

STUDENT AFFAIRS ASSESSMENT

Annual Assessment Reports 2013-2014

UAA Student Affairs departments demonstrate a commitment to a culture of evidence and continuous improvement through intentional assessment planning, the measurement of learning outcomes, and the publication of insightful key findings to stakeholders. The Annual Assessment Reports below are organized by department and include:

- Assessment Inventory: List of all assessment projects conducted during the year with a one sentence description of each
- Learning Outcomes: Primary learning outcomes prioritized for the academic year
- Assessment Activities: Detailed purpose, methodology, and key findings for major assessment initiatives

Contents

Office of Student Affairs.....	2
Military & Veteran Student Resource Center	2
Academic & Multicultural Student Services.....	2
Disability Support Services	2
Multicultural Center	4
Native Student Services	5
Student Support Services	6
Enrollment Services.....	6
Admissions	6
Electronic Student Services	7
Office of the Registrar	7
Student Financial Assistance.....	9
Student Information Office	11
Student Access, Advising & Transition	12
Advising & Testing Center	12
New Student Orientation.....	12
New Student Recruitment.....	14
Educational Talent Search.....	14
MAP-Works	15
UAA Scholars @ UAA	15
Student Development	17
Career Services	17
Dean of Students Office.....	17
Residence Life	19
Student Health and Counseling	22
Student Life and Leadership.....	23
Student Union & Commuter Student Services	24

Office of Student Affairs

Assessment Inventory

- **Conversation Cafe Survey** (May 2014): Evaluation of the outcomes of Conversation Cafe, the annual gathering for student affairs to support planning for the 2015 gathering.
- **SANSO Spring 2014 Evaluation** (April 2014): Evaluation of the value of participating in the Student Affairs New Staff Orientation program. **December Commencement Ceremony Interest Survey** (February 2014): The tradition for August and December graduates at UAA has been to participate in the annual May commencement celebration. With the upcoming opening of the Alaska Airlines Center, the University is considering the opportunity for August and December graduates to celebrate sooner at a winter commencement ceremony in the Alaska Airlines Center.
- This survey was developed to assess the likelihood of student participation in order to make a data-driven decision regarding the possibility of a winter commencement ceremony.
- **SANSO Fall 2013 Evaluation** (January 2014): Evaluation of the value of participating in the Student Affairs New Staff Orientation program.
- **Academic Advising Survey** (January 2014): The University of Alaska Anchorage is dedicated to supporting academic success through a campus initiative focused on requiring academic advising for first-year students. This project surveyed UAA students who participated in mandatory advising during the fall 2013 semester to gather feedback about their academic advising experience and the service provided to them by their academic advisor. This data will be utilized by UAA administrators to enhance the quality and effectiveness of academic advising for UAA students.
- **End of Year Report Survey** (January 2014): To prepare for the creation of FY15 Report Guidelines by collecting feedback from Student Affairs directors and their teams on the process, content, and final appearance of the FY13 End of Year Report.
- **Student Affairs Budget Challenges Survey** (January 2014): In response to Governor Sean Parnell's 2015 budget proposal for the State of Alaska and an estimated \$7M FY15 budget gap for UAA, Student Affairs strives to be proactive in reacting to this potential shortfall and collecting suggestions to meet those budget challenges.
- **SA Leadership Quarterly Meeting Feedback Survey** (October 2013): To collect feedback on the topics discussed at the first Student Affairs Leadership Team quarterly meeting and suggestions for future meetings.
- **Student Affairs Staff Development Needs & Interest Inventory** (October 2013): In a dedicated effort to advance the student affairs profession and support staff well-being, the Office of Student Affairs conducted the Staff Development Needs and Interest Inventory to know more about student affairs staff professional development needs and interests. The feedback served extremely valuable in helping to plan staff development opportunities to best meet their needs throughout the academic year and in preparation for the annual UAA Student Affairs Conference.

Military & Veteran Student Resource Center

Assessment Inventory

- **Fall 2013 and spring 2014 MAP-Works surveys:** A student success and retention tool used by the MVSRC to assess the perceptions of first-year and sophomore military/veteran students who responded to the fall 2013 and spring 2014 MAP-Works surveys.

Academic & Multicultural Student Services

Disability Support Services

Assessment Inventory

- **DSS Student Satisfaction Survey:** The purpose of the survey is to assess student satisfaction and achievement of learning outcomes. Students have access to the survey instrument year round.

Learning Outcomes

1: DSS Students with Autism/Aspergers and Code of Conduct

Learning Outcome Statement

As a result of participating in a DSS intake meeting, DSS students who experience Autism or Asperger's diagnoses will listen to, understand, and realize the importance of the University's Student Code of Conduct related to #5 (Harassment - Intimidation) and/or #7 (Disruptive or Obstructive Actions – interrupting during lectures) in order to exhibit appropriate behavior in the classroom and around campus.

Learning Intervention

At DSS Intake, overview of condition will be specifically reviewed. Explanation about Student Code of Conduct is not just about cheating and plagiarizing; it also is about interfering with the Professor's/Instructor's ability to teach the lecture. Just because the student may not effectively interpret social cues in the situation, does not excuse the student

from obeying the rules of Student Code of Conduct. Receiving a sanction may result when exhibiting unacceptable behavior, so having a disability is not a justifiable reason to circumvent the process.

2: Student Learning of ADA provisions, DSS services, & rights and responsibilities

Learning Outcome Statement

As a result of participating in an DSS intake process, DSS students will demonstrate an enhanced understanding of ADA provisions, DSS services, & their rights and responsibilities.

Learning Intervention

1. Student takes the "Pre-Interview" questionnaire to demonstrate existing knowledge of the ADA and DSS services.
2. Intake interview and information exchange, provision of brochures and written material. Elapsed time: approximately 30 to 45 minutes.
3. Student takes the "Post-Interview" questionnaire to demonstrate having learned information regarding the ADA and DSS services.

Assessment Activities

DSS Students with Autism/Aspergers and Code of Conduct

Due to the diagnosis of this particular type of disability (which is not an excuse), the student sometimes exhibits behavior that escalates into a Student Code of Conduct issue.

Assessment Description

Specific survey questions displaying that the Student Code of Conduct is more comprehensive than cheating or plagiarizing and that misinterpreting social cues can result in unfavorable consequences.

Qualitative observation along 4 styles the DSS student exhibits during

DSS Intake. Interview at midpoint during semester about status.

After offering the latest Fact-Finder and pointing out page 88 (with clarification about harassment and intimidation), ultimately, it will be the result of the student's behavior, not the disability that makes him/her responsible for actions that have consequence of Code of Conduct sanctions. A function of DSS is to make sure that students know that even with the presence of a disability, they still must follow university procedures and institutional standards.

Professors/Instructors are the authority in the classroom, not the students.

Spring 2014, for any new student coming to DSS for an Intake who cites Autism/Asperger's. (Since the first cohort may be small, deployment of the

Survey questions and Interview (for compliance) for students currently enrolled in Spring 2014 who already have a DSS profile listing

Autism/Asperger's as a diagnosis will be contacted as well. For Fall 2013, there are 15 students enrolled.) Follow up with students after Intake will occur at the midpoint in the semester.

Assessment Type: Student learning outcomes

Assessment Method: Survey, Interview, Observation

Population/Sample: DSS students who have established eligibility for DSS services based on documentation citing Autism/ Aspergers as a/the diagnosis.

Date to be Initiated: 7/1/2013

Date to be Completed: 6/30/2014

Student Learning of ADA provisions, DSS services, & rights and responsibilities

The purposes of the assessment is to 1) promote self-advocacy, 2) promote dissemination of accurate information regarding the ADA and DSS, and 3) maximize appropriate requests for UAA services from DSS.

Assessment Description

Methodology: Using a pre-test/post test paradigm based on a "True/False" questionnaire (see attached,) students will demonstrate having learned 1) the basic provisions of the ADA, 2) their rights and responsibilities under the Federal Mandate, and 3) how to request and receive appropriate services from DSS.

Data collection: A) Pre-Interview questionnaire – Students will answer a True/False questionnaire at intake. B)

Learning Process - Information specific to each of the items on the questionnaire will be presented both verbally and in writing during the course of the intake interview. C) Post-Interview questionnaire - At least two weeks following the interview, students will be emailed the same questionnaire as taken at their intake interview.

Analysis: Pre and Post Test questionnaires results will be compared, tabulated, and reported at the end of the academic year as an aggregate of Student Learning Outcomes.

Assessment Type: Student learning outcomes

Assessment Method: Testing Instruments

Population/Sample: All DSS applicants beginning with the Spring Semester the remainder of the AY14 **Date to be Initiated:** 1/1/2014

Date to be Completed: 6/30/2014

Multicultural Center

Assessment Inventory

- **Pre and post assessments** using Collegiate Link (summer 2013-Spring 2014) to assess participant satisfaction and learning outcomes. **Currently enhancing application** processes for Men and Women of Excellence and Diversity Awards by utilizing the Compliance Assist infrastructure. (Spring 2014)
- **In-house program evaluation forms:** Following each event, students and/or community members (participants) were evaluated to assess participant satisfaction and adherence to key program outcomes. (on-going)

Learning Outcomes

1: URM's understanding own culture & identity

Learning Outcome Statement

Underrepresented Racial Minority Students (URMs) utilizing services, programs and activities at the MCC at UAA will develop an understanding of their own culture, heritage and identity.

Learning Intervention

A variety of workshops, collaborative partnerships and cultural events will be hosted during the fall and spring semester to assist students with developing their own culture, heritage and identity as well as those of others. Examples of events include: Black History Month, Alaska Native/American Indian Heritage month, Alaska World Affairs Council, Russian Cultural Center-Northeastern State University student presentation from Magadan, Russia; viewing and discussion of the LGBT film "Pariah".

