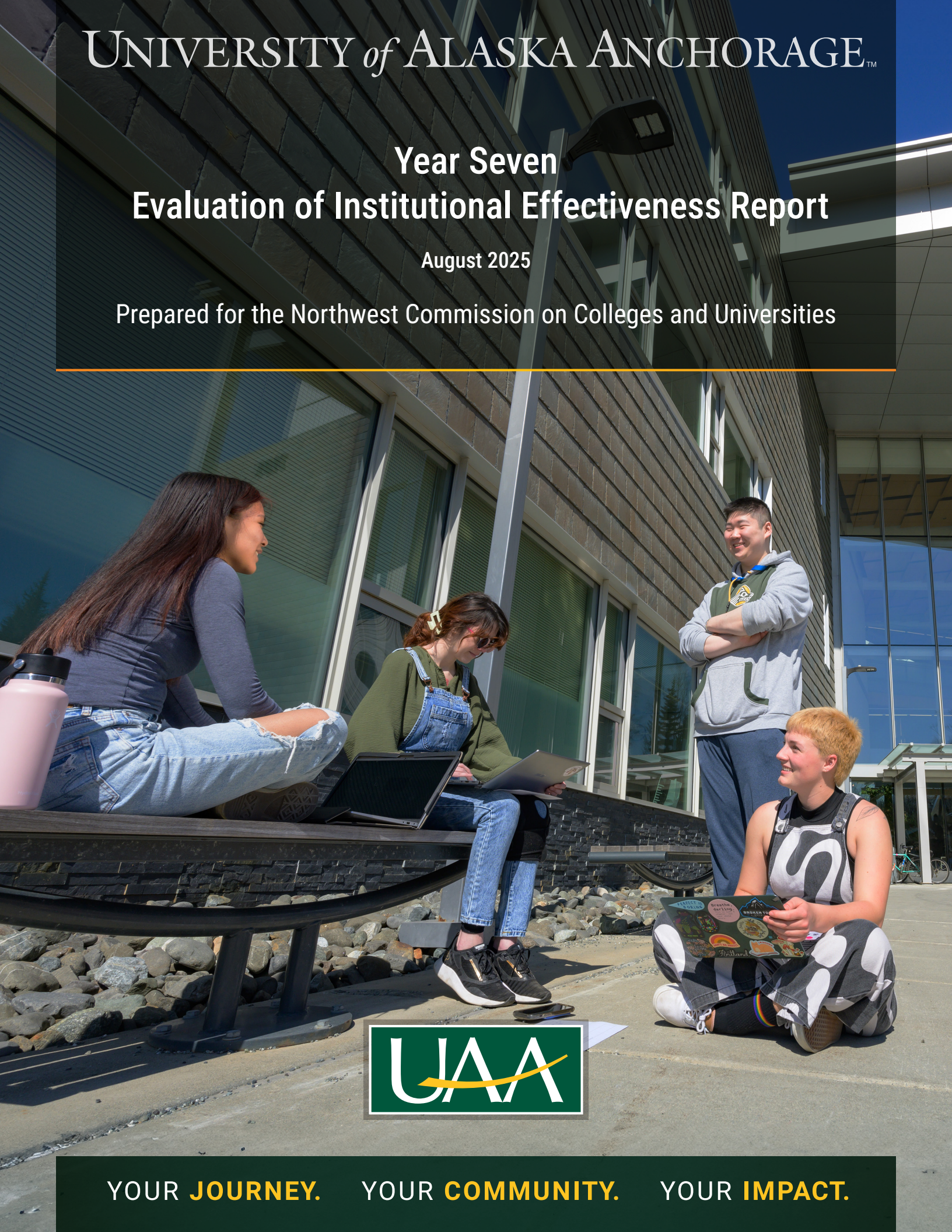
UNIVERSITY of ALASKA ANCHORAGE™

Year Seven
Evaluation of Institutional Effectiveness Report

August 2025

Prepared for the Northwest Commission on Colleges and Universities



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REPORT NAVIGATION, DOCUMENT WEBSITE, AND NOTES ON CHANGING TERMINOLOGY

Report Navigation

- For the most effective navigation between the report and web links, download the report to your computer and open it, so links will open in a separate browser window.
- To navigate from the Table of Contents to a section of the report, either click on the item, or, if that does not work, press CTRL and click on the item.
- There is a link at the bottom of each page to go to the Table of Contents.
- There is a link at the bottom of each page in the standards sections to go to the beginning of the standard you are reading.
- When standards or tables are referenced in the narrative, they are linked. Click the link to go to the beginning of the relevant standard or table in the report.
- To navigate to a specific table or figure, go to the Table of Contents and click on List of Tables or List of Figures. Once on the page with the list, you can click on any table or figure.
- After following links from the Table of Contents, links at the bottom of each page, or links to tables and figures, press ALT and left arrow to return to the page you were originally on. *(You may need to repeat multiple times to return to your original place in the report.)*

Document Website

A document website provides access to the evidence in the Select Evidence tables.

- Go to UAA's NWCCU Reports and Responses site.
- Under the UAA Reports to NWCCU heading, open the first green toggle, labeled Year 7 – Evaluation of Institutional Effectiveness.
- In the menu that opens, click the second link, Year 7 Evaluation of Institutional Effectiveness Evidence site.

Notes on Changing Terminology

UAA actively engaged the accreditation process over the full seven years of this accreditation cycle. Over time, some terms have been used interchangeably. There are two main instances.

Student Success and Student Achievement. Early in the cycle the institution tended to use the term "student success." Later in the cycle, to strengthen the connection to the standards, we shifted to more often using "student achievement."

Metrics and *Indicators*. Early in the cycle the institution tended to use the term "metric." We shifted to the term "indicator" to better align with the standards, though the term "metric" is used in reporting that goes back to the beginning of the cycle.

INSTITUTIONAL OVERVIEW

The University of Alaska Anchorage highlights and honors its role as a dual mission, multi-campus, open access institution, offering a breadth of programs and pathways, ranging from short-term credentials through graduate programming. As a dual mission institution, UAA intentionally nurtures and integrates the community college mission across all its colleges and campuses, with many more certificates and associate degrees, including stacked credentials and articulated pathways, than one might expect to see in a master's comprehensive institution. Community partners play a significant role in supporting student learning, such as through clinical, practicum, and internship placements, and, in turn, UAA strives to provide degrees and certificates that respond to community and industry needs. By putting students first, per the strategic plan *UAA 2027*, UAA has made significant progress to becoming a student-ready institution.

TABLE 1 UAA STUDENT PROFILE (FALL 2024)

UAA Student Profile	Fall 2024
Students Enrolled for Credit	10,687
Under the Age of 30	74%
Median Age	22yo
From Alaska	90%
Alaska Native (includes Alaska Native Two or More Races)	11%
Asian	9%
Hispanic	9%
Non-Hispanic Two or More Races	6%
White	46%
Race Not Reported	13%
Degree-Seeking	73%
24% Seeking an Associate's Degree	
64% Seeking a Bachelor's Degree	
6% Seeking a Graduate Degree	
5% Seeking a Certificate, All Levels	
Non-Degree-Seeking	27%
50% Dual-Enrolled Non-Degree-Seeking Students	
50% Other Non-Degree-Seeking Students	
Full-Time Attendance	41%
Part-Time Attendance	59%
Face-to-Face Seat Count	54%
Fully Online Seat Count	46%
Take Courses on More Than One UAA Campus	23%
Pell Recipients	23%
First Generation (Fall 2023)*	17%
Transfer	6%
First-Time Freshmen	13%

UAA Student Profile	Fall 2024
First-Time, Full-Time Degree-Seeking (Associates and Bachelors)	8%
Live On-Campus	7%

**First Generation data is collected via FAFSA. Anticipate fall 2024 FAFSA data availability in October 2025.*

Current Environment

Similar to other US postsecondary institutions, UAA is monitoring and preparing for the decline in college-age enrollment, and we are dealing with resource constraints. On the positive side, we are leaning into dual enrollment, as both an enrollment and student success tactic, with dual enrollment now representing 50% of our non-degree-seeking student population. Also, on the positive side, enrollment has continued to grow since 2022, and UAA has enjoyed increasing signs of support from the Alaska State legislature. Of particular note, UAA won the largest federal grant the institution has ever been awarded for the newly established Arctic Domain Awareness Center (ADAC)-ARCTIC Center of Excellence (COE) for Homeland Security in the Arctic. Finally, as part of our strategic plan, UAA is deliberately and proactively becoming more integrated with our communities. Examples abound and include partnerships with school districts, municipalities, nonprofit organizations, industry sectors, and specific businesses and organizations. Longstanding relationships continue to evolve. For example, the Anchorage campus is a critical partner in the Anchorage School District's implementation of the new Academies of Anchorage. Prince William Sound College community campus recently renewed its partnership with the Providence Valdez Medical Center to train CNAs. The Strategic Use of Nationally Registered Apprenticeships for Educators (SUNRAE) Program, a collaboration between UAA's School of Education and the Arctic Slope Community Foundation, Bristol Bay Regional CTE, Alaska Department of Education and Early Development, RurAL CAP, Sealaska Heritage, and regional school districts, is an excellent example of intentional integration with partners, in this case to meet Alaska's critical educator shortage.

Priorities

As UAA completes this accreditation cycle and prepares for the next, the institution has identified three main priorities. The first priority is to achieve the goals set forward in the Board of Regents Systemwide Attainment Framework, which focuses on recruitment, retention, and graduation. See the Ad Hoc Committee's Systemwide Attainment Framework Students-First Action Agenda from their June 2025 meeting. In support of this priority, UAA will focus particularly on: Converting dual enrolled students to degree-seeking students, recruiting beyond the students already thinking about UAA, expanding the use of the advising tool Navigate360 to all student-serving offices on all campuses, and focusing our internal and external communications. The second priority is to expand the availability of bachelor's degrees on all campuses and to further integrate and coordinate services across all campuses. This priority reflects UAA's service in the two municipalities in the state of Alaska with growing populations. The third priority is to highlight and further expand community engagement by

growing public service activities and applied research, especially through increased partnerships.

PREFACE

A. Brief Update on Institutional Changes Since the Institution's Last Report

Becoming Student-Ready. Since the fall 2018 report, UAA has focused on several initiatives to support the goal of becoming a more student-ready institution. These include: Standardizing advising across all colleges and campuses, creating the First-Year Experience Office in Student Affairs, moving the Learning Commons to the Consortium Library along with centralizing tutoring services, and creating articulated pathways through the curriculum. For the articulated pathways, a particular focus has been on offering Occupational Endorsement Certificates designed to be agile and to meet shifting industry needs.

Clarifying Leadership Structures. Partly in response to UAA's NWCCU mid-cycle review in fall 2021, UAA's former Chancellor Parnell solidified the current leadership structure, which includes the UAA Executive Council, the expanded Chancellor's Cabinet, and the UAA Caucus. In Academic Affairs, the provost formalized three academic leadership councils: The Deans' Council, the Provost's Council, and the Community Campus Directors' Council, as well as the Online Learning Council (OLC). Established prior to the mid-cycle review, the Campus Planning Advisory Board has matured in its role and now oversees the new Services Review. These updates to standing leadership groups are in addition to the long-standing faculty, staff, and student governance groups.

Enhancing Data Infrastructure. Following several retirements and the hiring of a new director in 2021, the Office of Institutional Research has been aligned to better support data-informed evaluation, planning, decision making, and resource allocation. The new IR public website includes data to support daily operations, as well as data to monitor and assess progress on student success and mission fulfillment, including through comparison with peers. A host of additional dashboards, available to employees and requiring log in, provide further support for decision making.

Leadership Changes. Leadership positions have returned to a normal rate of turnover, after a period of time with many interim leaders. The most recent leadership changes are the following.

> **Chancellor.** Through a national search, and after a brief interim period, former Alaska State Governor Sean Parnell was chosen to lead UAA in 2021. After four years of steadfast and successful service, Chancellor Parnell retired from UAA on May 16, 2025. UA System President Pat Pitney appointed Dr. Cheryl Siemers as interim chancellor, established a search committee, and launched the search for a permanent chancellor. Progress on the chancellor's search is published on the Office of the President's website.

Vice Chancellor for Student Affairs. In spring 2025 the vice chancellor for Student Affairs resigned. Ben Morton, the current dean of Students, is serving as the acting vice chancellor for Student Affairs.

Director, Kenai Peninsula College. With the appointment of Kenai Peninsula College's (KPC) director as UAA's interim chancellor in May 2025, Dr. Brian Partridge will serve as KPC's interim director. Having served as faculty chair of KPC's Kachemak Bay Campus and an active member of the KPC Leadership Team, Dr. Partridge is particularly suited to serve as KPC's interim director. Because Dr. Siemers will return to the KPC director role, there will be no search.

Dean of the College of Health. After three years of successful service, in spring 2025 Dr. Debbie Craig accepted a position as the dean of the College of Health at Oregon State University. Kathy Craft will serve as the interim dean, while a search for a permanent dean is underway. Interim dean Craft previously served as associate vice provost for Health Programs.

Dean of the College of Business and Public Policy. After three years of successful service, Dr. John Nofsinger returned to a faculty position. As interim dean since spring 2024, Dr. Terry Nelson guided the college through the reaffirmation of AACSB accreditation, having previously served as associate dean for four years. With the recent AACSB reaffirmation, the timeline for the search is now being determined.

Board of Regents Motion. At their February 21, 2025 meeting, the Board of Regents passed the motion The Board of Regents Reaffirms its Dedication to Being an Inclusive, Nondiscriminatory Institution motion (see #20 on page 8 of the Summary of Actions). The motion directs the president to take actions to comply with recent federal executive orders and applicable agency guidelines related to federal and state nondiscrimination laws, regulations, orders and guidance. Pursuant to the motion, there were some changes to positions and offices. In addition, edits were made to the UAA mission statement, the strategic plan *UAA 2027*, the UAA Academic Catalog, and other public facing publications. Past publications, in some cases, have been redacted and republished, and in some cases, documents have been removed completely from the website. Originals may be requested as needed.

B. Response to Outstanding Recommendations That Were Requested to Be Addressed in the EIE

UAA has no outstanding Recommendations from the previous Year 7 Self-Evaluation Report or from the Policies, Regulations, and Finances Review (PRFR) report.

STANDARD 1: STUDENT SUCCESS, AND INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution articulates its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators. The institution's programs are consistent with its mission and culminate in identified student outcomes leading to degrees, certificates, credentials, employment, or transfer to other higher education institutions or programs. Programs are systematically assessed using meaningful indicators to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes for all students, including underrepresented students and first-generation college students.

1.A Institutional Mission

1.A.1 Mission

The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

As a dual mission, multi-campus, open access, public institution offering everything from short-term workforce credentials to graduate programs, UAA invites students to define their journey, create their community, and prepare to make an impact in Alaska and beyond. Striving to be a place where every person who wants an education can be successful, UAA's mission highlights the institution's role in transforming the lives of its students and communities, and it honors our locations on the ancestral lands of Alaska's First Peoples.

> *The University of Alaska Anchorage (UAA) transforms lives through teaching, research, community engagement and creative expression in welcoming 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, Alutiiq/Sugpiaq, and Eyak/dAXunhyuu Peoples.*

The UAA mission statement is in Board of Regents' Policy P01.01.020. UAA updated its mission statement during the most recent strategic planning process, and the Board of Regents approved the updated mission statement in February 2021. The mission statement was updated again in February 2024, in response to requested corrections to language describing Alaska Native Peoples.

Though not yet recorded in Board of Regents' Policy, UAA's mission statement was adjusted pursuant to the Board's February 21, 2025 motion, noted in the preface to this report. The most recent UAA mission statement is published in the About the University section of the UAA Academic Catalog.

UAA's definition of mission fulfillment used for institutional accreditation prioritizes students and emphasizes student learning, achievement, and the closing of achievement gaps. UAA continues to demonstrate that it is fulfilling its mission, based on its articulation of mission fulfillment below in Standard 1.B.2 and on conclusions drawn over this year of self-reflection.

As UAA closes this accreditation cycle, we are looking at how, moving forward, in an even more focused way, we can articulate mission fulfillment as it relates our commitment to access, affordability, pathways to successive credentials, and community outreach. In other words, UAA is exploring more deeply what it means to us to be a dual mission institution.

Select Evidence for 1.A.1 Mission
• Regents' Policy P01.01.020 - University of Alaska Anchorage Mission Statement • UAA Academic Catalog - About the University, UAA Mission

1.B Improving Institutional Effectiveness

1.B.1 Continuous Process to Assess Institutional Effectiveness

The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

ONGOING AND SYSTEMATIC PLANNING

Strategic Plan. As the primary planning framework supporting mission fulfillment, the university's strategic plan *UAA 2027* drives planning at UAA and broadly guides ongoing evaluation, planning, and resource allocation processes at the institution. *UAA 2027* has four aspirations: 1) Putting students first, 2) embracing our role as a trusted and respected community partner, 3) positively impacting communities and the world through innovation, and 4) accelerating excellence through continuous improvement. The strategic plan is intentionally aligned to UAA's definition of mission fulfillment, ensuring that ongoing and systematic evaluation and planning inform and refine effectiveness, assign resources and improve student learning and achievement.

Supporting Plans. Figure 1 on the following page shows how a set of established as well as emerging plans support UAA's strategic plan, *UAA 2027*, which, in turn, supports mission fulfillment, the centerpiece of which is student learning and achievement.

FIGURE 1 PLANNING SUPPORTS UAA MISSION FULFILLMENT

Figure 1 shows how each of the aspirations of *UAA 2027* are supported by institutional-level planning. The key plans supporting the aspirations of *UAA 2027* are the Strategic Enrollment Management (SEM) Plan and the Alaska Native Success Initiative (ANSI) Plan (Aspiration #1: *We put students first*); ongoing academic planning, which has matured into the draft UAA Academic Plan (Aspiration #3: Trusted community partner), and the Research Strategic Plan 2023-2027 (Aspiration #4: Demonstrating impact through innovation). Underlying all four of these plans is a commitment to continuous improvement, which is Aspiration #4 of *UAA 2027*.

Each college and community campus has developed its own strategic plan, aligned with *UAA 2027*, ensuring that planning aligns to the institution's overall goals. In addition, with the arrival of a new dean this past year, the Consortium Library is engaged in a process to create an updated strategic plan.

Starting in spring 2025, each college and campus is tasked with reporting on progress toward its goals. In spring 2026, the library will also report on progress.

Underlying all four of the institutional plans indicated above, as well as the college and campus plans, is the facilities master plan. The UAA Campus Master Plan 2022 is intentionally designed to ensure that the long- and short-term planning of the physical campus environment aligns with the aspirations of *UAA 2027*, formerly *UAA 2025*. Notably, for the first time the master plan brings all campuses together into one plan, under one set of values and strategies. The Executive Summary on page 7 discusses how the plan aligns to and supports the aspirations of *UAA 2027* by creating a vibrant and cohesive environment that supports enrollment, retention and the closing of achievement gaps. On page 8 the plan outlines key strategies that emerged from the stakeholder engagement process, confirming a focus on student needs and supports, as well as the importance of access and partnerships. The section on guiding documents, also on page 8, calls out the strategic plan, *UAA 2025,* now *UAA 2027*, as the key guiding document for the process. The plan will be reviewed and updated on a five to seven-year cycle, as per Board of Regents' Policy P05.12.050.

Lastly, Information Technology Services finalized its IT Strategic Plan 2025-2027 in March 2025. The plan is designed to ensure IT strategies directly support UAA's core mission and *UAA 2027*, see the guiding principles on page 4 of the plan.

CONTINUOUS PROCESS TO ASSESS INSTITUTIONAL EFFECTIVENESS, INCLUDING STUDENT LEARNING AND ACHIEVEMENT AND SUPPORT SERVICES

The assessment of institutional effectiveness occurs at multiple levels and through multiple processes, which are ongoing, regular, and systematic.

Mission Fulfillment Evaluation. Mission fulfillment as defined for accreditation aligns to *UAA 2027* Aspiration #1 *We put students first*, which intentionally calls out student learning and achievement and reinforces the following objectives of mission fulfillment: Students develop and achieve UAA's Core Learning Competencies; students persist, are retained, and graduate at

increasing rates; and gaps in student learning and achievement are narrowed. These objectives of student learning and achievement and their indicators are built into both regular long-standing as well as new systematic, continuous improvement processes, as described below. Overall mission fulfillment evaluation is discussed in Standard 1.B.2.

***UAA 2027* Evaluation.** The UAA Executive Council regularly discusses progress on *UAA 2027*. To more clearly demonstrate institutional effectiveness as it directly relates to *UAA 2027*, in spring 2025 the UAA Executive Council implemented an annual progress report on each of the supporting plans. Here are the AY2024-2025 progress reports on the institutional-level plans: SEM Plan Progress Report, ANSI Plan Progress Report, Academic Plan Progress Report, Research Plan Progress Report, Campus Master Plan Progress Report, and the IT Strategic Plan Progress Report. Similarly, the provost requested progress reports on the college and community campus strategic plans. Here are the AY2024-2025 college and community campus progress reports: College of Arts and Sciences, College of Business and Public Policy, College of Engineering, College of Health, Community and Technical College, School of Education, Kenai Peninsula College, Kodiak College, and Prince William Sound College. (The strategic plan for Matanuska-Susitna College is under development, so there is not yet a progress report.) Moving forward, these status reports will be reviewed and considered not only within the specific units, but also by the UAA Executive Council as part of their decision-making processes, including the budget request to the UA System.

In addition to progress on these high-level plans, at the very core of assessing institutional effectiveness are the ongoing and systematic evaluation processes focused on student learning, achievement, and support services, described below.

Academic Program Review. 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. UAA's process addresses each of these Board-mandated criteria through a lens that intentionally integrates UAA's core competencies, Program Student Learning Outcomes Assessment and improvement, progress on student achievement, and the closing of achievement gaps. Final decisions tie to resource allocation, as described below. In this way, Academic Program Review contributes to the institution's overall progress on mission fulfillment, as articulated below in Standard 1.B.2.

In AY2019-2020, UAA underwent a budget-cutting exercise that used the Academic Program Review process for the comprehensive review of all programs. Since that exercise, UAA has worked diligently to return Academic Program Review to its intended focus on continuous improvement. Faculty complete an Academic Program Review Report Form that asks them to address, in addition to the Board's criteria, the learning opportunities they provide to students to develop the core competencies (Question #2); their Program Student Learning Outcomes Assessment and improvement process, results, consequent actions, and whether improvements are working (Question #3); and their focus on student success and the closing of

achievement gaps (Question #4). Starting in AY2020-2021, Institutional Research provides a Program Review Data Sheet specific to the program(s), to ensure the use of a common set of data. These sheets include, among other metrics of effectiveness and efficiency, student success metrics for retention, graduation, and course pass rates. In alignment with UAA's annual Student Achievement Metrics Reports, published on the Institutional Accreditation Website, the student success metrics are disaggregated by full-time/part-time attendance, race/ethnicity, age, gender, Pell grant recipient, and first generation. Programs are asked to comment on their progress to close achievement gaps that show up within these different demographic cohorts.

Faculty submit the Academic Program Review report to their respective dean, who is asked to respond to each section and to propose commendations, recommendations, and a final decision. Programs then have an opportunity to provide, in writing, a response to the dean's comments. The final review is conducted by the provost, who considers the faculty's report, the dean's review, the optional faculty response to the dean's review, and the data. Starting in AY2023-2024 the provost holds a meeting with the program lead and the dean, prior to making a final decision. Once final decisions are made, the full report form, including the faculty report and optional response, the dean's findings and the provost's final decision, is published on the Academic Program Review Website. The website includes the seven-year cycle schedule, the list of programs up for review in the current year, and past reports, dating back to the AY2020 comprehensive review of all programs.

Each Academic Program Review results in final commendations and recommendations, and, even with a positive final decision, programs are held accountable to address recommendations moving forward. The provost's recommendations reinforce institutional student learning and success goals. Over the past few years the provost's final recommendations have included focusing on retention, removing barriers to students' pathways through the curriculum, and integrating high-quality, highly-engaged learning opportunities, such as practical training courses (internships, clinicals), study away, and undergraduate research. Some examples demonstrating how programs have worked to address past recommendations and how the provost acknowledges this work and encourages continued improvement include the AY2023-2024 Culinary Arts, Civil Engineering, and Music reviews. For each, scroll to the very end of the document to find the provost's final commendations, recommendations, and decision.

The possible decisions for Academic Program Review are enhancement, continuation, continued review, revision, or suspension. All directly result in resource allocation, whether it is, for example, faculty and staff time and effort, the addition of new faculty or staff, new or improved physical or technical infrastructure, or the decision to end an academic program. Recent examples include the addition of a faculty member in Anthropology (MA Anthropology AY2021-2022 Program Review Report and Decisions, page 17), the support for college consideration of an additional faculty member in Architectural and Engineering Technology (AAS Architectural and Engineering Technology AY2022-2023 Program Review Report and Decisions, page 17), and the decision to discontinue the certificate and associate's degree in

Dental Assisting (UC/AAS Dental Assisting AY2022-2023 Program Review Report and Decisions, page 16).

By integrating student learning outcomes assessment and student achievement measures into the Academic Program Review process, rather than focusing merely on input measures, such as faculty numbers and areas of expertise, the UAA Academic Program Review process puts students front and center of this critical evaluation, planning, and resource allocation process that helps move the needle on the first aspiration of *UAA 2027: We put students first*.

Program Student Learning Outcomes Assessment. Dating back to 1997, Program Student Learning Outcomes Assessment is another long-standing, ongoing and systematic assessment and improvement process at UAA. The current process is addressed more fully in Standard 1.C.5 and Standard 1.C.7 below. The process in and of itself has a direct connection to resource allocation, and it also feeds into the seven-year Academic Program Review process, described above, which itself results in resource allocation.

At the time of our NWCCU Mid-Cycle Evaluation in fall 2021, UAA had already planned changes to the Program Student Learning Outcomes Assessment process, and these changes, as well as others motivated by the mid-cycle process, have been realized. To better demonstrate how UAA engages in Program Student Learning Outcomes Assessment across academic departments and programs, we developed the Program Student Learning Outcomes Assessment Website. The website outlines the process, forecasts each college's seven-year schedule of reporting, and publishes institutional summaries of the year's assessment activities, as well as each program's approved Academic Assessment Plan and submitted reports. The site highlights the faculty's central role in the process and their intentional focus on improving student learning and achievement.

We refined the reporting format itself, collapsing what were two separate processes, a narrative report and a survey, into one Biennial Program Student Learning Outcomes Assessment Report Form. Programs are asked to list the outcomes that were assessed; describe the process used, including data collection and analysis and faculty conversations; discuss the findings; outline any recommendations to improve student learning; and talk about past improvements and whether or not they have had the desired effect on student learning. The revised report form also includes a section for the deans to provide direct feedback to the program. The dean's feedback previously was completed under separate cover, and by moving it directly into the report form itself, it is easier to track and demonstrate full-cycle assessment, i.e., closing the loop.

We continued an existing practice of summarizing assessment in an institutional level summary report, for example, see the annual UAA Academic Assessment Report Summary for AY2022, and, given the NWCCU mid-cycle peer evaluators' suggestion, used these summaries to reflect on our assessment process as a whole. Observations that came from an *ad hoc* subcommittee of the Faculty Senate Academic Assessment Committee, as well as from the academic deans, highlighted the extraordinary level of faculty engagement in assessment, as well as concerns

about faculty workload and burnout. There were also concerns expressed about the many curricular changes being made every year and their possible negative affect on student progression through the curriculum. These recommendations resulted in some changes to the process. The first was to shift to a biennial reporting cycle, with the goal of providing more time for faculty reflection and action in between the actual collection and analysis of the data. The reporting would be synchronized with the seven-year Academic Program Review cycle, using the following pattern: Year 1 - No Report; Year 2 - Biennial Report; Year 3 - No Report; Year 4 - Biennial Report; Year 5 - No Report; Year 6 - Biennial Report; Year 7 – Academic Program Review. The second change was to be more mindful of the effect that curricular changes can have on student success and progress through the program and to look for ways to improve student learning, whenever possible, other than changing the curriculum or prerequisite requirements. The annual UAA Academic Assessment Report Summary for AY2023 captures some of the above process changes in the introductory section.

The improvements to the process came from assessing how well things were working for student learning, faculty, programs, and the colleges, as well as from the observations of the NWCCU peer evaluators. Publishing the institutional assessment summaries as well as each program's plan and reports in one location makes it more possible for UAA to demonstrate how it engages in Program Student Learning Outcomes Assessment across academic departments and programs.

Assessing Student Learning on the Institutional Level. In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four Core Competencies at the heart of a quality UAA education. Students develop mastery of these competencies through curricular, co-curricular, and extra-curricular learning experiences. The process to assess the student learning in the core competencies intentionally uses a new tool (a Graduate Exit Survey) to gather information from the students themselves. This is the primary means of assessing student learning in the core competencies. The survey is supplemented by the long-standing general education assessment process at UAA. This approach will be discussed in more detail in Standard 1.C.6.

Assessing Support Services. In the past, the assessment of support services occurred solely within the different functional areas. For example, Administrative Services piloted a balanced scorecard methodology, and Student Affairs used an annual process looking at Key Performance Indicators (KPIs) and student learning outcomes. Although rigorous, the approaches were unsustainable through recent structural and personnel changes. The 2020 NWCCU Standards provided the impetus to rethink how as an institution UAA assesses support services holistically and across UAA Executive Council areas. In spring semester 2024 the provost proposed a data-informed process similar to cyclical Academic Program Review, described above. Service programs answer questions about quality, efficiency, and demand, as per Board of Regents' Policy P.10.06.010.B, and are asked specifically to reflect on how they

support the core competencies, student achievement, and closing achievement gaps, thus directly connecting the self-assessment of their service to student learning and achievement.

The existing Campus Planning Advisory Board (CPAB), comprised of members from across the institution and co-chaired by the provost and executive vice chancellor for Academic Affairs and by the vice chancellor for Administrative Services, oversees the process, reviews the submissions, and makes recommendations to the UAA Executive Council. See the AY2024-2025 Services Review Recommendations. A new Services Review Website has been developed and includes the purpose of the review process, the seven-year projected schedule, and the findings of this first round of review of ten services. Similar to Academic Program Review, the Services Review involves several steps, utilizes data, is built upon input from the program's staff, and is geared toward improvement. The result of each review will be a recommendation to the appropriate vice chancellor, Cabinet-level position, or community campus director for one of the following four outcomes: Enhancement, continuation, continuation with monitoring or revisions, or reduction/discontinuation. In this way, as with Academic Program Review, the evaluation of support services explicitly folds into planning, decision making, and resource allocation.

TABLE 2 AY2024-2025 SERVICES REVIEW DECISIONS

Vice Chancellor Area or Campus	Unit	Decision
Academic Affairs	• Academic Advising Services • Academic Concierge	• Enhancement • Continuation
Student Affairs	• Career Services • Testing Center	• Enhancement • Continuation with Revisions
Administrative Services	• Environmental Health & Safety • Information Technology Services	• Continuation with Monitoring • Enhancement
Kenai Peninsula College	• Library	• Enhancement
Kodiak College	• Facilities and Maintenance Services • Information Technology Services	• Continuation • Continuation with Monitoring
Prince William Sound College	• Information Technology Services	• Continuation with Monitoring

Administrative Management Structure. UAA also periodically reviews its administrative management structure for effectiveness, efficiency, and mission alignment. The last comprehensive review of UAA's administrative management structure, including the evaluation of executive and senior administrator positions, was in AY2020-2021. See the Administrative Management Reviews page off the CPAB website. That process was facilitated by the Campus Planning Advisory Board, and resulted in the continuation, discontinuation, and revision of positions. CPAB is in the initial discussions of developing an ongoing, cyclical administrative management review, similar to the cyclical Academic Program Review and Services Review

processes. See the CPAB January 13, 2025 Agenda E. Other Matters. This new process will be implemented starting in AY2026-2027.

The above outlined evaluation and review processes contribute to determining the future direction of the university and are folded into planning and resource allocation.

Areas of Strength, Significant Progress, Challenge, and/or Improvement

UAA has worked hard to articulate a process of evaluating institutional effectiveness that accounts for progress on mission fulfillment, on *UAA 2027*, on college and campus plans, and on the Campus Master Plan and the IT Strategic Plan. We are particularly proud of the way we have incorporated key mission fulfillment indicators, as well as the comprehensive set of student achievement metrics, into planning and evaluation processes.

