

Fulfilling the UAF Mission DRAFT January 31, 2011

UAF is dedicated to maintaining high standards and continuously assessing mission fulfillment. UAF's core themes are connected to our mission, vision, values, and strategic planning, as illustrated in the previous section. These connections provide the context for defining UAF's mission fulfillment using indicators of achievement for the objectives for each theme.

The rubric below identifies for each core theme a subset of indicators of achievement and thresholds indicating when mission fulfillment is surpassed (Likert scale index 5), met (index 3), or when a weakness (index 1) has been identified. We define mission fulfillment as achieving an average index value of 3.0 or better for each of this subset of indicators. Additionally, to meet our definition of mission fulfillment, we require that no more than one indicator in each theme be assessed as not fulfilling the mission.

Likert Scale	5	4	3	2	1
Theme	Surpasses mission expectation	Meets mission expectation		Requires a plan of action to meet mission expectation	
Educate	<p>Percentage of programs with documented evidence that students are achieving intended learning outcomes is at least 90%.</p> <p>Ratio of current first-time full-time undergraduate retention rate to long term target of 74% is 90 or higher.</p> <p>Comparison of first-year and senior scores on the ETS proficiency profile scores – learning gained analysis indicates students exceeds expectations based on SAT/ACT scores</p> <p>Programs using national exams for assessment have outcomes exceeding the 75th percentile.</p> <p>Ph.D. graduates (>85%) are employed in positions in their fields.</p> <p>The percentage of master's and doctoral graduates producing peer reviewed publications/juried exhibits is greater than ?%..</p>	<p>Percentage of programs with documented evidence that students are achieving intended learning outcomes is between 70% and 89%.</p> <p>Ratio of current first-time full-time undergraduate retention rate to long term target of 74% is 80 to 89.</p> <p>Comparison of first-year and senior scores on the ETS proficiency profile scores – learning gained analysis indicates students meet (within 2 standard errors of mean) expectations based on SAT/ACT scores</p> <p>Programs using national exams for assessment have outcomes (institutional percentile or average percentile) in the 25th to 75th percentile range.</p> <p>Ph.D. graduates (>70%) are employed in positions in their fields.</p> <p>The percentage of master's and doctoral graduates producing peer reviewed publications/juried exhibits is between ?% and ?%..</p>		<p>Percentage of programs with documented evidence that students are achieving intended learning outcomes is less than 70%.</p> <p>Ratio of current first-time full-time undergraduate retention rate relative to long term target of 74% is less than 80.</p> <p>Comparison of first-year and senior scores on the ETS proficiency profile scores – learning gained analysis indicates students fall short of expectations based on SAT/ACT scores</p> <p>Programs using national exams for assessment have outcomes below the 25th percentile.</p> <p>Ph.D. graduates do not consistently (<50%) find employment in their field.</p> <p>The percentage of master's and doctoral graduates producing peer reviewed publications/juried exhibits is less than ?%..</p>	

Comment [d1]: See Vision 2017 – “100% of degree and certificate programs report on assessment results and curriculum improvements”

Comment [d2]: Current rate is 66.7% so ratio with 74% is 90.1; a ratio of 80 would be a retention rate of 59%. UAF has had a FTFTF retention rate above 59% every year for the past decade except FY02 when it hit 56.7% - UA in Review 2009 table 2.01. We could give separate targets for baccalaureate and cert./assoc. but this would not align with UA performance metrics.

Note Vision 2017 – Graduation rate of FTFT bacc. Freshmen is at least 50% after six years from first enrollment. Given President Gamble's push on this we need to include graduation rates.

Comment [d3]: Our source will be the national Survey of Earned Doctorates; 97% of our doctorates responded to this survey in the last round. Positions would include post docs, faculty positions, and private and public positions.

Discover	<p>The number of peer reviewed publications per faculty member with research workload is at least 1.</p> <p>The ratio of the number of creative exhibitions, performances, and publications per faculty FTE in fine and performing arts is at least 1</p> <p>Research expenditures per faculty member with external funding is at least >\$250K</p> <p>Proportion of faculty with research workloads reporting at least one paper with 12 or more citations in their career exceeds 25%</p>	<p>The number of peer-reviewed publications per faculty member with a research workload is between .75 and 1</p> <p>The ratio of the number of creative exhibitions, performances, and publications per faculty FTE in fine and performing arts is between .75 and 1</p> <p>Research expenditures per faculty member with external funding is between \$150K-\$250K</p>	<p>Peer-reviewed publications per faculty member with a research workload is less than .75</p> <p>The ratio of the number of creative exhibitions, performances, and publications per faculty FTE in fine and performing arts is less than .75</p> <p>Research expenditures per faculty member with external funding is less than <\$150K</p>
Prepare	<p>Ratio of number of high demand job area program graduates to FY10 target of 775 is greater than 100</p> <p>More than 90% of high demand job area programs with state and national exam have pass rates of 80% or better</p>	<p>Ratio of number of high demand job area program graduates to FY10 target of 775 is between 75 and 100</p> <p>75 to 90 % of high demand job area programs with state and national exams have pass rates of 80% or better</p>	<p>Ratio of number of high demand job area program graduates to FY10 target of 775 is less than 75</p> <p>Less than 75% of high demand job area programs with state or national exam have pass rates of 80% or better</p>
Connect	<p>Higher education access is clearly demonstrated by enrollment and graduation rates by gender, ethnicity and Alaskan high school district (rural or urban) being within 5% of the Alaska population in all categories</p> <p>The number of active research projects involving participation by Alaska Native or rural peoples exceeds 10.</p>	<p>Partnerships with Alaska Native, rural and urban communities enrich (positively impact) UAF's educational, research and service mission (who judges this?)</p> <p>Higher education access is demonstrated by enrollment and graduation rates by gender, ethnicity and Alaskan high school district (rural or urban) being within 6 to 10% of the Alaska population in all categories</p> <p>The number of active research projects involving participation by Alaska Native or rural peoples is between 5 and 10.</p> <p>Course and program completions</p>	<p>Partnerships with Alaska Native, Rural and Urban communities do not positively impact UAF's educational, research and service mission.</p> <p>Higher education access is not demonstrated because enrollment and graduation rates by gender, ethnicity and Alaskan high school district (rural or urban) are not within 10% of the Alaska population in all categories</p> <p>The number of active research projects involving participation by Alaska Native or rural peoples is less than 5.</p> <p>Course and program completions</p>

