

## FIRST ANNUAL REPORT ON MISSION FULFILLMENT SPRING 2025

**DEFINING MISSION FULFILLMENT.** In AY2020 UAA launched its current accreditation cycle with a broad and engaging process, by which we identified and approved a set of [core learning competencies](#), as well as a comprehensive set of [student achievement metrics and their disaggregation](#). The core competencies, student achievement metrics, and the specific data disaggregations were supported by the three governance bodies (faculty, staff, and student) and then approved by the Cabinet. These served as the starting point for defining mission fulfillment. As per NWCCU's Standards, we incorporated peer comparisons, where available and appropriate, as part of understanding student achievement at UAA.

**ALIGNMENT WITH UAA 2027.** The strategic planning process began after UAA was well into the above accreditation process. For this reason, *UAA 2027*, extended from the original *UAA 2025*, intentionally incorporates the three primary focus areas for student learning and achievement: core competencies, student achievement, and the closing of achievement gaps. These are combined under *UAA 2027*'s first aspiration, "*We put students first.*" The following chart shows how UAA's final accreditation definition of Mission Fulfillment aligns with *UAA 2027*'s first aspiration and its objectives.

| OVERALL MISSION FULFILLMENT GOAL - WE PUT STUDENTS FIRST                              |   |  |
|---|---|--|
| UAA 2027 ASPIRATION #1  |   |  |
| OBJECTIVE   | INDICATOR   | BENCHMARK, TARGET, AND THRESHOLD   |
| <i>Objective 1:</i> Students develop and achieve UAA's Core Learning Competencies.    | <i>Indicator 1:</i> Qualitative data from the UAA Graduate Exit Survey  | <i>Benchmark:</i> Fall 2023 (first implementation of the survey)<br><br><i>Target:</i> Improvement   |
| <i>Objective 2:</i> Students persist, are retained, and graduate at increasing rates. | <i>Indicator 1:</i> Baccalaureate and Associates Persistence Rates<br><br><i>Indicator 2:</i> Baccalaureate and Associates Retention Rates<br><br><i>Indicator 3:</i> Baccalaureate and Associates Graduation Rates | <i>Benchmarks:</i> AY2018-2019 (end of previous accreditation cycle)<br><br><i>Targets:</i> Straight-line Projections<br><br><i>Thresholds:</i> No lower than our dual mission peers<br><br><i>Comparisons with Dual Mission Peers:</i> When available |
| <i>Objective 3:</i> Gaps in student learning and achievement are narrowed.            | <i>Indicator 1:</i> Disaggregated data for Baccalaureate and Associates Persistence   | <i>Benchmark:</i> AY2018-2019 (end of previous accreditation cycle)<br><br><i>Targets:</i> Narrowed gaps at UAA  |

| OVERALL MISSION FULFILLMENT GOAL - WE PUT STUDENTS FIRST   |   |  |
|--|---|--|
| UAA 2027 ASPIRATION #1   |   |  |
| OBJECTIVE  | INDICATOR   | BENCHMARK, TARGET, AND THRESHOLD                           |
| <i>Disaggregation 1: Attendance (full-time/part-time)</i><br><i>Disaggregation 2: First Generation</i><br><i>Disaggregation 3: Pell Recipient</i><br><i>Disaggregation 4: Race/Ethnicity</i> | <i>Indicator 2: Disaggregated data for Baccalaureate and Associates Retention</i><br><br><i>Indicator 3: Disaggregated data for Baccalaureate and Associates Graduation</i><br><br><i>Indicator 4: Disaggregated data for the leading indicator Course Pass Rates</i> | <i>Comparisons with Dual Mission Peers: When available</i> |

*Note: To assess student learning in the core competencies for mission fulfillment, UAA intentionally selected qualitative assessments through indirect indicators in order to hear directly from the students themselves. This qualitative assessment is supplemented by the ongoing direct assessment of student learning in general education. UAA's general education student learning outcomes intentionally align with the core competencies.*

## PROGRESS ON MISSION FULFILLMENT - YOUR REVIEW

The below data are from the Institutional Research [Progress on Mission Fulfillment](#) website. At the Open Forum on Friday, there will be break out groups for particular Objectives and Indicators. In your group, you will discuss the following questions:

- 1) What is something UAA has done in this area that you are proud of?
- 2) What do these data tell you?
- 3) What might be some areas for improvement?
- 4) What ideas do you have for steps the university can take to address areas in need of improvement?

## BREAKOUT GROUPS

Each breakout group will be assigned one of the following sets of data to consider in responding to the above questions.

- Group 1 - Core Competencies & Persistence, Retention, Graduation
- Group 2 - Achievement Gaps: First Generation vs Non-First Generation
- Group 3 - Achievement Gaps: Pell Recipient vs Non-Pell Recipient
- Group 4 - Achievement Gaps: BIPOC vs Non-BIPOC

## GROUP 1: Core Competencies & Persistence, Retention, Graduation

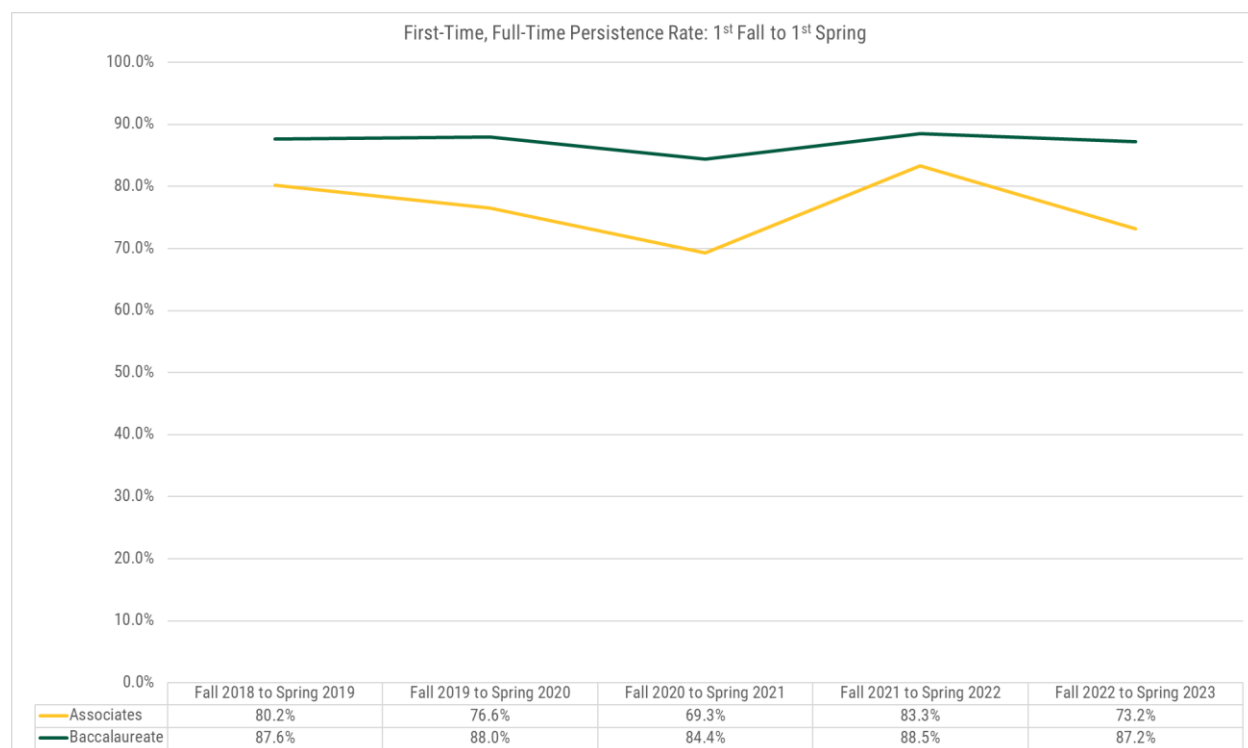
**Objective 1: Students develop and achieve UAA's Core Learning Competencies.**

