YEAR ONE
SELF-EVALUATION REPORT

September 15, 2011 | University of Alaska Southeast

UAS

UNIVERSITY OF ALASKA
SOUTHEAST

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INTRODUCTION

In 2009 the University of Alaska Southeast (UAS) submitted to the Northwest Commission on Colleges and Universities (Commission) its decennial self-study report. In the Fall of 2009 a team of Commission evaluators conducted an onsite visit of UAS that resulted in a comprehensive reaccreditation report. In its report the Commission reaffirmed UAS' regional accreditation and issued four commendations and four recommendations.

Since then, UAS has been actively engaged in implementing the Commission's recommendations. It has also been building the infrastructure needed to meet the Commission's new accreditation standards. Through this Year One Self-Evaluation Report, the university is pleased to report its progress on these important endeavors.

UAS' most significant achievement since 2009 is the development of its new strategic plan titled *Strategic and Assessment Plan for 2010—2017*. Not only does it reaffirm a clear identity for UAS, it also sets a common purpose and direction for the entire institution.

The Plan was the result of an extensive and inclusive, collaborative process. Groups directly involved in this effort included a Strategic and Assessment Planning Team consisting of 56 individuals representing diverse faculty, staff, and students from all three UAS campuses and representatives from K-12 education, community leaders, and local employers. The Planning Team was charged with addressing the UAS long-range vision, reviewing the mission and values, establishing related core themes, providing a framework for evaluation and continuous improvement, and establishing guidelines for resource prioritization and/or reallocation. The Planning Team gathered in Juneau for four face-to-face meetings in the Fall of 2010. The results of each meeting were posted on a dedicated webpage, as were plan drafts and related materials to facilitate extensive comment and response to work in progress. The Planning Team's work was overseen by an Executive Planning Committee that provided overall strategic guidance and decision-making. Their efforts (and those of the Planning Team) were supported by Dr. George Copa of *New Designs for Learning* in Salem, Oregon who provided professional guidance throughout the entire planning process.

The result of this effort is a strategic plan whose mission, vision, and core themes are relevant to the entire UAS community. All stakeholders—no matter what their role—can easily recognize how the Plan is relevant to them and how they contribute to the university achieving its mission. [Appendix A]

Another essential element of the Plan is its emphasis on assessment, so much so, that it was included in the title of the plan. Assessment was integrated into the basic framework of the Plan. By doing so, UAS ensures that assessment is at the core of all its activities, providing ongoing opportunities for the institution to evaluate its performance and make necessary improvements.

The following sections of this report addresses actions taken and improvements realized or in progress, resulting from the UAS Strategic and Assessment Plan.

Helpful Links:
UAS 2009 Self Study Report: http://www.uas.alaska.edu/provost/accreditation/index.html
UAS Strategic & Assessment Plan for 2010 – 2017:
http://www.uas.alaska.edu/provost/docs/UAS-Strategic-and-Assessment-Plan--6.20.11.pdf

INSTITUTIONAL CONTEXT

With campuses in Juneau, Ketchikan, and Sitka, UAS is a regional university that serves all of Southeast Alaska. It also plays a statewide role as one of three University of Alaska major administrative units (MAUs). Because Alaska does not have a separate community college system, UAS has the unusual challenge of combining community college, baccalaureate, and graduate programs into one institution. UAS is also the smallest of the three MAUs in the University of Alaska system. In 1980 the University of Alaska Juneau was formed and in 1987 the University of Alaska statewide established the three MAUs, including the University of Alaska Southeast. At the other MAUs their former community colleges became branch campuses, while the Juneau, Ketchikan, and Sitka campuses formed a single unit as the University of Alaska Southeast. This level of integration reflects strong regional connections and UAS' commitment to meeting the full array of student postsecondary educational needs from pre-college preparation to master's degrees.

Southeast Alaska is the ancestral home of the Tlingit, Haida, and Tsimshian peoples. The region is geographically remote and accessible only by water or air travel, leading UAS to develop a strong blend of online and distance courses. The economy of Southeast Alaska is focused on tourism, government, fisheries, and mining. Despite current economic difficulties, there is relatively good support for higher education in Alaska. Budget reductions have been minimal, with maintenance level funding and modest flexibility for internal funding reallocations.

Nearly 4,000 students attended UAS in Fall 2010—a 10% increase in two years. Although the majority attends part-time, a growing proportion is full-time. Most of UAS' students come from Alaska, almost 14% are Alaska Native/American Indian, two out of every three are female, and many are older (33 years old on average). E-learning is increasing as UAS students take advantage of courses from the University's geographically dispersed campuses. Despite more students, UAS maintains small class sizes with a low student-faculty ratio.

UAS programs are delivered through four schools; Arts and Sciences, Education, Management, and Career Education. The natural, social, and cultural environment of Southeast Alaska is a foundation for research and creative expression in the arts, humanities, and field-based science programs in the School of Arts and Sciences. In the NCATE-accredited School of Education, students intern with master teachers in diverse elementary and secondary settings. Offering graduate degrees in special education, school administration, early childhood, and others, the School of Education also provides training programs for classroom aides to meet federal requirements. Its program graduates are sought by Alaska's K-12 school districts statewide.

Building upon its location in Alaska's capital city (Juneau), the UAS School of Management offers a variety of training opportunities related to employment in government positions across the state. The School also provides e-learning programs in public and business administration to meet the needs of students widely distributed throughout Alaska. The School of Career Education offers workforce development programs such as Sitka's health information management program, underground mine training in Juneau, maritime training in Ketchikan and Juneau, and nationally recognized programs in automotive technology and construction technology. Students also have numerous opportunities to expand employment skills through UAS' occupational endorsements, certificates, and associate degrees.

Helpful Links:
UAS Factbook: http://www.uas.alaska.edu/provost/ie/reports.html

PREFACE

Institutional Changes Since the Last Report

Since its 2009 self-study report, UAS has focused considerable attention and resources on strategic planning, refining its leadership structure, reorganizing, improving shared governance, and implementing infrastructure enhancements to optimize resources and improve efficiencies.

Strategic Planning

For the last ten years, UAS has been guided by the *2000-2010 Strategic Plan: The Next Decade*. Moving forward, in Fall 2010 the university developed a plan for the next seven years in alignment with the revised accreditation schedule. The *Strategic and Assessment Plan for 2010—2017* retains the values of the previous plan, and with a more focused mission statement, develops core themes, objectives, and indicators designed to support achievement of these goals. (See the Introduction for more details on UAS' strategic planning process.)