There are multiple examples of how well the alignment of planning, evaluation, decision making, and resource allocation is working. One is the standardization of advising, mentioned in the Preface to this report, and its assessment, discussed in Standard 1.C.7. Another is the creation of the Office of First-Year Experience in Student Affairs, highlighted in Standard 1.D.1 for its role in student orientation and transition. The recent move of the Learning Commons to the Consortium Library is another significant example of how UAA uses planning and assessment to assign resources. The move comes out of strategic enrollment management efforts and aligns with *UAA 2027* Aspiration #1 *We put students first*. The move aligns with the Campus Master Plan's guidance to "centralize student services along the Central Spine," page 30, and to "transform the UAA/APU Consortium Library into a Community Learning Hub," page 38, and is even called out on page 40 as a potential future action. In addition to the above, the move was informed by data from the Revealing Institutional Strengths and Challenges (RISC) student survey results, in response to which the institution aimed to centralize student support services such as peer tutoring.

An area of planned improvement is the proposed cyclical evaluation of our administrative management structure, detailed above. While there have been periodic reviews of the administrative management structure, there is currently no ongoing, cyclical review to ensure continuous improvement.

Moving Forward

Over time, UAA has built a coherent approach to assessing institutional effectiveness that directly ties to the assignment of resources to improve student learning and achievement. Some of the individual processes are long-standing, such as Academic Program Review and Program Student Learning Outcomes Assessment, and some are more recent, such as the Services Review and the progress reports on *UAA 2027* supporting plans and unit strategic plans.

As UAA is completing this accreditation cycle, we are also moving into our next strategic planning process, the timing of which will allow for even greater alignment of the two processes.

Select Evidence for 1.B.1 Continuous Process to Assess Institutional Effectiveness

UAA Strategic Plan

- *UAA 2027* (Summary of mission, vision, and aspirations)
- *UAA 2027* Landing Page (Includes development process)

***UAA 2027* Supporting Plans and AY2024-2025 Progress Reports**

- Strategic Enrollment Management (SEM) Plan - Website, SEM Plan Progress Report
- Alaska Native Success Initiative (ANSI) Plan - Website, ANSI Plan Progress Report
- Academic Plan DRAFT April 2025, Academic Plan Progress Report
- Research Strategic Plan 2023-2027, Research Strategic Plan Progress Report
- UAA Campus Master Plan 2022, Campus Master Plan Progress Report
- UAA IT Strategic Plan FY25-FY27, IT Strategic Plan Progress Report

College Strategic Plans and AY2024-2025 Progress Reports

- College of Arts and Sciences (CAS) - CAS Plan, CAS Progress Report
- College of Business and Public Policy (CBPP) - CBPP Plan, CBPP Progress Report
- College of Engineering (CoEng) – CoEng Plan, CoEng Progress Report
- College of Health (COH) - COH Plan, COH Progress Report
- Community and Technical College (CTC) – CTC Plan, CTC Progress Report
- School of Education (SOE) – SOE Draft Plan, SOE Progress Report
- Consortium Library - Consortium Library Current Plan

Community Campus Strategic Plans and AY2024-2025 Progress Reports

- Kenai Peninsula College (KPC), KPC Plan, KPC Progress Report
- Kodiak College Plan (KOD), KOD Draft Plan, KOD Progress Report
- Prince William Sound College (PWSC), PWSC Plan, PWSC Progress Report
- *Note: The Matanuska Susitna College plan is currently under development*.

Regular and systematic evaluation of mission fulfillment

- Progress on Mission Fulfillment – Website

Regular and systematic evaluation of student learning and achievement

- Academic Program Review - Website
- Program Student Learning Outcomes Assessment - Website
  - Faculty Senate Academic Assessment Committee - Website
  - Academic Assessment Handbook
  - Program Student Learning Outcomes Assessment Report Form
- Core Competency Assessment (primary method)
  - Fall 2024 Graduate Exit Survey Results
  - Spring 2024 Graduate Exit Survey Results
  - Fall 2023 Graduate Exit Survey Results

Select Evidence for 1.B.1 Continuous Process to Assess Institutional Effectiveness
• Core Competency Assessment (supplementary method)   ○ Core Competencies Direct Assessment through General Education Assessment Report

1.B.2 Definition of Mission Fulfillment

The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

As defined by the mission statement, UAA's broad educational purpose is to transform lives, and the institution measures its effectiveness in doing so through learning, achievement, and narrowing gaps in achievement. This approach intentionally aligns with UAA's strategic plan *UAA 2027*, and deliberately focuses on the first aspiration: *We put students first.*

The table below shows how UAA articulates mission fulfillment for accreditation purposes. The overall mission fulfillment goal *We put students first* and its three objectives are taken directly from *UAA 2027*. The indicators are selected from both *UAA 2027* and our comprehensive set of Accreditation Student Achievement Metrics. Together these objectives and indicators provide a picture of UAA's effectiveness as it relates to our goal of putting students first and our mission of transforming lives.

TABLE 3 MISSION FULFILLMENT GOAL, OBJECTIVES, INDICATORS, BENCHMARKS, TARGETS, AND THRESHOLDS

OVERALL MISSION FULFILLMENT GOAL - WE PUT STUDENTS FIRST ***UAA 2027* ASPIRATION #1**		
OBJECTIVE	**INDICATOR**	**BENCHMARK, TARGET, AND THRESHOLD**
Objective 1: Students develop and achieve UAA's Core Learning Competencies	*Indicator 1:* Qualitative data from the UAA Graduate Exit Survey	*Benchmark:* Fall 2023 (first implementation of the survey) *Target*: Improvement
Objective 2: Students persist, are retained, and graduate at increasing rates.	*Indicator 1*: Baccalaureate and Associates Persistence Rates *Indicator 2*: Baccalaureate and Associates Retention Rates	*Benchmarks:* AY2018-2019 (end of previous accreditation cycle) *Targets:* Straight-line projections

OVERALL MISSION FULFILLMENT GOAL - WE PUT STUDENTS FIRST *UAA 2027* ASPIRATION #1		
OBJECTIVE	**INDICATOR**	**BENCHMARK, TARGET, AND THRESHOLD**
	Indicator 3: Baccalaureate and Associates Graduation Rates	*Thresholds:* No lower than our dual mission peers *Comparisons with Dual Mission Peers:* When available
Objective 3: Gaps in student learning and achievement are narrowed. *Disaggregation 1*: Attendance (full-time/part-time) *Disaggregation 2*: First Generation *Disaggregation 3:* Pell Recipient *Disaggregation 4*: Race/Ethnicity	*Indicator 1:* Disaggregated data for Baccalaureate and Associates Persistence *Indicator 2*: Disaggregated data for Baccalaureate and Associates Retention *Indicator 3*: Disaggregated data for Baccalaureate and Associates Graduation *Indicator 4*: Disaggregated data for the leading indicator Course Pass Rates	*Benchmark:* AY2018-2019 (end of previous accreditation cycle) *Targets*: Narrowed gaps at UAA *Comparisons with Dual Mission Peers:* When available

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.

To ensure the broad goal of transforming lives is achieved, UAA strives to integrate the above indicators into the institution's data-informed decision making, resource allocation, and continuous improvement processes, as described in more detail in Standard 1.B.1 above and Standard 1.B.3 below.

Strategic Planning Started After the Accreditation Process Was in Play. The institution embarked on its strategic planning process after it was well into the process of establishing its core learning competencies and its comprehensive set of student achievement metrics, also

known as indicators, for accreditation. For this reason, as the strategic plan was developed, the steering committee was mindful to align the plan with decisions already made in the accreditation process, whenever possible. The resulting strategic plan *UAA 2027*, extended from *UAA 2025*, intentionally incorporates core competency achievement and a subset (persistence, retention, graduation) of UAA's comprehensive set of student achievement metrics, reinforcing the alignment of UAA's accreditation efforts with strategic planning. The strategic plan steering committee and the many stakeholders that participated in the plan development judged the specific learning and achievement goals incorporated into *UAA 2027* to be the most meaningful to moving the needle on the aspiration *We put students first*.

Mission Fulfillment Indicators Align with *UAA 2027* and Revisions to Them Were Informed by Ongoing Student Success Efforts. As UAA refined its definition of mission fulfillment, we continued to draw upon what we were learning about student success at our institution. In the end, that meant adding an additional indicator that is not directly in *UAA 2027*. Early research by UAA's founding vice provost for Student Success called out course pass rates as one of the most meaningful predictors of moving the needle on persistence and retention at UAA. For this reason, our mission fulfillment indicators add course pass rates to the *UAA 2027* indicators of persistence, retention, and graduation rates.

Mission Fulfillment Student Achievement Indicators. Table 4 below provides an overview of each mission fulfillment student achievement indicator with a brief definition, rationale, and whether or not peer comparison data is available. These were developed in AY2019-2020 as part of the first phase of this accreditation cycle focused on establishing our comprehensive set of student achievement metrics. True to our broad and participatory processes, the rationales were developed through numerous meetings with governance and leadership groups, as well as through open forums. The groups were asked the following questions: "Why is this metric useful? What kinds of actions can be taken to improve performance on this metric?" It was important to UAA that the metrics produce information that is actionable and can lead to resource allocation for the improvement of student learning and achievement.

TABLE 4 MISSION FULFILLMENT STUDENT ACHIEVEMENT INDICATORS

INDICATOR	DEFINITION	RATIONALE	AVAILABLE PEER COMPARISONS
PERSISTENCE	The % of first-time, full-time and first-time, part-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the	When a student persists from their 1st fall to their 1st spring, it can indicate that the student felt welcomed, supported, and connected inside and outside the classroom. This welcome and support has been shown to motivate students to remain	N/A

INDICATOR	DEFINITION	RATIONALE	AVAILABLE PEER COMPARISONS
	following spring term.	enrolled in their studies at an institution. Laying a foundation in the first semester and seeing the student continue is a strong indication of ongoing retention and ultimately graduation.	
RETENTION 1ST TO 2ND FALL	The % of first-time, full-time and first-time, part-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return for a 2nd fall term 1 year later.	Retaining students from their 1st to their 2nd fall semester is one measure of a student's intent to remain at the institution to complete their studies. The strong foundation of connection and support created inside and outside the classroom in the first two semesters should increase the student's commitment to continuing at UAA.	IPEDS
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).	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

INDICATOR	DEFINITION	RATIONALE	AVAILABLE PEER COMPARISONS
ASSOCIATE GRADUATION RATE	The % of first-time, full-time associate degree-seeking freshmen who enter the institution for the first time in a given fall semester and earn their degree within 4 years (200% of catalog time).	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.	N/A
COURSE PASS RATES BY COURSE LEVEL (UNDERGRADUATE LOWER-DIVISION, UNDERGRADUATE UPPER-DIVISION, AND GRADUATE LEVELS)	The % of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for graduate students in a course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. Included in the denominator for	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	N/A

INDICATOR	DEFINITION	RATIONALE	AVAILABLE PEER COMPARISONS
	graduate level are the grades C, D, F, W, I, NP, NB.	allocating resources to programs and services designed to mitigate gaps in achievement.	

Mission Fulfillment Indicators Are Disaggregated by Fewer Categories Than the Comprehensive Set of Student Achievement Indicators. Based on our experience working with the disaggregated data, we used a smaller set of disaggregations for mission fulfillment, in order to focus on those that were most meaningful to UAA: Attendance (full-time/part-time); first generation; Pell recipients; and race/ethnicity. The table below provides the rationale for the particular selection.

TABLE 5 RATIONALE FOR THE DISAGGREGATION OF MISSION FULFILLMENT INDICATORS

Disaggregation	Rationale
Attendance	We already knew that there were gaps in achievement between those attending full versus part time, yet historic efforts to improve tended to focus solely on convincing students to attend full time, which doesn't necessarily seem to be meeting students' needs. We are hoping that using this disaggregation will help us find other ways to support part-time students.
First generation	This is informed by recognition of the region and the students we already serve, and that a relatively smaller numbers of individuals in our region have completed post-secondary credentials and thus, they as parents or spouses of our current students, might be somewhat less equipped to mentor and guide their students through the college experience. UAA needs to focus and do more for these students.
Pell recipient	We had seen previous gaps between those receiving Pell and not, and also suspected that those with fewer family resources overall would face more challenges and barriers to retention and completion.
Race/ethnicity	While Alaska Native is the largest single non-Caucasian ethnic identity among our students, we are keenly aware of the large number of ethnic and cultural identities represented within our student body. We are a "majority-minority" institution, and we wanted to consider the extent to which we are serving the majority of our students.

Benchmarks, Targets, and Thresholds of Achievement. The first implementation of the new Graduate Exit Survey serves as the benchmark for core competency learning. For the student achievement indicators (persistence, retention, graduation, and course pass rates), we established AY2018-2019 as the benchmark, as that was the year of our most recent

comprehensive NWCCU review. Targets were set by straight-line projections based on historical performance. And finally, we used our dual mission peers (Utah Tech University, Utah Valley University, and Weber State University) to establish thresholds of achievement for which peer comparisons are available through the Integrated Postsecondary Education Data System (IPEDS): First-time full-time and first-time part-time baccalaureate retention rates, first-time full-time baccalaureate graduation rates, and first-time full-time Pell Grant recipient baccalaureate graduation rates.

MISSION FULFILLMENT AND INSTITUTIONAL EFFECTIVENESS IN COMPARISON TO REGIONAL AND NATIONAL PEERS

Selection of Peers. In AY2020-2021, UAA's Office of Institutional Research reviewed and, through a broad and inclusive process, compiled an updated list of institutional peers to serve as comparators on student achievement metrics where data are available through the Integrated Postsecondary Education Data System (IPEDS). For step 1, Institutional Research selected institutions that were public, four-year institutions offering the broad range of certificates and degrees similar to UAA's range and whose highest level of degree was at least a bachelor's degree. For step 2, input was sought from governance and individual leaders to further refine the criteria for selecting our peers. The input focused on who our students are, for example, undergraduate or graduate, level of credential being sought, commuter or on-campus living, age, part-time vs full-time attendance, etc. The Accreditation Advisory Committee, Staff Council, Union of Students, Faculty Senate, the Faculty Senate Academic Assessment Committee, and the vice provost for Student Success all provided input. Institutional Research used these recommendations 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. The document *UAA 2025* Peer Group Selection Procedures and Resulting Peer List (AY21) provides a full description of the process.

Use of Peer Data. UAA has been comparing its performance on student achievement relative to its peers using IPEDS data since at least fall 2021, as per the annual reports on student achievement. See for example the most recent report on retention. With the new NWCCU requirement to designate regional and national peers, UAA reviewed the current set of nineteen peers and designated NWCCU institutions that are dual mission as our regional peers, and the remaining institutions as our national peers. Though not every UAA mission fulfillment indicator can be compared to peers, the comparisons that we do have provide information that has helped us understand who we are and what we need to focus on.

Mission Fulfillment Indicators Compared to Peers. The below chart is an example of what comparing ourselves to our peers has shown us. It includes UAA's retention and graduation rates relative to our dual mission and our national peers for FY2022. Because we are using IPEDS as the source, there is often a two-year lag in access to this information.

TABLE 6 MISSION FULFILLMENT INDICATORS RELATIVE TO PEERS (IPEDS, FY2022 DATA)

Population	Baccalaureate Retention, Full-Time	Baccalaureate Retention, Part-Time	Baccalaureate Graduation, 6 -Year	Baccalaureate Graduation, 6-Year (Pell Recipient)
UAA Average	66%	47%	31%	27%
Dual Mission/Regional Average	66%	40%	30%	34%
National Peer Average *(all 17 peers that are NOT Regional/Dual Mission)*	70%	41%	41%	41%
All Peer Average *(all 20 peers)*	69%	41%	40%	41%
Comparison: UAA to All 3 Dual Mission/Regional Peers				
UAA to Dual Mission/Regional Peer Average	0% Points	+7% Points	+1% Points	-7% Points
UAA to Dual Mission/Regional Comparison	Same as Peers	Moderately Over	Slightly Over	Moderately Under
Comparison: UAA to All 16 National Peers				
UAA to National Peer Average	-4% Points	+6% Points	-10% Points	-14% Points
UAA to National Peer Comparison	Slightly Under	Moderately Over	Significantly Under	Significantly Under
Comparison: UAA to All 19 Peers (Dual Mission/Regional + National)				
UAA to All Peer Group Average	-3% Points	+6% Points	-9% Points	-14% Points
UAA to All Peer Group Comparison	Slightly Under	Moderately Over	Moderately Under	Significantly Under

Comparison Key

Slightly over = < 5% Points above peers Moderately over = 5%-9% Points above peers Significantly over = > 9% Points above peers	**Same as Peers No difference from peers**	**Slightly under = < -5% Points below peers**	**Moderately under = -5% to - 9% Points below peers**	**Significantly under = > -9% Points below peers**
Dual Mission Group includes Utah Tech (formerly Dixie State), Utah Valley, and Weber State				

What Mission Fulfillment Peer Comparisons Can Tell Us – Retention. While in FY2022 the differential between full-time and part-time baccalaureate retention is significant, this is true for all our peers. Relative to the other dual mission institutions, UAA is at the peer average for

full-time students, and moderately over the peer average for part-time students. Relative to our national peers and to the entire peer group, UAA is slightly under the peer average for full-time students, and moderately over the peer average for part-time students. Overall, relative to our peers, UAA appears to be doing well for baccalaureate-seeking students. As true for all our peer institutions, it is the differential between full-time and part-time retention rates at our own institution that requires additional focus.

What Mission Fulfillment Peer Comparisons Can Tell Us – Graduation. In FY2022 UAA performed slightly better than our dual mission peers on 6-year graduate rates. Because there is definitely room for UAA to improve, what the comparison suggests is that the challenges we are facing could be similar to those faced by other dual mission institutions. Not surprisingly, our performance was well under our national peers, i.e., non-dual mission institutions, with a 10-percentage point difference. This is to be expected in comparison to institutions that do not integrate the community college mission. Of greater import is the fact that we were moderately under our dual mission peers relative to our 6-year graduation rate among Pell Grant recipients, and this gap widened in the most recent Spring 2025 Peer Comparison Chart. It will be worth looking at best practices at the other dual mission institutions, including our three dual mission peers.

EVALUATING MISSION FULFILLMENT

On the highest level, UAA measures mission fulfillment through the lens of student learning and achievement. Information resulting from the assessment of student learning and from the analysis of trends in student achievement, including through disaggregated data as well as peer comparisons, is published on the website, integrated into a range of evaluation and planning processes, and used in decision making and resource allocation. With the creation in fall 2024 of the Progress on Mission Fulfillment Website and an updated IPEDS Peer Comparisons Dashboard, faculty, staff, students, administrators, the Board of Regents, UA System leadership, and the public can now access a snapshot of UAA's overall progress on this central aspect of institutional effectiveness.

UAA named AY2024-2025 our year of self-reflection, during which we conducted a summative assessment of how well we are meeting our mission. Using mission fulfillment data, we explored mission fulfillment together through a series of open forums.

MISSION FULFILLMENT USING THE FORMULA IN TABLE 3 & REFLECTIONS ON OUR DEFINITION

As we prepared for the forums during our year of self-reflection, we recognized that the scope and complexity of our data and definition around mission fulfillment made broad, reflective campus engagement difficult. By applying the structure in Table 3 and using the data in the Progress on Mission Fulfillment Website, we were able to present key longitudinal data – persistence, retention, and graduation rates –relative to our benchmarks, targets, and thresholds, for Objectives 1 and 2. However, this was quite complex, as per the below assessment.

Objective 1: Core Competencies. Graduates feel good overall about their learning in and achievement of the core competencies, with the mostly highly scored being *Personal, Professional, and Community Responsibility*, and the lowest being *Intercultural Fluency*, which also was the competency that showed the greatest improvement over time.

Objective 2: Baccalaureate and Associate Persistence, Retention, and Graduation. The below reviews the data relative to AY2022-2023, the most recent available for comparison at the time of writing this report.

> ***Benchmarks*****:** *Baccalaureate Persistence* was 1 percentage point below the benchmark for full-time students, and the same as the benchmark for part-time students. *Associate Persistence* was 7 percentage points below the benchmark for full-time students, and 2 percentage points below the benchmark for part-time students. *Baccalaureate Retention* was 6 percentage points above the benchmark for full-time students, and 1 percentage point above the benchmark for part-time students. *Associate Retention* was 7 percentage points above the benchmark for full-time students, and 1 percentage point below the benchmark for part-time students. *Graduation* rates were 4 percentage points below the benchmark for baccalaureate students and 1 percentage point below the benchmark for associate students.
>
> ***Targets*****:** *Baccalaureate Persistence* was 1 percentage point below the target for full-time students, and 7 percentage points below the target for part-time students. *Associate Persistence* was 2 percentage points below target for full-time students, and 15 percentage points above the target for part-time students. *Baccalaureate Retention* was 4 percentage points above the target for full-time students, and 5 percentage points below the target for part-time students. *Associate Retention* was 2 percentage points above the target for full-time students, and half a percentage point below the target for part-time students. *Graduation* rates were 3 percentage points below the target for baccalaureate students and 4 percentage points below the target for associate students.
>
> ***Thresholds:*** For Retention and Graduation, which have peer comparisons through IPEDS, UAA met its thresholds in all cases.

Objective 1 and 2 Analysis: The above demonstrates that UAA is doing a good job relative to student learning in the core competencies, and that retention generally has increased, while persistence and graduation remain areas needing additional focus. One reason for the differences in graduation rates is the loss of multiple bachelor's degree programs between 2018 and 2020. There are dips in retention rates, as students either were transferred out due to immediate program closures or did not participate in teach-outs of programs. Those losses are now appearing in graduation rates.

Given the complexity of the above, given the even greater complexity of the data for Objective 3, i.e., the disaggregated data, and given our goal to deliberate mission fulfillment together as a community, we made some decisions for our broader discussions. We refined how we define

and communicate progress – focusing on clarity and accessibility without losing the substance of the work, as per the following.

MISSION FULFILLMENT THROUGH SHARED REFLECTION ON WHERE WE ARE AND WHERE WE WANT TO BE

March 2025 Open Forum. As noted above, we needed to come up with a less complex approach to presenting the data, in order to benefit from a broad conversation. Since we already knew that at UAA the rates for our part-time students are consistently lower and that the institution needs to address this gap, we focused on full-time associate and baccalaureate student data at the March 21, 2025 Open Forum. As per the handout shared at the forum, we identified 4 different data sets to assign break out groups: Data Set 1 - Core Competencies & Persistence, Retention and Graduation; Data Set 2 - Achievement Gaps: First Generation vs Non-First Generation; Data Set 3 - Achievement Gaps: Pell Recipient vs Non-Pell Recipient; and Data Set 4 - Achievement Gaps: BIPOC vs Non-BIPOC. We assigned each set to one or more groups, and asked each group to consider the following questions:

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

The responses were captured, collated, and shared back out with the 71 participants as follow up to the forum.

May 2025 Annual Assessment Retreat. Building on the March open forum discussion, the provost reflected on the March breakout group responses at the May 8, 2025 Annual Assessment Retreat, drawing the following conclusions:

PROVOST'S REFLECTIONS ON THE MARCH OPEN FORUM

At a high level, there were some points of broad agreement:

- UAA – all campuses and all aspects of our university—is meeting its mission to transform lives;
- Likewise, broadly, our students are achieving the core competencies and both we and they recognize and can describe the impact of these on the students' learning journey;
- And finally, although not uniformly so, we are closing some of the achievement gaps for student learning.

There were also four key takeaways from the data we reviewed together:

- Pell eligible students do as well, and in some cases better than, non-Pell eligible students. That suggests perhaps our financial support and financial literacy/well-being is

lacking, especially for those whose families earn "enough" to disqualify them for Pell, but not enough to comfortably pay for their education.

- In reviewing performance relative to different student populations, some groups tended to fare better in terms of persistence than others at the associate degree level, but tended to fare less well in terms of persistence at the bachelor's level. UAA will want to explore this more —especially—those programs that are offered at both the associates and bachelor's level. Are we steering certain students into certificate and associate programs? Are students declaring bachelor's degrees due to the overall higher access to financial aid, even when they are really interested in the shorter-term programs?
- Persistence, retention, and several of the underlying measures like course pass rates are all doing relatively well and in some cases are higher than our peers, yet our graduation rates are low. Many forum participants noticed and commented on this in various forms—what are we missing in terms of getting folks "to the finish line?" Could it be something in our curricular structure, our course scheduling, or support structures that are too heavily weighted toward first-year students with too little for juniors and seniors? All of this is worth further exploration.
- Finally, these data—especially the low graduation rates—suggest that UAA has lots of great programs and lots of great support opportunities, but we are not so great at collaborating and building a ***holistic and integrated*** set of programs and services for our students. We all talk about silos, yet we still tend to work in our own groups and rarely collaborate deeply across them. Yet all of our great work is appreciated and valued across those silos—student engagement staff are quick to call out the great work of the advising team, and faculty and Learning Commons staff readily appreciate and commend the financial aid, career services, and CARE team staff, among others. We're doing good work, focused on our students, and we like and value one another. How might we rethink the "ways" we work to become more intentional with a goal of making solid improvements in graduation rates?

Taken together, and as reviewed and considered by the UAA community, the data demonstrate that UAA is meeting its mission, and also that UAA still has work to do to support all students. While summative in nature, the data are just as much a starting point, and the March 21 Open Forum and the May 8 Annual Assessment Retreat affirmed the ongoing commitment of UAA's faculty and staff to support and improve student learning and achievement and to engage innovations to that end.

Areas of Strength, Significant Progress, Challenge, and/or Improvement

Getting to Our Definition of Mission Fulfillment. This accreditation cycle was packed with decisions and highly-engaged processes to arrive at those decisions. How can we use our regular structures and processes to assess institutional effectiveness and mission fulfillment? Should we focus on core competencies? What does that mean? How does this affect our work? How does it relate to general education? Based on who our students are, e.g., most attend part-time, what are meaningful indicators of achievement? How can we demonstrate that we are using the data to make significant decisions? Given all the work around student success,

across areas and using disaggregated data to understand how we are doing, how can we make sense of this for an external audience?

What Worked. Overall, we believe UAA's approach to mission fulfillment, with its focus on student learning and achievement, is sound. Of particular importance is the alignment with the strategic plan and the willingness to address indicators of achievement that are meaningful and common across institutions, e.g., retention and graduation, but also meaningful and specific to UAA, e.g., part-time and full-time attendance. Moreover, the experience of integrating mission fulfillment indicators into ongoing evaluation and planning processes, disseminating information about progress on those indicators through reports and dashboards, and using peer data to inform conclusions about progress, positions us well moving forward.

Moving Forward

As we have used the current definition of mission fulfillment and set of indicators to understand progress, make decisions and allocate resources, it has become clear that we could reduce the complexity of our definition, and still have a useful tool for evaluating mission fulfillment and institutional effectiveness. Likewise, for trends at UAA, a ten-year view can be more informative than a five-year view, and that will be considered as well.

Comparing ourselves to our peers has helped move UAA to the acknowledgement of its important role in the State of Alaska and in US higher education overall as a dual mission institution. See the February 20, 2025 UAA presentation to the Board of Regents for the vision of UAA as a dual mission institution. Moving forward into the next accreditation cycle, the institution plans to revisit the list of peers used for mission fulfillment, likely focusing on institutions with dual mission and community engaged foci. Moreover, the Board of Regents efforts in the areas of recruitment, retention, and graduation will play a role in our choice of indicators and result in an additional local lens for peer comparison within our state.

As mentioned earlier in the report, UAA will be heading into the next accreditation cycle at the same time we will be starting the review of our strategic plan. Both of these processes will be informed by the Board's Systemwide Attainment Framework (SAF), with its focus on recruitment, retention, and graduation. (The Board approved SAF on February 21, 2025 and the UA System Office is developing the website, where it will be publicly available.) This means it will be easier to align all efforts from the very beginning of the next accreditation cycle.

Select Evidence for 1.B.2 Definition of Mission Fulfillment

- Progress on Mission Fulfillment - Website
- Graduate Exit Survey - Core Competency Assessment
  - Fall 2024 Graduate Exit Survey Results
  - Spring 2024 Graduate Exit Survey Results
  - Fall 2023 Graduate Exit Survey Results
- Peer Comparisons (IPEDS) - Dashboard (IR Website under Public Data and Information)

Select Evidence for 1.B.2 Definition of Mission Fulfillment

• Peer Comparison - Static Charts (IR Website under Public Data and Information)
  ○ Peer Comparison Chart Spring 2025
  ○ Peer Comparison Chart Spring 2024
  ○ Peer Comparison Chart Spring 2023

1.B.3 Inclusive Planning Process

The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

PLANS ARE DEVELOPED THROUGH BROAD AND INCLUSIVE PROCESSES

UAA's processes for developing plans are broad and inclusive and provide multiple opportunities for comment and participation by appropriate constituents. The strategic plan *UAA 2027* (originally *UAA 2025*), was led by tri-chairs (two faculty and one administrator) and a 31-member steering committee with members from across the institution, including faculty, staff, students, alumni, and administrators. The process itself included over 500 individuals through stakeholder engagement, open forums, and feedback solicitation from the broader community, including UAA students, faculty, staff, alumni, and community partners. The plans that support *UAA 2027* were also developed through broad and inclusive processes. The Strategic Enrollment Management Plan was formally adopted at the end of 2023 following a multiple months' long, comprehensive and inclusive planning process facilitated by a senior consultant for the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Likewise, the cross-institution and system Alaska Native Success Initiative Strategic Plan 2022-2027 was developed over the course of a year, and UAA's action team was comprised of 27 faculty, staff, students and administrators. The UAA-specific ANSI plan is overseen by representatives of UAA's Alaska Native academic programs and Alaska Native student success programs. The newly articulated Academic Plan brings together values that have been in play for several years and implemented through the faculty curriculum process, such as the removal of hidden prerequisites and the stacking of credentials. The Research Strategic Plan was developed in spring 2023, with the vice chancellor for Research meeting individually with 35 academic departments and leaders, using regular meetings of the Research & Sponsored Program Planning Committee (RSPPC) to develop the plan, and incorporating data from a range of sources, including from UAA's centers and institutes. The plan was reviewed by three levels: The Chancellor's Cabinet, the deans, and by faculty and staff. The methodology is described on pages 2-3 of the plan.

The college and campus strategic plans were developed through broad and inclusive processes within the units, as outlined in their AY2024-2025 status reports. Likewise, the Campus Master

Plan 2022 was developed through a broad and inclusive process, described on page 9 of the plan, and led by external consultants and a 19-member committee representing the faculty, staff and students of UAA from across all campuses. The committee's purpose was to provide guidance, represent their constituents, and advise the consultant team. The consultant team also led an extensive data collection and interview process with UAA faculty, staff, and students as well as outreach to the surrounding community. This resulted in a broad set of perspectives and key themes which were instrumental in the development of the plan.

The above plans commit UAA to specific areas of focus, goals, and tasks, meaning that they guide the time and effort of UAA's faculty, staff, and administrators and, thereby, also guide the allocation and reallocation of resources.

Plans Are Implemented Through Existing Decision-Making Structures, As Well As Focused Committees and Working Groups. The UAA Executive Council, the Chancellor's Cabinet, and the vice chancellors' standing leadership groups ensure that the vision and aspirations of *UAA 2027* and its supporting plans are integrated into ongoing decision-making processes. In addition, there are focused committees and/or working groups whose work is guided by each plan and whose membership ensures engagement by appropriate constituents. For SEM, it is the Strategic Enrollment Management Committee; for ANSI it is the Chanshtnu Council; for the Academic Plan it is the Provost's Council; for Research it includes the Faculty Research & Creative Activity Working Group (FRWG), the Research and Sponsored Program Planning Committee (RSPPC), and the academic departments; for the Campus Master Plan it is the Facilities, Space and Planning Committee; and for the IT Strategic Plan it is the IT Governance Executive Board. The IT Governance Executive Board advises the Chief Information Officer, who reports to the vice chancellor for Administrative Services. These groups serve in an advisory capacity, putting forward recommendations for consideration through regular decision-making processes and structures. Sometimes, as with the SEM committee, the group also is charged with implementing particular tasks each year.

