

Theme 1: Student Achievement & Attainment		Potential Measure(s)
Issue A	Like other non-selective and open-admission institutions, UA's graduation rates are lower than those of selective peer institutions. UA students on average take longer to complete degrees than students at peer institutions.	* Bachelor's 6-year Graduation Rate (Full-Time Only). * Associate and Certificate 3-year Graduation Rate (Full-Time Only). - Bachelor's 8-year Graduation Rate (Part-Time). - Associate and Certificate 6-year Graduation Rate (Part-Time).
	Effect: Full-time baccalaureate degree-seeking students graduate in four to five years at rates competitive with those at our established peer institutions. Full-time associate degree-seeking students graduate in two to three years at rates competitive to those at peer institutions. Part-time students complete their degrees in proportionate time frames. The three universities will ensure that academic standards are rigorously maintained.	
Issue B	Like those of many large and complex institutions, UA processes and procedures can be challenging for students to navigate.	** Student Satisfaction Survey (in development by SAC). A common, nationally normed, tool will be used systemwide. UA-specific questions can be used to assess issues and topics unique to Shaping Alaska's Future.
	Effect: Students experience UA as accessible, efficient, and transparent in all areas.	
Issue C	UA students must demonstrate skills and knowledge in their particular majors. In all aspects of their UA educational experience, students must also develop critical thinking skills, good judgment, high ethical standards, and an understanding of diversity to be responsible citizens and leaders.	** Student Satisfaction Survey. For this issue and effect, questions might include: participation in student governance election voting, activities such as intermural sports and clubs, etc. - Proportion of students completing a course with a community engagement component. - Proportion of students graduating with leadership and/or academic honors.
	Effect: Students take responsibility for meeting their educational objectives, and both students and graduates demonstrate personal, community, and civic responsibility, high ethical standards, and respect for others.	

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Issue D	UA needs to increase national and international recognition of its quality education, programs of distinction and exceptional research in order to enhance recruitment of undergraduate and graduate students and faculty.	* Bachelor's degree majors originating from another state or country, excluding student athletes. - Proportion of graduate students supported by externally funded graduate assistantships. - Proportion of Bachelor's degree-seekers completing capstone research or creative activity. - Nationally normed ranking or assessment of UA universities' quality.
	Effect: UA's reputation for academic quality, programs of distinction, and research makes it an attractive, highly competitive choice for undergraduate and graduate students and faculty.	
Issue E	UA recruitment, retention and graduation rates are low, especially for disadvantaged and minority populations and for Alaska Natives.	For minority or Pell-eligible (economically disadvantaged): * Difference between percent of Alaska population and percent of UA students and degree recipients. * Difference between retention rates. * Difference between graduation rates.
	Effect: UA graduates reflect the diversity of Alaska.	
Issue F	Alaska has serious unmet needs for advanced degree graduates, and UA has opportunities to meet those needs both internally and through partnerships with other institutions.	- Number of post-baccalaureate degrees and credentials awarded. - Number of cooperative programs and number of participants, e.g. WWAMI, Veterinary Medicine, Law, etc. * Number of Baccalaureate Engineering degrees awarded. * Number of Health-related degrees awarded. * Proportion of degree recipients living and working in Alaska 1 and 5 years later, total and in high demand occupations.
	Effect: Alaskans have more opportunities to earn advanced degrees and more advanced degrees are earned at UA, especially those that fulfill Alaska's specific needs.	

Theme 2: Productive Partnerships with Alaska's Schools		Potential Measure(s)
Issue A	With high expectations for the continuing impact of the Alaska Performance Scholarship and the new K-12 Alaska Academic Standards notwithstanding, today half of UA first-time freshmen do not place into college-level courses and require one or more university developmental classes at student, university, and state expense.	- Proportion of recent Alaska high school graduates eligible for Alaska Performance Scholarship by award level. * Proportion of recent Alaska high school graduate first-time freshmen that require at least one developmental math or English course, by subject and developmental level. * Bachelor's degree, Associate of Arts, and Associate of Science degree-seeking preparatory students completing college level class in math or English within 12 months.
	Effect: High school graduation requirements and UA freshman placement requirements are aligned across Alaska and postsecondary preparation pathways are clearly identified and communicated.	
Issue B	The professional preparation that leads to retention of Alaska-educated teachers, especially those in rural Alaska, begins with UA's education programs and continues into UA Statewide's Alaska teacher placement process and the Alaska Statewide Mentor Program. The legislature has made it clear that UA is not recruiting enough education students and graduating enough teachers who are willing to accept positions in rural Alaska and remain teaching there long enough to positively impact student learning. Teachers moving to rural Alaska from outside the state do so without an adequate understanding of Alaska Native cultures, languages, and rural living conditions. Although UA cannot unilaterally improve teacher retention rates in rural Alaska, it can wield significant influence.	* Proportion of UA educated new teacher hires. - CAEPR teacher demand and supply trends. - Retention rates of teachers in urban and rural settings.
	Effect: The teacher retention rate in rural Alaska equals that in urban Alaska and is significantly improved by educating more Alaskan teachers.	

