

2007-2008

Student
Success Task
Force

Presented to the Provost on May 1, 2008

Year-End
Report



UNIVERSITY *of* ALASKA ANCHORAGE



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Student Success Task Force

May 1, 2008

Michael A. Driscoll, PhD
Provost
University of Alaska Anchorage
Anchorage, AK 99508

Dear Provost Driscoll:

We are pleased to submit the enclosed Year-End Report of the UAA Student Success Task Force that you appointed November 19, 2007 and charged with several tasks: (1) define issues, challenges, and opportunities related to student success; (2) inventory existing UAA programs meant to enhance student success with particular attention to measures of success for those programs; and (3) develop recommendations to enhance advising and placement for our students.

The SSTF members have worked many long hours over the past six months to meet our charge and prepare this report for you to convey to governance and the administration for further action as appropriate. As the report shows, this effort represents important first steps in addressing student success at UAA; the task force will continue its work in Academic Year 2008-09.

The focus of this year's work has been on inventorying current student success initiatives across the MAU, developing more comprehensive metrics for measuring student success, supporting students in their first year at UAA, building on advising and placement programs, and connecting to our strategic plan's commitment to student success. Next year's work will continue to build on a comprehensive plan for student success with attention to implementation and phasing of programs and projects. Our work is in keeping with UAA's strategic direction and vision as outlined in your December 2007 Student Success Discussion at the Board of Regents Meeting.

Respectfully submitted,

Patricia Grega & Evelyn Davidson
Co-chairs

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UAA Student Success Task Force

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Executive Summary

Pursuant to a March 2007 resolution of the Faculty Senate and Priority C of *UAA 2017* (“Expand Educational Opportunity and Increase Student Success”), Provost Driscoll appointed the Student Success Task Force in November 2007.

The Provost directed the Task Force to:

1. Define issues, challenges, and opportunities related to student success;
2. Make recommendations with respect to advising and placement as per the Senate’s request; and
3. Inventory existing student success programs across the MAU, taking care to identify measures of program success.

The Provost appointed the co-chairs to serve on the Statewide Student Success Steering Committee, directing them to act as the “key representatives” from UAA to that group.

Within the framework of the Provost’s directive, the Task Force concentrated on three points of emphasis.

1. The improvement of retention from first year to second.
2. The development of good metrics and measures to determine which programs work best.
3. The implementation of Priority C of *UAA 2017* (“Expand Educational Opportunity and Increase Student Success”).

This main body of this report is divided into three parts, each consisting of a short, summary narrative.

1. *Student Progress and Goal Attainment.* This section discusses the new Model for assessing student progress developed by Dr. Gary Rice, Associate Vice Provost (AVP) for Institutional Research. The Model was extensively reviewed and approved by the Task Force and is now in process of peer review with cooperating institutions outside Alaska. Key components of Dr. Rice’s Report are in Appendix A.
2. *Inventory of Student Success.* This narrative comments on the results of a comprehensive, UAA-wide, survey in which respondents were asked to identify programs, students served, collaborating partners, and measures of success. A

summary of the database created from this survey is in Appendix B. Although the survey was comprehensive, the response was not; not all programs currently in existence are listed in the Inventory.

3. *Advising and Placement.* The Task Force appointed an Advising Sub-Committee to study the current state of advising and placement across the MAU. The Sub-Committee also produced a prioritized list of recommendations, which the Task Force has reviewed and approved. The report and the recommendations based on it are found in Appendix C.

Conclusions & Recommendations

Conclusions

1. UAA continually strives to define student success. For purposes of our work, we assume that student success has at least five major components (per *UAA 2017*, Priority C):
 - a. Initial access and successful transition to higher education;
 - b. Survival and persistence;
 - c. Acquisition of advanced knowledge and skills;
 - d. Progression toward and attainment of goals (to include a range of goals in addition to completion of certificates and degrees); and
 - e. Achievement of distinction.
2. From existing data sources, we have concluded:
 - a. We lose a very large number of students in or after their first year. Over the course of the ten-year period beginning in Fall 1998, our rate of retention has gradually improved. It is still too low;
 - b. Our graduation rate is improving, but is still much too low; and
 - c. On average, our students appear to be inefficiently navigating our curriculum requirements (as reflected in the Graduation Efficiency Index).
3. Our current Performance Based Budgeting metric (rate of retention of first-time, full-time, degree-seekers), while broader than the commonly accepted national norm, does not adequately assess success in the context of UAA's range of students and missions.
4. As a result of more than seven years' emphasis on every UAA campus, we are richly provided with a variety of programs to support student success.
 - a. Almost all our programs are campus-specific, or within a campus are focused on a special group or cohort of students variously described; the largest number of programs appear to be aimed at survival and persistence;
 - b. We are relatively weak (in the sense of formal programming) with respect to achievement of distinction; students tend to self-select for honors or other programs of distinction;

- c. Our effort to assure successful transition through closer liaison with high schools is growing, but much more needs to be done.
5. With respect to advising and placement, the full set of Task Force findings is found in the Report of the Advising Sub-Committee (see Appendix C). The five most important findings are:
- a. Our formal (catalog) advising definition appears to be too limited, for it only speaks to “developing academic plans”;
 - b. Many of our entering students are not prepared for college course requirements;
 - c. Our personnel resources in student support services and the academic departments are not organized to provide consistent planning, monitoring, and academic progress checking at all levels from first-year to final year across all campuses;
 - d. First-year base-line advising fundamentals for all students are not assured;
 - e. Efficiency and effectiveness of student navigation through our curriculum leave much to be desired.

Recommendations

1. UAA should develop and promulgate an official definition of student success to include access, transition to higher education, survival and persistence, acquisition of advanced knowledge and skills, progress and attainment of goals (to include a range of goals other than the traditional completion of certificate or degree), and the achievement of distinction. It can be used to provide a common, MAU-wide focus for student success programs that can be adjusted to the variety of contexts found on each UAA campus and would align our total effort with *UAA 2017*.
2. For the next 3-5 years, the institution should focus on three challenges where improvement would make the greatest difference:
 - a. The initial transition to higher education and first-to-second-year retention;
 - b. Persistence to goal attainment;
 - c. Efficiency of navigation as measured by the Graduation Efficiency Index (this may also address the continuing requirement to improve the rate of graduation).

Note: 2.a and 2.b would build on the successful efforts of the past seven years.

3. Adopt the Office of Institutional Research *Model of Student Goal Progress/Attainment*. Dr. Rice and his staff are to be commended for their work in this area. When fully

vetted and reviewed by peers, this should be adopted as the standard metric tool for student success.

4. The highest priority recommendations of the Task Force's Advising Sub-Committee should be adopted. These are:
 - a. Increase access to early placement testing, so prospective students are aware of the academic readiness requirements of college courses, and increase the number of students in Alaska school districts who take placement tests prior to admission and initial registration at UAA. Convene advisory group to facilitate an agreement on consistent scores, policies, and procedures for placement testing across all UAA campuses;
 - b. Provide year-round advising for prospective students and all lower division undergraduates;
 - c. Establish systematic, comprehensive advising plans prior to initial registration (or early in the first year) for all students; use these as the basis for regular progress-checking;
 - d. Standardize across the MAU those college success skills programs that have the greatest impact on first-to-second-year retention and longer-term persistence.
 - e. Revise the official catalog advising definition to read, "Academic Advising assists students in developing *and monitoring* academic plans consistent with educational, career, and life goals."

Report on Model of Student Goal Progress/Attainment at UAA

*Designed and Implemented by
Dr. Gary Rice, Associate Vice Provost
Office of Institutional Research for
University of Alaska, Anchorage*

Among the charges of the Student Success Task Force (SSTF) was to develop more comprehensive metrics for measuring student success across the MAU. To this end, Dr. Gary Rice has developed a *Model of Student Goal Progress/Attainment at UAA*, which is presented here and in Appendix A.

Model Purpose

The purpose of this Model is to track student goal progress status and attainment by assessing the institution's success in providing successful student learning in congruence with its mission. This is done without requiring any additional data collection effort. The Model is a routine, centralized, easily implementable, low-cost, low-maintenance, reliable and comprehensive means of tracking student goal progress/attainment. This Model aligns with traditional "success" tracking but goes well beyond to address many deficiencies of traditional strategies. As such, the findings reveal and document that the university assists significantly more students in their goal progress/attainment quest than traditional success metrics count. The advantages of the Model are many:

- Equally applicable to 2-year and 4-year institutions (Bipartite Mission).
- Lengthens tracking time (10 yrs from initial entry)
- Tracks all awards granted (interim and originally sought)
- Tracks both goal progress and attainment outcomes
- Tracks both degree-seeking and non-degree seeking students
- Tracks both full-time and part-time students
- Tracks undergraduate and graduate students
- Tracks sub-cohorts (at-risk, minority, non-traditional age, gender, etc.)
- Measures knowledge/skills acquisition vs. student-reported ultimate goals
- Uses metrics available on all students at all institutions
- Avoids artificial time frame for success

- Recognizes empirical contribution to goal progress strategies
- Links accountability to factors within UAA's control to alter
- Provides tool to obtain empirical evidence of university efforts to help students.

Model Assumptions

The Model's simplistic surface appearance, by design, masks its underlying complexity. The Model operates on 10 integrated university-consensus assumptions. They reflect the student's status at each term snapshot point during 10 years (28 consecutive terms, including summers) following initial UAA entry. A student can have more than one status at each snapshot. Assumption challenges are expected but need to be accompanied with an alternative assumption that convinces a majority at UAA to modify or replace the existing assumption. Behind each assumption are sets of documented decision rules that create the information. The Model only tracks student knowledge and skills/competencies acquisition, as measured by faculty-assigned successful course grades, plus all official UAA awards (degrees and certificates) earned. The Model presumes academic integrity by faculty in determining and evaluating individual student learning. Value-added by UAA is presumed to be embedded in successful course performance. Student-declared ultimate goals (e.g. getting a job, personal enrichment, etc.) lie outside the university's responsibility. Additionally, they are more subjective, and it is very difficult to obtain comparable data on all students.

