STUDENT AFFAIRS ASSESSMENT

Annual Assessment Reports
2016-2017

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.

Contents

Office of Student Affairs

Assessment Inventory

Alaska PEAK

Description

Alaska PEAK (Purposeful Engagement, Assessing Knowledge) is a reflective assessment approach and supervision framework for the on-campus student employment experience.

Assessment Type

Comprehensive Program Review, Operational/Program Outcomes, Stakeholder Needs, Student Learning Outcomes

Key Findings

Over 30 supervisors and over 100 student employees participated in Alaska PEAK this year. Through Alaska PEAK, UAA can now capture learning and development occurring through the on-campus student employment experience. Student employees develop their ability to build connections between and articulate learning occurring through their on-campus employment, academic coursework, career preparation, outside-the-classroom activities, and daily life.

Through Alaska PEAK and reflective learning, UAA students are able to communicate their transferrable skills and share their amazing stories.

Alaska PEAK supervisors expressed positive impacts through participation with Alaska PEAK. Monthly Alaska PEAK supervisor roundtable discussions, introduced in the 2016-2017 academic year, have created a support network among student supervisors. These monthly discussions provide an opportunity for professional staff to connect as student supervisors, discuss the progress of Alaska PEAK and strategies for supervision, share experiences or challenges as supervisors, and learn together through structured professional development offerings.

Non-Degree Seeking Student Survey

Description

Analysis of the non-degree seeking population and a survey of non-degree seeking students was conducted.

Assessment Type

Operational/Program Outcomes, Stakeholder Needs, Student Satisfaction/Perception, Usage/Tracking Data

Key Findings

Analysis of Students

The number of non-degree seeking students is declining. Unlike degree-seekers, however, sometimes fall terms have less non-degree seekers than spring terms.

Non-degree seekers make up about 21% of Anchorage campus credit-enrolled students.

Non-degree seekers are older than degree-seeking students and most have not had a previous UAA degree or certificate (81%).

Of the 19% of non-degree-seekers who had been degree-seeking previously but had not received a degree, 45% had a 0 - 1.0 GPA in their last degree-seeking semester.

Survey Analysis

17% of the 1,472 non-degree-seeking students from fall 2016 responded to the survey. When asked their goal for fall 2016, professional development and preparation or pre-requisite for a degree program were most-cited. 60% of respondents already had an associate's degree or higher. 90% stated a bachelor's degree was their highest level planned.

Approximately one third of non-degree seeking students (31%) expressed that they are facing barriers to achieving their educational goals. Commonly reported barriers include finances, ineligibility for financial aid, registration restrictions on non-degree seeking students, and time.

79% of respondents were employed. Of those employed, 60% were employed in their desired career.

Graduates Report

Description
An analysis of FY16 bachelor's graduates and their demographics.

Assessment Type
Campus Climate Study, Student Learning Outcomes

Key Findings
Only 26% of AY16 bachelor's graduates were considered graduates under IPEDS definitions. This means that 74% either took longer than 6 years, started part time, started non-degree or not bachelor's degree seeking, were transfer students or started in a spring semester.

Of course, most credit came from institutional credit sources, but most graduates with transfer credit had either some or all non-UA transfer credit (many transfer students came from non-UA institutions).

A very small number of these graduates were enrolled first at community campuses (less than 5%).

Many graduates started as transfer students (about 36%).

Many graduates changed majors during their time. About 20% changed majors as a sophomore, about 14% as Juniors and about 15% as seniors.

Most students graduate from the college in which they started.

First-time Freshman: Origin at Entry

Description
Analysis on first-time freshman from out of state was conducted.

Assessment Type
Comparative Benchmarking, Campus Climate Study, Usage/Tracking Data

Key Findings
A brief analysis comparing US census data (state populations) to size of out-of-state student population showed that while out-of-state student population was generally proportional to the size of the state population, a few states such as Washington, Oregon, Colorado and Minnesota are more strongly represented. States such as Texas, New York, Illinois, Florida and Ohio are less proportionate.

UA Scholars Study

Description
A complex analysis of UA scholar recipients was conducted using historical data.

Assessment Type
Comparative Benchmarking, Operational/Program Outcomes, Usage/Tracking Data

Key Findings
The number of eligible UA Scholars has decreased over the past 5 years.

Between 34% and 41% of eligible UA Scholars apply for admission to the UA Anchorage campus, only 20% to 23% enroll.

UA Scholars are likely a good target for recruitment as the eligible population is available as early as October of the previous year (about 10-11 months before the fall semester begins).

UA Scholars are more diverse than the regular first-time freshman population.

UA Scholars complete bachelor degrees at higher rates than other first-time freshman (IPEDS graduation rate is more than twice as high).

UA Scholars have higher retention rates compared to other first-time freshman.

Student Employee Analysis

Description

An analysis of student employees was conducted.

Assessment Type

Comparative Benchmarking, Comprehensive Program Review, Operational/Program Outcomes

Key Findings

831 students were employed on campus in FY16. While UAA enrollment has declined, the number of students employed has remained constant.

Student employees are more successful at completing credits than comparable non-employed students, particularly at earlier stages of their degree progress. For example, first-time freshmen student employees achieved a higher average success ratio of 0.83 in FY16, compared to 0.73 among non-employees. However, a relatively small number of freshman are employed on campus.

Student employees within the IPEDS cohort graduate at over twice the rate of non-employees; of the 2011 cohort, 55% of students employed at least one semester graduated within 6 years, compared to 19% of never employed students.

Students within the IPEDS cohort who have worked on campus for at least one semester are also retained at higher rates: 78% freshman to sophomore retention among student employees compared to 66% for non-employees.

26% of international students and 21% of on-campus residential students were employed on campus during FY16.

Student Employment Outcomes

Description

A survey of student employees was conducted to ascertain perceptions of the on-campus employment experience.

Assessment Type

Student Learning Outcomes, Student Satisfaction/Perception

Key Findings

UAA on-campus student employment has a meaningful positive outcome on the overall student experience. Student-employees find both financial and educational support, create community, and learn and document skills that will benefit them long after graduation.

The 2017 Student Employee Outcomes survey demonstrates that the Alaska PEAK framework is viewed by students as a high-impact, active learning practice.

The cumulative effect is the creation of a learning community that will contribute to UAA's retention and degree attainment goals by supporting student-employees through their program journey.

Associate of Arts Motivation Survey

Description

Analysis of associate of arts (AA) program students during fall 2016 was conducted.

Assessment Type

Comparative Benchmarking, Student Learning Outcomes, Student Satisfaction/Perception, Usage/Tracking Data

Key Findings

The majority of AA students are first-time freshman (FF) or freshman (FR). There are also a number of sophomores (SO).

Almost half (47%) of AA students were enrolled full-time (12 credits) or more for fall 2016.

About 22% of AA students apply for a bachelor's program first but end up in the AA program.

The majority of respondents enrolled as an AA student (94%) were high school graduates with no other college degree yet earned.

Over half of respondents (52%) planned to earn a Bachelor's degree or higher within the next six years.

Motivations for pursuing an AA degree are diverse, with the most predominant motivation (29%) being to gain a general credential while they decide on a more specialized academic program or career.

46% of respondents would like to speak with an academic advisor about creating an educational plan to complete their degree.

38% of respondents indicated that they are currently facing barriers to achieving their educational goals. The majority of barriers reports are related to time and finances.

Fall to Spring Retention Analysis

Description

An analysis of fall-to-spring retention over time.

Assessment Type

Comparative Benchmarking, Student Learning Outcomes

Key Findings

Though the number of non-graduating students in fall terms has been decreasing, the fall 2016 rate is actually slightly higher than the seven-year average (by about 0.1%). Seven years of fall-to-spring retention rates were between 70% and 72%.

Admissions

Assessment Inventory

Online Check-in for International Students

Description

Returning international students physically checked-in with ISS staff at the University Center or Campus Kick-Off. In 2016, the team instituted online check-in, modelled after universities with very large international student bodies. Returning students fill out a Qualtrics form providing the same information as the previous paper form. The survey has a map showing the individual's location.

Assessment Type

Student Satisfaction/Perception

Key Findings

Traffic at the Enrollment Services One-Stop lobby was reduced by almost 200 people during the add-drop period.

87% of respondents spent less than 10 minutes completing the 23-question survey. This reduced student time by almost one hour per student when considering travel and wait time.

165 of the 197 students completed the process without requiring ISS follow-up.

These is strong anecdotal evidence from speaking with students that this method is vastly preferred.

