Strategic and Assessment Plan

July 1, 2010 to June 30, 2017

for

University of Alaska Southeast

Report of the
Strategic and Assessment Planning Team
University of Alaska Southeast

January 31, 2011
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Preface

The University of Alaska Southeast (UAS) is a growing institution with a special focus on student success. The three campuses of UAS—Juneau, Ketchikan, and Sitka—offer a wide array of quality educational programs—from workforce certificates to undergraduate and graduate degrees. UAS educational programs and student opportunities are enhanced by the cultures and environment of Southeast Alaska. Our signature is Learn, Engage, Change—our small size and focus on active, engaged learning provide exceptional opportunities for both traditional and non-traditional students in a changing world.

UAS is known throughout Alaska for its nationally-accredited, teacher education program where students intern with master teachers in diverse elementary and secondary settings. Through this new Strategic and Assessment Plan 2010-2017, UAS aspires to similar distinction in all of its programs—from liberal arts and science to professional and technical education. At UAS, students work closely with highly-regarded faculty engaged in teaching, research, and service. Increasingly, students achieve success through programs employing cutting-edge learning technologies—taking courses either completely online or blending face-to-face instruction with flexible learning technologies.

UAS students take full advantage of the natural, social, and cultural environment of Southeast Alaska—studying marine ecosystems and glacial dynamics in Juneau, recording whale vocalizations near Sitka, or studying marine safety in Ketchikan. Our faculty have research expertise in these areas and more, using our magnificent setting as a foundation for research and creative expression in the arts, sciences, and humanities. Students work as interns in Alaska’s state legislature, with Juneau’s nationally-renowned Perseverance Theatre, and in private-sector businesses. Many participate in cultural celebrations involving Alaska Native oratory based upon classes in Tlingit and Haida languages, arts, and cultures. Others prepare for excellent employment opportunities in fields like healthcare and mining—keys to the region’s economic future.

For fun, students kayak Alaska’s Inside Passage and participate in Juneau’s annual Polar Bear Plunge. They run the international Klondike Relay from Skagway to Whitehorse, and they take full advantage of skiing and snowboarding at Eaglecrest. In Sitka, students participate in annual Whalefest activities, while in Ketchikan students join their entire community in reading and discussing a new novel.

A growing number of UAS students participate in national or international student exchanges—experiencing the globe even as they complete their degree in Alaska. UAS students can be found on exchange in Montana, Colorado, or California. They also study the rainforests of Costa Rica, art and literature in France, or international business in Ukraine. By doing so, students learn to think critically, work collaboratively, and communicate effectively in our changing world—whether in Angoon, Anchorage, or Amsterdam.

The UAS Strategic and Assessment Plan, 2010-2017 underscores our vision of a growing university where quality programs and student-centered learning are the norm. In coming years, UAS will use its resources to expand both campus-based and online programs in high-demand areas, to grow a talented workforce, and to contribute toward the vitality and sustainability of the communities we serve. We are confident that this plan—developed by faculty, staff, students, and community members—charts a course that will enable us to achieve these goals. We invite your engagement and support.
Note of Transmittal

Individuals who participated in developing the Strategic and Assessment Plan did so with enthusiasm and commitment to the planning process and the importance of the results. The recommendations in this plan, generated by the Strategic and Assessment Planning Team over the course of five months, are intended to provide direction for the university to ensure continued educational excellence and vitality into the future. The support demonstrated by university faculty and staff, students, other educational institutions, and community representatives gives real evidence of the value the University of Alaska Southeast provides in meeting the education needs of its students and the community. The intent of the Strategic and Assessment Planning Team is that this plan provides guiding strategic direction for more detailed operational and tactical planning by the university and will be continuously update through the linking of assessment and planning.

UAS Planning Team members wish to express special thanks to Dr. George Copa of New Designs for Learning (Salem, Oregon) for his excellent leadership in facilitating this process.
Planning Process

The strategic and assessment planning process involved all three UAS campuses and a diverse array of faculty, staff, and community members. It occurred in several steps over a period of five months.

