

# Annual Assessment Reports 2017-2018



Student Affairs  
UNIVERSITY of ALASKA ANCHORAGE

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. Organized by department, the annual assessment reports below 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

### Recruitment Funnel Analysis

#### Description

Detailed analysis of the Fall 2017 admissions funnel was carried out based on Banner and Salesforce data.

#### Assessment Type

Operational/Program Outcomes

#### Key Findings

- 91% of applications were filed by the July 15 deadline.
- Later applicants had higher matriculation rates.
- Applications during the week of Application Days events at Anchorage High Schools of East, Service, Chugiak and West had a relatively high matriculation rate of 45.8% (n=260).
- Freshman applications were generally filed earlier than transfer or readmits.
- Almost 80% of all inquiries were generated on the same day the application was filed (i.e. stealth applicants). Stealth applicants matriculated at lower rates than non-stealth applicants (34% vs 39%).

### Student Employee Outcomes

#### Description

Alaska PEAK (Purposeful Engagement, Assessing Knowledge) is a framework for the on-campus student employment experience that leverages reflective learning and relationship building between student employees and their supervisors.

The survey was sent to all Spring 2018 Anchorage campus student employees. Students were identified by whether they participated in the Alaska PEAK program and asked a series of employment outcomes questions. Students for the survey were selected from Spring 2018 Human Resources freeze data.

#### Assessment Type

Operational/Program Outcomes, Student Learning Outcomes

#### Key Findings

Student employees are most often undergraduate seniors or juniors (70.2% of all student employees). Freshman student employees had an average credit completion ratio of 0.883, 0.105 higher than non-employee freshman. GPA of student employees was 0.43 higher on average than non-employees. The majority of students answered “Strongly Agree” or “Agree” on almost all Alaska PEAK student learning outcomes.

## Learning Outcomes

### Student Affairs Shared Learning Outcomes

Student Affairs Student Outcomes provide a common language and assessment framework to guide efforts in supporting the holistic learning and development of University of Alaska Anchorage students with priority to the areas of sense of self, balanced life choices, global citizenship, and creative application.



#### Sense of Self

Integrates an awareness of personal skills, abilities, values, and beliefs into the development of identity, sense of purpose, motivation, commitment to self-respect, and goal realization.



#### Balanced Life Choices

Makes decisions that support academic, career, and personal success by accessing resources and engaging in environments that promote health, reduce risk, and create balance among wide-ranging pursuits.



#### Global Citizenship

Engages collaboratively and cooperatively with others, while incorporating diverse perspectives and contributing one's talents to make a difference within the community.



#### Creative Application

Connects knowledge, resources, and life experiences to generate new insights, solve problems, and create strategies to apply in diverse settings.

## Alaska PEAK

### Outcome Statement

As a result of on-campus student employment at UAA, students will have the opportunity to develop:

- Practical Skills: Demonstrating competency in customer service, project management, technical skills, effective communication, time management and goal setting and attainment.
- Cognitive Complexity Skills: Articulating an application of resources, referrals, and federal/state/university policies and regulations, and an awareness of transferable skills.
- Interpersonal Skills: Sustaining collaborative teamwork opportunities, an appreciation and awareness of diverse communities and practices, and implementation of conflict resolution and mediation.
- Intrapersonal Skills: Recognizing individual development evidenced by a commitment to ethics, integrity and realistic self-appraisal.

### Learning Intervention

Supervisors are expected to have two Alaska PEAK conversations (individual or small group) with student employees each semester. All supervisors use the same five core questions each semester for consistency.

### Measure

Student Employee Outcomes Survey of all Spring 2018 student employees.

### Data Collected

Yes

### Findings

The majority of students answered “Strongly Agree” or “Agree” on almost all employment outcomes. Employment outcomes included the ability to set priorities, hold oneself accountable, communicate in an oral or written fashion, mediate conflict, assess and acknowledge personal skills, identify transferable skills, convey University value, apply objective and ethical reasoning in decision making, identify the value of diverse work environments, and identify connections between academic learning and employment.

“Improve Written Communication Skills” was the only outcome where less than 75% of respondents chose “Strongly agree” or “Agree” as a result of their on-campus employment experience.

### Related Student Affairs Student Outcomes



## Admissions and Recruitment

### Assessment Inventory

#### Admission Processing Time

##### Description

Peak processing times are measured in January, June and July of each academic year. The maximum number of days that a completed application waits for review is critical to the release of Federal Financial Aid.

##### Assessment Type

Comparative Benchmarking

##### Key Findings

The maximum processing time for a complete file to have an admission decision was reduced by three working days in 2017-18. The time decreased from 21 days in 2016-17 to 18 days, a 14% decrease.

#### Application Day Yield

##### Description

UAA recruitment works with local high schools to have admissions counselors in those schools working in computer labs for a day to offer assistance and guidance for seniors that want to apply to UAA. There is also a high usage during these events of application fee waivers. Admissions and Recruitment tracks the applications from these days year to year for communication and yield to enrollment.

##### Assessment Type

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

**Key Findings**

UAA recruitment has continued to see a higher yield (enrollment) rate for first-time freshman that apply during an application day held at their school than the wider student body who apply independently from their school.

## Campus Tours

**Description**

Tracking campus attendance and impact of tour scheduling changes to utilization.

**Assessment Type**

Operational/Program Outcomes, Usage/Tracking Data

**Key Findings**

While reducing campus tour offerings from three times a day to two times per day, recruitment saw an increase of 20% overall attendance by prospective students.

## Recruitment Event Attendance

**Description**

Tracking event attendance (Preview Day, Academic Insights, Explore UAA). Assists in planning future events. Allows for specific follow-up with attendees.

**Assessment Type**

Usage/Tracking Data

**Key Findings**

Recruitment took efforts to revamp signature events in 2017-18. Shifting from a spring Preview Day to Academic Insights proved a more significant challenge than anticipated. Tracking outreach, RSVP and actual attendance helped to identify the key pieces needed to get prospective student buy-in at the Academic Insights events. Direct college outreach to community partners boosted attendance and engagement in later Academic Insight events.

This experience helped inform future efforts to enhance on campus events without unintended decline in participation and attendance from traditional aged, prospective students.

## Transcripts Entered for Admission

**Description**

Transcripts are reviewed for accreditation and cumulative GPA calculations for admission decisions.

**Assessment Type**

Comparative Benchmarking

**Key Findings**

Transcripts received and reviewed by Admissions increased in 2017-18 by 6%.

## Learning Outcomes

### Campus Tours Impacts

**Outcome Statements**

- Prospective students who take a campus tour will be more knowledgeable about what UAA programs and student life have to offer them during their college experience.
- Prospective students having the opportunity to talk to current UAA students will be better able to envision themselves as future Seawolves and more likely to select UAA.

**Learning Intervention**

Prospective students will take a campus tour, led by a trained student ambassador. The tour will incorporate highlights of UAA programs relevant to the prospective students academic interests, introduce them to the myriad of student clubs and activities available to them, as well as allow them to speak with a peer about their own UAA experience.

**Measure**

Potential measurement would be follow up surveys after tour attendance. Tracking prospective students who applied and take a campus tour versus those who apply but do not take a tour to see what impact occurs on enrollment between the two groups.

**Data Collected**

No

## Related Student Affairs Student Outcomes



### Student Ambassador Program

#### Outcome Statements

- UAA Student Ambassadors will develop and hone their customer service skills and abilities by serving as the front line of the admissions phone queue, responding to inquiry emails and staffing the front desk of the University Hub.
- UAA Student Ambassadors will develop and strengthen their public speaking skills by leading daily campus tours. Through purposeful training, Student Ambassadors will learn how to effectively engage and communicate with diverse audiences.

#### Learning Intervention

Monthly training and review sessions with student ambassadors. Feedback shared from completed surveys after campus tours given.