Self-Reported GPA for Applicants Still in High School

Description

More information is easily gathered in the new application software. Admissions collected student self-reported high school GPA on the application to determine if the information is reliable enough to make an offer of admission. Comparing it to the student transcript shows very little discrepancy. As a result of this finding, UAA should consider offering admission to applicants attending high school before reviewing their in-progress transcript shortening time to an admission decision.

Assessment Type

Comparative Benchmarking, Student Satisfaction/Perception

Key Findings

1769 students self-reported a GPA.

51 students overstated their GPA by greater than one-tenth percent. Many of these appear to be discrepancies between weighted and un-weighted GPA calculations.

Fewer than 10 students would have the admission decision affected by the discrepancy.

Learning Outcomes

Employer Brochure on Practical Training Opportunities for International Students

Outcome Statement

A new brochure created by ISS and Career Services outlining rules for hiring F-1 visa students has created a greater understanding of the rules for practical training for our international students.

Learning Intervention

A student from Mongolia, representing a coalition of international students, spoke at the LEAN session with President Johnson highlighting difficulties with securing practical training. The international student coalition, International Student Services and Career Services discussed Anchorage employer uncertainty about hiring laws, as well as, inconsistency throughout UAA at securing internships. The team determined that an informational brochure for employers would be the first task.

The brochure raises awareness among employers about the benefits Practical Training offers their company, clarifies necessary obligations and reporting requirements, and increases employment opportunities for students to gain hands on experience.

Measure

International students now have a greater understanding of the rules for Practical Training, as well as, an understanding of the pathway to create change at UAA. This is the first major project brought forward by the organized group of International Students. Seventy percent of returning international students will understand employment rules.

Brochures will be distributed to Anchorage area employers by Career Services and international students attending career fairs. The goal is a 15 percent increase in the number of international students with Practical Training opportunities.

Data Collected

No

Related Student Affairs Student Outcome

Race Description Change for Alaska Native Students

Outcome Statement

As a result of collaborative work on changing the race indicator options on the admissions application, the ad-hoc UAA student group learned university change processes. Additionally, future university students will feel more welcomed by UA as a result of their efforts.

Learning Intervention

A group of concerned Alaska Native students, requested that the descriptors "Indian" and "Eskimo" be removed from the race question on the admissions application. This information is controlled by Statewide so the ad-hoc team of students researched national best practices, and

changes in minority descriptors by the Federal government. The team secured support from a variety of diverse groups at UAA and sent a report to the UA President. The team learned data gathering and coalition building techniques, follow-up strategies for deadlines provided by administration and appropriate corporate political strategies for change. Almost one year later, the descriptions were changed by Statewide.

Measure

Qualtrics survey with 10 freshmen Alaska Native student answers and discussions with Alaska Native group working on creating change.

Data Collected

Yes

Findings

Dropping these two descriptive terms made Alaska Native students feel that their voices were heard at UAA and that their opinion mattered. Because race is a reflection of how one sees themselves, students answering the question will feel more comfortable without descriptors that are perceived as negative.

Related Student Affairs Student Outcome

Career Exploration and Services

Assessment Inventory

Job Shadow – Evaluation

Description

The job shadowing experience evaluation is designed to measure student satisfaction with their experience with the employer and with CES staff as we prepared them for the day, and student learning outcomes.

Assessment Type

Operational/Program Outcomes, Stakeholder Needs, Student Learning Outcomes, Student Satisfaction/Perception, Usage/Tracking Data

We're Hiring Career Fair - Event Evaluations

Description

Event evaluations: Employer evaluation measured employer satisfaction with the event logistics and employer perception of the quality of student preparation. Job Seeker evaluations gathered general participation demographics and data to gage marketing effectiveness.

Assessment Type

Operational/Program Outcomes, Stakeholder Needs, Student Learning Outcomes

Career Development Workshop Evaluations

Description

Student evaluation measured workshop satisfaction and career development student learning outcomes aligned with CAS and SASO.

Assessment Type

Operational/Program Outcomes, Student Learning Outcomes, Student Satisfaction/Perception, Usage/Tracking Data

Accounting Week - Event Evaluation

Description

Event evaluation to measure employer satisfaction with the event logistics and gage employer perception of the quality of student preparation.

Assessment Type

Event evaluation to measure employer satisfaction with the event logistics and gage employer perception of the quality of student preparation.

Fall Career Fair - Event Evaluations

Description

Employer evaluations measured employer satisfaction with the event logistics and employer perception of the quality of student preparation. Job Seeker evaluations gathered general participation demographics and data to gage marketing effectiveness

Assessment Type

Operational/Program Outcomes, Stakeholder Needs, Usage/Tracking Data

Women in Law Enforcement Fair - Event Evaluation

Description

Event evaluation measured employer satisfaction with the event logistics and gauged employer perception of the quality of student preparation.

Assessment Type

Stakeholder Needs, Usage/Tracking Data, Operational/Program Outcomes

City-Wide Career & Job Fair - Event Evaluations

Description

Event evaluations: Employer evaluation measured employer satisfaction with the event logistics and employer perception of the quality of student preparation. Job Seeker evaluations gathered general participation demographics and data to gage marketing effectiveness.

Assessment Type

Stakeholder Needs, Operational/Program Outcomes, Student Learning Outcomes

CAS Program Review – Self Study

Description

CES staff conducted a Council for the Advancement of Standards (CAS) review to assess current Career Development programs, identify program & service gaps in order to prioritize departmental goals and ensure UAA has a high quality, innovative, and nationally comparable career development programs.

Assessment Type

Comparative Benchmarking, Comprehensive Program Review

Key Findings

CES meets or exceeds 61% of CAS standards for Career Development offices

CES partly meets 38% of CAS standard for Career Development offices

The median number of career center staff nationally is 4 FTE; CES has 1 FTE and 2- 11-month positions.

The median student to career professional ratio is 1,765:1; CES ratio is 6,743;1

Cost Analysis – Large Poster Printer

Description

CES Staff conducted a cost analysis on our current policy of letting outside units use our large format printer for $5.00 a poster by reviewing the original intent and usage of the printer, printing costs, human resource costs, maintenance and the cost of replacing the printer, and departmental benefits derived from such policy.

Assessment Type
Cost Effectiveness, Usage/Tracking Data

Key Findings
We changed our printing policy based on findings to extend the life of our poster printer and align usage to the original intent of this purchase.

Learning Outcomes

2017 City-Wide Career & Job Fair

Outcome Statement
As a result of the City-Wide Career & Job Fair evaluations, job seekers were able to express their career fair participation and employers were able to demonstrate their preferences and provide feedback on the quality of job seekers they spoke with. With this information, CES will be able to improve on event management and recognize what topics to focus on to better prepare job seekers (specifically UAA students and alumni) for future career fairs.

Learning Intervention
This career fair provides UAA students and alumni with the opportunity to network with local and national employers in order to professionally prepare and explore career options. CES career fairs are aligned with CAS Learning and Development Outcomes and all of UAA SASO's.

Measure
Student interactions with employers

Employer satisfaction with event

Employer perception of student preparedness

Data Collected
Yes

Findings
49.45% of job seekers spoke with 1 to 10 companies/organizations and 29.67% spoke with 11 to 20 companies/organizations

97.44% of employers stated that CES provided sufficient space, administrative support, and overall support for the career fair

74.36% of employers indicated an excellent (positive interaction, experience, and outcome) overall impression and 25.64% had a good overall impression

72.97% of employers stated that job seekers seemed properly prepared for the career fair (resumes available, professional dress, etc.) and provided detailed feedback

Related Student Affairs Student Outcome

2017 The Art of Career Development: Workshop Series

Outcome Statement
CES was able to reach out and provide important career development resources to UAA's diverse student population to better prepare them for employment in the work world.

Learning Intervention
Workshops covering job searching, professionalism, networking, resumes, and interviewing; Workshops are directly aligned with CAS Learning and Development Outcomes and UAA SASOs.

Measure

Student's understanding of the importance of career and employer research in the job search process

Student's understanding of the job interview process.

Student's understanding of the cultural differences and cultural awareness in the workplace

Student's understanding of how social media can impact their professional life

Data Collected

Yes

Findings

67% of participants strongly agree that it is important to research a company to learn more about their workplace culture.

100% of the participants understand that an interview is a conversation.

83% of participants strongly agree that cultural differences and cultural awareness play an important role in the workplace.

100% of the participants agree that social media can impact their professional life.

Related Student Affairs Student Outcomes

Department of Residence Life

Assessment Inventory

Fall Student Staff Training Evaluations (8)

Description

Evaluation of DRL's eight-days student staff training in Fall 2016.

Assessment Type

Student Learning Outcomes, Student Satisfaction/Perception

Key Findings

98% of respondents (student leaders) stated they had a better understanding of their position after attending student staff training.