Methodology

Each fall semester only first-time students (full-time, part-time, transfers in, degree seekers, non-degree seekers, undergraduate and graduate) are identified as a cohort and tracked forward in time for a decade following initial entry. A decade represents the life cycle of 95% of first-time students each year at UAA. All entering students are determined to be degree seeking or non-degree seeking by the university at entry. Each subsequent semester, including summers, the current status of the entire cohort is redetermined. The in-process status conditions include: Returned, Graduated, Earned Interim Award, Transferred Out, Intermittent Enrollment, Progress Level, Non-Degree Goal Met, and Not Returned. Ten different cohorts are concurrently tracked and mapped for 10 years. Within 10 years every student attending the institution will be in one of the cohorts. At the end of 10 years, a summary progress/attainment status report for that entering cohort is prepared.

Student Success Questions

A series of frequently asked questions about student success are employed as a framework to organize Model findings. These questions also serve to provide a common language when knowledge about student goal progress is shared or joint student support strategies are being implemented.

Applications

The Model will be used to initially assess first-level effectiveness of various goal progress support strategies (e.g. orientation classes, academic advising, student engagement, learning communities, mentoring, developmental education, placement testing, supplemental instruction, etc). It can suggest various “momentum tipping points” and benchmarks for sub-cohorts that will be analyzed in more depth for correlation with goal progress/completion. It should be used to provide an institution-wide, long-term map of student flow and progress. It will be primarily designed to enable the university to compare against itself but can be used, through joint cooperation, to share strategies and outcomes with peers. It is NOT designed to be a ranking tool. Each cohort is going to be tracked individually over time while, concurrently, different cohorts will be compared at standard reference points to observe changes. Significant events are templated over the Model to observe relationships between such events and changes in student progress. Cause-Effect needs to be subsequently determined. Plans also include incorporating Alaska work history data for each cohort over time from the Department of Labor. It is intended for use to provide subsequent evidence of student success effectiveness by those submitting such proposals for internal Strategic Opportunity Funds. It also is expected to provide documentation of progress within the Student Success priority of UAA’s 2017 Strategic Plan. The UAA FY09 budget setting guidelines require documentation of how fund requests contribute to the Strategic Plan, and the Student Success priority will likely use this Model to provide such documentation. Finally, it is anticipated that UAA will use this Model to provide documentation as part of its upcoming Reaccreditation visitation in 2010.

Report on Inventory of Student Success

One of the charges of the UAA Student Success Task Force (SSTF) was to assemble an inventory of student success programs, services, and projects on the UAA campus (including community campuses). The data included in Appendix B includes entries received as of April 21, 2008. We recognize that this document is only a start, not a comprehensive summary of all the student success initiatives. As a living document, the Inventory of Student Success will be updated for existing initiatives and augmented with new ones.

Rationale

There are a large and growing number of student success initiatives on the UAA campuses. While some of these initiatives receive funding support and are widely advertized, other initiatives are only visible through the efforts of the organizers, or by sheer chance. Many other programs are still not well known outside the immediate stakeholders. A wider dissemination of information about these programs would benefit the entire campus community through a sharing of best practices and could also serve in attracting additional external funding.

Background

To ensure a consistent format, the Task Force adopted a Microsoft Word template that was used to organize the input from all the data sources in a structured narrative format. The sections included contact information, scope of the initiative, funding sources, outcomes and metrics used for assessment. For the initial request for submissions, Task Force members invited colleagues in each college and on each campus to submit entries to the Inventory. Respondents filled out the template and emailed it back to the requestor(s). While the narratives were easy to follow, the process was relatively slow and did not allow for any straightforward aggregation of the data.

To improve the data collection process, the next step was to set up a SurveyMonkey instrument with fields closely paralleling the ones of the template. At that time, the template was slightly revised to allow data providers to select keywords from a set list, as well as to specify the location of the initiative among a list of colleges and remote

campus units. These checkbox fields allow for a quantitative summary of the data collected. All the other information is text based and can be summarized by template field, as well as in the more useful grouping by initiative (program, service, project), as in the initial template.

Results

The data collected over the Spring 2008 semester include 81 responses. Of these submissions, the largest fraction, 33.3% (26 responses) are from the Community and Technical College (CTC), with Student Affairs as a second at 23.1% (18 responses). A substantial number, 15.4% (12 responses) are from Kodiak College, with smaller numbers from all the units of UAA. Table 1 below includes a breakdown of all the responses by unit. The Other category includes the following four entries:

1. Kachemak Bay Campus
2. Coordinates with Allied Health Programs at UAS, UAF
3. Center for Human Development and PWSCC
4. Housing

2. Campus/Unit (Check all that apply)		Response Percent	Response Count
College of Arts & Sciences	<input type="checkbox"/>	9.0%	7
College of Business & Public Policy	<input type="checkbox"/>	5.1%	4
College of Education	<input type="checkbox"/>	1.3%	1
College of Health & Social Welfare	<input type="checkbox"/>	2.6%	2
Community & Technical College	<input checked="" type="checkbox"/>	33.3%	26
School of Engineering	<input type="checkbox"/>	1.3%	1
Consortium Library	<input type="checkbox"/>	0.0%	0
Kenai Peninsula College	<input type="checkbox"/>	9.0%	7
Kodiak College	<input type="checkbox"/>	15.4%	12
Matanuska-Susitna College	<input type="checkbox"/>	5.1%	4
Prince William Sound CC	<input type="checkbox"/>	3.8%	3
Student Affairs	<input type="checkbox"/>	23.1%	18
Other (please specify) view			4
		answered question	78
		skipped question	3

Table 1. Responses by unit

By far the largest percentage of the entries, 61% (47 responses), deal with Academic Support as the main topic, and 57.1% (44 responses) are related to Advising. Table 2 includes a breakdown of the number of entries by keyword.

The Other category of self-reported keywords includes the following 19 entries:

1. Assessment
2. Retention
3. Recognizing student achievement
4. Rural Students, Distance Delivery
5. Learning from and with diverse communities in Anchorage
6. Recreational
7. Enrollment
8. Academic achievement
9. English-as-a-Second Language
10. K-12
11. English as a Second Language and GED
- 12-13. Student Engagement & Development (listed twice)
- 14-16. Career Exploration and Development (listed three times)
17. Mentoring of students for scholarships in German-speaking countries
18. Recruitment
19. Health Clinic

Survey respondents were allowed to select multiple categories. We have not mined data to seek for correlations between keywords, nor for sequence effects. (The keyword choices were always listed in the same order; statistically, users will tend to choose the options listed first more often than the options listed later on).

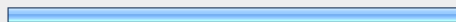
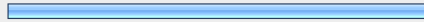
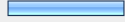
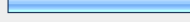
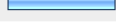
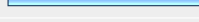
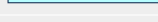
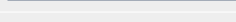
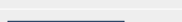
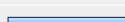
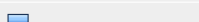




4. Keywords for indexing (Check all that apply)			Response Percent	Response Count
Academic Support			61.0%	47
Advising			57.1%	44
Admission			15.6%	12
Orientation			24.7%	19
Financial Aid			14.3%	11
Learning Communities			26.0%	20
Registration			20.8%	16
Transition Programs			31.2%	24
Alaska Native Students			23.4%	18
First-generation College Students			15.6%	12
First Year Students			26.0%	20
Single Parent Students			2.6%	2
Innovative Teaching Methods			15.6%	12
Students with Disabilities			7.8%	6
Under-represented Populations			10.4%	8
Other (please specify) view				19
			answered question	77
			skipped question	4

Table 2. Responses by category (multiple selections were allowed)

Conclusion

The Inventory of Student Success initiatives listed in Appendix B represents a partial list, as of April 21 2008. It is likely that there are additional initiatives in existence or underway, but which are not yet reported in this Inventory. As a living document, the Inventory will be updated with new initiatives and with changes to the existing ones.

For more information or to submit any updates, please contact the Student Success Task Force Co-Chairs, Evelyn Davidson (edavidson@kodiak.alaska.edu) or Trish Grega (afprg@uaa.alaska.edu).

Report on Advising & Placement

Current research in student development and departure theory states that advising is a critical factor for student success, specifically retention and persistence (Barefoot, Gardner, Cutright, et al, 2005; Kuh, Kinzie, Schuh, et al, 2005; Upcraft, Gardner, Barefoot & Associates, 2005). In general, advising should not be considered an educational luxury but as comprehensive and consistent for all students at all campus locations. Students must also understand the importance of their commitment in education planning. This poses the question: how do we as an institution change culture to promote engagement and student ownership? And more practically, how do we help students successfully navigate through the university and our processes?

To illuminate advising challenges and related issues specific to UAA, the Student Success Task Force (SSTF) formed a working group to gather information from faculty and staff who work directly in advising-related areas on UAA campuses. Advisors, academic support staff, student success coordinators and faculty counselors were interviewed to solicit feedback on areas of concern. Responses not only included 29 challenges but also provided 48 possible solutions. These were inventoried, summarized, and grouped by topic-area. The findings are consistent with national research related to advising, the importance of first-year student experiences, and appropriate, reliable advising services (Pascarella & Terenzini, 1991, 2005). The full report can be found in Appendix C.

Findings

To provide further focus, the SSTF prioritized the top five findings, those with the greatest chance of success and the greatest impact potential for positive change at UAA.

Finding #1: As a general, global recommendation, the SSTF proposes that UAA *redefines academic advising* to more accurately reflect student need to read as follows: “Academic Advising assists students in developing and monitoring academic plans consistent with educational, career and life goals.”

Finding #2: As high school students apply for college, many are not aware of the academic readiness requirements of college courses. *Testing and placement* is a critical component for new and transfer students in order to most effectively gauge their

ability and opportunity for success. Ideally, all students would take placement tests prior to initial registration and admissions decisions (for example, UAA's partnership with Anchorage School District and Kodiak College's collaborations with Kodiak Island Borough School District to test high junior and seniors are providing much needed awareness and positive results). It is also recommended that all placement exam cut-off scores (for both Accuplacer and Compass) are consistent for student placement. Placing students into appropriate coursework starts them on successful and effective paths towards degree attainment.

