



UNIVERSITY *of* ALASKA ANCHORAGE

Mid-Cycle Self-Evaluation Report

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UAA Midcycle Report

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INTRODUCTION

The University of Alaska Anchorage has been accredited by the Northwest Commission on Colleges and Universities (NWCCU) since 1974. This single accreditation status applies to all UAA campuses, including Anchorage, Kenai Peninsula College, Kodiak College, Matanuska-Susitna College, and Prince William Sound College and their extended sites.

Based on a comprehensive Year Seven Self-Evaluation Report and site visit, UAA's institutional accreditation was reaffirmed in January 2019, with four commendations and two recommendations. In March 2020 UAA submitted an *Ad Hoc* report addressing the two recommendations, one to expand institutional planning of graduate programs, and the second to continue the focus on collaborative student success efforts. The NWCCU Board of Commissioners reviewed and acted on the *Ad Hoc* report at their June 2020 meeting. In a letter dated July 22, 2020, NWCCU President Ramaswamy informed UAA Chancellor Sandeen that both recommendations have been fulfilled.

UAA's current cycle falls under the new NWCCU Standards and Eligibility Requirements, which UAA fully embraces. Rather than continue with Core Themes, in AY20, following a year-long broad and inclusive process, UAA identified a set of institutional-level learning Core Competencies, as well as student achievement (success) metrics and their disaggregation. UAA governance groups, including the Faculty Senate, Staff Council, USUAA student governance, and the Chancellor's Cabinet, endorsed the Core Competencies and student achievement metrics. In fall 2020, a similarly broad and inclusive process resulted in a new strategic plan, *UAA 2025*, with which the Core Competencies and student achievement metrics align.

This report reflects the above accreditation activities. This report also includes appendices addressing graduate planning and the continuation of collaborative student success efforts, demonstrating that progress continues in these areas of importance to UAA.

INSTITUTIONAL OVERVIEW

The UAA of 2021 is an open access, **urban, metropolitan**, community-connected university committed to meeting students where they are and supporting them to achieve their personal and professional goals. Educating over 17,000 students each year in a region covering nearly 85,000 square miles, UAA offers many entry points, delivering a broad range of in-person and **remote programming** from its five campuses and its extended sites. UAA serves traditional (18-24) and **post-traditional** (25+) age students; first-time, returning, and transfer students; and working professionals. The majority of UAA students are Alaska residents, and most commute to class and attend part-time. UAA's extraordinary graduates, having earned top-notch credentials that also meet community needs and contribute to the state's workforce development goals, go on to make significant contributions to their professions, communities, the state, and beyond. UAA's outstanding faculty, high-quality programs, long-standing focus on student success, commitment to equity and inclusion, and unique location are the institution's hallmarks. UAA strives to be worthy of its location on the ancestral lands of the Dena'ina, Ahtna Dene, Alutiiq/Sugpiaq, Chugachmiut, and Eyak peoples and acknowledges its obligation to the indigenous people who share these lands with the university.

Since the last comprehensive review in fall 2018, UAA successfully responded to structural damage from a 7.1 earthquake, major budget cuts, and a pandemic. Despite, and perhaps owing to, these challenges, UAA has emerged a more focused institution, rededicated to its mission and shared commitment to student success and equity through innovation and service to its communities and the state.

Strategic Planning Process and New Strategic Plan

With the beginning of the new accreditation cycle, UAA wrapped up its 3-year strategic plan, *UAA 2020* and started work on a plan for the next five years. In December 2020, following a broad and inclusive engagement with UAA students, faculty, staff, alumni, and community partners UAA finalized its new strategic plan, [UAA 2025](#). The new plan builds on the expiring *UAA 2020* plan that reinvigorated UAA's commitment to student success across the institution. *UAA 2025* opens with the simple but powerful statement that UAA puts "students first." This aspirational affirmation of UAA as a student-centered institution establishes the foundation for measuring UAA's effectiveness in fulfilling its mission.

UAA 2025 positions UAA as an institution focused on excellence and continuous improvement, one that embraces diversity, is devoted to equity, and is a respected and vital partner with the communities it serves. Nearly a third of the members of the *UAA 2025* Strategic Planning Steering Committee also serve on the Accreditation Advisory Committee and its working groups, creating a synergy with the two efforts. The Accreditation Advisory Committee worked with internal and external stakeholders to identify and refine core competencies for student learning and to develop student achievement metrics that informed the development of the *UAA 2025* plan.

UAA 2025 focuses on five aspirations (goals) and includes several general strategies related to each. These aspirations (goals) are intentionally integrative, and progress on one aspiration can also affect progress on the others. The five aspirations (goals) are:

1. *We put students first*
2. *We create a culture of equity and inclusion by embracing our diversity*
3. *We embrace our role as a trusted and respected community partner*
4. *We positively impact communities and the world through innovation*
5. *We accelerate excellence through continuous improvement*

At the top of the list of aspirations (goals) is the focus on students. Under this aspiration are four objectives. <https://www.uaa.alaska.edu/about/initiative/uaa-2025/putting-students-first>

WE PUT STUDENTS FIRST (Goal)

1. *UAA becomes a student-centered institution (Objective 1)*
2. *Equity gaps in student learning and achievement are narrowed (Objective 2)*
3. *Students are retained, persist, and graduate at increasing rates (Objective 3)*
4. *Students develop and achieve UAA's Core Learning Competencies (Objective 4)*

UAA's accreditation efforts will focus primarily on meeting objectives 2-4, placing them at the center of the institution's data-informed decision-making, resource allocation, and continuous improvement processes. Actions taken to meet these objectives will necessarily contribute to making UAA a student-centered institution, thus contributing to meeting objective 1 as well. Overall progress on the Strategic Plan aspirations and accreditation metrics will be published and integrated into the regular planning and budgeting processes.

In addition, UAA is in year three of implementing the [Diversity and Inclusion Action Plan](#). The plan laid out goals and objectives to improve diversity among faculty and staff, create a framework to advocate and manage. Additionally, the plan targets underrepresented populations among students to enhance diverse curriculum and pedagogy, ensures a safe and inclusive space for all, and supports all campuses in these efforts. A 2020 update on the implementation work can be found [here](#).

Identifying and Implementing Institutional Student Learning Core Competencies

As indicated in the introduction of this report, UAA engaged faculty, staff, students, and administrators across all campuses, as well as alumni and several key employers in a year-long process to identify core student learning competencies for the entire institution. The process began with a Kick Off Open Forum featuring the director of the National Institute for Learning Outcomes Assessment (NILOA) Dr. Natasha Jankowski. Dr. Jankowski discussed the current national view on the value and purpose of assessing higher learning with a particular focus on the movement toward core competencies that are realized, supported, and assessed throughout the entire institution. Assignments in courses, learning experiences in the co-curriculum, facilitating learning through support offices in the institution, are just a few examples of how institutions can ensure that students are ready, supported, and learning in ways that are culturally relevant and student focused.

The Open Forum was followed by the extensive process of identifying UAA's core competencies. The process started with a list of candidate competencies that included UAA's general education student learning outcomes, the Association of American Colleges and Universities' (AAC&U) Essential Learning Outcomes, and the outcomes from the AAC&U Employer Survey, and included multiple surveys, open forums, and visits with governance groups. The process also included a survey of UAA's key employers, developed and implemented by UAA's AY20 NWCCU Mission Fulfillment Faculty Fellows. At the end of the academic year, faculty, staff, and student governance, as well as the Chancellor's Cabinet, endorsed the following Core Competencies.

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.*

As they are institution-wide, the core competencies capture student learning as it occurs across the institution in both traditional curricular and co-curricular spaces, as well as in the nexus of those spaces. By making such learning more explicit, consistent, and intentional, the university moves to a "learning systems paradigm" in which student learning experiences are linked more seamlessly towards proficiency in the essential skill sets necessary for post-graduation success. The identification of core competencies also allowed UAA to engage in an existential self-reflective exercise by which common practices and aspirations were used to create a shared sense of purpose and institutional identity. UAA's approach to assessing student achievement of these competencies, described below, will be qualitative, with a particular focus on the stories from the students themselves.

MISSION FULFILLMENT

Updated Mission Statement

UAA's mission as a comprehensive, open access, public institution serving its regional communities and the state remains constant. The mission statement was updated as part of UAA's recent strategic planning process, and the updated statement was approved by the University of Alaska Board of Regents at its February 2021 meeting. The updated mission statement explicitly recognizes the institution's commitment to its students, and it honors the fact that UAA resides on the ancestral lands of the Dena'ina, Ahtna Dene, Alutiiq/Sugpiaq, Chugachmiut, and Eyak peoples.

The University of Alaska Anchorage transforms lives through teaching, research, community engagement and creative expression in a diverse and inclusive environment. Serving students, the state, and the communities of Southcentral Alaska, UAA is a comprehensive, open access, public university established on the ancestral lands of the Dena'ina, Ahtna Dene, Alutiiq/Sugpiaq, Chugachmiut, and Eyak peoples.

As a public institution, UAA is entrusted with funding to deliver educational opportunities that benefit individuals as well as develop the state's workforce. To measure mission fulfillment UAA examines the quality of student learning, the extent to which students achieve their goals of earning a degree or certificate, and the effectiveness of services that support UAA students in meeting their educational goals.

Continuous Process to Assess Mission Fulfillment and Institutional Effectiveness

UAA has long-standing continuous improvement processes that provide the backbone for demonstrating and improving institutional effectiveness, particularly as it relates to student learning and achievement, and support services. Rather than creating new structures and processes for its accreditation effort, the institution will rely on its current structures and processes to the extent possible.

For student learning, achievement and support services, the following ongoing and systematic processes are used to make data-informed decisions and improvements.

Academic Program Review (seven-year cycle)

All academic programs and units at UAA are required by Board of Regents Policy P10.06.010 to engage in program review on a seven-year cycle. University Regulation R10.06.010 sets out the minimum requirements for program review, including centrality of program mission, quality, demand, program productivity, effectiveness, and efficiency. Exceptional reviews may be conducted, per University Policy and Regulation, and with the provost's approval. The UAA process also examines the results of student learning outcomes assessment, actions taken to improve student learning, and it integrates student success measures, such as course pass rates, to align program efforts and resources with institutional priorities. Final decisions include commendations and recommendations, which guide future program efforts. The results of cyclical Academic Program Review are reported to the UA Board of Regents annually and are published on the [Program Review website](#). In AY20 the Board of Regents mandated expedited program review to address budget shortcomings. At UAA, every academic program went through this expedited process. The Program Review process incorporates the comprehensive results and improvements from Program Student Learning Outcomes Assessment, and because every program produced a report that was published on the [Expedited Program Review website](#), programs were not required to produce the regular annual Academic Assessment Report for AY20. The next set of Annual Academic Assessment reports is due this fall, in October 2021

Annual Program Student Learning Outcomes Assessment

Program Student Learning Outcomes: UAA publishes faculty-approved program student learning outcomes for all degrees and certificates in the UAA Catalog. Student achievement of the outcomes is assessed annually, according to the methods outlined in the program's approved Academic Assessment Plan which is reviewed by the Faculty Senate Academic Assessment Committee and published on the *IR-Reports* website. Through direct and indirect measures, faculty collect and analyze data about student learning and achievement of the outcomes, use the results to develop recommendations, and take actions to improve the program and enhance student learning. They report their assessment activities in an Annual Academic Assessment Report. Prior to AY21, programs also completed an institutional-level Annual Academic Assessment Survey, which captured high-level aggregate assessment information for publication in the *Performance Report* and included data about the kinds of actions taken to improve student learning. To streamline the process, there will be one reporting mechanism moving forward. The process uses a fillable form that includes a section for feedback and guidance from the dean. The first streamlined reports are due October 15, 2021. They will be ADA compliant and posted directly on the UAA website.

Faculty-led Assessment: Assessment of student learning is an expectation of faculty at UAA. The Faculty Senate Academic Assessment Committee in partnership with the Office of Academic Affairs leads efforts to create a positive, collaborative culture of assessment across the institution by providing leadership and support for faculty-developed systematic assessment and assessment processes. The Academic Assessment Committee of the Faculty Senate promotes assessment as part of a culture of student learning. This positive culture is demonstrated through institution-wide encouragement of practical, sustainable, and meaningful assessment plans, peer review of assessment plans, and assessment information and best-practice sharing. The AAC conducts workshops as needed throughout the year to train faculty and answer questions. This process ensures that the assessment of student learning outcomes is principally planned, implemented, and administered by faculty, through processes they have improved into a formative and dialogic approach between peers.

Specialized Accreditation: Currently, 60 degrees, certificates, and minors at UAA have earned independent accreditation in their discipline through rigorous review processes that ensure curricular quality, student support, and student learning success. UAA's Program Student Learning Outcomes assessment process acknowledges that work and encourages programs to integrate what they already do for their specialized accreditation into the institutional assessment process.

Changes in the process since the last NWCCU visit: While assessment is faculty-led, it is the deans who manage college budgets and control resource allocation. In recognition of this critical role, since the fall 2018 NWCCU site visit, the AAC has taken deliberate steps to integrate the deans more fully into the assessment process. In addition to a new end-of-the-year Annual Assessment Retreat in May, which is attended by the deans and their assessment coordinators on the college and program level, deans are now asked to provide formal, written feedback on each program's Annual Academic Assessment Report.

Student Affairs Assessment

Student Affairs departments use the Council for the Advancement of Standards in Higher Education self-study framework, a national standard of practice, for department level program review and benchmarking. Assessment findings drive Student Affairs decisions in enrollment management, new student recruitment, student engagement, annual departmental goal identification, resource allocation, and budgeting. Additionally, Student Affairs demonstrates continuous improvement through administering and responding to regular program reviews, self-studies, and federal and state regulatory compliance audits. The institution aligns with federal and state mandates through policy and compliance measures in

financial aid, campus safety, student conduct, disability accommodations, and academic and student records.

Student Affairs uses a comprehensive assessment approach to ensure that co-curricular programs and services are aligned, help achieve student success, and provide support to the institution's Core Competencies. Using the Council for the Advancement of Standards in Higher Education (CAS) self-study framework, the Student Affairs units develop annual plans to improve performance metrics and respond to changing conditions. Student Affairs is considering using a reporting mechanism that parallels the one used for Program Student Learning Outcomes Assessment reporting.

NEW — Core Competencies Assessment: A Qualitative Approach to Assessing Student Achievement

After the stakeholder-based process in 2019-20 to identify four institution-wide student learning competencies, UAA decided to launch a pilot project focusing on the core competency *Personal, Professional, and Community Responsibility (PPCR)*. This decision was based on input from the 83 participants at the May 7, 2020 Annual Academic Assessment Retreat and confirmed by the Accreditation Advisory Committee as well as its Core Competency Working Group. The process was broad and inclusive, as featured in the February 24, 2021 *Seawolf Weekly* piece focusing on the Core Competencies in general and the Personal, Professional, and Community Responsibility pilot in particular. At a series of three open forums in the fall 2020 semester, participants explored the kinds and spaces of student learning opportunities at UAA that promote development of PPCR. Because individual programs and services contribute to student learning and achievement of this competency in wide ranging ways, the organizers were mindful to not prescribe what that learning might look like. To provide maximum flexibility, they partnered with faculty researchers in Psychology and Health Sciences to engage participants in a qualitative research method called "PhotoVoice" as a user-friendly means of encouraging all UAA community members to participate in the process of identifying and celebrating exemplars of PPCR student learning opportunities at UAA. Details about the session are posted on the [Institutional Accreditation website](#) and the two faculty leads submitted for publication an analysis of using the method for accreditation purposes.

In spring 2021, an open forum was held for all academic and support programs to articulate how they might intentionally incorporate *Personal, Professional and Community Responsibility* into their planned student learning. As a follow up to that conversation, the Annual Assessment Retreat, held on May 6, explored how that learning might be assessed on the institutional level through a graduate exit survey. The goal is to capture the students' own stories about where they experienced opportunities to develop the competencies, whether in the curriculum, co-curriculum, or simply through their daily interactions with UAA. Students will also be asked to reflect on how they are able to demonstrate achievement of the competencies and in what ways this translates into transferable skills. This qualitative summative assessment will provide a nuanced understanding of the learning taking place around the core competencies, how students are connecting that learning to their post-graduation next steps, and what the institution might need to do to enhance the learning opportunities it offers.

NEW — Student Success Programs and Services Assessment

In spring 2021, the Student Achievement Metrics Committee of the Accreditation Advisory Council was tasked with completing an inventory of UAA programs aimed at improving student success outcomes and determining how to best assess how student participation in these programs relates to retention, persistence, GPA, and degree completion. This questionnaire requested information from all such programs as a first step in establishing a framework for reporting that will allow UAA to identify gaps in programming or student groups who are not adequately being connection to existing programming.

Program leads from more than 100 programs (97% response rate) across UAA's campuses completed the questionnaire about the program's: 1) mission, 2) target student population and number served annually, 3) methods to recruit students and track participation, 4) eligibility requirements, 5) core program elements, 6) core competencies addressed, 7) target outcomes and metrics, and 8) types of outcomes assessment data collected. A dashboard containing the data will be created and programs will be asked to share information on student participation with institutional research for further analysis. Efforts are continuing to make sure all programs have been identified and given the chance to be included in the database and dashboard. A summary report will be shared with the UAA community in summer 2021.

STUDENT ACHIEVEMENT

As part of *UAA 2020*, UAA created the new Vice Provost for Student Success position and staffed a new Office of First Year Student Advising and Success to focus its student success efforts. In a relatively short time, UAA intentionally engaged in national best practices around student success and saw improvements in both retention and graduation rates. These efforts were described in the March 2020 Ad Hoc report to the NWCCU. Appendix B: Progress on Collaborative Student Success Efforts provides a further update on initiatives and an analysis of their effectiveness.