100% of respondents (student leaders) stated they had a better understanding of University policies/procedures after attending student staff training.

98% of respondents (student leaders) stated they had a better understanding of how to support student athletes after attending student staff training.

100% of respondents (student leaders) stated they had a better understanding of opportunities and resources available for faith and spirituality on campus after attending student staff training.

Student staff identified a need for additional suicidal ideation and diversity training.

Fall 2016 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, Cost Effectiveness, Operational/Program Outcomes, Stakeholder Needs, Student Satisfaction/Perception

Key Findings

42% of respondents identify as Alaska Native.

95% of respondents stated that they strongly agreed/agreed that they enjoyed living on campus.

94% of respondents strongly agreed/agreed that they felt welcome living on campus.

86% of respondents strongly agreed/agreed that they have been able to make friends as a result of living on campus.

96% of respondents stated they only had positive interactions with Residence Life staff members.

On-Campus Living Kitchen Safety Video

Description

Mandated kitchen safety training evaluation

Assessment Type

Comparative Benchmarking, Operational/Program Outcomes, Usage/Tracking Data

Key Findings

Students were required to be trained (per MOA Fire Marshal) before they are allowed to use the kitchens in each of the residence halls. OCL created a video outlining all of the safety features and requirements that all interested students must be trained and aware of in order to use the space. Student had to score a 90% on the test to gain access. 250+ students participated in the training.

DRL Pro Staff Evaluations: Peer (6)

Description

In using a 360-approach to professional staff evaluations, part of that process included an evaluation from each's professional peers. Topics addressed included, but were not limited to: communication, timeliness, and support.

Assessment Type

Usage/Tracking Data

Key Findings

Information collected from these surveys were used in the evaluation process for DRL professional staff.

Spring 2017 Student Staff Training Evaluation

Description

Small group assessment to identify outcomes for training, and to identify needs for ongoing training needs (In-Service).

Assessment Type

Stakeholder Needs, Student Learning Outcomes

Key Findings

Student staff had a hard time making meaning of how diversity intersected with the various aspects of their positions.

Based on the Intentional Interactions Model, there were gaps in student retention numbers as provided by the VCSA. Students identified ways to address these deficits.

Spring 2017 Quality of Life Survey

Description

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

Assessment Type

Comparative Benchmarking, Comprehensive Program Review, Cost Effectiveness, Operational/Program Outcomes, Stakeholder Needs, Student Satisfaction/Perception

Key Findings

83% of respondents stated they strongly agreed/agreed that they would recommend living on campus to a friend or peer.

93% of respondents stated they strongly agreed/agreed that their RA enforces University policies consistently.

99% of respondents stated they strongly agreed/agreed that they could identify at least three University resources that would support their college success.

91% of respondents stated they strongly agreed/agreed that living on campus provided them the opportunity to interact and learn from persons from different identities and backgrounds.

62% of respondents stated that Residence Life provided programming that addressed their interests.

84% of respondents stated they could identify at least one person that they could go to if they had a problem.

DRL Pro Staff Evaluations: Supervisee

Description

In using a 360-approach to professional staff evaluations, part of that process included an evaluation from each RC's student staff that they supervised. Topics addressed included, but were not limited to: communication, timeliness, and support.

Assessment Type

Stakeholder Needs, Usage/Tracking Data

Key Findings

Students shared their lived experiences in working with their supervisors. Topics discussed included specific ways to provide support, concerns about style and team dynamics.

2017-18 Training Needs and Theme

Description

At the end of the year, after completing two trainings, DRL looking at identifying gaps/needs in the student staff training program. DRL also collected input from student staff related to the 2017-2018 departmental theme.

Assessment Type

Comprehensive Program Review, Operational/Program Outcomes, Stakeholder Needs, Student Learning Outcomes

Key Findings

Topics identified by students for additional/needed training for the 2017-18 academic year:

- Title IX/Mandated Reporting
- Holding peers accountable
- Additional Behind Closed Doors (BCDs) activities to address handling specific situations (roommate conflicts, marijuana, intoxicated residents)

Learning Outcomes

Mid-Semester/Mid-Year Grade Checks

Outcome Statement

As a result of DRL's mid-semester and mid-year grade checks, students who were struggling academically (who had below a 2.0 cumulative GPA), were able to be connected to academic support resources through intentional Resident Advisor outreach and conversation.

Learning Intervention

Student staff were instructed to connect with each student who was struggling academic and provide support and resource referral. Student and professional staff also brought in support services (tutors, study groups) to the residential buildings and the Commons.

Measure

Continued monitoring (longitudinally) of GPAs of all residential students to see if the number of outreaches decrease as a result of this intervention.

Data Collected

No

Findings

This is the first year of this initiative. DRL will more thoroughly be able to observe outcomes in the 2017-18 academic year.

Related Student Affairs Student Outcomes

Residential Native Early Transition Program (ResNET)

Outcome Statement

As a result of the ResNET program, Rural Alaskan/Alaska Native (RA/AN) students were able to acclimate to UAA and Anchorage, and gain access to services like Financial Aid and the registrar, through a two-day, facilitated pre-orientation provided by Native Student Services and the ANROP Coordinator.

Learning Intervention

The ResNET program was a two-day, pre-orientation program for RA/AN students who came to campus early to take part in the initiative. This student population was ushered through the matriculation process and connected students with the appropriate resources in a more intimate and interpersonal way. New Student Orientation and Native Student Services were also supportive of the initiative.

Measure

Native Student Services conducted a formal assessment seeking feedback from NET participants. The ANROP Coordinator had informal conversations and small group discussions with many of the participants to solicit feedback on the program.

Data Collected

No

Findings

There were 33 NET participants. 21 students participated in the NSS assessment of NET. The majority of the participants felt that NET was helpful in their transition to UAA, they felt more prepared for the start of classes, they were able to make friends, and were registered for classes by the end of the NET program.

Through informal conversations between the ANROP Coordinator and eight NET participants it was found that they valued participating in NET because they learned about Native Student Services and the Cama-i Room, obtained useful information, received help in dealing with homesickness, and they made friends.

Related Student Affairs Student Outcome

Disability Support Services

Assessment Inventory

On-Line Check-In for Students Experiencing Disabilities

Description

DSS began an online check-in system during AY16-17. Every student checked in through the system upon entering the DSS offices and test lab. The assessment allowed DSS team members to track the total number of student encounters.

Assessment Type

Comprehensive Program Review, Cost Effectiveness, Operational/Program Outcomes, Stakeholder Needs, Student Satisfaction/Perception

Key Findings

A total of 3,334 student encounters were logged into the DSS check-in system from July 2016 through June 2017. At least 59% of student encounters were related to testing accommodations and needs. These numbers reinforce the dire need for additional DSS space, especially for alternative testing needs.

Military and Veteran Student Services

Assessment Inventory

Review of Flight Training and the VA

Description

As a result of our VA Aviation Audit in 2016, MVSS worked with Aviation Technology to review policies and practices associated with flight training cost reporting to the VA in order to balance maximization of individual student benefits with improvements in institutional compliance.

Assessment Type

Comprehensive Program Review, Operational/Program Outcomes, Stakeholder Needs, Student Satisfaction/Perception

Key Findings

By adjusting the front-end VA reporting of flight fees to be based off the less expensive aircraft, versus the previous model of using the more expensive rate, and adjusting the fees up as necessary, MVSS and Aviation Technology maximized compliance, limited processing requirements while allowing for student benefit maximization.

Registration Change Reporting Review

Description

VA reinterpretation of regulatory requirements for reporting of registration changes required that MVSS review and overhaul internal processes in order to maintain federal regulatory compliance.

Assessment Type

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

Key Findings

MVSS found that by running registration activity reports weekly, changes are identified and reported well within the regulatory time constraints.

Suggested Improvements from Graduates

Description

Upon receipt of their Military & Veteran Honor Cord, MVSS asks graduates to provide insight into current services and suggestions for improvement.

Assessment Type

Stakeholder Needs, Student Satisfaction/Perception

Review of Student Veterans of America (SVA) Best Practices

Description

MVSS worked with Student Veterans of UAA (SVUAA) leadership, after they returned from the SVA national conference, to assess current MVSS programs and processes in order to identify opportunities for improvement.

Assessment Type

Comprehensive Program Review, Stakeholder Needs, Student Learning Outcomes, Student Satisfaction/Perception

Learning Outcomes

Insuring "On Time" Reporting of VA Student Registration Changes

Outcome Statement

As a result of weekly student registration reports, UAA will see a decrease in its non-compliant findings specific to "late reporting" of withdrawals.