Finding #3: Finding and funding *personnel resources* always presents a challenge; however, it is not always about quantity. Our feedback shows that staff availability and flexibility in colleges, departments, and the Advising and Testing Centers are required to accomplish year-round advising for all lower division undergraduates and prospective students. This may mean alternative scheduling and delivery of services. Also, upper-division undergraduates and graduate students need more faculty involvement and commitment in advising. Faculty members are critical in providing mentorship and career guidance for students. Quality advising will provide students much needed direction, reduce ambiguity and enhance student/faculty interactions.

Finding #4: UAA enjoys a *diverse student population*, which may require various alternatives from student services. Nonetheless, all our student populations require baseline-advising fundamentals. All first-time (degree and non-degree-seeking) transfer and professional students need advising. Degree-seeking students need a degree plan in their freshman year. Special-needs students (developmental and/or Lack of Academic Progress (LAP)) require more consistent advising. Non-degree students require additional career pathways through advising to identify and declare a major earlier. It is recommended that systematic, comprehensive advising plans are established prior to students' initial registration, and that they continue through their first year, based on individual students' needs. All students are responsible for following their plans and coordinating with their advisors.

Finding #5: It is a challenge to navigate within a complex organization such as higher education. Students often find themselves with limited preparation and opportunities to develop *college success skills*. It is essential that new, incoming students understand the college culture and their role in that culture, as well as gain essential skills to succeed. The SSTF Inventory of Student Success (Appendix B) provides a number of existing student success programs related to academic support, advising, and orientation. It is recommended that those that have the greatest effect become standardized at the college/university levels to provide consistent levels of effort. For instance, providing GUID 150 or PRPE 105 for freshmen and introducing an online format for student orientation would positively impact a large number of students,

resulting in increased persistence. Programs that are currently successful only need replication and expansion to continue being successful for additional students.

It is evident from the work of the SSTF subgroup that advising challenges are plentiful; however, solutions provided by UAA faculty and staff outnumber them. It is the recommendation of this committee that UAA campuses begin to solve advising challenges by coordinating resources, sharing programming efforts and standardizing practices that result in student success and achievement.

Appendix A: Model of Student Goal/Progress Attainment

Designed & Implemented by

*Dr. Gary Rice
Associate Vice Provost
Institutional Research -UAA*

APPENDIX A-1

Major “Student Success” Questions—Phase I

I. GOAL STATUS (Attain, Progress, Unmet)

1. What kind of first-time students is UAA serving?
2. How many first-time entering students meet their goal, make progress, and/or do not meet their initial goal within 10 years after initial entry? Within 6 years?
3. What benchmark changes emerge as the 10-year life cycles of each first-time student-entering cohort at UAA is compared?
4. How long does it take for an initial award seeker (degree or certificate) to earn that award at UAA?
5. How many students earn interim and multiple awards? Take more credits than award requires?
6. How many non-degree seekers meet their NDS goal?
7. How many initial non-degree seekers change their mind and earn a UAA award?
8. What characteristics distinguish those who attain their initial goal from those who do not (At Risk) at UAA, e.g. minority, HS class rank, age, marital status, transfers in, etc.?
9. How many initial entry students transfer to another college/university? When/where do they transfer? What is the inter-MAU migration/exchange pattern?
10. What is the 2nd year/long-term Retention pattern at UAA for first-time degree-seeking and NDS students over 10 years?
11. How many students have unmet goals and do not return (Degree seekers who have earned 75% of the credits needed for their degree but are no longer enrolled or transferred)?

12. What levels of goal progress are made if students don't attain their initial goal in 10 years?
13. What is the inter-MAU migration/exchange pattern?
14. What is the goal progress/attainment among first-time entering undergraduate students who have college-level coursework prior to initially entering UAA (includes high school students taking college courses, advanced placement examinations and students entering with credits earned at another college/university?)
15. What is the short-term and long-term 'Stopout' pattern of degree-seeking and NDS students?

II. STUDENT – UAA Interaction

1. How well is UAA doing in assisting its students at the major momentum tipping points?
2. What relationship exists between UAA policies/procedures/support services and student progress/hindrance?
3. What is the relationship between performance in UAA college readiness (DE) course(s) and subsequent performance in Tier I GER courses?
4. How do degree-seeking students perform in General Education Requirement (GER) and higher-order skills/competencies acquisition (GER Capstone) courses?
5. What relationship exists at UAA between academic advising and goal progress/attainment?
6. What relationship exists at UAA between student financial aid status and goal progress/attainment?
7. What is the cost-benefit relationship currently existing at UAA between resources expended and student success? Are resources being used efficiently and effectively?

8. What is the relationship between student engagement efforts and goal progress/attainment at UAA?
9. What is the relationship between size of initial class load (20 'successful' credits in 1st calendar year) after initial entry and goal progress/attainment at UAA?
10. What is the 2nd year persistence relationship between students in UAA learning communities vs. those who do not participate?
11. What is the relationship between amount of course repeats ("Rework") and goal progress/attainment at UAA?

III. CONTRIBUTION (Mission-Society)

1. How many award recipients are employed in Alaska? In their field of training? Employer Rating?
2. What 'Value-Added' and quality learning contribution does UAA make to all its students?
3. What kinds of comparisons (not ranking) can be made and shared with UAA comparator peers?
4. How well does the evidence support the creation of a student learner-centered and success-focused learning environment?
5. Are UAA students successfully learning what the university intends and expects for them to learn?

IV. TOP DOWN (Retrospective Perspective)

1. How many total and HD awards were granted between 1998 and 2007?

APPENDIX A-2

WHAT MODEL IS DESIGNED AND/OR INTENDED TO DO

- It is NOT an accounting method; it is a model
 - **It employs fundamental assumptions about observable behavior and documented learning performance to infer their goal progress and/or attainment.**
- It is NOT intended as a ranking tool between colleges.
 - **It allows a college to compare against itself over time.**
 - **It allows a college to share information about successful student learning.**
 - **It seeks to facilitate dialogue throughout higher education about current success metrics deficiencies.**
- It is NOT designed to distribute enrollees/SCH
 - **It tracks students' successful learning and their goal progress and/or attainment vs. who gets credit for teaching them.**
- It is NOT intended to profile individual students although it tracks them.
 - **It looks for trends and patterns of student behavior and/or learning over time.**
- It is NOT intended to provide simplistic “silver bullet” answers
 - **It is a tool that seeks to reveal greater awareness of students served and a mechanism to identify and/or explore institution's impact to assist student goal progress and/or attainment.**
- It is NOT intended to artificially raise the institution's image

- It tracks and documents goal progress and/or attainment of all students.
- It acknowledges 'grade inflation' but presumes academic integrity.
- It includes 'D' grades as 'success' because (1) defined as minimal pass-not failure, (2) contributes to cumulative GPA for degree seekers. If not, 'D' issuance should be discontinued.

APPENDIX A-3

STUDENT STATUS DETERMINATION ASSUMPTIONS

What constitutes “Goal Attainment” and “Goal Progress”? One cannot know what was continually in the mind of the student, and the majority do not tell the university when they change their minds. However, one can document and assess the behavioral action outcomes of student decisions and reasonably conclude about “Goal Attainment,” “Goal Progress,” or “Goal Unmet” through the following assumptions.

Assumptions concurrently provide both explanation of the Model and defense against the inevitable challenges. Each assumption incorporates a consensus belief that UAA contributes directly, although not necessarily a defined percentage, to the student’s progress and/or actual goal attainment. Even though UAA does not profess to have contributed a specific amount, various levels of student progress, based on successful course grade performance, are produced. Traditional ‘Success’ measures and “Value Added” are imbedded in the assumptions. Assumptions overlap but are slightly different for degree seekers and non-degree seekers. Assumptions are posed with positive outcomes but, at the same time, designed to alert UAA officials about areas of concern. One can challenge each assumption, but the onus is on the challenger to postulate and convince the university majority his/her assumptions are better and can be determined with objective and appropriate routinely gathered available data on all students.

ASSUMPTION #1: COURSE COMPLETION -- Any successful grade (A, B, C, D, or P) earned represents goal progress and some level of ‘value-added’ by the university. AU also included for non-degree seekers only if their initial course declared intent was to audit. --GOAL PROGRESS

ASSUMPTION #2: GRADUATE--All degree-seeking students who receive the award type (degree or certificate) they officially declare as their initial intent to attain are considered to have met their goal. All non-degree seeking students who change their mind and earn an award (degree or certificate) are considered to have met their goal. All students who receive UAA recognized academic honors as they graduate are considered to have met their goal with distinction. –GOAL MET

ASSUMPTION #3: INTERIM AWARD--Degree-seeking students who receive interim awards (degree or certificate) are considered to have made UAA-assisted

progress toward their goal. -GOAL PROGRESS. Non-Degree seekers receiving an award are recognized as Graduates (see Graduate assumption) –GOAL MET

ASSUMPTION #4: TRANSFERS OUT--All students, degree and non degree, who transfer out before earning a UAA award (degree or certificate) and are admitted and enroll at another college/university are assumed to have profited from their UAA experience and are considered to have been assisted in their transferability toward their ultimate goal. –GOAL PROGRESS

ASSUMPTION #5: TRACKING STUDENT BEHAVIOR--Underlying all intents, every student seeks knowledge and improved skills/competencies and these two outcomes are being tracked. Every student’s initial goal intent, implicit or conscious, directs his/her decisions. These decisions shape individual strategies and produce/drive subsequent student behavior. Such behavior is measurable and traceable. It is assumed student behavior is directly attributable to his/her underlying intent to obtain knowledge and improve skills/competencies. Goal progress/attainment is reflected in such behavior—GOAL PROGRESS

ASSUMPTION #6: INTERMITTENT (STOPOUTS) --All students, degree and non-degree, determined to be Intermittent within the decade following initial entry are considered to be “Intermittent Enrollees.” At the decade point, degree seekers in ‘Intermittent’ status remain there but are no longer tracked annually. All Non-Degree seekers meet the same criteria, but at the decade point following initial entry, all non-degree “Intermittent” are classified into “Goal Progress Levels” based on the course completion criteria (See Levels of Goal Progress Assumption) and removed from the ‘Intermittent’ Status –GOAL PROGRESS

ASSUMPTION #7: NON-RETURNING—Any degree-seeking student who enrolls for the initial term only but does not return for 10 years and does not transfer to another institution is considered to have not met his/her goal-GOAL NOT MET. Any non-degree seeking student who enrolls for the initial term only is classified into “Goal Progress Levels” based on the course completion criteria (See Levels of Goal Progress Assumption) to determine Goal status at the decade final status report — GOAL PROGRESS.