With the adoption and implementation of *UAA 2025*, the institution will continue the student success efforts and will work toward closing equity gaps. As noted in the assessment section above, UAA also will assess programs and services aimed at student success for their effectiveness, and will allocate resources accordingly.

Student Achievement Metrics and Their Disaggregation: Following a broad and inclusive process in AY20, UAA identified and approved student achievement metrics that include first-time associate and baccalaureate degree-seekers, and graduate students. Over time, additional measures may be included to address success of students enrolled in undergraduate certificate and occupational endorsement programs. Each metric is disaggregated within the general defined cohort by race/ethnicity, traditional age (18-24), non-traditional age (25+), gender, Pell Grant recipient, and First-Generation students (students whose parents did not complete a postsecondary degree). Pell Recipients and First-Generation students provide a proxy for socioeconomic status. In addition to first-time, full-time students (12+ credits per semester), these measures are also broken out by students who enroll part-time (1-11 semester credits for undergraduates or 1-8 credits for graduate students) in recognition of the large percentage (nearly two-thirds) of UAA students who attend part-time. UAA has also identified two 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 may be revised as goals are achieved and other leading indicators come into play.

UAA's new strategic plan continues the institution's focus on student success, building on the framework developed under the previous plan, and intentionally aligns with the student achievement metrics for accreditation. The work completed over the last several years to build access to data for decision-makers and the public, provides a solid foundation for UAA's presentation of the disaggregated data by the selected characteristics for each of the adopted metrics. This disaggregation will inform planning, decision-making, and how resources are allocated to programs and services designed to mitigate gaps identified by the data in student achievement and equity.

Following is an overview of each metric with a brief definition, rationale, and notes about available peer data for comparisons. The rationale was reviewed, based on the questions, "Why is this metric useful? What kinds of actions can be taken to improve performance on this metric?"

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 first fall to their first 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 continue their studies at an institution. Laying that foundation in the first semester and seeing the student continue is a strong indicator of continued retention and ultimately graduation.	N/A
RETENTION 1 st to 2 nd fall	Traditional measure of the % of first-time time associate and baccalaureate degree seeking freshmen who enter in a given fall term and return the following fall.	Following the student from the first fall to second 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.	IPEDS
RETENTION 1 st to 3 rd fall	The % of first-time time associate and baccalaureate degree seeking freshmen who enter in a given fall term and return for a third fall term two years later.	Retaining students from their first to their third 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 in 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
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 four 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 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. 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 also ensures that students can complete in a timely manner.	N/A
POST GRADUATION SUCCESS	The number of UAA graduates employed and their annual earnings in Alaska 1 and 5 years after graduation in their field of study.	The majority of UAA students are Alaska residents. Measuring how many are employed and their earnings is a strong measure of student success. This information is also valuable for program planning and is a measure of UAA's success in meeting the workforce needs of the state.	UAA joined the National Student Clearinghouse PDP in AY20 with the goal of future peer comparisons for this metric.

LEADING INDICATORS:

METRIC	DEFINITION	RATIONALE	AVAILABLE PEER COMPARISONS
COMPLETE TIER 1 GENERAL EDUCATION REQUIREMENT COURSES (GERs) within their first 30 credits	The percentage of baccalaureate degree-seeking undergraduate students who complete their Tier 1 GERs within their first 30 credits in two 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 GER courses 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 the allocation of resources to programs and services designed to mitigate perceived gaps in achievement and equity.	UAA joined the National Student Clearinghouse PDP in AY20 with the goal of future peer comparisons for this metric.
COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division, and graduate).	The percentage 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. 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 the allocation of resources to programs and services designed to mitigate perceived gaps in achievement and equity.	N/A.

Peer Comparisons: In AY21, UAA’s Office of Institutional Research (IR) reviewed and compiled an updated list of institutional peers to serve as comparators on student achievement metrics where data is available through The Integrated Postsecondary Education Data System (IPEDS), or, in the future, the National Student Clearinghouse Postsecondary Partnership (PDP). The Accreditation Steering Committee, Staff Council, Student Government, the Faculty Senate and its Academic Assessment Committee, the Chief Diversity Officer and the Vice Provost for Student Success, provided input that IR used to finalize selection criteria and variables applied to create a list of 19 proposed peer institutions from the IPEDS Data Center. The process and list were presented to the Chancellor’s Cabinet and the deans for approval. A full description of the selection process is available [\[ADD LINK\]](#).

With an updated list of peer institutions, UAA can benchmark current performance on several of these metrics and make informed decisions about realistic and achievable targets. As the chart above indicates, peer comparison data on a number of metrics is not currently available through IPEDS. Additional data sources may enable peer comparisons in the future. On the next page is a table comparing UAA to its Peers on metrics where data is available. The most recent rates are from the IPEDS reporting year for 2019.

PEER COMPARISONS

INSTITUTION	RETENTION		GRADUATION RATES				
	Baccalaureate		Baccalaureate		Associate		
	Full-time	Part-time	6-Year	8-Year	4-Year	6-Year	8-Year
Arizona State University-SkySong	74%	45%	4%	17%	0%	0%	0%
Arkansas State University-Main Campus	75%	35%	50%	49%	6%	3%	3%
Arkansas Tech University	70%	37%	40%	42%	4%	5%	6%
California University of Pennsylvania	72%	69%	50%	56%	0%	1%	1%
College of Staten Island CUNY	74%	70%	47%	52%	4%	4%	3%
Colorado Mesa University	74%	25%	43%	36%	3%	5%	5%
Dixie State University	57%	40%	21%	22%	19%	21%	21%
Eastern New Mexico University-Main Campus	63%	57%	33%	33%	2%	3%	3%
Idaho State University	64%	30%	34%	33%	4%	6%	7%
Lamar University	66%	51%	34%	34%	0%	0%	0%
New Mexico Highlands University	55%	0%	22%	25%	0%	0%	0%
Southeastern Oklahoma State University	62%	33%	35%	30%	0%	0%	0%
Texas A & M University-Commerce	63%	44%	43%	44%	0%	0%	0%
Texas Woman's University	73%	60%	43%	40%	0%	0%	0%
The University of West Florida	81%	71%	46%	47%	2%	4%	4%
University of Alabama at Birmingham	83%	59%	63%	57%	0%	0%	0%
University of Alaska Anchorage	66%	42%	32%	31%	7%	9%	10%
University of North Georgia	79%	55%	58%	56%	8%	8%	8%
Utah Valley University	65%	47%	29%	33%	15%	16%	15%
Weber State University	66%	42%	34%	43%	19%	16%	13%
AVERAGE OF PEER INSTITUTIONS	69%	46%	38%	39%	5%	5%	5%

The comparison to peer institutions provides context for UAA’s performance. For example, UAA’s fall 2019 retention rates are below the peer average, but it falls within the range of peer rates. It is encouraging to note that UAA fall 2020 rate improved to 68.2%. The differential between full-time and part-time retention rates is significant, and this is true for all peers. With graduation rates, UAA exceeds the peer average for associate rates, but is below the average for baccalaureate rates, though again, UAA falls within the range found among peers.

This peer context enables UAA to make more informed decisions about setting reasonable targets, identifying appropriate interventions, and allocating resources to address the most pressing needs. The [UAA IPEDS Peer Comparison](#) website/dashboard provides public access to data available for Peer Comparisons where data are available.

NOTE: The peer data on associate graduation rates represents the rates for any student entering the institution in AY2011 who graduated in 4, 6, or 8 years. UAA traditionally tracks cohorts entering in the fall term only. Using an annual entering cohort (typically a larger number) to calculate the associate graduation rate produces a lower rate than the traditional fall cohort.

Visualizing, Disseminating, and Using the Student Achievement Data and Assessment Results: UAA has long engaged in ongoing, systematic collection of meaningful, assessable, and verifiable data to support its evaluation of mission fulfillment. The Office of Institutional Effectiveness (IE), working closely with Institutional Research, has primary responsibility for prioritizing and disseminating reporting that demonstrates mission fulfillment and supports ongoing continuous improvement processes. Institutional Effectiveness will adjust its annual *Performance Report* to align with the goals, objectives, and indicators for *UAA 2025* and accreditation. The report is posted on the [Institutional Effectiveness website](#). Progress on *UAA 2025* and accreditation metrics will be built into ongoing evaluation, planning, decision-making, and resource allocation processes, such as allocation of general funds, cyclical Academic Program Review, and the evaluation of student success programs and services.

UAA also maintains a robust suite of data dashboards, including several that are accessible by the public, and those that provide access to more extensive data for internal use by decision-makers. These dashboards are being updated to reflect the student achievement metrics, including the detailed disaggregated data. Work has begun on how best to visualize and communicate the data collected for each metric to external audiences in a printable report format and online. The charts and tables presented in this report demonstrate an approach planned for a public website that will present an overview of performance and detailed disaggregated data on each metric. The site will be updated at the end of each academic year when the data is finalized.

All reports will be broadly disseminated to the various governance groups, including, but not limited to the Faculty Senate, Staff Council, student government, Full Council of Deans and Directors, the Campus Planning and Budget Committee, and the Chancellor's Cabinet.

Example of how the data will be visualized, disseminated, and used

The next section uses one student achievement metric as an example of UAA's planned approach to presenting the components of data that will be shared broadly online and in print in annual reports on each metric. AY2016 was selected as the internal benchmark year for data comparisons because it captures pre- and post-implementation of the *UAA 2020* student success initiatives and grounds the institution's work on *UAA 2025* moving forward. Peer comparisons on metrics where data is available serve as external benchmarks and will be used to inform setting goals and providing context for performance.

Each report will be introduced by stating the purpose and use of these reports in general. Each report then will be organized in the following way: 1) the measure, its definition and rationale; 2) peer comparisons, when available, to provide context; 3) a summary overview analysis; and 4) a visual on overall performance on the metric, tables with disaggregated data, followed by a few observations or initial analysis.

In addition to the example report below, the draft reports for each of the Student Achievement Metrics can be found in Appendix C.

[Start of example report](#)

AY21 UAA ANNUAL REPORT ON PERSISTENCE

Purpose and use: Annual reports on the student achievement metrics serve as a status report for performance on each measure. Sharing these reports keeps the institution focused and accountable on the measures. They show progress toward goals and help identify areas that may need additional work or investment. Disaggregating data allows the institution to track efforts to close equity and performance gaps. These reports are posted on the website for dissemination to governance and leadership groups for use in ongoing evaluation, planning, decision making, and resource allocation processes.

PERSISTENCE FROM FIRST FALL TO FIRST SPRING TERM

DEFINITION: The percent of first-time associate and baccalaureate degree seeking students who enter in a given fall term and return the following spring term.

RATIONALE: When a student persists from their first fall to their first 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 continue their studies at an institution. Laying that foundation in the first semester and seeing the student continue is a strong indicator of continued retention and ultimately graduation.

COMPARATORS: No comparator peer data is available.

The following tables present persistence rates from five years ago compared to the most current data. The tables present data by degree type and full time or part-time status, and is then further disaggregated by race/ethnicity, age, gender and socio-economic characteristics (Pell Grant Recipients and First Generation college students).

DATA NARRATIVE SUMMARY:

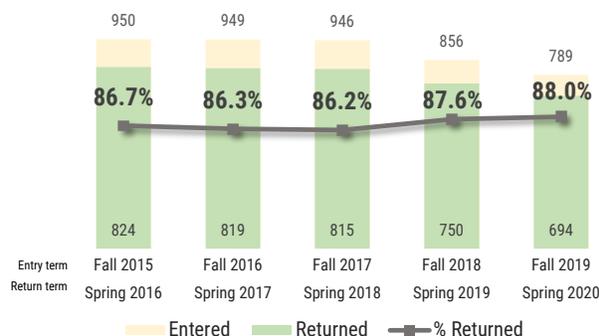
BACCALAUREATE: The five-year trend shows stable rates and a record rate among students enrolled full-time, and a decline among students enrolled part-time. Both rates showed increases from fall 2019 to fall 2020. Among students enrolled part-time, rates improved for nearly every disaggregated category from 2019 to spring 2020, except Alaska Natives and White students, students age 25+, and First Generation students which showed declines.

ASSOCIATE: Among associate degree-seekers, the rates fell for both full-time and part-time students. Both rates were the lowest in the five-year period. It is important to recognize that the cohort size is relatively small and increasing the number of returning students in either group by 10-14 students would result in new record high rates. For example, if the rate for students age 25+ had remained at the 2016 rate of 90.9%, the additional six students would have raised overall persistence rate for full-time associate degree seekers to 80.2%, matching the rate for the previous year.

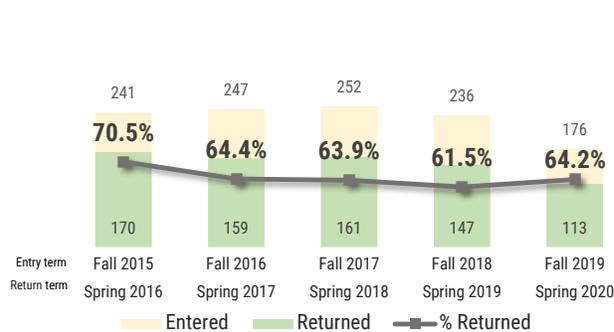
Two trends suggest a need for more information. 1) Only 18% of the first-time baccalaureate degree seeking students who entered in fall 2019 enrolled part-time compared to 57% of first-time associate degree-seekers. 2) The variance in the persistence rate among full-time and part-time significantly lower among associate degree seekers (17 percentage points) compared to baccalaureate degree seekers (24 percentage points).

UAA PERSISTENCE RATES FROM FIRST FALL TO FIRST SPRING TERMS BACCALAUREATE DEGREE-SEEKERS

FULL-TIME



PART-TIME



FULL-TIME

	Entry Term	Fall 2015	Fall 2019	Fall 2020	Fall 2019	RATE CHANGE
	Return Term	Spring 2016	Enter #	Return #	Spring 2020	
BACCALAUREATE		86.7%	789	694	88.0%	1.2 pts
Race/Ethnicity						
African American		91.3%	25	23	92.0%	0.7 pts
Alaska Native/ American Indian		73.8%	104	87	83.7%	9.9 pts
Asian		89.5%	88	83	94.3%	4.8 pts
Native Hawaiian/Pacific Islander		76.9%	64	59	92.2%	15.3 pts
2 or More-Hispanic		89.3%	65	56	86.2%	-3.1 pts
2 or More Races-Non-Hispanic		87.8%	52	41	78.8%	-9.0 pts
White		89.8%	343	303	88.3%	-1.4 pts
Other Characteristics						
Age 18-24		86.9%	742	657	88.5%	1.7 pts
Age 25+		80.0%	18	12	66.7%	-13.3 pts
Female		87.0%	438	390	89.0%	2.1 pts
Male		86.4%	350	303	86.6%	0.1 pts
Pell Grant Recipient		84.3%	300	261	88.2%	3.9 pts
First Generation		82.0%	184	160	87.0%	5.0 pts

PART-TIME

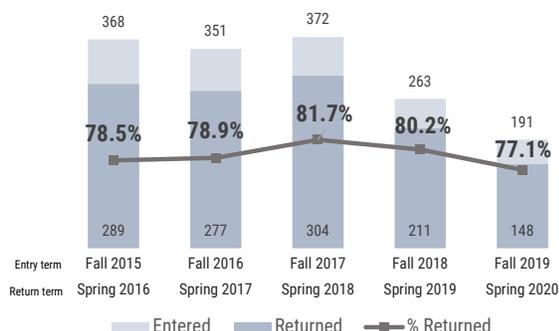
	Entry Term	Fall 2015	Fall 2019	Fall 2020	Fall 2019	RATE CHANGE
	Return Term	Spring 2016	Enter #	Return #	Spring 2020	
BACCALAUREATE		70.5%	176	113	64.2%	-6.3 pts
Race/Ethnicity						
African American		81.8%	*	*	66.7%	-15.2 pts
Alaska Native/ American Indian		47.2%	21	*	42.9%	-4.4 pts
Asian		70.0%	14	12	85.7%	15.7 pts
Native Hawaiian/Pacific Islander		100.0%	11	*	72.7%	-27.3 pts
2 or More-Hispanic		82.1%	25	18	72.0%	-10.1 pts
2 or More Races-Non-Hispanic		78.3%	17	12	70.6%	-7.7 pts
White		73.0%	72	43	59.7%	-13.3 pts
Other Characteristics						
Age 18-24		70.3%	152	95	62.5%	-7.8 pts
Age 25+		80.0%	20	12	66.7%	-13.3 pts
Female		73.8%	99	63	63.6%	-10.1 pts
Male		66.0%	76	50	65.8%	-0.2 pts
Pell Grant Recipient		76.8%	60	41	70.7%	-6.1 pts
First Generation		72.4%	36	22	61.1%	-11.3 pts

* Numbers in any category below 10 are suppressed to protect student privacy. These low numbers can also create dramatic changes in percentage increases or decreases.

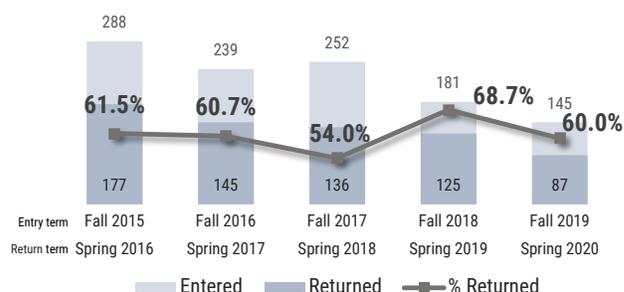
- The overall trend shows steady, positive movement for the last three years, and suggests impacts from the emphasis and investment in first year advising and student success.
- While persistence rates improved for baccalaureate degree-seekers enrolled full-time, that trend did not hold for those enrolled part-time. The overall rate declined 6.3 percentage points, fueled by substantial declines in nearly every group. Since these figures are based on the opening enrollment census, and not closing, it is likely that the pandemic closures would not have had an impact on the declines, since the beginning of the spring term occurred in January, before the pandemic had reached the United States.