2: URM's Cultural difference and commonalities

Learning Outcome Statement

URM Students utilizing the MCC at UAA will develop an awareness and understanding of cultural differences, cultural commonalities, privilege, and the identities of others.

Learning Intervention

By exposure to various aspects of culture, race, identities and concepts of power, students can reflect on their own common cultures, as well as examine similarities and differences with other groups. A student's ability to think critically and globally will be assessed by completion of programmatic surveys and evaluations. Students should also be able to effectively communicate the degree to which this examination connects or extends one's own access to information, experiences and understanding.

Assessment Activities

Seawolf Success Academy Knowledge Test

This evaluation measures how much students have learned about campus resources and tips for being successful as a Seawolf as a result of attending the Welcome Orientation/Training. This information will help inform staff with how prepared students are going into college, how effective the training sessions were in disseminating information to students, and areas/topics that need to be emphasized to the students moving into the semester.

Assessment Description

This is a paper based questionnaire administrated at the end of the Seawolf Success Academy Orientation/Training that occurs on July 22-24, 2013.

It is entirely designed as a direct measurement using both open-response and quiz-like questions.

Assessment Method: Survey

Population/Sample: Participants of the Seawolf Success Academy

Date to be Initiated: 7/24/2013

Date to be Completed: 7/24/2013

Seawolf Success Academy Self-Awareness Study

This study aims to measure the growth of self-awareness within the participants of the Seawolf Success Academy and provide evidence of growth and competence in the areas of goal setting, self-expression, demonstrating initiative, and awareness of potential challenges, social behavior and the future.

Assessment Description

The pre-test consists of a combination of open-ended questions from the application and a questionnaire administered during the summer

Welcome/Training for participants on July 22-24, 2013. The post-test consists of a questionnaire combining the two pre-test questions administered during early December 2013 prior to final exams.

Assessment Method: Survey, Observation

Population/Sample: Participants in the Seawolf Success Academy

Date to be Initiated: 7/22/2013

Date to be Completed: 12/16/2013

Native Student Services

Assessment Inventory

- **Native Student Feedback Survey:** NSS conducted an annual Native Student Feedback Survey, which is sent via email to all Alaska Native and American Indian students. In addition to gathering demographic data, this on-line survey compiles student feedback on UAA services in general and feedback on NSS services and events in specific. Students are asked to rate the answers on a scale from 1 to 10. The assessment tool also utilizes open-ended questions on how NSS can better serve Alaska Native freshmen and additional services NSS should provide
- **NET Feedback Survey:** NSS conducted a NET Feedback Survey at the completion of the program. This survey gathers participant feedback regarding the satisfaction and usefulness of the program.
- **Event Feedback Surveys:** NSS conducted random Event Feedback Surveys to gathers participant feedback regarding the satisfaction and usefulness of the program.

Learning Outcomes

SLO 1: Enhancing Alaska Native students' understanding of their cultures, heritage, and identities

Learning Outcome Statement

Alaska Native students who participate in NSS Values discussions will be able to articulate 2 examples of an enhanced cultural awareness of "self" during a wrap-up discussion sessions at the end of the fall and spring semesters. The Outcome aligns with the UAA Student Affairs' Sense of Self by exposing and making students awareness of their own cultural values and belief system to improve their self growth.

Learning Intervention

Student intrapersonal and interpersonal growth will occur as a result of participating in weekly Indigenous Values discussions where an invited guest will present on a selected value and will facilitate a student discussion.

SLO 2: Alaska Native student awareness of "place" and their role in the future of Alaska.

Learning Outcome Statement

Alaska Native students who participate in NSS Roundtable discussions will be able to articulate a sense of "place" with an understanding of empowerment and enfranchisement on the roles of Alaska Native institutions in the future development of Alaska. This Outcome aligns with the Student Affairs' Sense of Self Outcome by exposing and making students awareness of their sense of "place" and "purpose" in self actualization..

Learning Intervention

Student sense of empowerment and enfranchisement will occur as a result of participating in Roundtable discussions on the history of Alaska Native institutions and salient issues facing these organizations and the Alaska Native community. Staff and invited Alaska Native leaders will facilitate the roundtable discussions.

Assessment Activities

Alaska Native student awareness of "place" and their role in the future of Alaska.

To determine if participation in the NSS Roundtable discussions instill a sense of empowerment and enfranchisement within students by raising awareness of the history Alaska Native institutions and the roles these institutions will play in Alaska.

Assessment Description

A focus group of student participants of the NSS Roundtable Discussions will be asked to describe how the series enhanced their understanding of Alaska Native institutions and the role these institutions will play in the future.

Assessment Type: Student learning outcomes

Assessment Method: Focus Group

Population/Sample: Alaska Native students who participate in the NSS Roundtable discussions.

Date to be Initiated: 7/1/2013

Date to be Completed: 6/30/2014

Enhancing Alaska Native Students' understanding of their cultures, heritage, and identities

To determine if participation in the Indigenous Values discussions promoted growth of students by raising their cultural awareness.

Assessment Description

The final Indigenous Values discussion sessions in the fall semester (December 5, 2013) and in the spring semester (April 24, 2014) will be student reflection sessions in which students will be asked to identify 2 examples on how the Values series enhanced their cultural awareness of "self" as members of Alaska Native cultures and personal validation.

Assessment Type: Student learning outcomes

Assessment Method: Focus Group, Other

Population/Sample: Alaska Native students who attend the Indigenous Values discussions

Date to be Initiated: 7/1/2013

Date to be Completed: 6/30/2014

Student Support Services

Assessment Inventory

- **First Year Student Survey (Fall 2013):** Assessed the academic confidence, motivation, and expectations of first-generation and moderate-income freshmen towards the development of transitional programming that is supportive and effective.
- **Creating Success in College (Guidance 150) Portfolio Rubric (Fall 2013):** The rubric reflects the instructor's assessment of each student's articulated and demonstrated learning, and competency as measured using 5 select learning outcomes of the course.
- **Student Peer Leadership Survey (Fall 2013 and Spring 2014):** Assessed student intrapersonal development, interpersonal competence (in relationship building and leadership ability), and appreciation for cultural differences. The goal: to measure student growth and to improve upon mentor program training that will benefit future mentors and mentees.
- **Writing Skills Assessment (Spring 2014):** Assessed student skill confidence in writing organization, vocabulary, idea development, grammar, and sentence fluency towards the development of an effective pre-fall writing workshop that contributes to skill enhancement.

Learning Outcomes

1: Degree Completion

Learning Outcome Statement

After two advising sessions with Student Support Services staff, all first-year freshmen will be able to complete an academic map of courses relevant to their chosen major as demonstrated by their ability to self-register for four appropriate Spring 2014 courses (as determined by their degree program requirements) during the SSS Navigate to Graduate on November 14, 2013.

Learning Intervention

Navigate to Graduate is a one-stop registration-advising assistance center from which SSS staff will print out and collect student registration data for 35 first-year freshmen to assure correct course enrollment, based upon Degree Works projections.

2: Student Leadership

Learning Outcome Statement

After participating in the Student Support Services Fall 2013 Peer Mentor training program, peer mentors will be able to articulate one area of intrapersonal and one area of interpersonal growth by completing and submitting an end-of-semester reflection assessment form on December 6, 2013.

Learning Intervention

Learning is expected to occur over the course of Fall 2013 mentor-mentee weekly interactions. The assessment will gather qualitative data, by measuring student growth in four qualitative areas: Intrapersonal Development, Interpersonal Competence (Relationships), Interpersonal Competence (Leadership), and Understanding and Appreciation of Cultural and Human Differences.

Enrollment Services

Admissions

Assessment Inventory

- **Processing Times Report**, weekly. Times are compared to previous years and workflow adjusted as needed to meet or exceed previous standards.
- **Admit Rate Report**, weekly. The ratio of applicants to admits is calculated weekly and compared to the previous week and previous year and workflow adjusted as needed to meet or exceed previous standards.
- **Admissions in Motion**. Comprehensive process and policy assessment.

Learning Outcomes

1: Increase Partial HS Transcript

Learning Outcome Statement

The first time freshmen applicants graduating from Alaska high schools within the last year will send a partial high school transcript to the Office of Admissions by the end of January 2014 as a result of increased communication from Admissions regarding the benefits of submitting required materials before winter break.

Learning Intervention

Prospective students that apply for admission will receive a new letter, within 2 weeks of their application date, emphasizing the benefits of sending test scores and partial transcripts to UAA prior to the winter break. The goal is to increase the number of "in-progress" transcripts received between September 1 and January 31.

2: Provide SIA's Admission information

Learning Outcome Statement

Student Information Advisors in the UC One Stop will be able to respond accurately to student questions regarding their admission status after participating in an advisor training program.

Learning Intervention

The training will be developed and delivered by the Admission Team with a focus on the most frequently asked questions by an SIA. The program will include but not be limited to written "Cheat Sheets" for easy reference to FAQ's; at least 3 presentations per year (prior to semester peak processing times) to the SIA's directly, regarding process or policy changes; and development of an immediate notification system of changes to policy and procedures.

Assessment Activities

Increase Partial HS transcripts received

The purpose of the assessment will be to determine if the letter requesting students to submit a partial high school transcript and test scores earlier was effective. Data will be gathered from Banner Student and OnBase and analyzed to determine the change in the number of documents received between September 1 and January 31 from last year to the current year.

Assessment Description

An OnBase retrieval search will find all the partial transcripts received for the prior year between September 1 and January 31 and will be compared for the same period of time for the current year.

Use a Banner report to determine the number of applicants that submitted test scores between September 1 and January 31 and compare to the current year.

Assessment Type: Benchmarking

Assessment Method: Testing Instruments

Date to be Initiated: 9/1/2013

Date to be Completed: 2/28/2014

Provide SIA's Admission Training

Three methods of assessment will be used to determine if the training and materials provided to the SIA's were successful in improving the accuracy of information provided by the SIA's, and reducing the amount of assistance the SIA's need from the Admission Tech of the Day.

