UAS UNIVERSITY OF ALASKA SOUTHEAST

learn · engage · change

2010-2017 UAS Strategic & Assessment Plan Indicators

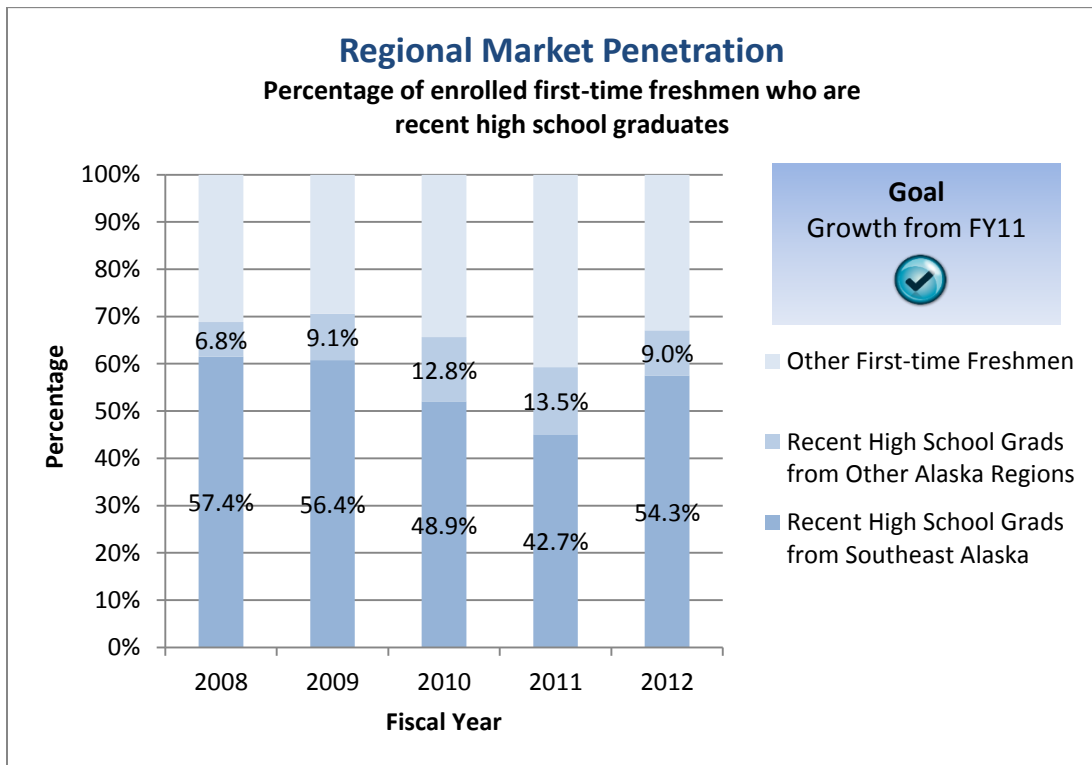## Fiscal Years 2008 – 2012

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**
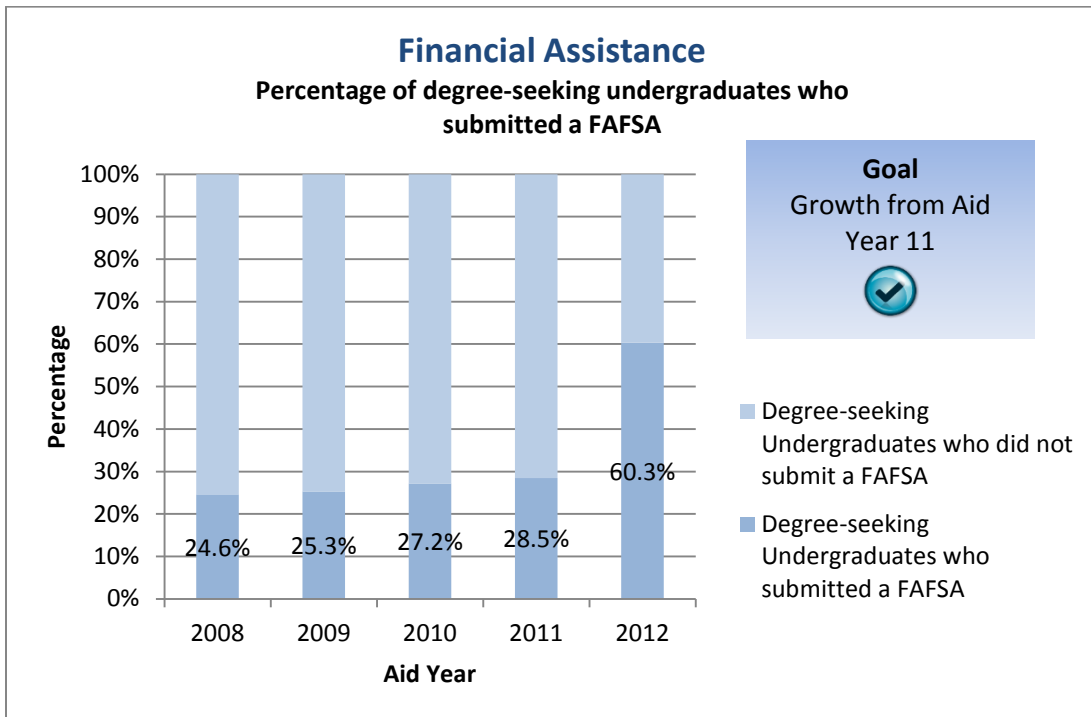
CORE THEME: STUDENT SUCCESS

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.

Regional Market Penetration
Percentage of enrolled first-time freshmen who are recent high school graduates

Goal
Growth from FY11
✓

Other First-time Freshmen

Recent High School Grads from Other Alaska Regions

Recent High School Grads from Southeast Alaska

Fiscal Year	Recent HS Grads SE Alaska	Other AK Regions
2008	57.4%	6.8%
2009	56.4%	9.1%
2010	48.9%	12.8%
2011	42.7%	13.5%
2012	54.3%	9.0%

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.

Financial Assistance
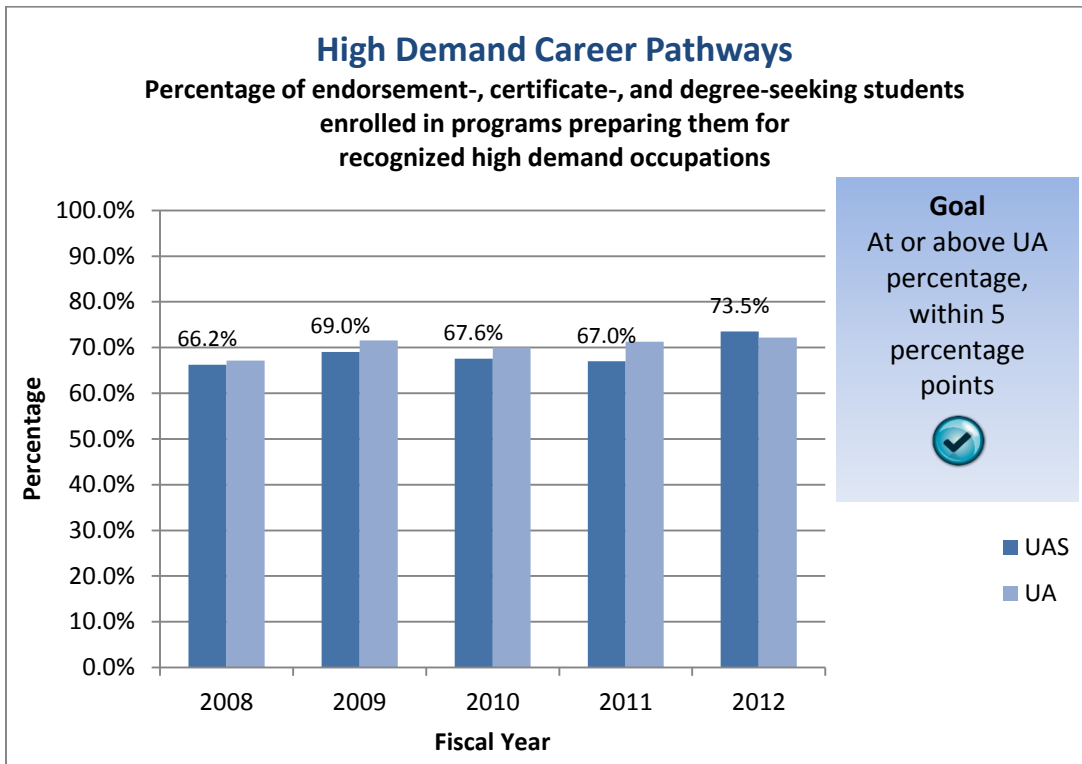
Percentage of degree-seeking undergraduates who submitted a FAFSA

Goal
Growth from Aid Year 11

Degree-seeking Undergraduates who did not submit a FAFSA

Degree-seeking Undergraduates who submitted a FAFSA

Aid Year	Submitted FAFSA
2008	24.6%
2009	25.3%
2010	27.2%
2011	28.5%
2012	60.3%

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

Student Diversity

Correspondence of UAS students' race and gender to the Southeast Alaskan Population, 18-24 age group

Goal
Equal to the region, within 5 percentage points

American Indians/Alaska Natives at UAS

American Indians/Alaska Natives in Southeast Alaska

Female UAS students

Female Southeast Alaskans

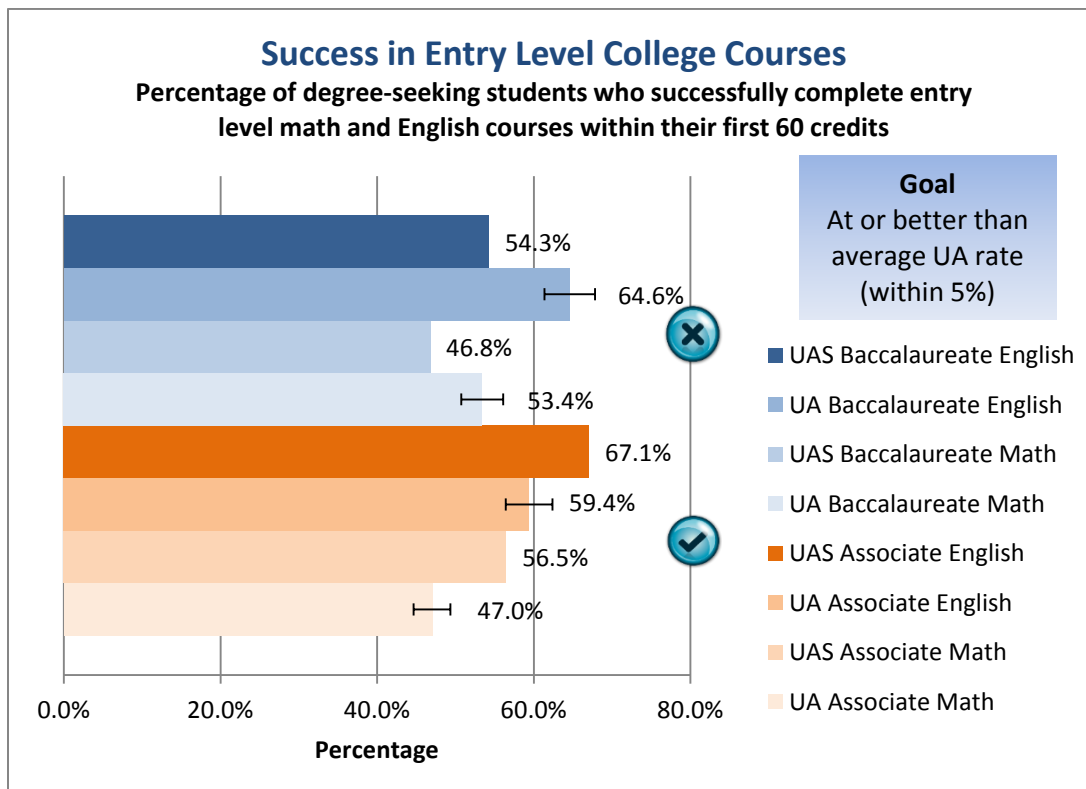| Race		Gender	
FY12	'07-'11 Census	FY12	'07-'11 Census
12.2%	21.0%	61.1%	45.1%

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 Pathways

Percentage of endorsement-, certificate-, and degree-seeking students enrolled in programs preparing them for recognized high demand occupations

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.

