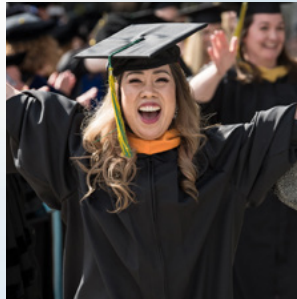




UNIVERSITY of ALASKA ANCHORAGE™

# INSTITUTIONAL ACCREDITATION



2021 Report to the  
Northwest Commission on Colleges and Universities  
Mid-Cycle Self-Evaluation Report





UNIVERSITY *of* ALASKA ANCHORAGE™

# Mid-Cycle Self-Evaluation Report

**Submitted to  
The Northwest Commission on Colleges and Universities  
August 26, 2021**

# UAA Mid-Cycle Self-Evaluation Report

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## INTRODUCTION

The University of Alaska Anchorage (UAA) has been accredited by the Northwest Commission on Colleges and Universities (NWCCU) since 1974. This single accreditation status applies to all UAA campuses, including Anchorage, Kenai Peninsula College, Kodiak College, Matanuska-Susitna College, and Prince William Sound College, as well as their extended sites.

Based on a comprehensive [Year Seven Self-Evaluation Report](#) and site visit, UAA's institutional accreditation was [reaffirmed](#) in January 2019, with four commendations and two recommendations. In March 2020 UAA submitted an [ad hoc report](#) addressing the two recommendations: one to expand institutional planning of graduate programs and the second to continue the focus on collaborative student success efforts. The NWCCU Board of Commissioners reviewed and acted on the ad hoc report at their June 2020 meeting. In a [letter](#) dated July 22, 2020, NWCCU President Ramaswamy informed UAA Chancellor Sandeen that both recommendations have been fulfilled.

UAA's current cycle falls under the new *NWCCU Standards and Eligibility Requirements*, which UAA fully embraces. Rather than continue with core themes, in AY2020, following a year-long broad and inclusive process, UAA identified a set of institutional-level learning [core competencies](#). UAA also identified a set of student achievement metrics and their disaggregation. UAA governance groups, including the Faculty Senate, Staff Council, Union of Students, and the Chancellor's Cabinet, endorsed the final set of core competencies and the student achievement metrics. In fall 2020, a similarly broad and inclusive process resulted in a new strategic plan, [UAA 2025](#), with which the core competencies and student achievement metrics align.

This report reflects the above accreditation activities, and is posted on the UAA [Institutional Accreditation website](#), which includes a wealth of information about UAA's accreditation efforts. This report also includes links to a number of documents on the [UAA 2021 Mid-Cycle Self-Evaluation Report Documentation website](#), including two documents outlining continued efforts in the areas of UAA's previous recommendations. These two documents, [Progress on Institutional Planning of Graduate Programs](#) and [Progress on Collaborative Student Success Efforts](#), demonstrate that forward momentum continues in these areas of importance to UAA.

## INSTITUTIONAL OVERVIEW

The UAA of 2021 is a comprehensive, open access, community-connected, public university that is committed to meeting students where they are and supporting them to achieve their personal and professional goals. Educating approximately 13,000 students as of fall 2020 in a region covering nearly 85,000 square miles, UAA offers many entry points, delivering a broad range of in-person and remote programming from its five campuses and extended sites. UAA serves traditional (18–24) and nontraditional (25+) age students; first-time, returning, and transfer students; and working professionals. The majority of UAA students are Alaska residents, and most commute to class and attend part-time. UAA's extraordinary graduates, having earned top-notch credentials that meet community needs and contribute to the state's workforce development goals, go on to make significant contributions to their professions, communities, the state, and beyond. UAA's outstanding faculty, high-quality programs, long-standing focus on student success, commitment to equity and inclusion, and unique location are the institution's hallmarks. UAA strives to be worthy of its location on the ancestral lands of the Dena'ina, Ahtna Dene, Alutiiq/Sugpiaq, Chugachmiut, and Eyak peoples, and acknowledges its obligation to the Indigenous people who share these lands with the university.

Since the last comprehensive review in fall 2018, UAA successfully responded to structural damage from a 7.1-magnitude earthquake, major budget cuts, and a global pandemic. Despite, and perhaps owing to, these challenges, UAA has emerged a more focused institution, rededicated to its mission and shared



commitment to student success and equity through innovation and service to its communities and the state.

### **Strategic Planning Process and New Strategic Plan**

With the beginning of the new accreditation cycle, UAA wrapped up its three-year strategic plan, [UAA 2020](#), and started work on a plan for the next five years. In December 2020, following a broad and inclusive engagement with UAA students, faculty, staff, alumni, and community partners, UAA finalized its new strategic plan, [UAA 2025](#). The new plan builds on the expiring *UAA 2020* plan, continuing UAA's commitment to student success and equity and reinforcing the university's role as a community-connected institution that is innovative and responsive.

UAA's mission is to transform lives through teaching, research, community engagement, and creative expression. *UAA 2025* has five aspirations, and these aspirations provide the framework by which the institution delivers these transformational experiences and by which it measures institutional effectiveness. These aspirations are intentionally integrative, and progress on one aspiration can also affect progress on the others. The five aspirations are:

1. We put students first.
2. We create a culture of equity and inclusion by embracing our diversity.
3. We embrace our role as a trusted and respected community partner.
4. We positively impact communities and the world through innovation.
5. We accelerate excellence through continuous improvement.

While institutional effectiveness will be broadly measured against progress on *UAA 2025*, for the purposes of accreditation, as articulated below, UAA defines mission fulfillment as it relates to the *UAA 2025* aspiration, "We put students first."

### **Ongoing Commitment to Diversity and Inclusion**

In addition, UAA is in year three of implementing the [Diversity and Inclusion Action Plan](#). The plan lays out goals and objectives to improve diversity among faculty and staff, as well as to create a framework to advocate and manage change. Additionally, plan goals include recruiting and retaining students in underrepresented populations, enhancing diverse curriculum and pedagogy, ensuring a safe and inclusive space for all, and supporting all campuses in these efforts. A summary of the implementation work can be found in the [Diversity and Inclusion Action Plan 2020 Update](#).

### **Identifying and Implementing Institutional Student Learning Core Competencies**

As indicated in the introduction of this report, UAA engaged internal and external constituents in a year-long process to identify core student learning competencies for the entire institution. The process began with a kick off open forum on October 4, 2019, "[Core Competencies in Support of Comprehensive Student Learning – A National Overview](#)," featuring the director of the National Institute for Learning Outcomes Assessment (NILOA), Dr. Natasha Jankowski. Dr. Jankowski discussed the current national view on the value and purpose of assessing higher learning with a particular focus on the movement toward core competencies that are realized, supported, and assessed throughout the entire institution. Designing assignments in courses, creating learning experiences in the cocurriculum, and facilitating learning through support offices are just a few examples of how institutions can ensure that students are ready, supported, and learning in ways that are culturally relevant and student focused.

