2005-2009 College Core Themes and Outcomes

Background
In 1996, the College of Career and Vocational Education and the College of Community and Continuing Education within the University of Alaska Anchorage (UAA) merged into a single unit, now called the UAA Community & Technical College (CTC). In 1997, the CTC faculty, staff, administration, and students were invited into a strategic planning process for the new college. In 1998, division/department planning took place to align the unit level plans with college and MAU strategic plans. In 1999, the new college published its mission statement and strategic goals as part of the preparations for the 10-year UAA institutional reaccreditation cycle.

In the spring of 2004, the dean’s office led a review of the CTC mission, vision, values, strategic goals, and outcomes. This assessment process was called the “Reprise” of the strategic plan and was accomplished through a series of stakeholder meetings in which the college obtained input and feedback on its mission and outcomes from internal and external college constituencies. The Reprise reaffirmed the college’s work of 1997-1998 and concluded with no substantive changes in the college’s mission statement, vision, values, or strategic goals. In the fall of 2004, the college published and reaffirmed these as:

Community & Technical College Mission Statement
The Community & Technical College enhances, promotes and provides quality education and training that is responsive to the needs of lifelong learners in a changing world through leadership collaboration within the community.

Community & Technical College Vision
The Community & Technical College is an Alaskan leader in postsecondary career and technical education and service.

Community & Technical College Values and Goals
At the Community & Technical College we believe that education is the gateway to opportunities for a better life. The college aims to lead Alaskans and others to successful and satisfying careers through advanced technical education, training and services. CTC faculty, staff, and industry and community partners seek to provide Alaska, the nation and the world with a well-educated and technically competent workforce.
CTC Overarching Goals as Core Themes

In 2005, to assist the college with allocating resources and implementing its strategic plan, the dean’s office established three “overarching goals.” These overarching goals were to: (1) promote student success; (2) develop programs of distinction; and (3) build partners in progress. In order to focus on achieving the college goals, the dean’s executive team, in conjunction with the college leadership team (chairs and directors), established specific objectives with expected outcomes identified for each goal.

The primary indicators and assessment tools identified at that time for evaluating performance against the college’s objectives were the six existing university systemwide performance metrics1: (1) student credit hour production; (2) high demand job awards; (3) university generated revenue; (4) strategic enrollment management; (5) program outcomes assessment; (6) retention rates for first-time, full-time freshmen.

In 2009, UAA began a new cycle of institutional strategic planning and assessment as part of its commitment to serve as a pilot institution in the development of a new regional accreditation process. The new accreditation process focuses on continuous improvement toward mission fulfillment, with an emphasis on demonstrating improvement toward the accomplishment of the “core themes” of UAA’s mission. The core themes establish the conceptual framework for setting strategic goals and evaluating the institution’s progress toward achieving its mission. At the college level, CTC’s three overarching goals have served as core themes in that they framed our objectives and guided our assessment of outcomes. Now, to align with UAA’s terminology, the college has adopted core themes to refer to the overarching goals defined in 2005.

With the arrival of a new dean in the fall of 2009, and in the midst of UAA implementing the new institutional process for reaccreditation, the dean’s office collaborated with the college leadership team to undertake an evaluation of CTC outcomes relative to the 2005 core themes and objectives. The results of this college assessment will be used to both communicate and celebrate the college’s achievements over the 2005-2009 period, and to inform the college’s next cycle of strategic planning in the fall of 2010.

This report was completed in the spring semester of 2010 and is the result of the college-wide evaluation of the activities undertaken between 2005 and 2009 that were specifically linked to the objectives identified within each core theme. Through this reflective process, the college has identified many activities and initiatives that culminated in successful results, and several that did not meet our expectations. By understanding both types of outcomes, we will strengthen both strategic and operational planning, create new opportunities, and enhance our success in achieving our mission.

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1 [http://www.alaska.edu/swbir/performance/metrics/]
The report is structured around the core themes of the college as defined in 2005; the college has also identified the corresponding alignments with the 2009 UAA institutional core themes. The original 2005 objectives and outcomes are then listed for each core theme, along with the outcomes and indicators that were identified for assessing success in the original 2005 plan. The results of the assessment, based on cited data or other types of evidence from the 2005-2009 time period are summarized along with analysis and recommendations from the leadership team and/or the units involved.