Success in Entry Level College Courses

Percentage of degree-seeking students who successfully complete entry level math and English courses within their first 60 credits
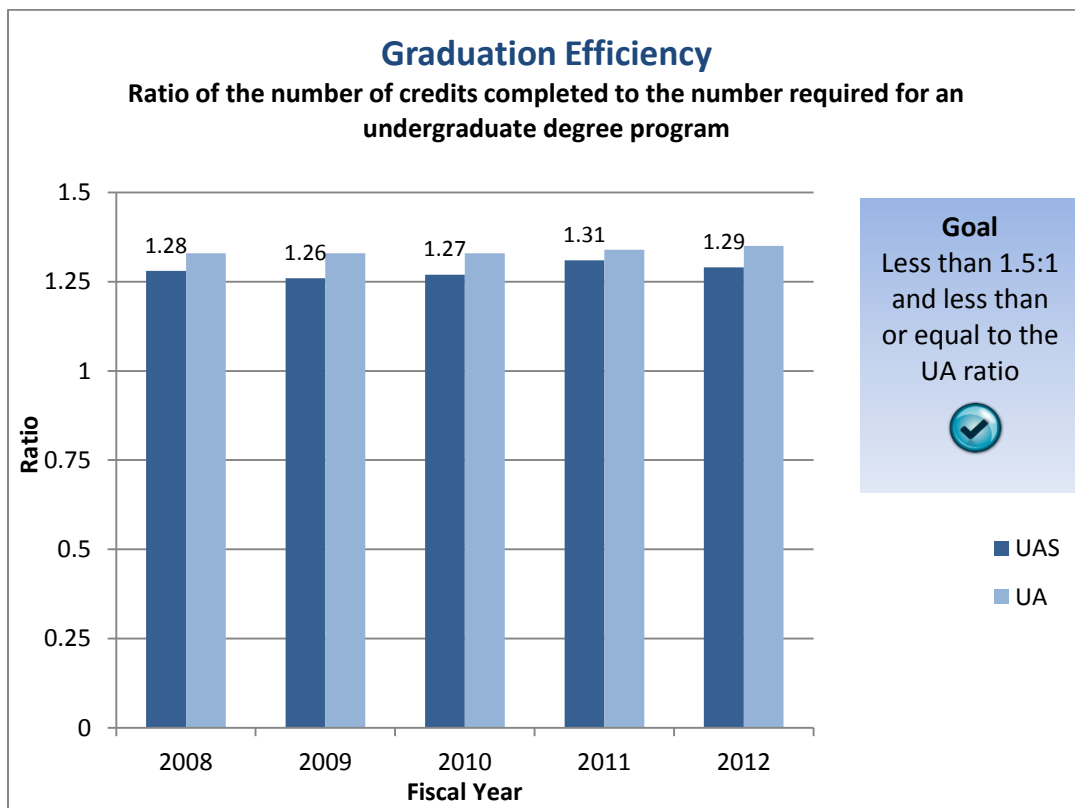
The base population includes sophomores seeking Associate of Arts (AA) or baccalaureate degrees. Entry level math and English courses are defined as those meeting the minimum requirements for each degree level. Minimum AA requirements at UAS are Math S105 and Engl S111. Minimum baccalaureate requirements 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).
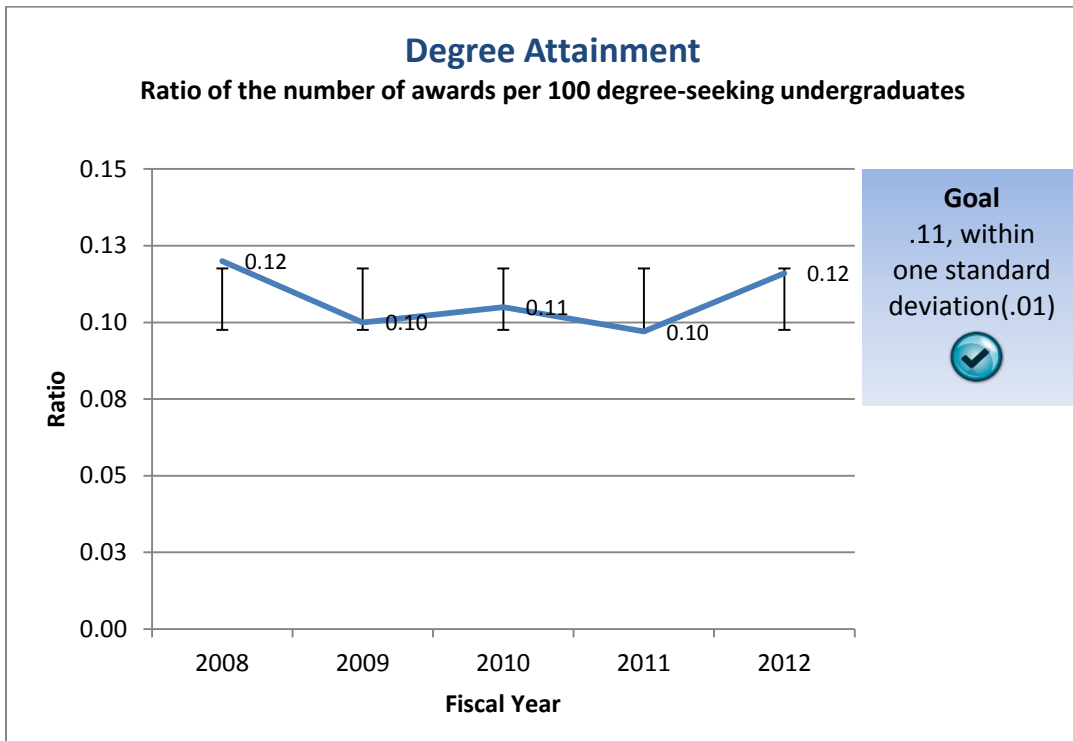

Advising and Degree Completion Plan

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.
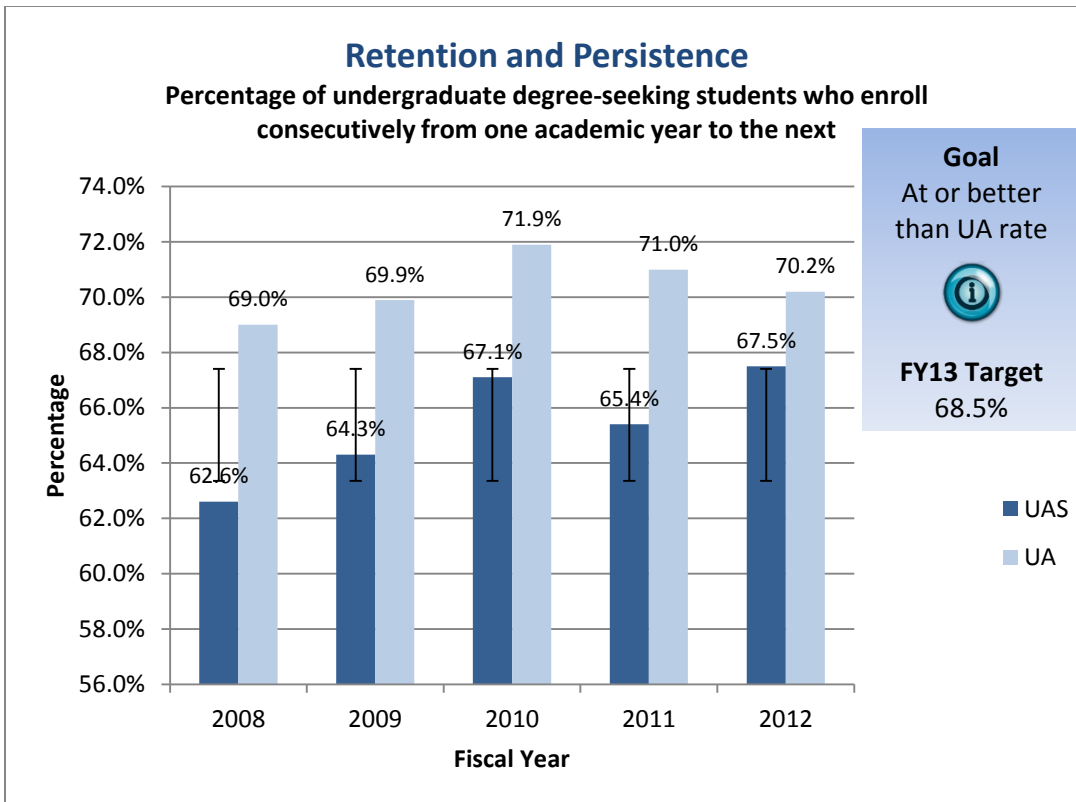

OBJECTIVE: SUCCESS – Students successfully complete educational goals.

Graduation Efficiency
Ratio of the number of credits completed to the number required for an undergraduate degree program

Goal
Less than 1.5:1 and less than or equal to the UA ratio

Legend: ■ UAS ■ UA

Data values (Ratio, by Fiscal Year):
- 2008: UAS 1.28
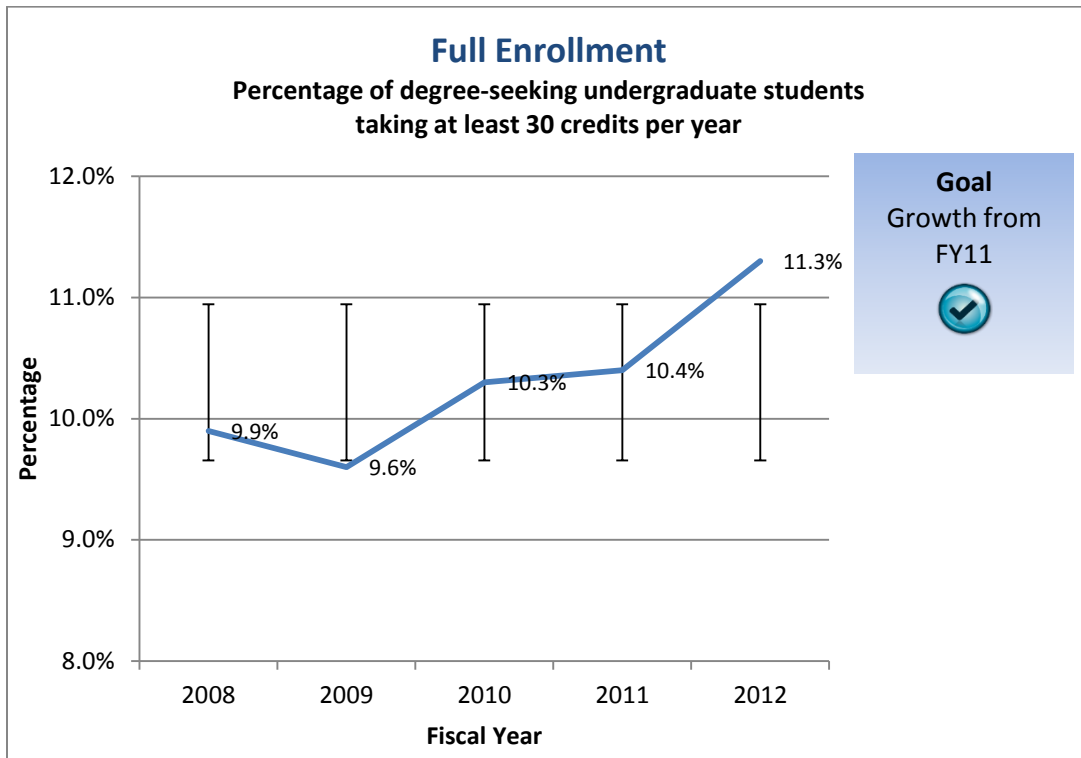- 2009: UAS 1.26
- 2010: UAS 1.27
- 2011: UAS 1.31
- 2012: UAS 1.29

