

STUDENT AFFAIRS ASSESSMENT

Annual Assessment Reports
2015-2016

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 and description of all assessment projects conducted during the year.
- Learning Outcomes: Primary learning outcomes prioritized for the academic year.

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Office of Student Affairs

Assessment Inventory

Fall 2010 First-Time Freshman Pathways

Description

Comprehensive analysis of the different enrollment states of first-time freshman enrolled fall 2010 over a six-year period

Assessment Type

Comparative Benchmarking; Campus Climate Study

Key Findings

After six years, of the full-time students:

- 17% were still enrolled
- 27% graduated with a bachelor's degree
- 11% were awarded another type of degree or certificate
- 23% transferred to another institution (within the United States)
- 23% stopped attending any institution in the US

Of the part-time students:

- 13% were still enrolled
- 6% graduated with a bachelor's degree
- 6% were awarded another type of degree or certificate
- 25% transferred to another institution
- 50% stopped attending any institution

Classroom Utilization

Description

Analysis of classroom utilization for on-campus Anchorage classes.

Assessment Type

Usage/Tracking Data; Stakeholder Needs

Key Findings

- The number of classes had decreased over a three-year period.
- The class scheduled in a room has an average maximum enrollment (class capacity) which is 75% of the room's capacity.
- Most classes are only enrolled about 75%-80% of class capacity.
- Only four classrooms (of over 220) are scheduled more than the equivalent of four fully scheduled days (8:30am to 10:00pm)

Transfer Applications

Description

Analysis of transfer applications over a four-year period

Assessment Type

Operational/Program Outcomes; Comparative Benchmarking

Key Findings

- The number of transfer applications has declined.
- The majority of transfer applications (over 80%) are from outside the UA system.
- The majority (approximately two thirds) of transfer applicants appear to be residing in Alaska before their application is submitted – origin of entry address is in Alaska.
- From outside Alaska, California and Washington are the highest transfer states (based on origin at entry address).

Fall 2015 Daily Den (Commuter Student Services Program)

Description

Analysis of Commuter Student Services Daily Den program attendees

Assessment Type

Usage/Tracking Data

Key Findings

- 921 unique visitors at 71 sessions totaled over 3,261 visits
- 22% of visitors were not UAA students but only 8% of the visits were accounted for by those visitors
- 55% of visitors visited only once, 16% visited seven or more times

- Wednesday morning and Thursday afternoon sessions were the most popular.

Project CEO (Co-Curricular Experience Outcomes)

Description

Project CEO seeks to examine the impact of co-curricular and other outside-the classroom experiences on students' development of employment skills. The survey highlights the ten most desirable skills for new college graduates to possess, as identified by NACE (National Association of Colleges and Employers) in its annual Job Outlook survey.

For Project CEO, students were presented the desirable skills and asked to self-report on two key questions: (1) Did they feel as if they were learning these skills? (2) How and where, in their opinion, was the learning taking place—through their involvement in co-curricular activities, from their classes (other than internships and practicum), from internships or practicum, from student employment on campus, or from employment off-campus.

The survey also asked students to identify the degree to which they felt they have achieved each of the career competencies evaluated and which experiences were most influential in helping them to develop those skills. The data from this assessment illustrates the perceived value of various collegiate experiences and will help UAA ensure that the programs, resources, and experiences we provide are helping students to become better prepared for the global workforce.

Assessment Type

Student Learning Outcomes; Student Satisfaction/Perception

Key Findings

Findings are based on the 537 responses to the Project CEO survey (response rate = 17.9%). This survey was administered electronically through Campus Labs Baseline by the Office of Student Affairs to a sample of 3,000 University of Alaska Anchorage (UAA) students between April 25 and May 13, 2016.

- When asked which activities outside the classroom helped to develop career competencies most, off-campus jobs were the highest reported activity for the development of every skill. Half of respondents worked as an employee off-campus this year, with the vast majority (88%) working off campus for more than one year.
- 36% of respondents reported that they participated in co-curricular activities at UAA this year, including organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, or academic groups/honor societies.

USUAA Student Satisfaction Survey

Description

The USUAA Student Satisfaction Survey was meant to help Student Government (USUAA) understand what students view as most important to them in order to improve the student experience. USUAA's purpose is to "represent the interests, needs, and welfare of all students within the campus community..." This information would allow USUAA to direct efforts towards making change at the university in the areas that matter most to students.

Assessment Type

Student Satisfaction/Perception

Key Findings

Sent to a representative sample of 3,000 UAA students and received a 6.30% e-mail response rate (189 respondents).

- 43% of respondents stated they moderately or strongly agreed with the statement "Student Government is aware of the needs of UAA students."
- 58% moderately or strongly disagreed with the statement "I am well informed of Student Government activities, policies, and projects."
- 57% had never voted or did not plan to vote in a campus election. Of those, over half said they were not aware of the opportunity to vote.

SAAT First Year Experience Interview Project

Description

An interview project with first-year and second-year students to gain deeper insight to students' individual perceptions, investigate how students experience their transition into the university, and explore factors that positively and negatively affect their first-year experience

Assessment Type

Operational/Program Outcomes; Student Satisfaction/Perception

Key Findings

- Participants identified cost and location as the primary reasons for choosing to attend UAA. Many students replied with the same answer, "It's close to home," "It's nearby," "It's close to home and family," etc.
- Participants reported little difficulty with applying to UAA. Most students coming as recent high school graduates received help in their high schools, either from their guidance counselor or from visiting UAA recruiters. Others sought help on campus or called with questions.

- Food, parking, and connecting with people were the most reported barriers. Students living on campus spoke negatively about the quality of food in the Commons and the prices in the Bear Necessities. Others wanted more access to food purchase venues or events with free food.
- Of the 15 students interviewed, 10 students attended new student orientation. Overall, participants remembered little about orientation and initially reported taking little away from the experience. There was a general attitude of being overwhelmed going into orientation and already knowing much of the information shared.
- Of the 15 students interviewed, seven have taken GUID150 – Creating Success in College. Only three of the 15 students interviewed were not aware of the class; the rest said UAA made the opportunity very clear and they received many emails about the course and recommendations from their advisors to participate.
- All interview participants have met with an academic advisor at least once and reported positive experiences. Many students met with an advisor during the first semester. Many of those who did not, recommend that new students meet with their advisor in the first semester.
- Many students expressed a sense of reservation when asked what activities they are involved with outside the classroom. Most respondents were able to identify multiple activities they engage in; however, they did not consider themselves as involved if they were not a member of a student club. The most common barrier to participating in student clubs is the time commitment.
- Students expressed a subdued attitude of content when describing their level of connectedness to UAA. Their response was neither highly enthusiastic nor negative. Students were also stumbled by the verbiage “connectedness” and the question had to be frequently reworded; this demonstrates that connectedness may not be the most student-centered language.
- Fourteen of the 15 interview participants said with confidence that they will continue at UAA. These students expressed a diversity of positive experiences, including good friends, helpful teachers, and interesting degree programs as contributing reasons to stay. Other primary factors include cost (and scholarships) and the ability to stay in Alaska.

UAA Academic Advising Student Experience Survey

Description

Academic Affairs and Student Affairs affirmed the formal implementation of academic advising within the colleges and centrally for the spring 2016 registration period which began on November 6, 2015. The purpose of this survey is to ensure that the student voice is heard throughout this process across all advising centers and to learn more about the advising experience at UAA. This data will be utilized by UAA administrators to enhance the quality and effectiveness of academic advising for all UAA students.

Assessment Type

Operational/Program Outcomes; Student Satisfaction/Perception

Key Findings

Executive Summary: https://www.uaa.alaska.edu/students/assessment/_documents/UAA-Academic-Advising-Experience-Executive-Summary-Fall-2015-public-complete.pdf

Admitted Non-Enrolled Student Questionnaire and Outreach Initiative

Description

Aimed to gather information about the factors that influence students' decision not to enroll and how UAA can best support them and future students in their academic pursuits

Assessment Type

Operational/Program Outcomes; Student Satisfaction/Perception

Key Findings

Analysis revealed that 20% of the admitted non-enrolled population ended up enrolling within the University of Alaska (UA) system (9% at UAA) during Fall 2015 or more recently. Additionally, 33% were found to have enrolled at an institution outside the UA system and 47% never enrolled at all.

