




## 2010-2017 UAS Strategic & Assessment Plan Indicators

Fiscal Years 2008 – 2012

### MISSION

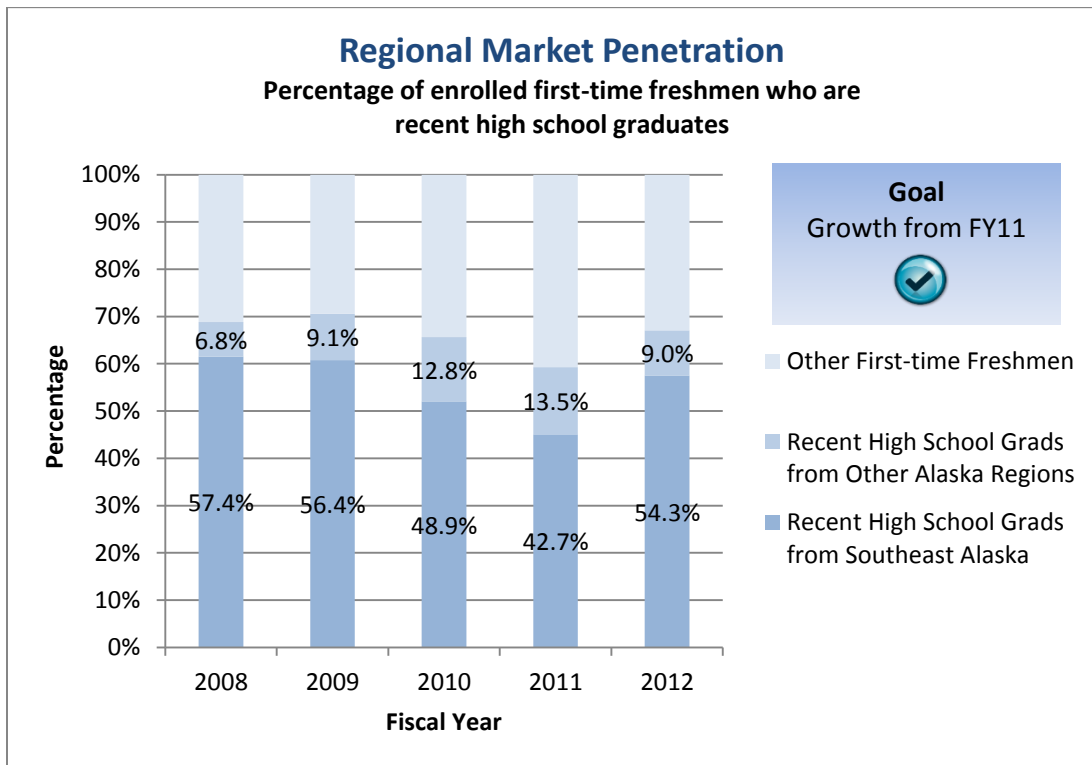
*Student learning enhanced by faculty scholarship, undergraduate research and creative activities, community engagement, and the cultures and environment of Southeast Alaska.*

KEY	 Goal met	 Goal not yet met	 Progress toward goal improving
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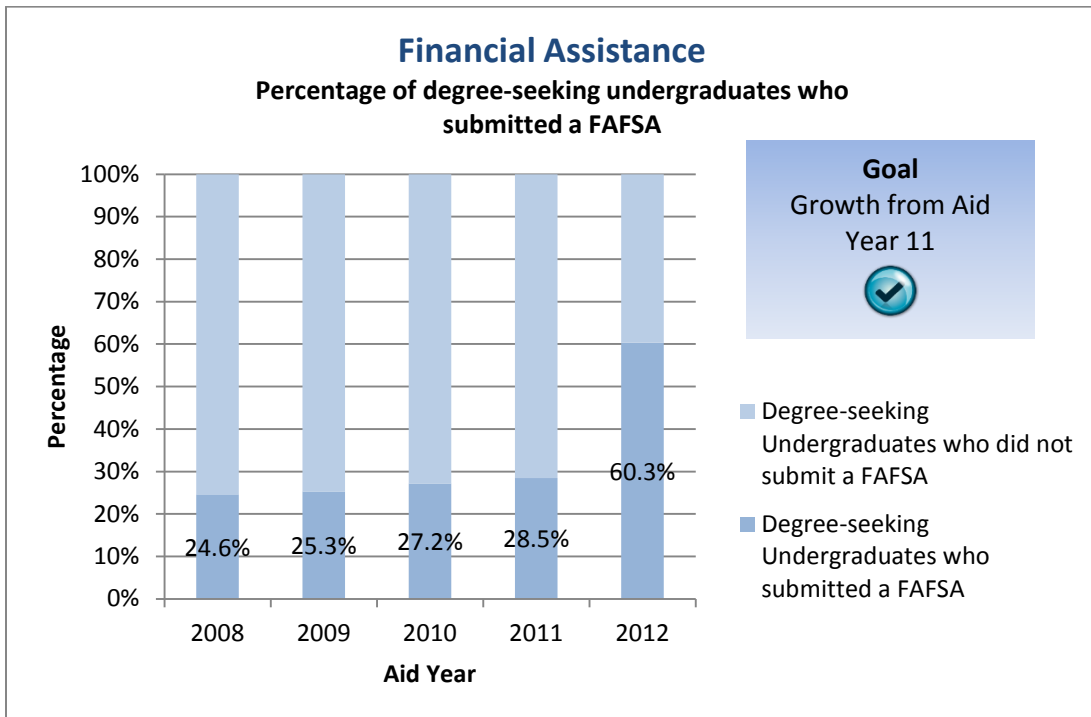
### CORE THEME: STUDENT SUCCESS

Provide the academic support and student services that facilitate student access and completion of educational goals.

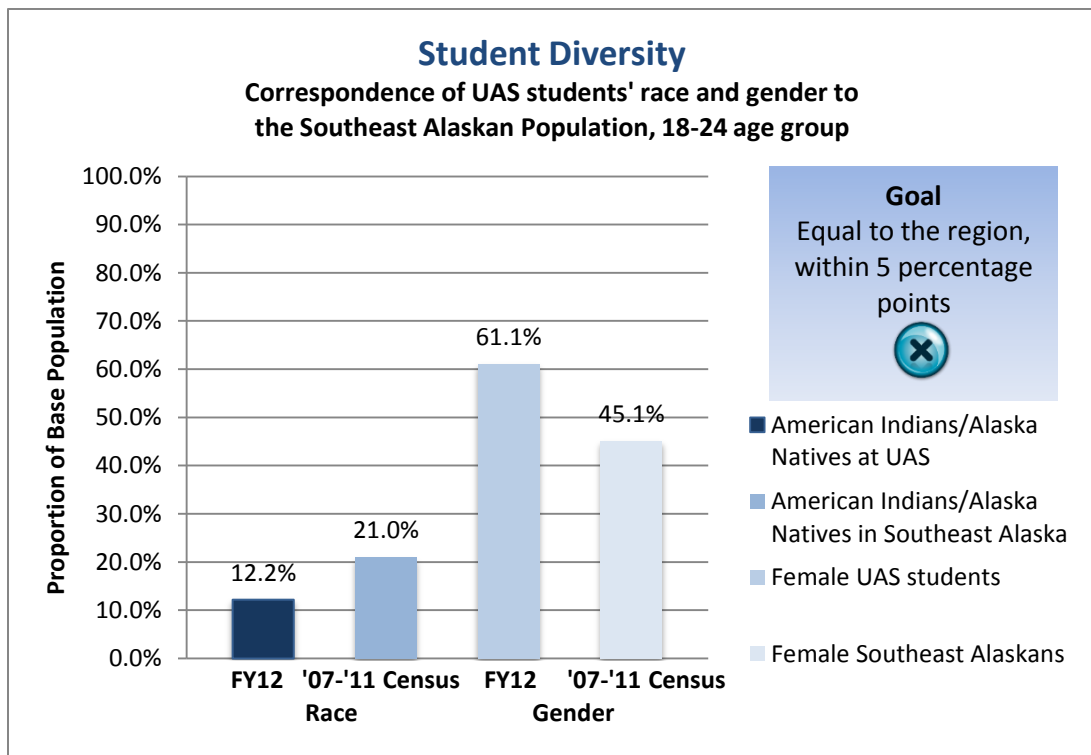
**OBJECTIVE: ACCESS** – Students are provided ready access to educational opportunities.



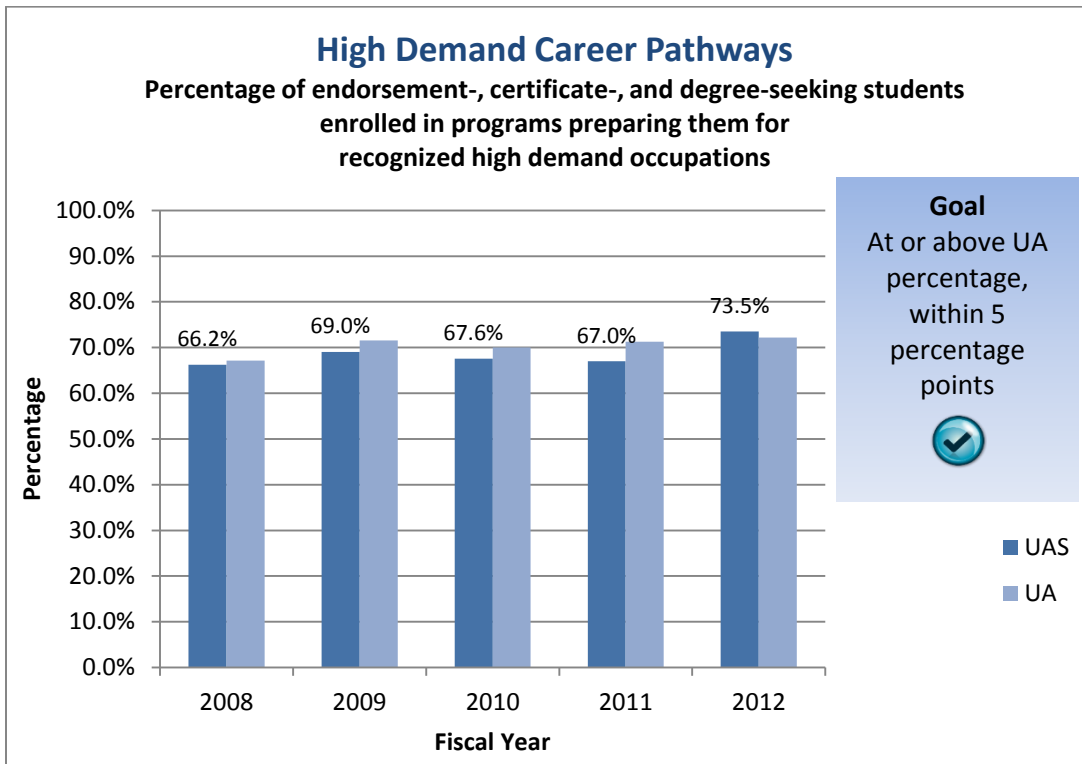
Unless otherwise noted, data sources are from the UA Decision Support Database, extracted by UAS Institutional Effectiveness from closing freezes. Proportions are of all first-time students registering at UAS who are under 20 years old as of October 1 of the reporting year, by regions of origin. [iData term #22179](#).



Proportions are of degree-seeking undergraduates who submitted a FAFSA application for financial aid.

