6

All Former Students

An open-ended question about what steps UAS can take to encourage students to complete their degrees at UAS yielded a variety of responses. The most frequently cited suggestion was better/more course offerings (7 percent), followed by cost-related suggestions such as making UAS more affordable or offering/improving financial assistance (5 percent), and increasing/improving online course offerings (5 percent). No significant differences occur between sub-groups for this question. A complete list of responses can be found in the Appendix.

In 2012, students suggested UAS offer more classes and degree programs/improve scheduling (19 percent), provide address cost/financial aid/scholarships (8 percent), and academic advising/tutoring (5 percent).

What steps can UAS take to encourage students to complete their degrees at UAS?

	All Former Students n=460
Better/more course offerings	7
More affordable/financial assistance/better financial aid management	5
More/improved online offerings	5
Better/more degree offerings	4
More/improved support from professors	4
More guidance/advising/counseling	3
Keep doing what you are doing	2
Advertise/market	2
Improved campus life/social support	2
Others	20
Don't know	58

Student Opinions on UAS

Thirty-nine percent of former students feel that UAS is about the same in terms of overall education in comparison to other similar-sized colleges in the Lower 48, while 18 percent think it is better, and 13 percent think it is worse. Results for sub-groups are relatively similar except for 21 percent of non-degree students students who deem UAS better (while only 13 percent of degree-seeking students do).

The percentage of former students who think UAS is better decreased slightly from 24 to 18 percent between 2012 and 2018, while those who think it is worse increased from 7 to 13 percent.

In terms of overall quality of education, how do you think UAS compares to similar-sized colleges in the Lower 48?
(Base: Former students)

	2012 n=205	2017 n=464
Better	24	18
About the same	42	39
Worse	7	13
Don't know	26	30

Survey Population Demographic Profile

	All Students n=473
Age	
Under 21	14
22-24	12
25-29	22
30-39	26
40 and over	27
Average Age	33.8
Origin at Time of Entry	
In-state	86
Out-of-state	23
Foreign	1
Gender	
Female	71
Male	29
Full-Time vs. Part-Time	
Full-Time	15
Part-Time	85
Class	
Freshman	11
Sophomore	5
Junior	5
Senior	7
Graduate student	3
Non-Degree Seeking	68
School	
School of Arts & Sciences	15
School of Management	8
School of Education	4
School of Career Education	5

Survey Population Education Profile

	All Students n=553
Distance credits	
0	29
1-3	35
4-6	27
7-9	7
10+	3
In-person credits	
0	63
1-3	14
4-6	8
7-9	5
10+	10
Predominant course delivery	
Distance	65
Local	33
Both equally	2
Program home campus	
UAS - Juneau Campus	51
UAA - Anchorage Campus	23
UAS - Sitka Campus	9
UAA - Fairbanks Campus	9
UAS - Ketchikan Campus	4
Other	4

Three 75-minute discussion groups were conducted by a McDowell Group facilitator: one with freshmen, one with graduate students, and one with students taking most of their classes online. Students were recruited from a database of current students that fit the parameters of each group.

Discussion group participants were asked about their participation in online courses, in-person courses, and campus life. Opinions and experience with social support services, academic advising, faculty, staff, and scheduling were also asked as appropriate for each group. All participants were asked if they are considering transferring or withdrawing from UAS, as well as for suggestions for UAS to keep students enrolled. Major themes that emerged from the three groups follow, followed by a detailed description of each discussion.

- There is need for standardization in how online courses are presented. Students are presented with different course websites for each teacher and course. More instructions would be helpful, such as where to submit assignments and how to engage in class discussions.
- While students see value in both online and in-person courses, many cite a need to accommodate different learning styles through a mix of online and in-person courses, perhaps providing Juneau-based students with an in-person option.
- Student services on-campus in the evenings are seen as inadequate: access to food and study resources (such as extended library hours and a computer facility) are needed. Expanded social options are also desired during these times.

Freshmen Discussion

The freshmen discussion consisted of 12 individuals all present in an on-campus discussion. Students were all full-time students, nine from in-state and three from out-of-state. Two lived off-campus, and the rest lived on-campus. Intended majors (for those who knew) included biology, pre-nursing, education, business, and accounting.

ONLINE COURSES

- Some professors are often hard to communicate with, at times only supplying an e-mail they do not readily respond to.
- Communication about expectations vary by professor. Office hours, a good e-mail or, better yet, a phone number, are helpful for students.
- Technology issues still need to be resolved.
- Some courses are hard to take online, and an in-person option would be appreciated (education, business) to accommodate different learning styles.

CAMPUS LIFE

The issues:

- The freshman dorm feels very disconnected from upper housing. Freshmen do not know any upperclassmen or feel they can get to know them.

- Social places to hang out on campus, even in the freshman dorm, are lacking.
- Social isolation is compounded by the fact that UAS is a small campus, and lots of commuters do not stay on campus.
- Many campus-sponsored events (except for the comedians) are not attractive to students or are provided at inconvenient places/times. For example, one student stated,

> *I definitely don't want to walk up to upper campus in dark by myself. It's a long walk especially during the cold icy winter, there's no cross walk.*

- Transition on campus is frequent, with may upperclassmen moving away and transferring.

Suggestions:
- The Pavilion is a "cool place," if events there incorporate all years, not just freshmen.
- On-campus students, especially those without a car, appreciate the opportunity to get into the community via campus-sponsored events with lower and upperclassmen.

SOCIAL SUPPORT

- When students need social support, including mental health support, they need it quickly. It can be difficult to schedule a time with a counselor, deal with paperwork, and reach the correct staff. Waiting times are often long, and the process to access help is slow for counselors, doctors, and nurses (including many cancellations).
- Paperwork issues with financial aid, medical forms, and other miscommunication between departments can cause stress. Many students believe these issues are part of a normal operating university though how well the university manages them is more important than it happening.