Leadership

Aware of significant leadership changes on the horizon shortly after the 2009 accreditation visit, UAS focused attention on strengthening institutional leadership and building stronger linkages between campuses and among academic and support units. In a collaborative, strategic process, administrators worked with faculty to fill several executive vacancies. By the summer of 2010 all three dean and the provost vacancies were filled by candidates with experience exceptionally relevant to improving UAS programs. The Dean of Arts and Sciences and the Provost both have extensive instructional and administrative experience within the University of Alaska system, while the Deans of Professional and Technical Studies (Schools of Management and Career Education) and Education bring a perspective from other institutions. When the Vice Chancellor of Student Services resigned in Summer 2010, this position was eliminated and two qualified directors from UAS administration were promoted to Dean of Enrollment Management and Dean of Students.

Reorganization

As a small unit within a larger statewide system, UAS sometimes finds it necessary for an individual to cover multiple positions. Originally the Provost served as the Dean of Graduate Studies and Vice Provost for Research. With the resignation of the Dean of Professional and Technical Studies at the end of AY 2011, UAS was presented with the opportunity for restructuring. Faculty in the Schools of Management and Career Education worked closely with the Provost to redefine their administrative structures. Deciding the Schools needed more focused leadership, the Chancellor agreed to a plan in which an Interim Dean for the School of Management was selected internally. UAS expects to fill the permanent Dean position no later than Fall 2012.

In the School of Career Education an Associate Dean was added and the Provost assumed the role of Executive Dean. As the chair of a newly-formed UAS Regional Workforce Coordination Committee, he works with the Ketchikan and Sitka campus directors and other committee members to strengthen Career Education programs throughout the region. To make this feasible, some Provost responsibilities were reassigned. The Dean of Arts and Sciences assumed responsibilities as the Vice Provost for Research, and to compensate for this addition, the School added a half-time Associate Dean whose position encompasses both teaching and administration. Additionally, the Dean of Education took on the responsibilities of the Dean of Graduate Studies. [Appendix B]

On the Ketchikan campus the former Director moved to a new position with the University of Alaska Anchorage at the end of AY 2010. However, the transition and recruitment was handled smoothly under the shared leadership of the Ketchikan-based Assistant Director for Workforce Development, Student Services Manager, and a long-time full professor. A new Director was hired and began work July 2011.

Finally, the Vice Provost position was restructured so that it now has broad, institution-wide responsibilities for assessment. A senior academic administrator with over 25 years experience at UAS was promoted into the position.

Shared Governance

Since the 2009 self study report, UAS has reaffirmed its commitment to shared governance and established additional avenues for faculty, staff, and students to collaborate with university administration on issues of importance to the entire community. Key advisory and decision-making bodies have been expanded to include faculty and staff representation. This includes the Chancellor's Cabinet and Provost's Council, as well as membership in screening committees for executive-level recruitments. The processes for requesting funding from the Legislature is now linked to key milestones that ensure faculty and staff have input. Additionally, the Chancellor and Provost meet regularly with the Faculty Senate and Staff Alliance Presidents to discuss matters of importance to their constituencies and create a path toward establishing mutual goals. All these actions (and more) are geared toward ensuring that faculty and staff have meaningful ways to share in the governance of UAS.

Infrastructure

UAS has also taken a number of significant steps to strengthen its infrastructure. Shortly after arriving at UAS in June 2010, the new Provost expanded the Provost's Council. Joining academic deans and campus directors, the addition of the Faculty Senate President, Dean of Enrollment Management, Dean of Students, Information Technology Director, Registrar, and School administrative managers to the group has improved communications and coordination between departments and across the institution.

Additionally, a Student Success Working Group was formed in Fall 2010 to ensure cross-fertilization of new initiatives and to address student needs and opportunities. Pulling together the Vice Provost, the Dean of Students, and the Dean of Enrollment Management to focus on student success, the Provost's intention has begun to be realized. The linkages between academic programs, enrollment management, and student life have been strengthened and are beginning to result in improved student retention.

In response to previous challenges the Provost, deans, and faculty are now working in concert toward an appropriate rebalancing of teaching, research, and faculty development. Although teaching is a significant part of UAS faculty assignments, it is important to assure those with research responsibilities that their work is also supported. In AY 2010 the Provost began an effort to reinvigorate the UAS Institutional Review Board and Faculty Senate Research Committees and expanded opportunities for undergraduate research that mesh well with the Strategic and Assessment Plan emphasis in this area. UAS also reallocated funds to ensure permanent staffing to support research pre-award grant activities.

Response to Recommendations

In its accreditation report dated January 2010 the Commission made four recommendations and requested that UAS respond to these in this Year One report.

Recommendation One: Mission

While the mission of the University of Alaska Southeast is clearly and directly presented, still, the University identity sometimes seems to be at odds with itself in its interpreting this mission. We recommend that the University revisit its mission and the full range of programs and offerings under the umbrella of this mission to affirm itself as a fully integrated university dedicated to a common purpose.

In response to this recommendation UAS recently concluded an extensive strategic planning process (see Introduction) that resulted in a comprehensive new Strategic and Assessment Plan. At the core of the Plan is a refined mission for UAS. The new mission statement reads as follows:

The mission of the University of Alaska Southeast is student learning enhanced by faculty scholarship, undergraduate research and creative activities, community engagement, and the cultures and environment of Southeast Alaska.

Considerable discussion took place—university-wide—about the exact wording of the mission. In the end there was agreement to elevate student learning to the highest order and have all other activities reflected in a supporting role. By doing this, the university balanced integration of key constituency interests with the overarching goal of student learning. Faculty scholarship and research, community needs, and respect for Southeast Alaska cultures and the environment are held as important values, but contextualized by the ways these activities enhance the student learning experience.

The process UAS undertook that led to its new strategic plan and mission should not be overlooked. Not only did it result in an unambiguous, high quality product, it also created a sense of unity and common purpose across the university. Careful attention was paid to ensuring a comprehensive, inclusive, and transparent review process. All of UAS' constituencies were well represented in the Planning Team and had ample time to seek and receive feedback on work in progress. In the end, the process resulted in a mission statement and strategic plan that is owned by the entire UAS community and sets a clear path for a unified future.

Since formal adoption of the mission by the University of Alaska Board of Regents (in June 2011), UAS has been establishing the new mission and strategic plan as the framework within which everything is viewed at UAS—guiding decisions about resource allocations, program development, and institutional priorities. In August 2011, Academic Affairs leadership held a two-day retreat with the university's executive management. During these meetings they reviewed progress made on the Plan's initiating actions, identified priorities for AY 2012, and outlined steps for achieving these priorities. Additionally, at a recently concluded three-day annual convocation event, the faculty and administrators of each school identified concrete action steps they will take in AY 2012 to implement the Plan.

Finally, it is worth noting that, although the Plan itself has been finalized, UAS considers its Strategic and Assessment Plan a living document. The Executive Planning Committee will continue to meet regularly to assess UAS' overall implementation of the Plan, and to adapt indicators of success as necessary. This is part of the university's commitment to continuous assessment and improvement.

Recommendation Two: Communication

The evaluation committee recommends that the University review its strategies and systems for communication within and across units for greater understanding and progress toward shared and explicit goals.