### Core Competency Sense of Preparation (5-point scale)

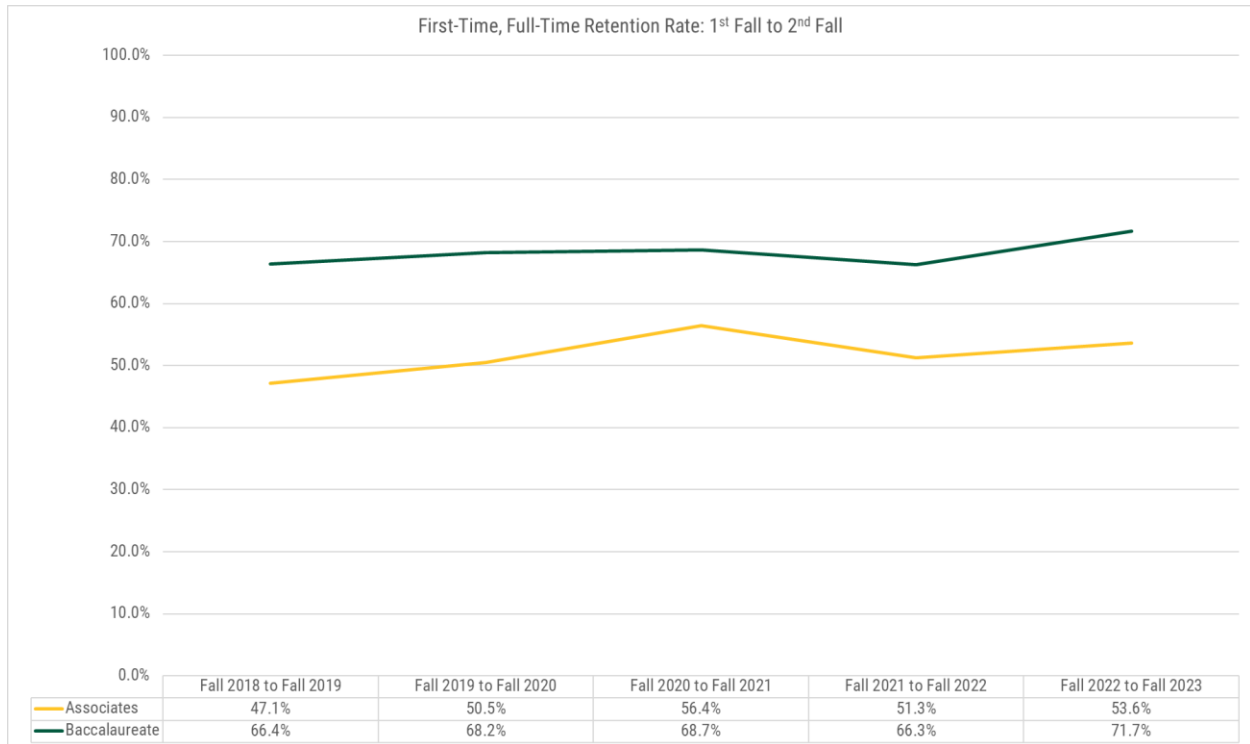
| Competency   | Fall 2023 | Spring 2024 | Fall 2024 |
|--|-----------|-------------|-----------|
| Effective Communication                              | 3.9       | 4.1         | 3.9       |
| Creative and Critical Thinking                       | 3.8       | 4.1         | 4.0       |
| Intercultural Fluency                                | 3.2       | 3.6         | 3.8       |
| Personal, Professional, and Community Responsibility | 4.0       | 4.0         | 4.1       |

**Objective 2: Students persist, are retained, and graduate at increasing rates.**

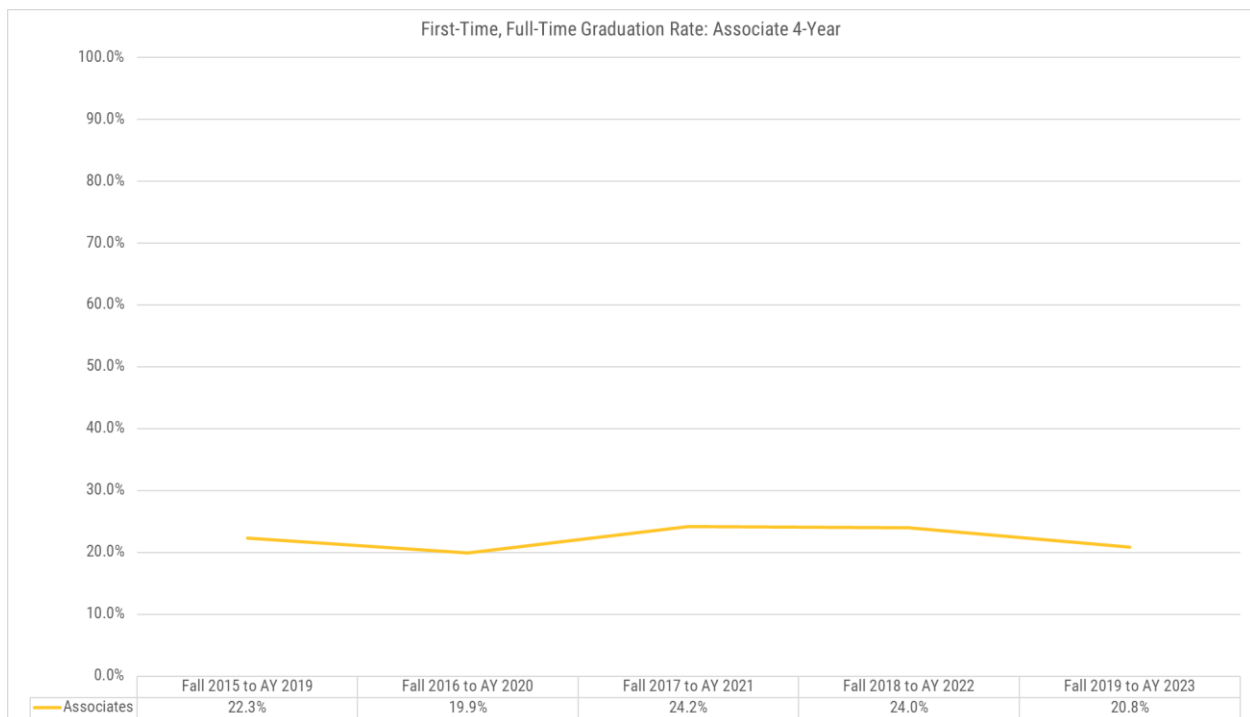
### First-Time, Full-Time Persistence Rate: 1<sup>st</sup> Fall to 1<sup>st</sup> Spring