UAA PERSISTENCE RATES FROM FIRST FALL TO FIRST SPRING TERMS ASSOCIATE DEGREE-SEEKERS

FULL-TIME



PART-TIME



	Entry Term	Return Term	Full-Time				RATE CHANGE	Part-Time				RATE CHANGE
			Fall 2015	Fall 2019	Fall 2020	Fall 2019		Fall 2015	Fall 2019	Fall 2020	Fall 2019	
ASSOCIATE			78.5%	192	148	77.5%	-1.0 pts	61.5%	145	87	60.0%	-1.5 pts
Race/Ethnicity												
African American			100.0%	*	*	33.3%	-66.7 pts	41.2%	*	*	83.3%	42.2 pts
Alaska Native/American Indian			50.9%	39	26	68.4%	17.5 pts	65.0%	18	*	50.0%	-15.0 pts
Asian			91.2%	13	12	92.3%	1.1 pts	81.8%	*	*	62.5%	-19.3 pts
Native Hawaiian/Pacific Islander			25.0%	10	10	100.0%	75.0 pts	66.7%	*	*	66.7%	0.0 pts
2 or More Races - Hispanic			66.7%	13	10	76.9%	10.3 pts	78.6%	14	*	64.3%	-14.3 pts
2 or More Races - Non-Hispanic			92.9%	10	*	90.0%	-2.9 pts	61.9%	*	*	71.4%	9.5 pts
White			82.2%	94	74	78.7%	-3.5 pts	61.0%	78	48	61.5%	0.6 pts
Other Characteristics												
Age 18-24			76.8%	160	128	80.0%	3.2 pts	59.6%	115	65	56.5%	-3.0 pts
Age 25+			90.9%	24	16	66.7%	-24.2 pts	68.4%	27	20	74.1%	+5.7 pts
Female			78.9%	88	73	83.0%	4.1 pts	65.2%	93	57	61.3%	-4.0 pts
Male			78.2%	103	75	72.8%	-5.4 pts	56.5%	51	30	58.8%	2.4 pts
Pell Grant-Full-time			81.0%	73	59	80.8%	-0.2 pts	62.4%	60	39	65.0%	2.6 pts
First Generation			74.2%	47	35	74.5%	0.3 pts	61.3%	44	25	56.8%	-4.5 pts

* Numbers in any category that are below 10 are suppressed to protect student privacy. These low numbers can also create dramatic changes in percentage increases or decreases.

- The spring 2020 rate represents the second year of a decline from the record high in spring 2018. The decline among those age 25+ attending full-time is substantial. Understanding why fewer of the post-traditional, full-time students returned could be useful in improving the rates.
- The spread between the full-time and part-time persistence rates among associate degree seekers (17 percentage points) is smaller than that found among baccalaureate degree seekers (24 percentage points). Does this variance suggest a different motivation/commitment/access between the two degree-seeking cohorts?

End of example report.

STUDENT ACHIEVEMENT SUMMARY

The above approach to presenting the data components for each metric, as well as the initial analysis and actions toward improvement to-date, is designed to make it easy to scan and understand the information, including current performance and trends. As constituents use the data and provide feedback on its usefulness, the approach will be refined and adapted for the public-facing webpage which will be published by the end of AY22.

UAA's selected student achievement metrics recognize the varied and unique paths to success taken by students at UAA. By looking at full-time vs part-time students, going deeper into the data by race/ethnicity and selected characteristics, the institution can better identify areas of success and issues that need additional investment in order to improve rates overall and to close equity gaps.

PROGRAMMATIC ASSESSMENT

Representative Examples of Assessment and Improvement

UAA has a longstanding culture of assessment that is focused on teaching and learning. Below, we describe two different ways that UAA has integrated a continuous cycle of assessment into our work. First, we describe assessment in the BA/BS in Anthropology, which provides an example of assessment in a typical degree-granting program. Second, we describe the role of assessment in writing placement, which provides an example of assessment in a broader reaching program that supports many degree programs and is deeply tied to student success. Together, these two programs indicate how assessment is connected to UAA's commitment to student success and equity.

To select and develop profiles of these programs, we started by asking the Faculty Senate Academic Assessment Committee and all deans for examples of degree-granting programs that they thought represented the assessment process, that used the assessment process to make significant changes to their programs, and that do not follow external accreditation criteria for assessment. They recommended three programs, including the AA degree in Accounting, the BA/BS in Mathematics, and the BA/BS in Anthropology. We also decided to include a fourth program—Writing—as an example of how assessment is having a major impact in a non-degree-granting program that, nonetheless, has a significant and direct connection to student success. A faculty member serving on the accreditation writing team, who is also an experienced qualitative researcher, interviewed the assessment coordinator for each program about their approach to assessment, how they have used assessment to rethink their programs, and how they see assessment as tying to the university's mission and core competencies. Based on the interviews, along with the assessment plans, reports, and AY20 expedited program reviews for each program, we developed assessment overviews for each program. We shared the overviews with the Academic Assessment Committee who helped select two programs to profile in this report to illustrate the exciting work that is being done to improve student learning and success through planning, evaluation, and resource allocation at UAA. After the profiles were drafted, they were returned to the programs to check for accuracy.

Example 1: BA/BS in Anthropology

The BA/BS program in Anthropology illustrates the formal cycle of assessment that has been established through UAA's standard curriculum and assessment processes. Like all degree programs, Anthropology developed an Academic Assessment Plan as part of the regular curriculum process. These plans ask programs to articulate a mission statement, identify specific program-level student learning outcomes, define assessment measures, and develop a process for assessment and improvement of student learning that includes faculty. The most recent assessment plan for the BA/BS in Anthropology is available in [Appendix XXX](#).

Each year, all degree programs generate assessment data, analyze those data, develop an assessment report, and receive feedback on the report from their dean. In Anthropology, for example, they have identified two main data sets for assessing student achievement of their program outcomes. First, the program uses a series of surveys to assess students' knowledge of the four subfields of anthropology and their confidence in their ability to use knowledge about anthropology. The survey is administered at the beginning and end of the 200-level foundational courses, which introduce the four fields of anthropology, and they are repeated in a 300-level course and at the end of the program in the senior seminar. The senior seminar survey also includes questions about the students' experiences in the program.

Based on the analysis of the survey results (see [Appendix XXX](#) for their 2019 assessment report), Anthropology identified specific gaps in baseline knowledge for students entering the program, as well as changes in baseline knowledge and confidence as students progress through the program. These data are particularly helpful for tracking the program's first three outcomes, which emphasize knowledge about

the four subfields of anthropology, anthropological theory, and ethical practice. The survey data showed that students at the beginning of the 200-level courses had gaps in knowledge about some of the subfields of anthropology. For example, only 17.65% of students surveyed in ANTH A202 understood that the biocultural approach does not emphasize a genetic approach to human behavior and only 16.67% of students surveyed in ANTH A210 understood that no language is any more or less grammatical than any other. By analyzing these results, the faculty of anthropology were able to identify areas to emphasize throughout the curriculum to address misconceptions and support student learning. The survey data also allow faculty to assess changes in knowledge and confidence over time. Based on the 2019 data comparing baseline and post-course knowledge and confidence in ANTH A202 and ANTH A430, the program observed that students' baseline knowledge either stayed the same or increased, and their confidence increased at both levels.

Whereas the formative and summative surveys are useful for tracking the first three program outcomes, a more nuanced approach is needed for assessing students' ability to engage in anthropological communication that is relevant to Alaska and the Circumpolar North and apply anthropological knowledge. The program uses a culminating e-portfolio to assess achievement levels for each of the program learning outcomes. Students generate a reflection on how they have met each outcome through their coursework and field experiences. They are encouraged to include artifacts, such as course papers and projects, to support their reflections. Department faculty evaluate the e-portfolios using the AAC&U LEAP VALUE rubrics for Written Communication, which examine Content and Purpose for Writing, Content Development, Genre and Disciplinary Conventions, Sources and Evidence, and Control of Syntax and Mechanics.

In 2019, Anthropology used the e-portfolio to specifically examine the outcome about "documenting, evaluating, and communicating anthropological information, including perspectives relevant to Alaska and the Circumpolar North." Many programs rotate their assessment of specific outcomes each year so that they can engage in in-depth analysis and change for a focused area. All students who completed the portfolio and were assessed demonstrated a "Capstone" level of mastery for written communication in Anthropology.

Together, the data generated through the surveys and culminating portfolios, along with the process of analyzing assessment data and producing an annual assessment report, allow the department to closely examine what is working well and what could be improved in the program. In other words, assessment allows the program to engage in a continuous process of improvement.

The Anthropology BA/BS has used the assessment cycle to make several key changes to their program. Through assessment, they realized that the data they were using for assessment, which compared mid-semester and final grades, did not really track student learning in a meaningful way. They implemented the survey, an indirect measure of student learning, and e-portfolio, a direct measure of student learning, to generate data that would more accurately reflect learning and lead to meaningful change. They also realized that the learning outcomes did not quite fit the program and were not meaningful to students. They recrafted the outcomes to combine areas that seemed to overlap significantly, such as the four-field approach to anthropology and anthropological theory. Additionally, they found that the outcomes about communication and the Alaska context were mixed together in a way that made them difficult to assess and that tended to background place-based concerns. By separating these two areas, the outcomes became easier to assess and the program foregrounded the importance of place in anthropology.

Assessment also uncovered some issues with curricular structure and consistency that the program is currently working on. The impact of assessment on curriculum can be seen in the program's most recent curriculum revisions (see [Appendix XXX](#)). For example, through assessment, faculty realized that the levels of certain classes did not coincide with the types of learning expected, and that students were not necessarily building the background knowledge they needed about the four subfields of anthropology early enough in the program. In response, they have aligned the program to move more purposefully from

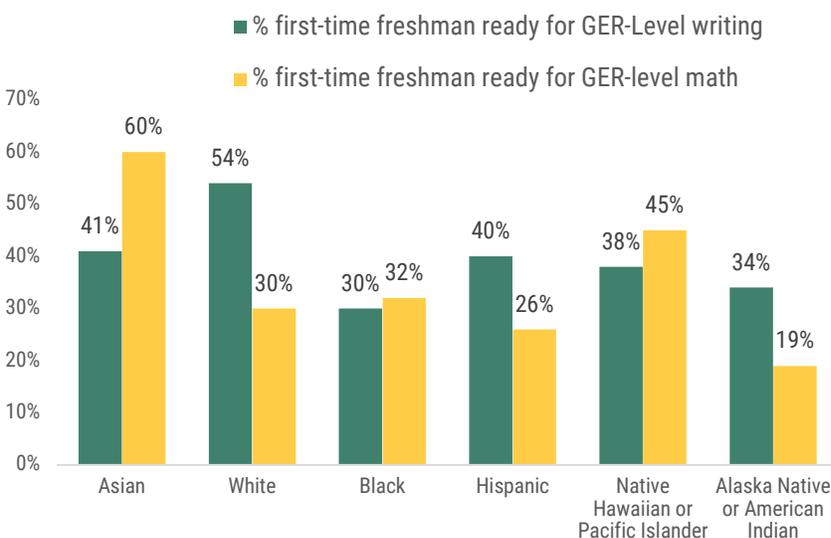
the 200 through 400 levels. They also identified some issues with consistency across course sections, especially on the community campuses and in courses taught by adjunct faculty. Over the remainder of the accreditation cycle, Anthropology will continue to address these issues.

Example 2: Writing Placement

Whereas the BA/BS in Anthropology illustrates the assessment cycle in degree-granting programs, UAA has a number of programs that serve students in other ways that are critical to their success. For example, the Writing program provides a significant part of the Foundational General Education Requirements, along with preparatory coursework, which is critical to student progression in all degree programs and is deeply tied to equity and access at the university. Over the past several years, the program has used IR data—coupled with strategic deployment of institutional resources—to rethink writing placement, which has had a significant impact on student success. This effort is foundational to UAA’s participation in the inaugural NWCCU Retention, Persistence, and Student Success Academy and to moving the needle on UAA’s student achievement leading indicator “Complete Tier 1 General Education Requirement courses within the first 30 credits.”

In alignment with national best practices, the Writing program examined how placement based on a test score alone can actually present a barrier to student success. The newly implemented placement system draws on multiple measures to place students into entry-level writing courses. Whereas historically, placement relied solely on Accuplacer or SAT/ACT scores, faculty have always recognized the limitations of such assessments for accurate placement. While these measures accurately predict success for students who place into GER-level courses, they are much less accurate for students who place into preparatory courses, particularly for students from historically underrepresented groups, first-generation college students, and nontraditional students. The standardized measures tended to place students in lower-level courses, too, which meant that students had more classes to take prior to the GER writing sequence, and students were more likely to feel like they were placed in the wrong class. Considering that 40% of students placed into pre-GER-level writing courses, placement was having a significant impact on a large number of students; as illustrated in Figure x, placement gaps were magnified for students in historically underrepresented groups.

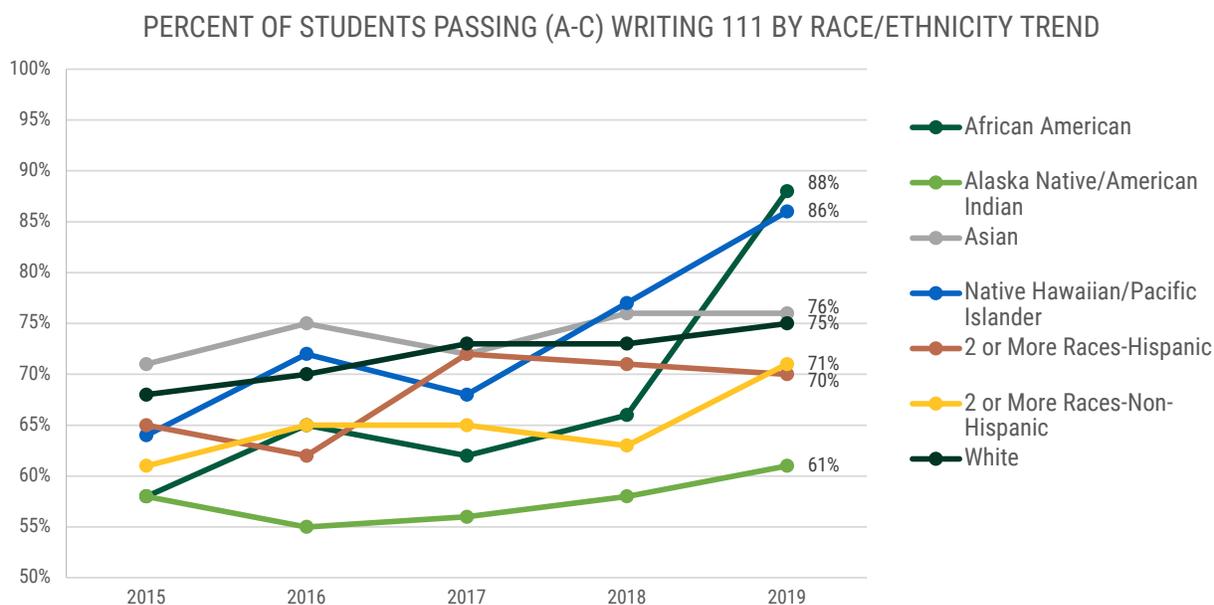
Figure X. GER Placement Rates Prior to Implementing Multiple Measures.



In response to these issues, the Writing and Student Success Team, which includes Writing faculty, staff from first-year advising, the dean of the Community and Technical College, and the Vice Provost for Student Success, implemented a multiple measures approach to placement. They developed a [Course Matching Survey](#) (Appendix XX) that asks students about their experiences with language, literacy, and technology; identifies students from multilingual backgrounds, nontraditional students, and first-generation students; and assesses other factors such as motivation and availability. Students who place into pre-GER classes are all invited to take the survey and submit a writing sample, which is evaluated by 3 to 5 faculty in the Writing program. First-year advisors use the survey responses and the faculty evaluation of the writing sample to help students plan their schedules, select appropriate courses and course formats, and connect students with helpful resources.

After implementing the multiple measures approach to placement, the Office of Student Success found that 77% of students who took the Course Matching Survey and submitted a writing sample were placed into higher classes than they would have been based solely on standardized measures. Students tended to perform better in the higher-level placements, too. For example, in the GER course WRTG A111, students from all race/ethnicity groups made some gains in pass rates, with especially significant results for African American and Alaska Native students (see Figure Y).

Figure Y. Impact of Placement on Pass Rates in ENGL A111 by Race/Ethnicity.



Also, with the support of advising, students developed more appropriate schedules. For example, students who place into preparatory writing classes tend not to do as well in other GER courses that assume a foundation of writing. By waiting to schedule such courses until after the preparatory courses, students are much more likely to pass individual courses and continue taking classes in subsequent semesters. Indeed, the use of multiple measures for writing placement has created a significant shift (+7.3% from 2018-2020) in the passing rates for students’ first writing classes. Also, for students who took an Accelerated Learning Program (ALP) course, which allows them to take a higher-level course with more support and credit hours, students tend to pass at higher rates, sometimes as much as 20% higher than peers in non-ALP courses. Surveys of students and faculty also indicate that both groups find that multiple measures placed students in appropriate courses.