#### Measure

Through continual trainings and mock tours, feedback and guidance will be provided to refine delivery of campus tours. Surveys to tour participants requesting their feedback was used to identify needed areas to focus on improving.

#### Data Collected

No

## Related Student Affairs Student Outcomes



## Career Exploration and Services

### Assessment Inventory

#### 2017 Women in Law Enforcement Fair

##### Description

Measured employer satisfaction with the event logistics and employer perception of the quality of student preparation. Solicited employer program feedback and employer interest in other campus employer programs.

##### Assessment Type

Stakeholder Needs

##### Key Findings

Employers expressed a desire to improve advertising to students. As a result, Career Exploration and Services re-invited UAA Justice Center to the event coalition who verbally stated they will contribute \$1000 to advertising the event in the future.

#### 2018 City-Wide Career and Job Fair

##### Description

Gathered Student participation demographics and data to gauge marketing effectiveness.

##### Assessment Type

Student Satisfaction/Perception

##### Key Findings

- 100% who took the survey said they were interested in full-time jobs and part-time jobs
- 67% said they strongly agreed that they learned about a job opportunity or company/organization they did not know about before from this career fair.

## 2018 We're Hiring! Career Fair

### Description

Measures employer satisfaction with the event logistics and employer perception of the quality of student preparation. Also solicits employer program feedback and employer interest in other campus employer programs.

### Assessment Type

Stakeholder Needs

### Key Findings

76% stated that March/spring has a high demand for recruitment for their company/organization. Based on that data, the 2018-19 event will be moved to March.

## Blackboard Pilot Student User Survey

### Description

Gathered data on course usage and student satisfaction, and feedback for continuous improvement.

### Assessment Type

Student Satisfaction/Perception, Usage/Tracking Data

### Key Findings

- 52% (n=2,949) of students who were given access to the CES Career Development Blackboard modules clicked into the course.
- Once in the course, the majority of students looked at all five modules: Handshake, Career Exploration, Networking 101, Resume and Cover Letter Basics, and Interviewing Basics.
- 35% of students who accessed a Blackboard module said they found the module to be either moderately or extremely helpful.
- 12% of students who took the survey said they felt the modules contributed to their professional development.
- 32% found the Career Exploration module most helpful, and 28% said the Handshake module was most helpful.
- Additional modules students would like to see: personal branding and salary negotiation, and understanding benefits. Based on this CES plans to add a branding module this year.

## BP Business & Engineering Etiquette Lunch Student Evaluation

### Description

Gathered student data on event quality and program Feedback.

### Assessment Type

Student Satisfaction/Perception

### Key Findings

48% of students enjoyed the panel most, while 38% said they enjoyed the networking session. Based on the data CES will continue to give equal time to the panel and networking sessions.

## Employer 2018-19 Hire Data & Evaluation Survey

### Description

CES staff assessed employers that are active Handshake users to gather employment data, quality of interactions with CES Staff over 2018-19, and identify gaps in customer needs.

### Assessment Type

Operational/Program Outcomes

### Key Findings

None provided.

## First Destination Survey

### Description

The First Destination Survey is a very brief (three to five minute) instrument which is emailed to all graduating students approximately 2-4 weeks prior to the end of classes every semester for 6 months. CES launched a first FDS via Handshake in May 2018. This is the beginning of comprehensive benchmarking assessments. The results will identify what students are doing or what they plan to be doing when they graduate. The information collected relates to graduate school, career plans, salary and college degrees earned, industry data and more.

### Assessment Type

Comparative Benchmarking

**Key Findings**  
None provided.

## Post CES Appointment Survey

### Description

Gathered data on the student appointment experience with professional staff and overall appointment satisfaction. Also had a net promoter question "Would you recommend this career advisor to a friend?"

### Assessment Type

Student Satisfaction/Perception

### Key Findings

- 100% of respondents said their appointment was conducted in a professional manner.
- 100% of respondents said during their appointment they were treated with respect.
- 100% of respondents said they would recommend the career office to a friend.

## UAA 2017 Fall Career Event Evaluation

### Description

Measured employer satisfaction with the event logistics and employer perception of the quality of student preparation. Also solicits employer program feedback and employer interest in other campus employer programs.

### Assessment Type

Stakeholder Needs

### Key Findings

This survey confirmed the majority of employers liked the time, date and location of this fair. CES will continue to plan this fair on Thursdays from 9:00am to 2:00pm, in the Student Union.

## Dean of Students Office

### Assessment Inventory

## Drug Free Schools & Communities Act Biennial Review

### Description

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

### Assessment Type

Comprehensive Program Review

### Key Findings

The Alcohol, Drug, and Wellness Educator (ADWE) found that UAA had several weaknesses and strengths in the current AOD prevention program.

Strengths included:

- The annual Drug Free Schools Notification published by UAA is comprehensive and meets the requirements of the Drug Free Schools and Communities Act.
- The number of conduct officer errors was significantly reduced due to a more comprehensive sanctioning model.
- The number of alcohol violations occurring in FY16 and FY17 is below the ten-year average.
- University Police, local police, and Residence Life staff members work together to address AOD violations in UAA's residential communities.
- Alcohol availability is limited at UAA.
- UAA has one staff member dedicated to overseeing UAA's AOD program.
- UAA has an Alcohol, Drug and Wellness Education Program.
- UAA established a partnership with Volunteers of America to cohost/fund alcohol abuse prevention programs at UAA.
- UAA has three groups a week for students and community members on campus. These groups include Narcotics Anonymous, Alcoholics Anonymous, and a group led in the residential area co-facilitated by the Alcohol, Drug, and Wellness Educator and counselor in residence.

Weaknesses included:

- UAA could offer more alcohol-free activities in the evening and become more effective in marketing these events to students.
- Since the Alaska Airlines Center has opened, there has been an increase in alcohol advertising on campus due to alcohol advertisements within the arena.

- Marijuana has become more accessible to UAA students since marijuana dispensaries opened in Alaska communities during this biennial review period and students that have personally witnessed marijuana use in the residential community has increased significantly.
- Nationally, misuse and abuse of opioids have increased to epidemic levels. In FY16 and FY17, the Dean of Students Office received several reports about UAA students struggling with opioid addictions. UAA has not provided focused efforts in the past to educate the UAA community about opioids.
- Prince William Sound College (PWSC) did not implement any AOD programming during the current biennial review period.
- The AOD policies for UAA, Kenai Peninsula College, and PWSC are similar to one another, but there are still gaps in procedures that should become more closely aligned including student/staff written acknowledgment of AOD policies.

Recommendations included:

- UAA has conducted a comprehensive review of the AOD sanctioning guidelines and the Student Code of Conduct, but it has not undertaken a review of UAA's AOD prevention program. UAA should convene a committee of stakeholders to review the components of the AOD prevention program for effectiveness.
- UAA has a policy that prohibits students from consuming, possessing, or being under the influence of alcohol while on university travel status. However, university "travel status" is not well defined, and the policy needs to be clarified to help students understand when it is permissible and not permissible to use alcohol, based on the type of travel, for example, study abroad, faculty-led research trips. etc.
- Marijuana has become more accessible to students and is legal for consumption for individuals over 21 year old in the state of Alaska. This is a contributing factor to an increase in student perception of marijuana use and more educational programming specific to AOD policies and the harms and risks of marijuana should be provided.
- Nationally, misuse and abuse of opioids have increased to epidemic levels and UAA should continue efforts to participate and promote national drug take back events, and safe medication disposal to decrease accessibility of unused or expired medications, as well as provide more informational programming on opioids at least once per semester.
- The vast majority of AOD violations occur in the residential community. The ADWE should increase their presence in the residential community to target this group of students for educational programming, increase awareness of the program, and distribute available resources on campus.
- The ADWE will meet with Residence Life staff at PWSC to review and improve AOD prevention strategies and education and awareness programs based on research and best practices during the next biennial review period.
- KPC and PWSC should implement mandated student and staff signatures acknowledging AOD policies in the residential communities.
- The Transforming Youth Recovery grant is in the second year and has had limited success with student attendance. For the final year of the grant the ADWE and grant coordinator should implement new strategies to market this resource to students.
- UAA should help the Alaska Airlines Center develop promotional materials and resources on responsible drinking to help the arena comply with the UAA Guidelines for Beer/Wine Sales in the Alaska Airlines Center.
- Along with the letter sent to parents of incoming students, there should be more information included about how to talk to students about alcohol before they leave for college.
- The Alcohol, Drug, and Wellness Education website does not currently have information on alcohol and drug facts, safe drinking, and other safety tips. This information should be added to make the website a hub where students can find information on these topics.

