UAA Faculty Senate Agenda
September 5, 2008
2:30 – 4:30 p.m. – LIB 307

I. Call to Order

II. Roll

2008-2009 Officers:

	Anne Bridges, President		Hilary Davies, Chair, UAB
	Genie Babb, 1st Vice President		Patt Sandberg, Chair, GAB
	Larry Foster, 2nd Vice President		Bogdan Hoanca, Past President
			Robert Crosman, Parliamentarian

2008-2009 Senators:

	Beth Graber		Gail Johnston		Robert Boeckmann
	Bruno Kappes		Heidi Mannion		Robert Crosman
	Carol Coose		Herminia Din		Robin Wahto
	Carrie King		Hilary Davies		Sally Bremner
	Catherine d'Albertis		Judith Moore		Sam Thiru
	Christine Gehrett		Katherine Rawlins		Susan Mitchell
	Daniel Anteau		Kenrick Mock		Terri Olson
	Dave Fitzgerald		Maria Ippolito		Tom Ravens
	David Meyers		Mark Fitch		Toni Croft
	Diane Erickson		Mark Schreiter		Wayne Edwards
	Ed McLain		Maureen O'Malley		
	Eva Kopacz		N. Bhattacharyya		
	Fred Pearce		Peter Dedych		
	Gail Holtzman		Randy Magen		

III. Agenda Approval (pg. 1-2)

IV. May 2, 2008 Meeting Summary Approval (pg. 3-6)

V. Reports

A. USUAA President Karl Wing

B. Chancellor Fran Ulmer
http://www.uaa.alaska.edu/chancellor/fran-answers-questions.cfm

C. Provost Michael Driscoll

D. Vice Chancellor Bill Spindle

E. Vice Chancellor Megan Olson

F. Union Representatives
   i. UAFT
   ii. United Academics

VI. Officer's Reports

A. President's Report (pg. 7-9)

B. First Vice President's Report

C. Second Vice President's Report

VII. Boards and Committees

A. Graduate Academic Board

B. Undergraduate Academic Board (pg. 10-14)

C. University-wide Faculty Evaluation Committee

D. Academic Computing, Distance Learning and Instructional Technology (pg. 15)

E. Budget, Planning, and Facilities Advisory Committee- BPFA

F. Nominations and Elections Committee

G. Diversity Committee (pg. 16-17)

H. Faculty Grants and Leaves Committee

I. IUAC- Evaluation of Deans & Directors Update (pg. 18)

J. Library Advisory Committee (pg. 19-20)

K. Professional Development Committee (pg. 21-23)

L. Student Academic Success Committee

VIII. Old Business

A. Ad hoc committees- Constitution and Bylaws & IDEA

IX. New Business

A. Review goals from the retreat (pg. 24-27)

B. Accreditation Update (pg. 28-46)
http://edit.www.uaa.alaska.edu/accreditation/upload/Accreditation-Briefings-August-2008-2.ppt

C. Task Force on Faculty Evaluation

X. Informational Items & Adjournment

UAA Faculty Senate Summary
May 2, 2008
2:30 – 4:30 p.m. – LIB 307

I. Call to Order

II. Roll

2007-2008 Officers:

P	Bogdan Hoanca, President		Caedmon Liburd, Chair, UAB
P	Anne Bridges, 1st Vice President	P	Genie Babb, Chair, GAB
P	Larry Foster, 2nd Vice President	P	Kerri Morris, Past President
		P	Robert Crosman, Parliamentarian

2007-2008 Senators:

P	Ann McCoy		Herminia Din	P	Ping Tung Chang
	Carlos Alsua	P	Hilary Davies	P	Randy Magen
P	Carol Coose	P	Jackie Cason		Rashmi Prasad
	Catherine d'Albertis	P	Janice High	E	Robert Boeckmann
P	Cathryn Pearce			P	Robin Wahto
P	Charles Licka	P	John Pauli	P	Sam Thiru
P	Dan Kline	P	Judith Moore	P	Sarah Kirk
	Dave Fitzgerald	P	Katherine Rawlins	P	Susan Kalina
P	David Meyers	P	Maria Ippolito		Susan Mitchell
	Eva Kopacz		Mark Fitch		Terri Olson
	Gail Holtzman	P	Maureen O'Malley	P	Tim Jester
P	Gail Johnston	E	Nicolae Lobontiu	P	Toni Croft
P	Heidi Mannion	P	Peter Dedych	P	Trish Jenkins
	Mark Schreiter	P	Paul Herrick	P	Carrie King

III. Agenda Approval (pg. 1-2)

Delay GAB report until Chair arrives
Approved w/ change

IV. April 4, 2008 Meeting Summary Approval (pg. 3-5)

Constitution and bylaws were approved for second reading
Letitia's name is misspelled
Approved w/ changes

V. Officer's Reports

A. President's Report (pg. 6)
- Distinguished Service Awards
- Kim Perkins reports that 5 percent of classes have 70 % student response rate to IDEA
- May be going with new set of accreditation standards for NWCCU visit in 2010

B. First Vice President's Report
Thank you for those who have contacted their legislature
Need to send thank you letters to legislature

C. Second Vice President's Report (pg. 7-9)
- Distinguished Service Awards

- Susan Kalina- Distinguished Service by a Senator
- Barbara Christian- Distinguished Service by a Faculty member
- Kim Stanford- Distinguished Service to by a Community Member
- Diane Byrne- Distinguished Service to by a Community Member

VI. **Boards and Committees**

A. Graduate Academic Board (pg. 10)
Approved Curriculum

Douglas Causey (pg. 11-16)
Approved endorsement of Graduate School document

B. Undergraduate Academic Board (pg. 17-22)
Approved Curriculum

Related Instruction (pg. 23-25)
Approved additional UAB motion regarding related instruction

Approved UAB motion regarding GER language to be included in syllabi

C. University-wide Faculty Evaluation Committee

D. Academic Computing, Distance Learning and Instructional Technology (pg. 26-29)

E. Budget, Planning, and Facilities Advisory Committee- BPFA (pg. 30)

F. Committee on Committees

G. Diversity Committee

H. Faculty Grants and Leaves Committee (pg. 31)

I. IUAC- Evaluation of Deans & Directors Update (pg. 32-33)

J. Library Advisory Committee

K. Professional Development Committee (pg. 34)

L. Student Academic Success Committee (pg. 35-40)

M. Ad Hoc Committee on Constitution and Bylaws

N. Ad Hoc Committee on IDEA

VII. **Old Business**

A. Constitution and Bylaws
All 19 ballot items were approved by faculty

B. Review goals from the retreat
Handout distributed

C. Passing of the Gavel

Gift from EBoard to Bogdan

VIII. **New Business**

A. Introduce New Members
Dan Anteau
Ed Mc Lain
Diane Erickson
Pat Sandberg
Tom Ravens
Kenrick Mock
Fred Pearce
Chris Garrett
Toni Croft

B. Selection of New Faculty Senate At-Large
Motion to appoint Diane Erickson on GAB and Kenrick Mock and Toni Croft on UAB as Faculty Senate at Large Senators.
2nd
Approved

C. USUAA President Karl Wing
Goals:
Push for more civic engagement
Work with faculty
Work with legislature
Introduction of additional USUAA leaders

IX. **Reports**

A. Chancellor Fran Ulmer
http://www.uaa.alaska.edu/chancellor/fran-answers-questions.cfm
Goals:
Seek more resources for UAA
Continue to move toward sustainability
Community outreach and civic engagement

B. Provost Michael Driscoll
Report submitted via email and also posted online
Three very important task Forces:
Accreditation
Promotion and tenure process
Student Success

Completion of IDEA evaluation of Deans and Directors
Integrative Science Building is getting closer to completion
PBAC is in the middle of its deliberations

C. Vice Chancellor Bill Spindle
Unable to attend
Handout from Chris Turletes on SSB work (please ask for a copy and post on website)

D. Interim Vice Chancellor Megan Olson
Reached 100,000 dollars in the phone-a-thon
Received 15 million dollars from Conoco Phillips
Need messages to Governor to NOT veto anything (Sports Arena could be a victim)

E. Union Representatives

i. ACCFT
ii. United Academics

X. **Informational Items & Adjournment**

A. Purge List has been approved by UAB and GAB (pg. 41-43)
Approved w/ removal of CIS A361 and CIS A423 from purge list

Meeting adjourned @3:55 pm

President's Report to the UAA Faculty Senate.
September 2, 2008

Faculty Senate Retreat 2008
On August 18th, UAA faculty senators met for their annual retreat. In addition to providing a great opportunity for networking and collaboration, a number of presenters shared information on topics that included Accreditation, FERPA and Faculty Evaluation. During group sessions, the goals for AY 2008-09 were discussed.

Faculty Senate Goals for AY 2008-2009
A complete list of all the goals and group discussions from the Retreat is provided in this Agenda.

Faculty Alliance Retreat 2008
On August 25th and 26th, senate leaders from the MAU's met in Anchorage. Discussions covered many topics, including an update on the electronic faculty workload and activity reports. Alliance voted on a motion to reject the use of Digital Measures software, but support the idea of an electronic system tailored to the unique needs of UA. The motion passed unanimously. Complete details are provided in this Agenda, as each Senate's members were requested to give feedback to their governance coordinator.

IDEA
Senate E-Board is working with the Provost to help improve the response rate. One of the first steps is to increase the number of faculty completing their Faculty Information Form (FIF) which customizes the teaching objectives for each course. Another step is to work with USUAA to help make students aware of how important it is to complete the IDEA surveys on every course they take.

Accreditation
UAA is piloting a new accreditation process that is being developed by the Northwest Commission on Colleges. The process will help UAA better achieve our goals. Faculty Senate is working closely with the Accreditation Team, who will give monthly updates at FS meetings.

Faculty Evaluation Task Force
Senate is working closely with this Task Force who will give monthly updates at FS meetings.

THANK YOU
I really appreciate your dedication and service to UAA governance through Faculty Senate and its associated committees. I look forward to serving as your Faculty Senate President for AY 2008-2009 and having a successful and productive year.

If you have any comments or suggestions regarding this report or UAA faculty senate, please feel free to contact me at afab@uaa.alaska.edu or 786-1404

6. Old Business-Faculty Alliance

6.1 Electronic Faculty Activity Reports Status

MOTION: passed unanimously

"The University of Alaska Faculty Alliance moves to reject the use of Digital Measures software for electronic Faculty Activity Reports throughout the UA system. The Alliance supports the idea of an effective, efficient electronic reporting system tailored to the unique needs of the University of Alaska.

Our concerns with the proposed system being tested at UAF focus on the following liability, accreditation and union issues.