In response to this recommendation, UAS has taken a number of concrete steps to improve communications within and across the institution. In particular, it initiated the following:

UAS Strategic & Assessment Plan – UAS committed considerable human and financial resources toward its recently completed Strategic and Assessment Plan. Not only does the Plan communicate a concrete set of common goals and strategies, but the process deployed to develop the Plan improved communications and connections across the university.

Chancellor's Cabinet Expansion – The Chancellor expanded membership in his Cabinet to include the Faculty Senate and Staff Council Presidents. This added an important linkage for information to flow between this key advisory body and the faculty and staff of UAS.

Provost's Council Expansion – The Provost expanded his Council to include the Faculty Senate President and key representatives outside of Academic Affairs. He also changed the role of the body from advisory to decision-making. These steps have significantly improved communication and coordination across the institution.

Public Meetings – The UAS Executive Leadership committed to holding public meetings whenever key institutional structural changes are under consideration. This allows all interested parties to become informed about issues and engage in collaborative decision-making. During AY 2011 UAS engaged in such a process that resulted in the reallocation of funds to ensure that each school has its own dean.

Faculty Handbook Revision – The Provost and Faculty Senate President coordinated a collaborative effort to completely revise and update the UAS Faculty Handbook which was overdue for revision. The revised Handbook communicates clearly and comprehensively the important facets of faculty life, including promotion and tenure processes. The Provost and Faculty Senate President have also committed to establishing a process to ensure this essential document is reviewed and updated annually so faculty can depend upon useful, accurate information.

Planning Retreats & Meetings – The university management and faculty leaders committed themselves to holding regular and targeted planning retreats that bring key constituencies together to plot a course toward common goals. These include regular executive management, program management, and co-sponsored administration/faculty meetings.

Convocation Reorganization & Expansion – In response to faculty and staff input, the Provost reorganized the twice annual convocation events to allow more time for intra- and inter-departmental communications and planning. The Provost also expanded convocation to include events tailored to the interests of university staff and invites staff to attend general session meetings and workshops, recently open exclusively to faculty. These changes reflect stronger communication between faculty, staff, and administrators across the university.

Regular Management Meetings – The new Provost makes it a priority to meet weekly with each of his deans and directors. This provides ample opportunities to ensure information is flowing freely not just between these individuals, but also through them to the entire organization.

Regular Communiqués – UAS management also renewed its commitment to issuing regular, institution-wide communiqués on everything from campus events to budget updates. These communications go directly to faculty and staff via electronic mail and are archived online for ease of access.

Recommendation Three: Assessment

While the University has undertaken an ambitious planning effort this last decade, UAS is not yet fully realizing the benefits of this planning. In some cases, evaluation activities fall short of yielding the information that will lead to program modifications for improvement.

As the University begins its next cycle of strategic planning, it will be well-served by identifying those evaluation strategies that will best measure desired outcomes. With those assessment activities in place, the assessment loop will be completed, yielding ongoing opportunities for evaluation and improvement.
The committee recommends that UAS extend this strengthened assessment for improvement to include academic, co-curricular, and student learning outcomes.

In response to this recommendation, the UAS Strategic and Assessment Plan was intentionally designed to include 'assessment' in the title (and throughout its content) to clearly reflect the integration of a strategic approach to the future and a continuous cycle of self reflection and improvement. UAS continues to make assessment one of its highest priorities. Along with being a cornerstone of the Plan, it has also been the focus of extensive activity at UAS since the Commission's 2009 visit. Although not yet fully implemented in all areas, UAS remains committed to building a culture of assessment, institution-wide.

Toward this end, UAS designated the Vice Provost as the institution's point person on assessment. She and the UAS faculty have spent considerable time since the 2009 visit revising and updating program assessment plans for student learning outcomes. Assessment plans are now complete for all associate, bachelor, and master degree programs. Implementing these plans in Fall 2011, and building on them throughout the academic year will culminate in assessment reports in Spring 2012, when the cycle of review and improvement continues.

It is worth noting that most programs already had assessment plans in place, but were not consistently reporting on their review and consequent changes. To foster increased engagement in assessment institution-wide, UAS devoted considerable resources, sponsoring faculty and administrator training. Additionally, the Spring 2011 convocation focused exclusively on assessment, including time for faculty to work on assessment plans and report back for discussion of issues and questions. At this event the Provost also distributed a newly developed assessment cycle calendar that established a set schedule for assessment, review, and reporting on results and improvements. [Appendix C]

Recent tangible evidence of improvements resulting from assessments include the School of Arts and Sciences, where faculty built on favorable comments from the Commission's 2010 review about their use of e-portfolios. This feedback and subsequent assessment reviews led faculty to expand application of such portfolios to broaden evidence of student competencies. Another example is in the Mathematics Department whose assessment activities include a Senior Seminar Capstone Project and a faculty-wide review of competencies of prospective graduates. Their assessment activities led to development of a new statistics course geared towards a broader audience including state and federal agencies. These examples of assessment activity outcomes are encouraging evidence that UAS is making progress toward establishing a substantive cycle of annual assessment and continuous improvement.

Another key part of UAS' assessment infrastructure are regular, comprehensive program reviews conducted on each program every five years. Although these reviews are well established at UAS, the Provost decided to focus on improving the program review process to ensure it provides optimal information for decision-makers. This included establishing improved infrastructure for data collection and dissemination. The most significant contribution toward this effort was the reorganization of the UAS Institutional Research Office. The Office (renamed the Institutional Effectiveness Office) is staffed with a newly hired manager who came to the position with 11 years of data retrieval/analysis experience at UAS. The IE Manager's first order of business was to create a unified set of data for program reviews. The Manager also set into place a mechanism for timely response to requests for institutional information and has set the stage for improved analysis of UAS performance measures.

The Provost also modified the program review process to ensure the inclusion of outside (non-UAS) professionals. These are often outside experts, industry representatives, and employers. The addition of their perspectives is a major contribution. It ensures that UAS' program reviews are not insular exercises, but instead are responsive to all constituencies' needs. A recent implementation of this improved process resulted in a decision to suspend admissions in the MBA program, move toward a 'teach-out' of currently enrolled students, and shift the institution's focus to becoming a center of excellence for undergraduate business and accounting programs. (This decision did not impact the MPA program. The School of Management will continue to offer this degree.)

In addition to academic assessments, UAS is also evaluating its co-curricular activities and administrative services. Begun in 2009, the University will conduct a second comprehensive student satisfaction and retention survey this spring and plans to repeat it on a three year cycle. The latest survey identified student inability to access courses in a timely manner as a major obstacle to retention. In response to this problem UAS focused on improving the infrastructure surrounding course sequencing. Individuals at each school and campus were designated as coordinators to ensure courses are offered regularly and with attention to reducing schedule conflicts. Although implemented fairly recently (Fall 2010), these changes have already resulted in impressive improvements to student satisfaction and retention. In addition, the Deans of Students and Enrollment Management recently implemented the Council for the Advancement of Standards in Higher Education (CAS) assessment process. Results of this instrument prompted tangible plans and changes in service delivery in all student services areas (e.g. food service, recreation activities, student life, learning communities within student housing).