Assessment Description

A quiz will be given to the SIA's on detailed information required to assist applicants at the beginning and the end of the year.

A short survey will be given at the end of the year to determine if the SIA's feel more able to respond to admission questions without assistance from an Admission Officer.

During 2 weeks prior to the beginning of classes each semester the Admission Officer Tech of the Day will record the number of questions asked by each SIA.

Assessment Type: Usage assessment, Benchmarking

Assessment Method: Survey, Rating of skills/Rubrics, Tracking

Population/Sample: All SIA's

Date to be Initiated: 7/1/2013

Date to be Completed: 6/30/2014

Electronic Student Services

Assessment Inventory

- Online training surveys are sent to participants after completing training for evaluating content, relevance and instructor quality.
- Project management tools such as PERT charts are utilized to keep track of software development projects to meet deadlines.
- Monitoring software, average uptime and availability of software and equipment essential for operations, and turnaround times for scanning and indexing documents onto the imaging system are some of the metrics utilized by ESS staff to track and improve service quality levels.

Office of the Registrar

Assessment Inventory

- **DegreeWorks Survey** (10/31/13): Assessed the awareness, familiarity, and frequency of use of DegreeWorks by the student body.
- **DegreeWorks Graduation Report** (11/13 and 4/14): Ran a report from DegreeWorks to find students who appeared on track for graduation but had not applied and then reached out to them.
- **Brown Bag Training Evaluation** (10/13- 4/14): Assessed the value of each Office of the Registrar training session (9), as well as, specific takeaways that participants had learned.
- **FERPA Training Evaluation** (9/13- 2/14): Assessed quality of training and areas for improvement.

- **Graduation Statistics** (8/13- 5/14): This report reflects the number of students who have applied and/or completed certificates and degrees and compares to previous years. Assesses the number of students who apply versus students who complete.
- **Class Schedule Change Assessment** (9/13- 5/14): This assessment reflects the number of changes to the class schedule after students have begun registration.
- **Transfer Credit Assessment** (8/13- 5/14): This report reflects the number of students transferring courses to UAA, as well as, provides data on top feeder schools and number of credits awarded.

Learning Outcomes

1: DegreeWorks Awareness

Learning Outcome Statement

Through outreach and communication to students and advisers, students will become aware of DegreeWorks as a useful tool to track progress towards degree completion.

Learning Intervention

Participate in Howl Day Resource Fair
Welcome Week Presentation in Residence Halls
DegreeWorks Pizza Party
Faculty & Adviser Trainings

2: Eligible Graduates

Learning Outcome Statement

Students who are eligible to graduate will apply to graduate in the correct term as a result of reviewing their audit in DegreeWorks and targeted outreach by the Office of the Registrar.

Learning Intervention

Howl Days Resource Fair
DegreeWorks Pizza Party
Faculty and Adviser Training
Targeted communication to students discovered to be completed with degree in DegreeWorks.

Assessment Activities

DegreeWorks Awareness

Discover if students are aware of and utilizing DegreeWorks.

Assessment Description

Surveyed students at DegreeWorks Pizza Party to assess their awareness and use of DegreeWorks.

Assessment Type: Student learning outcomes

Assessment Method: Survey, Focus Group

Population/Sample: Students who attend DegreeWorks Pizza Party

Date to be Initiated: 7/1/2013

Date to be Completed: 10/31/2013

Key Findings

Findings below showed that the majority (68%) of students were aware of and utilizing DegreeWorks often.

- 242 Students participated in the Degree Works Pizza Party
- 43% (105 of 242) of participants use Degree Works regularly to track degree progress and/or determine which courses to take.
- 24% (59 of 242) of participants use Degree Works, but only before registration to determine which courses to take.
- 18% (44 of 242) of participants have logged into Degree Works before, but haven't utilized it.
- 14% (34 of 242) of participants have never heard of Degree Works

Eligible Graduates

Determine is student's who apply to graduate are in fact graduating and also determine if students who are eligible to graduate are applying.

Assessment Description

Run reports to determine who does not graduate in term for which they apply and also run reports from DegreeWorks to see who has completed and whether or not they applied.

Assessment Type: Student learning outcomes, Strategic planning

Assessment Method: Tracking

Population/Sample: All students who apply or are eligible for graduation

Date to be Initiated: 7/1/2013

Date to be Completed: 6/30/2014

Key Findings

Fall 2013 we awarded 672 degrees/certificates (Anchorage campus only, includes OECs). 87.3% of students who applied for graduation completed and were awarded degrees/certificates.

This number of awarded degrees/certificates is up from a previous all-time high of 570 or 17.9%.

We ran a report in mid-November to find all students who were on track to graduate at the end of the semester but still had not applied to graduate. We found 90 students. Emails were sent to all 90 students and by December 1st 63 of the 90 had applied to graduate. The first week in December we followed up with phone calls to the remaining 27 students. Some of these students were intending to complete a minor, retake courses, etc.

However some were ecstatic to learn that they were done.

We learned that some students didn't even know they were on track to graduate. By the time we were done every student who had completed a degree/certificate that they were admitted to had been awarded the appropriate credential.

We also had the highest amount of fall graduates ever.

 [Results of phone calls](#)

Student Financial Assistance

Assessment Inventory

- **NASFAA Standards of Excellence Review:** “An objective, confidential peer review program that helps institutions improve financial aid delivery.” Completed in June 2013, the NASFAA Standards of Excellence Review showcased multiple ways OSFA can improve internal processes, realize efficiencies, strengthen compliance and solidify a culture of evidence and ethical practice. OSFA continues the multi-year plan to address report findings and implement recommendations.
- **Post-workshop student-based assessments:** Each financial literacy, scholarship, and financial aid workshop includes a survey component. Attendees are encouraged to address their motivations for attending and assess learning outcomes.
- **The Institutional Title IV Compliance Team**, chaired by the director of OSFA and comprised of staff and faculty from across UAA, works to review federal regulation and institutional practices. The goal of the team is to increase compliance with federal financial aid regulation and reduce institutional liability. The team used the SOE findings to create and rank a list of regulations to assess. The outcome will result in a list of recommendations for administration to consider.
- Our regular assessments have resulted in more efficient processing of financial aid and increased service to students.

Learning Outcomes

1: Financial Aid SAP Assessment

Learning Outcome Statement

Students will understand and adhere to the UAA SAP policy by meeting academic standards, and if necessary, rehabilitate and/or reinstate their SAP from a warning or ineligible status by completing the worksheet for academic success.

Learning Intervention

Mandatory advising (not OSFA), communication via email, website, and UAOnline, worksheet for academic success, appeal process

2: Application to Awarding Process

Learning Outcome Statement

Students seeking financial assistance will demonstrate the ability to submit their FAFSA and successfully complete additional requirements as necessary to facilitate the timely packaging and awarding of financial aid.

Learning Intervention

Using UAOnline requirements, web announcements, calls and directed e-mails students will be made aware of the opportunity to apply for financial aid and subsequently complete all requirements necessary to complete the process. Workshops and tutorials as well as the One Stop and the ACPE Student Success Center will provide assistance when needed for the application and completion process.

3: Financial Literacy Outreach Assessment

Learning Outcome Statement

Students attending Financial Literacy Outreach workshops will self-assess the impact of the workshop on their improved knowledge in financial literacy.

Learning Intervention

The Financial Literacy Outreach Specialist will conduct several workshops during the year to inform students on literacy based topics, including loans, credit, and creating and adhering to a budget. These topics will be branded as the \$avvy \$eawolf \$eries and students can attend one or all depending on interest and ability. After each Loan Zone workshop Laura will have each participant fill out a survey indicating on a scale of 1-10 what their knowledge and understanding of student loans was prior to attending versus afterward. Students will also be asked to rate the overall quality of the workshops attended, allowing for improvement and increased scope of topics.

Assessment Activities

Academic Progress Outcome Assessment

Satisfactory academic progress standards affect all students seeking financial assistance and is a federal and state requirement. Our aim is to collect SAP data on financial aid applicants over time to determine how students approach the requirement and the effect of office communications and early intervention for those students who are failing to meet the minimum standards.

Assessment Description

The data we intend to use is stored in Banner. SAP statuses will be reviewed after each semester and split into cohorts dependent upon past status and current status. Each cohort can then be analyzed further to determine which intervention methods are more successful and characteristics of students who are more likely to require additional information and/or assistance with meeting the SAP standards.

Assessment Type: Student learning outcomes, Needs Assessment

Assessment Method: Checklists, Observation, Tracking

Population/Sample: All financial aid applicants

Date to be Initiated: 1/3/2014

Date to be Completed: 5/15/2015

Key Findings

This assessment has been delayed due to a major overhaul of communication plan. Much of the communications being redesigned affect this assessment so once the approval process is complete we can implement the communications and better assess the impact on academic progress.

Application through Awarding Process Outcome Assessment

The application process with the FAFSA is the foundation of the financial aid process for students and the financial aid office. Without the FAFSA students cannot receive federal assistance, and the FAFSA is also required for other forms of aid including federal and state grants. Subsequent requirements to determine eligibility require strict attention and this process is designed to assist students in their pursuit of financial aid by making them aware of the process and how to complete it in a timely manner.

Assessment Description

Assessment can be monitored and tracked in Banner. Trends will be assessed by determining how many FAFSAs are submitted per year, the ratio of students who complete the FAFSA versus the number of enrolled students for the aid year, the number of students who are subsequently packaged for aid and the number who are actually paid. Can also monitor a yearly histogram of original application dates compared with packaging dates and disbursement dates to measure the timeliness of the process once the student has completed all requirements.