Includes transfer credits; degree-seeking undergraduates only. Based on GPA-eligible hours used for GPA calculations. iData term #19193.
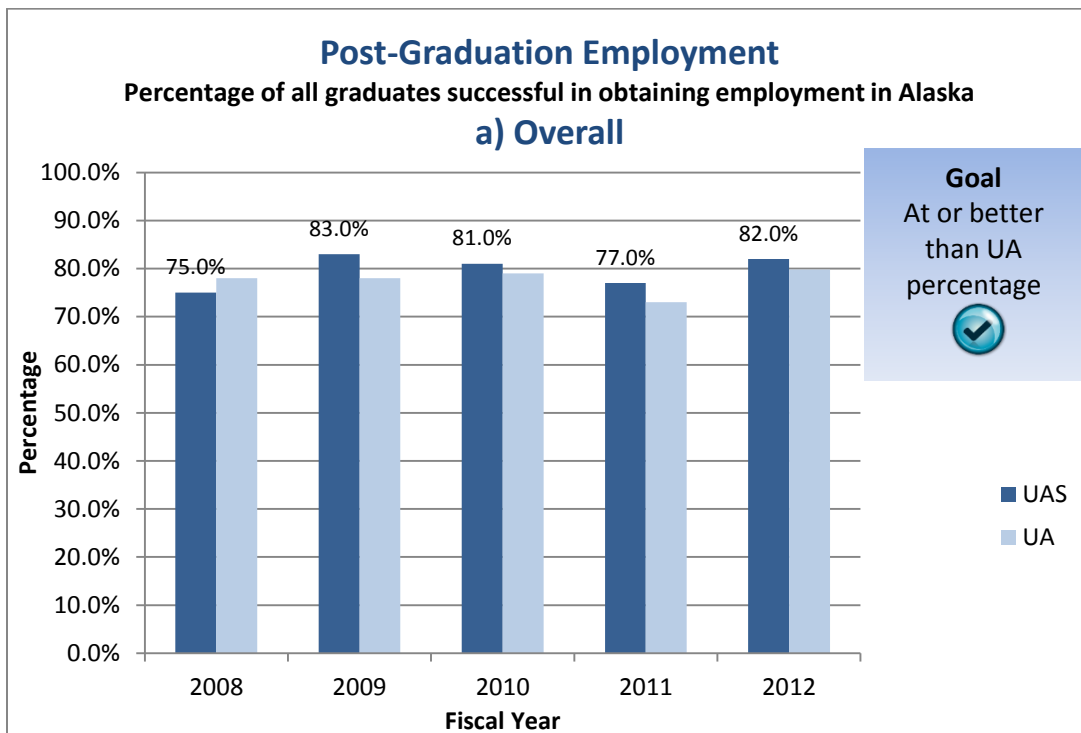
Degree Attainment
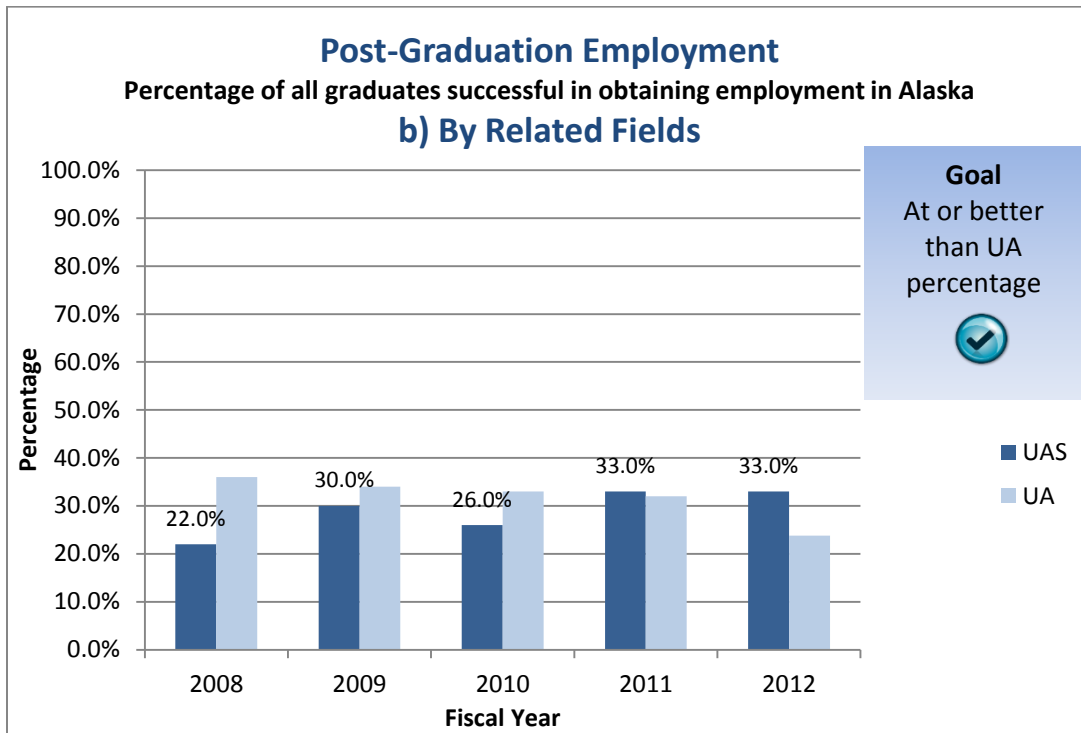### Ratio of the number of awards per 100 degree-seeking undergraduates

Goal
.11, within one standard deviation(.01)

Chart data (Ratio vs Fiscal Year):
- 2008: 0.12
- 2009: 0.10
- 2010: 0.11
- 2011: 0.10
- 2012: 0.12

iData term #19194.

Retention and Persistence
Percentage of undergraduate degree-seeking students who enroll consecutively from one academic year to the next

Goal
At or better than UA rate

FY13 Target
68.5%

Chart data (Percentage vs Fiscal Year):

Fiscal Year	UAS	UA
2008	62.6%	69.0%
2009	64.3%	69.9%
2010	67.1%	71.9%
2011	65.4%	71.0%
2012	67.5%	70.2%

Includes undergraduates in programs longer than one year in length. iData term #18920.

Full Enrollment

Percentage of degree-seeking undergraduate students taking at least 30 credits per year
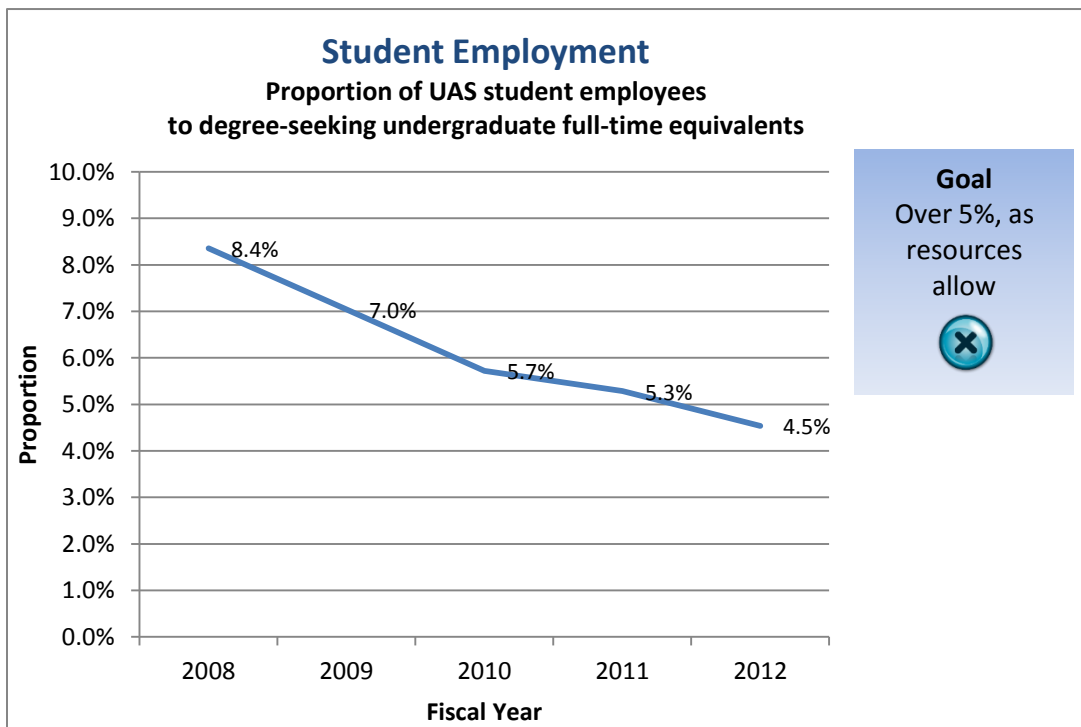
Goal
Growth from FY11
✓

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.

Post-Graduation Employment

Percentage of all graduates successful in obtaining employment in Alaska

a) Overall

Goal
At or better than UA percentage
✓

■ UAS
□ UA

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.

Post-Graduation Employment
Percentage of all graduates successful in obtaining employment in Alaska
b) By Related Fields

Goal
At or better than UA percentage

Legend: ■ UAS ■ UA

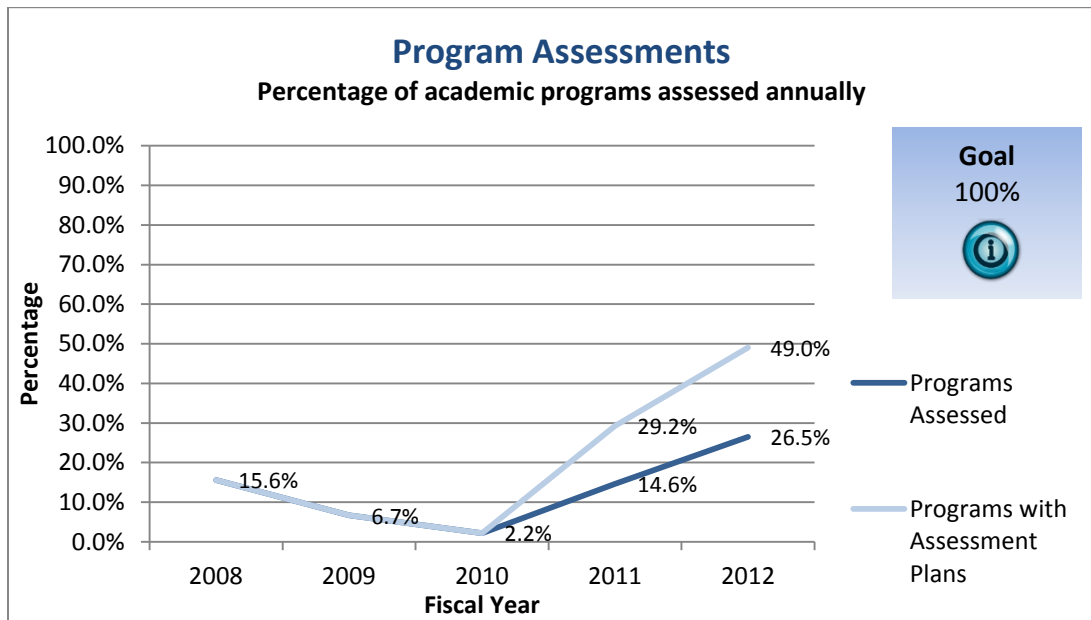Data labels (UAS): 2008: 22.0%, 2009: 30.0%, 2010: 26.0%, 2011: 33.0%, 2012: 33.0%

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.