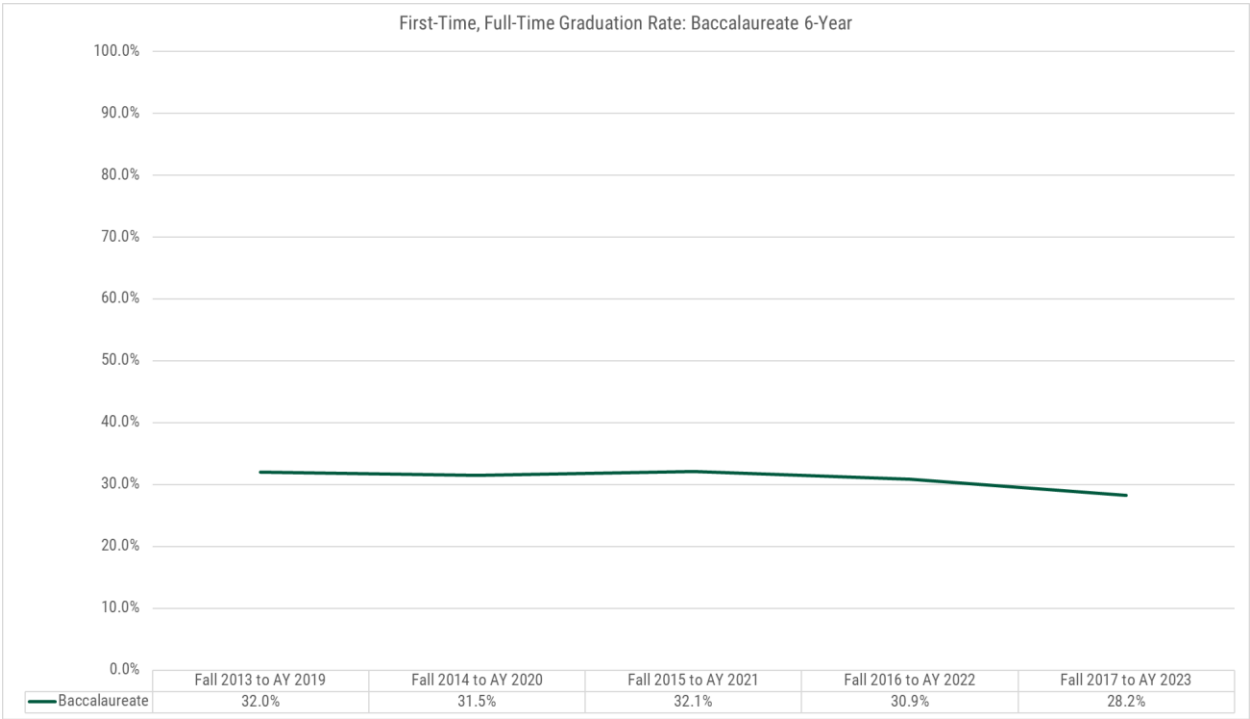
## First-Time, Full-Time Retention Rate: 1<sup>st</sup> Fall to 2<sup>nd</sup> Fall



## First-Time, Full-Time Graduation Rate: Associate 4-Year



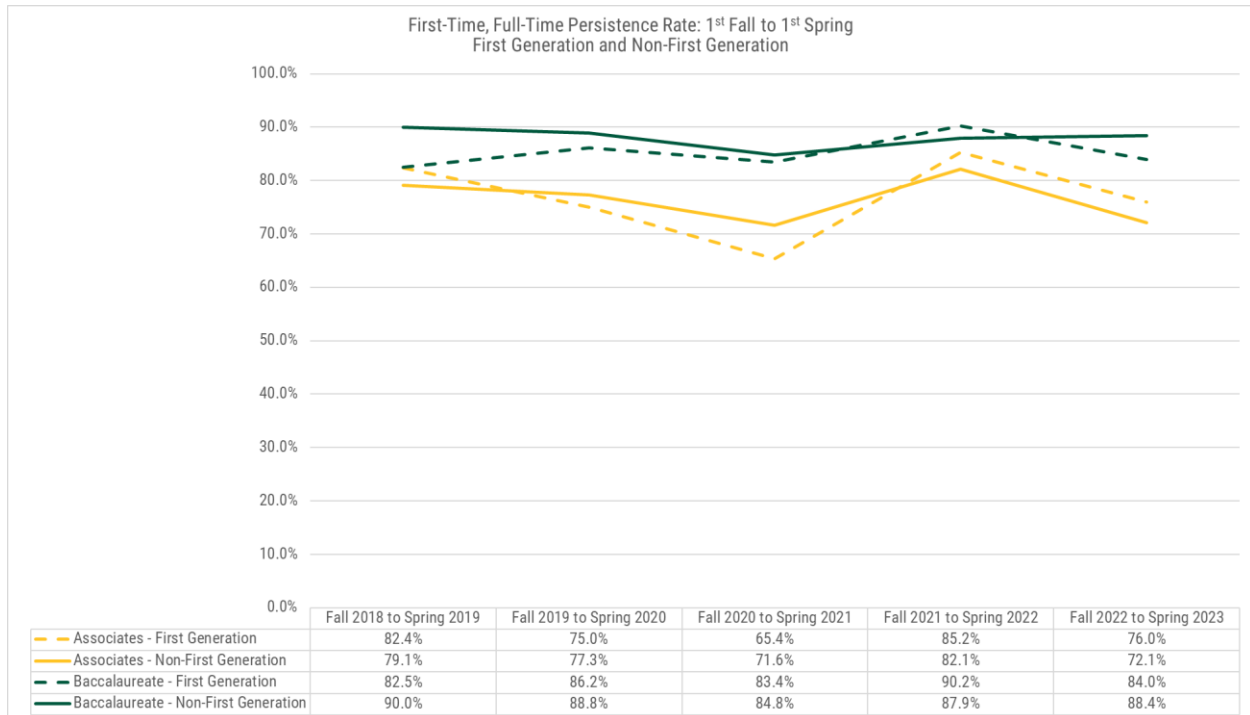
First-Time, Full-Time Graduation Rate: Baccalaureate 6-Year



