



UNIVERSITY *of* ALASKA  
ANCHORAGE

## Year One Report: Mission, Core Themes, and Expectations



Submitted by  
Thomas R. Case, Chancellor  
Megan Carlson, Assistant Vice Provost and Accreditation Liaison Officer

Submitted to  
The Northwest Commission on Colleges and Universities (NWCCU)  
Submitted on September 15, 2011



September 15, 2011

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

Dear Dr. Elman:

The University of Alaska Anchorage is pleased to present the Year One Self-Evaluation Report. This report includes Chapter One of the cumulative self-evaluation report, addressing Standard One: Mission, Core Themes, and Expectations. The report also includes a response to Recommendation 2, as requested in your February 7, 2011 letter.

The university was pleased to participate in piloting the Commission's new accreditation standards and process. During the pilot, we completed the new process on a compressed timeline with four reports and two site visits over the course of 2009 and 2010. Our work continues in this first post-pilot cycle, and includes efforts to link strategic planning, resource allocation, and performance evaluation with the mission and core themes. We expect that these accreditation evaluation and improvement activities will continue to strengthen our planning and allocation decisions as they are further developed.

We look forward to a critical review of these materials, the suggestions of the evaluation panel, and the opportunity to continue our work with the Northwest Commission on Colleges and Universities.

Sincerely,

A handwritten signature in blue ink that reads "Tom R. Case".

Tom Case  
Chancellor

Cc: Year One Peer-Evaluation Panel Twelve

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## Institutional Overview

### The University of Alaska System

The University of Alaska (UA) is Alaska's public university system. It is governed by the University of Alaska Board of Regents. UA is composed of a system office, one separately accredited community college,<sup>1</sup> and three separately accredited universities or Major Administrative Units (MAUs): University of Alaska Anchorage (UAA), University of Alaska Fairbanks (UAF), and University of Alaska Southeast (UAS). Each of the three MAUs is led by a chancellor who reports to the president of the UA System, who in turn is responsible to the Board of Regents.

### The University of Alaska Anchorage

UAA is an open access, comprehensive university offering more than 190 certificate and degree programs at the undergraduate and graduate levels. UAA serves more than 20,000 students at campuses located in Anchorage, Kenai, Palmer, and Kodiak.<sup>2</sup> There are approximately 650 regular faculty<sup>3</sup> and 650 adjunct faculty at UAA, supported by 1,350 staff members.<sup>4</sup>

The Southcentral region of Alaska is the primary service area for UAA. The region is large and the student population is diverse relative to ethnicity, culture, level of academic preparation, and reasons for attending. A majority of our students attend UAA part-time due to other obligations to work and family. UAA unites the traditional missions of the comprehensive community college and the regional state university, including college preparation, workforce development, undergraduate and graduate programs, and basic and applied research. Since 2006, UAA has been recognized by the Carnegie Foundation for the Advancement of Teaching as a "Community Engaged Institution."

### Leadership and Organization

UAA is led by Chancellor Thomas R. Case and his Cabinet, which includes the Provost and Executive Vice Chancellor; Vice Chancellors for 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 university's programs and services, ensures collaboration and support among the academic and administrative units, and promotes the goals and outcomes of UAA both internally and externally.

Units that deliver academic courses and programs are organized into the library, nine colleges, and a school. The academic units located in Anchorage are led by deans, with their administrative and academic functions performed primarily from the Anchorage campus. Each of the three community campuses is located at some distance from Anchorage and each 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 community campuses are fully provisioned academic units that follow the policies and procedures established by the UA System and UAA. They are also supported by the Anchorage campus in areas such as human resources, library and information resources, administrative services, and student services.

### Economic Outlook

Although Alaska's state legislature has not imposed the substantial cuts experienced by many state

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<sup>1</sup> Prince William Sound Community College receives administrative support from UAA. Since it is separately accredited by the NWCCU, it is not included in this report unless otherwise noted.

<sup>2</sup> Campuses and extension sites are described in Chapter 1 of the Catalog <http://www.uaa.alaska.edu/records/catalogs/catalogs.cfm>

<sup>3</sup> Tenure track and full-time term faculty

<sup>4</sup> Regular and temporary staff, not including student workers

universities,<sup>5</sup> state general fund revenues have not kept pace with fixed costs and needs for program enhancements, new program investments, expiring grants, and infrastructure operations. The gap has been addressed through increases in tuition revenue and external giving, cost containment, and internal strategic reallocation. The university continues to strengthen and adapt processes to assist in those efforts.

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<sup>5</sup> <http://www.aascu.org/uploadedFiles/AASCU/Content/WhatsNew/stateoutlookjuly2011.pdf>

## Preface

### Brief Update on Institutional Changes since the Last Report

Since the September 2010 report, there have been a number of institutional changes and actions taken to respond to Commission recommendations and to continue the work initiated during the accreditation pilot.

#### Organization and Leadership

- In May 2011, Thomas R. Case became the chancellor of the University of Alaska Anchorage, following Chancellor Fran Ulmer's retirement.
- Dr. Helena Wisniewski was appointed the Vice Provost for Research and Graduate Studies in August 2011. Dr. Wisniewski's expertise in technology transfer will play an important role as we enhance our focus on economic development in line with institutional and system priorities.
- The College of Health was established in July 2011. Over Academic Year 2010-2011 (AY11), the institution undertook a reorganization effort to bring health programs and research into a single academic unit and capitalize on the strengths that had previously existed within multiple colleges. The College of Health brings together the academic programs, centers, and institutes from the former College of Health and Social Welfare, along with the School of Allied Health (formerly in the Community and Technical College) and the WWAMI<sup>6</sup> School of Medical Education (formerly in the College of Arts and Sciences). Both internal and external constituents offered significant contributions throughout this reorganization project. UAA was also designated the lead university for health academic programs in the UA System beginning in AY11.
- The Faculty Technology Center,<sup>7</sup> which assists faculty in using technology to improve teaching and learning, was reorganized to make it more faculty-centered. As recommended by a faculty task force, the center now reports to the Senior Vice Provost for Institutional Effectiveness, Engagement, and Academic Support. A Faculty Development Council charged with coordinating and enhancing the services provided to faculty throughout the MAU will bring together the directors of this center, the Center for Advancing Faculty Excellence, and the Center for Community Engagement and Learning.

#### Continuing Efforts

- To build on our experience with the pilot project, the university will establish a new organization to support continuous improvement.
  - A Chancellor's Cabinet Subcommittee will be established and charged with providing focus, framing questions, assigning tasks, making recommendations to the Cabinet, and providing information to the UAA community. The Subcommittee will be co-chaired by the Provost and Executive Vice Chancellor and the Vice Chancellor for Administrative Services. Members will include the Senior Vice Provost for Institutional Effectiveness, the Assistant Vice Provost and ALO, and representatives from UAA shared governance groups and the Full Council of Deans and Directors.
  - In addition to the Cabinet Subcommittee, base funding has been allocated to continue and strengthen the data collection, analysis, and reporting efforts in Academic Affairs, Institutional Effectiveness, and Institutional Research.
- The Faculty Senate has approved the Academic Assessment Handbook,<sup>8</sup> developed by the

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<sup>6</sup> WWAMI is a collaborative medical school among universities in five northwestern states and the University of Washington School of Medicine. <http://www.uaa.alaska.edu/wwami>

<sup>7</sup> <http://www.uaa.alaska.edu/facultytechnologycenter/>

<sup>8</sup> <http://www.uaa.alaska.edu/governance/fs-academic-assessment-committee.cfm>

Academic Assessment Committee. This handbook is intended to provide guidance for faculty in assessing their academic programs.

- The new Faculty Evaluation Guidelines were approved by the Provost and the Faculty Senate in spring 2011. This revision is intended to better link faculty evaluation with the many aspects of faculty work with respect to students, the institution, its communities, and the professions. These guidelines will be phased in starting in AY13.
- Review and revisions to the staff evaluation process continue. The draft revised evaluation form, developed with input from stakeholders throughout the UA system, is currently being piloted in each of the MAUs. In addition to revising the evaluation form, UAA Human Resource Services has placed greater emphasis on training supervisors and employees to more effectively and consistently engage in performance evaluation and performance management. In the past academic year, 139 supervisors and 109 other employees attended performance management training. The percentage of staff members who received a performance evaluation increased from 9% in AY09 to 22% in AY11.
- Progress continues on building and updating facilities to meet the needs of programs and services. The most recent example is the Health Sciences Building (*pictured on the cover of this report*), which opened in fall 2011.

### **Response to NWCCU Recommendations from the Year Seven Report and Site Visit (Fall 2010)**

*Recommendation One. The committee recommends that the institution work quickly to refine the indicators for each core theme, ensure that measures are in place for each, reach agreement on targets for desirable improvements, and collect and analyze data relative to those targets (Standard 4.1.1, 4.B.1).*

During the accreditation pilot, the core theme objectives, outcomes, and indicators evolved through continuous refinement, going from 160 indicators in March 2009 down to the current total of 44 indicators. This was the result of considerable discussion, aiming to identify the outcomes and indicators that would most closely address mission fulfillment and support improvement. Within this suite of indicators, the Chancellor's Cabinet identified 15 priority indicators. The Cabinet Priority Indicators are those that the institution's leadership has determined are the most critical to making planning and resource allocation decisions and assessing the overall health of the institution. The full set of objectives, outcomes, and indicators (with Cabinet Priority Indicators highlighted) is presented in the Core Theme Table.<sup>9</sup>

The Chancellor's Cabinet meets twice yearly to conduct a strategic assessment, which results in an updated Cabinet Strategic Guidance.<sup>10</sup> During the summer 2011 strategic assessment, the core theme objectives, outcomes, and indicators were revisited. The Cabinet decided to maintain the current suite of indicators since indicator revision (including identifying thresholds of concern) will be a principal task of the new Cabinet Subcommittee.<sup>11</sup> Data collection and analysis on existing indicators will continue until the Cabinet has approved changes to the indicators recommended by the Subcommittee.