Student Employment
Proportion of UAS student employees
to degree-seeking undergraduate full-time equivalents

Goal
Over 5%, as resources allow

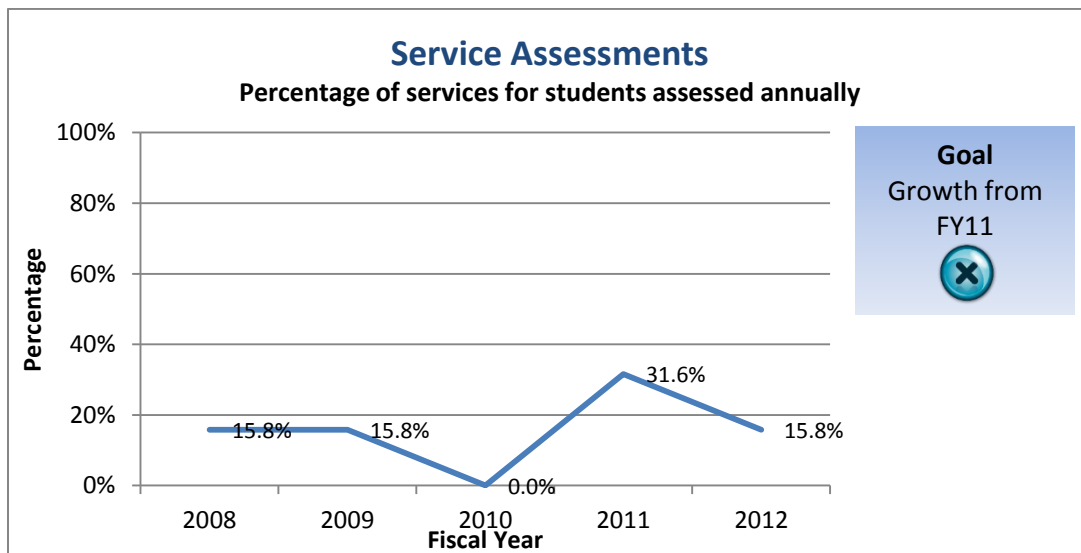Data labels: 2008: 8.4%, 2009: 7.0%, 2010: 5.7%, 2011: 5.3%, 2012: 4.5%

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.

Program Assessments
Percentage of academic programs assessed annually

Goal
100%

- Programs Assessed
- Programs with Assessment Plans

Data points:
- 2008: 15.6%
- 2009: 6.7%
- 2010: 2.2%
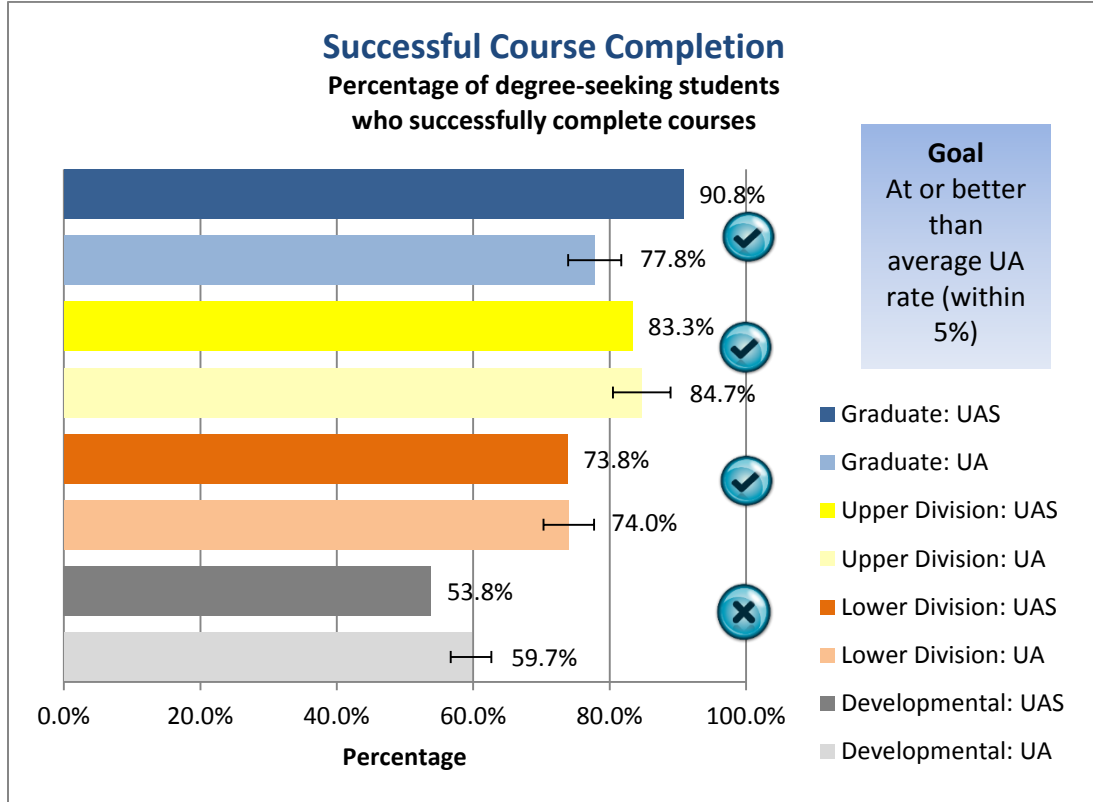- 2011: 14.6% / 29.2%
- 2012: 26.5% / 49.0%

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. Program assessment plans are tallied by calendar year received.

Service Assessments
Percentage of services for students assessed annually

Goal
Growth from FY11

Data points:
- 2008: 15.8%
- 2009: 15.8%
- 2010: 0.0%
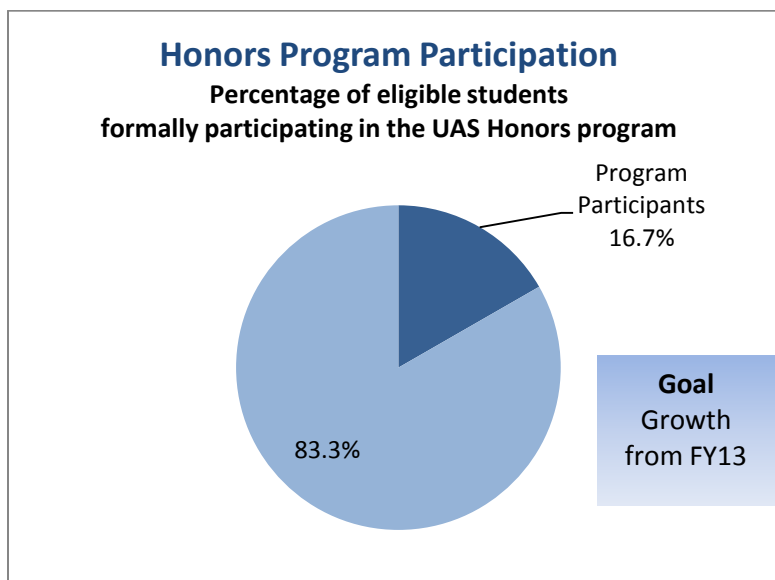- 2011: 31.6%
- 2012: 15.8%

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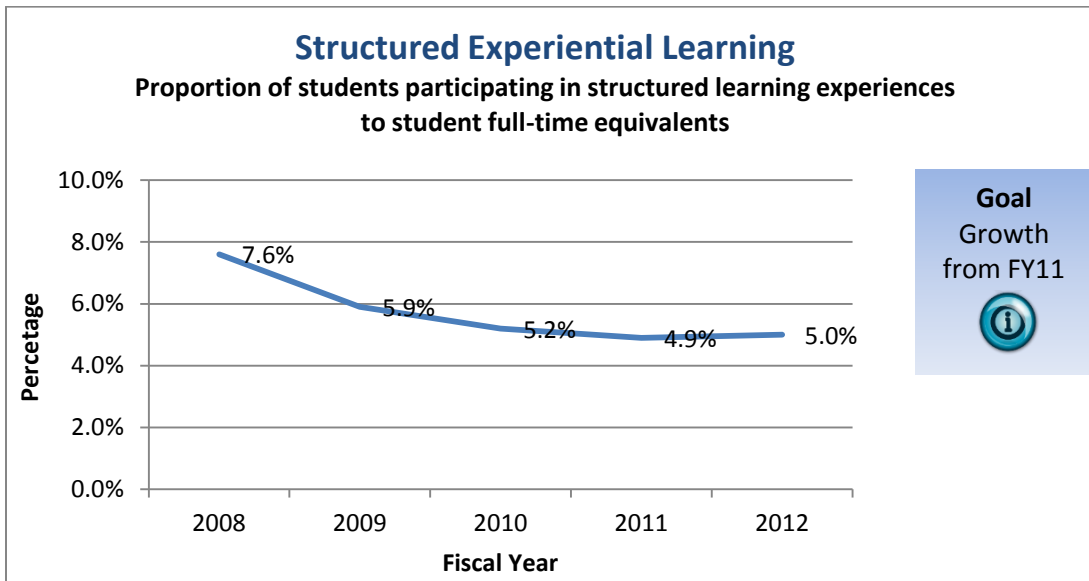
OBJECTIVE: ACADEMIC EXCELLENCE – Students demonstrate academic excellence in learning.

Successful Course Completion
Percentage of degree-seeking students who successfully complete courses

Goal
At or better than average UA rate (within 5%)

Graduate: UAS — 90.8%
Graduate: UA — 77.8%
Upper Division: UAS — 83.3%
Upper Division: UA — 84.7%
Lower Division: UAS — 73.8%
Lower Division: UA — 74.0%
Developmental: UAS — 53.8%
Developmental: UA — 59.7%

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.

Honors Program Participation
Percentage of eligible students formally participating in the UAS Honors program

Program Participants 16.7%

83.3%

Goal
Growth from FY13

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 Experiential Learning
Proportion of students participating in structured learning experiences to student full-time equivalents
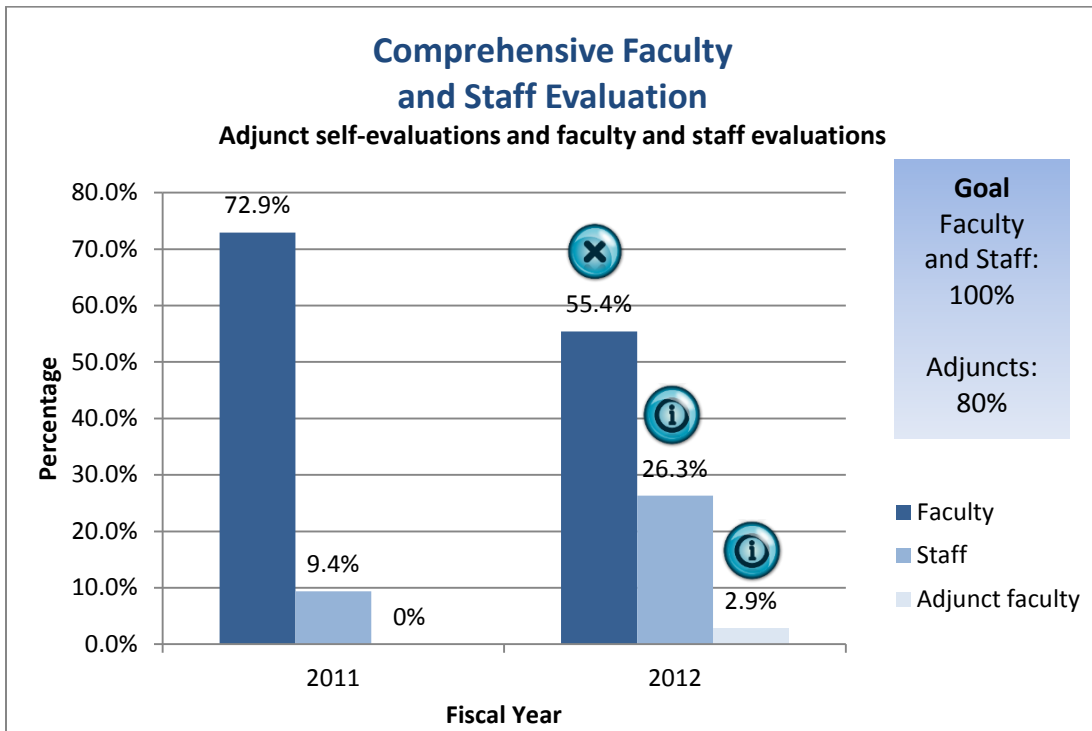
Goal
Growth from FY11

