

## NWCCU Accreditation

### 2025 Accreditation Kick-Off

Over 100 faculty, staff, administrators and students across UAA's campuses attended the Annual Assessment Seminar/Accreditation Kick Off on October 4. Keynote speaker Dr. Natasha Jankowski, Director of the National Institute for Learning Outcomes Assessment (NILOA), provided an overview of the national trend toward using **core competencies** to address **issues of equity**, as well as **institutional identity and coherence**. *"From assignments in courses and learning experiences in the co-curriculum to enabling learning through support offices, how do we ensure that students are ready, supported, and learning in ways that are culturally relevant and student focused?"* Following the Kick Off, as a brainstorming exercise, participants completed a "Taking the Pulse" survey. [See the results of the "Taking the Pulse" October forum survey here.](#)

### Fall Semester Stakeholder Discussions on Core Competencies

Throughout fall semester the tri-chairs visited governance and other campus groups to get their perspective on core competencies, find out what the groups are already doing in this area, and brainstorm about what UAA's core competencies might be. Some groups suggested additional competencies, and these have been added to the list. Following the sessions, the groups completed the "Taking the Pulse" survey.

So far the tri-chairs have visited with the Student Affairs Leadership Team, Alumni Association Board, Advancement Leadership, Administrative Services Leadership Team, and USUAA. Discussions are scheduled with the Undergraduate Academic Board, General Education Advisory Board, Graduate Academic Board, Academic Assessment Council, and Staff Council.

The **November 15 Open Forum Accreditation Core Competencies: Honoring Your Work and Building Forward** highlighted efforts in Student Affairs and in General Education that can inform UAA's approach to implementing core competencies. More than 50 faculty, staff, and administrators across UAA's campuses attended. The participants also were invited to complete the "Taking the Pulse Survey." [See the results of the "Taking the Pulse" November forum survey here.](#)

Here is the compiled list of core competencies resulting from the fall conversations:

1. Communicate effectively in a variety of contexts and formats
2. Critical thinking and analytical reasoning skills
3. The ability to locate, organize, and evaluate information from multiple sources
4. The ability to apply knowledge and skills to real-world settings
5. The ability to work with numbers and statistics
6. The ability to analyze and solve problems with people from different backgrounds and cultures
7. Intercultural knowledge and competence
8. Ethical judgment and decision-making
9. The ability to work effectively with others in teams
10. Adopt critical perspectives for understanding the forces of globalization and diversity
11. The ability to analyze and solve complex problems
12. Self-motivation and the ability to take initiative and be proactive in offering ideas and solutions
13. Civic knowledge and engagement, both local and global

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14. Relate knowledge to the historical context in which it developed and the human problems it addresses
15. The ability to innovate and be creative
16. The ability to work independently in setting priorities, managing time, and meeting deadlines
17. Foundations and skills for lifelong learning/Ability to learn or lifelong learning
18. Identify ways in which science has advanced the understanding of important natural processes
19. Interpret different systems of aesthetic representation and understand their historical and cultural contexts
20. Proficiency in a language other than English
21. Staying current on changing technologies and their applications to the workplace
22. Problem-solving
23. Resilience
24. Self-assessment/self-awareness/self-knowledge
25. Advocacy (self-advocacy, professional advocacy)
26. Community engagement
27. Diversity
28. Leadership
29. Preparing for the professional world/Development as a professional or professional development
30. Self-reliance
31. Student to alumni transition

The following draft timeline includes the basic process to be used in the spring to come to final decisions about core competencies:

**DRAFT Accreditation 2025 Timeline Revised**

<b>Date</b>	<b>Activity</b>
<b>YEAR ONE</b>	
Fall 2018	Site Visit
Spring 2019	Reaffirmation
Summer 2019	Draft - Student Achievement Metrics and Disaggregation Initiate - NWCCU Mission Fulfillment Fellows Project: Community/Employer Interviews Propose - NWCCU Student Retention, Persistence and Success Academy Project
<b>YEAR TWO</b>	
September 2019	Draft - Student Achievement Metrics and Disaggregation Provide - Regular Governance Updates
October 2019	<b>Accreditation Kick Off (Oct. 4)</b> Conduct - Core Competency Stakeholder Outreach Conduct - NWCCU Mission Fulfillment Fellows Project: Community/Employer Interviews Conduct - NWCCU Student Success Academy Project: Tier 1 Writing & Math Provide - Regular Governance Updates
November 2019	<b>Open Forum: Honoring Your Work and Building Forward (Nov. 15)</b> Conduct - Core Competency Stakeholder Outreach Conduct - NWCCU Mission Fulfillment Fellows Project: Community/Employer Interviews Conduct - NWCCU Student Success Academy Project: Tier 1 Writing & Math Attend - NWCCU Student Retention, Persistence and Success Academy Meeting (Seattle) Attend - NWCCU Accreditation Liaison Training & Evaluator Team Chair Training (Seattle) Attend - NWCCU Annual Meeting (Seattle) Provide - Regular Governance Updates