As requested by the Commission in the February 2011 letter, the Year Three self-evaluation report in 2013 will address our progress on this recommendation.

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<sup>9</sup> See Table 2 on page 24.

<sup>10</sup> <http://www.uaa.alaska.edu/chancellor/uaa-strategic-plan-2017.cfm>

<sup>11</sup> See "Brief Update on Institutional Changes since Last Report" above.

*Recommendation Two. Some artificial boundaries may have been created by classifying specific units and functions within a single or limited number of core themes. The committee recommends that the institution look holistically at the roles and contributions that units and departments make to multiple core themes and further that the report reflect this holistic view (Standards 3.B.2, 4.A.4).*

UAA's participation as a pilot in the development of the new accreditation standards and process took place on a compressed timeline, with seven years of reports and work completed in approximately two years. The growing understanding of units' self-identified connection to each core theme is amply illustrated by Table 1 starting on the following page. This table shows how each unit (colleges, schools, and administrative divisions) sees their connection to each core theme. The list of outcomes for each unit was determined by members of those units.

It is not yet clear whether the next step is for units to catalog these activities or to attempt to disaggregate the contributions of each unit to the corresponding indicator. It may be that this will be useful for some outcomes and indicators (e.g. achievement of student learning outcomes) and less useful for others (e.g. campus safety). Care is needed to avoid multiplying indicators and sub-indicators to the point that their use becomes unwieldy (*see Recommendation One*). The test of utility will be the degree to which data demonstrate mission fulfillment.

**Table 1: Major Budget Unit and Core Theme Outcome Cross-Tab Analysis**

Academic Units					
Major Budget Unit	Core Theme 1: Teaching and Learning	Core Theme 2: Research, Scholarship and Creative Activity	Core Theme 3: Student Success	Core Theme 4: UAA Community	Core Theme 5 Public Square
College of Arts and Sciences	Students achieve learning outcomes.	Faculty, research professionals, and students inform, challenge, and entertain through research, scholarly, and creative projects.	Alaska's diverse peoples become UAA students.	UAA Campuses are safe.	UAA has ongoing, regular, and effective collaboration activities with community organizations, intended to produce and promote programs and projects of mutual benefit to the public and the university.
	Curriculum meets relevant standards and state needs.	Students develop their capabilities in inquiry, expression, and invention.	Undergraduate students successfully transition into and complete their first year of college.	Faculty and staff from diverse backgrounds are satisfied and prosper in their professions.	
	Faculty use effective teaching methods.	Research, scholarship, and creative activities attract support and resources to increase opportunities.	Students benefit from the certificates and degrees they earn.	Programs and services incorporate sustainable practices.	
College of Business and Public Policy	Students achieve learning outcomes.	Faculty, research professionals, and students inform, challenge, and entertain through research, scholarly, and creative projects.	Alaska's diverse peoples become UAA students.	UAA Campuses are safe.	UAA has ongoing, regular, and effective collaboration activities with community organizations, intended to produce and promote programs and projects of mutual benefit to the public and the university.
	Curriculum meets relevant standards and state needs.	Students develop their capabilities in inquiry, expression, and invention.	Undergraduate students successfully transition into and complete their first year of college.	Faculty and staff from diverse backgrounds are satisfied and prosper in their professions.	
	Faculty use effective teaching methods.	Research, scholarship, and creative activities attract support and resources to increase opportunities.	Students benefit from the certificates and degrees they earn.	Programs and services incorporate sustainable practices.	

Academic Units					
Major Budget Unit	Core Theme 1: Teaching and Learning	Core Theme 2: Research, Scholarship and Creative Activity	Core Theme 3: Student Success	Core Theme 4: UAA Community	Core Theme 5 Public Square
College of Education	Students achieve learning outcomes.	Faculty, research professionals, and students inform, challenge, and entertain through research, scholarly, and creative projects.	Alaska's diverse peoples become UAA students.	UAA Campuses are safe.	UAA has ongoing, regular, and effective collaboration activities with community organizations, intended to produce and promote programs and projects of mutual benefit to the public and the university.
	Curriculum meets relevant standards and state needs.	Students develop their capabilities in inquiry, expression, and invention.	Undergraduate students successfully transition into and complete their first year of college.	Faculty and staff from diverse backgrounds are satisfied and prosper in their professions.	
	Faculty use effective teaching methods.	Research, scholarship, and creative activities attract support and resources to increase opportunities.	Students benefit from the certificates and degrees they earn.	Programs and services incorporate sustainable practices.	
College of Health	Students achieve learning outcomes.	Faculty, research professionals, and students inform, challenge, and entertain through research, scholarly, and creative projects.	Alaska's diverse peoples become UAA students.	UAA Campuses are safe.	UAA has ongoing, regular, and effective collaboration activities with community organizations, intended to produce and promote programs and projects of mutual benefit to the public and the university.
	Curriculum meets relevant standards and state needs.	Students develop their capabilities in inquiry, expression, and invention.	Undergraduate students successfully transition into and complete their first year of college.	Faculty and staff from diverse backgrounds are satisfied and prosper in their professions.	
	Faculty use effective teaching methods.	Research, scholarship, and creative activities attract support and resources to increase opportunities.	Students benefit from the certificates and degrees they earn.	Programs and services incorporate sustainable practices.	

Academic Units					
Major Budget Unit	Core Theme 1: Teaching and Learning	Core Theme 2: Research, Scholarship and Creative Activity	Core Theme 3: Student Success	Core Theme 4: UAA Community	Core Theme 5 Public Square
Community and Technical College	Students achieve learning outcomes.	Students develop their capabilities in inquiry, expression, and invention.	Alaska's diverse peoples become UAA students.	UAA Campuses are safe.	UAA has ongoing, regular, and effective collaboration activities with community organizations, intended to produce and promote programs and projects of mutual benefit to the public and the university.
	Curriculum meets relevant standards and state needs.		Undergraduate students successfully transition into and complete their first year of college.	Faculty and staff from diverse backgrounds are satisfied and prosper in their professions.	
	Faculty use effective teaching methods.		Students benefit from the certificates and degrees they earn.	Programs and services incorporate sustainable practices.	
Consortium Library	Students achieve learning outcomes.	Faculty, research professionals, and students inform, challenge, and entertain through research, scholarly, and creative projects.	Undergraduate students successfully transition into and complete their first year of college.	Programs and services incorporate sustainable practices.	UAA has ongoing, regular, and effective collaboration activities with community organizations, intended to produce and promote programs and projects of mutual benefit to the public and the university.
	Curriculum meets relevant standards and state needs.	Students develop their capabilities in inquiry, expression, and invention.		UAA Campuses are safe.	Community members access facilities, library resources, and programs and services.
	Faculty use effective teaching methods.	Research, scholarship, and creative activities attract support and resources to increase opportunities.		Faculty and staff from diverse backgrounds are satisfied and prosper in their professions.	

Academic Units					
Major Budget Unit	Core Theme 1: Teaching and Learning	Core Theme 2: Research, Scholarship and Creative Activity	Core Theme 3: Student Success	Core Theme 4: UAA Community	Core Theme 5 Public Square
School of Engineering	Students achieve learning outcomes.	Faculty, research professionals, and students inform, challenge, and entertain through research, scholarly, and creative projects.	Alaska's diverse peoples become UAA students.	UAA Campuses are safe.	UAA has ongoing, regular, and effective collaboration activities with community organizations, intended to produce and promote programs and projects of mutual benefit to the public and the university.
	Curriculum meets relevant standards and state needs.	Students develop their capabilities in inquiry, expression, and invention.	Undergraduate students successfully transition into and complete their first year of college.	Faculty and staff from diverse backgrounds are satisfied and prosper in their professions.	
	Faculty use effective teaching methods.	Research, scholarship, and creative activities attract support and resources to increase opportunities.	Students benefit from the certificates and degrees they earn.	Programs and services incorporate sustainable practices.	
University Honors College	Students achieve learning outcomes.	Faculty, research professionals, and students inform, challenge, and entertain through research, scholarly, and creative projects.	Alaska's diverse peoples become UAA students.	UAA Campuses are safe.	UAA has ongoing, regular, and effective collaboration activities with community organizations, intended to produce and promote programs and projects of mutual benefit to the public and the university.
	Curriculum meets relevant standards and state needs.	Students develop their capabilities in inquiry, expression, and invention.	Undergraduate students successfully transition into and complete their first year of college.	Faculty and staff from diverse backgrounds are satisfied and prosper in their professions.	
	Faculty use effective teaching methods.	Research, scholarship, and creative activities attract support and resources to increase opportunities.	Students benefit from the certificates and degrees they earn.	Programs and services incorporate sustainable practices.	

Academic Units					
Major Budget Unit	Core Theme 1: Teaching and Learning	Core Theme 2: Research, Scholarship and Creative Activity	Core Theme 3: Student Success	Core Theme 4: UAA Community	Core Theme 5 Public Square
Kenai Peninsula College	Students achieve learning outcomes.	Faculty, research professionals, and students inform, challenge, and entertain through research, scholarly, and creative projects.	Alaska's diverse peoples become UAA students.	UAA Campuses are safe.	UAA has ongoing, regular, and effective collaboration activities with community organizations, intended to produce and promote programs and projects of mutual benefit to the public and the university.
	Curriculum meets relevant standards and state needs.	Students develop their capabilities in inquiry, expression, and invention.	Undergraduate students successfully transition into and complete their first year of college.	Faculty and staff from diverse backgrounds are satisfied and prosper in their professions.	
	Faculty use effective teaching methods.		Students benefit from the certificates and degrees they earn.	Facilities and campus services at each campus support learning, working, and living.	
				Programs and services incorporate sustainable practices.	
Kodiak College	Students achieve learning outcomes.	Faculty, research professionals, and students inform, challenge, and entertain through research, scholarly, and creative projects.	Alaska's diverse peoples become UAA students.	UAA Campuses are safe.	UAA has ongoing, regular, and effective collaboration activities with community organizations, intended to produce and promote programs and projects of mutual benefit to the public and the university.
	Curriculum meets relevant standards and state needs.	Students develop their capabilities in inquiry, expression, and invention.	Undergraduate students successfully transition into and complete their first year of college.	Faculty and staff from diverse backgrounds are satisfied and prosper in their professions.	
	Faculty use effective teaching methods.		Students benefit from the certificates and degrees they earn.	Facilities and campus services at each campus support learning, working, and living.	
				Programs and services incorporate sustainable practices.	