Survey results show, that half of the admitted non-enrolled respondents still plan to attend UAA. When asked to describe their decision regarding their admittance to UAA, respondents indicated:

- 44% I would like to take classes at UAA at a future date
- 6% I am waiting to be admitted to a specific UAA academic program or course
- 33% I decided to enroll or stay at a different college or university
- 5% I am currently not planning to attend college or university
- 12% Other

Including UAA, 47% of respondents applied to one institution. Among respondents who applied to more than one institution, over half (56%), said that UAA was their first-choice school or among their top choices. Only half (51%) of respondents who selected a different institution visited UAA before reaching their decision to enroll elsewhere.

"Come Home to Alaska" Initiative

Description

Analysis of students participating in the Come Home to Alaska tuition reduction program

Assessment Type

Comparative Benchmarking; Operational/Program Outcomes; Student Satisfaction/Perception

Key Findings

The Anchorage campus received 191 applications for the UA "Come Home to Alaska" (CHTA) program between August 2014 and September 11, 2015. From those applications, 184 students were approved and enrolled.

- 75% of the recipients were new to the Anchorage
- 75% campus persistence rate continuing from their initial term into the next;
- Of the 184 CHTA students, 75% (n=137) were students who had not attended UAA in at least a year, if ever

UAA Student Employment Outcomes Survey

Description

Purpose of the survey was to learn more about how students are perceiving their on-campus student employment experience and how it has contributed to helping them learn key skills related to success. This data was also gathered in order to establish a baseline measure prior to the launch of Student Affairs' pilot of Alaska PEAK, a student employment supervisory and engagement model.

Assessment Type

Student Learning Outcomes; Student Satisfaction/Perception

Key Findings

Students expressed overwhelmingly positive experiences in their on-campus jobs and learning gains across a wide variety of skills.

- Among all respondents, three-quarters said that they frequently (34%) or sometimes (44%) have conversations with their supervisor about connections between their job and academics and their transferrable skills. Students working in non-Student Affairs departments were more likely to have frequent conversations with their supervisor.
- All respondents, except three were able to provide at least one example of how they have applied learning from their classes to their job.
- Students frequently cited professional verbal communication, time management and organization, and the ability to effectively work with individuals of diverse backgrounds as important transferrable skills they gained that they can use in the future.

UAA Outdoor Recreation Program Fee Survey

Description

During the fall 2014 USUAA General Elections, students recommended the creation of an Outdoor Recreation Programming Board at UAA, funded by a new mandatory \$10 flat fee per semester for students enrolled in three or more non-distance credits during fall or springs semesters at the UAA Anchorage campus (Constitutional Referendum 15-03: Outdoor Recreation Programming Fee).

Assessment Type

Campus Climate Study; Student Satisfaction/Perception

Key Findings

Survey respondents describe their level of support to the new Outdoor Recreation Program and fee as described above as:

- 47.34% Against
- 33.46% In Favor
- 19.20% Indifferent

While majority of respondents indicated that participating in outdoor recreation activities in their daily life is important or very important, the majority of respondents said that it is not important or slightly important to have access to outdoor recreation programs and activities coordinated through UAA.

Enrollment Services

Admissions

Assessment Inventory

Non-Enrolled Admitted Student Questionnaire

Description

Students who were admitted but chose not to attend were surveyed to determine why and what they did instead.

Assessment Type

Student Satisfaction/Perception

Key Findings

- 45% of applicants were not attending college but did graduate high school
- 38% were attending another college
- 26% requested postponement of the application to a future date
- For those intending to enroll at a future date, 42% said they could not afford college at this time.
- The report provides information about those who chose to attend another school. Many applicants felt they had not basis to judge UAA relative to the school selected.

Increasing Data Gathered from Native Alaska Students on Applications

Description

Admissions completed a survey of Alaska Native students about increasing the information requested on the application for admission or the applicant survey. The additional information will be used by UAA departments to further personalize outreach and interaction with this group.

Assessment Type

Stakeholder Needs

Key Findings

The group was very small so a larger survey needs to be completed; however, there were interesting findings.

- Alaska Native students were asked to complete a mockup of an admission application that asked for their affiliated corporation(s), village, and whether they felt more connected with Urban Living or Rural Living.
- Respondents did not feel the survey was too long. They felt it was important that UAA know about their home villages, corporations, and connectedness.

Office of Student Information

Assessment Inventory

One-Stop Feedback

Description

Students were invited to use a feedback station at the lobby exit. The tag line of Enrollment Services and Financial Aid emails also directed students to the survey.

Assessment Type

Student Satisfaction/Perception

Come Home to Alaska Feedback

Description

Short email survey sent to all students who are approved for residency through the Come Home to Alaska program.

Assessment Type

Student Satisfaction/Perception

Office of the Registrar

Assessment Inventory

Brown Bag Evaluations

Description

Staff participants were asked to share 2 new things learned from training provided.

Assessment Type

Operational/Program Outcomes

Key Findings

100% of participants were able to identify 2 new things learned from trainings and indicated the trainings were useful in assisting them with their job.

Schedule Planner Usage

Description

Students were surveyed to assess knowledge and usage of College Schedule Planner.

Assessment Type

Student Satisfaction/Perception; Usage/Tracking Data

Key Findings

80% of students surveyed knew about Schedule Planner and use it.

Select positive quotes include:

- "I live by this thing."
- "My first two years when this tool as not available were hell. Registration is so easy now."
- "I would not be this far without this tool. I have a job and a family and use this to make sure my wife and I can handle our children's schedules and still take classes."

Learning Outcomes

Brown Bag Trainings

Outcome Statement

As a result of brown bag training sessions, participants will be able to identify two new things which they learned regarding processes coordinated by the Office of the Registrar.

Learning Intervention

Brown Bag Training Sessions held monthly.

Measure

Surveys offered at end of training where participants were asked to list 2-3 new things they learned, as well as rank the effectiveness of the training and how it pertained to their job.

Data Collected

Yes

Findings

100% of participants were able to indicate at least 2 new things learned.

Related Student Affairs Student Outcome



Schedule Planner Awareness

Outcome Statement

As a result of outreach efforts UAA students will have an increased awareness of Schedule Planner.

Learning Intervention

Table at Howl Days, over 15 presentations/trainings done for various organizations and in residence halls, advertisements on back of Northern Lights, email sent to all active UAA students.

Measure

During spring semester students were surveyed regarding their knowledge and use of schedule planner. In 2015 approximately 39% of students surveyed knew about Schedule Planner. In 2016 80% of students surveyed knew and used Schedule Planner.

Data Collected

Yes

Findings

80% of students surveyed knew about and used schedule planner.

Related Student Affairs Student Outcome



Student Financial Assistance (OSFA)

Assessment Inventory

A-133 Programmatic Risk Assessment

Description

A programmatic Title IV risk assessment was performed with OSFA to determine programmatic compliance and assess each facet of OSFAs control objectives and activity.

Assessment Type

Comprehensive Program Review; Risk Assessment

Key Findings

A programmatic Title IV risk assessment was performed to determine programmatic compliance and assess each facet of OSFA's control objectives and activity spanning the following: Federal Supplemental Educational Opportunity Grants, Federal Work-Study Program, Federal Pell Grant Program, Federal Direct Student Loans, and TEACH Grants.

This assessment was completed prior to the A-133 audit to better inform them of our business practices, display procedural compliance measures for each control element and which departments were associated with which controls. Final audit findings pending further review by auditors after June 2016 on-site visit.

Satisfactory Academic Progress (SAP) Warning Semester Survey

Description

Purpose of assessment was to assess the importance of a warning semester to students on SAP warning and ask supplemental questions to identify areas for improvement in the SAP process.

During AY 2014-2015, OSFA was asked to consider moving to an annual review of SAP as an effort to address budgetary and resource management concerns.

Currently OSFA reviews Satisfactory Academic Progress (SAP) at the end of every semester. This ensures timely feedback to students and provides a 'warning' semester to students who have failed to meet the GPA and/or cumulative completion rate standards of the current SAP policy.

The Department of Education permits universities who review SAP at the end of every payment period (semester) to give their students a warning semester. During this timeframe, students may continue to receive financial aid w/o need for an appeal. This allows students to rectify their academic progress for the next semester. However, students must meet all of the SAP standards by the end of their warning semester or their financial aid eligibility is suspended.

Universities who review SAP annually are not permitted to give students a warning semester.

An electronic survey was offered to a sample group of 131 SAP warning students for the spring 2015 semester who reinstated themselves by semester's end.

Assessment Type

Operational/Program Outcomes; Stakeholder Needs; Student Satisfaction/Perception

Key Findings

38 of the sample participated resulting in a 29% response rate.