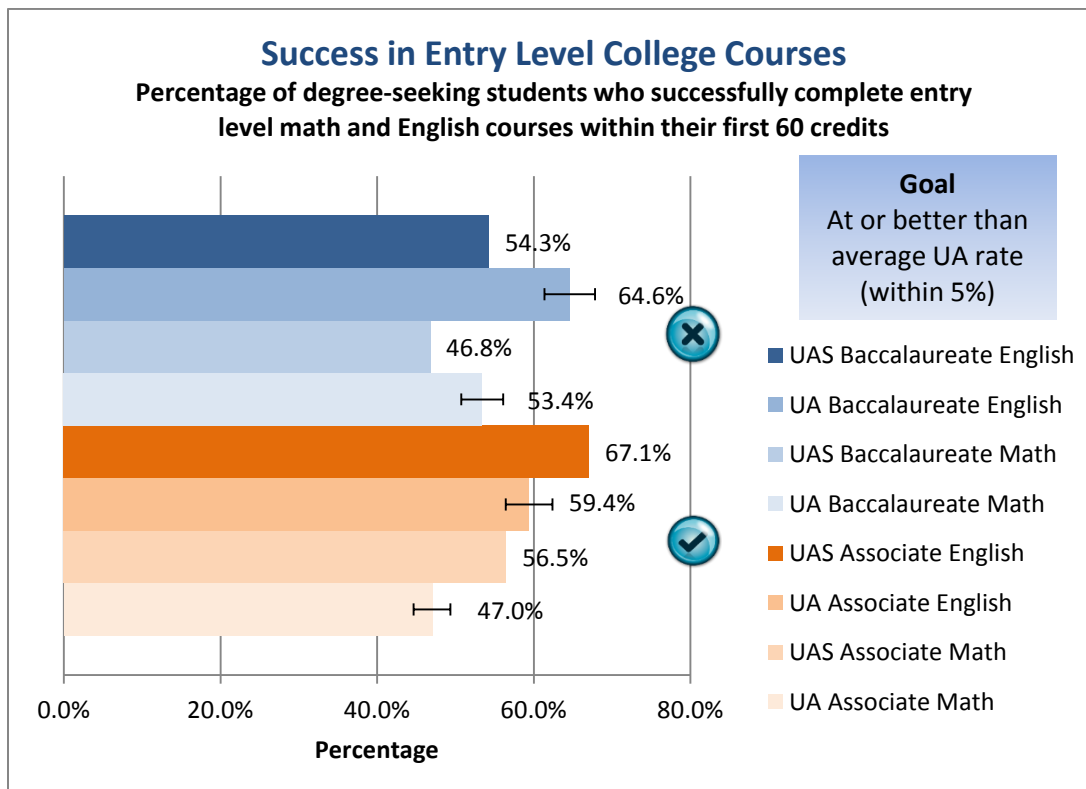


Percentages of resident 18-24 year old students (where age is according to the first enrolled term of a year), by gender and race, relative to the percentages of the 18-24 year old population in Southeast Alaska. Excludes non-residents and non-resident aliens. Estimates for regional population statistics are from 2007-2011 5-year census data (laborstats.alaska.gov) for the following census boroughs: Haines Borough, Hoonah-Angoon Census Area, Juneau City and Borough, Ketchikan Gateway Borough, Prince of Wales-Hyder Census area, Sitka City and Borough Skagway Municipality, Wrangell City and Borough, Yakutat City and Borough.



High demand career area classifications for academic programs are approved by the UA Office of Institutional Research & Analysis and the UA Statewide Academic Council, with evidence of demand according to historical enrollment and employment outlooks. [iData term #18922](#).

**OBJECTIVE: PREPARATION** – Students are prepared for continued success at university study.

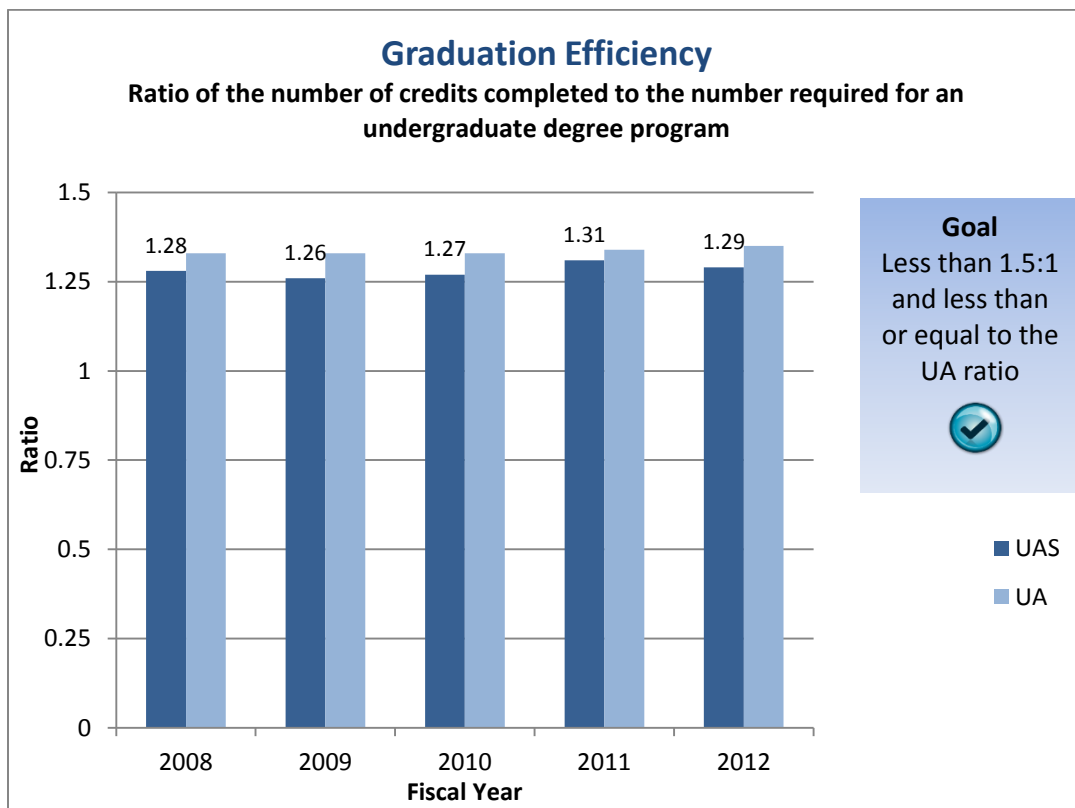


The base population includes sophomores seeking Associate of Arts (AA) or baccalaureate degrees. Entry level math and English courses are defined as those meeting the minimum requirements for each degree level. Minimum AA requirements at UAS are Math S105 and Engl S111. Minimum baccalaureate requirements at UAS are Math S106 or Math/Stat S107 or higher and Engl S111. At UAA and PWSCC, AA students must complete Math A105 or V105 or Stat A252 or higher and Engl A111 or V111; UAA baccalaureate students must complete Math A107 or Stat A252 or higher and Engl A11. At UAF, minimum requirements for both AA and baccalaureate students are Math F103 or Stat F200X or higher and Engl F111X. AAS and AS students were excluded, given requirements that vary between academic programs. Course completion/success rates are the percentage of grades for a subject categorized as "success" (C/pass or higher).

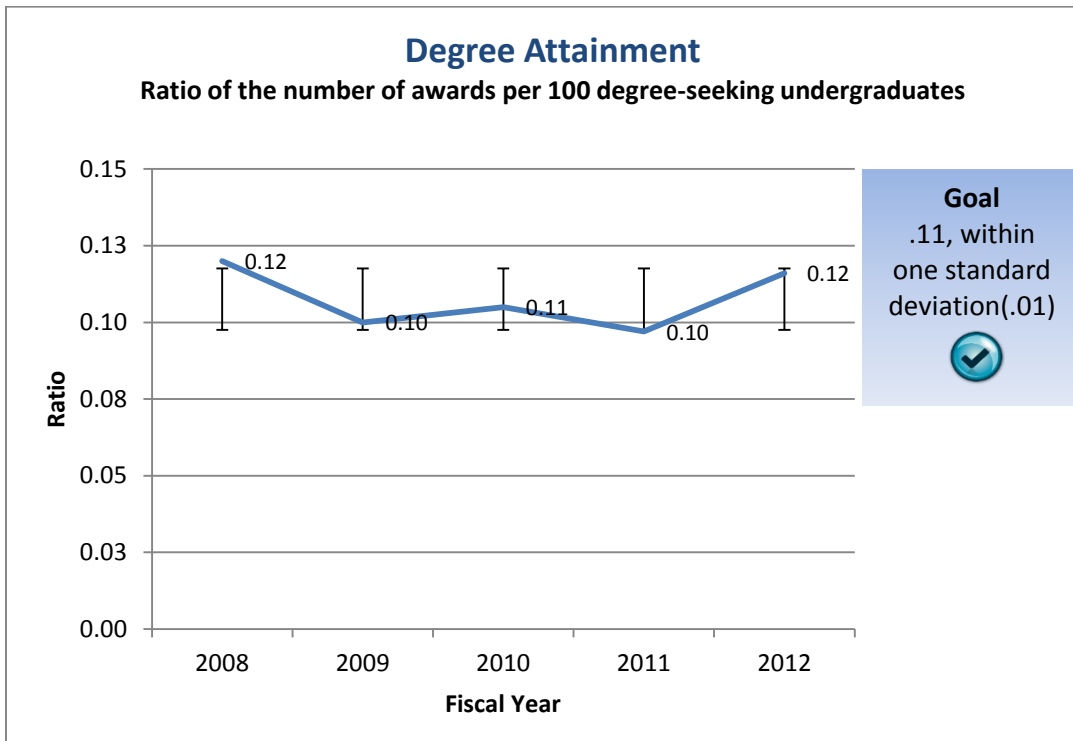
**Advising and Degree Completion Plan**

The goal for FY15 is 90% of the freshmen class has completed an advising and degree completion plan. Mission fulfillment is 100%. Data is not yet available.

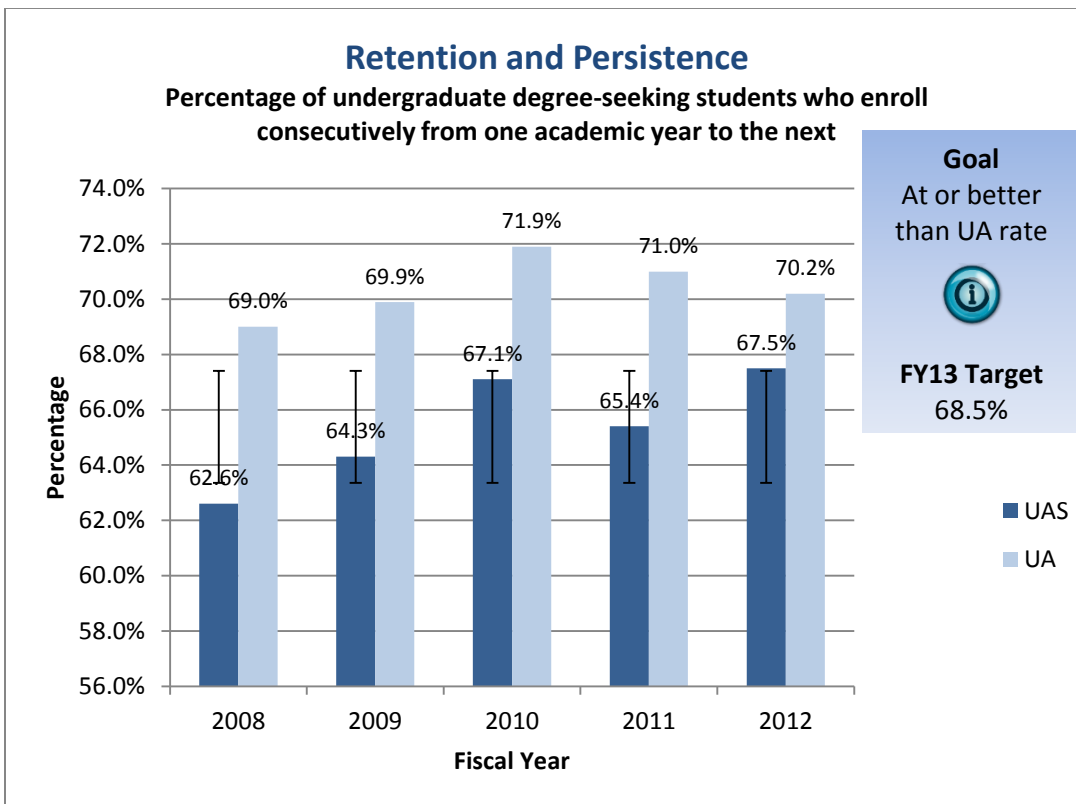
**OBJECTIVE: SUCCESS** – Students successfully complete educational goals.