2005-2009 College Core Themes and Outcomes

2005 CTC Core Theme 1: Promote Student Success

Description: Promoting student success represents a high priority for UAA and for CTC. The college definition of student success is as follows:

- Successful completion of a certificate and/or degree that leads to employment.
- Successful completion of a single course or cluster of courses that provide core employability skills.
- Successful completion of one or more CEU, contract training, or non-credit courses geared toward professional development and/or advancement.

2009 UAA Core Theme Alignment: This CTC core theme supports UAA core themes (1) Teaching and Learning and (3) Student Success.

Student Success Objectives, Intended Outcomes, Indicators of Achievement, and Assessment Results:

Objective 1 – Identify and implement effective student retention strategies.

Outcome 1: Established CTC student retention focus group and developed Student Retention Toolbox.

Outcome 2: Updated the CTC website with enhanced student advising materials.


Assessment Results: In AY06, CTC’s first-time, full-time retention rate was 62.4%. Three years later, in AY09, the college freshman retention rate increased to 71.3%, representing an overall increase of 8.9%.

2 The UA retention metric cited in this report refers to the first-time, full-time freshmen student retention; see: http://www.alaska.edu/swbir/performance/metrics/FirstTimeFullTimeUndergraduateRetention.pdf
**Recommendations:** CTC’s efforts to improve freshman retention appear to be successful, warranting continued focus on overall retention strategies, updated student resources, and continual enhancement of advising strategies and materials. However, there is no direct evidence that proves enhanced advising materials were directly related to improved retention. Faculty and student surveys should be implemented to determine if faculty are using the Retention Toolbox and if students found the materials useful. Further research should be done to identify external and internal factors that may influence retention rates.

**Objective 2** – Update marketing and promotional materials with a focus on informing potential students regarding what they need to know to succeed in specific career areas.

**Outcome #1:** Developed promotional materials that include recommended high school preparation and career pathway information.

**Institutional Indicators:** Freshman retention rates (*UAA 2009 Fact Book*, UAA Institutional Research).

**Assessment Results:** In AY06, CTC’s freshman retention rate was 62.4%. Three years later, in AY09, the college freshman retention rate increased to 71.3%, representing an overall increase of 8.9%.

**Recommendations:** CTC’s efforts to improve freshman retention appear to be successful, warranting continued focus on clearly articulated career pathway information in promotional materials. As mentioned above, student surveys, asking if the career pathway information assisted in their college preparation, are recommended. Another indicator of success would be to determine whether or not there is a decrease in the number of preparatory courses required for students enrolling in CTC programs that have career pathway information.

**Outcome 2:** Updated Tech Prep informational materials to better inform potential high school students of UAA educational connections and career pathways.

**Institutional Indicators:** Number of tech prep credits awarded. Number of tech prep students admitted to a UAA program (CTC Tech Prep Annual Reports).

**Assessment Results:** In AY06, 380 tech prep students were admitted into a declared major at UAA. Three years later, in AY09, 951 tech prep students were admitted into a declared major at UAA, representing an overall increase of 250%.

In AY06, 3,194 tech prep credits were awarded. Three years later, in AY09, 3,311 tech prep credits were awarded, representing an overall increase of 3.7%.
Recommendations: CTC’s efforts to provide clear information to potential students about how Tech Prep can assist them in achieving educational and career goals appear to be successful, warranting continued efforts to update and disseminate Tech Prep promotional materials. Future assessment of this area should include strategies for increasing the number of Tech Preps completers enrolling in UAA programs. Further research should be done to identify external and internal factors that may influence retention rates. Please note that the number of tech prep students admitted to UAA is cumulative and represents multi-year efforts.

Objective 3 – Create entry-level modules of courses that allow students to obtain credentials in a short timeframe using the career ladder model.

Outcome 1: Developed occupational endorsement certificates (29 or fewer credits) in appropriate and relevant fields of study that lead directly to entry-level employment.

Institutional Indicators: Number of Occupational Endorsement Certificates (OEC) developed and approved. Number of OECs awarded (UAA 2009 Fact Book, UAA Institutional Research).

Assessment Results: In AY06, the UAA approved occupational endorsement certificates for the first time. Three years later, in AY09, CTC had 19 OECs available to students with a total of 74 OEC awards.