The following findings were made regarding the consistency of sanctioning:

After the revision of the sanctioning guidelines, there was a noticeable difference with improvements to the consistency of sanctioning. While transitioning to the new sanctioning guidelines, students that had multiple violations were sanctioned according to the criteria of the new model. For example, if a student violated for a second time they should be sanctioned a mandated assessment, but if they had not received a screening they would be sanctioned the screening instead. Therefore, sanctions were completed in a consistent and progressive manner. Besides having to sanction students between the old and new guidelines, there were minimal errors. For all first time alcohol violations there was only one error where a parent should have been notified and wasn't.

## 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 National Behavioral Intervention Team Association (NaBITA) Threat Assessment Tool.

### Assessment Type

Operational/Program Outcomes

**Key Findings**

None provided.

## 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 Disorder Identification Test (CUDIT) 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

**Key Findings**

In 2018-19, the ADWE conducted 71 AUDITs with students, in which the results showed 55 were low risk, 14 were moderate risk, and two were high risk. In addition, the ADWE conducted 12 CUDITs with students, in which the results showed seven were low risk, four were moderate risk, and one was high risk. In cases where students were determined to be a high risk, the ADWE referred them to the Student Health & Counseling Center for a follow-up meeting.

## Learning Outcomes

### Alcohol (AUDIT) Screening with Alcohol, Drug, and Wellness Educator (ADWE)

**Outcome Statements**

As a result of participating in a meeting with the ADWE, students will be able to:

- Comprehend high-risk vs. low-risk choices of alcohol.
- Identify at least one harm reduction strategy.
- Identify a standard drink size, BAC, tolerance, and effects of alcohol.
- Identify physical and social risks of excessive drinking.

**Learning Intervention**

None provided.

**Measure**

None provided.

**Data Collected**

No

**Related Student Affairs Student Outcomes**

None provided.

### Cannabis (CUPIT) Screening with Alcohol, Drug, and Wellness Educator (ADWE)

**Outcome Statements**

As a result of completing the CUPIT with the ADWE, students will be able to:

- Explore if they are having problems with cannabis.
- Understand high risk choices of cannabis use (e.g., smoking 5-6 days per week).
- Understand that cannabis use may lead to health problems.
- Understand the effects and various levels of THC.
- Understand strategies to reduce use, if the results are high.
- Identify at least one strategy to reduce risks associated with use.

**Learning Intervention**

None provided.

**Measure**

None provided.

**Data Collected**

No

**Related Student Affairs Student Outcomes**

None provided.

## CARE Team Interactions

### Outcome Statements

- Students will identify that they are more familiar with UAA Resources and Services applicable to their needs due to interaction with UAA CARE team.
- Students will have an increased understanding of the level of impact their behaviors and choices have on the UAA community and campus.
- Due to interaction with CARE team, students will increase their confidence in effective coping and help seeking behavior to address their distressing situations.
- Students will increase their ability to continue their educational progress toward a degree, certificate, or academic enrichment due to interaction with the CARE Team.

### Learning Intervention

None provided.

### Measure

None provided.

### Data Collected

No

### Related Student Affairs Student Outcomes

None provided.

## Student Conduct

### Outcome Statements

After engaging in the Student Conduct process, students will be able to:

- Articulate why they were referred to Student Conduct.
- Demonstrate, verbally or in writing, their role in the broader UAA community, including information about their rights and responsibilities as a student.
- Evaluate their experience with the incident and the process to determine what they learned/got out of the experience (positive or negative).
- Discuss the impact of their actions on themselves, others, and/or the community, and formulate a plan for instituting change.

### Learning Intervention

None provided.

### Measure

None provided.

### Data Collected

No

### Related Student Affairs Student Outcomes

None provided.

## Disability Support Services

### Assessment Inventory

None provided.

## Learning Outcomes

### Delta Alpha Pi International Honor Society

#### Outcome Statement

As a result of joining Delta Alpha Pi International Honor Society, Epsilon Epsilon chapter, students experience an inclusive climate that recognizes students' academic achievements and experience Global Citizenship and advance their leadership skills by involvement.

#### Learning Intervention

121 students who qualified were invited to join Delta Alpha Pi International Honor Society, Epsilon Epsilon chapter. Seventeen students accepted the invitation and were initiated at a formal induction ceremony. Staff, faculty, and community members attended the Delta Alpha Pi International Honor Society Induction ceremony in Fall 2017. Both the Northern Light newspaper and the Alaska Dispatch News reported on the ceremony and their news stories raised awareness of the diversity and inclusivity embodied by UAA.

**Measure**

None provided.

**Data Collected**

No

**Related Student Affairs Student Outcomes**

## Disability History Exhibit

**Outcome Statement**

As a result of viewing the Disability History Exhibit displayed in the Student Union during Disability Awareness Week (Fall 2017, , students, staff, and campus visitors learned how the view of disabilities has changed over time with regard to the Medical, Social, and Moral models.

**Learning Intervention**

None provided.

**Measure**

None provided.

**Data Collected**

No

**Related Student Affairs Student Outcomes**

None provided.

## Early Registration Initiative

**Outcome Statement**

Students registered with DSS will participate in early registration by 50% in Fall 2017 and by 75% in Spring 2018. Early registration will allow students to more appropriately register to meet their accommodations needs.

**Learning Intervention**

DSS will promote early registrations and its benefits by a phone call and personal contact campaign. Materials publishing early registration and its benefits will be made available on the DSS website, Facebook page, in the office, and on the DSS announcement board. DSS will also promote completion of the HAVEN/Title IX training in order to be able to register.

**Measure**

The DSS team will determine the current number of those registered for services and attending classes by use of data collected from Banner and AIM. The percentages will be determined by the number registered for and attending classes in comparison to the number of those who have or have not registered.

**Data Collected**

No

**Findings**

Data showed that 32% of students registered for services prior to the beginning of the Fall 2017 semester and 37% for the Spring 2018 semester.

**Related Student Affairs Student Outcomes**

None provided.

## Myth Busters Discussion

**Outcome Statement**

As a result of the Myth Busters Discussion, participants became aware of what it means to experience a disability, especially on campus, and gained knowledge of staff and student resources.

**Learning Intervention**

Staff, faculty, and DSS stakeholders from the community attended the Myth-Busters Discussion with UAA student panelists. Student panelists shared first-hand knowledge of being a college student with a disability.

**Measure**

None provided.

**Data Collected**

No

**Related Student Affairs Student Outcomes**

None provided.

## Military and Veteran Student Services

### Assessment Inventory

#### Use of Dynamic Forms to Gather Student Data

**Description**

Launched for Spring 2018, MVSS began using Dynamic Forms for the VA Education Benefits Certification Form. One of the many benefits of the platform is the ability to add a variety of questions to the certification request. All of this data is then available. This data allows MVSS and UAA to have a much more in depth view of students and how to best serve them. By isolating the population based on their service history, branch of service and/or status (i.e. active duty, guard, reserve, veteran or dependent), MVSS can then provide these unique groups with the most pertinent information and best practices for their specific experience.