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Date	Activity
December 2019	<b>Core Competencies Compilation to Cabinet, Faculty Senate, Staff Council, USUAA</b> Formalize - Accreditation Advisory Committee Conduct - Core Competency Stakeholder Outreach Conduct - NWCCU Mission Fulfillment Fellows Project: Community/Employer Interviews Conduct - NWCCU Student Success Academy Project: Tier 1 Writing & Math Provide - Regular Governance Updates
January 2020	Re-Conceptualize - Core Competency List (Accreditation Advisory Committee) Conduct - Core Competency Stakeholder Outreach Conduct - NWCCU Mission Fulfillment Fellows Project: Community/Employer Interviews Conduct - NWCCU Student Success Academy Project: Tier 1 Writing & Math
February 2020	Edit - Core Competency list to incorporate relevant information from the Fellows Project Reduce - Core Competencies to 9 – <b>Open Forum</b> Conduct - Core Competency Stakeholder Outreach Conduct - NWCCU Mission Fulfillment Fellows Project: Community/Employer Interviews Conduct - NWCCU Student Success Academy Project: Tier 1 Writing & Math Provide - Regular Governance Updates
March 2020	Reduce - Core Competencies to 3 - Mechanism TBA Conduct - NWCCU Student Success Academy Project: Tier 1 Writing & Math Submit - Ad Hoc Report on Recommendations 1 & 2 from the previous cycle Provide - Regular Governance Updates
April 2020	Submit - Draft Core Competency List to Cabinet, Faculty Senate, Staff Council, USUAA, UAA Community Conduct - Feedback Period
May 2020	Review - Draft Core Competency List (Cabinet, Faculty Senate, Staff Council, USUAA, UAA Community) Decide - Cabinet approves final Core Competencies
Summer 2020	Develop - Mission Fulfillment Data Site (Student Learning, Student Achievement) Develop - Mission Fulfillment Annual or Semester Communication Plan
<b>YEAR THREE</b>	
Fall 2020	Implement - Mission Fulfillment Assessment and Continuous Improvement
Spring 2021	Implement - Mission Fulfillment Assessment and Continuous Improvement <b>Draft - Mid-Cycle Evaluation Year Three Report</b>
Summer 2021	Implement - Mission Fulfillment Assessment and Continuous Improvement <b>Submit - Mid-Cycle Evaluation Year Three Report</b>
<b>YEAR FOUR</b>	
Fall 2021	Implement - Mission Fulfillment Assessment and Continuous Improvement <b>Host - Mid-Cycle Evaluation Site Visit</b>
Spring 2022	Implement - Mission Fulfillment Assessment and Continuous Improvement
Summer 2022	Implement - Mission Fulfillment Assessment and Continuous Improvement
<b>YEAR FIVE</b>	
Fall 2022	Implement - Mission Fulfillment Assessment and Continuous Improvement
Spring 2023	Implement - Mission Fulfillment Assessment and Continuous Improvement
Summer 2023	Implement - Mission Fulfillment Assessment and Continuous Improvement
<b>YEAR SIX</b>	
Fall 2023	Implement - Mission Fulfillment Assessment and Continuous Improvement <b>Conduct - Evaluation of Institutional Effectiveness Self Study</b>
Spring 2024	Implement - Mission Fulfillment Assessment and Continuous Improvement <b>Conduct - Evaluation of Institutional Effectiveness Self Study</b> <b>Draft - Policies, Regulations, Financial Review Report</b>
Summer 2024	<b>Submit - Policies, Regulations, Financial Review Report</b> <b>Draft - Evaluation of Institutional Effectiveness Report</b>