ACADEMIC ADVISORS

- Several participants had no problem with their academic advisor.
- Some participants resent mandatory appointments with advisors as they feel advisors do not have a clear understanding of what the student's options are. Some advisors are better than others though they seem to have very different approaches, and advice may differ on weight of course load and other factors.
- Delays in scheduling with advisors have caused issues for students with accounts and class scheduling.
- There is a general sense that advisors seem overwhelmed and cannot make the time needed to focus on students. One suggestion was that professors could do more general advising.
- Some participants desire more check-ins from their advisors, others less, depends on the student. Some were concerned their advisor cancelled appointments regularly.

FACULTY

- In general, participants are pleased with their interactions with faculty, citing consistent office hours and communication (which is somewhat dependent on the professor).

> *Faculty want to help and want to be there.*

CAFETERIA

Freshmen, especially those living on campus, have a lot of concerns about the cafeteria.

- Cafeteria hours do not fit with the lives of on-campus students: it closes early and is not open on weekends.
- Cafeteria prices are expensive (restaurant prices), and the food card does not cover the cost of meals for the school year for many students. For others, it is too much so would be helpful to have options for meal plans to cater to different needs.
- Food preferences, such as vegan, are not well catered to.
- Food quality and quantity is inconsistent, as is the service.

COURSES

- A few participants related that they were unaware that all their major would consist of online courses. These individuals were considering transferring schools or changing majors.
- Schedule conflicts between classes are frequent as classes are offered only during certain semesters. Also, classes fill up quickly. Several students stated they may need to remain at the university for an extra semester or two to meet their degree requirements because of such conflicts.

TRANSFERRING/WITHDRAWING

Several participants were considering transferring or withdrawing from UAS. Reasons include:

- Getting basic credits for first year at UAS and then transferring.
- Cannot get in-person courses at UAS.
- Want to take a break and figure out direction before spending more money on college.
- Hard social life at UAS.
- Spring was a "terrible" time to start at UAS because no entry level classes or scholarships are offered.

SUGGESTIONS FOR UAS

- Please fix math programs.
- Provide healthier food as it is hard to live a healthy life style because of the cafeteria.
- Keep students informed, especially through knowledgeable counselors/advisors.
- Make it easier to socialize, perhaps a building (not the recreation center).
- Increase course availability and update course catalog online.

Graduate Student Discussion

The graduate student discussion group included five graduate students. Other graduate students were also included in the distance student discussion group. For the graduate student discussion, three participants were present in-person and two via teleconference. Four were education students, and one was in the MPA program.

ONLINE COURSES

- Most students do not mind or appreciate online options, especially for convenience and flexibility. However, they find great value in face-to-face learning opportunities in their program.

- Success of online courses is instructor-dependent. Some online classes are designed well for student success, others poorly. Successful courses include courses structured for engagement between the instructor and students and between peers and peer presentations to class. Lecture-style courses are difficult online especially without effective use of visual resources.
- Some courses include an overwhelming amount of work to the point some students do not feel they are learning and only have the opportunity to care about completion, not the quality of their product.
- Inconsistency in how online courses are delivered adds to stress levels. Clear rules and consistent procedures throughout classes are helpful.
- Participants who live in Juneau feel fortunate and feel professors have been inclusive and include assignments for interacting in the community and with classmates.

ACADEMIC ADVISORS

- Overall, participants report great experiences with proactive, supportive academic and faculty advisors. *My advisor would bend over backwards for me. I've had great experiences with getting career, life advice, program advice. My professors are also good about being available and responding quickly. I feel supported at UAS.*
- Distance students can feel disconnected from instructors unless the instructor makes a point to interact and reach out to students.
- Several MAT students feel student camaraderie also provides support.
- One student returning to school after years away felt UAS was very helpful in accommodating courses taken a long time ago.

TRANSFERRING/WITHDRAWING

Several students did consider withdrawing or transferring at points in their UAS experience.

- One participant was not happy with the experience all around, though is so close to finishing she is going to stick it out at UAS.
- One participant did withdraw from UAS at first because of struggles with online courses, especially staying focused. Transferring to a different degree program helped make a fresh start upon return to UAS.
- Several participants noted they did have a choice in online degree programs and chose UAS, as the education program is respected.
- One student noted the UAS education program's cultural-responsiveness as a draw.

SUGGESTIONS FOR UAS

For most participants, their overall experience at UAS has been very positive, though they did offer some suggestions for improvement.

- Several graduate students noted that compensation for graduate activities/contributions, especially student teaching, would be appreciated as currently now only people who can afford to get loans and not work for a year can become a teacher – so teaching is a "state of privilege." Participants suggest investigating graduate student teaching compensation models.

- Students note a need for extended hours at UAS, including the library and a facility for conducting school work, such as a computer lab with a printer and scanner. Also, students need access to food in the evenings.

Distance Student Discussion

The distance student discussion group included nine students from around the state. They included a mix of graduate and undergraduate students. One student was taking classes online and not seeking a degree. Students seeking degrees were in education, MPA, and business tracks.

DISTANCE EXPERIENCE

Most students appreciate the ability to take courses online through UAS.

In my program, they look at me as an individual and make my schedule work for me. If it wasn't for this program, I don't think I could be in school.

- An advocate for distance students would be helpful to work with when students encounter problems helpful.
- More reviews or information for students about professors could assist students in identifying instructors whose teaching styles work best for them.
- Grading based on attendance does not work for most distance students who have other obligations and need flexibility.
- Experiences in online classrooms varies and depends on the instructor and their ability to use online software to full capability. Distance courses are best with a lot of professor interaction, including active feedback/advice/critiques.
- Students struggle with teleconference conversations, preferring programs that allow more streamlined methods of participation.
- Professors need training in using online software and using it consistently.
- Group projects and collaboration need to be managed differently online to make sure students are available.

TECHNOLOGY

- Blackboard web meeting systems need to be better understood by instructors and streamlined.
- If instructors use technology that is not part of regular UAS software, training is necessary in advance of the course. As an example, an assumption that everyone is familiar with uploading documents to Google is incorrect.