Purpose
The primary purpose of the Strategic and Assessment Planning process was to develop an updated Strategic and Assessment Plan for the University of Alaska (UAS) for the seven-year period, July, 2010 to June, 2017. The Strategic and Assessment Plan serves to purposefully, systematically, and comprehensively link planning and assessment as the accreditation framework for the university under new policies of the Northwest Commission on Colleges and Universities (NWCCU). The Strategic and Assessment Plan, while needing to be updated continuously given the changing external (e.g., economic and social context of the state) and internal (e.g., based on annual assessment results) environment of the university, should guide the university’s overall direction for the next seven years.

Involvement
Those directly involved in the planning process included UAS central leadership, a Strategic and Assessment Planning Team, and a Planning Executive Committee. Also a special page was created on the university website to share background information and progress on developing recommendations during the planning process. As a final step, the draft plan was shared electronically with the UAS community for feedback before it was finalized by the Planning Executive Committee.

University Leadership
The university’s central administration was involved in developing and reviewing the planning process before it began, setting the stage for the process, selection of the Strategic and Assessment Planning Team, and participation on both the Team and the Planning Executive Committee.

Strategic and Assessment Planning Team
The Strategic and Assessment Plan was developed through the intensive involvement of a Strategic and Assessment Planning Team composed of 56 individuals representing the university and communities in Southeast Alaska. Representatives included the: Administration/Campus Directors (14 members), Faculty (17 members), Staff (13 members), Student (4 members), and Community (8 members). The Strategic and Assessment Planning Team was selected by John Pugh, UAS Chancellor, in consultation with the university’s other central leadership. The Strategic and Assessment Planning Team met for four meetings to work through each of the planning steps, make recommendations for the Strategic and Assessment Plan, and review a first draft of the Plan. Member of the Strategic and Assessment Team were as follows:

- John Pugh, Chancellor, UAS, Planning Team Chair
- Jonathan Anderson, Associate Professor, School of Management
- Rudy Atencio, Student, Juneau Campus, Golden Key Honour Society
- Katie Bausler, Director, Public Relations and Marketing
- Rick Caulfield, Provost, UAS
- Michael Ciri, Director, Information Technology
- Cathy Connor, Professor, School of Arts and Sciences
- Jim Danielson, Associate Vice Chancellor
- Pam Day, Community member, Human Resource Manager, State of Alaska Department of Administration
- Kathy DiLorenzo, Assistant Professor, School of Management
- Jill Dumesnil, Associate Professor, School of Arts and Sciences
- Ana Enge, Senator, United Students of the University of Alaska Southeast, Juneau Campus
- Keith Gerken, Director, Facilities Services
- Wendy Gierard, Interim Director, Ketchikan Campus
- Bruce Gifford, Vice Chancellor Student Services (retired)
- Robin Gilcrist, Assistant Professor, School of Career Education
- Leslie Gordon, Program Director, Health Info Mgmt, Sitka Campus
- Jessie Grant, Dean of Students
- Deb Gregoire, Coordinator of Academic Advising
- Carol Griffin, Vice Chancellor, UAS
- Carol Hedlin, Vice Provost
- Barbara Hegel, Registrar
- Barbara Hyde, Director, Budget, Grants and Contracts
- Kolene James, Coordinator, Native and Rural Student Center
- Jeffery Johnston, Director, Sitka Campus
- Steven Krause, Dean of Professional and Technical Studies
- Rod Landis, Associate Professor, School of Arts and Sciences, Ketchikan Campus
- Madeleine Lefebvre, Special Assistant to the Chancellor
- Deborah Lo, Dean, School of Education
- Bob Martin, Community member, University of Alaska Board of Regents
- Tony Martin, Assistant Professor, School of Career Education
- Colleen McKenna, Assistant Professor, School of Management
- Chip McMillan, Assistant Professor, School of Education
- Judith McQuerry, Community member, Campus Advisory Council, Ketchikan
- Dan Monteith, Associate Professor, School of Arts and Sciences
- Maria Moya, Assistant to the Provost
- Joe Nelson, Dean of Enrollment Management and Admissions
- Mischelle Pennoyer, Office of the Provost
- Keith Perkins, Campus Advisory Council, Sitka
- Eric Ramaekers, Assistant Director, Financial Aid
- Gwenna Richardson, Staff Council, Ketchikan Campus
- Crystal Rogers, Student, Juneau Campus, Wooch.een
- Cynthia Rogers, Past Chair, Staff Council
- Laury Scandling, Community member, Assistant Superintendent, Juneau School District
- Priscilla Schulte, Professor, School of Arts and Sciences, Ketchikan Campus
- Marsha Sousa, Dean, School of Arts and Sciences
- Katy Spangler, Professor, School of Education
- Julie Staveland, Outreach and Orientation Coordinator, Admissions
- David Stone, Community member, Assistant Commissioner, State of Alaska Department of Labor and Workforce Development
- David Tallmon, Associate Professor, School of Arts and Sciences
For review by SAC—
UA Statewide Academic Council