Academic Units					
Major Budget Unit	Core Theme 1: Teaching and Learning	Core Theme 2: Research, Scholarship and Creative Activity	Core Theme 3: Student Success	Core Theme 4: UAA Community	Core Theme 5 Public Square
Mat-Su College	Students achieve learning outcomes.		Alaska's diverse peoples become UAA students.	UAA Campuses are safe.	UAA has ongoing, regular, and effective collaboration activities with community organizations, intended to produce and promote programs and projects of mutual benefit to the public and the university.
	Curriculum meets relevant standards and state needs.		Undergraduate students successfully transition into and complete their first year of college.	Faculty and staff from diverse backgrounds are satisfied and prosper in their professions.	
	Faculty use effective teaching methods.		Students benefit from the certificates and degrees they earn.	Facilities and campus services at each campus support learning, working, and living.	
				Programs and services incorporate sustainable practices.	

Administrative Units					
Major Budget Unit	Core Theme 1: Teaching and Learning	Core Theme 2: Research, Scholarship and Creative Activity	Core Theme 3: Student Success	Core Theme 4: UAA Community	Core Theme 5 Public Square
Academic Affairs	Students achieve learning outcomes.	Faculty, research professionals, and students inform, challenge, and entertain through research, scholarly, and creative projects.	Alaska's diverse peoples become UAA students.	UAA Campuses are safe.	UAA has ongoing, regular, and effective collaboration activities with community organizations, intended to produce and promote programs and projects of mutual benefit to the public and the university.
	Curriculum meets relevant standards and state needs.	Students develop their capabilities in inquiry, expression, and invention.	Undergraduate students successfully transition into and complete their first year of college.	Faculty and staff from diverse backgrounds are satisfied and prosper in their professions.	
	Faculty use effective teaching methods.	Research, scholarship, and creative activities attract support and resources to increase opportunities.	Students benefit from the certificates and degrees they earn.	Programs and services incorporate sustainable practices.	
Administrative Services				UAA Campuses are safe.	UAA has ongoing, regular, and effective collaboration activities with community organizations, intended to produce and promote programs and projects of mutual benefit to the public and the university.
				Faculty and staff from diverse backgrounds are satisfied and prosper in their professions.	
				Facilities and campus services at each campus support learning, working, and living.	
				Programs and services incorporate sustainable practices.	

Administrative Units					
Major Budget Unit	Core Theme 1: Teaching and Learning	Core Theme 2: Research, Scholarship and Creative Activity	Core Theme 3: Student Success	Core Theme 4: UAA Community	Core Theme 5 Public Square
Student Affairs	Students achieve learning outcomes.	Students develop their capabilities in inquiry, expression, and invention.	Alaska's diverse peoples become UAA students.	UAA Campuses are safe.	UAA has ongoing, regular, and effective collaboration activities with community organizations, intended to produce and promote programs and projects of mutual benefit to the public and the university.
				Faculty and staff from diverse backgrounds are satisfied and prosper in their professions.	
				Facilities and campus services at each campus support learning, working, and living.	
				Programs and services incorporate sustainable practices.	
			Undergraduate students successfully transition into and complete their first year of college.		
University Advancement				Faculty and staff from diverse backgrounds are satisfied and prosper in their professions.	UAA has ongoing, regular, and effective collaboration activities with community organizations, intended to produce and promote programs and projects of mutual benefit to the public and the university.
				Programs and services incorporate sustainable practices.	

## Chapter One – Standard One: Mission, Core Themes, and Expectations

### Section I: Eligibility Requirements Two and Three

*Eligibility Requirement 2: The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.*

The University of Alaska (UA) System was established by Article Seven of the state constitution.<sup>12</sup> It is governed by the University of Alaska Board of Regents. UA is composed of a system office, one separately accredited community college,<sup>13</sup> and three separately accredited universities or Major Administrative Units (MAUs): University of Alaska Anchorage (UAA), University of Alaska Fairbanks (UAF), and University of Alaska Southeast (UAS).

*Eligibility Requirement 3: The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.*

#### **Mission**

In 2007, the Board of Regents reviewed and approved the UAA mission, which was updated as part of the development of the UAA 2017 Strategic Plan.<sup>14</sup> The Regents provided significant review and endorsement of the strategic plan as part of this discussion.

#### **Strategic Plan**

The UAA 2017 Strategic Plan 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 developed to provide direction and goals for the university's operations from 2007 to 2017. It was presented to the UA Board of Regents in 2007 and was discussed and accepted along with minor adjustments to the UAA mission statement.

#### **Core Themes**

The set of core themes for UAA are aligned with the five priorities of the UAA 2017 Strategic Plan and were approved by the Chancellor's Cabinet in 2009. UAA's resources are devoted to supporting the mission and core themes, which taken together represent the purpose of the institution.

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<sup>12</sup> <http://tgov.alaska.gov/treadwell/services/alaska-constitution/article-viiA096A0health-education-and-welfare.html>

<sup>13</sup> Prince William Sound Community College receives administrative support from UAA.

<sup>14</sup> <http://www.uaa.alaska.edu/strategicplan/index.cfm>

## Section II: Standard 1.A Mission

*The institution articulates its purpose in the form of a mission statement and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.*

*Standard 1.A.1 The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.*

### **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 Strategic Plan**

The UA Board of Regents and the UA System Office 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, UA 2009.<sup>15</sup> The Regents revisited their strategic plan and extended its application in 2009.

Over the coming eighteen months, the UA System will develop a new strategic direction with input from stakeholders both internal and external to the university. This effort will build on the system's Academic Master Plan,<sup>16</sup> which was finalized and adopted by the Board of Regents in 2011.

### **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.*

### **Core Themes for UAA**

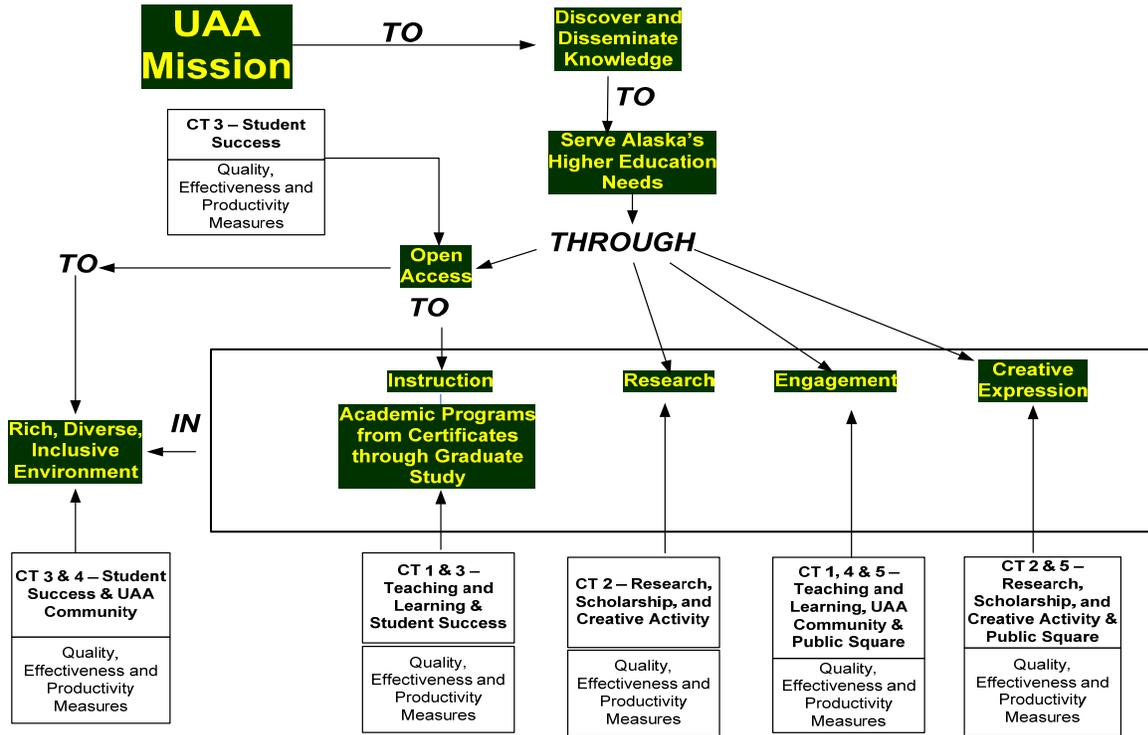
The core themes align with the five priorities of the UAA 2017 Strategic Plan. These themes and their objectives collectively encompass the mission of the university. The core themes are: (1) Teaching and Learning, (2) Research, Scholarship, and Creative Activity, (3) Student Success, (4) the UAA Community, and (5) the Public Square. Figure 1 below demonstrates the relationships between UAA's mission and core themes.

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<sup>15</sup> <http://www.alaska.edu/bor/strategic-plan-2009/>

<sup>16</sup> <http://www.alaska.edu/files/opa/AMP-2011.pdf>

**Figure 1: Core Theme Relationship to Mission**



## Mission Fulfillment

*Standard 1.A.2. The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.*

The mission recognizes UAA’s commitment to instruction at a number of academic levels, to the success of all students regardless of their higher education goals, and to service to Alaska’s diverse peoples and communities. It honors the community college and the baccalaureate, graduate, and research roots of the institution. This purpose is collectively encompassed by the mission, core themes, and objectives.