UAS Experience

Most participants report positive experiences overall with their UAS experience, accounting for issues discussed about in the Distance Experience section.

- Quality of professors is appreciated.
- The flexible schedule online courses provided is important so students can work at their own pace.

- Attendance as part of grade in scheduled online classes is very hard because many distance students are balancing busy schedules.

INSTRUCTOR AVAILABILITY/COMMUNICATION

Most participants report positive experiences with reaching professors.

- Some had issues connecting with instructors directly through Blackboard so used e-mail outside of the system or called.
- Some participants desire more written feedback on their work as they currently receive grades with limited comments. This makes it hard to follow the grading process or understand grading criteria.
- Tests and quizzes can be difficult to find online to re-open and review questions missed.

ACADEMIC ADVISORS

- Instructors within the students' programs as advisors helps with understanding student options and allows for more efficient communication.

ADMINISTRATION

- Distance students need a contact to provide feedback (both positive and negative) on professors and with problem solving and conflict resolution. It is important students are comfortable working with this contact without fear for grades.
- Need more support from registrar for timely communication and customer service.

Transferring/Withdrawal

- Most students report positive experiences at UAS, with only personal reasons for transferring or withdrawing.

Current Students

Other Important Reasons Students Chose to Attend UAS

A UAS rep. came to the Homer High School and spoke about it very highly, I met with him after, and he let me apply for free. This was the only college I wanted to attend because I could get this degree done online

Advisor recommendation

Career advancement

Career advancement. Strengthen skills and awareness about management, human resources and policy.

Close to family, small community, friendliness of community, feeling safe.

Convenience

Courses fit in with my current teaching schedule

Desiring to improve my artistic skills and abilities.

Easy transition to UAA for engineering program.

Excellent reputation of the MPA program in the state. Quick response from Katy Jordan concerning my inquiries about the program.

Following my dreams of being the best

Housing was a large selling point for me.

I am able to achieve a university degree with UAS instead of a community college one or certificate. And that will make a difference in my future career!

I am taking construction classes because I would like to build a house. The quality of the instruction and the convenient scheduling (evening and weekend classes) keeps me coming back for more.

I chose to come on accident, I stayed because of the awesome connections I made with faculty and staff. They made me feel at home.

I didn't know anyone attending UAS and I wanted to be be free from expectations of people who previously knew me in order to grow into the person I really wanted to be.

I wanted to better my education for my daughter

It is the only option.

It was a diverse campus, ak native languages, lgbqt friendly, on campus jobs for students, close to home but far enough away to grow.

It wasa chance to completemy collegedegree somewhere far away from what I knew.

It wasn't a party school.

I've been coming to this campus for 20 years taking classes. Literally

Keeping my education in Alaska was important as well since I live in the State and wanted to be sure to give back not just after graduation.

My only choice

Nearby. Scholarship. My daughter likes the people at UAF. She also likes her job & classes. She is an RA, a job she likes very much. She is an AK Scholar

New experiences.

Nursing program approved for VA dependents was a consideration.

Offered a full degree program online, not just courses

Professional with high standards for classwork

Sick father, Love Juneau

Significant other

Strengthen ties in the region.

Transcripts from UF were easily transferred through the UA system.

The degree program options keep getting better and better and I also love the fact that I can have many classes with the same professors in a tight knit environment

The location in Juneau, proximity to many federal agencies and the job opportunities associated. Also the community of the Juneau area, outdoor activities.

The online MPA from UAS fit well with my most recent jobs.

They had the master's program I was looking for, and I did not have to take the GED to be admitted.

Ties to the community

To develop skills I want for my personal life (I am a non-degree seeking student taking a woodworking class because that was a skill I wanted to develop).

To distance myself from family so that school could be my main goal.

To Further my Education, after High School.

To help benefit what college may be before I actually head off to college.

UAS is the only place in the world where you can study Lingít yoo X̱'atángi (Tlingit language)

Very VA friendly, this is the main reason I attend UAS. The staff in place are there to help and are remarkably competent in their jobs!

Was recruited by a professor to take one of his classes. I decided to stay and pursue a degree, after taking said class.

Yes, I am a previous graduate.

In Which Areas Do You Feel Unprepared? (Others)

12 years between schooling is rough!

All the financial book keeping students are supposed to do... Dealing with financial aid hard

Communicating with university regarding expectations and options

Coping with stress

I didn't know anyone. I'm very shy so it makes it hard for me to approach people, let alone ask help.

I had no idea what college would be like, therefor I had no idea how to prepare.

Mental Health Selfcare

The Blackboard use experience was awful.

What to expect and how to navigate college life

What Do You Like the Most About UAS? (Others)

Ability to do research experience if you want to and seek it

Convenience

Eaglecrest

Egan Library

Exchange opportunities

I like working at UAS

Ipad class

Lack of resources

Learning

Nontraditional student support

online applications and resources used by UAS

Student employment opportunities

Students

Support from VA Certifying Offical to veteran students

The personnel dept is horrible. When you apply for a job, they never let you know if you got it or not

This school is chill

Tlingit Language

Whalesong

What Do You Like the Least About UAS? (Others)

"Beautifying" the campus with pavement.
A sense that it's being dismantled
Being far away!
cafeteria hours
can't sign up online and choose to audit a class.
Communication
credit transfers between UA campuses
dining hall
Eric Scott. Why is the campus life directors office not on Main Campus in just asking questions here
Everything is outdated in the labs.
FINANCIAL AID
IT
Lack of honor program for business students
Lack of support for capstones
Lack of support from IT for MPA program...really IT leadership at UAS is just a joke.
Meal program
More selection at lakeside grill
Not a lot of support for iPad Pro users
not reputable/recognized enough nationally
Not using existing resources
Organizational chaos and lack of cohesiveness with the other UA campuses
Personnel is horrible. When you apply for a job, they never let you know if you got it or not. Local politics
Prerequisites are sometimes overkill
Price of textbooks
The bathrooms....also the quality of maintaining the schools cleanliness has gone down recently
The food it not worth the cost. The good is not very good and the cost is very high!!!
The Lakeside Grill
The organization is very politically charged. Political agendas get in the way of academics.
The syllabus is not posted early enough.
The way the University spends our money and takes away valuable classroom resources
UA Online Surveys
UAS does not accept transfer GPA even from UAA. I lost my 1500 a semester scholarship due to this.