- Potential FERPA violations.
  Much of the data is specific to students (grade distributions in classes and graduate student advising by name, with project title, graduation dates, etc.) There is no demonstrable security provision within the Digital Measures software to protect this data.

- Data stored with Digital Measures, not solely controlled by and at UA.
  In addition to FERPA concerns, much the data is proprietary or personal, and the data storage is not at UA in the current system. This jeopardizes potential classified research, developments for business relationships and personal security.

- No data entry validation.
  The current system does not provide for accurate data entry, or validate entries to other databases. Any data extracted from the system should be treated as suspect and could potentially misrepresent the university during any evaluation including an accreditation process.

- By more than tripling the number of data fields, this system changes the criteria under which faculty are evaluated.
  This is not in the spirit or the letter of the UNAC and UAFT Collective bargaining agreements. Changes in faculty evaluation criteria should be negotiated with the Unions.

  Second, our concerns focus on technical problems, some of which have not been addressed in more than one year.

- Lack of reliable search functionality.
  Since two thirds of the data fields in the Digital Measures system are free form alpha-numeric, making a complete and effective search is virtually impossible. Invariably data will be missed or misrepresented in a search. This does not help administrative tasks of reporting faculty performance.

- No data entry validation.
  In addition to the concerns above, faculty could enter joint publications, or grants and contracts which are not editable by their colleagues. The potential for error is too large, and the interaction with other databases to check for accuracy is absent.

- Limited or no use of existing database efforts on campus.
  The current system does not effectively use the Banner system, and none of the other campus databases that keep track of faculty performance. This system is an incredible duplication of effort.

- Not time saving over the current system for faculty or administration.
  The Digital Measures system is so time-consuming it has a significant negative impact on academic responsibilities. Given the problems stated above

  Given the problems stated above, the Faculty Alliance does not support the use of the Digital Measures eFAR system, requests that all further beta testing be cancelled throughout the UA system and that the development of a product specific for UA begin immediately involving the collaborative efforts of faculty and staff.

  This action is effective August 26, 2008."

  DISTRIBUTION: President Hamilton and Vice President Julius with copies to chancellors, provosts and the Faculty Alliance

Faculty Alliance requests that each Senate asks their members to pass any comments to their local governance coordinator.

Program/Course Action Request

A. CAS

Chg	LING A101	The Nature of Language (3 cr) (3+0)
Chg	ENGL A330	Literature of Romanticism (3 cr) (3+0)
Chg	AKNS A101A	Elementary Central Yup'ik Language I (4 cr) (4+0)
Chg	AKNS A101B	Elementary Tlingit Language I (4 cr) (4+0)
Chg	AKNS A101C	Elementary Alaska Native Language I (4 cr) (4+0)
Chg	AKNS A102A	Elementary Central Yup'ik Language II (4 cr) (4+0)
Chg	AKNS A102B	Elementary Tlingit Language II (4 cr) (4+0)
Chg	AKNS A102C	Elementary Alaska Native Language II (4 cr) (4+0)
Chg	AKNS A109A	Central Yup'ik Orthography (4 cr) (4+0)
Chg	AKNS A109B	Tlingit Orthography (4 cr) (4+0)
Chg	AKNS A109C	Alaska Native Language Orthography (4 cr) (4+0)
Chg	AKNS A201	Alaska Native Perspectives (3 cr) (3+0)
Chg	ENGL A325	Neoclassical Literature (3 cr) (3+0)
Chg	ENGL A351	Poetry (3 cr) (3+0)
Chg	ENGL A363	Short Story (3 cr) (3+0)
Chg	ENGL A403	Topics in Autobiography (3 cr) (3+0)
Chg	ENGL A435	History of Criticism (3 cr) (3+0)
Chg	ENGL A499	English Honors Thesis (3 cr) (3+0)
Chg		BA English, Rhetoric and Language Option

	Chg		BA English, Literature Option

B. CBPP

	Chg	BA A361	Human Resource Management (3 cr) (3+0)

C. SOE

	Chg	ES A209	Engineering Statistics (3 cr) (3+0)
	Chg	ES A210	Engineering Dynamics (3 cr) (3+0)
	Chg	CE A402	Transportation Engineering (3 cr) (3+0)
	Chg	CE A404	Highway Engineering (3 cr) (3+0)

GER Member	UAB Member	College/School	Category	Term	Email	Phone
Suzanne Forster	UAB Member	CAS		2007-2009	afsf@uaa.alaska.edu	786-4365
Jack Pauli		CBPP		2008-2010	pauli@uaa.alaska.edu	745-4143
Catherine Sullivan	UAB Member	CHSW		2008-2010	afchs1@uaa.alaska.edu	786-4576
Utpal Dutta	UAB Member	SOE		2008-2010	afud@uaa.alaska.edu	786-1900
Bob Capuozzo		COE		2008-2010	afrmc2@uaa.alaska.edu	786-4327
Robin Wahto	UAB Member	CTC		2008-2010	afrjw@uaa.alaska.edu	786-6932
Erik Hirschman	UAB Member	Mat-Su	Social Sciences	2007-2009	pfeth@matsu.alaska.edu	745-9733
Jeane Breinig			Written Communication	2007-2009	afjmbl@uaa.alaska.edu	786-4385
Doug Parry			Oral Communication	2008-2009	afdjp@uaa.alaska.edu	786-4395
Len Smiley			Quantitative Skills	2007-2009	aflms@uaa.alaska.edu	786-1963
vacant (to be nominated)			Natural Sciences	2008-2010		
Patricia Fagan			Humanities	2008-2010	afpcf@uaa.alaska.edu	786-4060
Walter Olivares			Fine Arts	2007-2009	afwgo@uaa.alaska.edu	786-4711
Karl Wing		Student		2008-2009	askrw8@uaa.alaska.edu	
Tom Miller	Assistant Provost	OAA	ex-officio		avpaa@uaa.alaska.edu	786-1053
Hilary Davies*	UAB Chair		ex-officio	2008-2009	afhmd@uaa.alaska.edu	786-1745

*Pending approval

Section 8 - General Education Requirement (GER)

Review of New and Existing GER Courses

When an action involves a change in General Education Requirements (GER), the UAB will refer the action, preferably with recommendations, to the GER Review Committee.

When an action involves a change in the GER, the initiator must communicate with all effected Faculty in school/colleges, community campuses (including Prince William Sound Community College), Deans, and their assistants.

All GER courses must have instructional goals and assessable student outcomes that are consistent with the current UAA catalog GER category descriptors and the appropriate GER Student Outcomes (see pages 49-50 of the Handbook).

All GER courses are subject to ongoing review and approval through the normal Governance process on a cycle, proposed by the Departments and approved by the colleges, which must not exceed ten years.

The General Education Review Committee (GERC) is a standing committee of the Undergraduate Academic Board (UAB) reporting to the Undergraduate Academic Board.

Membership of the GERC

Pursuant to the September 2008 Faculty Senate Resolution, the membership of the GERC shall consist of:

- Five (5) to seven (7) members of UAB, no two of whom represent the same College or the extended campuses. One must be an extended campuses' UAB member.
- At least one faculty member from a discipline represented in each of the General Education Categories: Written Communications, Oral Communications, Quantitative Skills, Natural Sciences, Social Sciences, Humanities, and Fine Arts. Members from these categories will be added if and only if they are not represented among the UAB members selected above.
- At least one faculty representative from each of the UAA colleges: CAS, CBPP, CHSW, Engineering, COE, CTC. Members from these colleges and schools will be added if and only if they are not represented among the UAB members or General Education Category members selected above.
- A student representative.

The Chair of UAB and a representative form the Office of Academic Affairs (OAA) shall be ex-officio members.

Deleted: December

Deleted: 2

Deleted: #1

All membership terms are for two academic years.

The UAB GERC members will be elected by UAB members at a meeting prior to the first Faculty Senate meeting of the academic year. The Category discipline representatives, as needed, will be selected by the Faculty Senate Executive Board after a call for nominations is made at the first Faculty Senate meeting. The College representatives, as needed, will be chosen internally at the College(s) otherwise lacking membership. The UAB Chair will notify the college(s) promptly after the Faculty Senate Executive Board selections are made, if they must supply a member to GERC.

A quorum is constituted by a majority of UAB members of the GERC. All other regulations of UAB apply to the General Education Review Committee.

The GERC Review Process is as follows:

1) Department/School/College prepare proposal and coordinate

2) UAB Agenda (1st reading)

3) GER Committee of UAB

4) UAB Agenda (2nd reading)

5) Faculty Senate (approved actions of UAB only)

6) Administration (approved actions of the UAA Faculty Senate only)

The GERC ~~Committee~~ shall: (with respect to course actions and reviews)

1) apply the current UAA catalog's GER category descriptors and GER Student Outcomes as primary criteria for evaluating all GER courses for inclusion in specific categories of the General Education curriculum. Tier 3: Integrative Capstone courses have additional criteria (see http://governance2.uaa.alaska.edu/ger/tier3.model.pdf);

2) review all requests to add to, delete from, or substantively modify the courses in the General Education curriculum;

3) recommend course actions to the Board based on the criteria;

4a) facilitate the overall review and processing of General Education course actions by working with initiators and departments;

4b. expedite the review of course action requests currently on hold (with respect to policy)

5) review all requests to modify General Education Requirements or policies;

6) recommend actions to the Board based on the review; (other)

7) undertake such additional tasks or responsibilities relating to GERs as assigned by the Board.

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Deletion of a GER Course

UAA policy states that a course may not remain on the GER list if it has not been offered successfully at least once during the past four semesters, excluding Summer Sessions. The list of GER courses will be provided to UAB by the Office of Academic Affairs each spring. Review of the GER list will be done annually by UAB in the spring semester.

Senate Report
Academic Computing, Distance Learning, and Instructional Technology Committee
Fall Senate Retreat August 2008

Members:
Nalinaksha Bhattacharyya
Gail Johnston (CHAIR)
Dave Fitzgerald
Bruno Kappes
Sam Thiru
Steven Pyle
Angela Dirks
Steven Pyle
Carrie King
Pamela R Kelley
Ed McLain
Jeff Miller
David Meyers

I

Reports

Nine members of the committee were present at the fall faculty senate retreat. Past ACDLIT chair Jack Pauli presented the 2007-08 year-end report. Jack submitted the proposed outline for the faculty distance learning handbook upgrade. Carrie King will continue the work.

