UAA **Faculty Senate**
UNIVERSITY *of* ALASKA ANCHORAGE

June 17, 2020

To: Accreditation Tri-Chairs:
        Carrie King, Professor of Dietetics and Nutrition
        Terry Kelly, Associate Professor of Philosophy
        Susan Kalina, Vice Provost for Academic Affairs

Fr: Kelly Smith, Faculty Senate President   *kelly Smith*
        DocuSigned by:
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Re: Faculty Senate Endorsement of Accreditation Core Competencies

        At the May 1, 2020 Faculty Senate meeting, the Senate made a motion to endorse the
        accreditation core competencies outlined in the 2025 accreditation summary.

        The vote was 31 approved, 0 opposed, and 1 abstention.

        Attached is the accreditation summary for your convenience.

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UAA INSTITUTIONAL ACCREDITATION 2025
UAA Institutional Accreditation Website

Academic Year 2020 Summary
Submitted to governance groups by the tri-chairs on behalf of the Accreditation Advisory Committee

We celebrate the completion of several tasks that reflect the engagement of students, staff, faculty and administration in determining the infrastructure for assessing the student learning and student achievement that occurs across UAA as an institution.

NEW NWCCU STANDARDS (January 2020)

STANDARD ONE – Student Success and Institutional Mission and Effectiveness

- Institutional Mission
- Improving Institutional Effectiveness
- Student Learning
- Student Achievement / Student Success

STANDARD TWO – Governance, Resources, and Capacity

STUDENT LEARNING: PROPOSED UAA CORE COMPETENCIES

Following national best practice, UAA is identifying core competencies for student learning that takes place across the institution, whether in the curriculum, co-curriculum, or through students' daily interactions with UAA.

After a year of engagement with stakeholders across our campuses including multiple debriefings, open forums and surveys, the Accreditation Advisory Committee proposes the following Core Competencies and definitions:

Effective Communication

The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.

Creative and Critical Thinking

The knowledge and skills necessary for the critical exploration of issues, ideas, artifacts, and events in order to creatively design, evaluate, and implement a strategy to answer complex questions or achieve a desired goal.

Intercultural Fluency

The knowledge and skills necessary to promote effective and appropriate interaction in a variety of cultural contexts, particularly in terms of the diverse populations of Alaska.

Personal, Professional and Community Responsibility

The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.

Results of final naming survey:

Intercultural results (in order of highest to lowest number of responses):

Intercultural Fluency	67/180, 37.2%
Intercultural Competency	62/180, 34.3%
Intercultural Responsiveness	51/180, 28.3%

Personal and professional responsibility (in order of highest to lowest number of responses):

Personal, Professional and Community Responsibility	112/181, 61.9%
Personal and Social Responsibility	69/181, 38.1%

USUAA support: The USUAA executive committee completed an informal poll that resulted in unanimous support for the top answers for the final core competency names.

Core Competency Assessment: Over the summer members of the Accreditation Advisory Committee and its Core Competencies Working Group will draft an assessment process for the Core Competencies. *Faculty and staff interested in participating should contact the tri-chairs.*

STUDENT ACHIEVEMENT / STUDENT SUCCESS

NWCCU STANDARD 1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and post-graduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (███ gaps).

An initial summer working group developed a set of student achievement metrics that have been reported to governance groups throughout the year. They include leading indicators determined by UAA's Student Success initiatives to be the most critical to move the needle on retention, persistence, and graduation rates over the next couple of years. These leading indicators will be reported on, and will be revised as goals are achieved and other leading indicators come into play.

The Accreditation Advisory Committee Student Success Metrics Working Group will propose how the data on these metrics will be visualized, reported, and disseminated for use in decision-making processes across the institution. They are also discussing further disaggregation, to continue to better reflect UAA's students and provide information for interventions designed to close ███ gaps. Finally, the group will develop an approach to assessing the impact of programming on closing ███ gaps as they relate to the Student Achievement Metrics.

Adjusted pursuant to the Board of Regents 2025 motion

UAA 2025 STUDENT ACHIEVEMENT METRICS

Disaggregation   Race/Ethnicity, Age, Gender, Socio-Economic Status, First Generation, First-Time Full Time, First-Time Part Time, Transfer.

Peer Groups   Peer groups will include: Alaska Public Universities, Current UAA Peers, Large Public Masters, Associates, Public 4 Year, Large City Public 4 Year, Open Admission, Open Admission 4 year, WICHE Institutions, and Competitors. These peer groups will only be applied where there are national figures (Graduation and Retention Rates).

Metrics   Graduation Rate
- Baccalaureate (6 year, 8 year, 10 year)
- Associate (3 year, 5 year, 7 year)
- Additional metric: Junior Graduation Rate

Graduate Program Time-to-Degree
- Masters
- PhD

Retention Rate: First to Second Fall

Persistence: First to Third Fall

Post-Graduation Success

Leading Indicators   Students complete Tier 1 GERs within first 30 credits

Course Pass Rates in first-year and gateway courses

Attempted vs completed "credits earned to credits attempted"

In conclusion, we are grateful for the contributions of UAA faculty, staff, and students throughout this process and propose to move forward based on the above results.

Adjusted pursuant to the Board of Regents 2025 motion