Which Other Schools Did You Apply to? (Others)

Boise State University
Bryan College
Cal Poly
Central Oregon Community College
Central Washington University
Central Washington University
Colorado
Colorado schools
Colorado State, University of Illinois
Cornish Institute of Art, Evergreen
CSU Humbolt, CSU Monterey Bay
Eastern University, Messiah College, Lock Haven University, Bloomsburg University, Juniata College
Eastern Washington University

Few other community colleges
Florida Institute of Technology, Virginia Tech, Old Dominion University, etc.
Fresno State
Gonzaga university
Humboldt
Humboldt State University
I applied to a bunch of different schools
marlboro
New Mexico State University
NWCC
ONLINE OFFERING SCHOOLS.
Oregon Health and Sciences University
Rio Salado
the Ohio State University; Bowling Green State University, Abilene Christian University
University of Cincinnati, Ohio State University, Ohio University
University of Clearlake, Houston, TX
University of Colorado
University of Minnesota
University of Minnesota (currently on exchange)
University of Montana
University of New England, University of Maine
University of Pheonix online, SJC! and California East LA
University of Puget Sound
University of Puget Sound, Pacific University, Whitman College, Lewis and Clark
Utah Valley University
Variety of Cal State Universities
Virginia tidewater community college
Western Colorado university
Western Oregon University, Whatcom College
Youngstown State University

Why Do You Plan to Transfer from UAS? (Others)

Associate in Nursing degree program is difficult to get into at UAS
I want a better school
I'm a senior and I want to find a college for me.
internships
Just going to UAF
Live in Utah - networking for grad/law school
Nursing program requiring hands on courses
on exchange
relevant job opportunity
Relocating for Plumbing apprentice opportunity in Washington
Skiing
To Play Soccer
UAF so in UA system
Want somewhere warmer

Where Do You Plan to Transfer?

Central Washington University
College of Southern Idaho

Colorado state university
Csu channel islands
East coast
Everglades university's online
Florida International University
Job offering for plumbing apprentice in washington
Leader Boat apprentice
not sure yet
NWIC Bellingham
Oregon Health and Science University
Phoenix College
University of Massachusetts Boston
University of Minnesota
University of Nevada Las Vegas
University of Wisconsin Eau Claire
Utah Valley University
Western Governors University
Wku

Why Do You Think You Might Withdraw from UAS? (Others)

Already have degree
Personal/family issues

What Can UAS Do to Encourage More Students to Complete Their Degrees at UAS?

Be a mentor not just a teacher, show concern to your students especially to those who are single parents trying to further their education to have a better career and future. don't just drop or fail your student just because they missed a HW or project, make it a life and academic learning experience.
 more in-person classes available
1.Have wider variety of programs. 2. Make online classes more efficient with professors more involved in teaching the course. One problem is when a professor relies too much on such websites as, for example, MySTATSlab or MyFinanceLab. This kind of websites are helpful for students but they also do all the work for professors: have videos with problems explanation, grade homework, grade exams and so on. When a professor relies too much on such resource, it makes them less involved in teaching the course and less responsive to students' needs. Another problem with online courses is when a professor just gives students a text book to read, assigns homework and don't have any online lectures, which means no material explanation and no communication with students at all. If these two issues are fixed, online program will be much more efficient. 3. Hire more professors for School of Management, so there will be wider choice of professors with different teaching styles.
accept more CLEP (and similar) exams, offer more (easier to understand) credit for work experience (exams?), better (more) inter-campus credit transfers, increase training for academic advisors and increase course variety
Affiliate with UAA and UAF so all online distance learning classes offered through the UA system can be used as residency credit. This will allow UAS students to take coursework not offered at UAS without having to leave UAS for better course offerings.
Any degree is a tool in life
Be less pervasive and recognize that many students here don't fit the "one size fits all" styles of counseling. Vastly improve interdepartmental communication -- especially with student information.
Be more in it for the students than for the money. Also, provide better internet, not one that constantly has connection issues
Be more supportive of the students. Instead of focusing so much on high school seniors or incoming freshman-- many of whom will not finish their degrees--give financial assistance to returning students who are serious about their goals. Be more flexible with course substitutions.

Be there for their students and actually respond to them when they come asking questions. The financial aid department is so disorganized and unhelpful. I hate that they consistently mess up my finances each semester and I have to hassle them to process my things.

better cafeteria hours and food

Change [name withheld] curriculum

Completing a degree Is self motivation. UAS can continue to be a fun place

Consider emulating a summer institute program like UAF's RAHI so there are less barriers for higher success rates or opportunities for high school age students to take pre-college level courses as a way to set smaller village student success rates for academic success when they graduate from high school. Also to consider enhancing trade skills opportunity (journeymen, welding, etc.)

Consider offering incentives for students to graduate

Continue to extend grace to students and let them know that is your policy.

Continue to offer great study abroad and exchange programs.

Could talk more about opportunities within degree fields, possibly providing exploratory workshops.

Do what are doing now

Emphasizing the low cost

Emphasize the money being saved over transferring to another school.

Encourage more mentorship. I am a general biology student at UAS and have an interest in learning more about fungi which play very important roles in the life sciences, yet I couldn't find a single professor that knew anything about them. I was shocked because we have so many fungi here in Southeast. I have had a difficult time finding someone to guide me to grad school programs or being a mentor for me. Maybe other students have the similar issues with their field of study.

Encourage the small classes and affordability.

Expansion.