The open forum was followed by the extensive process of identifying UAA's core competencies. The process started with a list of possible competencies that included UAA's general education student

learning outcomes, the Association of American Colleges and Universities' (AAC&U) *Essential Learning Outcomes*, and the outcomes from the AAC&U *Employer Survey*. The process included multiple surveys, open forums, and visits with governance groups. The process also included a [survey of UAA's key employers](#), developed and implemented by UAA's AY2020 NWCCU Mission Fulfillment Faculty Fellows. (For an overview of UAA's AY2020 Fellows project, see their [final report](#) to NWCCU.) At the end of the academic year, faculty, staff, and student governance, as well as the Chancellor's Cabinet, endorsed the following core competencies:

**Effective Communication**—The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.

**Creative and Critical Thinking**—The knowledge and skills necessary for the critical exploration of issues, ideas, artifacts, and events in order to creatively design, evaluate, and implement a strategy to answer complex questions or achieve a desired goal.

**Intercultural Fluency**—The knowledge and skills necessary to promote effective and appropriate interaction in a variety of cultural contexts, particularly in terms of the diverse populations of Alaska.

**Personal, Professional, and Community Responsibility**—The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.

As they are institution-wide, the core competencies capture student learning as it occurs across the institution in both traditional curricular and cocurricular spaces, as well as in the nexus of those spaces. By making such learning more explicit, consistent, and intentional, the university moves to a “learning systems paradigm” in which student learning experiences are linked more seamlessly towards proficiency in the essential skill sets necessary for post-graduation success. The identification of core competencies also allowed UAA to engage in an existential self-reflective exercise by which common practices and aspirations were used to create a shared sense of purpose and institutional identity. As described below, UAA's approach to assessing student achievement of these competencies will be qualitative, with a particular focus on the stories from the students themselves.

## MISSION FULFILLMENT

### Updated Mission Statement

UAA's mission as a comprehensive, open access, public institution serving its regional communities and the state remains constant. The mission statement was updated as part of UAA's recent strategic planning process, and the updated statement was approved by the University of Alaska (UA) Board of Regents at its February 2021 meeting and is now in [Board of Regents' Policy P01.01.020](#). The updated mission statement explicitly recognizes the institution's commitment to its students, and it honors the fact that UAA resides on the ancestral lands of Alaska's First Peoples.

*The University of Alaska Anchorage transforms lives through teaching, research, community engagement and creative expression in a diverse and inclusive environment. Serving students, the state, and the communities of Southcentral Alaska, UAA is a comprehensive, open access, public university established on the ancestral lands of the Dena'ina, Ahtna Dene, Alutiiq/Sugpiaq, Chugachmiut, and Eyak peoples.*

As a public institution, UAA is entrusted with funding to deliver educational opportunities that benefit individuals as well as develop the state's workforce. To measure mission fulfillment, as articulated below, UAA examines the quality of student learning, the extent to which students achieve their goals of earning a degree or certificate, and the effectiveness of services that support UAA students in meeting their educational goals, with a focus on closing equity gaps.

## Definition of Mission Fulfillment

As stated above, for the purposes of accreditation, UAA defines mission fulfillment as it relates to the *UAA 2025* aspiration, “We put students first.” *UAA 2025* delineates four objectives under this aspiration, three of which comprise UAA’s mission fulfillment objectives. The four *UAA 2025* objectives are:

1. UAA becomes a student-centered institution.
2. Equity gaps in student learning and achievement are narrowed.
3. Students are retained, persist, and graduate at increasing rates.
4. Students develop and achieve UAA’s Core Learning Competencies.

UAA’s accreditation efforts and its articulation of mission fulfillment focus primarily on meeting objectives 2 through 4, placing them at the center of the institution’s data-informed decision making, resource allocation, and continuous improvement processes. Actions taken to meet these objectives will necessarily contribute to making UAA a student-centered institution, thus contributing to meeting objective 1 as well. Overall progress on the accreditation metrics will be published and integrated into the regular planning and budgeting processes.

UAA articulates the following meaningful goals, objectives, and indicators of its goals to define mission fulfillment. These align with the *UAA 2025* aspiration, “We put students first.”

TABLE 1: MISSION FULFILLMENT GOALS, OBJECTIVES, AND INDICATORS

GOAL	OBJECTIVE	INDICATOR
We put students first	Equity gaps in student learning and achievement are narrowed.	Disaggregated data for the student achievement metrics are used in evaluation, planning, decision making, and resource allocation processes to close equity gaps.  Disaggregated data for the student achievement metrics show improvement over time for the different demographic groups.
	Students are retained, persist, and graduate at increasing rates.	Baccalaureate and Associate Retention and Graduation Rates
	Students develop and achieve UAA’s Core Learning Competencies.	Qualitative data from student focus groups  Qualitative data from a graduate exit survey

## Continuous Process to Assess Mission Fulfillment and Institutional Effectiveness

UAA has long-standing, continuous improvement processes that provide the backbone for demonstrating and improving institutional effectiveness, particularly as it relates to student learning, achievement, and support services, i.e., mission fulfillment. Rather than creating new structures and processes for its accreditation effort, the institution is relying on its current structures and processes to the extent possible.

For student learning, achievement, and support services, the following ongoing and systematic processes are used to make data-informed decisions and improvements.



### ***Academic Program Review (Seven-Year Cycle)***

All academic programs and units at UAA are required by [Board of Regents' Policy P10.06.010](#) to engage in program review on a seven-year cycle. [University Regulation R10.06.010](#) (later in the Regents' Policy document) sets out the minimum requirements for program review, including centrality of program mission, quality, demand, program productivity, effectiveness, and efficiency. Exceptional reviews may be conducted per university policy and regulation, and with the provost's approval. The UAA process also examines the results of student learning outcomes assessment and actions taken to improve student learning; additionally, it integrates student success measures, such as course pass rates, to align program efforts and resources with institutional priorities. Final decisions include commendations and recommendations, which guide future program efforts. The results of the cyclical Academic Program Review are reported to the UA Board of Regents annually and are published on the [Academic Program Review website](#).

In AY2020 the Board of Regents mandated expedited program reviews to address budget shortcomings. At UAA, every academic program went through this expedited process. The reports and results of this expedited process are posted on the [AY2020 Expedited Program Review Status website](#).