Table 7 shows the responsible leaders, the plan(s) for which they are responsible, and the institutional-level groups helping UAA achieve the goals of the plans.

TABLE 7 RESPONSIBLE LEADERS, PLANS, AND SUPPORTING GROUPS

	Provost and Executive Vice Chancellor & Vice Chancellor for Student Affairs (Co-Leads)	Coordinator, Alaska Native Success Initiative	Provost and Executive Vice Chancellor	Vice Chancellor for Research	Vice Chancellor for Administrative Affairs
Plan	Strategic Enrollment	UAA Alaska Native	Academic Plan	Research Strategic Plan 2023-2027	UAA Campus Master Plan 2022

	Provost and Executive Vice Chancellor & Vice Chancellor for Student Affairs (Co-Leads)	Coordinator, Alaska Native Success Initiative	Provost and Executive Vice Chancellor	Vice Chancellor for Research	Vice Chancellor for Administrative Affairs
	Management Plan	Success Initiative			IT Strategic Plan 2025-2027
Group	Strategic Enrollment Management Committee	Chanshtnu Council	Provost's Council	Faculty Research & Creative Activity Working Group (FRWG), Research and Sponsored Program Planning Committee, and the academic departments	Facilities, Space, and Planning Committee IT Governance Executive Board

The work of the institutional-level groups is complemented by the ongoing work within the colleges and on our campuses.

RESOURCE ALLOCATION IS GUIDED BY STRATEGIC PRIORITIES AND INFORMED BY EVALUATION

Building the Operating and Capital Budgets. At UAA, the process of building the operating and capital budgets begins one year prior to the effective year. The annual budget planning process starts with the issuance of budget guidance from the Board of Regents at their May meeting. For example, slides #11-13 in the Board of Regents FY25 & FY26 Budget Discussion outline the priorities for building the FY2025-2026 budget. (Note the focus on increased recruitment, retention, and graduation on slide #13.) The UAA Executive Council then considers a range of input, including the Board of Regents' priorities and their annual decision on tuition, the State of Alaska Office of Management and Budget forecast of state revenue, enrollment projections based on internal data and local and national trends, the priorities relative to the strategic plan *UAA 2027* and its supporting plans (SEM, ANSI, Academic, Research), priorities of the Campus

Master Plan 2022 and, as well, the new IT Strategic Plan 2025-2027. Results of the evaluation processes, such as Academic Program Review and Services Review, also inform the creation of the budget. The UAA Executive Council uses the above information to create the draft budget, which is submitted to the UA System president in August. As part of an ongoing effort to ensure cross-institutional understanding of the budgeting and decision-making process, UAA Executive Council selected the budget process as the theme of their February 2025 reports to the Faculty Senate: Chancellor Report; Provost Report; Vice Chancellor for Administrative Services Report; Vice Chancellor for Student Affairs Report; and Vice Chancellor for Research Report.

Years with Opportunities to Request New Funding. In years when there are opportunities to request new funding, the institution-wide Campus Planning Advisory Board (CPAB) facilitates a process to prioritize internal requests, starting with guidance integrating priorities from the university's strategic plan *UAA 2027* and prioritizing student learning, student achievement, and the closing of achievement gaps. CPAB reviews the requests for new funding in late spring semester, and puts forward recommendations to the UAA Executive Council. The UAA Executive Council considers these recommendations as it finalizes the university's draft budget request to the UA System.

For example, on the Budget Request Process Page of the CPAB website, you can see the most recent process, including the FY25 Request for Operating Budget Proposals and the evaluation criteria (see page 2) used to make recommendations. In this, the most recent process, CPAB received 45 proposals. Members reviewed and rated the proposals across 7 categories. The UAA Executive Council reviewed CPAB's recommendations for consideration as part of building the FY25 budget request, and some items were included into requests where they were consistent with institutional priorities and with the budget guidance from the Board.

Internal Allocation. Once the budget is approved and the UA System allocates UAA its portion, the UAA Executive Council finalizes the internal allocation to the vice chancellors' areas, the colleges, and the campuses, typically based on historic levels. The vice chancellors, deans, and community campus directors are expected to locally allocate and reallocate resources as informed by their strategic plans, institutional-level student achievement data in the annual reports posted on the Institutional Accreditation Website, in the college and campus-level student achievement data, and by ongoing evaluation processes, such as the biennial Program Student Learning Outcomes Assessment process, cyclical Academic Program Review, and the newly implemented cyclical Services Review. Moving forward, leaders are encouraged to also refer to the Progress on Mission Fulfillment Website and the Peer Comparison Dashboard.

Years with No New Funding Available or Even Cuts. On the academic side, when there is no new funding, the provost communicates that as early as possible to the deans/directors and vice provosts. Because the regular meetings of the Deans' Council include the strategic budget officers and UAA's budget director approximately once every six weeks, that forum provides ample opportunity for discussion and input. Deans and vice provosts can request internal reallocation to help with their budgets or to fund new initiatives, with final approval by the

provost. Internal reallocations can occur across colleges and other major units, depending on the need and priority. A recent example includes internal reallocations of funding from the College of Health to the College of Arts and Sciences. This is done transparently and far enough in advance that units are able to build it into their budgeting for the following year. Cuts are handled similarly, unless other direction is received from the UA System or the Board.

Similar to the academic side, Administrative Services discusses budget issues at the vice chancellor's leadership group meetings that serve as the flow-down from the UAA Executive Council. The vice chancellor provides the team information about the status of the UAA budget request through the Board and updates them throughout the legislative process so each area can plan accordingly. This regular updating is critical given how dependent the units are on the annual operating and capital budget requests. This also serves as the venue for giving year-end targets and anticipated cut planning, building awareness on the part of the team as a whole about possible impacts. These similar conversations occur at the UAA Executive Council, allowing for the conversations to translate down to Student Affairs, Research, and Advancement as well.

PLANNING AND RESOURCE ALLOCATION LEAD TO THE IMPROVEMENT OF INSTITUTIONAL EFFECTIVENESS

The planning and evaluation processes above are directly tied to resource allocation for improving institutional effectiveness, with a particular focus on student achievement. As an example, UAA's major initiative around advising came out of student success and strategic enrollment management efforts, guided by *UAA 2027* and informed by UAA's comprehensive set of accreditation student achievement metrics. The process itself is an excellent example of our approach to participatory planning, evaluation, and resource allocation.

To ensure advising consistently supports development and success for all students, in April 2022, Chancellor Parnell issued a Student-First Academic Advising Charge. Provost Runge assembled an advising working group, composed of academic advising representatives across the Anchorage and community campuses, to generate recommendations for a plan to achieve this goal. As a result, the new UAA Student Advising unit launched in January 2023 which reorganized the Anchorage campus's decentralized college professional academic advising teams into a more cohesive unit under the long-range strategic direction of the vice provost for Student Success and dean of the Honors College. The Advising Organizational Chart demonstrates dotted reporting lines to the college deans, strong collaborative relationships with the community campuses, and standardized position descriptions. This revised program of academic advising provides systematic opportunities to evaluate advising effectiveness, provide consistent employee training and professional development, and streamline communications to students. New tools were purchased as well, and all advisors now consistently utilize EAB Navigate360 to conduct student appointment campaign outreach, manage their student caseloads, and report on academic advising appointments. Evidence suggests that the use of EAB Navigate360 can contribute to higher persistence, and UAA will continue to monitor this as

part of its Strategic Enrollment Management efforts. Anecdotal evidence as well as informal internal assessments and reports suggest the shift to the new advising model is working. More formally, Advising was one of the services that underwent the new UAA Services Review in AY2024-2025. In their response to the Services Review questionnaire, see Advising's Services Review submission (pages 7-10), they effectively used data ranging from advisor quality, the efficiency and effectiveness of progress report campaigns, demand, and case-load by total appointments and by unit to demonstrate program success and additional need. Based on the responses to the questionnaire and on the recommendation of CPAB, the UAA Executive Council made the final decision to enhance the area.

Areas of Strength, Significant Progress, Challenge, and/or Improvement

UAA has a tradition of engaging broad and inclusive processes to develop strategic and other critical plans. It also has in place long-standing structures that support, indirectly or directly, the implementation of those plans.

Following the NWCCU mid-cycle evaluation UAA has worked to clarify the explicit roles of different groups as they relate to planning. In some cases, informal groups have been made more formal, such as the UAA Executive Council, and the three councils under the provost. In some cases, existing groups have been expanded to ensure better connection and communication across key administrative and governance groups, such as the expanded Chancellor's Cabinet. Finally, in some cases, new groups were developed, such as the IT Governance Executive Board.

Clarifying these structures relative to their roles in the overall planning structure at UAA enhances transparency for our internal and external audiences.

Moving Forward

Revisiting the Budget Model and Resource Allocation. UAA has used a process that assigns units their State General Fund allocation based on historic levels. The vice chancellors, deans, and community campus directors are expected to locally allocate and reallocate resources as informed by their strategic plans and relevant evaluation processes. While this has worked in the past, it limits the ability to strategically allocate funds across high level units, and it locks the institution into past practices that might not be the most effective and efficient use of resources. For example, a great deal of staff time is being used to complete and submit paperwork that essentially shifts funds from one area to another. Additionally, some academic and student support areas for which demand varies directly with the level of enrollment have tended to be funded from fixed resources, while many fixed costs have historically been funded from variable revenues such as tuition and student fees. The UAA Executive Council has begun discussions about revisiting the budget model to avoid these very manual processes and to better align the types of revenues to the types of expenditures they help fund.

Select Evidence for 1.B.3 Inclusive Planning Process

Plans are developed and implemented through inclusive processes

- *UAA 2025* Planning Process
  - *UAA 2025* Strategic Planning Steering Committee Charge and Operational Plan
  - *UAA 2025* Committee Member Appointment Letter
  - *UAA 2025* Plan Development Timeline (Example)
- *UAA 2025* Extended to *UAA 2027*
  - Faculty Senate Approval to Extend *UAA 2025* to *UAA 2027*
  - Staff Council Approval to Extend *UAA 2025* to *UAA 2027*
  - Union of Students of UAA Approval to Extend *UAA 2025* to *UAA 2027*
- UAA Strategic Enrollment Management
  - Strategic Enrollment Management (SEM) Plan - Website
  - Strategic Enrollment Management (SEM) Committee - Website
  - Strategic Enrollment Management (SEM) Committee Annual Charge
  - AY2024-2025 Strategic Enrollment Management (SEM) Plan Progress Report
- Alaska Native Success Initiative (ANSI)
  - UA System Level ANSI Strategic Plan 2022-2027
  - UAA ANSI Strategic Plan and Chanshtnu Council - Website
  - AY2024-2025 UAA ANSI Strategic Plan Progress Report
- UAA Academic Plan
  - Academic Plan DRAFT April 2025
  - AY2024-2025 Academic Plan Progress Report
- UAA Research Strategic Plan 2023-2027
  - Research Strategic Plan 2023-2027 (Includes description of plan's development, pages 2-3)
  - AY2024-2025 Research Strategic Plan Progress Report
- UAA Campus Master Plan 2022
  - Campus Master Plan 2022 (Includes stakeholder engagement, page 9)
  - Facilities, Space and Planning Committee - Website
  - AY2024-2025 Campus Master Plan Progress Report
- UAA IT Strategic Plan FY25-FY27
  - IT Strategic Plan FY25-FY27
  - AY2024-2025 IT Strategic Plan Progress Report

New funding requests are reviewed by a representative, institutional-level group and integrate mission fulfillment and student achievement criteria

- Campus Planning Advisory Board (CPAB) - Website
  - CPAB Budget Request Process - Website
    - FY25 Budget Request Form

1.B.4 Monitoring Internal and External Environments

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

UAA MONITORS ITS INTERNAL AND EXTERNAL ENVIRONMENTS TO IDENTIFY CURRENT AND EMERGING PATTERNS, TRENDS, AND EXPECTATIONS

UAA monitors its internal and external environments in multiple ways, through multiple offices and processes and for multiple purposes. Some of this monitoring occurs on the UA System level, some on the institutional level, and some on the unit level.

UA System Data and Reporting. In February 2022 the Board of Regents approved a set of goals and 31 measures, to monitor the internal environment of the UA System, based on the aggregate performance of the three accredited universities. The UA System tracks performance on these measures with a scorecard and periodically reports the findings to the Board. These measures include things like student credit hours, headcount, degrees awarded, retention and graduation rates, along with non-student measures, such as research and effective operations. See the Performance Measures & Targets - Current Scorecard from the November 2024 full meeting of the Board. On a strategic level, the Board has approved the Roadmap to Empower Alaska, which tracks progress on a few critical strategies throughout the year. See, for example, the September 5, 2024 Board of Regents' Full Board Agenda item UA Priority Strategies and Roadmap to Empower Alaska Discussion. The attached Management-Level Detail - Roadmap to Empower Alaska provides information about the strategies, objectives, and tactics driving progress, and these include a focus on recruitment, retention, and graduation. The Roadmap to Empower Alaska, with its focus on annual strategies, allows the UA System to shift priorities, as it responds to the changing environment.

UAA Data and Reporting. UAA's Office of Institutional Research publishes internal as well as peer data on the newly re-designed Institutional Research Website, such as for student enrollment and demographics, and for early semester reporting that tracks enrollment activity as compared to the prior year. The site also includes the data used for Mission Fulfillment, as well as a dashboard with the data for the comprehensive set of student achievement metrics. This is also where peer comparisons based on IPEDS data are published. Dashboards that require log in are also available to UAA employees, some by permission only, and provide decision makers with additional student data, as well as personnel and financial data. Finally, the Resources Page on the IR website features a list of useful resources for those undertaking environmental scanning.

Annual, Regular, and Periodic Reporting. Each year UAA produces regular reporting that provides an overview of how things are going at the institution, particularly related to academic

programming and student learning. We provide to the Board and our constituents a comprehensive annual report on the status of institutional and specialized accreditation. This report goes to the Board's Academic and Student Affairs Committee (ASA) for their August/September meeting. See, for example, the report UAA submitted for the September 5, 2024 ASA meeting, UAA Annual Report on Institutional and Programmatic Accreditation to the UA Board of Regents AY2023-2024. The report provides useful information about where we stand with institutional accreditation, and it links to the UAA Institutional Accreditation Website, providing direct access to UAA's student achievement reports on persistence, retention and graduation rates; semesters-to-degree for graduate programs; leading indicators (including course pass rates); and the newest report, post-graduation success. The annual report also describes specific activity related to specialized accreditation. The specialized accreditation recognition process in and of itself, with the required reporting to the accrediting agency and the peer review process, is another way UAA monitors its internal and external environment, and it is noteworthy that approximately 60 UAA programs are recognized by specialized accreditors. UAA also reports annually to the Board on the findings of Academic Program Review. As an example, see the November 7, 2024 ASA meeting agenda item Academic Program Review and UAA's portion of the attached AY24 UAA-UAF-UAS BOR Program Review Report. This process can result in new or redirected resources, and thus is another way to monitor the internal environment of the institution. Other regular reporting to the Board, either directly from UAA or through comprehensive reporting from the UA System, covers subjects such as budget, facilities, technology infrastructure, and compliance.

Student Surveys. Listening to our students is an important part of meeting our aspiration of putting students first and engaging in continuous improvement to meet that aspiration. UAA uses multiple surveys to keep abreast of who our students are, what their needs are, and how well we are serving them. While several units conduct their own unit-level surveys, UAA leadership emphasizes the following three surveys for gathering student input -- the Revealing Institutional Strengths and Challenges (RISC) survey, the National Survey of Student Engagement (NSSE), and the in-house Graduate Exit Survey.

In spring 2020 the newly established Office of Student Success (OSS) launched the Revealing Institutional Strengths and Challenges (RISC) survey, with the two goals of creating a more accurate picture of students' commitments outside of school (e.g., working, caring for dependents), and identifying barriers to student success. The data revealed external realities for our students, such as work and family obligations, and student perspectives of UAA's institutional strengths and challenges related to affordability, campus environment, and social support. While the RISC survey produced actionable information, as described below in the section on how the findings of internal and external environmental scanning are used in the governance process, UAA has determined that a home-grown survey administered to first- and second-year students in the spring semester could be more useful moving forward.

In AY2022-2023, UAA re-commenced conducting the National Survey of Student Engagement (NSSE), which was last administered at UAA in 2016. The high-level results of UAA's 2023 NSSE Survey are posted on the IR website, and the detailed reports were shared out with the vice chancellors for their work with their leadership teams. In fall 2023, UAA hosted national expert and NSSE Co-Director Dr. Jillian Kinzie. Dr. Kinzie gave the keynote speech at UAA's annual Accreditation Kick Off, and her presentation Student Engagement for Student Success focused on the survey, what it can tell us, and how we might use the data for continuous improvement. Following the Kick Off session, Dr. Kinzie met with each of the vice chancellors' leadership groups to look at UAA's specific NSSE results and brainstorm about what the data might mean for that particular group's work. Of note, the 2016 NSSE data were used by the inaugural Student Success Advisory Council under the founding vice provost for Student Success, and the 2023 NSSE data were used in the later development of the Strategic Enrollment Management Plan. The plan moving forward is to administer the NSSE once every four years.

In fall 2023 UAA first administered the new Graduate Exit Survey, and the intent is to administer it every fall and spring to graduating UAA students, both undergraduate and graduate. The survey is designed to understand students' self-perceptions around core competency preparation, sense of engagement, usefulness of select student support services, and preparedness for their next steps after graduation. UAA has administered the Graduate Exit Survey four times as of the writing of this report. An executive summary of the results is shared out and published on the Institutional Research website, and the detailed results are shared with the Executive Council.

Employee Experience Survey. UA Human Resources periodically administers an Employee Experience Survey, and UAA uses the findings from this survey to make improvements and adjust direction. Recognizing the need to better support all UAA employees, in 2022, UAA established the Employee Experience Department, which provides support and engagement opportunities through programs related to onboarding, community building, and personal and professional development. In response to requests for better communication, Chancellor Parnell, new to his role, formed the UAA Caucus as an informal mechanism that brings together the UAA Executive Council and leaders of the three governance groups (faculty, staff, and student) for collective conversation to advance UAA's goals as a university. This shared governance innovation also led to the expansion of the Chancellor's Cabinet, which now includes the governance leaders and some individuals from the vice chancellors' leadership teams. The intent is to further foster cross-institution communication and collaboration. Finally, in response to one of the more recent administrations of the survey, the governance groups hosted a series of Listening Sessions designed to provide an opportunity for open, two-way communication and dialogue with leadership across administrators, faculty, and staff.

Local, State and National Environment. The UA System and UAA use numerous external sources to monitor the changing external environment, and the findings are integrated into a range of processes. Sources such as the US Bureau of Labor Statistics, statistics from the Alaska Department of Labor, and data from Lightcast, to which the UA System subscribes, are drawn

upon to conduct a needs analysis for new academic programs. Quarterly meeting summaries from the Alaska Commission on Postsecondary Education (ACPE), e.g. the ACPE Meeting Summary from their July 21, 2022 meeting, are included on the Board of Regents agendas, keeping the Board, UA System, and UAA apprised of trends in all levels of education in Alaska. The UA System's Office of Government Relations provides updates on the current state of government activities of relevance to the university, including through The Capitol Report. Likewise, university leaders meet regularly with legislators and other elected officials, both to communicate the university's needs, and to understand the goals of the different governing bodies. The multidisciplinary staff of UAA's Institute of Social and Economic Research provides analyses of state trends and studies virtually all of the major public policy issues facing Alaska. Participation in higher education organizations also provides access to a range of data and research, such as the State of Alaska's participation in the Western Interstate Commission for Higher Education (WICHE), the Board of Regents' membership in the Association of Governing Boards of Universities and Colleges (AGB), and UAA's membership in national organizations such as the American Association of Colleges and Universities (AAC&U). To keep apprised of the regulatory landscape, UAA also maintains membership in groups such as the WICHE Cooperative for Educational Technologies (WCET) and the State Authorization Network (SAN).

Community and Industry Engagement. As a dual mission institution, community and industry outreach and engagement are core to understanding our external environment. UAA's colleges, campuses, and many of its academic programs have external advisory boards that provide an industry perspective on the currency and responsiveness of our academic programming. UAA also stays informed of changing educational needs and circumstances through critical partnerships with our local school districts and municipalities. And finally, numerous UAA faculty and staff serve on local and state boards.

Professional Organizations. Active engagement in professional organizations is another way UAA monitors the external environment, and faculty, staff, and administrators are encouraged to participate not only as members, but also in leadership roles. For example, UAA's chancellor recently served as a Commissioner on the Western Interstate Commission for Higher Education (WICHE), the provost recently served on the Executive Committee of the Western Academic Leadership Forum, the director of Institutional Research serves on the board of the American Association of University Administrators (AAUA), and the dean of the School of Education currently serves as president of the Association for Educational Communications & Technology (AECT). Many faculty and administrators also serve as peer reviewers for both institutional and specialized accreditation, such as for the Northwest Commission on Colleges and Universities, (NWCCU), the Council for the Accreditation of Educator Preparation (CAEP), and ABET, with our associate dean in the College of Engineering holding commissioner status with ABET.

National Consultants. The Board, the UA System and UAA periodically retain national consultants, such as from the Association of Governing Boards of Universities and Colleges (AGB), of which the Board is a member, the American Association of Collegiate Registrars and

Admissions Officers (AACRAO), and most recently, Education Advisory Board (EAB), in support of the BOR Ad Hoc Committee on Recruitment, Retention and Graduation. With the help of these consultants, the processes of reviewing ourselves and exploring where we stand relative to national trends and best practices is another way we monitor both our internal and external environments.

FINDINGS ARE CONSIDERED THROUGH THE GOVERNANCE SYSTEM TO ASSESS STRATEGIC POSITION, DEFINE FUTURE DIRECTION, AND REVIEW AND REVISE, AS NECESSARY, THE MISSION, PLANNING, INTENDED OUTCOMES OF PROGRAMS AND SERVICES, AND INDICATORS OF ACHIEVEMENT OF ITS GOALS

The Board of Regents, the UA System, and UAA's leadership and governance structures consider the findings from internal and external scanning to assess strategic position and define future direction.

As described above, the Board uses a scorecard to track UA System-level measures such as headcount, student credit hours, retention, and graduation rates. The Board also has used findings of previous internal scanning to review and revise the set of measures that it uses. For example, the current set of 31 measures are the direct result of revising indicators of achievement based on findings from internal and external monitoring. To set the stage for the motion to approve the Goals and Measures as strategic guidance at the February 24, 2022 Board of Regents' Full Board meeting, the assumptions behind a set of ten measures, approved in 2017 to benchmark progress through 2025, were recognized to no longer be relevant. Then Interim President Pitney acknowledged that changes, such as declines in the state population, the number of high school graduates, the COVID-19 pandemic, the changing national landscape for higher education, as well as a renewed interest in Alaska Native success made it an appropriate time to re-examine UA goals, measures, and targets. Since February 2022, the priority areas and measures have shifted slightly, as priorities continue to be refined and adjusted to both internal and external circumstances.

Ensuring that new academic programming responds to student demand and state needs is another way the Board considers findings from internal and external scanning to define future direction. All new academic program proposals must include a needs analysis. As an example, see the section Student Demand and State Needs on pages 7-9 of UAA's proposal for a Master of Science in Artificial Intelligence, Data Science and Engineering. While not a substantial change in future direction, adding a new program is an important commitment, and requiring an environmental scan as part of the process re-confirms the Board's priority of meeting state needs.

The Board's major initiative around recruitment, retention, and graduation is another example of using internal and external scanning to assess strategic position and define future direction. The Board recently created the Ad Hoc Committee on Recruitment, Retention, and Graduation. As an initial step, the UA System put forward a scope of work that included benchmarking against other institutions and practices. See the University of Alaska Attainment Framework

and Scope of Work Draft from the Committee's May 14, 2024 meeting. Next, to support the Ad Hoc Committee, the Board retained EAB, a nationally recognized expert in the area of student success. After several months of collecting data and engaging constituents through interviews and focus groups, EAB presented its findings at the Committee's January 28, 2025 Meeting. At the February Board of Regents' meeting, the Ad Hoc Committee presented both the EAB findings and the resulting Systemwide Attainment Framework Guidance, which includes on page 11 the specific recommendations for UAA. In this way, the Board actively engaged in both internal and external scanning to arrive at a set of recommendations that will guide recruitment, retention, and graduation efforts across the UA System. Given the specific recommendations for our university, UAA is not so much changing direction, as it is reinforcing and refining its longstanding and emerging efforts around recruitment, retention, and graduation.

Findings from the many sources of internal and external environmental scanning are used throughout UAA by many governance and leadership groups to guide direction, including, among other groups, the UAA Executive Council, the Provost's Council, the Campus Planning Advisory Board, and the Strategic Enrollment Management Committee. One way to keep this information front and center is to keep the data in front of the relevant groups. The Deans' Council agendas, for example the agenda from March 5, 2025, include a link to the student achievement (success) reports as well as links to other IR dashboards and websites designed to support decision making. Likewise, the Strategic Enrollment Management (SEM) Committee has begun to use their agenda as an access point to the student success reports.

As a specific example of how internal scanning was used to make improvements, in response to the 2020 Revealing Institutional Strengths and Challenges (RISC) student survey findings, UAA took two immediate steps. The first was to establish a textbook affordability subgroup of the then Student Success Committee, the work of which has matured into the Textbook Affordability initiative. The second was to apply for a US Department of Education Title III grant, which ultimately resulted in the current *Student Academic Growth, Engagement, and Success (SAGE Success)* grant. The SAGE Success grant aims to scale a proven model for effective, efficient peer-based student success programming; centralize tutoring to reduce redundancy and increase efficiency, consistency, equal access, and equality of tutor compensation; and embed Learning Assistance. Information about these programs can be found on the Learning Commons site.

Areas of Strength, Significant Progress, Challenge, and/or Improvement

UAA experienced a round of retirements in Institutional Research (IR) around AY2019-2020, with almost the entire Institutional Research team retiring within a two-year period. In AY2021-2022, following the retirement of the director, UAA hired a new director, who has since rebuilt the team, including aligning the position descriptions with UAA's core competencies and ensuring consistency across positions with clear opportunities for career advancement. Since then, IR has developed the new Institutional Research Website with access to internal and

external data for use by university decision-makers on all levels. In addition, IR provides guidance on environmental scanning through its new Resources Page.

A new practice that intentionally leverages external scanning is the use of market analysis information from Lightcast as part of UAA's new program proposals. IR conducts the initial review of data and provides a brief overview to be included in new program proposals submitted to the Board of Regents.

Finally, over the past decade UAA has had some starts and stops with student surveys. The renewed commitment to three particular student surveys, one yet to be developed, as well as a coordinated cycle of their administration will ensure broader use of their findings in the regular planning, evaluation, and resource allocation processes. The Survey Results page of the IR website is an initial step.

Moving Forward

UAA has built a strong foundation and practice of monitoring our internal and external environments. As we move into the next accreditation cycle, as well as the next strategic planning cycle, this foundation will serve the institution well, and we will continue monitoring these to assess our strategic position and define future direction.

Select Evidence for 1.B.4 Monitoring Internal and External Environments

- Board of Regents & UA System
  - Performance Measures & Targets - Current Scorecard (November 2024)
  - Roadmap to Empower Alaska
  - University of Alaska Systemwide Attainment Framework (EAB findings presented at January 2025 BOR Ad Hoc Committee on Recruitment, Retention, and Graduation meeting)
  - UAA Annual Report on Institutional and Programmatic Accreditation to the UA Board of Regents
    - UAA Annual Report on Institutional and Programmatic Accreditation AY2023-2024
    - UAA Annual Report on Institutional and Programmatic Accreditation AY2022-2023
    - UAA Annual Report on Institutional and Programmatic Accreditation AY2021-2022 (Pages 1-18)
    - UAA Annual Report on Institutional and Programmatic Accreditation AY2020-2021 (Pages 1-19)
    - UAA Annual Report on Institutional and Programmatic Accreditation AY2019-2020
    - UAA Annual Report on Institutional and Programmatic Accreditation AY2018-2019 (Pages 11-21)

Select Evidence for 1.B.4 Monitoring Internal and External Environments

- UAA Annual Report on Academic Program Review to the UA Board of Regents
  - UAA Annual Report on Academic Program Review AY2023-2024 (Pages 1-2)
  - UAA Annual Report on Academic Program Review AY2022-2023 (Pages 1-3)
  - UAA Annual Report on Academic Program Review AY2021-2022 (Pages 1-2)
  - UAA Annual Report on Academic Program Review AY2020-2021 (Pages 20-28)
  - UAA Annual Report on Academic Program Review AY2018-2019 (Pages 1-10)

- UAA Institutional Research - Website
  - Early Semester Report - Dashboard
  - Student Enrollments and Demographics - Dashboard
  - Progress on Mission Fulfillment - Website
  - Accreditation Student Achievement Metrics - Dashboard
  - IPEDS Peer Comparisons - Dashboard
  - Environmental Scanning Resources - Website
  - Survey Results - Website

1.C Student Learning

1.C.1 Academic Programs

The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

Academic Information Is Up-To-Date and Accurate. At UAA, official academic information is published for students in the UAA Academic Catalog. UAA ensures this student-facing information is updated and accurate. Regular updates to courses, programs and academic policies are made in the UAA Academic Catalog after a thorough, multi-level review, described in the UAA Curriculum Handbook. Changes to courses and programs are initiated by the faculty and approved through the academic college curriculum committees the Undergraduate or Graduate Academic Board, the Faculty Senate, and the provost. New programs go through additional levels of approval, as outlined in the New Program Proposal Protocol. New programs are not included in the catalog or advertised elsewhere until NWCCU approval is received, as per NWCCU's Substantive Change Policy. Academic policy is approved through the Undergraduate and/or Graduate Academic Board; the Faculty Senate; the provost; and when

applicable, the chancellor. These are reviewed and checked for accuracy and currency at each level of review, with a final check on the provost's level with follow up by the Registrar's Office if there are any remaining questions.

To ensure students have the most current information about course options, per the Faculty Senate inactivation process outlined in section 2.5 of the UAA Curriculum Handbook, courses that have not been offered in the past four academic years are placed on an inactivation list. These are then inactivated and removed from the next academic catalog, unless an exception is requested and approved through the regular curriculum process. There were 285 courses inactivated through the process in academic year 2023-2024, and over 100 in academic year 2024-2025.

Finally, there is also an annual review of all pages in the academic catalog that do not fall under the faculty's purview, such as the Financial Aid page. These pages are reviewed annually for accuracy and currency through a separate workflow that begins with the responsible office, e.g., the Office of Financial Aid, and ends with provost-level approval. The supplementary websites, such as the website for the Office of Financial Aid, are overseen by the appropriate vice chancellor and are updated to align with any changes to policy or process.

Information About Programs Leading to Licensure is Current. The institution has built a robust system to provide students with the information required by the US Department of Education regulation 34 CFR 668.43(a)(5)(v) around programs leading to licensure. The UAA Academic Catalog includes information regarding programs that are intentionally designed to provide the educational requirements for licensure and/or certification mandatory for employment in the state of Alaska and for which the State of Alaska issues the license or certificate. There are currently thirty-two such programs. The catalog entry, for example for the Associate of Applied Science (AAS) in Speech-Language Pathology Assistant, provides basic information about the kinds of employment the program prepares students for, and under the subheading Licensure and/or Certification, links students to the UAA Licensure and Certification Website, which, under each state, lists all relevant UAA programs. On the website, the listing for each UAA program links directly to the program page in the UAA Academic Catalog, indicates whether or not the program meets or does not meet the educational requirements for licensure or certification in that particular state, and provides a link to that state's licensing board for the particular field. Faculty in the programs have researched this information and are available to discuss it with students who have questions. The UAA Admissions Academic Programs Website also indicates when a program leads to licensure or certification and links to the Licensure and Certification website, so prospective students have this information when making their college choice. Annually in the summer the academic compliance specialist in the Office of Academic Affairs (OAA) checks the currency of the information on the website. Needed changes are made immediately to the website and communicated to the appropriate program faculty and any affected offices, such as Admissions, which handles the direct student notifications.