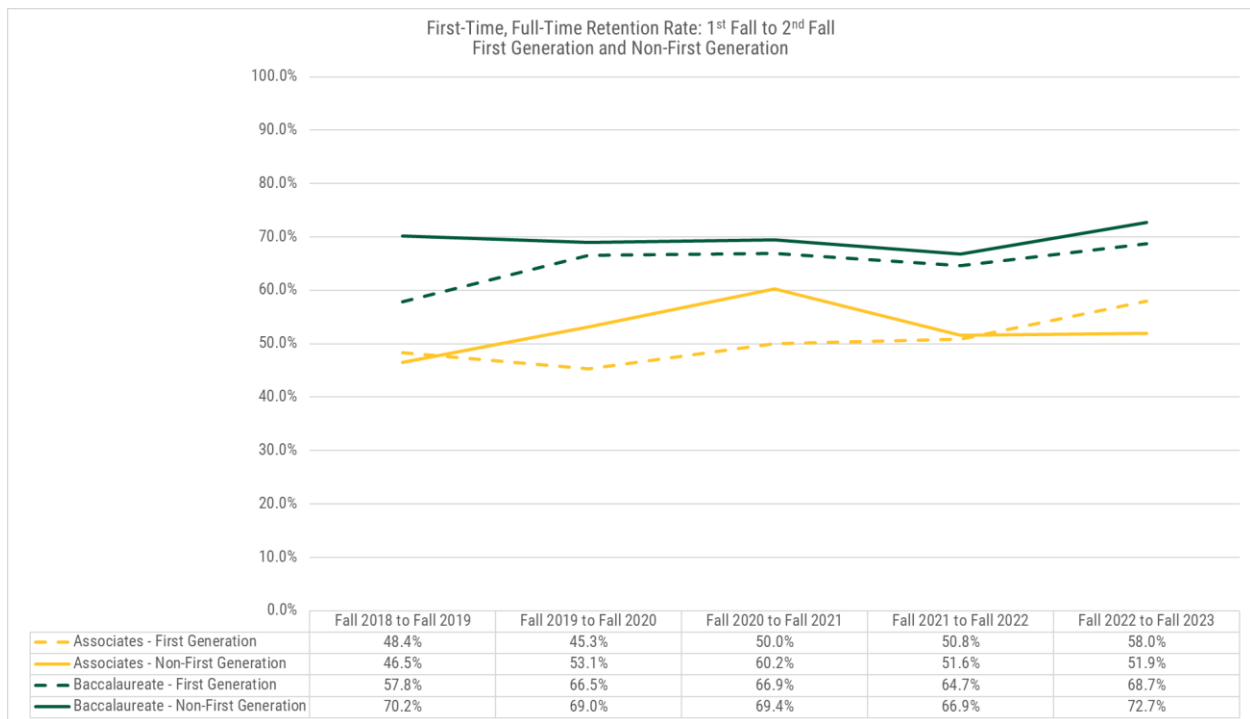
## GROUP 2: Achievement Gaps: First Generation vs Non-First Generation

**Objective 3: Gaps in student learning and achievement are narrowed.**

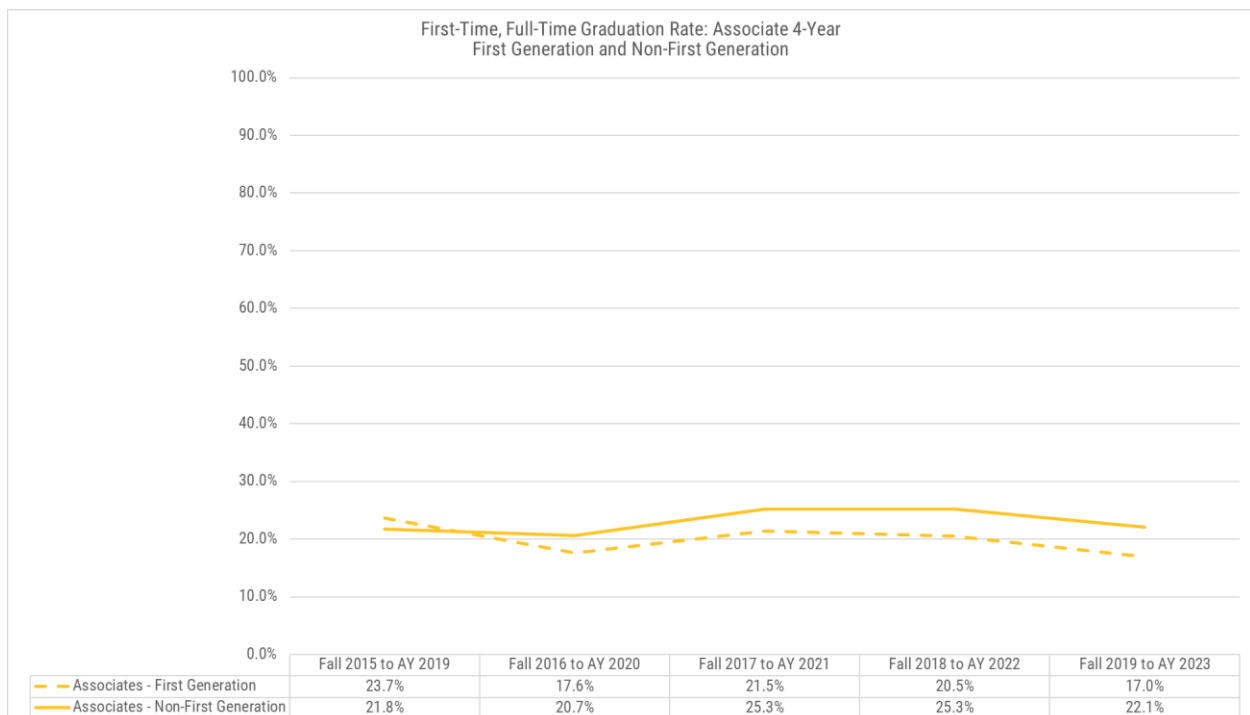
### First Generation and Non-First Generation: First-Time, Full-Time Persistence Rate: 1<sup>st</sup> Fall to 1<sup>st</sup> Spring



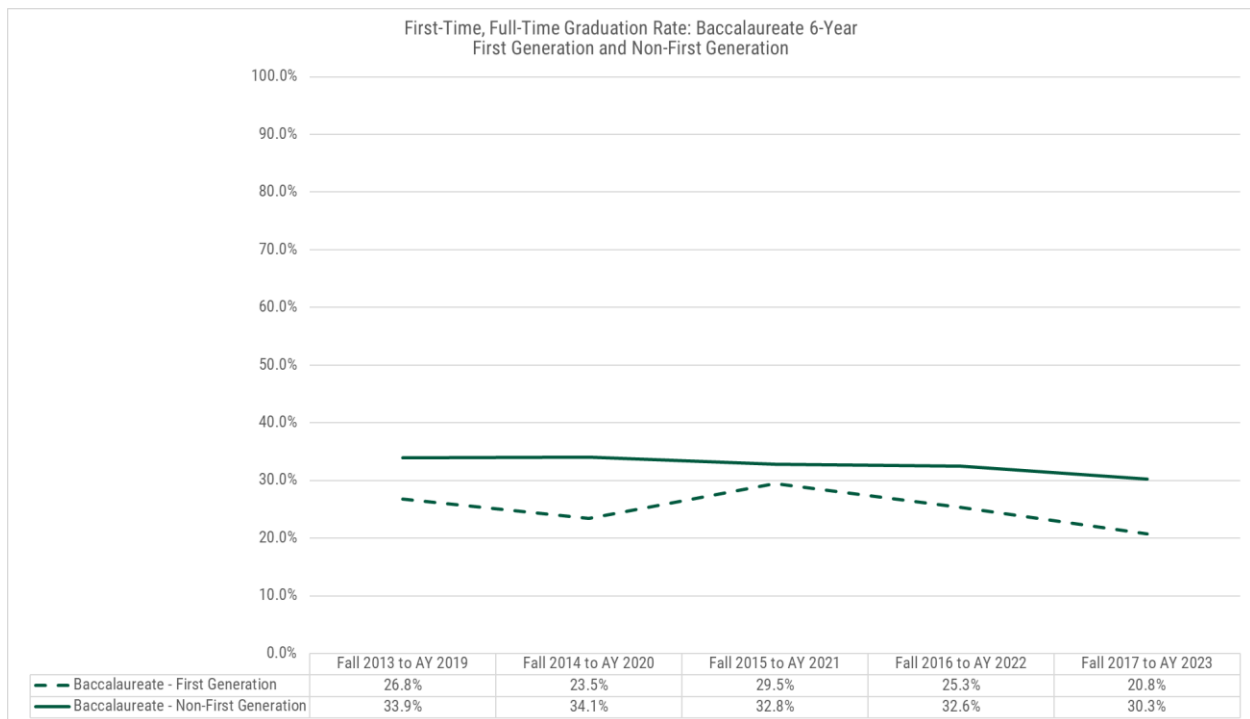
## First Generation and Non-First Generation: First-Time, Full-Time Retention Rate: 1<sup>st</sup> Fall to 2<sup>nd</sup> Fall



