



UNIVERSITY OF ALASKA ANCHORAGE

Office of the Chancellor
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February 28, 2009

Dr. Sandra E. Elman, President
Northwest Commission on Colleges and Universities
8060 165th Ave. NE
Suite 100
Redmond, WA 98052

Dear Dr. Elman:

As a pilot institution in this newly defined process, the University of Alaska Anchorage embraces the purpose of the Northwest Commission on Colleges and Universities to *“Enhance institutions' monitoring and evaluation of their own performance and effectiveness and to establish self-corrective measures more systematically and with greater efficiency.”*

In preparing the attached report it was gratifying to see the attention being paid to outcomes, the quantity and quality of the measures being used, and the extent of assessment and continuous improvement activities that exist in many units at UAA. At the same time, we realize that with this report UAA has taken a step forward in our ability and commitment to monitor, evaluate and improve our performance.

Built upon contributions from across the institution, this report describes the mission, operations and outcomes of the university's efforts in a comprehensive manner that has not been attempted before. A casual examination of the contents illustrates the complex nature of this institution. The density of the information has caused us to select an outline form of presentation accompanied by brief explanatory narratives. Care was taken to define terms, and to ensure the accuracy and relevance of the goals, outcomes and indicators described.

The selection and publication of a set of outcomes and measures describing the entire institution enables further convergence of effort and should add efficiencies to our regular assessment and reporting activities. This report will play a central role in the alignment of self-evaluation and reporting that we complete for both management and accountability purposes. The three attachments to this letter include the full report, an explanatory example of the application of UAA outcomes and indicators, and a spreadsheet that illustrates our intended next steps in the collection and analysis of data for Core Theme 1 (Instruction).

We truly appreciate the guidance that we have received from the NW Commission, from Executive Vice President Ron Baker, and from Dr. Lee Thornton. We are also grateful for the ideas, perspectives, and experiences that were shared by the other pilot institutions. It is impossible to overstate the value derived from our discussions.

We look forward to a critical review of this report and the opportunity to continue to work with the NW Commission as we collectively develop, evaluate, and improve this well-conceived process.

Very truly yours,

A handwritten signature in blue ink that reads 'Fran Ulmer'. The signature is written in a cursive, flowing style.

Fran Ulmer
Chancellor

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Introduction

The University of Alaska System

The University of Alaska System was established by Article 7 of the state constitution. It is publicly supported and composed of several major units: the system office; three separately accredited universities- University of Alaska Anchorage (UAA), University of Alaska Fairbanks (UAF), and University of Alaska Southeast (UAS); and one separately accredited community college, Prince William Sound Community College, which receives administrative support from UAA.

Each of the three major institutions is led by a chancellor who reports to the president of the University System, who in turn reports to the Board of Regents. While the UA System office does not deliver any academic degrees or certificates, direct any research programs, or engage in any public service *per se*, it plays important internal coordinating (such as academic planning at the system level) and external advocacy roles and provides some services to the campuses.

The University of Alaska Anchorage

UAA is a comprehensive university offering more than 190 occupational endorsement, certificate, and degree programs at developmental, undergraduate and graduate levels. UAA serves more than 20,000 individual students each year from facilities located in its four widely-separated communities. Approximately 580 regular (tenure track and full time term) faculty at UAA are augmented by about 650 adjunct faculty and supported by more than 1,000 full time and 280 part time staff members.

The primary service area for UAA, which includes the Southcentral region of Alaska, is large and the enrolled population includes students of diverse backgrounds, cultures, needs, levels of preparation, and reasons for attending. The educational mission of UAA includes college preparation, workforce development, undergraduate and graduate programs, and basic and applied research.

UAA is led by Chancellor Frances Ulmer and her Cabinet, which includes Vice Chancellors of Academic Affairs (Provost), Student Affairs, Administrative Services, and Advancement, and the Senior Vice Provost for Institutional Effectiveness, Engagement and Academic Support. This leadership team brings a common vision to the collection of responsibilities and activities that characterize the institution, ensures collaboration and support among the academic, administrative and service units, and promotes the goals and outcomes of UAA both internally and externally.

Academic units at UAA are organized into 8 colleges and a school. Three of the colleges are community campuses located at some distance from Anchorage. Each community campus has a director with a mission and authority to respond to the particular needs and interests of the community in which the campus is located. The other colleges and school are led by deans, with their administrative and academic duties accomplished primarily from the Anchorage campus.

The university faculty, staff, students, and administration share in the governance of the institution. The faculty, through comprehensive and inclusive processes, control the development and the quality of the curriculum and provide substantive input to the retention, advancement, and tenure of their colleagues. Through formal structures, the staff advise both faculty and administrators on policies and procedures. Administrators implement policies, conduct programs in effective and efficient manners, evaluate and improve operations, and comply with the directives of the Regents, the legislature, and the Department of Education. Student government and student groups advocate for student interests and provide valuable services that supplement and enhance the students' academic experiences. They also provide opportunities for leadership on campus and significant engagement with the community. A single student Regent with voting rights sits on the UA Board of Regents.

Institutional Context

True to the tenets of modern higher education, UAA is dedicated to the personal development of our students, faculty and staff, and to the advancement of communities throughout the areas served. Through example, instruction, interaction and collaboration, the university strives to help students build intellectual skills and the capacity to learn; advance their social skills; increase their confidence and leadership potential; develop their capacities for varied and productive employment; and prepare themselves to be effective participants in their social and political systems.

The presence of an educated populace in Alaskan communities results in more attractive, tolerant, livable and productive environments for all citizens. Coupling the academics with the many presentations, productions, debates and other interactions with the community multiplies the positive effects of the university's presence. These effects are meeting with increased recognition and appreciation within the external community as time progresses. While the efforts of the institution focus on achieving its effects within the state, students are also being prepared to participate in a global environment and to work effectively in a wide variety of situations.

Within our communities, UAA adapts the interpretation and implementation of its mission in response to dynamic conditions that include, for example: an aging population, shifts in wages and employment, special circumstances of Alaska Native peoples from rural communities, and increasing populations of immigrants. Developmental education, workforce and professional programs, language and cultural content and relationships with other schools, employers and government agencies are constantly evolving. A majority of our students are part time with other obligations to work and family.

As the largest Alaskan university in the state's center of population and commerce that serves multiple constituencies within a multi-faceted mission, UAA has adopted the following principles and practices:

- **Access:** UAA is committed to serve all who can benefit. This is demonstrated by formal connections to secondary schools (tech prep, bridging, teaching locations, testing and placement, etc.), strong programs in developmental education (Mathematics, English, college success skills and English as a Second Language [ESL]), open admissions policies, multiple program levels, comprehensive advising, and an emphasis on creation of a welcoming and nurturing environment for students.
- **Safety and security** of the campus environment is paramount if we are to promote learning through the free exchange of ideas and the interpretation, expression and debate of vision and values.
- **Sustainability:** The university practices responsible use of resources as it strives to promote efficiency and stewardship, reduce consumption and waste, and to reuse and recycle materials. Stabilizing resources by increasing the number and diversity of revenue sources has been a high institutional and system goal for several years.
- **Community partnerships:** Enduring community connections are established to facilitate the two-way flow of ideas and activities that enrich both the community and the university. Partnerships support the critical inquiry, debate, and creative expression that occur in public forums and encourage the engagement of students and faculty in community issues as we build capabilities and solve problems together.
- **Service** to our students, to our colleagues and to our constituents is a motivating priority on all levels. The potential for service is a strong consideration in the development and evaluation of our programs, organizational units, and university processes. Service, combined with guided reflection, leads to learning by people and at levels that would not be otherwise achieved.
- **Workforce Development:** The university has a strong focus on workforce development programs, with priorities in fields that address the health and engineering needs of the state.
- **Cultural competence:** Promoted through the university's diversity of faculty, staff, student, programs and opportunities for involvement in culturally diverse activities.
- **Evidence based management:** Evidence of performance of expected outcomes related to the UAA mission is an expected part of evaluation of each academic and administrative unit.