Appropriate Content and Rigor. As a dual mission institution, UAA offers everything from short-term workforce credentials through graduate programs and provides pathways that allow students to graduate with one credential and return for another. Board of Regents' Policy establishes the number of credits required for each type of certificate or degree (P10.04.030 Credit Hour Requirements for Degree and Certificate Programs), and for each type of credential, the UAA Academic Catalog augments these Board policies with credential definitions; minimum General University Requirements; and where appropriate, General Education Requirements. Per University Regulation R10.04.090.F.2 and the UAA General University Requirements, all undergraduate programs require collegiate-level learning, and are built on course work at the 100-level or above. See the General University Requirements (GUR) catalog pages for: Occupational Endorsement Certificates, Undergraduate Certificates, Associate Degrees, Baccalaureate Degrees, and Post-Baccalaureate Certificates. General Education Requirements for baccalaureate degrees are guided by Board of Regents' Policy P10.04.040 and the related University Regulation R10.04.040. Graduate programs also have General University Requirements, published in the UAA Academic Catalog. See Graduate Degrees and Graduate Certificates.

The full lists of undergraduate programs and graduate programs are published in the UAA Academic Catalog. Program faculty, whose qualifications are published on the Faculty and Academic Administrators page of the UAA Academic Catalog, oversee the content of the program. Program curricula and any changes to those are reviewed for appropriate content and rigor through a multi-level process, starting on the program level and moving through the college curriculum committee, the dean, the Faculty Senate Undergraduate or Graduate Academic Board, Faculty Senate, and the provost. This applies to all programs, wherever offered, however delivered, including fully online programs. The Faculty Senate Bylaws and Constitution outline the structure and general responsibilities of the academic boards, and the UAA Curriculum Handbook provides detailed guidance for their work. New programs must also go through a cross-university review on the system level by the UA System Academic Council, with final approval by the Board of Regents. The exceptions are Workforce Credentials (non-credit), Occupational Endorsement Certificates and Graduate Certificates, for which the UAA chancellor has the delegated authority for final approval, once these programs have come up through the full internal UAA process described above. Of note, new program proposals require a demonstration of mission and strategic alignment. See page 2 of the recent proposal for the MS in Artificial Intelligence, Data Science, and Engineering.

Clearly Identified Student Learning Outcomes. All programs, undergraduate and graduate, culminate in achievement of clearly identified student learning outcomes. These outcomes are put forward by the program faculty and go through the same multi-level faculty and administrator review process as described above for the curriculum. The UAA Academic Catalog clearly identifies the Program Student Learning Outcomes (PSLOs) on the specific program page for every degree and certificate. To view the Program Student Learning Outcomes, go to any

program from the full list of undergraduate programs or graduate programs and once on the specific program page, click on the Learning Outcomes tab.

Recognized Fields of Study. Degrees and certificates are offered only in recognized fields of study and use standard degree designators and Classification of Instructional Program (CIP) codes. Moreover, sixty plus UAA degrees and certificates are recognized by specialized accreditors or hold other external recognitions, such as by the FAA, which serves as additional evidence of appropriate content and rigor. At the time of the writing of this report, thirty-two UAA programs meet the educational requirements for licensure or certification in the State of Alaska, which is another indication that our programs align with recognized fields of study and industry expectations. For information see the UAA Licensure and Certification Website. Many programs, particularly the professional programs, also have industry advisory boards that provide input regarding the currency and appropriateness of program content. Requests for new course prefixes must address the national standard in the discipline, as well as alignment across the UA System. See the UAA Prefix Request Form.

Institutional Strength and Moving Forward

Board Policy, University Regulation, the UAA Academic Catalog, and the multi-level curriculum review and approval process ensure that UAA programs, wherever offered, however delivered, have appropriate content and rigor, are consistent with our mission, culminate in clearly defined outcomes for student learning, and use designators consistent with program content in recognized fields of study. This is a long-standing strength upon which UAA can continue to build, as UAA faculty develop new programs to meet state and community workforce needs.

Select Evidence for 1.C.1 Academic Programs

Programs with appropriate content and rigor consistent with its mission

- Regents' Policy P10.04.020 - Degree and Certificate Program Approval
  - University Regulation R10.04.020 - Degree and Certificate Program Approval
    - MS Artificial Intelligence, Data Science, and Engineering Proposal (Example from the February 21, 2025 Board of Regents agenda. See Mission and Strategic Alignment, page 2.)
- Regents' Policy P10.04.030 - Credit Hour Requirements for Degree and Certificate Programs
- Regents' Policy P10.04.040 - General Education Requirements
  - University Regulation R10.04.040 - General Education Requirements
- UAA Academic Catalog - General University Requirements (GURs)
  - Occupational Endorsement Certificates (GURs)
  - Undergraduate Certificates (GURs)
  - Associate Degrees (GURs)
  - Baccalaureate Degrees (GURs)
  - Post-Baccalaureate Certificates (GURs)
  - Graduate Certificates (GURs)

Select Evidence for 1.C.1 Academic Programs

  - Graduate Degrees (GURs)
- Regents' Policy P10.04.090 - Evaluation of Student Performance and Course Level Definitions
  - University Regulation R10.04.090.F.2 - Evaluation of Student Performance and Course Level Definitions - Course Numbering System - Academic Credit Courses (Scroll down to F.2)
- UAA Catalog - Course Information (Open the Course Numbering System toggle and scroll down to Academic Credit Courses)
- UAA Academic Catalog - Program Accreditation (External confirmation of appropriate content and rigor)
- UAA Community and Industry Advisory Boards - List

Curriculum review

- Board of Regents - Academic and Student Affairs Committee Charter
- UA System - Academic Council - Website
- UAA Faculty Senate - Website
  - UAA Faculty Senate Constitution
  - UAA Faculty Senate Bylaws
  - Faculty Senate Undergraduate Academic Board (UAB) - Website
    - General Education Council (UAB Subcommittee) - Website
  - Faculty Senate Graduate Academic Board (GAB) – Website
  - UAA Curriculum Handbook

Clearly identified student learning outcomes

- UAA Academic Catalog - Undergraduate Programs (Click on a program and go to the Learning Outcomes tab)
- UAA Academic Catalog - Graduate Programs (Click on a program and go to the Learning Outcomes tab)

Recognized fields of study

- Academic Unit Memo Example (Demonstrates the use of Classification of Instructional Program [CIP] codes)
- UAA Prefix Request Form
- UAA Academic Catalog - Program Accreditation
- UAA Community and Industry Advisory Boards - List

1.C.2 Award of Credit, Degrees, Certificates, or Credentials

The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Credit Based on Student Learning and Learning Outcomes. Academic credit is awarded in the form of semester credit hours, per Board of Regents' Policy 10.04.035. University Regulation 10.04.035 further defines the credit hour. Within these parameters, UAA uses a 50-minute contact hour, with a standard lecture class comprised of "a minimum of 750 minutes of contact time and a minimum of 1,500 minutes of course-related work completed outside the classroom." See Course Information in the UAA Academic Catalog. The number of credits hours assigned to a course is approved as part of the multi-level curriculum review process, which considers the combination of contact hours as defined above and student achievement of approved course student learning outcomes. These course-level learning outcomes are published in the Course Content Guide, see page 9 of the Curriculum Management Course Form, within the electronic curriculum management system, shared with students in course syllabi, and are to be consistent across all offerings of a course, wherever offered, and regardless of delivery method.

In response to the Northwest Commission Credit Hour Policy, the university implemented periodic review to ensure alignment between class scheduling practices and the number of credit hours approved through the curriculum process. The results of this review are reported to the deans. Scheduling that is not in compliance is corrected or the course is revised to meet current practice. See the Credit Hour Review Spring 2025 as an example.

Program Student Learning Outcomes. In the UAA Academic Catalog, the institution publishes the faculty-approved Program Student Learning Outcomes (PSLOs) for all degrees and certificates. See for example the PSLOs for the OEC Alaska Native Business Management, the AAS Industrial Process Instrumentation, the BA Communication, the BS Psychology, and the MS Applied Geological Sciences. These PSLOs express the high-level skills, knowledge, and abilities that graduates of the program are expected to achieve. Given the significant number of programs holding specialized accreditation, many PSLOs are guided by the standards of the external accreditor. As examples, see the PSLOs for the OEC Medical Assisting, AAS Culinary Arts, BS Dental Hygiene, the BS Civil Engineering, and the Master of Social Work.

Breadth, Depth, Sequencing of Learning. By design, programs build appropriate breadth, depth, and sequencing. This is ensured in multiple ways including the Program Student Learning Outcomes discussed above, the general education component of associate and baccalaureate degrees, and by well-defined course levels. Breadth is achieved on the associate and baccalaureate levels through a general education component. The Associate of Applied Science general education component focuses on foundational skills. Go to Associate Degrees and scroll down to General Education Requirements for Associate of Applied Science degrees. The Associate of Arts, Associate of Science, and baccalaureate programs engage the full set of Board-required General Education Requirements, as detailed in University Regulation R10.04.040 (General Education Requirements). Disciplinary depth is managed within the major requirements, typically through courses within a specific prefix. The number of major requirements varies, with professional programs often requiring a greater number of specific

courses in order meet external accreditation or state licensure requirements. Sequencing is achieved through well-defined course levels and their application to the different types of credentials. Course levels are defined in University Regulation R10.04.090.F (Course Numbering System) through a numbering sequence that "signifies increasing sophistication in a student's ability to extract, summarize, evaluate, and apply relevant class material." These definitions align course levels to specific types of certificates and degrees. The UAA Academic Catalog lists the specific definitions on the Course Information Page. (See the Course Numbering System toggle and scroll down to Academic Credit Courses.) When faculty submit course curriculum for review and approval, they select the appropriate course level from a drop-down menu in the Curriculum Management Course Form, see the bottom of page 9 and the top of page 10, and they prepare to speak to the different curriculum committees about how the course aligns with the course level definition. Faculty also identify course student learning outcomes appropriate to the course level and content. These learning outcomes are archived within the electronic curriculum system and shared with students through the syllabus for each specific offering of the course.

Synthesis of Learning. While opportunities to synthesize knowledge and skills are integrated throughout certificates and degrees, synthesis is explicitly called out in two places for baccalaureate degrees. Baccalaureate general education culminates in an Integrated Capstone at the upper-division level. The capstone is specifically designed to, "Synthesize disciplinary knowledge, creative thinking, critical judgment, and reflection in a variety of contexts to assess complex issues." Synthesis is also an essential feature of 400-level courses for baccalaureate degrees: "A400–A499: Senior-level, upper-division courses require the ability to analyze, synthesize, compare and contrast, research, create, innovate, develop, elaborate, transform, and/or apply course material to solving complex problems, and generally require a substantial background of study in lower-level courses." On the Course Information page in the UAA Academic Catalog, go to Course Numbering System and scroll down to Academic Credit Courses - Upper-Division Courses - A400-A499.

Many UAA baccalaureate programs culminate in a synthesizing learning experience such as a senior seminar or other capstone course, a thesis, a project, or an experiential hands-on learning opportunity such as a clinical or practicum. Some examples of experiential, hands-on, synthesizing learning opportunities taken toward the end of a baccalaureate degree include the seminars in the BA History, the BA Economics, the BS Dietetics, and the BS Medical Laboratory Science; the capstone experiences in the BS Mathematics, BA Psychology, the BS Occupational Safety and Health, the BHS Human Services, and the BS Geomatics; and the internship in the BS Kinesiology.

Many certificates and associate degrees also feature hands-on, synthesizing experiences, such as the internships in the OEC Conservation Ecology, the AAS Paralegal Studies, and the AAS Culinary Arts; and the practicums in the OEC Medical Assisting, the AAS Fire and Emergency Services Technology and the AAS Diagnostic Medical Sonography.

Areas of Strength, Significant Progress, Challenge, and/or Improvement

UAA's long-standing, well-established definitions and requirements at both the Board and university levels – combined with the rigorous and thorough faculty and administrative review of curriculum – are key institutional strengths.

Over the past few years the faculty and the curriculum review bodies have paid particular attention to student success issues such as ensuring there are sample course sequencing plans in the catalog for associate and baccalaureate degrees, removing or making transparent any hidden prerequisites that might create a barrier to progression in the degree or certificate, and aligning prerequisites across courses at the same level within a degree.

Additionally, in response to community and industry needs, UAA has intentionally developed shorter-term credentials, with the goal of providing stepping stones to the next level of degree or certificate. Since 2020 faculty have created 47 new one- and two-year certificates, with a particular focus on Occupational Endorsement Certificates. Examples include OECs in Medical Assisting, Valve Repair and Maintenance, Refrigeration and Heating, Infant and Toddler Development, and Baking and Pastry Arts, among others.

Select Evidence for 1.C.2 Award of Credit, Degrees, Certificates, or Credentials

Award of credit

- Regents' Policy P10.04.035 - Credit Hour Definition
  - University Regulation R10.04.035 - Credit Hour Definition
  - UAA Academic Catalog - Course Information (See Contact Hours)

Program Student Learning Outcomes

- University Regulation R10.04.020.C.3 – Degree and Certificate Program Approval (See C.3)
- UAA Academic Catalog - Undergraduate Programs (Click on a program and go to the Learning Outcomes tab)
- UAA Academic Catalog - Graduate Programs (Click on a program and go to the Learning Outcomes tab)

Breadth

- Regents' Policy P10.04.040 - General Education Requirements
  - University Regulation R10.04.040 - General Education Requirements
- UAA Academic Catalog - General Education Requirements for Baccalaureate Degrees
- UAA Academic Catalog - Associate Degrees (Scroll down to General Education Requirements for Associate of Applied Sciences Degrees)
- UAA Academic Catalog - Associate of Arts in General Program
- UAA Academic Catalog - Associate of Science in General Sciences

Select Evidence for 1.C.2 Award of Credit, Degrees, Certificates, or Credentials

Depth and sequencing

- UAA Academic Catalog - Undergraduate Programs (Click on a program to see the major requirements, demonstrating depth and sequencing)
- University Regulation R10.04.090.F - Course Numbering System (See F - Course Numbering System)
- UAA Academic Catalog - Course Information (Open the Course Numbering System toggle and scroll down to Academic Credit Courses)

Synthesis

- UAA Academic Catalog - General Education Requirements for Baccalaureate Degrees – Tier 3 Integrative Capstone
- UAA Academic Catalog- Course Information (Open the Course Numbering System toggle and scroll down to Academic Credit Courses - Upper-Division Courses - A400-A499)
- Examples of credentials with summative synthesizing experiences
    - Baccalaureate examples
        - Seminars: BA History, BA Economics, BS Dietetics, BS Medical Laboratory Science
        - Capstones: BS Mathematics, BA Psychology, BS Occupational Safety and Health, BHS Human Services, BS Geomatics
        - Internships: BS Kinesiology
    - Certificate and associate's examples
        - Internships: OEC Conservation Ecology, AAS Paralegal Studies, AAS Culinary Arts
        - Practicums: OEC Medical Assisting, AAS Fire and Emergency Services Technology, AAS Diagnostic Medical Sonography

1.C.3 Learning Outcomes

The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Program Student Learning Outcomes. As described above in Standard 1.C.1 and Standard 1.C.2, UAA faculty have identified expected Program Student Learning Outcomes (PSLOs) for all undergraduate and graduate certificates and degrees. These learning outcomes are reviewed and approved through the regular multi-level curriculum review and approval process and are published in the UAA Academic Catalog on the specific program pages. PSLOs have been published in the catalog since the AY2013-2014 UAA Academic Catalog (go to page 92 to start viewing the academic programs), prior to which Program Student Learning Outcomes were

sometimes published on program websites, and sometimes published in the academic catalog. PSLOs were first developed in the late 1990s.

Degree Learning Outcomes. Degree learning outcomes for baccalaureate and associate degrees are identified in the UAA Academic Catalog in the form of general education. For baccalaureate degrees, Board of Regents' Policy P10.04.040 and University Regulation R10.04.040 require a minimum of 34 credits of coursework distributed among the following categories: Written Communication Skills, Oral Communication Skills, Humanities, Arts, Social Sciences, Mathematics, and Natural Sciences (including a laboratory). Board policy intends that general education "will provide a nucleus of a broad cultural background that includes a critical awareness of the human heritage, of the challenging requirements and opportunities of the present and future, and of the complexities and possibilities of the human mind and personality." These 34 credits are intended to be the minimum standard, and UAA faculty have built upon those, as per the General Education Requirements for Baccalaureate Degrees. Though not explicitly required by Board Policy or University Regulation, UAA also requires a general education component for associate degrees. The Associate of Arts General Program and Associate of Science General Sciences transfer degrees incorporate all baccalaureate general education requirements, with the exception of the UAA integrated capstone. All Associate of Applied Science degrees require a subset of the baccalaureate general education requirements, i.e., the 12 credits of written communication, oral communication, and quantitative skills. Courses meeting general education requirements are initiated by faculty and reviewed and approved through the regular multi-level curriculum review process, with the additional step of review by the General Education Council, a subcommittee of the Faculty Senate Undergraduate Academic Board.

Course Learning Outcomes. Course student learning outcomes are published in the Course Content Guides within the electronic curricular management system, accessible to all UAA employees. See the Curriculum Management Course Form that faculty must complete to propose a new course or make any course-level changes. For the learning outcomes field, see page 9, guidance is provided through an information bubble, which reads, "Identifies what the student should know and/or be able to do as a result of completing the course. Student learning outcomes must be specific, measurable, achievable, relevant and timely. Student evaluation methods must assess the accomplishment of the students in each outcome." The course learning outcomes are provided to students in course syllabi. See the Syllabus and Course Procedures Policy in the UAA Academic Catalog, as well as the Syllabus Guidance Document published on the Office of Academic Affairs Academic and Related Policies and Procedures Website. The deans and community campus directors collect the syllabi, review them to ensure they include the course learning outcomes, and their staff post them to an internal SharePoint repository managed by the Office of Academic Affairs. In cases where there are discrepancies, the dean/community campus director works with the individual faculty member to correct the issue moving forward.

Areas of Strength, Significant Progress, Challenge, and/or Improvement

UAA faculty implemented course learning outcomes in the early-to-mid-1990s, and program student learning outcomes starting in the late 1990s. By AY2013-2014, the UAA Academic Catalog published Program Student Learning Outcomes for all certificates and degrees. The syllabus has been the means by which faculty inform students of the course student learning outcomes, and the deans and community campus directors continue to monitor compliance with this requirement.

Moving Forward

There are no specific plans to change the ongoing practices around course and program student learning outcomes.

Select Evidence for 1.C.3 Learning Outcomes

Program Student Learning Outcomes

- UAA Academic Catalog - Undergraduate Programs (Click on a program and go to the Learning Outcomes tab)
- UAA Academic Catalog - Graduate Programs (Click on a program and go to the Learning Outcomes tab)
- UAA Curriculum Management - Program Form (Scroll down to the Student Learning Outcomes section, page 2)

Degree Student Learning Outcomes

- UAA Academic Catalog - General Education Requirements for Baccalaureate Degrees (Scroll down to the section GER Student Learning Outcomes)
- UAA Academic Catalog - Associate Degrees (Scroll down to the section General Education Requirements for Associate of Applied Science Degrees)
- UAA Academic Catalog - Associate of Arts in General Program (General education is embedded in the major requirements.)
- UAA Academic Catalog - Associate of Science in General Sciences (General education is embedded in the major requirements.)

Course Student Learning Outcomes

- UAA Curriculum Management - Course Form (Scroll down to Other Course Specific Student Learning Outcomes and Assessment Measures, page 9)
    - Course Form Example (WRTG A111) (Scroll down to Other Course Specific Student Learning Outcomes and Assessment Measures, pages 4-5)

1.C.4 Admission and Completion Requirements

The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

UAA guides the enrollment of students in courses and programs through its admissions processes, evaluation of prior learning and experience, and faculty-determined program and course prerequisites. The UAA Academic Catalog is the official policy document, while the Admissions Website helps students navigate the different processes.

Undergraduate Admissions. The Undergraduate Admissions section of the UAA Academic Catalog describes qualifications for admissions to the different types of undergraduate programs. Degree- or certificate-seeking undergraduate students are admitted on a rolling basis across three terms (fall, spring, summer), either to the certificate/associate level or the baccalaureate level. University of Alaska Anchorage maintains an admission policy offering admission to applicants who have graduated from high school; have earned their GED or passed a high school equivalency test recognized in the state within which the applicant resides; who have demonstrated an ability to benefit through an Ability to Benefit test; or who have provided a transcript documenting successful completion of an Associate of Arts.

Any required characteristics and qualifications above and beyond university admissions criteria are published on the specific program page in the UAA Academic Catalog. These are typically programs with specialized accreditation, for example the BS Dental Hygiene. Because of the use of pre-majors, described below, there are no additional requirements at the point of admission to the university, and students are informed about program-specific requirements as part of the pre-major process. As we are shifting from the use of pre-majors to selective admissions in a few programs, students will be referred to both the UAA Academic Catalog and the program websites for that information, and recruiters will use specially developed materials.

Phasing Out Pre-Major Admissions Approach. In the College of Health there is a small subset of programs with selective admissions, due either to specialized accreditation or limited capacity. Requirements for admission are outlined on the specific program page in the UAA Academic Catalog, as in the BS Dental Hygiene program example above. Admission to these programs has been a two-stage process, with a pre-major initial admit and upon completion of prerequisite courses, a later application to full major status. See the General Undergraduate Information button on the Undergraduate Admissions Page in the UAA Academic Catalog. While this approach has been effective for recruitment into specific programs, not all students in pre-major status have the opportunity to matriculate into the full major, either for academic reasons, such as not achieving the necessary grades in the prerequisite courses, or due to program capacity. To ensure that students have clear pathways forward, UAA is phasing out the pre-major approach and shifting to selective admissions. See, for example, the new admissions requirements for the AAS Surgical Technology. This takes careful planning. In AY2023-2024, UAA phased out 8 pre-majors. In AY2024-2025 UAA phased out 4 additional pre-majors. The remaining 7 pre-majors will be phased out over the next two years.

Undergraduate Placement. Students are required to place into oral communication, written communication, and quantitative skills courses, which make up the Tier 1 General Education Requirements, i.e., the basic college-level skills courses. As outlined in the Course Placement section of the UAA Academic Catalog, placement may be by exam score (ACT, SAT, Accuplacer, ALEKS), prerequisite course, or, in the case of writing, a course matching survey and writing sample. Faculty determine cut off scores and prerequisites, and they evaluate writing samples, as per established processes. Additional guidance is provided to students on the Course Placement and Testing Website. As per national best practices, UAA has implemented student success initiatives, such as accelerated learning programming in the Department of Writing, to support student success relative to these entry-level general education courses.

Continuation in and Termination from Undergraduate Programs. The UAA Academic Catalog outlines the length of admissions under the General Undergraduate Admission Information on the Undergraduate Admissions Page. Students remain admitted as long as their catalog is active (five years from admission for a certificate or associate degree, seven years from admission for a baccalaureate degree), there has not been a break in attendance of two or more years, or they have not been academically disqualified. Readmission due to an expired catalog or a break in attendance of two or more years requires that a student reapply for admission. Students who have been academically disqualified due to the institutional policy on academic standing are required to take a semester off and may apply for reinstatement after not attending for a semester. See the Academic Action section of the Academic Standing Page in the UAA Academic Catalog for information about academic disqualification and reinstatement. Students may request exceptions to the above with the support of the program and college and with final approval of the provost.

Completion of Undergraduate Programs. There are General University Requirements (GURs) for every type of undergraduate certificate and degree (Occupational Endorsement Certificates; Undergraduate Certificates; Associate Degrees; Baccalaureate Degrees; Post-Baccalaureate Certificates) and General Education Requirements for the Associate of Applied Science (scroll down the page) and all baccalaureate degrees. General education is built into the program design of the Associate of Arts and the Associate of Science. Only one college, the College of Business and Public Policy, additionally has college-level requirements. On the individual program level, each program listing in the catalog covers all requirements to complete the certificate or degree. See for example the OEC Community, Conflict, and Communication; the AAS Human Services; and the BHS Human Services. An example of a degree with college-level requirements is the BBA Economics (see the third bullet under Graduation Requirements). The UAA Academic Catalog also includes course sample plans, also known as course sequencing documents, for all associate and baccalaureate degrees. These provide one possible roadmap through the degree for students. To view the sample plan for any undergraduate degree, go to any associate or baccalaureate program from the full list of undergraduate programs and, once on the specific program page, click on the Sample Plan tab. (All but two undergraduate degrees have approved plans in the catalog at the time of the writing of this report.) See for example the AAS Human Services Sample Plan and the BHS Human Services Sample Plan. Students are

able to log in and track their individual progress toward meeting all general university, general education, and major requirements using the tool DegreeWorks.

Graduate Admissions. General requirements for admissions to graduate study ensure a reasonable probability of student success and are described on the Graduate Admissions Page in the UAA Academic Catalog. These include criteria related to previous degrees and a minimum GPA. Admissions are undertaken by individual graduate programs and then reviewed and approved by the Graduate School. Each program has individual admission standards and document requirements, as described on the program page in the UAA Academic Catalog and on program websites. Deadlines for applications vary, and some programs have rolling admissions.

Continuation in and Termination from Graduate Programs. The UAA Academic Catalog outlines the length of admissions, i.e., seven years after formal acceptance to a master's degree program, or 10 years after formal acceptance to a doctoral degree program. These are described under the section Catalog Year for Graduate Degree Programs on the Graduate Degree Policies Page. Students remain admitted as long as their catalog is active, they have not had a break in continuous registration, or they have not been academically disqualified. Students who have been academically disqualified may continue to attend as non-degree-seeking students and must reapply to their UAA graduate program if they wish to return to degree-seeking status. The UAA Academic Catalog also describes the process for reinstatement, if the graduate student failed to be continuously registered or withdrew from the program.

Completion of Graduate Programs. There are General University Requirements that apply to all graduate degrees and graduate certificates. Each program listing includes the applicable General University Requirements, college-level requirements, if any, and the program requirements. See for example the MS Mechanical Engineering and the GC Project Management.

Office of Admissions. UAA Admissions serves to recruit, market, and assist students with their initial steps to enrollment. Admissions handles prospective student communication, responding to inquiries and engaging the community to promote the educational opportunities UAA offers. Admissions collaborates with the Office of Financial Aid, the Registrar's Office, Military and Veteran Student Services, First-Year Experience, and Academic Advising to assist all students in onboarding and preparing for starting classes. There are admissions pages with guidance for different student types, including for first-year, transfer, international, and graduate students.

Graduate School Role in Admissions. Responsibility for the admissions process for graduate programs is transferring from the Office of Admissions to the Graduate School. See the Graduate School's Graduate Admissions Page. Planning for this transition has already begun, with full implementation expected over the next year or so. This will allow the Office of Admissions to focus on the Strategic Enrollment Management Plan as it relates to undergraduate admissions, and it will allow the Graduate School to review and revise, as appropriate, current graduate admissions practices across the academic colleges.

Areas of Strength, Significant Progress, Challenge, and/or Improvement

When UAA moved from a paper to an electronic catalog, the focus was on transferring the information to the new electronic format. Over the past several years we have been reviewing and revising that information to be more user friendly for students, as well as for advisors and faculty. In AY2023-2024, we shifted to alphabetized lists of all undergraduate and graduate programs, rather than separating the programs by credential type, as had been the practice. In AY2024-2025 we streamlined the general undergraduate degree and certificate information, combining what used to be found on multiple pages and locating it on one page. Students can now find the definition, general university requirements, and other related policies in one spot for any undergraduate credential type. An example is the Associate Degrees Page, featuring information that previously had been dispersed over four different catalog pages.

Moving Forward

UAA will continue to assess the academic catalog and make user-focused improvements in its format and organization.

Select Evidence for 1.C.4 Admission and Completion Requirements

Admission requirements and procedures

- UAA Academic Catalog - Admissions
  - General Interest/Non-Degree-Seeking
  - Secondary Student Admissions
  - Secondary Student Enrollment Policy
  - Undergraduate Admissions
  - Post-Baccalaureate Admissions
  - Graduate Admissions
- UAA Office of Admissions - Website
  - Undergraduate Admissions - Website (The Admissions website above serves as the main page for undergraduate admissions.)
  - Graduate Admissions - Website

Completion and graduation requirements

- UAA Academic Catalog
  - General University Requirements (GURs)
    - Occupational Endorsement Certificates (GURs)
    - Undergraduate Certificates (GURs)
    - Associate Degrees (GURs)
    - Baccalaureate Degrees (GURs)
    - Post-Baccalaureate Certificates (GURs)
    - Graduate Certificates (GURs)
    - Graduate Degrees (GURs)

Select Evidence for 1.C.4 Admission and Completion Requirements

- General Education Requirements (GERs)
  - General Education Requirements for Baccalaureate Degrees
  - Associate of Applied Sciences Degrees (Scroll down to General Education Requirements for Associate of Applied Sciences Degrees)
  - Associate of Arts in General Program
  - Associate of Science in General Sciences
- College-level requirements
  - BBA Core
- Major requirements
  - Undergraduate Programs (Select any program)
  - Graduate Programs (Select any program)

- Tracking graduation requirements
  - DegreeWorks Tool - Website
  - DegreeWorks Help Page - Website

Degree plans for associate and baccalaureate degrees

- UAA Academic Catalog - Undergraduate Programs (Select any associates or baccalaureate program and go to the Sample Plan tab)

1.C.5 Assessment of Learning

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

EFFECTIVE SYSTEM OF ASSESSMENT TO EVALUATE THE QUALITY OF LEARNING IN INSTRUCTIONAL PROGRAMS

Program Student Learning Outcomes Assessment. UAA faculty have engaged in the assessment of program-level student learning for over two decades. Starting with efforts in the late 1990s, by the early 2000s, a systematic process across academic programs was in place. The process has matured over the years into the current approach. UAA's assessment process is faculty-led; emphasizes the improvement of student learning and achievement; calls for assessment that is meaningful, manageable, and organically connected to the faculty's direct work with students; incorporates dean-level feedback to the programs; and publishes all plans and reports on the public-facing website to facilitate cross-department, college, and campus sharing and learning.

The key group in facilitating the assessment process is the Faculty Senate Academic Assessment Committee (AAC), an elected, representative faculty group created in 2009. Over the last sixteen years, the AAC has focused on fostering a culture of learning, playing the role of an advisory body to which programs can turn for advice and aid in improving their assessment

processes, and de-emphasizing assessment as a top-down compliance exercise. The AAC provides guidance for program-level assessment, which is the heart of student learning outcomes assessment at UAA. Programs voluntarily seek AAC advice before implementing new assessment plans or when proposing major changes to existing assessment plans. The AAC partners with the Office of Academic Affairs (OAA) to foster a coordinated institutional approach to Program Student Learning Outcomes Assessment. The senior vice provost for Academic Affairs and Institutional Effectiveness serves *Ex Officio* on the AAC, and the office supports the committee in its efforts.

UAA has hosted an assessment seminar each fall since 2013, typically featuring national speakers and assessment-related working sessions. The seminar is designed to promote greater understanding of the national context and best practices, and to share successful practices being employed here at UAA. Since 2018 we also have held a May Assessment Retreat. The retreat was initially designed to bring larger units together, including with the college dean, for broader conversations about the value of assessment within the college and about how it is playing out. During the current accreditation cycle, these two regular events have combined with accreditation efforts, particularly related to the development and integration of the core competencies into our work. Thus, the annual September seminar and the annual May retreat have changed over time and have expanded to welcome all areas of the institution, in addition to the academic programs.

Program Student Learning Outcomes Assessment Plans. Every active academic program is required by UAA to have an Academic Assessment Plan (AAP) that details the methodology for evaluation of faculty-approved Program Student Learning Outcomes. As per the Faculty Senate Academic Assessment Committee's Academic Assessment Handbook, all plans must list the Program Student Learning Outcomes; the measures used to assess these; and the process for collecting and collating data, determining the meaning of the assessment results, and making recommendations for action. These plans can encompass more than one program. For example, nested programs such as an associate's degree and the baccalaureate degree to which the associate's leads can be guided by a single assessment plan. Plans are developed by the program faculty and submitted for review and approval through the regular curriculum process.

After department and college review, the AAP is routed to the Faculty Senate Academic Assessment Committee, which reviews all AAPs, prior to their finalization. The Committee reviews all new and changed plans, as well as plans for any program putting forward a curriculum change, whether minor or major. If a plan has been reviewed in the past year or so, and does not include significant changes, it is an informational item on the agenda, and only reviewed by the co-chairs who ensure alignment with the most current values and approaches in assessment at UAA. As per the Academic Assessment Handbook (page 4), all plans must be reviewed at least once every seven years.