**Assessment Type**

Stakeholder Needs, Usage/Tracking Data

**Key Findings**

The two largest benefit populations are VA Vocational Rehabilitation, at roughly 18%, and the Post 9/11 GI Bill, at around 76% of our beneficiary population.

In both Spring 2018 and Summer 2018, 85% of students using benefits were continuing students while 6% were transfers and 9% were new students.

24% of beneficiaries were dependent spouses or children.

#### Use of our Military and Veteran Honor Cord request form to assess MVSS effectiveness

**Description**

At the end of every Fall and Spring semester, MVSS distributes Military & Veteran Honor Cords for veteran and service member graduates to wear during commencement. Beginning in Spring 2018, MVSS added a few questions to the honor cord request that will help evaluate the strengths and weaknesses of MVSS services. The initial attempt was very basic with plans to move this form to an electronic format with expanded questions for Fall 2018.

**Assessment Type**

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

**Key Findings**

73% of graduates indicated that MVSS does a great job of serving students both through providing information and in regards to problem solving. Out of those that shared opportunities for improvement, 47% believe MVSS can do more to provide proactive front-end information.

### Learning Outcomes

#### GI Bill Workshops

**Outcome Statement**

GI Bill recipient students who attend MVSS GI Bill Workshops will be better informed regarding their responsibilities in the process as well as how their benefits interact with UAA.

**Learning Intervention**

Students attend a GI Bill Workshop conducted by MVSS staff. In the workshop, students are exposed, in detail, to how the GI Bill works, how the process runs at UAA as well as best practices and how to avoid common pitfalls.

**Measure**

MVSS can use "end of course" surveys to ascertain effectiveness.

**Data Collected**

No

## Related Student Affairs Student Outcomes



### Veteran Howl Days

#### Outcome Statement

Veteran students that attend the Veteran's Howl Days are presented with detailed information from MVSS staff making them better prepared to begin their academic pursuits at UAA. Additionally, these students meet members of the Student Veterans of UAA student veterans club. This allows them to see students similar to them successfully navigating UAA and the VA processes.

#### Learning Intervention

Students attending Veteran Howl Days learn how to use their GI Bill benefits at UAA as well as how to succeed in and out of the classroom. These students are also able to engage with current student veterans that are active in the Student Veterans of UAA. SVUAA students discuss activities and opportunities to get involved both in the UAA community and in the greater Anchorage community as well.

#### Measure

Follow up surveys can be used to gauge effectiveness.

#### Data Collected

No

## Related Student Affairs Student Outcomes



## Multicultural Center

### Assessment Inventory

None provided.

### Learning Outcomes

None provided.

## Native Student Services

### Assessment Inventory

None provided.

### Learning Outcomes

None provided.

## Office of the Registrar

### Assessment Inventory

#### Brown Bag Training Sessions

##### Description

The Registrar's Office hosted four training sessions in 2017-18. Two sessions focused on registration, one on scheduling and one on updating the electronic catalog. Participants were invited to complete a feedback form following each session, rating the relevancy of the material presented and how well the topic was covered, as well as sharing takeaways from the session and feedback for future trainings.

##### Assessment Type

Operational/Program Outcomes, Usage/Tracking Data

### Key Findings

Of those participants that provided feedback (17/35), 13 indicated the sessions were useful and relevant to the work that they. Participant feedback highlighted an opportunity to reimagine and revitalize these annual training sessions in partnership with the primary audiences. Participants shared they are eager for more information about course fees in scheduling sessions. They expressed interest in sessions for beginners and users that are more advanced.

## CLSS Training

### Description

The Registrar's Office introduced a new web-based academic course scheduling software called CLSS to the wider campus community in April of 2018. Staff hosted two full days of CLSS training for 57 academic schedulers and approvers in partnership with the software vendor. The training introduced the schedulers and approvers to the software and its terminology. Training sessions were catered specifically to schedulers or approvers so staff and administrators could focus on their specific responsibilities within the software itself, as well as their role within the scheduling process and timeline.

An additional 'make up' training session was hosted on May 2, 2018 for 10 schedulers and approvers that were unable to attend the April sessions.

### Assessment Type

Operational/Program Outcomes

### Key Findings

Academic schedulers and approvers provided real time qualitative feedback throughout and following the training sessions, which guided the development of CLSS training documentation and website. Their feedback will also shape future training sessions.

## Learning Outcomes

### Deadline Management

#### Outcome Statement

By providing a thorough response and rationale to students who are denied exceptions to deadline requests, students will recognize the importance of prioritization and deadline management in fulfilling their individual goals.

#### Learning Intervention

The outcome of the student's request is clearly articulated in writing in a timely manner, to include a detailed explanation of the decision and the reasoning behind it, whether it be approved or not approved. The written response is intended to educate students about proper deadline management.

#### Measure

Each written response from the Office of the Registrar could include a link to a brief survey in which students are asked to report their understanding of the explanation and how it will shape future choices surrounding time and deadline management.

Tracking the number of requests each semester could help determine if students are becoming more aware of deadlines and expectations around them.

#### Data Collected

No

#### Related Student Affairs Student Outcome



## Student Empowerment

### Outcome Statement

Students who communicate directly with the Office of the Registrar will improve their ability to self-serve using web-based tools to increase their understanding of policies and processes.

### Learning Intervention

In response to students' questions, Office of the Registrar staff include a link to additional relevant information, on the website, in the university catalog, in UAOnline or elsewhere. The goal is to provide the answer but also to empower the student to locate answers and related information independently in the future.

**Measure**

Office of the Registrar staff could track students they communicate with each week and follow up with a survey requesting students rate their interaction with the office, the extent to which they feel their question was answered/issue was addressed, and how prepared they feel to recall the information they learned to self-serve in the future.

**Data Collected**

No

**Related Student Affairs Student Outcomes**

## Residence Life

### Assessment Inventory

#### Fall 2017 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, Cost Effectiveness, Stakeholder Needs, Student Satisfaction/Perception

**Key Findings**

- 90% of respondents enjoyed living on campus with approximately 50% strongly agreeing they enjoyed living on campus.
- 92.6% of respondents reported feeling welcome on residential campus with approximately 57% strongly agreeing they felt welcome.
- 84.2% of respondents reported having made friends at the institution because of living on campus.
- 95.3% of respondents reported feeling safe and that their belongings were secure on campus.

#### Fall 2017 Student Staff Training Evaluations

**Description**

Evaluation of DRL's eight-day student staff training in Fall 2017.

**Assessment Type**

Student Learning Outcomes, Student Satisfaction/Perception

**Key Findings**

Student staff members gave Residence Life an average of 4.56/5 stars for their approach in addressing the topic of diversity during training.

28 of 31 staff members stated they at least moderately understand what is expected from them regarding Title IX, as a Campus Safety Authority, and a Mandated Reporter. The topic was readdressed later in training and the numbers improved to 31 out of 31 respondents stating they knew what was expected of them.

All student staff members reported feeling at least moderately prepared to address/support a student who might be suicidal.

#### Spring 2018 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, Comprehensive Program Review, Operational/Program Outcomes, Student Learning Outcomes, Student Satisfaction/Perception

**Key Findings**

- 85.5% of respondents reported they view their Resident Advisor as a positive role model.
- 91% of respondents reported their Residence Coordinator is a positive role model.
- 88.7% of respondents reported they have someone on campus they can go to if they have a problem.
- 89.2% of respondents reported they would recommend living on campus to a friend.
- 96.8% of respondents reported their Resident Advisor enforces policies fairly and consistently.