Learning Intervention

MVSS began running student registration activity reports weekly in the Fall of 2016 to capture changes within days of action.

Measure

MVSS evaluated effectiveness based on a comparison of VA audit findings from 2016 to 2017.

Data Collected

Yes

Findings

During the 2016 audit, 17 occurrences, of what would become, non-compliant action versus the 2017 audit finding one instance of "late reporting" of a withdrawal (which was due to a retroactive withdrawal). The action taken basically eliminated the issue insuring compliance and expediting student understanding of procedural outcome.

Related Student Affairs Student Outcome

Prompting Timely Notification of Intent to Use VA Benefits

Outcome Statement

As a result of guidance provided by MVSS, more UAA students eligible for VA education benefits will receive on time funding.

Learning Intervention

To evaluate the effectiveness of this action, MVSS compared the submission dates for Fall 2016 requests (pre-action) and submission dates for Spring 2017 (post-action)

Data Collected

Yes

Findings

In Fall 2016, 76.7% of requests were received prior to the beginning of the semester but for Spring 2017 89.0% were received prior to the beginning of the semester. This 12.3% increase represents 138 more students who will be less distracted by financial stress during their academic pursuits.

Related Student Affairs Student Outcome

Multicultural Center

Assessment Inventory

Banner Reports: Cohort data

Description

These reports are designed to monitor student performance and success with the cohorts of students as they come into our institution. We typically count on data such as GPA, SAP achievement, enrollment and persistence data, along with if any of our students within the Seawolf Success Program landed on the Dean's or Chancellor's list.

Assessment Type

Comparative Benchmarking, Operational/Program Outcomes, Stakeholder Needs, Student Learning Outcomes, Usage/Tracking Data

MAPWORKS Infrastructure

Description

The MapWorks infrastructure was utilized Fall 2016 and Spring 2017 to track and monitor student contacts and activities and to make appropriate referrals. It was also used to identify students experiencing risk factors for success, retention and persistence.

Assessment Type

Usage/Tracking Data, Stakeholder Needs

Key Findings

This infrastructure helped us to establish and maintain student engagement/referral records for cohorts of students. The program ended this past June 2017 and no replacement has been communicated.

E-Wolf Portfolios

Description

The E-wolf Portfolio project was significant for our Seawolf Success Participants as an alternative way for our students to tell their stories of how/why they are at UAA and to chronicle their academic/cultural journey as a result of participating in mentoring and academic support programs. E-portfolios also are ideal in terms of providing students with an opportunity to reflect on their engagement in a variety of programs, services and events.

Assessment Type

Comparative Benchmarking, Operational/Program Outcomes, Stakeholder Needs, Student Learning Outcomes, Usage/Tracking Data

Key Findings

The utilization of E-portfolios will be expanded moving forward due to their being named a High-Impact Practice according to the Association of American Colleges and Universities.

Contact Logs in Google Forms

Description

The use of contact logs in Google forms is the MCC's effort to track and monitor student/mentee interactions in the absence of MapWorks. This is a new initiative for FY18.

Assessment Type

Stakeholder Needs, Student Learning Outcomes, Student Satisfaction/Perception, Usage/Tracking Data

Native Student Services

Assessment Inventory

NSS Feedback Survey

Description

Native Student Services (NSS) conducts a student feedback online survey. A web link to the survey is sent to all Native students enrolled during the academic year. We ask questions on various services offered at UAA. We also solicit student thoughts of what services should be offered at NSS—whether an activity is important or not important. There are also open-ended questions for student responses. This student input helps guide NSS as we plan activities and events for the upcoming academic year.

Assessment Type

Stakeholder Needs, Student Satisfaction/Perception

Key Findings

Alaska Native Freshman, Sophomore, Junior, Senior, and Graduate students responded to the survey. The aggregate student feedback results indicate the following services offered at NSS are Extremely Important: Academic Guidance and Class Selection, Financial Aid Advising, College Preparation Services, Social/Cultural Activities, Welcome Potlucks, Giving Thanks Dance Festival and Potluck, Tutoring, Computer Lab, Study Area, Graduation Celebration, and the Scholarship and Internship Fair. The top four areas of student satisfaction were the computer lab, The Welcome Potlucks, the Social/Cultural events, and the study lounge.

NSS Student Lounge Utilization Survey

Description

Student entering the NSS Lounge sign-in a kiosk computer. These sign-ins are asked purpose of their visit.

Assessment Type

Usage/Tracking Data

Key Findings

During the 2016-2017 academic year, 2360 student signed-in to the NSS Lounge data base. The top three reason for using the Lounge: 48% were to study, 32% were to use the Computer Lab, and 11% were to socialize with other students.

Native Early Transition Survey

Description

At the conclusion of the 2016 fall semester Native Early Transition (NET) program, participants are surveyed on the effectiveness of the program. Participants are also provided the opportunity for comments. For the 2017 Fall semester NET program, a pre and post comparative benchmark survey will be developed.

Assessment Type

Student Satisfaction/Perception

Key Findings

Of the 2016 fall semester NET students who took the survey at the end of the program, 95% found the program useful, 100% were registered for the courses, 91% were able to make new friends, and 91% felt prepared and ready for the onset of the fall semester.

New Student Recruitment

Learning Outcomes

Application Days and on campus registration event

Outcome Statement

Through the Application Day and Step into UAA Registration event offered at high schools and on campus, prospective students will learn the process of applying for admission to the university, and successfully registering with their advisor. 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 worked with our top feeder schools to encourage students to apply earlier at their own school. These events were then followed by a registration day at UAA bringing 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

Office of Financial Aid

Assessment Inventory

Financial Literacy Workshop Effectiveness

Description

Surveys provided to students attending Savvy Seawolf series workshops provide feedback on learning outcomes and presentation quality.

Assessment Type

Student Learning Outcomes, Student Satisfaction/Perception

Key Findings

The average increase in knowledge rating for both Fall and Spring semesters was 3.3 points on a scale of 1-10. Throughout the year, 99% of student surveyed responded that they got something positive out of the workshop attended. Students rated the quality of the workshops a 9.3 on a scale of 1-10.

First-year scholarship rates

Description

The Office of Financial Aid compared the percentage of last year's new student scholarship applicants versus continuing student scholarship applicants and compared the rates at which each group received scholarships. The purpose of this assessment was to gain insight on how the current scholarship application process is serving incoming students.

Assessment Type

Operational/Program Outcomes, Student Learning Outcomes, Usage/Tracking Data

Key Findings

It was statistically unlikely that new student scholarship applicants would receive a 2016/17 scholarship as compared to continuing student scholarship applicants. In 2016/17, of the 3,956 students that applied only 262 applicants (6.6%) were new students. Of those that applied, 23 received a Foundation scholarship. There's no definite answer as to why but we hypothesize many reasons. Since our admission application deadline for the fall isn't until June 15th, many new students are unaware of the February scholarship application deadline. Since UAA only had 4 scholarships targeted to new students, most of our undergraduate scholarships are open to

both new and continuing students and it's difficult for committees to compare high school and college success equitably. When comparing two successful students, the student with demonstrated success in college is usually chosen over the incoming student.

Scholarship Workshop Effectiveness

Description

Students that attended FY17 scholarship workshops were provided a survey to gauge learning outcomes and satisfaction with content and delivery.

Assessment Type

Student Learning Outcomes, Student Satisfaction/Perception

Key Findings

Of the 78 students that attended a 2017/2018 UAA Scholarship Workshop, 76% identify as current students and 22% identify as either new or transfer students. Attendees reported on a scale of 1-10, an increase in knowledge by a 4-point average. Of the reasons given for attendance, 81% had hoped to increase chances of receiving a scholarship and 72% had hoped to learn how to write better essays.

Dynamic Form Feedback

Description

After implementing online Dynamic Forms for 2017/18 verification forms in December 2016, staff called students that completed the new online forms and asked them for feedback on how they found the experience and what improvements needed to be made.

Assessment Type

Stakeholder Needs, Student Satisfaction/Perception, Student Learning Outcomes

Satisfactory Academic Progress (SAP) Completion Ratio Benchmarking

Description

Compared UAA's Satisfactory Academic Progress (SAP) completion ratio requirements to our cabinet-approved institutional peers to determine how our policy for first-year students compare to similar institutions. The goal is to determine how first-year students can be best served, ensuring they're making progress toward their degree while improving first to second year retention rates and maintaining federal SAP compliance.

Assessment Type

Operational/Program Outcomes

Key Findings

Many peer institutions have a tiered SAP completion ratio that allows freshman greater flexibility and time to acclimate to the demands of college academics without violating the SAP policy. In FY18, the Office of Financial Aid will be researching the impacts of a tiered completion ratios on UAA freshman to determine whether UAA should amend our current SAP policy.