Respondents indicated the warning semester and continued eligibility for financial aid was important to their continued success.

- 89% felt the warning semester was very important.
- The majority indicated being placed on SAP warning increased their motivation to succeed.
- 59% of respondents felt the warning semester gave them an opportunity to find resources and skills that helped.
- 51% actively worked with an advisor, financial aid, tutors, or other academic support.
- 89% indicated awareness of their status at the beginning of the semester, suggesting the change in SAP status is being communicated adequately. (Student suggestions later in the survey indicated the remaining 11% experienced delays or communication failures due to not checking email/mail.)
- Respondents strongly indicated a need for earlier education about SAP with 42% stating they had no prior knowledge. Only 5% considered themselves to be very knowledgeable.
- 16% of respondents expressed some confusion or had additional questions, indicating room for improvement in educating students at risk of SAP suspension.

A large majority of student respondents felt the warning semester and the opportunities it presented were important to their success. This suggests UAA should continue to review SAP each semester and continue to offer students the benefit of a warning semester.

Students also expressed a strong need for earlier education about SAP; specifically, during their early contact with the university (orientation, advisor meetings, first contacts with OSFA, etc.). This suggests students will benefit from SAP education as part of their mandatory advisor meeting as well as an education component during orientation.

OSFA currently informs students how SAP requirements impact eligibility for financial aid in their financial aid award letter. In addition, OSFA offers a voluntary SAP seminar to all students every semester.

The findings of this study suggest UAA should explore other methods of SAP education early in the student's academic career; perhaps SAP education that is tied to student activities or success in other areas.

Enticement such as tuition award does not always increase the number of survey participants.

LEAN Six Sigma UAA Efficient Scholarship Process

Description

Review of foundation scholarship process, specifically the Standing Scholarship Committee review process, to determine the financial impact a change can make and to ultimately adjust process to allow scholarship award letters to go out to students by April 15.

Project Objective (on the Primary Metric): To decrease the amount of labor hours spent processing each UAA Foundation General Scholarship Application and Selection by 80% as measured by a swim lane process diagram.

Assessment Type

Cost Effectiveness; Operational/Program Outcomes; Stakeholder Needs; Student Satisfaction/Perception

Key Findings

Business Case/Financial Impact:

- $[(\text{Total Amount of Labor Hours} - ((\text{Total Amount of Labor Hours}) / (\text{Amount of Students' Awarded}))) = \text{Total Hours Spent Processing Per Award}]$
- $2423/133 = 18.21 \text{ hrs/award} * \$32 \text{ per/hour} = \$582.72 \text{ per/award}$
- $582.72 * 133 = \$77501.76 * .8 = \$62,001.41 \text{ in potential value}$

Customer Impact:

- Increase the available labor hours to add value to the student's experience
- Potential increase in the amount of students that enroll in UAA
- Potential increase in student's total credit hour enrollment

Next step is to look at the process and determine how OSFA can reduce the time and adjust process timeframes in order to meet the goal.

Scholarship Essay Writing Workshops

Description

The purpose is to increase the number and quality of UAA Online Scholarship Application essays, and more specifically, to boost the confidence of students in essay writing, the clarity of students' writing, and ability to work closely with the essay prompt and grading rubric.

Assessment Type

Student Learning Outcomes

Key Findings

Using workshops, one-on-one meetings, and email feedback, students were shown the UAA scholarship application requirements, how to navigate the UAA General and Major-Specific Scholarships webpages, and given strategies and guidelines for writing effective profile essays using the scholarship essay grading rubric.

Student Population: Students applying for 16-17 and 17-18 scholarships at UAA.

Assessments were coded in a spreadsheet, and the following statistics calculated from the data: total outreach of 77 students, 38% self-reported increase of knowledge about Financial Aid in workshops, 9.5/10 average rating for quality of presenter, 9/10 average rating for quality of presentation.

Students who sought feedback multiple times demonstrated a significant increase in clarity, focus, and confidence of their essays with each draft.

Workshop attendee expectations varied considerably: some expected a workshop on only the scholarship application process while others expected a workshop on only scholarship essay writing, while few of the students were comfortable with a combined presentation.

Students expressed in workshop evaluations that they desired more handouts than the scoring rubric.

The number of scholarship applicants increased 18% over last year, to 4,296. We attribute this in part to greater advertisement of the process through the workshops, more timely assistance at the workshops as opposed to referral to another office, and increased comfort level with the content as rubric has remained consistent for two years.

Workshop attendee expectations varied considerably: some expected a workshop on only the scholarship application process while others expected a workshop on only scholarship essay writing, while few of the students were comfortable with a combined presentation. For future years, this could be addressed in a number of ways. Firstly, there could simply be two separate workshops: "Applying for Scholarships @ UAA," and "Writing UAAOnline Scholarship Essays." Secondly, the advertisement and content of the workshops could be planned to align more specifically with each other so that students' expectations are met by the workshops.

Students expressed in workshop evaluations that they desired more handouts than the scoring rubric. For future years, the grammar and word choice guidance could be printed on a two-sided handout and distributed in the workshop and on the website along with the scoring rubric.

Attendance increased significantly nearer to the February 15th deadline. In the future, the workshop on the evening of the 15th could be removed from the schedule. With sufficient advertising and an earlier start on the workshops, a February 15th workshop would not be necessary, and the workshops would result in higher quality essays by not encouraging procrastination.

Learning Outcomes

\$avvy \$eawolf Workshop Outcomes

Outcome Statement

As a result of attending a \$avvy \$eawolf workshop, current and future UAA students will be able to increase their knowledge and skills of the financial literacy topic of the workshop by rating themselves on a scale of 1 to 10 on an evaluation before and after the workshop.

Learning Intervention

\$avvy \$eawolf workshops have been developed with specific target topics in mind to help attendees develop their skills in financial literacy, giving them the tools they need to make informed choices about credit, loans, budgeting and personal finances. The goal is for current and future students attending a \$avvy \$eawolf workshop to have an increase of self-reported knowledge and skills rating of the financial literacy topic, leading to responsible financial decisions while in school and in the future.

Measure

Evaluation surveys, statistical analysis.

Data Collected

Yes

Findings

The workshops are rated on the following:

- Change in knowledge and skills about financial literacy workshop topic
- Quality of presentation
- Positive outcome from workshop attendance

A total of 341 students attended the workshops in the 15-16 academic year. Just over 97% said they got something positive from their workshop attendance. All evaluation scales were from 1 to 10, 10 being the highest. The average presenter rating was 9.12. Students self-rated their knowledge and skills before and after the workshop. The average rating before the workshops was 5.2 and after the workshops was 8.38, an increase of 3.18 points. Most student's comments indicated they were pleased they came to the workshop and often stated they wished they learned this information sooner.

Related Student Affairs Student Outcome



Scholarship Workshop Student Satisfaction Survey

Outcome Statement

As a result of workshops, one-on-one meetings and e-mail guidance, students applying for 1617 scholarships at UAA will understand the requirements of the UAAOnline application, where to locate and how to navigate through the UAA Scholarships webpage, and gain effective writing strategies for profile/essay questions, measured by evaluations rating prior knowledge versus after intervention knowledge and resultant essay output.

Learning Intervention

Using workshops, one-on-one meetings, and email feedback, students will be shown the UAA scholarship application requirements, how to navigate the UAA General and Major-Specific Scholarships webpages, and given strategies and guidelines for writing effective profile essays using the scholarship essay grading rubric.

Measure

Evaluation surveys, statistical analysis from participants in workshops, one-on-one meetings and e-mail consults.

Data Collected

Yes

Findings

Evaluations were coded in a spreadsheet, and the following statistics calculated from the data: total outreach of 77 students, 38% self-reported increase of knowledge about Financial Aid in workshops, 9.5/10 average rating for quality of presenter, 9/10 average rating for quality of presentation.

Students who sought feedback multiple times demonstrated a significant increase in clarity, focus, and confidence of their essays with each draft.

Related Student Affairs Student Outcome



Student Access, Advising & Transition

Academic Advising & Career Development

Assessment Inventory

Art of Career Development Evaluation

Description

Evaluation of student satisfaction and of student learning for workshop series co-hosted with the Multicultural Center.

Assessment Type

Operational/Program Outcomes; Student Satisfaction/Perception

Career Networking Night Evaluations

Description

Evaluation given to employer and student attendees of the fall and spring Career Networking Nights. Designed to provide us with satisfaction of the event including marketing and preparedness of students.