## Learning Outcomes

### Faculty in Residence (FiR)

#### Outcome Statement

As a result of implementing the FiR, residential students will be able to connect to academic resources and more likely able to see their living environment as an extension of the classroom by students being able to identify who the FiR is, and speak to at least one resource available at the University for their academic success.

#### Learning Intervention

The FiR will be providing at least eight hours of outreach, weekly, in the areas of study sessions, office hours, program creation and attendance, attending the Residential Care meeting, and engagement with student staff.

#### Measure

Feedback on the FiR engagement with the OCL community will be collected through the Quality of Life surveys (Fall and Spring) and through in-person conversations on an on-going basis.

#### Data Collected

No

#### Related Student Affairs Student Outcomes



## Student Financial Aid

### Assessment Inventory

#### FATV Monthly Usage Comparison

##### Description

The Office of Financial Aid requests a monthly report that shows FATV usage to identify what videos students are watching and when. The data breaks down viewing by day and hour, desktop versus mobile viewing, and the search criteria students are using to find videos. Data reports also show the type of video students are watching, broken down between Future Students, Current Students, Parents, and Alumni.

##### Assessment Type

Comparative Benchmarking, Cost Effectiveness, Stakeholder Needs, Usage/Tracking Data

##### Key Findings

The monthly usage reports show the Office of Financial Aid that the FATV subscription is providing video content to viewers during times when financial aid advisors are not available. The data consistently shows viewers are watching the videos predominately between 5PM and 1AM. The report provides feedback on the search criteria students are using to find answers to that the Office of Financial Aid can be more responsive in communications and social media usage: pushing out the answers that students are most interested in knowing at any particular time of year.

#### Student Loan Borrower Analysis

##### Description

The Office of Financial Aid, in partnership with Edfinancial Services, used data from the National Student Loan Database System to analyze UAA's student loan borrowers that entered repayment from 10/01/2015 - 09/30/2018. These students will affect UAA's fiscal year 2016, 2017, and 2018 federal student loan default cohort rates published in 2019, 2020, and 2020. The FY 2016 cohort published in 2019 will be the first cohort of students that UAA could potentially affect if default prevention outreach measures were immediately taken (through October 2018).

##### Assessment Type

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

##### Key Findings

As of January 2018, 115 and 480 students in the 2016 and 2017 respective fiscal years were delinquent and at risk of default. Based on this risk rate, by the time the 2017 cohort default rate is published, UAA's current rate could jump from 13.1% (FY14) to 22.2% (FY17). Since schools lose a number of student-centric borrower benefits if the default rate rises above 15%, it is imperative for UAA to begin an active delinquency-monitoring program to keep default rates low. A delinquency-monitoring program would include active monitoring and outreach to delinquent loan borrowers on a monthly basis. Another important

finding shows that freshman (59.7%) and sophomores (21.2%) make up the majority of UAA students at risk of default (n=751). Increasing first-to-second and second-to-third year retention rates would have the largest impact on UAA's future default rates.

## Student Service Based Email Self-Evaluation

### Description

The Office of Financial Aid took responsibility from the Office of Student Information on August 25, 2016. After almost one year of providing email service, staff conducted a self-evaluation of emails sent in response to student inquires. Each staff had five random email responses selected and evaluated each response using an evaluation guide based on financial aid and general office policies and procedures. After completing the evaluation, each staff member met with the Director of Financial Aid to review their assessment and discuss opportunities to improve written communication and customer service skills. Two web articles that discussed best practices as related to customer service and email provided reflection and discussion.

### Assessment Type

Operational/Program Outcomes

### Key Findings

Staff had near perfect compliance with policies related to FERPA and internal policies on response timeliness, greeting/closure format, direct handoffs to outside offices, and appropriate use of hyperlinks.

Staff responses were overwhelming thorough, accurate and easy-to-understand (i.e. avoided using financial aid jargon). Students rarely had follow up questions.

Staff were exceptional at providing "call to action" information including next steps and a timeline of those steps.

Areas to improve include avoiding responses that felt rushed. Staff need to take the time to use friendly introductions, conclusions, and other pleasantries and to avoid immediately delving into the answer as a matter of expediency. In addition, proofreading was important: one out of every five emails included a typo. These errors appear to be a result of staff working too quickly to increase efficiency because they feel overwhelmed by the workload.

Staff found daily responsibility for returning student email overwhelming but rewarding. Students regularly provided positive feedback that keep staff motivated and feeling connected to the student body.

Using technology such as Auto Text and apps like Grammerly can improve efficiency.

## UAA Default Rate Analysis

### Description

UAA partnered with Inceptia to analyze the combined FY14 and FY15 cohorts to determine the characteristics of student borrowers who are impacting the cohort default rate.

### Assessment Type

Operational/Program Outcomes, Stakeholder Needs

### Key Findings

The FY14 and FY15 combined cohort of student borrowers consisted of 5,892 students, of which 749 defaulted on their federal loans, equating to a 12.7% default rate. The analysis by Inceptia identified 10 primary characteristics of borrowers who defaulted. The characteristics have been broken down into three specific areas: academic, financial and retention related. Analysis is still in progress to determine how to use these characteristics to better control outcomes.

## Learning Outcomes

### Alaska Performance Scholarship Maximization

#### Outcome Statement

As a result of outreach efforts, students falling short of continuing education (CE) requirements for Alaska Performance Scholarships (APS) will be aware of the requirement and 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 six credits in order to be eligible for their fall 2017 APS award. Staff called students to explain the milestone requirement and encouraged them to take additional courses during the second, five-week part of summer semester. OFA had a limited amount of tuition award money to offer as encouragement for students to participate. In Spring 2018, the Office of Financial Aid reprised this outreach. Due to limited resources, this outreach took the form of emailed letters from the Financial Literacy Specialist to make students aware of the CE requirement and to encourage students falling short of the credits completed to register for summer classes. This encouragement did not have tuition award money associated with it.

**Measure**

Of the 150 students contacted, 49 enrolled for summer. Of that 49, 34 will have completed enough credits to meet continuing eligibility requirements if they pass the coursework for summer. The 15 who will not have enough to meet the requirement will be working toward regaining eligibility.

**Data Collected**

Yes

**Findings**

The results of the campaign are promising. Students often receive resources from multiple avenues with disparate criteria for eligibility. The fact the APS has a review every two payments can be confusing. In reaching out to students in spring to encourage summer enrollment we are helping them maximize their award potential and alerting them to options so they can make informed decisions about enrollment.

**Related Student Affairs Student Outcomes**

## Holistic Student Point of Contact Checklist

**Outcome Statement**

Students who meet with an OFA staff member in the lobby will learn the status of their aid as well as other imminent issues that might impact that aid or their status with the University by being provided with a tangible checklist which shows what they still have outstanding as well as other pertinent campus contacts for follow up requirements.

**Learning Intervention**

In the summer of 2017 Financial Aid started meeting with students directly in the lobby to manage traffic during the One Stop transition. Staff met in Fall 2017 and determined what the most typical inquiries were. To encourage student understanding of resources and processes at UAA staff designed a checklist form for use in the lobby with students.

**Measure**

None provided.

**Data Collected**

No

**Related Student Affairs Student Outcomes**

## Student Health & Counseling Center

### Assessment Inventory

#### Bystander Intervention Trainings

**Description**

Bringing in the Bystander is a CDC and State of Alaska collaboratively grant funded training program, facilitated through SHCC Health Promotion Specialists and Peer Health Educators. Bringing in the Bystander is an evidenced-based, research-supported sexual assault-prevention training program.

**Assessment Type**

Operational/Program Outcomes, Student Learning Outcomes

**Key Findings**

During 2018-19, the Bringing in the Bystander (BIB) training was conducted 40 times with 713 participants.

