

## UAA STUDENT ACHIEVEMENT METRICS FROM THE UAA 2021 MID-CYCLE REPORT

TABLE 1: METRICS

METRIC	DEFINITION	RATIONALE	AVAILABLE PEER COMPARISONS
PERSISTENCE	The % of first-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the following spring term.	When a student persists from their 1 <sup>st</sup> fall to their 1 <sup>st</sup> spring, it can indicate that the student felt welcomed, supported, and connected inside and outside the classroom. This welcome and support has been shown to motivate students to remain enrolled in their studies at an institution. Laying a foundation in the first semester and seeing the student continue is a strong indication of ongoing retention and ultimately graduation.	N/A
RETENTION 1 <sup>ST</sup> TO 2 <sup>ND</sup> FALL	Traditional measure of the % of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the following fall.	Following the student from the 1 <sup>st</sup> fall to 2 <sup>nd</sup> fall can indicate ongoing connections and support inside and outside of the classroom are motivating students to return to continue their studies at the institution. Continuing enrollment is a key factor in completion.	Integrated Postsecondary Education Data System (IPEDS)
RETENTION 1 <sup>ST</sup> TO 3 <sup>RD</sup> FALL	The % of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return for a 3 <sup>rd</sup> fall term 2 years later.	Retaining students from their 1 <sup>st</sup> to their 3 <sup>rd</sup> fall semester is one measure of a student's intent to remain at the institution to complete their studies. The strong foundation of connection and support created inside and outside the classroom in the first four semesters should increase the student's commitment to continuing at UAA.	N/A
BACCALAUREATE GRADUATION RATE	The % of first-time, full-time baccalaureate degree-seeking freshmen who enter in a given fall term and earn their degree within 6 years (150% of catalog time). UAA is also tracking 8- and 10-year completions.	Measuring how long it takes a defined group of entering students to complete their degree programs is a traditional measure of student success. Timely completions save students money and can indicate effectiveness of academic planning and student support. Because many UAA students transition from full-time to part-time enrollment from one semester to the next, extending the timeframe for tracking graduation provides a more complete picture of UAA student completions.	IPEDS

METRIC	DEFINITION	RATIONALE	AVAILABLE PEER COMPARISONS
ASSOCIATE GRADUATION RATE	The % of first-time, full-time associate degree-seeking freshmen who enter the institution for the first time in a given fall semester and earn their degree within 4 years (200% of the time to complete), 6 years, and/or 8 years.	Measuring the graduation rates for students entering as 2-year associate degree seekers recognizes this significant cohort of students. As with baccalaureate degrees, timely completions save students money and can indicate effectiveness of academic planning and student support. Because many UAA students transition from full-time to part-time enrollment from one semester to the next, extending the timeframe for tracking graduation provides a more complete picture of UAA student completions. Using 4, 6, and 8 years allows UAA to compare to its list of institutional peers.	IPEDS
JUNIOR GRADUATION RATE	The % of students who graduate with a bachelor's degree within 4 years of first reaching junior class status (60 credits).	Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their first 60 credits, students typically focus on completing General Education Requirements (GERs) and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.	N/A
SEMESTERS TO DEGREE— GRADUATE PROGRAMS	The average (median and mode) number of semesters taken by students to complete any graduate degree or certificate program. Determined by students who have graduated with a graduate program as their primary degree. Based on a 5-year trend.	Looking at the number of semesters graduate students take to complete their degrees illustrates how students progress through their degree programs (full-time, part-time, stop-out). This information on student behavior and completion can inform program structure and help the institution support students in a way that honors the time needed for rigorous intellectual engagement and growth, while it also ensures that students can complete in a timely manner.	N/A

METRIC	DEFINITION	RATIONALE	AVAILABLE PEER COMPARISONS
<p>POST GRADUATION SUCCESS</p> <p>Under consideration: Decreasing the gap between the number of jobs projected in Alaska in selected T.E.C.H. (Technology, Education, Commerce, Health) fields versus the # of UAA graduates produced in those fields</p>	<p>TBD</p>	<p>TBD</p> <p>This metric would connect post-graduate success with the economic recovery, stabilization, and development within the State of Alaska.</p>	<p>UAA joined the National Student Clearinghouse Postsecondary Data Partnership (PDP) in AY2020 with the goal of future peer comparisons for this metric.</p>

TABLE 2: LEADING INDICATORS

METRIC	DEFINITION	RATIONALE	AVAILABLE PEER COMPARISONS
COMPLETE TIER 1 GER COURSES WITHIN 1 <sup>ST</sup> 30 CREDITS	The % of baccalaureate degree-seeking undergraduate students who complete their Tier 1 GERs within their 1 <sup>st</sup> 30 credits in 2 years from when they entered as first-time freshmen. Includes only first-time to college UAA students who reach sophomore class (30 credits) and excludes transfer-in or returning students. Tier 1 GERs include foundational oral and written communication and quantitative skills courses.	Students who complete key general education courses early in their academic careers are retained and graduate at higher rates. Measuring the early completion of these requirements and disaggregating those data can inform planning, decision making, and allocating resources to programs and services designed to mitigate gaps in achievement and equity.	PDP
COURSE PASS RATES BY COURSE LEVEL (UNDERGRADUATE LOWER-DIVISION, UNDERGRADUATE UPPER-DIVISION, AND GRADUATE LEVELS)	The % of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for graduate students in a course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB.	Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and allocating resources to programs and services designed to mitigate gaps in achievement and equity.	N/A