Recommendations: Prior to the approval of OECs at UAA, students were required to complete a minimum of 30 credits in order to receive a transcripted credential. CTC’s efforts to provide students with official university credentials, with less than 30 credits, appear to be successful primarily based on the number of students served. However, the true test of success for this outcome is student completion and placement. The college should continue their efforts to meet student needs on all levels of program delivery, while also tracking placement upon completion. Therefore, it is recommended that future assessments should include completion rates along with employment statistics.

Objective 4 – Support program improvements based on program assessment plan results.

Outcome 1: Provided support for all programs to develop a sound assessment plan.

Institutional Indicators: Number of CTC programs with an outcomes assessment plan (CTC Dean’s office reports).

Assessment Results: In AY05, 100% (26) of CTC programs had an outcomes assessment plan. In AY09, the number of programs with an outcomes assessment plan increased to 31, reflecting 100% compliance.
Recommendations: Having sound outcomes assessment plans is an important step toward improving student success. However, the direct impact on students comes from implementing program assessment plans, reviewing results, and initiating program improvements based on the results. Improved assessment plan implementation tracking mechanisms, along with appropriate action steps based on results, is recommended.

Objective 5 – Identify CTC students and respond to their needs through effective retention strategies, among them: career planning tools, study skills support, course scheduling and sequencing, and professional and faculty advising.

Outcome 1: Placed all program advising materials on the website and established an online advising link enriched with student support information, tools, and processes.

Outcome 2: Included course sequencing information in program brochures.


Assessment Results: In AY06, CTC’s freshman retention rate was 62.4%. Three years later, in AY09, the college freshman retention rate increased to 71.3%, representing an overall increase of 8.9%.

Recommendations: CTC’s efforts to improve freshman retention appear to be successful, warranting continued focus on overall retention strategies, updated student resources, and continual enhancement of advising strategies and materials. However, there is no direct evidence that proves enhanced advising materials were directly related to improved retention. Surveys should be implemented to determine whether or not students found the materials useful. Further research should be done to identify external and internal factors that may influence retention rates.

Objective 6 – Place student success at the forefront of our website, annual report, publications.

Outcome 1: Published and distributed a CTC Annual Report Calendar that featured student success stories and student photographs.


Assessment Results: In AY06, CTC’s freshman retention rate was 62.4%. Three years later, in AY09, the college freshman retention rate increased to 71.3%, representing an overall increase of 8.9%.
Recommendations: CTC’s efforts to improve freshman retention appear to be successful, warranting continued focus on student-centered publications. As mentioned above, student surveys, asking if the college emphasis on student success in its publications had an impact on their decision to continue their education at UAA.

2005 CTC Core Theme #2: Develop Programs of Distinction

Description: Developing programs of distinction is directly associated with quality teaching and learning and aligns with UAA’s goal to promote student success. The college definition of programs of distinction is as follows:

- Programs that are in high demand.
- Programs that are productive in terms of student credit hours, retention, completion, and placement.
- Programs that are cost efficient.
- Programs that maintain a high standard of quality (i.e. meet or exceed national standards and/or industry expectations).

2009 UAA Core Theme Alignment: This CTC core theme supports UAA core themes #1 Teaching and Learning and #3 Student Success.

Programs of Distinction Objectives, Intended Outcomes, Indicators of Achievement, and Assessment Results:

Objective 1 – Identify programs with capacity and target marketing efforts in their direction.

Outcome 1: Established college-wide marketing team charged with identifying programs with capacity/demand and develop promotional plan to increase enrollments.

Institutional Indicators: Student headcount and degree awards in targeted programs (UAA 2009 Fact Book, UAA Institutional Research).

Assessment Results: CTC’s Culinary Arts and Automotive Technology programs were selected for targeted marketing plans. Each of these programs was in the high demand job category and had capacity for growth.

In AY06, the Culinary Arts program implemented a targeted marketing plan that included radio, TV, movie theatre, and print advertising, and creation of a promotional DVD. In AY06, Culinary Arts headcount of admitted majors was 74. Three years later, in AY09, the number of majors in Culinary Arts decreased to 71, representing an overall decrease of 4%. In AY06, Culinary Arts awarded 15 associate’s degrees. Three years later, in AY09, 9 associate’s degrees were awarded, representing an overall decrease of 40%. However, it should be noted that in AY07 and AY08, there was a combined total of
31 graduates with an associate’s degree in Culinary Arts, representing a slight increase from previous years.