NWCCU Accreditation Standard One Report

Mission, Core Themes, Goals, and Outcomes

Section I: Mission and Goals

UA System Mission

The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples.

UA System Goals

The UA Board of Regents and the UA System Office have worked with many constituencies to define the needs and the nature of higher education that would best serve the communities of Alaska. This work resulted in the adoption of the Regents' Strategic Plan 2009 and the goals contained therein.

All institutions within the University of Alaska system focus on these goals which direct each to (1) do the right things (teach, research and respond to state needs), (2) do those well (educational quality, facilities and technology, research excellence, faculty and staff strength), (3) help students to succeed, and (4) accomplish this in a responsible and sustainable fashion.

The Strategic Goals from the Regents' Strategic Plan, UA 2009 have guided UAA operations and expansions and have been incorporated into the UAA Mission and UAA Strategic Plan. They are:

1. *Student Success*
2. *Educational Quality*
3. *Research Excellence*
4. *Faculty and Staff Strength*
5. *Responsiveness to State Needs*
6. *Technology and Facility Development*
7. *Diverse Sources of Revenue*

See <http://www.alaska.edu/bor/2009Plan/030918plan.doc> for the complete document. The Regents most recently revisited their strategic plan and extended its application for another year in their meeting on February 17 and 18, 2009.

UAA Mission

The mission of the University of Alaska Anchorage is to discover and disseminate knowledge through teaching, research, engagement, and creative expression. Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to serving the higher education needs of the state, its communities, and its diverse peoples. The University of Alaska Anchorage is an open access university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in a rich, diverse, and inclusive environment.

This mission recognizes the UAA commitment to instruction at a number of academic levels, service to diverse peoples and communities, and success of all students, regardless of their higher education goals. It honors the community college and the baccalaureate, graduate and research roots of the institution.

Dates and Methods of Most Recent Reviews of UAA Mission and Goals

In September 2007, the Board of Regents reviewed and approved the UAA mission, which was updated as part of the development of the UAA Strategic Plan 2017. The Board of Regents provided significant review and endorsement of the strategic plan as part of this discussion.

Section II: Core Themes

Framework for Mission, Core Themes, Goals, Outcomes and Indicators

From the NWCCU Framework of the Accreditation Standards

The institution defines its context, characteristics, philosophy, and purpose which result in a coherent and widely understood statement of its mission. It partitions that mission into clearly delineated core themes defined as follows:

A Core Theme is a manifestation of a fundamental aspect of institutional mission with an overarching common purpose that guides planning for programs and services, development of capacity, and application of resources to fulfill that aspect of the mission.

The mission, and each core theme within that mission, is broadly communicated to communities of interest. Goals and intended outcomes, with assessable indicators of achievement, are identified and published for its mission and for each of the core themes. Assessment against these indicators is used to determine institutional effectiveness in fulfilling its mission and achieving its core themes' goals and intended outcomes and provides the framework to guide institutional improvement.

Identification of Core Themes for UAA

NWCCU Framing Principle: The institution defines and articulates its mission, and the core themes within its mission, which reflect purpose and characteristics appropriate for an institution of higher learning and the programs and services it offers.

The set of Core Themes for UAA align with the five priorities of the UAA Strategic Plan 2017, which was developed to provide direction and goals for the university's operations through the decade 2007 to 2017. Each core theme leads to specific goals for the institution as a whole, and for those units that contribute to its success.

NWCCU Framing Principle: The institution establishes goals and intended outcomes, with assessable indicators of achievement, for its mission and each of its core themes. The goals and intended outcomes give direction for institutional planning and implementation, resource allocation, and capacity development and the indicators of achievement serve as the criteria for evaluating institutional effectiveness.

The goals that originate from the Core Themes lead to activities that result in outcomes. Indicators reflect the university's performance in each of the outcomes. In order to adequately describe the relationships between core themes, goals, outcomes and accomplishments, UAA has further defined categories of indicators and types of evidence to be gathered. This is especially useful when relying on the analysis of substantial data sets sometimes used to judge the attainment of a mission component. The definitions below have been used to organize our goals, activities, outcomes and indicators.

- **Goals** – specific university intentions, defined at the institutional level or at the levels of those functional units that contribute to the theme
 - **Outcomes** – a purposeful result of planning and activity
 - **Activities** – actions undertaken within the university designed to achieve an outcome. A notation of UAA activities is included in each area to provide context to the outcomes and indicators.
 - **Indicators** – illustrate or predict the level of achievement of a goal or outcome. The indicators chosen here relate to stated outcomes that support a goal.

UAA recognizes three distinct categories of indicators:

1. An accomplishment or specific performance that can be demonstrated (e.g. student learning outcomes, enrollment, etc.)
2. A characteristic, capacity, investment, or structure of the institution such as an organized unit or identifiable resource.
3. A process that promotes or facilitates attainment of a goal such as faculty curriculum review designed to ensure quality.

Evidence Types

Indicators of category 1 are the strongest when they clearly illustrate the accomplishment of the related goal or outcome. Strong indicators provide timely, direct knowledge and high confidence in determining performance. They are clearly connected to the goal or outcome in question, their results are repeatable at different times and by different people and their analyses are straightforward and consistent.

Indicators of category 2 and 3 are less direct and therefore weaker. They are normally evaluated in relation to evidence that highlights one or more of the following characteristics of the structure or process: (1) existence, (2) provisioning, (3) functionality, (4) participation, or (5) impact.

Of these, the impact on the mission is clearly the most important and therefore evidence of impact is the most desirable. Often, however, the impact cannot be measured directly, or the impact may be measurable only after a long time (e.g. learning communities). In those cases, the other four characteristics provide interim performance information and serve as predictors of future impact. In other cases (e.g. open enrollment vs. open admissions), the impact on goals and core themes will never be measured directly, and therefore must be determined by analysis of one or more related indicators or several types of evidence collected over time. Following good assessment practices, an attempt was made to provide more than one indicator or type of evidence for each stated outcome.

Overlap of Core Themes: The goals and outcomes of the university and some of the activities devised to achieve them are integrated across several core themes. When that condition exists we address the goals and outcomes under one core theme, and avoid repetition when it is reasonable to do so. When separation would tend to dismantle the theme itself or diminish its importance, goals and outcomes were included in both. Examples that are found in the report include: Student achievement - found in core themes related to Instruction and Student Success; Research - found in Instruction and Research; and Engagement - found in Instruction, UAA Community and Public Square.

NWCCU Framing Principle: The institution's mission and goals are reviewed regularly through a collaborative process, formally adopted by a governing board, broadly published, and generally understood as accepted by its constituents.

The UAA Strategic Plan 2017 was developed over a two year period with input from across the institution, the local communities served, the UA System and the State of Alaska. It was presented to the UA Board of Regents in the fall of 2007 and was discussed and accepted along with minor adjustments to the UAA Mission statement.

This report, with its greater definition of goals, outcomes and indicators, was developed with wide participation and review, but over a shorter time frame. The university is now designing a process whereby achievement will be evaluated, and where this report and the UAA Strategic Plan will be regularly updated with new or adjusted priorities, more representative goals and outcomes and more useful indicators and evidence.

Core Theme #1: Instruction

UAA Mission Alignment: Discover and disseminate knowledge; serve the higher education needs of the state; and academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in a rich, diverse, and inclusive environment.

Strategic Plan Priority A: Strengthen and Develop the Total UAA Instructional Program – To build a university of first choice distinguished for excellence in teaching and learning and to become a leader in undergraduate and graduate education centered on professional and craft practice, academic research, or creative expression.

Descriptive Title: The two components of Instruction, teaching and learning, have always been core pursuits of the university that are stated with the greatest frequency and highest priorities in both the UAA and the UA System goals. The university's inclusive definition of learning embraces courses, programs, and life-long learning; credit and non-credit instruction; levels that include developmental through advanced graduate studies; and learner purposes that range from personal enrichment to career preparation or professional advancement.