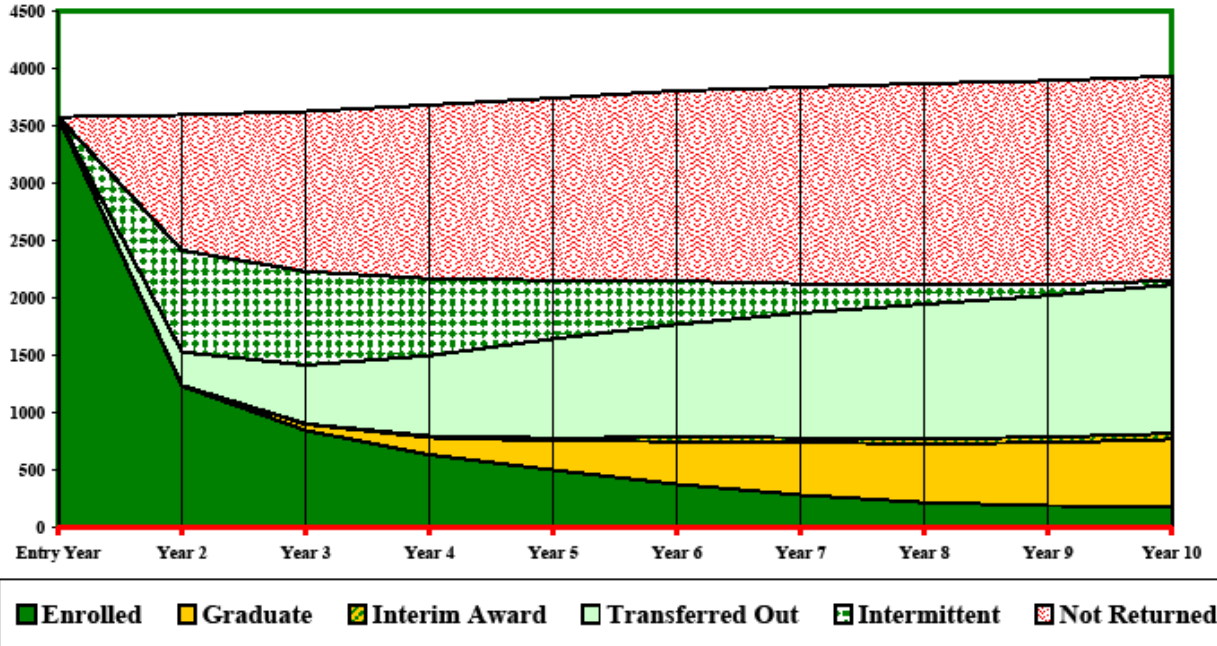
ASSUMPTION # 8: ACQUIRING HIGHER ORDER SKILLS—Any student who meets the “Goal Progress Levels” criteria in GER courses, including GER capstone courses, is considered to be making progress in attaining his/her goal with direct UAA assistance – GOAL PROGRESS.

ASSUMPTION # 9: ACQUIRING COLLEGE READINESS SKILLS—Any student who meets the “Goal Progress Levels” criteria in one or more Developmental Education courses AND meets the “Goal Progress Levels” criteria in 12 or more credits of Tier I GER courses is considered to be making progress in attaining his/her goal with direct UAA assistance – GOAL PROGRESS.

ASSUMPTION #10: LEVELS OF GOAL PROGRESS--All students are making levels of progress toward their goal to the extent they are earning “Success” grades in their courses. Levels of Goal Progress will be based on the following proportion ranges of ‘Student Success’ course grades to total grades earned (See Assumption #1) up to the point each status snapshot is taken: 1-10% = No Progress; 11-25% = Minimal Progress; 26-74% = Moderate Progress; and 75+% = Substantial Progress. Students who receive 90+% progress are deemed to have attained substantial progress with distinction. At the 10-year final summary status, NDS students achieving substantial progress are assumed to have met their goal while those who have made no progress are assumed to have not met their goal. NDS students attaining minimal or moderate progress are considered to be making progress with direct UAA assistance—GOAL PROGRESS.

APPENDIX A-4

Ten Year Map of the Fall 1998 Cohort First Time UAA "Undergraduate"
Cohort Entry Year = 3,579

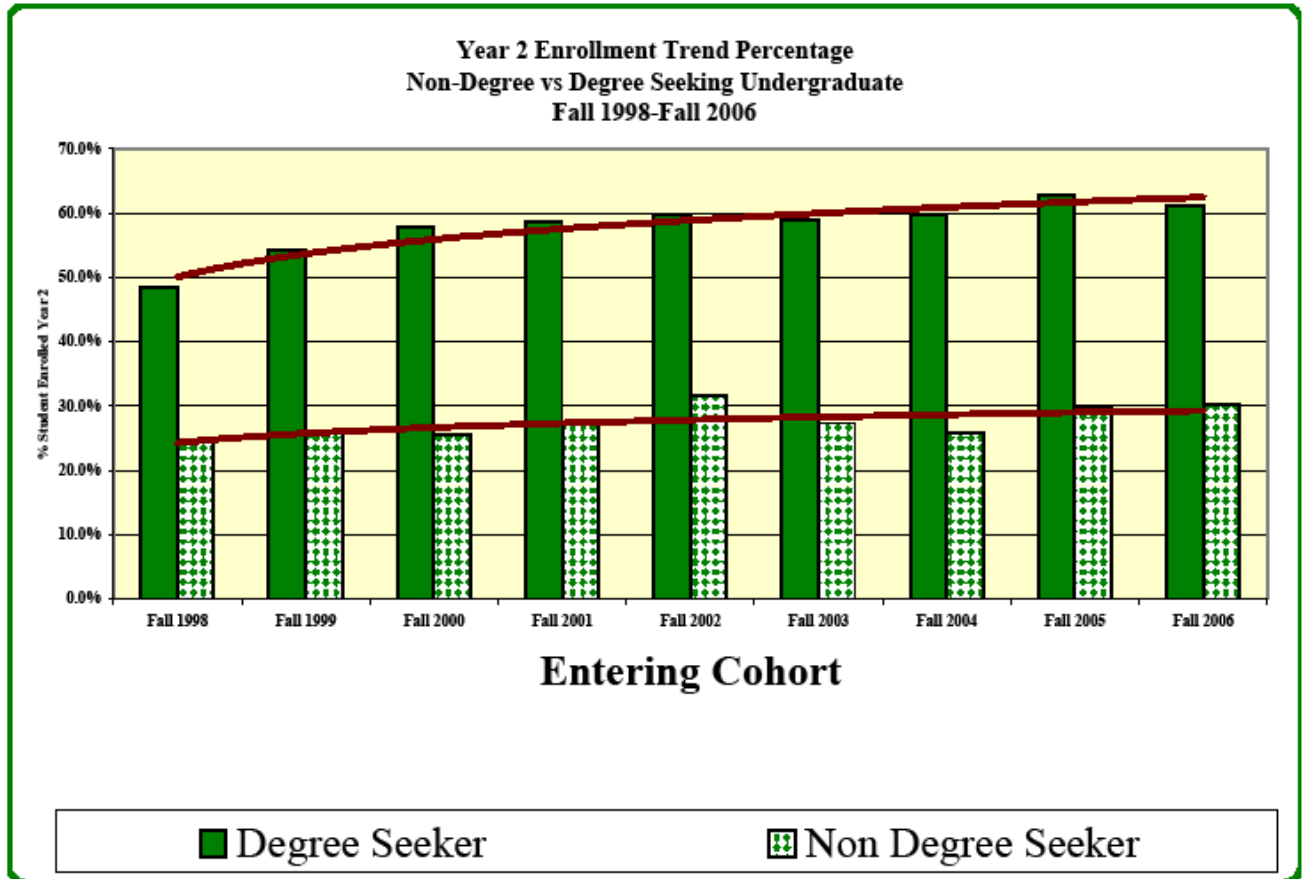


This MAP tells the story of the Fall 1998 first time undergraduate term by term over ten years. The "Not Returned" may include Non-Degree Seekers that met their goal, however when looking at a student term by term the Non-Degree Seeker has not returned since attending one term. The Non-Degree Seekers will be separated at our 6 yr and 10 yr snapshot based on the assumptions for this project. The "Enrolled" and "Intermittent" categories are not cumulative over term by term but all other categories are cumulative over term by term. The inflation of students in this map is due to a student being able to be placed in numerous categories at each snapshot. Please note the continued growth of our students after 6 years. There are three categories that are very note worthy: 1.) Graduates continue to grow after 6 years, 2.) Our students continue to transfer out and 3.) the large drop off after the first year.