Assessment Type

Operational/Program Outcomes; Student Satisfaction/Perception

Advising Learning Outcomes

Description

A measurement tool designed to evaluate learning outcomes as a result of participation in academic advising.

Assessment Type

Operational/Program Outcomes; Student Satisfaction/Perception

Accounting Week Evaluation

Description

Evaluation given to employers who attended Accounting Week designed to assess the registration process, event facilitation and impression of job-seekers present at event.

Assessment Type

Operational/Program Outcomes; Employer Satisfaction

Fall Career Fair Evaluation

Description

Evaluation given to employer and student attendees of the fall Career Fair. Designed to assess overall perception of the event including the preparedness of students, allowing for improvements on event registration, facilitation and outreach to students.

Assessment Type

Operational/Program Outcomes; Student Satisfaction/Perception; Employer Satisfaction



Women in Law Enforcement Fair Evaluation

Description

Designed to assess the registration process and facilitation of this event, as well as gauge from employers how many students they plan to interview.

Assessment Type

Employer Satisfaction

Etiquette Lunch Evaluation

Description

Assess employer and student satisfaction at the fall and spring etiquette lunches.

Assessment Type

Operational/Program Outcomes; Student Satisfaction/Perception; Employer Satisfaction

City-Wide Career & Job Fair Evaluation

Description

Evaluation given to employer and student attendees of the City-Wide Career Fair. Designed to assess with overall perception of the event including the preparedness of students in order to make improvements to event registration, facilitation and outreach to students.

Assessment Type

Operational/Program Outcomes; Student Satisfaction/Perception; Employer Satisfaction

We're Hiring! Career Fair Evaluation

Description

Evaluation given to attendees of the We're Hiring! Career Fair. Designed to assess overall perception of the event including the preparedness of students and how many students the employer met and intend to interview. This information helps identify the effectiveness of our events, make improvements to event registration, facilitation and outreach to students.

Assessment Type

Operational/Program Outcomes; Student Satisfaction/Perception; Employer Satisfaction

Learning Outcomes

Academic Major Selection

Outcome Statement

As a result of engaging in UAA's My Major Discovery program, students will be able to identify how their interests, skills, values, and strengths translate to a career pathway thus enabling them to decide on an academic major.

Learning Intervention

My Major Discovery outreach programs and presentations, major exploration advising appointments, career advising, job shadows.

Measure

Advising Learning Assessments are provided to each student after attending an advising appointment. This assessment filters students who indicated that they received assistance with major and career exploration.

Data Collected

Yes

Findings

- 69% of student respondents who received assistance with major and career exploration indicated that they were able to "identify interest, skills, values, and/or strengths relevant to major exploration"
- 63% learned the steps to selecting a major
- 44% learned how to investigate and connect major with potential careers

Related Student Affairs Student Outcome



Career Networking

Outcome Statement

As a result of Career Networking Nights, students will be better informed about career choice options available to them, will have more confidence in their networking skills and career development.

Learning Intervention

Career Networking Nights offer students the opportunity to network with employers in an educational setting. Students get the opportunity to learn from one-on-one conversations with multiple employers therefore gaining different information from unique employers.

Measure

Outcome is measured by survey of satisfaction of both employer and student experience. This can be better measured by assessing student's perception of their learning or employer's perception of student before and after learning intervention has occurred.

Data Collected

Yes

Findings

- 60% of students responded they were very satisfied or satisfied with the event.
- 80% of employers responded they were very satisfied or satisfied with the event.
- 92% of employers indicated that they would attend another Career Networking Night.

Related Student Affairs Student Outcome



Native Student Services

Learning Outcomes

Alaska Native and Rural Student Scholarship and Internship Fair

Outcome Statement

As a result of participating the Alaska Native and Rural Student Scholarship and Internship Fair, students will be able to apply to various sources of financial aid.

Learning Intervention

By bringing students face-to-face with various funders, students will become aware of financial aid resources.

Measure

90% of the students who participate in the scholarship/internship fair will find it useful in securing student financial aid.

Data Collected

Yes

Findings

92% of the students who participated in the scholarship/internship fair found the event useful in applying for financial aid

Related Student Affairs Student Outcome



Native Cultural Identity eWOLF ePortfolio

Outcome Statement

As a result of completing a Native Identity eWOLF ePortfolio, students will be able to integrate a sense of Native being into their college education.

Learning Intervention

Through the process of developing a Native Identity eWOLF ePortfolio, students will reflect on balancing all aspects of their being--knowledge, physical, provider, emotional, social, and spiritual.

Measure

Completing a Native Identity eWOLF ePortfolio.

Data Collected

No

Findings

Ongoing developmental process. Students are beta testing the template and clarification and revisions as needed. On June 20, Digication announced an Innovation and Leadership Award which brought national attention to UAA in general and NSS in specific as a result of this effort.

Related Student Affairs Student Outcome



New Student Orientation

Assessment Inventory

Howl Days Pre and Post Test Survey

Description

Survey administered at the opening and closing of each Howl Days (new student orientation) event to measure the impact of our program.

Assessment Type

Student Learning Outcomes; Student Satisfaction/Perception

Key Findings

561 Pre-Test Respondents

- 89% (n=500) Plan to graduate from UAA.
- 61% (n=344) Met with an UAA Academic Advisor prior to Howl Days.

374 Post-Test Respondents

- 95% (n=354) Knows at least one person/department they can turn to for help.
- 99% (n=370) Understands the university's expectations regarding conduct.
- 81% (n=302) Attending Howl Days was a good use of my time.

Howl Days Absentee Survey

Description

Short survey of students that registered for Howl Days, but did not attend; seeking to understand why.

Assessment Type

Reason for Absenteeism

Key Findings

21 Absentee Respondents

- 57% (n=12) Forgot to attend or had a schedule conflict.
- 48% (n=10) In hindsight, students believed Howl Days would have benefitted them in their first semester.
- 86% (n=18) Plan to attend UAA next semester.

Learning Outcomes

Wolf Pack Outreach/Mentoring Program

Outcome Statement

As a result of student leader (Wolf Pack) outreach and mentoring, first-time freshmen that attended Howl Days will be able to navigate the UAA system and access needed resources/services for college success throughout their first year at the university.

Learning Intervention

Periodic telephone calls, email, and personal appointments are part of the outreach throughout the year. Many are aligned with university wide initiatives, i.e. MapWorks Surveys, Registration Ready, Stay On Track Campaigns, etc.

Measure

The outreach is tracked using the MapWorks tool and persistence and retention data is collected.

Data Collected

No

Findings

- 644 first-time freshmen that participated in Howl Days enrolled in Fall 2015
- 550 persisted to Spring 2016



New Student Recruitment

Assessment Inventory

Tour Surveys

Description

Surveys are sent to campus tour participants to ensure that questions were answered, tours were professional and courteous and that the key points that the tour participant was most interested in was covered.

Assessment Type

Student Satisfaction/Perception

Key Findings

Tour guides need to be friendly and engaging. Ensuring that all the participants questions are answered is key to a positive tour experience.

Preview Day Survey

Description

Preview Days are our largest recruitment events. At the end of preview day participants are emailed a survey asking for input on how to make the day better in the future.

Assessment Type

Student Satisfaction/Perception

Key Findings

Students love the options of taking multiple mock classes. This gives future students to explore majors before making a decision on an application for admission.

Preview Day Presenters Evaluation

Description

Each mock class that we offer for our Preview Day is assigned a volunteer that rates the presentation. Volunteers are asked to sit in on mock classes to rate the presentation. They track if presenters are late, leave early, quality of the presentation and observe student engagement.

Assessment Type

Student Satisfaction/Perception

Key Findings

Not all presentations are created equal; need to ensure the quality of the presentations through observations.

Learning Outcomes

Application & Registration Days

Outcome Statement

Through the Application Day and Registration Day programs offered at high schools throughout Alaska, prospective students will learn the process of applying for admission to the university. They will subsequently be guided through the course registration process to gain an understanding of how general education requirements, major requirements, and elective credit are selected and combined to fulfill graduation requisites.

Learning Intervention

Beginning with application days in the fall, the office of NSR works with our top feeder schools to encourage students to apply earlier at their own school. These events are then followed by a registration day that brings these same students together with advisors to select fall classes before the start of the fall semester.

Measure

Students are successful in applying to UAA and will share the knowledge they have learned with peers at their school. They feel confident with their major selection and have made a connection that will be continued with a registration day.