### ***Annual Program Student Learning Outcomes Assessment***

**Program Student Learning Outcomes:** UAA publishes faculty-approved program student learning outcomes for all degrees and certificates in the [UAA AY2021-2022 Academic Catalog](#). Student achievement of the outcomes is assessed annually, according to the methods outlined in the program's approved Academic Assessment Plan, which is reviewed by the [Faculty Senate Academic Assessment Committee](#) (AAC) and published on the *IR Reports* SharePoint site, which requires UAA login. Through direct and indirect measures, faculty collect and analyze data about student learning and achievement of the outcomes, use the results to develop recommendations, and take actions to improve the program and enhance student learning. They report their assessment activities in an Annual Academic Assessment Report. Prior to AY2021, programs also completed an institutional-level Annual Academic Assessment Survey, which captured high-level aggregate assessment information for publication in the [UAA Performance Report](#) and included data about the kinds of actions taken to improve student learning. To streamline the process, there will be one reporting mechanism moving forward. The process will use a [fillable form](#) that includes a section for feedback and guidance from the dean. The first streamlined reports are due October 15, 2021. They will be ADA-compliant and posted directly on the [Academic Assessment Home Page](#).

Because the expedited program review process, described in the previous section, incorporated the comprehensive results and improvements from Program Student Learning Outcomes Assessment, and because every program produced a report that was published on the [AY2020 Expedited Program Review Status website](#), programs were not required to produce the regular Annual Academic Assessment Reports, described above, for AY2020.

**Faculty-Led Assessment:** Assessment of student learning is an expectation of faculty at UAA. The Faculty Senate Academic Assessment Committee in partnership with the Office of Academic Affairs leads efforts to create a positive, collaborative culture of assessment across the institution by providing leadership and support for faculty-developed systematic assessment approaches and processes. The AAC promotes assessment as part of a culture of student learning. This positive culture is demonstrated through institution-wide encouragement of practical, sustainable, and meaningful assessment plans; peer review of assessment plans; and distribution of assessment information and best practices. The AAC has conducted [workshops](#) as needed to train faculty and answer questions. This process ensures that the assessment of student learning outcomes is principally planned, implemented, and administered by faculty, through processes they have developed into a formative and dialogic approach among peers.

**Specialized Accreditation:** Currently, 61 degrees, certificates, and minors at UAA have earned [specialized accreditation](#) in their disciplines through rigorous review processes that ensure curricular quality, student support, and student learning success. UAA's Program Student Learning Outcomes Assessment process acknowledges that work and encourages programs to integrate what they already do for their specialized accreditation into the institutional assessment process.

**Changes in the Process since the Last NWCCU Visit:** While assessment is faculty-led, it is the deans who manage college budgets and control resource allocation. In recognition of this critical role, since the fall 2018 NWCCU site visit, the AAC has taken deliberate steps to integrate the deans more fully into the assessment process. In addition to a new end-of-the-year [Annual Academic Assessment Retreat](#) in May, which is attended by the deans, their college-level assessment coordinators, and the program-level faculty assessment coordinators, deans are now asked to provide formal, written feedback on each program's Annual Academic Assessment Report.

### ***Student Affairs Assessment***

Student Affairs departments use the Council for the Advancement of Standards in Higher Education (CAS) approach, a national standard of practice, for department-level program review and benchmarking. [Assessment findings](#) drive Student Affairs decisions in enrollment management, new student recruitment, student engagement, annual departmental goal identification, resource allocation, and budget development. Additionally, Student Affairs demonstrates continuous improvement through administering and responding to regular program reviews, self-studies, and federal and state regulatory compliance audits.

The institution aligns with federal and state mandates through policy and compliance measures in financial aid, campus safety, student conduct, disability accommodations, and academic and student records.

Student Affairs uses a comprehensive assessment approach to ensure that cocurricular programs and services are aligned, help achieve student success, and provide support to the institution's core competencies. Using the CAS approach, the Student Affairs units develop annual plans to improve performance metrics and respond to changing conditions. Student Affairs is considering using a reporting mechanism that parallels the one used for Program Student Learning Outcomes Assessment reporting.

### ***Core Competencies Assessment: A Qualitative Approach to Assessing Student Achievement***

After the stakeholder-based process in AY2020 to identify four institution-wide core competencies, UAA decided to launch a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). This decision was based on input from the 83 participants at the May 7, 2020 Annual Academic Assessment Retreat and confirmed by the Accreditation Advisory Committee as well as its Core Competency Working Group. The process was broad and inclusive, as featured in the [February 24, 2021 Seawolf Weekly piece](#) focusing on the core competencies in general and the PPCR pilot in particular. At a series of three open forums in fall 2020, participants explored the kinds and spaces of student learning opportunities at UAA that promote development of PPCR. The fall open forums kicked off with [“Equity through Transparency in Learning and Teaching”](#) in September, continued with [“What Is It? Where Do We Promote It? How Do We Help Students Develop It?”](#) in October, and culminated with [“Let's Collaborate to Tell Our Story”](#) in November. Because individual programs and services contribute to student learning and achievement of this competency in wide-ranging ways, the organizers were mindful not to prescribe what that learning might look like. To provide maximum flexibility, they partnered with faculty researchers in psychology and health sciences to engage participants in a qualitative research method called PhotoVoice at the November 13, 2020 session. This methodology provides a user-friendly means of encouraging all UAA community members to participate in the process of identifying and celebrating exemplars of PPCR student learning opportunities at UAA. The faculty

researchers submitted for publication an analysis of using the method for accreditation purposes. Details for all of the open forums are posted on the [Institutional Accreditation website](#) under the “Milestones” section.

On March 5, 2021 the open forum “[Personal, Professional, and Community Responsibility: Discovering What We Are Doing and What We Want to Do. How Do We Move the Needle?](#)” was held for all academic and support programs to articulate how they might intentionally incorporate PPCR into their planned student learning. As a follow-up to that conversation, the Annual Academic Assessment Retreat, held on May 6, explored how that learning might be assessed on the institutional level through a graduate exit survey. The goal is to capture the students’ own stories about where they experienced opportunities to develop the competencies, whether in the curriculum, cocurriculum, or simply through their daily interactions with UAA. Students will also be asked to reflect on how they are able to demonstrate achievement of the competencies and in what ways this translates into transferable skills. This qualitative summative assessment will provide a nuanced understanding of what kinds of learning are taking place around the core competencies, how students are connecting that learning to their post-graduation next steps, and what the institution might need to do to enhance the learning opportunities it offers. For an overview of the entire core competency process, see [UAA Core Competencies: A Journey of Collaboration and Engagement](#), UAA’s AY2021 Mission Fulfillment Fellows report to NWCCU.