In addition, UAS has undertaken assessment of several of its core administrative operating functions. Facilities Services was evaluated in Spring 2011 relative to other institutions of higher education by Sightlines, a national consulting firm specializing in higher education facilities and maintenance services. Information Technology Services was also evaluated against industry standard best practices.

Additionally, this fall UAS began a comprehensive review of its procurement operations and accounts receivable and collections operations. From this internal review, UAS will implement changes to its deferred payment plan to facilitate real time posting of student payments.

Recommendation Four: Budget Processes

The evaluation committee recommends that the University review its budget processes to make certain that they best serve the goals and purposes of the University. This review will allow the University to make certain that appropriate opportunities to make budget decisions and to report and act on these decisions are delegated to those who need the information to effectively carry out their work.

In response to this recommendation, UAS took a number of actions. The most significant was setting in place infrastructure that links budgetary decision-making with the UAS Strategic and Assessment Plan. For example, new faculty recruitment requests are more tightly linked to evidence that the position supports the Plan. With the Plan at the core of budgetary processes, influencing which funding requests to advance to external and internal entities, UAS assures that fiscal decisions are in alignment with the university's mission, priorities, and goals. This is especially important during this time of tight budgets.

UAS also formalized and improved its internal processes for funding proposals. Dean and director input have been integrated into the core of these processes. This ensures that they have adequate time to develop and advance funding proposals in collaboration with their faculty and staff that represent the priorities of their departments. The Provost's Council and new UAS Regional Workforce Coordinating Committee are also formally involved in the budgetary processes thus providing these decision-making bodies opportunities to consider funding requests from cross-institutional, cross-campus points of view.

A well-published schedule and timeline of the various budgetary processes is now available online and used widely. It succinctly explains each step in the various budgetary processes defining who does what, and by when. This document has become a critical project management tool. By keeping everyone focused on a common structure and timeline, it has significantly improved coordination of all units involved in budgetary processes.

UAS also made changes to delegate increased budgetary authority, where appropriate. Deans and directors were given added authority to reallocate funds within their units. Additionally, the Provost was delegated responsibility for fiscal oversight of Academic Affairs and given discretionary funds to allow him to independently support targeted priorities. Reallocation of funds between units is now handled through the Chancellor's Executive Cabinet, allowing this body to consider requests in the context of the whole institution and offer recommendations to the Chancellor. A recent example of this reallocation process is the funding of an additional full-time Special Education faculty position. After several years of unsuccessful attempts to obtain funds externally and insufficient funds to allow for an internal reallocation within the School of Education, the Dean's request (through the Provost), was considered and supported by the Chancellor's Cabinet, and ultimately funded by the Chancellor.

Complementing the above structural changes, UAS also increased the frequency and regularity of communications on fiscal matters. Communiqués include updates on pending legislative and federal funding requests and one page summaries informing readers about basic fiscal processes.

Date of Most Recent Review of Mission and Core Themes

From August 2010 through January 2011 the UAS *Strategic and Assessment Plan for 2010-2017* was developed by a broadly representative team. The group updated UAS' mission statement, clarified its vision, re-affirmed its values, identified several overarching strategies, and developed core themes with accompanying objectives and performance indicators. The remainder of this document provides details on these essential elements.

CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

Section 1: Standard 1.A Mission

Mission Statement
The need for UAS to revisit its mission was made clear from the 2009 Commission visit and recommendations. An essential goal and outcome of UAS' recent strategic planning activities was the review and revision of its mission statement. All parties involved in the process spent significant time considering and discussing the essential elements the statement should contain and how it should be phrased. With the help of a professional facilitator, the groups focused on crafting a statement that best describes the central and long term nature of the services UAS provides, while being mindful that the final mission statement should distinguish UAS from other institutions.

At the conclusion of the strategic planning process, UAS affirmed the following mission statement:

> *The mission of the University of Alaska Southeast is student learning enhanced by faculty scholarship, undergraduate research and creative activities, community engagement, and the cultures and environment of Southeast Alaska.*

This mission statement is purposefully student learning centric. It distinguishes UAS by setting all other institutional activities (faculty scholarship, undergraduate research and creative activities, and community engagement) in supporting roles, balancing out the overarching goal of student learning. The process of coming to the mission statement was also a direct response to the Commission's recommendations. Thanks in large part to active engagement and collaboration by all of UAS' representative groups, UAS is no longer "at odds with itself". There is widespread satisfaction that student learning emerged as the leading focus of the mission statement. It unified the UAS community around a common purpose.

Placed at the core of the *UAS Strategic and Assessment Plan for 2010-2017*, the mission statement is the foundation for all other aspects of the Plan—the university's vision, values, core themes, objectives, and indicators. Together, this overall structure provides UAS with a clear path for the future.

Interpretation & Extent of Mission Fulfillment
With the Strategic and Assessment Plan only recently completed and approved (June 2011), UAS has set in place the basic framework to determine what mission fulfillment means and how to measure it. This will include developing appropriate performance rubrics and establishing acceptable thresholds. This work, under the direction of the Executive Planning Committee, has just begun and will be completed by the end of the current academic year. It will build upon and strengthen existing self-evaluative systems and tools long in use at UAS.

UAS is mindful that it must be more strategic. University leadership is committed to this goal. Faculty and staff are developing systems specifically designed to give UAS regular opportunities for meaningful, systematic, and evidence-based assessment. These will be robust systems building upon existing infrastructure. At their core, the improved assessment systems will be aimed at giving UAS the means to assess its progress towards mission fulfillment.

UAS looks forward to reporting more fully on mission fulfillment in its Year Three report.

Section II: Standard 1.B Core Themes

The primary purpose of UAS' recent strategic planning process was to develop an updated Strategic and Assessment plan to guide the university's overall direction for the next seven years. The Plan also purposefully, systematically, and comprehensively linked planning and assessment to the accreditation framework of the new policies of the Northwest Commission on Colleges and Universities. Essential elements of the Plan's structure are the university's core themes, objectives, and indicators of achievement. The university carefully designed these elements to integrate together and flow from the university's mission statement.

As a result of its strategic planning effort, UAS affirmed the following four core themes:

- Student Success
- Teaching and Learning
- Community Engagement
- Research and Creative Expression

These core themes describe the fundamental aspects of UAS' mission, interpreting and translating them into practice. They serve as organizing principles and strategies for the university.

Later in this section each core theme is described in greater detail, including explanations of how the core themes will be accomplished (objectives) and how these accomplishments will be evaluated in terms of performance (indicators).