The shift in writing placement demonstrates how assessment is being deployed in foundational programs at UAA to make significant positive changes in student success and equity. It also demonstrates how UAA has connected assessment in some of its broadly reaching programs to institutional resources, such as advising, faculty support, and administrative organization. Over the next several years, the Writing and Student Success Team plans to expand the Course Matching Survey, writing sample option, and Accelerated Learning Program (ALP) courses to be available to all incoming students who could benefit from these practices.

The Anthropology BA/BS and Writing placement are just two examples of how assessment is being used to make positive changes at UAA. As these profiles illustrate, assessment plays a key role across all of the degree- and certificate-granting programs. Assessment also plays a key role in other programs, too, such as the GER. UAA's faculty-led process on the academic side ensures that all academic programs are engaged in cycles of continuous improvement, as part of an institution-wide learning culture that values student success and equity.

MOVING FORWARD

UAA continues to work toward its seven-year review, building upon the accomplishments to-date. The list below reflects goals for the upcoming year.

- 1) **Student Learning:** Continue institution-wide engagement with the Core Competency *Personal, Professional, and Community Responsibility*, with a focus on the transparent design of activities and assignments and attention to how one will know when students have achieved this Core Competency.
- 2) **Student Learning:** Pivot to engage constituents in one or more of the remaining core competencies.
- 3) **Student Learning:** Develop an institutional-level tool for the qualitative assessment of student learning in the Core Competencies.
- 4) **Student Achievement:** Implement student success initiative assessment.
- 5) **Student Achievement:** Identify the measure(s) for post-graduation success.
- 6) **Student Achievement:** Disseminate and integrate annual reporting on the student achievement metrics into ongoing evaluation, planning, decision making, and resource allocation processes.
- 7) **Mission Fulfillment:** Continue to align metrics and reporting across ongoing processes.
- 8) **Mission Fulfillment:** Develop a public-facing website and a communication plan for educating the community on its use.

CONCLUSION:

UAA submits that this Mid-cycle Self-Evaluation Report demonstrates that UAA is making progress in the areas of mission fulfillment, student achievement, and the assessment of student learning, and that UAA has the processes in place to integrate student learning and achievement data into evaluation, planning, and resource allocation aimed at continuous improvement overall and, in particular, to close equity gaps in student achievement.

APPENDIX A: PROGRESS ON INSTITUTIONAL PLANNING OF GRADUATE PROGRAMS

Based on UAA's March 2020 Ad Hoc Report to Address Recommendations 1 and 2 from the NWCCU Fall 2018 Year Seven Evaluation Report, on July 22, 2020 NWCCU informed UAA that both recommendations have been fulfilled.

***Recommendation #1:** Expand efforts around institutional planning of graduate programs to demonstrate their academic quality and role in mission fulfillment. (Standard 2.C.12) - Fulfilled*

Although UAA fulfilled Recommendation 1, the March 2020 Ad Hoc Report promised to describe the results of hiring a new dean for Graduate Studies, as well as progress on developing and implementing a strategic plan, and selecting and presenting data collected for graduate students and programs in its Mid-Cycle Evaluation Report. Continued progress in these areas is described below.

The Results of Hiring a New Dean

UAA conducted a national search and hired a dean of the Graduate School who began August 4, 2021. The dean was charged by the provost with developing a master plan for the Graduate School to inform a subsequent strategic plan. As a result, graduate education is achieving a more prominent role in the institution's identity and the dean is systematically launching a comprehensive array of both internal and external initiatives in support of graduate education.

Developing and Implementing a Strategic Plan

The first charge of the new dean, by the provost, was to propose a master plan for the Graduate School to, in turn, inform a strategic plan. Campus-wide interviews were thus conducted centered on three main questions about the present and future of graduate programs. Analysis of interview data produced eight themes from which the dean derived two goals and nine strategic questions focusing the Graduate School's direction. The strategic questions determined the following 2020/2021 activity:

- Establishment of five ad hoc committees within the Graduate Advisory Council for the following:
 - Cost of Graduate Education Ad Hoc Committee to conduct a comprehensive cost analysis of graduate education that makes explicit the variables unique to graduate education (i.e., stacked courses, research dollars, higher tuition, apportioned faculty salary) to, in turn, inform new program development.
 - Website Redesign Ad Hoc Committee to enhance recruitment efforts. This work is now linking to the university-wide website upgrading efforts.
 - By-laws Ad Hoc Committee to update principles guiding the Graduate Advisory Council in its institutional-level role supporting graduate education.
 - Graduate Student Exit Survey Ad Hoc Committee to review existing program-level exit surveys and determine need for additional exit survey data regarding the efficacy of Graduate School services.
 - Administrative Scholarship Awards Ad Hoc Committee to distribute first-time funds to the Graduate School awarding 15 \$2000.00 student scholarships from 93 applications.
- Seawolves Offer Support (SOS) Mentoring program pilot offering graduate students an academic and professionally supportive relationship with Graduate School alumni. This mentor program currently pairs 42 students with alumni and the pilot will continue through spring 2022 to inform its efficacy in supporting student success.

- Partnership with active military at the Joint Base of Elmendorf Airforce and Fort Richardson (JBER) established to recruit and enroll students in various graduate degree programs through live webinars, circulating flyers, and future face-to-face information sessions.
- “Return to Learn,” amnesty program is being planned incentivizing students to return to finish their degree prompted by institutional data reporting close to 900 graduate students not currently enrolled and not yet graduated. Waived application fees along with tailored advising will be offered to support returning students’ efforts in degree completion.
- A faculty professional development series on teaching graduate students co-sponsored with CAFÉ in the 2021 Fall Teaching Academy and a faculty peer mentoring program focused on enhancing research productivity co-sponsored with the Office of Research.
- Video Testimonial project featuring interviews conducted by the dean with current students and alumni discussing their UAA experience. These videos are being prepared for website spotlights.
- Comprehensive review of forms, processes, and procedures for the purpose of streamlining required tracking of graduate student admission, enrollment, program advancement, and program completion.
- Assessment of current Graduate School personnel scope of duties to determine ways in which the infra-structure of the Graduate School might be right-sized to fulfill its mission and maximize its potential.

Selecting and Presenting Data Collected for Graduate Students and Programs

Data collected regarding graduate students and programs is ongoing and continues to advance. Currently, the Graduate School has selected the following for its program review and accreditation metrics and rationale:

Metric

The average (median and mode) number of semesters taken by students to complete their graduate degree program.

Rationale

Measure how efficiently graduate students complete their degrees. Data will inform program structure, degree completion behavior (full-time, part-time, stop-out), and student support needs.

As the Cost of Graduate Education Ad Hoc Committee continues its work and reports its findings, additional metrics will be identified to inform further data collection and analysis including enrollment trends and optimal class sizes, feasibility of co-teaching, efficacy of various structural models of interdisciplinary programs, and rates of return after leaves of absence as it relates to time-to-graduation.

APPENDIX B:

PROGRESS ON COLLABORATIVE STUDENT SUCCESS EFFORTS

Based on UAA's March 2020 Ad Hoc Report to Address Recommendations 1 and 2 from the NWCCU Fall 2018 Year Seven Evaluation Report, on July 22, 2020 NWCCU informed UAA that both recommendations have been fulfilled.

Recommendation #2: *Continue the focus on collaborative student success efforts to raise low graduation and retention rates and support Mission Fulfillment. (Standard 5.B.1)- Fulfilled*

Although UAA fulfilled Recommendation 2, the March 2020 Ad Hoc Report listed several initiatives and their outcomes (or expected outcomes). The below lists the initiatives, outcomes (or expected outcomes), and an analysis of the effectiveness of the measures.

AY19 Initiative 1: Developed, Staffed, & Implemented the Office of First Year Student Advising & Success

- **Outcome 1:** Improved retention rate and, in the long run, graduation rates
- **Outcome 2:** Better academic performance in subsequent classes

Current Data: Following several years of low retention (66.4% in Fall 2019), the Office of First Year Student Advising & Success contributed to a nearly 2% increase in 1st Fall to 2nd Fall retention rate among first-time, full-time bachelor degree seeking students (68.2% in Fall 2020). Additionally, UAA is narrowing the equity gap in 1st Fall to 2nd Fall retention rates among first-time, full-time bachelor degree seeking students. From Fall 2017-Fall 2020, we report positive retention trends for African American (+24%) and Alaska Native/American Indian (+12%) students. On better academic performance in subsequent classes, refer to AY20 Initiative 5.

Additional Resource: See [slides on retention](#).

AY19 Initiative 2: Designed and Implemented Academic Pathways (i.e., meta-majors)

- **Outcome 1:** Decrease in students dropping (D) and withdrawing (W) from courses due to more accurate placement, better advising, and data-driven course recommendations.
- **Outcome 2:** Increase in students taking math, writing, and communications (Tier 1 GERs) in the first year.
- **Outcome 3:** Increase in (or even comparable) student pass-rates because FYA advising places students into courses better matched to their placement level.
- **Outcome 4:** Decrease in students switching majors, which often increases total credits per degree.

Current Data: Fall 2019 first-time freshman academic performance showed the following gains since Fall 2015: an increase in full-time course load (+3.5%), an increase in first term math (+8%) and writing (+32%) enrollment, an increase in Tier 1 general education course enrollment (+5%), an increase in the number of students passing lower division courses (+2%), and a decrease in the number of students dropping all classes (-1%). Since Fall 2015, major switching has decreased among first year bachelor-degree seeking students (-3.3%), second year bachelor degree seeking students (-9.2%), first year associate degree seeking students (-1.9%), and second year associate degree seeking students (-2.7%). In Spring 2020, the Office of First Year Student

Advising and Success hired an advisor specifically for Exploratory/undeclared bachelor degree seeking students and designed Exploratory Academic Pathways that allow students to identify a broad category of interest (STEM, Health, Social Service, Industry/Tech, Business) in order to more accurately place Exploratory students on the appropriate math sequence in their first year. Institutional Research designed a First Year Student Success dashboard which allows UAA Student Success to easily track and analyze these metrics with demographic, financial, and enrollment timeline data.

Additional Resource: See slides from [EAB's CONNECTED19 University of Alaska Case Study, Major Switching Slides](#)

AY19 Initiative 3: Partnered with Education Advisory Board (EAB) on Best Practices and Tools

- **Outcome 1:** Improved retention, persistence, and ultimately graduation due to better student advising and greater ongoing contact with students.
- **Outcome 2:** Created a consistent student experience across majors, including for students who do switch majors.
- **Outcome 3:** Identified institutional barriers for students close to completion.

Current Data: In UAA's Spring 21 quarterly progress update, EAB reported that UAA students who made an advising appointment through the Seawolf Tracks enrollment campaign had a 14.6% increase in persistence to Spring 21 compared to those who did not. Students who were identified through the campaign had a 4.6% increase in persistence over the overall student population. While 100% of professional advisors utilize the platform for caseload management and appointment reporting, UAA continues to provide training opportunities and encourage more university-wide adoption of the appointment campaigns. The recent addition of student success markers and institutional predictive analytics offers advisors more tools to design strategic outreach and services based on student risk levels. The Navigate faculty/staff platform and student mobile app greatly contributed to UAA's ability to quickly adjust to remote advising services and identify/assist at-risk students with technology limitations or displaying a decrease of engagement during COVID19 terms. For more information related to outcomes 1 and 2, please also refer to AY19 Initiative 1 and 4.

Additional Resource: [EAB Quarterly Progress Update](#)

AY19 Initiative 4: Established the Academic Advising Steering Committee

- **Outcome 1:** Created a consistent, uniform student experience that makes it easier for students to navigate the range of academic processes.
- **Outcome 2:** Established a central communication hub so all advisors receive timely and consistent information in order to do their job effectively.

Current Data: The Academic Advising Steering Committee continues to advance its establishment of [academic advising roles and responsibilities](#). Currently, the committee is creating a common academic advising training program, advising philosophy, and advising unit transition processes as students move from community campus, first year advising to college units or to other college units through change of major processes.

AY20 Initiative 1: Building-Out the First Year Experience

- **Outcome 1:** Increased academic confidence, belongingness, and career exploration opportunities for first-year degree-seeking students.
- **Outcome 2:** Improved first-year pass rates, fall-to-fall persistence, and decreased major switching rates for students in returning years.

Current Data: Please refer to AY19 Initiatives 1 & 2 and AY20 Initiatives 3 & 5. UAA Student Success continues to build the first-year experience framework and recently studied the efficacy of the optional first year seminar course, UNIV 150: University Studies. Most (95%) of students taking UNIV 150 are taking pre-GER writing and/or math courses (95%), an at-risk group. Enrollment in UNIV 150 is correlated with taking a full-time course load (84%), and improved second semester (+9%) and third semester (+9%) retention in Fall 2019 compared to all first time degree seeking students. Alaska Native student enrollment in UNIV 150 has increased 12% since Fall 2015. This data demonstrates the benefits of a first year seminar. Implementing the national best practice of a required FYE student success course, taught by UAA's best faculty will provide students with skills needed to be successful in college. UAA Student Success is currently seeking resources and faculty support to expand this option as a mandatory requirement for first year students.

AY20 Initiative 2: Implementing a Peer Learning Assistant (PLA) Program

- **Outcome 1:** Increased course pass rates for sections that have an assigned PLA.

Current Data: For the past several semesters UAA has hired a team of 10-15 PLAs to work in some of our high DFW/high enrollment gateway courses in Biology, Chemistry, Math, Physics, and Psychology. Evaluation will be conducted post COVID as these semesters are far from usual. In AY21 we also adopted CircleIn, an app for remote peer-to-peer studying and collaboration; peer educators (tutors and PLAs) are added to the platform and can interact with students in a section. Following a Fall 2020 pilot, UAA adopted CircleIn campus wide in Spring 2021. A survey of students in the pilot found 59% thought CircleIn had a positive impact on class performance, 61% felt it helped them be more productive in the class, and 55% said it made them feel more confident about their chances of success in the class. An analysis of student success in classes where they used CircleIn will be done soon.

Additional Resource: [What UAA Students are Saying About CircleIn](#)

AY20 Initiative 3: Implementing a Peer Mentoring Program for First Year Students

- **Outcome 1:** Increased persistence from first fall to first spring and then to second fall for participating first-time freshman.
- **Outcome 2:** Improved belongingness for students who participate (both mentees and mentors).

Current Data: AY21 enrollment in the new Seawolf Mentor program exceeded expectations resulting in over 600 matches, over 10,000 peer-to-peer text messages, over 2,000 logged conversations, and 112 insight flags for student success outreach. The anticipated AY21 post-program survey to participants will provide data specific to belongingness, measuring comfort at school, feelings of importance at the university, and feelings of support by the university. While impact on persistence is pending, Mentor Collective conducted a mid-year survey in December 2020 which showed promising indicators of impact. Mentees reported a 4.18/5 positive experience with their mentors, and mentors reported a 3.97/5 positive experience with mentees.

This data suggests that improved belongingness might be higher among mentees than mentors. To this end, UAA is extending the mentoring program to include mentee opportunities for sophomores, juniors, and seniors to UAA graduate students and alumni.

Additional Resource: [Mentor Collective Initial Learnings Presentation](#); AY 21 Peer Mentoring Overview, [Demographics](#), [Onboarding](#), [Insight Flags](#)

AY20 Initiative 4: Refining the UAA Student Profile

- **Outcome 1:** Create a more accurate picture of students' commitments outside of school (e.g., work, caring for dependents).
- **Outcome 2:** Identify additional barriers to student success.

Current Data: In Spring of 2020, UAA launched its inaugural annual Revealing Institutional Strengths and Challenges (RISC) Survey with Percontor LLC Research firm. Administered in a random sample of courses of more than 25 students, the survey yielded a 50.2% response rate (397 students) The survey assessed student-identified barriers to success, views of their UAA experience, and realities as a student. One in four respondents reported working more than 30 hours a week in an off-campus job, 42% reported challenges related to work, 44% reported challenges paying for college and living expenses, and 34% reported challenges related to family. The detailed, actionable data also reveals student perspectives of UAA institutional strengths and challenges related to affordability, campus environment, and social support.

Additional Resource: [Final Published Report](#); [Custom Questions Report](#); [Campus Presentation](#)

AY20 Initiative 5: Incorporating the NWCCU Retention, Persistence, and Student Success Academy

- **Outcome 1:** Develop more accurate placement with fewer students into pre-GER / 0-level math and writing courses and have them successfully complete the classes, saving students time and money.
- **Outcome 2:** Increase the number of students taking math and writing in the first.
- **Outcome 3:** Increase coordination with our K-12 partners.

Current Data: Through the NWCCU Student Success Academy, writing, math, and quantitative studies faculty collaborated with student success and first year advising to create a course matching survey. Launched in Spring 2020, and fast-tracked due to COVID19, the course matching survey incorporates additional measures (e.g., writing samples), and assesses student confidence, and willingness to commit to an accelerated learning program or emporium model to determine placement. Early results are very encouraging; 70% of students who completed a writing sample were placed into a higher course than recommended by Accuplacer alone, and students who completed accelerated writing courses showed higher pass rates than students taking the GER alone. Plans for AY21 show additional signs of progress. The Department of Writing is increasing faculty placement development, accelerated course offerings, and writing sample review capacity. The Department of Quantitative Studies is dedicating faculty service hours to multiple measure data analysis, math sequencing and pathway reviews, and acceleration course planning.

Additional Resource: [AASCU Presentation](#)

APPENDIX C:

STUDENT ACHIEVEMENT METRICS ANNUAL REPORTS [In-Progress]

The annual report for Persistence from First Fall to First Spring Terms was presented on page x of UAA's Mid-Cycle Report. This appendix presents the annual reports on the following metrics that have approved definitions:

- Retention (First Fall to Second Fall and First Fall to Third Fall)
- Graduation (Baccalaureate 6, 8, 10 year; Associate 4, 6, 8 year; and Junior Graduation Rates)
- Median Semester to Degree- Graduate Programs
- Leading Indicators (Complete Tier I General Education Course Requirements within 30 credits, and Course Pass Rates by Course Level).