The institutional indicators describe how effectively we fulfill our objectives and illustrate the impacts that the university has on students’ lives and the communities we serve. These indicators evaluate both productivity and performance. The types of opportunities available, the number of people engaged, and their levels of engagement are prime considerations in evaluating the university’s service to its constituents. Productivity is a primary concern of the statewide university system, the Regents, and the state legislature. Attention to access helps to promote productivity and ensure opportunity for a variety of populations. The evaluations performed in this accreditation process complement the established and well-developed performance reporting in the UA system. UA performance metrics are identified as institutional indicators where they appear in Section III’s core theme discussions.<sup>17</sup>

Evaluating mission fulfillment requires a comprehensive view of the programs and services provided, as reflected in the core theme objectives, outcomes, and indicators. Based on a rating scale of strong,

<sup>17</sup> Beginning on page 24

sufficient, or weak, a determination of mission fulfillment will depend on each objective being rated either strong or sufficient. Any areas of weakness will be accompanied by a plan for improvement. Regular analysis, reflection, and planning will help to maintain the focus of managers and practitioners and to promote high performance and continued improvements.

### **Thresholds and Targets**

Data on core theme objectives are being collected and evaluated by leaders and practitioners within the relevant areas (e.g. faculty for measurement of student learning, or Student Affairs leadership for evaluation of retention rates). In several areas (e.g. total degrees and certificates awarded), these evaluations are based on criteria established for the UA System performance measures found in UAA's annual Performance Reports.<sup>18</sup>

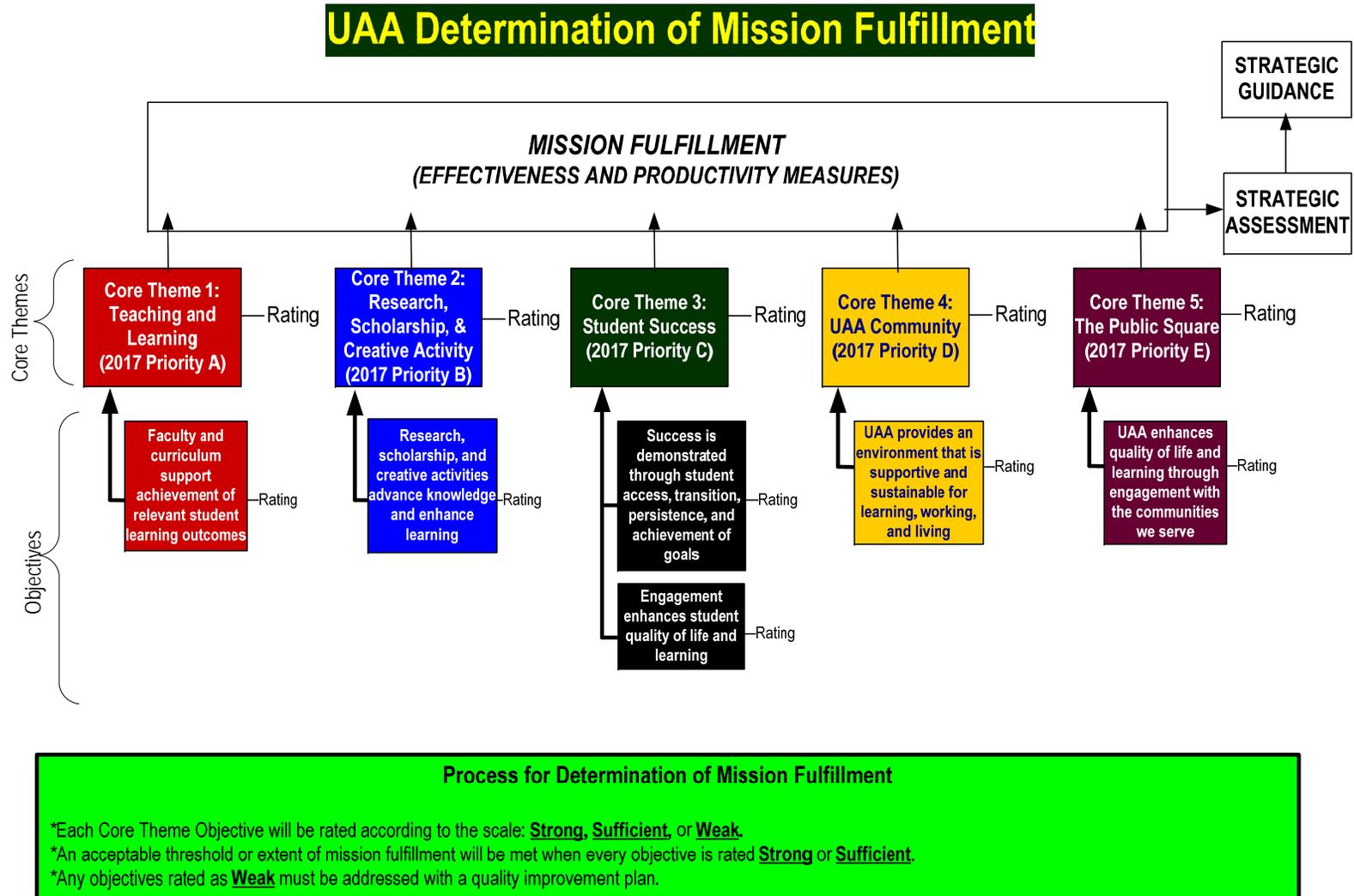
As discussed in the response to recommendations from our last site visit,<sup>19</sup> the new Cabinet Subcommittee will be charged with indicator revision, including identifying appropriate thresholds of concern. These will provide guidance to indicate where attention or action is needed.

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<sup>18</sup> <http://www.uaa.alaska.edu/institutionaleffectiveness/performance.cfm>

<sup>19</sup> See "Responses to Recommendations from Year Seven Self-Evaluation and Site Visit," page 7

**Figure 2: UAA Determination of Mission Fulfillment**



## Section III: Standard 1.B Core Themes

### *Standard 1.B Core Themes*

*1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.*

*1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.*

The primary goals of the university are “to serve Alaska, its communities, and its diverse peoples,”<sup>20</sup> and to develop students, faculty, and staff in their academic and professional competencies. Regular evaluation of achievement is essential to determine status, promote progress, and strategize how best to address or remove impediments.

Section II of this report described the mission and core themes of the institution, and the approach used to evaluate achievement and determine whether the mission has been fulfilled. In this section, more detail is provided on the individual core themes, including the objectives, outcomes, and indicators that describe each one. A table showing the core themes, objectives, outcomes, and indicators is presented prior to the focused discussions of each core theme. Cabinet Priority Indicators are highlighted for easier reference in this table. Within each Core Theme discussion, Cabinet Priority Indicators are marked with a footnote.

Some objectives and outcomes are integrated across several core themes. In those cases, we address them under one core theme and avoid repetition when it is reasonable to do so. When deemed essential to more than one core theme’s coherence and purpose, these overlapping objectives and outcomes were included in both. For example, student achievement is evaluated in Core Theme 1: Teaching and Learning, as a measure of achieving learning outcomes, and again in Core Theme 3: Student Success, as a measure of successful course and program completion.

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<sup>20</sup> Excerpt from mission statement <http://www.uaa.alaska.edu/chancellor/uaa-mission-statement.cfm>

**Table 2: Core Themes, Objectives, Outcomes, and Indicators (Cabinet Priority Indicators highlighted)**

Core Theme #1: Teaching and Learning		
Objective	Outcome	Institutional Indicators*
Faculty and curriculum support achievement of relevant student learning outcomes	Students achieve learning outcomes	Student performance in learning outcomes at course, program, and degree levels described in annual program assessment reports
		Student perception of learning outcomes performance as described in Individual Development and Educational Assessment (IDEA) reports
		Students who achieve academic distinction
		Percentage of programs that incorporate national or industry standards into their outcomes
	Curriculum meets relevant standards and state needs	Number of graduates in high-demand job areas ( <i>with emphasis on health, business, engineering, and education</i> )
		Total degrees and certificates awarded
		Total student credit hours
	Faculty use effective teaching methods	Student perceptions of teaching effectiveness from Individual Development and Educational Assessment (IDEA) surveys
		Faculty performance evaluations of teaching effectiveness for retention, tenure, promotion, and periodic review
		Actions taken as described in annual program assessment of student learning
Core Theme #2: Research, Scholarship, and Creative Activity		
Objective	Outcome	Institutional Indicators*
Research, scholarship, and creative activities advance knowledge and enhance learning	Faculty, research professionals, and students inform, challenge, and entertain through research, scholarly, and creative projects	Numbers of publications, citations, presentations, and performances
		Perceptions of those attending lectures, presentations and performances
		Impact of community-engaged research projects
	Students develop their capabilities in inquiry, expression, and invention	Student performance in courses incorporating student research and creativity
		Number and dollar amounts of proposals submitted for funding, support, and sponsorship
	Research, scholarship, and creative activities attract support and resources to increase opportunities	Number and amounts of awards of grants, contracts, and supported activities in research, scholarship, and creative activities
		National Center for Higher Education Management Systems (NCHEMS) Research Expenditures
Core Theme #3: Student Success		
Objective	Outcome	Institutional Indicators*
Success is demonstrated through student access, transition, persistence, and achievement of goals	Alaska's diverse peoples become UAA students	The rate at which Alaska high school graduates attend UAA
		The degree to which UAA's students reflect Alaska's racial and ethnic diversity
	Undergraduate students successfully transition into and complete their first year of college	The rate at which UAA's first-time undergraduate students successfully complete courses in their first year
		The first- to second-year first-time undergraduate student retention rate ( <i>with special emphasis on subgroups in system metrics, Alaska Native students, and other under-represented groups</i> )
		Successful Learning Rate: Proportion of courses successfully completed out of total courses attempted by student sub-cohorts grouped by first year of entry
	Students make satisfactory progress toward and achieve their academic goals	Graduation Efficiency Index: Total credits earned at the time of award of a degree relative to minimum credit hours required for the degree
		Percentage of all first-time students who earn a degree or certificate
		Time students take to complete their first degree or certificate
		The employment rate of recent UAA graduates
	Students benefit from the certificates and degrees they earn	Graduates' perceptions of the value of their degrees
Engagement enhances student quality of life and learning	Students are engaged in their campus and external communities	The rate at which students participate in co-curricular activities
		The rate at which students are involved in external communities
Core Theme #4: UAA Community		
Objective	Outcome	Institutional Indicators*
UAA provides an environment that is supportive and sustainable for learning, working, and living	UAA campuses are safe	Rates of crimes and incidents and injuries
		Level of preparedness for emergencies
	Faculty and staff from diverse backgrounds are satisfied and prosper in their professions	UAA's faculty and staff reflect Alaska's racial and ethnic diversity
		Regular faculty and staff prosper in their professional environment, with special emphasis on under-represented groups
		Regular faculty and staff express satisfaction with their professional environment, with special emphasis on underrepresented groups
	Facilities and campus services at each campus support learning, working, and living	Students are satisfied with student life programs and opportunities
		Students, staff, and faculty are satisfied with administrative, information technology, library, and athletic/recreation services
		Space allocation, utilization, and growth are effectively managed
		Annual investments in the maintenance and repair of facilities
		Annual report on sustainability efforts
Programs and services incorporate sustainable practices	Development and management of a sustainable budget	
Core Theme #5: Public Square		
Objective	Outcome	Institutional Indicators*
UAA enhances quality of life and learning through engagement with the communities we serve	UAA has ongoing, regular, and effective collaboration activities with community organizations, intended to produce and promote programs and projects of mutual benefit to the public and the university	Documentation of significant partnerships with business, non-profit, and government organizations
		Partners and the public recognize the value of the university's engagement in the community (Community Partner survey, national ranking or classification relating to community engagement)
	Grant-funded Public Service Expenditures based on National Center for Higher Education Management Systems (NCHEMS) category of Public Service	
Community members access facilities, library resources, and programs and services		Variety and participation of the public in university facilities, events, and programs