Because of the broad mission of the institution and the need to serve students with a range of interests, abilities and preparation, it is useful to separate UAA instructional programs by level and purpose. Obvious distinctions can be made among the following, each with a distinctive set of inputs, goals, outcomes and measures. UAA has processes for managing these individually (at the department and college levels) and collectively (at the institution and system levels) to maximize their positive effects on students and their contributions to the university mission. Ultimately, all add to the options available to our students, to the outcomes they achieve and to the variety of situations and careers that they can effectively engage.

- Developmental education
- Applied programs and workforce development [career and technical education]
- Professional education—undergraduate and graduate
- Liberal Arts education—undergraduate and graduate
- Personal enrichment

The successful delivery of instruction in each of these categories relies on (1) the engagement of high quality faculty, (2) the design and implementation of high quality programs, and (3) delivery that incorporates the best materials and practices available in promoting student learning. These three then become the goals of this core theme. In the first section below, these goals are shown with their associated outcomes and the activities that the university undertakes to achieve them. In the second section the goals and outcomes are listed with the indicators that will be used to measure performance.

Goals, Outcomes, and Activities

1. High Quality Faculty

- 1.1. Recruit and retain quality faculty
- 1.2. Establish processes for retention, promotion and tenure that value teaching and support development of teaching excellence
- 1.3. Provide for development of faculty knowledge and skills in their disciplines and in teaching
 - Formal faculty development programs and events, particularly in emerging areas such as distance delivery and service learning
 - Special funds and programs for faculty development (e.g. strategic opportunities, travel, grants, leave)
 - Evaluation of faculty teaching, research and service with commensurate rewards

and incentives

2. High Quality Programs

2.1. Design and review of programs for content, outcomes and format (e.g. lecture, lab, seminar, clinical, practicum)

- Course and program design and review processes that are faculty driven, based on peer review and that involve faculty and administration at appropriate levels
- Program policies for admissions, academic progress and major requirements
- Course and program content responsive to the standards of the disciplines and professions as determined by accrediting bodies, professional societies, or employers

2.2. Provide consistent and functional university facilities and processes for implementing, evaluating, and improving programs

- Organizational structure, processes, and support for course and program delivery
- Regular department, college, and institutional review of courses and programs with the aim to sustain, improve, and enhance programs and provide for effectiveness, efficiency, and equity of offerings
- Facilities and infrastructure to support teaching

3. High Quality Teaching and Learning

3.1. Develop and present suitable content using effective methods and appropriate technology

- Develop and use effective delivery methods for content and outcomes (e.g. service learning, technology)
- Provide for infrastructure, training, and support of faculty in development of materials and delivery methods used

3.2. Perform regular assessment of teaching performance and student learning leading to continuous improvement

- Assessment of student performance in program learning outcomes
- Assessment of student performance in general education and institutional learning outcomes
- Student, peer and administrative evaluation of teaching and learning

Goals, Outcomes and Indicators

1. High Quality Faculty

1.1. Recruit and retain quality faculty

1.1.1. Faculty Services and Human Resources numbers and trends on academic preparation and diversity

1.1.2. Retention by faculty type

1.2. Establish processes for retention, promotion and tenure that value teaching and support development of teaching excellence

1.2.1. Documentation of teaching performance and faculty review

1.2.2. Criteria for promotion and tenure processes that value teaching excellence and reward student learning

1.2.3. Success rates in retention, promotion and tenure

1.3. Provide for development of faculty knowledge and skills in their disciplines and in teaching

1.3.1. Programs and events to enhance teaching excellence (e.g. technology fellows, Center for Advancing Faculty Excellence, research, conferences, workshops)

1.3.2. Evidence of innovation and effectiveness in course design, preparation, delivery, and evaluation

1.3.3. New faculty development opportunities and support

1.3.4. Special support for faculty development (e.g. strategic opportunities, travel,

grants, leave)

2. High Quality Programs

- 2.1. Design and review of programs for content, outcomes and format (e.g. lecture, lab, seminar, clinical, practicum)
 - 2.1.1. Formal development processes, and course and program characteristics
 - 2.1.1.1. Current Course Content Guides
 - 2.1.1.2. Syllabi, written and electronic materials, college and discipline standards
 - 2.1.2. External evaluations of quality (program accreditation and approvals)
 - 2.1.3. Active advisory groups (programs with defined external constituencies)
 - 2.1.4. Periodic review of course and program design
- 2.2. Provide consistent and functional university facilities and processes for implementing, evaluating, and improving programs
 - 2.2.1. College, institutional, and system level processes for allocation, reallocation, and initiatives
 - 2.2.2. Library and information resources (survey results showing contribution to academic programs)
 - 2.2.3. Availability and use of facilities, IT services, equipment, and software
 - 2.2.4. Regular program review process

3. High Quality Teaching and Learning

- 3.1. Develop and present suitable content using effective methods and appropriate technology
 - 3.1.1. Products of active learning (e.g. theses, project results, undergraduate research awards, learning applied to solve problems outside the academy)
 - 3.1.2. Supplemental and enrichment experiences (e.g. honors, service learning, research)
 - 3.1.3. Faculty mentoring of students
- 3.2. Perform regular assessment of teaching performance and student learning leading to continuous improvement
 - 3.2.1. Program level assessment – evidence of student performance and recommendations for program improvement
 - 3.2.2. Institutional level assessment – evidence of student performance
 - 3.2.3. Student evaluations of instruction

Rationale

The indicators for this core theme fall into all three categories. Accomplishments include high quality faculty, well developed and peer reviewed courses and programs, student learning performance at the program and institutional levels, numbers of students engaged in enriching experiences, and numbers and quality of student products. Also identified are existing structures that support teaching and learning such as library, IT, and instructional facilities. Processes complete the indicators, noting those that exist, and function to provide for peer review of curriculum and faculty, equitable distribution of resources and continuous improvement. The evidence related to the five characteristics noted at the beginning of this section will be collected and evaluated to determine their contribution to the mission.

Core Theme #2: Research and Scholarly Activity

UAA Mission Alignment: Discover and disseminate knowledge; increase research activities that meet state and national needs; expand and improve graduate education.

Strategic Plan Priority B: Reinforce and Rapidly Expand our Research Mission – To produce high quality research, to become a leader in research and research-centered undergraduate and graduate education, and to give special attention to Alaska, the Pacific Rim, and the circumpolar north.

Descriptive Title: Research, scholarship and creative activities play a vital role in the education of university students in the emerging knowledge-based and globally interconnected economy. Alaska, with its challenging environment, geological formations, extreme coastal diversity and geographical location in the circumpolar north, and proximity to the Pacific Rim, provides a natural venue and a unique set of challenges that the university has been using to develop research excellence and leadership. Research at UAA focuses on expanding the knowledge and understanding of circumpolar biomes and the social, health, and economic conditions of Alaska communities. This includes their dependencies on subsistence, and extraction of natural resources in order to build a vibrant, diversified and sustainable future.

Institutes, research programs, and centers of research excellence within the university bring organization and context to new knowledge, and provide the vehicle for new directions in interdisciplinary research and translational aspects in medical and health research. These research foci are used to create the environment for undergraduate, graduate and post-doctoral students to interact and develop expression, methodology, relationships and experiences.

Preparation of proposals, presentation of seminars, and preparation of theses and manuscripts for publication allow critical evaluation of hypotheses, accepted concepts and practices, and evaluation of cause and effect. Applied research in societal, socio-economic, health, engineering and environmental issues is of immediate benefit to the state and provides students with a view of the state/faculty/research/partnership. Basic and applied research results have importance for policy and management decisions made at the national as well as the arctic, state and regional governmental levels.