AY21 UAA ANNUAL REPORT ON RETENTION

Purpose and use: Annual reports on the student achievement metrics serve as a status report for performance on each measure. Sharing these reports keeps the institution focused and accountable on the measures. They show progress toward goals and help identify areas that may need additional work or investment. Disaggregating data allows the institution to track efforts to close equity and performance gaps. These reports are posted on the website for dissemination to governance and leadership groups for use in ongoing evaluation, planning, decision-making, and resource allocation processes.

This report presents two measures, 1) retention from the first to second fall terms and 2) retention from the first to third fall term. Following students beyond the second fall, the traditional measure, allows UAA a more complete view of student behavior and progression toward completion.

RETENTION FROM FIRST FALL TO SECOND SUBSEQUENT FALL TERM

DEFINITION: Traditional measure of the % of first-time time associate and baccalaureate degree seeking freshmen who enter in a given fall term and return the following fall.

RATIONALE: Following the student from the first fall to second 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.

PEER COMPARISON: Peer comparisons are available through IPEDS **only** for first-time baccalaureate degree-seeking students. The comparisons below are for 2019 and are in order of the full-time students.

PEER RETENTION RATES / BACCALAUREATE DEGREE-SEEKING STUDENTS, FALL 2019

Institution	Full-time	Part-time
University of Alabama at Birmingham	83%	59%
The University of West Florida	81%	71%
University of North Georgia	79%	55%
Arkansas State University-Main Campus	75%	35%
Arizona State University-Skysong	74%	45%
College of Staten Island CUNY	74%	70%
Colorado Mesa University	74%	25%
Texas Woman's University	73%	60%
California University of Pennsylvania	72%	69%
Arkansas Tech University	70%	37%
Lamar University	66%	51%
University of Alaska Anchorage	66%	42%
Weber State University	66%	42%
Utah Valley University	65%	47%
Idaho State University	64%	30%
Eastern New Mexico University-Main Campus	63%	57%
Texas A & M University-Commerce	63%	44%
Southeastern Oklahoma State University	62%	33%
AVERAGE OF PEER INSTITUTIONS	69%	46%

UAA's ranked #12 out of 20 peer institutions in retention rates for both full-time and part-time baccalaureate degree-seeking students who entered in fall 2018 and returned in fall 2019. In fall 2020, not yet available for comparison in IPEDS, the rate increased to 68.2%, bringing it closer to the peer average for full-time students.

DATA NARRATIVE SUMMARY:

Considering the historic drop in enrollment in fall 2019 and fall 2020 and the disruption of the pandemic, the increases in the retention rate among both full-time baccalaureate and associate degree-seekers in fall 2020 is encouraging. However, the fall 2020 rates among baccalaureate and associate degree-seekers, attending either full-time or part-time, are below the rates from the benchmark year of fall 2016.

BACCALAUREATE:

UAA's first-time, full-time baccalaureate degree-seeking student retention rate had compared well against peer averages for much of the last decade with the exception of fall 2018 and fall 2019. Fall 2019's rate was the lowest in a decade and may have reflected the uncertainty related to State of Alaska funding for the institution. Student success efforts, more stable funding, and pandemic-related financial aid incentives may have combined to increase the fall 2020 retention rate increase.

Among full-time baccalaureate degree seekers, African Americans, Alaska Native/American Indian, Native Hawaiian/Pacific Islanders, students age 25+, Pell Grant Recipients, and First Generation students each recorded the highest retention rates of the 5-year period in fall 2020. Asian, White, and Non-Hispanic Two or More Races students registered the lowest retention rates for the 5-year period.

Among part-time baccalaureate degree seekers, the rate continued the decline that began in fall 2018, dropping to its lowest level since fall 2016. Only three groups recorded an improved rate: African Americans, Asians, and Native Hawaiian/Pacific Islanders.

ASSOCIATE:

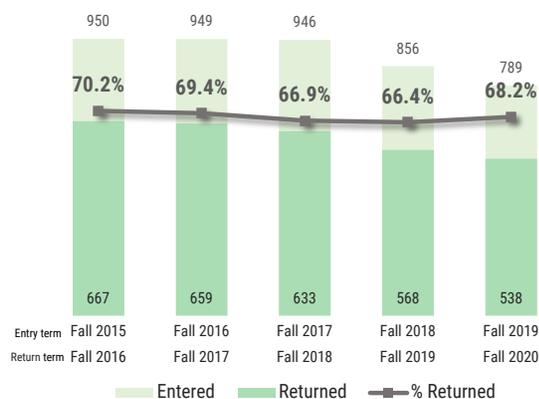
Full-time associate degree-seekers surpassed the fall 2016 rate, and improved over the fall 2019. Only four groups showed declines: African Americans, Asians, students age 25+ and First Generation students. Among part-time associate degree-seeking students, only three groups showed improvement over the 5-year period: Hispanic and Non-Hispanic Two or More Races and White students.

FULL-TIME VS. PART-TIME:

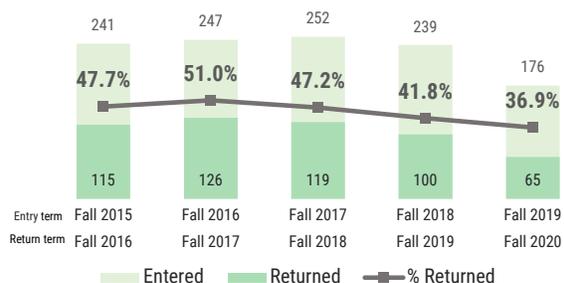
Full-time students are retained at a higher rate than part-time students. In fall 2020, just under half of all degree-seeking students enrolled part-time. Among baccalaureate degree-seekers, 68 percent of the first-time full-time entering cohort in fall 2019 returned in fall 2020, but only 37 percent of the first-time, part-time returned. The differential among associate degree-seekers is not as steep, but is still less for those attending part-time. Because it is difficult to find comparable data for part-time student success at other institutions, it is difficult to evaluate the significance of the overall trends. What UAA can see is that there is a negative trend for part-time students and that further analysis should be done to determine appropriate initiatives and actions to close the gap on student achievement for this significant cohort of students.

UAA RETENTION RATES FROM FIRST TO SECOND FALL TERMS BACCALAUREATE DEGREE-SEEKERS

FULL-TIME



PART-TIME



FULL-TIME

	Entry Term Return Term	Fall 2015 Fall 2016	Fall 2019 Enter #	Fall 2020 Return #	Fall 2019 Fall 2020	RATE CHANGE
BACCALAUREATE		70.2%	789	538	68.2%	-2.0 pts
Race/Ethnicity						
African American		65.2%	25	21	84.0%	18.8 pts
Alaska Native/American Indian		50.4%	104	59	56.7%	6.4 pts
Asian		75.8%	88	63	71.6%	-4.2 pts
Native Hawaiian/Pacific Islander		61.5%	64	51	79.7%	18.1 pts
2 or More Races - Hispanic		78.6%	65	41	63.1%	-15.5 pts
2 or More Races - Non-Hispanic		74.4%	52	30	57.7%	-16.7 pts
White		72.8%	343	234	68.2%	-4.6 pts
Other Characteristics						
Age 18-24		70.3%	742	507	68.3%	-2.0 pts
Age 25+		55.0%	18	13	72.2%	17.2 pts
Female		70.6%	438	308	70.3%	-0.2 pts
Male		69.8%	350	229	65.4%	-4.3 pts
Pell Grant Recipient		65.1%	300	198	66.0%	0.9 pts
First Generation		63.5%	184	122	66.3%	2.8 pts

PART-TIME

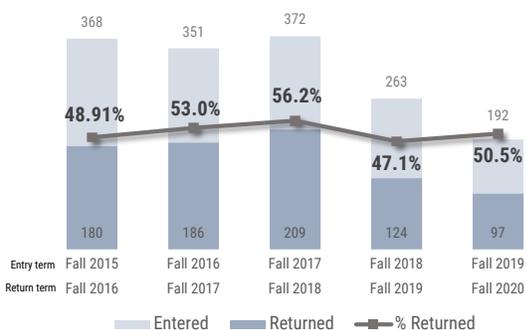
	Entry Term Return Term	Fall 2015 Fall 2016	Fall 2019 Enter #	Fall 2020 Return #	Fall 2019 Fall 2020	RATE CHANGE
BACCALAUREATE		47.7%	176	65	36.9%	-10.8 pts
Race/Ethnicity						
African American		54.5%	*	*	66.7%	12.1 pts
Alaska Native/American Indian		33.3%	21	*	14.3%	-19.0 pts
Asian		36.7%	14	*	50.0%	13.3 pts
Native Hawaiian/Pacific Islander		33.3%	11	*	54.5%	21.2 pts
2 or More Races - Hispanic		46.4%	25	*	32.0%	-14.4 pts
2 or More Races - Non-Hispanic		52.2%	17	*	41.2%	-11.0 pts
White		55.0%	72	25	34.7%	-20.3 pts
Other Characteristics						
Age 18-24		45.3%	152	54	35.5%	-9.8 pts
Age 25+		60.9%	20	10	50.0%	-10.9 pts
Female		50.4%	99	44	44.4%	-5.9 pts
Male		44.0%	76	21	27.6%	-16.4 pts
Pell Grant Recipient		44.7%	60	22	36.7%	-8.0 pts
First Generation		39.7%	36	23	36.1%	-10.8 pts

* Numbers in any category below 10 are suppressed to protect student privacy.

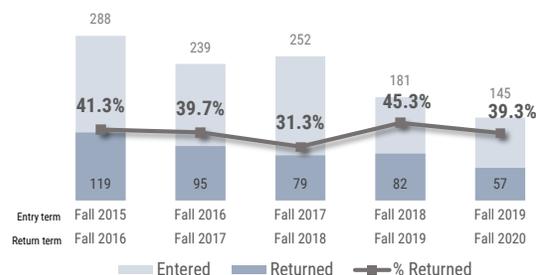
- Pell Grant Recipients and First-Generation students enrolled full-time set 5-year high return rates.
- The largest declines are in the rates for Two or More Races, both Hispanic and Non-Hispanic, and more data may be needed to better understand what has occurred.
- The retention rate for Alaska Native/ American Indian students attending part-time had been relatively stable, though lower than average until fall 2020 when the rate dropped by more than half. Among White students, 41% of the entering cohort, the 20-point drop in the retention rate had the largest impact on the overall rate. If this rate had remained at 55% (14 additional students), the overall rate would have been 44.3%, reducing the overall decline from 10.8 points to 3.4 points.

UAA RETENTION RATES FROM FIRST TO SECOND FALL TERMS ASSOCIATE DEGREE-SEEKERS

FULL-TIME



PART-TIME



FULL-TIME

PART-TIME

	Entry Term	Fall 2015	Fall 2019	Fall 2020	Fall 2019	RATE CHANGE	Fall 2015	Fall 2019	Fall 2020	Fall 2019	RATE CHANGE
	Return Term	Fall 2016	Enter #	Return #	Fall 2020		Fall 2016	Enter #	Return #	Fall 2020	
ASSOCIATE		48.9%	192	97	50.5%	1.6 pts	41.3%	145	57	39.3%	-2.0 pts
Race/Ethnicity											
African American		36.4%	*	*	0.0%	-36.4 pts	35.3%	*	*	16.7%	-18.6 pts
Alaska Native/American Indian		18.9%	39	10	25.6%	6.8 pts	40.0%	18	*	22.2%	-17.8 pts
Asian		73.5%	13	*	53.8%	-19.7 pts	45.5%	*	*	37.5%	-8.0 pts
Native Hawaiian/Pacific Islander		0.0%	10	*	70.0%	70.0 pts	66.7%	*	*	50.0%	-16.7 pts
2 or More Races - Hispanic		38.1%	13	*	61.5%	23.4 pts	40.9%	14	*	42.9%	1.9 pts
2 or More Races - Non-Hispanic		64.3%	10	*	70.0%	5.7 pts	33.3%	*	*	71.4%	38.1 pts
White		53.5%	94	53	56.4%	2.9 pts	40.4%	78	32	41.0%	0.6 pts
Other Characteristics											
Age 18-24		47.1%	160	81	50.6%	3.5 pts	37.4%	115	40	34.8%	-2.6 pts
Age 25+		59.1%	23	12	52.2%	-6.9 pts	56.1%	27	15	55.6%	-0.6 pts
Female		48.9%	88	46	50.8%	1.9 pts	57.1%	93	41	52.3%	-4.9 pts
Male		41.5%	103	51	49.5%	8.1 pts	37.9%	51	16	31.4%	-6.5 pts
Pell Grant-Full-time		48.4%	72	38	52.8%	4.4 pts	40.4%	60	28	46.7%	6.3 pts
First Generation		48.4%	47	18	38.3%	-10.1 pts	40.9%	44	16	36.4%	-4.5 pts

* Numbers in any category below 10 are suppressed to protect student privacy.

- The retention rate for full-time associate degree-seekers is the only category that showed an overall rate increase over 5 years, though the fall 2020 rate remains below the peak of 56% in fall 2018.
- While the rate for Alaska Native/ American Indian shows a gain from 5 years ago, the fall 2020 rate is 4 points lower than fall 2019.
- The retention rate for part-time associate degree-seekers had shown solid improvement in fall 2019, but dropped dramatically for fall 2020. Could this reflect the impact of the pandemic?
- Enrollments in this category are small, so variations, especially in the race/ethnicity groups can show dramatic changes.

UAA RETENTION RATES FROM FIRST FALL TO THIRD FALL TERMS

DEFINITION: The % of first-time associate and baccalaureate degree seeking students who enter in a given fall term and return for a third fall term two years later.

RATIONALE: Retaining students from their first to their third fall semester is one measure of a student's intent to remain at the institution to complete their studies and not transfer. The strong foundation of connection and support created in and outside the classroom in the first four semesters should increase the student's commitment to continuing at UAA.

No comparator peer data is available.

DATA NARRATIVE SUMMARY:

The first-to-second fall retention rates can serve a predictive function for the first-to-third rates. Generally, when rates for first-to-second fall retention change, that change is reflected in the first-to-third fall retention rates.

Over the last five years, 81% of full-time and 73% of part-time baccalaureate degree seekers retained for a second fall term, return for their third fall terms each year. For associate degree seekers, the average is 68% for both full-time and part-time students. These changes illustrate the importance of continuing to support students as they transition from completing their general education studies and move toward upper division courses to fulfill requirements for their degree program.

BACCALAUREATE:

The first-to-third fall retention rate for full-time baccalaureate degree seekers who entered in fall 2018 and returned in fall 2020 was the lowest of the period, and tracks the decline in the first-to-second retention rate for that group. The declines among all race/ethnicities, except Native Hawaiian students is notable. Female students represented 56% of the fall 2018 entering cohort, and the decline in their return rate in fall 2020 is significant.

Among part-time baccalaureate degree-seekers, a greater percentage of students who returned in fall 2019 also returned in fall 2020, resulting in an improved first-to-third fall retention rate for these students. Whereas, rates for female students attending full-time dropped, the rates for those attending part-time increased.

ASSOCIATE

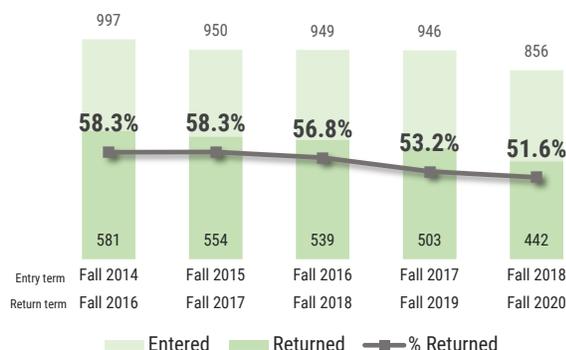
The first-to-third fall retention rates for full-time associate degree-seekers is slightly higher than those for part-time students, though rates for part-time students show more volatility from year-to-year.

For students entering as full-time associate degree-seekers, the fall 2020 rate was the lowest of the period, though it was strongly influenced by the decline in the first-to-second fall rate for the cohort. Female students and White students were the only groups showing significant increases. Large increases were seen for African Americans and Native Hawaiian/Pacific Islanders, but the low cohort size can distort the impact.

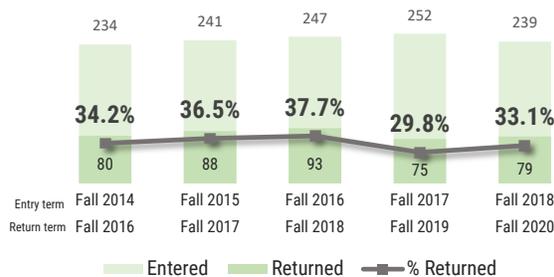
The rate for part-time students, in contrast, was the highest for the period. This group had also set a record first-to-second fall term retention rate. The only groups showing a decline over the five-year period were African Americans, which was a small cohort, and White students, who represented 41% of the entering cohort.