Source: UAA IR Data Warehouse

2/21/08

APPENDIX A-5



Source: UAA IR Data Warehouse

3/21/2008

APPENDIX A-6

**Trend of Fall 1998-2007 Entry Cohorts Year by Year Status
University of Alaska Anchorage - Total Undergraduate**

Start Term	Entry Year	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
ENROLLED										
Fall 1998	3,579	1,234	847	636	503	379	285	220	191	186
Fall 1999	3,488	1,287	914	704	518	398	308	244	192	
Fall 2000	3,589	1,423	1,024	765	609	457	358	298		
Fall 2001	3,527	1,474	1,140	864	640	479	369			
Fall 2002	4,078	1,809	1,288	968	747	536				
Fall 2003	3,978	1,695	1,225	973	741					
Fall 2004	3,709	1,607	1,214	911						
Fall 2005	3,753	1,768	1,265							
Fall 2006	3,779	1,814								
Fall 2007	3,610									
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										
ENROLLED PERCENTAGE										
Fall 1998	100.0%	34.5%	23.7%	17.8%	14.1%	10.6%	8.0%	6.1%	5.3%	5.2%
Fall 1999	100.0%	36.9%	26.2%	20.2%	14.9%	11.4%	8.8%	7.0%	5.5%	
Fall 2000	100.0%	39.6%	28.5%	21.3%	17.0%	12.7%	10.0%	8.3%		
Fall 2001	100.0%	41.8%	32.3%	24.5%	18.1%	13.6%	10.5%			
Fall 2002	100.0%	44.4%	31.6%	23.7%	18.3%	13.1%				
Fall 2003	100.0%	42.6%	30.8%	24.5%	18.6%					
Fall 2004	100.0%	43.3%	32.7%	24.6%						
Fall 2005	100.0%	47.1%	33.7%							
Fall 2006	100.0%	48.0%								
Fall 2007	100.0%									
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										

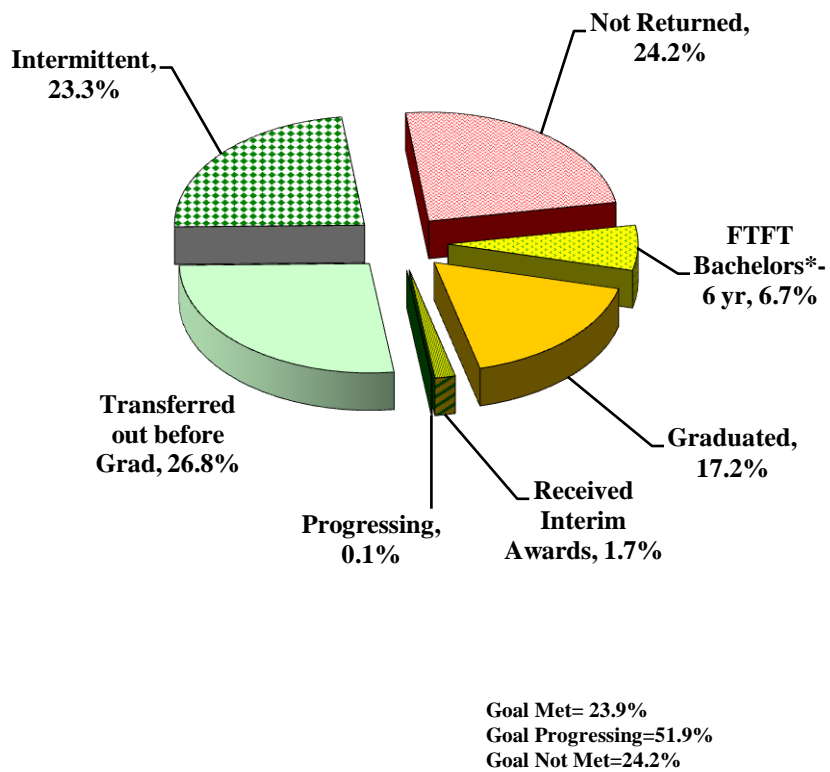
Source: UAA IR Data Warehouse

2/21/08

APPENDIX A-7

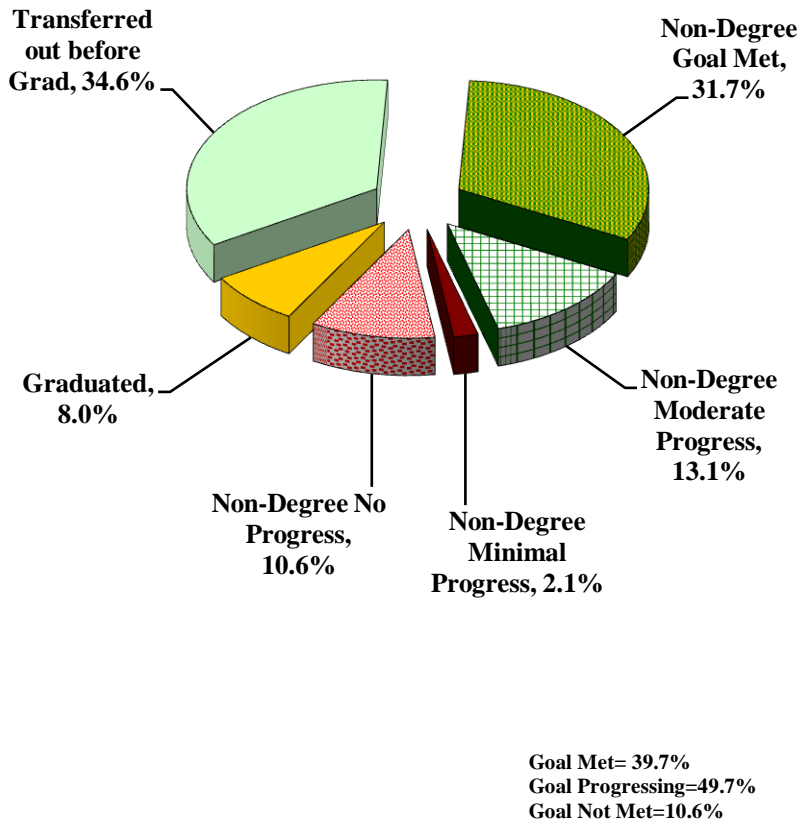
UAA Fall 1998 First Time "Undergraduate" Entering Cohort
"WHERE ARE THEY 10 YEARS LATER"

Degree Seeking Students



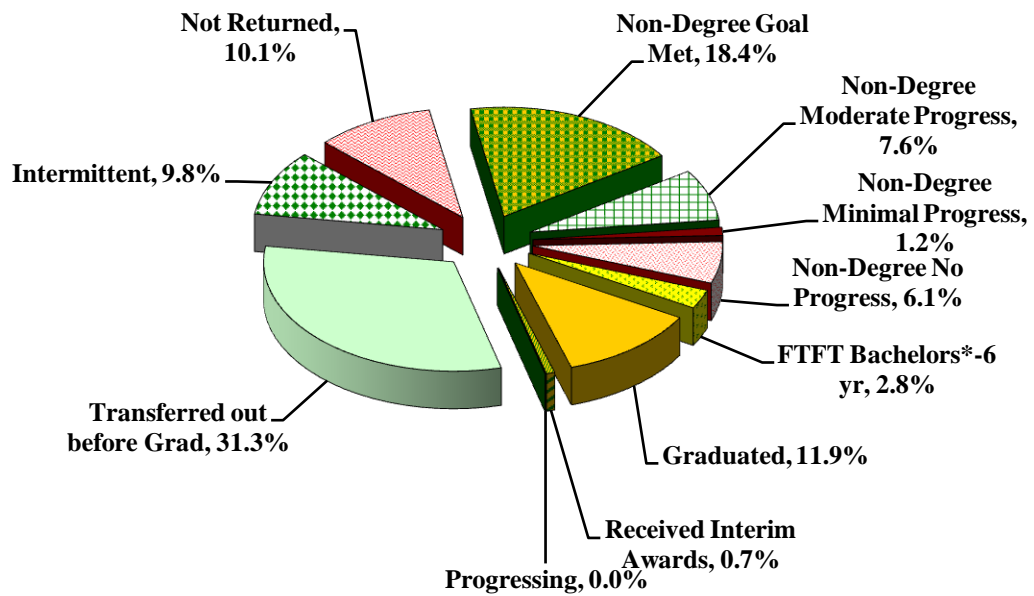
UAA Fall 1998 First Time "Undergraduate" Entering Cohort
"WHERE ARE THEY 10 YEARS LATER"

Non-Degree Seeking Students



UAA Fall 1998 First Time "Undergraduate" Entering Cohort
 "WHERE ARE THEY 10 YEARS LATER"

Total First Time Undergraduate Students



Goal Met=33.1%
 Goal Progressing=50.6%
 Goal Not Met=16.3%

Appendix B: Inventory of Student Success

Sub-Committee Members:

*Bogdan Hoanca
Faculty Senate President
Associate Professor, Computer Information Systems*

*Lois Hall, Tutor Coordinator
Classified Council Representative
Learning Resources Center*

*Patricia Grega
SSTF Co-Chair
Provost's Representative
Associate Professor
College Preparatory & Developmental Studies*



UNIVERSITY *of* ALASKA ANCHORAGE

Student Success Inventories

May 2008

The following list is an inventory of UAA student success programs, services, and projects submitted to the Student Success Task Force as of April 21, 2008. We recognize that this document is only a start, not a comprehensive summary of all the student success initiatives. As a living document, the Inventory of Student Success will be updated for existing initiatives and augmented with new ones. Plans are underway to post this information on a Student Success website. The full text for each program, service, or project will be available from the Office of the Provost.

In some cases, editorial changes were made to condense descriptions of programs or services. The order of inventories is by campus: Anchorage, Kenai Peninsula, Kodiak, MatSu, and Prince William Sound.

Anchorage

Advising and Testing Center: Computer-based Testing and National Standardized Exams

The Advising and Testing Center administers a wide range of tests and assessments.

1. Accuplacer is UAA's assessment tool to measure students' proficiency in reading, writing and mathematics. The result of this assessment is used to determine which level of English and Mathematics would be the appropriate starting point for each student.
2. Career assessment inventories such as the Myers-Briggs and the Strong Interest Inventory are administered to help individuals find an academic focus and establish a career path.
3. National standardized exams are also administered by the Center. These exams serve students and members of the community who are attempting to enroll in graduate programs and complete certification and licensure exams.
4. The Center also provides proctoring services to students who take courses through non-UAA distance learning programs. A \$30.00 fee is charged for this service.

Advising and Testing Center: Academic Advising Services

Students are provided a 45 minute one-on-one conference with an advisor. The purpose of the conference is to discuss certificate and/or degree programs available at UAA and to evaluate a course of action to help the students achieve their objectives. This process involves the exchange of information between the advisor and the student to get a clear picture of the student's level of readiness and commitment to his or her long-term goals. These conferences may occur regularly throughout the student's freshman and sophomore years and evolve to include issues such as academic performance, course selections, financial aid, scholarships, and challenges related to the student's overall success.

AHAINA Student Programs: G3 Plan (Goals, Grades, Graduation)

Provide resources, academic assistance, and intervention to students of diverse ethnicities. Our objective is to assist AHAINA students in successfully achieving their academic goals.