The following decisions were made:

1. Gail Johnston was elected chair of ACDLIT
2. ACDLIT will meet the second Friday of the month from, 1-3 PM, (room is not yet assigned)
3. Goals will be determined during the first meeting Friday September 12, 2008

Submitted by Gail Johnston

UNIVERSITY of ALASKA ANCHORAGE

FACULTY SENATE DIVERSITY COMMITTEE

3211 Providence Drive, Anchorage Alaska 99508
Drs Robert Boeckmann & Dave Fitzgerald, Co-chairs.

Minutes for August 22, 2008: (GHH 103: 3:00 - 4:30)					
X	Carlos Alsua-School of Management	X	Herminia Din	X	Songho Ha
X	Beverly Barker - Chemistry	X	Jeanne Eder	X	Sean Licka
X	Robert Boeckmann		Wayne Edwards	X	Natasa Masanovic
	Yong Cao	X	Patricia Fagan	X	Sudarsan Rangarajan
X	Ping-Tung Chang	X	Dave Fitzgerald		Sam Thiru
X	Robert Crosman		Nancy Furlow		
	Consultants and Representatives				
	Marva Watson, Interim Director, Campus Diversity & Compliance Office		Russell Pressley, Academic Advising Coordinator (CHSW)		
	Provost Driscoll (consulting only)				

I. Introduction of new and returning members

II. Review of Minutes from Last Meeting

III. Review Agenda of Current Meeting – add attendance policy and adoption of goals

IV. Informational Items

A. Letters of Acknowledgement will be forthcoming by Monday, August, 25th.

B. Acknowledge Chancellor's Award for Excellence 2008 - University Diversity (Individual): nominees Dr. Ian vanTets, Dr. Ping–Tung Chang, Dr. Robert Boeckmann. Libby Roderick received the award

C. NCBI activities update (Masanovic): workshops given to faculty, staff, and students from April onward. Crosman and Masanovic will lead a faculty workshop on Friday, Oct. 31st.

D. Fall 2008 semester meetings schedule – 3rd Fridays of August, Sept., Oct., Nov., Jan., Feb., Mar., April. Also one joint meeting each semester with Chancellor's Diversity Action Council. Perhaps Oct. 10th at 8:30 AM will be our joint meeting for this semester.

V. Review & Revise Membership Roster / Committee Chair

VI. Sub-Committees update – Boeckmann will send out document detailing membership and goals of subcommittees.

VII. International faculty's needs have to be met. Fagan and others on that sub-committee will consult with Provost Driscoll.

http://www.uaa.alaska.edu/governance/facultysenate/members.cfm

VIII. Review Status & Membership of Indigenous Peoples Committee – accepted for Faculty Senate by-laws

IX. Discussion of Goals for 08-09 year

A. Continue to participate in upgrading the position of Director of Diversity and Compliance. Chancellor prefers not to elevate it to the rank to Vice-Chancellor; spend the money on actual programs, positions, etc.
Talk to Ida Spohnholz about how to approach the Native Corporations.
Accreditation will demand a greater demonstrated commitment to open access for a diverse student body.
B. Hold one diversity appreciation / focused event per semester (Mao Tosi volunteers to give one)
C. Continue to support the formation of a Faculty Senate Indigenous Faculty Committee
D. A structure for greater coordination of effort between diversity focused committees / units
E. Enhance faculty awareness of diversity issues – NCBI workshops will help here.
F. Coordinate with Office of Diversity and Compliance re hiring of International Faculty.
G. Coordinate with members of the Anchorage community to better serve the community (started).
H. Develop a set of diversity questions to be included in the new IDEA faculty-evaluation instrument (get Chancellor to make it "highly desirable")

X. Other Business

A. Dave and Robert leaving as Co-Chairs. Robert will continue as member of the committee.

B. Jeanne Eder is willing to Co-Chair; Beverly Butler will consider joining her, as will Masanavic and Fagan.

Institutional & Unit Assessment Committee
UAA Faculty Senate
September 5, 2008

The Institutional & Unit Assessment Committee (IUAC) met August 29, 2008 to develop its goals for AY 2008 - 2009. These goals belong to two groups, the first completing the tasks of last year and the second focusing on this year's survey of faculty.

1. **Completion of AY 2007 – 2008 Tasks.** By May 2008, the IUAC had successfully implemented the first survey of faculty on their respective dean's performance. For several colleges a separate survey of staff was also administrated. As the Senate adjourned last academic year, the results of these surveys were not yet available; they have since been provided to the deans and the Provost. Following the protocols developed last year, the Provost must first discuss these survey results with each dean; thereafter, each dean will prepare a summary for the Senate using a template developed last academic year. The IUAC's goals include:

    - Confer with the Provost on the status of the needed summaries.
    - Discuss with each dean the processes of last academic year and suggestions for this year.

2. **AY 2008 – 2009 Tasks:**

    - Develop the IUAC's expected milestones and timelines for AY 2008 - 2009.
    - Review last year's survey instrument and modify as needed.
    - Review with each Dean and the Provost the anticipated survey process.
    - Inform faculty of the survey process and promote participation.
    - Identify reporting processes for each unit.
    - Administer the survey instrument.
    - Provide summary report to the Senate.

The Committee will meet the third Wednesday of each month. The Committee's members include Heidi Mannion, Katherine Rawlins, Larry Foster, Frank Jefferies, Fred Pearce, Karla Jones, and Eva Kopacz. The Committee welcomes questions and suggestions from faculty as it continues the work begun last academic year.

Prepared by IUAC member Larry M. Foster, September 1, 2008.

LIBRARY ADVISORY COMMITTEE (LAC) REPORT TO UAA FACULTY SENATE
SUMMARY REPORT FOR 2007-2008

The LAC is indebted to Larry Foster, Faculty Senate VP for his suggestions for an effective committee structure and to the Faculty Senate officers for their insistence that goals should be specific, with timelines. We also appreciate the efforts of Hilary Davies and her committee who led the revision of committee bylaws. LAC has made good progress on a number of fronts this past year.

- ATTENDANCE & NEW STRUCTURE

LAC started the year with 18 members including six new ones. One of these from APU resigned in February due to other commitments. Members self-selected into 3 sub-committees: Library as Place, Library Resources and Library Services. Plenary meetings were held at 11:30 am on the first Friday of each month, followed by subcommittee meetings in separate locations until 1 pm

- REVISION OF GOALS

LAC members decided on 9 specific goals with target timelines as below. These goals suggested the new subcommittee structure which was adopted as a useful platform for our future activities.

- LAC GOALS & OUTCOMES FOR 2007-2008 – BY SUBCOMMITTEE

Library as Place Subcommittee

Goals:

1. Develop a plan to rotate art work in music listening room (Mar)
2. Complete the pendulum surround (May)
3. Establish a consistent exhibition schedule for the library gallery (Sep)

Outcomes:

1. The unforeseen expansion of library shelving in the music listening room left space only for the four Japanese prints donated in honor of the Dobie Losben Jazz Collection, and the print of Philly Joe Jones (artist, John Froehlich),“signature” graphic for CDs belonging to this memorial collection.
2. All the pendulum surround tiles have been sold. Work is proceeding to engrave and install them.
3. The library gallery (dubbed Arc Gallery) is booked for four art exhibits for 2008-2009. The group has also been working on research into ways and means to make the gallery more secure.

Library Services Subcommittee

Goals:

1. Promote the Consortium Library Prize among UAA faculty and students (Dec - Mar)
2. Develop a plagiarism page for the library website (Apr)
3. Improve APU access to essential computer software and printing in the library (Apr)

Outcomes:

1. It was decided not to promote the Consortium Library Prize this year, since the library and the Office of Undergraduate Research and Scholarship have this well in hand now
2. The group worked hard on the plagiarism page with the help of Page Brannon, Head of Library Instruction and Reference Services, and input from some APU faculty. The go-live date was delayed by the resignation of the Web Services Librarian. Nevertheless, the first draft will be posted early in this fall and feedback is highly encouraged. The page

will offer plagiarism resources geared to UAA administrators, students and faculty, since upholding academic honesty at UAA is a shared responsibility[1]

3. The resignation of Scott Kiefer, an APU IT person, left the group with fewer resources and connections to improve IT access for APU students in the library. Mike Baker, APU's new Head of IT attended one LAC meeting and is interested in more involvement.

[1]*Since much controversy has been generated at other institutions by the adoption of plagiarism detection software such as Turnitin ™, UAA IT is loath to implement Blackboard's SafeAssign™ module without more faculty discussion. Many teachers of writing feel there are better ways to educate and coach students to avoid plagiarism, and have offered their expertise and suggestions to encourage such methods across the curriculum. The Library's Plagiarism page will offer such resources.*

Library Resources Subcommittee

Goals:

1. Develop a mechanism to gather feedback on user experience with trial database subscriptions (Mar)
2. Establish a system by which the library can maintain departmental wish lists of library materials, to speed ordering using year-end or unexpected funds (Apr).
3. Develop a plan for involving faculty in the review of current journal subscriptions, requested titles and back files (May)

Outcomes:

1. Library faculty created a draft online form for this purpose, and asked LAC members to test drive it with a selection of new databases. Several improvements were suggested, and the amended form will remain in test mode for the next academic year
2. It was decided that the Anthropology and Accounting Departments would pilot a new process for faculty journal review, using a listing of journal titles in print and digital format provided by the Library serials technician.
3. The Library has just hired a new Collections Development Librarian (CDL) who will soon determine an allocation model for funding of departmental requests. Nevertheless Christine Hanson (Anthropology) set a wonderful precedent by moving unused departmental funds over to the library for acquisition of materials in her discipline. The plan for a wish list system is awaiting the CDL's participation. The library continues to monitor interlibrary loans requests to guide collection development decisions

- GENERAL BUSINESS
  One APU member proposed LAC should be renamed the Consortium Library Advisory Committee to better reflect its joint membership from UAA and APU. This was submitted to the Faculty Senate for consideration, but in the end, it was withdrawn when members decided to retain the name of Library Advisory Committee for clarity and simplicity

  The Committee provided input on the Dean's Library Budget for FY09 and FY10

  LibQual™, the library evaluation exercise will take place in the upcoming fall 2008 semester

- **The first meeting of 2008-2009 will take place on September 5th, 2008 in CL302A at 11:30 am.**

Prepared by Sally Bremner
Co-Chair, LAC August 30, 2008

Professional Development Committee Meeting
August 26, 2008

Attendance: Lauren Bruce, Carol Coose, Randy Magen, John Mouracade

A document entitled, "A brief history of the establishment of the CAFÉ" by Lauren Bruce was circulated (attached).

Meeting times

Committee members are asked to vote on one of the two times for a regular monthly meeting:

- The 1st Friday of the month (except in September) at 2 pm. This would follow the CAFÉ advisory committee (12:30-2:00) to which all PDC members are invited. The PDC meeting would be limited to 30 minutes to allow members to attend Faculty Senate at 2:30.
- The 1st Monday of the month at 2:30 pm.