Student Verification Document Review

Description

Comprehensively reviewed all of the descriptions attached to student requirements to ensure that the verbiage students received in letters and through UAOnline clearly described what was being requested by the Financial Aid Office for federal verification purposes.

Assessment Type

Student Learning Outcomes, Stakeholder Needs

Preferred Lender List

Description

The Office of Financial Aid conducted a comprehensive compliance review to determine whether it is feasible and beneficial to host a preferred lender list for students in need of private, alternative loan funding.

Assessment Type

Operational/Program Outcomes, Cost Effectiveness, Stakeholder Needs, Usage/Tracking Data

Key Findings

Due to the resources needed to ensure an accurate and compliant preferred lender list, the Office of Financial Aid does not currently have the staff or the budget to offer this service.

A-133 Audit

Description

A Title IV risk assessment performed by an independent auditor in conjunction with the Office of Financial Aid to determine programmatic compliance of federal student aid programs.

Assessment Type

Comprehensive Program Review

Learning Outcomes

Incentivizing On-Time Completion

Outcome Statement

As a result of receiving messaging on the importance of taking 15 credits per semester and being offered an institutional grant (up to a max of $2,000 per semester), moderate- to high-need, first-time freshman students enrolled in 10-14 credits, were incentivized to increase their credit enrollment to at least 15 credits in the fall 2017 semester. These students will make more progress toward their degree during their freshman year than other, non-incentivized students that did not receive this outreach.

Learning Intervention

An email was sent to eligible students in July 2016 to encourage enrollment in at least 15 degree-applicable credits per semester. Offices such as TRiO and Multicultural Center outreached to their students to provide additional support.

Measure

For the purpose of this report, the short-time measurement monitors how many students enrolled in more than 15 credits for the fall semester and how many of those students earned at least 15 credits in the fall semester.

Long-term measurement includes monitoring future year continued eligibility for awards such as the Alaska Performance Scholarship (APS), UAScholars, and UA Completion Grant that require annual credit milestone attainment. Additional long-term measurements include monitoring on-time degree completion compared to non-recipients.

Data Collected

Yes

Findings

62 students were offered a financial incentive to enroll in at least 15 credits in the fall semester. Of those, 41 (66%) registered for at least 15 credits in the fall 2017 semester. Of those that registered in at least 15 credits, 25 (61%) completed at least 15 credits in the fall semester. The greater the student's financial need, the less likely they were to enroll in additional credits. Students who enrolled in at least 15 credits were statistically more likely to be successful (earn 100% of all attempted credits) than those that did not increase their enrollment.

Related Student Affairs Student Outcome

Increasing APS eligibility

Outcome Statement

As a result of outreach efforts, students falling short of continuing education requirements for Alaska Performance Scholarships (APS) will be able to regain eligibility by taking summer classes.

Learning Intervention

In the summer of 2016, staff in the UAA Office of Financial Aid identified students that needed to earn up to an additional 6 credits in order to be eligible for their fall 2017 APS award. Staff called each student to explain the milestone requirement and encouraged them to take additional courses during the second, five-week part of summer semester.

Measure

The Office of Financial Aid tracked the number of students were able and willing to enroll in summer coursework to regain eligibility for their fall 2017 APS award. Successful completion of attempted courses was also tracked and measured.

Data Collected

Yes

Findings

The Office of Financial Aid identified 38 students that were otherwise eligible for a fall APS award but were short of the credit milestone requirement by 6 or fewer credits. By the time the target group of students were identified and contacted (due to ACPE timing constraints) there were only a few days before the second part of summer term commenced. 13 of the 38 students, or 34% enrolled and 100% of those that enrolled, passed their classes and received a fall 2017 APS award.

Related Student Affairs Student Outcome

Office of the Registrar

Assessment Inventory

UA Schedule Planner Usage

Description

Office of the Registrar coordinated on campus events in the Student Union during the month of March in preparation for fall priority registration in April. Staff provided priority registration flyers to students, as well as a handout with information about Schedule Planner. Staff also had a couple of laptops set up and encouraged students to explore the tool with us and ask questions.

Assessment Type

Student Satisfaction/Perception, Usage/Tracking Data

Key Findings

Office of the Registrar distributed approximately 130 priority registration flyers and Schedule Planner information sheets to students and spoke with nearly all of them, even if only for a few moments. Staff were encouraged to learn that a majority of them (we estimate 80%) had heard about Schedule Planner and used it at least once. Their feedback was overwhelmingly positive. They expressed appreciation for the tool, citing user friendliness, the ability to schedule "breaks" and its time saving capabilities as some of their favorite features. Fewer students were aware of their priority registration date and/or had checked their registration eligibility in UAOnline, which highlighted an opportunity to further emphasize this information in the future with students and advisors.

Targeted efforts like this introduce Schedule Planner to students that are not familiar with it but also serve to remind students who haven't accessed the tool recently to use it once again during the upcoming priority registration cycle. The data supports these trends. Schedule Planner had 1,138 new users UA system-wide in April 2017, which represents a 145% increase from March 2017. Additionally, the attached graph "2017 Logins by Month" shows that UA students system-wide accessed Schedule Planner 16,785 times in April, a nearly 77% increase over March.

Brown Bag Training Sessions

Description

Office of the Registrar hosted two brown bag training sessions in April - one about e-catalog updates and another on academic scheduling. Participants were invited to complete a feedback form following each session, rating the relevancy of the material presented to their work and how well the topic was covered, as well as sharing their takeaway from the session and feedback for next time.

Assessment Type

Operational/Program Outcomes, Usage/Tracking Data

Key Findings

Of those participants that provided feedback (10 out of 20 total participants), all indicated the sessions were useful and relevant to the work they do (rated 4 or 5 on a 5-point scale). Additionally, all identified 2-3 new points they were taking away from the presentation. This is particularly notable feedback given that many had attended the same training session in the past.

Learning Outcomes

Schedule Planner Usage

Outcome Statement

As a result of coordinated outreach efforts, more students will be aware of Schedule Planner and utilize it during peak registration periods.

Learning Intervention

Scheduled on campus events during which staff provided handouts specific to Schedule Planner and priority registration and provided students with the opportunity to explore the tool and ask questions. Coordinated with Residence Life to offer information sessions during dinner in the commons and providing materials for use in training RAs and for dissemination to students living on campus. Utilized opportunities to highlight Schedule Planner while assisting students with registration-related matters via email, in person and over the phone. Supported Step into UAA Day spring 2017 through registration assistance and introducing students to Schedule Planner.

Measure

Limited data is available through Schedule Planner administrative accounts. This data is analyzed to assess system-wide use of the tool, the number of new users system-wide and peak usage times.

Data Collected

Yes

Findings

8,790 students system-wide used Schedule Planner for the first time between July 2016 and June 2017. University of Alaska students logged into Schedule Planner 132,977 times during that same time period. Usage peaks in November each year, which is the month spring priority registration occurs. Usage is also high in the months of January, April and August, during which fall and spring add/drop periods and fall priority registration (April) occurs.

Related Student Affairs Student Outcome

Secondary student registration

Outcome Statement

As a result of streamlining the secondary student registration process, secondary students will be able to register for classes using UAOnline and participate in the true collegiate registration experience.

Learning Intervention

Coordinated with Statewide to complete necessary Banner modifications to allow online registration; updated secondary student registration process instructional document for students/parents; updated web-based registration guide to include updated information about secondary student registration process; provided guidance and support to secondary students and their parents in person in the UC lobby and over the phone.

Measure

Observed a significant increase in the number of secondary students registering for classes using UAOnline and more fully engaging in the typical collegiate experience at UAA (versus registering for classes in person at the UC using a paper add/drop form).

Data Collected

Yes

Findings

404 secondary students registered for classes in the fall of 2016, which was the first semester online registration was available to high school students. Of those 404, 97 (24%) registered for classes exclusively online. 454 secondary students registered for classes in the spring of 2017. Of those 454, 246 (54%) registered for classes exclusively online. This represents a 30% increase in online only registration from the fall 2016 semester.

Related Student Affairs Student Outcome

Student Conduct and the Care Team

Assessment Inventory

Students of Concern Risk Levels

Description

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

Assessment Type

Operational/Program Outcomes

Key Findings

Students who were initially assessed at a moderate, elevated, or severe risk level had over a 38% decrease in risk level at the resolved assessment. There was over a 65% decrease in risk level of students who were initially evaluated with an elevated risk level. There was over an 83% decrease in risk level of students who were initially evaluated with a severe risk level.