Comment [d4]: UAF had 700 peer reviewed publications in CY08 and 542 UNAC faculty (UA in Review table 3.08) so the ratio is 1.29; similarly, in CY07 UAF had 608 peer-reviewed publications and 537 UNAC faculty so the ratio is 1.13. Note that some units did not report publications so the counts and therefore the ratio are biased low. The workload in research/creative activity varies significantly so it would be better to use UNAC faculty FTE in research/creative activity as the denominator – UAA was criticized by the commission at one point for not addressing differences in workload in this area.

Comment [d5]: Using 542 UNAC faculty in FY08, this would require \$81.3 million to \$135.5 million. According to UA in Review UAF generated \$123.4 million (\$105.2 mil in NGF, \$18.2 mil in GF) in FY08

Alternative indicators to consider include the following:

- a) The NGF to GF research ratio which was 5.8 in FY08.
- b) New proposals funded relative to UNAC faculty or FTE faculty in research/creative activity.

Comment [d6]: UAF had 775 high demand job graduates in FY10 so the ratio to the FY10 target of 775 was 100

Comment [d7]: We could be more specific by addressing the following:

- a) Formal partnerships – ie., those with an MOU or MOA
- b) Those sharing resources (e.g., space)
- c) Specify long-term relationships – e.g., those of at least 3 to 5 years.
- d) Partnerships result in impacts

Comment [d8]: See Vision 2017 page 15 – “Enrollment of Alaska Native students in baccalaureate degree programs is equal to their proportion in Alaska's age 18 to 40 population.” And Enrollment of Alaska Native students in graduate programs is 50% greater than in FY07.

We could map course completions by high school home district relative to regional population size to see if education is being pursued proportionate to population size (at least within some variation).

		indicate that students are engaged in Alaska Native and rural related topic areas	indicate that students are not engaged in Alaska Native and rural related topic areas
Engage	Ratio of non-credit instructional units to target of 5000 exceeds 100	Ratio of non-credit instructional units to FY11 target of 5000 is between 75 and 100	Ratio of non-credit instructional units to target of 5000 is less than 70
		The number of research-based publications intended for the general public accessed online or sold annually demonstrates (how?) that UAF is communicating research-based knowledge.	The number of research-based publications intended for the general public accessed online or sold annually demonstrates (how?) that UAF is not communicating research-based knowledge.
		The ratio of number of in-person and phone inquiries/consultations per Sea Grant (includes MAP) and CES faculty annually is at least ?	The ratio of number of in-person and phone inquiries/consultations per Sea Grant (includes MAP) and CES faculty annually is less than ?

Comment [d9]: Needs clarity – how will we judge this? Who will judge it? For example, we could say that at least some percentage of graduates will be in this area and/or at least some proportion of enrolled students will complete a course in these areas.

Comment [d10]: UAF had 4246 non-credit instructional units in FY10 so ratio to 5000 target is 84.9

Comment [d11]: To make this a ratio – we could make this indicator simply about CES and MAP and make the ratio to the faculty FTE in these units. This would eliminate the UA Press from this indicator. Note that I did not include “distributed” because it does not relate to a ratio well.

Comment [d12]: CES has a solid number of contacts, Sea Grant does not

Note: The rubric utilizes a 1 to 5 Likert scale index that assigns a value of 5 when the mission is surpassed, a 3 when the mission is met, and a 1 when a component of our mission is not being fulfilled. When an indicator is assessed as falling between the rubric statements for surpassing and meeting mission fulfillment, a 4 is assigned. Similarly, when an indicator is assessed as falling between the rubric statements for meeting mission fulfillment and non-fulfillment, a 2 is assigned.

We used a subset of indicators to define mission fulfillment because many of the indicators of achievement adopted as objectives of our core themes are new and their utility for assessing mission fulfillment uncertain. Ratios, e.g., publications per faculty FTE, were used whenever possible so external factors, such as major budget reductions, will not compromise our definition of mission fulfillment. This subset of indicators and the target ratios will be revised as we collect and summarize information over future accreditation cycles.

In addition to the thresholds set for the selected subset of indicators, we also intend to assess mission fulfillment holistically by comparing current indicator results to those recorded in the previous review based on the new seven-year accreditation cycle. A few indicators, e.g., first-time full-time student retention rate and graduation rates, have natural boundaries and continuous improvement is naturally limited.

Our assessment of both qualitative and quantitative indicators will address natural variation and external factors, such as the economy, which may impact results.

Some indicators of achievement are based on productivity; these are mandated by the UA system in our performance-based budgeting process. While such indicators do not necessarily reflect quality, they are important within our state. This inclusion is consistent with our stated value to be accountable for and to make efficient use of state resources. In addition, the University of Alaska Anchorage, a pilot institution in the new accreditation process, included these indicators in their indicators of achievement and definition of mission fulfillment.