Data Collected

No

Related Student Affairs Student Outcome



Student Ambassador Professional Growth

Outcome Statement

The Office of New Student Recruitment will seek to bolster a sense of self and the creative application of transferable skills through the Student Ambassador Program.

Learning Intervention

Students who are selected to serve as Ambassadors will benefit from professional growth via intentional training and conversation that will lead to successful graduation and future employment.

Measure

Student Ambassadors grow professionally and gain job skills. This is measured by the resumes they provide when applying for the position initially and make recommendations of items to add from the job they are doing to add to the resume to compare when they leave. Students are encouraged to be students first and always make school a priority when balancing being a Student Ambassador.

Data Collected

No

Related Student Affairs Student Outcome



Programs

Mapworks

Assessment Inventory

First-Year Fall Transition Survey

Description

This survey was launched week four of the fall 2015 semester, running September 20 to October 11th. 3,370 first-year students were eligible (degree seeking and earned 30 credits or less) to take the Mapworks survey, of those 798 students responded (24%). This survey was the first survey in a series of 4 surveys over the academic year. Student participation was optional and upon completion each student was sent a link to a personalized student report with their strengths and challenges as they transition to both social and academic expectations of higher education.

Assessment Type

Stakeholder Needs; Student Satisfaction/Perception

Key Findings

Top 5 retention factors that challenged first-year students starting week four of the 2015 fall semester:

- Homesickness (separation)
- Low Peer Connections
- Low Social Aspects (on-campus living)
- Test Anxiety
- Plans to Study Five Hours or Fewer a Week

Second-Year Fall Transition Survey

Description

This survey was launched week four of the fall 2015 semester, running September 20 to October 11th. 2,091 second-year students were eligible (degree seeking and earned between 30 and 60 credits) to take the Mapworks survey, of those 330 students responded (16%). This survey was the first survey in a series of 4 surveys over the academic year. Student participation was optional and upon completion each student was sent a link to personalized student report with their strengths and challenges as they transition to both social and academic expectations of higher education.

Assessment Type

Stakeholder Needs; Student Satisfaction/Perception

Key Findings

Top 5 retention factors that challenged second-year students starting week four of the 2015 fall semester:

- Low Peer Connections
- Test Anxiety
- Homesick (Separation)
- Low Social Aspects (on-campus living)
- Low Social Integration

First-Year Fall Check-Up Survey

Description

This survey was launched week 12 of the fall 2015 semester, the end of the semester, running November 9 to 29th. 3,368 first-year students were eligible (degree seeking and earned 30 credits or less) to take the Mapworks survey, of those 538 students responded (16%). This survey was the second survey in a series of 4 surveys over the academic year. Student participation was optional and upon completion each student was sent a link to a personalized student report with their strengths and challenges as they transition to both social and academic expectations of higher education.

Assessment Type

Stakeholder Needs; Student Satisfaction/Perception

Key Findings

Top 5 retention factors that challenged first-year students starting week twelve of the fall 2015 semester:

- Homesickness (separation)
- Missed two or more classes
- Low peer connections
- Test anxiety
- Low social aspects (on-campus living)

Second-Year Fall Check-Up Survey

Description

This survey was launched week 12 of the fall 2015 semester, running November 9 to 29th. 2,090 second-year students were eligible (degree seeking and earned between 30 and 60 credits) to take the Mapworks survey, of those 245 students responded (12%). This survey was the second survey in a series of four surveys over the academic year. Student participation was optional and upon completion each student was sent a link to personalized student report with their strengths and challenges as they transition to both social and academic expectations of higher education.

Assessment Type

Stakeholder Needs; Student Satisfaction/Perception

Key Findings

Top 5 retention factors that challenged second-year students starting week twelve of the fall 2015 semester:

- Homesickness (separation)
- Low peer connections
- Missed two or more classes
- Test anxiety
- Low social aspects (on-campus living)

First-Year Spring Transition Survey

Description

This survey was launched week four of the spring 2016 semester, running February 7 to 28th. 3,079 first-year students were eligible (degree seeking and earned 30 credits or less) to take the Mapworks survey, of those 706 students responded (23%). This survey was the third survey in a series of four surveys over the academic year. Student participation was optional and upon completion each student was sent a link to a personalized student report with their strengths and challenges as they transition to both social and academic expectations of higher education.

Assessment Type

Stakeholder Needs; Student Satisfaction/Perception

Key Findings

Top 5 retention factors that challenged first-year students starting week four of the spring 2016 semester:

- Homesickness (separation)
- Low peer connections
- Low social aspects (on-campus living)
- Test anxiety
- Plans to study five hours or fewer a week

Second-Year Spring Transition Survey

Description

This survey was launched week four of the spring 2016 semester, running February 7 to 28th. 1,799 second-year students were eligible (degree seeking and earned between 30 and 60 credits) to take the Mapworks survey, of those 285 students responded (16%). This survey was the third survey in a series of four surveys over the academic year. Student participation was optional and upon completion each student was sent a link to a personalized student report with their strengths and challenges as they transition to both social and academic expectations of higher education.

Assessment Type

Stakeholder Needs; Student Satisfaction/Perception

Key Findings

Top 5 retention factors that challenged second-year students starting week four of the spring 2016 semester:

- Low Peer Connections
- Test Anxiety
- Homesick (separation)
- Low Social Aspects (on-campus living)
- Homesick (distressed)

First-Year Spring Check-Up Survey

Description

This survey was launched week 12 of the spring 2016 semester, the end of the semester, running April 3 to 24th. 2,673 first-year students were eligible (degree seeking and earned 30 credits or less) to take the Mapworks survey, of those 379 students responded (14%). This survey was the final survey in a series of four surveys over the academic year. Student participation was optional and upon completion each student was sent a link to a personalized student report with their strengths and challenges as they transition to both social and academic expectations of higher education.

Assessment Type

Stakeholder Needs; Student Satisfaction/Perception

Key Findings

Top 5 retention factors that challenged first-year students starting week twelve of the 2016 spring semester:

- Homesickness (separation)
- Low Peer Connections
- Test Anxiety
- Low Social Aspects (on-campus living)
- Missed Two or More Classes

Second-Year Spring Check-Up Survey

Description

This survey was launched week 12 of the spring 2016 semester, running April 3 to 24th. 1,721 second-year students were eligible (degree seeking and earned between 30 and 60 credits) to take the Mapworks survey, of those 190 students responded (11%). This survey was the fourth survey in a series of four surveys over the academic year. Student participation was optional and upon completion each student was sent a link to personalized student report with their strengths and challenges as they transition to both social and academic expectations of higher education.

Assessment Type

Stakeholder Needs; Student Satisfaction/Perception

Key Findings

Top 5 retention factors that challenged second-year students starting week twelve of the 2016 spring semester:

- Low Peer Connections
- Test Anxiety
- Homesick (separation)
- Missed Two or More Classes
- Low Social Integration

Learning Outcomes

Student Report & Self Awareness

Outcome Statement

As a result of taking a Mapworks Survey UAA first and second-year students will be able to evaluate their own transition to college (academically, socially and financially), reflect on feedback provided by the system, (the student report) become more self-aware of their own challenges and weaknesses, and take action to improve their own success.

Learning Intervention

The Mapworks platform allows for the construction of primary faculty and staff connections to specific student cohorts based on a variety of attributes. For example, advisors in the Mechanical Engineering (M.E.) department are connected to all first-and-second-year students who are majoring in M.E. Staff and faculty are provided student risk indicators based on survey results and are encouraged to initiate early intervention outreach to those students identified as struggling.

Measure

The Mapworks platform uses predictive analytics and innovative student inventory surveys to make informed predictions about individual student needs. Mapworks pairs meaningful Banner information (e.g., high school GPA, demographic information, and entrance test scores) with student responses from a set of voluntary, comprehensive success and persistence surveys. The Mapworks algorithm takes the Banner and survey response data and provides staff and faculty with remarkable insights into individual students' college-going experiences and their propensity for success.

Data Collected

Yes

Findings

- 89% (n=962/1052) of first-year Mapworks students who took at least one survey during the fall persisted to spring 2016, while 76% (n=2592/3401) who did not take a survey persisted into spring 2016.
- 90% (n=423/473) of second-year Mapworks students who took at least one survey during the fall persisted to spring 2016, while 83% (n=1730/2095) of those who did not take a survey persisted into spring 2016.
- 72% of first-year 2014 students who took at least one Mapworks survey last year were retained to fall 2015.