Substance Abuse Screening Tools

Description

The Alcohol, Drug, and Wellness Educator (ADWE) assessed students' use of alcohol, marijuana, and other drugs. The ADWE used the Alcohol Use Dependency Identification Test (AUDIT) to assess students referred for an alcohol screening through the Student Conduct process. Similarly, the ADWE used the Cannabis Use Problem Identification Test (CUPIT) to assess students referred for a marijuana screening and the Drug Abuse Screening Tool (DAST) to assess students referred for other drugs.

Assessment Type

Stakeholder Needs

Students of Concern and their Behavior Biennial Report

Description

The Biennial Report of Students of Concern and Their Behavior, published by the UAA Dean of Students Office, is meant to inform UAA community members about trends in student behavior on campus and the programs in place to support students of concern. This report contains statistics from FY14-FY16, ranging in date from July 1, 2013, to June 30, 2016. This report describes the work of the UAA Dean of Students Office, the Care Team, the Residential Life Care Team, and Student Conduct. Besides providing an overall summary, this report analyzes specific trends in student behavior related to academic misconduct; endangerment, assault, o infliction of physical harm; and misuse of alcohol and drugs.

Assessment Type

Comprehensive Program Review

Key Findings

The Students of Concern and Their Behavior Biennial Report summarized and analyzed trends in student behavior, especially those behaviors related to academic misconduct, endangerment, assault or infliction of physical harm, and misuse of alcohol and drugs, from FY 14 through FY 16 (July 1 2013 - June 30 2016). Of particular note, key findings showed that the number of Care Reports received from FY 14 to FY 16 increased 40 percent, with a total of 3,467 follow-up actions occurring for 586 care reports in FY 16. Additionally, rates of academic dishonesty steadily decreased with faculty members requesting the incident be documented rather than addressed through the student conduct process in more than half the cases, indicating an increase in faculty-student empowerment regarding education on the subject. In terms of alcohol and drug use, alcohol use decreased from FY 15 to FY 16 by approximately six percent with a total of 115 alcohol violations and 38 drug violations (the majority of which surrounded marijuana use).

Care Team Presentations to the Center for Advancing Faculty Excellence (CAFE)

Description

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

Assessment Type

Operational/Program Outcomes, Student Learning Outcomes

Academic Integrity Presentation to the Center for Advancing Faculty Excellence (CAFE)

Description

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

Assessment Type

Operational/Program Outcomes, Student Learning Outcomes

Student Health and Counseling Center

Assessment Inventory

Bringing in the Bystander Trainings

Description

Pre and post knowledge surveys were conducted with 570 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 59% at the pre-assessment survey, to 99% at the post training assessment.
- 59% of individuals at pre-assessment documented that they could recognize previous opportunities for bystander intervention. After BIBT, this number rose to 92%.
- 89% of individuals felt they could identify a range of unacceptable behaviors contributing to sexual violence at the pre-assessment; this rose to 98% of individuals at the post-assessment.
- 67% of individuals felt that they were very knowledgeable about the prevalence of sexual violence in Alaska at pre-assessment; this rose to 97% at the post-assessment.
- 94% of individuals felt they had empathy for victims of sexual violence at the pre-assessment survey; this rose to 98% at the post-assessment.
- 79% of individuals felt they could evaluate the risks of intervening as a bystander at pre-assessment; this rose to 98% at the post-assessment.
- 54% of individuals felt that they could identify resources available to victims/survivors at pre-assessment; this rose to 98% at the post-assessment.
- 84% of individuals stated that they planned to be an active bystander at the pre-assessment; this rose to 97% at the post-assessment.

Studenthealth101 Use

Description

Studenthealth101 is a national online college health magazine, purchased for UAA SHCC eligible students. Emails are sent to over 8,000 eligible students each month inviting them to look at the health-related information, with six pages of customized UAA health and wellness information. Students who access the information are automatically enrolled in an opportunity to win $1,000 through their access. One UAA eligible students was awarded the $1,000 award during the Fall 2016 semester

Assessment Type

Student Learning Outcomes, Usage/Tracking Data

Key Findings

User engagement showed:

- 63,327 page views
- 8,994 site visits
- 4,900 unique visitors

Student learning outcomes showed:

- 69% of students stated that they would apply health related information they had learned through Studenthealth101 to their lives
- 46% stated they planned to make measurable changes to their health habits

Mental Health Provider Peer Review of Documentation of Health Encounter

Description

The SHCC requires each mental healthcare provider to review two charts per month of a designated peer. An audit tool has the following required data entry points:

- Medication status reviewed/updated
- Medication response/side effects
- Medication flow sheet
- Completed intake
- Subjective and objective data gathered
- Diagnosis is supported by subjective/objective data
- Safety issues documented
- Treatment plan is appropriate to the diagnosis
- Discharge instruction and follow-up are stated and appropriate
- Referrals as appropriate

- Labs and follow-up

Assessment Type

Comparative Benchmarking

Key Findings

Based on the number of mental healthcare providers and the two chart reviews per month requirement, it was expected that 56 charts would be reviewed within this assessment. 37 charts were reviewed, a 66% compliance with the review requirements. The following were the QI results:

- 81% of medication side effects were noted
- 83% of medication lists were reviewed
- 50% compliance with documentation within a medication flow sheet
- 93% had completed intake assessments
- 89% had subjective/objective data documented
- 84% had an assessment supported by subjective and objective documentation
- 86% had a plan supported by subjective/objective information and assessment
- 92% had appropriate referrals
- 97% of the documentation addressed safety issues
- 100% had appropriate lab follow-ups

Based on these results it was recommended that the Fall 2017 Peer Chart reviews have data audit points added to reviews. Additionally, a goal was set to reach 90% of Peer chart review compliance.

Alaska Vaccine Access Program (AVAP) Compliance in VacTrAlaska

Description

The SHCC participates in the Alaska Vaccine Access Program (AVAP). This program functions as a vaccine cooperative charging minimal prices for immunizations through cooperative contracts. The SHCC pays a minimal payment allowing the SHCC to offer a limited number of free vaccines to students. Per the Alaska Administrative Code 7AAC 27.650, an administering healthcare provider must enter immunization information into the VacTrAlaska data base within 14 days of administration of vaccines. An audit was conducted to document the SHCC compliance with this requirement.

Assessment Type

Stakeholder Needs

Key Findings

In total 104 AVAP flu vaccines were administered during the quality improvement (QI) review window of this study. Findings revealed that 49% of the flu vaccines were not entered into VacTrAlaska as required by the AVAP program. The remaining 51 flu vaccines were then entered retrospectively into the VacTrAlaska. QI findings will be shared with SHCC staff at Fall Staff Development on August 14, 2017.

Physical Health Provider Peer Review of Documentation of Health Encounter

Description

The SHCC requires each physical healthcare provider to review two charts per month of designated peer. An audit tool has the following required data entry points:

- Allergy status reviewed/updated.
- Medication status reviewed/updated.
- Subjective information reviewed as relevant/lacking related to the chief complaint
- History of present illness (HPI) contains pertinent positives and negatives
- Physical exam is appropriate for the HPI/Subjective data
- Diagnosis is supported by subjective/objective data
- Treatment plan is appropriate to the diagnosis
- Discharge instruction and follow-up are stated and appropriate

Retrospective Chart Review of Healthcare Documentation Pre/Post SBIRT Intervention focused on CUD

Description

SHCC Healthcare providers engaged in Screening, Brief Intervention, Referral for Treatment (SBIRT) education and training focused on cannabis use disorder (CUD) facilitated through the UAA Center for Behavioral Health Research and Services (CBHRS). 21 pre and 21 post SBIRT training chart audits were completed looking for CUD screening and intervention documentation.

Assessment Type

Comparative Benchmarking

Key Findings

Retrospective chart reviews (RCRs) showed an increase in screening and interventions for CUD by SHCC healthcare providers at a statistically significant level. The screening and intervention by healthcare providers prior to SBIRT training was determined to be done 33% of the time. Chart reviews after the SBIRT intervention determined that the SHCC healthcare providers completed CUD screening with 70% of the students that they saw.

Spring 2017 Student Satisfaction Survey

Description

A Qualtrics designed satisfaction survey was emailed to 2,555 students who had used the SHCC during the Spring 2017 semester. The 10-question survey allowed answers in Likert, multiple choice and open comment formats. 174 students responded.

Assessment Type

Student Satisfaction/Perception

Key Findings

The majority of students learned about the SHCC services from walking by, followed by word of mouth and then New Student Orientation.

50% of students utilized the SHCC for physical health needs; 18.5% for mental health, and 23% for both mental health and physical health services.