Goals, Outcomes, and Activities

1. Infrastructure and Resources

- 1.1. Provide infrastructure, funding, and resources to support research opportunities and growth for students and faculty at undergraduate, graduate and post-graduate levels
 - Build and maintain appropriate facilities; organize, synthesize, evaluate and communicate findings; provide administrative structure
 - Set priorities for recruitment of faculty, support staff and students
 - Provide budget and financial resources
- 1.2. Organize and synthesize research findings, and communicate findings to the public
 - Support institutes, organized research programs and centers of research and creative excellence

2. Research and Scholarly Projects

- 2.1. Engage in research, scholarly and creative projects that advance knowledge in the natural world, and document local, regional and national knowledge of the environment
 - Expand knowledge and problem solving ability through the understanding of conditions, relationships, and effects, particularly in social, health, and economic disciplines, as well as the natural sciences

- Engage in research associated with impacts on the individual, community and society
 - Collaborate with colleagues and with research and management agencies
- 2.2. Formulate theories, models and action plans that deal with impacts of catastrophic events and environmental change on the health, social welfare, economy and infrastructure of communities
- Undertake basic research applicable to northern biological, biomedical, psychological and educational sciences
 - Undertake translational research in the biomedical, health and social sciences
3. **Integration of Research and Instruction**
- 3.1. Integrate research into teaching and learning at undergraduate and graduate levels
- Incorporate research activities and methodologies into courses and programs at all levels
 - Seek grants to fund undergraduate research and creative activities
 - Involve communities, schools and groups in monitoring and analysis of the earth system
 - Use the “town hall” meeting approach to the collection and dissemination of research data and results
- 3.2. Involve innovative techniques and new technologies into the performing and fine arts instructional programs

Goals, Outcomes and Indicators

1. Infrastructure and Resources

- 1.1. Provide infrastructure, funding, and resources to support research opportunities and growth for students and faculty at undergraduate, graduate and post-graduate levels
- 1.1.1. Plans and budgets for construction, maintenance and technical support of facilities that support research
 - 1.1.2. Capacity and use of the university’s research information management systems
 - 1.1.3. Definition of processes and models for the organization, synthesis, evaluation, and communication of research findings
 - 1.1.4. Policies and procedures that support development and recruitment of faculty, graduate students, and post-graduate students at UAA
 - 1.1.5. Records of efforts to obtain grants, fellowships, scholarships and other funds that support innovative research initiatives
 - 1.1.6. Records of university-generated revenue used to support the research mission
- 1.2. Organize and synthesize research findings, and communicate findings to the public
- 1.2.1. Capacity of institutes, organized research programs and centers of research and creative excellence
 - 1.2.2. Records of the administrative base and faculty hiring lines for research institutes
 - 1.2.3. Records of financial and administrative support for organized research
 - 1.2.4. Centers for creative activities

2. Research and Scholarly Projects

- 2.1. Engage in research, scholarly and creative projects that advance knowledge in the natural world, and document local, regional and national knowledge of the environment
- Expand knowledge and problem solving ability through the understanding of conditions, relationships, and effects, particularly in social, health, and economic disciplines, as well as the natural sciences
 - 2.1.1. Awards received by faculty and students for research, scholarly, and creative activity
 - 2.1.2. Proposals submitted to and funded by federal, state, local government, private/for profit, private/non-profit, university/institutional and other funding agencies
 - 2.1.3. Number and content of publications and presentations (Legislative Missions and

- Measures Data) by faculty, graduate students, and undergraduate students
- 2.1.4. Scholarly and documented publications in reviewed and targeted journals, books, and press
- 2.1.5. Scholarly output of students (graduate and undergraduate) through theses defended
- 2.1.6. Citation data for published research findings
- 2.1.7. Outcomes of interdisciplinary and integrated research projects
- Engage in research associated with impacts on the individual, community and society
 - 2.1.8. Number and types of research studies that involve research efforts in communities
 - 2.1.9. Records of projects that involve university faculty and students that involves communities (Teachers/K-12 students/ nurses and aids/elders/administrators) collecting and monitoring environmental, economic and nutritional/health data
 - 2.1.10. Records of community impacts: Applications of research such as alerts (public health, infrastructure, etc.), campaigns (health [smoking, obesity, alcohol, suicide], social [gangs, neighborhood resources], education [parent academies, early engagement, developmental education], policies, code changes [earthquake building codes, environment], etc)
- Collaborate with colleagues and with research and management agencies
 - 2.1.11. Documented faculty participation on boards, discipline leadership or in positions of influence or authority based on faculty activity reports and annual evaluations
 - 2.1.12. Documented calls on UAA expertise by legislative or regulatory agencies
- 2.2 Formulate theories, models and action plans that deal with impacts of catastrophic events and environmental change on the health, social welfare, economy and infrastructure of communities
 - Undertake basic research applicable to northern biological, biomedical, psychological and educational sciences
 - 2.1.13. Research addressing basic phenomena in the physical and biological sciences and addressing regional, state and national research priorities
 - Undertake translational research in the biomedical, health and social sciences
 - 2.1.14. Research and outreach activities by faculty and students translating basic aspects of medicine and mental health to community centers

3. Integration of Research and Instruction

- 3.1. Integrate research into teaching and learning at undergraduate and graduate levels
 - Incorporate research activities and methodologies into courses and programs at all levels
 - 3.1.1 Analysis of student participation in research at all levels
 - Seek grants to fund undergraduate research and creative activities
 - 3.1.2 Grant requests and contract success with respect to student involvement in research, scholarly, and creative activities
 - 3.1.3 Documented courses and programs that incorporate research and creative activity into curriculum
 - 3.1.4 Documented student transitions to advanced programs
 - 3.1.5 Retention and preparedness of students engaged in undergraduate research
 - Involve communities, schools and groups in monitoring and analysis of the earth system
 - 3.1.6 Records of monitoring and analysis in schools and community locations
 - Use the “town hall” meeting approach to the collection and dissemination of research data and results
 - 3.1.7 Records of “town hall” meetings and presentations of research findings
- 3.2. Involve innovative techniques and new technologies into the performing and fine arts instructional programs

3.2.1. Records of performances, workshops, exhibitions, and presentations by students and faculty

Rationale

Alaska depends on local knowledge obtained by research teams to build on the general knowledge base to achieve a sustainable future of its diverse communities and lifestyles. Applied and basic research in societal, socio-economic, health, engineering, natural sciences (physics, chemistry, biology) and environmental issues is of immediate benefit to the state and provides students with a view of research process and its translation to public policy and practice. Basic and applied research results may have importance for policy and management decisions made at the national as well as the circumpolar, state and regional government levels. Linking grant success and research expenditures to findings from publications and public impacts will constitute a measure of the research effort of the university.

Indicators for this theme measure several important matters. Opportunities for research and scholarly activity are created through faculty driven processes and supported by the university infrastructure. A record of accomplishment relies on successful proposals, collaboration and support received from internal and external sources. The impacts of research findings are then observed within the community and the state. Significant adjustments to public policy and practice are derived from research findings. Participation by faculty and by undergraduate and graduate students in the research efforts at UAA leads to advancement of their capabilities and to enrichment of the curriculum and the teaching and learning experiences.

Core Theme #3: Student Success

UAA Mission Alignment: Serving the higher education needs of the state, its communities, and its diverse peoples. Open access university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in a rich, diverse, and inclusive environment.

Strategic Plan Priority C: Expand Educational Opportunity and Increase Student Success – To become a university nationally recognized for expanding educational opportunity and increasing student success.

Descriptive Title: Student success is a foundation upon which UAA has built, and will continue to expand, educational opportunity for the students served. The university recognizes that the essential components of student success include (1) providing access, (2) promoting persistence and progress in studies until (3) attainment of academic achievement and the completion of educational goals. We couple these with (4) enabling and encouraging students to test their limits and strive toward distinction in their academic, personal and professional lives.