Agendas are published on the Academic Assessment Committee Website. See for example the agendas from May 3, 2024 and November 15, 2024. Plans can differ, as appropriate to the discipline and the expectations of specialized accreditors, and the Academic Assessment Committee encourages programs with specialized accreditation to align their assessment work for UAA with what they are already doing for their specialized accreditor. Examples of recently reviewed plans include plans for the OEC/AAS Culinary Arts and OEC Baking & Pastry Arts, OEC/AAS Medical Assisting, AAS General Business, BA Criminology and Criminal Justice, MPH Public Health Practice, and the MS School Psychology-Specialist. There are many plans that the AAC considers exemplary. A couple of examples include the BA/BS Anthropology and the MEd Teaching and Learning.

Program Student Learning Outcomes Assessment Reporting. Programs conduct continuous program assessment based on the faculty-developed and approved Academic Assessment Plan (AAP), and according to the newly revised process, submit an assessment report biennially. As described in Standard 1.B.1, the idea behind the intentional shift to a biennial reporting process, rather than an annual one, is to allow more time for faculty reflection and action, following the collection and analysis of the data. As also noted in Standard 1.B.1, the biennial reports are scheduled within the seven-year Academic Program Review cycle, using the following pattern: Year 1 - No Report; Year 2 - Biennial Report; Year 3 - No Report; Year 4 - Biennial Report; Year 5 - No Report; Year 6 - Biennial Report; Year 7 – Academic Program Review.

Program Student Learning Outcomes Assessment reporting is done through the Program Student Learning Outcomes Assessment Report Form, formerly called the Academic Assessment Report Form, which asks programs to list the outcomes that were assessed; describe the process used; discuss the findings; outline any recommendations to improve student learning; and talk about past improvements and whether or not they have had the desired effect on student learning. Since AY2020-2021 the revised report form also includes a section for the deans to provide direct feedback to the program. Some biennial report examples from AY2022-2023 and AY2023-2024 include the BS Chemistry, BA Journalism and Public Communications, BA Languages, BA Economics, GC/MS Project Management, BA/BS Computer Science, BS Health Sciences and OEC Gerontology, AAS Speech-Language Pathology Assistant, PBCT Pre-Medical Studies, OEC Veterinary Assisting, UC Petroleum Technology, and the MEd Teaching and Learning.

Program Student Learning Outcomes Assessment Plans and Reports Are Published on the Website. Following the mid-cycle evaluation for NWCCU, UAA developed the Program Student Learning Outcomes Assessment Website. UAA currently publishes all academic assessment plans and reports on the site, as an essential element of the university's system of assessment. This facilitates cross-department and college consideration, and, more importantly, serves as a

means of highlighting excellent practices. Previously, access to the plans and reports required log in.

Program Student Learning Outcomes Assessment Institutional-Level Summaries of the Findings and Actions. Based on the information in the individual reports, the Office of Academic Affairs annually produces an institutional-level summary of assessment findings and improvements made. These summaries are published on the website, as another essential element of the institution's system of assessment, allowing for a high-level understanding of the overall results of assessment and the collective impact of individual program actions. The Program Student Learning Outcomes Assessment Report Summary for AY2023-2024 provides a good example. Of the 201 Program Student Learning Outcomes that were assessed, students met or exceeded faculty expectations for 96% of the outcomes, which is consistent with past cycles. What is of particular note is that UAA faculty are using their assessment data to make improvements. Faculty put forward recommendations for improvements, not only in the programs where student performance fell short, but also in the programs where students met expectations.

FACULTY PLAY A CENTRAL ROLE TO ESTABLISH CURRICULA, ASSESS STUDENT LEARNING, AND IMPROVE INSTRUCTIONAL PROGRAMS

Course and Program Curriculum. At UAA, only faculty may initiate course and program curriculum, which then proceed through a multi-level faculty and administrator review and approval process that begins at the program/department level, goes through a college-level committee and the dean, moves to the respective Faculty Senate academic board, the Faculty Senate, and, finally, the provost. Courses that count toward a General Education Requirement also go through review and approval by the General Education Council, a subcommittee of the Faculty Senate Undergraduate Academic Board, and Academic Assessment Plans (AAPs) go through the additional review of the Faculty Senate Academic Assessment Committee, prior to Faculty Senate. New program proposals have additional levels of review and approval at the UA System level and by the UA Board of Regents, prior to submission to NWCCU for approval to implement. For the process internal to UAA, see the Faculty Senate Bylaws and Constitution, as well as the UAA Curriculum Handbook.

Faculty-Initiated Learning Outcomes. All faculty-initiated and approved courses and programs must include student learning outcomes, and the electronic forms within the Curriculum Information Management (CIM) system incorporate required fields for outcomes.

Courses. For courses, see page 9 of the Curriculum Management Course Form. Fields in the course form require not only the standard Banner information, such as number of credits, but also non-Banner information called the Course Content Guide. The Course Content Guide fields include a topical course outline, a set of instructional goals, and the student learning outcomes as well as possible assessment tools. As noted above in Standard 1.C.3, faculty initiators are guided by a student learning outcomes help bubble that states, "Identifies what the student

should know and/or be able to do as a result of completing the course. Student learning outcomes must be specific, measurable, achievable, relevant and timely. Student evaluation methods must assess the accomplishment of the students in each outcome."

General Education Courses. Courses that count toward General Education Requirements must additionally indicate which of the nine GER Student Learning Outcomes the course addresses, see pages 7-8 of the Curriculum Management Course Form, as well as the possible assessment tools. Notably, in AY2024-2025 the General Education Council began a course mapping pilot project, mapping course specific outcomes to the GER Student Learning Outcomes, per this GER course mapping template. See for example the GER mapping for the following courses: BIOL A481 Marine Biology and CSCE A470 Computer Science and Engineering Capstone Project.

Programs. Likewise, the Curriculum Management Program Form requires faculty initiators to list the Program Student Learning Outcomes for the program, and faculty are guided by a help bubble that states, "The program student learning outcomes should match those in the Academic Program Assessment Plan attached below, and the prospectus for new program proposals." Faculty initiators attach the Academic Assessment Plan to the form each time a program goes through the curricular process, regardless of the reason. This ensures currency and accuracy across the curriculum and the assessment process.

Faculty Play a Central Role in Course and Program Improvements. All improvements to course and program curriculum, resulting from assessment results and other information, such as changing disciplinary standards, also must be faculty-initiated, as per the Faculty Senate Constitution and Bylaws and the UAA Curriculum Handbook. The Catalog Actions, a compilation of improvements approved in AY2024-2025 for the AY2025-2026 UAA Academic Catalog, provides a sense of the many course and program improvements initiated by faculty and approved through the multi-level review and approval process.

Areas of Strength, Significant Progress, Challenge, and/or Improvement

Back when UAA was participating as a pilot institution for NWCCU's 2010 standards, UAA faculty proactively created the Faculty Senate Academic Assessment Committee, to ensure a central role for faculty in the assessment process. The Committee, with support and guidance from the Office of Academic Affairs, promotes a culture of assessment that focuses on student learning and on the central role of faculty in making decisions about program changes to improve that learning. The colleges have identified assessment coordinators for each program, who are responsible for updating the assessment plan and for submitting the biennial reports. The Office of Academic Affairs supports the work of the Academic Assessment Committee and maintains the Committee's website as well as the Program Student Learning Outcomes Assessment Website. This system of assessment, and the willingness to revise and improve it, has been and continues to be an institutional strength at UAA.

Moving Forward

An improvement under consideration by the Academic Assessment Committee is to develop a template for assessment plans. Current plans are required to meet the criteria outlined in the Academic Assessment Handbook, and a template would help ensure upfront that a plan meets the criteria.

Select Evidence for 1.C.5 Assessment of Learning

Program and General Education Student Learning Outcomes

- UAA Academic Catalog - Undergraduate Programs (Click on a specific program and go to the Learning Outcomes tab)
- UAA Academic Catalog - Graduate Programs (Click on a specific program and go to the Learning Outcomes tab)
- General Education Student Learning Outcomes

Effective system of assessment

- UAA Faculty Senate Academic Assessment Committee - Website
  - Academic Assessment Handbook
- Program Student Learning Outcomes Assessment - Website (Outlines the process; publishes Academic Assessment Plans; publishes the biennial reports)
  - Institutional Summaries - Program Student Learning Outcomes (PSLO) Assessment Report Summary (formerly called Academic Assessment Report Summary)
    - AY2023-2024 Program Student Learning Outcomes Assessment Report Summary
    - AY2022-2023 Academic Assessment Report Summary
    - AY2021-2022 Academic Assessment Report Summary
    - AY2020-2021 Academic Assessment Report Summary
  - Earlier program reports and institutional-level summaries are saved behind a log in.

Faculty role in course and program improvements

- UAA Faculty Senate - Website
  - UAA Faculty Senate Constitution
  - UAA Faculty Senate Bylaws
  - Faculty Senate Undergraduate Academic Board (UAB) - Website
    - General Education Council (UAB Subcommittee) - Website
  - Faculty Senate Graduate Academic Board (GAB) – Website
  - UAA Curriculum Handbook
- UAA Curriculum Management - Course Form
  - Course Form Example (WRTG A111) (See Changes Proposed By, top of page 1)
- UAA Curriculum Management - Program Form

Select Evidence for 1.C.5 Assessment of Learning
○ Program Form Example (OEC Bookkeeping) (See Changes Proposed By, top of page 1)

1.C.6 Institutional Learning Outcomes or Core Competencies

Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

CORE COMPETENCIES

UAA has four core learning 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 communities we serve.**
>
> **Personal, Professional, and Community Responsibility:** *The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.*
>
> *This core competency was modified pursuant to the Board of Regents February 21, 2025 motion.

How We Arrived at the Core Competencies for Students and All of UAA. As noted above in Standard 1.B.1, in AY2019-2020, with the leadership of the faculty chairs and the members of the Accreditation Advisory Committee, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. In part this was guided by the accreditation faculty chairs' participation in the AY2021 NWCCU Mission Fulfillment Fellowship Program. See the UAA fellows' Final Report to NWCCU.

Our journey started with our fall 2019 keynote speaker Dr. Natasha Jankowski, who at the time was serving as the director of the National institute for Learning Outcomes Assessment (NILOA). In her keynote presentation "Core Competencies in Support of Comprehensive Student Learning: A National Overview," Dr. Jankowski helped us think about the shift from NWCCU's Core Themes to institutional core learning competencies. With that, UAA set upon the path of selecting our core competencies. After a year-long process involving students, faculty, staff, administrators, alumni, and employers, the UAA community identified four core competencies at the heart of a quality UAA education, whether at the undergraduate or graduate level. Students develop mastery of these competencies through curricular, co-curricular, and extra-curricular learning experiences. Just as importantly, faculty and staff emphasized throughout that these are also core competencies for all of us at UAA, in our own work and interactions.

Providing Student Opportunities to Develop the Core Competencies - A Best Practice. After coming to consensus about the set of core competencies, UAA kicked off the AY2020-2021 year with a keynote presentation by Dr. Suzanne Tapp, the executive director of the Teaching, Learning, and Professional Development Center at Texas Tech University. Dr. Tapp introduced intentional assignment and activity design using the Transparency in Learning and Teaching (TILT) framework. With Dr. Tapp's presentation we deliberately began our core competency journey with a framework in hand that can be used inside and outside of the classroom for designing assignments and activities shown to improve student learning success and close achievement gaps.

Learning in the Core Competencies - Knowing Where it Occurs. Starting in AY2020-2021 UAA faculty and staff focused on a single core competency each year, asking how the core competency related to their work, and where the learning opportunities for students were already occurring. Through a series of open forums over the year and guided by two UAA faculty with expertise in the research methodology PhotoVoice, we explored *Personal, Professional, and Community Responsibility.* The resulting PhotoVoice Collage visualizes some of the places UAA faculty and staff believe our students are gaining skills and knowledge in this competency. A list of emerging themes from the PhotoVoice process, such as role modeling, place-based learning, civic engagement, community-based learning, etc., provided the basis for further exploration of how we might make these learning opportunities more intentional and robust. You can read more about the process in the article the faculty published, Howell, B. M., Buckingham, S. L., King, C., & Kelly, T. (2023). "A little bit fun, a little bit frustrating:" utilizing photovoice to document university student responsibility during a global pandemic. *Educational Action Research*, 32(5), 848–866.

Concurrently, a faculty member in Anthropology, who is also a member of the Accreditation Advisory Committee, conducted a student focus group to hear from students themselves where at UAA they thought they developed the competency. An overview of the student focus group results was presented at the AY2020-2021 Assessment Retreat. The students listed opportunities such as general education and program courses, community-engaged courses, team-based assignments, discussion-type courses, student clubs, tutoring other students,

exposure to people different than you, university-wide efforts (e.g., academic honesty on every syllabus), and career services. It was heartening as well as instructive to hear from our students themselves where they thought they developed this competency. In fact, it raised awareness of the effectiveness of certain practices, such as including specific items in the syllabus.

Over four years, we explored one core competency each year (AY2020-2021 Personal, Professional and Community Responsibility; AY2021-2022 *Effective Communication*; AY2022-2023 *Intercultural Fluency*; AY2023-2024 *Creative and Critical Thinking*), through the accreditation open forums, the fall and winter teaching academies, the assessment retreats, and individual units' efforts. See the Milestones section of the Institutional Accreditation website for basic information about these events. (In some cases, the specific content was removed pursuant to the Board of Regents February 2025 Motion.) The goals for these sessions were to shift our thinking to institutional-level outcomes to which we all contribute, to provide some examples of ways UAA faculty and staff were already providing learning opportunities in or modeling the core competencies, and to get us all thinking about how we will know if our students are leaving UAA with some level of proficiency in these competencies.

Another way UAA tracks where opportunities for learning in the core competencies is occurring is through Academic Program Review. As referenced in Standard 1.B.1, academic programs undergoing the Board-mandated Academic Program Review process are asked to "Demonstrate the centrality of the program to the mission, needs, and purposes of the university and the college/community campus. Include how the program is integrating (or planning to integrate) intentionally designed opportunities for students to develop the four core competencies." As an example of how programs have responded to this prompt, see the Civil Engineering AY2023-2024 Program Review Report, starting at the bottom of page 4 and continuing to page 5. Also see how the provost reinforced the importance of the core competencies in their comments on page 15, drawing the connection between developing the core competencies and offering high-quality experiential learning opportunities. This is one example of how programs are held accountable to integrate the core competencies into their work with their students, while using approaches that make the most sense for their particular disciplines.

Early on we also tried to gather this information through the Program Student Learning Outcomes Assessment Reports, see, for example, page 2 of the BS Chemistry AY2020-2021 Program Student Learning Outcomes Assessment Report. While this was helpful in collecting information about the core competencies, combining this endeavor with the long-standing Program Student Learning Outcomes Assessment reporting proved to be confusing for faculty, so the questions were removed from the report moving forward. Even so, the AY2020-2021 and AY2021-2022 Annual Academic Assessment Reports, published on the Program Student Learning Outcomes Assessment Website, detail an impressive array of assignments and activities designed to develop and demonstrate student learning in the competencies *Personal, Professional, and Community Responsibility*. See, for example, the AA Alaska Native Studies (page 2), the BA International Studies report (page 2), and the BBA Accounting report (pages 1-2), and *Effective Communication*, the MS Mechanical Engineering report (page 2), the BS Dental

Hygiene report (page 2), the AAS Industrial Process Instrumentation (page 2), the OEC Veterinary Assisting report (page 2), and the MEd Teaching and Learning report (page 2).

Importantly, core competency alignment with general education outcomes, discussed below, ensures that all associate students in transfer degrees, such as the Associate of Arts or the Associate of Sciences, and all baccalaureate students have opportunities within the classroom to develop the core competencies.

Finally, in late spring/summer 2024, we conducted a Core Competency Landscape Survey sent to over forty units across UAA campuses to identify support services providing opportunities to develop the core competencies. The survey resulted in an abundance of information, which will be used moving forward to help the vice chancellors and their areas determine which of the practices are sustainable, have the most impact, and will be an ongoing part of their work.

All along the journey it has been important to faculty and staff that we are holding not only our students but also ourselves accountable to the core competencies, which have been integrated in various ways into different ongoing processes. For example, Administrative Services incorporates the core competencies into position descriptions and performance evaluations. The core competencies are incorporated into Academic Program Review (page 2) and Services Review (page 3), and they provide the framework for the Faculty Senate Senior Administrator Review Survey (page 1) designed for faculty to provide formative feedback to deans and community campus directors.

CORE COMPETENCY ASSESSMENT

As noted in Standard 1.B.1, from very early on UAA wanted to engage a more qualitative approach to assessing the learning in the core competencies, and we prioritized hearing from the students themselves. This approach aligns best with the idea that learning is achieved in many places and spaces at the university and is supported by faculty and staff across these spaces. To this end we implemented the Graduate Exit Survey.

While at UAA in fall 2023, Dr. Jillian Kinzie, Associate Director, National Survey of Student Engagement (NSSE) and Senior Scholar, National Institute for Learning Outcomes Assessment (NILOA), helped us think through how we might assess core competency learning across all spaces at the university. A working group of the Accreditation Advisory Committee along with Institutional Research (IR) set to developing a Graduate Exit Survey, that would specifically ask students how well prepared they felt in each of the core competencies. If they felt prepared, we wanted to know where and how that occurred. If they did not feel prepared, we wanted to know what we could do better.

Primary Method of Assessing Core Competency Learning - Graduate Exit Survey. The exit survey is UAA's primary means of assessing student learning in the core competencies. UAA designed an exit survey, administered each fall and spring to students about to graduate, with the express goal of capturing qualitative information about learning in the core competencies. Participation has been strong with response rates over 30% in surveys of fall graduates and 20%

response rates in surveys of spring graduates. Representation has been well-balanced across degree level, type, and college. The high-level summary reports are posted on the IR website (Fall 2024 Graduate Exit Survey Results, Spring 2024 Graduate Exit Survey Results, Fall 2023 Graduate Exit Survey Results) while specific comments are shared only with the relevant vice chancellors, to protect personally identifiable information.

Graduation Exit Survey Results. The following table shows the average scores on a five-point scale that students assigned to their learning in the core competencies.

TABLE 8 GRADUATE EXIT SURVEY RESULTS

Core 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

The highest scoring competency from the fall 2024 survey is *Personal, Professional, and Community Responsibility*, with a 4.1 average on a 5-point scale, and the lowest scoring competency is *Intercultural Fluency*, with a 3.8 average on a 5-point scale.

Of the specific comments, the counts of positive-sentiment (272, 342, 339) far exceed the counts of improvement-sentiment (37, 39, 17).

Survey results confidently show that students believe that UAA is preparing them in each of the core competencies. Overall, students feel good about their achievement of the core competencies, and it appears the institutional efforts, such as the year-long focus on a single core competency, have been working.

Supplementary Method of Assessing Core Competency Learning - General Education Assessment. Changes in our structure subsequent to the FY20 Administrative Management Review resulted in the Faculty Senate developing a subcommittee of the Undergraduate Academic Board, implemented in AY2022-2023. This subcommittee, the General Education Council (GEC), continues the longstanding work on general education assessment that dates back to 1998. See, for example, the AY2022-2023 General Education Assessment Report, the AY2021-2022 General Education Assessment Report, and the AY2020-2021 GER Assessment Report. Of note, starting with the AY2021-2022 reporting, the GEC started using the Program Student Learning Outcomes Assessment Report Form.

The GEC has been mindful that UAA's general education student learning outcomes align to the core competencies, and over time has adjusted the general education outcomes to clarify that alignment. They have articulated this alignment, demonstrating how the general education assessment process can provide direct evidence of student learning in the core competencies to

supplement the indirect evidence provided by Graduate Exit Survey. While core competency learning is not limited to any single general education outcome, the table below identifies specific general education outcomes, the assessment of which can also support the assessment of core competency learning and achievement.

TABLE 9 CORE COMPETENCY AND GENERAL EDUCATION LEARNING OUTCOMES ALIGNMENT

Core Competency	General Education Student Learning Outcomes
Effective Communication	1. Communicate effectively in a variety of contexts and formats.
n/a	2. Reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions.
Personal, Professional, and Community Responsibility	3. Relate knowledge to the historical context in which it developed and the human problems it addresses.
Personal, Professional, and Community Responsibility	4. Interpret different systems of aesthetic representation and understand their historical and cultural contexts.
Personal, Professional, and Community Responsibility	5. Investigate the complexity of human institutions and behavior to better understand interpersonal, group and cultural dynamics.
Personal, Professional, and Community Responsibility	6. Identify ways in which science has advanced the understanding of important natural processes.
Personal, Professional, and Community Responsibility	7. Locate and use relevant information to make appropriate personal and professional decisions.
Intercultural Fluency	8. Identify how personal, structural, and cultural factors produce diverse experiences and perspectives in society and apply effective and appropriate strategies to interact in local and global communities.
Creative & Critical Thinking	9. Synthesize disciplinary knowledge, creative thinking, critical judgment, and reflection in a variety of contexts to assess complex issues.

Core Competency Direct Assessment Report. To demonstrate how general education assessment can provide direct assessment of the core competencies and to identify relevant key findings, a working group of the Accreditation Advisory Committee reviewed the general education assessment reports from AY2017-2018 through AY2022-2023. The working group included a current tri-chair of the General Education Council as well others who have worked on general education assessment as faculty. As per the group's Core Competencies - Direct Assessment Report, the general education assessment process is positioned to serve as the

direct assessment of the core competencies, given its "consistent and comprehensive outcomes-focused approach, implementing faculty-created rubrics, norming exercises, and an integrated assessment system across degree levels."

Findings from general education assessment that are relevant to the core competencies include the key strength that, "Students demonstrate strong progression in fundamental skills, particularly in written communication and critical thinking, with clear evidence of proficiency development from 100-level through 400-level courses." Areas noted for improvement include attention to key transition points at the 200-level and 300-level courses, perhaps indicating a need for better scaffolding and support, and the fact that "Assignment design and assessment need stronger alignment with faculty-developed indicators, especially in areas of creative thinking and intercultural fluency assessment." These findings from the general education assessment process reinforce the Graduate Exit Survey findings in that *Intercultural Fluency* is suggested for further attention.

Areas of Strength, Significant Progress, Challenge, and/or Improvement

UAA's accreditation cycle started at the same time NWCCU's new standards were under development. With an eye toward the new standards, we strategically moved toward core competencies, calling on the help and guidance of national experts and best practices. UAA's culture is one that engages broadly around these kinds of decisions, and we honored that culture as we selected the competencies, explored where the learning opportunities were already being offered, and established a mechanism for assessing the student learning that is occurring. UAA is proud of these efforts and of the results. And we are particularly proud that our graduating students themselves are telling us that UAA is preparing them well in the core competencies.

Areas of Strength and Significant Progress

- UAA's core competencies are widely accepted and understood.
- UAA faculty and staff are committed to providing opportunities for our students to develop these competencies, and to modeling the competencies in their daily work and interactions.
- The Graduate Exit Survey provides meaningful and useful quantitative and qualitative information about student learning in the core competencies. This is particularly important to UAA, as this information comes from the students themselves.
- UAA graduates feel good overall about their own learning and achievement in the core competencies.
- The results have been broadly disseminated, and leaders and governance groups have been asked to use the results in their planning, decision making, and resource allocation.

Opportunities for Improvement

If UAA plans to use general education assessment to supplement the Graduate Exit Survey assessment tool, a stronger demonstration of the alignment between specific course assignments and the core competencies will be essential.

Moving Forward

Because UAA has chosen core learning competencies for the entire institution, not just for the academic programs, we remain committed to hearing from the students themselves about how prepared they feel relative to the core competencies and where we might improve. We will continue to administer the Graduate Exit Survey as our primary assessment of core competency learning and we will continue to share out the high-level results on the website and to leadership and governance groups with the individual comments going to the relevant vice chancellors.

The provost will explore with faculty the feasibility of and next steps for the direct assessment of student learning in the core competencies through the ongoing general education assessment process.

The provost will also explore whether or not a software solution is desirable, particularly for general education assessment and/or core competency assessment.

Select Evidence for 1.C.6 Institutional Learning Outcomes or Core Competencies

• UAA Academic Catalog - About the University - UAA Core Competencies
• UAA Institutional Research - Progress on Mission Fulfillment - Website (See Objective 1: Students develop and achieve UAA's Core Learning Competencies)
• Core Competency Assessment (primary method)
  ○ Fall 2024 Graduate Exit Survey Results
  ○ Spring 2024 Graduate Exit Survey Results
  ○ Fall 2023 Graduate Exit Survey Results
• Core Competency Assessment (supplementary method)
  ○ Core Competencies Direct Assessment through General Education Assessment Report

1.C.7 Assessment Results Used to Improve Student Learning

The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT USED TO INFORM ACADEMIC AND LEARNING-SUPPORT PLANNING AND PRACTICES

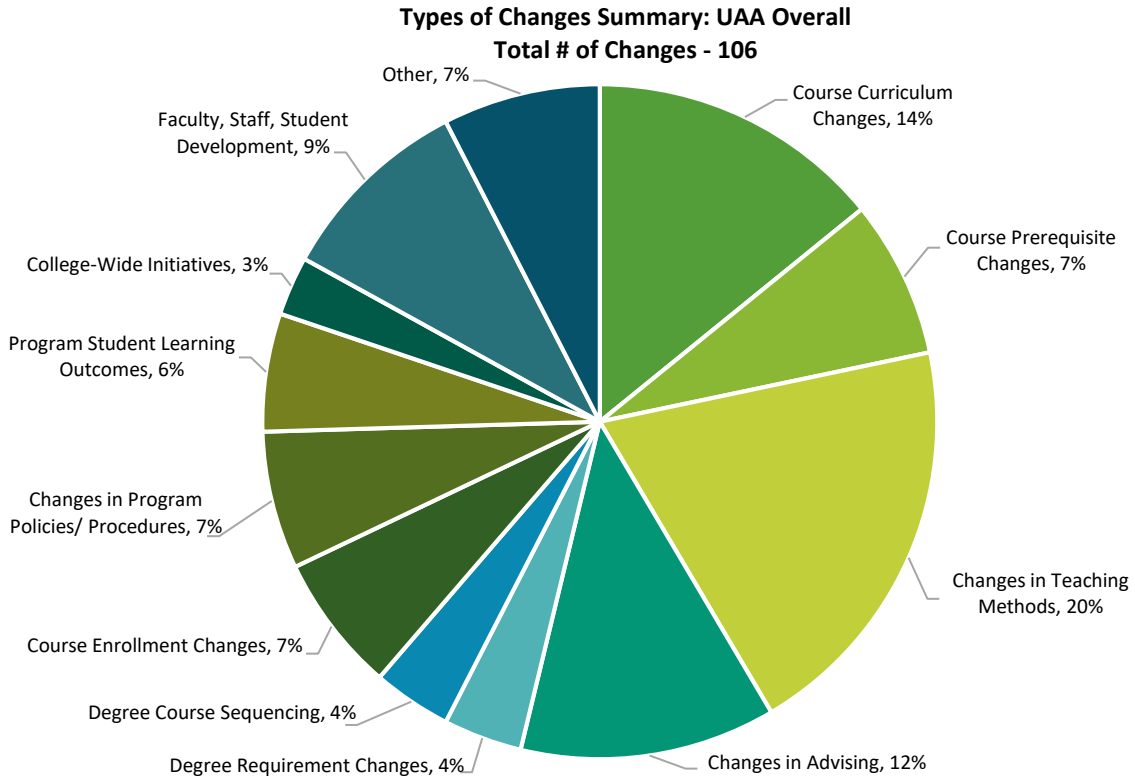
Academic assessment at UAA is focused on the improvement of student learning, and UAA faculty place a high value on fostering an assessment process that is meaningful, manageable,

and organic to the teaching and learning experience. It recognizes the central role of faculty in assessment, the intrinsic worth of faculty discussions about student learning, and the importance of using assessment results in academic and learning-support planning.

As detailed in Standard 1.C.5, on a high-level, the annually produced institutional-level Program Student Learning Outcomes Assessment Report Summary (formerly Academic Assessment Report Summary) provides an overview of the kinds of improvements that are made each year. These include academic planning changes such as to teaching methods, course curricula, prerequisites, scheduling, and learning outcomes, as well as changes to learning-supports, such as to advising and to course sequencing plans in the catalog. Programs align their resources, such as faculty and staff time, to implement these changes.

The following pie chart from the Program Student Learning Outcomes Assessment Report Summary for AY2023-2024 demonstrates the ways in which assessment results inform academic and learning support planning and practices and lead to enhancement of student learning achievement. For the AY2024 reporting period, out of the 54 assessment reports, 74% indicated making changes as a result of assessment efforts. There were 106 program improvements reported, and they break down as shown in Figure 2 below.

FIGURE 2 DISTRIBUTION OF PROGRAM IMPROVEMENTS BASED ON ASSESSMENT DATA (AY2023-2024 REPORTING)



Course curriculum changes and revised teaching methods are consistently among the top improvements made since the institution began tracking the types of improvement changes in

AY2012-2013. Changes to advising, a learner support, come in third with 12% for this round of reporting.

This accreditation cycle saw a shift. At the beginning of the accreditation cycle, curriculum changes made up 19% of the improvements, and teaching method changes made up 13% of the improvements. At the end of this cycle, this flipped, with curriculum changes making up 14% and teaching method changes making up 20%. From a student success perspective, this is a helpful shift, as changes in teaching methods are less disruptive than changes to the curriculum.

Learning Improvements - Program Examples. Specific examples of improvements can be found in the individual reports across all levels of credentials on the Program Student Learning Outcomes Assessment Website. Here are just a few recent examples:

TABLE 10 LEARNING IMPROVEMENTS - PROGRAM EXAMPLES

Year	Report	Improvements
AY2023-2024	GC Children's Mental Health	Q4: Removed an elective from the rotation (page 3) Q6: Added course sections (page 4)
AY2023-2024	AAS/PBCT Paralegal Studies; BA Legal Studies	Q4 & 6: Changed the student learning outcomes in support of more effective assessment (pages 3-4)
AY2022-2023	AAS Construction Management	Q4: Changed two courses, AET A242 Mechanical, Electrical & Plumbing Systems and CM A163 Building Construction Cost Estimating (page 3) Q6: Described effectiveness of past improvements such as sequencing of structural courses (page 4)
AY2022-2023	BA History	Q4: Enhanced attention to writing and research skills (page 2) Q6: Implemented experiential internship program (page 3)
AY2022-2023	BS Geological Sciences	Q6: Changed teaching methods resulting in better preparation for upper-division coursework (page 3)
AY2022-2023	BA/BS Mathematics	Q4 & 6: Emphasized using ePortfolios across courses as an assessment tool for the program and simplified the structure of the ePortfolio for students (pages 2-3)
AY2022-2023	MEd Educational Leadership	Q6: Changed mentoring and internship experiences (page 4)
AY2022-2023	MPH Public Health Practice	Q4: Implemented an Annual Academic Checkup with a required advising session (page 3)

Learning Improvements - Deans' and Provost's Examples. When the academic deans were asked at the January 17, 2024 meeting to provide specific examples of resource allocation

based on the Program Student Learning Outcomes Assessment processes, they provided the following examples:

TABLE 11 LEARNING IMPROVEMENTS - DEANS' AND PROVOST'S EXAMPLES

College/Unit	Improvements
ANSEP	Moved from funding students to come in the summer only to a year-round model exploring early courses in Math and Introduction to Engineering
College of Arts and Sciences	Shifted philanthropic funds to support student supports in specific courses
College of Business and Public Policy	Designed and offered online courses, allowing students transitioning from an associate's degree to a baccalaureate degree to remain in place and get support from their local community campus
College of Engineering	Funded faculty to offer a noncredit opportunity for students to prepare for the fundamentals of engineering exam for becoming a professional engineer
College of Health	Shifted teaching responsibilities from an adjunct faculty member to a full-time faculty member
Community and Technical College	Shifted back to using tenure-track faculty in critical early classes, such as in Aviation
Graduate School	Developed a four-part series for graduate students that is focused on research writing
School of Education	Designed a Praxis preparation course, partnering with Anchorage School District to offer it during their in-service workshops
Provost	Primarily uses the Academic Program Review process, which integrates the results of Program Student Learning Outcomes Assessment, see Question #3.a (page 3). Added or upgraded faculty lines, and, as well, identified one-time allocations or TVEP funding to support improvements.