- Sherry Tamone, Faculty Senate President
- Ed Thomas, Community member, President, Central Council of Tlingit and Haida Indian Tribes of Alaska
- Elise Tomlinson, Associate Professor, Egan Library
- John Williams, Chair, Juneau Campus Advisory Council
- Rick Wolk, Assistant Professor, School of Management
- Joe Yates, President, United Students of the University of Alaska Southeast, Juneau campus
- George Copa, New Designs for Learning, Facilitator

**Strategic and Assessment Planning Executive Committee**

From among the Strategic and Assessment Planning Team, an Executive Committee was selected by the UAS Chancellor in consultation with other central university leadership to provide advice and direction to the strategic and assessment planning process. The Planning Executive Committee met before and after each of the Planning Team meetings to review the results of the previous meeting and to plan the next meeting or other steps. These meetings were conducted via telephone conference calls with the project facilitator. The Planning Executive Committee served as a small executive team to ensure that the planning process worked effectively by making suggestions and reviewing the agenda and results for each of the larger Strategic and Assessment Planning Team meetings. The Executive Committee also serves to provide final review and approval of the Strategic and Assessment Plan before it was submitted to the UAS Chancellor for review and action. Members of the Executive Committee were as follows:

- John Pugh, Chancellor and Committee Chair
- Rick Caulfield, Provost
- Jessie Grant, Dean, Student Services
- Carol Griffin, Vice Chancellor Administration
- Jeff Johnston, Director, Sitka Campus
- Joe Nelson, Dean, Enrollment Management and Admissions
- Cynthia Rogers, Past Chair, Staff Council
- Sherry Tamone, President, Faculty Senate

**Planning Facilitator and Support Staff**

The planning facilitator for the process was Dr. George Copa, Director, New Designs for Learning based in Salem, Oregon. Dr. Copa’s major responsibilities were as follows: (1) Prepare meeting agendas and supporting materials for the Strategic and Assessment Planning Team and Planning Executive Committee meetings; (2) facilitate Strategic and Assessment Planning Team and Planning Executive Committee meetings, (3) prepare a summary of each Strategic and Assessment Team meeting; and (4) prepare the final Strategic and Assessment Plan. He was provided administrative support by Mischelle Pennoyer and Melissa Nell from the Office of the Provost at UAS. They made arrangements for all meetings, communicated agendas and supporting information to meeting participants, and developed an initial summary of each meeting.

**Charge**

The charge to the Strategic and Assessment Planning by the UAS Chancellor was as follows:

The responsibility of the UAS Strategic and Assessment Planning Team is to engage in a planning process that leads to completion of a new UAS Strategic and Assessment Plan for 2010-17. The plan will incorporate the following goals: (1) refine and update the UAS mission statement, (2) identify
core themes, objectives, and indicators, and (3) develop a UAS Strategic and Assessment Plan, 2010-17.

Specifically, the plan will include the following elements: mission, vision, core themes, objectives, and indicators of achievement with a seven-year time horizon and initial strategies for the first year. It will be based upon current and historical data derived from university sources, economic studies, student evaluations, market analyses, and best practices in higher education. The Strategic and Assessment Plan is expected to accomplish the following:

- Address the long-term vision of UAS in light of the UA Statewide strategic plan and associated planning documents (e.g., the emerging UA Academic Master Plan)
- Review and affirm the mission and values of UAS
- Establish core themes that are reflected in the mission of the university
- Provide a framework for the evaluation and continuous improvement of the university in line with expectations of the Northwest Commission on Colleges and Universities
- Guide prioritization and/or reallocation of resources allocated to meet the identified mission, core themes, and objectives
- Serve as a visible guide for each member of the UAS community as they seek to fulfill the mission and provide services to students and community.