It is worth noting that UAS has come to realize that the volume of indicators it initially defined needs to be pared down and revised to reflect a more practical and focused set of performance measures. During Fall 2011, the Strategic Planning Executive Committee is set to determine the appropriate number of optimal, meaningful metrics to insure UAS is meeting its objectives and fulfilling its mission.

Core Theme One: Student Success

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

UAS has a responsibility to achieve a broad mission. On the one hand, because Alaska does not have a separate community college system, it must provide community college-like services to students seeking workforce training or needing developmental education. (The majority of its students require tutoring, bridge programs, and developmental coursework in order to be successful at the university level.) On the other hand, the University also provides undergraduate and graduate level programs to a broader community of learners. Adding complexity to this environment is the fact that at least 40% of UAS' students are enrolled in e-learning courses. UAS recognizes that student success is inextricably linked with providing a full array of student services to both its campus-based and online students.

Objectives of Core Theme

The following three objectives support the Student Success core theme:

- Access
- Preparation
- Success

Indicators & Measures of Achievement of Core Theme

OBJECTIVE: Access
Students are provided ready access to educational opportunities.
INDICATORS
Percent of admitted students who enroll
Percent of students whose financial aid need was met
Percent of students registering from outside the Southeast Alaska region
Percent of students from diverse cultural background and ethnicity
Percent of Alaska Scholars enrolled

This set of indicators represents the major components and essential elements of the objective. At their core, they provide information for tracking student recruitment and retention in general and the university's progress toward ensuring a diverse student body in particular. The indicators give managers insights into the demographics of students targeted by UAS' marketing and enrollment management strategies and key information used to adjust these strategies. The indicators also track potential barriers that might inhibit student access to higher education, such as financial aid, and give managers the means to detect potential problems in advance and the time to find remedies.

OBJECTIVE: Preparation
Students are prepared for university study.
INDICATORS
Percent of students who meet with an academic advisor
Percent of students placed in pre-college level courses
Percent of students finishing pre-college level courses with C or better
Percent of students finishing pre-college level courses and then continuing and completing college level courses

This set of indicators measures the preparedness of newly admitted students, as well as the progress of students requiring remedial services. As an open enrollment university with a broad mission, UAS is continually challenged by the lack of college-readiness of many of its students. Gauging where their abilities are upon admittance, connecting them to academic advising services, and monitoring their academic progress are key to ensuring they receive the support necessary for advancement to and completion of college-level work. To support student preparedness, UAS has set into place a number of new initiatives including an advising "Early Alert" system to connect advisors with struggling students early in the semester, mandatory advising for new and transfer students, and a Math Boot Camp to

improve math placement scores and reduce the pre-college math courses underprepared students need to take. Similarly, three English safety net courses were added this year for those who do not pass their pre-college English mid-semester portfolio review. Supplementing these initiatives are regular tutoring services, available through the Learning Centers on all the UAS campuses.

Through the Preparation indicators, UAS will evaluate the accomplishments and performance of these and other student preparedness initiatives, and use this information to determine where changes are needed to ensure the institution is preparing students to succeed at college-level coursework.

OBJECTIVE: Success Students successfully complete educational goals.
INDICATORS
Percent of students with defined educational goal/degree plan in first year
Percent of students retained from one academic term to the next
Average number of credit hours taken per academic term by full-time, degree-seeking students
Percent of students who persist from one academic year to next
Percent of student who persist to completion of educational goal/degree plan
Percent of full-time students with a degree goal who complete an AA within 3 years or BA/BS within 6 years
Percent of undergraduate students transferring to UAS with 30 or more credits who complete their degree within three years
Percent of students successful in obtaining job placement in field related to their program of study
Percent of students successful in transfer to next level of degree in field related to their program of study (e.g., associate to baccalaureate level)
Rate of employer satisfaction with employed student's training and performance
Rate of employer satisfaction, for those employed, with education and/or training provided by program of study

Students come to UAS with a variety of educational goals that range from personal/professional enrichment to pursuit of advanced degrees. UAS is continually looking for ways to help students achieve their goals. During AY 2011, UAS began a major institution-wide initiative to revamp the university's Six-Year Course Sequence Plan. By doing so it targeted chronic problems students reported about unpredictable course offerings that inhibited their ability to complete programs in a timely manner. Now all course scheduling is tied to that Plan and students are assured that the courses they need are offered as expected, enabling them to more efficiently achieve their educational goals.

The set of Success indicators outlined above provides management with ways to track student progress toward achieving their educational goals. By measuring persistence, program/degree completion, and employer satisfaction, UAS is better equipped to have the information it needs to make key program and service adjustments (like improvements to the Six Year Course Sequence Plan) and ensure students are provided what they need to succeed.

Core Theme Two: Teaching and Learning

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

Because of its small size and location, UAS is uniquely placed to excel at offering high quality, student-centered educational opportunities that build on its faculty and environmental assets. This core theme focuses on UAS' emphasis in providing UAS faculty with all reasonable support to enable them to provide quality instruction and to give students opportunities to work closely with faculty, engage in undergraduate research, and build portfolios of products arising from these experiences. Coupled with this, UAS also provides faculty with opportunities for professional development in both teaching pedagogy and to further their discipline.

Objectives of Core Theme

The following four objectives support the Teaching and Learning core theme:

- Breadth of Programs and Services
- Academic Excellence
- Quality of Faculty and Staff
- Effectiveness and Efficiency

Indicators & Measures of Achievement of Core Theme

OBJECTIVE: Breadth of Programs and Services
Students are provided a broad range of programs and services, ranging from community college-level to graduate level.
INDICATORS
Number of students admitted to and completing licensure, certificates, and degree programs preparing for recognized high demand occupations
Number of students enrolled, completing, and obtaining professional licensure, endorsements, or certificates
Number of students persisting in and completing distance courses and programs
Percent of students accessing on-line and campus-based learning center, tutoring, and library services

As an open enrollment, public institution with a strong community college focus, UAS offers a breadth of educational programs from career and technical programs to master's degrees to meet the general educational and employment training needs of Southeast Alaska's students. Where UAS places its limited resources is very demand dependent. Gauging that demand and adapting as warranted is an ongoing and dynamic process at UAS. This approach is especially relevant with regard to its e-learning programs, where determining the priority programs and addressing students' support needs can be uniquely challenging. UAS uses this set of indicators to help gauge overall trends and to determine when and how to modify, expand, or contract its program offerings and student services.

OBJECTIVE: Academic Excellence
Students demonstrate academic excellence in learning.