Assessment Type: Operational Outcomes, Usage assessment, Comprehensive program/department review

Assessment Method: Content Analysis, Observation, Tracking

Population/Sample: All students seeking financial assistance

Date to be Initiated: 7/1/2013

Date to be Completed: 6/30/2014

Key Findings

The data provided shows the number of financial aid applicants per year and a trend toward earlier awarding. A number of factors contributed to this increase in service, including:

- a change in timing of awarding compared to receipt of application more concise and user friendly website modification
- increased awareness through tailored and monthly tracking communications ongoing awareness and outreach to get students to apply on time(January) adjusted timing of communications

Financial Literacy Outreach Assessment

The purpose of the Financial Literacy Outreach Assessment is to gauge the effectiveness of financial literacy outreach efforts to impact students in a positive way. Use of the Lone Zone workshops was expedient due to the timeframe and the number of those specific workshops offered during the Spring 2014 semester.

Assessment Description

Students will be asked to complete a survey at the end of the Loan Zone workshop to rate on a scale of 1-10 what their knowledge and understanding of student loans prior to attendance and afterward. The workshops include information such as alternatives to borrowing loans, the application process, interest calculation, repayment options, and how to deal with the loan servicers assigned to students by the U.S. Department of Education.

Assessment Type: Student learning outcomes, Satisfaction studies

Assessment Method: Survey

Population/Sample: All Loan Zone attendees

Date to be Initiated: 2/3/2014

Date to be Completed: 6/30/2014

Key Findings

Eighty six students attended The Loan Zone workshops in the Savvy Seawolf Series in Spring 2014.

- On average, students' knowledge and understanding of Loans went from 4 to 8.6 on a scale of 1-10 during these workshops

Overall quality of workshops (all 12 included) were rated at 8.8/10
Students responded better overall when a prize or food was included. Tuition award drawings were used as impetus to attend these workshops as well as the other financial literacy workshops. Attendance improved once alternate schedules could be accommodated, including evenings. Venue changes also increased attendance such as access in the Commons or other on campus areas.

Student Information Office

Assessment Inventory

- **Feedback Station** (November 16, 2012) – Used for gathering information related to our customer service, this is a website that was originally used for students visiting the One-Stop in person. Last July, we also began using the link (matter.uaa.alaska.edu/feedback) as a tagline in our email auto-replies and added it to the back side of each Student Information Advisor's business card.
- **Customer Service Statistical Report** (January 3, 2011) – Generated by our Check-in software. Captures wait times and service times for all students who visit the One-Stop. Also records the primary reason for each student's visit and which team member helped them.
- **Recorded Calls** (January 1, 2009) – Student calls to the main number have been recorded for many years. This year, however, random calls to each of the Student Information Advisors are being scored using an industry standard rubric to ensure both quality and accuracy.

Learning Outcomes

1: Provide Information to New and Prospective Students

Learning Outcome Statement

Students who check in at the One-Stop will be able to obtain the information they need in order to make informed decisions that lead them toward their educational goals.

Learning Intervention

Advising session with a Student Information Advisor (SIA)

2: Complete Residency Applications

Learning Outcome Statement

Students applying for residency at UAA will be able to select the option that most closely describes how they have demonstrated eligibility (A-permanent Fund Dividend, B-physical presence or C-exemption) then attach the appropriate supporting documentation and submit the completed residency packet to Enrollment Services.

Learning Intervention

Communication with the student in person, by phone, through email and on the Residency form itself.

Assessment Activities

Process Residency Applications

This assessment is aimed at improving the number of COMPLETE applications for residency. Too many applications require follow-up communication with the student because they do not provide the right documentation to process them. Sometimes it's even as little as they simply forgot to sign it. In any case, students seem to not understand what is needed for residency at UAA.

Assessment Description

Data will be collected by comparing the number of applications that are deemed "complete" to those that are found to be "incomplete" (i.e. require additional communication with the student).

Assessment Type: Student learning outcomes

Assessment Method: Tracking

Population/Sample: Students who apply for residency at UAA

Date to be Initiated: 7/1/2013

Date to be Completed: 6/30/2014

Provide Information to New and Prospective Students

This assessment is being conducted to determine whether or not students are able to get the information they need to make important decisions related to their educational goals. We will be asking students whether or not they feel they received the information they came for.

Assessment Description

Because the information being sought varies from student to student, the SIA will simply ask the student if he/she received the information they came for. This will then be recorded electronically through the electronic customer service software we currently use at the One-Stop.

Assessment Type: Student learning outcomes

Assessment Method: Survey

Population/Sample: Students who visit the One-Stop

Date to be Initiated: 7/1/2013

Date to be Completed: 6/30/2014

Student Access, Advising & Transition

Advising & Testing Center

Assessment Inventory

- **GUID 150 Portfolio Rubric** (Fall 2013): The rubric reflects the instructor's assessment of the students' required learning portfolios which articulate and demonstrate their competency of each of the 5 learning outcomes of the course.
- **Advising Learning Outcomes** (Spring 2014): A measurement tool designed to evaluate learning outcomes as a result of participation in academic advising.
- **Customer Service Satisfaction Survey** (Fall and Spring 2014): A Google survey is used to measure student satisfaction with the Advising and
- Testing services. The survey is accessible from an iPad placed in the waiting area of the Advising and Testing Center.

Learning Outcomes

1: Academic Advising

Learning Outcome Statement

As a result of receiving academic advising, students will be able to identify General Education curriculum requirements for the purpose of selecting appropriate courses to complete a one year academic plan.

Learning Intervention

During the first academic advising contact, the advisor identifies courses that fulfill UAA's General Education requirements (GER's) and discusses the importance of completing these courses during the student's first two years of college. Furthermore, the advisor explains the importance of having carefully developed academic plans to stay on track for graduation. The advisor will assist the student in creating the first semester of a one year plan and ask the student to develop course selections for the subsequent semester. As evidence of learning, the student will be able to successfully produce a two semester academic plan which includes required GER courses in an appropriate sequence.

2: My Major Discovery

Learning Outcome Statement

The majority of freshman exploratory/undeclared students who respond to ATC's survey will demonstrate an awareness of at least two helpful resources or strategies that can be used to select a major.

Learning Intervention

All new Exploratory/Undeclared students will be provided a "My Major Discovery Needs Inventory." At the completion of the survey, students will be introduced to the My Major Discovery website to become familiar with the process of choosing a major, provided exposure to self-exploration tools and resources to expand knowledge of majors and careers, and gain awareness of decision making strategies.

New Student Orientation

Assessment Inventory

- **Howl Days** pre and post test are used at all new student orientation events, a total of 16 to 19 events annually. The purpose of the survey tool is to assess student satisfaction and identify the student learning acquired at Howl Days.
- **UAA FUSION Satisfaction Survey** is utilized each semester during UAA FUSION events. The purpose is to assess student satisfaction and their willingness to volunteer again.

Learning Outcomes

1: NSO Student Employee Outcomes

Learning Outcome Statement

As a result of participation in orientation leader training, orientation leaders will:

1. Be able to articulate an awareness of campus resources.
2. Be able to articulate how to utilize campus resources available to students.
3. Be able to demonstrate knowledge of the main campus buildings.
4. Be able to identify programs housed in each building.
5. Develop communication skills through clear and appropriate presentations and interactions with students, staff/faculty, and community members.
6. Be able to articulate the variety of engagement opportunities available for students on campus.

Learning Intervention

Orientation Leader Training (June 1-30)

Student employees work 30 hours a week for [4] weeks to complete training. The first week of training is focused on welcoming, framing the historical context of the work, introduction of the mission and purpose of orientation at UAA, and expectations. We begin to build a cohesive team by incorporating team building exercises throughout month. The following weeks include training opportunities with campus departments and organizations so they are aware of resources on campus and begin to develop their tour plan. We provide them multiple opportunities to do mock tours throughout the month.

2: Howl Days Student Outcomes

Learning Outcome Statement

As a result of participation in Howl Days, student participants will:

1. Feel welcome to the University of Alaska Anchorage
2. Be able to identify an Academic Advisor
3. Be knowledgeable about navigating campus
4. Be able to identify a campus resource and its benefits to their transition

Learning Intervention

Howl Days is the new student orientation program for the university. This program facilitates the integration of new students and their families into the academic, intellectual, and social culture of UAA in preparation for the university's educational opportunities.

Assessment Activities

Howl Days Student Outcomes

The aim of this assessment is to determine the learning students acquire as a result of participation at Howl Days.

Assessment Description

A survey will be utilized to collect data at the event. It will include a list of questions to identify the learning students acquired. The survey will include open and closed ended questions,

To measure objective 1, the following open ended question will be asked "Identify one act New Student Orientation staff did to help you feel welcome today."

To measure objective 2, the survey will ask "Please identify the name of an Academic Advisor at UAA." A blank line will be provided to write the name.

To measure objective 3, students will be asked to complete a mini map of key buildings on campus. A list of building names will be provided as reference.

To measure objective 4, students will be asked to identify a campus resource and explain its benefit to their transition.

Assessment Type: Student learning outcomes

Assessment Method: Survey

Population/Sample: new students entering UAA

Date to be Initiated: 7/1/2013

Date to be Completed: 6/30/2014

NSO Student Employee Outcomes

Orientation leaders are instrumental to the successful transition of new students to the university. It's important student employees understand how to navigate the university system, disseminate accurate information related to services, resources, policies, and procedures.

The aim is to collect data that shows student employees have learned the information necessary to disseminate accurate information to incoming new students. Pre and post tests are utilized to measure what student employees know prior to training and discover what was learned after training.

Assessment Description

Pre and post test will be utilized to measure objective 1 and 2. A grade of 90% or higher on the post test, indicates achievement. Below 90%, indicates additional training required.

To measure objective 3, the test will include a campus map and student employees will identify the UAA buildings. After training, this is completed again to see if there was a change. Additionally, student employees will conduct an individual campus tour at the end of training.

To measure objective 4, student employees will complete a questionnaire to identify departments housed in each building.

To measure objective 5, student employees will be required to present to NSO staff on specific topics related to UAA. A rubric will be given ahead of time to outline expectations.