The planning process will be undertaken in a series of four planning team meetings between August and December, 2010. The final planning document is expected to be completed by January 31, 2011. The process is guided by the UAS Strategic and Assessment Planning Executive Committee (made up of university, faculty, and staff leadership) and involves a 50-person Planning Team made up of faculty, staff, students, and community representatives. The Planning Team members are representatives of various stakeholders in this process. The members are encouraged to disseminate information to their various networks and to encourage participation in the process by these groups.

Process
The planning process occurred through a series of meetings organized as follows: (1) Phase 1: Preparation for Planning Process, (2) Phase 2: Implementation of Planning Process, and (3) Phase 3: Closure and Follow-up on Planning Process.

Phase 1 – Preparation for Planning Process
The focus here was on: (1) development and initial review of the planning process to insure it met the purposes of UAS (including the relation to the accreditation process) and was feasible in terms of timelines, participants, and resources; and (2) development of an outline of background information for participants in the planning process. This review of and preparation for the planning process included review of data already gathered or to be gathered in support of the planning process, particularly for the Strategic and Assessment Planning Team meetings. The Executive Committee was involved in the review process.

Phase 2 – Implementation of Planning Process
This component involved four Strategic and Assessment Planning Team meetings. Each of the Planning Team meetings included review of related accomplishments, plans, and initiatives at UAS pertaining to each of the planning and assessment elements addressed. The details of major activities were as follows:
Strategic and Assessment Planning Team Meeting #1
Mission, Values, and Core Themes -- Focus at this meeting was on review and any needed revision of the university’s mission and values statements and development of core themes. The Northwest Commission on Colleges and Universities defines a core theme as follows: “A core theme is a manifestation of a fundamental aspect of institutional mission with overarching objectives that guide planning for contributing programs and services, development of capacity, application of resources to accomplish those objectives, and assessment of achievement of those objectives. Collectively, the core themes represent the institution’s interpretation of its mission and translation of that interpretation into practice.” The results from previous meetings with UAS faulty and staff relating to updating the UAS Strategic and Assessment Plan were an important consideration for this session as well as relevant information pertaining to the university (e.g., results of latest accreditation review, enrollment trends, program changes, present state of affairs and new initiatives and plans) and any feedback concerning the strengths and shortcomings of the university’s current mission and values statements.

Strategic and Assessment Planning Team Meeting #2
Vision, Objectives, and Indicators of Achievement – Focus at this meeting was on developing the university’s vision statement, review of core themes developed at the Strategic and Assessment Planning Team meeting #1, and the development of a limited number of objectives (3-6) that would serve as key directions for the university over the next seven years relating to each core theme. These objectives describe more specific aims for the university and the ways in which it should be held accountable for its actions and resource use. For each objective, a set of 2-6 meaningful, assessable, and verifiable performance indicators was developed to make the objective more concrete and focused and for use in monitoring and making continuous improvement changes in strategic and assessment plans and operations. Again, the results of information gathering to support the strategic planning and assessment process was used as appropriate in the planning process as well as any feedback concerning the strengths and shortcomings of the university’s current statements and processes related to core themes, objectives, and indicators of achievement.

Strategic and Assessment Planning Team Meeting #3
Refinement of Objectives and Indicators of Achievement and Development of Overarching Strategies – Focus of this meeting was on review of the vision and objectives and indicators developed as a result of Strategic and Assessment Planning Team meeting #2 and development of the overarching strategies (5-7 in number) that would move UAS from its present state of affairs toward its vision in significant ways. The overall strategies were designed to address all or at least multiple core themes and related objectives.

Strategic and Assessment Planning Team Meeting #4
Review of Overarching Strategies, Development of Initiating Actions, Follow-up Implementation Considerations, and Review of Draft Strategic and Assessment Plan – Focus at this meeting was on the review of the overarching strategies developed at the Strategic and Assessment Planning Team meeting #3 and then moving to high leverage actions that should be undertaken in the first 12-18 months of the plan.