Related Student Affairs Student Outcome



Scholars @ UAA

Assessment Inventory

Scholars @ UAA Howl Days Pre-Test & Post Test

Description

Questionnaire administered at HOWL Days to determine UA and AP Scholars' baseline knowledge of requirements to maintain scholarship and increase participant knowledge as a result of attending the Scholars session. Participant satisfaction is also assessed.

Assessment Type

Student Learning Outcomes; Student Satisfaction/Perception

Scholars @ UAA Resources to Maintain Award Survey

Description

Analysis to determine if UA and AP Scholars can identify resources available to maintain their award, and more importantly if they are utilizing the resources. The purpose of the activity is to illustrate the degree of understanding of the resources available to maintain award.

Assessment Type

Student Learning Outcomes

Learning Outcomes

Maintaining Good Academic Standing

Outcome Statement

As a result of participating in HOWL Days, first-time, first year UA Scholars and AP Scholars will be able to identify two ways to maintain good academic standing with their awards.

Learning Intervention

The learning intervention took place during the Scholars session at HOWL Days in which attendees received information in writing on ways to maintain good academic standing with their award.

Measure

A survey was distributed and collected from all participants at the Scholars session. The results of each survey were tallied. Surveys that included two or more ways to maintain good academic standing were counted in the tally and surveys with less than two were excluded.

Data Collected

Yes

Findings

79% of all participants were able to identify two ways to maintain good academic standing after participating in Howl Days.

Related Student Affairs Student Outcome



Maintaining Scholarship

Outcome Statement

As a result of participating in HOWL Days, first-time, first year UA and AP Scholars will be able to identify three resources to help maintain their award.

Learning Intervention

The learning intervention took place during HOWL Days at the Scholars session where attendees received information on various resources to help maintain their award.

Measure

A survey was distributed and collected from all participants at the Scholars session. A follow up survey was emailed mid-semester to all participants asking them to identify resources they are currently using or have used to help maintain their award. The results for each survey were tallied. Surveys that included three resources were counted in the tally and surveys that did not include three resources were excluded.

Data Collected

Yes

Findings

72% of all participants were able to identify three resources to help maintain their award after participating in Howl Days. A follow up survey was emailed mid-semester to all participants asking them to identify resources they are currently using or have used to help maintain their award. 80% of participants identified resources they are currently using or have used to help maintain their award.

Related Student Affairs Student Outcome



Student Development

Dean of Students Office

Assessment Inventory

Students of Concern Initial Risk Levels

Description

The Care Team assessed the initial risk level of students referred to the Care Team, using the NaBITA Threat Assessment Tool.

Assessment Type

Student Risk Level

Students of Concern Resolved Risk Levels

Description

The Care Team assessed the resolved risk level of students referred to the Care Team, using the NaBITA Threat Assessment Tool.

Assessment Type

Student Risk Level

Structured Interview for Violence Risk Assessment SIVRA-35

Description

Dean of Students Office Counselors used the SIVRA-35 to conduct research-based violence risk assessments with individuals identified as elevated, severe, or extreme risk on the NaBITA Threat Assessment Tool.

Assessment Type

Violence Risk Assessment

Alcohol Use Dependency Identification Test AUDIT

Description

The Alcohol, Drug, and Wellness Educator assessed students' use of alcohol.

Assessment Type

Substance Abuse Screening

Cannabis Use Problem Identification Test CUPIT

Description

The Alcohol, Drug, and Wellness Educator assessed students' use of cannabis.

Assessment Type

Substance Abuse Screening

Drug Abuse Screening Tool DAST

Description

The Alcohol, Drug, and Wellness Educator assessed students' use of drugs.

Assessment Type

Substance Abuse Screening

Addressing Disruptive Student Behavior Presentation

Description

The Center for Advancing Faculty Excellence (CAFE) surveyed participants to assess effectiveness of the presentation, what information was useful, and how the presentation might impact participants' practices.

Assessment Type

Operational/Program Outcomes; Student Learning Outcomes

Drug Free Schools & Communities Act Biennial Review

Description

The Dean of Students Office conducted a biennial review to determine the effectiveness of UAA's AOD prevention program and the consistency in which AOD sanctions were assigned.

Assessment Type

Comprehensive Program Review

Learning Outcomes

Prime for Life Low-Risk Choices Learning Outcome

Outcome Statement

Students who are sanctioned to do the Prime for Life alcohol education class and complete the sanction will understand two low-risk choices they can apply to prevent health and impairment problems.

Learning Intervention

Students will meet with the Alcohol, Drug, and Wellness Educator (ADWE) for an initial meeting to receive a Prime for Life workbook, review which sections of the workbook to complete, and go over the homework instructions. After completing the workbook, students will have a follow-up meeting with the ADWE to review the workbook, identify any questions, lack of understanding, or areas of concerns.

Measure

At the end-of the follow up meeting, students will write down two low-risk choices they can apply to prevent health and impairment problems.

Data Collected

Yes

Findings

Seven students completed Prime for Life in FY16 and all were able to identify two low-risk choices.

Related Student Affairs Student Outcome



Prime for Life Psychological or Social Factors Learning Outcome

Outcome Statement

Students who are sanctioned to do the Prime for Life alcohol education sanction and complete the sanction will be able to identify two psychological or social factors that influence their choices.

Learning Intervention

Students will meet with the ADWE for an initial meeting to receive a Prime for Life workbook, review which sections of the workbook to complete, and go over the homework instructions. After completing the workbook, students will have a follow-up meeting with the ADWE to review the workbook, identify any questions, lack of understanding, or areas of concerns.

Measure

At the end-of the follow up meeting, students will write down two psychological or social factors that impact their life choices.

Data Collected

Yes

Findings

Seven students completed Prime for Life in FY16 and all were able to identify two psychological or social factors.

Related Student Affairs Student Outcome



Disability Support Services

Assessment Inventory

DSS iPad Student Check-in System

Description

DSS began using an iPad Campus Labs (now Qualtrics) system to track student in-office traffic and services. It is a basic, three-question survey system that tracks students who came into the office and the reason for the visit.

Assessment Type

Cost Effectiveness; Operational/Program Outcomes; Stakeholder Needs; Usage/Tracking Data; Staffing and Service needs

Key Findings

DSS student in-office visits (scheduled and walk-ins) and interactions continue to significantly increase over time. Also, a large number of student interactions reflect the growing number of students who have alternative testing accommodations as more than 60% of daily in-office student interactions relate directly to testing services.

DSS 5-Year Service Comparison Study

Description

DSS is focused on a data driven decision making approach in order to assess current budget, resource, staffing, and space needs. The number of students served by DSS is increasing dramatically. The data is crucial in order to demonstrate compliance or non-compliance to ADA and Section 504/508 legal mandates as well as demonstration of best practices in meeting student needs.

Assessment Type

Campus Climate Study; Comparative Benchmarking; Comprehensive Program Review; Cost Effectiveness; Operational/Program Outcomes; Stakeholder Needs; Student Satisfaction/Perception

Key Findings

The number of students served by DSS from 2010 to present has grown exponentially. The data is being used now to analyze the effectiveness and compliance of services provided to students registered with DSS, faculty, and staff. The data will also be used to advocate for DSS space needs, which are woefully inadequate.

Faculty Accessibility Survey

Description

DSS in collaboration with the E-Learning Accessibility Working Group, conducted a faculty survey. The purpose was to gather information regarding faculty perceptions of accessibility and accommodations and to assess effectiveness of the accommodations process. The survey was a combination of qualitative and quantitative measures.

Assessment Type

Campus Climate Study; Operational/Program Outcomes; Student Learning Outcomes; UAA Faculty Perceptions and Satisfaction

Key Findings

Of the 131 faculty respondents: 77% have received DSS accommodation requests in the last two academic years. Sixty-nine percent of the respondents were from Anchorage; the rest represented the community campuses. There are a number of common threads running throughout all faculty responses. Primary themes reflect the need for more disability awareness, frustration with the process, the need for training, lack of time, questions about captioning, the need for more resources, and when to accommodate or not.

Learning Outcomes

High School Transition Services/Activities

Outcome Statement

DSS staff collaborated with the Anchorage School District, prospective UAA students experiencing disabilities, and parents. The purpose was to assist high school juniors and/or seniors in making decisions regarding college attendance. The staff actually participated in High School College and Transition nights/days. As a result of early involvement in transition activities, students coming to UAA know the services available and develop a level of understanding and comfort that they will be supported in their accommodation needs.

Learning Intervention

DSS staff participated in actual onsite visits to the King Career Center, high school table fairs and events regarding college selection and admissions processes/needs, and awareness sessions targeting student disability needs.