## First Generation and Non-First Generation: First-Time, Full-Time Graduation Rate: Associate 4-Year

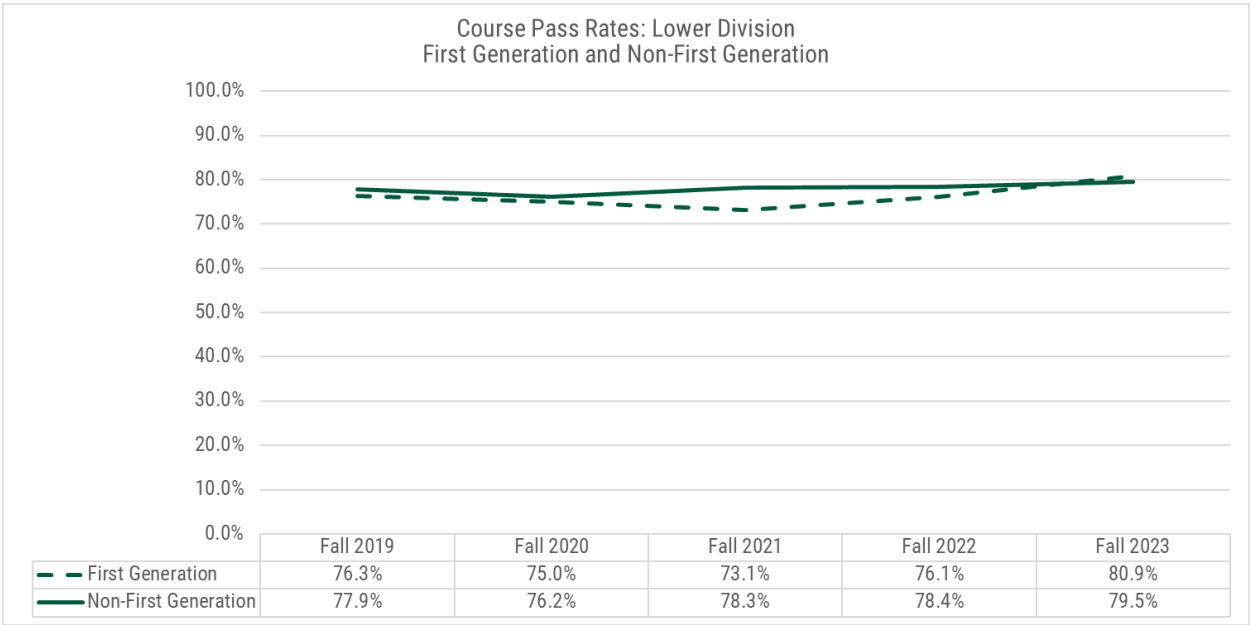


## First Generation and Non-First Generation: First-Time, Full-Time Graduation Rate: Baccalaureate 6-Year





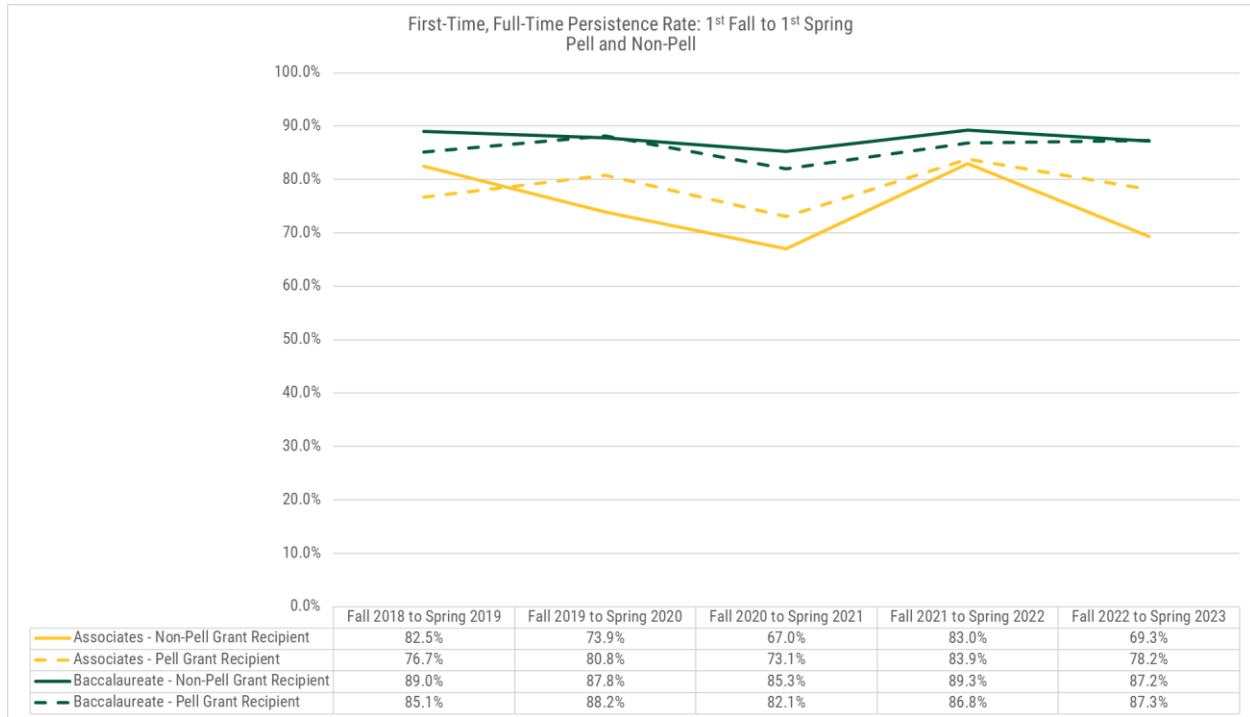
First Generation and Non-First Generation: Course Pass Rates: Lower Division