As the mix of examples above and a review of the reports on the website demonstrate, programs of all credential types are engaging in meaningful assessment, using their findings to make improvements, and following up to see how well those improvements are working. The deans and the provost are using the findings, along with other sources of data and information, to allocate or reallocate resources, whether time and effort, new positions, or one-time seed funding.

CORE COMPETENCY ASSESSMENT USED TO INFORM ACADEMIC AND LEARNING-SUPPORT PLANNING AND PRACTICES

Getting the Word Out. As noted in Standard 1.C.6 above, the first step in instituting the core competencies was to learn more about where the learning opportunities are already occurring, and to provide best practices in implementing these opportunities. The next step was to assess that learning through the mechanism of the Graduate Exit Survey and publish the results. The results of the survey are published on IR's Progress on Mission Fulfillment Website, as well as on IR's Surveys and Results Website. On April 5, 2024 the results of the first survey (fall 2023) were emailed broadly to leadership, including the UAA Executive Council, the Chancellor's Cabinet, the direct reports to the vice chancellors, the Campus Planning Advisory Board, and the Academic Assessment Committee, asking those groups to celebrate the excellent results and also to use the information in their planning, decision making, and resource allocation decisions. The intent is to continue this practice moving forward.

The results also have been reported to the Faculty Senate and other governance groups, through the mechanism of the provost's monthly reports. On the Office of Academic Affairs website, these are listed on the Provost Communications Page - Faculty Senate Reports section. See for example, the Institutional Effectiveness sections of the September 6, 2024 Report and the December 6, 2024 Report, as well as the Planning, Evaluation, and Resource Allocation section of the February 7, 2025 Report.

Improvements Based on Graduate Exit Survey, General Education Assessment, and Open Forum Observations. There is both indirect and direct evidence that UAA students have multiple opportunities to develop and in fact are achieving the core competencies. A meaningful triangulation of findings, however, points to the *Intercultural Fluency* competency for further attention. Data from the Graduate Exit Survey and from the assessment of general education, as well as observations of participants in the March 2025 Open Forum suggest that, even given what appears to be a marked improvement in the student learning over time, the institution will likely want to focus on better defining *Intercultural Fluency*, what students and employers are looking for in this area, and ensuring additional work on assignments and activities that serve to develop this competency.

COMPLEMENTARY ASSESSMENT PROCESSES ALSO INFORM LEARNER-SUPPORT IMPROVEMENTS

The following are some examples of the kinds of assessment that occurs on the unit level in addition to the academic assessment processes described above. The resulting improvements have had a significant impact on our students and their success.

Assessing and Improving Academic Advising for Student Success. This section repeats and expands information included in Standard 1.B.3. UAA recognizes the significant role academic advising plays in overall student success. Over the past several years, UAA has shifted from a decentralized model to a standardized, shared model. This began in AY2018-2019 when the

vice provost for Student Success established an academic advising steering committee. Building on this, and to ensure advising consistently supports development and success for all students, in April 2022, Chancellor Parnell issued a Student-First Academic Advising Charge. Provost Runge assembled an advising working group, composed of academic advising representatives across Anchorage and the community campuses, to generate recommendations for a plan to achieve this goal. As a result, the new UAA Student Advising unit launched in January 2023 following a comprehensive reorganization of the Anchorage campus's previously decentralized college professional academic advising teams under the long-range strategic direction of the vice provost for Student Success and dean of the Honors College. The Advising Organizational Chart demonstrates dotted reporting lines to the college deans, strong collaborative relationships with the community campuses in order to maintain essential cross-divisional connections, and standardized position descriptions. (See for example: Academic advisor and senior academic advisor.) This revised program of academic advising provides systematic opportunities to evaluate advising effectiveness, provide consistent employee training and professional development, and streamline communications to students.

A new set of standard onboarding procedures ensures that professional advisors are knowledgeable of the curriculum, program, and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Annual NACADA memberships and mandatory, monthly all-unit meetings of the Professional Advising Council (PAC) provide continual professional development in these areas, as well as opportunities for advisors to meaningfully contribute to unit objectives through subcommittees. A newly developed Blackboard course shell provides ongoing access to comprehensive onboarding, training, and professional development modules. In May 2023, the unit established an annual May Professional Development Series. (See the inaugural 2023 agenda and the most recent fall 2024 agenda.)

Assessing Advisors. In addition to the regular annual Performance Review, in January 2023, the program piloted an Annual Advisor Proficiency Evaluation designed to assess effectiveness in accordance with NACADA's academic advising core competencies. Proficiency evaluations now take place annually in January and complement the standard university employee performance evaluations that take place in May and June.

Assessing Overall Advising Effectiveness Results in Improvements to Learner Supports. UAA currently monitors advising effectiveness and advisor-identified barriers to student success on a semester-by-semester basis. A survey of advisors tactical assessment is conducted annually, informing a range of practices that cross UAA Executive Council areas. For example, the findings from summer/fall 2024 suggested adding a section note to the class schedule for courses with a prerequisite change that prevents Banner from recognizing a previously taken course. As per the Provost's Scheduling Guide to Deans - Fall 2025 Scheduling, see page 2 under Section Notes, this suggestion was accepted and implemented. Advising has also implemented post-appointment student surveys, which were piloted in the fall of 2025 with Honors advising and have now been used by other advising teams and the community campuses. These tools for continuous improvement are part of a larger approach to assessing academic advising. The new

Academic Advising Program Assessment Plan was approved by the provost in summer 2025. Of note, the assessment plan aligns to the core competencies and UAA's strategic plan *UAA 2027*.

To fully understand the impact of the new advising model, UAA scheduled academic advising for the new cyclical Services Review in AY2024-2025. As noted earlier in Standard 1.B.3, that review resulted in the decision to enhance advising at UAA.

Assessing and Improving Writing Placement for Student Success. Throughout this accreditation cycle, faculty in UAA's Department of Writing have used Institutional Research data and strategically deployed institutional resources to redesign writing placement. These efforts have significantly improved student success and contributed to UAA's involvement in the inaugural NWCCU Retention, Persistence, and Student Success Academy in 2019, as well as progress on a key student achievement indicator: Completing Tier 1 GER courses within the first 30 credits.

The Department of Writing delivers a substantial portion of the university's foundational General Education Requirements (GERs), including pre-GER-level writing courses critical to student progress across all degree programs. In line with national best practices, the department reviewed the limitations of relying solely on standardized test scores—such as ACCUPLACER, SAT, or ACT—for writing placement. While these tests can predict success for students placed into GER-level courses, they are less reliable for those who are placed below that level. Over reliance on these tests often placed students into unnecessarily low-level courses, adding time and cost to their degrees. In 2018, 40% of all incoming students placed into pre-GER writing courses, indicating the broad impact of this issue.

In 2020, the department launched a new multiple measures placement system, developed by the Writing and Student Success Team—a collaborative group that includes writing faculty, academic advisors, the dean of the Community and Technical College, and the vice provost for Student Success. This system includes a Course Matching Survey that asks students about their experiences with language, literacy, and technology; and considers student confidence and motivation. In lieu of or in addition to standardized test scores, students are invited to complete the survey and submit a writing sample, which is evaluated by a panel of two to three writing faculty.

Advisors then use the survey results and faculty evaluations to help students select appropriate courses, build balanced schedules, and connect with relevant academic support resources. In 2021, the Office of Student Success found that 77% of students who completed the survey and submitted a writing sample were placed into higher-level courses than they would have been using test scores alone—and they tended to succeed in those courses. For instance, students placed into the GER course WRTG A111 performed better across all cohorts. This success was highlighted in a July 20, 2021 *Seawolf Weekly* piece, "A Little Revamp Goes A Long Way in Ensuring Student Success."

Advising also played a key role in helping students schedule their courses more effectively. Students who completed GER Writing courses in their first 30 credits had higher pass rates and

were more likely to stay enrolled in subsequent semesters. Between 2018 and 2020, the percentage of students passing their first writing class increased by 7.3%. For those enrolled in Accelerated Learning Programs (ALP)—which combine higher-level coursework with additional support and credit hours—pass rates were sometimes 20% higher than in non-ALP sections. A faculty-initiated first-year-writing-placement research project included interviews with 182 administrators, community partners, faculty, staff, and students. A faculty-initiated research project that included interviews with 182 administrators, community partners, faculty, staff, and students showed strong support for the multiple measures approach.

The following data show a significant decrease in students taking developmental courses, saving students time and money and decreasing the likelihood that they will give up on their studies. The corresponding pass rates demonstrate that these efforts result in equal or improved course pass rates.

TABLE 12 ANCHORAGE ENROLLMENTS (SEAT COUNT) IN DEVELOPMENTAL AND PRE-GER WRITING COURSEWORK 2014-2024: ACADEMIC YEAR (SUMMER, FALL, SPRING)

Course	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
PRPE A070	61	--	33	42	--	--	--	--	--	--	--
PRPE A072	--	56	10	11	--	--	--	--	--	--	--
PRPE A074	--	--	--	15	38	17	13	--	--	--	--
PRPE A076	201	--	--	--	--	--	--	--	--	--	--
PRPE A080	94	--	54	69	--	--	--	--	--	--	--
PRPE A082	--	79	13	30	3	--	--	--	--	--	--
PRPE A084	10	16	41	22	35	21	29	--	--	--	--
PRPE A086	275	36	83	225	12	--	--	--	--	--	--
PRPE A105	20	15	--	--	--	--	--	--	--	--	--
PRPE A107	248	139	93	106	58	--	--	--	--	--	--
PRPE A108	877	782	662	656	31	--	--	--	--	--	--
WRTG A080	--	--	--	--	94	113	76	49	36	38	7
WRTG A090	--	--	--	--	184	217	200	138	137	116	80
WRTG A092	--	--	--	--	55	42	44	34	37	30	28
WRTG A110	--	--	--	--	566	622	662	592	514	451	412
Totals	**1786**	**1123**	**989**	**1176**	**1076**	**1032**	**1024**	**813**	**724**	**635**	**527**

Note: All courses using the PRPE prefix were gradually changed to the WRTG prefix. For example, PRPE A080 is now WRTG A080.

TABLE 13 ANCHORAGE GER WRITING COURSE PASS RATES 2014-2024: ACADEMIC YEAR (SUMMER, FALL, SPRING)

Course	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
ENGL A111	67.2%	68.8%	69.2%	72.2%	68.7%	--	--	--	--	--	--
ENGL A211	77.6%	71.2%	76.6%	75.0%	72.2%	--	--	--	--	--	--
ENGL A212	77.8%	78.2%	78.6%	84.0%	79.3%	--	--	--	--	--	--

Course	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
ENGL A213	80.8%	79.2%	79.4%	80.6%	84.7%	--	--	--	--	--	--
ENGL A214	62.1%	60.8%	75.2%	65.2%	66.7%	--	--	--	--	--	--
WRTG A111	--	--	--	--	74.6%	76.6%	74.6%	73.0%	69.9%	75.4%	76.6%
WRTG A211	--	--	--	--	73.8%	74.7%	68.0%	60.1%	64.7%	70.8%	77.3%
WRTG A212	--	--	--	--	79.9%	85.9%	82.4%	80.3%	77.6%	79.2%	86.5%
WRTG A213	--	--	--	--	78.8%	81.2%	75.8%	75.6%	76.8%	76.8%	74.9%
WRTG A214	--	--	--	--	79.2%	80.4%	70.5%	80.5%	88.4%	79.4%	74.4%

This change in writing placement is a compelling example of how UAA is using assessment in foundational programs to improve student outcomes. It also highlights how UAA has integrated assessment data with institutional resources like advising, faculty development, and administrative coordination. Looking ahead, the Department of Writing plans to continue offering accelerated learning support courses and hopes to pivot to a directed self-placement system that not only uses multiple measures, but engages students more fully in making curricular decisions and integrates with Banner.

Using Data to Inform Approaches to Scheduling Tutors. In fall 2024 the Learning Commons switched to using the EAB Navigate360 tool to track their centralized tutoring and academic coaching services. This allowed the Learning Commons to use resources more cost effectively, while continuing to meet student needs. For example, fall data suggested that a better use of Nursing and Engineering tutors' time would be to schedule by appointment through Navigate360, rather than hold to a weekly schedule of tutoring hours. The results were fewer unused tutoring hours, the same number of active tutoring sessions, and fewer tutors needing to be recruited, hired, and supervised.

Areas of Strength, Significant Progress, Challenge, and/or Improvement

Whether to improve learning on the course, program, or institutional level, UAA has the processes in place to obtain and use data and information from assessment to inform planning for academic and learning supports.

Program Student Learning Outcomes Assessment has a long history at UAA. Program reports show how changes have been made over time, and which changes seem to be achieving the desired results. Program faculty, the deans, and the provost all have a role to play in allocating the resources needed to make these improvements. While the maturity of the assessment process can vary across programs, this is typically situational, rather than systemic. For example, turnover in faculty in a program of one can result in the loss of assessment memory. The affected deans are aware of this and are working to remedy it.

On the institutional level, the Graduate Exit Survey adds the direct student voice to our understanding of how well we are preparing our students for academic and post-graduation success. The survey results have been broadly shared, but less broadly discussed, and next steps will include how this information is used to make improvements. The mere process of

getting to this point, with the annual focus on a particular competency, in and of itself seems to have already affected how well students feel they are achieving the competencies.

Other assessment processes, such as for advising and for placement, contribute to UAA's culture of ongoing continuous improvement with the goal of improved student learning and success.

Moving Forward

UAA will continue to emphasize assessment that is meaningful, manageable, and organic to the work that is being done. A particular focus will be on how the results of the Graduate Exit Survey are distributed, discussed, and used. We have a strong foundation from which to build forward in this area.

Select Evidence for 1.C.7 Assessment Results Used to Improve Student Learning

- Program Student Learning Outcomes Assessment - Website
  - Institutional Summaries - Program Student Learning Outcomes (PSLO) Assessment Report Summary (formerly called Academic Assessment Report Summary)
    - AY2023-2024 Program Student Learning Outcomes Assessment Report Summary
    - AY2022-2023 Academic Assessment Report Summary
    - AY2021-2022 Academic Assessment Report Summary
    - AY2020-2021 Academic Assessment Report Summary
    - Earlier program reports and institutional-level summaries are saved behind a log in.
  - Annual (now biennial) Program Student Learning Outcomes Assessment/Academic Assessment Report Examples
    - AY2023-2024 GC Children's Mental Health
    - AY2023-2024 AAS/PBCT Paralegal Studies/BA Legal Studies
    - AY2022-2023 AAS Construction Management
    - AY2022-2023 BA History
    - AY2022-2023 BA/BS Mathematics
    - AY2022-2023 BS Geological Sciences
    - AY2022-2023 MEd Educational Leadership/GC Educational Leadership: Principal
    - AY2022-2023 MPH Public Health Practice

- Academic Program Review - Website
  - Academic Program Review Report Examples, Question #3a, "Program Student Learning Outcomes Assessment and Improvement Process and Actions"
    - AY2023-2024 BS/MS Civil Engineering (pages 5-7)
    - AY2023-2024 AAS/OEC Culinary Arts & OEC Baking and Pastry Arts (pages 7-8)

Select Evidence for 1.C.7 Assessment Results Used to Improve Student Learning
▪ AY2022-2023 MS Applied Geological Sciences (pages 5-6) ▪ AY2022-2023 BA Political Science (pages 4-5) ▪ AY2021-2022 AAS Air Traffic Control (pages 5-6)

1.C.8 Transfer Credit and Credit for Prior Learning

Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

Through its transfer-of-credit policy, UAA affirms its commitment to the efficient mobility of students, while also maintaining the integrity of its programs. The Transfer-of-credit Policy is published in the UAA Academic Catalog, and it conforms to Board of Regents' Policy P10.04.060 and University Regulation R10.04.060. Accordingly, and as per Board of Regents' Policy, UAA's transfer policy aims to enhance the ability of students to achieve their educational goals, expand student access to the educational opportunities in the university, and recognize the distinction and maintain the integrity of individual degree programs.

UAA accepts transfer coursework on a course-by-course basis, and the review of courses considers the content, level of instruction, course activities and student outcomes. When there is no equivalent UAA course, discipline-specific elective credits may be awarded. Transfer credit may be awarded for courses completed at an institutionally, formerly known as "regionally," accredited institution; international coursework per a World Education Services' course-by-course evaluation; and courses completed at non-institutionally accredited institutions if approved via the academic petition process, a process detailed in the UAA Academic Catalog. In recognition that UAA's students have studied previously at many types of institutions, such as, for example, those with national career-related accreditation, courses taken at an organization recognized by the Council for Higher Education Accreditation (CHEA) are generally accepted through the petition process, both for transfer credit and to count toward specific program requirements. This ensures high standards, while at the same time facilitating student mobility, particularly for students such as military students and their families.

Transfer of general education credit between the three accredited institutions within the UA System is guided by Board of Regents' Policy P10.04.062, General Education Coursework Transfer, which requires general education completed at one of the institutions to count at the other two institutions, even if there is no direct equivalent at the receiving institution. Equivalencies across the three institutions are indicated in the UAA Table of GER Substitutions in the UAA Academic Catalog.

Board of Regents' Policy P10.04.070 grants authority to the university to provide students the opportunity to apply for nontraditional credit for experiential learning, credit for prior learning, and credit by examination for subjects which fall within the institution's regular curriculum. At UAA, nontraditional credit evaluations are available for accepted degree-seeking students, as per the Nontraditional Credit Policies in the UAA Academic Catalog. These evaluations include: 1) Credit by examination such as CLEP, DSST (formerly known as DANTES), Advanced Placement (AP), and International Baccalaureate (IB) examinations; 2) credit for documented professional certification or completion of exams that lead to certification; 3) credit for prerequisite not taken; 4) credit by local examination or portfolio; and 5) credit for military training courses and the most recent primary occupation per the American Council on Education's recommendation. Upon matriculation, students may also be awarded credit for high school career and technical education (CTE) courses within a current articulation agreement between the district and UAA. The list of approved, articulated CTE courses and their UAA equivalents is published on the Registrar's Office website.

Credits earned through nontraditional credit do not duplicate other credits awarded in fulfillment of degree requirements. For example, a student who has already completed Spanish A101 cannot also be awarded credits for Spanish A101 through the nontraditional credit process. The use of nontraditional credit to complete certificate or degree requirements may be limited by an individual academic program in order to meet specialized accreditation standards.

UAA strives to honor students' prior coursework and learning through the above policies and practices, recognizing prior learning in meaningful ways and minimizing time to degree completion. The university also strives to make these policies and practices easily understandable and accessible to students. For example, the Registrar's Office Website provides student-focused information about how to transfer credit. Prospective students are guided to the Seawolf Transfer Trail, which offers immediate credit estimates, allows prospective students to see applicability to UAA degrees and certificates, recommends best-fit majors, and provides customized support to guide students through the enrollment process. UAA also shares information via the Transfer Evaluation System (TES) about how recently transferred courses and training are being recognized at UAA.

Areas of Strength, Significant Progress, Challenge, and/or Improvement

As a dual mission institution, UAA prioritizes pathways into our degrees and certificates that recognize students' prior learning and achievements. As documented above, UAA offers multiple ways in which students may earn credit for prior learning and achievement, while also ensuring the integrity of our degrees and certificates.

To recognize the skills and knowledge that students bring in from their work and other experiences, faculty recently approved credit by portfolio, for which there is growing interest from both faculty and students. Implementation has taken somewhat longer than expected.

This has been addressed by some clarifications in the Local Credit by Examination or Portfolio Policy in the AY2025-2026 UAA Academic Catalog. The Office of Academic Affairs is developing a form that departments will use to propose a consistent process, outlining the required student evidence, manner in which those will be evaluated, and the required score to earn credit.

Another area the institution intends to explore more fully is transfer student outcomes, as these students make up approximately 7.9% of our degree- and certificate-seeking students as of fall 2024.

Moving Forward

As UAA leans more fully into its role as a dual mission institution, working with our school district and industry partners, we will continue to prioritize paths into the institution that recognize previous learning and experience.

Select Evidence for 1.C.8 Transfer Credit and Credit for Prior Learning

Transfer of credit policies and procedures

- Regents' Policy P10.04.060 and University Regulation R10.04.060 - Transfer of Credit
- Regents' Policy P10.04.064 - Degree and Certificate Credit Transfer
- Regents' Policy P10.04.062 - General Education Coursework Transfer
- Regents' Policy P10.04.070 - Non-Traditional Learning
- UAA Academic Catalog – Transfer Credits
    - Undergraduate Transfer (Same as above general link)
    - Graduate Transfer
        - Graduate Degree General University Requirements (See #4 for transfer)
        - Graduate Certificate General University Requirements (See #9 for transfer)
- UAA Academic Catalog - Nontraditional Credit
- UAA Admissions - Transfer Students - Website
- UAA Registrar's Office - Transfer Credit - Website

1.C.9 Graduate Programs

The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: Depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

Mission Alignment. Graduate programs are held to the same review and approval processes as described above in Standard 1.C.1. Proposals for new graduate programs require a demonstration of mission and strategic alignment. As an example, see the recent proposal for the MS in Artificial Intelligence, Data Science, and Engineering (page 2). When the UA System vice president presents the programs to the Academic and Student Affairs Committee of the Board of Regents (as in this February 20, 2025 agenda), the vice president highlights the fit within the overall portfolio of programs offered at UAA, as well as the three universities in the UA System. The full list of graduate programs is published in the UAA Academic Catalog.

Disciplinary and Professional Expectations. Program curricula and any changes to those are reviewed for appropriate content and rigor through a multi-level process, starting on the program level and moving through the college curriculum committee, the dean, the Faculty Senate Graduate Academic Board, Faculty Senate, and the provost. To ensure the disciplinary and professional expectations for graduate degrees are met, UAA has designated the Graduate Academic Board (GAB) of the Faculty Senate as the principal peer review committee to guide the university's graduate curricular process. The policies and procedures of the GAB are defined in the Faculty Senate Constitution and Bylaws and the UAA Curriculum Handbook. The Graduate Academic Board ensures that graduate programs meet professional degree expectations through the use of appropriate nomenclature, depth of study, increased intellectual and/or creative capacities, knowledge of the field beyond the baccalaureate level, and engagement in research, scholarship, creative expression and/or professional practice. Curriculum documents within the electronic curriculum management system guide the GAB's review, ensure compliance, and provide the framework for consistent program delivery, wherever offered, however delivered.

Additional evidence that UAA graduate programs meet disciplinary and professional expectations includes the fact that fifteen UAA graduate degrees and certificates are recognized by specialized accreditors. Likewise, many programs, particularly the professional programs, maintain industry advisory boards that provide input regarding the currency and appropriateness of program content. Several UAA graduate programs also meet the educational requirements for licensure or certification in the State of Alaska. For information see the UAA Licensure and Certification Website. Some of these programs are required to report annually to the respective Alaska state entity, such as in November to the Alaska Department of Education and Early Development or in October to the Alaska Board of Nursing, to ensure professional expectations continue to be met.

Appropriate Nomenclature. Graduate degrees and certificates are offered only in recognized fields of study and use standard degree designators and Classification of Instructional Program (CIP) codes. Requests for new course prefixes must address the national standard in the discipline, as well as alignment across the UA System. See the UAA Prefix Request Form.

The above processes together ensure all programs align to UAA's mission, meet disciplinary and professional expectations, and use appropriate nomenclature. UAA graduate program

requirements and policies are listed in the UAA Academic Catalog, see the Graduate Degrees General University Requirements, and the Graduate Certificate General University Requirements.

Graduate Programs Differ from Undergraduate Programs. Graduate programs at UAA are designed to provide a rigorous background in contemporary theory and practice as described in the Program Student Learning Outcomes (PSLOs) for each degree program. These PSLOs are published on the specific program page in the catalog. Upon successful achievement of these learning outcomes, students demonstrate mastery of their disciplines and may have participated in independent scholarship via research, a final project or capstone, or thesis. Graduate degree and certificate programs with an emphasis in professional practice assess students for the skills required to be both effective practitioners and leaders within the public and private sectors to fulfill the needs of Alaska and its communities. Appropriate exit requirements allow students to express the knowledge they have acquired in formats designed by their respective programs. See the UAA Academic Catalog Graduate Programs Overview Page.

The characteristics that distinguish graduate coursework from undergraduate coursework are outlined in University Regulation R10.04.090.F.2.c Evaluation of Student Performance and Course Level Definitions - Course numbering system - Academic Credit Courses - Graduate level courses. They are also are clearly defined in the UAA Academic Catalog, under the Course Numbering System on the Course Information page. In particular, “Graduate-level courses require a background in the discipline and an ability to contribute to written and oral discourse on advanced topics in the field at a level beyond that required by a bachelor’s degree. These courses demand rigorous analysis, synthesis and research skills, and require the ability to read, interpret and evaluate primary literature in the field. Students analyze raw data, evaluate models used in research, and draw independent conclusions. Preparation includes demonstrated accomplishment in a specific course or discipline, or completion of a significant and related program of study. Student activities are often self-directed and aimed not only at the formation of supportable conclusions but also at a clear understanding of the process used in those formations.” The Curriculum Management Course Form within the electronic curriculum management system includes a drop-down menu, see page 9, where faculty must select the appropriate course level. As graduate courses come up through the review and approval process, faculty must speak to how the proposed or altered course meets the graduate-level course criteria.

Students within graduate programs focused on research are actively supported through Graduate Research Assistantships from a range of external funding sources secured by the student or faculty advisor. Other graduate students are supported by UAA assistantships in research, teaching, and service.

Areas of Strength, Significant Progress, Challenge, and/or Improvement

Graduate education plays a critical role in UAA's identify as a dual mission institution, providing a lifelong resource serving Alaska's demand for a skilled and adaptable workforce, as per the provost's February 20, 2025 piece in the *Anchorage Daily News*, "Alaska's Educational Needs Call for Flexible Solutions." As such, graduate programs are part of a continuum of educational opportunities at UAA, and continue to build students' proficiency in UAA's four core competencies, in addition to the learning outcomes specific to the particular program.

Since UAA's Fall 2018 NWCCU Year Seven Self-Evaluation Report and site visit, much has been achieved in the area of graduate education. Per guidance from the Council of Graduate Schools (CGS) the institution moved quickly to separate the research and graduate school functions and hire a dean of the Graduate School. In March 2020, UAA submitted the Ad Hoc Report to Address Recommendations 1 and 2 from the Fall 2018 Year Seven Evaluation Report summarizing these changes, and on July 22, 2020 NWCCU informed UAA that the recommendation resulting from the Year Seven Self-Evaluation Report and site visit around graduate planning had been fulfilled. For the NWCCU mid-cycle evaluation in fall 2021, UAA provided an update on actions taken since the ad hoc report to NWCCU, even though the recommendation had been fulfilled.

To demonstrate UAA's continued commitment to strengthening graduate studies at UAA, in spring 2025 the Graduate School provided an additional update, particularly focused on steps taken since the NWCCU Mid-Cycle Evaluation. The report is quite comprehensive. We would like to highlight, in particular: The Graduate School is better staffed to meet current needs; as an expert in teaching and learning, the dean has implemented a series of workshops and sessions for both graduate students and faculty, including several aligned with the core competencies; to improve the student experience, processes have been streamlined; and the dean has revitalized the interdisciplinary master's degree.

Moving Forward

Moving forward, as noted in Standard 1.C.4, the institution is shifting graduate admissions to the Graduate School, as part of streamlining the student experience. This transition is expected to be completed over the next year or so.

Select Evidence for 1.C.9 Graduate Programs
Efforts around institutional planning of graduate programs • Progress on Institutional Planning of Graduate Programs (April 16, 2025) (Documents achievements since the Mid-Cycle Evaluation) • Progress on Institutional Planning of Graduate Programs (Completed for the Mid-Cycle Evaluation) • Ad Hoc Report to Address Recommendations from 2018 Cycle (Submitted to NWCCU on March 1, 2020, pages 3-7 and 21)

Select Evidence for 1.C.9 Graduate Programs

Graduate programs align to UAA's mission

- Regents' Policy P01.01.020 – University of Alaska Anchorage Mission Statement
- University Regulation R10.04.020.C.4 - Degree and Certificate Program Approval
- UAA New Program Proposal Example - MS Artificial Intelligence, Data Science, and Engineering (See Mission and Strategic Alignment, page 2)

Graduate programs meet disciplinary and professional expectations and use appropriate nomenclature

- UAA Academic Catalog - Graduate Program List
  - Graduate Degrees - General University Requirements
  - Graduate Certificates - General University Requirements
- UAA Academic Catalog - Program Accreditation
- UAA Licensure and Certification - Website
- Community and Industry Advisory Boards - List
- Academic Unit Memo Example (Demonstrates the use of Classification of Instructional Program [CIP] codes)

Graduate programs differ from undergraduate programs

- University Regulation - R10.04.090.F.2.c Evaluation of Student Performance and Course Level Definitions - Course numbering system - Academic Credit Courses - Graduate level courses (See F.2.c)
- UAA Academic Catalog
  - Graduate Programs Overview
  - Course Information (Open the Course Numbering System toggle and scroll down to Academic Credit Courses, Graduate-Level Courses)

1.D Student Achievement

UAA's dual mission means that we serve students coming to us from many different experiences and at different points in their educational and professional careers. Overall enrollment at UAA has stabilized following a period of decline resulting from our many and varied efforts around student success, along with extensive dual enrollment programming and industry-responsive credentials. In fact, UAA has seen three consecutive fall semesters of increased degree-seeking student enrollment (fall 2022 - 7,516; fall 2023 - 7,592; fall 2024 - 7,856), and over the same time period, non-degree-seeking dual enrollment headcount also has increased (fall 2022- 1,212; fall 2023 - 1,371; fall 2024 - 1,434). Retention and graduation rates have remained relatively stable, despite the pandemic, program cuts, and other disruptions, and we have taken some important steps that should show the end effect on graduation rates. In fact, retention of first-time, full-time associate and baccalaureate students was at a 10-year

high at 67.8% in fall 2024. Again, we attribute this to the many and varied efforts across all areas of the institution, some of which we will highlight in this chapter.

1.D.1 Potential to Benefit

Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

Undergraduate Recruitment and Admission of Students with the Potential to Benefit. To meet Alaska's higher education needs and to serve all Alaskans, from first-time college students to working professionals, UAA's undergraduate programs range from short-term certificates to traditional two-year and four-year degrees. UAA offers the following undergraduate credential types: Occupational Endorsement Certificate, Certificate, Associate, Baccalaureate, and Post-Baccalaureate programs. Program qualifications, i.e. degree and certificate level qualifications, and the application processes are described on the Undergraduate Admissions Page in the UAA Academic Catalog. These are intended to ensure the ability to benefit for admitted students. As noted in Standard 1.C.4 above, degree- or certificate-seeking undergraduate students are admitted on a rolling basis across three terms (fall, spring, summer), either to the certificate/associate level, the baccalaureate, or the post-baccalaureate level. UAA maintains a policy offering admission to applicants who have graduated from high school; have earned their GED or passed a high school equivalency test recognized in the state within which the applicant resides; who have demonstrated an ability to benefit through an Ability to Benefit test; or who have provided a transcript documenting successful completion of an Associate of Arts. International students must meet English language proficiency standards, as outlined in the catalog. Students applying to a baccalaureate program must have a high school GPA of at least 2.5. Students with a lower GPA may be admitted to certificates and to associate's degrees, and to certain baccalaureate programs on probation. A few Associate of Applied Science degrees have selective admissions, e.g. the AAS Surgical Technology, due to specialized accreditation and/or limited capacity.

Recruitment efforts align to these admissions requirements, and include Alaska college fairs, high school visits, campus visits, classroom presentations (faculty), Seawolf Transfer Trail, Seawolf Family Hub, and participating as exhibitor in major community events such as Elders & Youth, Alaska Federation of Natives conferences, the Alaska State Fair, etc. The Strategic Enrollment Management (SEM) Plan guides these efforts, and progress on the SEM Plan includes: Expanded use of Motimatic "nudging" using behavioral science insights to increase yield across new admits and to re-engage with students who have recently stopped out; expanded options for international students to demonstrate English proficiency; tracking conversion of dual enrollment students to degree-seeking students after high school graduation; and groundwork for a change to UAA's admissions processes across the campuses to enhance access to UAA's online and distance delivered program options.