Measure

Data is yet to be formalized and outcomes measured. At the beginning of the fall 2016 semester, students will be surveyed to determine if DSS transition participation influenced their decisions to attend college and, specifically, UAA.

Data Collected

No

Related Student Affairs Student Outcome



Workforce Recruitment Program (WRP)

Outcome Statement

WRP is a national recruitment and referral program that "connects federal and private sector employers with highly motivated college students and recent graduates with disabilities who are eager to prove their abilities in the workplace through summer or permanent jobs." Participants experience the full process of seeking employment, making career choices, resume preparation, and interviews. Each student has the possibility of getting a paid internship and/or a full time job.

Learning Intervention

Students apply for participation in WRP, complete pre-interview requirements including development of resumes and interview practice/preparation. and do actual telephone pre- and final interviews if selected. WRP requires a great deal of initiative by the student as DSS staff plays a facilitation role only.

Measure

The actual outcome is measured by the number of students receiving interview requests and job offers.

Data Collected

Yes

Findings

The 2015-2016 academic year is the first time that DSS students have participated in the WRP process since 2012. Six students expressed an interest initially and four completed the necessary steps and were interviewed. Two students actually received job offers, but, did not feel the opportunities were a fit. All participants gained much needed career skills. One student actually got a job immediately after graduation by using what was learned in the WRP process.

Related Student Affairs Student Outcome



Assessment Inventory

Daily student utilization/usage tracking

Description

Google Docs form for tracking student utilization conducted on department iPads to document the individuals who visit the center and their intended purpose. Students can choose from the following options: computer lab, lounge area, study area, appointment with MCC staff, or appointment with SSS staff. There is also a space for "other" which can track attendance at center special events, workshops or activities not listed.

Assessment Type

Usage/Tracking Data

Key Findings

Approximately 4,000 student contacts were logged this fiscal year.

Handheld tracking for activities occurring outside of MCC

Description

Handheld iPad minis used to monitor student utilization of activities taking place outside of the center including Campus Kickoff and other program collaborations.

Assessment Type

Usage/Tracking Data

Key Findings

- 172 students attended academic programming workshops (Career Development, Savvy Seawolf, Scholarship/financial aid workshops).
- 69 students attended International Student Thanksgiving Dinner.
- 197 students attended cultural workshops (Indie lens Pop-ups, Japanese Consul, Peace Corps presentations and Fair Housing collaboration with Mayor Berkowitz's office).

e-wolf Portfolios for Men and Women of Excellence participants

Description

MCC used the e-portfolios system to highlight and recognize Men and Women of Excellence applicants. This allowed these students to highlight additional, more vivid artifacts of their work and impact on campus and in the community at large.

Assessment Type

Student success and leadership

Key Findings

Students participating in the 2016 Men and Women of Excellence Program created specific leadership and success e-portfolios that highlighted qualitative data and artifacts of student leadership activities, service learning accomplishments and difference-making activities which went well-beyond any application process previously undertaken. These are well-documented and helps to tell the student's stories in more vivid ways.

On-going program assessment

Description

On-going program assessments are used in the satisfactions surveys that students are asked to complete following an event at the MCC. Mostly the questions are few in number, but focus on the activity attended, what the student got out of the event and something about the degree to which the program or activity achieved its intended learning/program outcome.

Assessment Type

Operational/Program Outcomes

Key Findings

Most of the survey data suggests programs are engaging and help students learn about cultures/experiences of others (outside of their own) and helps to engage in discourse that allows better understanding of complex situations within and outside of Alaska.

Student success tracking and monitoring

Description

Continue to enhance ability to monitor and track the matriculation, success (GPA) and graduation of the students under the MCC portfolio (African American, Hispanic, Asian, International, and Native American students). This will be done with securing accurate data from institutional research, Banner and other student data systems, and will work with the campus community to

seek creative ways to streamline the process of student data management. Using MAPWorks, DegreeWorks, IAdvise, Qualtrics, and the new CMS to utilize the best approach toward streamlining this process on the UAA campus.

Assessment Type

Student success tracking and monitoring

Key Findings

This is becoming more of a challenge due to the fact there are multiple formats that are used on the campus. This makes coordination and integration of effort more difficult. Having one, agreed-upon platform (from both Academic Affairs and Student Affairs) would make it a more seamless and streamlined approach toward helping students who need services and will make it easier for departments to collaborate on shared students.

Residence Life

Assessment Inventory

Fall Training Assessment

Description

An evaluation of topics, resources, and programs covered during fall student staff training.

Assessment Type

Comparative Benchmarking; Comprehensive Program Review; Stakeholder Needs; Student Learning Outcomes

Key Findings

Topics explored during this training evaluation were used to inform changes for the spring training program.

Fall Quality of Life

Description

An evaluation of programs, systems, and services provided by On-Campus Living and campus partners.

Assessment Type

Comparative Benchmarking; Comprehensive Program Review; Student Learning Outcomes

Key Findings

- 89% of respondents strongly or somewhat agree they enjoyed living in the residence halls or apartments.
- 98% of respondents strongly or somewhat agree they feel welcome living in UAA's residential community.
- 98% of respondents strongly or somewhat agree they are knowledgeable about the UAA Residence Life policies as stated in the Guide to On-Campus Living.
- 63 respondents stated they would be interested in participating in a gender inclusive community at UAA.
- 90% of respondents strongly or somewhat agree they have been able to make friends while living on campus at UAA.
- 93% of respondents strongly or somewhat agree they feel that they and their property are secure in their apartment or room.

Residence Coordinator (RC) Evaluation

Description

An opportunity for student staff being supervised by the RCs to provide feedback for their supervisor.

Assessment Type

Supervision Evaluation

Key Findings

Student staff were able to provide feedback on the performance of their supervisor. This information was used during the professional staff evaluation process conducted during the spring 2016 semester.

ANROP Coordinator and Office Manager Evaluation,

Description

An opportunity for student staff being supervised by the ANROP Coordinator and OM to provide feedback for their supervisor.

Assessment Type

Supervision Evaluation

Key Findings

Student staff were able to provide feedback on the performance of their supervisor. This information was used during the professional staff evaluation process conducted during the spring 2016 semester.

Pro Staff Peer Evaluation

Description

An opportunity for the DRL pro staff to provide feedback to the DRL Director regarding professional peers.

Assessment Type

Supervision Evaluation

Key Findings

Professional staff were able to provide feedback on the performance of their professional peers. This information was used during the professional staff evaluation process conducted during the spring 2016 semester.

Spring Student Training Evaluation

Description

An evaluation of topics, resources, and programs covered during Spring student staff training.

Assessment Type

Operational/Program Outcomes; Student Learning Outcomes

Key Findings

Topics explored during this training evaluation were used to inform changes for the fall 2016 training program.

DRL Training Theme

Description

A survey of proposed themes sent to Residence Life student staff members to decide the 16-17 DRL training and recruitment theme.

Assessment Type

Usage/Tracking Data

Key Findings

Students determined the theme for the 2016-17 academic year to be Disney.

Spring Quality of Life Survey

Description

An evaluation of programs, systems, and services provided by On-Campus Living and campus partners.

Assessment Type

Campus Climate Study; Comparative Benchmarking; Comprehensive Program Review; Stakeholder Needs; Student Satisfaction/Perception

Key Findings

- 93% of respondents strongly or somewhat agree they met students with a diversity of life experiences and backgrounds.
- 82% of respondents strongly or somewhat agree they are better able to recognize world views and opinions different from their own.
- 88% of respondents strongly or somewhat agree they learned how to live cooperatively among roommates and neighbors.
- 71% of respondents strongly or somewhat agree their study skills have improved.
- 82% of respondents strongly or somewhat agree they were able to access resources and support to help them succeed academically.
- 82% of respondents stated that Alaska Native culture was important to them.
- 3 out of every 4 students indicated they felt valued by UAA.
- 64% of respondents strongly or somewhat agree they would recommend living in the residence halls or on campus apartments to their friends.
- 66% of respondents strongly or somewhat agree they developed a sense of community as a result of living on campus.

Learning Outcomes

Intentional Interactions Program (IIP)

Outcome Statement

As a result of the IIP, residence life student staff will be able to connect with residential students, assess their needs, and refer them to the appropriate campus resource.

Learning Intervention

Residential students were contacted three times a semester in the halls and twice a semester in the apartment communities. During those conversations, Resident Advisors (RAs) ask questions related to student transition, academic progress and personal concerns.