Express the importance of the degree. More and more students are realizing that degrees are a waste of time because they don't aid you in the real world.

Find ways to decrease your budget without increasing the cost of attendance. If I wasn't as close to my degree as I am, I would highly consider weighing the cost vs the benefit. Use the ANSWERS program to it's full potential to find out what is working and what isn't and get rid of what is costing more than it is producing.

Focus on a higher quality of educators. I was very disappointed at the quality of professors with UAS online courses.

Give a discount for Junior and Senior status.

Give better ideas in High School of the importance that college is.

Give them a reasonable way to finish their degree In 4 years

Have a support group have older or alumni encourage or give advice on the issues they dealt with and hopefully inspire the young group to keep going after their goals...most the newbies are just learning how to be adults and how to be responsible

Have more diverse classes available-not just ones that are exclusive to Alaska

Hire more faculty so that students who don't like one professor in their program don't have to take five courses with them.

Hire more local people who have experience working with Native people or who are or belong to Native families.

I honestly think that it's up to the student, whether he or she is willing to successfully graduate on time. I've had my fair share of problems that made me drop out of University temporarily. But because the people inside (academic advisors) are willing to help you get through your problems and would offer any kind of help, I personally think the school shouldn't bother. I think encouragement from their peers would be better. If people had support groups or friends they could rely on then us students might feel encouraged to graduate on time.

I like that there has been variance to the courses offered in different disciplines. I would like to see some more options for summer courses. Sometimes life's situations keep people from doing 5 classes a semester so a summer course can be a great resource to catch back up.

I really feel they already do everything they can to help the students here, its the students who need to take the offers of the instructors help they can assist in

I think it's all about availability and convenience for the students.

I think students are gonna do what they're gonna do. I don't think it's anyone's fault at UAS for students not completing their degrees.

I think UAS goes out of their way to make the college experience great. I can't think of any changes needed

I would enjoy a nice UAS whale tail logo hoodie.

If you offered more degrees, stopped cutting things to focus on marine biology. As someone not interested in marine biology, I do not feel like I fit in at UAS.

Improve campus culture by changing to focus on current students needs, and wants.

Improve customer service, from both faculty and staff.

In the Business Administration program there are very few opportunities to take classes in person after a certain point. This leaves some students wondering why they would pay for something they can get for free online.

Interface more with UAF and UAS Juneau. Offer more classes and more degree options online.

It's unrealistic to expect UAS to include more degree options and emphasis areas for students. Many who leave have a specific occupation in mind that UAS can't help them get.

Keep accessibility to UAS open, welcoming to anyone, and keep building diversity and campus community bonds.

Keep costs competitive, reduce chaos in the registration/application process.

Keep doing what you are doing. Affordable classes, options of classes and when the can take them. Life is expensive, hard and busy. People will do what they can, when they can.

Keep offering a choice of courses online as well as traditional

Keep the School of Management and get AACSB accreditation for the accounting program

Less online classes. Meeting once a month to see if they need help

Let people know that while getting into the workforce is great. Education is an investment with an promise of a return, especially in SE AK.

Lower Tuition expenses for good grades

Make classes and schedules available for working adults with families. It would be great to have real life work experience transfer into university credits. Often the classes I take are designed for young students fresh out of high school with no experience. This makes me feel like I am wasting my money paying for classes that I am already very knowledgeable in but the class is a requirement for the degree.

Make degrees available at all campuses

make sure students are aware that they actually can complete their degrees here at UAS.

More campus clubs, social emphasis in housing, and activities to meet other students like you.

More flexible for those who have to work and have families

More hands on learning

More housing, more rigorous courses. More availability for research. Build up marine research.

more incentive for local students to attend UAS by providing a more tuition assistance.

More online programs and better support from the institution to support the faculty and staff that deliver them.

More outreach to at risk students. Students taking classes for the first time.

more recruiting to rural Alaska

More responsive Instructors

More staffing

More surveys

Motivational emails with success stories. Surveys like this to find out about students

My program (MPA) does an excellent job encouraging students to persist. I don't know what else they could do - they are encouraging, supportive, offer coursers that we need, communicate consistently. I have been very pleased with the program. And I am in my last semester!!

not sure it always comes down to having the money to go to school

Nothing. The student has to have the desire and willingness to complete their degree programs.

Offer intensive short terms over breaks in scholl calendar... As in january term, may term, etc

Offer more advanced classes at the campus

Offer more classes and focus on in-person rather than online classes

Offer more classes, mostly science lectures (labs would still need to be taken in person), with an online lecture option. Offer more classes outside of regular day hours (more evening & weekend classes). Tap into the working population in Southeast Alaska that are required to get degrees to maintain, or advance, employment.

Offer more degree programs (especially science degrees), and increase the number of instructors in the social sciences and English programs.

Offer more extra curricular activities and Native groups to make students outside of Southeast feel more at home.

Offer more financial aid/grants and graduation perks for graduating from UAS!

offer more online tutoring help,

Offer more programs and more classes.

Offer more relevant classes. Consider listening and implementing advice from students.

Offer more science classes at a higher course level. That are lecture not online

Offer more student research positions and support faculty (with funding) to hire and mange students doing research with/for them.

Open the Testing Center on Saturdays and provide more tutors in all subjects

Personally I am discouraged daily because of my instructors. The negative emails I receive from my professors are discouraging. The language used towards their students is unprofessional. I have waited, literally, half a semester for grades and feedback with no reply from instructors. I think encouraging students falls back on the instructors.

professors communicate more with students---encourage learning--some instructors stand out & strive to make a good learning experience--some don't. I fill out the questionnaire at the end of each class and have not idea if any of my suggestions have fallen on deaf ears, or have been considered.

Provide education to high school students BEFORE college on what the experience will really be like, what will be expected of them, what to expect, and how to know if you truly are fit for college. Some people just don't belong in higher education, but with the help of current students and alumnis I believe these students could be helped to succeed.