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Issue C	The quality of life and the economic potential of Alaska depend on an educated population. Currently, Alaska has one of the lowest rates of high school graduates continuing directly into post-secondary education. At the same time, increasing numbers of jobs in the state require postsecondary education.	Compared to other Western states: * Proportion of recent Alaska high school graduates that are college-bound. * Proportion of college-bound recent Alaska high school graduates that attend in-state (UA). * Proportion of recent Alaska high school graduates that attend in-state (UA).
	Effect: The college-going rate in Alaska, the proportion attending college in-state, and the proportion entering postsecondary education immediately after graduating from high school are similar to other western states.	

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Theme 3: Productive Partnerships with Public Entities and Private Industries		Potential Measure(s)
Issue A	Declining oil production suggests a significant degree of uncertainty in state funding for higher education for the next few years while the effects of oil tax changes take hold; at the same time the state is facing additional needs for workforce education, employee training, community outreach, and research. The university must work more proactively with its partners to identify the contributions that both the university and its partners must commit to meet those needs.	<ul style="list-style-type: none"> * Industry Investments in Workforce Education (\$1000s). * Industry Investments in Research & Extension (\$1000s). * Baccalaureate Engineering Degrees Earned at UA. * Health Related Degrees Earned at UA. - List of cooperative programs, including degree and certificate programs, non-credit workforce credentials and other industry certifications tailored in response to industry needs, and number of awards of each type.
	Effect: UA meets the needs of the public sector and private industry for skilled employees and for research solutions via partnerships that are strategic, mutually beneficial, and address the needs of the state.	
Issue B	Partners have specific needs that may not be addressed through conventional approaches. For example, employers may need non-credit training, training at the work site, or a few days of intensive training rather than semester-based courses.	- Industry/employer survey.
	Effect: UA is flexible, innovative and responsive in working with partners.	
Issue C	Alaska Native corporations, tribal governments, and other Alaska Native entities are a unique and powerful force in Alaska's economy. They hire UA graduates and some provide considerable financial aid to students. However, meaningful partnerships between UA and these entities are few and limited.	<ul style="list-style-type: none"> * Research grants and other sponsored programs¹ in areas related to Alaska Native studies. * Contributions and financial support to the university by Alaska Native corporations. * Successful course completions in Alaska Native studies and languages, rural development, etc.
	Effect: UA is fully engaged with Alaska Native corporations, tribal governments, non-profit organizations, and other private and public entities to meet the education and research needs of Alaska Native peoples, promote Alaska Native student success, and support Alaska Native economic and cultural development.	

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¹ Includes non-instructional community service programs such as conferences and institutes, general advisory services, reference bureaus, testing services (for example, soil testing, lab testing, structural testing), consulting, and similar services provided to particular sectors of the community.

Theme 4: Research & Development (R&D) and Scholarship to Enhance Alaska's Communities and Economic Growth		Potential Measure(s)
Issue A	UA needs to attain greater recognition for its accomplishments in research and development and its contributions to economic diversification and quality of life for Alaskans.	* Ratio Non-General Fund to General Fund research revenue. * Annual Number of Invention Disclosures. - Proportion of Research & Development funding conducted in Alaska by UA versus other entities, compared to other states and the national average. ** Number of publications per faculty. ** Number of citations per publication.
	Effect: UA is the first choice of state and federal entities and private industries in Alaska to meet their research and development needs.	
Issue B	Some Alaska Native languages and cultural traditions are endangered. Many communities do not have sufficient resources to safeguard and nurture culture and the arts, so UA plays a vital role in preserving and advancing this knowledge and these traditions.	- Research proposals, grants, publications and other creative activity such as fiction, poetry, art and performances in the areas of Alaska Native cultures and languages.
	Effect: UA is a major Alaska center of culture and the arts and is a center of excellence for Alaska Native research and scholarship.	
Issue C	The effects of climate change over the next century will be profound worldwide, but they will be greatest in circumpolar regions. UA is uniquely qualified to conduct interdisciplinary research addressing changing conditions in the circumpolar arctic.	- Publications and citations in arctic research, compared to peer institutions. - Sponsored research and service revenue from Alaska's private, local, and state entities.
	Effect: UA is a recognized world leader and international collaborator in arctic research.	