Overwhelmingly students felt that the services they received were professional and respectful. Three students commented that they had less than positive experiences with the front desk personnel.

58% of students stated that their health care issue prevented them from focusing on academic requirements.

55% of students stated they would support a minimal office fee of $15; 33% stated they would consider this option, and 12% stated they would not support a $15 office visit fee.

87% of students rated the overall SHCC services to be good to excellent.

Student Information Services

Assessment Inventory

Random Call Center Review

Description

Each week Interim Director listened to random call center calls to assess why students contacted the department, what level of customer service each agent was providing, and based on information given what types of training may have been needed.

Assessment Type

Operational/Program Outcomes, Stakeholder Needs

Key Findings

Staff have been able to target specific financial aid based needs which led to further training for specialists and a greater understanding of the federal regulations and year specific program requirements. This practice is also helpful when dealing with difficult student situations to assess

what approach is better in specific circumstances and determine at what point a call should be turned to a manager or other specialist.

Learning Outcomes

Student Employee Check in Accuracy

Outcome Statement

As a result of ongoing coordination and training, SIS student employees will be able to accurately identify student issues within the UAA Customer Service check-in software, ensuring Enrollment Services staff may better serve students by monitoring the software and respond to their needs in a timely manner.

Learning Intervention

The Interim Director monitors the UAA Customer Service check in software as SIS student employees check in students at the kiosk. SIS student employees have been asked to place notes including some detail as to the nature of the student visit as well as choose a specific reason header in the software. Enrollment Services staff use these headers as a means to monitor who is here and in need of assistance. By recognizing the accurate header which corresponds to the student issue, ES staff can expedite assistance to students, resulting in shorter wait times and less need for multiple staff to be called upon unnecessarily.

The Interim Director gauges the header against the notes and helps student employees distinguish when they have chosen accurately or if they need to reassign to a different header. This orientation of student queries will strengthen the SIS student worker team's abilities to provide useful and meaningful support to ES staff, thus increasing customer service and improving the student experience. Friday morning student employee meetings with the Interim Director are used for student employees to list questions they have received and where to go on the website for answers, which departments handle these issues and how best to serve a student with these particular questions. This training also helps them recognize when an issue is not enrollment services related and who to refer the student to for assistance when we cannot do so.

Measure

Individual enrollment services departments have been asked to provide feedback as far as accuracy of headers choice for training purposes. The Interim Director uses this feedback and the observations from monitoring to determine for which types of issues student employees need additional training. Interim Director chose a random day in April to measure how many headers were chosen versus how many needed to be reassigned during a 2-hour period. The accuracy percentage for that timeframe was 57%. A random sampling in June on the same student staff for the same time period resulted in an accuracy percentage of 74%, an increase of 17%.

Data Collected

Yes

Findings

Most frequently headers chosen as financial aid and admissions/registrar must be changed.

For Financial Aid this dilemma is understandable as many student money issues are described to student staff as financial aid related but the reality is the student has another issue for which financial aid is simply a resulting symptom and not the initial cause of the problem. Most common causes of reassignment:

- student not admitted so no financial aid could disburse (student argues they have a letter stating they are admitted but they have not provided the final transcript for full admission)
- student had been disbursed financial aid but it had not been disbursed by accounting services
- student had a check pending in accounting services for signature and assumed the holdup was financial aid related
- student had not received a 1098T or did not understand why it did not match term charges as opposed to calendar year charges (accounting services function)

For Admissions this is also understandable as many transcript issues can be related to either Admissions or the Registrar's office.

- transfer student transcripts here in OnBase but not marked on salesforce admissions checklist (switch from Registrar to Admissions)
- student requesting transcripts and student employees thinking this was an admissions function (this has since been corrected)

Related Student Affairs Student Outcome

Student Employee Experience

Outcome Statement

As a result of employment with Student Information Services and the associated training involved in imaging and customer service, student employees will have an enhanced understanding of the UAA system and more satisfaction with where they fit in that system.

Learning Intervention

Student employees in SIS participated in the Alaska PEAK program during FY17. The Interim Director was able to access their second conversation responses and discuss how they saw their academic skills reflected in their employment skills and vice versa. At that time, they were also asked about their student experience and what level of satisfaction they had as a student prior to their employment and afterward.

Measure

In response to the skills question all employees responded in the positive that they saw connections between their academic and employment pursuits.

In response to the student experience question, all indicated an enhanced awareness of where they fit in the university and expressed an appreciation for the ability to help students.

In response to the transferable skills question, all responded in the positive that they felt they have gained transferable skills since working in SIS between fall and spring. Some of these skills were listed as follows:

- customer relations
- working in a team environment
- dealing with difficult situations or people
- conflict resolution
- how to research and locate information
- how to demonstrate for students
- improvement of attention to detail
- data entry, file management and exposure to multiple electronic platforms

Data Collected

No

Findings

Findings solidify the importance of high impact practices for students and their need to connect with the university in ways other than strictly academic. The student experience is a multifaceted one with multiple opportunities for engagement and participation. Opportunities afforded to SIS student employees this year included outreach and information lectures which speak to the need for development in all of its forms, not just academic but also civic and personal.

Related Student Affairs Student Outcome

Student Life & Leadership

Assessment Inventory

Student Government Participation

- 351 votes were cast in the Fall 2016 USUAA election. This is an increase of 92 votes from Fall 2015 (+.74).
- 716 votes were cast in the Spring 2017 USUAA election. This is a significant increase from Spring 2016, which had 338 votes cast (+2.1). The increase may be due to multiple presidential/vice presidential candidates running on the ballot versus only one in Spring 2016.
- $11,000 was awarded in leadership scholarships for students in FY17. This includes a $5,000 scholarship to support one UAA student who interned with the Juneau Legislature in Spring 2017.
- 8 USUAA students travelled to the capital to participate in the Juneau Advocacy Conference and Legislative Fly-In. Students from across the state attended a two-day training and later met with legislators to advocate for the UA budget.
- 1104 students, and their guests, attended the 2016 Homecoming Dance at the Denai'na Center.
- 200+ students attended the event*, "Little Black Dress Doesn't Mean Yes Mixer and Lacy Green Lecture,"* which highlighted issues of campus rape culture, bystander intervention, and healthy sexuality. This event, supported by USUAA, was sponsored by Student Activities and Commuter Programs and the Student Health and Counseling Center.

Student Club Participation

- 96 student clubs/Greek organizations registered in FY17. This is an increase from 94 student clubs/organizations registered in FY16.
- 69 student clubs/Greek organizations participated in the 2016 Campus Kick-Off.
- 21 student clubs/Greek organizations participated in the Student Involvement Fair in Fall 2016 and 20 participated in Spring 2017. This is a decrease from 31 in Fall 2015 and 32 in Spring 2016.
- 39 student clubs/Greek organizations participated in the 2016 Haunted Halloween Fun Night (HHFN). This is a decrease from 45 in FY16.
- $12,188 was raised during HHFN, an increase from $7,942 (+.65) in FY16 due to steadier crowds and increased in game tickets. We expect this number to increase again in FY18 since Trick-r-Treat town will no long take place in the Anchorage community. $9,021 of the total amount raised at HHFN was transferred to clubs/Greek organizations who participated in the event ($6,200 in FY16). $3656 of the total amount raised at HHFN was donated to Big Brothers/Big Sisters ($1,742 in FY16).
- 1805 volunteer hours were recorded in UAA Life, representing a $39,711 monetary impact, in FY17. This is a decrease from 2383 service hours recorded ($52,436 monetary impact) in FY16. This continued downward trend (2954 hours recorded in FY15) may be due to less service activity or a decline in the usage of UAA Life's service hours feature. Targeted marketing about UAA Life, and its features, is expected to yield more accurate service hours in FY18.
- $11,500 was awarded by Club Council for funding 8 student clubs/Greek organizations for travel-related expenses in FY17. $15,491 was awarded by Club Council for funding 14 student clubs/Greek organizations for event-related expenses in FY17.
- 117 students from 15 different student clubs/Greek organizations traveled to attend professional conferences, leadership retreats, academic competitions, and research

programs. This is a decrease from 120 students in FY16 and 136 in FY15. All registered travel was in the U.S. (20% in AK; 33% in Pacific U.S.; 20% in Western U.S.; 27% Other U.S.).

Greek Life Participation

- 89 women registered for formal sorority recruitment in FY17. This is an increase from 51 women in FY16 (+.57).
- 2.90 is the All-Greek Cumulative Grade Point Average in Fall 2016. This is an increase of +.10 from Fall 2015. 2.83 is the All-Greek Cumulative Grade Point Average in Spring 2017. This is an increase of +.03 from Spring 2016.