Please vote on one of these times and send your vote to John.

Chairperson

John Mouracade has agreed to serve as chairperson of the committee. He will continue to be the PDC member on the CAFÉ advisory committee. John is also willing to work with another committee member as a co-chairperson

Goals

We established the following goals for the committee:

1. To identify sources of travel funding for faculty, advocate for additional funds, and publicize the travel funding sources to faculty.
2. To advocate for faculty representation on strategic committees in the university such as the Provost's Budget Advisory Committee (PBAC), and the Strategic Opportunities Grant Committee.
3. To develop ideas for increasing response rates on the IDEA student evaluations and to suggest ways for utilizing (or not) the IDEA in the evaluation of teaching.

Notes by Randy Magen

Brief History of the Establishment of CAFE

Prior to the establishment of CAFE, in (1988) Kate Sandberg, Kate O'Dell and Becky Patterson established the Teaching Excellence Program with support from the Office of Academic Affairs to advance excellence in the art and science of teaching. Then in 1997 governance changed from a faculty assembly to a Representative Faculty Senate which created the Professional Development Committee as a standing committee charged with initiating and reviewing all policies affecting faculty including, but not limited to, leave, professional ethics, academic freedom and faculty development. The Provost also established the Newcomers Committee dedicated to improving services for new faculty.

Both the TEP program, PDC and the Newcomers Committee worked to promote faculty development opportunities on the UAA campus, but realized that a more coordinated effort needed to be made to establish a formal faculty development program on campus.

After many joint discussions between 1997 and 1999, the Faculty Senate Professional Development Committee (PDC) and the Provost-appointed Teaching Excellence Program (TEP) forwarded a joint funding proposal to Provost Dan Johnson for a Faculty Development Center in February, 2000.

The proposal included requests for a UAA FDC housed in a central location and staffed by a full-time associate-level professor experienced in faculty development issues, supported by a full-time support staff with and program budget to carry out its objectives.

The collaborative effort resulted in the Provost funding the FDC, which subsequently became known as CAFE, the Center for Advancing Faculty Excellence. (Which I believe was a Cheryl Mann suggestion).

On June 5, 2000, then Faculty Senate President Jim Liszka met with the co-chairs of the PDC, Robb Boyer and Christine Erickson, the co-chairs of the TEP, Judy Green and Lynn Koshiyama and Provost Dan Johnson to confirm the collaboration of the two committees, and their merger into a broader, more efficient one which would provide a stronger and more efficient voice for faculty development at UAA. The resulting structure was the retention of the Faculty Senate PDC and the establishment of an advisory council for the FDC which included TEP and PDC members. During the summer of 2000, the two committees and the Provost worked to iron out the budget, the organizational structure and most importantly identify the person to lead the Center.

A grand opening of the New Faculty Development Center was held on September 28, 2000 in what was then known as K136. Lauren Bruce was appointed ½ time interim Director and the first Faculty Development Advisory Council was made up of a combination of PDC and TEP members. Special thanks went to Dave Stephens,

Director of Academic Technology Services who offered to house the facility within ATS's offices, and who, along with Rich Whitney, Associate Vice-Provost for Information Technology Services, also contributed funding for computer equipment. Provost Dan Johnson and Vice Provost Renee Carter-Chapman pushed forward the funding issue and Associate Vice Chancellor Cindy Matson, Dianna Durst and Barbara Charbonneau from Procurement Services helped to make the physical facility a reality.

Suggestions for FDC name:
Center for Faculty Excellence
Teaching, Learning and Research Center
Faculty Center for Excellence
Faculty Center for Educational Development
Faculty Exploration
Faculty Exploratory

Faculty Senate Retreat - August 18, 2008
Responses from Discussion on Goals for 2008-2009

Communication

Enhance communication and cooperation with other governance groups at UAA.
Examine and enhance communication structures among faculty, senators, and constituents; for example, examine website for possible blog, wikis, inviting and up to date.
Communication between facilities and faculty, including summer (ex. remodels, fumes in buildings, safety)
Physical/Facilities Issues (lighting, technical) need to consult with faculty
Improved Communications with Community Campuses (technology and methods)
Faculty meeting place
Recruitment and retention of students
- Faculty involved
- Use technology that students use
- Advertise/ marketing
- Benefactors

Professional Development and Mentoring

FS should support MENTORING: Senior faculty mentoring untenured or new faculty for first few years.
Make mentoring a goal on departmental level
Need a faculty mentoring program
Funding: CAFÉ, faculty grants and leaves, professional development funds at college level
Research mentoring (new faculty researchers)

IDEA

IDEA? How will the problems be resolved?
- -faculty should have more control of the windows of opportunity for response.
- -or, like other places, Academic Affairs makes an appointment to come to your classroom to administer it themselves.

IDEA numbers don't work at the grad level.
Assessing the implementation of IDEA to identify ways to improve student response rate
Concerns about Electronic student evaluations

Accreditation

Communicate and Monitor
Be engaged and involved in accreditation process pertaining to Institutional Learning Outcomes

Promotion and Tenure process

Communicate and Monitor

Constitution & Bylaws

Continue revision of constitution (start early)
Ensure enforcement of constitution and bylaws
Thoughts on constitution and bylaws, e.g. trimester issues

Revising constitution and bylaws to take into account trimester workloads, sabbaticals, emergency leave, for colleges to insure representation during traditional school year

IT

IT services should be more current. (Ex Blackboard is at 8.0 and UAA is at 6.3?))
(Note: Updates are planned – I received email from Jim Weller)
FS could have a policy re: Faculty should have a hand in decisions about IT services that faculty use.
We need faculty input on our academic needs re: IT (purchases, program changes etc,)
All classrooms should be SMART classrooms. We still have faculty assigned to rooms with nothing but chalkboards.
IT Support for teaching.

Distance

Any policies, especially related to distance Ed and its use of IT, need STRUCTURE & SUPPORT or they are just words. (All summer people were dropped from electronic classes or couldn't connect)

FS Meetings

When FS meetings are just 2 hours/month they should be streamlined; mtgs should not be just one committee report after another and then 20 minutes at the end for discussing issues. They should get business done other ways so the time can be spent in meaningful discussions

- Committee reports and their discussion could take place on blackboard or a discussion board.
- Voting on-line on reports
- Disperse list of issues & questions to propose
- Discuss responsibilities of committee members

Graduate Programs

FS over focused on Undergrads.(?) Grad classes have to fight for tech support for night classes.
FS needs to look at full support of GS. IWT doesn't fit grads. IDEA doesn't fit grads.

Student Readiness & Advising

FS should address issues of Student Readiness

- Maintain standards
- Seek faculty input when working on readiness
- Greater faculty participation at all levels
- Readiness in academic skills
- Readiness in technical skills
- Part of + outcome is measuring readiness! Students more likely to be successful if readiness is evaluated appropriately
- Compensation for advising
- Or specialists to do all of it (vs. faculty)

Research Workload

FS should look into more operationalized descriptions on research

Library is not geared to support researching faculty. Faculty cannot schedule space to work on research.
Ideal: Library should schedule some time during the week that the library is only open for faculty and staff doing research. Essentially locked down so faculty can set up space and then move around in library and come back to a locked room where they left their computer etc.
Review library use for research (access to journals)

Service Workload
FS should look into more operationalized descriptions on service
Support extra departmental service reward (ex. new faculty encouraged to serve outside of dept.)
Annual online survey of faculty service to the community (ex. via ADN)

Faculty Involvement
More faculty involvement in policies

How can sustainability be incorporated into the curriculum
Reduce paper:
- Smart classrooms
- Students bring laptops
- Blackboard or email vs handouts

Sustainability
- BPFA and new buildings
- Workshops
- Sustainable textbook initiatives

Support & scaffolds should match mission & vision

What concerns do faculty have about teaching with which Faculty Senate can help?
Facilities
(See IT above)

How can Faculty Senate help educate faculty about the facilities and equipment request process?
Bill Spindle to address Senate on process and needs

How can Faculty Senate help educate faculty about the UAA and UA budget process?
Bill Spindle and Pat Pitney to address Senate on process, needs, and short falls

Q: What role can Faculty Senate play in supporting employee well being?
Better retention of staff
Survey of perceptions of work/life balance
Senate to review super-tuition student fees

Work/Life Balance
Work/Life balance committee on philosophy of faculty

Raise awareness of faculty issues (resources/priorities/ quality of life)

Diversity
Actively promote diversity
Support Alaska Native recruitment/retention at UAA (faculty, staff, students)
Student retention in terms of diversity

Budget
Educate faculty on fiscal/legislative technology issues (CAFÉ)
Support expansion of Physical Plant inclusion with Master Plan)
Increase support for academic programs not considered "state needs"
Support increased faculty and staff membership in UAA Faculty and Staff Association (for higher impact to AK Legislature)
Support additional funding for faculty grants and leaves
Support additional baseline funding for GER-related faculty
Increase ratio of tenure track faculty to term faculty
Mission Statements must be reflected in the budget

Curriculum
Placement test for computer literacy
Support interdisciplinary instruction

How is community outreach and civic engagement measured?
How often does community come to us?
Attendance/interest at events
Pertaining to discipline
Encouraging community outreach and civic engagement
Productivity as an outcome (areas JPC, Health Care, Clinics, Elections)
Networking between ASD and UAA (more challenging in some disciplines)

Accreditation Documents for Review

UAA is piloting a new accreditation process that is being developed by the NW Commission on Colleges and Universities. Its characteristics include:

- All units within the institution will be asked to evaluate their contribution to the mission of the institution. Each unit must establish outcomes and gather evidence of performance on each outcome.
- The process provides for a more even and continuous conversation between the Commission and the institution, with no more frantic effort every 10 years. Visits will likely focus on specific issues, rather than the entire institution.
- The process (1) is forward looking (how can we better achieve our goals); (2) informed by data that is identified, collected and analyzed by the institution; and (3) better supports institutional transformation where that serves the mission.

The UAA Accreditation Steering Committee was formed this past spring to lead this 2-year effort. Communication and collaboration with each unit of the university are keys to a successful process. Please take part in the discussions. Share your comments and suggestions.

The new accreditation process will normally proceed on a 7 year cycle. Since UAA is piloting the new process, and since methods developed and lessons learned during the pilot period are meant to inform all future users, the cycle for UAA will be completed in just 2 years. The documents attached and described below are among the first that are due to the Commission – in January 2009. They were developed by the UAA Accreditation Steering Committee over the summer and are presented for your examination.