In AY06, the Automotive Technology program created a promotional DVD that was distributed to Alaska high schools. The DVD provided the program with a similar marketing strategy being used by high visibility automotive programs in the Lower 48 states. In AY06, Automotive Technology headcount of admitted majors was 46. Three years later, in AY09, the number of majors in Automotive Technology decreased to 39, representing an overall decrease of 15%. In AY06, Automotive Technology awarded 9 associate’s degrees. Three years later, in AY09, 15 associate’s degrees were awarded, representing an overall increase of 67%. However, it should be noted that in AY07 and AY07-08, there was a combined total of 9 graduates with an associate’s degree in Automotive Technology, representing a slight decrease from previous years.

**Recommendations:** CTC’s implementation of targeted marketing plans appears to be unsuccessful, warranting a review and revision of the strategies utilized. The targeted marketing plans for Culinary Arts and Automotive Technology were implemented in AY06, but it is unclear whether or not they were sustained at the same level in subsequent years. CTC should consider extending the timeline for these efforts and identifying enrollment targets with appropriate measurements attached that can better substantiate the effectiveness of these plans.

**Outcome 2:** Created and implemented an annual recruiting plan for AFROTC.

**Institutional Indicators:** Student Credit Hours in AFROTC (*UAA 2009 Fact Book*, UAA Institutional Research).

**Assessment Results:** In Fall 2005, the AFROTC produced 160 student credit hours. Three years later, in fall 2008, the program produced 192 student credit hours, representing an increase of 20%.

**Recommendations:** CTC’s effort to create and implement a recruiting plan focused on AFROTC was successful. Since other targeted marketing efforts (see above) have not yielded the same level of success. CTC should review AFROTC strategies for possible use in other areas.

**Objective 2** – Identify high priority program areas that are in need of facility and/or instructional tool upgrades.

**Outcome 1:** Supported facility enhancements for the CTC Dental Clinic.

**Institutional Indicators:** Freshman retention rates (*UAA 2009 Fact Book*, UAA Institutional Research).
Assessment Results: CTC’s Dental Clinic was identified as a program in need of facility upgrades in order to remain current in the field. Significant improvement to the Dental Clinic was completed during the summer of 2006. In AY06, the retention rate for dental programs was 62.4%. Three years later, in AY09, the retention rate was 71.3%, representing an overall increase of 14%.

Recommendations: CTC’s efforts to improve overall quality of instruction, through enhanced facilities, appear to have been successful, warranting continued focus on program improvement through facility upgrades. However, CTC should solicit feedback from dental students regarding whether the upgraded facilities impacted retention, and the department should document that the facility now meets accreditation standards.

Objective 3 – Support enhancements, based on program accreditation standards, in order to better prepare students for specific career competencies.

Outcome #1: Provided what type of support for Allied Health Science programs in preparation for health care industry occupational and professional accreditation compliance and site visits.

Institutional Indicators: Number of students attempting and passing professional examinations (CTC Dean’s Office Professional Exam reports).

Assessment Results:

Medical Lab Tech AAS Registry Exam: In AY05, 4 students took this exam and 100% (4) passed. In AY09, the same number (4) attempted and passed, maintaining a 100% pass rate. In addition, the pass rate for this professional examination was 100% in AY06 and AY07, while no students attempted the exam in AY08.

Medical Lab Tech BS Registry Exam: In AY05, 9 students took this exam and 89% (8) passed. In AY09, 12 students attempted, with a 67% (8) pass rate. In AY06 and AY07, the pass rate for this exam was 100%, with 8 and 10 students attempting the exam each of those years. In AY08, the pass rate was 90% with 10 students attempting and 9 passing.

Radiologic Technology National Registry Exam: In AY05, 25 students took this exam and 100% (25) passed. In AY09, 23 students attempted, with a 100% (23) pass rate. In AY06, the pass rate for this exam dropped to 85%, with 21 out of 25 students passing. However, during AY08, students passed at 100%, with 20 and 22 students attempting the exam each of those years.