### ***Student Success Programs and Services Assessment***

In spring 2021, the Student Achievement Metrics Working Group of the Accreditation Advisory Committee was tasked with completing a [Student Success Program Inventory](#) of UAA programs aimed at improving student success outcomes and determining how best to assess how student participation in these programs relates to retention, persistence, GPA, and degree completion. The committee developed a [Student Success Programs Questionnaire](#) requesting information from all such programs as a first step in establishing a framework for reporting that will allow UAA to identify gaps in programming or student groups who are not adequately being connected to existing programming.

Program leads from more than 100 programs (97% response rate) across UAA’s campuses completed the questionnaire about each program’s: (1) mission, (2) target student population and number served annually, (3) methods to recruit students and track participation, (4) eligibility requirements, (5) core program elements, (6) core competencies addressed, (7) target outcomes and metrics, and (8) types of outcomes assessment data collected. Efforts are continuing to make sure all programs have been identified and given the chance to contribute to the data. A summary report is being prepared to share with the UAA community in fall 2021.

## **STUDENT ACHIEVEMENT**

As part of the previous strategic plan *UAA 2020*, UAA created the new vice provost for student success position and staffed a new Office of Student Success to focus the institution’s student success efforts. In a relatively short time, UAA intentionally engaged in national best practices around student success and saw improvements in both retention and graduation rates. These efforts were described in the [March 2020 ad hoc report](#) to the NWCCU. As noted in the introduction to this report, [Progress on Collaborative Student Success Efforts](#) provides a further update on initiatives related to student success and an analysis of their effectiveness.

With the adoption and implementation of the current strategic plan *UAA 2025*, the institution will continue the student success efforts and will work toward closing equity gaps. As noted in the assessment section above, UAA also will assess programs and services aimed at student success for their effectiveness and will allocate resources accordingly.

## Student Achievement Metrics and Their Disaggregation

Following a broad and inclusive process in AY2020, UAA identified and approved student achievement metrics that include associate-, baccalaureate-, and graduate-level students. Over time, additional metrics may be included to address success of students enrolled in undergraduate certificate and occupational endorsement programs.

UAA has also identified two metrics (leading indicators) determined by UAA's student success initiatives to be the most critical to move the needle on retention, persistence, and graduation rates over the next couple of years. These leading indicators may be revised as goals are achieved and other leading indicators come into play.

Each metric is disaggregated within the general defined cohort by race/ethnicity, traditional age (18–24), nontraditional age (25+), gender, Pell Grant recipients, and first-generation students (students whose parents did not complete a postsecondary degree). Pell Grant recipients and first-generation students provide a proxy for socioeconomic status. In addition to first-time, full-time students (12+ credits per semester), these measures are also broken out by students who enroll part-time (1–11 semester credits for undergraduate students or 1–8 semester credits for graduate students) in recognition of the large percentage (nearly two thirds) of UAA students who attend part-time.

The disaggregated data for the metrics inform planning, decision making, and resource allocation to programs and services with the goal of mitigating gaps identified by the data in student achievement and equity. As noted later in this report, the disaggregated data are already integrated into or are being integrated into regular processes such as the allocation of general funds to the colleges, cyclical Academic Program Review, Program Student Learning Outcomes Assessment, the evaluation of student success programs and services, and performance reporting to the State of Alaska.

Following is an overview of each metric and leading indicator with a brief definition, rationale, and notes about available peer data for comparisons. The rationales were developed based on the questions: “Why is this metric useful? What kinds of actions can be taken to improve performance on this metric?”

TABLE 2: METRICS

METRIC	DEFINITION	RATIONALE	AVAILABLE PEER COMPARISONS
PERSISTENCE	The % of first-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the following spring term.	When a student persists from their 1 <sup>st</sup> fall to their 1 <sup>st</sup> spring, it can indicate that the student felt welcomed, supported, and connected inside and outside the classroom. This welcome and support has been shown to motivate students to remain enrolled in their studies at an institution. Laying a foundation in the first semester and seeing the student continue is a strong indication of ongoing retention and ultimately graduation.	N/A

<b>METRIC</b>	<b>DEFINITION</b>	<b>RATIONALE</b>	<b>AVAILABLE PEER COMPARISONS</b>
<b>RETENTION 1<sup>ST</sup> TO 2<sup>ND</sup> FALL</b>	Traditional measure of the % of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the following fall.	Following the student from the 1 <sup>st</sup> fall to 2 <sup>nd</sup> fall can indicate ongoing connections and support inside and outside of the classroom are motivating students to return to continue their studies at the institution. Continuing enrollment is a key factor in completion.	Integrated Postsecondary Education Data System (IPEDS)
<b>RETENTION 1<sup>ST</sup> TO 3<sup>RD</sup> FALL</b>	The % of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return for a 3 <sup>rd</sup> fall term 2 years later.	Retaining students from their 1 <sup>st</sup> to their 3 <sup>rd</sup> fall semester is one measure of a student's intent to remain at the institution to complete their studies. The strong foundation of connection and support created inside and outside the classroom in the first four semesters should increase the student's commitment to continuing at UAA.	N/A
<b>BACCALAUREATE GRADUATION RATE</b>	The % of first-time, full-time baccalaureate degree-seeking freshmen who enter in a given fall term and earn their degree within 6 years (150% of catalog time). UAA is also tracking 8- and 10-year completions.	Measuring how long it takes a defined group of entering students to complete their degree programs is a traditional measure of student success. Timely completions save students money and can indicate effectiveness of academic planning and student support. Because many UAA students transition from full-time to part-time enrollment from one semester to the next, extending the timeframe for tracking graduation provides a more complete picture of UAA student completions.	IPEDS
<b>ASSOCIATE GRADUATION RATE</b>	The % of first-time, full-time associate degree-seeking freshmen who enter the institution for the first time in a given fall semester and earn their degree within 4 years (200% of the time to complete), 6 years, and/or 8 years.	Measuring the graduation rates for students entering as 2-year associate degree seekers recognizes this significant cohort of students. As with baccalaureate degrees, timely completions save students money and can indicate effectiveness of academic planning and student support. Because many UAA students transition from full-time to part-time enrollment from one semester to the next, extending the timeframe for tracking graduation provides a more complete picture of UAA student completions. Using 4, 6, and 8 years allows UAA to compare to its list of institutional peers.	IPEDS