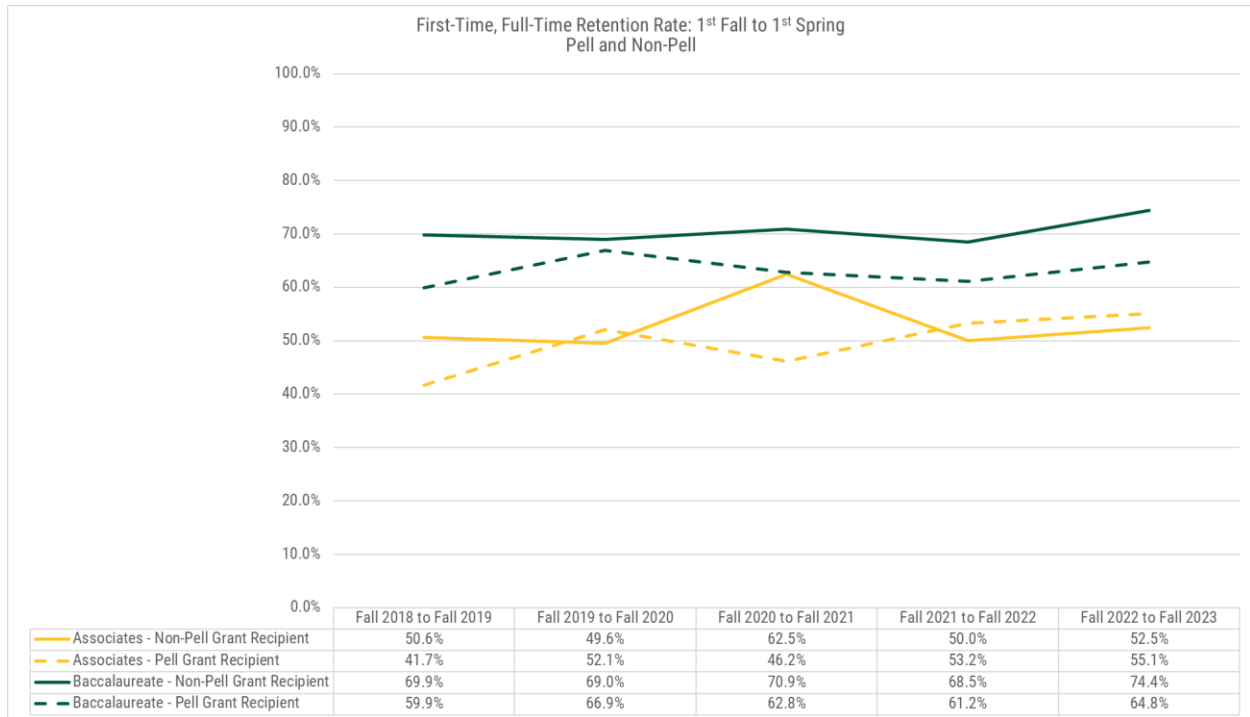
## GROUP 3: Achievement Gaps: Pell Recipient vs Non-Pell Recipient

**Objective 3: Gaps in student learning and achievement are narrowed.**

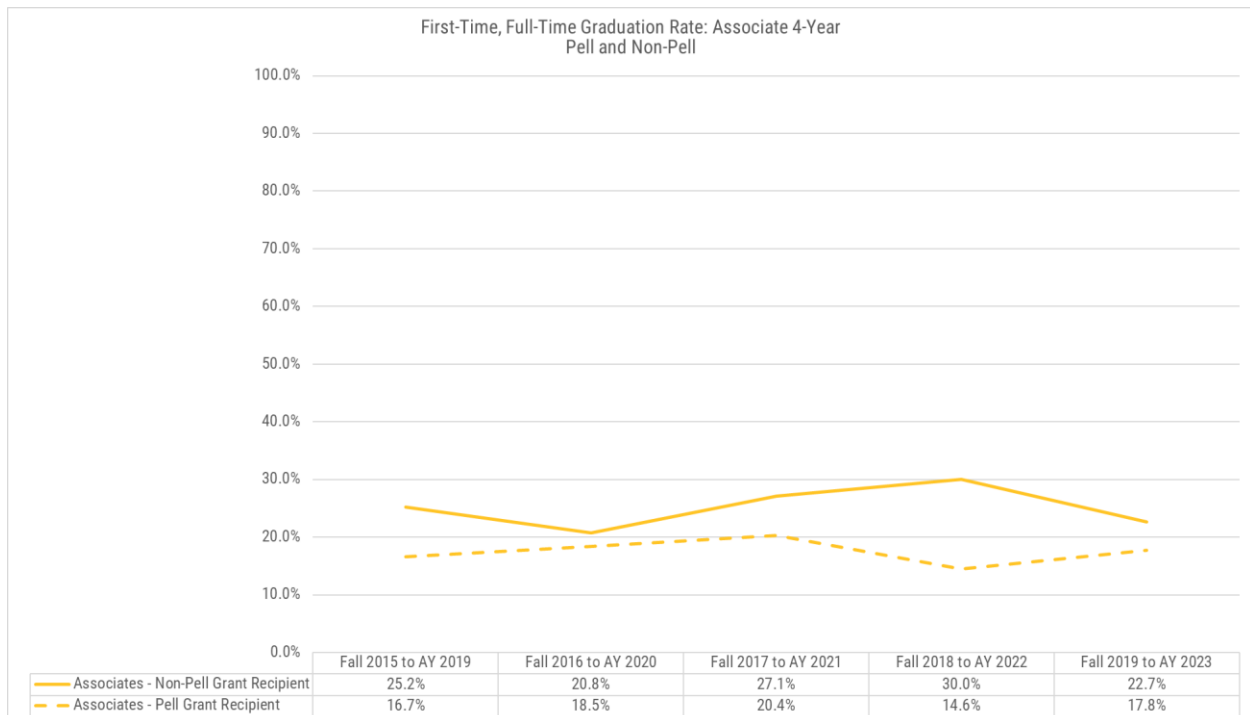
### Pell and Non-Pell: First-Time, Full-Time Persistence Rate: 1<sup>st</sup> Fall to 1<sup>st</sup> Spring



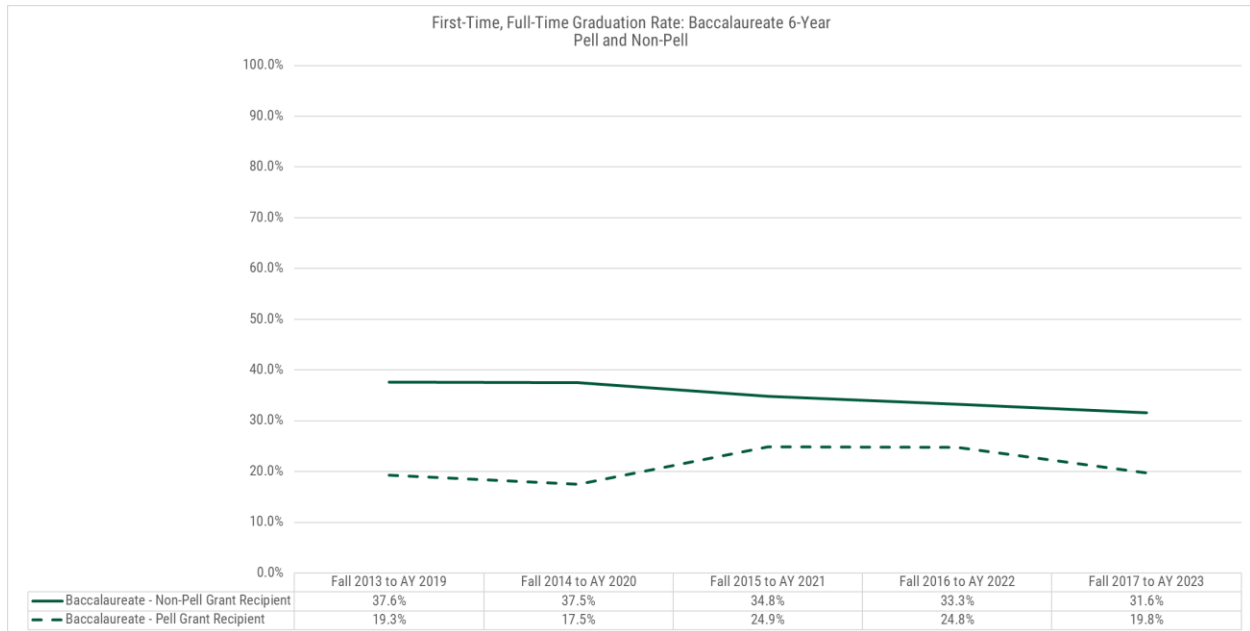
## Pell and Non-Pell: First-Time, Full-Time Retention Rate: 1st Fall to 2nd Fall