Provide information about degree and certificate programs to employers regionally. UAS ambassadors and recruiters need to take It up a few notches. The ones I have Interacted with are a little too casual, need to really punt themselves out there as the best in order to compete with UAA and UAF.

Providing responsive and responsible faculty in regards to answering questions and providing information on materials In timely manner.

Recruit from more competitive states like California where students have to battle with demographics to get an education.

Remind students why UAS was their top choice. Spend our money WISELY on resources FOR STUDENTS. Raising our tuition every year while cutting programs and resources is extremely demoralizing and unsettling. I admire professors who go above and beyond to make up for the lack of support we have received from those who choose how our money is spent. Remember the purpose of this university and the students that chose to come here.

Require at least one online class so students get a feel for it.

Some sort of filtering at admissions to help people be certain. Build community.

Streamline the classes by having the possibility of more scheduled class hours per week. If students could spend more time at school it would improve the learning experience for those dedicated to pursuing degrees. Today, in my opinion, there are far too many distractions as well as opportunities to justify visiting for class merely twice a week

Take down those stupid finish in four ad's. They are both discouraging and depressing when students have real lives and so many of your students are older non traditional students. It also perpetuates the idea/pressure that you have to finish in four or you might as well drop out.

Testing center hours and libraries hours could be longer on weekends

That is a difficult question. I feel UAS faculty and staff do a great job of supporting students.

The application process for getting an Associate in Nursing is painful. There has GOT to be a better way!!! I'm not even sure I'm IN the nursing program even though I've started by taking the CNA 9 credit course. Six hours on hold with UAA as a UAS student was demoralizing. If I didn't want a nursing degree so bad, I would have thrown in the towel and not bothered going back to college at all (I currently hold a bachelor degree through UAS).

The campus is an echo box, and anyone with different opinions are verbally abused. This needs to change.

The opportunities on campus seem to be limited however I have only attended in the summer.

The students need the professors to actually care about the classes. The professors are treating teaching like it is a 9-5 job that they HAVE to do. It is a privilege to get to teach others. The professor doesn't care if the students pass, as a result of the students don't care either. This is being reflected in so many classes I have been in and failed or watched others fail.

There is a lot UAS could do. Stop hiring professors who create drama and favoritism over students when grading. Stop raising tuition in order to support construction costs. Start offering new classes within each concentration, and stop repeating upper division courses so often. Start offering more internships, work programs, field schools, ext. Create more opportunity for the students you do have.

They should apply more of transferred courses to the degree

This is a difficult question, as I think that students that are attending UAS that are enrolled in a program offered here, tend to complete their degrees here. Most of the students I know that have transferred did so because UAS did not offer the program they wished to pursue.

Try harder and really work

UAS could help students one-on-one. Teachers and advisors should communicate wIth students more often. Communication is key for students to success in school, with help of advisors and teachers.

Understand that most students suffer from mental illness

we need a bookstore.

Well the BLA program has ridiculous requirements with HUM 499 being a repeat of th HUM orientation. It pisses me off and feels like a waste of money.

When a student I s on probation for bad grades and then they have a great term but not off probation yet Don't send an awful email and make them feel horrible after a successful term

Word of Mouth. I tell all my UAA friends about online courses. I appreciate that UA is trying to make it possible to take classes for one program at the different campuses (UAS, UAA, UAF)

Would need to know the student population/demographic better, in order to offer a suggestion.

Yes. More students completing their degrees would improve the reputation, enhance financial stability and enlarge the choices of course.

You could either reduce cafeteria prices or improve the foods quality.

Younger students are more social. It's important to them. Older students like me know what we need to do and know we have to do it.

Former Students

What are the main reasons you withdrew from UAS? (Others)

Accepted Jesus as my personal savior and I cannot serve two masters
AMGA track
Chose to receive my CNA license instead
Classes canceled for lack of minimum number of students
commitment not strong enough; prefer exploring other interests
Continuing education
Did not withdraw. Taking required classes online wherever they are offered
Didn't have the degree I was looking for
Didn't know what I wanted for my future
Didn't like the job I was studying to get with the degree.
Done with online classes and entered the nursing program
Finished prerequisites
Girlfriend died, and it changed my schedule
Had available classes in person
Had personal and family emergencies back to back. I wish I could go back but I owe money. I
High school classes
I am a senior in HS and will graduate this May
I took an online class though UAS my senior year in high school.
I took only an online class that wasn't offered at any of the other UA campuses
I was a part of NSE
Job promotion.
Just taking one semester off
Legislative/CIP season
Memory overload
One class left to complete degree, took one semester off
Over-inflated degree requirements
Personal issues

Poor administrative process
Same classes in environment repackaged with different names
starting nursing program at UAA
Taking only classes of interest
terrible customer service
Time to degree too long taking one class/semester with full time + job.
Time zone difference
took a full-time job
Travel
Waiting to get into nursing
Went back to high school

What are the main reasons you transferred from UAS? (Others) Q7

All my credits to graduate was at another school
Attended for the State Legislature Internship
Completed Online Degree
Family Moved
Finish degree at UAA
I had to move closer to parents. I loved UAS and faculty
I moved out of state to get married
I started at a different school I just took the class at UAS to transfer
I took an online course through there so I didn't necessarily withdrawal I just didn't take any more
I took dual enrollment classes while in high school, so I went to college elsewhere upon graduation
I took my classes online, I live in anchorage
I took prerequisites at UAS and then left UAS to go to grad school.
I was just taking a class based out of Sitka via blackboard
I'm attending UAF
I'm still in high school and couldn't fit another UAS class into my schedule
live in anchorage
Live in anchorage
Military move
Military PCS
Moved
Moved out of Alaska
Moved to Virginia.
My degree was through UAA, I took one class at UAS
My wife got a job in Fairbanks
Online classes in my field
Online courses required a proctor which is extremely inconvenient since I live far away
Only did online classes
Started pharmacy school
the course that I took (microbiology) was distance. I live in Fairbanks.
Took my course Distance Ed
took online class through UAS only
UAA just put me at UAS