Alaska Center for Economic Education

Provides training in economics for all K-12 teachers primarily in Southcentral Alaska. Provides curriculum and training for high school econ teachers.

Alaska Native and Rural Outreach Program and the Cama-i Room

Transition to college and continuing support program for Alaska Native and rural students living on campus.

Alaska Native Science and Engineering Program Living Learning Community

Living learning community for Alaska Native and rural students living on campus who are also majoring in science and engineering.

Aviation Living Learning Community

Residential living learning community for aviation majors living on campus.

Campus Kick-Off

Campus Kick-Off: annual showcase of UAA services, organizations, community partners, and performers that promotes connectedness to campus.

Career Expos/Employment Weeks/Individual Employer Interviews

UAA's Career Services Center works collaboratively with academic departments to produce Career Expos, Employment Weeks, and Employer Interviews with students.

Career Services Center

Career Services Center programs and services assist students to: engage in self-assessment, obtain career/occupational information, explore the full range of employment opportunities and/or graduate study, present themselves effectively as candidates, engage in cooperative learning/paid internship programs, and obtain optimal placement in employment or further professional preparation.

College of Arts and Sciences: Advising with CAS Departments

CAS advisors have been invited to present and assist in group advising sessions with faculty. We collaborate in these sessions.

College of Arts and Sciences: Department Advising Sheets

CAS advisors have designed General Education, CAS requirement, General University information and department specific advising sheets to assist students and faculty in the advising process.

College of Arts and Sciences: Duplicate Enrollment Prevention

CAS advisors run reports to identify students enrolled in duplicate sections of the same course. During the fall and spring semesters, these are distributed to department chairs, which are responsible for dropping students from a course. During the summer, the CAS Associate Dean signs these drop forms.

Center for Economic Development

Students participate in business and economic development related projects as interns. Students receive applied learning opportunities.

College of Health and Social Welfare Lack of Academic Progress (LAP) Students

In the Spring of 2002, the College of Health and Social Welfare implemented a program of working with students who were identified as having a lack of academic progress from the academic departments within the unit. Many of these students were referred to the Academic Advising Coordinator located in the Dean's office for an academic intervention plan designed to get them back on track. Other students in this category were identified by the Advising Coordinator through various reports obtained from Enrollment Services.

College Preparatory & Developmental Studies (CPDS) MyMathLab Online Homework System

This pilot project began in the spring of 2007 as an alternative to traditional math homework assignments. The system is interactive and adapts to the student's knowledge base. Students receive immediate feedback, problem by problem, thus the time required to master a concept is reduced.

Each homework problem has linked examples, animations, video clips, and a “help me solve this” option. If the student still has a question about a particular problem, the system links the student to the instructor via email. Instructors view the specific problem packaged with the student’s question. The system is available 24 hours per day 360 days per year. It is the next best thing to having a tutor sit beside you while studying.

The Learning Resources Center/College Preparatory and Developmental Studies Math Lab

The LRC Math Lab is a center provided for students to receive individual tutoring in an environment conducive to community learning. It provides a center for interaction between students, tutors, and faculty. The lab also has computers for student use and tutoring on how to access online resources. Students also take their math tests in the math lab and are able to schedule these at times that fit their own schedule. They are given unlimited time to complete an exam.

CPDS Math Special Topics Workshops

An interactive, supplemental lecture on various mathematical topics with which students have historically struggled.

CPDS Retention Advising

One-on-one academic advising and group presentations to enable students to articulate and reach academic goals. Includes advocating for and training students on student affairs issues and providing support in study skills.

CPDS Smart Start Program

Smart Start is a semester-long College Preparatory and Developmental Studies program that includes several features: a learning community, 13 credits of linked classes in reading, writing, math, and study skills, introduction to the university campus, inculcation of study skills, individualized tutoring and assistance, and academic advising.

CPDS Step-Up Program

Step Up consists of linked courses especially designed for students in their second semester at UAA who have come through our Smart Start program, our PRPE A094 course, or one of our other basic reading/writing courses. The linked courses provide academic and social continuity for this group of students, helping to solidify their foothold in the university community and significantly increasing their chances of success.

UAA/ASD College Ready ACCUPLACER Project

Offers the ACCUPLACER Placement test to high school students to assess academic readiness in math and English for college and workplace requirements.

CPDS Sultana: Journal of Preparatory Writing

This is a journal that showcases exceptional writing from students who have successfully participated in Preparatory Reading and Writing courses.

CPDS Placement Advising for Students Testing into Preparatory English (PRPE) & English as a Second Language (ESL) Courses

At the conclusion of Accuplacer testing, students who place into PRPE and/or ESL courses meet immediately with a PRPE or ESL faculty member to discuss their results.

CPDS PRPE and AKNS Linked Courses

This project cross-lists a section of PRPE 108 Intro to College Writing with AKNS 290 Contemporary Native Life.

Community and Technical College (CTC) Admissions Communication

Students who have recently applied for admission into CTC programs are mailed a letter from CTC Advising office, along with a new student checklist and a program brochure. Students are also encouraged to take a placement test and seek faculty or staff advising in the message of this letter.

CTC Advising Website (www.uaa.alaska.edu/ctc/advising)

The website features study skills guides, academic advising resources, tutorials to assist students with applying for admission, registering for classes, and applying for financial aid (both a Flash file and PDF are available for students to review), occupational outlooks for CTC programs, student forms, and CTC brochures.

CTC Computer & Electronics Technology Advising Day

In November 2007 we held a large advising day for Computer & Electronics students. Students arrived in UC 131 where they met with a faculty advisor and received assistance with registering for classes, checking on admission status, and financial aid guidelines. Students were able to conduct all advising activity in one day. We provided food and giveaways for the event to promote a fun, casual, and inviting atmosphere.

CTC New Brochure Racks

Within the last year, we added new brochure racks outside of the CTC Dean's Office (UC 141). In addition to CTC brochures, we also promote financial aid information, managing finances, work-related information, and other brochures related to starting at UAA. The racks feature the following brochures and handouts: How to register at UAA, How to apply for admission at UAA, New student checklist, ACCUPLACER info, First semester checklist, Ready to go back to school? (Nela), Succeeding at work (Nela), Is dropping out of college your best option? (Nela), Manage your money before it manages you (Nela), Sensible living: Careers, credit, and cash (Nela), Paying for college

2008: The sky's the limit (Nela), Wow them with a degree and land a hot job (Nela), Get a closer look at Stafford loans (Nela), FAFSA on the web worksheet (USDOE), Do you need money for college (Spanish and English, USDOE), Know how to go (Spanish and English, USDOE), Save your money, Save your identity (Spanish and English, USDOE), Repaying your student loans (USDOE, UAA class schedule, campus map, list of UAA advisors, and all CTC program brochures.

CTC Culinary Arts and Hospitality Academic Advising

This service provides initial advising and follow-up advising sessions with dedicated assigned department academic advisor. Academic advisor teaches one "core" class each semester so that he/she is embedded in a class that is required the first semester by all new incoming students. This helps to determine if everyone has had academic advising and "catch" those students who may have slipped through.

CTC Dean's List

CTC recognized students' academic achievements of the Fall 2007 Semester by holding its first Dean's List reception on Wednesday, March 5 at 2:30-3:30. Individuals who met the criteria (12 undergraduate credits; 3.5 or above GPA and no Incomplete grades) during the fall were honored. Posters were developed and hung in the Dean's office, flyers distributed to the departments. Each student received a Dean's letter of congratulations, an award certificate and a chance to be included in a drawing for a 12-credit tuition waiver to apply to Fall 2008 enrollment. The drawing was held during the reception. Approximately 100 participants attended. We plan to establish this as a semi-annual tradition and encourage all faculty and staff to attend the celebration.

CTC Free Application For Student Aid (FAFSA) and Financial Aid Workshops

February 2007 CTC held FAFSA and Financial Aid workshops during the week and two weekends to assist students with completing their FAFSAs and getting answers about financial aid. We also invited TRiO students to attend this workshop. The event was held in a computer lab so that students could actually file their FAFSA online.

CTC Financial Aid Appeals Advising

Meet with students held on financial aid probation due to Lack of Academic Progress status.

CTC Contacting "Lack of Academic Progress" (LAP) Students

CTC Advisor contacts all of the LAP students. Most of these students are not enrolled after becoming LAP in one or two semesters, so CTC advisors send them a letter indicating willingness to assist them with re-enrolling in the future.

CTC Phone-a-thon

Before each semester begins, a CTC advisor calls all of the students who applied for admission in CTC programs but did not register for classes. In spring 2008, we also mailed these students a paper

course schedule, instructions on how to register for classes, and information about how to contact CTC for advising in the hopes the additional information would help to more thoroughly inform students about registration.

CTC Radiologic Technology Information Session

CTC held a large session where we described the program requirements for our most competitive program—Radiologic Technology.

CTC Reviewing Rosters

Each semester CTC advisor reviews the CTC class rosters for students who are taking classes in our majors but are not yet admitted to them. In many cases, these students are NODS and yet believe that they are pursuing a degree, so we send them a letter explaining their status and instructions on how to apply for degree-seeking admission. In other cases, students are admitted to the wrong major and need to complete a change of major with their CTC faculty advisor. NODS students are also notified if they had an incomplete admission application.

CTC UA Scholars Academic Progress Reports

Each mid-term CTC advisor sends out “Academic Progress Reports” to first-year UA Scholars in CTC. Students receive these via mail and email and are required to return them to the CTC Dean’s Office mid-semester.

CTC Denali Trainee Success Coordination Project

Provide a full range of supports to support the success of Allied Health students, particularly those from rural areas of the state.

Diverse Voices of Anchorage Project

Students propose projects regarding learning from the "diverse voices of Anchorage" which are reviewed by a DVA committee of faculty and community partners. Students receive a \$200 stipend, 3 cr tuition waiver for Independent Study courses related to their projects, and present them publicly in April, on campus. Students identify faculty to serve as project mentors.

DSS Adaptive Computing Workshops

Free workshops every semester that focus on tools and techniques for access that technology students might not have already known about, but that can help them accomplish academic tasks more effectively and/or more efficiently. Examples of workshop topics include voice recognition, text-to-speech, digital audio recorders, and making the most of pdf.