- 64% of participants stated they had a clear understanding of what an active bystander does before they participated in the BIB training. After the training, the percentage rose to 100%.

- 59% of participants stated they could look back on their experiences and recognize opportunities for bystander intervention prior to the training. After the training, the percentage rose to 91%.
- 90% of participants stated they could identify a range of unacceptable behaviors that contribute to sexual violence prior to the training. After the training, the percentage rose to 99%.
- 66% of participants stated they were very knowledgeable about the prevalence of sexual violence in Alaska prior to the training. After the training, the percentage rose to 95%.
- 91% of participants stated they had empathy for victims of sexual violence prior to the training. After the training, the percentage rose to 95%.
- 77% of participants stated they had skills to evaluate the benefits and risks of intervening as a bystander prior to the training. After the training, the percentage rose to 98%.
- 57% of participants stated they could identify resources available to support bystanders, victims and survivors before the training. After the training, the number rose to 97%.
- 81% of participants stated they planned to be an active bystander. After the training, the number rose to 96%.

## Clinical Benchmarking and Quality Improvement

### Description

25 randomly selected student charts were reviewed of student who sought appointments for GYN Annual, Sports, PE, PE Comp, and PE Brief. The following were the data collection points per the recommendation of the American College Health Association, Preventive Care Quality Improvement and Clinical Benchmarking program:

1. Allergy Documentation
2. Influenza Vaccine administration
3. Screening for Tobacco use
4. Depression screening using a standardized assessment tool (PHQ 2, 9)

### Assessment Type

Comparative Benchmarking

### Key Findings

- 92% of the charts reviewed had evidence of documentation of allergies.
- 8% of student encounters had a documented discussion of the flu vaccine
- 80% of the student encounters had evidence of screening for tobacco use
- 4% of the student encounters had evidence of screening for depression using a standardized depression assessment tool

## HPV Vaccine Administration-Quality Improvement Review

### Description

60 SHCC student charts were selected with the diagnosis code of Z01.419 (Encounter for gyn exam w/o abn findings) were pulled and audited for this project. These were students that utilized the SHCC between August 1st, 2017 and December 19th 2017. Two data points were specifically audited: 1) Is there documentation that the medical provider discussed the HPV vaccine/addressed the patient's HPV immunization status during the visit and 2) were other vaccines/was the patient's immunization status in general discussed.

### Assessment Type

Comprehensive Program Review

### Key Findings

Out of 60 visits that were audited, 48 had documentation of the HPV vaccine specifically addressed as well as the patient's immunization status as a whole was discussed. This is an 80% compliance rate for both issues being addressed at an annual GYN visit.

There were 4 patient charts that had documentation of the HPV vaccine being discussed, but no documentation the patient's other immunization status being discussed. This is 6.66% of the charts that were audited. There were 8 patient charts that had no documentation of either the HPV vaccine or any other immunizations being discussed during the visit. This is approximately 13.33% of annual gyn visits where there is no documentation that any immunizations were discussed at all.

## Mental Health Quality Assurance Record Review

### Description

Each Mental Health Provider reviewed two records per month of their peers' documentation of mental health meetings with students.

### Assessment Type

Comparative Benchmarking, Comprehensive Program Review

### Key Findings

Of the twenty charts reviewed:

- 93% had medications reconciled
- 100% had medication response and side effects documented
- 100% had psychiatric evaluations completed
- 100% had subjective and objective information documented
- 97% had documentation supporting identified diagnosis
- 97% had safety issues addressed
- 100% had a plan or intervention appropriate to support data recorded
- 94% were given appropriate referrals, and
- 100% had relevant labs ordered

## Student Satisfaction Survey

### Description

Students are emailed a satisfaction survey one week after receiving SHCC services. Between November 2017 and June 2018, 362 students responded to this satisfaction survey.

### Assessment Type

Student Satisfaction/Perception

### Key Findings

- 89.7% of students stated that they were satisfied or very satisfied with the services they received at the SHCC
- 88.9% stated they were satisfied or very satisfied with the ease of scheduling an appointment at the SHCC
- 97.8% stated their healthcare provider at the SHCC answered their questions, very well or moderately well
- 94.6% stated their healthcare provider explained their follow-up care very well, or moderately well
- 71% of students stated they were very satisfied or satisfied with the comfort of the SHCC waiting areas (some students presently wait in hallways)
- 97.8% identified that the location of the SHCC was very convenient or somewhat convenient for them
- 89% of students agreed that the health related services they received at the SHCC were helpful to their academic success.

## Learning Outcomes

### Immunization Engagement

#### Outcome Statement

UAA students will be given immunization education, and an opportunity to receive immunizations, if they so choose, as a result of having a physical health appointment within the SHCC.

#### Learning Intervention

Immunization education and counseling.

#### Measure

Chart audit checking for documentation of immunization education, counseling, administration, or reasons for declining immunizations.

#### Data Collected

Yes

#### Findings

Twenty-five randomly selected student charts were reviewed of students who sought appointments for GYN Annual, Sports, PE, PE Comp, and PE Brief. Influenza vaccine administration data was collected through review of documentation noting discussion, request or decline of the 2017/2018 influenza vaccine. This was a portion of information collected for an American College Health Association benchmarking project.

8% of student encounters had a documented discussion of the flu vaccine.

#### Related Student Affairs Student Outcomes

None provided.

# Student Life & Leadership

## Assessment Inventory

### Campus Kick-Off Assessment

**Description**

Student Life and Leadership surveyed student participants about their satisfaction with all of the Kick-Off events: Resource Fair, Comedy Show, Outdoor Movie, and Fred Meyer Night.

**Assessment Type**

Student Satisfaction/Perception

**Key Findings**

None provided.

### Concert Board Assessments

**Description**

The Concert Board surveyed student attendees after A Capella Festivella on October 12, 2017 and the Maggie Rogers concert on November 17, 2017 to assess student satisfaction with the events.

**Assessment Type**

Student Satisfaction/Perception

**Key Findings**

None provided.

### Daily Den Assessment

**Description**

The Daily Den student staff collected paper surveys from student users throughout the year to learn about the satisfaction with the program and additional resources provided.

**Assessment Type**

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

**Key Findings**

None provided.

### Emerging Leaders Pre/Post Test

**Description**

Student participants were asked to complete a pre-survey identifying what they knew before beginning the Emerging Leaders Program (ELP) and then a post-survey of their knowledge upon completion of ELP.

**Assessment Type**

Operational/Program Outcomes, Student Learning Outcomes, Student Satisfaction/Perception

**Key Findings**

None provided.

### General Interest Survey

**Description**

Student Life and Leadership conducted a broad-based assessment of UAA students to gather feedback on type, genre, day, time, and marketing preferences for programs and events on campus.

**Assessment Type**

Student Satisfaction/Perception, Usage/Tracking Data

**Key Findings**

None provided.

### Haunted Halloween Fun Night Survey

**Description**

This survey of the annual Haunted Halloween Fun Night, sponsored by Club Council, focused on the experiences of student organization representatives who hosted tables at the event to determine program improvements for the future.

**Assessment Type**

Operational/Program Outcomes, Student Satisfaction/Perception

**Key Findings**  
None provided.

## Info Desk, Gear Room, and Coffee Shop Surveys

**Description**  
The Student Union survey students to gather feedback on the Information Desk, Gear Room, and Coffee Shop.

**Assessment Type**  
Cost Effectiveness, Student Satisfaction/Perception

**Key Findings**  
None provided.

## KRUA 88.1 FM Listenership Assessment

**Description**  
KRUA 88.1 FM identified statistics on student listenership, awareness of KRUA, and assessment of student listening habits.

**Assessment Type**  
Operational/Program Outcomes, Student Satisfaction/Perception

**Key Findings**  
None provided.

## Panhellenic Recruitment Potential New Member Survey

**Description**  
This assessment is conducted annually by Student Clubs & Greek Life about the experiences of women who participated in formal sorority recruitment.