UAA RETENTION RATES FROM FIRST FALL TO THIRD FALL TERMS BACCALAUREATE DEGREE-SEEKERS

FULL-TIME



PART-TIME



FULL-TIME

PART-TIME

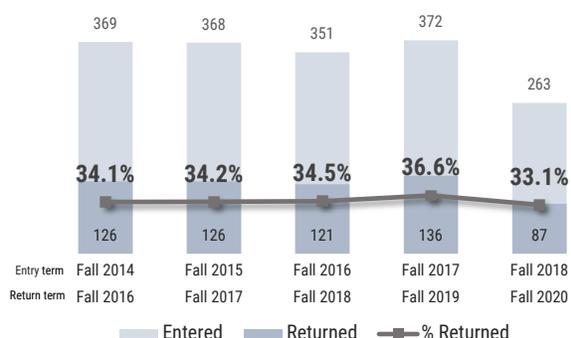
	Entry Term	Fall 2014	Fall 2018	Fall 2020	Fall 2018	RATE CHANGE	Fall 2014	Fall 2018	Fall 2020	Fall 2018	RATE CHANGE
	Return Term	Fall 2016	Enter #	Return #	Fall 2020		Fall 2016	Enter #	Return #	Fall 2020	
BACCALAUREATE		58.3%	856	442	51.6%	-6.6 pts	34.2%	239	79	33.1%	-1.1 pts
Race/Ethnicity											
African American		54.5%	36	15	41.7%	-12.9 pts	27.3%	*	*	33.3%	6.1 pts
Alaska Native/American Indian		36.3%	133	48	36.1%	-0.2 pts	23.3%	45	*	20.0%	-3.3 pts
Asian		71.9%	82	47	57.3%	-14.6 pts	50.0%	13	*	53.8%	3.8 pts
Native Hawaiian/Pacific Islander		30.0%	45	30	66.7%	36.7 pts	No cohort	17	*	47.1%	47.1 pts
2 or More Races - Hispanic		60.0%	76	39	51.3%	-8.7 pts	33.3%	26	18	34.6%	1.3 pts
2 or More Races - Non-Hispanic		61.2%	78	46	59.0%	-2.2 pts	27.3%	17	12	5.9%	-21.4 pts
White		60.7%	347	184	53.0%	-7.7 pts	34.7%	99	35	35.4%	0.7 pts
Other Characteristics											
Age 18-24		58.9%	805	410	50.9%	-8.0 pts	33.7%	203	64	31.5%	-2.1 pts
Age 25+		44.8%	19	10	52.6%	7.8 pts	27.8%	29	11	37.9%	10.2 pts
Female		60.2%	477	242	50.7%	-9.5 pts	32.7%	145	50	34.5%	1.8 pts
Male		55.6%	376	198	52.7%	-2.9 pts	36.9%	90	26	28.9%	-8.0 pts
Pell Grant Recipient		47.5%	305	141	46.2%	-1.3 pts	31.9%	68	16	23.5%	-8.4 pts
First Generation		48.6%	180	80	44.4%	-4.1 pts	33.8%	62	17	27.4%	-6.4 pts

* Numbers in any category below 10 are suppressed to protect student privacy.

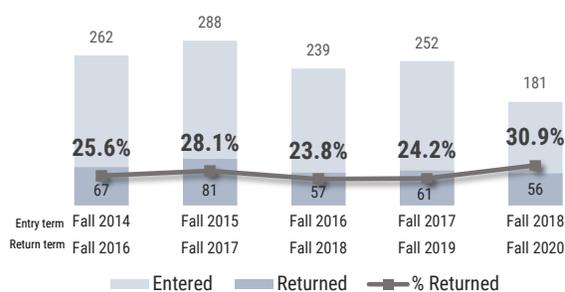
- The decline in the retention rate from first-to-third fall for the full-time cohorts entering in fall 2017 and fall 2018, reflect the decline in the first-to-second fall retention rates for those students. The improved first-to-second fall retention rate for the entering fall 2019 full-time cohort should signal an improvement in this rate for fall 2021.
- Among entering part-time students, the fall 2018 entering cohort lost fewer students from the second to third fall, resulting in the improved first-to-third retention rate for this group in fall 2020.

UAA RETENTION RATES FROM FIRST FALL TO THIRD FALL TERMS ASSOCIATE DEGREE-SEEKERS

FULL-TIME



PART-TIME



FULL-TIME

PART-TIME

	Entry Term	Fall 2014	Fall 2018	Fall 2020	Fall 2018	RATE CHANGE	Fall 2014	Fall 2018	Fall 2020	Fall 2018	RATE CHANGE
	Return Term	Spring 2016	Enter #	Return #	Spring 2020		Spring 2016	Enter #	Return #	Spring 2020	
ASSOCIATE		34.1%	263	87	33.1%	-1.1 pts	25.6%	181	56	30.9%	5.4%
Race/Ethnicity											
African American		28.6%	*	*	50.0%	21.4 pts	50.0%	*	*	42.9%	-7.1%
Alaska Native/ American Indian		22.4%	60	12	20.0%	-2.4 pts	10.3%	32	*	25.0%	14.7%
Asian		50.0%	13	*	46.2%	-3.8 pts	53.8%	*	*	71.4%	17.6%
Native Hawaiian/Pacific Islander		0.0%	10	*	50.0%	50.0 pts	50.0%	16	*	50.0%	0.0%
2 or More Races - Hispanic		37.5%	25	*	16.0%	-21.5 pts	6.3%	21	*	38.1%	31.8%
2 or More Races - Non-Hispanic		56.0%	11	*	36.4%	-19.6 pts	18.8%	16	*	18.8%	0.0%
White		34.3%	124	49	39.5%	5.2 pts	27.3%	73	18	24.7%	-2.6%
Other Characteristics											
Age 18-24		32.1%	223	69	30.9%	-1.1 pts	25.5%	130	36	27.7%	2.2%
Age 25+		36.2%	23	16	35.7%	-0.5 pts	27.4%	50	20	40.0%	12.6%
Female		32.2%	129	50	38.8%	6.5 pts	29.0%	97	39	30.9%	2.0%
Male		36.0%	132	37	28.0%	-7.9 pts	21.4%	83	26	31.3%	10.0%
Pell Grant Recipient		28.0%	104	28	26.9%	-1.0 pts	22.2%	74	26	35.1%	12.9%
First Generation		34.7%	72	26	36.1%	1.4 pts	21.9%	48	19	39.6%	17.7%

* Numbers in any category below 10 are suppressed to protect student privacy. These low numbers can also create dramatic changes in percentage increases or decreases.

- While there is little variance in the retention rates seen for full-time vs part-time associate degree seekers, the trends are different. Full-time rates increased gradually then dropped in fall 2020, to the lowest in the period. Part-time rates were more volatile and the 2018 cohort set a new record in fall 2020, reflecting the record 45.3% record rate for first-to-second fall retention rate in fall 2019.

AY20 UAA ANNUAL REPORT ON GRADUATION RATES

Purpose and use: Annual reports on the student achievement metrics serve as a status report for performance on each measure. Sharing these reports keeps the institution focused and accountable on the measures. They show progress toward goals and help identify areas that may need additional work or investment. Disaggregating data allows the institution to track efforts to close equity and performance gaps. These reports are posted on the website for dissemination to governance and leadership groups for use in ongoing evaluation, planning, decision making, and resource allocation processes.

This report presents three measures, 1) baccalaureate graduation rates at 6, 8, and 10 years; 2) associate graduation rates at 4, 6, and 8 years; and 3) junior graduation rate.

BACCALAUREATE GRADUATION RATES (6, 8 AND 10 YEARS)

DEFINITION: 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.

RATIONALE: 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 across the institution. Because many UAA students transition from full-time to part-time enrollment from one semester to the next, extending the timeframe for tracking graduation to 10 years provides a more complete picture of student completions.

COMPARATORS: Peer comparison data are available for baccalaureate 6- and 8-year graduation rates.

INSTITUTION	6-Year	8-Year
Arizona State University-Skysong	4%	17%
Arkansas State University-Main Campus	50%	49%
Arkansas Tech University	40%	42%
California University of Pennsylvania	50%	56%
College of Staten Island CUNY	47%	52%
Colorado Mesa University	43%	36%
Dixie State University	21%	22%
Eastern New Mexico University-Main Campus	33%	33%
Idaho State University	34%	33%
Lamar University	34%	34%
New Mexico Highlands University	22%	25%
Southeastern Oklahoma State University	35%	30%
Texas A & M University-Commerce	43%	44%
Texas Woman's University	43%	40%
The University of West Florida	46%	47%
University of Alabama at Birmingham	63%	57%
University of Alaska Anchorage	32%	31%
University of North Georgia	58%	56%
Utah Valley University	29%	33%
Weber State University	34%	43%
AVERAGE OF PEER INSTITUTIONS	38%	39%

Note: This chart reflects the IPEDS 2019 recording year, so the 6-year rate reflects the 2013 entering cohort and the 8-year rate the 2012 cohort.

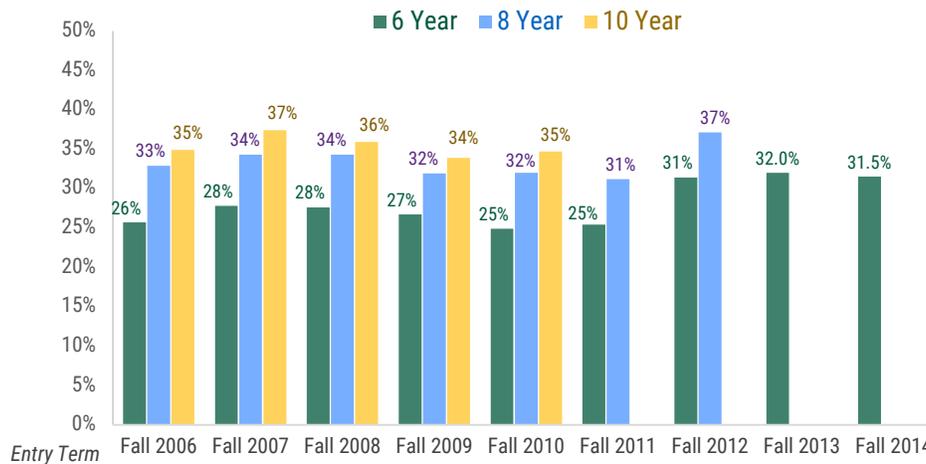
DATA NARRATIVE SUMMARY:

PEER COMPARISON: Among its peers, UAA ranked 16 out of 20 in both the 6-year and 8-year graduation rates for the 2019 academic year, the most recent year reported on IPEDS. The 8-year graduation rate improved to 37.1%, a substantial increase, for AY2020, and closer to the peer average. The AY2020 6-year rate dropped slightly to 31.5%.

RATES BY COHORTS:

The chart below presents graduation rate trends by cohort so you can track ultimate completion rates for each entering group. Rates increase by 6-7 percentage points between the 6-year rate and the 8-year rate or an additional 24% of the entering cohort. Growth slows after that with only an additional 2-3 percentage point gain from 8-to-10 years, about 7% of the entering cohort.

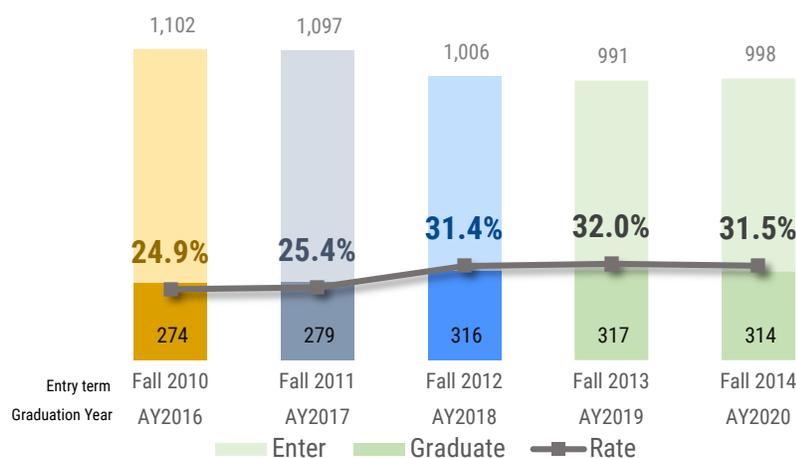
As the 6-year rate improves, it will be important to watch how that impacts the rates at 8 and 10 years. The fall 2012 cohort 6-year graduation rate was 31% and the 8-year rate was 37%, the highest rate achieved after 8 years, and on track to set a new 10-year rate record at 39-40%.



The following pages present a closer look at the 6-year, 8-year, and 10-year graduation rates. The trends are by graduation year. The AY2020 rates are higher than the benchmark year of AY2016 for both 6- and 8-year rates, but are basically flat for the 10-year rate.

The AY2021 rates will be available in early September. The fall 2015 entering cohort had a strong first-to-third fall retention rate and had a 15.2% 4-year and a 27.3% 5-year rate, each record highs. This suggests the 6-year graduation rate for AY2021 should also be high. However, disruption created by pandemic closures, a higher percentage of students attending part-time over the last year, and the uncertainty regarding continuation of some academic programs due to budget reductions may have an impact on the final rate.

BACCALAUREATE GRADUATION RATES, UAA 6-YEAR TREND

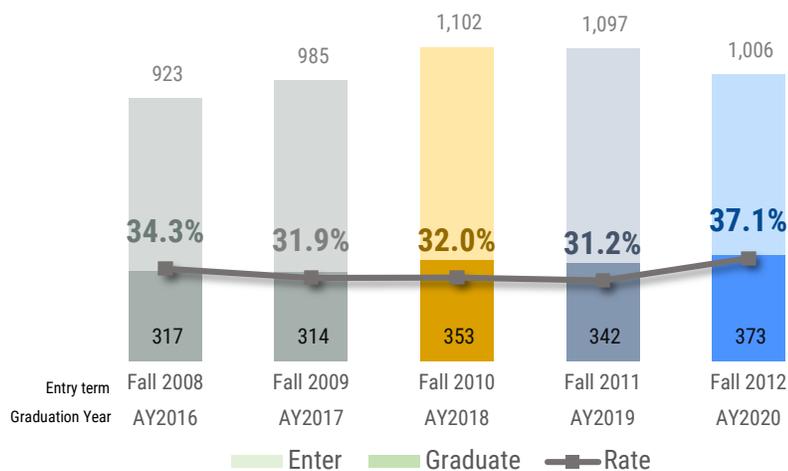


Entry Term Graduation Year	Fall 2010 AY2016	Fall 2014 Enter #	AY2020 Graduate #	Fall 2014 AY2020	RATE CHANGE
BACCALAUREATE-Full-time	24.9%	998	314	31.5%	6.6%
Race/Ethnicity					
African American	13.9%	33	*	15.2%	1.3 pts
Alaska Native/American Indian	15.3%	135	13	9.6%	-5.7 pts
Asian	30.3%	121	41	33.9%	3.6 pts
Native Hawaiian/Pacific Islander	n/a	10	*	10.0%	10.0 pts
2 or More Races - Hispanic	25.8%	85	26	30.6%	4.8 pts
2 or More Races - Non-Hispanic	25.4%	68	25	36.8%	11.4 pts
White	27.7%	494	182	36.8%	9.1 pts
Other Characteristics					
Age 18-24	25.2%	921	299	32.5%	7.3 pts
Age 25+	17.0%	29	*	17.2%	0.2 pts
Female	26.2%	584	190	32.5%	6.3 pts
Male	23.2%	414	124	30.0%	6.8 pts
Pell Grant Recipient	18.2%	302	53	17.5%	-0.7 pts
First Generation	21.5%	247	58	23.5%	2.0 pts

* Numbers in any category that are below 10 are suppressed to protect student privacy. These low numbers can also create dramatic changes in percentage increases or decreases.

- UAA has seen sustained improvement in its 6-year graduation rate for first-time, full-time baccalaureate degree-seeking students with nearly all categories showing increased rates in AY2020 compared to AY2016.
- A deeper look at the trends show the Alaska Native/American Indian rate had reached a record high of 18.3% in AY2019, but dropped almost by half that in AY2020. More information is needed to better understand what is behind the decline.

BACCALAUREATE GRADUATION RATES, UAA 8-YEAR TREND

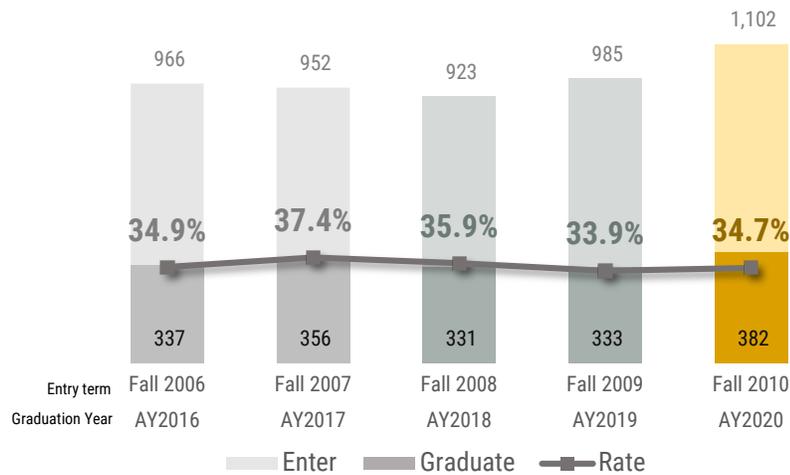


Entry Term Graduation Year	Fall 2008 AY2016	Fall 2012 Enter #	AY2020 Graduate #	Fall 2012 AY2020	RATE CHANGE
BACCALAUREATE-Full-time	34.3%	1,006	373	37.1%	2.8 pts
Race/Ethnicity					
African American	12.8%	40	*	20.0%	7.2 pts
Alaska Native/American Indian	9.1%	141	28	19.9%	10.8 pts
Asian	41.4%	103	38	36.9%	-4.5 pts
Native Hawaiian/Pacific Islander	No cohort	15	*	33.3%	33.3 pts
2 or More Races - Hispanic	28.6%	69	19	27.5%	-1.1 pts
2 or More Races - Non-Hispanic	No cohort	68	33	48.5%	48.5%
White	39.6%	512	216	42.2%	2.6 pts
Other Characteristics					
Age 18-24	34.9%	924	346	37.4%	2.5 pts
Age 25+	21.4%	34	*	26.5%	5.1 pts
Female	39.9%	559	217	38.8%	-1.1 pts
Male	27.2%	447	156	34.9%	7.7 pts
Pell Grant Recipient	28.8%	288	74	25.7%	-3.1 pts
First Generation	28.8%	272	92	33.8%	5.0 pts

* Numbers in any category that are below 10 are suppressed to protect student privacy. These low numbers can also create dramatic changes in percentage increases or decreases.