Certified Medical Assisting Exam: In AY05, 13 students took this exam and 100% (13) passed. In AY09, 14 attempted and 14 passed, maintaining a 100% pass rate. In
AY06, 86% passed (12 of 14 students passed) and in AY08 the pass rate was 88% (14 of 16 students passed). In AY07, 15 attempted and 14 passed, for a 93% pass rate.

Dental Assisting National Board Exam: In AY05, 10 students took this exam and 90% (9) passed. In AY06, UAA students attempted the exam, but results are not available. In AY08, 100% of the students (12) who attempted this exam were successful. In AY09, 7 students attempted, with an 86% (6) pass rate.

National Dental Hygiene Exam: For AY05-09, 12 UAA students have attempted this exam in each year of this review. The pass rate has remained steady at a stellar 100% each year, with all twelve students successfully passing.

Phlebotomist Certification: In AY05, 10 students took this exam and 90% (9) passed. In AY09, 7 attempted and 6 passed, resulting in an 86% pass rate. In AY06, 83% passed (5 of 6 students), in AY07 95% passed (19 of 20 students), and in AY08 the pass rate was 90% (9 of 10 students passed).

**Recommendations:** The CTC Allied Health Sciences programs, with affiliated professional exams, were successful in preparing students to pass these exams. In AY05, the pass rate for all exams ranged from 89% to 100%, with four out of seven at the 100% mark. Four years later, in AY09, the low range dropped to 67% (Medical Lab Tech BS Registry Exam); however, four of the seven programs included in this review had a 100% pass rate for students attempting these exams. Continued support for these programs to maintain their professional accreditations, associated with preparing students for specific career competencies, is warranted. Additionally, an analysis of why the pass rate for the Medical Lab Tech BS Registry Exam dropped in AY09 is recommended.

**Outcome 2:** Provided support for Aviation Technology programs in order to prepare students to meet Federal Aviation Agency (FAA) standards.

**Institutional Indicators:** Number of students attempting and passing FAA examinations (CTC Dean’s Office Professional Exam reports).

**Assessment Results:**

FAA Airframe Mechanic Test: In AY05, 10 CTC students took this exam and 100% (10) passed. In AY09, 6 students attempted and passed, maintaining a 100% pass rate. In addition, the pass rate for this professional examination was 100% in AY07 and AY08 (10 and 12 students passing). In AY06, 8 of 9 (88.9%) CTC students passed this exam.

FAA Pilot Certificates Issued: In AY05, 37 CTC students attempted to get certified, and 100% (37) were successful. In AY09, 39 students sought and received certification,
maintaining a 100% pass rate. In AY06, the success rate for this certification was 88% (38 of 43 students), in AY07, 90% (35 of 39 students) received certifications, and in AY08, 89% (47 of 53 students) received FAA Pilot Certificates.

FAA Power Plant Mechanic Test: The pass rate for this exam has remained 100% in every year included in this report (AY05, 9 students; AY06, 7 students; AY07, 12 students; AY08, 12 students; and AY09, 7 students), with all CTC students who attempted the exam being successful in passing.

FAA Written Exam: With the greatest number of students attempting this exam, 85 out of 88 passed in AY05, representing a 97% pass rate. In AY09, preliminary results show that 13 out of 14 students passed (93%). In AY06, 59 of 64 students passed (92%), in AY07, 52 of 54 passed (96%), and in AY08, 58 of 65 passed (89%).

National Weather Service Pilot Briefer Exam: In AY05, the pass rate for this exam was 95%, with 42 of 43 students passing. In AY06, 48 of 56 students passed, representing an 86% pass rate. In AY09, 51 of 57 CTC students passed for a 90% pass rate.

Recommendations: The CTC Aviation Technology programs, with affiliated occupational and professional exams, were successful in preparing students to pass these exams. In AY05, the pass rate for all exams ranged from 95% to 100%, with three out of five at the 100% mark. Four years later, in AY09, the pass rates remained in this range with three out of five programs reporting a 100% pass rate for their students attempting these exams. Continued support for these programs to maintain their professional accreditations, associated with preparing students for FAA competencies, is warranted.

Outcome 3: Provide support for Dietetics and Nutrition program in order to prepare students to meet National Dietician standards.

Institutional Indicators: Number of students attempting and passing the National Registered Dietician Exam (CTC Dean’s Office Professional Exam reports).