\*Note: Cabinet Priority Indicators are highlighted in yellow.

## Core Theme 1: Teaching and Learning

**Core Theme 1 Description:** Teaching and learning have always been the core pursuits of the university. The university’s inclusive definition of learning embraces courses and programs; credit and non-credit instruction; developmental through advanced graduate studies; life-long learning; and learner purposes that range from personal enrichment to career preparation or professional advancement. To meet this broad mission for our diverse student population, UAA has built academic courses and programs in the areas of developmental education, career and technical fields, undergraduate and graduate professional education, and undergraduate and graduate liberal studies.

Core Themes 1 and 3 both include measures of student success and achievement. This core theme focuses on the institutional and/or program level, such as student learning outcome performance and total degrees awarded. In contrast, Core Theme 3 addresses the individual student’s success, including completion of courses and attainment of educational goals through program completion.

<b>Core Theme 1: Teaching and Learning</b>		
Objective	Outcome	Institutional Indicators
Faculty and curriculum support achievement of relevant student learning outcomes	Students achieve learning outcomes	Student performance in learning outcomes at course, program, and degree levels described in annual program assessment reports
		Student perception of learning outcomes performance as described in Individual Development and Educational Assessment (IDEA) reports
		Students who achieve academic distinction
	Curriculum meets relevant standards and state needs	Percentage of programs that incorporate national or industry standards into their outcomes
		Number of graduates in high-demand job areas (with emphasis on health, business, engineering, and education)
		Total degrees and certificates awarded
		Total student credit hours
	Faculty use effective teaching methods	Student perceptions of learning and effectiveness from Individual Development and Educational Assessment (IDEA) surveys
		Faculty performance evaluations of teaching effectiveness for retention, tenure, promotion, and periodic review
		Actions taken as described in annual program assessment of student learning

Objective: Faculty and curriculum support achievement of relevant student learning outcomes

<b>Core Theme 1/Outcome 1: Students achieve learning outcomes</b>	
<b>Indicator 1</b>	Student performance in learning outcomes at course, program, and degree levels described in annual program assessment reports
<b>Indicator 2</b>	Student perceptions of learning outcomes performance as described in Individual Development and Educational Assessment (IDEA) reports
<b>Indicator 3</b>	Students who achieve academic distinction

**Indicator 1: Student performance in learning outcomes at course, program, and degree levels described in annual program assessment reports**

**Rationale:** Student performance on stated course, program, and degree outcomes is the most direct, and arguably the most important, measure of achievement for this core theme. Annual program assessment reports from the faculty indicate the results of assessment, analyze those results, determine actions for improvement, and report on actions taken to “close the loop” based on previous assessment cycles. UAA’s assessment process is firmly rooted at the program level so that departmental faculty take ownership of program assessment in their respective disciplines, discuss and analyze findings, and take action based on their discoveries and dialogue.

**Indicator 2: Student perception of learning outcomes performance as described in Individual Development and Educational Assessment (IDEA) reports**

**Rationale:** Students’ perceptions of their progress in content knowledge, skills, and competencies are available on an institutional level through Individual Development and Educational Assessment (IDEA) surveys.<sup>21</sup> IDEA surveys are administered online for each course at UAA. They collect perceptions from students on teaching, learning, and important course characteristics. From a common set of 12 learning outcomes, faculty members identify outcomes that are essential or important for students in their courses, selecting an average of seven per course. Students in each course judge their own progress in meeting the selected outcomes. These common outcomes closely align with the university’s general education outcomes for baccalaureate programs and the UAA institutional learning outcomes.

**Indicator 3: Students who achieve academic distinction**

**Rationale:** High academic achievement as recognized by local, national, and international honors and awards provides an additional measure of student performance. Students achieving academic distinction are most often highly motivated, inspired by their teachers, and are provided with learning resources and opportunities beyond those required to achieve the course and program learning outcomes. Academic distinction demonstrates the university’s commitment to excellence.

<b>Core Theme 1/Outcome 2: Curriculum meets relevant standards and state needs</b>	
<b>Indicator 1</b>	Percentage of programs that incorporate national or industry standards into their outcomes
<b>Indicator 2</b>	Number of graduates in high-demand job areas
<b>Indicator 3</b>	Total degrees and certificates awarded
<b>Indicator 4</b>	Total student credit hours

**Indicator 1: Percentage of programs that incorporate national or industry standards into their outcomes**

**Rationale:** Courses and programs must keep pace with the rapid expansion of information and shifts in skill sets required in our fast-paced, increasingly globalized, and technologically-connected world. Responding to professional standards and state needs ensures that the curriculum is current and relevant. Faculty members engage in and contribute to their disciplines, ensuring that program graduates meet disciplinary and professional expectations and competencies.

Faculty members identify standards as curriculum is developed and reviewed. Professional competencies

<sup>21</sup> <http://www.uaa.alaska.edu/facultyservices/idea-faculty-student-evaluations.cfm>

become program outcomes that are reflected in syllabi, course and program descriptions, and assessment processes. Institutional processes for curriculum development and approval ensure congruence with established standards in each discipline, promote the integration and application of knowledge, and encourage interdisciplinary collaboration. The process ensures that courses and programs embody the most current scholarship and meet academic scrutiny of their content in a regular, transparent, and rigorous way.

**Indicator 2: Number of graduates in high-demand job areas<sup>22</sup>**

**Rationale:** The university, UA System, and legislature track the number of graduates who are prepared to enter career fields that are designated as high-demand by the Alaska Department of Labor.<sup>23</sup> Filling these positions is important to the economic development of the state. Institutional planning and resource allocation reflect UAA’s emphasis on producing graduates in health, business, engineering, and educational fields. This indicator is a UA System performance metric.

**Indicator 3: Total degrees and certificates awarded<sup>24</sup>**

**Rationale:** The total number of degrees and certificates awarded demonstrates the extent to which the institution successfully serves its communities and meets state demands. While high-demand job graduates and employment figures are of great concern in a developing state, the impact of all graduates on the economic, social, and cultural well-being of Alaska is significant.

**Indicator 4: Total student credit hours<sup>25</sup>**

**Rationale:** Total student credit hour production, while limited as a stand-alone indicator, demonstrates the extent to which the institution successfully serves its communities and meets demands for educational services. This indicator is a UA System performance metric.

<b>Core Theme 1/Outcome 3: Faculty use effective teaching methods</b>	
<b>Indicator 1</b>	Student perceptions of teaching effectiveness from Individual Development and Educational Assessment (IDEA) surveys
<b>Indicator 2</b>	Faculty performance evaluations of teaching effectiveness for retention, tenure, promotion, and periodic review
<b>Indicator 3</b>	Actions taken as described in annual program assessment of student learning

**Indicator 1: Student perceptions of teaching effectiveness from Individual Development and Educational Assessment (IDEA) surveys**

**Rationale:** Students also rate teaching practices and their effects on learning when completing IDEA surveys. Faculty can customize questions to gather additional student perceptions of the teaching and learning in their courses. IDEA responses are compiled, analyzed, and reported to UAA each semester, providing data on institutional achievement in the area of teaching. The reports provide indirect evidence used to assess and improve the design and delivery of learning experiences.

<sup>22</sup> Chancellor’s Cabinet priority indicator

<sup>23</sup> [http://www.alaska.edu/swbir/performance/metrics/HDJA\\_FY99-FY10.pdf](http://www.alaska.edu/swbir/performance/metrics/HDJA_FY99-FY10.pdf)

<sup>24</sup> Chancellor’s Cabinet priority indicator

<sup>25</sup> Chancellor’s Cabinet priority indicator

## **Indicator 2: Faculty performance evaluations of teaching effectiveness for retention, tenure, promotion, and periodic review**

**Rationale:** All regular faculty members annually report their activities and accomplishments in teaching, scholarship, and service, and are evaluated in each area of their assigned workload. Evaluation records for purposes of retention, promotion, or tenure indicate the performance of faculty in all assigned areas of their workloads, including teaching. These records provide additional evidence of effective teaching and ongoing improvement.