<b>METRIC</b>	<b>DEFINITION</b>	<b>RATIONALE</b>	<b>AVAILABLE PEER COMPARISONS</b>
<b>JUNIOR GRADUATION RATE</b>	The % of students who graduate with a bachelor's degree within 4 years of first reaching junior class status (60 credits).	Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their first 60 credits, students typically focus on completing General Education Requirements (GERs) and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.	N/A
<b>SEMESTERS TO DEGREE— GRADUATE PROGRAMS</b>	The average (median and mode) number of semesters taken by students to complete any graduate degree or certificate program. Determined by students who have graduated with a graduate program as their primary degree. Based on a 5-year trend.	Looking at the number of semesters graduate students take to complete their degrees illustrates how students progress through their degree programs (full-time, part-time, stop-out). This information on student behavior and completion can inform program structure and help the institution support students in a way that honors the time needed for rigorous intellectual engagement and growth, while it also ensures that students can complete in a timely manner.	N/A
<b>POST GRADUATION SUCCESS</b>  Under consideration: Decreasing the gap between the number of jobs projected in Alaska in selected T.E.C.H. (Technology, Education, Commerce, Health) fields versus the # of UAA graduates produced in those fields	TBD	TBD  This metric would connect post-graduate success with the economic recovery, stabilization, and development within the State of Alaska.	UAA joined the National Student Clearinghouse Postsecondary Data Partnership (PDP) in AY2020 with the goal of future peer comparisons for this metric.

TABLE 3: LEADING INDICATORS

<b>METRIC</b>	<b>DEFINITION</b>	<b>RATIONALE</b>	<b>AVAILABLE PEER COMPARISONS</b>
<b>COMPLETE TIER 1 GER COURSES WITHIN 1<sup>ST</sup> 30 CREDITS</b>	The % of baccalaureate degree-seeking undergraduate students who complete their Tier 1 GERs within their 1 <sup>st</sup> 30 credits in 2 years from when they entered as first-time freshmen. Includes only first-time to college UAA students who reach sophomore class (30 credits) and excludes transfer-in or returning students. Tier 1 GERs include foundational oral and written communication and quantitative skills courses.	Students who complete key general education courses early in their academic careers are retained and graduate at higher rates. Measuring the early completion of these requirements and disaggregating those data can inform planning, decision making, and allocating resources to programs and services designed to mitigate gaps in achievement and equity.	PDP
<b>COURSE PASS RATES BY COURSE LEVEL (UNDERGRADUATE LOWER-DIVISION, UNDERGRADUATE UPPER-DIVISION, AND GRADUATE LEVELS)</b>	The % of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for graduate students in a course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB.	Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and allocating resources to programs and services designed to mitigate gaps in achievement and equity.	N/A

### **Institutional Peer Selection Process and Comparisons**

In AY2021, UAA's Office of Institutional Research reviewed and compiled an updated list of institutional peers to serve as comparators on student achievement metrics where data are available through the Integrated Postsecondary Education Data System (IPEDS) or, in the future, the National Student Clearinghouse Postsecondary Data Partnership (PDP). The Accreditation Advisory Committee, Staff Council, Union of Students, Faculty Senate and its Academic Assessment Committee, the chief diversity officer, and the vice provost for student success provided input about which criteria and variables to use for selecting peers. Institutional Research used these recommendations to create a list of 19 proposed peer institutions from the IPEDS Data Center. The process and list were presented to the

Chancellor's Cabinet and the deans for approval. A full description of the [selection process](#) is available on the *UAA 2021 Mid-Cycle Self-Evaluation Report Documentation* website.

With this updated list of peer institutions, UAA can benchmark current performance on some of its metrics and make informed decisions about realistic and achievable targets. As Tables 2 and 3 indicate, peer comparison data on a number of metrics are not currently available through IPEDS. Additional data sources may enable peer comparisons in the future. Table 4 compares UAA to its peers on metrics where data are available. The most recent rates are from the IPEDS reporting year for 2019.

TABLE 4: PEER COMPARISONS OF RETENTION AND GRADUATION RATES

INSTITUTION	RETENTION Baccalaureate		GRADUATION Baccalaureate		GRADUATION Associate*		
	Full-Time	Part-Time	6-Year	8-Year	4-Year	6-Year	8-Year
Arizona State University-SkySong	74%	45%	4%	17%	N/A	N/A	N/A
Arkansas State University-Main Campus	75%	35%	50%	49%	6%	3%	3%
Arkansas Tech University	70%	37%	40%	42%	4%	5%	6%
California University of Pennsylvania	72%	69%	50%	56%	0%	1%	1%
College of Staten Island CUNY	74%	70%	47%	52%	4%	4%	3%
Colorado Mesa University	74%	25%	43%	36%	3%	5%	5%
Dixie State University	57%	40%	21%	22%	19%	21%	21%
Eastern New Mexico University-Main Campus	63%	57%	33%	33%	2%	3%	3%
Idaho State University	64%	30%	34%	33%	4%	6%	7%
Lamar University	66%	51%	34%	34%	N/A	N/A	N/A
New Mexico Highlands University	55%	0%	22%	25%	N/A	N/A	N/A
Southeastern Oklahoma State University	62%	33%	35%	30%	N/A	N/A	N/A
Texas A & M University-Commerce	63%	44%	43%	44%	N/A	N/A	N/A
Texas Woman's University	73%	60%	43%	40%	N/A	N/A	N/A
The University of West Florida	81%	71%	46%	47%	2%	4%	4%
University of Alabama at Birmingham	83%	59%	63%	57%	N/A	N/A	N/A
<b>University of Alaska Anchorage</b>	<b>66%</b>	<b>42%</b>	<b>32%</b>	<b>31%</b>	<b>7%</b>	<b>9%</b>	<b>10%</b>
University of North Georgia	79%	55%	58%	56%	8%	8%	8%
Utah Valley University	65%	47%	29%	33%	15%	16%	15%
Weber State University	66%	42%	34%	43%	19%	16%	13%
<b>AVERAGE OF PEER INSTITUTIONS</b>	<b>69%</b>	<b>46%</b>	<b>38%</b>	<b>39%</b>	<b>8%</b>	<b>8%</b>	<b>8%</b>

\*N/A values are reported for peer institutions without comparable degrees and are excluded from the calculation.

The comparison to peer institutions provides context for UAA's performance. For example, UAA's fall 2019 retention rates are below the peer average, but they fall within the range of peer rates. (It is encouraging to note that UAA will be able to report that the fall 2020 retention rate improved to 68.2 percent.) The differential between full-time and part-time retention rates is significant, and this is true for all peers. With graduation rates, UAA exceeds the peer average for associate rates but is below the average for baccalaureate rates, though again, UAA falls within the range found among peers.