These are DRAFT documents, in various stages of completion that need the input, and ultimately the review and acceptance of a very broad segment of the university community. The decision to share them recognizes the potential for confusion that their current state presents. The Steering Committee leadership believes that the conversation with the wider community should start immediately, and that these help to provide the context and some of the particulars for that conversation. The documents themselves are:

1. An Environmental Scan: The purpose is to list those important factors that influence the university's status, operations and potential for growth. The list was compiled from many sources and will be reviewed and analyzed to determine which factors should be considered when evaluating accomplishment of our mission, or planning for the future of the institution. Comments, suggestions and analysis are welcome.
2. An excel spreadsheet that expands the mission into components, and the activities that support those components. The purpose is to list all operations that exist within the institution, show their connection to the UAA mission, identify their outcomes and note the measures they use to evaluate their effectiveness. This spreadsheet is very incomplete and will need significant input from all administrative units – academic, student affairs, advancement, administrative services, community campuses, etc.
3. A pair of trial sets of institutional student learning outcomes (draft8 and draft10). These illustrate some variation in approach and should encourage the discussion and final selection of an appropriate set for the institution. It is important to remember that these outcomes are measurable features of student learning that should define the academic mission of the institution and the nature of our accountability to our constituents. Student expectations in each outcome were defined at three levels. These levels were informed by the European Qualification Framework, facilitating the translation of European programs to UAA credentials and helping us to evaluate our place within the international systems of higher education.

   The outcomes and the measures at each level are open for discussion and revision. These are the primary documents that the academic boards are being asked to consider.

Please review these and share your comments and suggestions as they are reviewed in various venues. Your input is welcome and necessary if UAA is to accurately evaluate itself in this way. We are under a tight timeline. To ensure proper consideration of your comments and suggestions please send them to Megan Carlson in Academic Affairs before September 5, 2008.

Type of factor	Environmental factor	Impact on UAA
Natural/Physical	Alaska is relatively isolated and sparsely populated. Recent increases in utilities costs have led to even higher transportation costs.	The state geography has led to the formation of a distributed educational system. As transportation costs increase, the pressure on delivering education locally to avoid travel might be exacerbated. UAA needs to continue to increase and diversify distance education offerings and must continue to support and to strengthen its remote campuses.
	Climate change may open up the Northern Passage, placing the state even more squarely in the center of international trading routes.	UAA needs to be aware or potential opportunities and to be prepared to serve the emerging state needs in transportation. UAA should lead or participate in state planning, arrange conferences, etc.
	Climate change has a negative impact economically by threatening the livelihood of subsistence communities, by diminishing the purchasing power of citizens (as utilities costs take a disproportional share of incomes) and by increasing operating costs of local businesses.	Climate change might reduce the number of students who can afford to attend UAA, as they are squeezed by increasing utility costs. It may also reduce the number of jobs available, as businesses relocate or close, in response to increased costs. UAA might see fewer students in response to these reduced opportunities. Additionally, UAA might need to increase the offerings via distance education, to allow students to reduce commuting costs. The university needs to continue to focus on sustainability issues, including educating citizens, supporting and promoting innovation to help alleviate budgetary pressures and to create new opportunities.
Demographic	An increasing share of new entrants into the labor market are Alaska Natives and non-Native minorities. Non-Native minorities are the fastest growing component of the population, driven both by immigration and natural increase.	UAA must become increasingly focused on culturally aware educational practices. This will require recruiting and training an even more diverse cadre of faculty, as well as further increasing the diversity of the student body. Natives and immigrants have additional needs (language, cultural, social, levels of preparation).
	While the Anchorage area is home to a large number of minorities, many of these groups are relatively small in size, have limited economic bases in place (e.g., few if any ethnic grocery stores) and tend to have a disproportionally small number of members holding advance degrees.	Young people from some of the minority groups lack role models and support networks that would direct them to seek higher education and to persist to success. UAA has seen low success rates among several minority groups (most notably among Alaska Native men). This statistic has been reversed where learning communities have been established to support student groups (ANSEP, ANPSYCH). More such learning

Type of factor	Environmental factor	Impact on UAA
		communities will be needed to support the increased diversity of UAA population. Also, because of the small size and lack of economic establishments of minority groups, recruitment of a highly diverse faculty body has been less than successful. Many of the faculty candidates do not consider Alaska as an option, due to its remoteness from their established ethnic groups. (Is this changing? It looks like a factor, not an impact.)
	As a relatively young university, private financial support for the university is currently constrained by the modest base of alumni. Is this financial or other support as well?	UAA must increase its efforts to reach out and connect with its alumni.
Economic	Alaska economic growth will continue, but uncertainty about the future of world oil and gas markets makes it impossible to estimate the rate of growth.	UAA's student pool and the state needs UAA serves are both tied to widely fluctuating natural resource prices, which are difficult to predict. UAA should continue to focus on securing more reliable funding sources that are not tied to commodity prices.
	Job growth will be particularly strong in fields related to health care, construction, petroleum, mining, and tourism, and an increasing share of new jobs will require some post secondary education or training.	UAA must continue to focus on meeting the need for trained professionals in high demand job areas (health, engineering, education).
	A large share of the current workforce, particularly in government, construction, and petroleum, is nearing retirement age. Many new workers will be required to fill replacement opening as well as jobs added as the economy grows.	As state needs increase but the population ages and decreases, UAA will need to play a more active role in recruiting students from out of state, training them for local job opportunities and enticing them to remain in the state after graduation. The university must focus on entrepreneurship and job creation, in addition to its current focus on meeting high demand job needs.
	Job growth will be particularly strong in fields related to health care, construction, petroleum, mining, and tourism, and an increasing share of new jobs will require some post secondary education or training.	UAA must continue to focus on meeting the need for trained professionals in high demand job areas (health, engineering, education).
	Alaska household income growth is failing to keep pace with the increase in the cost of higher education, in Alaska and elsewhere. An increasing share of Alaska households will be unable to afford the cost of higher education.	UAA will need to seek additional sources for financial aid, as well as to explore new ways to make education more affordable.
	Alaska has no state need-based financial aid.	Students on the lower end of the economic scale struggle with tuition and fee increases.
	Alaska has very low taxes and provides generous dividends to all residents who meet state requirements.	

Type of factor	Environmental factor	Impact on UAA
Political and legal	Two of Alaska's senior legislators (Ted Stevens and Don Young) are under federal investigation for corruption related allegations. Alaska might lose considerable ground if these legislators are not successful in their bids for reelection.	UAA along with the rest of the state might lose earmark (how significant are earmarks to UAA?) funding which has traditionally been supported by its senior members of the Washington delegation. UAA needs to continue to focus on securing stable funding sources and becoming truly competitive for research $.
	Political support for UAA is limited by absence of a clear understanding of the role of the university in human capital development and economic development. Economic contribution to Anchorage community is high. Anchorage caucus is beginning to coalesce around UAA.	Despite recent progress in marketing itself, UAA must become even more visible in the community. Service component of workloads could be better focused.
	Alaska is ranked last among US states for the level of financial aid to students. Legislation to increase financial aid has been hampered by the fact that Alaskans receive substantial PFD checks every year, which ostensibly could be saved for educational expenses.	UAA must continue to educate legislators about the economic realities that prevent many students from saving PFD funds (especially in subsistence areas of the state). UAA must also educate citizens of the state about the value of education and about the potential benefits of saving for educational needs.
Social and cultural	UAA is a relatively young university in a predominantly blue-collar state that does not appreciate the role of higher learning. Financial and community support for the university is currently constrained by the perception that the university is elitist and not aligned with the needs of the majority of the citizens of the state.	UAA must increase its efforts to educate the citizens and the legislature about the role of higher education. Outreach efforts and alumni connections must also be strengthened.
	Many attending are first in family to attend college.	Support and assistance for struggling students, encouragement to enter and persist in difficult majors must come from other than family sources.
	Expensive and unreliable transportation in the state.	Mixing of cultures is difficult to achieve outside of campus activities. Many students, staff and faculty members have profound misconceptions about distant areas of the state.
	Many small but culturally distinct groups in UAA student population.	Social support for diverse populations is needed.
Technological	Increased availability of broadband connections has increased the reach of distance education offerings.	Alaskan students and citizens expect UAA to further increase and to strengthen its offerings of distance delivered classes, to allow access to higher learning even in (some) small remote communities – though this is still a problem in many locations.
	No significant manufacturing in the state.	Less support for some traditional disciplines. Fewer industry partnerships available and fewer placement opportunities for interns or graduates.
Higher education	Many young Alaskans leave the state to pursue education and vocational interests elsewhere.	UAA must increase its efforts to attract and retain Alaskans. The picture is changing more Alaskan HS graduates attending UA schools than ever before. Reasons are believed to be …(selection of programs available, UA scholars, costs of other schools, etc.)

Type of factor	Environmental factor	Impact on UAA
	UAA is not the product of a grand design for higher education in Alaska. It has evolved through a process of complex self-organization from the 1986-87 decision (taken in response to a major fiscal crisis) to merge four community colleges (ACC, KPCC, KOCC, MSCC) and one small urban university (UA,A) in one institution. That decision placed the traditional community college and university missions inside a single organization.	People and processes at UAA fulfill the mission under a healthy tension – between the university and community college mission (emphasis on creating knowledge vs. emphasis on access). UAA must continuously work on blending and balancing the two sides of the mission. Legacy of Bi and Tri-partite workloads, P&T criteria that are mixed and complicated. Mix of programs, many serving narrow sectors of the workforce. Availability of upper division and grad credit at community campuses. Must honor broad mission while looking to develop advanced graduate degrees.
	UAA, in its several forms, is, and always has been, a component of the Statewide UA system. As UAA has grown and developed, the interaction between UAA and UA system administration has become an on-going challenge to both organizations.	UAA's ability to fulfill its mission is guided by the Statewide framework. This is a + when SW represents all campuses well and when opportunity and start-up$ are evenly distributed. This is a – when SW attempts to control or limit programs and services of campuses.
Financial	The long run potential for increasing state of Alaska support depends on the continued development of the petroleum resources of the state and is not assured.	The potential for growing financial support to the University from the state of Alaska will remain strong as long as oil prices remain high and oil production does not decline sharply.
	For most of the nineties, UA (and UAA) suffered from financial constraints so serious that the period is constantly referred to as the "fiscal desert." The full consequences of the actions taken to deal with the crisis years (Retirement Incentive Program, reductions in classified staff, and reorganization) are not yet completely understood. Significant program reductions did not occur.	Although UAA has made progress in recent years, the perception and reality reflect a gap between the actual and deserved/needed level of funding. UAA must continue to increase the visibility of its accomplishments to receive a proportional share of state appropriations. Fiscal desert resulted in reduced staffing and poor response to students, institutional and community needs. UAA has not recovered service level or reputation. Many programs are a mile wide and an inch deep.
	President Mark Hamilton brought aggressive leadership to the UA system beginning in 1998. In particular, he developed and promoted a "public agenda" for higher education focused on workforce development and education for employment (High Demand Jobs). This agenda, its associated budgeting system (SW Initiatives and latterly, Performance Based Budgeting), and an improving state fiscal climate combined to produce significant increases in general fund appropriations.	Among Statewide impact on UAA's mission, PBAC plays a critical role in allocating marginal budget increments. UAA must continue to educate Statewide and to assert its priorities in shaping the PBAC process. The president has promoted a strong focus on the university's impact on economic development and workforce preparation. The benefits of liberal education, educating for citizenship and basic research may be struggling for recognition.
	Increased effort and success of Advancement in engaging community and alumni support	Available funding for specific projects and for certain operating expenses. Noticeable support for UAA in many public venues.