Evaluation criteria established by the schools and colleges include clear expectations for teaching effectiveness and identify acceptable types of evidence for faculty evaluations. The recent review of tenure and promotion practices<sup>26</sup> produced recommendations that outline key principles of faculty evaluation, an overview of faculty responsibilities, and the components of evaluation related to the responsibilities of teaching, academic research or creative expression, community engagement, and university service. The new faculty evaluation guidelines will improve institutional data for the assessment of effective teaching.

## **Indicator 3: Actions taken as described in annual program assessment of student learning**

**Rationale:** Academic programs submit annual reports of assessment activities. These reports include information on the data collected, faculty analysis of results and recommendations for program improvement, and a report on actions taken to implement prior year recommendations. In the current academic year (AY12), new processes are being put into place as a faculty-developed Academic Assessment Handbook is being implemented. Under the new procedures, program faculty meet once every three years with the Academic Assessment Committee<sup>27</sup> to review their assessment processes, including accounting for actions taken as a result of assessment of student learning. This information will be used to measure how faculty are changing their pedagogy to use more effective teaching methods.

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<sup>26</sup> See Preface, “Brief Update on Institutional Changes since the Last Report”

<sup>27</sup> <http://www.uaa.alaska.edu/governance/fs-academic-assessment-committee.cfm>

## Core Theme 2: Research, Scholarship, and Creative Activity

**Core Theme 2 Description:** Research produces, expands, and deepens our knowledge and understanding of natural and social systems. Scholarship, in all its forms, explores basic values and principles, extracts useful knowledge from masses of information, evaluates options, and presents and publishes conclusions. Creative activity through art, literature, music, and the theatre challenges and entertains, helping us to better understand ourselves and others. These activities enable faculty, staff, and students at all levels to work together to develop methodology and produce presentation, publication, and performance.

Research centers, institutes, and programs within the university provide vehicles for growing our research enterprise to fuel economic development, ensure sustainable natural and social environments, and strengthen the health of Alaskan communities.

<b>Core Theme 2: Research, Scholarship, and Creative Activity</b>		
Objective	Outcome	Institutional Indicators
Research, scholarship, and creative activities advance knowledge and enhance learning	Faculty, research professionals, and students inform, challenge, and entertain through research, scholarly, and creative projects	Numbers of publications, citations, presentations, and performances
		Perceptions of those attending lectures, presentations, and performances
		Impact of community-engaged research projects
	Students develop their capabilities in inquiry, expression, and invention	Student performance in courses incorporating student research and creativity
	Research, scholarship, and creative activities attract support and resources to increase opportunities	Number and dollar amounts of proposals submitted for funding, support, and sponsorship
		Number and amounts of awards of grants, contracts, and supported activities in research, scholarship, and creative activities
National Center for Higher Education Management Systems (NCHEMS) Research Expenditures		

**Objective:** Research, scholarship, and creative activities advance knowledge and enhance learning

<b>Core Theme 2/Outcome 1: Faculty, research professionals, and students inform, challenge, and entertain through research, scholarly, and creative projects</b>	
<b>Indicator 1</b>	Numbers of publications, citations, presentations, and performances
<b>Indicator 2</b>	Perceptions of those attending lectures, presentations and performances
<b>Indicator 3</b>	Impact of community-engaged research projects

**Indicator 1: Numbers of publications, citations, presentations, and performances**

**Rationale:** Publications and other communication of knowledge, productions, performances, and exhibits of creative works demonstrate the institution’s contributions to research, scholarship, and creative activities. The number of citations of UAA work provides a measure of impact and significance. UAA informs the public, influences policy, engages in public service, and provides a center for experiencing art. The breadth of these activities requires indicators that extend well beyond a simple enumeration of peer-reviewed literature.

## Indicator 2: Perceptions of those attending lectures, presentations, and performances

**Rationale:** For events that include an audience, survey instruments assess the impact and the value to the audience. This is an indication that events meet the needs of audiences, as well as a way to identify areas for improvement.

## Indicator 3: Impact of community-engaged research projects

**Rationale:** While all types of research help students develop their capabilities, the projects that directly address public issues also allow the students and the university to serve their communities. Projects that relate to the environment, public health, resources, economic development, arts, and music have made regular contributions to the understanding, opportunities, and enjoyment of Alaska life. In addition to advancing knowledge, these projects have significant focus on policy and practice in the public arena.

Core Theme 2/Outcome 2: Students develop their capabilities in inquiry, expression and invention	
Indicator 1	Student performance in courses incorporating student research and creativity

### Indicator 1: Student performance in courses incorporating student research and creativity

**Rationale:** Students who take part in research and creative activity at any level develop important and transferrable skills in inquiry, analysis, and evaluation. Incorporating these capabilities into their lives leads to self-reflective and critical thinkers who are prepared to make valuable contributions to their professions and society. While these activities occur in co-curricular pursuits as well as in more formal academic settings such as the classroom, the products of these activities are evaluated most rigorously and dependably within individual courses.

Core Theme 2/Outcome 3: Research, scholarship, and creative activities attract support and resources to increase opportunities	
Indicator 1	Number and dollar amounts of proposals submitted for funding, support, and sponsorship
Indicator 2	Number and amounts of awards of grants, contracts, and supported activities in research, scholarship, and creative activities
Indicator 3	NCHEMS Research Expenditures

### Indicator 1: Number and dollar amounts of proposals submitted for funding, support, and sponsorship

**Rationale:** The process of writing and submitting proposals brings focus and clarity to a project and may lead to future funding success. This critical expenditure of faculty, staff, and student time demonstrates the extent to which the university supports research, scholarship, and creative activities. Increasing proposals and award dollar amounts reflect increasing participation, expertise, and confidence.

### Indicator 2: Number and amounts of awards of grants, contracts and supported activities in research, scholarship, and creative activities<sup>28</sup>

**Rationale:** Research, scholarship, and creative activities flourish given appropriate infrastructure and support. Successful proposals are an indicator of institutional quality and reputation, and lead to future

<sup>28</sup> Chancellor's Cabinet priority indicator

successful proposals. The university has made progress in recent years in supporting those seeking external support and in assisting in the management of projects, the communication of results, and the translation of research results into added value to public policy or private enterprise.

**Indicator 3: National Center for Higher Education Management Systems (NCHEMS) Research Expenditures<sup>29</sup>**

**Rationale:** NCHEMS research expenditures are a widely accepted measure of university performance. This indicator is a UA System performance metric.

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<sup>29</sup> Chancellor's Cabinet priority indicator

## Core Theme 3: Student Success

**Core Theme 3 Description:** Student success has long been a major theme for UAA and the UA System. Student success relies on (1) access and successful transition to the university, (2) student progress toward goals and completion of programs of study, and (3) engagement in the university and external community. Measuring the extent to which students benefit from these experiences is an additional way to evaluate student success and will be helpful to inform decision making.

Core Themes 1 and 3 both include measures of student success and achievement. Core Theme 1 addresses total degrees awarded and student learning outcome performance at the institutional or program level.

<b>Core Theme 3: Student Success</b>		
<b>Objective</b>	<b>Outcome</b>	<b>Institutional Indicators</b>
<b>Success is demonstrated through student access, transition, persistence, and achievement of goals</b>	Alaska's diverse peoples become UAA students	The rate at which Alaska high school graduates attend UAA
		The degree to which UAA's students reflect Alaska's racial and ethnic diversity
	Undergraduate students successfully transition into and complete their first year of college	The rate at which UAA's first-time undergraduate students successfully complete courses in their first year
		The first- to second-year first-time undergraduate student retention rate
	Students make satisfactory progress toward and achieve their academic goals	Successful Learning Rate: proportion of courses successfully completed out of total courses attempted by student sub-cohorts grouped by first year of entry
		Graduation Efficiency Index: total credit hours earned at the time of award of a degree relative to minimum credit hours required for the degree
		Percentage of all first-time students who earn a degree or certificate
		Time first-time students take to complete a degree or certificate
	Students benefit from the certificates and degrees they earn	The employment rate of recent UAA graduates
		Graduate perceptions of value of degrees
<b>Engagement enhances student quality of life and learning</b>	Students are engaged in their campus and external communities	The rate at which students participate in co-curricular activities
		The rate at which students are involved in external communities

**Objective 1: Success is demonstrated through student access, transition, persistence, and achievement of goals**

<b>Core Theme 3/Objective 1/Outcome 1: Alaska's diverse peoples become UAA students</b>	
<b>Indicator 1</b>	The rate at which Alaska high school graduates attend UAA
<b>Indicator 2</b>	The degree to which UAA's students reflect Alaska's racial and ethnic diversity

**Indicator 1: The rate at which Alaska high school graduates attend UAA**

**Rationale:** Part of UAA's core mission is attracting and retaining Alaska's college-bound population.

While the percentage of Alaska’s high school graduates who enroll in UAA is affected by factors beyond the control of the institution, the percentage of high school graduates attending UAA demonstrates how well we are serving Alaska’s demand for an educated workforce.

**Indicator 2: The degree to which UAA's students reflect Alaska's racial and ethnic diversity<sup>30</sup>**

**Rationale:** This indicator measures the inclusiveness of the institution. While an exact match between state and student demographics may be unrealistic, this indicator will identify any major discrepancies as areas of concern.

<b>Core Theme 3/Objective 1/Outcome 2: Undergraduate students successfully transition into and complete their first year of college</b>	
<b>Indicator 1</b>	The rate at which UAA's first-time undergraduate students successfully complete courses in their first year
<b>Indicator 2</b>	The first- to second-year first-time undergraduate student retention rate

**Indicator 1: The rate at which UAA's first-time undergraduate students successfully complete courses in their first year**

**Rationale:** Course completion or non-completion (attrition) is the smallest measurable unit of student success. Course attrition happens when a student receives a grade that does not allow him/her to make progress toward a degree or certificate. Attrition can result in unproductive expenditures of time and money by the student, as well as frustration and diminished confidence. The percentage of first-time undergraduate students who complete their courses is an important indicator of successful student services such as advising, placement, developmental offerings, and tutoring.