DSS College Access Project for Rural Alaska (CAPRA)

The College Access Project for Rural Alaska (CAPRA) is a collaborative project between the University of Alaska Anchorage's Center for Human Development (UAA-CHD) and Disability Support Services (UAA-DSS). The project's mission is to provide professional development opportunities designed to increase the capacity of small rural university campuses to insure individuals with disabilities receive a higher quality post secondary education. CAPRA and UAA-DSS personnel, using a "train-the-trainer" model, instruct site-based teams in southcentral Alaska to offer training and technical assistance to 200 adjunct and full-time faculty members during its three-year grant period.

Department of Economics Experimental Economics Program and Lab

Supports the use of experimental economics in research and teaching on campus.

e-Learning Graduate Certificate Program, CBPP

A 12-credit Graduate Certificate Program that prepares educators and trainers to effectively facilitate learning with technology.

First Year Experience Community

Living learning community for first-year students living on campus.

Honors Living Learning Community

Living learning community for Honors students living on campus.

Language Lab

Department of Languages, Language Lab is located in the LRC. It is staffed by students and faculty who tutor the foreign languages taught at UAA. The Lab has audio visual support of cassette/cd player, 7 IT supported computers, and a large screen TV. They also have a large magazine collection.

Learning Resources Center English As a Second Language (ESL) Tutoring

Tutoring UAA students, staff and faculty in the proper & effective use of the English Language: comprehension, syntax, grammar, pronunciation and accent reduction

Learning Resources Center: Instructor Reserve Materials

Instructional materials placed on reserves for students to access at the LRC counter.

Learning Resources Center /Math Lab

LRC Math Lab for College Preparatory & Developmental Studies provides tutors for student in PRPE Math courses 050A.B. & C, 055 and 105.

Learning Resources Center Tutoring Program

Coordinate private tutors for students who are sponsored by agencies outside the university, such as Division of Vocational Rehabilitation (DVR) through State, Federal, and Native Corporations. Coordinate private tutors for any and all UAA students who want more individual tutoring and can pay the tutors' fees.

Mentoring of German majors and minors for competitive scholarships in German-speaking countries

This program mentors students with outstanding academic potential majoring or minoring in German and works with them on their German skills, as well as their formal applications, essays and interviews preparing them for competitive scholarships such as Fulbright and Congress-Bundestag.

MS Clinical Psychology Program

Using the Psychological Services Center as the training clinic for the MS Clinical Psychology Program, students provide a needed service to the UAA and Anchorage communities: each student learns about and experiences the curative factors in therapy.

Native Student Services (NSS) Triple-O (Off-campus Outreach and Orientation) Project

The Triple-O project is a collaborative effort between NSS and rural Alaska high schools/districts to provide off-campus advising and registration in rural Alaska sites. For the FY08, NSS piloted the Triple-O project in 2 sites—Nome and Sitka. NSS partnered with the Bering Straits School District (BSSD), the Nome Public School District, and the Northwestern Alaska Technical and Career Center (NACTEC) for the Nome/Beltz Triple-O; and NSS partnered with the Mt Edgecumbe High School (MEHS) for the Sitka/MEHS Triple-O. During the Triple-O event, a team from UAA-- which consisted of representatives from NSS, Advising and Testing, and Enrollment Services/Financial Aid-- visited Nome and Sitka to assist incoming freshmen with their registration. Each freshman was assessed with the Accuplacer placement tool and then provided accurate advising given his/her assessed skill levels and field of study. Each student's admission was reviewed and corrected before the student could register. In addition, each student's financial and housing was reviewed and assistance was rendered if needed. The Triple-O project targets incoming freshmen from rural Alaska—both Native and others. Participants in the Triple-O are encouraged to attend the NET program.

NSS NET (Native Early Transition) Project

The NET program is a week-long program that focuses on the transitional needs of students from small rural schools as they enter a large urban university. NET is held in the week prior to the beginning of the fall semester. In addition to an orientation to UAA, the program provides a general orientation to urban life in Anchorage and off-campus services available to students. Peer

support groups develop during the NET which targets incoming students from rural Alaska—both Native and others.

NSS Mentor/Tutor Project

The Mentor/Tutor project provides mentoring and tutoring in the development of student study groups and learning communities. Upper-division students are hired to provide peer support and tutoring in academic areas not addressed by other programs on campus (ANSEP, RRANN, Math Lab, Writing Center, etc.). The aim of the Mentor/Tutors is to focus on areas of student need in terms of academics and to develop healthy peer support study groups/learning communities.

Recreation and Activities (under University Housing and Dining UAA)

Provide opportunities for students to grow intellectually and physically through challenge, adventure and recreation opportunities.

Recruitment and Retention of Alaska Native Nurses Living Learning Community

Assist RRANN students to: increase their understanding of the nursing profession and clinical studies, develop lasting relationships with peers and health professionals, and study together.

Department of Residence Life

Assist students to: Feel welcome, be aware of campus resources, develop mentoring relationships, be academically successful, get involved in campus life, be safe, and develop leadership skills.

Student Life & Leadership Programs

Student Leadership Programs and Development: Student Activities/Concert Board, Student Government, Club Council, Student Media (KRUA & TNL), Greek Life.

Student Health and Counseling Center

Providing quality physical and mental health services to students and demonstrating advocacy for a healthy campus community.

Student Health Center Health Education

Health education programs supportive of campus student needs.

Student Health Center Mental Health Services

Support mental health needs for our campus students.

Student Health Center Outreach Services

Provide quality health education outreach programs to campus students.

Student Health Center Physical Health Services

Providing physical and mental health needs of campus students to support their wellness to continue academic success.

Supplemental Instruction

Supplemental Instruction is an internationally recognized academic support program that enhances learning through regularly scheduled peer-assisted study sessions linked to specific sections of high-attrition courses. Assistance begins at the start of the term and students develop organizational, study and cooperative learning skills they can utilize throughout the semester which is instrumental in achieving our goal of student success. SI was in its pilot stage during the 05-06 academic year at UAA. To date there has been a total of 1,298 SI sessions offered, impacting 2,687 students.

May 2008

Kenai Peninsula College
Kenai River Campus
Kachemak Bay Campus

Add Drop Form Re-Design

KPC redesigned its Add-Drop Form to better identify students needing assistance and ensure they obtain help.

Letter to Non-Degree-Seeking Students

To encourage non-degree seeking students to apply for admission to a degree program.

Project GRAD/Project ACCESS

Project GRAD/Project ACCESS is a program set up with rural Alaskan schools on the Kenai Peninsula. The motto for Project GRAD is that “graduation really achieves dreams.”

Recruitment/Retention Team

KPC has formed a Recruitment/Retention Team comprised of students, faculty, and staff. All four of KPC’s campuses and extensions sites are represented.

Retention Checks

Between weeks 5 & 6 of each semester, Student and Enrollment Services advisors call between 25% and 30% of students attending classes at KPC. Both degree and non-degree seeking students are randomly selected from a variety of courses. Advisors ask a series of questions to determine how students feel they are doing and, if they are having any difficulties, they are referred to appropriate support services. Students are asked what is working for them and what the campus could be doing to improve their experience.

Student Health Clinic

KPC has opened a Student Health Clinic on its Kenai River Campus, staffed by a Nurse Practitioner.



UNIVERSITY of ALASKA ANCHORAGE

Student Success Inventory

May 2008

Kodiak College

Adult Basic Education Program

The Adult Basic Education Program at Kodiak College provides free individualized assessments, classes, and tutoring to adults who need to learn or refresh basic skills in reading, writing, and mathematics, who want to earn a GED, or who are studying English as a Second Language.

Advising and Placement

Degree-seeking students and high school students taking college courses are required to take the Accuplacer placement test before registering for courses. Recent improvements to program include moving the Testing Center to the same building as the Learning Center and Student Services; revision of advising and placement referral form provided to students who complete placement test; use of writing samples and evaluation of non-cognitive factors to place students with inconclusive test results.

Campus Assessment Coordinator/Data Specialist

Collect, analyze, summarize data on a number of student characteristics including demographics, success, and persistence.

Campus-Based Scholarship Program

Program to award tuition waivers and foundation scholarships to certificate and degree-seeking students at Kodiak College. UA Foundation scholarships are awarded prior to the start of the fall semester, and tuition waivers are awarded prior to the start of the fall and spring semesters.

Dual Credit and Tech Prep Program

Courses offered at Kodiak High School (KHS) taught by KHS faculty for which students can earn UAA/Kodiak College credit.

JumpStart Program

Increase access to college and student progress toward academic goals by offering \$50.00 per credit hour tuition for Kodiak College courses.

New Student Orientation

On-campus orientation is held each semester the week before the semester begins. Online orientation is available at any time. High school students taking college courses are required to attend orientation before they are allowed to register.

Professional Development Committee

Volunteer committee provides annual programming for faculty, staff and students including Adjunct Orientation, Winter and Spring Teaching Forums, College Readiness Workshops, and Snack n' Chat.

ACCUPLACER Early College Placement Testing

Administer ACCUPLACER Placement test to high school juniors and seniors to assess academic readiness in math and English for college and workplace readiness.

Smart Start Program

A college-preparatory, developmental learning community encompassing 13-credit block of classes supported by labs in basic skills and college success (College Survival Skills; Writing Strategies; Reading Strategies; Sentence Skills; and Pre-algebra), team-taught in a supportive environment.

The Learning Center

The Learning Center is a full-service learning resource center staffed by trained, part-time tutors for 48 hours each week and supported by Developmental Studies, English, Math, and Science faculty.

Work Readiness Workshops

This series of free, high-quality workshops, offered for 1-1/2 hour on Wednesdays, is built on timely topics, eye-catching theme marketing, and learning community connections.

UNIVERSITY of ALASKA ANCHORAGE

Student Success Inventory

May 2008

Matanuska-Susitna College

Early Alert Retention Strategy (E.A.R.S.)