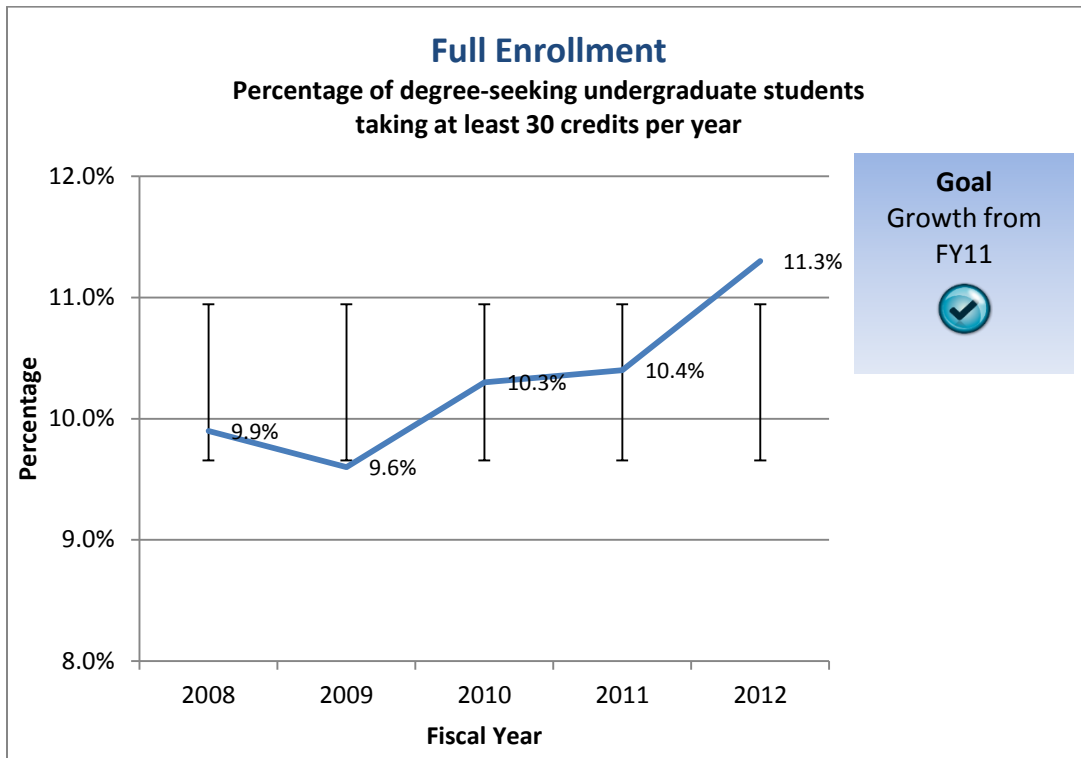
Includes transfer credits; degree-seeking undergraduates only. Based on GPA-eligible hours used for GPA calculations. [iData term #19193](#).



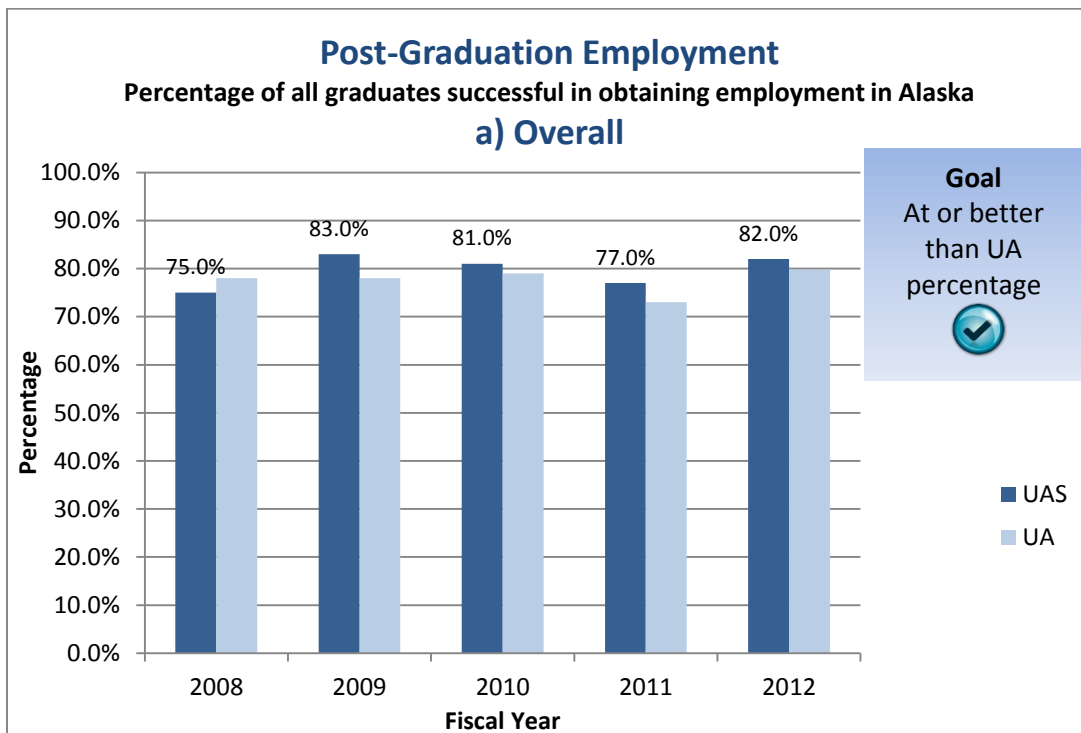
[iData term #19194.](#)



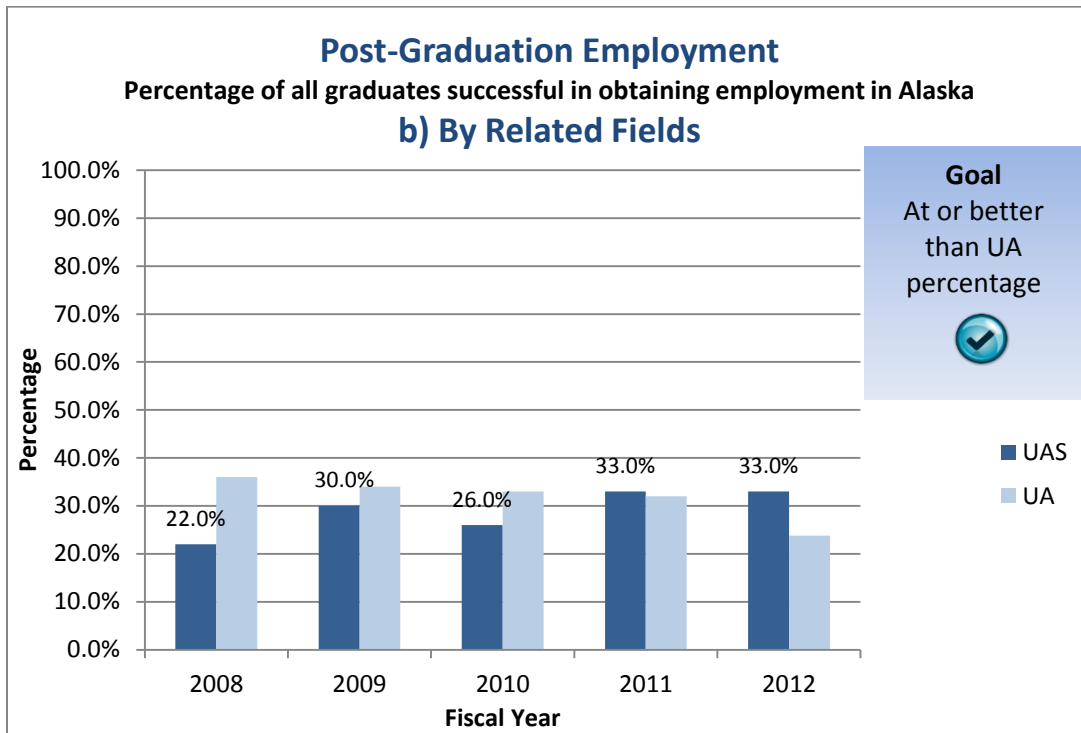
Includes undergraduates in programs longer than one year in length. [iData term #18920.](#)



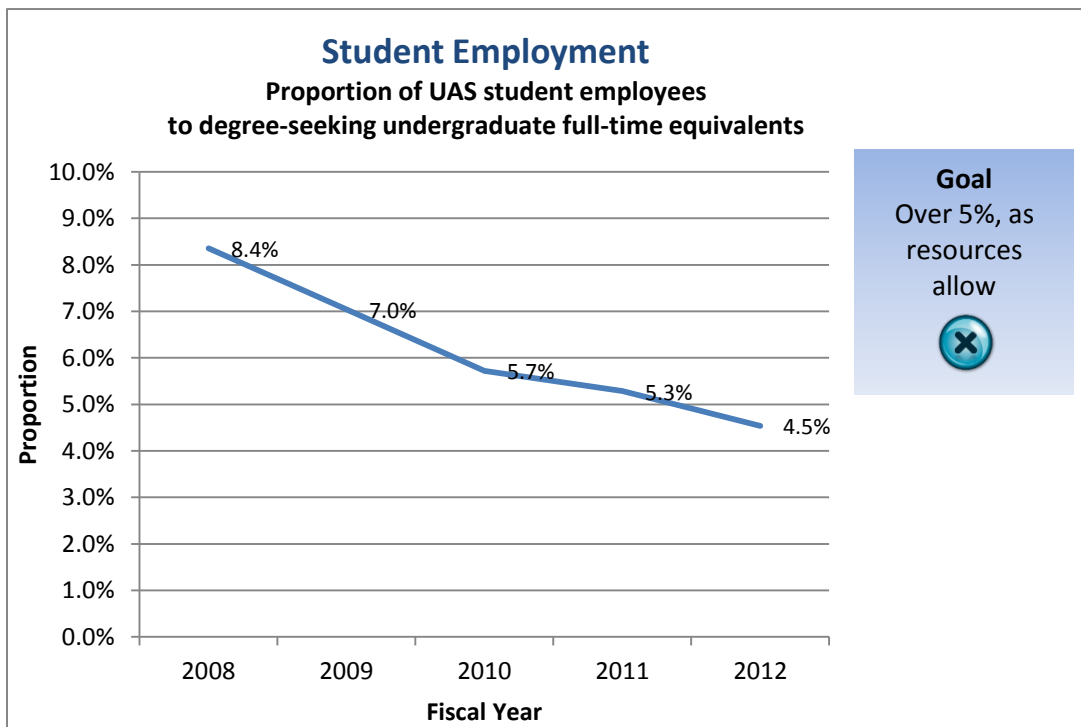
Percentage of all full-time associate and baccalaureate degree-seeking undergraduate students taking 30 credit hours over the course of the summer-fall-spring academic year.



Percentage of all graduates who obtain employment in Alaska, excluding those with federal employment. Successful placement is determined by whether a program completer obtains employment in Alaska within one year of the degree conferral date. Employment data is from the State of Alaska Department of Labor, maintained in the UA data warehouse.



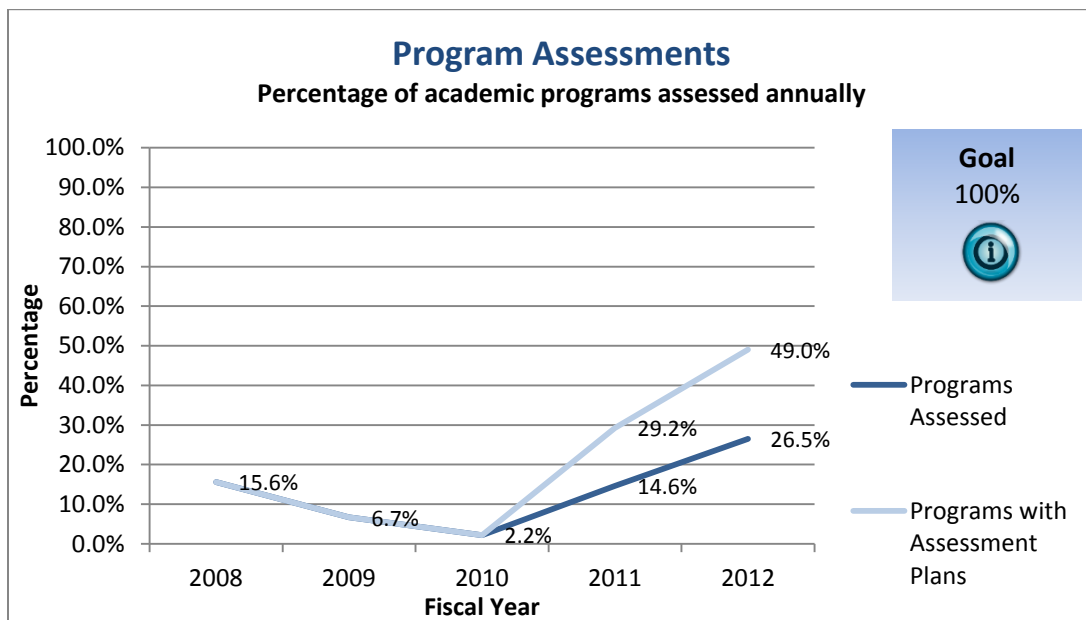
Percentage of all graduates who obtain employment in Alaska, excluding those with federal employment, in occupations related to their fields of training, by means of mapping occupation SOC codes to major and concentration CIP codes. Successful placement is determined by whether a program completer obtains employment in Alaska within one year of the degree conferral date. Employment data is from the State of Alaska Department of Labor, maintained in the UA data warehouse.