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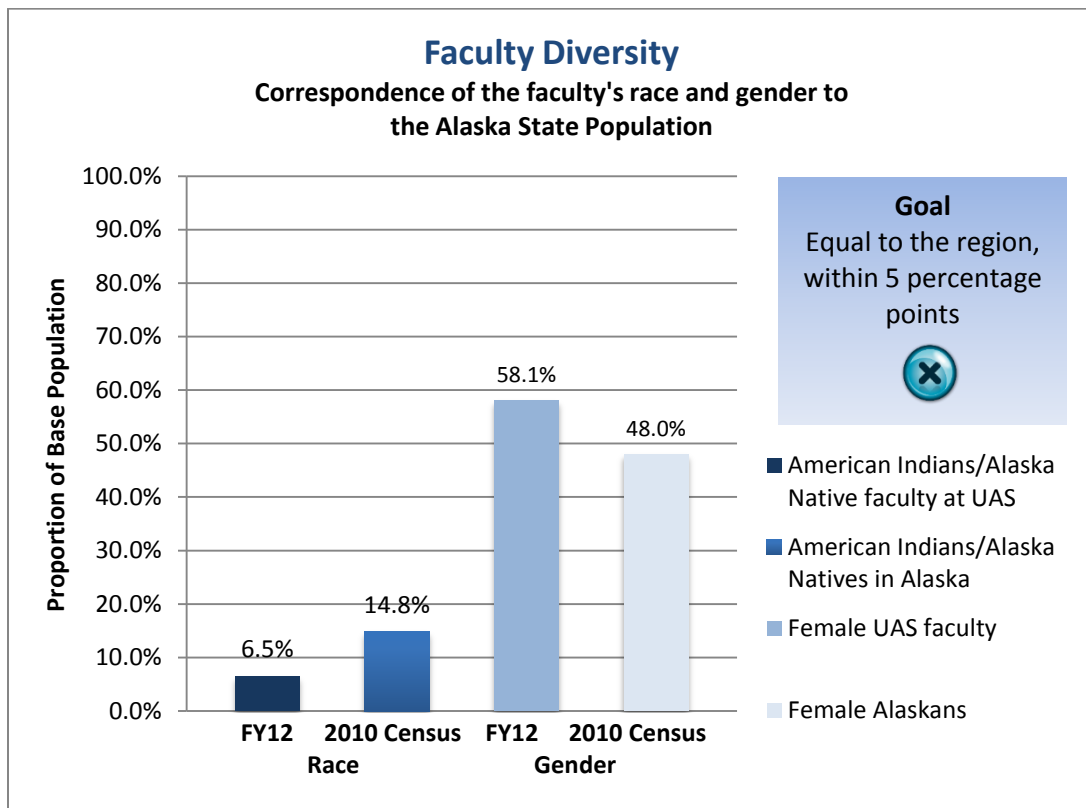
OBJECTIVE: QUALITY OF FACULTY AND STAFF – Teaching and learning are conducted and supported by highly qualified faculty and staff through hiring, comprehensive performance review, available and effective professional development, and continuous improvement practices.

Comprehensive Faculty and Staff Evaluation
Student Ratings

Goal
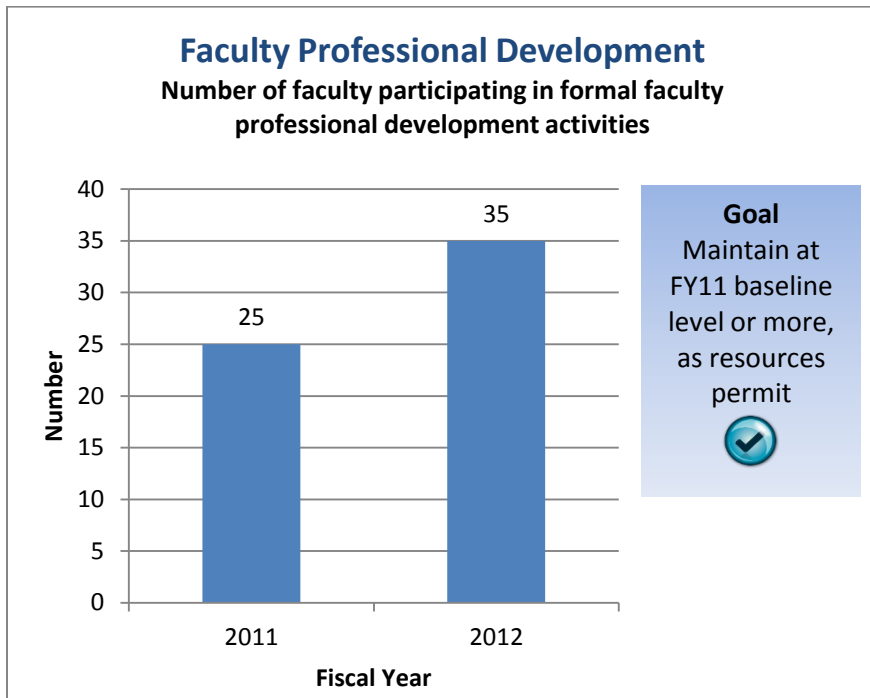Average ratings 3 out of 4 or better
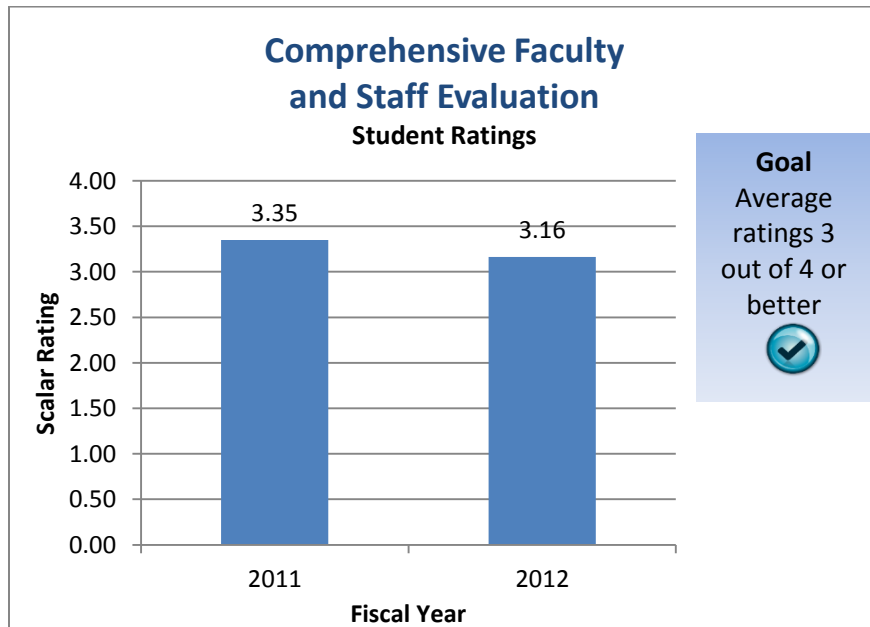
Data source: UAS course management system. Average student course ratings out of all responses for question 1E under Instructor Performance: "Instructor did a good job overall", reported for courses having response rates of 85% or more.

Comprehensive Faculty and Staff Evaluation

Adjunct self-evaluations and faculty and staff evaluations

Goal
Faculty and Staff: 100%

Adjuncts: 80%

Faculty values: 2011: 72.9%, 2012: 55.4%
Staff values: 2011: 9.4%, 2012: 26.3%
Adjunct faculty values: 2011: 0%, 2012: 2.9%

Legend: Faculty, Staff, Adjunct faculty
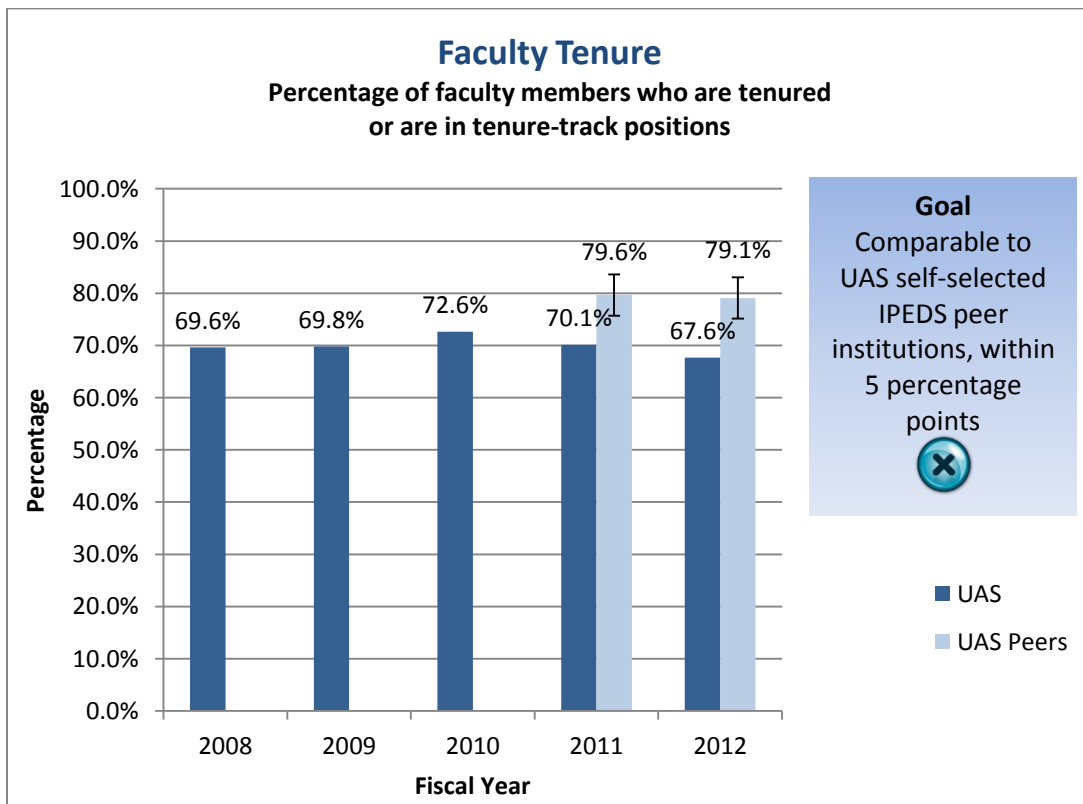
Y-axis: Percentage
X-axis: Fiscal Year

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.

Faculty Diversity

Correspondence of the faculty's race and gender to the Alaska State Population

Goal
Equal to the region, within 5 percentage points

Race:
- FY12: 6.5%
- 2010 Census: 14.8%

Gender:
- FY12: 58.1%
- 2010 Census: 48.0%

Legend:
- American Indians/Alaska Native faculty at UAS
- American Indians/Alaska Natives in Alaska
- Female UAS faculty
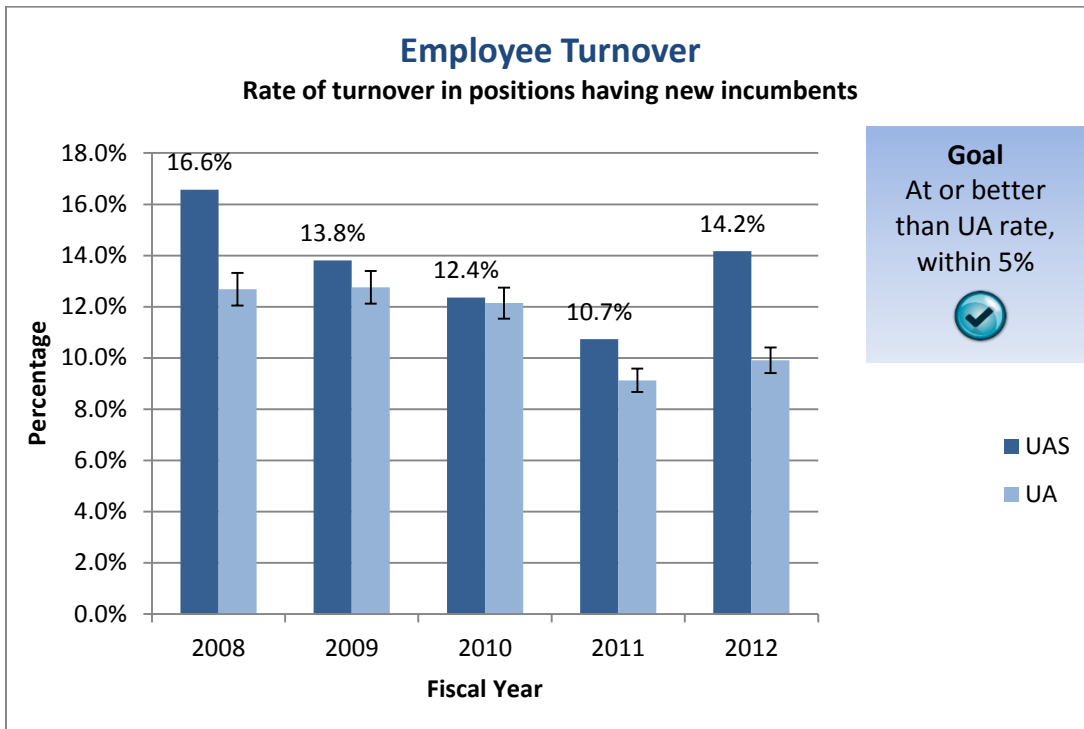- Female Alaskans

Y-axis: Proportion of Base Population

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) for Alaska.