**Indicator 2: The first- to second-year first-time undergraduate student retention rate<sup>31</sup>**

**Rationale:** The percentage of students who complete first-year courses, re-enroll, and are retained into their second year – particularly underprepared and under-represented students – is an important indicator of the effectiveness with which students transition into UAA and succeed in their first year. First-to-second year retention is a major tipping point in an individual student’s academic performance, and attrition out of degree-seeking status and/or the university reduces sharply after this turning point.

<b>Core Theme 3/Objective 1/Outcome 3: Students make satisfactory progress toward and achieve their academic goals</b>	
<b>Indicator 1</b>	Successful Learning Rate: proportion of courses successfully completed out of total courses attempted by student sub-cohorts grouped by first year of entry
<b>Indicator 2</b>	Graduation Efficiency Index: total credit hours earned at the time of award of a degree relative to minimum credit hours required for the degree
<b>Indicator 3</b>	Percentage of all first-time students who earn a degree or certificate
<b>Indicator 4</b>	Time first-time students take to complete a degree or certificate

**Indicator 1: Successful Learning Rate: Proportion of courses successfully completed out of total courses attempted by student sub-cohorts grouped by first year of entry**

**Rationale:** The rate of successful course completion provides valuable feedback for institutional

<sup>30</sup> Chancellor’s Cabinet priority indicator

<sup>31</sup> Chancellor’s Cabinet priority indicator

improvement. With UAA’s broad mission encompassing developmental education through advanced graduate programs, one can expect students’ choices and goals to vary widely. Evaluating course success, defined as earning a passing grade,<sup>32</sup> considers the performance of all students. It is the only measure that includes those enrolled for minimal skill development or personal interest.

The Successful Learning Rate<sup>33</sup> (SLR) defines student cohorts by first year of entry and tracks each cohort’s course success rate over a 10-year period. The cohorts can be further sub-divided by the standard demographic categories. This approach identifies where efforts can be focused to help students succeed.

**Indicator 2: Graduation Efficiency Index: Total credits earned at the time of award of a degree relative to minimum credit hours required for the degree**

**Rationale:** The graduation efficiency index is another indicator of the efficiency with which students progress toward their intended academic goal. The graduation efficiency index is calculated as the total hours earned by student prior to receiving a degree divided by the total minimum credit hours required to earn that degree. While this indicator must be used with caution, as there are many factors beyond the university’s control that can affect this indicator, it provides a general measure of efficiency and can prompt further meaningful root cause analysis.

**Indicator 3: Percentage of all first-time students who earn a degree or certificate<sup>34</sup>**

**Rationale:** Program completion is a standard measure of success for degree-seeking students. The percentage of first-time degree- and certificate-seeking students who reach this academic goal provides a fuller picture of success at UAA than the traditional “first-time, full-time baccalaureate degree-seeking freshmen.” Information about program completion contributes to fuller understanding of how well the university helps students sustain success throughout the years required to earn a degree.

**Indicator 4: Time students take to complete their first degree or certificate**

**Rationale:** Time to degree is one measure of how effectively students navigate the system to achieve their academic goal. It can reflect effective advising practices, appropriate placement, and other services provided to assist students. As with Indicator 2 above, this provides a general measure of efficiency but must be used with caution because many factors are beyond the university’s control.

<b>Core Theme 3/Objective 1/Outcome 4: Students benefit from the certificates and degrees they earn</b>	
<b>Indicator 1</b>	The employment rate of recent UAA graduates
<b>Indicator 2</b>	Graduates’ perceptions of the value of degrees

**Indicator 1: The employment rate of recent UAA graduates**

**Rationale:** One measure of student success is employment of recent graduates. While there are many external factors above and beyond employee preparedness that can affect this indicator, it is one way to measure whether or not businesses and organizations respect a UAA degree and recognize the quality of preparation students receive in their programs.

<sup>32</sup> A, B, C, D, or Pass

<sup>33</sup> <http://www.uaa.alaska.edu/ir/reports/success/index.cfm>

<sup>34</sup> Chancellor’s Cabinet priority indicator

### Indicator 3: Graduates' perceptions of the value of their degrees

**Rationale:** In regularly administered surveys, graduates are asked to reflect on the value of the education they received and the frequency with which they use the knowledge and skills that they developed in their programs. Results vary with degree level and major, but together they help to determine the relevance of the content delivered and methods used in academic programs.

### Objective 2: Engagement enhances student quality of life and learning

Core Theme 3/Objective 2/Outcome 1: Students are engaged in their campus and external communities	
Indicator 1	The rate at which students participate in co-curricular activities
Indicator 2	The rate at which students are involved in external communities

#### Indicator 1: The rate at which students participate in co-curricular activities

**Rationale:** Recognizing that students learn essential knowledge and life skills outside of their formal course offerings, the university offers a variety of learning experiences designed to develop knowledge and skills along with leadership, integrity, the ability to deal effectively with diverse peoples and situations, and an orientation towards service. The purposeful design of these activities includes careful consideration of the intended outcomes. Student participation shows the availability, relevance, and attractiveness of these activities. Surveys of students and reports from activity leaders establish impact.

#### Indicator 2: The rate at which students are involved in external communities

**Rationale:** Opportunities to serve, to experience unstructured and unfamiliar situations, and to apply newly developed knowledge, skills, and competencies are most often found in the external community. Those learning opportunities are built into the internship, clinical, and practicum courses required in many programs. Additional programs and courses provide service learning and engaged research opportunities. Beyond curricular engagement, students have opportunities to engage in areas that are not directly related to their program of studies. This leads to the development of professional and social competence and a commitment to community service and good citizenship.

## Core Theme 4: UAA Community

**Core Theme 4 Description:** A healthy, vital UAA community provides essential support to students, faculty, and staff who are engaged in demanding work. The vitality of this community depends on a support structure including diverse and competent faculty and staff, safe and well-maintained infrastructure, effective and efficient campus services, and sustainable programs and services.

Core Theme 4: UAA Community		
Objective	Outcome	Institutional Indicators
UAA provides an environment that is supportive and sustainable for learning, working, and living	UAA campuses are safe	Rates of crimes and incidents and injuries
		Level of preparedness for emergencies
	Faculty and staff from diverse backgrounds are satisfied and prosper in their professions	UAA's faculty and staff reflect Alaska's racial and ethnic diversity
		Regular faculty and staff prosper in their professional environment, with special emphasis on under-represented groups
		Regular faculty and staff express satisfaction with their professional environment, with special emphasis on underrepresented groups
	Facilities and campus services at each campus support learning, working, and living	Students are satisfied with student life programs and opportunities
		Students, staff, and faculty are satisfied with administrative, information technology, library, and athletic/recreation services
		Space allocation, utilization and growth are effectively managed
		Annual investments in the maintenance and repair of facilities
	Programs and services incorporate sustainable practices	Annual report on sustainability efforts
		Development and management of a sustainable budget

Objective: UAA provides an environment that is supportive and sustainable for learning, working, and living

Core Theme 4/Outcome 1: UAA campuses are safe	
<b>Indicator 1</b>	Rates of crimes and incidents and injuries
<b>Indicator 2</b>	Level of preparedness for emergencies

### Indicator 1: Rates of crimes and incidents and injuries<sup>35</sup>

**Rationale:** The actual numbers and the trends of crimes and injuries as reported to state and federal authorities measure the success of campus efforts to maintain a safe environment. A dedicated police department provides security on the Anchorage campus, and the community campuses have similar arrangements with local law enforcement agencies. Numerous programs raise awareness and provide support for those who are traveling across the campus or participating in activities, and for safe and responsible behavior in residence halls and other locations.

### Indicator 2: Level of preparedness for emergencies

**Rationale:** College campuses nationwide pay close attention to emergency preparedness. Emergency

<sup>35</sup> Chancellor's Cabinet priority indicator

plans are prominent and easily accessible on the UAA website.<sup>36</sup> These plans and the evaluation of performance in emergency drills demonstrate the level of preparedness for emergency events. The UA Statewide Office of Emergency Management uses metrics to ensure compliance with all emergency preparedness needs.

<b>Core Theme 4/Outcome 2: Faculty and staff from diverse backgrounds are satisfied and prosper in their professions</b>	
<b>Indicator 1</b>	UAA's faculty and staff reflect Alaska's racial and ethnic diversity
<b>Indicator 2</b>	Regular faculty and staff prosper in their professional environment, with special emphasis on underrepresented groups
<b>Indicator 3</b>	Regular faculty and staff express satisfaction with their professional environment, with special emphasis on underrepresented groups

**Indicator 1: UAA's faculty and staff reflect Alaska's racial and ethnic diversity<sup>37</sup>**

**Rationale:** As model professionals, engaged citizens, and leaders, it is important that faculty and staff reflect the racial and ethnic diversity of Alaska. UAA attempts to ensure that faculty and staff from diverse backgrounds are recruited and supported at the institution. This goal is a first step in achieving the spectrum of interests, perspectives, and approaches that should exist in a comprehensive university. Indicators related to student diversity can be found in Core Theme 3: Student Success.

**Indicator 2: Regular faculty and staff prosper in their professional environment, with special emphasis on under-represented groups**

**Rationale:** The advancement of faculty and staff in their careers is a strong indication that the appropriate environment and support are present. Recognition of performance positively influences effort by employees. Advancement in grade, rank, or salary are all indicators of successful performance and are dependent on institutional support. The university also tracks career advancement and promotion opportunities for subgroups of employees, with a special emphasis on under-represented classes, to ensure that opportunities and rewards are distributed equitably.

**Indicator 3: Regular faculty and staff express satisfaction with their professional environment, with special emphasis on underrepresented groups<sup>38</sup>**

**Rationale:** Employee satisfaction with the professional environment indicates the success of institutional support. Those who are comfortable in their environment and who prosper in their positions are able to contribute more readily and are likely to continue in their employment, bringing knowledge and consistency to their units.