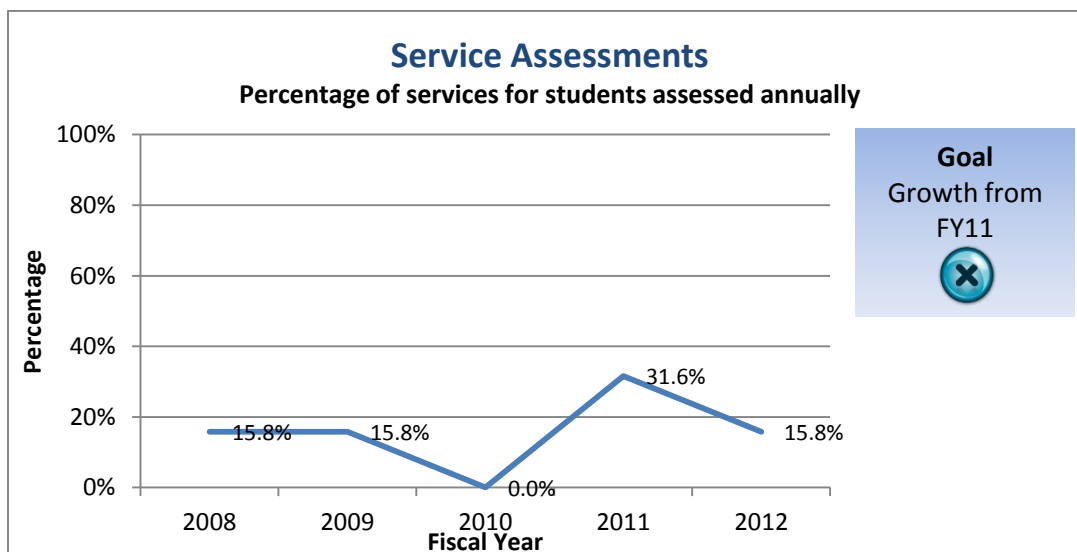
## CORE THEME: TEACHING AND LEARNING

Provide a broad range of programs and services resulting in student engagement and empowerment for academic excellence.

**OBJECTIVE: BREADTH OF PROGRAMS AND SERVICES** – Students are provided a broad range of programs and services, ranging from community college-level to graduate level.



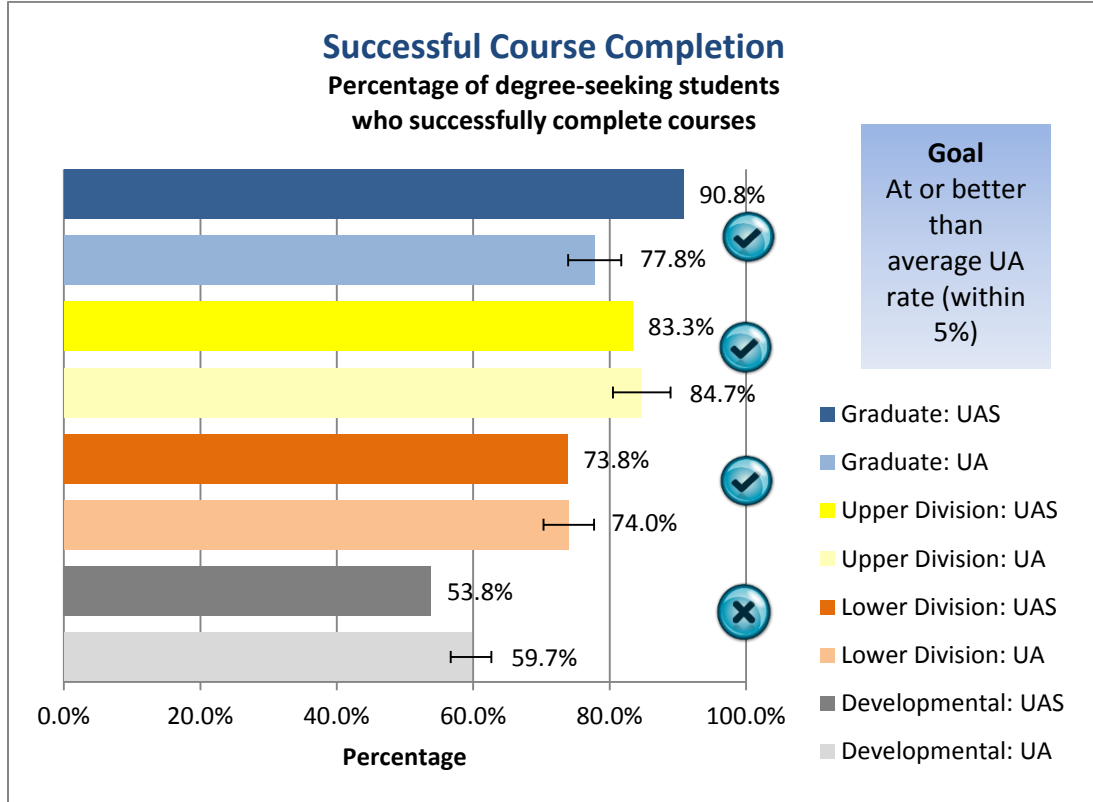
Data source: UAS Provost's Office. Academic program reviews entail analyses by a school committee and an institutional review board of historical 5-year trends of program data; requirements are outlined at [uas.alaska.edu/provost/Programreview](http://uas.alaska.edu/provost/Programreview). Program assessment plans are tallied by calendar year received.



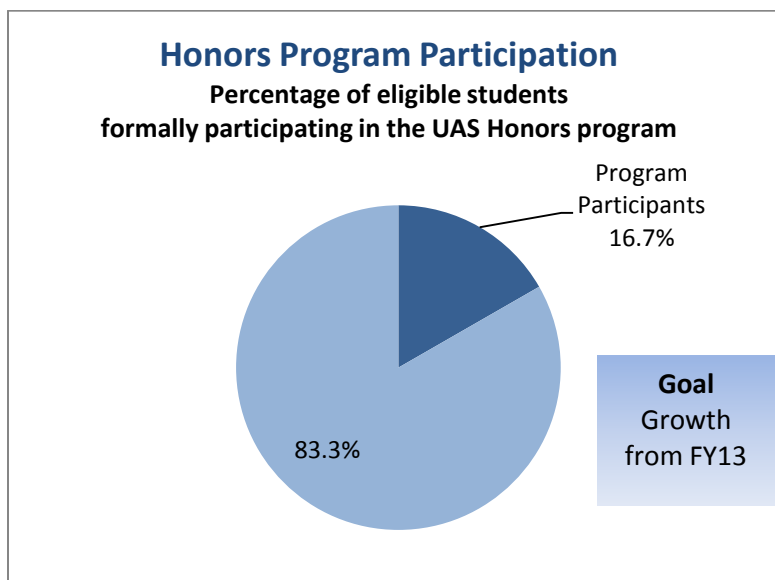
Student service centers include Admissions, Advising, Bookstore, Career Services, Counseling, Disability Support, Study Away, Financial Aid, Food/Catering, Health Promotion Service, Housing & Residential Life Programs, Information Technology Services, Learning Center, Library, Native/Rural Student Center, Orientation, Placement Testing, Registrar's Office, Recreational Activities. Many of these centers offer multiple services, which may be assessed separately.



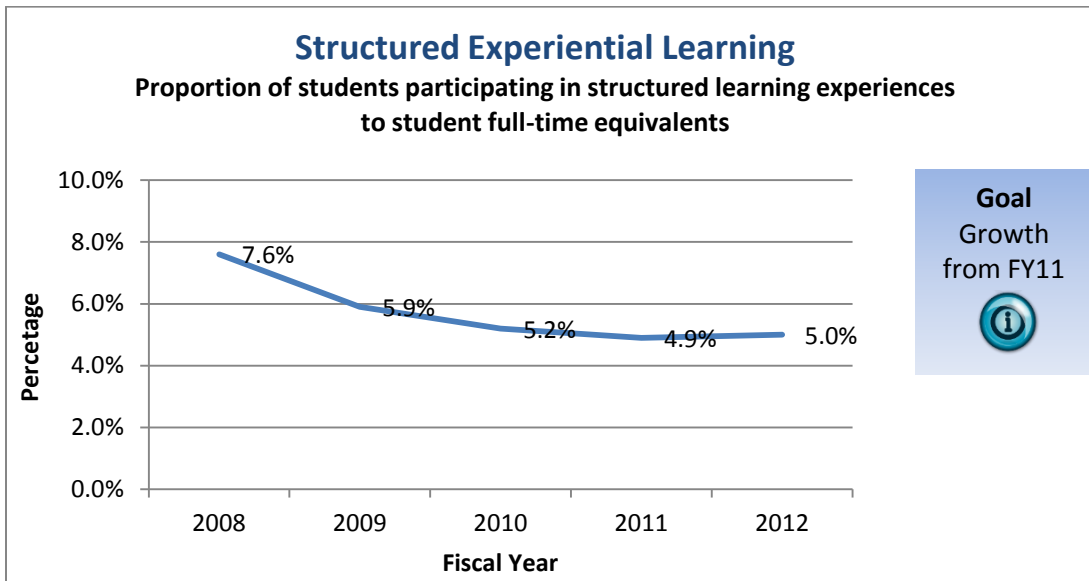
**OBJECTIVE: ACADEMIC EXCELLENCE** – Students demonstrate academic excellence in learning.



Course completion/success rates are the percentage of grades categorized as “success” (C/pass or higher for undergraduates, B/pass or higher for graduate students). By course level. Developmental vs. other lower division categories are determined by a function mapping UA course numbers, as defined by the UA Institutional Research Council.

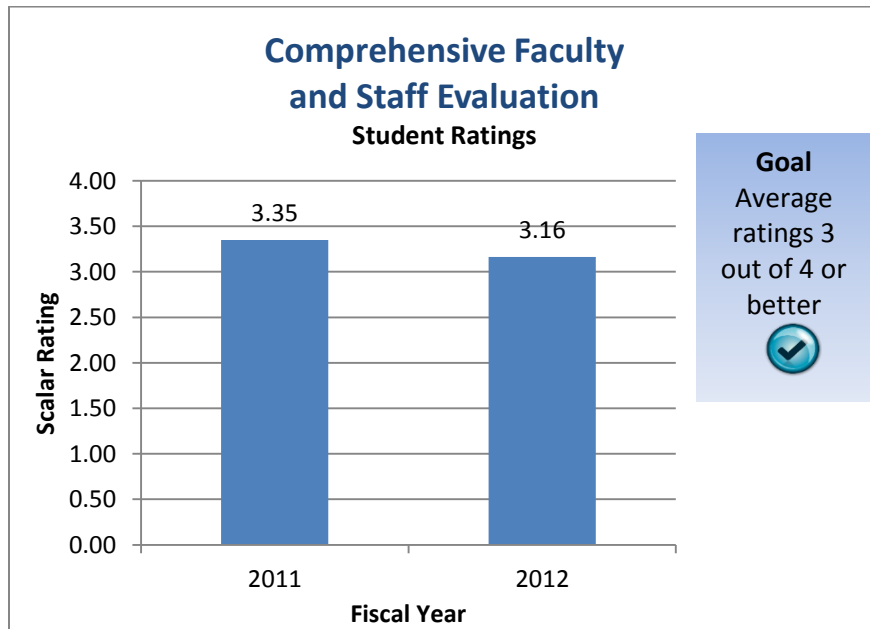


Data sources: UA Decision Support Database (DSD), extracted from fall closing and spring opening freezes for FY13. Eligible students have a cumulative GPA of 3.5 or higher and are in a BA Social Science or Humanities degree program. Participating students are those completing HNRS courses. The Honors Program was first implemented in FY13.