Faculty Professional Development

Number of faculty participating in formal faculty professional development activities

Goal
Maintain at FY11 baseline level or more, as resources permit ✓

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.

Faculty Tenure

Percentage of faculty members who are tenured or are in tenure-track positions

Goal
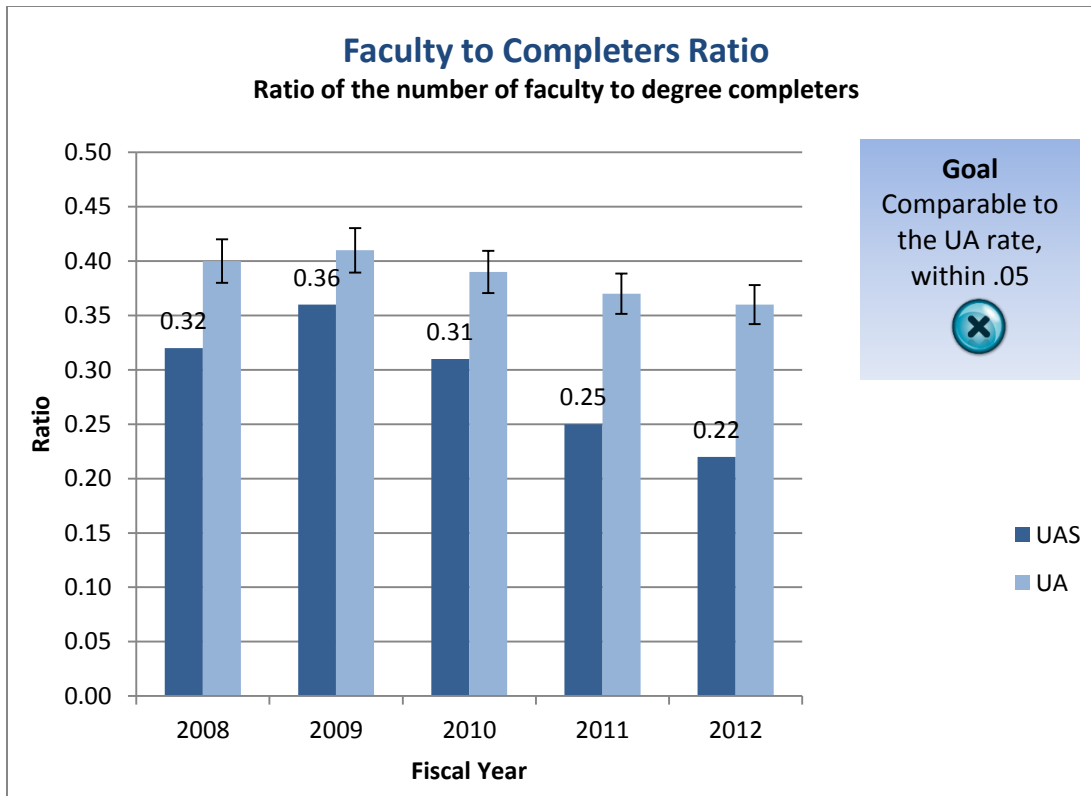Comparable to UAS self-selected IPEDS peer institutions, within 5 percentage points ✗

Data sources: UA Decision Support Database and the National Center for Education Statistics (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.
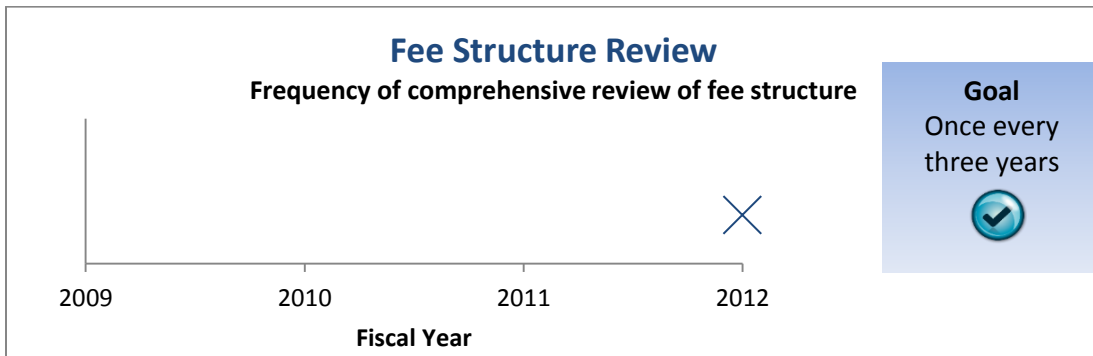
Employee Turnover
Rate of turnover in positions having new incumbents

Goal
At or better than UA rate, within 5%

Employee turnover is the rate of turnover for benefit-eligible classified and non-classified staff and faculty job positions having new incumbents.
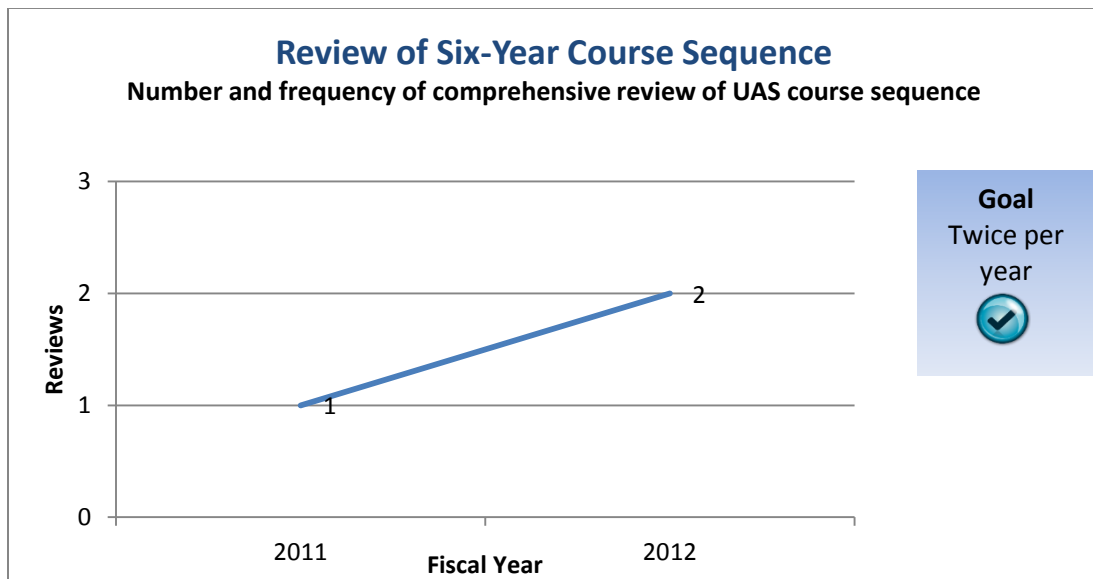
OBJECTIVE: EFFECTIVENESS AND EFFICIENCY – Programs and services make effective and efficient use of available resources.

Faculty to Completers Ratio
Ratio of the number of faculty to degree completers

Goal
Comparable to the UA rate, within .05

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

Fee Structure Review

Frequency of comprehensive review of fee structure

2009	2010	2011	2012

Fiscal Year

Goal
Once every three years ✔

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

Review of Six-Year Course Sequence

Number and frequency of comprehensive review of UAS course sequence

Fiscal Year

Goal
Twice per year ✔

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.
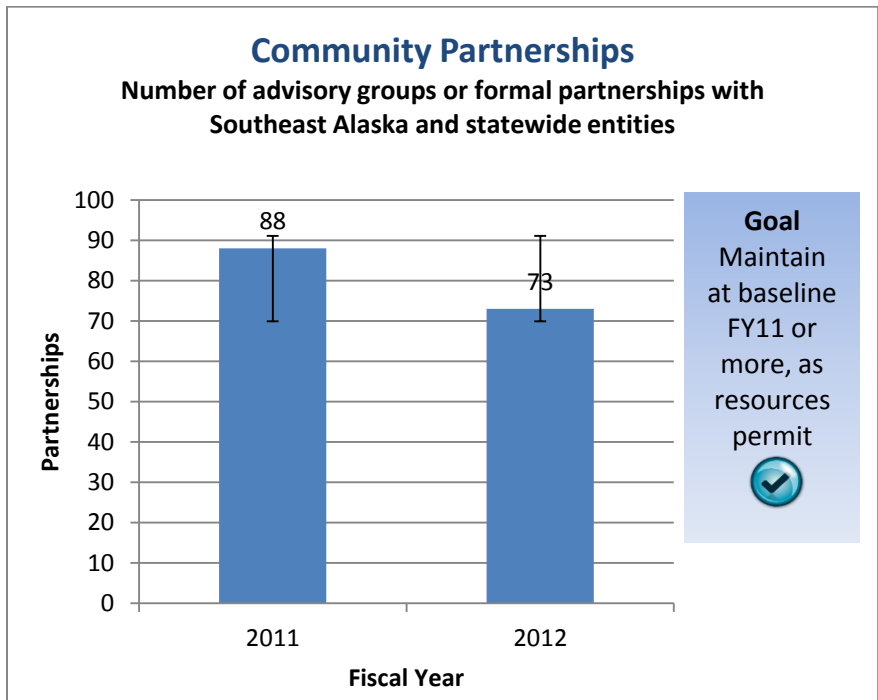
CORE THEME: COMMUNITY ENGAGEMENT