Addressing the initiating actions for the Strategic and Assessment Plan served multiple purposes: (1) provided an initial action plan for each overarching strategy, (2) checked the realism and feasibility of
each overarching strategy in relation to core themes, objective, and associated indicators of achievement, (3) linked action plans and accountability processes, and (4) provided the basis for thinking about follow-up implementation consideration that would be needed to ensure successful implementation of the Strategic and Assessment Plan.

A second focus of the meeting was on the follow-up areas that should be considered to ensure the successful implementation of the Strategic and Assessment Plan. These areas could include internal and external communications, leadership development, and organizational changes. Last, this meeting was used to review the draft Strategic and Assessment Plan as a purposeful, systematic, integrated, comprehensive, and doable plan to guide for the university over the next seven years.

**Phase 3 – Closure and Reporting**
This phase occurred after the last Strategic and Assessment Planning Team meeting and involved the whole UAS community in reviewing the plan and then the Strategic and Assessment Planning Executive Committee in finalizing the plan.

**Review of Strategic and Assessment Plan by UAS Community**
The draft plan was sent electronically to the whole UAS community with request for review and feedback.

**Finalize Strategic and Assessment Plan**
Final review and approval of the Strategic and Assessment Plan was done by the Strategic and Assessment Planning Executive Committee based on feedback from the whole UAS community. The final form of the plan was delivered to the UAS Chancellor in electronic format. A file of pictures taken during the planning process was provided – these pictures could be interspersed in the narrative report to produce a final form of the Strategic Plan and Assessment. The latter process is the responsibility of UAS.

**Time Line**
The planning process occurred on the following meeting schedule:
- 8/27/10 Meeting #1 – Review of Planning Process, Mission, Core Themes, and Values
- 10/1/10 Meeting #2 – Review Progress, Vision, Objectives, Indicators of Achievement
- 11/5/10 Meeting #3 – Review Progress, Refine Objectives and Indicators, and Overarching Strategies
- 12/3/10 Meeting #4 – Review Progress, Development of Initiating Actions, and Implementation Considerations
- 12/13/10 UAS Faculty and Staff Feedback via Electronic Access
- 1/10/11 Final Review by Executive Committee
- 1/31/11 Submit Strategic and Assessment Plan Report to Chancellor

The meetings of the Strategic and Assessment Planning Team were approximately six hours in length and all occurred on the Juneau campus of UAS.
Recommendations

Following are the recommendations of the Strategic and Assessment Planning Team as the content of the Strategic and Assessment Plan for UAS, 2010-2017.

Mission

The mission of the University of Alaska Southeast is teaching, research, and engagement distinguished by a focus on student success and enhanced by 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).

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1 A statement of mission describes the central and long term nature of services provided by an organization. It answers the question, “What business is the organization in and who does it serve?” The mission statement serves to distinguish the nature of the organizations services from other similar organizations and potential partners.

2 A statement of vision is framed and oriented by the mission statement and describes a desired future state of affairs for the organization. It answers the question, “Where do we want to take the organization for the longer term future?” The vision statement should give the organization direction and added focus, inspire and motivate, and attract interest, energy, commitment, partnerships, and resources.

3 A statement of values describes the major guiding beliefs or principles which an organization aspires to in providing services. Values represent important standards and ideals that govern appropriate and ethical conduct. It answers the question, “What is the way of working internally and externally that is widely used and respected by the organization?”
Core Themes

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

Objectives and Indicators

**Core Theme: Student Success** – provide the academic support and student services that facilitate student access and completion of educational goals

**Objectives:**

- **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

- **Preparation** -- Students are prepared for university study
  
  **Indicators:**
  - Percent of students who meet with an academic advisor in first semester
  - 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

- **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 students who persist to completion of educational goal / degree plan

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4 A statement of core themes describes the fundamental aspects of an organization’s mission; it interprets the mission and translates it into practice. Core themes serve as an organizing principle or strategy for an organization.

5 A statement of objectives is framed and oriented by an organization’s core themes. It describes how the core themes will be accomplished. The objectives represent the major components and manifest essential elements of the core themes. Collectively the objectives should encompass the core theme to which they relate and be doable.