What school did you transfer to? (Others) Q10

Abroad
Academy of Art
American Public University

Arizona State University
Arizona state university
AT Still University
AVTEC
Barton
Buffalo State College
California Polytechnic State University SLO
Capella
Central Washington University
Charter College
Charter College AAS Nursing program
Colorado State University
Delaware Technical Community College
Dixie Sate University
East Carolina university
Eastern Washington University
Evergreen State College
Excelsior
Excelsior
Fort Lewis College
Georgia Highlands
Green River College
Haskell Indian Nation University
Herzing university
I am a UAF student, I was going to take fisg culture classes
Ivy tech sellersburg Indiana
Liberty University
National College of Natural Medicine
NEU
Northcentral university
Oregon tech
pen foster
Penn Foster
Pennfoster
Portland State University
Santa Ana College
School of Visual Arts
Simmons
South Dakota state
Southen
Southern New Hampshire University
Southern New Hampshire University
St. Martins univ grad school in person
Still going to MEHS
Stony brook
SUNY
UAA-kachemak bay campus
UCF
University of Central Oklahoma
University of Florida
University of Michigan

University of Northern Colorado
University of Utah
University of Vermont
University of Wisconsin River Falls
University of Wyoming
University of Great Falls
Universidad de nuevo mexico
UW Eau Claire
W-Eau Claire
Western governor university

What attracted you to that school in particular? (Transferred to other school; others)

It was online and the professor was good
Better financial aid assistance
Christian Psychology
Courses offered in classroom
Credits transfer in a direct manner: courses are named as they transfer to degree program.
Exchange student. Unm was home school.
I finished the math curriculum here at MEHS
I was returning after a 1 semester course at UAS
I'm in the UAA Juneau Nursing Cohort.
It had an accredited BS in Biology online.
It was were I was enrolled.
NSE Home school
Small school, civil engineering, and initially baseball
sports to watch
They offered a class I wanted to take
Variety of professors
Was enrolled at UAF at the time I took courses at UAS
Went back to my home university

What steps can UAS take to encourage students to complete their degrees at UAS?

Partner with companies/orgs for scholarship donations for prospective students.
Less investment in buildings, more in technology. Flexibility, creative and intriguing options for meeting credit requirements.
Administrative staff/faculty interpersonal and department relations ought be more productive. And, Retroactively fire [name withheld].
Allow retakes on classes missed.
At UAS I took pre-reqs for grad school
Be more flexible with credit transfer issues.
Completion grants
Continue to take classes on course.
Convince Governor to pay for tuition for State of AK employees.
Do not hire/retain professors that are wholly inadequate, change the teaching setting from feeling like a high school rather than an institution of higher education, quit dropping degree programs midway through students' degrees, and replace the current Board of Regents (Last one kinda a joke, although I mention it from a bureaucratic standpoint, but the rest I mean with sincerity).
Don't nickel and dime us with fees. Don't arbitrarily change catalog assignments.

Don't stop offering art courses

Emphasize the importance of having a college degree, especially in today's job market. College grads have more opportunities and options that people without a college don't have.

Evening option

Evening option

Expand campus

Expand certificate programs to meet the needs of more students. Some students want a specific certificate they can earn in a couple semesters of full-time classes; then they can start their careers right away.

flexibility

focus on degree programs that students want

Focus on the quality of UAS faculty and staff. Reputation goes a long way.

For me, greater rigor and higher expectations

funding for great programs like art and ODS

Get real PhDs teaching, get a real certification for the business school - after attending a real university in Washington, UAS came up way short. It was obvious the instructor hadn't updated her lectures In easily three years. Really not impressed

go to class

Hard to compete with big schools. If degree completion Is your goal, specialize in a few and do them really well

Have a goal after to school to push your academic studies. Talk to people in your field on and off campus.

Have better technology, more degrees, etc

Have classes that will help outside the classroom.

Have early morning classes. also have the classes offered at different times. Sign language was always offered on Monday nights and I am not able to free up my schedule, but was VERY interested in the class. thanks for asking

Help students more with disabilities.

Higher academics standards

I believe that UAS has become too small, too incestuous. Unlike larger campuses it is very easy to maintain the very same cliques many incoming freshman grew comfortable with in high school. The more degree programs you hack, the smaller the student body and the less diverse. Stop allowing classes, programs, and professors to be cut. Stop promoting the professors and staff members that think with the hive mind, while eliminating those that want to see change. Encourage the students by providing them with more class options in a better rotation. And lastly, provide more realistic tuition options.

I chose to complete my degree at UAF because they have a better academic reputation. I attended UAS for one year because I thought the location and courses were well suited to my degree. I think that combining the three UA schools into one school would have encouraged me to complete my degree in Juneau. The location is far superior to UAF.

I did not enjoy having to be in class at a certain time and i was a distance learner.

I enrolled in a class at UAS to test out the MPA program before deciding whether to apply to UAA or UAS. For job-related reasons that were beyond my control, I had to withdraw after the date when I would have received a refund. I petitioned for a refund and filed an appeal but never did get my money back. It made me feel as though the university didn't care that its graduate students work full-time,, have families, and that life doesn't always happen in ways that fit neatly into school semesters. That was the primary turn-off from UAS. That said, I am taking a class through UAS this summer that UAA will accept for my degree program.

I likely would have stayed with the MAT program if there was an option for secondary specialist degrees (English/History/etc), but the distance program is only available for K-8 and that age group just wasn't the right fit for me. I settled for that when I really wanted to teach high school.

I live in Kenai and I was just taking online classes from UAS.

I only attended 1 online course, I am sorry that I cannot be of more help.

I think most students that I know, knew what they wanted and were getting it.

I think offering a wider range of classes, the faculty and people on campus are amazing, I just think the course selection could be better. I also thing setting up mentoring specifically for students in the sciences would be very beneficial. Making opportunities helping and doing research with professors and for graduate students would be very beneficial to students in programs at UAS.