This peer context enables UAA to make more informed decisions about setting reasonable targets, identifying appropriate interventions, and allocating resources to address the most pressing needs. The recently-developed [UAA IPEDS Peer Group Retention and Graduation Rates dashboard](#) provides public access to peer comparisons where data are available.

NOTE: UAA grants degrees from the associate through doctoral levels. As the established peer comparisons to UAA include institutions that grant both 2- and 4-year degrees, graduation rate data were collected from both the IPEDS Graduation Rates (GR) and Outcomes Measures (OM) surveys. This methodology was utilized so that IPEDS data for all peer institutions could be compared and aligned to the 4-, 6-, and 8-year milestones.

### **Visualizing, Disseminating, and Using the Student Achievement Data and Assessment Results**

UAA has long engaged in ongoing, systematic collection of meaningful, assessable, and verifiable data to support its evaluation of mission fulfillment. For the new accreditation cycle, progress on the accreditation student achievement metrics has intentionally been and is being built into ongoing evaluation, planning, decision making, and resource allocation processes, such as allocation of general funds to the colleges, cyclical Academic Program Review, Program Student Learning Outcomes Assessment, the evaluation of student success programs and services, and performance reporting to the State of Alaska.

The Office of Institutional Effectiveness works closely with Institutional Research to prioritize and disseminate reporting that demonstrates mission fulfillment and supports ongoing continuous improvement processes. An example of this is the annual *Performance Report*, posted on the [Institutional Effectiveness website](#). Moving forward, it will be determined if the *Performance Report* will continue to be the mechanism by which overall institutional effectiveness is annually reported. If so, the *Performance Report* will be adjusted to align with the goals, objectives, and indicators for *UAA 2025* and accreditation.

UAA also maintains a robust suite of data dashboards, including several that are accessible by the public and those that provide access to more extensive data for internal use by decision makers. These dashboards are being updated to reflect the student achievement metrics, including the detailed disaggregated data.

Work has begun on how best to visualize and communicate the data collected for each metric to external audiences in a printable report format and online. All reports will be posted on the website and broadly disseminated to the various governance groups, including, but not limited to, the Faculty Senate, Staff Council, Union of Students, Full Council of Deans and Directors, Campus Planning Advisory Board, and Chancellor's Cabinet.

Each report will be introduced by stating the purpose and use of these reports. Each report then will be organized in the following way: (1) some high level observations; (2) the measure, definition, and rationale; (3) peer comparisons, when available, to provide context; and (4) a visual on overall performance on the metric and tables with disaggregated data. AY2016 was selected as the internal benchmark year for data comparisons because it captures pre- and post-implementation of the *UAA 2020* student success initiatives and grounds the institution's work on *UAA 2025* moving forward. Peer comparisons on metrics where data are available serve as external benchmarks and will be used to inform setting goals and providing context for performance.

The reports as of fall 2021 for each of the student achievement metrics are now posted on the [Institutional Accreditation website](#), as well as the [UAA 2021 Mid-Cycle Self-Evaluation Report Documentation website](#), including:

1. [UAA Annual Report on Persistence as of Fall 2021](#)
2. [UAA Annual Report on Retention as of Fall 2021](#)
3. [UAA Annual Report on Graduation Rates as of Fall 2021](#)
4. [UAA Annual Report on Semesters to Degree—Graduate Programs as of Fall 2021](#)
5. [UAA Annual Report on Leading Indicators as of Fall 2021](#)

The approach to presenting the data components and initial observations for each metric in annual reports is designed to engage governance and leadership groups in conversation about the data. The reports do not provide in-depth analysis, but, rather, are meant to point to areas in need of strategies to mitigate achievement gaps or to areas that might need additional exploration. As constituents use the reports and data and provide feedback on their usefulness, the approach will be refined and adapted.

### **Student Achievement Summary**

UAA's selected student achievement metrics recognize the varied and unique paths to success taken by students at UAA. By comparing full-time and part-time students, as well as going deeper into the data by race/ethnicity and selected characteristics, the institution can better identify areas of success and issues that need additional investment in order to improve rates overall and to close equity gaps. By building progress on the metrics into a range of evaluation, planning, decision making, and resource allocation processes, UAA demonstrates its full commitment to the goals of student success and the closing of equity gaps in student achievement.

## **PROGRAMMATIC ASSESSMENT**

### **Representative Examples of Assessment and Improvement**

UAA has a longstanding culture of assessment that is focused on teaching and learning. Below, the report describes two different ways that UAA has integrated a continuous cycle of assessment into their work. First, the report describes assessment in the BA/BS degree programs in anthropology, which provides an example of assessment in a typical degree-granting program. Second, the report describes the role of assessment in writing placement, which provides an example of assessment in a broader-reaching program that supports many degree programs and is deeply tied to student success. Together, these two programs indicate how assessment is connected to UAA's commitment to student success and equity.

To select and develop profiles of these programs, the report team started by asking the Faculty Senate Academic Assessment Committee (AAC) and all deans for examples of degree-granting programs that they thought represented the assessment process, that used the assessment process to make significant changes to their programs, and that did not follow external accreditation criteria for assessment. They recommended three programs, including the AAS program in accounting, the BA/BS programs in mathematics, and the BA/BS programs in anthropology. The team also decided to include a fourth program—writing—as an example of how assessment is having a major impact in a non-degree-granting program that, nonetheless, has a significant and direct connection to student success. A faculty member serving on the accreditation writing team, who is also an experienced qualitative researcher, interviewed the assessment coordinator for each program about how they approach assessment, how they have used assessment to rethink their programs, and how they see assessment as tying to the university's mission and core competencies. Based on the interviews, along with the Academic Assessment Plan, Annual Academic Assessment Report, and AY2020 expedited program review for each program, the team developed [assessment overviews](#) for each of the proposed programs. The overviews were shared with the AAC who helped select two programs to profile in this report to illustrate the exciting work that is being done to improve student learning and success through planning, evaluation, and resource allocation at UAA. After the profiles were drafted, they were returned to the programs to check for accuracy.

#### ***Example 1: BA/BS in Anthropology***

The BA/BS programs in anthropology illustrate the formal cycle of assessment that has been established through UAA's standard curriculum and assessment processes. Like all degree programs, anthropology developed an [Academic Assessment Plan](#) as part of the regular curriculum process. These plans ask programs to articulate a mission statement, identify specific program-level student learning outcomes,



define assessment measures, and develop a process for assessment and improvement of student learning that includes faculty.