INDICATORS
Student average Grade Point Average for each course and program
Student performance on core competencies (i.e., communication, quantitative skills, information literacy, information technology, professional behavior, critical thinking)
Percent of students participating in honors courses, honorary organizations, academic competitions, student research projects, papers/poster session/research symposiums, and articles submitted to academic journals
Percent of full-time students on the Dean's and Chancellor's lists
Percent of students involved in substantive undergraduate practicum, research, and independent studies

While cognizant of the demands and focused on the needs of under-prepared students, UAS also seeks to ensure that all its students are academically challenged through a rich offering of rigorous educational experiences. UAS actively seeks to provide its students many opportunities to excel, to instill in them core competencies that help mold them into effective citizens and employees, and to empower them with the habits of lifelong learning. The indicators listed above help UAS gauge student academic performance and determine whether it is offering the right balance of sufficiently challenging programs and services. Having this information provides management with a means to ascertain where adjustments may be necessary.

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.

INDICATORS
Percent of faculty and staff that undergo annual performance review
Student ratings of quality of teaching and learning, and support services
Percent of faculty involvement in professional development related to teaching and learning and academic leadership
Percent of faculty and staff from under-represented populations and diverse ethnic and cultural backgrounds
Percent of faculty and staff engaged in cultural diversity and enrichment learning opportunities
Percent of faculty with terminal degrees or appropriate professional credentials
Percent of full-time faculty in tenure and tenure-track positions
Percent distribution of full-time faculty by professional rank
Percent of professional staff with baccalaureate, masters, and doctoral degrees
Retention rate of faculty, professional staff, and classified staff

UAS recognizes that its human resources are its most valuable asset and that they are the key to ensuring high quality teaching. At a small institution like UAS, every individual—whether faculty or staff—has a proportionately greater influence, which is why UAS makes hiring and supporting talented people one of its highest priorities. To achieve its overall mission, it is essential that UAS continue to nurture these human resources throughout their professional careers at UAS. Toward this end, UAS has expanded its infrastructure to support quality faculty and staff. This includes recruitments to select persons well-matched to their positions and life in Alaska, pairing new faculty with mentors, and increasing opportunities for professional development. UAS is fortunate to have hired 10 new faculty in the last 12 months who are particularly well suited to help UAS fulfill its mission and to meet the core theme objectives.

The above indicators were established to help assess this human infrastructure. They measure faculty and staff at critical junctures, and provide important information about how well UAS is doing to support professional development of its human resources.

OBJECTIVE: Effectiveness and Efficiency
Programs and services make effective and efficient use of available resources.
INDICATORS
Number of students enrolled in each credit and non-credit course
Number of student enrolled in each program and participating in each student service
Cost per credit hour of instruction
Cost per graduate

Coupled with qualitative methods, these indicators provide decision-makers with valuable information about program quality, demand, and costs. Through tracking this information UAS is better able to ensure that resources flow to the most effective and efficient programs with the greatest demand. The indicators are also used to determine what resources are needed to implement best student support practices such as outreach to students identified as eligible to use Disability Support, counseling, and health services, as well as to determine the scope of mandatory advising by tracking the impact on advising resources.

It is worth noting that within a few months of defining these indicators UAS recognized that they will need considerable revision. For example, tracking students' time to completion of the various degree programs is an important mission fulfillment performance indicator that is missing. UAS will be reviewing and updating this set of indicators to fill this gap (and any others) and make sure that it establishes the best set of meaningful indicators for measuring performance of the Effectiveness and Efficiency objective.

Core Theme Three: 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.*

Community engagement refers to both individual contributions of faculty, staff, and students, as well as engagement of the institution as a whole within local communities, the region, and state. At the individual level, this core theme calls on members of the UAS community to take full advantage of opportunities to engage within the university and the broader community. At the institutional level, people look to UAS as a key part of the infrastructure of communities and region, serving as a driver for economic development and a venue for social and cultural activities.

Objectives of Core Theme

The following two objectives support the Community Engagement core theme:

- Individual Engagement
- Institutional Engagement

Indicators & Measures of Achievement of Core Theme

OBJECTIVE: Individual Engagement
Foster an environment that promotes student, alumni, faculty, and staff participation in identifying needs and contributing to local, state, national, and international solutions with special emphasis on Southeast Alaska.
INDICATORS
Number of students engaged in internships and community partnerships
Number of students engaged in national and international experiences (e.g., exchanges, international study)
Number of faculty and staff involved with formal board membership with community and professional organizations

This set of indicators seeks to measure the degree of individual UAS member involvement in university-sponsored opportunities for broader community engagement. At UAS these opportunities are offered to faculty, students, and staff, and come in various forms. For example, a long-standing legislative internship program gives students hands-on opportunities to engage with the legislative process; a benefit provided by the university's location in the capital city. Students can also participate in the well-established student exchange program, with UAS students gaining national and international experiences and students from other places and cultures bringing this rich diversity to UAS. Additionally, faculty are encouraged, through a commitment of their public service workload, to regularly participate in community and professional organizations. Tracking participation in these activities enables UAS to ascertain the success of its sponsored activities, as well as determine where further involvement should be encouraged.

OBJECTIVE: Institutional 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.
INDICATORS
Percent of programs offering student engagement opportunities in Southeast Alaska communities, businesses, and service providers
Number and listing of formal relationships (e.g., memorandum of agreement, memorandum of understanding) with Southeast Alaska and statewide communities
Listing and value (where feasible) of contribution (i.e., staffing, funding, equipment) to UAS from the Southeast Alaska community and from UAS to the Southeast Alaska community
Extent of alumni giving at UAS

UAS' institutional engagement focuses on partnerships that involve sharing faculty expertise and community programmatic activities. Examples of community partnerships include a recently signed memorandum of agreement with the Sitka Sound Science Center, a community-based research and education entity. While the Center expands opportunities for UAS students interested in Marine Biology, Fisheries Technology, and related fields, the university contributes faculty expertise and other resources to the Center. Another example is in Ketchikan, where Professor Priscilla Schulte is working with the U.S. Forest Service on Alaska Native heritage projects. In May 2011 Dr. Schulte again took a group of UAS students on a field anthropology course in Southern Southeast Alaska that focused on the environment and cultures of Prince of Wales Island. Additionally, UAS routinely partners with Southeast Alaska high schools in offering dual credit and Tech Prep education. These partnerships enable high school students to earn college credit as a pathway into UAS and other higher education opportunities.

The set of Institutional Engagement indicators helps UAS track its level of commitment with outside entities. By measuring these kinds of activities, UAS can gauge the sufficiency and impacts of its overall, university-wide level of institutional engagement and resource allocation.

Core Theme Four: Research and Creative Expression

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

Situated in the majestic natural environment of Southeast Alaska, UAS faculty and students have ample opportunities to be involved in research and creative expression. For example, Dr. Eran Hood on the Juneau campus was a leading scientist involved with studying a dramatic release of water from a glacial lake on the nearby Mendenhall Glacier in summer 2011. In another example, UAS English faculty member Ernestine Hayes, a well known Tlingit author, produced the first children's book in the Tlingit language. She received recognition nationally and internationally for this accomplishment. These faculty integrated this research and creative activity directly into their classrooms; building a strong tie between scholarly engagement and student learning impacts.