Undergraduate Orientation, First-Year Experience Programming, and Initial Advising Guide Students to Timely, Useful, and Accurate Information and Advice About Relevant Academic Requirements, Including Graduation and Transfer Policies. First-Year Experience (FYE) is focused on empowering students with institutional fluency and the skills they need to achieve their goals. The FYE office is dedicated to working with campus partners to eliminate institutional barriers and build systems that are set up for every student to succeed. FYE includes New Student Orientation, communication, and marketing for first-year students. FYE hosts several programs throughout the year including: Howl Days New Student Orientation, Seawolf Ready in the local high schools, welcome events with students from marginalized identities in collaboration with the centers within Community and Belonging, Seawolves Connect appointments (peer-to-peer assistance), Placement Labs, and International Student On-Boarding. Of note is the ongoing NET program in the recently re-organized Indigenous and Rural Student Center, supporting incoming/first-year Native, Indigenous, and rural students as they transition to being a college student and to the UAA campus. New programs, initiatives, and communications are continually added to assist students in a successful transition to college and beyond. Students are connected with their academic advisors through many of these programs, such as Howl Days New Student Orientation. In their first formal meeting with an academic advisor, students are given information about relevant academic requirements and graduation policies, as well as transfer policies, when relevant.

Graduate Recruitment and Admission of Students with the Potential to Benefit. Graduate education is an integral part of the University of Alaska Anchorage offering students a dynamic step forward in their intellectual and career advancement. The university offers graduate certificates, master's degrees, accelerated master's degrees, and doctoral degrees. See the full list of UAA graduate programs in the UAA Academic Catalog. Students may also pursue graduate studies at UAA that apply toward doctoral degrees offered in collaboration with other institutions. Some or all coursework and research may be completed at UAA while the doctoral degree is granted by another university. See the Collaborative Graduate Programs page of the UAA Academic Catalog.

Admission to all graduate programs requires an awarded baccalaureate degree from an institutionally accredited institution. Each graduate program has specific requirements for admission, which may include additional application materials such as a resume, references, writing samples, specific entrance exams, etc. GPA requirements also vary by program; generally a 3.0 GPA minimum is required. Admissions criteria are outlined on the program page in the UAA Academic Catalog. These requirements provide an opportunity for students to document their credentials and demonstrate readiness for graduate studies. Students' academic preparation and likelihood of success in their graduate programs are carefully assessed and validated by program faculty, and by the dean of the Graduate School.

Once admitted, students receive discipline-specific advising from mentors in their programs dedicated to their success, and some programs offer program or unit-specific orientation programming. The Graduate School offers graduate student workshops, professional

development, scholarships, and skill coaching to support a successful graduate school experience.

Targeted recruitment efforts occur on the program, college, and institutional level and include the semi-annual Graduate School Fair, among other events.

Areas of Strength, Significant Progress, Challenge, and/or Improvement

The UAA Academic Catalog clearly delineates admissions criteria, designed to ensure UAA recruits and admits students with the ability to benefit. To help students with their decision to attend, UAA has implemented new tools. For example, the Seawolf Transfer Trail was implemented in AY2019-2020 to allow prospective students to see how prior course credits and other learning will transfer to UAA. With the creation of the Strategic Enrollment Management Plan in 2023, UAA moved to a new level of cross-institution collaboration to target specific student populations, such as dual-enrolled, online, transfer, and international students. The First-Year Experience Office was established within this accreditation cycle, in recognition of the critical importance of transitioning students from admissions to onboarding. The new advising structure ensures the final step in the handoff from recruitment to onboarding to advising is as smooth and standardized as possible.

Moving Forward

UAA's role as a dual mission institution will continue to shape how the institution approaches recruitment and admission, particularly as they relate to a student's ability to benefit. The Strategic Enrollment Management (SEM) Plan will continue to guide enhanced efforts in the area of recruitment. The SEM Plan is agile and has recently been updated to align with the reinforced focus on UAA's dual mission as well as the Board of Regents' focus on recruitment, retention, and graduation.

Select Evidence for 1.D.1 Potential to Benefit

The institution recruits and admits students with the potential to benefit from its educational programs
• UAA Academic Catalog (Admissions criteria are designed to ensure ability to benefit)
  ○ Undergraduate Admissions (General)
  ○ Undergraduate Admissions (Specific) (Click on a program to see the Admission Requirements section for that program)
  ○ Graduate Admissions (General)
  ○ Graduate Admissions (Specific) (Click on a program to see the Admission Requirements section for that program)
  ○ Graduate School recruitment examples
  ▪ Spring 2025 Graduate School Fair, February 12
  ▪ Virtual Graduate School Fair, March 28

Select Evidence for 1.D.1 Potential to Benefit

- Office of Admissions - Website (Provides guidance to first-year, transfer, international, and graduate students; the How to Apply page also features information for Military/Veteran, Returning, and Post-baccalaureate students)
- Community Campus Admissions Information
  - Kenai Peninsula College - Admissions Website
  - Kodiak College - Admissions Website
  - Matanuska-Susitna College - Admissions Website
  - Prince William Sound College - Admissions Website
- Strategic Enrollment Management (SEM) Plan - Website (Guides targeted recruitment efforts)
  - Progress on the Strategic Enrollment Management Plan

The institution orients students to their programs of study, relevant academic requirements, including graduation and transfer policies.

- UAA Academic Catalog - Graduation and Transfer Policies
  - General University Requirements for Graduation - Occupational Endorsement Certificates GURs; Undergraduate Certificates GURs; Associate Degrees GURs; Baccalaureate Degrees GURs; Post-Baccalaureate Certificates GURs; Graduate Certificates GURs; Graduate Degrees GURs
  - Individual Program Requirements for Graduation - Undergraduate Program Graduation Requirements; Graduate Program Graduation Requirements (Click on a specific program to see the graduation requirements)
  - Transfer - Undergraduate Transfer Credits; Graduate Degree Transfer Policy (See #4); Graduate Certificate Transfer Policy (See #9)
- Orientation Activities
  - Undergraduate - Howl Days (New Student Orientation)
  - Graduate - Examples of program/school specific orientation activities
    - Master of Social Work (MSW) Program Intensive and Practicum Orientation (August 2024) - Website
    - School of Nursing New Graduate Student Orientation (August 2025)
    - Master of Education (MEd) Education Leadership Orientation Course
    - PhD Clinical-Community Psychology Orientation (Outline)
  - Graduate School - Complementary orientation activities - Graduate Student Orientation; Your Graduate School Journey: Ensuring a Positive Experience for Family and Friends
- UAA Academic Catalog - Advising and Academic Support
- Advising Websites
  - Anchorage
  - Kenai Peninsula College
  - Kodiak College
  - Matanuska-Susitna College

Select Evidence for 1.D.1 Potential to Benefit
○ Prince William Sound College

1.D.2 Disaggregated Indicators for Student Achievement

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

Consistent with our mission to transform lives, UAA established and widely shares a comprehensive set of indicators (metrics) of student achievement to help us understand how well we are serving our students. While some of these are typical across higher education, such as retention and graduation rates, others have been selected specifically to meet the needs of the students we serve. For example, we look at licensure pass rates for our post-graduation success indicator, given UAA's many professional programs that directly prepare students for employment in a specific profession. Given our role as a dual mission institution that provides scaffolded opportunities to earn a credential, we also look data regarding students who return for additional education after leaving for employment or due to other circumstances. Our indicators also address our specific students by disaggregating the data, for example, by attendance (full-time and part-time), as about 50% of our degree-seeking students attend part-time, and it is not atypical for an individual student to shift between full-time and part-time, depending on their work, family, and resource circumstances in a given semester.

UAA ESTABLISHED A SET OF INDICATORS FOR STUDENT ACHIEVEMENT

UAA's Comprehensive Set of Student Achievement Metrics (Indicators) and Their Disaggregation. At the very beginning of our current accreditation cycle, UAA established, through a broad and consultative process, a comprehensive set of student achievement metrics, or indicators, and their disaggregation. Given the newness of the 2020 NWCCU Standards, UAA followed the guidance in the standards literally. UAA's indicators of student achievement include: Persistence, completion, retention, and postgraduation success. We also identified two institutionally meaningful leading indicators: 1) Completion of Tier 1 General Education Requirements within the student's first 30 credits, and 2) course pass rates by course level. The leading indicators in particular were selected based on research by the founding vice provost for Student Success.

Following is an overview of the indicators (metrics) of student achievement along with a brief definition, rationale, and notes about the availability of peer data. The rationales were

developed through meetings with different constituents and based on the questions: "Why is this metric useful? What kinds of actions can be taken to improve performance on this metric?" For institutional accreditation purposes, UAA uses a subset of these for our evaluation of mission fulfillment, as discussed in Standard 1.B.2.

TABLE 14 UAA STUDENT ACHIEVEMENT METRICS, DEFINITIONS, RATIONALE, AND PEER COMPARISON AVAILABILITY

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 1st fall to their 1st spring, it can indicate that the student felt welcomed, supported, and connected inside and outside the classroom. This welcome and support has been shown to motivate students to remain enrolled in their studies at an institution. Laying a foundation in the first semester and seeing the student continue is a strong indication of ongoing retention and ultimately graduation.	N/A
RETENTION 1ST TO 2ND FALL	Traditional measure of the % of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the following fall.	Following the student from the 1st fall to 2nd fall can indicate ongoing connections and support inside and outside of the classroom are motivating students to return to continue their studies at the institution. Continuing enrollment is a key factor in completion.	Integrated Postsecondary Education Data System (IPEDS)
RETENTION 1ST TO 3RD FALL	The % of first-time, full-time associate and baccalaureate degree-seeking freshmen who	Retaining students from their 1st to their 3rd fall semester is one measure of a student's intent to	N/A

METRIC	DEFINITION	RATIONALE	AVAILABLE PEER COMPARISONS
	enter in a given fall term and return for a 3rd fall term 2 years later.	remain at the institution to complete their studies. The strong foundation of connection and support created inside and outside the classroom in the first four semesters should increase the student's commitment to continuing at UAA.	
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	Measuring the graduation rates for students entering as 2-year associate degree seekers recognizes this significant cohort of students. As with baccalaureate degrees,	IPEDS

METRIC	DEFINITION	RATIONALE	AVAILABLE PEER COMPARISONS
	the time to complete), 6 years, and/or 8 years.	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.	
JUNIOR GRADUATION RATE	The % of students who graduate with a bachelor's degree within 4 years of first reaching junior class status (60 credits).	Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their first 60 credits, students typically focus on completing General Education Requirements (GERs) and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.	N/A

METRIC	DEFINITION	RATIONALE	AVAILABLE PEER COMPARISONS
SEMESTERS TO DEGREE– GRADUATE PROGRAMS	The average (median and mode) number of semesters taken by students to complete any graduate degree or certificate program. Determined by students who have graduated with a graduate program as their primary degree. Based on a 5-year trend.	Looking at the number of semesters graduate students take to complete their degrees illustrates how students progress through their degree programs (full-time, part-time, stop-out). This information on student behavior and completion can inform program structure and help the institution support students in a way that honors the time needed for rigorous intellectual engagement and growth, while it also ensures that students can complete in a timely manner.	N/A
POST GRADUATION SUCCESS Licensure Exam Pass Rates	Professional Licensure Pass Rates represent the percentage of UAA graduates passing certification exams required for professional practice, aggregated by program.	Licensure pass rates serve as a direct measure of post-graduate outcomes and are used to understand a unique aspect of overall academic preparation of select UAA students in their chosen professional fields. While licensure exam pass rates are not widely available due to agency restrictions and privacy, the overall pass rates collected by UAA programs frame how well UAA students are	N/A

METRIC	DEFINITION	RATIONALE	AVAILABLE PEER COMPARISONS
Continued Education	Continued Education represents the proportion of UAA students who, after completing a degree, pursue further studies either at UAA or at other institutions. Data is gathered by graduation cohort and includes multiple degrees if awarded in a single year.	prepared to enter their chosen fields. Continued Education is an indirect measure of post-graduate outcomes used to understand patterns and preparation for students who seek to continue their education after earning a UAA degree or certificate. As a proxy for overall preparation, continuing education demonstrates that graduates are prepared to continue their academic studies. The portion of students who continue their studies at UAA also acts as a proxy for overall student satisfaction and ability of UAA to meet demand in various stacked programs.	
LEADING INDICATORS			
COMPLETE TIER 1 GER COURSES WITHIN 1ST 30 CREDITS	The % of baccalaureate degree-seeking undergraduate students who complete their Tier 1 GERs within their 1st 30 credits in 2 years from when they entered as first-time freshmen. Includes only first-time to college UAA students who reach sophomore class (30 credits) and excludes transfer-in or	Students who complete key general education courses early in their academic careers are retained and graduate at higher rates. Measuring the early completion of these requirements and disaggregating those data can inform planning, decision making, and allocating resources to programs and services designed to	N/A

METRIC	DEFINITION	RATIONALE	AVAILABLE PEER COMPARISONS
	returning students. Tier 1 GERs include foundational oral and written communication and quantitative skills courses.	mitigate gaps in achievement.	
COURSE PASS RATES BY COURSE LEVEL (UNDERGRADUATE LOWER-DIVISION, UNDERGRADUATE UPPER-DIVISION, AND GRADUATE LEVELS)	The % of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for graduate students in a course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB.	Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and allocating resources to programs and services designed to mitigate gaps in achievement.	N/A

These indicators are disaggregated as per all the categories in NWCCU Standard 1.D.2, i.e., race, ethnicity, age, gender, socioeconomic status, and first generation college student. As mentioned above, we added the institutionally meaningful disaggregation of attendance (full-

time and part-time), given that nearly 50% of our degree-seeking students attend part-time in any given semester.

THE STUDENT ACHIEVEMENT INDICATORS ARE WIDELY SHARED

UAA Widely Publishes the Disaggregated Indicators of Student Achievement. Commencing in fall 2021, UAA has published annual Student Achievement Metrics reports, which include high-level analysis of trends, peer comparisons when available through IPEDS, and the disaggregated data. These are published on the Institutional Accreditation Website and are linked below. Because we initially used the term "metric," rather than "indicator," you will see that these reports, and our dashboard for the comprehensive set, use the term "metric."

- UAA Annual Report on Persistence as of Fall 2024
- UAA Annual Report on Retention as of Fall 2024
- UAA Annual Report on Graduation as of Fall 2024
- UAA Annual Report on Semesters to Degree - Graduate Programs as of Fall 2024
- UAA Annual Report on Leading Indicators as of Fall 2024
- New in AY2025 - UAA Annual Report on Post-Graduation Success as of Fall 2024

Of note, these reports on student achievement are not meant to provide in-depth analysis and are not ends in and of themselves. Sometimes the reports point to an area that needs attention, for example, UAA now has multiple points of evidence that the institution must look at what we are doing to support our part-time students. Sometimes it is not so straightforward, and what the reports point out is that more research needs be conducted to find out if there really is an achievement gap in a particular area.

In fall 2024 UAA revised its Institutional Research website and added an Accreditation Student Achievement Metrics Dashboard that displays the data in an interactive format and also links to the static reports above. The dashboard is accessed from the Public Data and Information section of the IR Website. It allows an individual to set different parameters. For example, one can look at persistence rates for first-time full-time or first-time part-time associate's students, or for first-time full-time or first-time part-time baccalaureate students. As already noted, there is a clear and consistent gap between full-time and part-time student achievement. As another example, one can look at the four-, six-, and eight-year graduation rates for associate's students, or the six-, eight-, and ten-year graduation rates for baccalaureate students. This particular disaggregation is instructive, as the most recent data show a significant number of students continue to move toward graduation between their 4th (24%) and 6th (31%) years for an associate's degree (for the fall 2017 cohort), and between their 6th (32%) and 8th (36%) years for a baccalaureate degree (for the fall 2015 cohort). This tells us that our students continue to be successful, even if it takes them longer than the traditional 150% of catalog time, and we need to consider that as we develop our mitigation and support strategies. On the other hand, we have found that tracking graduation rates for the 8th year for associate's and 10th year for

baccalaureate students is less instructive, as there is not a significant increase compared to the 6th and 8th years. Therefore, we likely will not continue to track and publish those data.

UAA Publishes the Indicators of Student Achievement in Comparison with Peers. As described in Standard 1.B.2 and in the *UAA 2025* Peer Group Selection Procedures and Resulting Peer List (AY21) document, UAA selected a new set of peers at the beginning of this accreditation cycle. While the process started with high-level IPEDS information, e.g. public sector, our primary goal was to find peers with a similar mission and student body. In other words, we wanted peers that serve students similar to the students we serve and offer the breadth of programming similar to the breadth of programming we offer. The document lists the many criteria that were used as a result of constituent input. We ended with a set of 19 peers, three of which have been particularly instructive, given their dual mission focus. Our three dual mission peers are: Utah Tech University, Utah Valley University, and Weber State University.

Since their inception in fall 2021, the annual Student Achievement Metrics reports have incorporated comparisons to the full set of peers, using data available in IPEDS. Also, back in fall 2021, Institutional Research developed a public dashboard to show these peer comparisons. IR recently revised and updated this Peer Comparison Dashboard, accessed from the IR website, under the Public Data and Information section. This interactive dashboard shows baccalaureate retention and six-year graduation rates, for example, and you can select one or more peers to compare with UAA's rates. The static peer comparison charts listed under the link to the dashboard provide another way to look at peer comparisons (Peer Comparison Chart Spring 2025, Peer Comparison Chart Spring 2024, Peer Comparison Chart Spring 2023). Leadership uses peer comparisons to contextualize UAA's performance, such as for the Board of Regents. UAA leadership also uses peer comparisons to understand how well UAA is doing, and to identify areas where we are doing well and areas of possible concern. As noted in Standard 1.B.2, in our discussions of mission fulfillment, for example, UAA's six-year baccalaureate graduation rate for Pell recipients is consistently lower than our national peers, but, most concerning, also lower relative to our dual mission peers. As an action item based on this information, UAA will look at our dual mission peers to explore their practices relative to supporting students with financial need.

THE STUDENT ACHIEVEMENT INDICATORS HELP PROMOTE STUDENT ACHIEVEMENT AND CLOSE BARRIERS TO ACADEMIC EXCELLENCE AND SUCCESS

As discussed above in Standard 1.B.1, UAA intentionally integrates student achievement metrics into ongoing, regular evaluation and improvement processes.

Example 1 - Academic Program Review. The Academic Program Review process utilizes these student achievement indicators: Junior graduation rate, semesters to degree (graduate programs), course pass rates, and the number of program graduates who continue their education. These data are disaggregated by the same categories used to disaggregate the data for the comprehensive set of student achievement metrics.

The Office of Institutional Research uses the Program Review Data Sheet to compile the program review data for each program, and these are the data that are used for the process.

An Academic Program Review Report Form is completed by the program faculty. The prompts in that form require the program to address student achievement, using the data provided in the standard data sheet.

To demonstrate how the student achievement indicators are integrated into the process, we provide the below excerpts from the AY2024-2025 Academic Program Review Report Form. The UAA student achievement indicators are highlighted in bold for the purposes of this accreditation report.

> **Excerpt from the Academic Program Review Report Form**
>
> *Q4. Demonstrate student success and the closing of achievement gaps.*
>
> a. Analyze and respond to the disaggregated data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to close any achievement gaps. The student success program review metrics are **Junior Graduation Rate,** Associate Graduation Rate, **Semesters to Degree – Graduate Programs, and Course Pass Rates by Course Level.**
>
> b. Numerous US universities, and a number of programs across UAA, have holistically evaluated their programs and courses to look for unintended barriers to student success… Other efforts have involved course sequencing and scheduling, resulting in improved success even for graduate students. Please consider your program's **graduation rate**, **course pass rates**, and similar data sources to reflect on any barriers to students moving through the curriculum, and describe what steps you have taken (or are planning to take) for possible redesign of gateway courses, course sequence changes, course scheduling, or similar efforts.
>
> c. Provide evidence of the overall success of students in the program. For example, you might talk about the percent of students in post-graduation employment in the field or a related field, the percent of **students who go on to graduate school or other post-graduation training**, and/or the percent of students who **pass licensure examinations**. You might also give examples of students who have been selected for major scholarships or other competitive opportunities.

The Academic Program Review reports and findings demonstrate the kinds of work being done on the program level to improve student success overall and to close achievement gaps, as prompted by these indicators. See, for example, the focus on part-time students in the Languages AY2024-2025 Report, page 6, or the work of the faculty on course delivery and program design on pages 13-15 of the English AY2024-2025 Report.

Example 2 - Strategic Enrollment Management. The Strategic Enrollment Management (SEM) Committee uses the data to inform their work on mitigation strategies. To make this more

visible, the co-chairs have started to link to the annual Student Achievement Metrics reports on the agenda. These same data are further disaggregated to the college level and are available to the co-chairs of the SEM Committee and to the deans and community campus directors. These data are not shared out more broadly, for FERPA considerations, given that the numbers can be very small. A recent mitigation by the SEM Committee was the affordability microgrant pilot, described below in Standard 1.D.4. The pilot erased certain financial holds, with the goal of narrowing achievement gaps for students at a socio-economic disadvantage.

Example 3 - Services Review. The new Services Review process includes the following prompts around student achievement and the closing of achievement gaps in the assessment questionnaire that the service units complete.

- Briefly describe how the work of your unit supports Student Achievement at your campus and/or across UAA.
- Briefly describe how the work of your unit supports the closing of gaps in Student Achievement and/or Student Learning.

In the inaugural round of the Services Review, the above prompts did not refer to specific student achievement metrics, as it was unknown which metrics were relevant to a specific area's work. Even so, all units had access to and were able to use the student achievement metrics reports and dashboards. See, for example, the completed services review assessment questionnaire for the Academic Concierge function, pages 7-8 for supporting student achievement and pages 8-9 for closing achievement gaps. The Campus Advisory Board (CPAB) is considering how to further define the use of data for the next review round in AY2025-2026.

Areas of Strength, Significant Progress, Challenge, and/or Improvement

As one of the first steps in the current accreditation cycle, UAA established a comprehensive set of student achievement metrics and their disaggregation. At the time, we used the term "metric," rather than "indicator," and that is reflected in the ongoing reporting that was established early on. UAA is proud of the way it has incorporated these indicators of student achievement into ongoing, regular evaluation and decision-making processes. Some processes have used these data for multiple years. As new processes are developed, questions such as what success will look like and how the process will use student achievement data are becoming a regular part of the UAA culture.

Moving Forward

Similar to what we learned about our indicators of mission fulfillment, as we have used the indicators of student achievement to make decisions and allocate resources, it has become clear that a smaller, more focused set may be the way forward. UAA might even change the indicators along the way over a seven-year accreditation cycle, as the institution determines annual goals, for example.

Select Evidence for 1.D.2 Disaggregated Indicators of Student Achievement

Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement

- Accreditation Student Achievement Metrics - Dashboard (IR Website under Public Data and Information)
- Student Achievement Metrics - Static Reports (On the Institutional Accreditation Website, open the Student Achievement Metrics [Student Success Metrics] Reports button.)
  - UAA Annual Report on Persistence as of Fall 2024
  - UAA Annual Report on Retention as of Fall 2024
  - UAA Annual Report on Graduation as of Fall 2024
  - UAA Annual Report on Semesters to Degree - Graduate Programs as of Fall 2024
  - UAA Annual Report on Leading Indicators as of Fall 2024 (Tier 1 GERs in the first 30 credits; Course Pass Rates)
  - UAA First Annual Report on Post-Graduation Success as of Fall 2024
  - UAA Annual Reports as of Fall 2024 – All Six Reports
- Peer Comparisons (IPEDS) - Dashboard (IR Website under Public Data and Information)
- Peer Comparison - Static Charts (IR Website under Public Data and Information)
  - Peer Comparison Chart Spring 2025
  - Peer Comparison Chart Spring 2024
  - Peer Comparison Chart Spring 2023

The indicators and their disaggregation are used to help promote continuous improvement in student achievement and to close barriers to academic excellence and success

- Academic Program Review Report Form (See Question #4, pages 3-4)
- Services Review Assessment Questionnaire (See the prompts, page 3)

1.D.3 Disaggregated Indicators of Student Achievement Are Widely Published

The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

UAA's Disaggregated Indicators of Student Achievement Are Widely Published and Available on UAA's Website. As discussed above in Standard 1.D.2, UAA selected a comprehensive set of disaggregated student achievement indicators (metrics) at the very beginning of this

accreditation cycle, and in fall 2021 began publishing the data in static reports on the Institutional Accreditation Website. In fall 2024, IR published the Accreditation Student Achievement Metrics Dashboard on its website, providing an opportunity to interact with the same data presented in the static reports.

Benchmarked Against Indicators for Peer Institutions at the Regional and National Levels. Back in fall 2021, UAA published a peer comparison dashboard, using IPEDS data. This Peer Comparison Dashboard was recently updated to be more interactive. Viewers can select one or more of UAA's peers and view their data in comparison to UAA's data.

As introduced in Standard 1.A.1, UAA has coalesced around the concept of a dual mission institution, and, as such, of our 19 peers, we recognize the three dual mission institutions as our regional peers: Weber State University, Utah Tech University, and Utah Valley University. UAA recognizes the remaining 16 peers as our national peers.

New peer comparison charts provide another view of how we are doing relative to our peers, and intentionally delineate UAA's performance against our regional and our national peers. These charts (Peer Comparison Chart Spring 2025, Peer Comparison Chart Spring 2024, Peer Comparison Chart Spring 2023) are posted on the IR website. See Standard 1.B.1 for an analysis of what these charts can tell us and how they can be used. See also how they were used in the analysis of mission fulfillment in Standard 1.B.2.

USED FOR CONTINUOUS IMPROVEMENT TO INFORM PLANNING, DECISION MAKING, AND ALLOCATION OF RESOURCES

The UAA community very intentionally selected disaggregated student achievement indicators that were actionable and meaningful to our institution, as described in the rationales in Table 14 in Standard 1.D.2. UAA's regular planning and evaluation processes use these indicators, which, as a result, both report on and drive progress on *UAA 2027* and mission fulfillment. Some of the ways UAA uses disaggregated student achievement data from these indicators to inform planning, decision making, and the allocation of resources are discussed above in Standard 1.D.2. Additional examples are discussed below in Standard 1.D.4. Significant resource reallocations at the university, such as changing the advising structure, moving the Learning Commons to the Consortium Library along with centralizing tutoring and mentoring services, and changing the approach to writing placement, all were informed by the use of student achievement data as part of UAA's ongoing, continuous improvement.

Areas of Strength, Significant Progress, Challenge, and/or Improvement

Established and Widely Reported Indicators and Disaggregated Data. Since fall 2021, after coming to consensus on the comprehensive set of student achievement metrics, UAA has published on its website the set of annual Student Achievement Metrics reports, which include high-level analysis of trends, peer comparisons when available through IPEDS, and the

disaggregated data. Also, since fall 2021, UAA has published a peer comparison dashboard, allowing for benchmarking against peers.

Used for Continuous Improvement. The data are used in multiple processes and contribute to planning, decision making, and the allocation of resources.

An area that can be improved is how the institution helps users of the student achievement data understand what the data mean and do not mean and ways the data can inform even more processes. Given the attention already given to student achievement data definitions and presentation, a natural next step is to align practices around the use and interpretation of the data.

Moving Forward

Given the Board of Regents' focus on recruitment, retention, and graduation, UAA will take the opportunity to refine its set of indicators in alignment with these efforts. UAA already has the tools in place to publish the indicators in ways that are helpful to decision-makers at all levels of the institution. Also, a basic but important lesson learned is to more consistently use our terms, such as "indicator" and "metric." The institution has used the terms interchangeably as we developed different processes and reports over time, and we will work toward more consistent usage moving forward. For this report, we used "indicator" wherever possible, to align with the NWCCU standards, even though our long-standing student success reports use the term "metric." As we move forward with the next accreditation cycle, we will delineate these and other terms and apply them consistently.

Select Evidence for 1.D.3 Disaggregated Indicators of Student Achievement Are Widely Published

Disaggregated indicators of student achievement are widely published and available on the institution's website
• Accreditation Student Achievement Metrics - Dashboard (IR Website under Public Data and Information)
• Institutional Accreditation – Website – Static Student Achievement Reports
  ○ UAA Annual Report on Persistence as of Fall 2024
  ○ UAA Annual Report on Retention as of Fall 2024
  ○ UAA Annual Report on Graduation as of Fall 2024
  ○ UAA Annual Report on Semesters to Degree - Graduate Programs as of Fall 2024
  ○ UAA Annual Report on Leading Indicators as of Fall 2024 (Tier 1 GERs in the first 30 credits; Course Pass Rates)
  ○ UAA Annual Report on Post-Graduation Success as of Fall 2024

Select Evidence for 1.D.3 Disaggregated Indicators of Student Achievement Are Widely Published

Indicators are benchmarked against indicators for peer institutions at the regional and national levels
• IPEDS Peer Comparisons - Dashboard (IR Website under Public Data and Information)
• Static Peer Comparison Charts (IR Website under Public Data and Information)
  ○ Peer Comparison Chart Spring 2025
  ○ Peer Comparison Chart Spring 2024
  ○ Peer Comparison Chart Spring 2023

1.D.4 Disaggregated Indicators of Student Achievement Used to Mitigate Achievement Gaps

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

THE INSTITUTION'S PROCESSES AND METHODOLOGIES FOR COLLECTING AND ANALYZING INDICATORS OF STUDENT ACHIEVEMENT ARE TRANSPARENT

UAA began this accreditation cycle by selecting, through a collaborative process, its set of student achievement indicators, their definitions, rationale, and disaggregation, as per the new NWCCU 2020 Standards. UAA leadership assigned the Office of Institutional Research (IR) the responsibility for collecting the data, and for collaborating with a writer/analyst in Institutional Effectiveness to provide initial, high-level analysis of student achievement trends, as they relate to the indicators. Given retirements and budget cuts in the Office of Institutional Effectiveness, around 2021, IR took on full responsibility for collecting the data and producing the annual student achievement reports. IR also developed the interactive Accreditation Student Achievement Metrics, Progress on Mission Fulfillment, and IPEDS Peer Comparisons dashboards, as well as the static peer comparison charts. All of these are published on UAA's Institutional Research Website and are accessible to both internal and external audiences.

As these different resources have come online, they have been proactively shared with leadership and governance groups tasked to use them in their decision-making processes. The Strategic Enrollment Management Committee Agenda, agendas of the Deans' Council (Deans' Council Agenda March 5, 2025; Deans' Council Agenda April 17, 2024; Deans' Council Agenda October 11, 2023), provost reports to the Faculty Senate (March 2025; February 2025; December 2024; November 2024; October 2024; September 2024), also linked to from other governance groups' agendas, and the many accreditation open forums and events over the seven-year cycle, see the Milestones section on the Institutional Accreditation Website, are some of the ways these data have been shared out with the UAA community.

THE ANALYSIS OF THE INDICATORS OF STUDENT ACHIEVEMENT IS USED TO INFORM AND IMPLEMENT STRATEGIES AND ALLOCATE RESOURCES TO MITIGATE PERCEIVED GAPS IN ACHIEVEMENT

UAA uses the analysis of the indicators of student achievement to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement. The structures at UAA that support this are both centralized and decentralized. The Office of Student Success, created in AY2018-2019 through the intentional reallocation of resources, plays a critical role in institutional efforts, such as standardized advising, a learning assistant program for courses with high DFW rates, centralized tutoring and mentoring, and the textbook affordability initiative. At the same time, all areas of the institution are empowered to implement best practices and mitigations as part of their ongoing work, and all colleges and community campuses incorporate indicators of student achievement into their strategic planning.

As noted above in Standard 1.D.3, the indicators of student achievement are integrated into overall institutional planning. They drive mitigation strategies aimed to move the needle, particularly on Aspiration #1 of *UAA 2027*. Ultimately, they inform and drive actions toward mission fulfillment. Here are a few examples of how the indicators of student achievement have been used to inform and implement strategies and allocate resources:

Example 1 - Course Pass Rates and Placement. The student achievement indicator Course Pass Rates has been used to inform resource allocation for improvements in developmental and general education writing placement. As described in Standard 1.C.7, UAA was aware that its system of writing placement consistently placed students in developmental education courses, often requiring more than one developmental course, before a student was able take the first Written Communication General Education Requirement. This meant additional cost and time for the students, and, often, those students did not persist.