- The fall 2012 cohort was the first to exceed a 30% graduation rate at 6-years, and the first to exceed 37% at year eight. Nearly all groups showed improved rates.
- While the rate for Asian students declined from AY2016, their AY2020 rate is just slightly above the average for that group over the five years.
- Among female students, the AY2016 rate was a record high, and the rate had dropped each subsequent year to a low of 30.8% in AY2019, then jumped to 38.8% for AY2020. A similar trend occurred among Pell Grant Recipients.

BACCALAUREATE GRADUATION RATES, UAA 10-YEAR TREND



Entry Term Graduation Year	Fall 2006 AY2016	Fall 2010 Enter #	AY2020 Graduate #	Fall 2010 AY2020	RATE CHANGE
BACCALAUREATE-Full-time	34.9%	1,102	382	34.7%	-0.2 pts
Race/Ethnicity					
African American	13.3%	36	*	22.2%	8.9 pts
Alaska Native/American Indian	19.6%	177	38	21.5%	1.9 pts
Asian	37.9%	99	40	40.4%	2.5 pts
Native Hawaiian/Pacific Islander	No cohort	12	0	0.0%	0.0 pts
2 or More Races - Hispanic	56.8%	62	23	37.1%	-19.7 pts
2 or More Races - Non-Hispanic	No cohort	67	26	38.8%	38.8 pts
White	38.2%	603	228	37.8%	-0.4 pts
Other Characteristics					
Age 18-24	35.1%	1,007	357	35.5%	0.4 pts
Age 25+	10.0%	47	10	21.3%	11.3 pts
Female	38.3%	623	226	36.3%	-2.0 pts
Male	30.2%	479	156	32.6%	2.4 pts
Pell Grant Recipient	25.8%	303	83	27.4%	1.6 pts
First Generation	32.7%	274	87	31.8%	-0.9 pts

* Numbers in any category that are below 10 are suppressed to protect student privacy. These low numbers can also create dramatic changes in percentage increases or decreases.

- UAA’s 10-Year graduation rates have been relatively stable over the five-year period, averaging 35.4% over the year years with a peak for the fall 2007 cohort at 37.4%. A question to consider is how much the improved rates at 6- and 8-years impact the 10-year rate.

ASSOCIATE DEGREE GRADUATION RATES, (4, 6, and 8 Years)

DEFINITION: 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.

RATIONALE: 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.

COMPARATORS: Peer comparison data are available for the associate degree 4, 6, and 8 years, shown below sorted by the 4-year rate.

INSTITUTION	4-Year	6-Year	8-Year
Dixie State University	19%	21%	21%
Weber State University	19%	16%	13%
Utah Valley University	15%	16%	15%
University of North Georgia	8%	8%	8%
University of Alaska Anchorage	7%	9%	10%
Arkansas State University-Main Campus	6%	3%	3%
Idaho State University	4%	6%	7%
College of Staten Island CUNY	4%	4%	3%
Arkansas Tech University	4%	5%	6%
Colorado Mesa University	3%	5%	5%
Eastern New Mexico University-Main Campus	2%	3%	3%
The University of West Florida	2%	4%	4%
California University of Pennsylvania	0%	1%	1%
Arizona State University-Skysong	0%	0%	0%
Lamar University	0%	0%	0%
New Mexico Highlands University	0%	0%	0%
Southeastern Oklahoma State University	0%	0%	0%
Texas A & M University-Commerce	0%	0%	0%
Texas Woman's University	0%	0%	0%
University of Alabama at Birmingham	0%	0%	0%
AVERAGE OF PEER INSTITUTIONS	5%	5%	5%

NOTE: The peer data on associate graduation rates represents the rates for any student entering the institution in AY2011 who graduated in 4, 6, or 8 years. UAA traditionally tracks cohorts entering in the fall term only. Using an annual entering cohort (typically a larger number) to calculate the associate graduation rate produces a lower rate than the traditional fall cohort.

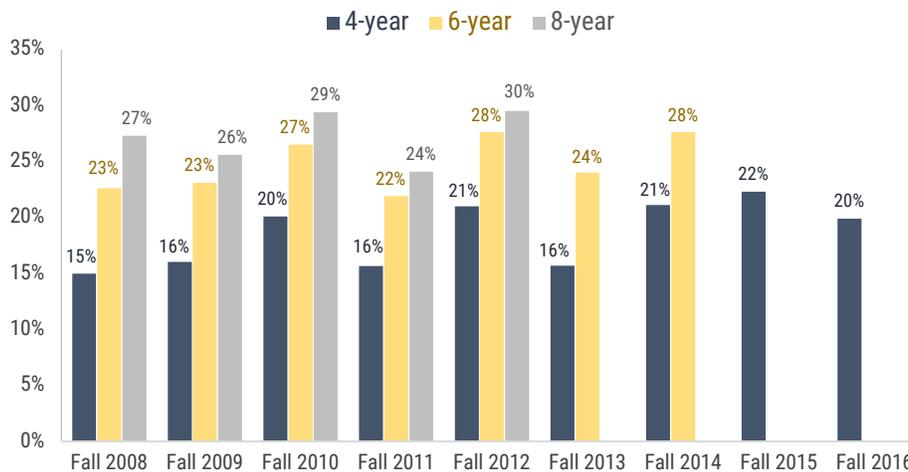
DATA NARRATIVE SUMMARY:

PEER COMPARISON: Among its peers, UAA exceeds the average, ranking No. 5 out of the 13 peer institutions reporting rates for the 4-year rate, and No. 4 for the 6- and 8-year rates.

As the note following the peer comparison chart states, IPEDS bases the rates on an annual entering cohort while UAA traditionally bases its rates on the entering fall cohort. The rates on the following pages reflect the rates for the fall cohorts.

RATES BY COHORTS:

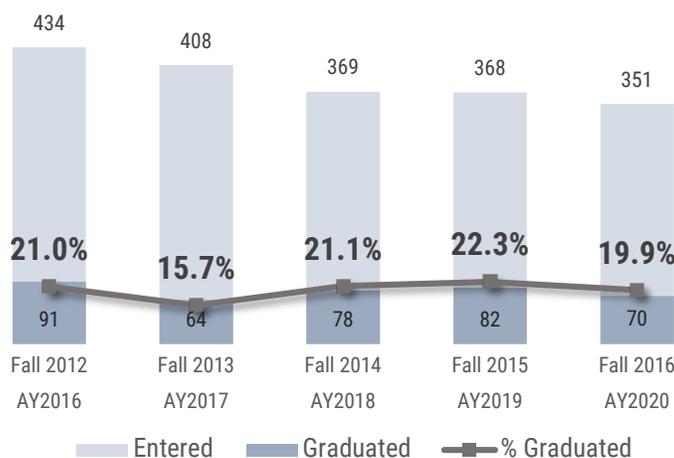
Associate degrees are generally described as programs that take 2-to-3 years to complete. Graduation rates for students in these programs often fall below rates for students in baccalaureate programs. At UAA, rates among associate degree-seekers completing in have averaged 19% for 4-year completions, 25% for 6-year completions, and 27% for 8-year completions. It is clear the biggest gains are achieved between 4 and 6 years.



The following pages present data trends for 4-, 6-, and 8-year rates.

The 4-year rate showed solid gains in the middle of the five-year time period, but fell to its second lowest rate in AY2020. Looking at the 2- and 3-year graduation rates for upcoming cohorts, it appears that the decline for the 4-year rate will rebound. Both 6- and 8-year rates showed improvement, and these trends are expected to continue. Among Alaska Native/American Indian students, completions are increasing for the upcoming cohorts and suggest an improving trend for this group.

ASSOCIATE DEGREE GRADUATION RATES, UAA 4-YEAR TREND

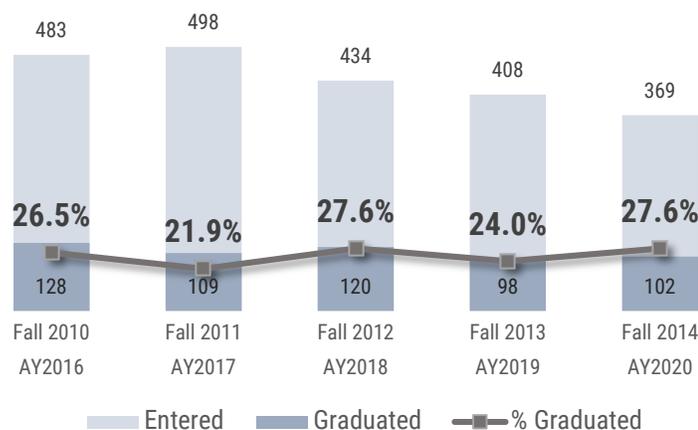


Entry Term Graduation Year	Fall 2012 AY2016	Fall 2016 Enter #	AY2020 Graduate #	Fall 2016 AY2020	RATE CHANGE
ASSOCIATE-Full-time	21.0%	1,102	351	19.9%	-1.1 pts
Race/Ethnicity					
African American	0.0%	11	*	18.2%	18.2 pts
Alaska Native/American Indian	16.4%	52	*	3.8%	-12.6 pts
Asian	11.1%	24	*	20.8%	9.7 pts
Native Hawaiian/Pacific Islander	10.0%	*	*	50.0%	40.0 pts
2 or More Races - Hispanic	15.2%	20	*	15.0%	-0.2 pts
2 or More Races - Non-Hispanic	17.2%	26	*	15.4%	-1.8 pts
White	25.2%	195	51	26.2%	1.0 pts
Other Characteristics					
Age 18-24	21.0%	296	60	20.3%	-0.7 pts
Age 25+	18.8%	49	*	8.2%	-10.6 pts
Female	19.6%	164	32	19.5%	-0.1 pts
Male	22.3%	187	38	20.3%	-2.0 pts
Pell Grant Recipient	18.0%	130	24	18.5%	0.5 pts
First Generation	22.9%	85	15	17.6%	-5.3 pts

* Numbers in any category that are below 10 are suppressed to protect student privacy. These low numbers can also create dramatic changes in percentage increases or decreases.

- The 4-year graduation rate for AY2020 was the second lowest for the 5-year period. The 4-year rate for the fall 2016 cohort reflects low rates at the both 2 years and 3 years. Based on the 3-year rate for the fall 2017 cohort, (19.1%), the AY2021 rate should show substantial improvement.
- Alaska Native/American Indian students who have low completion rates, rarely reaching double digits after four years. Looking ahead, the 3-year rate for the fall 2017 cohort was more than double the rate for the fall 2016 cohort, indicating UAA should see an improvement in AY2021.
- Among students age 25+, it appears that the drop in AY2020 is an anomaly. The 3-year rate for the fall 2017 cohort is more in line with historical rates and will support an increase for AY2021.

ASSOCIATE DEGREE GRADUATION RATES, UAA 6-YEAR TREND

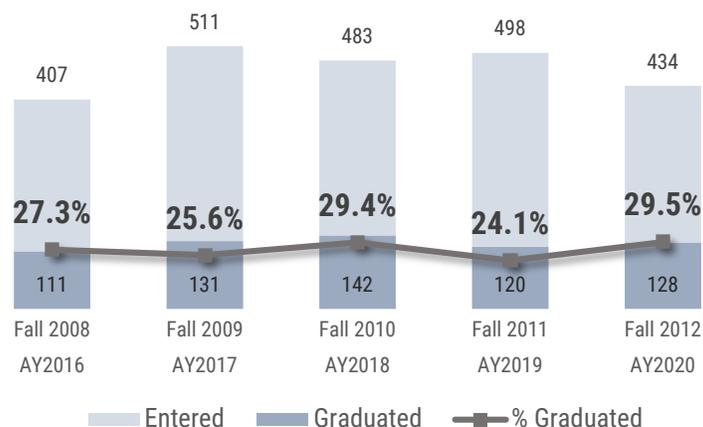


Entry Term Graduation Year	Fall 2010 AY2016	Fall 2014 Enter #	AY2020 Graduate #	Fall 2014 AY2020	RATE CHANGE
ASSOCIATE-Full-time	26.5%	369	102	27.6%	1.1 pts
Race/Ethnicity					
African American	10.5%	*	*	28.6%	18.1 pts
Alaska Native/American Indian	9.0%	49	*	10.2%	1.2 pts
Asian	30.0%	18	*	27.8%	-2.2 pts
Native Hawaiian/Pacific Islander	0.0%	*	0	0.0%	0.0 pts
2 or More Races - Hispanic	23.1%	32	11	34.4%	11.3 pts
2 or More Races - Non-Hispanic	43.8%	25	10	40.0%	-3.8 pts
White	31.8%	207	64	30.9%	-0.9 pts
Other Characteristics					
Age 18-24	26.2%	293	76	25.9%	-0.3 pts
Age 25+	31.4%	58	19	32.8%	1.4 pts
Female	28.0%	180	50	27.8%	-0.2 pts
Male	24.9%	189	52	27.5%	2.6 pts
Pell Grant Recipient	21.8%	158	34	21.5%	-0.3 pts
First Generation	26.3%	98	102	23.5%	-2.8 pts

* Numbers in any category that are below 10 are suppressed to protect student privacy. These low numbers can also create dramatic changes in percentage increases or decreases.

- The 6-year graduation rate among associate degree-seekers increased from AY2016 to AY2020, matching the previous record of 27.6%. Based on the strong rates for the fall 2015 cohort, the rate for AY2021 should also be higher.
- Increases among 2 or More Races—Hispanic and Male students contributed to the increase from AY2016 to AY2020. While the rate of the increase among African Americans is substantial, the actual numbers are quite small so changes would not have had a major impact.

ASSOCIATE DEGREE GRADUATION RATES, UAA 8-YEAR TREND



Entry Term Graduation Year	Fall 2008 AY2016	Fall 2012 Enter #	AY2020 Graduate #	Fall 2012 AY2020	RATE CHANGE
ASSOCIATE-Full-time	27.3%	434	128	29.5%	2.2%
Race/Ethnicity					
African American	14.3%	11	*	18.2%	3.9%
Alaska Native/American Indian	15.1%	55	*	16.4%	1.3%
Asian	33.3%	18	*	22.2%	-11.1%
Native Hawaiian/Pacific Islander	No Cohort	10	*	10.0%	10 pts
2 or More Races - Hispanic	42.1%	33	10	30.3%	-11.8%
2 or More Races - Non-Hispanic	No Cohort	29	*	31.0%	31 pts
White	30.7%	202	71	35.1%	4.4%
Other Characteristics					
Age 18-24	26.8%	347	102	29.4%	2.6%
Age 25+	31.7%	69	19	27.5%	-4.2%
Female	30.9%	214	68	31.8%	0.9%
Male	22.8%	220	60	27.3%	4.5%
Pell Grant Recipient	23.9%	172	40	23.3%	-0.6%
First Generation	27.5%	131	42	32.1%	4.6%

* Numbers in any category that are below 10 are suppressed to protect student privacy. These low numbers can also create dramatic changes in percentage increases or decreases.

- Among the fall 2012 entering cohort, 91 completed in 4 years, 120 in 6 years, and 128 in 8 years. The increase in completers from year 4 to year 8 is 40%, a notable growth.
- Nearly every category showed increases, and rates for upcoming cohorts suggest the upward trend may continue at least for the next two years.

JUNIOR GRADUATION RATE

DEFINITION: The % of students who graduate with a bachelor's degree within four years of first reaching junior class status (60 credits).

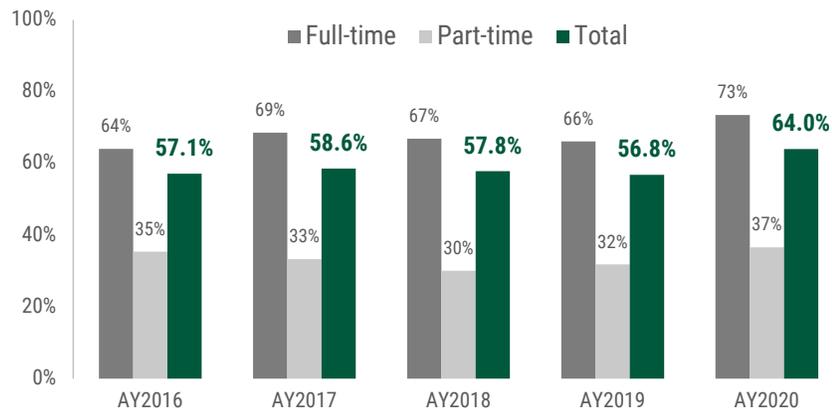
RATIONALE: Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their first 60 credits, students typically focus on completing GERs and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.

COMPARATORS: There are no data sources for peer comparisons on this measure.