To measure objective 6, student employees will present on student organizations/clubs available at UAA, and will complete a matching quiz. A grade of 90% or higher on the quiz, indicates achievement. Below 90%, indicates additional training required.

Assessment Type: Student learning outcomes

Assessment Method: Observation, Rating of skills/Rubrics, Other

Population/Sample: Orientation student employees

Date to be Initiated: 7/1/2013

Date to be Completed: 6/30/2014

New Student Recruitment

Assessment Inventory

- **Recruitment Activity Report** (ongoing): evaluation tool that collects information such as number of participants, level of student interest, and associated cost of recruitment events to determine effectiveness and success.
- **Preview Day Survey** (conducted after fall 2013 and spring 2014 Preview Day events): used to determine what participants liked most/least about event, whether or not they are more likely to apply for admission after the visit, and suggestions for improvement.
- **Campus Tour Survey** (sent to students via email after completion of a campus tour): used to rate their tour guide regarding knowledge, friendliness, and ability to tailor the tour to individual interests.

Learning Outcomes

1: Tour Guide Training

Learning Outcome Statement

The purpose of this assessment is to determine the effectiveness of New Student Recruitment's Tour Guide Training Program and to identify those areas that need to be strengthened or revamped.

2: Preview Day Knowledge

Learning Outcome Statement

The purpose of the assessment is to appraise the knowledge of academic majors that prospective students gained during their participation in UAA Preview Day.

Assessment Activities

Preview Day Knowledge of Majors

The purpose of the assessment is to appraise the knowledge of academic majors that prospective students gained during their participation in UAA Preview Day.

Assessment Description

Participants in UAA Preview Day will be emailed a survey the day after the event to assess specific elements of the day, including our ability to convey academic major offerings. (See survey tool in "Other Evidence" file library.)

Assessment Type: Student learning outcomes

Assessment Method: Survey

Population/Sample: Prospective High School Students

Date to be Initiated: 11/18/2013

Date to be Completed: 2/9/2015

Tour Guide Training

The purpose of this assessment is to determine the effectiveness of New Student Recruitment's Tour Guide Training Program and to identify those areas that need to be strengthened or revamped.

Assessment Description

Perform an evaluation of tour guide's skills in oral presentation, audience interaction, presentation style, and personal appearance both before and after the tour guide training program is conducted. (Please see the evaluation tool in the "Other Evidence" file library.)

Assessment Type: Student learning outcomes

Assessment Method: Rating of skills/Rubrics

Population/Sample: New Student Recruitment Student Tour Guides

Date to be Initiated: 7/1/2013

Date to be Completed: 6/30/2014

Educational Talent Search

Assessment Inventory

- **Student Needs Assessment (ongoing):** Completed by advisors to determine each student's academic strengths and struggles, to identify needs, and to allow student to request specific ETS services.
- **Academic Parent Meeting Satisfaction Survey (September 18, 2013):** Assessed participants' perspectives of the Parent Meeting and invited input.
- **Academic Parent Meeting Satisfaction Survey (December 4, 2013):** Assessed participants' perspectives of the Parent Meeting and invited input.
- **TRIO National Day of Service Satisfaction Survey (February 14, 2014):** Assessed attendees' achievement of learning objectives for the TRIO Day event, including forging meaningful connections, understanding, and commitment to the TRIO programs.
- **Career Exploration Day Satisfaction Survey (March 2014):** Assessed attainment of learning objectives including students' increased interest and understanding of career fields and professional work environments.

MAP-Works

Assessment Inventory

- **Fall Transition MAP-Works Survey (09/22/13 – 10/13/13):** This survey identifies at-risk degree-seeking freshmen and sophomore students early in the semester and their transition to UAA. It provides faculty and staff with efficient and effective information to identify and coordinate interventions with at-risk students.
- **Fall Check-up MAP-Works Survey (11/10/13 – 12/01/13):** This survey continues to identify at-risk students as well as assesses the outcomes of faculty and staff efforts and measured improvements in the success and retention of freshmen and sophomore degree seeking students.
- **Spring Transition MAP-Works Survey (02/09/14 – 03/02/14):** This survey identifies at-risk degree-seeking freshmen and sophomore students early in the semester and their transition to UAA. It provides faculty and staff with efficient and effective information to identify and coordinate interventions with at-risk students. This survey also assesses the outcomes of faculty and staff efforts and measured improvements in the success and retention of freshmen and sophomore degree seeking students from the Fall to Spring semesters.
- **Spring Check-up MAP-Works Survey (04/06/14 – 04/27/14):** This survey continues to identify at-risk students as well as assesses the outcomes of faculty and staff efforts and measured improvements in the success and retention of freshmen and sophomore degree seeking students.

UAA Scholars @ UAA

Assessment Inventory

- **Scholars @ UAA New Student Orientation Analysis (August/January; used at all summer and spring orientations):** Assesses if UA Scholars and AP Scholars can identify resources available to maintain their scholarships, if they are utilizing the resources, and their level of satisfaction with orientation.
- **UA Scholar/AP Scholar Night Analysis (October/April; used once per semester at Meet and Greet and End of the Year Celebration):** The purpose is to assess the degree of understanding of building collaborative relationships among peers on campus and identify common themes and values/feelings. The areas that have not been identified by students will be addressed in future UA Scholar/AP Scholar Nights with group discussions and team building activities

Learning Outcomes

1: APS Orientation

Learning Outcome Statement

Alaska Performance Scholars who participate in Howl Days (New Student Orientation) will be able to identify three resources to help maintain their scholarship.

Learning Intervention

New Student Orientation (Howl Days) is a one-day orientation that gives new students the opportunity to learn about resources that supports student success at UAA while easing the common anxieties associated with transitioning to college life. In addition, students tour campus facilities, receive academic advising, register for courses, and meet with admissions and financial aid specialists.

In collaboration with New Student Orientation, one-day orientations were developed that specifically target Alaska Performance Scholarship (APS) recipients. During APS Orientations, students attend a briefing in which they receive information and resources to maintain their scholarship. As a result of participating in the APS Briefing, students will be able to identify three resources to help maintain their Award.

1: UA Scholar Orientation

Learning Outcome Statement

UA Scholars who participate in Howl Days (New Student Orientation) will be able to identify three UAA resources to help maintain their UA Scholar Award.

Learning Intervention

New Student Orientation (Howl Days) is a one-day orientation that gives new students the opportunity to learn about resources that supports student success at UAA while easing the common anxieties associated with transitioning to college life. In addition, students tour campus facilities, receive academic advising, register for courses, and meet with admissions and financial aid specialists.

In collaboration with New Student Orientation, one-day orientations were developed that specifically target UA Scholars. During UA Scholar Orientations, students attend a UA Scholar Briefing in which they receive information and resources to maintain their Award. As a result of participating in the UA Scholar Briefing, students will be able to identify three UAA resources to help maintain their UA Scholar Award.

2: AP Scholar Night

Learning Outcome Statement

Alaska Performance Scholars who participate in AP Scholar Night will be able to describe the importance of collaborative relationships with other AP Scholars and peers on campus.

Learning Intervention

AP Scholar Night is an event in which all AP Scholars on the Anchorage campus have the opportunity to meet various university administrators, faculty and advisors, and to make meaningful connections with each other. Scholars have the opportunity to ask questions, share concerns, and participate in team building activities in a safe environment.

The following question will be written on a graffiti board: "Why do you feel it is important to build collaborative relationships with other AP Scholars and peers on campus?" Students will be asked to write their answers on the board throughout the event.

Learning will occur as a result of participating in group discussions in which areas that have not been identified on the graffiti board will be addressed.

2: UA Scholar Night

Learning Outcome Statement

UA Scholars who participate in UA Scholar Night will be able to describe the importance of collaborative relationships with other UA Scholars and peers on campus.

Learning Intervention

UA Scholars Night is an event in which all UA Scholars on the Anchorage campus have the opportunity to meet various university administrators, faculty and advisors, and to make meaningful connections with each other. Scholars have the opportunity to ask questions, share concerns, and participate in team building activities in a safe environment.

The following question will be written on a graffiti board: "Why do you feel it is important to build collaborative relationships with other UA Scholars and peers on campus?" Students will be asked to write their answers on the board throughout the event.

Learning will occur as a result of participating in group discussions in which areas that have not been identified on the graffiti board will be addressed.

Assessment Activities

AP Scholar Night Analysis

The purpose of the analysis is to illustrate the degree of understanding of building collaborative relationships with peers on campus

Assessment Description

The assessment is a qualitative analysis in which the following question will be written on a graffiti board: "Why do you feel it is important to build collaborative relationships with other AP Scholars and peers on campus?" Students will be asked to write their answers on the board. The compilation of answers will be reviewed to identify common themes and values/feelings rather than right or wrong answers. The areas that have not been identified by students will be addressed in group sessions.

Assessment Type: Student learning outcomes

Assessment Method: Other

Population/Sample: AP Scholars on the Anchorage campus

Date to be Initiated: 7/1/2013

Date to be Completed: 6/30/2014

APS Orientation Survey

The purpose of the analysis is to determine if Alaska Performance Scholars can identify resources available to maintain their scholarship, and more importantly if they are utilizing the resources.

Assessment Description

This assessment will include a survey that asks the following questions: "Identify three resources from the APS Orientation to help you maintain your scholarship?" and "What resources have you used to help maintain your Award?"

Assessment Type: Student learning outcomes

Assessment Method: Survey

Population/Sample: First-time freshmen who are Alaska Performance Scholars

Date to be Initiated: 7/1/2013

Date to be Completed: 6/30/2014

UA Scholar Night Analysis

The purpose of the analysis is to illustrate the degree of understanding of building collaborative relationships with peers on campus

Assessment Description

The assessment is a qualitative analysis in which the following question will be written on a graffiti board: "Why do you feel it is important to build collaborative relationships with other UA Scholars and peers on campus?" Students will be asked to write their answers on the board. The compilation of answers will be reviewed to identify common themes and values/feelings rather than right or wrong answers. The areas that have not been identified by students will be addressed in group sessions.