The E.A.R.S. program at Mat-Su College is an organized academic intervention effort designed to enhance student success and retention, and also to provide support to faculty. Through E.A.R.S., faculty identify students in their courses who appear to be struggling early (i.e., beginning the third week) in the semester, thereby heightening student awareness of the issue(s) with sufficient time to seek out additional support services or to make necessary changes to improve their academic performance. The E.A.R.S. program seeks to supplement the personal efforts of faculty members by connecting students with additional campus resources. The goal of this program is to see students succeed in the classroom and beyond as a result of a collaborative effort from MSC faculty and staff.

Info Sessions

MSC Student Services launched the Mat-Su College Info Session (formerly the Prospective Student Session) program in January of 2006 in order to provide a regularly scheduled, organized opportunity for prospective students and their family members to ask questions and gain an overview of all of the steps involved with becoming a student, in a one-stop-shop format. MSC Info Sessions provide attendees with information about: Benefits of being a college graduate (research-based), MSC educational quality, Career and self-exploration, MSC degree programs, The admission process / UAOnline, Financial aid and the FAFSA, Placement tests, Academic advising, Course registration, Common pitfalls new students encounter, New Student Orientation, Opportunities to become involved on campus.

Student Ambassador Program

The purpose of the MSC Student Ambassador Program is twofold: 1) to provide MSC students with organized opportunities for development and 2) to develop a pool of qualified students who, in close partnership with Student Services, assist in the design, delivery and staffing of various college recruitment, transition, retention and community relations activities. The implementation of a Student Ambassador Program at MSC affords emerging student leaders from all academic programs and backgrounds possessing a connection and a commitment to MSC with opportunities to further develop their leadership, communication, and other important academic and employability skills.

Prince William Sound Community College

Alaska Association of Student Governments (AASG) Project

PWSCC provides support in the form of registration help and conference presenters at the semi-annual conferences.

College Life 101

An orientation to college program that is delivered to ALL graduating seniors from Valdez High School each year.

Appendix C: Advising Sub-Committee Report

Sub-Committee Members:

*Kristin Owens, Associate Dean
Community & Technical College*

*Vara Allen-Jones, Students Affairs Representative
Associate Vice Chancellor
Academic & Multicultural Student Services*

*Barbara Brown
Academic Counselor & Assistant Professor
Kodiak College, UAA*

*Connie Fuess
Chair of Faculty Senate SASS Committee
Academic Counselor & Assistant Professor
Matanuska-Susitna College*

Advising Sub-Committee Report

Current research states that advising is a critical factor for student success: retention and persistence. The Student Academic Support and Success committee, a Faculty Senate sub-committee, has recommended that UAA's Student Success Task Force address advising issues across the MAU, with the suggestion of implementing a tiered-advising model for all first-time, freshman and under-prepared students.

Advising Defined

“What is academic advising? The structure of advising rests on how the institution defines the process. . . . For the model to be effective, all faculty and staff who participate in advising must subscribe to a similar philosophy, one that addresses not only the advisor's role but also the student's.” *Gordon, V and Haley, W. (2000). Academic Advising: a complete handbook. Jossey-Bass, p. 204*

“Academic advising is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both students and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning, and academic progress review, and an agent of referral to other campus agencies as necessary.” *Crockett, D.S. (1994). Advising Skills, Techniques and Resources. The National Academic Advising Association, p. 3*

“Academic Advising assists students in developing academic plans consistent with educational, career and life goals.” *University of Alaska Anchorage 2007-2008 Course Catalog, p. 42*

Who is advised at UAA?

Admitted students with declared majors are assigned faculty advisors within the academic department offering the major. Students admitted as “undeclared” baccalaureate students and those admitted to the Associate of Arts general program are assigned to the Advising & Testing Center. However, a recent BANNER query indicates that only 1 out of 7 admitted UAA students have an assigned advisor.

Academic Advising is handled differently by each school/college/extended campus.

Advising Top Priorities

This task force has designated advising as one of our top three priorities. We have interviewed advisors, student success coordinators and faculty counselors to solicit feedback on their top areas of concern. Their responses included issues and also provided unsolicited solutions, all of which were grouped by topic-area.

Redefine

1. Challenge: current definition “Academic Advising assists students in developing academic plans consistent with educational, career and life goals” needs to be revised.
 - Solution: “Academic Advising assists students in developing and monitoring academic plans consistent with educational, career and life goals.”

Testing/Placement

2. Challenge: Students are selecting courses not matching their competencies.
 - Solution: require all students take placement tests prior to initial registration, admissions decisions
3. Challenge: placement exams (Compass and Accuplacer) need to be used seamlessly between all UAA institutions
 - Solution: colleges need to be consistent with cut-off scores for student placement
 - Solution: determine and communicate consistent college readiness standards
4. Challenge: testing for rural students is not always available
 - Solution: provide access
5. Challenge: high school students are not aware of academic readiness requirements of college courses
 - Solution: partner with high schools in college transition programs and align curriculums
 - Solution: provide faculty coordinator overseeing college readiness project and placement testing in junior and senior year of high school

Student populations

6. Challenge: all first-time (degree and non-degree-seeking) transfer and professional students need to receive advising

7. Challenge: all developmental and Lack of Academic Progress (LAP) students need to receive consistent advising
- Solution: a systematic, comprehensive advising plan prior to students' initial registration, continuing through first year
 - Solution: degree-seeking students need a degree plan in their freshman year
8. Challenge: non-declared students need advising throughout the first year
- Solution: require advising at the end of freshman year in order to continue to sophomore year.
9. Challenge: freshman and first-time students need more consistent contact with staff and faculty.
- Solution: require a year of advising
 - Solution: use advising holds in Banner

Student Skills

10. Challenge: new incoming students need to understand the college culture and their role in that culture, as well as gain essential skills to succeed
11. Challenge: students do not know how to navigate successfully
- Solution: participation in new student orientations; hold fall, spring and summer
 - Solution: develop online student services tutorial for all students prior to registration
 - Solution: link “are you college ready” materials to admissions resources
 - Solution: require PRPE 105 and/or GUID 150 for all freshmen, offer for 1-3 credits (Q: who wouldn't need it?) by qualified, engaged faculty
12. Challenge: current opportunities for students to develop college success skills are limited
- Solution: provide information sessions to offer on-going orientation to students
 - Solution: provide online orientation
 - Solution: provide orientation session prior to semester
 - Solution: provide less expensive orientation fees to engage more students, make mandatory for enrollment
 - Solution: require PRPE 105 and/or GUID 150 for all full-time freshmen, offer for 1-3 credits, develop a new freshman experience course (or learning community).

Curriculum

13. Challenge: policy and curriculum changes need to be better communicated internally between staff and faculty

- Solution: post changes to website and email listserv whenever new changes are made

14. Challenge: Students unsuccessfully self-advise

- Solution: Degree-works will provide an additional tool for students, faculty advisors and student success coordinators in order for students to progress effectively in their program
- Solution: add and define writing and reading intensives designations to catalog for each class (under special notes)
- Solution: add course sequencing for all majors to catalog including semester-only classes

Personnel Resources

15. Challenge: need more staff positions/provide more staff availability in colleges, departments, and Advising and Testing Center to accomplish year-round advising for all lower division undergraduates and prospective students

- Solution: hire more professional staff in Office of Advising and Testing, the colleges and departments and extended campuses, pay appropriately to market standard
- Solution: hire professional advisors to work in summers, evenings and weekends
- Solution: utilize peer advisors to assist professional staff during busy times

16. Challenge: Deans desire a designated point person in their colleges to refer students

- Solution: develop appropriate advisor: student ratio and staff appropriately in colleges

17. Challenge: advising upper division undergraduates and graduate students need more faculty involvement and commitment

18. Challenge: faculty needs to dedicate more time to provide mentorship and career guidance for students

- Solution: faculty workloads need to be considered as part of the promotion/tenure decisions, need release time in workload or use as service component
- Solution: faculty need training in advising
- Solution: provide recognition

Communication

19. Challenge: faculty and staff have no ability to update the phone numbers, addresses, or email addresses of students they are assigned to serve.

- Solution: provide access

20. Challenge: students require a variety of advising opportunities and delivery methods

- Solution: provide advising via office hours, telephone and online to meet needs
- Solution: provide IM sessions over advising website

21. Challenge: students are confused between “faculty advisors/counselors” and “student success coordinator” roles and who to go to for help

- Solution: advising flow chart for students based on major

Process and IT

22. Challenge: Graduate student advising is not tracked.

- Solution: provide ability to track via Banner

23. Challenge: Students are admitted and registered before probationary blocks are put on (prior to registration)

- Solution: all first-time students need to take placement tests and work with advisor prior to registration

24. Challenge: Faculty do not track advising

- Complete advising forms for UAOnline and train faculty on how to use

25. Challenge: Faculty advisors focus on major requirements, not GERs, honors or college requirements for graduation

- Solution: use Degree-works earlier; include the advising training as service for faculty workloads.

26. Challenge: Freshmen are not able to register for GERs; most are filled
- Solution: reserved freshman spots in GERs, or priority registration for these students
 - Solution: provide funding to reduce GER bottleneck courses by hiring more adjuncts and faculty for these GER courses
 - Solution: add more sections and offer sections at hours convenient for non-traditional students, working students, and students with children
27. Challenge: Freshman receive acceptance letters too late, confused that they can still register, even though not yet accepted into program
- Solution: send out acceptance letters earlier, move up admission deadline if necessary
 - Solution: Be clear in letter about students' ability to register prior to receiving full admission

Assessment

28. Challenge: How do we assess advising?
29. Challenge: How do we measure consistency and content of advising?
- Solution: see student tracking form for quantitative information, comment forms
 - Solution: use longitudinal institutional research on those using services and those that do not
 - Solution: exit interviews with graduates, focus groups

In Summary

In general, advising should not be a luxury. Comprehensive advising should be available for all students at all locations. We have a systemic issue and require a multi-faceted approach that reaches a larger range of students

Students need to understand their role in the education planning. How do we as an institution change culture to promote engagement and ownership of students? How do we help them navigate through the university?

We are challenged to develop adequate infrastructure for guaranteed services prior to requiring them for students.

Coordination across UAA campuses for easy transferability is essential.

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