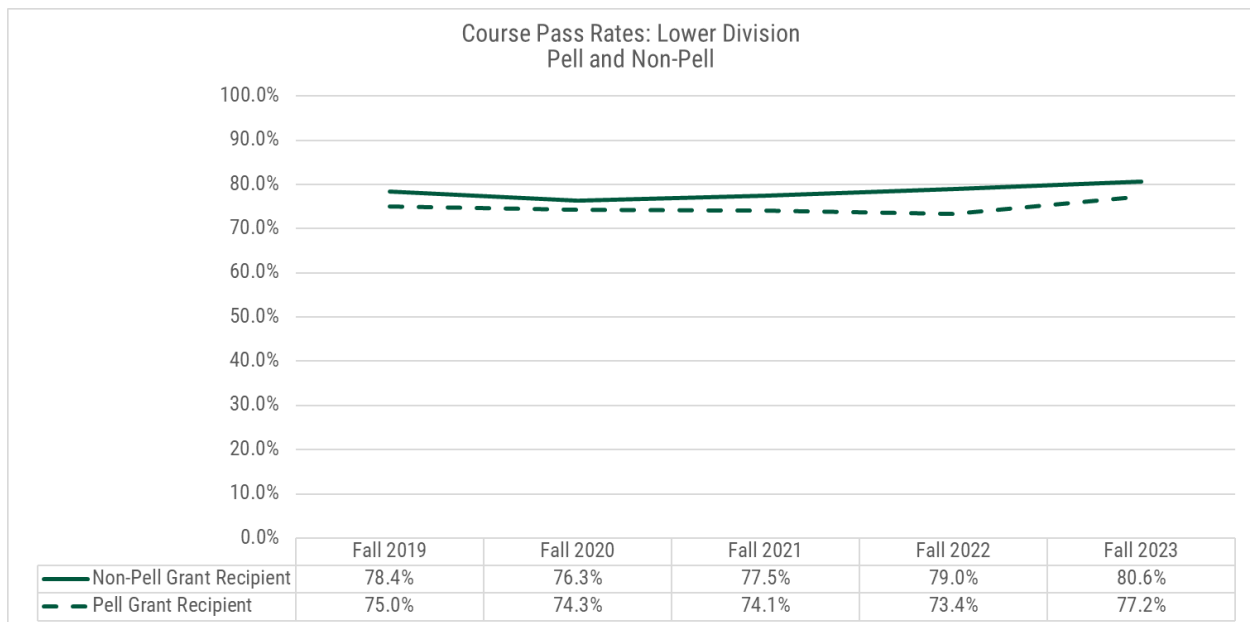
## Pell and Non-Pell: First-Time, Full-Time Graduation Rate: Associate 4-Year



## Pell and Non-Pell: First-Time, Full-Time Graduation Rate: Baccalaureate 6-Year



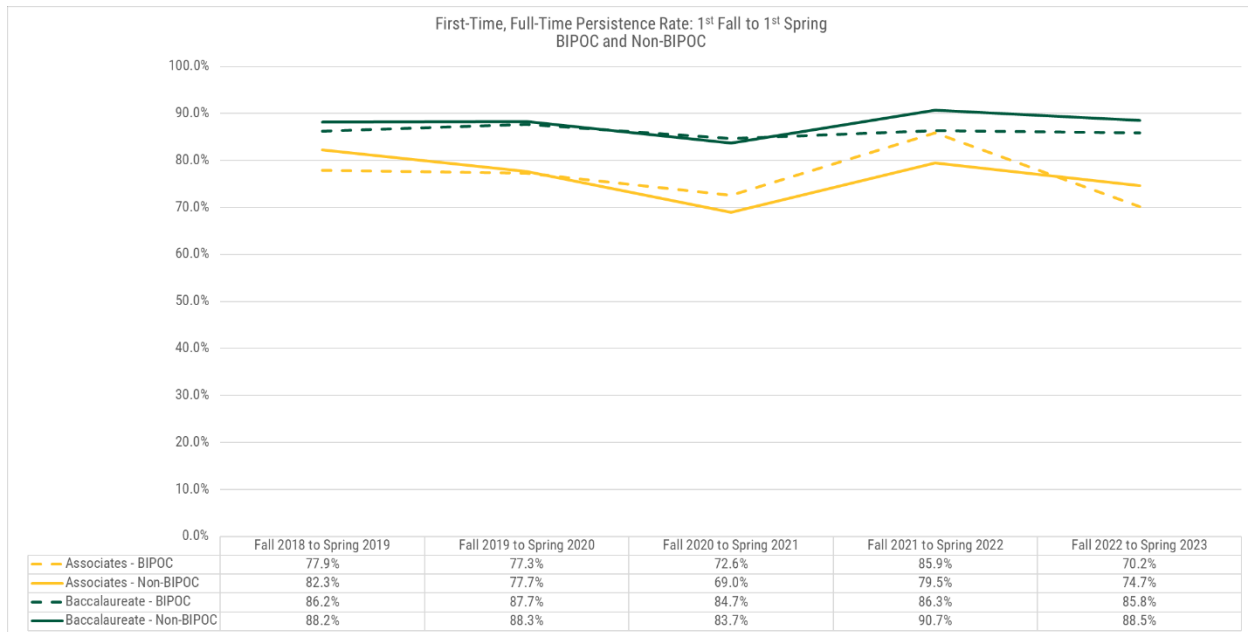
## Pell and Non-Pell: Course Pass Rates: Lower Division