UAS' emphasis on integrating research and creative expression into the classroom has carved out a distinctive niche for itself within the state. This approach is an integral part of the UAS experience. It purposefully helps students to find their place in the global society. That said UAS also honors the pursuit of pure research and the value it brings to faculty academic and professional development.

Objectives of Core Theme

The following two objectives support the Research and Creative Expression core theme:

- Engagement
- Learning Impact

Indicators & Measures of Achievement of Core Theme

OBJECTIVE: Engagement
Faculty and students are engaged in research, scholarship, and creative expression.
INDICATORS
Number and percent of faculty engaged in research, scholarship, and creative expression
Number and listing of faculty and student publications, presentations, and exhibitions
Number and types of research, scholarship, and creative expression activities by school/industry/discipline
Number and listing of proposals submitted for external funding and amounts requested
Number and listing of funded projects and amounts awarded
Ratio of research and creative expression productivity to faculty time allocation to that function

By prominently placing research and creative expression within its mission and core themes, UAS acknowledges the importance of these activities. Many faculty have a research component in their workload assignments, and all are engaged in scholarship and further exploration in their disciplines. Working across disciplines is equally important. In recognition of this, UAS took the lead in creating the Alaska Coastal Rainforest Center (ACRC). This is a partnership between UAS and local, state, and national governmental entities that facilitates research and education to enhance greater understanding of coastal temperate rainforests.

Additionally, the university dedicates considerable staff and financial resources to support research and creative expression activities. An Office of Grant Development is available to assist faculty with grant writing to obtain external research funds. Funding is also internally re-allocated within the university, as necessary, to increase opportunities for both faculty and student undergraduate research projects.

UAS defined the above Engagement indicators to provide it with a way to measure the level of overall university participation in research and creative expression activities such as these. They also provide a means to track the proportion of workload and grant-writing activities devoted to research. This information gives UAS a way to ascertain whether it is supporting an appropriate level of research and creative activity engagement.

OBJECTIVE: Learning Impact
Research, scholarship, and creative expression inform learning.
INDICATORS
Number and percent of programs/classes that incorporate active research (field and laboratory), activities, exhibitions, portfolios
Number and percent of students engaged in substantive internships/practicum experiences

As an institution focused primarily on undergraduate teaching and learning, UAS gears much of its research to enhance the student learning experience. The above indicators were established to track the ways UAS integrates learning and research, and to gauge the impacts these activities have on student learning. They provide a way for the institution to continually be mindful of this important connection. As an illustration, science courses typically incorporate field work in Southeast Alaska's unique glacial, forest, and marine environments for student research projects; programs in the arts encourage exploration in the creative use of media; and scholarly connections with the cultures and history of Southeast Alaska are fostered in humanities and the social sciences.

CONCLUSION

The University of Alaska Southeast's *Strategic and Assessment Plan for 2010-2017* serves multiple functions. While responding to recommendations in the Commission's 2010 report and fulfilling Year One reporting requirements, it also sets a unified vision around a common purpose. Discussed in detail earlier in this report, the Plan was the result of a comprehensive, collaborative process that:

- Reaffirmed the central nature of the services UAS provides (mission),
- Interpreted UAS' mission into practice (core themes),
- Described how UAS will accomplish its core themes (objectives), and
- Explained the ways UAS will measure its performance (indicators).

The Strategic and Assessment Plan is a central part of UAS' system for continuous improvement. It sets a framework for addressing the importance of demonstrating to students and the public that UAS' programs are accessible and provide exceptional opportunities for student learning through engagement, research, and creative expression.

At the same time as the development of the Strategic and Assessment Plan, UAS continues to perform well on its University of Alaska system-wide performance metrics. In particular, over the past five years it has made significant progress in meeting its performance targets for student credit hour production, student retention, high demand jobs graduates, and university-generated revenue. Coupled with the Strategic and Assessment Plan, core themes, program review process, student learning outcomes assessments, and external surveys, UAS now has major components of its assessment infrastructure in place. As described earlier in this report, this infrastructure is successfully guiding institutional decision-making. UAS is confident that this investment is paying off and that the university is on the right track.

UAS also recognizes that it has only begun and there is more work for it to do. The Strategic and Assessment Plan itself—as a living document—will continue to be assessed and refined. Starting with reviewing indicators to make sure they are meaningful, assessable, feasible, and reliable measures of institutional performance, the university will also use the mechanisms it already has in place to identify thresholds of success and mission fulfillment. Toward this end, UAS is observing its sister institutions in Alaska as they adapt to the new Commission policies. These institutions not only started implementing the Commission's new policies earlier, they also operate in much the same environment as UAS and therefore have addressed many of the same questions UAS faces regarding defining appropriate and meaningful indicators and thresholds for assessment and mission fulfillment. UAS hopes to gain from their experience.

UAS will also continue to build a culture of assessment, institution-wide. This includes making improvements to its student assessment system, as well as its program and institutional reviews. UAS is committed to completing these assessments and reviews during the seven year accreditation cycle and to utilizing this feedback to make appropriate improvements throughout the institution. Through this report UAS has provided some examples of the ways this process is working and looks forward to providing many more in its Year Three report.

APPENDIX

Appendix A: UAS Mission, Vision, Values, and Core Themes

Appendix B: UAS Academic Affairs Organization Chart

Appendix C: UAS Program Assessment Timeline

HELPFUL LINKS

UAS 2009 Self Study Report:
http://www.uas.alaska.edu/provost/accreditation/index.html

NWCCU 2010 Accreditation Report to UAS:
http://www.uas.alaska.edu/provost/accreditation/docs/NWCCU/UASCompEvalF09.pdf

UAS Strategic & Assessment Plan for 2010 – 2017:
http://www.uas.alaska.edu/provost/docs/UAS-Strategic-and-Assessment-Plan--6.20.11.pdf

UAS Factbook:
http://www.uas.alaska.edu/provost/ie/reports.html

UAS Academic Affairs Internal Funding Request Timelines & Deadlines:
http://www.uas.alaska.edu/provost/docs/budget_timeline.pdf

UAS 2011-12 Academic Catalog:
http://www.uas.alaska.edu/catalog/index.html

UAS Performance Reports:
http://www.uas.alaska.edu/provost/ie/UAS_PBB_index.html

Appendix A

University of Alaska Southeast
Strategic and Assessment Plan 2010 – 2017
Full plan approved by Chancellor John Pugh, January 2011
Mission and Core Themes Approved by Univ. of Alaska Board of Regents, June 3, 2011

Mission
The mission of the University of Alaska Southeast is student learning enhanced by faculty scholarship, undergraduate research and creative activities, community engagement, and the cultures and environment of Southeast Alaska.