Measure

Interactions were tracked in the MapWorks system as well as on sociograms.

Data Collected

Yes

Findings

Information on each resident was documented in the MapWorks program (approx. 4000+ individual notes).

Related Student Affairs Student Outcome



PEAK Program

Outcome Statement

As a result of student participation in the PEAK program, students were able to articulate experiences that they had in and out of the classroom, and how they can apply that knowledge and skill to employment post college.

Learning Intervention

Students were asked four questions twice a semester. The information collected was logged into a database and used as a reflection tool and part of their student employment evaluation process.

Measure

During the last conversations, students provided their supervisor with at least three learned experiences they can apply to their next position/graduate school.

Data Collected

Yes

Findings

47 students participated in the program and 47 were able to provide tangibles on their experience.

Related Student Affairs Student Outcome



Student Health and Counseling

Assessment Inventory

Student Survey 2016

Description

The Spring Student Survey was electronically mailed on 4/28/2015 to over 9,000 eligible students. This survey remained open until 5/16/2016. 262 students responded (response rate = 3%).

Assessment Type

Comprehensive Program Review

Key Findings

- 28.42% of respondents had no other healthcare than the SHCC; 55.56% of these students said that they did not have health insurance because it was "cost prohibitive."
- 91.58% of respondents stated that their healthcare concerns were addressed by the SHCC healthcare staff at their visit.
- 47.37% of students using the SHCC stated that their presenting healthcare concern was preventing them from focusing on academic tasks.
- 73.92% of individuals using the SHCC stated that the healthcare they received helped them be more successful in school.

SHCC Quality Improvement Study-Evidence Based Practice-Treatment of Bronchitis with Antibiotics

Description

Acute bronchitis is often caused by a viral infection. Bacterial bronchitis is usually self-limiting and per a 2004 Cochrane Review there is "modest beneficial effect" balanced with potential for negative effects when prescribing antibiotics for acute bronchitis. The Healthcare Effectiveness Data and Information (HEDI) set currently includes criteria to measure the avoidance of antibiotic dosing of adults with acute bronchitis.

25 charts from the past year with a diagnosis of bronchitis, acute bronchitis, or cough were reviewed. Eligible patients met the following criteria:

- Did not have HIV or chronic lung disease
- Had not been treated with antibiotics in the previous 30 days
- Did not have "competing diagnosis" for the 30 days prior or 7 days after visit.
- Had a low suspicion for pertussis or pneumonia.

Assessment Type

Comparative Benchmarking; Stakeholder Needs; Evidence Based Practice Standards

Key Findings

Overall, the rate of antibiotic dosing for acute bronchitis was low at the SHCC during the 2015-2016 academic year, and appears to closely adhere to the principles of evidence based practice for prescribing antibiotics to individuals who appear to have a viral bronchitis.

SHCC Quality Improvement-Asthma Action Plans & Use of Steroid Inhalers for Mild, Moderate, Severe Persistent Asthma

Description

27 charts with a diagnosis of asthma in the 2015-2016 academic year were reviewed for:

- Severity of diagnosis
- Two visits in the last year addressing asthma control
- Review of an asthma action plan and home peak flow monitoring
- Use of an inhaled steroid or asthma control medication for persistent asthma diagnosis

Assessment Type

Comparative Benchmarking

Key Findings

- 11/13 (84.6%) students with mild or moderate persistent asthma returned for two or more asthma related follow up visits.
- 16/27 (59.2%) of all students with an asthma diagnosis returned for two or more visits for asthma control.
- With the change to ICD-10 the SHCC has increased the charting of asthma control category. Last year only 19.5% of charts diagnosed the students' asthma control category. This year the only charts which did not directly address an asthma control category were the 18.5% of students diagnosed with cough variant asthma. Some of these students may have fit into an asthma control category. While some may truly be most appropriately diagnosed as students with cough variant asthma, more investigation of this issue over the summer and into the fall will be done.
- The CDC data from last year indicated that 61.7% of Alaskans with asthma are categorized as having persistent asthma. Upon review of the 2014-15 asthma QI data, where only 2.4% of SHCC students' charts contained a diagnoses of persistent asthma, and comparing to the 2015-16 data, the SHCC numbers now more closely reflect the CDC data with 48% of students diagnosed with persistent asthma. This evidence supports the importance of QI studies and discussion of benchmarking standards.
- Asthma will continue to be a fruitful area for further investigation and improvement during the Fall 2016 and Spring 2017 semesters.

Bring in the Bystander-Post Training Assessments

Description

Pre and post knowledge surveys were conducted with individuals who engaged in the 90 minute, Bringing in the Bystander Training (BIBT). Individuals were asked eight pre and post training questions using a Likert Scale.

Assessment Type

Student Learning Outcomes

Key Findings

- A clear understanding of what an active bystander does increased from 9% at the pre-assessment survey, to 78% at the post training assessment.
- 17% of individuals at pre-assessment documented that they could recognize previous opportunities for bystander intervention. After BIBT, this number rose to 59%.
- 24% of individuals felt they could identify a range of unacceptable behaviors contributing to sexual violence at the pre-assessment; this rose to 80% of individuals at the post-assessment.

- 27% of individuals felt that they were very knowledgeable about the prevalence of sexual violence in Alaska at pre-assessment; this rose to 61% at the post-assessment.
- 64% of individuals felt they had empathy for victims of sexual violence at the pre-assessment survey; this rose to 85% at the post-assessment.
- 20% of individuals felt they could evaluate the risks of intervening as a bystander at pre-assessment; this rose to 76% at the post-assessment.
- 9% of individuals felt that they could identify resources available to victims/survivors at pre-assessment; this rose to 48% at the post-assessment.
- 40% of individuals stated that they planned to be an active bystander at the pre-assessment; this rose to 72% at the post-assessment.

Student Life and Leadership

Assessment Inventory

Daily Traffic Counts in the Student Union

Description

Student Managers gather the door counts several times a day from four different entrances to the Student Union

Assessment Type

Usage/Tracking Data

Key Findings

We can predict high traffic days during each month.

Student Activities Summer Social Gatherings

Description

Student Activities and Commuter Programs presents a robust schedule of summers social events including BBQs, ice cream socials, Morning Munchies, and Waffle Wednesdays. Attendance for the first five-week session was tracked (for the first time) with WolfCard readers.

Assessment Type

Stakeholder Needs; Usage/Tracking Data

Key Findings

1483 students, 608 student employees, 63 staff, and 9 faculty were served hamburgers and hotdogs during the first summer session of 2016 as part of Student Activities summer food event series

Campus Kick-Off Assessment

Description

Annual assessment of UAA's Campus Kick-Off event.

Assessment Type

Stakeholder Needs; Student Satisfaction/Perception

Key Findings

- 98% of the students surveyed stated Campus Kick-Off should continue as an annual UAA event.
- 10% of the students used the mobile app, most cited they didn't know it existed. The app for Kick-Off is discontinued for 2016.
- 18% of students surveyed lived in the residential community.
- Almost 80% of student participants were between the ages of 19-24.

Global Kitchen Program

Description

An international food fair and culture night in the Student Union involving student clubs and organizations.

Assessment Type

Student Learning Outcomes; Student Satisfaction/Perception

Key Findings

82% of students surveyed indicated "seeing UAA's diverse population represented through food made me more interested in issue of diversity or multiculturalism". An increase of 7% from 2015.

Learning Outcomes

Effective Communication in a Public Setting

Outcome Statement

As a result of being a student leader in one of the organizations within Student Life & Leadership our students will demonstrate effective communication in public presentations.

Learning Intervention

Budget presentations are made annually to different boards, committees, and eventually the USUAA Assembly. Our staff advises and coaches students in their public presentations to help students develop confidence and clarity in their communication.

Measure

The successful passage or endorsement of the budgets presented in a professional manner. Students demonstrated effective skills in communication, use of technology, and professionalism in their numerous budget presentations.

Data Collected

No

Related Student Affairs Student Outcome



Global Kitchen International Celebration

Outcome Statement

As a result of presenting and participating in our varied diversity programs, students will celebrate the diversity of people at UAA by recognizing and appreciating our many differences and similarities.

Learning Intervention

Global Kitchen, Bree Newsome-activist, Juneteenth, Shaun Sperling-SafeZone speaker, Greek Week, Dan Savage-relationships speaker, and AK Public Media Film Series with MCC were some of the programs presented this year which

Measure

The Global Kitchen event had a student survey attached to the attendance.

Data Collected

Yes

Related Student Affairs Student Outcome