Student success is a theme that has been embraced by the entire institution. Our broad definition of success compels us to develop policies, programs and capacities that serve both degree seeking students and less traditional students who: have inadequate preparation; have short-term, work-related goals; are native speakers of languages other than English; have significant cultural and experiential differences; and who must navigate the complexities of higher education for the first time with little family support. The goals, outcomes and indicators of this core theme reflect the work of a task force assembled from across the university that continues to evaluate our progress and accomplishments and to recommend adjustments within any part of the institution.

Goals, Outcomes and Activities

1. Access and successful transition to UAA

- 1.1. Provide adequate educational opportunities which attract students to programs and locations that suit their goals and levels of preparation
 - Develop and present courses and programs that respond to the needs of the people and the communities served
 - Maintain clear, well publicized, and regularly reviewed university policies and processes, including admissions, advising, and placement
- 1.2. Provide adequate services to support student transition into higher education
 - Employ outreach and collaboration with K-12 school districts to increase UAA's share of Alaska high school graduates and ensure adequate preparation for studies at the collegiate level
 - Early college placement testing
 - Dual credits
 - Transition programs (e.g. pre-college, summer bridge)
 - Recruit students with special attention to Alaska Natives, other under-represented populations, and first-generation college students
 - Perform student assessment, advising, and placement to support success at each academic step
 - Initial assessment and appropriate placement
 - Academic advising
 - Orientation

- Transfer evaluation
- 2. Persistence and continuous progress toward educational goals**
- 2.1. Ensure that open access leads to enhanced opportunity leading to improved rates of retention and continuous progress toward educational goals
- Ensure academic support and cultural acknowledgement
 - Engaging learning environments
 - Special learning communities, such as the Alaska Native Science and Engineering Program (ANSEP)
 - Programs and events to support a diverse student population
 - Provide learning support programs
 - Learning Resources Center, Writing Center, Math Lab
 - Supplemental Instruction
 - Disability Support Services
 - Library resources
 - Track student progress, with effective intervention when indicated
 - Financial support
- 3. Completion of academic goals or successful transition out of UAA**
- 3.1. Support goal attainment at UAA or successful transition to other education or to the workforce
- Implement programs, policies, and organize campuses to promote efficient navigation from entry to completion
 - Availability of required courses and efficient navigation through academic programs
 - Availability of user-friendly services for admission, advising, registration, financial aid and billing
 - Provide general and academic advising towards academic goals or transition
 - Design program content and delivery to enhance student success
- 4. Academic achievement and distinction**
- 4.1. Support academic achievement in courses and programs, and in institutional outcomes; and distinction in areas of student interest
- Incorporate innovative, effective teaching and learning practices (e.g. learning communities, service learning and research opportunities)
 - Provide honors opportunities through the University Honors College and within individual academic programs
 - Provide opportunities for achievement and distinction in leadership and areas of student interest (e.g. Student Showcase)

Goals, Outcomes and Indicators

1. Access and successful transition to UAA

- 1.1. Provide adequate educational opportunities which attract students to programs and locations that suit their goals and levels of preparation
- 1.1.1. [The number and share of Alaska's college-bound students attending UAA](#)
 - 1.1.2. [University policies and procedures that govern admission, transfer, testing, and placement](#)
 - 1.1.3. [Rates of enrollment in Alaska Natives and other targeted populations](#)
 - 1.1.4. [Enrollment of students from transitional programs \(e.g. dual credits, tech prep\)](#)
 - 1.1.5. [Enrollment trends](#)
 - 1.1.6. [Application of prior college level coursework, advanced placement testing, and transfer credits to program requirements](#)

- 1.1.7. Participation in services focused on subpopulations of the institution, such as full time/part time, first time, ESL, military, etc.
- 1.2. Provide adequate services to support student transition into higher education
 - 1.2.1. Participation in pre-college, summer bridge and transition programs
 - 1.2.2. Participation in assessment, placement, developmental studies
 - 1.2.3. Participation in orientation
 - 1.2.4. Impacts of orientation, placement, and advising
- 2. Persistence and continuous progress toward educational goals**
 - 2.1. Ensure that open access leads to enhanced opportunity leading to improved rates of retention and continuous progress toward educational goals
 - 2.1.1. Retention rates
 - 2.1.2. First-to-second year persistence
 - 2.1.3. Yearly progress in academic program
 - 2.1.4. Course success rates
 - 2.1.5. Student satisfaction with academics and university environment
 - 2.1.6. Participation rates for learning support programs (e.g. Learning Resources Center, Disability Support Services, Library instructional sessions)
 - 2.1.7. Enrollments and progress by program
 - 2.1.8. Number and amount of scholarships and financial aid awarded
 - 2.1.9. Clear, well publicized, and regularly reviewed university policies and processes
- 3. Completion of academic goals or successful transition out of UAA**
 - 3.1. Support goal attainment at UAA or successful transition to other education or to the workforce
 - 3.1.1. Numbers of graduates from academic programs – particularly related to high demand jobs
 - 3.1.2. Graduation rates
 - 3.1.3. Graduation Efficiency Index (ratio of credits taken to credits required at graduation)
 - 3.1.4. Successful transfer to other institutions
 - 3.1.5. Transition to workforce
 - 3.1.6. Reported satisfaction of personal interests
- 4. Academic achievement and distinction**
 - 4.1. Support academic achievement in courses and programs, and in institutional outcomes; and distinction in areas of student interest
 - 4.1.1. Academic program honors
 - 4.1.2. Participation and completion in University Honors program
 - 4.1.3. Graduation with honors and distinction
 - 4.1.4. Dean's List and Chancellor's List data
 - 4.1.5. National scholarships and fellowships awarded to students (e.g. Truman, Marshall, and Fulbright Scholarships)
 - 4.1.6. Acceptance into highly ranked graduate and professional programs
 - 4.1.7. Professional awards after graduation (e.g. appointments, advancement)
 - 4.1.8. Leadership and engagement honors
 - 4.1.9. Workforce and professional placements of distinction

Please note that this outcome overlaps student achievement in Core theme #1 – Instruction. The assessment of student learning outcomes is incorporated into that theme.

Rationale

UAA Institutional Research tracks the progress of all students for 10 years from the year they enter UAA. The measures of success are designed to address the majority of our students. An institution-wide, long-term map of student flow and progress is being developed, and the effectiveness of student success strategies is being assessed. In addition to retention and completion of certificates and degrees, this process tracks success in providing student learning support consistent with our comprehensive, open access mission. Community campuses may be profiled separately to ascertain the contribution of each to the total UAA cohort. Note that some of these indicators have been defined with great clarity and are used at the UA system level for allocation of resources among the major administrative units.

Core Theme #4: UAA Community

UAA Mission Alignment: UAA is committed to serving the higher education needs of the state, its communities, and its diverse peoples.

Strategic Plan Priority D: Strengthen the UAA Community – To make the best of the opportunities and challenges that lie ahead, we must focus our attention on building and strengthening the UAA community as a whole. Build an institution distinguished as a diverse, engaged community of students, staff, faculty, alumni, and schools, colleges, and campuses.

Descriptive Title: A healthy, vital UAA community depends on an effective and efficient support structure, through which a trained and competent staff ensures a safe and well-maintained campus and infrastructure; provides support services for student life and activities; manages human resource needs and programs; maintains a strong connection to alumni and the external community; and provides effective management of fiscal resources. The goals for this core theme reflect the intentions of the entire university community to provide an environment, facilities and resources that attract, support, and sustain the people and programs that advance knowledge, skills, and competencies, and that respond in service to the needs and interests of our students and communities.