Vision
The University of Alaska Southeast is recognized as a destination of choice for students seeking excellent academic programs and engaging learning opportunities that integrate the environment and cultures of Southeast Alaska.
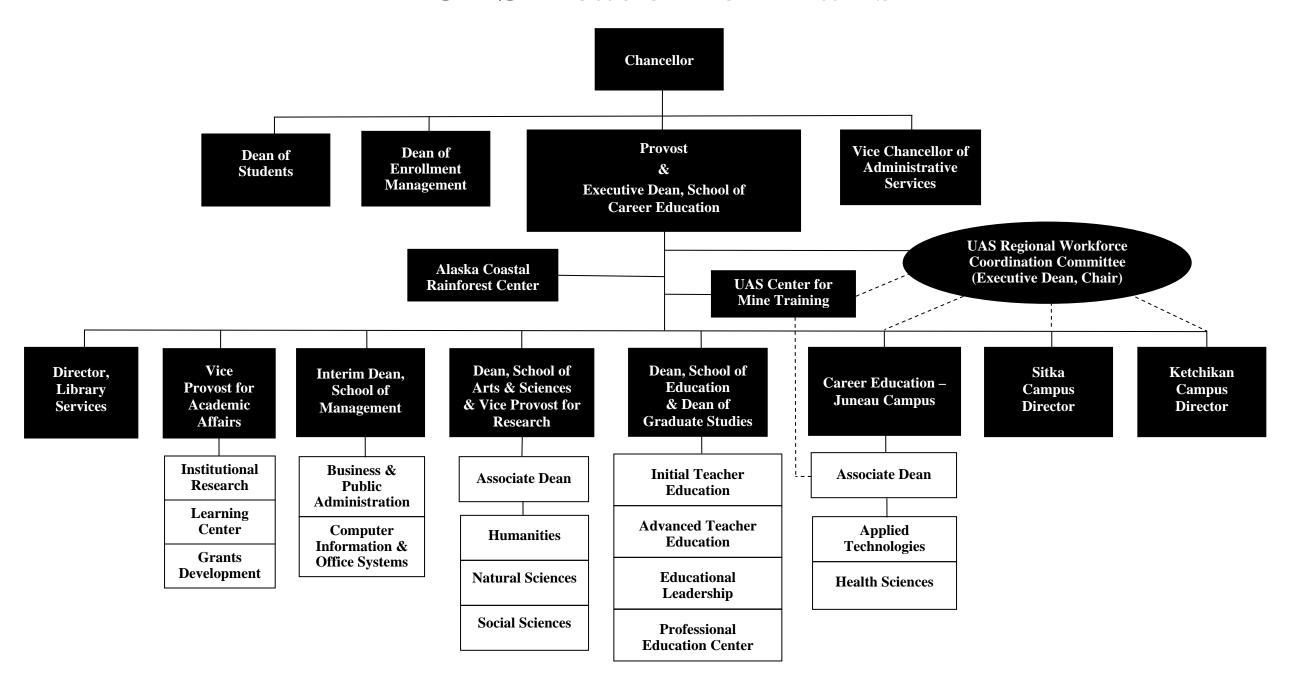
Values
1. **Excellence** – we pursue excellence through continuous improvement and innovation in teaching, community engagement, and research, scholarship, and creative expression.
2. **Diversity** – we embody and respect the diversity of each individual's culture, talents and abilities, and educational goals with special attention to Alaska Native heritage unique to Southeast Alaska.
3. **Access** – we create accessibility to programs and services through use of technology, innovative and creative practices, and personalized services.
4. **Collaboration** – we forge dynamic and cooperative partnerships internally among students, faculty, and staff and externally with other academic institutions, government agencies, business and industry, and community-based organizations to enhance our effectiveness.
5. **Sustainability** – we contribute to the economic, social, and ecological sustainability and quality of life of the southeast region and state, nation, and world using the unique opportunities available (e.g., coastal environment, Tongass National Forest, glacial ecosystem, Juneau as Alaska's capital city).
6. **Stewardship** – we are responsible stewards in the use of our resources and are accountable for results working in an environment that values the contributions of all (e.g., administration, faculty, staff, and students).

Core Themes
1. **Student Success** – provide the academic support and student services that facilitate student access and completion of educational goals
2. **Teaching and Learning** – provide a broad range of programs and services resulting in student engagement and empowerment for academic excellence
3. **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
4. **Research and Creative Expression** – provide programs and services that support research, scholarship, and creative expression by faculty and students

To review the entire UAS Strategic and Assessment Plan 2010-2017 go to:
http://www.uas.alaska.edu/provost/docs/UAS-Strategic-and-Assessment-Plan--6.20.11.pdf

UAS Academic Affairs

Chancellor

Dean of Students

Dean of Enrollment Management

Provost & Executive Dean, School of Career Education

Vice Chancellor of Administrative Services

UAS Regional Workforce Coordination Committee (Executive Dean, Chair)

Alaska Coastal Rainforest Center

UAS Center for Mine Training

Director, Library Services

Vice Provost for Academic Affairs

- Institutional Research
- Learning Center
- Grants Development

Interim Dean, School of Management

- Business & Public Administration
- Computer Information & Office Systems

Dean, School of Arts & Sciences & Vice Provost for Research

- Associate Dean
- Humanities
- Natural Sciences
- Social Sciences

Dean, School of Education & Dean of Graduate Studies

- Initial Teacher Education
- Advanced Teacher Education
- Educational Leadership
- Professional Education Center

Career Education – Juneau Campus

- Associate Dean
- Applied Technologies
- Health Sciences

Sitka Campus Director

Ketchikan Campus Director

Appendix C

UAS Program Assessment Timeline

DATE DUE	ACTIVITY	WITH / TO WHOM
ACADEMIC YEAR 2010-11		
April 1, 2011	**Updated Program Assessment Plans due to Deans/Directors:** includes cycle of assessment, data collection, and program improvement plan	Academic Dean/Director
		To Provost's Office by May 1
May 15, 2011	**Updated Program Assessment Plans** posted on web	Provost's Office
May – August 2011	Provost's Office prepares **NWCCU Standard One report** due Sept. 1, 2011	Provost's Office
ACADEMIC YEAR 2011-12		
Fall 2011—Spring 2012	**Program assessment activities implemented by schools/programs** for AY2011-12	Within Schools and Programs
May 1, 2012	**Annual Program Assessment Report due:** data and program improvements [report on AY11]	Academic Dean/Director by May 1
		To Provost's Office by May 15
ACADEMIC YEAR 2012-13		
Fall 2012—Spring 2013	**Program assessment activities implemented by schools/programs** for AY2012-13	Within Schools and Programs
May 15, 2013	**Annual Program Assessment Report due:** data and Program Improvements [report on AY12]	Academic Dean/Director by May 1
		To Provost's Office by May 15
ACADEMIC YEAR 2013-14		
Assessment and report cycle continues		

Revised January 2011