Each year, all degree programs generate assessment data, analyze those data, develop an Annual Academic Assessment Report, and receive feedback on the report from their dean. In anthropology, for example, they have identified two main data sets for assessing student achievement of their program outcomes. First, the program uses a series of surveys to assess students' knowledge of the four subfields of anthropology and students' confidence in their ability to use knowledge about anthropology. The survey is administered at the beginning and end of the 200-level foundational courses, which introduce the four fields of anthropology. Knowledge surveys are repeated in a 300-level course and at the end of the program in the senior seminar. The senior seminar survey also includes questions about the students' experiences in the program.

Based on the analysis of the survey results (see the program's [AY2019 Annual Academic Assessment Report](#)), anthropology identified specific gaps in baseline knowledge for students entering the program, as well as changes in baseline knowledge and confidence as students progressed through the program. These data are particularly helpful for tracking the program's first three outcomes, which emphasize knowledge about the four subfields of anthropology, anthropological theory, and ethical practice. The survey data showed that students at the beginning of the 200-level courses had gaps in knowledge about some of the subfields of anthropology. For example, only 17.65 percent of students surveyed in ANTH A202 understood that the biocultural approach does not emphasize a genetic approach to human behavior and only 16.67 percent of students surveyed in ANTH A210 understood that no language is any more or less grammatical than any other. By analyzing these results, the faculty of anthropology were able to identify areas to emphasize throughout the curriculum to address misconceptions and support student learning. The survey data also allow faculty to assess changes in knowledge and confidence over time. Based on the 2019 data comparing baseline and post-course knowledge and confidence in ANTH A202 and ANTH A430, the program observed that students' baseline knowledge either stayed the same or increased, and their confidence increased at both levels.

Whereas the formative and summative surveys are useful for tracking the first three program outcomes, a more nuanced approach is needed for assessing students' ability to engage in anthropological communication that is relevant to Alaska and the Circumpolar North, and to apply anthropological knowledge. The program uses a culminating e-portfolio to assess achievement levels for each of the program student learning outcomes. Students generate reflections on how they have met each outcome through their coursework and field experiences. They are encouraged to include artifacts, such as course papers and projects, to support their reflections. Department faculty evaluate the e-portfolios using the AAC&U VALUE rubrics for written communication, which examine content and purpose for writing, content development, genre and disciplinary conventions, sources and evidence, and control of syntax and mechanics.

In 2019, anthropology used the e-portfolio to specifically examine the outcome about "documenting, evaluating, and communicating anthropological information, including perspectives relevant to Alaska and the Circumpolar North." Many programs rotate their assessment of specific outcomes each year so that they can engage in in-depth analysis and change for a focused area. All students who completed the portfolio and were assessed demonstrated a "capstone" level of mastery for written communication in anthropology.

Together, the data generated through the surveys and culminating portfolios, along with the process of analyzing assessment data and producing an annual assessment report, allow the department to closely examine what is working well and what could be improved in the program. In other words, assessment enables the program to engage in a continuous process of improvement.

The anthropology faculty have used the assessment cycle to make several key changes to their program. Through assessment, they realized that the previous data they were using for assessment, which compared mid-semester and final grades, did not really track student learning in a meaningful way. They implemented the survey, an indirect measure of student learning, and e-portfolio, a direct measure of student learning, to generate data that would more accurately reflect learning and lead to meaningful change. They also realized that the learning outcomes did not quite fit the program and were not meaningful to students. They recrafted the outcomes to combine areas that seemed to overlap significantly, such as the four-field approach to anthropology and anthropological theory. Additionally, they found that the outcomes about communication and the Alaska context were mixed together in a way that made them difficult to assess and that tended to background place-based concerns. By separating these two areas, the outcomes became easier to assess and the program foregrounded the importance of place in anthropology. The program's updated [Academic Assessment Plan approved in 2021](#) reflects these changes.

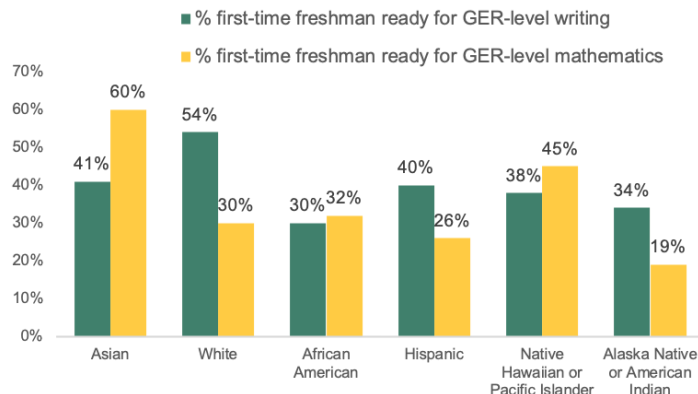
Assessment also uncovered some issues with curricular structure and consistency that the program is currently addressing. The impact of assessment on curriculum can be seen in the program's [most recent curriculum revisions](#). For example, through assessment, faculty realized that the levels of certain classes did not coincide with the types of learning expected, and that students were not necessarily building the background knowledge they needed about the four subfields of anthropology early enough in the program. In response, anthropology has aligned the program to move more purposefully from the 200-through 400-levels. They also identified some issues with consistency across course sections. Over the remainder of the accreditation cycle, anthropology will continue to address these issues.

### ***Example 2: Writing Placement***

Whereas the BA/BS in anthropology illustrates the assessment cycle in degree-granting programs, UAA has a number of programs that serve students in other ways that are critical to student success. For example, the writing program provides a significant part of the foundational GERs, along with pre-GER-level coursework, which is essential to student progression in all degree programs and is deeply tied to equity and access at the university. Over the past several years, the program has used Institutional Research data—coupled with strategic deployment of institutional resources—to rethink writing placement, which has had a significant impact on student success. This effort is foundational to UAA's participation in the inaugural NWCCU Retention, Persistence, and Student Success Academy and to moving the needle on UAA's student achievement leading indicator "Complete Tier 1 GER courses within the 1<sup>st</sup> 30 credits."

In alignment with national best practices, the writing program examined how placement based on a test score alone can actually present a barrier to student success. The newly implemented placement system draws on multiple measures to place students into entry-level writing courses. Whereas historically, placement relied solely on ACCUPLACER or SAT/ACT scores, faculty have always recognized the limitations of such assessments for accurate placement. While these measures accurately predict success for students who place into GER-level courses, they are much less accurate for students who place into pre-GER-level courses, particularly for students from historically underrepresented groups, first-generation college students, and nontraditional students. The standardized measures tended to place students in lower-level courses, too, which meant that students had more classes to take prior to the GER writing sequence, and students were more likely to feel like they were placed in the wrong class. Considering that 40 percent of students placed into pre-GER-level writing courses, placement was having a significant impact on a large number of students; as illustrated in Figure 1, placement gaps were magnified for students in historically underrepresented groups.