Assessment Results:

National Registered Dietician Exam: In AY05, 3 CTC students took this exam and 100% (3) passed. In AY09, 4 students attempted and passed, maintaining a 100% pass rate. The pass rate for this professional examination was 80% in AY06 (4 of 5 students), 100% in AY07 (1 student), and 83% in AY08 (5 of 6 students).

Recommendations: Although the number of students attempting this exam is relatively small, the Dietetics and Nutrition program has been successful in preparing its students to pass this exam. A review of AY05-09 revealed a pass rate ranging from 80% to 100%, with three of the five years reflecting a stellar 100% pass rate. Continued support for
this program to maintain its professional standards, associated with preparing students for specific career competencies, is warranted.

**Objective 4** – Support the career pathway concept, including college preparation, quality program delivery, and professional development.

**Outcome 1:** Provided what type of support to expand contractual and non-credit course or program services delivery to meet industry/community professional development needs.

**Institutional Indicators:** Number of CTC non-credit enrollments (UAA OPRA Semester Reports).

**Assessment Results:** In AY05, CTC non-credit enrollment was 462. In AY09, this number increased slightly to 465, representing a four year increase of .6%. However, in AY06 through AY08, the number of non-credit enrollments increased significantly - 836 in AY06 (80% increase from AY05); 1,341 in AY07 (190% increase from AY05); and 853 in AY08 (85% increase from AY05).

**Recommendations:** Several organizational changes occurred during the 2005-2009 timeframe. First, the CTC Workforce Development Office was significantly downsized in AY04 and AY05. Many of the non-credit and contract training responsibilities were shifted to the CTC Chugiak Eagle River Campus, where a change in leadership occurred in AY06. Even in the midst of these key organizational shifts, CTC's efforts to support a complete career pathway, including professional development, appear to be marginally successful. An analysis of causes underlying the FY07 enrollment spike, and reasons for subsequent decreases, would be worthwhile in order to ascertain best practices and strategies to better serve industry/community members achieve their professional development goals.

**Objective 5** – Develop the CTC enrollment management plan. Review course sequencing for degrees and place on website.

**Outcome 1:** Updated all program advising materials and websites to include course sequencing.

**Institutional Indicators:** Freshman retention rates (*UAA 2009 Fact Book*, UAA Institutional Research).

**Assessment Results:** In AY06, CTC’s freshman retention rate was 62.4%. Three years later, in AY09, the college freshman retention rate increased to 71.3%, representing an overall increase of 8.9%.

**Recommendations:** CTC’s efforts to improve freshman retention appear to be successful, warranting continued focus on maintaining current course sequencing.
information on college and Department websites. As mentioned previously, student surveys asking if the college and/or Department website advising materials had an impact on the decision to continue attending UAA and/or supported successful engagement, would more accurately measure whether this outcome was effective.

2005 CTC Core Theme #3: Build Partners in Progress

**Description:** Building partners in progress supports the previous two core themes by representing a direct connection to the community and industries served by CTC. The college defines building partners in progress as:

- CTC partnering with industry and community members for the common goals of promoting student success, building programs of distinction, and improving Alaska communities.

2009 UAA Core Theme Alignment: This CTC core theme supports UAA core themes (1) Teaching and Learning, (2) Research, Scholarship and Creative Activity, (3) Student Success, (4) UAA Community, and (5) Public Square.

Partners in Progress Objectives, Intended Outcomes, Indicators of Achievement, and Assessment Results:

**Objective 1** – Develop proposal to expand and administer research projects.

**Outcome 1:** Targeted Aviation Technology as a strategic area for expanded research opportunities.

**Institutional Indicators:** Research and contract-based funding per Center of Excellence for General Aviation Research and the FAA.

**Assessment Results:**

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<th>Aviation Technology</th>
<th>Research - FY05 and FY09 New Funding</th>
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<td>Grant/Contract</td>
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**Recommendations:** College efforts to increase research-based funding for Aviation Technology appear to have been unsuccessful. Based on the significant reduction, a review of why the research-based funding decreased would be worthwhile in order to ascertain whether this objective is worth pursuing in the future or if strategies need to be revised.

**Objective 2 –** Retain Grants Manager position; clearly identify knowledge or skills training needs for grants in the college, and provide appropriate professional development opportunities.