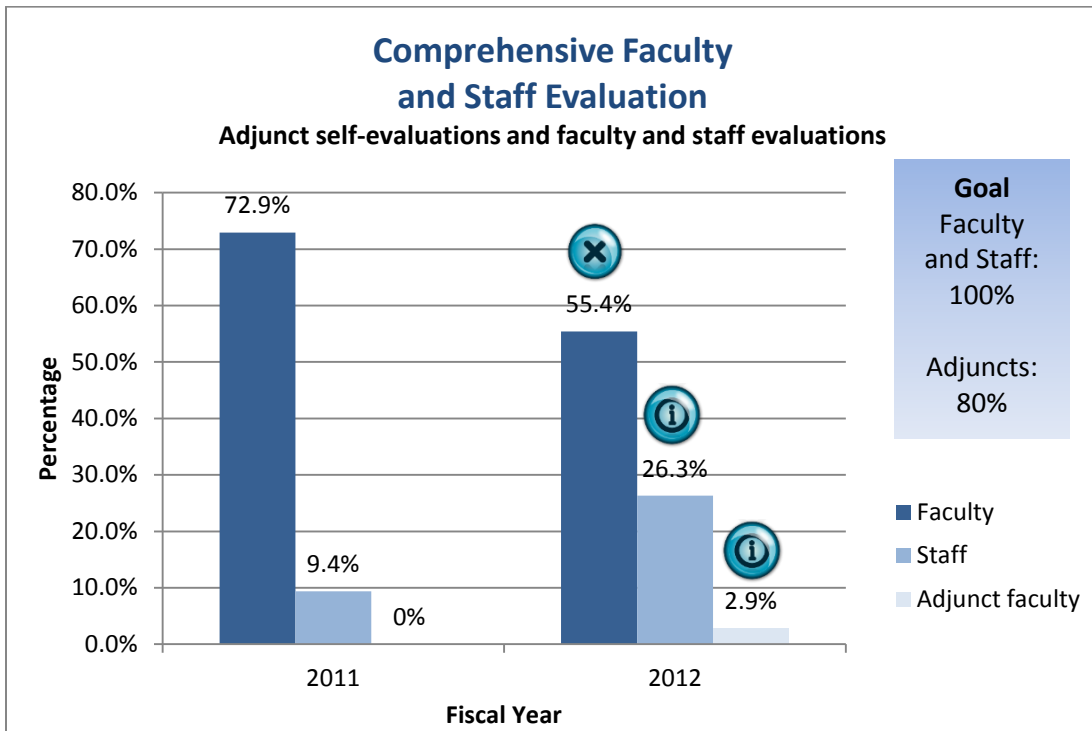


Structured field experiences are for college credit, with instruction beyond traditional classroom settings, defined as the proportion of undergraduate degree-seeking full-time equivalents for undergraduates enrolled in internships (courses numbered Sx98) and practica (Sx94).

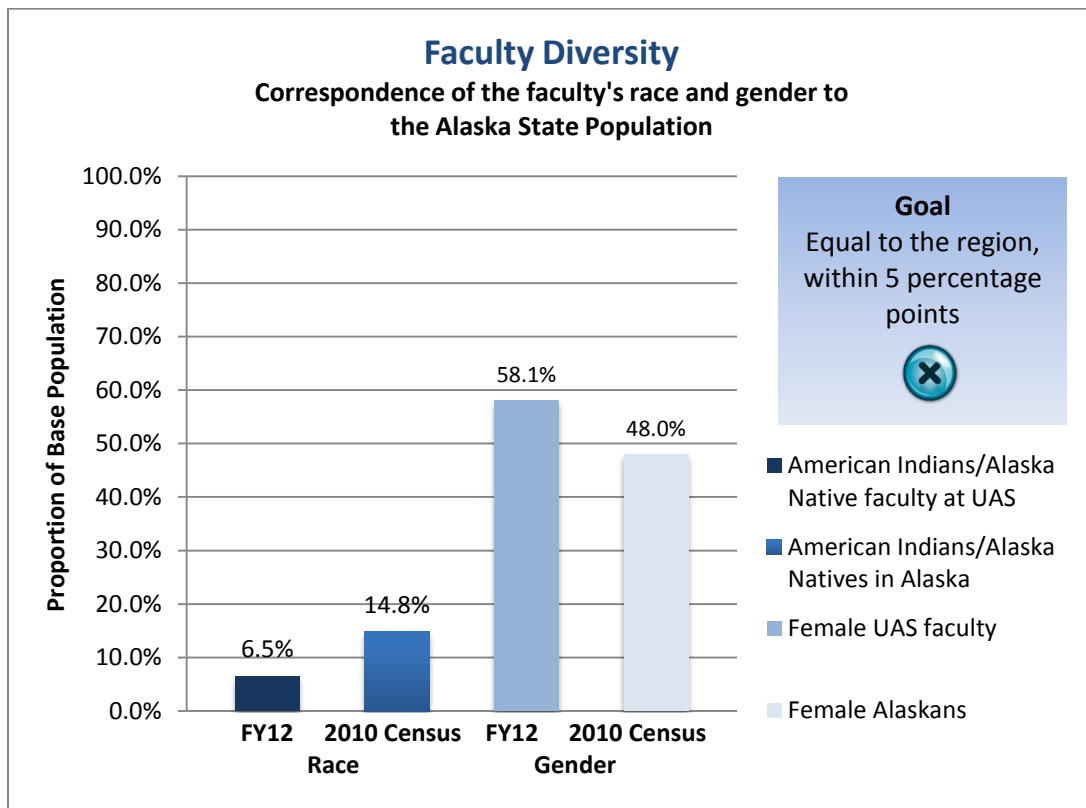
**OBJECTIVE: QUALITY OF FACULTY AND STAFF** – Teaching and learning are conducted and supported by highly qualified faculty and staff through hiring, comprehensive performance review, available and effective professional development, and continuous improvement practices.



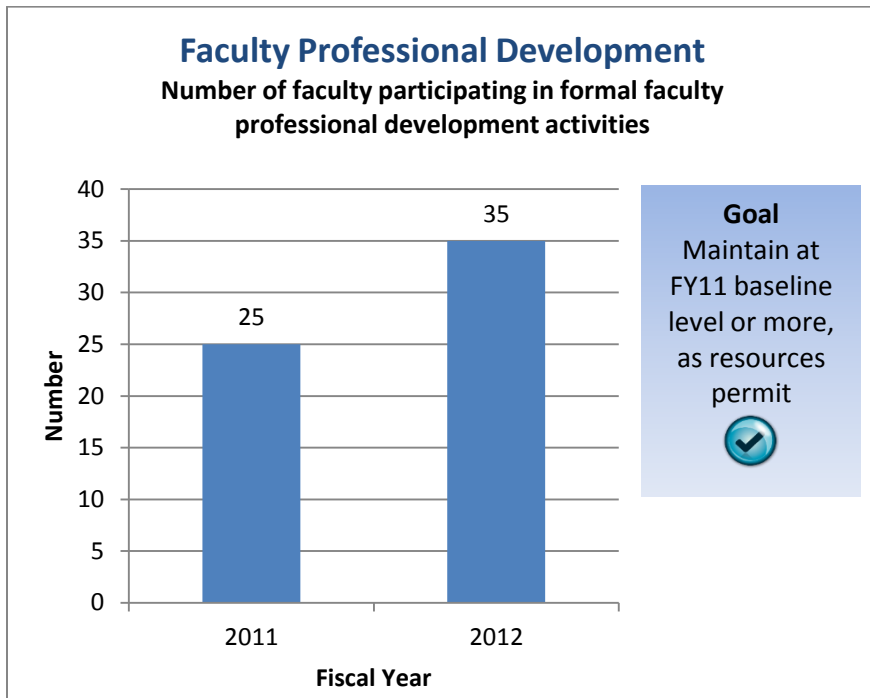
Data source: UAS course management system. Average student course ratings out of all responses for question 1E under Instructor Performance: "Instructor did a good job overall", reported for courses having response rates of 85% or more.



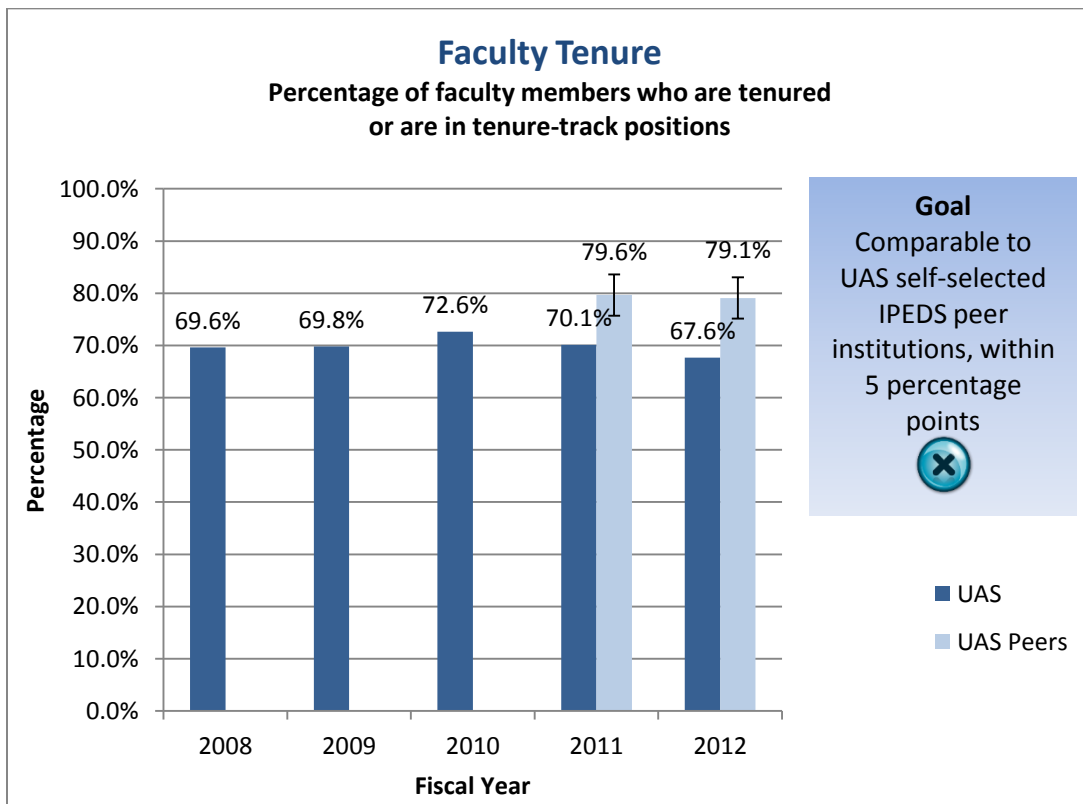
Data sources: UAS Provost's Office and Human Resources Office. Percentage of adjuncts providing self-evaluations and faculty and staff evaluated annually by a supervisor.