FIGURE 1: GER PLACEMENT RATES BY RACE/ETHNICITY PRIOR TO IMPLEMENTING MULTIPLE MEASURES

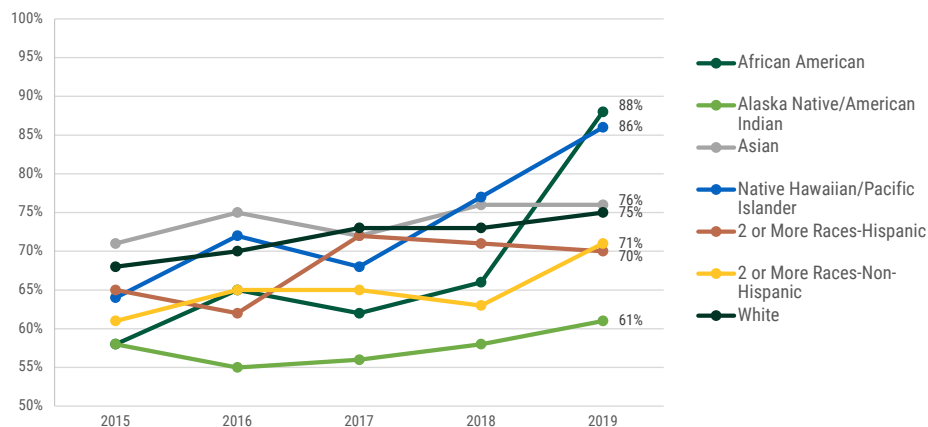


*\*Note: These data were collected prior to the selection of student achievement disaggregation groups, but demonstrate an institutional history of using these disaggregated data to make decisions in support of closing equity gaps.*

In response to these issues, the Writing and Student Success Team, which includes writing faculty, staff from first year advising, the dean of the Community and Technical College, and the vice provost for student success, implemented a multiple measures approach to placement. They developed a [Course Matching Survey](#) that asks students about their experiences with language, literacy, and technology; identifies students from multilingual backgrounds, nontraditional students, and first-generation students; and assesses other factors such as motivation and availability. Students who place into pre-GER-level classes are all invited to take the survey and submit a writing sample, which is evaluated by three to five faculty in the writing program. First year advisors use the survey responses and the faculty evaluations of the writing samples to help students plan their schedules, select appropriate courses and course formats, and connect students with helpful resources.

After implementing the multiple measures approach to placement, the Office of Student Success found that 77 percent of students who took the Course Matching Survey and submitted a writing sample were placed into higher-level classes than they would have been based solely on standardized measures. Students tended to perform better in the higher-level placements, too. For example, in the GER course WRTG A111, students from all race/ethnicity groups made some gains in pass rates, with especially significant results for African American and Alaska Native/American Indian students, as illustrated in Figure 2. The success of this effort was recently highlighted in a [July 20, 2021 Seawolf Weekly piece](#).

FIGURE 2: IMPACT OF PLACEMENT ON PASS RATES IN WRTG A111 BY RACE/ETHNICITY



*\*Pass rate definition: A-C grade.*

Also, with the support of advising, students developed more appropriate schedules. For example, students who place into pre-GER-level writing classes tended not to do as well in other GER courses that assumed a foundation of writing. By waiting to schedule such courses until after the pre-GER-level courses were completed, students were much more likely to pass individual courses and continue taking classes in subsequent semesters. Indeed, the use of multiple measures for writing placement has created a significant shift (+7.3% from 2018–2020) in the passing rates for students' first writing classes. Also, for students who took an Accelerated Learning Program (ALP) course, which allowed them to take a higher-level course with more support and credit hours, students tended to pass at higher rates, sometimes as much as 20 percent higher than peers in non-ALP courses. Surveys of students and faculty also indicated that both groups found that multiple measures placed students in appropriate courses.

The shift in writing placement demonstrates how assessment is being deployed in foundational programs at UAA to make significant positive changes in student success and equity. It also demonstrates how UAA has connected assessment in some of its broadly-reaching programs to institutional resources, such as advising, faculty support, and administrative organization. Over the next several years, the Writing and Student Success Team plans to expand the Course Matching Survey, writing sample option, and ALP courses to be available to all incoming students who could benefit from these practices.

### **Representative Assessment Examples Summary**

The anthropology BA/BS and writing placement are just two examples of how assessment is being used to make positive changes at UAA. As these profiles illustrate, assessment plays a key role across all of the degree- and certificate-granting programs. Assessment also plays a key role in other programs, too, as the writing placement example demonstrates. UAA's faculty-led assessment process ensures that all academic programs are engaged in cycles of continuous improvement as part of an institution-wide learning culture that values student success and equity.

## **MOVING FORWARD**

UAA continues to work toward its seven-year review, building upon the accomplishments to date. The list below reflects goals for the upcoming year.

- 1) **Student Learning:** Continue institution-wide engagement with the core competencies, with a focus on the transparent design of activities and assignments.
- 2) **Student Learning:** Develop the institutional-level tool(s) for the qualitative assessment of student learning in the core competencies and build the results into planning, decision-making, and resource allocation processes.
- 3) **Student Achievement:** Implement the new assessment process for student success initiatives.
- 4) **Student Achievement:** Determine the measure(s) for post-graduation success.
- 5) **Student Achievement:** Disseminate and integrate the newly-developed annual reports on the student achievement metrics into ongoing evaluation, planning, decision making, and allocation of resources.
- 6) **Student Achievement:** Identify benchmarks, targets, or thresholds.
- 7) **Mission Fulfillment:** Continue to align metrics and reporting across ongoing evaluation, planning, decision-making, and resource-allocation processes.
- 8) **Mission Fulfillment:** Develop an ongoing systematic approach to internal and external environmental scanning.
- 9) **Standard Two:** Develop a website that links to documentation for Standard Two.

## CONCLUSION

UAA submits this *Mid-Cycle Self-Evaluation Report* to demonstrate that UAA is making progress in the areas of mission fulfillment, student achievement, and the assessment of student learning. The report also demonstrates that UAA has the institutional effectiveness processes in place to integrate student learning and achievement data into continuous improvement processes that inform planning, decision making, and allocation of resources overall and, in particular, to close equity gaps in student achievement.