6 A statement of indicators should be framed and oriented by the objective to which it relates. Indicators describe how the accomplishment of the objective will be evaluated in terms of performance. The set of indicators for an objective should represent the major components and essential elements of the objective and be feasibly, validly, and reliably able to be measured.
o Percent of full-time students with a degree goal who complete AA within 3 years or BA/BS within 6 years
o Percent of undergraduate students transferring to UAS with 30 or more credits who complete their degree within three years
o Percent of students successful in obtaining job placement in field related to their program of study
o 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)
o Rate of employer satisfaction with employed student’s training and performance
o Rate of student satisfaction, for those employed, with education and/or training provided by program of study

Core Theme: Teaching and Learning -- provide a broad range of programs and services resulting in student engagement and empowerment for academic excellence.

Objectives

- **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 obtain 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

- **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, Computer usage, Professional behavior, Critical Thinking)
  - Percent of students participating in honors courses, honorary organizations, academic competitions, student research projects, papers/poster sessions/research symposium, 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

- **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 (e.g., percent attending teaching and learning-related conferences) and academic leadership

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7 To be measured by average rating on following items in student assessment of instructions: (1) the course increased my knowledge of the subject, and (2) instructor did a good job overall.
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.

Objectives

- **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

- **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 to UAS

Core Theme: Research and Creative Expression – provide programs and services that support research, scholarship, and creative expression by faculty and students
Objectives

- **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

- **Learning Impact** -- Research, scholarship, and creative expression informs learning
  
  **Indicators:**
  - Number and percent of programs/classes incorporate active research (field and laboratory), activities, exhibitions, portfolios
  - Number and percent of students engaged in substantive internships/practicum experiences

**Overarching Strategies** (for next seven years, not in priority order)

- **Continually improve academic quality** – seek ways to continually improve the quality of academic programs and services for students (e.g., libraries, information technology services, faculty and staff development) regardless of location

- **Emphasize student-centered learning** – cultivate a student-centered focus/ethos in all educational programs and services, regardless of a student’s location, and highlight this aspect of a UAS education widely in recruitment and marketing

- **Improve assessment and accountability** – increase capability to collect, analyze, and report assessment and accountability information to improve institutional effectiveness and efficiency

- **Enhance learning through technology** – continue to build and support learning technology infrastructure for students, staff, and faculty for delivery of quality educational programs and services

- **Expand freshmen student housing** – expand affordable and accessible freshmen student housing on the Juneau campus

- **Increase seamless collaboration** – increase effectiveness and efficiency of educational programs and services by developing seamless collaborations and partnerships within and among major academic units, campuses, the community; business and industry; local, state, and federal government agencies; and other educational entities

- **Improve enrollment management** – develop and implement actions that will increase enrollments for UAS (e.g., recruitment, retention, completion) allowing UAS to become a more sustainable institution of higher education within the University of Alaska system

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8 Overarching strategies represent the actions that will significantly move the university from its present state of affairs towards its vision in light of its mission, values, core themes, objectives, and indicators. They are overarching in the sense that they address all or some of the core themes at the institutional level. They respond to the question, “What continuing and new actions should the university take? The overarching strategies provide direction for more operational and tactical (i.e., shorter term, more detailed, by sub-units) planning.
Relation of Overarching Strategies to Core Themes

The overarching strategies listed above are designed to be broad and address all or multiple core themes and their objectives and indicators. The relationship of the strategies to the core themes is shown in the following table. As is evident, each of the overarching strategies addresses and impacts multiple core themes.

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<tr>
<th>Overarching Strategies</th>
<th>Student Success</th>
<th>Teaching and Learning</th>
<th>Community Engagement</th>
<th>Research and Creative Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continually improve academic quality</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Emphasize student-centered learning</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Improve assessment and accountability system</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Enhance learning through technology</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Expand freshmen student housing</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Increase seamless collaboration</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Improve enrollment management</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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</table>

Initiating Actions

The initiating actions for each overarching strategy recommended by the Strategic and Assessment Planning Team for the university are as follows:

**Overarching Strategy: Continually improve academic quality** — seek ways to continually improve the quality of academic programs and services for students (e.g., libraries, information technology services, faculty and staff development) regardless of location.