<b>Core Theme 4/Outcome 3: Facilities and campus services at each campus support learning, working, and living</b>	
<b>Indicator 1</b>	Students are satisfied with student life programs and opportunities
<b>Indicator 2</b>	Student, staff, and faculty are satisfied with administrative, information technology, library, and athletic/recreation services
<b>Indicator 3</b>	Space allocation utilization and growth are effectively managed
<b>Indicator 4</b>	Annual investments in the maintenance and repair of facilities

<sup>36</sup> <http://www.uaa.alaska.edu/emergency/>

<sup>37</sup> Chancellor's Cabinet priority indicator

<sup>38</sup> Chancellor's Cabinet priority indicator

### **Indicator 1: Students are satisfied with student life programs and opportunities<sup>39</sup>**

**Rationale:** Student life programs and opportunities (e.g. leadership training, media, co-curricular and residence hall programs) allow students to connect with one another and become engaged in campus and local communities. The Noel-Levitz student satisfaction survey measures how important it is that institutions meet students' expectations, and how satisfied students are that the institution has met those expectations. The Student Involvement Survey and the Quality of Life<sup>40</sup> survey provide additional data.

### **Indicator 2: Students, staff, and faculty are satisfied with administrative, information technology, library, and athletic/recreation services**

**Rationale:** A periodic survey of administrative services<sup>41</sup> provides information on the perceptions of the effectiveness of these services and provides direction for improvement. The LibQUAL survey,<sup>42</sup> which is distributed by the Consortium Library to the UAA and Alaska Pacific University (APU) communities,<sup>43</sup> assesses the library's performance with regard to meeting facility and service expectations.

### **Indicator 3: Space allocation, utilization, and growth are effectively managed**

**Rationale:** Proper allocation, utilization, and growth of space are essential components of a functioning institution. Allocation of space at the UAA campus is managed by the Planning and Budget Advisory Council (PBAC) Space Allocation subcommittee. This subcommittee, made up of representatives from across the institution, reviews and approves departmental space allocation requests. Space utilization is reviewed annually to determine if it is being efficiently used. At each community campus, the director and staff manage the allocation and utilization of their space. Facilities and Campus Services monitors the growth of facilities through the Master Plan process.

### **Indicator 4: Annual investments in the maintenance and repair of facilities<sup>44</sup>**

**Rationale:** UAA campuses meet or exceed the established minimum investments for repair and maintenance, demonstrating that sufficient unrestricted funds are allocated to maintain and operate safe and functional learning and working environments.

<b>Core Theme 4/Outcome 4: Programs and services incorporate sustainable practices</b>	
<b>Indicator 1</b>	Annual report on sustainability efforts
<b>Indicator 2</b>	Development and management of a sustainable budget

#### **Indicator 1: Annual report on sustainability efforts**

**Rationale:** UAA uses the College Sustainability Report Card<sup>45</sup> for its annual report on sustainability. The College Sustainability Report Card assesses the following categories of sustainability: administration and green purchasing, climate change and energy, food and recycling, green building, student involvement,

<sup>39</sup> Chancellor's Cabinet priority indicator

<sup>40</sup> Conducted by the Department of Residence Life

<sup>41</sup> Athletics, Budget and Finance, Business Services, Facilities and Campus Services, Human Resource Services, Information Technology Services, and the University Police Department

<sup>42</sup> <http://consortiumlibrary.org/assessment>

<sup>43</sup> The Consortium Library is operated in a partnership between UAA and Alaska Pacific University.

<sup>44</sup> Chancellor's Cabinet priority indicator

<sup>45</sup> <http://www.GreenReportCard.org>

and transportation.

An independent third party developed and grades the College Sustainability Report Card. It helps the university to ensure that future generations will have access to energy, materials, and a clean environment by reducing use of these resources today, as well as reducing the amount of waste.

**Indicator 2: Development and management of a sustainable budget<sup>46</sup>**

**Rationale:** UAA integrates planning and execution of its fiscal operations with the guidance and processes of the UA System, the Board of Regents, and the Alaska Legislature and Executive Branch. Revenue and expenditures of all types are examined for their effects on students and employees and their contributions to mission fulfillment. To evaluate the university's fiscal sustainability, we must examine whether the institution has the financial resources necessary to accomplish the mission and whether the resources are spent in an appropriate manner to ensure that expenses do not exceed revenue. Data are gathered and monitored as part of normal fiscal operations and include assessment at the departmental level and all succeeding levels of the organization. These data are presented periodically to the Chancellor's Cabinet, and to the UA President and his management team.

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<sup>46</sup> Chancellor's Cabinet priority indicator

## Core Theme 5: Public Square

**Core Theme 5 Description:** As the UAA 2017 Strategic Plan states, “The public university is the public square of 21<sup>st</sup> century America, the meeting ground for higher education and the society it serves.”<sup>47</sup> Success of the Public Square relies on purposeful institutional involvement with the community, linking education, scholarship, and action for the mutual benefit of the university, the state, and its diverse peoples. This is accomplished through curricular engagement, outreach, and partnerships.

Partnerships are mutually beneficial to the university and to the organizations or agencies with which we collaborate. The combined effort dramatically exceeds what would be possible with either partner working in isolation.

Engagement is found in some form throughout the objectives or outcomes of all five core themes because of its enhancement of student learning, opportunities for application of research, contributions to student success, and support for the university community.

<b>Core Theme 5: Public Square</b>		
<b>Objective</b>	<b>Outcome</b>	<b>Institutional Indicator</b>
UAA enhances quality of life and learning through engagement with the communities we serve	UAA has ongoing, regular, and effective collaboration activities with community organizations, intended to produce and promote programs and projects of mutual benefit to the public and the university	Documentation of significant partnerships with business, non-profit, and government organizations
		Partners and the public recognize the value of the university's engagement in the community
		Grant-funded Public Service Expenditures based National Center for Higher Education Management Systems (NCHEMS) category of Public Service
	Community members access facilities, library resources, and programs and services	Variety and participation of the public in university facilities, events, and programs

**Objective: UAA enhances quality of life and learning through engagement with the communities we serve**

<b>Core Theme 5/Outcome 1: UAA has ongoing, regular, and effective collaboration activities with community organizations, intended to produce and promote programs and projects of mutual benefit to the public and the university</b>	
<b>Indicator 1</b>	Documentation of significant partnerships with business, non-profit, and government organizations
<b>Indicator 2</b>	Partners and the public recognize the value of the university's engagement in the community (Community Partner survey, national ranking or classification)
<b>Indicator 3</b>	Grant-funded Public Service Expenditures based on National Center for Higher Education Management Systems (NCHEMS) category of Public Service

<sup>47</sup> <http://www.uaa.alaska.edu/strategicplan/uaa-2017.cfm>

**Indicator 1: Documentation of significant partnerships with business, non-profit, and government organizations<sup>48</sup>**

**Rationale:** While the university has long worked in partnership with its communities, the Public Square as a concept provides a framework for understanding the role of these endeavors. This indicator concentrates on significant partnerships, which are well documented in terms of the nature of relationship and its outcomes. By focusing on significant partnerships, this indicator identifies mission-related, priority partnerships as indicative of mission fulfillment.

**Indicator 2: Partners and the public recognize the value of the university's engagement in the community (Community Partner survey, national ranking or classification)**

**Rationale:** One way to measure the impact of community partnerships is through external recognition. This recognition can come in the form of national ranking or classification relating to community engagement or through external measures informed by the community partners themselves, such as the Community Partner Survey.<sup>49</sup> The survey of community partners provides evidence of achievement and relevant feedback for improvement.

**Indicator 3: Grant-funded Public Service Expenditures based on National Center for Higher Education Management Systems (NCHEMS) category of Public Service**

**Rationale:** External support of community-oriented projects is another measure of achievement. UAA bases its definition of grant-funded public service expenditures on the widely accepted Public Service Expenditures category for NCHEMS. These data are the same as those found in Core Theme 2, where they help to define the applied nature of UAA research and creative activities. The emphasis here is on the mutual benefits they bring to the university and to the community.

<b>Core Theme 5/Outcome 2: Community members access facilities, library resources, and programs and services</b>	
<b>Indicator 1</b>	Variety and participation of the public in university facilities, events, and programs

**Indicator 1: Variety and participation of the public in university facilities, events, and programs**

**Rationale:** Public access to facilities and programs supports the intellectual vitality and physical well being of our communities. Facilities, such as the Consortium Library and its distance services, assure the state's residents access to significant resources. This indicator considers the breadth of areas where UAA responds to the needs of the communities it serves. A defined set of facilities, events, and programs is tracked to assure a measurable indicator. Focusing this set allows the institution to develop metrics more indicative of the impact of outreach and to manage collection of evidence, evaluation, and improvement efforts.

<sup>48</sup> Chancellor's Cabinet priority indicator

<sup>49</sup> Conducted by the Center for Community Engagement and Learning

## Section IV: Conclusion

In this Year One self-evaluation report, the University of Alaska Anchorage has identified its mission, five core themes, six objectives, seventeen outcomes, and forty-four indicators. The core themes are aligned with the priorities of the strategic plan. Fifteen of the indicators have been identified as Cabinet Priority Indicators.

During this academic year, the Chancellor's Cabinet Subcommittee will work to refine the indicators and define evaluation methods and thresholds of concern for each. The development of a sustainable, long-term structure to manage the accreditation process (including increased data collection and analysis demands) will continue.

The data gathered from the core theme indicators will be used to evaluate programs and services; when taken together they will answer the question, "Is UAA fulfilling its mission?" Review and analysis of this data will lead to continuous improvements and inform strategic resource allocation decisions. Efforts will be undertaken to increase understanding of how each organizational unit contributes to the core themes of the mission, both directly and indirectly.

In 2013, the Year Three self-evaluation report, will describe the resources and capacity we have to support mission fulfillment. This report will also detail our progress on Recommendation One, as requested by the Commission's February 2011 letter.

The Year Five self-evaluation report in 2015 will describe what we have learned from assessing our core themes, and what improvements we have made based on that information. Finally, the Year Seven self-evaluation report in 2017 will complete the comprehensive report and evaluate mission fulfillment, adaptation, and sustainability.