Employing national best practices around placement, offering a supplemental course (WRTG A192) to students who needed additional instruction, and offering a 100-level pre-GER course that counts toward graduation, UAA has nearly eliminated the number of students taking developmental writing on the Anchorage campus, while at the same time retaining or improving the course pass rates in the general education writing courses. What is more, the disaggregated data show that the work to reduce the need for developmental writing also supported the narrowing of a learning/achievement gap. Of the 7,441 enrollments (seat count) in developmental writing courses from 2014-2024, the percent of Alaska Native/American Indian, Pell recipient and first generation students taking those courses was almost twice the percent these cohorts represent of the total Anchorage seat count over the same period. African American students also were overrepresented, as were students between 18 and 24 years old. The change in approach means that those groups of students have saved time and money spent on developmental education, and, at the same time, are successfully completing their general education course.

The change in how we approach developmental writing was accomplished over several years, and included the following re-allocations of resources, some of which have already shifted as the institution's structure has changed: Created a placement advisor position, provided summer faculty funding for related placement and curriculum work, incorporated sample writing evaluation into faculty workload, and funded the delivery of the for credit supplemental writing courses.

Example 2 - Tier 1 GER Courses in the First 30 Credits. The indicator Tier 1 GER Courses in the First 30 Credits has informed resource allocation for improvements in advising and other student success efforts. The founding vice provost for Student Success collected data to see which factors had the greatest impact on persistence and retention at UAA. The research showed that taking writing and mathematics general education requirements as early as possible had a significant effect on UAA students' later success. To that end, UAA established the leading indicator of taking Tier 1 GER courses within the first 30 credits.

The new advising structure, with its increased attention to course sequencing, made it possible to more systematically shift students' course-taking patterns, and the data show that UAA has made significant progress on the indicator, with more students taking these critical foundation courses earlier in their studies. The percentage of first-time baccalaureate-seeking freshmen who completed their Tier 1 GERs within the first 30 credits has increased for both full-time and part-time students since AY2018-2019, with full-time students increasing from 35% to 53% and part-time students increasing from 24% to 42%. Particularly gratifying is that, per the disaggregated data, every student category shows improvement.

Progress on the indicator has been accomplished over several years, and includes the following allocation and reallocation of resources over and above the advising restructure: Moving Tier 1 GER courses from the College of Arts and Sciences to the Community and Technical College; adding two new tenure track faculty in Writing, two new tenure track faculty in Communication, and one new tenure track faculty in Quantitative Skills; and adding two new advising lines. The funding source for the two advising lines has since gone away, and the university is looking for alternative sources of funding.

Also of note, UAA continues to make a significant commitment to related efforts. For example, Anatomy and Physiology courses are critical to UAA's health programs. However, as is the case nationally, these courses historically have low course pass rates. After several semesters researching the issue and trying different mitigations, in spring 2025 the Department of Biology added prerequisites in college-level WRTG and MATH to BIOL A111 and A111L. UAA will track how well this mitigation is working, in terms of improved course pass rates and in terms of closing any achievement gaps.

Example 3 - Persistence and Retention Rates. The indicators Persistence Rates and Retention Rates have informed student success initiatives and strategic enrollment management efforts. UAA has implemented multiple best practices to improve retention rates and support student

success. These include both academic support interventions, as well as other interventions, such as affordability initiatives.

Navigate360. Implemented and supported by the Office of Student Success (OSS), UAA has expanded the use of the EAB tool Navigate360 across multiple offices to better support persistence and retention. All academic advising appointments are scheduled and reported on through Navigate360. The OSS also uses Navigate360 for tutoring and academic coaching appointments. In addition, OSS connects students to services based on progress reports issued through Navigate360 by faculty members. Over the past two academic years, OSS has run three alert campaigns each semester and maintained consistent communication to faculty around these. The first focuses on Tier I GER courses and coincides with Add/Drop. The second focuses on connecting students to support services like tutoring, advising, CARE Team, and faculty office hours. The third provides an alert to students who are in danger of failing a course. Faculty participation and thus the number of students reached by progress reports have grown. In AY22, 51.7% of the student body had at least one professor issue a progress report. In AY24, that increased to 67.6%. During AY2024-2025, freshman and sophomores who have had one progress report and one appointment with OSS staff had a 21.1% increase in fall-to-spring enrollment over those who had one alert and no appointment. Degree-seeking students who had 1+ alert and 1+ appointment persisted from fall to spring at a rate of 66.7% versus those who had 1+ alert and no appointment whose fall to spring reenrollment rate was only 50.8%.

Title III Grant. The Title III (SAGE) grant is another such effort. Through the grant the UAA Anchorage campus is centralizing, standardizing, and piloting student success supports. These include the continued implementation of peer learning assistants in high DFW gateway courses, as well as refining a range of tutoring and academic coaching services in the Learning Commons. The data show that students taking one of the high DFW courses with Learning Assistant support persisted from fall 2023 to spring 2024 at 84.0%, compared to 80.0% for all UAA students. Significantly, when taken together, SAGE students were retained from fall 2023 to fall 2024 at a rate of 71.8%, compared to 61.6% for all UAA students, suggesting meaningful improvement associated overall with the SAGE efforts.

Microgrant Pilot. Relative to affordability, an assessment of financial holds in fall 2023 and spring 2024 led to a microgrant pilot in fall 2024 that erased financial holds of between $500 and $2,000 for 81 students. Of those 81 students, 38 enrolled in the spring 2025 semester and remained enrolled after the Add/Drop period. UAA plans to institutionalize this emergency funding to boost persistence and retention.

Example 4 - Graduation Rates. The indicator Graduation Rates has informed program design and other strategies. While graduation rates have remained relatively stable through multiple

disruptions over this accreditation cycle, UAA is committed to improving them. No aspect of the student experience is off limits for reconsideration.

Curriculum and Program Design. Over the past several years, through the regular curriculum review process as well as the Academic Program Review process, UAA intentionally focused on removing barriers to student progression. For example, the Faculty Senate Undergraduate Academic Board has been requiring the removal of hidden prerequisites, which can increase time to degree and overall cost to students. Likewise, the provost has called specific attention to the critical role of program design in the final decisions and recommendations resulting from the Academic Program Review process. On the Academic Program Review Website, see the provost's recommendations at the end of the AY2024-2025 reviews, for example, Anthropology (page 20-21), Construction Management (page 13), Dietetics and Nutrition (page 18), Human Services (page 34), and Teaching and Learning (page 16). Also to this end, UAA is reinstating a previous tradition, the annual Curriculum Convocation, which will be attended by the college and institutional-level curriculum committees, as well as the deans, associate deans, and community campus directors. To be held in August 2025, there will be a significant focus on program design and its role in student success and narrowing achievement gaps.

Academic Policies. New policies also address graduation rates. Researched, developed, and approved over the 2023-2024 academic year, two new policies were implemented in AY2024-2025. The new Academic Fresh Start and Academic Renewal Policies are designed to give students who experienced significant academic challenges the opportunity to either return to UAA and begin their college journey anew, or exclude up to two consecutive semesters from their GPA. In AY2024-2025, twenty-four students accessed this new opportunity. They span the demographic groups we are tracking, and include some Pell recipients, first generation students, and an equal breakdown relative to age, but with no clear pattern as of yet.

Academic Concierge. A new position was funded in spring 2023, with the goal of assisting students near graduation who have run into a barrier. The barrier could be academic, financial, or other, and the concierge works across functional areas to find possible solutions to move the student to the finish line of graduation. To date, the academic concierge has assisted 441 students to get back on track to completion. These students span the demographic groups we are tracking, with the percentages essentially paralleling the demographic breakdown of all of UAA. The percent of Pell recipients and first generation students being helped appears to be smaller than they make up in the overall population, suggesting we might need to consider some additional approaches to identifying students in need of assistance. Of note, of the 441 students helped, 180 have already earned their credential.

Areas of Strength, Significant Progress, Challenge, and/or Improvement

As noted by external consultants, such as from EAB, UAA is innovative in its approach to student success, implements best practices, and collaborates across the institution on multiple initiatives. Given the particular students we serve, we are flexible in working with students from various backgrounds, at different points in their professional and educational careers, and at different stages of their lives. We have established student achievement metrics and their disaggregation which allow us to track student success overall and to see if our mitigation strategies are helping us meet the needs of all our students. Mitigations are occurring on the institutional level, at the level of a unit, and even by an individual staff or faculty member.

UAA will want to determine the cycle of reviewing how well any single mitigation is working. While some have natural end points, such as the reduction of the developmental Writing offerings, this is not the case with all mitigations. The new Services Review process, which is on a seven-year cycle, is designed to facilitate some of these decisions on a unit-level through a widely understood, regular, institutional-level process. The institution is also considering whether or not the Strategic Enrollment Management Plan and its Annual Progress Report could serve as a means for ongoing evaluation and decision making around specific, targeted mitigations.

Moving Forward

UAA will continue to track the success of the mitigation strategies noted above, and to determine if these ensure that we are narrowing achievement gaps and supporting the success of all UAA students. Given the finite set of resources, including in Institutional Research, UAA will focus its student success data gathering and analysis efforts, particularly as they relate to any one mitigation strategy, in alignment with the Board of Regents' Systemwide Attainment Framework (SAF), UAA's Strategic Enrollment Management Plan, and the goals set by the UAA Executive Council. With the student success data infrastructure established, we can look more deeply at specific mitigations and strategies, such as the impact of dual enrollment on later student success, participating in Honors, or living on campus in improved retention, etc. And we will continue to look at meaningful disaggregation of the data to determine which mitigations are working, which should be scaled up, and which might be discontinued.

Select Evidence for 1.D.4 Disaggregated Indicators of Student Achievement Used to Mitigate Achievement Gaps
Processes and methodologies for collecting and analyzing indicators of student achievement are transparent • Accreditation Student Achievement Metrics - Dashboard (IR Website under Public Data and Information) • Student Achievement Metrics - Static Reports (On the Institutional Accreditation Website, open the Student Achievement Metrics [Student Success Metrics] Reports button.)   ○ UAA Annual Report on Persistence as of Fall 2024

Select Evidence for 1.D.4 Disaggregated Indicators of Student Achievement Used to Mitigate Achievement Gaps
○ UAA Annual Report on Retention as of Fall 2024 ○ UAA Annual Report on Graduation as of Fall 2024 ○ UAA Annual Report on Semesters to Degree - Graduate Programs as of Fall 2024 ○ UAA Annual Report on Leading Indicators as of Fall 2024 (Tier 1 GERs in the first 30 credits; Course Pass Rates) ○ Post-Graduation Success as of Fall 2024 **Processes and methodologies for collecting and analyzing indicators of student achievement and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement** • Progress on Collaborative Student Success Efforts (May 27, 2025) (Documents achievements since the Mid-Cycle Evaluation) • Progress on Collaborative Student Success Efforts (Completed for the Mid-Cycle Evaluation) • Ad Hoc Report to Address Recommendations from 2018 Cycle (Submitted to NWCCU on March 1, 2020, pages 3 and 8-21)

CONCLUSION

Based on the seven years of work covered by this accreditation cycle and on our year of self-reflection, we can make the following conclusions:

- The core competencies that UAA faculty, staff, and students selected are and will be enduringly appropriate for UAA. We find value in them, our students find value in them, and they match what our employers are looking for in their employees.

- UAA time and again, at every level, no matter what group is involved, not only articulates, but demonstrates a genuine commitment to students.

- UAA is willing to make significant changes to meet the needs of students and to support their success. The complete restructuring of advising and its ongoing assessment is a leading example of this.

- Disaggregated student achievement data inform planning, decision making, and resource allocation. Subsets of the disaggregated data, as appropriate, are integrated into regular processes such cyclical Academic Program Review, the new cyclical Services Review, and even UAA's performance reporting to the State of Alaska Office of Management and Budget.

- The disaggregated data call for a continued focus on mitigations that address the needs of part-time students and students with financial need. They also call for further exploration of the differences in student achievement at the associates and bachelor's levels, particularly the flipped gaps for certain populations.

- The institution must continue to explore possible barriers to graduation, such as the design of our programs, the way we schedule courses, or the effectiveness of our support structures.

- The new approach to annual progress reports on strategic and supporting plans provides an additional basis for annual reflection on institutional effectiveness.

Based on what we have learned and the current environment, here are some things UAA will want to focus on.

- While leadership has come to clarity on UAA's role as a dual mission institution, with a focus on access, affordability, pathways to success, and community outreach, not all faculty and staff are at the same point of understanding. This means we will need to continue to discuss and define what it means, and doesn't mean, for all of us in our daily work.

- Because the pace of change continues to pick up all around us, as an institution we will need to keep evolving. This will require a special focus on helping our employees and communities understand and accept this reality, and it will require a continued institutional commitment to providing a supportive environment to help individuals through these transitions.

- Given the Board of Regents focus on recruitment, retention, and graduation, and given that UAA is heading into its next strategic planning exercise, we are situated well to align all these efforts with the next accreditation cycle and our next definition of mission fulfillment.

APPENDICES

Appendix A: Institutional Report Certification Form

INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)

NWCCU
NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

Institutional Report Certification Form

On behalf of the Institution, I certify that:

- ☑ There was broad participation/review by the campus community in the preparation of this report.
- ☑ The Institution remains in compliance with NWCCU Eligibility Requirements.
- ☑ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

University of Alaska Anchorage

(Name of Institution)

Cheryl Siemers

(Name of Chief Executive Officer)

DocuSigned by:
Cheryl Siemers
B59A2604E7E0467...

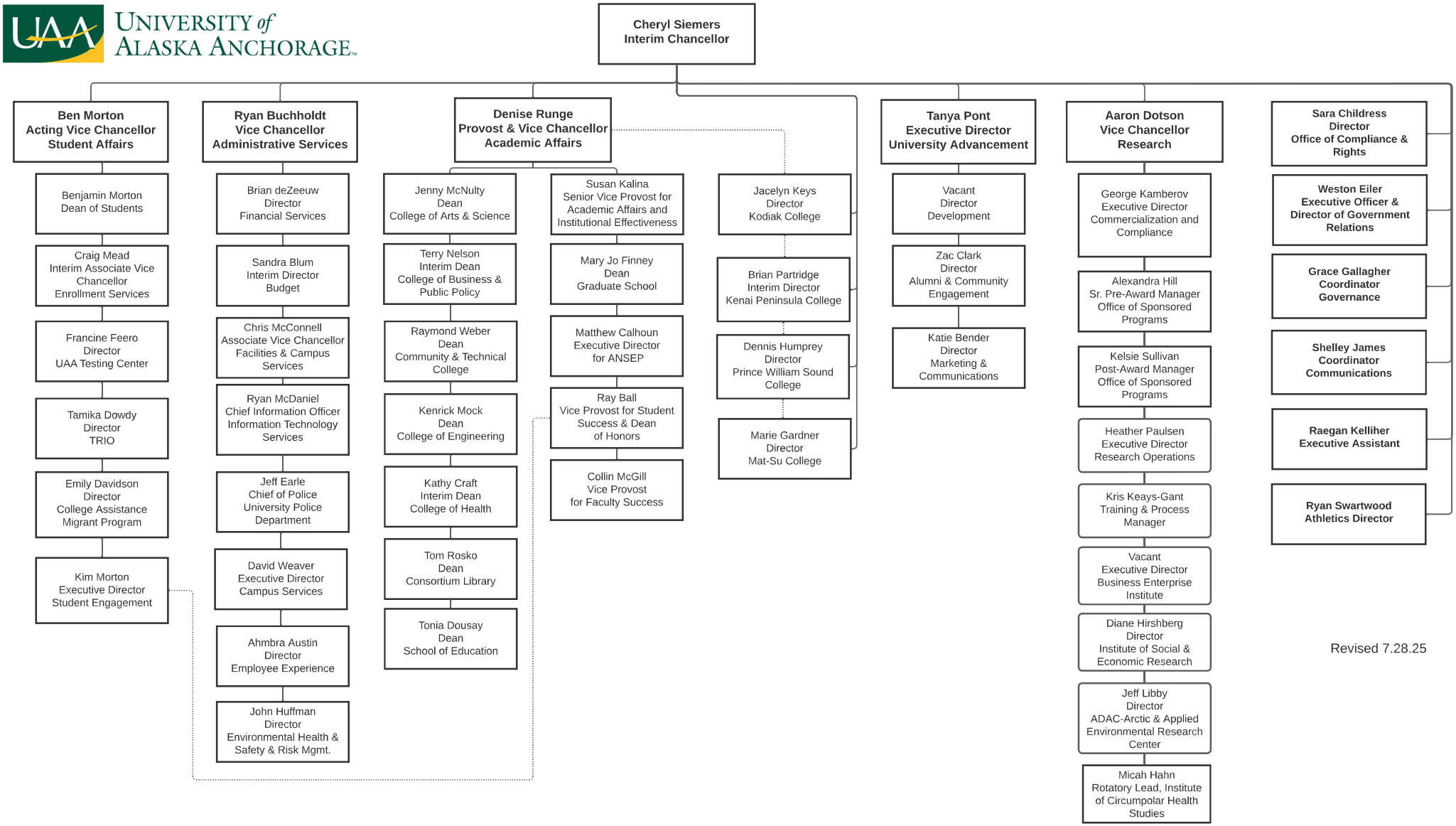
(Signature of Chief Executive Officer)

August 3, 2025

(Date)

Appendix B: UAA Organizational Chart

Visit the Chancellor's Office website for the current version.



Appendix C: List of Acronyms

AA	Associate of Arts
AACRAO	American Association of Collegiate Registrars and Admissions Officers
AAC&U	American Association of Colleges and Universities
AAC	Academic Assessment Committee of the Faculty Senate
AAP	Academic Assessment Plan
AAS	Associate of Applied Science
AAUA	American Association of University Administrators
ABET	Accreditation Board for Engineering and Technology
ACPE	Alaska Commission on Postsecondary Education
ACT	American College Testing
ADAC	Arctic Domain Awareness Center
AECT	Association for Educational Communications & Technology
AGB	Association of Governing Boards of Universities and Colleges
AI	Artificial Intelligence
ALEKS	Assessment and Learning in Knowledge Spaces (math placement test)
ALP	Accelerated Learning Program
ANSEP	Alaska Native Science and Engineering Program
ANSI	Alaska Native Success Initiative
AP	Advanced Placement
APU	Alaska Pacific University
ASA	Academic and Student Affairs Committee of the Board of Regents
AY	Academic Year
BA	Bachelor of Arts
BBA	Bachelor of Business Administration
BHS	Bachelor of Human Services
BIPOC	Black, Indigenous, and People of Color
BOR	Board of Regents
BS	Bachelor of Science
CAEP	Council for the Accreditation of Educator Preparation
CAS	College of Arts and Sciences
CBPP	College of Business and Public Policy
CGS	Council of Graduate Schools
CHEA	Council for Higher Education Accreditation
CIM	Curriculum Inventory Management
CIP	Classification of Instructional Program
CLEP	College Level Examination Program
CNA	Certified Nursing Assistant
COE	Center for Excellence
CoEng	College of Engineering

COH	College of Health
CPAB	Campus Planning Advisory Board
CTC	Community and Technical College
CTE	Career and Technical Education
DSST	formerly DANTES Subject Standardized Tests for credit by examination
EAB	Education Advisory Board
EIE	Evaluation of Institutional Effectiveness
FAA	Federal Aviation Administration
FAFSA	Free Application for Federal Student Aid
FERPA	Family Education Rights and Privacy Act
FRWG	Faculty Research & Creative Activity Working Group
FY	Fiscal Year (July 1 – June 30)
FYE	First-Year Experience
GAB	Graduate Academic Board of the Faculty Senate
GEC	General Education Council Subcommittee of the Undergraduate Academic Board
GED	General Education Development Test
GER	General Education Requirement
GC	Graduate Certificate
GPA	Grade Point Average
GUR	General University Requirement
IB	International Baccalaureate
IPEDS	Integrated Postsecondary Education Data System
IR	Institutional Research
IT	Information Technology
KOD	Kodiak College
KPC	Kenai Peninsula College
KPI	Key Performance Indicator
MA	Master of Arts
MEd	Master of Educational
MFA	Multi-Factor Authentication
MPH	Master of Public Health
MS	Master of Science
NB	No Basis for Evaluation
NET	Native Early Transitions
NILOA	National Institute for Learning Outcomes Assessment
NP	No Pass
NSSE	National Survey of Student Engagement
NACADA	National Academic Advising Association
NWCCU	Northwest Commission on Colleges and Universities
OAA	Office of Academic Affairs
OEC	Occupational Endorsement Certificate

OLC	Online Learning Council
OSS	Office of Student Success
PAC	Professional Advising Council
PBCT	Post-Baccalaureate Certificate
PRFR	Policies, Regulations, and Finances Review
PSLO	Program Student Learning Outcomes
PWSC	Prince William Sound College
RISC	Revealing Institutional Strengths and Challenges (student survey)
RSI	Regular and Substantive Interaction
RSPPC	Research & Sponsored Program Planning Committee
RurAL CAP	Rural Alaska Community Action Program
SAF	Systemwide Attainment Framework
SAGE	Student Academic Growth, Engagement, and Success
SAN	State Authorization Network
SAT	Scholastic Assessment Test
SEM	Strategic Enrollment Management
SMS	Short Message Service
SOE	School of Education
SUNRAE	Strategic Use of Nationally Registered Apprenticeships for Educators
TES	Transfer Evaluation System
TILT	Transparency in Learning and Teaching
TVEP	Technical Vocational Education Program
UA	University of Alaska System
UC	Undergraduate Certificate
UAA	University of Alaska Anchorage
UAB	Undergraduate Academic Board of the Faculty Senate
UAF	University of Alaska Fairbanks
UAS	University of Alaska Southeast
US	United States
WCET	WICHE Cooperative for Educational Technologies
WICHE	Western Interstate Commission for Higher Education

Appendix D: UAA Peer List Approved by Chancellor's Cabinet in AY2020-2021

In AY2020-2021, UAA's Office of Institutional Research reviewed and, through a broad and inclusive process, compiled an updated list of institutional peers to serve as comparators on student achievement metrics for the accreditation process. The document UAA 2025 Peer Group Selection Procedures and Resulting Peer List (AY21) provides a full description of the process.

DUAL MISSION/REGIONAL PEERS

Utah Tech University https://utahtech.edu/
Utah Valley University https://www.uvu.edu/
Weber State University https://www.weber.edu/

NATIONAL PEERS

Arizona State University Digital Immersion https://www.asu.edu/
Arkansas State University https://www.astate.edu/
Arkansas Tech University https://www.atu.edu/
College of Staten Island CUNY https://www.csi.cuny.edu/
Colorado Mesa University https://www.coloradomesa.edu/
Eastern New Mexico University-Main Campus https://www.enmu.edu/
Idaho State University https://www.isu.edu/
Lamar University https://www.lamar.edu/
New Mexico Highlands University https://www.nmhu.edu/
Pennsylvania Western University https://www.pennwest.edu/
Southeastern Oklahoma State University https://www.se.edu/
Texas A & M University-Commerce https://www.etamu.edu/
Texas Woman's University https://twu.edu/
The University of West Florida https://uwf.edu/
University of Alabama at Birmingham https://www.uab.edu/
University of North Georgia https://ung.edu/

Appendix E: 2025-2026 UAA Academic Catalog

The 2025-2026 UAA Academic Catalog is an electronic catalog available online. It includes the most up-to-date information.

A PDF version is available by selecting Print/Download in the green upper-right bar. The PDF version is locked prior to the start of the academic year. For this reason, it does not include updates that may occur throughout the year, such as when admissions are suspended to a program.

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ADDENDUM

A. Distance Education

7. Addendum - Distance Education

1. Policies and procedures for ensuring the student who registers in a Distance Education course or program is the same student who participates in the course and receives credit

Board of Regents' Policy P09.01.080 requires each University of Alaska student to have a unique identification code. UAA students wishing to enroll in online classes do so by logging into a secure portal (UAOnline) using their UAA credentials (username and password). Students can select one of the three security levels for their account. The same credentials are used to access Blackboard, the official Learning Management System, which serves as the online education delivery platform.

In the spring semester of 2024, UAA implemented multi-factor authentication (MFA) for all students. Whenever a student attempts to log-in to university services, they must respond to an MFA prompt through either an app, phone call, or using a physical token issued by the Information Technology Services department. By adding this additional layer of verification, UAA is better able to ensure the person logged in for coursework is indeed the registered student while also strengthening its cybersecurity environment.

In spring 2025 the UAA community was informed of a transition to more secure authentication methods. Effective July 1, 2025, SMS was deprecated as an authentication method for MFA as insecure. The phone call option is scheduled to be deprecated at the end of 2025 to further enhance security of university accounts.

2. Policies and procedures that make it clear student privacy is protected

While the identity verification process itself is designed to protect privacy, as well as to ensure a student accessing electronic platforms and records is the same student whose achievements are evaluated and credentialed, there are multiple other policies designed to protect that student's privacy. FERPA rights are protected and enforced for students regardless of attendance method. Students taking distance education courses and/or programs are informed of their FERPA rights and regulations against identity falsification through the UAA Academic Catalog and in an annual email. Section VII Information Accuracy and Security of UAA's Blackboard Use Policy (now known as the Learning Management System [LMS] Use Standard) clarifies that the default settings in Blackboard present only student directory information to other students and instructors in a course, protecting student privacy. Section 2.1 Use of Information Resources of UAA's Acceptable Use Policy requires users to agree that they will not "access or attempt to access any other user's account/information without permission, or misrepresent or attempt to misrepresent their identity while using UAA's information resources." These two policies, UAA's Blackboard Use Policy/LMS Use Standard and Acceptable

Use Policy, are posted on the UAA Information Technology Services Website. The UAA Academic Catalog also links to these policies from the Annual Notifications and Disclosures Page, see the Computer Use and Software Copyright Policy section. Privacy is further addressed by the Student Code of Conduct, which includes a section on Forgery, Falsification, Alteration, or Misuse of Documents, Funds, Property, or Electronic Records, disallowing unauthorized access to resources such as through identity falsification. The above align with Board of Regents' Policy Chapter 02.07 Information Resources and the UA System-level Acceptable Use of Online Resources.

3. Notifications to students at the time of registration of any additional charges associated with verification procedures

There are no separate charges at UAA associated with the identity verification process.

4. Academic policies and procedures for instructors to implement requirements for regular and substantive interactions in Distance Education courses or programs

The UAA Teaching Online Policy ensures instructors assigned to teach online courses are qualified to teach in the course modality, with renewal of that eligibility at least once every five years. The UAA Regular and Substantive Interaction Policy requires faculty teaching asynchronously-delivered courses to include a syllabus statement that details how regular and substantive interaction will occur.

5. The institution has established a system for monitoring or periodically evaluating its online programs to ensure that its instructors continue to observe such policies for regular and substantive interaction

The UAA Teaching Online Policy ensures instructors assigned to teach online courses are qualified to teach in the course modality, with renewal of that eligibility at least once every five years. The UAA Regular and Substantive Interaction Policy requires faculty to include a syllabus statement that details how regular and substantive interaction will occur. It also requires the collection of syllabi every semester and random sampling for RSI. Reports of noncompliance, regardless of the source, are to be addressed by the dean or community campus director. Faculty who do not meet the requirements or who do not maintain eligibility are not scheduled to teach online courses.

6. The institution's distance education programs are consistent with the mission and educational objectives of the institution

Distance education programs are held to the same standards and go through the same review, approval, and evaluation processes as in-person programs. These processes ensure alignment with UAA's mission and educational objectives. See the UAA Curriculum Handbook.

7. The design and assessment of distance education programs are overseen by an academic team, including significant involvement of the institution's faculty

Distance education programs are designed and assessed using the same processes and procedures as in-person programs. Faculty design and propose the curriculum for new programs, including the Program Student Learning Outcomes and the assessment of student learning relative to those outcomes. Curriculum is approved, as per the UAA Curriculum Handbook, and faculty develop a plan to assess the student learning within the program according to guidance within the Academic Assessment Handbook.

UAA shifted to a biennial Program Student Learning Outcomes Assessment cycle as described on the Program Student Learning Outcomes Assessment Website, and in AY2024-2025 the Academic Assessment Handbook was updated to reflect that change. Current plans and reports are posted for all programs on that site. All programs, including distance education programs, also undergo the Board of Regents-mandated Academic Program Review on a 7-year cycle. Faculty complete an evaluation of the program in response to specific questions, using a common data set, and submit their review to the dean and then the provost. Programs receive commendations and recommendations for improvement, and are expected to respond to the recommendations in the next cycle, providing evidence that the recommendations have been addressed.

8. Publications and advertising for distance education programs are accurate and contain necessary information such as the program's goals, requirements, academic calendar, and faculty

The UAA Academic Catalog includes information for all academic programs, regardless of modality. The catalog includes the program goals, requirements, and student learning outcomes. The names, titles, degrees held, and conferring institutions for full-time faculty are also published in the catalog on the Faculty and Academic Administrators page. Distance education programs follow the same academic calendar as all other programs. The Academic Calendar is published on the provost's site. There is also a Dates and Deadlines page on the Registrar's Website that includes the same information, but formatted specifically for students.

9. Contractual relationships and arrangements with consortial partners, if any, are clear and guarantee that the institution maintains direct and sole responsibility for the academic quality of all aspects of distance education programs. Where the institution has entered into contractual relationships involving credits and degrees, it has obtained NWCCU approval for the substantive change

UAA has not entered into a contractual relationship or arrangement with a consortial partner for the delivery of distance education programs.

Evidence for NWCCU's Policies on Student Verification and Distance Education

Policies/procedures for ensuring the student who registers in a distance education course/program is the same student who participates in the course and receives credit

- Regents' Policy P09.01.080 - Student Identification
- UA System Office of Information Technology - Multi-factor Authentication (MFA) - Website
- Transition to Stronger and More Secure Authentication Methods - Seawolf Daily (June 19, 2025)

Policies/procedures make it clear that these processes protect student privacy

- UAA Academic Catalog - Annual Notifications & Disclosures, Family Educational Rights and Privacy Act (FERPA)
- UAA Institutional Technology - Acceptable Use Policy - Website (See Section 2.1 Use of Information Resources)
- UAA Blackboard Use Policy (also known as Learning Management System Use Standard) - Website (See Section VII. Information Accuracy and Security)

Notification to students at the time of registration of any additional charges associated with verification procedures

- N/A

Academic policies/procedures for instructors to implement requirements for regular and substantive interaction in distance education courses/programs

- UAA Teaching Online Policy
- UAA Regular and Substantive Interaction Policy

System for monitoring or periodically evaluating online programs to ensure that its instructors continue to observe such policies for regular and substantive interaction

- UAA Teaching Online Policy
- UAA Regular and Substantive Interaction Policy

The institution's distance education programs are consistent with the mission and educational objectives of the institution

- UAA Academic Catalog
- UAA Curriculum Handbook
- *"Improving Your Online Course"* Asynchronous Workshop (Example of trainings offered to instructors)

The design and assessment of distance education programs are overseen by an academic team, including significant involvement of the institution's faculty

- UAA Academic Catalog
- UAA Faculty Senate - Website
    - UAA Faculty Senate Constitution

Evidence for NWCCU's Policies on Student Verification and Distance Education

- UAA Faculty Senate Bylaws
- Faculty Senate Undergraduate Academic Board (UAB) - Website
- Faculty Senate Graduate Academic Board (GAB) – Website
- UAA Curriculum Handbook
- Faculty Senate Academic Assessment Committee - Website
- Academic Assessment Handbook

Publications and advertising for distance education programs are accurate and contain necessary information such as the program's goals, requirements, academic calendar, and faculty

- UAA Admissions' Academic Programs - Website (Set the filter to "online.")
- UAA Academic Catalog
  - Undergraduate Programs (Click on a program to see the program's requirements and student learning outcomes.)
  - Graduate Programs (Click on a program to see the program's requirements and student learning outcomes.)
  - Faculty
- UAA Academic Calendar (Posted on the Office of Academic Affairs Website)
- Registrar's Dates and Deadlines Website (Designed specifically for students)

Contractual relationships for the delivery of distance education programming

- N/A