**Assessment Type**  
Operational/Program Outcomes, Student Satisfaction/Perception

**Key Findings**  
None provided.

## SACP Program and Event ID Swipes

**Description**  
Student Activities & Commuter Programs swiped student ID cards at the majority of its programs and events in 2017-18, resulting in an annual report on the demographic information of students who participated.

**Assessment Type**  
Usage/Tracking Data

**Key Findings**  
None provided.

## SACP Program and Event Surveys

**Description**  
Student Activities & Commuter Programs surveyed student participants at the majority of its programs and events to inform programming and marketing strategies for the future.

**Assessment Type**  
Operational/Program Outcomes, Student Satisfaction/Perception

**Key Findings**  
None provided.

## SLL Student Employment Audit

**Description**  
Student Life and Leadership conducted a comprehensive audit of its student employment program, to include student pay, resulting in the creation of a proposed Student Wage Structure (now under review for expansion to all of Student Affairs).

**Assessment Type**  
Comparative Benchmarking, Student Satisfaction/Perception

**Key Findings**  
None provided.

## TNL Readership Assessment

### Description

The Northern Light (TNL) assessed student readership habits and readership outcomes to gauge the paper's success in fulfilling its mission.

### Assessment Type

Operational Program/Outcomes, Student Satisfaction/Perception

### Key Findings

None provided.

## Learning Outcomes

### Cultural Competency

#### Outcome Statement

Students who complete the UAA Emerging Leaders Program (ELP) will be able to demonstrate an understanding and appreciation for cultural and human differences.

#### Learning Intervention

The Emerging Leaders Program (ELP) is a co-curriculum program aimed at developing and enhancing leadership skills and competencies of all students across campus through self-assessment, learning, and practice opportunities. ELP will help students be accomplished in the classroom, competitive in the work force, and civic-minded in their communities.

The Emerging Leaders Program views leadership as a process, not a position, and therefore inclusive and accessible to all. Leadership Development is values-based, collaborative and socially responsible. Citizenship and focus on positive change through community engagement and service is key to leadership development. For leaders to be successful, they must first understand themselves and align their values with their goals. Learning how to work with others, while recognizing strengths and challenges, leads to understanding the true meaning of leading with integrity and positively impacting others.

Learning Outcomes:

1. Exhibit interpersonal competency in understanding oneself and the impact on others.
2. Demonstrate and understanding and appreciation for cultural and human differences.
3. Illustrate an awareness of and commitment to social and civil responsibility.
4. Communicate, organize, and synthesis complex information with purpose and clarity.

The Emerging Leaders Program will be transitioned to a weekend program for 2018-19 and be offered twice a year. In addition to the traditional weekend retreat, the mentorship program and service opportunities will be offered in order to graduate from the Emerging Leaders program.

#### Measure

ELP Pre-Test (September 2017) and Post-Test (April 2018) of Student Participants

#### Data Collected

No

#### Related Student Affairs Student Outcomes



### Interpersonal Competency

#### Outcome Statement

Students who complete the UAA Emerging Leaders Program (ELP) will be able to exhibit interpersonal competency in understanding themselves and their impact on others.

#### Learning Intervention

The Emerging Leaders Program (ELP) is a co-curriculum program aimed at developing and enhancing leadership skills and competencies of all students across campus through self-assessment, learning, and practice opportunities. ELP will help students be accomplished in the classroom, competitive in the work force, and civic-minded in their communities.

The Emerging Leaders Program views leadership as a process, not a position, and therefore inclusive and accessible to all. Leadership Development is values-based, collaborative and socially responsible. Citizenship and focus on positive change through community engagement and service is key to leadership development. For leaders to be successful, they must first

understand themselves and align their values with their goals. Learning how to work with others, while recognizing strengths and challenges, leads to understanding the true meaning of leading with integrity and positively impacting others.

Learning Outcomes:

1. Exhibit interpersonal competency in understanding oneself and the impact on others.
2. Demonstrate understanding and appreciation for cultural and human differences.
3. Illustrate an awareness of and commitment to social and civil responsibility.
4. Communicate, organize, and synthesis complex information with purpose and clarity.

The Emerging Leaders Program will be transitioned to a weekend program for 2018-19 and be offered twice a year. In addition to the traditional weekend retreat, the mentorship program and service opportunities will be offered in order to graduate from the Emerging Leaders program.

**Measure**

ELP Pre-Test (September 2017) and Post-Test (April 2018) of Student Participants

**Data Collected**

No

**Related Student Affairs Student Outcomes**



## Student Outreach & Transition

### Assessment Inventory

#### 2017 Answer Desk Student Contact Tracking

**Description**

The Answer Desk Student Contact Tracking assessed the participation level at which students utilized the start and mid-semester Answer Desks.

**Assessment Type**

Usage/Tracking Data

**Key Findings**

None provided.

#### 2017-2018 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

**Key Findings**

None provided.

#### 2017-2018 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

**Key Findings**

None provided.

## 2017-2018 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

### Key Findings

None provided.

## 2017-2018 Howl Days Program Evaluation

### Description

The Howl Days Program Evaluation examined the orientation program and each college-specific orientation's post-test results, providing benchmark data for how to proceed with the 2018-19 Howl Days Orientations.

### Assessment Type

Comparative Benchmarking

### Key Findings

None provided.

## 2017-2018 Howl Days Persistence Tracking

### Description

The Howl Days Persistence Tracking data was utilized to determine the percentage of students who attended Howl Days in August 2017 and returned to enroll in Spring 2018 courses.

### Assessment Type

Comparative Benchmarking

### Key Findings

None provided.

## 2017-2018 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 2016 and returned to enroll in Fall 2017 courses.

### Assessment Type

Comparative Benchmarking

### Key Findings

None provided.

## 2017-2018 UAA FUSION Evaluation

### Description

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

### Assessment Type

Student Satisfaction/Perception

### Key Findings

None provided.

## 2018 Spring Mid-semester Progress Report

### Description

106 first-time first-year UA Scholars submitted their mid-semester Academic Progress Report in spring 2018.

### Assessment Type

Usage/Tracking Data

### Key Findings

96% (n=102) maintained good academic standing by the end of the spring semester.

## Learning Outcomes

### Balanced Life Choices

#### Outcome Statement

Incoming UAA students who attend Howl Days Orientation in 2017-2018 will be able to identify at least 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

None provided.

#### Data Collected

Yes

#### Findings

Only 54% of orientation attendees knew at least one person or department they could contact with questions or concerns before orientation (Howl Days Pre-Test). This increased 40% after the event (Howl Days Post-Test).

#### Related Student Affairs Student Outcomes



### Global Citizenship

#### Outcome Statement

UAA students who volunteer at UAA for Unity and Service in Our Neighborhoods (FUSION) events in 2017-2018 will engage collaboratively with community organizations and other student volunteers to contribute their talents toward affecting their community.

#### Learning Intervention

New Student Orientation (NSO) collaborated with UAA FUSION Partners to provide 17 volunteer events in which students could participate. NSO also hosted information/recruitment tables to increase awareness of the UAA FUSION program and its partners.

#### Measure

None provided.

#### Data Collected

Yes

#### Findings

56 students volunteered for UAA FUSION events, logging 336 hours of community service. 100% of volunteers who completed the UAA FUSION evaluation enjoyed their volunteer service and were interested in volunteering again.

#### Related Student Affairs Student Outcomes



# TRIO Student Support Services

## Assessment Inventory

### Participant Cohort Banner Reports

#### Description

Banner reports are used to monitor Student Support Services (SSS) participants' performance and success throughout the academic year and to track the program's progress in achieving grant objectives of persistence/retention, good academic standing, and baccalaureate degree attainment. Participants' fall/spring/summer enrollment, mid-term grades and GPA, academic standing, SAP and financial aid requirements and awards, semester bills/balances, and holds are all tracked.