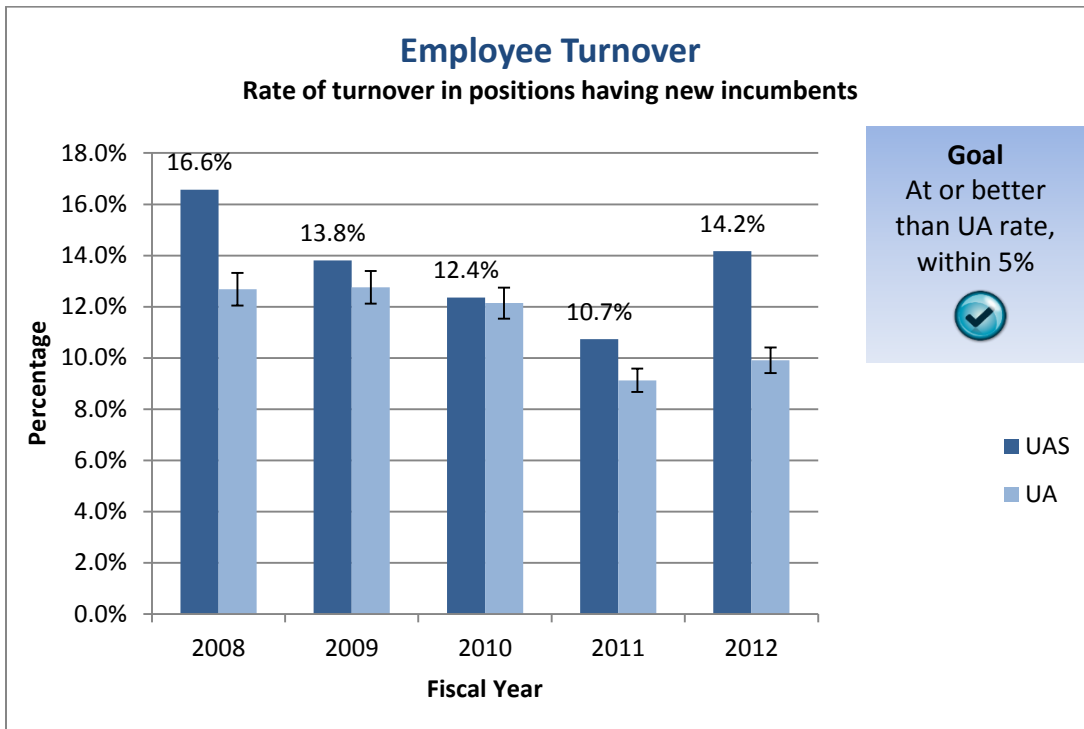
Percentages of faculty, by gender and race, relative to the percentages of the Alaskan state population. Estimates for regional population statistics are from 2010 census data ([labor.alaska.gov/research/census](http://labor.alaska.gov/research/census)) for Alaska.



Data source: UAS Provost's Office. Based on the number of faculty awarded Wilson funds for travel to professional development activities. Applications for travel funding is representative of professional development activity, but does not include all faculty activities.

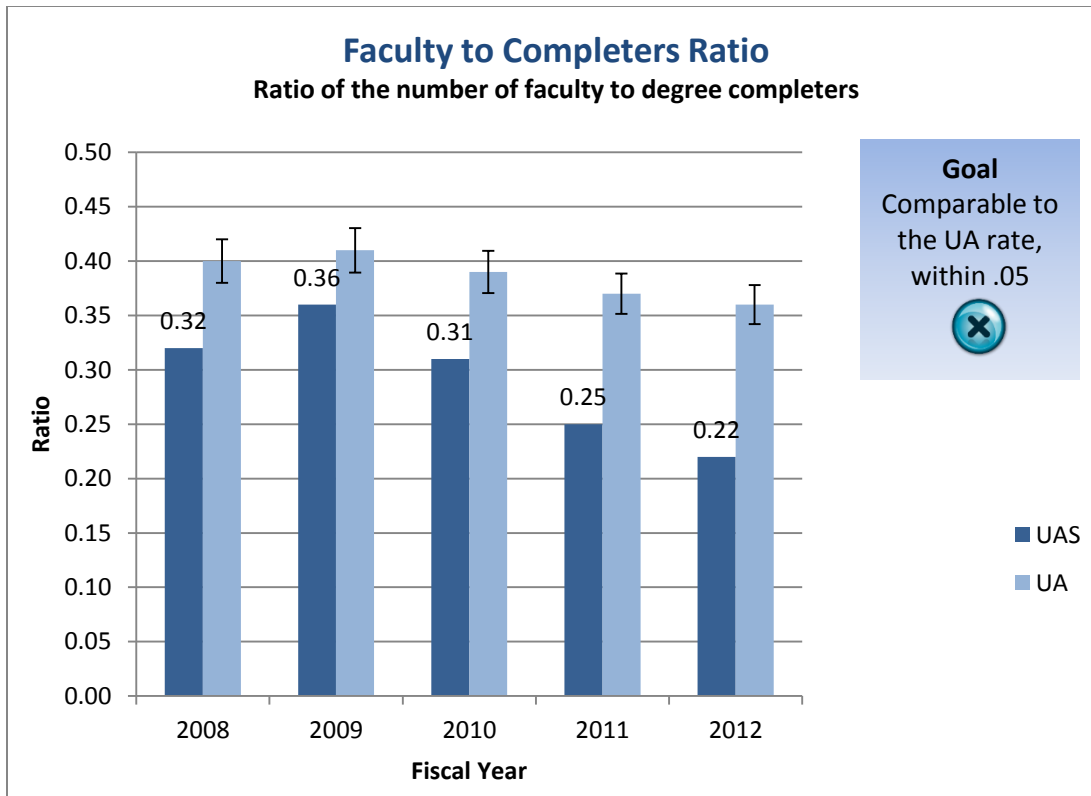


Data sources: UA Decision Support Database and the National Center for Education Statistics ([nces.ed.gov](http://nces.ed.gov)), IPEDS Data Center, Human Resources: tenure status of full-time instructional staff in 4-year institutions, by contract length, gender, and academic rank. UAS faculty members are identified by positions with a primary workload assignment in instruction.

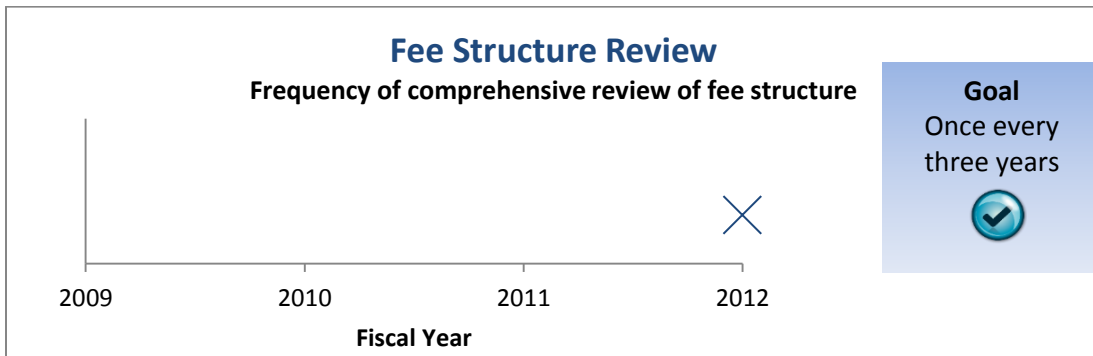


Employee turnover is the rate of turnover for benefit-eligible classified and non-classified staff and faculty job positions having new incumbents.

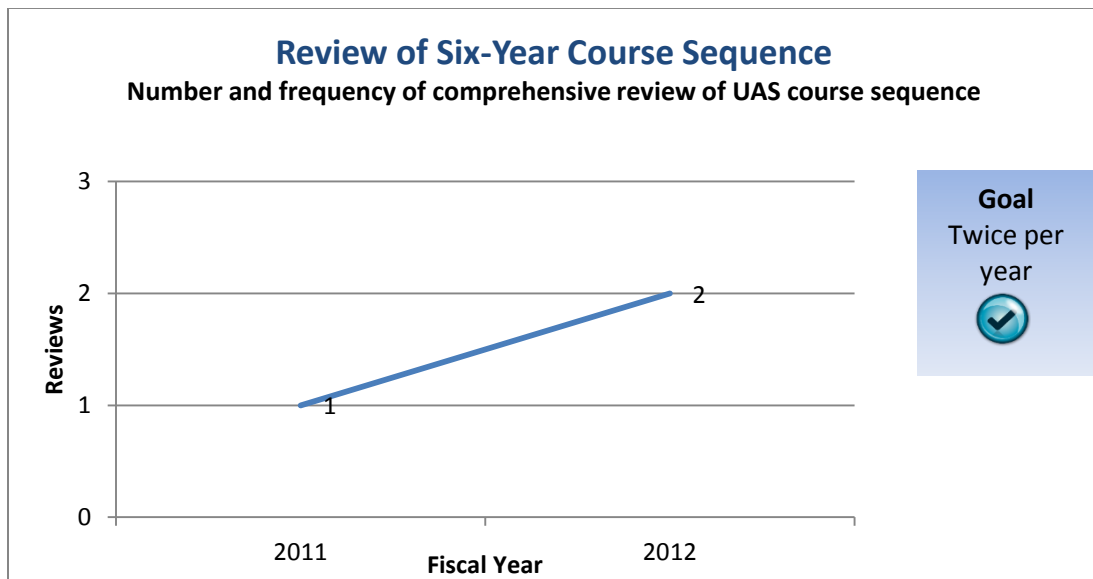
**OBJECTIVE: EFFECTIVENESS AND EFFICIENCY** – Programs and services make effective and efficient use of available resources.



The faculty to completers ratio is defined as the number of regular instructional faculty to endorsement, certificate, and degree completers.



Data source: UAS Provost's Office. Fee structure includes academic and administrative fees.

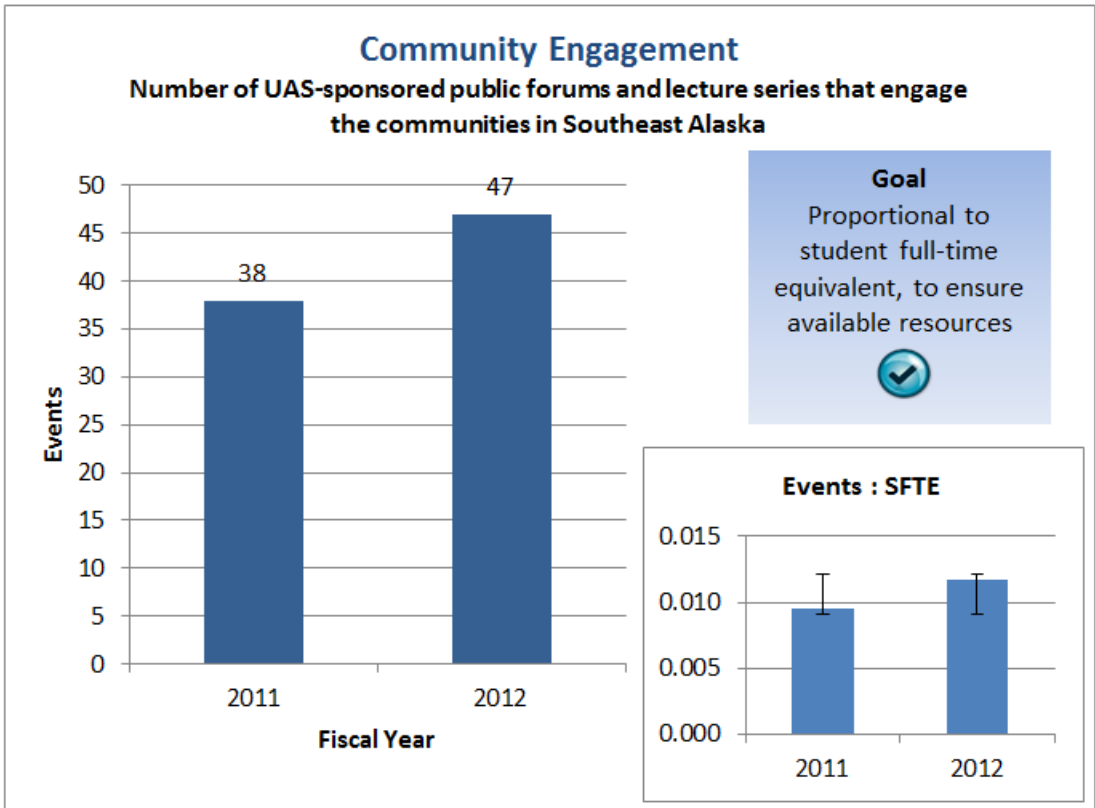


Data source: UAS Provost's Office. A comprehensive review entails determining a balance between student demand and department resources, ensuring completeness and accuracy three semesters out, with continuous projections over a six year period.