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.
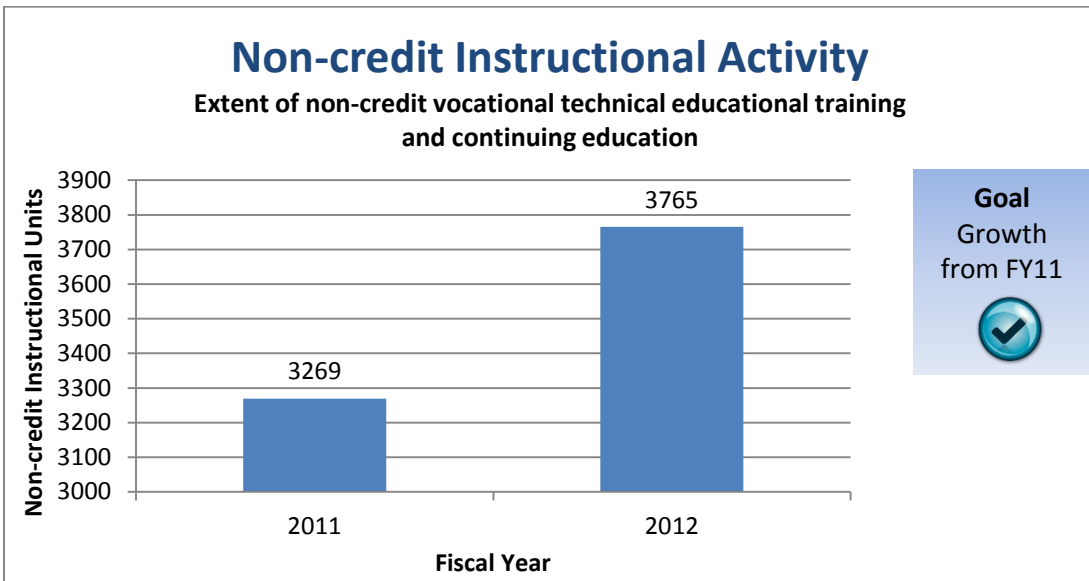
OBJECTIVE: EXPAND COMMUNITY ENGAGEMENT – Demonstrate an institutional commitment to promoting better understanding of local, state, national, and international community needs and providing solutions with special emphasis on Southeast Alaska.
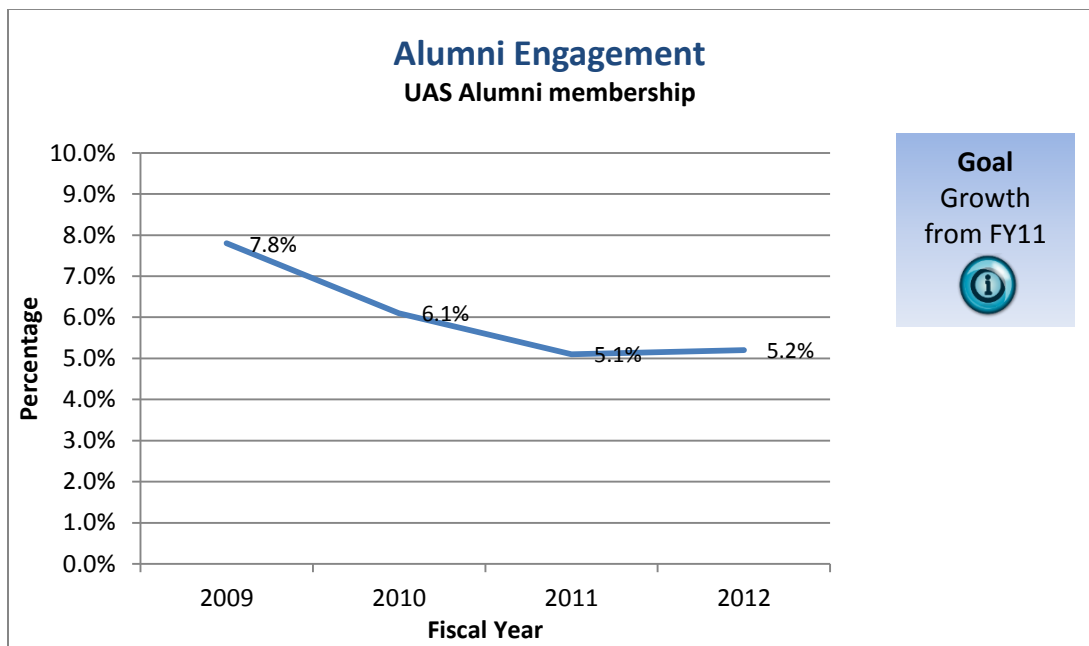
Community Engagement
Number of UAS-sponsored public forums and lecture series that engage the communities in Southeast Alaska

Goal
Proportional to student full-time equivalent, to ensure available resources
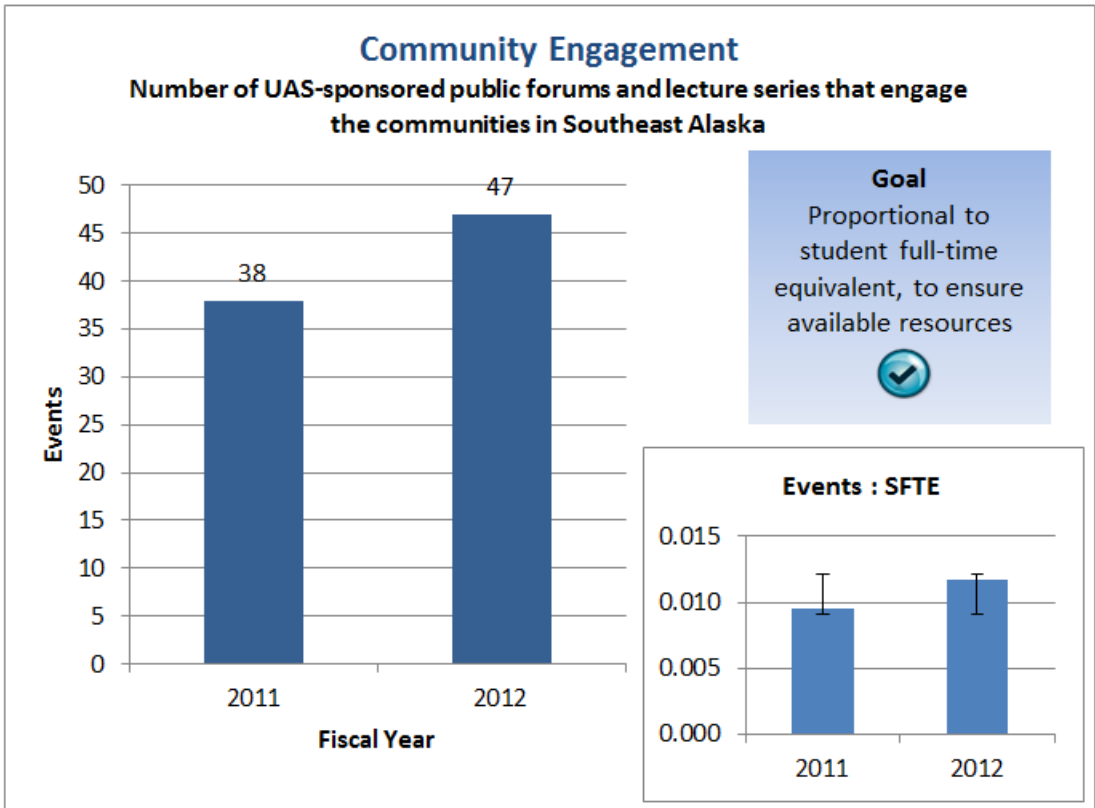
Data sources: UAS schools, campuses, Provost's Office, Public Relations Office. Includes symposiums, workshops and seminars, and similar events.

Community Partnerships
Number of advisory groups or formal partnerships with Southeast Alaska and statewide entities

Goal
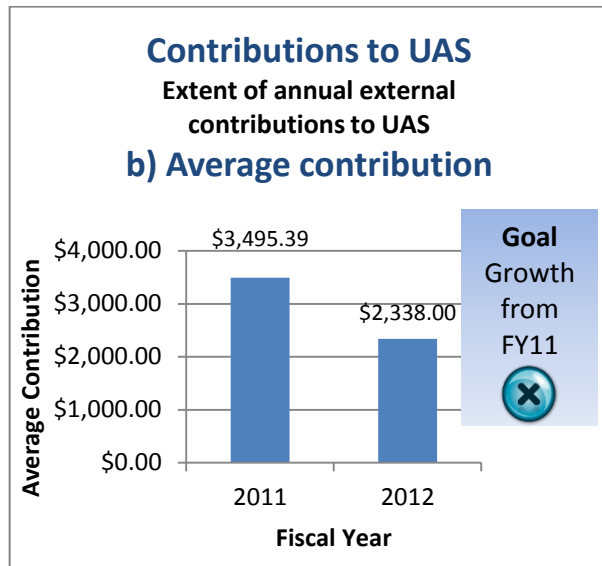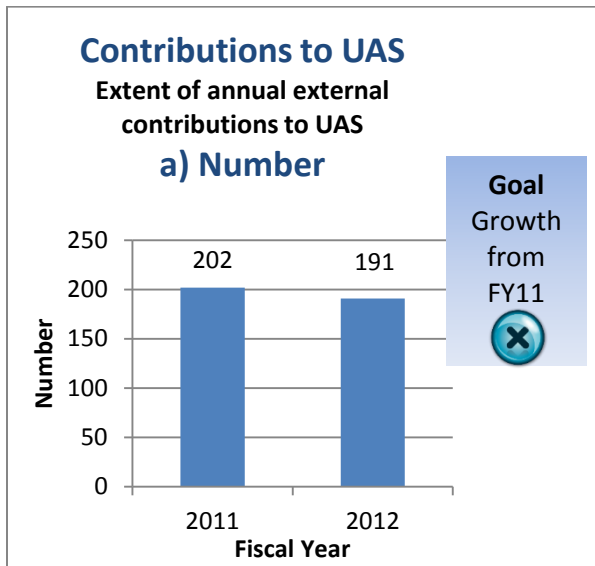Maintain at baseline FY11 or more, as resources permit

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.
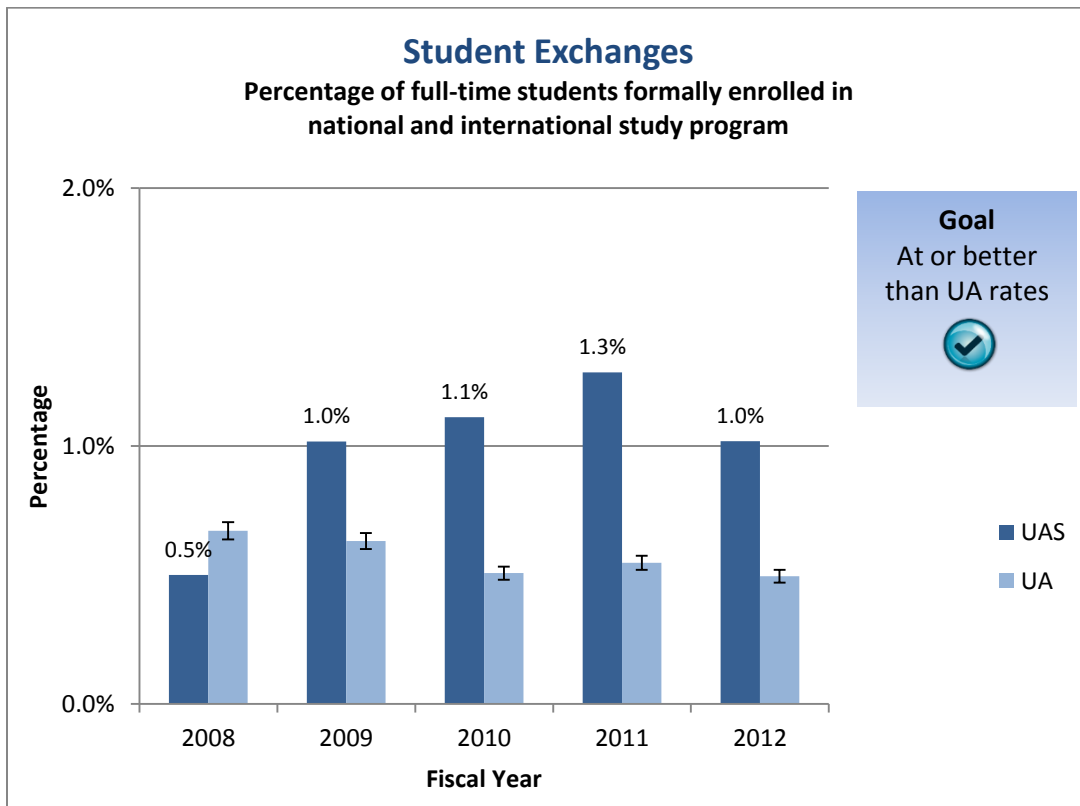
Non-credit Instructional Activity

Extent of non-credit vocational technical educational training and continuing education

Goal
Growth from FY11

[Chart: Bar chart showing Non-credit Instructional Units by Fiscal Year. 2011: 3269; 2012: 3765. Y-axis labeled "Non-credit Instructional Units" ranging from 3000 to 3900. X-axis labeled "Fiscal Year".]

One non-credit instructional unit equals ten contact hours. iData term #19750.

Alumni Engagement

UAS Alumni membership

Goal
Growth from FY11

[Chart: Line graph showing Percentage by Fiscal Year. 2009: 7.8%; 2010: 6.1%; 2011: 5.1%; 2012: 5.2%. Y-axis labeled "Percentage" ranging from 0.0% to 10.0%. X-axis labeled "Fiscal Year".]