**Outcome 1:** Retained a part-time Grants Manager position in FY06-07.

**Institutional Indicators:** Total CTC grants and contracts funding.

**Assessment Results:** In FY06, CTC received $2,059,000 in total grants and contracts funding. In FY09, the college received a total of $1,982,000 in grants and contract funding, representing a 3.7% decrease.

**Recommendations:** The FAA is entering its fourth year without a regular budget—operating on continuing resolutions, which means no new program starts. Despite that, the FAA continues to find ways to direct dollars here as “continuation” of previous programs. They are the source of the majority of aviation research dollars. It isn’t clear what “college efforts” were made to increase research based funding for Aviation Technology beyond stating that it would be a worthwhile goal. Earlier (higher) funding levels were achieved through the efforts of one man who championed a program of huge importance to the FAA and the State of Alaska. The award of the Collier Trophy in June 2008 bears testimony to the program’s significance to the entire aviation world. Leonard was also involved in the creation of the FAA designated consortium of Universities now called the Center of Excellence for General Aviation Research. He’s the reason Aviation has a research program. If this continues to be a strategic goal for the College, specific objectives and strategies need to be identified and tracked.

**Objective 3 –** Provide on-going support and direction to program advisory committees.

**Outcome 1:** Initiated a variety of activities in support of advisory committee participation, such as the Chair’s Luncheon, strategic planning forums, published advisory board guidelines, and tracked advisory board meetings and events.

**Institutional Indicators:** Number of active CTC advisory committees (CTC dean’s office reports).
Assessment Results: In AY05, CTC had 30 advisory committees. Of the 30 committees, 21 were considered active in that they convened one or more official meetings during the academic year. In AY09, CTC had a total of 22 advisory committees; data on committee activity levels is lacking.

Recommendations: College efforts to support advisory committee participation resulted in a relatively high percentage of activity in AY05, 70% of advisory boards met one or more times during that academic year. With changes in leadership, it is unclear whether or not these efforts were sustained at the same level in AY06 through AY09. Given the high priority assigned by the college to industry and community partnerships for accomplishing the CTC mission, continued attention to this outcome is recommended.

Objective 4 – Increase the number of CTC students receiving scholarships.

Outcome 1: Targeted programs in which scholarships were available and provided to students with scholarship application information.

Institutional Indicators: Number of CTC scholarships awarded (CTC Strategic Enrollment Office, January 2010).

Assessment Results: In AY05, at total of 17 CTC scholarships were awarded. Three years later, in AY08, 24 CTC scholarships were awarded, representing an increase of 24.2%.

Recommendations: College efforts to increase the number of CTC scholarships awarded, through targeted informational presentations, appear to have been successful, warranting continued focus on informing CTC students of available scholarship opportunities. Within UAA, the total number of scholarships available has not been consistently documented at the college level, which limits the college’s ability to determine overall percentage of scholarships awarded to CTC students. The college should increase its collaboration with UAA Office of Financial Aid, which does track scholarships that reside in designated MAU-managed UAA Foundation accounts. Department and division level scholarships are managed internally, with awards recommendations forwarded directly to UAA Financial Aid Office. Documentation of both college and department/division level awards should be reported to CTC enrollment management office to ensure future consistency in documentation of all scholarship awards.

Objective 5 – Every member of the CTC leadership team becomes connected with, and participates on, a key industry/community group.

Outcome 1: Support leadership team memberships and participation in key industry/community organizations.
Institutional Indicators: Number of leadership team members actively involved in industry/community organizations.

Assessment Results: In AY10, five of the 12 (42%) leadership team members provided the CTC Dean’s office with confirmation of their involvement in external industry/community organizations.

Recommendations: With twelve members of the CTC leadership team, this represents a relatively small number who have indicated active involvement in external organizations. If such participation continues to be a goal of CTC, the college should reinforce with leadership team members the value, importance and anticipated outcomes of this activity, as aligned with UAA 2017 and CTC mission and strategic goals. Measures and success indicators could then be established, as well as a consistent process for collecting and reporting this information.

Objective 6 – Demonstrate on-going support and appreciation of adjunct faculty.

Outcome 1: Established college-wide adjunct faculty orientation.

Institutional Indicators: College-wide student credit hours and freshman retention rates (UAA 2009 Fact Book, UAA Institutional Research).