Goals, Outcomes and Activities

1. Safe, functional, welcoming, healthy living and learning environment for students

1.1. Provide a safe environment

- Reduce all crimes and provide a sense of well-being, safety and comfort for students and staff
- Prepare for critical events and natural disasters and achieve compliance with the National Incident Management System (NIMS)

1.2. Achieve high participation in student life experiences that expand perspectives, challenge abilities, accomplish goals, and develop knowledge, skills and leadership

- Provide meaningful and available residential life programs
- Promote student involvement in co-curricular opportunities
- Promote academic success, civic responsibility, and personal growth
- Provide engagement and service opportunities for students

1.3. Embrace social, cultural, and intellectual diversity of students

- Recruit, retain and ensure success of Alaska Natives, students from outside of Alaska and other underrepresented populations
- Establish activities that increase the understanding of diversity and its importance among students, faculty, and staff
- Promote welcoming environment for individuals with diverse backgrounds, personal characteristics and viewpoints

1.4. Provide attractive facilities for living, learning, recreation, and health promoting activities

1.5. Build strong wellness, exercise, recreation, and intercollegiate athletics programs and facilities to serve students, faculty, staff, and our communities

- Provide adequate facilities to support student and staff recreation and space for health, physical education, and recreation-related academics
- Provide for highest quality intercollegiate athletics

1.6. Provide high quality campus services (food, bookstore, gathering spaces, sports facilities, etc.)

2. Attractive, healthy, productive, effective, and efficient working environment for faculty and staff

2.1. As a model employer, recruit and retain highest quality faculty, staff, and student assistants

- Published employment policies and regulations provide employee rights and responsibilities and are reviewed regularly for legal compliance and best practice
 - Shared governance ensures that employee groups are consulted and valued in academic and operational decision making
 - Good Faith Recognition and Bargaining with Employee Labor Organizations
 - Provide high quality hiring, training, development, performance review, and succession planning
 - Salaries and benefits are competitive in the relevant higher education marketplace and state/local community
- 2.2. Embrace social, cultural, and intellectual diversity of faculty and staff
- 2.3. Collaborate with internal units, state system units, other institutions and the community
- 2.4. Design, construct and operate facilities, grounds and transportation systems that are responsive to the community, that minimize life-cycle costs and ensure sustainability of all facilities and operations (natural setting, energy use, etc.) while accommodating growth in student and employee populations
- 2.5. Promote human powered and public transportation
- 2.6. Provide proven technology and IT infrastructure that supports teaching, administration and student activities
- 3. Strong connections to external community and alumni**
- 3.1. Promote community support and donor giving
- 3.2. Promote alumni involvement with university
- Engagement in teaching, learning, advising the university and public square
 - Development and donations
- 3.3. Encourage community involvement in UAA
- Recruit community members to serve on advisory boards, to mentor students, and to share their talents in UAA presentations and productions
- 4. Resource stability, effectiveness, and accountability**
- 4.1. Provide for diversification of revenue
- 4.2. Provide transparency of processes
- Budget forming
 - Advocacy
 - Distribution
 - Evaluation

Goals, Outcomes and Indicators

- 1. Safe, functional, welcoming, healthy, living and learning environments for students**
- 1.1. Provide a safe environment
- 1.1.1. Rates of crime and incidents
 - 1.1.2. Student satisfaction
 - 1.1.3. Training and mock disaster exercises for emergency preparedness
- 1.2. Achieve high participation in student life experiences that expand perspectives, challenge abilities, accomplish goals, and develop knowledge, skills, and leadership
- 1.2.1. Student participation in campus life and leadership
 - 1.2.2. Membership and activities in UAA clubs and community organizations
 - 1.2.3. Impacts of student involvement in service (hours worked, projects completed, etc.)
 - 1.2.4. Special events and activities to support students (first year experience, advising and counseling, etc.)

- 1.2.5. Participation in special programs for targeted groups or majors
- 1.2.6. Residence life satisfaction survey
- 1.3. Embrace social, cultural, and intellectual diversity of students
 - 1.3.1. Student numbers (enrollment, retention and completion) by background, ethnicity, national origin, etc.
 - 1.3.2. Participation in culturally oriented events and programs
 - 1.3.3. Incorporation of diversity issues into the curriculum
 - 1.3.4. Residential and academic programs for underrepresented groups
 - 1.3.5. Organizations and processes designed to support and attract individuals of diverse backgrounds, needs, and abilities
- 1.4. Provide attractive facilities for living, learning, recreation, and health promoting activities
 - 1.4.1. Number, size, capacity and occupancy characteristics of facilities
- 1.5. Build strong wellness, exercise, recreation, and intercollegiate athletics programs and facilities to serve students, faculty, staff, and our communities
 - 1.5.1. Participation in wellness, athletics and recreation
 - 1.5.2. Facilities and staff
 - 1.5.3. Policies and practices for integration of athletics and academics
 - 1.5.3.1. Graduation rates and GPAs of student athletes
 - 1.5.4. Impacts on students (e.g. wellness, self-esteem, leadership, discipline, etc.)
- 1.6. Provide high quality campus services (food, bookstore, gathering spaces, sports facilities, etc.)
 - 1.6.1. Facilities and characteristics
 - 1.6.2. Programs and services offered

2. Attractive, healthy, productive, effective and efficient working environment for faculty and staff

- 2.1. As a model employer, recruit and retain highest quality faculty, staff, and student assistants
 - 2.1.1. Employee qualifications
 - 2.1.2. Turnover
 - 2.1.3. Administrative Services satisfaction survey
- 2.2. Embrace social, cultural, and intellectual diversity of faculty and staff
 - 2.2.1. Employee characteristics
 - 2.2.2. Policies, programs and efforts to promote diversity
- 2.3. Collaborate with internal units, state system units, other institutions and the community
 - 2.3.1. Procedures for collaboration
 - 2.3.2. Participation in collaborative activities (teaching, administrative, etc.)
 - 2.3.3. Shared governance for faculty and staff
 - 2.3.4. Instances and processes for community collaboration on design
- 2.4. Design, construct and operate facilities, grounds and transportation systems that are responsive to the community, that minimize life-cycle costs and ensure sustainability of all facilities and operations (natural setting, energy use, etc.) while accommodating growth in student and employee populations
 - 2.4.1. Design and contracting practices that incorporate community input
 - 2.4.2. Trends in operations costs, energy use, maintenance and satisfaction with facilities
 - 2.4.2.1. Application of recognized techniques for environmentally sound facility planning and management
 - 2.4.3. Awards and incentives to promote sustainable building and use of campus facilities
 - 2.4.4. Design and maintenance practices according to Master Plan and Facilities Six Year Plan
 - 2.4.5. Plan for emergency response in facility design

- 2.4.6. Impact on perceptions of the campus
- 2.5. Promote human powered and public transportation
 - 2.5.1. Utilization
- 2.6. Provide proven technology and IT infrastructure that supports teaching, administration and student activities
 - 2.6.1. Installed infrastructure and capacity
 - 2.6.2. Utilization
 - 2.6.3. Impacts and extended reach of instruction at UAA
- 3. Strong connections to external community and alumni**
 - 3.1. Promote community support and donor giving
 - 3.1.1. Number and average value of donations
 - 3.1.2. Characteristics of donors and areas specified in donations
 - 3.1.3. Academic and student focused programs
 - 3.1.4. Development fundraising plan
 - 3.2. Promote alumni involvement with university
 - 3.2.1. Development and donations
 - 3.2.2. Membership and participation in university events
 - 3.3. Encourage community involvement in UAA
 - 3.3.1. Participation in university advisory groups
 - 3.3.2. Attendance and participation in university sponsored productions and events
- 4. Resource stability, effectiveness, and accountability**
 - 4.1. Provide for diversification of revenue
 - 4.1.1. University generated revenue
 - 4.1.2. Impacts of donations and foundation funds on academic, student life, research and creative programs
 - 4.1.3. Amount and duration of special legislation and grants
 - 4.2. Provide transparency of processes
 - 4.2.1. Accounting practices and auditing
 - 4.2.2. Planning and Budget Advisory Council process for reallocation and evaluation
 - 4.2.3. Special funding opportunities (Strategic Opportunity Funds, Research Opportunity Funds)
 - 4.2.4. Performance Based Budgeting efforts through the UA System office

Rationale

This is the most varied of the core themes for UAA. It encompasses the essential components of student services, administrative services and university advancement. The goals and outcomes that define this theme give rise to innumerable activities, organizational units and initiatives within the institution. Many of these are projects or varying duration that have been funded by competitive grants. Others that started as trials have, because of their successes, become an integral part of the UAA experience.