#### Assessment Type

Comparative Benchmarking, Operational/Program Outcomes, Stakeholder Needs, Student Learning Outcomes

#### Key Findings

None provided.

### SSS Bridge Program Pre & Post-Tests

#### Description

The SSS Bridge Program pre-test examined the level of institutional knowledge participants had prior to the Bridge Program, as well as their level of preparedness for beginning their first semester of college at UAA. The post-test measured the same knowledge and preparedness after participants attended the Bridge Program as a benchmark for evaluating student learning outcomes, satisfaction, and program outcomes. Participants also had the opportunity on the post-test to address ways in which to improve the program to meet their needs.

#### Assessment Type

Comparative Benchmarking, Operational/Program Outcomes, Student Learning Outcomes, Student Satisfaction/Perception

#### Key Findings

- 85% of participants reported knowing about resources on campus that could help them academically after attending the SSS Bridge program.
- 85% of participants agreed or strongly agreed all of their questions about starting freshmen year were adequately answered.
- 70% of participants agreed or strongly agreed they felt more prepared to start college after attending the SSS Bridge program; 25% of participants had neutral responses

Participants indicated the following services as the most valuable:

- SSS Peer Mentors (talking with them, advice, panel)
- Professor Panel Q&A
- Student Panel Q&A
- Blackboard and UAOnline sessions
- Campus Tour
- Learning about bills and financial aid
- Career Services presentation
- Learning about Handshake
- Learning about resources for students to be prepared
- Learning about communicating with others (students, professors, staff)
- The desire SSS has to help students and keep them informed
- Seeing people they have known since high school

Participants indicated new things that they took away from the program:

- New connections
- Knowledge and advice from professors
- How to prepare for college and be successful
- Knowing not to give up and studying the best
- Knowing about resources on and off campus
- Knowledge of website tools (Blackboard & UAOnline)
- Knowing how to complete in four years
- Knowing the need to get support; knowing to create social networking for help
- Information for the fall semester
- Knowledge about campus
- Knowing about bills

- Knowing about buying books
- Knowing about FAFSA and SAP

## SSS Office Utilization & Services Provided Tracking

### Description

SSS tracks participants' number of visits to the SSS office and purpose of the visit (using study space, using computer lab, printing, tutoring, appointment or drop-in w/ SSS staff member, using microwave/fridge/snacks). SSS uses Student Access to record all contacts with participants to track the services provided and progress towards grant objectives.

### Assessment Type

Operational/Program Outcomes, Usage/Tracking Data

### Key Findings

None provided.

## SSS Participant Exit Interview

### Description

TRIO Student Support Services conducted exit interviews with graduating participants and students who were transferring in order to gain student feedback regarding the services, advising, and activities provided by SSS. After completing exit interview forms, participants met with either the SSS Director or Student Success Coordinator to discuss their experiences within SSS and UAA, and to offer input on ways to increase program participation, improve services, and/or help remove barriers for first-generation college students at UAA. SSS staff met as a team to review the compiled results and evaluate stakeholder needs of participants and operational outcomes of the program.

### Assessment Type

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

### Key Findings

SSS Staff:

- 100% of participants agreed or strongly agreed SSS staff are friendly, approachable, and seem to care about students as individuals.
- 80% of participants agreed or strongly agreed SSS staff were able to answer their questions clearly or referred them to someone who could.
- 100% of participants agreed or strongly agreed staff are knowledgeable about resources for students.
- 80% of participants agreed or strongly agreed SSS staff helped them attain their educational goals.

SSS Office & Facilities:

- 100% of participants agreed or strongly agreed the SSS office has a comfortable atmosphere and hours are convenient.
- 60% of participants agreed space for studying is adequate and conducive to learning.

SSS Tutoring:

- Of the participants who utilized tutoring, 100% strongly agreed tutors are knowledgeable and able to explain material in a way they understood.
- Of the participants who utilized tutoring, 100% strongly agreed tutoring hours are convenient.

SSS Services:

- 80% of participants agreed or strongly agreed advising and course planning assistance was helpful.
- 80% of participants agreed or strongly agreed financial aid and financial literacy counseling was helpful.
- 80% of participants agreed or strongly agreed personal advising and mentoring was helpful.
- 80% of participants agreed or strongly agreed career counseling or services were helpful/
- 100% of participants agreed or strongly agreed emails and messages they received from SSS were relevant and helpful.
- 80% of participants agreed or strongly agreed workshops offered by SSS were relevant to their needs and workshops attended were helpful.
- 100% of participants agreed or strongly agreed SSS social events were enjoyable and helped them connect to other students.
- 100% of participants agreed or strongly agreed SSS met their needs and contributed to their success at UAA.
- 100% of participants agreed or strongly agreed they would recommend, or have recommended, SSS to other students.

## SSS Workshops Evaluations

### Description

SSS conducted evaluations for workshops provided to assess participants' satisfaction with the workshops they attended and to measure learning outcomes. Evaluations gauged the quality and effectiveness of the workshops to measure the operational

outcomes in relation to grant objectives and to evaluate stakeholder needs. Evaluations were conducted via Qualtrics and Google forms. Workshops that were evaluated included Career Services for Upperclassmen, ePortfolio, Applying/Preparing for Graduate School, Scholarship Essay-Writing, and Exploring/Preparing for Health Professions.

**Assessment Type**

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

**Key Findings**

None provided.

## Learning Outcomes

### SSS Bridge Program

**Outcome Statement**

As a result of participating in the SSS Bridge Program, first-generation, low-income, and/or students who experience a disability will be able to identify people and departments at UAA that they can access as resources to support academic and personal success.

**Learning Intervention**

The SSS Bridge Program is a two-day transition/orientation program for incoming freshmen and transfer students who have been accepted into the SSS program. Participants of the Bridge Program connect with SSS staff, peers, Peer Mentors, Student Affairs departments, Administrators and staff, and academic advisors and faculty. Participants engaged in presentations, Q&A panels, and sessions designed to increase the participants' ability to remember and understand the resources and supports available on campus.

**Measure**

SSS participants' institutional knowledge and understanding of campus resources were surveyed at the beginning and ending of the Bridge program using pre- and post-tests.

**Data Collected**

Yes

**Findings**

- 85% of participants reported being able to identify resources on campus that could help them academically after attending the SSS Bridge program
- 85% of participants agreed or strongly agreed all of their questions about starting freshmen year were adequately answered
- 70% of participants agreed or strongly agreed they felt more prepared to start college after attending the SSS Bridge program; 25% of participants had neutral responses.

**Related Student Affairs Student Outcomes**



### SSS Peer Mentors

**Outcome Statement**

As a result of attending Peer Mentor training and utilizing Clifton Strengths for Students, SSS Peer Mentors will be able to accurately assess the strengths and weaknesses of their leadership skills.

As a result of training workshops, monthly engagement with mentees, and intentional reflection with SSS staff, Peer Mentors will be able to engage collaboratively and cooperatively with others and evaluate the effectiveness of their Mentor/Mentee relationships.

**Learning Intervention**

Monthly training and meetings with Peer Mentors and feedback provided via mentees' assessments of the mentoring experience.

**Measure**

Peer Mentors self-identified strengths and weaknesses of their leadership skills through pre- and post-surveys and completed a strengths assessment through Clifton Strengths for Students. Mentors evaluated the effectiveness of their communications and relationships with mentees via bi-weekly reports and freshmen mentees will complete an assessment of the mentoring experience at the end of the grant year to provide feedback to Mentors.

**Data Collected**

Yes

**Findings**

None provided.

**Related Student Affairs Student Outcomes**