Assessment Type: Student learning outcomes
Assessment Method: Other
Population/Sample: UA Scholars at the Anchorage campus
Date to be Initiated: 7/1/2013
Date to be Completed: 6/30/2014

UA Scholar Orientation Survey

The purpose of the analysis is to determine if UA Scholars can identify resources available to maintain their UA Scholar Award, and more importantly if they are utilizing the resources.

Assessment Description

This assessment will include a survey that asks the following questions: "Identify three resources from the UA Scholar Orientation to help you maintain your UA Scholar Award?" and "What resources have you used to help maintain your Award?"

Assessment Type: Student learning outcomes

Assessment Method: Survey

Population/Sample: First-year students who are UA Scholars

Date to be Initiated: 7/1/2013

Date to be Completed: 6/30/2014

Student Development

Career Services

Assessment Inventory

- **Internship midway and final evaluations:** A written assessment tracking a student's advancement towards meeting the stated learning outcomes in the Academic Learning Agreement created at the commencement of the internship. Student and employer responses assist the student create their technical report and assessment of the internship for the assigned professor overseeing the internship class.
- **Pre and post skills assessments:** A written and or electronic assessment administered at the beginning and end of each workforce development workshop, the 3-5 question assessment identifies a student's level of understanding of the topic, areas they hope to learn more about at the workshop, and whether the workshop provided usable information to increase their skill set.
- **Employer event evaluations:** A written event-specific assessment designed to assess employer satisfaction with the event and address potential adjustments.
- **Student Success Stories:** A testimonial area of the website designed to log student comments and feedback about how resources received through the CSC assisted them along their career path. Many testimonials also support the high level of professionalism and knowledge possessed by members of the CSC staff.
- **Program Evaluation Rubric:** A rubric designed to measure the level of knowledge, skills/abilities, attitudes/values, and assessment of all programs offered through the CSC. This rubric is used by the CSC staff to determine whether an event met the intended outcome or if areas of adjustment are needed.
- **Resume Rubric:** A written assessment designed to measure a student's resume using a rating scale (1-5) to determine the level of detail and proficiency recorded in the following areas: appearance/style, category selection, experience, education, and spelling/punctuation accuracy. This assessment tool allows for measured improvement from one career advising appointment to the next because the student can visually see their improvement.

Dean of Students Office

Assessment Inventory

- **Academic Integrity Learning Outcomes** (10/1/13 - 6/30/14): Assessed whether or not students found responsible for academic misconduct understand why academic integrity is important and the potential impact of academic dishonesty or ethical misconduct on themselves, other, and/or the community.
- **AOD Learning Outcomes** (11/1/13 – 6/30/14): Assessed whether or not students learned harm reduction strategies as a result of meeting with the Alcohol, Drug, and Wellness Educator.
- **Students of Concern Risk Levels** (7/1/14 – 6/30/14): Assessed the risk level of students using the NaBITA Threat Assessment Tool. **UA Statewide Student Code of Conduct Review Committee Stakeholder Meetings and Open Forums** (4/1/14 – 6/30/14): Presented proposed Student Code of Conduct revisions to UA stakeholders and the general UA community to obtain feedback. Participants had the option of giving feedback at stakeholder meetings, open forums, or the project website.

Learning Outcomes

1: ADWE Learning Outcome

Learning Outcome Statement

As a result of participating in a session with UAA's Alcohol, Drug, and Wellness Educator, participants can identify at least one harm reduction strategy.

Learning Intervention

At the end of the initial meeting the student will state at least 3 harm reduction strategies agreed upon by the ADWE that the student can use.

Assessment: During the follow-up meeting the student and ADWE will discuss how and when the harm reduction strategies were used.

2: Why Academic Integrity is Important

Learning Outcome Statement

As a result of participating in the student conduct process, students who violate UAA's Academic Honesty policy will be able to articulate why academic integrity is important.

Learning Intervention

Students will be sent a letter notifying them of allegations of student misconduct. Students will have the opportunity to participate in an administrative review of the allegations. At this administrative review, the student conduct officer will discuss why academic integrity is important, how academic misconduct is a form of ethical misconduct, and how academic misconduct and ethical misconduct can impact others. After the meeting, the student conduct officer assigns sanctions to students found responsible for academic misconduct. Sanctions address the reasons why the academic misconduct occurred. For example, students who do not understand how to properly cite sources may be sanctioned to do an activity to help them understand how to cite their sources. Students will be asked to complete UAA's Academic Integrity Tutorial which explains UAA's expectations for academic integrity and also explains why academic integrity is important.

Students found responsible for academic misconduct will be sanctioned to write a 2-3 page essay, typed, 12 point font, 1- inch margins and double-spaced. In the essay, students must answer the questions listed below:

- Why is academic integrity important?
- How could academic misconduct impact your future?
- How do your ethical choices impact the type of person that you are?
- What do your current choices say about who you aspire to be?
- How could poor decision-making affect others or the community?

3: Potential Impact of Academic Dishonesty or Ethical Misconduct

Learning Outcome Statement

As a result of participating in the student conduct process, students who violate UAA's Academic Honesty policy will be able to identify the potential impact of academic dishonesty or ethical misconduct on themselves, others, and/or the community.

Learning Intervention

Students will be sent a letter notifying them of allegations of student misconduct. Students will have the opportunity to participate in an administrative review of the allegations. At this administrative review, the student conduct officer will discuss why academic integrity is important, how academic misconduct is a form of ethical misconduct, and how academic misconduct and ethical misconduct can impact others. After the meeting, the student conduct officer assigns sanctions to students found responsible for academic misconduct. Sanctions address the reasons why the academic misconduct occurred. For example, students who do not understand how to properly cite sources may be sanctioned to do an activity to help them understand how to cite their sources. Students will be asked to complete UAA's Academic Integrity Tutorial which explains UAA's expectations for academic integrity and also explains why academic integrity is important.

Students found responsible for academic misconduct will be sanctioned to write a 2-3 page essay, typed, 12 point font, 1- inch margins and double-spaced. In the essay, students must answer the questions listed below:

- Why is academic integrity important?
- How could academic misconduct impact your future?
- How do your ethical choices impact the type of person that you are?
- What do your current choices say about who you aspire to be?
- How could poor decision-making affect others or the community?

Assessment Activities

Academic Integrity Assessment

The purpose of this assessment is to determine if students learn why academic integrity is important through the student conduct process. The other purpose is to determine if students understand the potential impact of academic dishonesty or ethical misconduct on themselves, others, or the community, as a result of the student conduct process.

Assessment Description

Students will be sent a letter notifying them of allegations of student misconduct. Students will have the opportunity to participate in an administrative review of the allegations. At this administrative review, the student conduct officer will discuss why academic integrity is important, how academic misconduct is a form of ethical misconduct, and how academic misconduct and ethical misconduct can impact others. After the meeting, the student conduct officer assigns sanctions to students found responsible for academic misconduct. Sanctions address the reasons why the academic misconduct occurred. For example, students who do not understand how to properly cite sources may be sanctioned to do an activity to help them understand how to cite their sources. Students will be asked to complete UAA's

Academic Integrity Tutorial which explains UAA's expectations for academic integrity and also explains why academic integrity is important.

Students will also be assigned a reflective essay at the conclusion of the student conduct process.

Students found responsible for academic misconduct will be sanctioned to write a 2-3 page essay, typed, 12 point font, 1- inch margins and double-spaced. In the essay, students must answer the questions listed below:

- Why is academic integrity important?
- How could academic misconduct impact your future?
- How do your ethical choices impact the type of person that you are?
- What do your current choices say about who you aspire to be?
- How could poor decision-making affect others or the community?

After students submit their essays, Dean of Students Office staff members will use a rubric to measure students' degree of awareness of the intended learning outcomes -- either low, medium, or high.

Assessment Type: Student learning outcomes

Assessment Method: Survey, Rating of skills/Rubrics

Population/Sample: All Students Found Responsible for Academic Misconduct

Date to be Initiated: 10/1/2013

Date to be Completed: 6/30/2014

Key Findings

Student Conduct used a rubric to assess whether students developed no, low, medium, or high awareness of the two learning outcomes. Below are the results from the first seventeen students who submitted reflection essays:

FY14 Academic Integrity Learning Outcomes

	No Awareness	Low Awareness	Medium Awareness	High Awareness
Why Academic Integrity is Important	0	0	2	15
Potential Impact of Academic Dishonesty or Ethical Misconduct on Themselves, Others, and/or Community	0	0	2	15

Alcohol, Drug, & Wellness Educator

To assess the learning outcome the student will have after meeting with the Alcohol, Drug, and Wellness Educator.

Assessment Description

At the end of the brief intervention, ask the participant to identify at least one harm reduction strategy.

Assessment Type: Student learning outcomes

Assessment Method: Survey

Population/Sample: Students who participate in a session with the ADWE

Date to be Initiated: 11/1/2013

Date to be Completed: 6/30/2014

Residence Life

Assessment Inventory

- **Fall 2013 Residence Coordinator Supervisor Assessment:** An assessment tool used to provide feedback to professional staff from the lens of their supervisees (*Confidential*)
- **Fall 2013 Office Manager/Cama-i Room Coordinator Supervisor Assessment:** An assessment tool used to provide feedback to professional staff from the lens of their supervisees (*Confidential*)
- **Spring 2014 Residence Coordinator Supervisor Assessment:** An assessment tool used to provide feedback to professional staff from the lens of their supervisees (*Confidential*)
- **Spring 2014 Office Manager/Cama-i Room Coordinator Supervisor Assessment:** An assessment tool used to provide feedback to professional staff from the lens of their supervisees (*Confidential*)
- **Fall Student Staff Training Evaluation:** An assessment tool used to collect information from student leaders on their experience through the training process and to solicit feedback on how to improve training for future occurrences.
- **Spring Student Staff Training Evaluation:** An assessment tool used to collect information from student leaders on their experience through the training process and to solicit feedback on how to improve training for future occurrences.
- **2014 Spring Quality of Life Assessment:** An assessment tool used to collect information from residents on their experience throughout the year of living on campus and to solicit feedback on how to improve experience and conditions on campus.
- **2013-4 Programming Evaluations:** An assessment tool used to collect information from student leaders on their experience in programming and how to improve their initiatives. (*Confidential*)

- **2013-4 Cama-i Room Provided Services Assessment:** An assessment tool used to collect information from student/residents on their experience in programming and how to improve initiatives and services.
- **Snow Goggles Carving Program Assessment**
- **ProStaff Peer Feedback:** This was part of the 360-evaluation process for professional staff, allowing them to provide feedback to their professional peers. (*Confidential*)

Learning Outcomes

1: On Campus Living

Learning Outcome Statement

Through the use of our Departmental Core Values, we have designed our learning outcomes. Below lists the values and a few outcomes that are related.