**Initiating Actions**

- Complete all pending program reviews
- Use completed program reviews to create a plan for program enhancement, continuation, or elimination
- Inventory and expand opportunities for experiential learning
- Expand intra-major academic opportunities
- Provide regular orientation opportunities for adjunct faculty
- Review core curriculum requirements and assessments

**Time Schedule**

- June ‘11
- Sept. ‘11
- Each semester
- June ‘12
- Each semester
- June ‘11

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*Initiating actions are ways to operationalize the overarching strategies for the first 12-18 month of the strategic and assessment plan ending June, 2012. They are designed to answer the question, “With what actions should UAS start the overarching strategy?” Initiating actions should be of high leverage in the sense that they are powerful and “smart” ways to start the strategy, take advantage of available opportunities, and address what needs to be done immediately.*
- Review and streamline features of existing administrative and academic processes (e.g., Faculty Handbook) June ‘12
- Enhance coordinated scheduling collaboratively across the three campuses June ‘12
- Enhance faculty and staff development opportunities (e.g., re-establish faculty development seminar, find resources to attend outside opportunities, create a teaching and learning center, strengthen adjunct mentoring) June ‘12

**Overarching Strategy: Emphasize student-centered learning** – cultivate a student-centered focus/ethos in all educational programs and services, regardless of a student’s location, and highlight this aspect of a UAS education widely in recruitment and marketing

<table>
<thead>
<tr>
<th>Initiating Actions</th>
<th>Time Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Interface</td>
<td></td>
</tr>
<tr>
<td>Expand use of on-line grade book and student early alert system</td>
<td>June ‘11</td>
</tr>
<tr>
<td>Develop and implement a student success course</td>
<td>Sept. ‘11</td>
</tr>
<tr>
<td>Develop and implement a student exit interview</td>
<td>June ‘11</td>
</tr>
<tr>
<td>Student-centered teaching/learning philosophy</td>
<td>Mar. ‘11</td>
</tr>
<tr>
<td>Develop and implement a faculty development seminar on student-centered learning</td>
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<tr>
<td>Develop and implement an honors program</td>
<td>June ‘11</td>
</tr>
<tr>
<td>Develop and implement an integrated freshman general education requirements seminar</td>
<td>Sept. ‘11</td>
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</tbody>
</table>

**Overarching Strategy: Improve assessment and accountability system** – increase capability to collect, analyze, and report assessment and accountability information to improve institutional effectiveness and efficiency

<table>
<thead>
<tr>
<th>Initiating Actions</th>
<th>Time Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with new manager of institutional effectiveness to develop and maintain effective systems capable of providing data for routine assessments and strategic decision making</td>
<td>May ‘11</td>
</tr>
<tr>
<td>Ensure that all course syllabi and programs identify specific student learning outcomes</td>
<td>May ‘11</td>
</tr>
<tr>
<td>Support faculty and deans in ensuring that each educational program has an updated program assessment plan that is implemented on a regular basis</td>
<td>May ‘11</td>
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<tr>
<td>Develop effective means of assessing general education requirements and programs at UAS</td>
<td>Sept. ‘11</td>
</tr>
<tr>
<td>With faculty senate, revisit program review processes and procedures to align with identified student learning outcomes</td>
<td>Dec. ‘11</td>
</tr>
<tr>
<td>Report steps taken to improve UAS systems of assessment and accountability to Northwest Commission on Colleges</td>
<td>Sept. ‘11</td>
</tr>
</tbody>
</table>
Overarching Strategy: Enhance learning through technology – continue to build and support learning technology infrastructure for students, staff, and faculty for delivery of quality educational programs and services

Initiating Actions

- Expand Teaching and Learning Technology Roundtable (TLTR) to ensure broad regional representation and review institutional standards for learning technology at UAS
- Develop and implement opportunities for faculty to showcase success with learning technologies and develop new skills for use of such technologies in distance, hybrid, and place-based learning
- Develop and implement student training on technology tools
- Enhance learning regarding library databases and on-line research

Time Schedule

Dec ’11

Overarching Strategy: Expand freshman student housing – expand affordable and accessible student housing for freshmen on the Juneau campus.

Initiating Actions

- Articulate the uniqueness of the housing need for freshman housing on the Juneau campus, to include promotion of student learning communities and retention
- Communicate the need broadly (e.g., to community, Chamber, Rotaries, faculty, and staff)
- Formalize an action plan to acquire needed housing

Time Schedule

Jan. ’11
Jan. ’11
Dec. ’10

Overarching Strategy: Increase seamless collaboration – Increase effectiveness and efficiency of educational programs and services by developing seamless collaborations and partnerships within and among major academic units, campuses, the community; business and industry; local, state, and federal government agencies; and other educational entities.