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

Contributions to UAS
Extent of annual external contributions to UAS
a) Number

Goal
Growth from FY11 ✖

Contributions to UAS
Extent of annual external contributions to UAS
b) Average contribution

Goal
Growth from FY11 ✖

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

Student Exchanges
Percentage of full-time students formally enrolled in national and international study program

Goal
At or better than UA rates ✔

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.
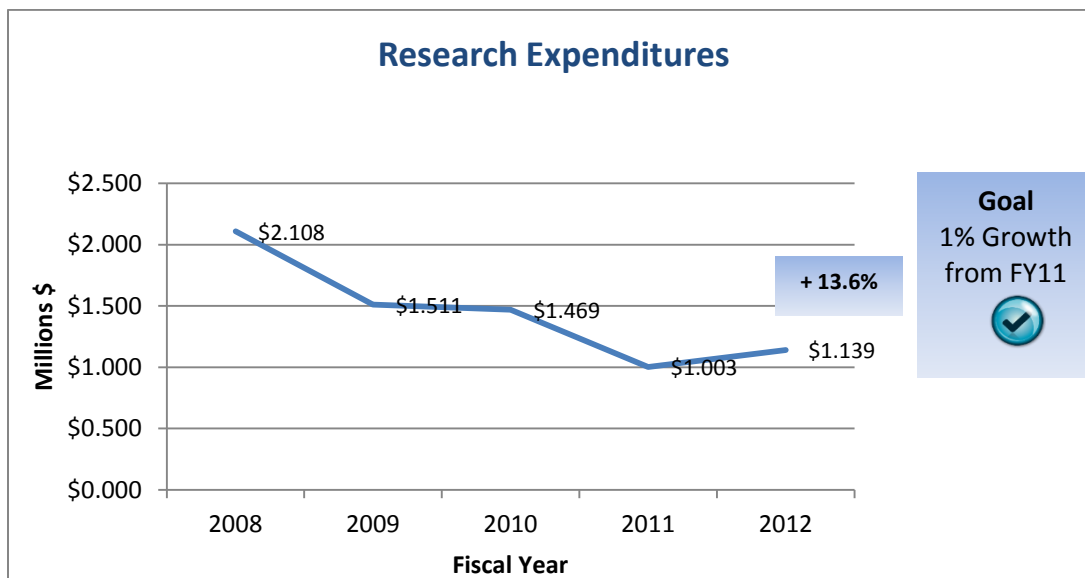
CORE THEME: RESEARCH AND CREATIVE EXPRESSION

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.
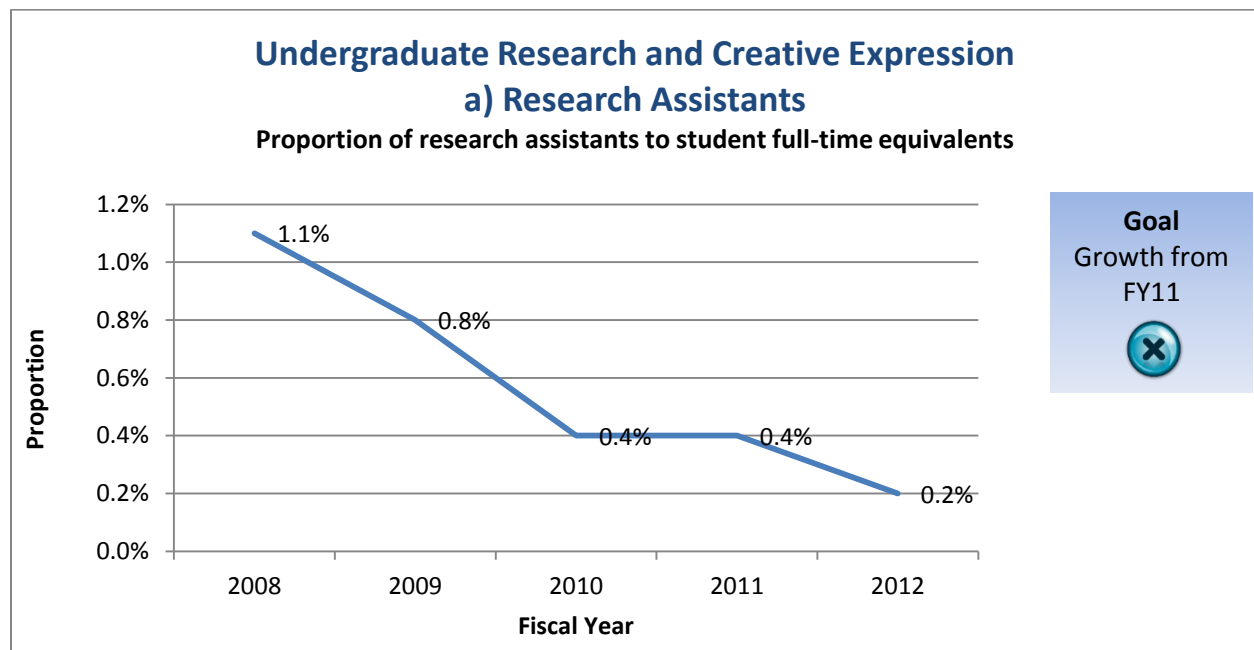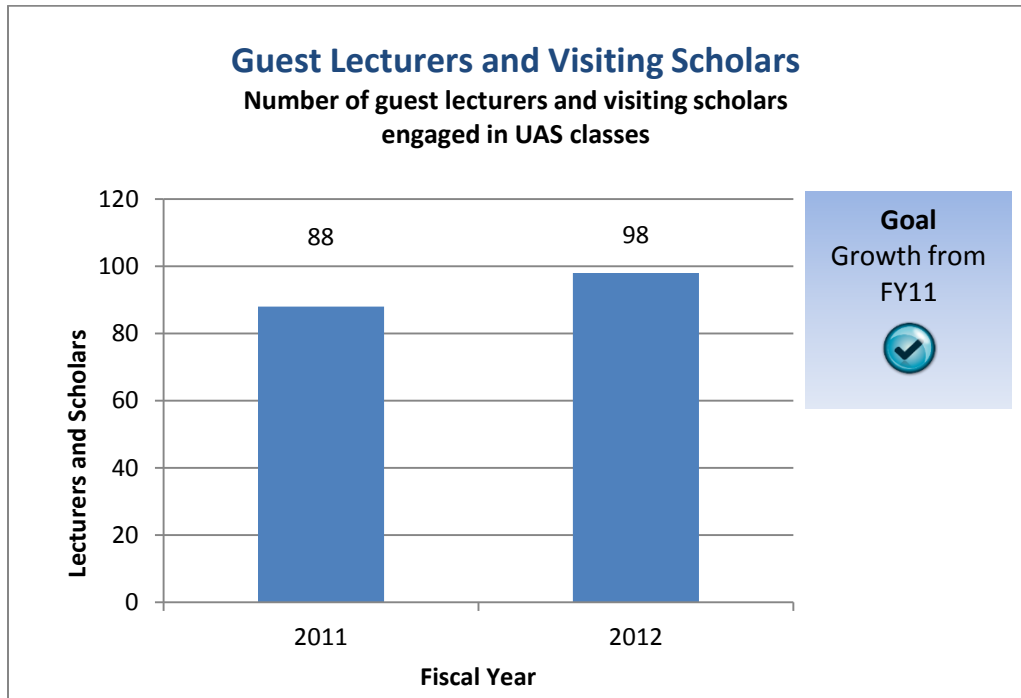
Funding Proposals
Percentage of total research proposal submissions that were funded
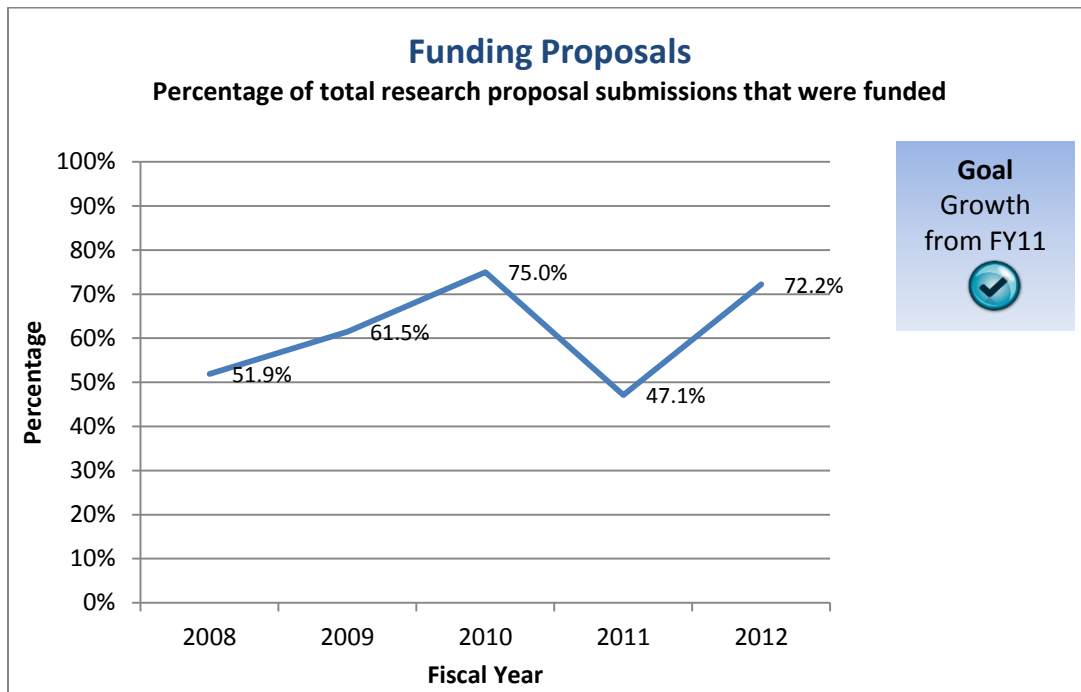
iData term #19367. See also term #19177.

Research Expenditures

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.

Guest Lecturers and Visiting Scholars
Number of guest lecturers and visiting scholars engaged in UAS classes

Goal
Growth from FY11

Undergraduate Research and Creative Expression
a) Research Assistants
Proportion of research assistants to student full-time equivalents

Goal
Growth from FY11

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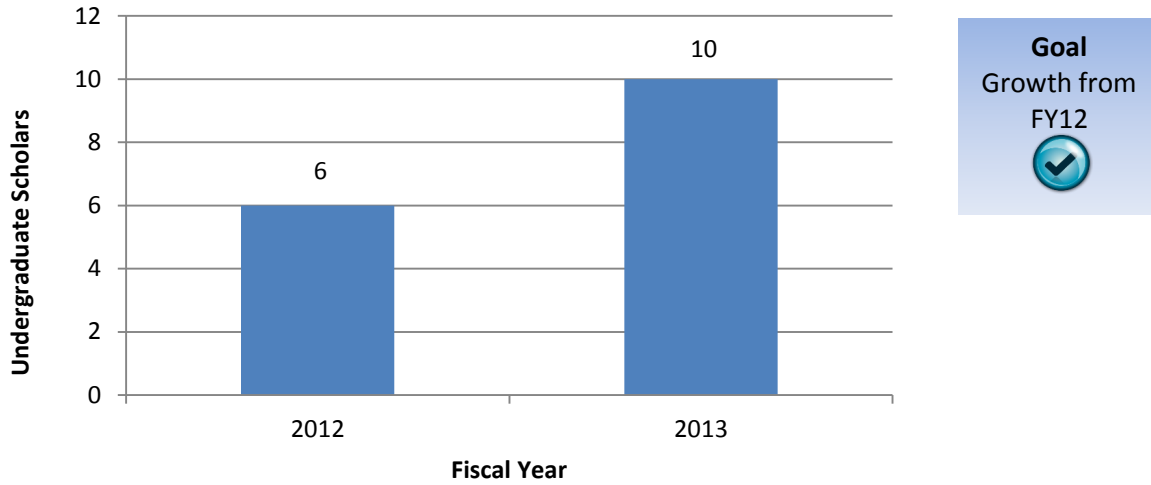
Number of undergraduates who were awarded funding for extra-curricular research and creative activities and presented their work at the annual URECA Symposium. Counts are by year of presentation, not year of award. The URECA program was implemented in FY11. The first annual symposium was in FY12.