Civic Engagement--*The Department of Residence Life seeks to instill a sense of citizenship in all residents, who are expected to treat others with respect, dignity and understanding. Residents will learn the importance of being a residential community, campus community, and global community. The Department of Residence Life further considers sustainability to be an essential component of active citizenship. Residents will be asked to consider their impact on the environment and to live as sustainable a lifestyle as possible while living in the residential community.*

1. Through different programming initiatives, residents will be gain more knowledge about recycling initiatives taking place on campus.
2. After each monthly staff development, student leaders will gain more knowledge on specific topics related to their job. Topics include how to be a good ally, professionalism, gossip in the workplace and many more.

Inclusivity--*The Department of Residence Life seeks to create a welcoming community where all residents feel respected, and will find programs that challenge and engage them in dialogues on diversity.*

1. After student staff training, student leaders can identify inclusive and non-inclusive language.
2. After student staff training, student leaders are aware of University resources and referral agents across campus.

Leadership--*In the Department of Residence Life, leadership means providing opportunities for students to serve their community by engaging in student organizations, employment opportunities and programs to help shape professional standards for life after graduation. Leadership opportunities also connect residents to their institution, and act as laboratories for students to apply critical life skills learned in the classroom.*

1. As a result of living on campus, residents will be able to name at least five on-campus employment or student leadership opportunities as measured by the Quality of Life Survey. This information will be shared with residents through student staff member programming, intentional interactions between staff and students, and collateral work with Student Life & Leadership.
2. As a result of serving as a student staff member for Residence Life, RAs, PMs, and PAs will be able to articulate five points of proper cover letter and resume building as measured through exit and returner interviews in the spring semester.

Personal Growth & Academic Success--*In the Department of Residence Life, personal growth means fostering a resident's individual learning in respect to professional development, social transitions, and developing meaningful relationships to prepare them for future endeavors. Personal growth also encompasses a resident's success in their academic pursuits.*

1. Due to Residence Life inviting UAA campus departments and programs to utilize the Hub, residents will have access to professional staff that can support their transition to UAA by providing educational, vocational, and emotional support.
2. After participating in Residence Life's Student Staff Training in the fall and spring semesters, student staff members will be able to list at least one skill that they gained that will be applicable to their future professions.
3. Due to Residence Life's Intentional Programming Model, residents will have had opportunities to participate in activities that enhance their personal growth.
4. After residing in a Living and Learning Community in the residence halls, residents will be able to acknowledge one of the following: I have built relationships with at least one other resident/student that is in my field of study, I have engaged in an activity specifically related to my field of study, or I have talked with a professional about my current field of study.

Safe Environment--*In the Department of Residence Life, a safe environment means maintaining secure facilities that contribute to the peace of mind of residents, providing an on-call system that ensures constant service to residents in crisis and provides resources for future care, as well as comprehensive outreach and care to residents in need, and collaboration with University Police to create the safest environment possible.*

1. After student staff training, student leaders will be able to actively contribute to the on-call system at UAA by serving as first responders to incidents in the residential community.
2. Staff members will be able to list three strategies for care-fronting crisis situations.
3. After student staff training, student leaders will be able to articulate one reason why collaboration with the University Police Department is essential to fostering a safe community.

Wellness--*In the Department of Residence Life, wellness describes the personal, physical, mental, and spiritual wellbeing of an individual and/or community, which are supported by learning and individualized care.*

1. As a result of living on campus, students will be able to name at least 3 (on campus) resources that provide (personal and/ or academic student) support.

2. As a result of student staff training, residences are aware of services provided at the Alaska Airlines Center, Student Health & Counseling Center, and the Dean of Students Counselors.

Learning Intervention

The Department of Residence Life will be administering the 2014 Quality of Life survey in early Spring and will ask specific questions in regards to this learning outcome.

2: Student Leaders

Learning Outcome Statement

DRL has identified several transferable skills that student staff members will be able to take with them into their next position, future job, or career. Below are a list of specific competencies that DRL student leaders will gain during their employment:

- How to manage complex tasks
- Time management
- Working with persons from different backgrounds
- Goal setting
- Understanding of issues facing Alaska Native and Rural students
- Gatekeeper/Assist Training (suicide prevention)
- Mental Health First Aid
- How to manage others with alcohol/drug concerns
- Conflict mediation
- Assertiveness and Confrontation
- Fire safety
- How to respond to blood borne pathogens
- Compliance with federal regulations and laws (Clery Act, FERPA, Title IX)
- How to respond to ethical dilemmas
- How to respond to sexual assault and/or domestic violence
- Leveraging policy interpretation and implementation with personal values
- How to be a referral agent to different office or departments to serve others effectively Customer Service

Learning Intervention

Residence Life Professional Staff members will assess this outcome by asking intentional questions at Returning student leader interviews. If a student leader is not returning, they will participate in an exit interview.

Assessment Activities

Quality of Life Survey

Department of Residence Life sent out the Quality of Life Survey to all residential students in April 2014. This survey showed responses to what resources residential students have learned, been exposed to, have become aware of throughout the year living on campus. Below is a list of a few of the key findings from the Spring 2014 survey.

- 93% of students respondents stated they felt safe in On-Campus Living
- 60% of students respondents stated they planned on returning to On-Campus living in the 2014-5 academic year
- 80% of students respondents stated that they were in-state students
- 53% of students respondents stated they identified internet usage/access as a concern
- 93% of students respondents stated they understood UAA policies and procedures
- 80% of students respondents stated they attended programming within On-Campus Living
- 79% of students respondents stated they felt comfortable approaching their RA or PM

Assessment Description

Each residential student will receive an email with the link to the Quality of Life Survey. There will also be stations set up in each of the halls for students to be able to fill out surveys.

Assessment Type: Student learning outcomes, Climate/culture assessment

Assessment Method: Survey

Population/Sample: All on campus residents - approximately 950

Date to be Initiated: 3/1/2014

Date to be Completed: 6/30/2014

Returning staff interview

Interview is being conducted to be able to assess whether Resident Advisors and Peer Mentors are able to identify transferrable skills that they can use in the future.

Assessment Description

During returning interviews, staff will be asked questions based on their resumes and cover letters. There will also be supplemental questions asked, if staff do not clearly address/ identify 3 transferrable skills they can use for future careers/ jobs.

Assessment Type: Other

Assessment Method: Survey
Population/Sample: Student leaders working for Residence Life
Date to be Initiated: 4/1/2014
Date to be Completed: 6/30/2014

Student Health and Counseling

Assessment Inventory

- **SHCC Student Survey 2014** (April 2014): An online satisfaction survey captured a review of student experiences with SHCC services.
- **UAA-SHCC Soup Lunch Survey Student** (December 3-4, 2014): This survey demonstrated the students understanding of services available at the UAA SHCC.
- **Sexual Health Survey** (February 11, 2014): Students were asked to identify one new skill or idea that they learned by participating.
- **Spring Pasta Lunch Survey** (Spring Semester 2014): This survey asked to students to identify their preferences for on-campus vending room offerings.
- **SHCC Quality Assurance** (Spring Semester 2014): Professional peer review of physical and mental health documentation allowed professional feedback to individual practitioners.

Learning Outcomes

1: Demonstrate understanding of services available at SHCC

Learning Outcome Statement

After completing the Free Soup Lunch Survey, students will be able to demonstrate their understanding of the services available at the UAA SHCC.

Learning Intervention

During the Free Soup Lunch offering on December 3rd and 4th, a survey regarding SHCC services will be available for students to complete as they attend the event. This survey will demonstrate the students understanding of services available at the UAA SHCC.

2: Identify one new skill or idea from SHCC Healthy Sexuality Resource Fair

Learning Outcome Statement

As a result of participating in the SHCC Healthy Sexuality Resource Fair, students will be able to identify one new skill or idea that they learned.

Learning Intervention

Students who participated in the UAA SHCC Healthy Sexuality Resource Fair on February 11th, 2014 were asked to complete a brief survey about the event. The students were asked to identify one new skill or idea that they learned by participating in the resource fair.

Assessment Activities

Free Soup Lunch Survey

This survey was aimed to assess UAA students understanding of the many valuable services that are available to them at our department. A 10question qualitative style survey was administered December 3rd at the UAA SHCC Free Soup Lunch event on December 3rd.

Assessment Description

Yes/No style 10-question survey was handed to students as they participated in the UAA SHCC Free Soup Lunch event December 3rd.

Assessment Type: Student learning outcomes

Assessment Method: Survey

Population/Sample: 154

Date to be Initiated: 12/3/2013

Date to be Completed: 1/24/2014

Key Findings

- Less than half of the students surveyed knew about the valuable travel health services available at the UAA SHCC, which could indicate that increased promotion of travel health may bring more students to campus for the visit - rather than going to a private local clinic. Flyers, Posters at high travel times, incentives/giveaway drawings for prizes for those who receive a flu shot are some example of possible promotion techniques for this service.
- About half of the students who participated in the survey reported an awareness of the group/individual test anxiety support available at the UAA SHCC. This could indicate that the current promotional tools and outreach services that are in place are effective ways of increasing the understanding of this service that is available to students. Perhaps a Mental Health fair in the future would benefit the UAA SHCC and reaching out to the UAA community, including booths and tables for various local MH resources and UAA departments.