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Theme 4: Research & Development (R&D) and Scholarship to Enhance Alaska's Communities and Economic Growth		Potential Measure(s)
Issue D	Circumpolar communities are experiencing rapid social and economic transformation due to changes in climate, ecological systems, and global interactions. These communities need research-based and indigenous knowledge in order to adapt. UA has the expertise to assist these communities, and to do so must effectively communicate with those who need it. The Alaska Science and Technology Plan exists to guide UA in developing the needed information.	* Outreach publications.
	Effect: Alaskans and their communities use research-based information, enriched by indigenous knowledge, to successfully adapt to change.	
Issue E	Limited state investment in UA research capacity makes it difficult to remain competitive for research grants, contracts, and faculty.	- Proportion of hiring searches for research faculty that are successful. - Research faculty turnover and retention rates. * Research facility deferred maintenance & revitalization backlog (\$/sq. ft.) and Value of Facility to Program vs. Building Condition (NAV) - Proportion of graduate students supported by externally funded graduate assistantships.
	Effect: UA recruits and retains top research faculty and students, and maintains modern, world-class research facilities, equipment, and infrastructure.	

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Theme 5: Accountability to the People of Alaska		Potential Measure(s)
Issue A	The higher education environment in which UA operates is changing rapidly. Effecting the associated cultural shift that is needed can only occur as a result of widespread faculty and staff support, commitment, and leadership at every level.	- Proportion of UA leadership, faculty, and staff evaluated annually based on Shaping Alaska's Future related criteria.
	Effect: UA leadership, faculty and staff articulate our future direction, discover pathways to achieve the vision, and are empowered to effect the changes required.	
Issue B	Diversity is one of Alaska's strengths. Yet, the richness of what our universities can offer to students, employees and the state of Alaska will not be achieved until UA more fully embraces Alaska Native and other minority cultures and enhances professional development opportunities.	* Percent of Alaska population that is minority compared to percentage of UA employee groups that are minority, excluding student employees: Faculty Staff Administrators
	Effect: The diversity of UA faculty, staff and administrators reflects the diversity of Alaska's peoples.	
Issue C	Before UA requests additional buildings, we must ensure current facilities are fully scheduled and fully utilized.	- Value of Facility to Program vs. Building Condition (NAV). ** Classroom utilization rate. ** On campus hours per student.
	Effect: UA facilities are efficiently utilized to meet student, academic, community and research needs.	

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Theme 5: Accountability to the People of Alaska		Potential Measure(s)
Issue D	UA is often judged, not by the quality of its education, research or outreach, but rather by the personal experience that an individual encounters when accessing those programs. Similarly, employee effectiveness and morale depend upon their own personal experiences when they need assistance from another employee or group within the university.	** Student Satisfaction Survey. - Employee survey regarding morale and experiences. - Proportion of employees completing annual UA "service excellence" training. - Number of advisory councils and participating members for service and community outreach (in use at UAA).
	Effect: UA values, supports and delivers excellent service at every level.	
Issue E	Alaska's forecasted fiscal condition will increase expectations of the UA Board of Regents, legislators, and other community leaders that UA will further address revenue generation, cost-effectiveness, and cooperation across the UA system.	- Instruction & Student Related \$/Student FTE compared to peer institutions. * Ratio Non-General Fund to General Fund Research. - List of collaborative actions implemented annually.
	Effect: Greater efficiency, effectiveness, quality, and revenue generation result from UA wide collaborative decision making and cooperation.	
Issue F	Five years of consistent state funding has significantly reduced the rate of increase of deferred maintenance. However, the deferred maintenance backlog continues to grow and there is no funding commitment after 2015 to address UA's needs. Deferred maintenance is the UA Board of Regents' first capital priority because the risk posed by the backlog is unacceptable.	* Deferred Maintenance and Revitalization backlog \$ per total GSF.
	Effect: UA's deferred maintenance backlog is reduced to an acceptable level.	

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