Indicators that illustrate the successes of individual projects are regularly collected and included in assessment of this theme. Other indicators describe the ability and the commitment of the institution to initiate or sustain the activities and programs that lead to success in other core thematic areas, and to provide the best possible university experience for our students.

Core Theme #5: Public Square

UAA Mission Alignment: Serving the higher education needs of the state, its communities, and its diverse peoples.

Strategic Plan Priority E: Expand and Enhance the Public Square – The public university is the public square of 21st century America, the meeting ground for higher education and the society it serves. Nowhere in our society is there a greater opportunity to turn the diverse encounters between cultures, classes, interests, and ideas to the discovery of knowledge, to creative expression, and to preparation for work and civic engagement. Make UAA the exemplar of the public square.

Descriptive Title: The cornerstone of the Public Square, community engagement, connects the scholarship of teaching, learning, research, creative expression and service with community needs to develop linkages between scholarship and action for the mutual benefit of the University and the State, its communities, and its diverse peoples. This is accomplished through curricular engagement, outreach and partnership.

Goals and Activities

1. Community engagement in teaching and learning

- 1.1. Advance the university's commitment to community engagement
- 1.2. Support faculty involvement in community engagement
- 1.3. Promote student involvement in community engagement

2. Mutually beneficial community partnerships

- 2.1. Build and maintain wide-ranging partnerships with business and industry
- 2.2. Establish mutually reinforcing partnerships with P -12 schools and districts

3. Campuses that are venues of choice for Alaskan public life

- 3.1. Sponsor forums and foster public dialogue on community, social, and scientific issues
- 3.2. Provide diverse avenues for artistic and cultural expression
- 3.3. Promote the library as the community's "knowledge commons"

Goals, Outcomes and Indicators

1. Incorporate community engagement in teaching and learning

- 1.1. University commitment to community engagement is explicit in:
 - 1.1.1. Mission/vision statements and support structures
 - 1.1.2. Budget and resource allocations
 - 1.1.3. Faculty roles and rewards
- 1.2. Faculty involvement in community engagement is evidenced by:
 - 1.2.1. Number of faculty members and disciplines involved in teaching service-learning/engaged learning courses, internships, practica, and placements
 - 1.2.2. Number of faculty participants in faculty development activities and minigrants
 - 1.2.3. Analysis of faculty surveys such as the Faculty Survey of Student Engagement (FSSE)
- 1.3. Student involvement in community engagement is evidenced by:
 - 1.3.1. Enrollment in service-learning/engaged learning courses, internships, practica, and placements
 - 1.3.2. Number of student participants in co-curricular engagement opportunities (research awards, advocacy positions, etc.)
 - 1.3.3. Analysis of student surveys such as the National Survey of Student Engagement

(NSSE) and the Community College Survey of Student Engagement (CCSSE)

1.3.4. Impact of community engagement on student learning

2. Develop and sustain community partnerships:

2.1. Involvement in wide-ranging, sustainable partnerships with business and industry is evidenced by:

2.1.1. Number and range of planning groups (strategic, career cluster, new programs) with significant business or industry partnership and participation

2.1.2. External funding from business and industry

2.2. Involvement in mutually reinforcing partnerships with P-12 schools and districts is evidenced by:

2.2.1. Participation in K-12 outreach and bridging programs

2.2.2. Student enrollment in Tech Prep and dual credit courses

3. Make our campuses the venue of choice for Alaskan public life

3.1. Forums fostering public dialogue on community, social and scientific issues are evidenced by:

3.1.1. Number and range of university sponsored events and programs

3.2. Diverse avenues for artistic and cultural expression are evidenced by:

3.2.1. Number and range of performances and displays within university spaces

3.3. Library as the community's "knowledge commons" is evidenced by:

3.3.1. Library performance measures such as user satisfaction surveys, etc.

Rationale

These indicators mirror nationally accepted indicators of engagement such as those employed by the Carnegie Foundation for the Advancement of Teaching, Campus Compact, the National Survey of Student Engagement, the Community College Survey of Student Engagement, and others.

They are all assessable and meaningful measures of outcomes that will help UAA achieve its goals for community engagement and the public square.

Section III: Chapter Summary

This report provides a summative view of the University of Alaska Anchorage. In defining the intentions, the operations and the accomplishments of UAA, the faculty, staff, and community have identified:

- 5 Core Themes
- 17 Goals
- 45 Outcomes
- 160 Indicators

The core themes from the UAA Strategic Plan express the priorities that are currently guiding UAA operations and planning. The goals provide specific statements of important components of each core theme. A set of outcomes defines what UAA intends to achieve while engaging each core theme. The indicators are chosen to provide a measure of success for our activities.

The number of outcomes (45, with almost half in core theme #4) illustrates the complexity of UAA and the many effects we intend to achieve for our students and our community. The number of indicators is similarly large, but necessary to make reasonable and confident determinations about performance. The majority of the indicators listed in this report are presently being tracked and used for management and assessment purposes. Others will have to be carefully defined along with the means for their collection and analysis. Processes are being developed to efficiently manage the expanded data collection and analysis requirements.

Next Steps: Portions of this report provide assurance that in many areas continuous improvement and evidence based management are working well and should proceed as they are currently practiced. Other portions remind us that there is work to be done in data collection and analysis, and in application of that analysis to the improvement of operations and outcomes. Where this has been noted, work has already begun in developing and implementing or reviewing and adjusting policies and processes to more effectively achieve our goals.

An extensive (though incomplete at this time) review of outcomes and indicators is proceeding with the intention of defining the source and frequency of collection of each data set, identifying those people charged with analysis of the data and formation of recommendations, and describing the paths that will lead to implementation of accepted recommendations. The results will allow coordination of many of the assessment processes within the university.

Managers of major units at UAA have long embraced and practiced evidence-based management of their units. The accreditation process, which has now resulted in the identification of outcomes and indicators for all of the essential components of the university, will supply additional motivation to those units to evaluate performance and seek guidance based on evidence of accomplishment and effectiveness.

Synthesis of mission attainment will be accomplished when knowledgeable faculty and staff across the institution have available sufficient information to make critical judgments about the effectiveness of the institution. Analysis of indicators used in each of the core thematic areas, and the experience and perspectives of the judges themselves, will provide the foundation for their conclusions.

University of Alaska Anchorage

Application of outcomes and indicators – an example

This example is intended to assist in the understanding of the definitions and applications of the goals, outcomes and indicators that have been selected by UAA for Report #1 under the pilot accreditation process. Comments and discussion on the scenario outlined here are welcome.

Definitions

- **Goals** – specific university intentions, defined at the institutional level or at the levels of those functional units that contribute to the theme
 - **Outcomes** – a purposeful result of planning and activity
 - **Activities** – actions undertaken within the university designed to achieve an outcome. A notation of UAA activities is included in each area to provide context to the outcomes and indicators.
 - **Indicators** – illustrate or predict the level of achievement of a goal or outcome. The indicators chosen here relate to stated outcomes that support a goal.

UAA recognizes three distinct categories of indicators:

1. An accomplishment or specific performance that can be demonstrated (e.g. student learning outcomes, enrollment, etc.)
 2. A characteristic, capacity, investment, or structure of the institution such as an organized unit or identifiable resource.
 3. A process that promotes or facilitates attainment of a goal such as faculty curriculum review designed to ensure quality.
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Example: Use of Indicators in Project Assessment and Management
 Evolution for new projects

Early in the development of a new initiative, a new attack on a problem, or the beginning of a campaign, indicators of category 2 and 3 might be the only types that can demonstrate the effects of action taken. As work matures, we would then expect to see more and more category 1 indicators, perhaps supplanting category 2 and 3, since they are more valuable.