Student Activities & Commuter Programs

- 245 events were hosted by Student Activities & Commuter Programs (SA&CP), not including 22 art shows hosted in the (newly-renamed) Hugh McPeck Art Gallery, also managed by SA&CP, in FY17.
- Of SA&CP-sponsored events for which attendance was tracked, about 11% of Anchorage-campus students attended at least one event put on by SA&CP in FY17. 11,678 attendees were recorded at SA&CP-sponsored events in FY17, of which 2,480 of these were unique attendees (19,857 unique Anchorage-campus students).
- Of SA&CP-sponsored events for which attendance was tracked, attendees were generally full-time, degree-seeking undergraduates, and more diverse than non-attendees in FY17.
- Of SA&CP-sponsored events for which attendance was tracked, almost half of on-campus students attended at least one event while only 10% of commuter students attended one or more events. This may be due to commuter students engaging more in resources than events through SA&CP.
- Of SA&CP-sponsored events for which attendance was tracked, the events yielding the highest overall student attendees were generally repeating events and serving free food (e.g. Daily Den, Late Nights, Summer BBQs).
- Of SA&CP-sponsored events for which attendance was tracked, most events were held in June, February, and October, while the highest overall student attendance was realized in June, April, and February.
- 710 attendees participated in the UAA Juneteenth Program, one of SA&CP's signature partnerships in FY17. Events included: UAA Juneteenth BBQ (300 attendees); "I Am Not Your Negro" Documentary (250 attendees); Dr. Marc Lamont Hill Speaker (160 attendees).
- 5,133 students participated in 91 Daily Den events in FY17, representing an average of 56 students per Daily Den event. We expect these numbers to increase in FY18 given the increase in food insecurity among college students nationally.

Student Media Performance

- 75%+ of KRUA 88.1 shows are hosted by students, with the remaining shows hosted by a small number of community volunteers.
- KRUA 88.1 produced 25+ hours of live broadcasting during the summer.
- About half of KRUA 88.1 volunteers hosted summer shows on top of academic year shows.
- The TNL earned six awards from the Alaska Press Club in FY17. These included 1st place awards for Best Magazine Cover and Best Series; a 2nd place award for Best Headline Writing; and 3rd place awards for Best Portrait, Best Scenic Photo, and Best General News Reporting.
- The Northern Light (TNL) raised $85,550+ in advertisement revenue through Spring 2017. This is an increase from TNL's FY16 advertisement revenue, not including the Commencement Edition.

Concert Board Initiatives

- 600+ UAA students, staff and faculty, and their guests, attended the Campus Kick-Off Comedy Show sponsored by the Concert Board. This is a decrease of 30 participants from FY16.
- 464 people attended the 2016 A Cappella Festivella featuring Blue Jupiter sponsored by the Concert Board. 18% of the tickets purchased were by UAA students (67 UAA students; 115 UAA staff, faculty, alumni; 254 general public; 5 APU special; 23 complementary). This is a decrease from 600+ attendees at A Capella Festivella held in Fall 2015.

- 460 people attended the Ron Funches Comedy Show sponsored by the Concert Board. 27% of the tickets purchased were by UAA students (89 UAA students; 328 general public; 23 complementary).
- 6 student projects were awarded Special Project Funds by the Concert Board, totaling $10,322. In FY16, projects were awarded totaling $7,825.
- 9413 tickets were sold through the UAA Tix system, grossing $102,654 in ticket sales for FY17.

Student Leadership Development
- $17,000 in grant funding was awarded to the Emerging Leaders Program and the UAA Leadership Conferences from the Chancellor's Excellence Awards Fund.
- 50 applications were received in Fall 2016 for the Emerging Leaders Program. 38 applicants were accepted. This is an increased of 5 applications from the previous year.
- 12 students completed the Emerging Leaders Program in Spring 2017. 25 more students will complete the program in Fall 2017.
- 300+ hours of community service were completed by ELP students and tracked in UAA Life. This is a 50% decrease from last year, although this decrease is due to students not recording hours in UAA Life, not a lack of participation in the community service requirement of ELP.
- 175 students participated in the UAA Leadership Conference, which featured a variety of sessions and workshops presented by 12 students, faculty, and staff. The conference also featured national speakers Drew Dudley and Matt Mattson. The conference was offered in collaboration with to Student Activities and Commuter Programs.

Student Leadership Recognition
- In FY17, 24 UAA graduates were awarded Leadership Honors recognizing their outstanding contributions to various student clubs, the UAA campus, and the Anchorage community. This is an increase of 2 honorees from FY16.
- 7 UAA graduates applied to be considered the Student Commencement Speaker in FY17. Two finalists were graduate students from CBPP. Both students selected as commencement speakers (Sophie Leshan in Fall 2016 and Nina Lee in Spring 2017) were from the College of Education.

Sustainability Efforts
- Five sustainable projects were awarded by the Green Fee Board in FY17, totaling $93,237. Projects included Digital Signage Initiative, Solar Power in the Administration Building, LED lights upgrade in Residential campus, and continued support for the UAA Recycling program. In FY16, the Green Fee Board awarded projects totaling $78,731.

Student Union Usage
- The Student Union reserved space for 7,000+ hours of meetings/events in FY17, totaling 1,577 reservations. This was a decrease of 228 reservations from FY16.
- Per 4 counting stations, the Student Union saw a decrease in foot traffic from FY16 to FY17 (see below):

Counting Station:	FY17 Counts:	FY16 Counts:	Difference:
Wells Fargo Sports Complex	191,270	214,764	- 23,494
Campus Bookstore	132,330	148,815	- 16,485
The Spine	167,270	151,776	+ 15,494
The Den	31,520	34,384	- 2,869

Student Transition

Assessment Inventory

2016-2017 Howl Days Pre-Test

Description

The Howl Days pre-test examined the level of institutional knowledge students had before their Howl Days new student orientation, as a benchmark for evaluating student learning outcomes.

Assessment Type

Student Learning Outcomes

2016-2017 Howl Days Post-Test

Description

The Howl Days post-test examined the level of institutional knowledge students gained from attending their Howl Days new student orientation, compared to the pre-test student learning outcomes.

Assessment Type

Student Learning Outcomes

Answer Desk Contact Tracking

Description

Answer desk student contact tracking assessed the participation level at which students utilized the beginning and mid-semester Answer Desks.

Assessment Type

Usage/Tracking Data

2015-2016 Howl Days Retention Tracking

Description

The Howl Days retention tracking data was utilized to determine the percentage of students who attended Howl Days in August 2015 and returned to enroll in fall 2016 courses.

Assessment Type

Comparative Benchmarking

2016-2017 Compass Workshop Evaluation

Description

The Compass Workshop evaluation assessed students' satisfaction with workshops they attended, and self-identified their perceived learning outcomes.

Assessment Type

Student Satisfaction/Perception

2016-2017 Howl Day Persistence Tracking

Description

The Howl Days persistence tracking data was utilized to determine the percentage of students who attended Howl Days in August 2016 and returned to enroll in Spring 2017 courses.

Assessment Type

Comparative Benchmarking

Spring 2017 UAA FUSION Evaluation

Description

The UAA FUSION (For Unity and Service in our Neighborhoods) evaluation assessed student volunteers' satisfaction with volunteer events and their perception of how the program could be improved

Assessment Type

Student Satisfaction/Perception

2016-2017 Howl Days Program Evaluation

Description

The Howl Days program evaluation examined the orientation program and each college-specific orientation's strengths and areas for growth, providing benchmark data for how college deans and representatives could proceed with their 2017-2018 Howl Days orientations.

Assessment Type

Comparative Benchmarking

Learning Outcomes

Balanced Life Choices

Outcome Statement

Incoming UAA students who attend Howl Days Orientation in 2016-2017 will be able to identify at least a person or department at UAA they can access as a resource to support academic, career and personal success after completing orientation.

Learning Intervention

25-30 UAA departments and organizations attended each resource fair at Howl Days. Students were incentivized to connect with these entities through entering their name into a drawing after obtaining five signatures on paper from fair representatives. Various departments and organizations presented their services and introduced themselves during orientation sessions as student resources.

Measure

Student participants' institutional knowledge was surveyed at the beginning and ending of the event using pre-test and post-test.

Data Collected

Yes

Findings

54% of orientation attendees knew at least one person or department they could contact with questions or concerns before their orientation (Howl Days pre-test).

39% increase (to 93%) in orientation attendees knowing at least one person or department at UAA they can contact with questions or concerns (Howl Days post-test).

Related Student Affairs Student Outcome