	UAA Mission Components	Essential ingredients	Programs and activities	Unit	Outcomes	Assessment Process	Assessment Results	Closing the loop
Part 1	Discover and disseminate knowledge through teaching, **research, engagement and creative expression**	Teaching and learning	see part 2					
		Research	Research in faculty workload	Colleges	Advanced knowledge and creative expression	Peer review	publications, presentations	
			Research centers and institutes	Colleges				
			Research support organizations	Office of Research and Grad studies, Grad school				
		Engagement	Academics, see part 2					
			Public square, see part 3					
		Creative Expression	Academics, see part 2					
			Public square, see part 3					
Part 2	Serve the **higher education needs** of the state, its communities and its diverse peoples. **(Teaching and Learning)**	Access	Open admissions	Enrollment Services				
			Advising and testing	Colleges and ..				
			College Prep and Developmental Studies	CTC				
			Distance and alternate delivery					
		Quality Programs	Institutional expectations	OAA & Faculty	Institutional outcomes (include GER and Related Instr.)	Comply with accreditation requirements	Adjustment of emphases, reallocation of resources	
			Program expectations or goals - e.g. meeting needs of industry or profession, emphases	OAA, Colleges and Academic Boards	Program outcomes (measurable)	Annual assessment cycle	Recommendations for program improvement discussed by faculty	
			Occupational and Professional readiness (OECs and some UG certs)		Potentially fewer outcomes, most at basic level of performance			
			Undergraduate certificates & degrees		Full suite at a mix of levels			
			Graduate certificates and degrees		Fewer outcomes, advanced			
			Course expectations or goals	Colleges and Academic Boards	Course outcomes	Evaluation of student performance in each course	Grades, adjustments to courses.	
		Academic enrichment and development of the whole person	Internships, engaged learning, international study	Career services, CCEL, departments	Course outcomes vary with discipline and section. Program outcomes assessed			
		Qualified faculty	Faculty development	CAFÉ				
			Hiring, retention, P&T and compensation policies	HR, OAA and Colleges				
		Program Completion	learning readiness and progress					
			Learning resources, tutoring,					
Part 3	Open access university with .. occupational endorsements; undergrad and grad certificates; and associate, baccalaureate, and grad degrees in a **rich, diverse, and inclusive environment**.	Enriching experiences	Campus life and student activities	Student Affairs	Student persistence, satisfaction	UAA status and trends. NSSE, CCSSE		
			international collaborations and exchanges	OAA, Student Affairs & Colleges				
			student governance	Student Affairs				
		Diverse faculty and staff		Chancellor, HR and OAA				
		Diverse student body	Outreach to underrepresented groups					
			international students					
			learning communities					
			campus support organizations					
		Public Square and Community involvement	Contributions to community issues	ISER, applied research, faculty service				
			Performing arts	Music, theater, dance				
			Lecture series, visiting experts, complex systems					

Institutional Student Learning Outcomes

Within the University there are four levels of outcomes used to describe student learning: institutional, program, general education and course outcomes. At UAA, general education and program outcomes are published in the catalog and the course outcomes are included in the Course Content Guidelines (CCGs). Institutional outcomes are broad student learning outcomes that are demonstrated by graduates from all program levels (OEC, Certificate, AA, AAS, BA, BS, MA, MS and PhD) and all academic disciplines. There are currently no published Institutional Student Learning Outcomes for UAA. The Steering committee for the University Accreditation is seeking faculty input to describe the student learning outcomes that should be demonstrated by all UAA graduates. The following outcomes are common to many programs at UAA:

Institutional Student Learning Outcomes

UAA Graduates will demonstrate that they

A. Communicate effectively (General knowledge and skills)
B. Employ critical thinking skills.(General knowledge and skills)
C. Possess a knowledge base in the major (Specific knowledge)
D. Perform essential tasks or creative techniques of the major (skills, engagement)
E. Take responsibility for their learning (skill, autonomy)
F. Interact ethically and responsibly with peoples, cultures, and world around one (social, ethical, cultural, etc.)
G. Apply knowledge, skills, values and judgment to form conclusions and determine roles and responsibilities in personal, social or professional commitments. (integration and professional competence)

Three levels of performance (Basic, Mid and Advanced) have been established to reflect the minimum level of achievement for the different program levels. The Steering Committee is also asking for input from the faculty to clarify the definitions for the outcome levels.

Outcome levels defined:

A. Communicate effectively

Communication (General Knowledge and Skills)		
Basic Level	**Mid-Level**	**Advanced Level**
Produce and respond to detailed written and oral communications.	Convey ideas in a well structured and coherent way to instructors, peers, supervisors and clients using qualitative and quantitative information.	Communicate project outcomes, methods and underpinning rationale to specialist and non-specialist audiences using appropriate techniques. (Thesis /Dissertation)

B. Employ critical thinking skills

Critical Thinking(General Knowledge and Skills)		
Basic Level	**Mid-Level**	**Advanced Level**
Analytically identify issues and evaluate problems which have few variables, using a defined method or approach that requires a few simple operations.	Analytically identify issues and evaluate problems which have multiple variables, using a defined method or approach that may require multiple operations.	Analytically identify issues and evaluate problems which have multiple variables, selecting the best method or approach, requiring multiple operations.

C. Possess a knowledge base in the major

Knowledge in Major or Profession		
Basic Level	**Mid-Level**	**Advanced Level**
Recall and comprehend basic knowledge of a field, the range of knowledge involved is limited to facts and main ideas.	Apply a wide range of field-specific practical and theoretical knowledge that includes processes, techniques, materials, instruments, equipment, and terminology.	Use specialized knowledge to critically analyze, evaluate and synthesize new and complex ideas that are at the most advanced frontier. Extend or redefine existing knowledge and/or professional practice within a field or at the interface between fields.

D. Perform essential tasks or creative techniques of the major

Essential Tasks or creative techniques in Major or Profession		
Basic Level	**Mid-Level**	**Advanced Level**
Use skills and key competencies to carry out tasks where action is governed by rules defining routines and strategies.	Use a range of field specific skills to carry out tasks and show personal interpretation through selection and adjustment of methods, tools and materials. Develop strategic approaches to tasks that arise in work or study by applying special knowledge and using expert sources of information.	Research, conceive, design, implement and adapt projects that lead to new knowledge and new procedural solutions. Develop new skills in response to emerging knowledge and techniques.

E. Take responsibility for their learning

Autonomy and Responsibility (Competencies)		
Basic Level	**Mid-Level**	**Advanced Level**
Take responsibility for own learning.	Consistently evaluate own learning and identify learning needs.	Demonstrate capacity for sustained commitment to development of new ideas or processes and a high level understanding of learning processes.

F. Interact ethically and responsibly with peoples, cultures, and world around one

Interaction (Competencies)		
Basic Level	**Mid-Level**	**Advanced Level**
Ability to interact ethically and responsibly with faculty, colleagues, professionals and the community and to deal effectively with cultural and ethnic diversity. Team player	Ability to interact ethically and responsibly with faculty, colleagues, professionals and the community and to deal effectively with cultural and ethnic diversity. Train others and develop team performance.	Scrutinize and reflect on social norms and relationships and lead action to change them. Show creativity in developing projects and show initiative in management processes that includes the training of others to develop team performance.

Apply knowledge, skills, values and judgment to form conclusions and determine roles and responsibilities in personal, social or professional commitments. (integration and professional competence)

Integration (Competencies)		
Low Level	**Mid-Level**	**High Level**
Solve problems using well known information sources taking account of some social issues.	Solve problems by integrating information from expert sources taking account of relevant social and ethical issues.	Gather and interpret relevant data in a field to solve problems. Demonstrate experience of operational interaction within a complex environment. Make judgments based on social and ethical issues that arise work or study.

The proposed Institutional Student Learning Outcomes have been applied to the AAS Medical Laboratory Technology and BS Medical Technology Programs on the pages that follow, to provide an example of how programs could provide evidence that they are meeting the institutional outcomes at the appropriate level for their program.

College: Community and Technical Technology **Department**: Medical Laboratory Technology

Assessment Coordinator: Heidi Mannion **Program:** AAS Medical Laboratory Technology

The mission of the Medical Laboratory Technology department is to graduate competent and ethical clinical laboratory professionals with the knowledge and the skills for career entry. It is also the department's mission to prepare graduates for leadership roles in the clinical laboratory and professional organizations and to instill the need for maintaining continuing competency in a rapidly changing and dynamic profession.

At career entry, the medical laboratory technician/clinical laboratory technician will be able to perform routine clinical laboratory tests (such as hematology, clinical chemistry, immunohematology, microbiology, serology/immunology, coagulation, molecular, and other emerging diagnostics) as the primary analyst making specimen oriented decisions on **predetermined criteria**, including a working knowledge of critical values. Communication skills will extend to frequent interactions with members of the healthcare team, external relations, customer service and patient education.