For example, if we wish to work on student success, we might first establish a student success task force to review the work (category 3), suggest strategies and structure, and suggest outcomes, etc. Then we might create a new student success unit or program (category 2), provide adequate provisioning for its work and charge it with the accomplishment of the outcomes. Only after the unit has been established would we start to see effects measurable through category 1 indicators, i.e. significant improvements in direct student success measures. An institution should mature over time in the sophistication of its understanding of the process and its effects, and the quality of its measures.

Tie this together over time for our many goals and desired outcomes. Evaluators will see a snapshot in time and then return later for a next snapshot. For the Student Success outcome we may note at the first evaluation, “We know student success is important, but we haven’t achieved perfection. Today I can show you the processes we have added, the investments we have made, but can’t yet show you direct evidence of success. Here are the sorts of things we expect to happen.”

And then on a subsequent snapshot: “We are seeing the first results of our investments and structural changes. We have made progress in outcomes **a** and **b** as shown by direct indicators **x** and **y**. That’s what we predicted. We also have seen progress on outcome **c**, but we think it’s too early to judge results there. Let me remind you of the investments we’ve made and the actions we are still taking to address that. Finally, we have not seen the progress we expected on outcome **d**, which surprised us. We have looked at indicators **v** and **w** and learned such-and-such. As a result we’ve changed our game plan since the last review and are now investing in this alternate strategy.”

UAA
Summary of outcomes and indicators for core themes

University of Alaska Anchorage - Core Theme #1 (Instruction)

Goal 1: High Quality Faculty

Outcome	Indicator	Indicator category: (1) Accomplishment, (2) Structure, (3) Process	Evidence type for structure and process: (1)Existence, (2)Provisioning, (3)Functionality, (4)Participation, (5) Impact	Data	Data Source	Data Collection Frequency	Collection and analysis process and responsible person	Due Date	Judgment of Performance (Base on contribution to mission)	Recommended action	Effects, impacts and how measured
1.1. Recruit and retain quality faculty	1.1.1. Recruitment and retention of quality faculty	Accomplishment	Na	Faculty Services and Human Resources numbers and trends on diversity and academic preparation	OAA Faculty Services	Annual - Spring	Faculty Services Coordinator	15-Jun			
	1.1.2 Retention by faculty type	Accomplishment		Faculty Services and Human Resources numbers and trends	OAA Faculty Services	Annual - Spring	Faculty Services Coordinator	15-Jun			
1.2 Establish processes for retention, promotion and tenure that value teaching and support development of teaching excellence	1.2.1 Documentation of teaching performance and faculty review	Accomplishment	NA	Administrative reviews and student evaluation information	Colleges and departments						
	1.2.2 Criteria for promotion and tenure processes that value teaching excellence and reward student learning	Process	(1)Existence, (2)Provisioning, (3)Functionality, (4)Participation, (5) Impact	University and departmental policies	Faculty Handbook, College and departmental guidelines						
	1.1.3 Success rates in retention, promotion and tenure	Accomplishment									
1.3 Provide for development of faculty knowledge and skills in their disciplines and in teaching	1.3.1 Programs and events to enhance teaching excellence (e.g. technology fellows, Center for Advancing Faculty Excellence, research, conferences and workshops)	Accomplishment									
	1.3.2 Evidence of innovation and effectiveness in course design, preparation, delivery, and evaluation	Accomplishment									
	1.3.3 New faculty development and support	Process									
	1.3.4 Special support for faculty development (e.g. strategic opportunities, travel, grants, leave)	Process									

UAA

Summary of outcomes and indicators for core themes

Outcome	Indicator	Indicator category: (1) Accomplishment, (2) Structure, (3) Process	Evidence type for structure and process: (1)Existence, (2)Provisioning, (3)Functionality, (4)Participation, (5) Impact	Data	Data Source	Data Collection Frequency	Collection and analysis process and responsible person	Due Date	Judgment of Performance (Base on contribution to mission)	Recommended action	Effects, impacts and how measured
Goal 2: High Quality Programs											
2.1 Design and review of programs for content, outcomes and format (e.g. lecture, lab, seminar, clinical, practicum)	2.1.1. Formal development processes, and course and program characteristics	Process	(1)Existence, (2)Provisioning, (3)Functionality, (4)Participation, (5) Impact	Dept. and College guidelines, curriculum handbook, Course Content Guides, syllabi and course materials	Records from Governance office, Curriculum office or departments	Semester reports	Governance and Curriculum Offices	Jan 31 and June 1	Analysis and judgment of evidence 1-5 by OAA, Academic Boards and Faculty Senate	New policies, procedures, schedules or course/program requirements as indicated	Current curriculum with essential components on webiste. Accurate and complete catalog copy. External approvals as needed
	2.1.2. External evaluations of quality (program accreditation and approvals)	Accomplishment	NA	Accredited programs, Accreditation standards	College records of program accreditation and agency standards	Annual					
	2.1.3. Active advisory groups (programs with defined external constituencies)	Structure	(1)Existence, (3)Functionality, (4)Participation,	Membership, agenda, minutes	Records from departments and programs	Annual					
	2.1.4. Periodic review of course and program design	Process	(1)Existence, (3)Functionality, (4)Participation,		Records from Curriculum or Governance office						
2.2 Provide consistent and functional university facilities and processes for implementing, evaluating and improving programs	2.2.1 College, institutional and system level processes for allocation , reallocation and initiatives	Process	(1)Existence, (2)Provisioning, (3)Functionality, (4)Participation, (5) Impact	PBAC description and results, Strategic Opportunity Fund, Research Travel, Sabbatical	Criteria and distributions	30-Jun	Budget and Finance		Committees charged with funding decisions		
	2.2.2 Library and information resources (survey results showing contributions to academic programs)	Structure and Accomplishment									
	2.2.3 Availability and use of facilities, IT services, equipment and software	Structure and accomplishment									
	2.2.4 Program review	Process	(1)Existence, (2)Provisioning, (3)Functionality, (4)Participation, (5) Impact	Participants, Process description, Recommendations	OAA PR Site	5 year cycle					

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Summary of outcomes and indicators for core themes

Outcome	Indicator	Indicator category: (1) Accomplishment, (2) Structure, (3) Process	Evidence type for structure and process: (1)Existence, (2)Provisioning, (3)Functionality, (4)Participation, (5) Impact	Data	Data Source	Data Collection Frequency	Collection and analysis process and responsible person	Due Date	Judgment of Performance (Base on contribution to mission)	Recommended action	Effects, impacts and how measured
Goal 3: High Quality Teaching and Learning											
3.1 Develop and present suitable content using effective methods and appropriate technology	3.1.1 Products of active learning (e.g. theses, project results, undergraduate research awards, learning applied to solve problems outside of the academy)	Accomplishment									
	3.1.2 Supplemental and enrichment experiences (e.g. honors, service learning, research)	Structure	(1)Existence, (2)Provisioning, (3)Functionality, (4)Participation	UAA Honors, Dept. Honors, Service Learning	Criteria and participation	30-Jun	Catalog and OIR enrollment		To be developed		
	3.1.3 Faculty mentoring students	Structure and Accomplishment									
3.2 Perform regular assessment of teaching performance and student learning leading to continuous improvement	3.2.1 Program level assessment - evidence of student performance and recommendations for program improvement	Accomplishment	NA	Analysis of performance on outcomes by program faculty	OAA Assessment site	Prelim - June, Final October	Depts. Colleges and OAA	31-Oct	Fac Senate, OAA and Peer Review Comm		
	3.2.2 Institutional level assessment (general education and institutional learning outcomes)	Accomplishment	NA	Analysis of performance on outcomes by assessment team	OAA Assessment site	Prelim - June, Final October	Depts. Colleges and OAA	31-Oct	Fac Senate, OAA and Peer Review Comm		
	3.2.3 Student evaluations of instruction	Accomplishment	NA	IDEA survey data							