Assessment Results: Adjunct faculty represent a direct link to the economic sectors and industries CTC serves through its career pathways model. As such, this outcome was intended to recognize adjunct faculty as partners while also improving their ability to teach and serve students, as measured by student success indicators.

In AY06, the college-wide student credit hours totaled 68,221. Three years later, in AY09, CTC student credit hours totaled 65,676, representing a decrease of 3.7%.

In AY06, CTC’s freshman retention rate was 62.4%. Three years later, in AY09, the college freshman retention rate was 71.3%, representing an overall increase of 8.9%.

Recommendations: Using student success indicators as a way to measure CTC’s efforts to support and show appreciation for adjunct faculty tells only part of the story, and does not represent the strongest approach to measuring adjunct faculty performance. These support and appreciation efforts were not clearly linked to specific retention or other outcome indicators of student success, and thus are considered only marginally successful. Student credit hours decreased slightly, while freshman retention rates improved. It is unclear whether CTC sustained these efforts in subsequent years.

In order to support the University’s goal of student success CTC should continue exploring ways to show support and appreciation for adjunct faculty. However, support should be more clearly defined and provided in ways more directly linked to desired
Provision of faculty orientation for adjuncts, without specific knowledge and skill development components linked to best practices that support student persistence, needs to be refined within the college. Also, the assumption that adjunct faculty appreciation will naturally lead to improved student outcomes should be scrutinized. Additionally, CTC should contact adjunct faculty directly to determine whether the orientations provided them with the tools and information necessary to improve student success. Further efforts should refine the measurement of this outcome to include student retention, persistence, and attrition rates in adjunct taught courses.

Summary

This report documents the breadth of college initiatives, activities, programs and operational processes that were implemented by CTC in the five-year period 2005-2009 as part of the implementation of the college’s strategic plan. Institutional indicators and assessments were used and generally describe a relatively high level of achievement in relation to the college’s 2005 goals. The analyses also point to significant areas for improvement in the use of institutional metrics and indicators for outcomes assessment at the college and program level.

This assessment process and the findings within each core theme will be used to inform and improve the college’s next strategic planning cycle for the 2011-2017 operating period. The process has also provided the college with a number of lessons that can be used to improve our performance in assessing the college’s achievement of our mission and strategic goals. General recommendations and observations from the college’s review of the 2005-2009 outcomes include:

- College planning processes and operations directed toward achieving strategic goals and objectives must be: (a) closely aligned to UAA 2017 strategic planning; (b) linked to PBB measures; (c) continuously checked against accreditation requirements; and (d) supported and sustained over time to ensure consistency for ongoing assessment.

- It was observed that the college experienced a number of leadership transitions (four deans between AY06 and AY10), which made it difficult to sustain activities initiated in AY06. Several objectives noted in this report were established as high priorities in AY06; however, in subsequent academic years, priorities shifted, making it difficult to determine the true effectiveness of those established in AY06. For example, several programs were selected for targeted marketing efforts in AY06. A promotional campaign was launched in year one, and while these efforts were continued in subsequent years, ongoing staff changes interrupted continuity in documenting either the activity or its results.

- The college should consider establishing short-term, intermediate, and long-term outcomes for objectives that can be measured using consistent indicators.

- It was noted that the institutional indicators established in AY06 were directly linked to the six university-wide PBB measures in place during that year. Although important for
general reporting purposes, these indicators didn’t (and can’t) tell the whole story. For example, as noted in this report, CTC updated all college and department publications and websites to include career/education pathways, recommended high school preparation, and course sequencing. This activity was implemented based on assumption that improving information availability and quality would directly affect student behavior, which in turn could be measured in terms of PBB measures: retention rate, headcount, and SCHR. The methods the college employs to assess its activities and performance against its strategic goals, aligned to PBB measures, need to be refined.

- Student success underpins all core themes and the college should focus on its assessment beyond UAA. With the college emphasis on career and technical education leading to employment, it is important to implement strategies to collect relevant information directly from students in the form of pre and post student surveys. This would provide CTC with important information regarding why students choose UAA, whether the curriculum and delivery is of high quality, and if students are successful in their career goals through job placement. An integrated, longitudinal assessment of student success outcomes would be the cornerstone of CTC’s enrollment management, program review, and student learning outcomes assessment processes.