Institutional Outcome	**Minimum Performance Basic Level**	**Program Outcome/ Capstone Seminar Outcome**	**Measure**
Communicate Effectively	Produce and respond to detailed written and oral communications.	Communication skills- Clinical Practicum	*Item #3 Core Abilities
Employ critical thinking skills.	Analytically identify issues and evaluate problems which have few variables, using a defined method or approach that requires a few simple operations.	Demonstrate proficiency in manual calculations for LDL and % saturation. Demonstrate proficiency diluting out of range test results and manually calculating the reportable result Demonstrate proficiency in performing 24-hour urine testing and manually calculating results. Recognize and resolve discrepant results. Calculate corrected WBC counts of NRBCs.	**Task Objectives Core Lab
Possess knowledge base in the major	Recall and comprehend basic knowledge of a field, the range of knowledge involved is limited to facts and main ideas.	Demonstrate entry-level competencies for **medical laboratory technician (AAS-MLT)** in the following disciplines: Hematology, Chemistry, Immunology, Blood Bank, Urine and Body Fluid Analysis, Microbiology and Laboratory Operations.	National certification exams
Perform essential tasks or creative techniques of the major.	Use skills and key competencies to carry out tasks where action is governed by rules defining routines and strategies.	Demonstrate entry-level competencies for **medical laboratory technician** (**AAS-MLT)** in the following disciplines: Hematology, Chemistry, Immunology, Blood Bank, Urine and Body Fluid Analysis, Microbiology and Laboratory Operations.	The students are evaluated on their ability to perform specific tasks in each area of their clinical rotation. Employer Survey

Institutional Outcome	Minimum Performance Mid-Level	Program Outcome/ Capstone Seminar Outcome	Measure
Take responsibility for their learning	Take responsibility for own learning.	Commitment to learning	*Item #1 Core Abilities
Interact ethically and responsibly with peoples, cultures and world around one.	Ability to interact ethically and responsibly with faculty, colleagues, professionals and the community and to deal effectively with cultural and ethnic diversity. Team player	Demonstrate professional behavior including sound work ethics, cultural responsiveness and appearance while interacting with patients and healthcare professional	*Core abilities Employer Survey
Apply knowledge, skills, values and judgment to form conclusions and determine roles and responsibilities in personal, social or professional commitments	Solve problems using well known information sources taking account of some social issues.	Problem solving and critical thinking	*Core abilities- Item #6

* Currently we average the students core abilities scores on 1) commitment to learning, 2) Interpersonal Skills, 3) Communication Skills, 4) Effective use of time and resources, 5) Use of Constructive feedback, 6) Problem solving skills and critical thinking, 7) Professionalism, 8) Responsibility, 9) Stress Management – to determine their score on demonstrates professional behavior. We then average the students' scores to determine the program score. We would need to separate the scores and compute program averages:

Communication skills: Communicate Effectively
Commitment to learning: Take responsibility for their learning
Problem Solving and Critical thinking: Apply knowledge, skills, values and judgment to form conclusions and determine roles and responsibilities in person, social or professional commitments
Interpersonal skills and Professionalism: Interact appropriately with people.

Currently we average the students' scores on the task objectives for each clinical rotation. These scores are used for course assessment. We then take an average of all of the students in all of the clinical rotations for the program score on Demonstrate entry-level competencies for **medical laboratory technician (AAS-MLT) in the following disciplines: Hematology, Chemistry, Immunology, Blood Bank, Urine and Body Fluid Analysis, Microbiology and Laboratory Operations. We would have to pull out the scores that deal with calculations and problem solving.

College: Community and Technical Technology **Department**: Medical Laboratory
Assessment Coordinator: Heidi Mannion **Program:** Bachelor of Science Medical Technology

The mission of the Medical Laboratory Technology department is to graduate competent and ethical clinical laboratory professionals with the knowledge and the skills for career entry. It is also the department's mission to prepare graduates for leadership roles in the clinical laboratory and professional organizations and to instill the need for maintaining continuing competency in a rapidly changing and dynamic profession.

At career entry, the medical technologist/clinical laboratory scientist will be proficient in performing clinical laboratory tests in areas such as hematology, clinical chemistry, immunohematology, microbiology, serology/immunology, coagulation, molecular and other emerging diagnostics and will be able to play a role in the development and evaluation of test systems and interpretive algorithms. The graduates will have diverse responsibilities in areas of analysis and clinical decision-making, regulatory compliance with applicable regulations, education, and quality assurance/performance improvement. They will also possess basic knowledge, skills and relevant experience in:

- Communications to enable consultative interactions with members of the healthcare team, external relations, customer service and patient education
- Financial operations, marketing and human resource management of the clinical laboratory to enable cost-effective high quality, value added laboratory services
- Information management to enable effective, timely, accurate and cost-effective reporting of laboratory-generated information
- Research design/practice sufficient to evaluate published studies as an informed consumer.

Institutional Outcome	**Minimum Performance Mid-Level**	**Program Outcome/ Integrated Capstone Outcome**	**Measure**
Communicate Effectively	Convey ideas in a well structured and coherent way to instructors, peers, supervisors and clients using qualitative and quantitative information.	Communication skills Develop, deliver and assess effective instructional modules including necessary aspects of the educational process.	*Item #3 Core Abilities MEDT 302 Integrated Capstone- Student Project
Employ critical thinking skills.	Analytically identify issues and evaluate problems which have multiple variables, using a defined method or approach that may require multiple operations.	Apply problem-solving skills to personnel management issues. Perform needs analysis including evaluation of cost and ethical issues related to testing decisions in the clinical laboratory.	MEDT 302 Integrated Capstone-Role playing and case studies Case studies
Possess knowledge base in the major	Apply a wide range of field-specific practical and theoretical knowledge that includes processes, techniques, materials, instruments, equipment, and terminology.	Demonstrate entry-level competencies for **medical technologist** (BSMT) in the following disciplines: Hematology, Chemistry, Immunology, Blood Bank, Urine and Body Fluid Analysis, Microbiology and Laboratory Operations.	National certification exams
Perform essential tasks or creative techniques of the major.	Use a range of field specific skills to carry out tasks and show personal interpretation through selection and adjustment of methods, tools and materials. Develop strategic approaches to tasks that arise in work or study by applying special knowledge and using expert sources of information	Demonstrate entry-level competencies for **medical technologist** (BSMT) in the following disciplines: Hematology, Chemistry, Immunology, Blood Bank, Urine and Body Fluid Analysis, Microbiology and Laboratory Operations.	The students are evaluated on their ability to perform specific tasks in each area of their clinical rotation. Employer Survey

Institutional Outcome	Minimum Performance Mid-Level	Program Outcome/ Integrated Capstone Outcome	Measure
Take responsibility for their own learning	Consistently evaluate own learning and identify learning needs.	Commitment to learning	Item #1 Core Abilities
Interact ethically and responsibly with peoples, cultures and world around one.	Ability to interact ethically and responsibly with faculty, colleagues, professionals and the community and to deal effectively with cultural and ethnic diversity. Train others and develop team performance.	Demonstrate professional behavior including sound work ethics, cultural responsiveness and appearance while interacting with patients and healthcare professional. Develop skills in dealing with people different from oneself: cultural competence.	Core abilities Employer Survey Case studies: MEDT 302 –Integrative Capstone
Apply knowledge, skills, values and judgment to form conclusions and determine roles and responsibilities in personal, social or professional commitments	Solve problems by integrating information from expert sources taking account of relevant social and ethical issues	Apply management principles to plan and organize a professional service that will meet customer needs to include efficiency and effectiveness of the service within defined financial constraints.	MEDT 302 Integrative Capstone Group project

* Currently we average the students core abilities scores on 1) commitment to learning, 2) Interpersonal Skills, 3) Communication Skills, 4) Effective use of time and resources, 5) Use of Constructive feedback, 6) Problem solving skills and critical thinking, 7) Professionalism, 8) Responsibility, 9) Stress Management – to determine their score on demonstrates professional behavior. We then average the students' scores to determine the program score. We would need to separate the scores and compute program averages:

Communication skills: Communicate Effectively
Commitment to learning: Take responsibility for their learning
Problem Solving and Critical thinking: Apply knowledge, skills, values and judgment to form conclusions and determine roles and responsibilities in person, social or professional commitments
Interpersonal skills and Professionalism: Interact appropriately with people.

Currently we average the students' scores on the task objectives for each clinical rotation. These scores are used for course assessment. We then take an average of all of the students in all of the clinical rotations for the program score on Demonstrate entry-level competencies for **medical technologist (BSMT) in the following disciplines: Hematology, Chemistry, Immunology, Blood Bank, Urine and Body Fluid Analysis, Microbiology and Laboratory Operations. We would have to pull out the scores that deal with calculations and problem solving.

Institutional Student Learning Outcomes (draft #10)

Within the University outcomes are used to describe student learning at the institutional, program, and course levels. Institutional learning outcomes are broad student learning outcomes that are demonstrated by graduates from all program levels (OEC, Certificate, AA, AAS, BA, BS, MA, MS and PhD) and all academic disciplines. There are currently no published Institutional Student Learning Outcomes for UAA. The Steering committee for the University Accreditation is seeking faculty input to describe the student learning outcomes that should be demonstrated by all UAA graduates. The following outcomes are common to many programs at UAA and are proposed as a first set of institutional learning outcomes for UAA:

Institutional Student Learning Outcomes

UAA Graduates will demonstrate that they

A. Communicate effectively (General knowledge and skills)
B. Employ critical thinking skills.(General knowledge and skills)
C. Possess a knowledge base in the major and specified general areas (Specific knowledge)
    a. Quantitative analysis
    b. Scientific knowledge and processes
    c. Humanities
D. Perform essential tasks or creative techniques of the major (skills, engagement)
E. Take responsibility for their learning (skill, autonomy)
F. Interact ethically and responsibly with peoples, cultures, and world around one (social, ethical, cultural, etc.)
G. Apply knowledge, skills, values and judgment to form conclusions and determine roles and responsibilities in personal, social or professional commitments. (integration and professional competence)

Application of Institutional Outcomes

When a set of outcomes has been accepted, student performance expectations in each outcome will be established. Expectations will be based on the goals of the programs in which the students are participating, and are related to the time spent in the development of knowledge and skills, and the level of preparation of students entering programs. We anticipate that the certificates and degrees offered at UAA will designate a rather wide variety of performance expectations for their students. Though all programs will be expected to address certain institutional learning outcomes, not all programs will have to address all outcomes. The arrangement may look something like the table below.

Table 1A - Application of Institutional Learning Outcomes to Program Levels

This table is designed to show the minimum outcomes that particular programs might be expected to address. Any other outcomes that are important to a particular program at whatever level could also be designated by the faculty. Students would be expected to achieve at least the Basic collegiate levels of performance in those outcomes that are designated by the X. Higher levels may be designated by the faculty.

We also need to recognize that university experiences outside of the academic programs contribute to the development of some of these learning outcomes. Measures of those contributions will be included in the overall assessment of institutional performance.

