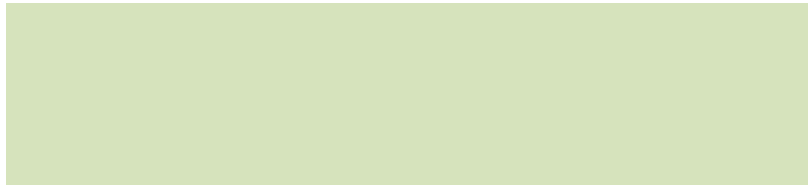
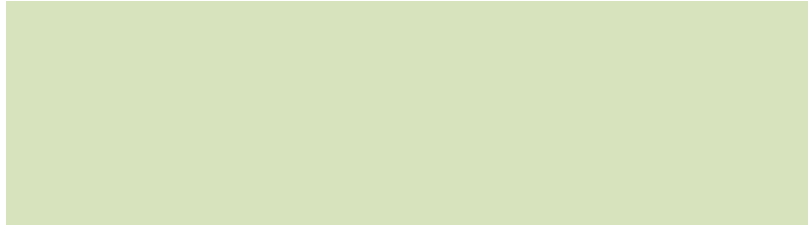


Theme 1: Student Achievement & Attainment	Potential Measure(s)
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Theme 2: Productive Partnerships with Alaska’s Schools	Potential Measure(s)
Issue A	<p>With high expectations for the continuing impact of the Alaska Performance Scholarship and the new 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.</p>
	<p>Effect: High school graduation requirements and UA freshman placement requirements are aligned across Alaska and postsecondary preparation pathways are clearly identified and communicated.</p>
Issue B	<p>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.</p>
	<p>Effect: The teacher retention rate in rural Alaska equals that in urban Alaska and is significantly improved by educating more Alaskan teachers.</p>

* Existing Shaping Alaska's Future Metric or UA Key Indicator already in use, see: http://www.alaska.edu/files/swbir/Apr14BOR_Handout.pdf

Theme 2: Productive Partnerships with Alaska’s Schools	Potential Measure(s)
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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

Issue C require postsecondary education.

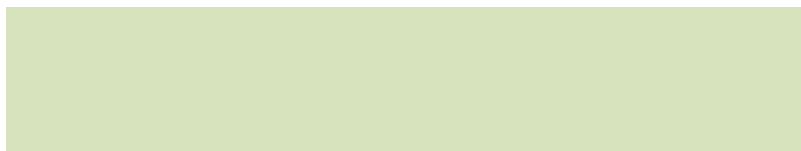
Effect: The college-going rate in Alaska, the proportion attending college in-state, and the proportion entering postsecondary education immediately after graduating from high school are similar to other western states.

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** Existing Shaping Alaska's Future Metric or UA Key Indicator in development.

- Proposed additional measure. Data may exist or need to be developed.

Potential Measure(s)



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.

Issue C **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.**

- * 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

Potential Measure(s)

DRAFT Matrix of Shaping Alaska's Future Metrics

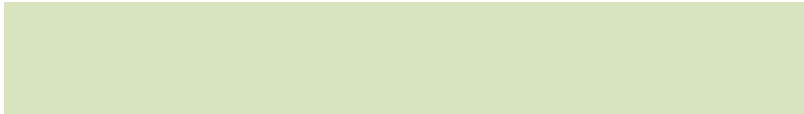
Theme 4: Research & Development (R&D) and Scholarship to Enhance Alaska's Communities and Economic Growth		Potential Measure(s)
Issue D	Circumpolar communities are experiencing rapid social and economic transformation due to changes in climate, ecological systems, and global interactions. These communities 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.	<ul style="list-style-type: none"> - 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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Potential Measure(s)



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.

Effect: The diversity of UA faculty, staff and administrators reflects the diversity of Alaska's peoples.

* Percent of Alaska population that is minority compared to percentage of UA employee groups that are minority, excluding student employees:
 Faculty
 Staff
 Administrators

Before UA requests additional buildings, we must ensure current facilities are fully scheduled and fully utilized.

Effect: UA facilities are efficiently utilized to meet student

- Value of Facility to Program vs. Building Condition (NAV).
 ** Classroom utilization rate.

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Potential Measure(s)