Initiating Actions

External Partnerships

- Catalog all community partnerships at UAS
- Identify new partnerships and contact persons
- Review all current partnerships for alignment with Strategic Plan and Assessment, continuity, and viability
- Plan and conduct an annual partnership showcase

Time Schedule

Mar. ’11
June ‘11
June ‘11
June ‘11

Internal Partnerships

- Align existing program, school, and campus plans with new UAS Strategic and Assessment Plan
- Hold annual meeting to review UAS Strategic Plan and Assessment
- Inventory and review all interdisciplinary courses (e.g.,

Time Schedule

June ‘11
Dec. ‘11
June ‘11
Overarching Strategy: Improve enrollment management – develop and implement actions that will increase enrollments for UAS (e.g., recruitment, retention, completion) to be a more sustainable institution of higher education within the University of Alaska system

Initiating Actions

- Seek additional financial aid for successful students (e.g., apply to next class, identify funds and students, advertise to student, seek external sources)  
  Time Schedule: June ‘12

- Establish enrollment targets for all programs (e.g., number of admits, number enrolled)  
  Time Schedule: June ‘11

- Increase / improve communication to all staff / faculty regarding programs and services as well as enrollment priorities  
  Time Schedule: June ‘11

- Identify peer university best practices  
  Time Schedule: Sept. ‘11

- Develop early alert system to improve retention  
  Time Schedule: Sept. ‘11

- Mandate early advising for students  
  Time Schedule: Feb. ‘11

- Promote degree completion by admitting undeclared / undecided students to Associate Degree programs  
  Time Schedule: Sept. ‘11

- Require a 1st year course be incorporated into degree programs  
  Time Schedule: Sept. ‘11

- Involve all department in marketing and outreach (e.g., prepare program sheets)  
  Time Schedule: April ‘11

- Promote articulated degrees programs and planning (i.e., certificate to Associate Degree to Bachelors Degree to Master’s Degree)  
  Time Schedule: Mar. ‘11

- Guarantee course sequence (e.g., regularly review Six Year Course Sequence)  
  Time Schedule: Each semester

Implementation Considerations

The implementation considerations recommended by the Strategic and Assessment Planning Team to enhance putting the Strategic and Assessment Plan effectively into place for the university are as follows (in priority order):

- Assign responsibilities – assign responsibilities involving all units for actions to implement and accomplish the plan, provide incentives for taking responsibility, and provided needed human resource development to be effective

- Communicate the plan – continually and consistently communicate the plan internally and externally in a variety of formats (e.g., reports, posters, constant references)

- Centralize data management – centralize the collection, analysis, and reporting of information on indicators to improve effectiveness of assessment systems

10 The implementation considerations set forth in this section are designed to help ensure implementation of the Strategic and Assessment Plan recommendations. They respond to facilitators and barriers to implementation of prior strategic plans and assessment initiatives at UAS and other similar organizations.
• **Align resources** – allocate/reallocate sufficient resources to support the actions to implement the plan

• **Monitor and report progress** – regularly monitor the implementation and accomplishments of the plan and report progress internally and externally

• **Establish broad ownership** – establish widespread internal buy-in and ownership for the plan

• **Celebrate accomplishments** – celebrate early and continuing success in accomplishing the plan and communicate successes widely in Alaska

• **Shift from planning to doing** – set timelines, continue to involved the Planning Team, and address barriers to implementation of the plan

• **Continuously update** – continuously update the plan based on regular assessments and changing internal and external environment
Closing

This report describes: (1) the planning process and context that was used to develop a Strategic and Assessment Plan for UAS for 2010-2017, and (2) the recommended content of the Strategic and Assessment Plan. The planning process involved many groups that represented the university faculty, staff, and students; community served by UAS, and the university’s partners. The resulting plan addresses mission, vision, values, core themes, objectives, indicators of achievement, overarching strategies, initiating actions, and implementation considerations. The plan is designed to coherently and cohesively link planning and assessment in response to new accreditation standards faced by the university and to guide its decision making as regards resources and actions over the next seven years.