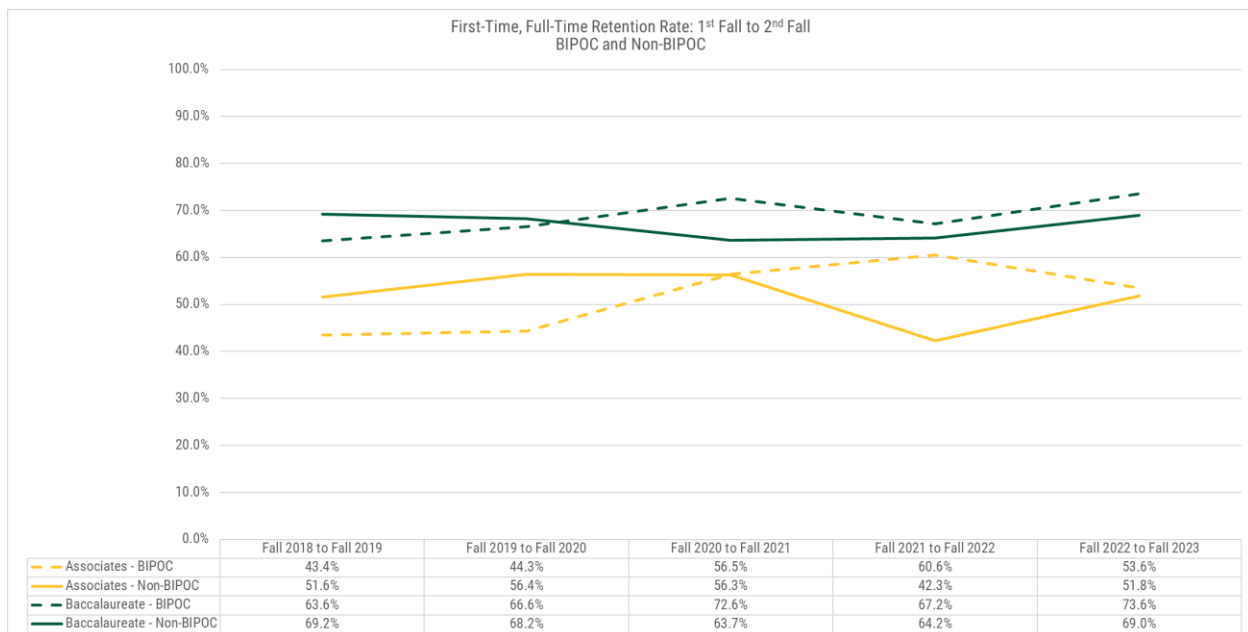
## GROUP 4: Achievement Gaps: BIPOC vs Non-BIPOC

**Objective 3: Gaps in student learning and achievement are narrowed.**

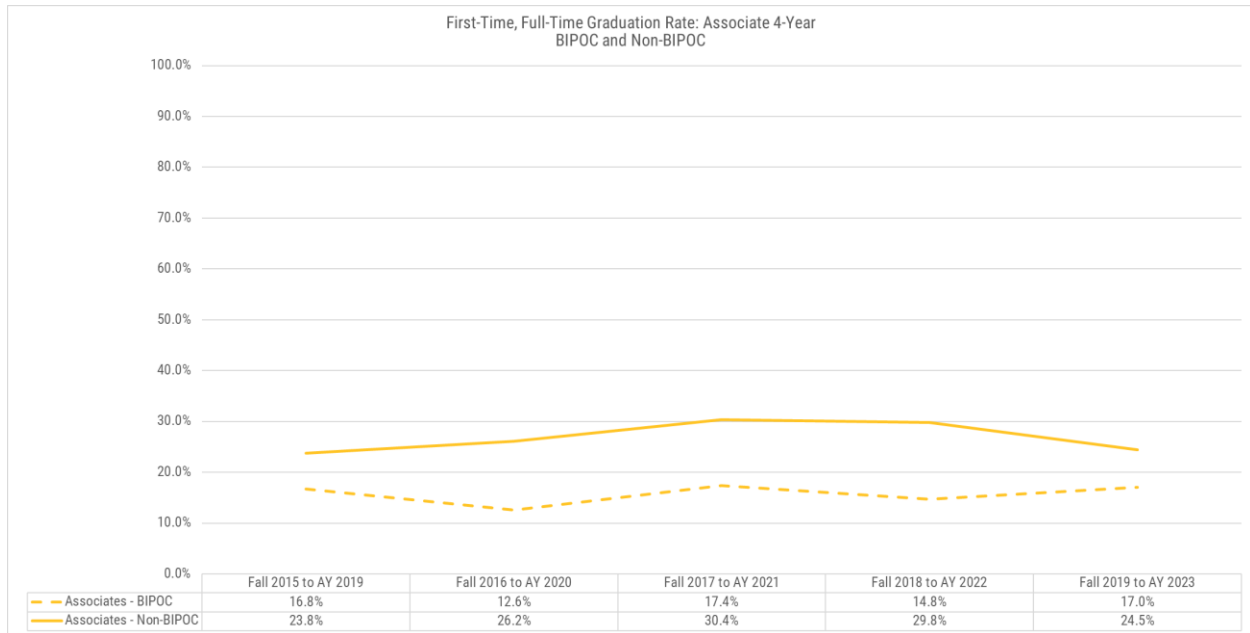
### BIPOC and Non-BIPOC: First-Time, Full-Time Persistence Rate: 1<sup>st</sup> Fall to 1<sup>st</sup> Spring



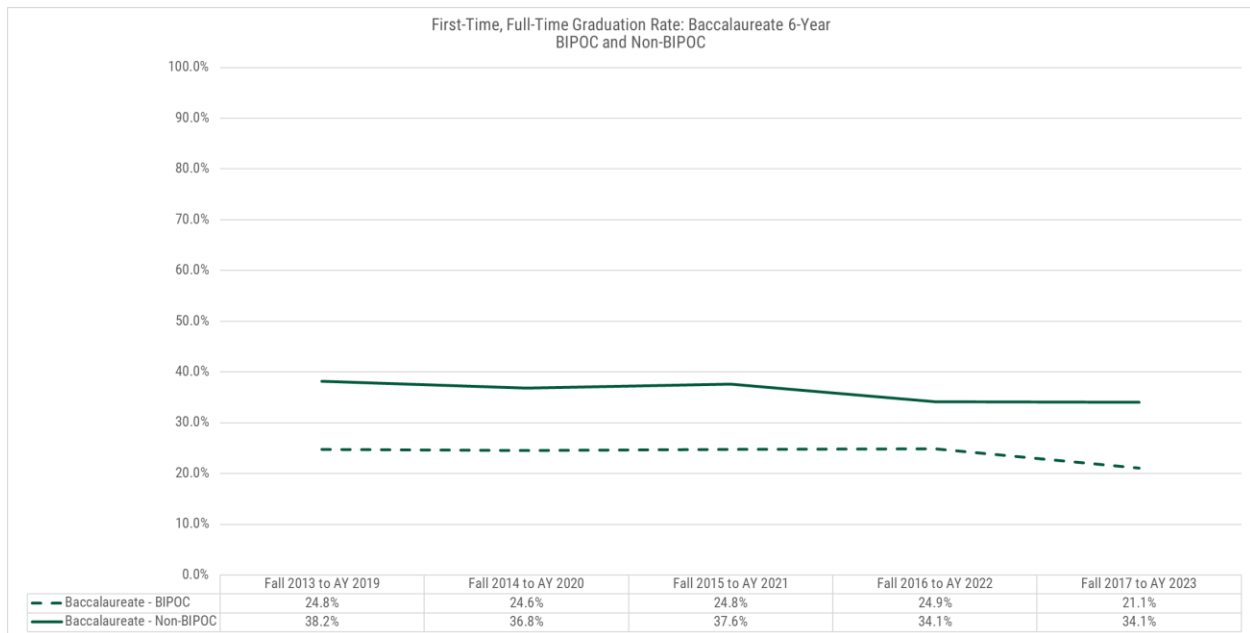
### BIPOC and Non-BIPOC: First-Time, Full-Time Retention Rate: 1<sup>st</sup> Fall to 2<sup>nd</sup> Fall



## BIPOC and Non-BIPOC: First-Time, Full-Time Graduation Rate: Associate 4-Year



## BIPOC and Non-BIPOC: First-Time, Full-Time Graduation Rate: Baccalaureate 6-Year



BIPOC and Non-BIPOC: Course Pass Rates: Lower Division