- Most of the students surveyed at the free soup lunch expressed their knowledge of the UAA SHCC abiding by HIPPA policies. This result indicates that the current methods of presenting the HIPPA policies including the release of protected health information by the UAA SHCC is clear and understood by most of the students surveyed.
- Less than half of the students surveyed were aware of the partnerships and collaborations with health programs for on-site training experience. Continued exploration of connections with other UAA programs, departments and groups will increase the overall awareness of on-site training opportunities at the UAA SHCC.
- Less than half of the students who completed the survey were aware of the UAA SHCC on-site laboratory. Adding advertising of the on-site lab and all of the in-house tests that are preformed with clever posters and flyers could increase awareness of this service to students. The annual Know Your Status day is a great promotion technique of the on-site laboratory.
- Approximately a quarter of the students surveyed reported a knowledge of the availability of referrals to local imaging services, at a reduced contract rate for eligible students. The imaging services that are offered at the UAA SHCC could be further promoted by featuring the service on our publications and websites, and perhaps by creating a winter campaign for prevention of falling on the ice and including the information of x-rays, etc...
- About one-third of the participants of the survey expressed their understanding of the UAA SHCC emergency food services. This could indicate that many students are aware of the free food bags and the continued use of flyers, the Giving Campaign and word-of-mouth to promote the emergency food services are effective and will make this more well known as a resource for the UAA community.
- Half of the students surveyed reported their awareness of the year-round and extended hours of the UAA SHCC. This shows that many students know that they can utilize the clinic after regular work hours, and during the summer months. The extended hours and year-round availability can be further promoted in "Welcome Week" and new student orientation events.
- A little less than half of students reported that they knew about the nutrition/weight management services provided by the UAA SHCC. Since this is a growing and evolving service, UAA students will have a greater understanding of nutrition/weight management services as they become available. Continued collaboration with the dietetics and nutrition department as well as the athletic trainers and coaches will enrich the overall service to students.
- The vast majority of the students that participated in the survey expressed an understanding of the UAA SHCC staff genuinely caring about each student and their academic success. This clearly demonstrates the professionalism of the staff who each have a dedicated interest in UAA students' health, wellness and the pursuit to personal achievement. Also, these results indicate that although students may not be fully aware of the many services that are available to UAA students, they feel supported in their journey at UAA by the SHCC staff while achieving their goals – which fully aligns with the mission statement of this department.

 Free Soup Lunch Survey Results

Healthy Sexuality Resource Fair Survey

Students who attended UAA SHCC's Healthy Sexuality Week Resource Fair were asked to complete a survey which asked them to identify one new idea or skill that was learned from attending the event, along with suggestions for the next resource fair.

Assessment Type: Student learning outcomes

Assessment Method: Survey

Population/Sample: 63 students completed the survey

Date to be Initiated: 2/11/2014

Date to be Completed: 2/11/2014

Student Life and Leadership

Assessment Inventory

- **Student Showcase Presenter Survey** (6/20-27/14): to assess the students' conference experience and solicit their suggestions for budget reductions in the next fiscal year.
- **Spring 2014** (5/2-23/14) Event Assessments: a regular assessment of major events during the semester. This included the Cults and Iron & Wine concerts, Banff Film Festival, and Patton Oswalt comedy show. Results provide data on satisfaction with the performer, ticketing, venue, sound/lights, and best marketing practices.
- **USUAA Student Satisfaction Survey** (April 2014): Assessed students' perceptions of the effectiveness of numerous topics and programs including course availability, financial aid, campus life, parking, study space, WIFI connectivity, campus safety, and tutors.
- **Leadership Conference Presenters' Survey** (4/1-30/14): assessed the general satisfaction of the conference presenters with their experience.
- **Leadership Conference Assessment** (3/27-4/18/14): surveyed attendees to determine their satisfaction with the conference and experiential learning.
- **Campus Kick-Off (CKO) Survey** (11/27-12/1/13): annual survey of students who attended the CKO to determine their demographics, marketing motivation to attend, outcomes of participation, and satisfaction with various events

and food. **Fall 2013** (10/2-12/24/13): a regular assessment of major events during the semester. This included the Banff Radical Reels film festival, A Cappella Festivella with Pentatonix, Maria Bramford comedy show, and Matt & Kim concert. Results provide data on satisfaction with the performer, ticketing, venue, sound/lights, and best marketing practices.

- **Emerging Leaders Program** implemented two pre- and post-assessments. For Level I pre- (9/20-10/1/13) and post- (April/May, 2014) and for Level II pre- (1/14-2/14/14) and post- (4/28-5/28). This asked students to self-assess their skills in communication, decision-making, group dynamics, diversity, and other leadership components.
- **SL&L Leadership Pre-Assessment** (8/26-11/10/13): a survey to learn where our student leaders place their leadership skills on a scale of beginner, developing, accomplished, or advanced to be followed by a post-assessment at the end of the year. Unfortunately, with staffing shortages/leaves and other unexpected demands (Prioritization and Alaska Airlines Center planning) the follow-up survey was not sent.

Assessment Activities

Student Leadership: Public Communication

As part of successful leadership training and experience, student leaders will have many opportunities to speak in public and observe others making public presentations. The purpose of this assessment is to determine where students place themselves on the scale for communication skills at the beginning of the year (beginner, developing, accomplished, or advanced). During the year we will focus on public speaking skills, practice, and feedback. At the conclusion of the year, we will request student reflections on their experiences and self-assessment of their understanding of effective public communication skills.

Assessment Type: Student learning outcomes

Assessment Method: Survey

Population/Sample: Student Leaders in Various SL&L organizations

Date to be Initiated: 10/7/2013

Date to be Completed: 5/9/2014

Student Union & Commuter Student Services

Assessment Inventory

- **Commuter Student Survey** (11/8/13-11/27/13): Assessed the needs, interests, and campus climate of commuter students to assist SU&CSS to create a sense of belonging and provide services that are relevant, meaningful, and significant to the commuter student life style.
- **Student Union Customer Satisfaction Survey** (7/1/13-6/30/14): Assess overall customer satisfaction in regards to Student Union reservations, event setup, facility, and staff.
- **SU&CSS Manager Training** (8/21/14): A survey of Student manager training from August 12-21, 2013.
- **Student Union Manager Building Logs** (7/1/13-6/30/14): Data from daily events and happenings within the Student Union – includes usage and participation numbers from traffic counts.
- **SU&CSS Manager Evaluations** (1/1/14-1/31/14): Annual staff evaluations for Student Managers – include self-evaluations and supervisor evaluations.
- **Late Nights Assessment** (11/24/13-12/5/13 and 4/20/14-5/1/14): Assessed student understanding of need for healthy environments to achieve student success during preparation for Finals.
- **Daily Den definition of “belong”** (11/18/13-11/22/13): Assessed the commuter students’ definition of belonging and how the Daily Den fosters belonging.
- **Coffee Tasting Surveys** (2/1/14-5/1/14): Assessed the students’ knowledge about coffee that participated in the monthly Union Station Coffee Shop’s program – Coffee Tastings.
- **Seawolf Dining Food Taste Test** (4/17/14): Student satisfaction survey in regards to Seawolf Dining products to evaluate product quality and value in regards to offering their product at SU Info Desk and Coffee Shop.
- **Winter Olympics** (2/6/14-2/28/14): Quantitative and qualitative assessment of the students who watched the 2014 winter Olympics in the Den.
- **Bean Bag Tournament** (2/26/14): Bean Bag Tournament
- **Mentor Log** (9/21/13-4/30/2014): Mentor pre-assessment with regular written reflections for the SU&CSS Student Managers mentoring the Resource Assistants.

Learning Outcomes

1: Late Nights

Learning Outcome Statement

As a result of participating in the Late Nights programs, students will be able to identify at least one wellness activity or program that promotes overall wellness to effectively handle stressful periods in their life.

Learning Intervention

Supporting students through possibly the most stressful time of the semester is the aim of the Student Union & Commuter Student Services Late Nights program. The program is aimed to provide students with a safe, productive environment while in preparation for final exams. The program takes place the last two weeks of each fall and spring semester.

During this program we provide food and wellness fitted to providing a relaxing atmosphere for learning. Wellness encompasses yoga, massages, meditation, and more.

2: Daily Den

Learning Outcome Statement

UAA students utilizing the Daily Den (snack hours) will demonstrate a sense of belonging to UAA.

Learning Intervention

The Fall 2013 and Spring 2014 semesters of the Daily Den will provide a space, venue, and relationship for students to gain sense of belonging to UAA and express their sense of belonging to UAA.

Assessment Activities

Daily Den

To Identify how UAA students who the utilize Daily Den define belonging and indicate if they belong to UAA.

Assessment Description

The assessment will be a visual collection of UAA students' definition of belonging and their self report of their level of belonging to UAA.

Assessment Type: Climate/culture assessment

Assessment Method: Survey, Visual Collection

Population/Sample: written comments from students using the Daily Den

Date to be Initiated: 7/1/2013

Date to be Completed: 6/30/2014

Late Nights Survey

1 – Satisfaction of students regarding programs offered, food offered, study environment, etc.

2 – Did the programs/activities they participated in decrease their stress level during finals?

Assessment Description

Surveys will be distributed at each late night activity during the eight nights of late night programming each semester.

Assessment Type: Student learning outcomes, Satisfaction studies

Assessment Method: Survey

Population/Sample: Students who attend Late Nights Programs

Date to be Initiated: 12/1/2013

Date to be Completed: 5/17/2014