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Date	Activity
YEAR SEVEN	
Fall 2024	Draft - Evaluation of Institutional Effectiveness Report
Spring 2025	Draft - Evaluation of Institutional Effectiveness Report
Summer 2025	Submit - Evaluation of Institutional Effectiveness Report
YEAR ONE	
Fall 2025	Host - Evaluation of Institutional Effectiveness Site Visit

**NWCCU Annual Conference: “Value Proposition: Student Success”**

In late November UAA team attended the NWCCU Annual Conference, “Value Proposition: Student Success,” as well as the pre-conference workshops. The meetings provided guidance on implementing NWCCU’s new standards, and placed these efforts within the national context. Attendees included Professor Carrie Aldrich, Associate Dean Jennifer Brock, Professor Rachel Graham, Professor Tom Harman, Vice Provost Susan Kalina, Professor Terry Kelly, Professor Carrie King, Vice Provost Claudia Lampman, Professor Megan Ossiander-Gobeille, and Dean Denise Runge.

**Compliance**

**Credit Hour Review**

In compliance with the credit hour policy (BOR P10.04.035), UAA sampled 100 sections across the colleges from the draft Spring 2020 schedule. Of the sampling of sections, fourteen were identified where the required minimum contact hours did not appear to match the scheduled contact hours. Of those, 7 were blended courses with online components, 3 were rescheduled to add time, 2 were scheduled in conjunction with a zero-credit lab, 1 included thesis/capstone work, and 1 will update the curriculum to reflect current practice.

**Course Fee Working Group**

A working group has been formed to develop a set of FAQs to accompany existing UAA policy for course fees. The group is chaired by Interim Dean Kenrick Mock, with members representing faculty, deans, college and program-level fiscal officers, and Accounting Services. A draft was submitted on November 22, 2019 for review and feedback.

**Syllabi Archive**

The colleges and community campuses collected fall syllabi and posted them on [IR-Reports](#), under the Academic Programs drop-down menu.

The most current course student learning outcomes can be found in the electronic curriculum management system [CIM course approval system](#), or the [course content guide archive](#) (for courses not yet fully updated in CIM).

**Expedited Academic Program Review**

**2020 Expedited Academic Program Review**

All programs will conduct Program Review in AY2020. The timeline, documents and a set of FAQs are posted on the [Academic Program Review Website](#) and in the AY2020 Program Review folder in [IR-Reports](#).

## Program Student Learning Outcomes Assessment

[Academic Assessment Homepage](#)

[IR-Reports Academic Assessment Repository](#)

### Annual Academic Assessment Survey Report

The 2019 Annual Academic Assessment Survey Report is posted in IR-Reports in the assessment section under Academic Programs. The report summarizes the types of program improvements resulting from assessment data in AY19, and where programs were in the annual assessment process as of the survey close date in July 2019.

### AY19 Annual Academic Assessment Report – 95% complete!

Almost all active programs have submitted their annual academic assessment reports! Academic Affairs is working with deans on the last few remaining. Thank you to all the faculty who contributed!!!! All reports are posted in IR-Reports in the assessment section under Academic Programs.

### AY20 Adjusted Program Student Learning Outcomes Academic Assessment Reporting

There have been adjustments to the AY20 assessment reporting process due to redundancy with the Expedited Program Review Process. Programs will only be required to fill out the AY20 Annual Academic Assessment Survey, and will not have to submit an Annual Academic Assessment Report in October 2020. The AY20 Expedited Program Review report will stand in as a replacement for the Annual Academic Assessment Report that would otherwise be due in October 2020. [See the Provost's memo.](#)

## General Education

General Education's focus this term has been upon moving the Diversity & Inclusion GER initiative forward, discussing criteria for reviewing GenEd courses, and preparing for a critical thinking pilot assessment project for Spring 2020.

## Program (Specialized) Accreditation

The **Clinical-Community Psychology PhD** program specialized accreditation was reaffirmed by the American Psychological Association in November. This is a signature achievement. Please join us in congratulating them!

The **Paramedical AAS** program delivered at the Kenai Peninsula College community campus hosted a site visit this fall. The **Nursing Practice DNP** and the **Legal Nurse Consultant Paralegal, Legal Studies BA/Minor, and Paralegal Studies AAS/PBCT** submitted regularly scheduled interim reports.

## International and Intercultural Affairs

### International Partnerships

In November, UAA signed a cooperative agreement with the **University of Lapland** (Finland) to explore the development of collaborative research projects, joint academic and scientific activities, publications, and faculty and student exchange.