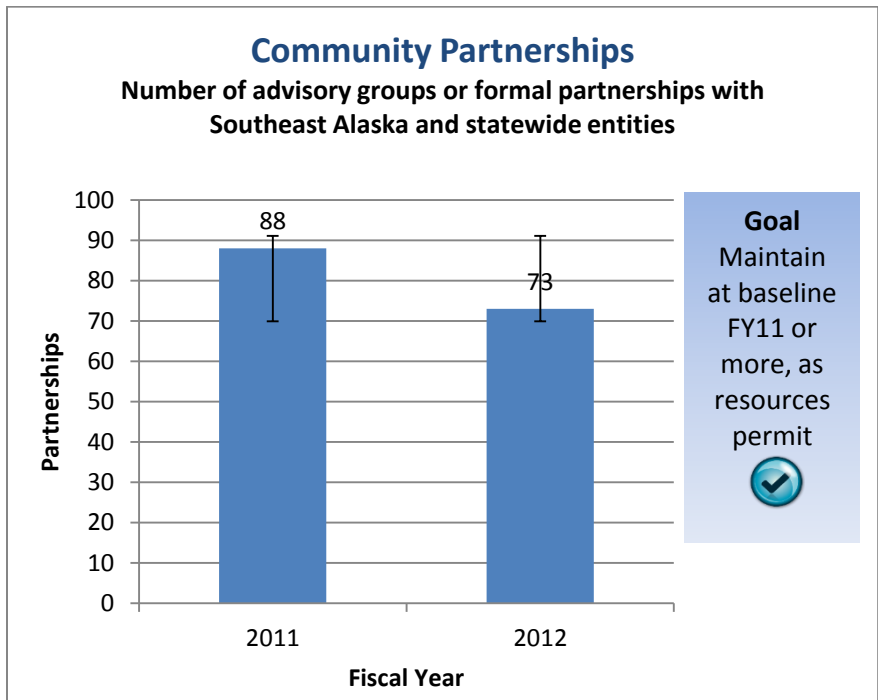
## CORE THEME: COMMUNITY ENGAGEMENT

Provide programs and services that connect with local, state, national, and international entities on programs, events, services, and research that respond to the economic, environmental, social, and cultural needs and resources of Southeast Alaska.

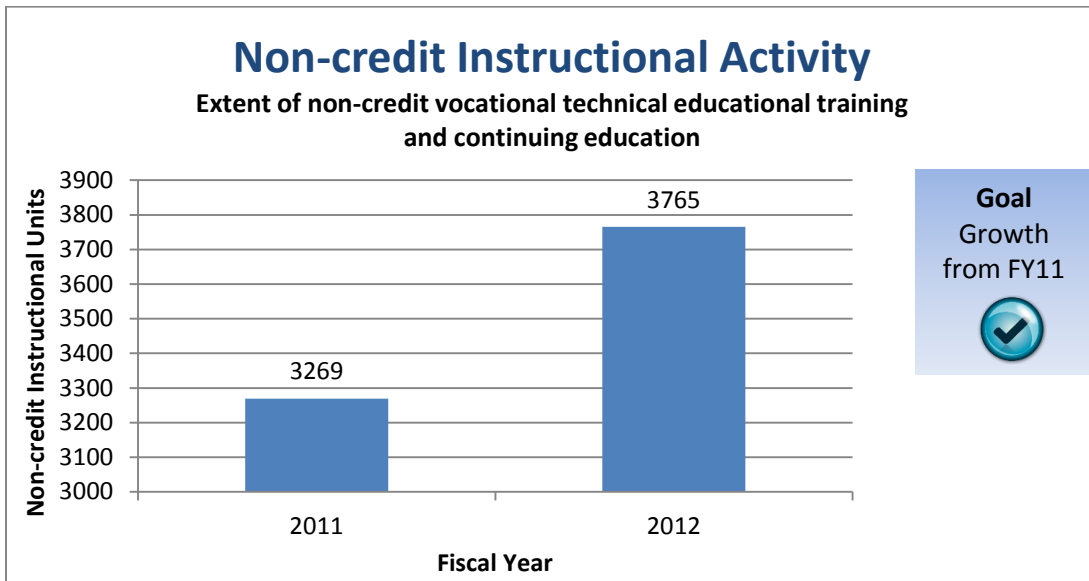
**OBJECTIVE: EXPAND COMMUNITY ENGAGEMENT** – Demonstrate an institutional commitment to promoting better understanding of local, state, national, and international community needs and providing solutions with special emphasis on Southeast Alaska.



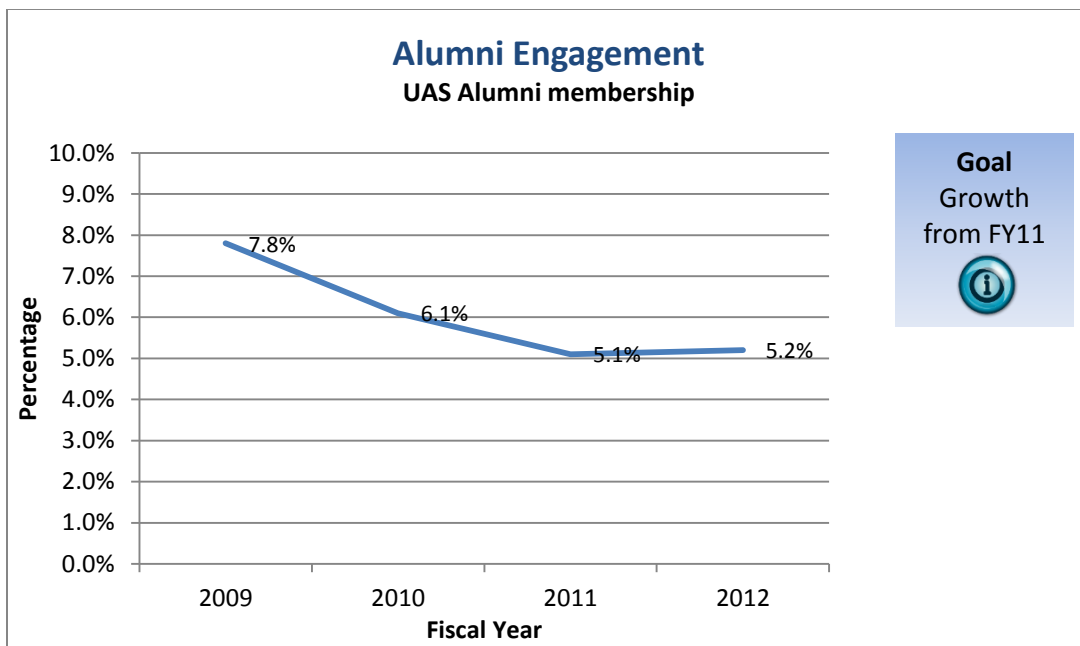
Data sources: UAS schools, campuses, Provost's Office, Public Relations Office. Includes symposiums, workshops and seminars, and similar events.



Data Source: UAS schools and campuses, Provost's Office. Number of agreements, including both formal and informal groups, such as active Memoranda of Agreement, Memoranda of Understanding, consortia, collaboration licenses, and advisory committees.

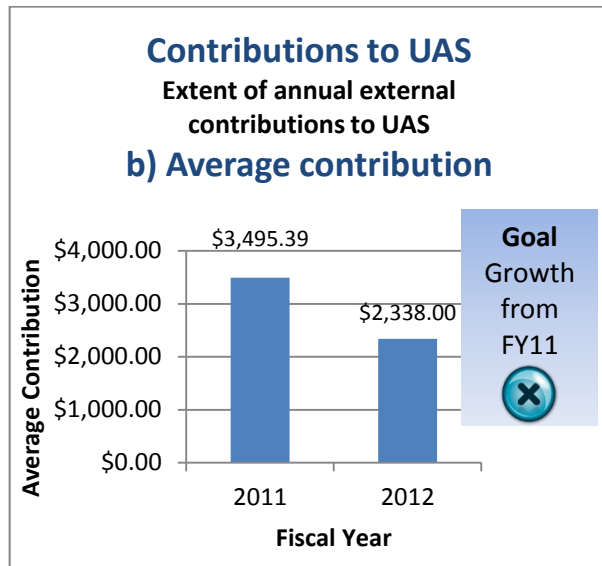
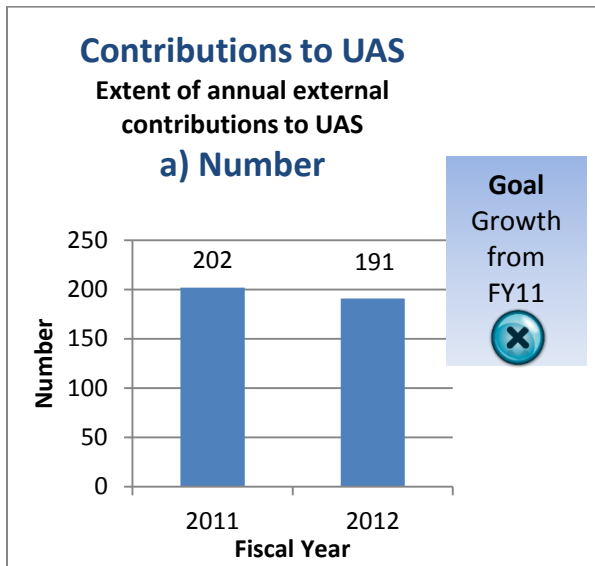


One non-credit instructional unit equals ten contact hours. [iData term #19750](#).

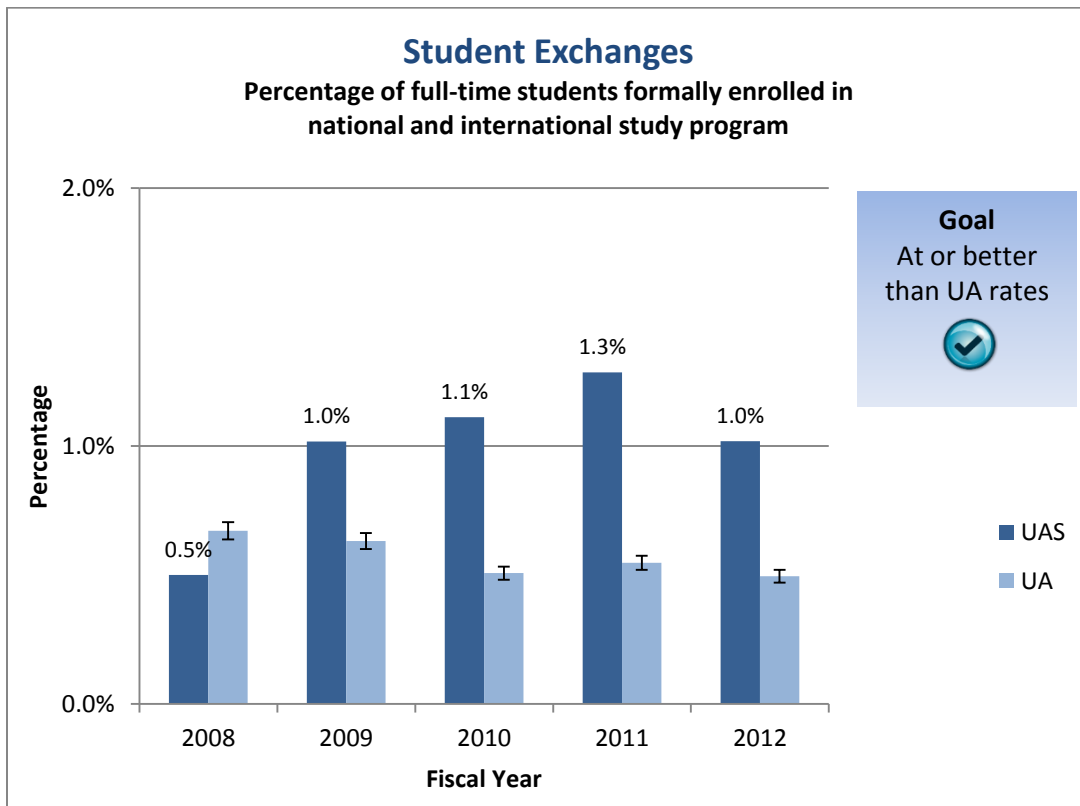


Data source: UAS Alumni Office. Alumni engagement is defined as the proportion of registered paid members to the number of alumni.





Data source: UAS Development Office. Number and average amount of contributions by alumni, friends of alumni, corporations, foundations, and other organizations.