I thought the level of encouragement I received was excellent. unfortunately, the online nature of the program was just not for me and I have decided to pursue a program where I can receive in-person instruction. The online program is not suited to all students; I would have loved to stay at UAS if I could do face-to-face instruction.

I took only took online classes that fit well with my schedule. I was taking prerequisites for the nursing program.

I will be looking in the fall at classes again

I do plan to complete after settling into new position

Improve course offerings, improve online content, improve online courses, Change course dropping policy and procedure

Improve the quality of classes. None of the questions addresses the quality of the classes. Professors can be high quality but classes low or medium quality due to quality of students and other factors.   I was taking classes at UAS to get prerequisites out of the way for a program elsewhere. The questions on this survey didn't capture the experience of that type of student well.

It is my work schedule

Its difficult in my situation because I live in Anchorage and am attending the UAA nursing program now. I was able to use UAS for an online class that I needed as a pre-req that I couldn't take with my work schedule through UAA

I've only taken one distance course from UAS, thus can't really offer my opinion on the UAS structure as whole.

Know when the course Is available

Lower tuition and fees. Have more 2-year programs and post-graduate programs. Offer more variety of courses. Offer some courses that only meet once per week during session but span two semesters.

Make it easier to afford, classwrk more manageable, and apply real work experience to credits and degrees

Make it more attractive to go to UAS than UAA. Renovate the campus.

make programs more flexible.

make sure the student knows what is going to be available. With budget cuts its hard to know what to expect. Taking initiative against the larger UA board to focus on the students and not the administrative staff.

make the same programs available in Juneau available in Ketchikan

More events/campus planned activities. (Ex: group study nights with pizza)

Most employers don't need degrees, they need skills. UA's insistence on selling degrees is a rip off to students, filling your pocketbooks while students are left in debt. Even commissioner Heidi Drygus says, "what do employers REALLY need?" So if you want students to attend more, sell them something they really NEED. Not a degree. Sell them something employers really need.

Moving the college of education was a great first step It helps keep courses tight and cohesive

Not applicable. I have a terminal degree and was taking an art class.

not cut degree programs out when students are in the middle of their degree

Offer degree and training programs that make student employment ready

Offer Incentives - AK miles, gift certificates.

Offer more slots for nursing students. Offer yearly Instead of every 2 yrs

Offer more variety

offer Running Start-type program to HS students to complete 2 yrs college during HS.

pay some attention to student reviews of instructors; dump poor performing facilty & replace with better; dump all 'pearson' courseware.

Personal connections and outreach. I want to keep taking courses but I get busy and don't. If someone called me and reminded me of why I took classes in the place and encouraged me to register, I probably would. NOT in a sale-sy gross kind of way- in an encouraging, supportive- Go Higher Education cheerleader kind of way. (But don't actually call me…just call everyone else cause it's a good idea:)

Programs, especially the nursing program, needs to communicate to their students. All campuses need to be able to help students, not campus specific. I was a UAA student taking UAS classes, and no one in Juneau could direct me with class selection. "Call UAA", not acceptable.

Provide incentive to complete programs, and quit dropping them.

Provide more credit for past coursework, better transferability, and more credit for work experience. In each class I have taken, I was one of the most educated and experienced students. Taking 4-5 years for a MPA degree when I already have earned 18 credits at two other schools and have worked in higher-ed and non-profit management for 27 years seems unhelpful and has a cost (time)/benefit analysis that I have come to question. UA needs accelerated programs for working professionals that give credit for education and experience. I am one of tens of thousands of people in AK who have partial credits, but no degree (MA level in my case).

Recruitment on Facebook more presence on social media sites

Regarding myself, there isn't any steps UAS could have taken. UAS is not an engineering school and does not have infrastructure to support an engineering program.

Sharing future opportunities, Job placement.

Shift focus from four year degrees and offer more technical and occupational degrees. It's southeast Alaska, there a few things that many people do. Concentrate on that and offer them in all southeast locations.

Show them what they can do with degree and how likely it will be that they find work afterwards.

Stop cutting classes and programs!

Stop making us learn useless things by "decolonizing" the curriculum. I'm a science major, I really would rather not waste my time with that.

Take away open enrollment. Make ppl formally apply. Makes It feel more real

Test out of required course especially with 27 years of experience

The distance program feels just like that. The convenience of online is wonderful, but the isolation based on class participation and format was not my favorite. The teachers were all great, but the school format for online work left much to be desired.

The requirements for my K-8 endorsement were the same as a masters degree at another school. Too many credits.

The Tech Center and the personal advisor, should make sure the student has taken an entry level course before thrown them into an advanced class, and not know what is going on, It was mentioned to me by one of my friends in a Diesel class, who told me I should have been in the introduction to the class, he was and it was easy for him a struggle for me one of the reasons I did not return.

UAS could offer more classes and ensure quality education. The classes I took at UAS were just prerequisites for grad school, but I have to admit that I didn't learn much in any of them. Please ensure that instructors are emphasizing practical applications of their courses.

UAS isn't selling education, it's gouging for credits. Wildly over-inflated degree requirements full of non-needed credit hours for skills that will rarely if ever be used in real life daily work. UAS is woefully inadequate in terms of service to adult students, failing to provided opportunities for classes during school hours so that the children of adult students are in-school at the same time as their parents. I would spend a fortune in time and money to finalized my desired degree but it's wasted effort.

UAS needs to better assess and accommodate for the needs of parents with full-time employment. I would be interested in at-you-pace classes/courses being offered.

UAS should have more degree offerings, especially for fields like nursing and engineering where students can easily find jobs after college. Focus on becoming a technical school that is career orientated.

UAS should not require the writing portfolio to Include writing sample from previous classes especially for returning from students who don't have their old papers.

When it is an online course where students live in outlying areas of Alaska, it needs to be without the need of a proctor.

Withdraw from Ua system and place priority on academics instead of Athletics