Outcome	Occupational Endorsement	Undergrad Certificate	Associate Degree	Baccalaureate Degree	Graduate or Post-Bac Certificate	Master's Degree
A. Communicate		X	X	X	X	X
B. Critical Thinking			X	X	X	X
C. Knowledge in Major	X	X	X	X	X	X
C.1. Quantitative Skills		X	X	X		
C.2. Science				X		
C.3. Humanities				X		
D. Tasks and Creative Techniques	X	X	X	X	X	X
E. Responsible for learning			X	X	X	X
F. Interact				X	X	X
G. Apply and Integrate				X	X	X

Levels of Performance
Using valuable guidance from the European Qualifications Framework, three levels of student performance (Basic, Mid and Advanced) are proposed for UAA. Draft definitions of these levels are presented here and should be further refined with broad faculty participation. Program faculty will then determine the level of performance expected of their students in each outcome.

Outcome levels defined:

A. Communicate effectively

Communication (General Knowledge and Skills)		
Basic Level	**Mid-Level**	**Advanced Level**
Produce and respond to detailed written and oral communications.	Convey and support original ideas in a well structured and coherent way to instructors, peers, supervisors and clients using qualitative and quantitative information.	Communicate project outcomes, methods and underpinning rationale to specialist and non-specialist audiences using appropriate techniques. (Thesis /Dissertation and possible senior project reports and presentations)

B. Employ critical thinking skills

Critical Thinking(General Knowledge and Skills)		
Basic Level	**Mid-Level**	**Advanced Level**
Analyze issues and reach sound conclusions regarding problems which have few variables, using a defined method or approach that requires a few simple operations. Determine validity or applicability of arguments and conclusions and the data and methods used to support those arguments.	Analyze issues and reach sound conclusions regarding problems which have multiple variables, using a defined method or approach that may require multiple or complex operations.	Analyze issues and reach sound conclusions regarding problems which have multiple variables, adopting novel or adaptive approaches, requiring multiple operations. Deal effectively with data uncertainty and poor problem definition,

C. Possess a knowledge base in the major

Knowledge in Major or Profession		
Basic Level	**Mid-Level**	**Advanced Level**
Recall and describe basic knowledge of a field, the range of knowledge involved is limited to facts and main ideas.	Apply a wide range of field-specific practical and theoretical knowledge that includes processes, techniques, materials, instruments, equipment, and terminology.	Use specialized knowledge to critically analyze, evaluate and synthesize new and complex ideas that are at the frontier of the discipline. Extend or redefine existing knowledge and/or professional practice within a field or at the interface between fields.

C.1. Perform analysis using quantitative and qualitative means.

Quantitative (General Knowledge and Skills)		
Basic Level	**Mid-Level**	**Advanced Level**
Using a defined method, apply knowledge of basic quantitative principles and operations to reach supportable solutions to problems with few variables and few simple operations	Apply knowledge of intermediate quantitative principles and operations to reach supportable solutions to problems with few variables and few operations	Apply knowledge of advanced quantitative principles and operations to reach supportable solutions to problems with multiple variables and involving complex, novel or adaptive operations with multiple decision points

C.2. Understand areas of science and the scientific method.

Science (General Knowledge and Skills)		
Basic Level	**Mid-Level**	**Advanced Level**
Observe and explain simple events in a single discipline. Verify causes and relationships for simple, observable actions and reactions. Use tools and equipment as directed in lab situations Apply knowledge of a specific science discipline to simple issues of personal decisions or behaviors	Observe and explain events in a single discipline that have several influential factors. Predict outcomes in a specific discipline based on knowledge of theoretical laws and relationships. Select appropriate tools and equipment for experimentation and determine accuracy and limits. Apply knowledge of more than one discipline to advance a reasonable solution to a problem, or to inform a personal decision or behavior.	Observe and explain complex events with many influencing factors from multiple disciplines. Propose cause and effect relationships (theoretical laws), design experiments to test proposals, and form conclusions based on tests. Design instrumentation or test arrangements that allow observation and measurement of events, products or reactions. Apply knowledge of multiple disciplines to complex issues of personal or community conditions or behaviors

C.3. Exhibit capabilities within the humanistic fields of language, (visual and performing) arts, literature, history, and philosophy within the context of their tradition

Humanities (General Knowledge and Skills)		
Basic Level	**Mid-Level**	**Advanced Level**
Describe works of value in art, literature, history or philosophy using conventional elements and vocabulary. Place them within broad historical or cultural contexts.	Describe, interpret and compare works of art, literature, history or philosophy; the issues that motivate their creation, and their effects.	Analyze and critique works of art, literature, history or philosophy. Create and display or present original works.
Demonstrate basic oral and written proficiency in a language other than English	Demonstrate intermediate oral and written proficiency in a language other than English	Demonstrate advanced oral and written proficiency in a language other than English

D. Perform essential tasks or creative techniques of the major

Essential Tasks or creative techniques in Major or Profession		
Basic Level	**Mid-Level**	**Advanced Level**
Use skills and key competencies to carry out tasks where action is governed by rules defining routines and strategies.	Use a range of field specific skills to carry out tasks and show personal interpretation through selection and adjustment of methods, tools and materials. Achieve intermediate level of craftsmanship in execution of tasks. Develop strategic approaches to tasks that arise in work or study by applying special knowledge and using expert sources of information.	Research, conceive, design, implement and adapt projects that lead to new knowledge and new procedural solutions. Develop new skills in response to emerging knowledge and techniques. Achieve advanced proficiency in the execution of tasks

E. Take responsibility for their learning

Autonomy and Responsibility (Competencies)		
Basic Level	**Mid-Level**	**Advanced Level**
Take responsibility for own learning, being receptive and responsive to the guidance of teachers in a stable and simple context.	Initiate learning. Consistently evaluate own learning and identify learning needs. Learn in a novel or unpredictable context.	Demonstrate capacity for sustained commitment to development of new ideas or adaptive processes and a high level understanding of learning processes. Demonstrate leadership in the development of new ideas or perspectives.

F. Interact ethically and responsibly with peoples, cultures, and the world.

Interaction (Competencies)		
Basic Level	**Mid-Level**	**Advanced Level**
Interact ethically and responsibly with faculty, colleagues, professionals and the community and deal effectively with cultural and ethnic diversity in simple and familiar situations. Participate effectively with a team to achieve a common goal. Recognize and practice well defined methods of good stewardship	Interact ethically and responsibly with others and deal effectively with cultural and ethnic diversity in unfamiliar situations. Train others and develop team performance. Seek and define best practices for stewardship in situations with competing demands.	Scrutinize and reflect on social norms and relationships and lead action to change them. Show creativity in developing solidarity and show initiative in management processes that includes the training of others to develop team performance. Define and develop methods and rationale for stewardship in complex situations dominated by contested information.

G. Apply knowledge, skills, values and judgment to form conclusions and determine roles and responsibilities in personal, social or professional commitments. (integration and professional competence)

Integration (Competencies)		
Low Level	**Mid-Level**	**High Level**
Solve problems and define personal roles using well known information sources in conventional situations and relationships, while accounting for personal values and prominent social issues.	Solve problems and define personal role in novel or unfamiliar situations by integrating information from expert sources, while accounting for personal values and relevant social and ethical issues.	Gather and interpret relevant data in a field to solve problems in new or innovative ways. Demonstrate operational interaction within a complex environment. Make judgments and engage in defined roles based on social and ethical issues that may be complicated or subtle.

Assessment Process for Institutional Learning Outcomes

Once the Institutional Learning Outcomes and the definitions of performance levels are established, program faculty will establish the levels of performance that their students must meet in each applicable outcome. They will also designate a means to measure student performance in that outcome. The measurement tools will most often be tests, projects or assignments that are currently used to evaluate students. Directors of units outside of academic affairs would also be asked to designate the means by which they will measure student performance in learning outcomes to which their units contribute.

The evidence gathered in the academic programs and other units, could then be collected on a rotating basis (e.g. every 3-5 years), analyzed and used to evaluate the institution's effectiveness in each outcome area. The additional analysis at the institutional level will have to be supported, and some method of using the recommendations from that analysis in the planning and allocation processes would have to be established.

This method of assessment could complement the assessment processes for programmatic student learning outcomes in which programs are currently engaged. Hopefully it would impose minimal additional assessment burden on the program and provide useful information for improvement processes within the institution.

Example of program selection of institutional outcomes, levels of performance and measurement tools.
The following table for a hypothetical program is meant to illustrate some of the flexibility designed into this system.

Example 1: A Technical AAS degree program where science and computation are important components of the program outcomes.

Outcome	Required Minimum Level of Performance	Evidence of student performance collected from	Comments
A. Communicate	Basic	Student report and presentation on current topic in industry	Grading rubrics would establish basic level
B. Critical Thinking	Basic	Analyze industry regulations, their intentions and their effectiveness	
C. Knowledge in Major	Mid	Established by program outcomes	
C.1. Quantitative Skills	Basic	Correct performance of calculations required in major course. Evidence captured on test or assignment	
C.2. Science	Mid	Correct description of properties and processes used in the major. Evidence captured on tests, reports and lab performance	
C.3. Humanities			
D. Tasks and Creative Techniques	Mid	Safe, efficient and effective performance of tasks in the major. Evidence collected from lab or practicum classes.	
E. Responsible for learning	Basic	Receptive and responsive to directions. Evidence captured in formal class/lab or in practicum settings.	
F. Interact	Basic	Teamwork with lab partners and interaction with co-workers in practicum setting. Evidence collected from lab instructor and practicum supervisor (final evaluation).	
G. Apply and Integrate			

Notes:
(1) In this degree program there would be no requirement for the faculty to collect evidence on two of the outcomes that are not components of the program.
(2) UAA Career Services may be used to assist in collection of required evidence from internship or practicum placements.
(3) Initial plans would call for only one item of evidence to be collected by a given program for a specific outcome. The need for multiple sources and types of evidence would be fulfilled by selecting a number of programs to report on an institutional outcome.

Institutional Student Learning Outcomes

Core: **A few very general outcomes that all programs can agree on.**

An example might be:

UAA Graduates will demonstrate that they

A. Communicate effectively (General knowledge and skills)
B. Employ critical thinking skills.(General knowledge and skills)
C. Possess a knowledge base in the major (Specific knowledge)

Menu: **Programs might meet some, but not necessarily all, outcomes.**

An example might be:

UAA Graduates will demonstrate that they

A. Communicate effectively (General knowledge and skills)
B. Employ critical thinking skills (General knowledge and skills)
C. Possess a knowledge base in the major and specified general areas (Specific knowledge)
    Quantitative analysis
    Scientific knowledge and processes
    Humanities
D. Perform essential tasks or creative techniques of the major (skills, engagement)
E. Take responsibility for their learning (skill, autonomy)
F. Interact ethically and responsibly with the peoples, cultures, and world around one (social, ethical, cultural, etc.)
G. Apply knowledge, skills, values and judgment to form conclusions and determine roles and responsibilities in personal, social or professional commitments. (integration and professional competence)