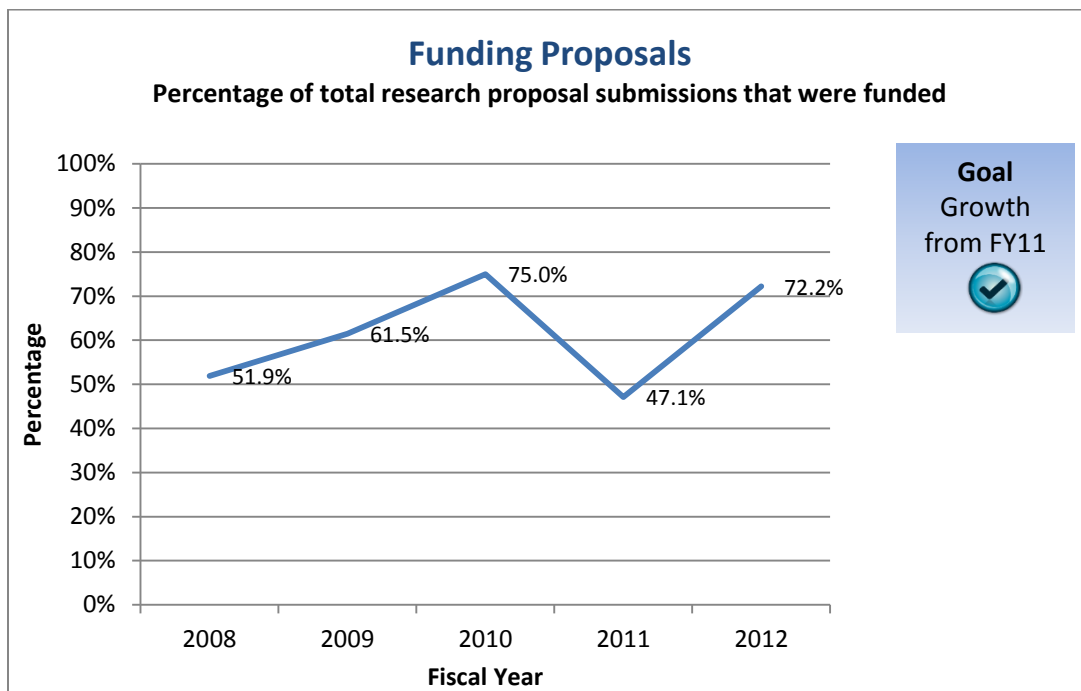


Data sources: UA Decision Support Database and the UAS Academic Exchange Office. Percentage of full-time degree-seeking outgoing students at UAS who participate in exchange/study abroad. Excludes incoming placement and Western Undergraduate Exchange.

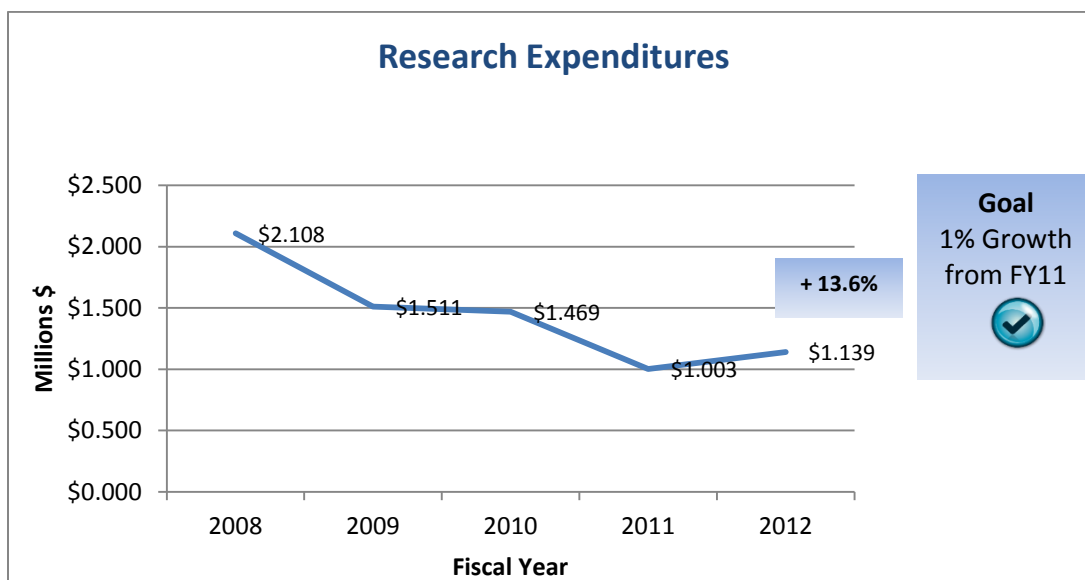
## CORE THEME: RESEARCH AND CREATIVE EXPRESSION

Provide programs and services that support research, scholarship, and creative expression by faculty and students.

**OBJECTIVE: RESEARCH ENGAGEMENT** – Faculty and students are engaged in research, scholarship, and creative expression.

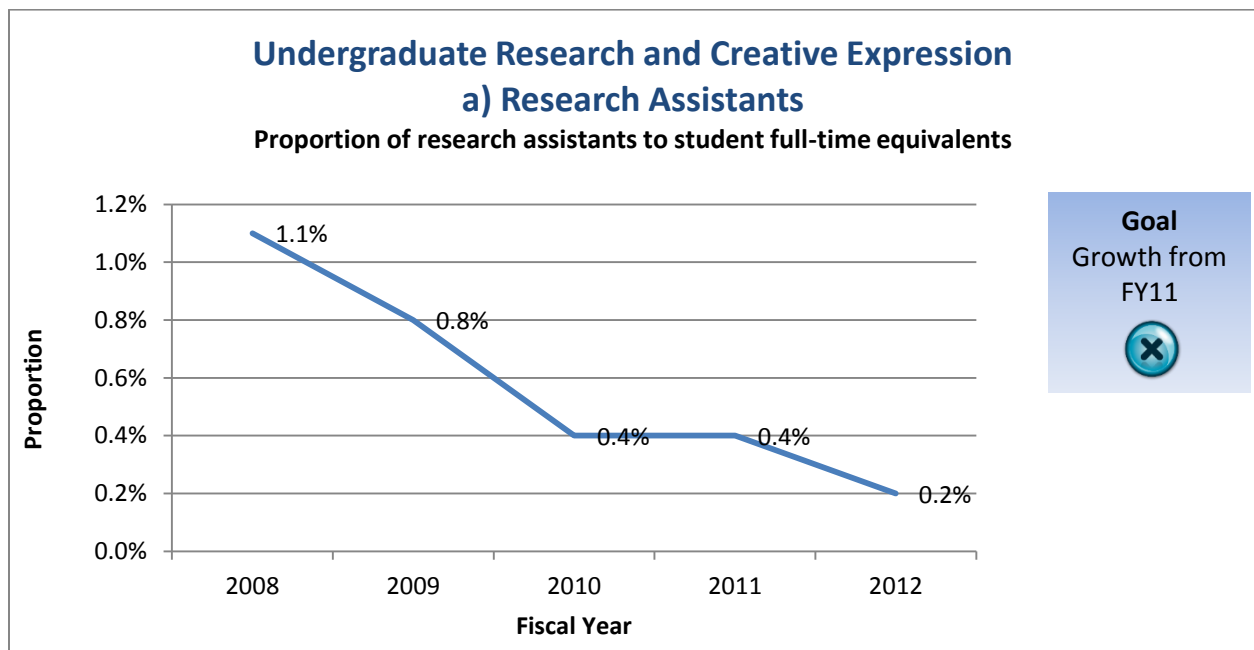
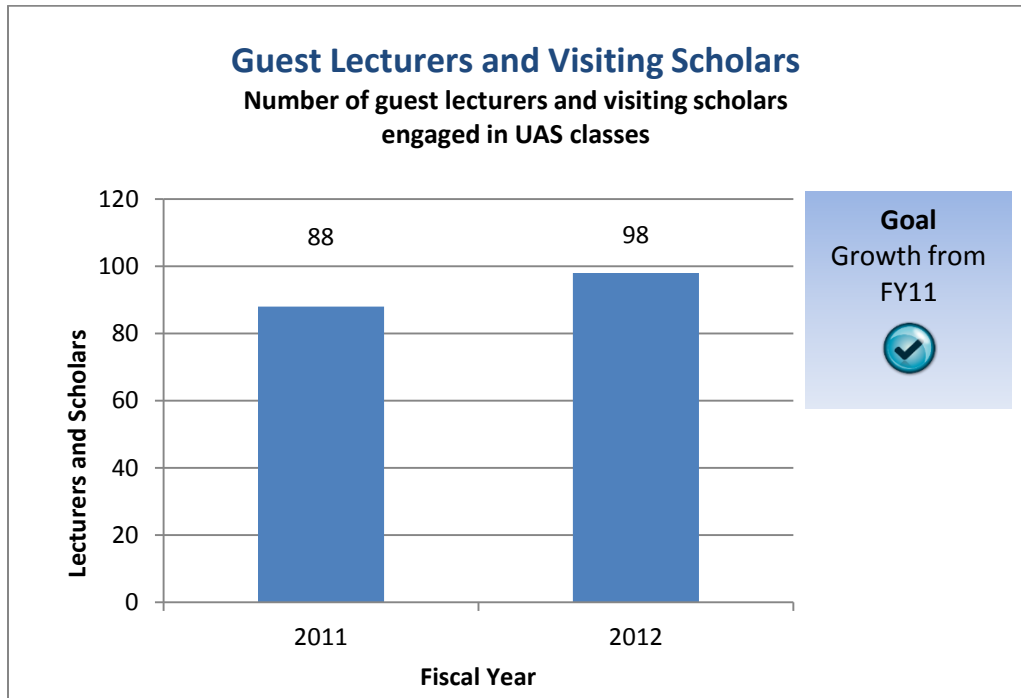


[iData term #19367](#). See also [term #19177](#).



Total restricted research expenditures with indirect cost recovery derived from sponsored research and expended on research, as well as research grants booked on the capital budget. [iData term #19701](#).

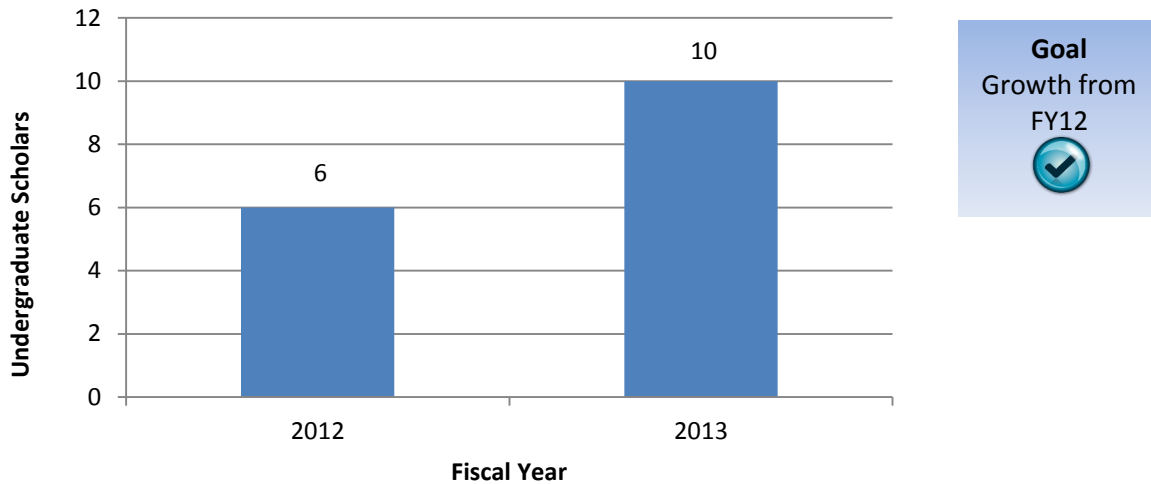
**OBJECTIVE: LEARNING IMPACT** – Research, scholarship, and creative expression informs learning.



*Proportions are of grant or general-funded undergraduate research assistants to the undergraduate student full-time equivalents.*

## Undergraduate Research and Creative Expression b) Undergraduate Research & Creative Activity (URECA) Presentations

Number of students presenting work resulting from URECA grant awards



*Number of undergraduates who were awarded funding for extra-curricular research and creative activities and presented their work at the annual URECA Symposium. Counts are by year of presentation, not year of award. The URECA program was implemented in FY11. The first annual symposium was in FY12.*