DATA NARRATIVE SUMMARY

[text to come]

JUNIOR GRADUATION RATE TREND



JUNIOR GRADUATION RATE

Graduation Year	AY2016	Enter #	Graduate #	AY2020	CHANGE
OVERALL RATE	57.1%	553	354	64.0%	6.9 pts
Full-time	64.1%	411	302	73.5%	9.4 pts
Part-time	35.4%	142	52	36.6%	1.2 pts
African American	55.6%	18	10	55.6%	0.0 pts
Alaska Native/American Indian	38.6%	61	35	57.4%	18.8 pts
Asian	64.7%	49	25	51.0%	-13.7 pts
Native Hawaiian/Pacific Islander	No Cohort	No Cohort			
2 or More Races - Hispanic	53.1%	35	22	62.9%	9.7 pts
2 or More Races - Non-Hispanic	51.6%	34	22	64.7%	13.1 pts
White	60.2%	340	230	67.6%	7.4 pts
Age 18-24	63.9%	411	288	70.1%	6.2 pts
Age 25+	38.0%	142	66	46.5%	8.5 pts
Female	58.9%	324	201	62.0%	3.1 pts
Male	54.2%	229	153	66.8%	12.6 pts
Pell Grant Recipient	47.3%	153	91	59.5%	12.2 pts
First Generation	46.1%	137	74	54.0%	7.9 pts

[text to come]

AY20 UAA ANNUAL REPORT ON SEMESTERS TO DEGREE – GRADUATE PROGRAMS

Purpose and use: Annual reports on the student achievement metrics serve as a status report for performance on each measure. Sharing these reports keeps the institution focused and accountable on the measures. They show progress toward goals and help identify areas that may need additional work or investment. Disaggregating data allows the institution to track efforts to close equity and performance gaps. These reports are posted on the website for dissemination to governance and leadership groups for use in ongoing evaluation, planning, decision making, and resource allocation processes.

SEMESTERS-TO-DEGREE GRADUATE PROGRAMS

DEFINITION: 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. 5-year trend.

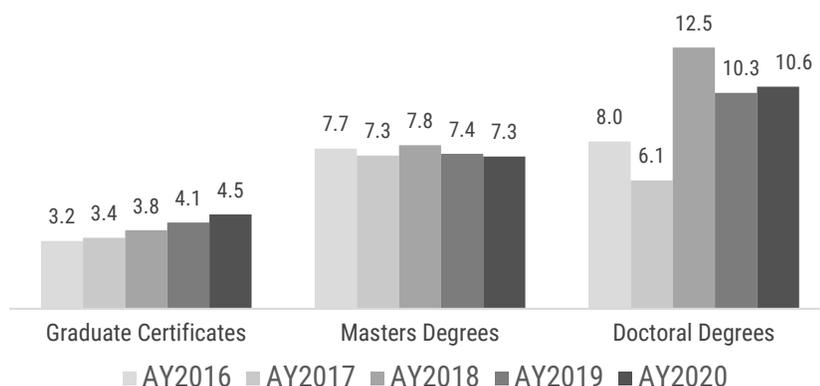
RATIONALE: Looking at the number of semesters graduate students take to complete their degrees illustrates how students progress through their degree programs (full-time, part-time, stop-out). This information on student behavior and completion can inform program structure and help the institution support students in a way that honors the time needed for rigorous intellectual engagement and growth also ensures that students can complete in a timely manner.

COMPARATORS: There are no data sources for peer comparisons on this measure.

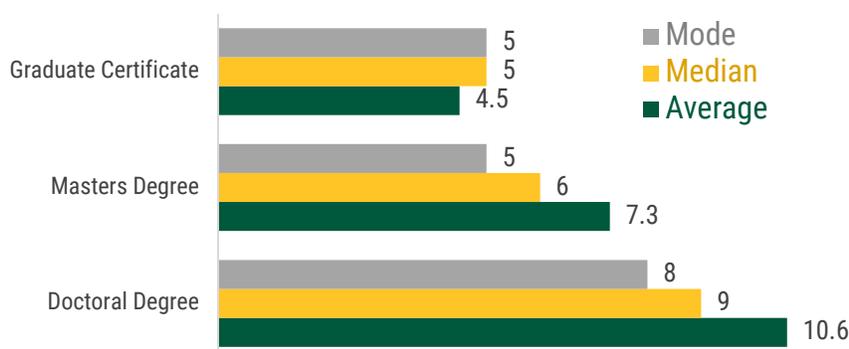
DATA NARRATIVE SUMMARY:

[text to come]

AVERAGE SEMESTERS-TO-DEGREE BY GRADUATE PROGRAM, 5-YEAR TREND



MODE/MEDIAN/AVERAGE SEMESTERS-TO-DEGREE BY GRADUATE PROGRAMS, AY2020



AVERAGE SEMESTERS-TO-DEGREE FOR **MASTERS PROGRAMS** DISAGGREGATED BY RACE/ETHNICITY AND SELECTED CHARACTERISTICS

	Award Total AY2016	Average Semesters AY2016	Award Total AY2020	Average Semesters AY2020	RATE CHANGE
Total	251	7.7	203	7.3	-0.4
African American	*	6.0	*	5.0	-1.0
Alaska Native/American Indian	16	9.5	15	8.3	-1.2
Asian	5	5.8	8	9.4	3.6
Native Hawaiian/Pacific Islander.	*	9.0	*	9.2	0.2
2 or More Races - Hispanic	17	7.1	10	8.6	1.5
2 or More Races - Non-Hispanic	*	8.3	*	11.4	3.1
White	182	7.7	138	7.0	-0.7
Female	162	7.8	129	7.6	-0.2
Male	89	7.4	74	6.8	-0.7
Less than 25	26	5.4	20	5.0	-0.4
Age 25-29	74	6.5	49	7.5	0.9
Age 30-39	85	8.0	90	7.5	-0.5
Age 40 +	66	9.5	44	7.7	-1.8

* Numbers in any category that are below 10 are suppressed to protect student privacy. These low numbers can also create dramatic changes in percentage increases or decreases. Only graduates in Masters programs had sufficient numbers to provide disaggregation.

AY20 UAA ANNUAL REPORT ON LEADING INDICATORS

Purpose and use: Annual reports on the student achievement metrics serve as a status report for performance on each measure. Sharing these reports keeps the institution focused and accountable on the measures. They show progress toward goals and help identify areas that may need additional work or investment. Disaggregating data allows the institution to track efforts to close equity and performance gaps. These reports are posted on the website for dissemination to governance and leadership groups for use in ongoing evaluation, planning, decision-making, and resource allocation processes.

This report includes information on two measures identified as leading indicators for the student achievement metrics: 1) completion of Tier 1 general education requirement courses within the student's first 30 credits; and 2) course pass rates by course level. Each of these signals a level of progress toward completion.

COMPLETE TIER 1 GENERAL EDUCATION REQUIREMENT COURSES (GERs) WITHIN THE FIRST 30 CREDITS

Purpose and use: Annual reports on the student achievement metrics serve as a status report for performance on each measure. Sharing these reports keeps the institution focused and accountable on the measures. They show progress toward goals and help identify areas that may need additional work or investment. Disaggregating data allows the institution to track efforts to close equity and performance gaps. These reports are posted on the website for dissemination to governance and leadership groups for use in ongoing evaluation, planning, decision making, and resource allocation processes.

DEFINITION: The percentage of baccalaureate degree-seeking undergraduate students who complete their Tier 1 GERs within their first 30 credits in two 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 GER courses include foundational oral and written communication and quantitative skills courses.

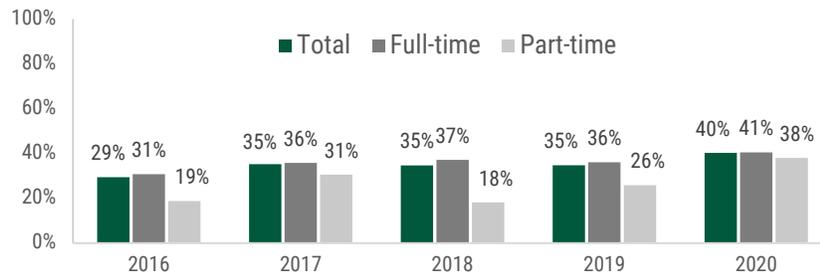
RATIONALE: Students who complete key general education courses early in their academic careers are retained and graduate at higher rates. Measuring the early completion of these requirements and disaggregating those data can inform planning, decision making, and the allocation of resources to programs and services designed to mitigate perceived gaps in achievement and equity.

COMPARATORS: There are no data sources for peer comparisons on this measure.

DATA NARRATIVE SUMMARY:

[text to come]

PERCENTAGE OF FIRST TIME FRESHMEN WHO COMPLETED THEIR TIER 1 GERS WITHIN THEIR FIRST 30 CREDITS



TIER 1 GER COMPLETION RATES DISAGGREGATED

	AY2016	Enter #	Complete #	AY2020	CHANGE
OVERALL RATE	29.4%	608	245	40.3%	10.9%
Full-time	30.7%	558	226	40.5%	9.8%
Part-time	18.8%	50	19	38.0%	19.3%
African American	27.8%	16	*	43.8%	16.0%
Alaska Native/American Indian	26.8%	49	19	38.8%	12.0%
Asian	27.7%	77	40	51.9%	24.2%
Native Hawaiian/Pacific Islander	16.7%	10	*	40.0%	23.3%
2 or More Races - Hispanic	31.7%	45	20	44.4%	12.7%
2 or More Races - Non-Hispanic	22.4%	44	16	36.4%	13.9%
White	30.9%	326	122	37.4%	6.6%
Age 18-24	29.1%	587	236	40.2%	11.1%
Age 25+	35.3%	21	*	42.9%	7.6%
Female	28.2%	344	132	38.4%	10.2%
Male	31.4%	264	113	42.8%	11.4%
Pell Grant Recipient	25.5%	148	58	39.2%	13.6%
First Generation	28.3%	163	63	38.7%	10.3%

* Numbers in any category that are below 10 are suppressed to protect student privacy. These low numbers can also create dramatic changes in percentage increases or decreases.

[text to come]

COURSE PASS RATES BY COURSE LEVEL

(Undergraduate Lower and Upper Divisions, and Graduate Level)

DEFINITION: The percentage 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. 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.

RATIONALE: 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 the allocation of resources to programs and services designed to mitigate perceived gaps in achievement and equity.

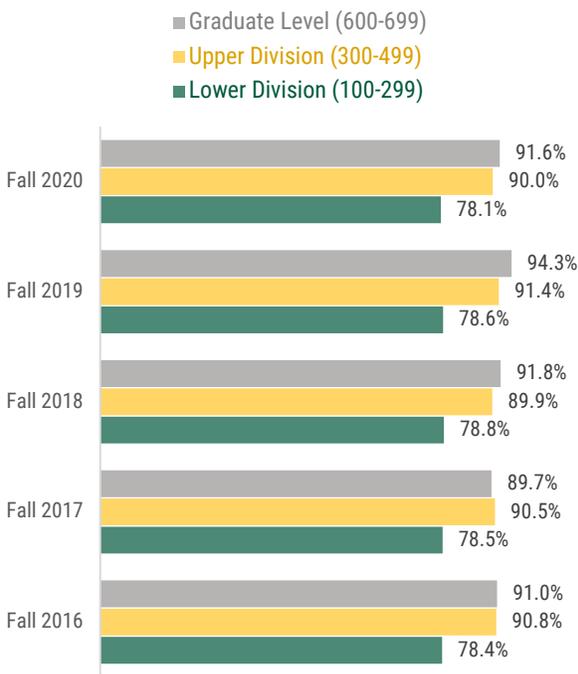
COMPARATORS: There are no data available for comparisons with UAA peers at this time.

DATA NARRATIVE SUMMARY:

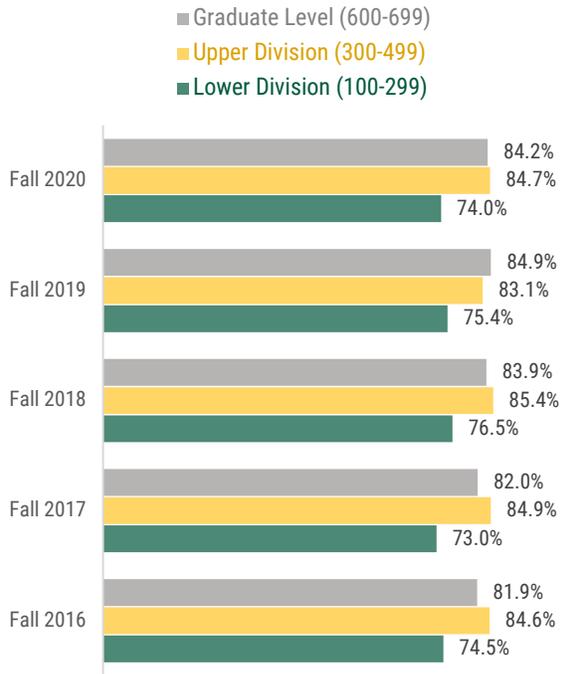
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COURSE PASS RATE COMPARISONS BY COURSE LEVEL FALL 2016-FALL 2020

FULL-TIME



PART-TIME



COURSE PASS RATES – LOWER DIVISION COURSES (100-299 LEVEL)

FULL-TIME

PART-TIME

	Fall 2016	Fall 2020	CHANGE	Fall 2016	Fall 2020	CHANGE
ALL	78.4%	78.1%	-0.3 pts	74.5%	74.0%	-0.5 pts
African American	66.3%	70.3%	4.0 pts	64.6%	68.3%	3.7 pts
Alaska Native/American Indian	67.5%	66.2%	-1.3 pts	65.3%	62.9%	-2.4 pts
Asian	82.8%	79.3%	-3.5 pts	72.6%	73.3%	0.7 pts
Native Hawaiian/Pacific Islander	63.0%	79.0%	16.0 pts	66.7%	71.6%	4.9 pts
2 or More Races - Hispanic	75.9%	77.3%	1.4 pts	73.3%	73.7%	0.4 pts
2 or More Races - Non-Hispanic	79.8%	78.7%	-1.1 pts	73.1%	70.4%	-2.7 pts
White	81.2%	79.8%	-1.4 pts	78.0%	76.4%	-1.6 pts
Age 18-24	78.9%	77.9%	-1.0 pts	68.6%	66.6%	-2.0 pts
Age 25+	76.2%	76.3%	0.1 pts	77.8%	77.6%	-0.2 pts
Female	80.2%	78.9%	-1.3 pts	76.3%	75.8%	-0.5 pts
Male	76.2%	76.9%	0.7 pts	71.7%	70.4%	-1.3 pts
Pell Grant Recipient	75.6%	75.8%	0.2 pts	74.2%	72.0%	-2.2 pts
First Generation	77.0%	74.5%	-2.5 pts	73.8%	74.0%	0.2 pts

COURSE PASS RATES – UPPER DIVISION COURSES (300-499 LEVEL)

FULL-TIME

PART-TIME

	Fall 2016	Fall 2020	CHANGE	Fall 2016	Fall 2020	CHANGE
FULL TIME	90.8%	90.0%	-0.8 pts	84.6%	84.7%	0.1 pts
African American	87.6%	87.1%	-0.5 pts	74.6%	81.1%	6.5 pts
Alaska Native/American Indian	89.9%	84.0%	-5.9 pts	78.9%	75.4%	-3.5 pts
Asian	91.8%	90.6%	-1.2 pts	90.4%	84.0%	-6.4 pts
Native Hawaiian/Pacific Islander	86.3%	86.0%	-0.3 pts	84.6%	92.6%	8.0 pts
2 or More Races - Hispanic	90.3%	89.9%	-0.4 pts	74.7%	87.6%	12.9 pts
2 or More Races - Non-Hispanic	92.7%	92.3%	-0.4 pts	83.7%	83.8%	0.1 pts
White	90.6%	91.0%	0.4 pts	86.7%	86.1%	-0.6 pts
Age 18-24	91.9%	89.8%	-2.1 pts	84.9%	84.0%	-0.9 pts
Age 25+	88.8%	90.4%	1.6 pts	84.4%	85.2%	0.8 pts
Female	91.6%	91.0%	-0.6 pts	86.2%	84.4%	-1.8 pts
Male	89.7%	88.6%	-1.1 pts	81.6%	85.1%	3.5 pts
Pell Grant Recipient	90.1%	89.5%	-0.6 pts	83.1%	86.1%	3.0 pts
First Generation	91.4%	89.9%	-1.5 pts	83.6%	87.7%	4.1 pts

[text to come]

COURSE PASS RATES – GRADUATE COURSES (600-699 LEVEL)

FULL-TIME

PART-TIME

	Fall 2016	Fall 2020	CHANGE	Fall 2016	Fall 2020	CHANGE
FULL TIME	91.0%	91.6%	0.6 pts	81.9%	84.2%	2.3 pts
African American	95.2%	63.6%	-31.6 pts	85.7%	75.0%	-10.7 pts
Alaska Native/American Indian	94.3%	90.7%	-3.6 pts	72.9%	72.7%	-0.2 pts
Asian	88.6%	89.8%	1.2 pts	71.4%	89.5%	18.1 pts
Native Hawaiian/Pacific Islander	0 enrolled	95.2%	95.2 pts	75.0%	100.0%	25.0 pts
2 or More Races - Hispanic	91.7%	88.2%	-3.5 pts	75.9%	75.0%	-0.9 pts
2 or More Races - Non-Hispanic	92.3%	96.5%	4.2 pts	88.5%	81.3%	-7.2 pts
White	89.8%	91.5%	1.7 pts	84.8%	86.4%	1.6 pts
Age 18-24	91.5%	92.4%	0.9 pts	88.3%	86.5%	-1.8 pts
Age 25+	90.9%	91.4%	0.5 pts	81.5%	84.0%	2.5 pts
Female	91.0%	92.4%	1.4 pts	81.6%	84.8%	3.2 pts
Male	91.2%	90.3%	-0.9 pts	82.5%	82.9%	0.4 pts
Pell Grant Recipient	57.1%	100.0%	42.9 pts	83.4%	86.4%	3.0 pts
First Generation	88.0%	89.5%	1.5 pts	81.9%	84.2%	2.3 pts

[text to come]