STUDENT AFFAIRS ASSESSMENT
Annual Assessment Reports
2014-2015

UAA Student Affairs departments demonstrate a commitment to a culture of evidence and continuous improvement through intentional assessment planning, the measurement of learning outcomes, and the publication of insightful key findings to stakeholders. The Annual Assessment Reports below are organized by department and include:

- Assessment Inventory: List and description of all assessment projects conducted during the year.
- Learning Outcomes: Primary learning outcomes prioritized for the academic year.
- Assessment Activities: Detailed purpose, methodology, and key findings for major assessment initiatives.
- Continuous Improvements: Program improvements based upon assessment findings.
- CAS Self-Study Updates: Progress made toward addressing CAS Self-Study findings.

Contents

Office of Student Affairs
Military & Veteran Student Resource Center

Assessment Inventory
- **Military & Veteran Student Survey:** Baseline assessment survey administered through Campus Labs to assess the current environment for military and veteran students at UAA.
- **GI Jobs Military Friendly Schools Survey:** The Military Friendly® School Designation is resource based on a complimentary and rigorous quantitative assessment that measures schools on criteria created by Victory Media with the assistance of an independent Academic Advisory Board, and graded by an automated research suite. Schools that participate in the survey and make the list have been recognized for exhibiting leading practices in recruiting and supporting post-military students.

Learning Outcomes
1. With the assistance of the Military & Veteran Community Resource Center, students will create a plan for successfully transitioning into college. The plan will include selecting a major, meeting with an academic adviser and creating a financial plan.
   - **Learning Intervention**
     - Updated user friendly website
     - Transition Checklist
     - Informative workshops
     - One on one transition advising sessions
2. Use student feedback to create programing that engages military and veteran students with the UAA community to help them feel more connected to campus.
   - **Learning Intervention**
     - Host informative workshops
     - Schedule social activities to help military service members, veterans and their family members connect
     - Recognize students for their accomplishments in a community newsletter

Assessment Activities
Military & Veteran Student Survey

Assessment Type: Climate/culture assessment

Assessment Method: Survey

Population/Sample: 2017 Military and Veteran students were invited to take the survey. 105 students began the survey, and 84 students completed the survey.

Key Findings:

- 73.49% of 84 students who responded to the Military and Veteran Community Baseline Assessment said they felt welcomed at UAA
- 52% of the 88 students who took the Military and Veteran Baseline Assessment Survey said they felt their transition from the Military to UAA was easy.
- 67% of the 88 students who responded to the Military and Veteran Community Baseline Assessment Survey said they considered UAA to be a Military and Veteran Friendly Campus

  [PDF] Survey Results

Multicultural Center

Assessment Inventory
- Pre and post assessments using Collegiate Link (Fall 2014) to assess participant satisfaction and learning outcomes.
- Participated in the Program Prioritization process for the campus. The MCC landed in the second quintile which indicated that we should be "considered for higher investment".
- Google Docs electronic portfolios for Guidance 150 students during fall 2014 semester.
- Utilized an application process for Men and Women of Excellence and Diversity Awards by utilizing the Collegiate Link infrastructure. (Spring 2015)

- In-house program evaluation forms: Following each event, students and/or community members (participants) were evaluated to assess participant satisfaction and adherence to key program outcomes. (on-going)
- The MCC secured and utilized the ability to use mobile hand-held IPads to capture students' participation in remote programs and services (Campus Kickoff, Graduation Recognition Ceremonies, and other collaborative programs). This has allowed us the ability to capture utilization and satisfaction of programs, services and events occurring on college campuses. This was exciting as to launch this wireless, hand-held assessment resource. This allowed us to more accurately capture student usage data.

Assessment Activities

- Currently in discussions with Paul Wasco (e-learning guru) to create and launch two groups within that infrastructure that will distinguish between AHAINA (3rd & 4th year) students and Seawolf Success (1st and 2nd year) students and allow us to enhance and streamline our communication to students in either program.

- We will continue to enhance our ability to monitor and track the matriculation, success (GPA) and graduation of the students under our portfolio (African American, Hispanic, Asian, International, and Native American students). This will be done with securing accurate data from institutional research, Banner and other student data systems, and will work with the campus community to seek creative ways to streamline the process of student data management.

Continuous Improvements

- Seawolf Success Academy application includes a pre-test that will be administered at the end of the training, and connected to Map Works assessment during the 2014-2015 school year.
- Conducted workshop and event evaluations/satisfaction surveys after each function that the MCC facilitated or co-facilitated
- Seeking more enhanced opportunities to capture participants utilizing services and assess student learning through cultural program outcomes using handheld iPad. (Fall 2014). This has allowed us to account for the over 5,000 visits to the MCC over the year. This accounts for 580 student visits per month.

CAS Self-Study Updates

The Multicultural Center did not complete the CAS Self Study. However, many of the suggestions and strategies that the CAS Standards recommends for Multicultural Student Programs and Services are currently being enacted; including

1. Promoting academic and personal growth of traditionally underserved students, working with the entire campus to create an institutional and community climate of justice, promote access and equity in higher education, and offer programs that educate the campus about diversity.
2. Promoting student learning and development outcomes that are purposeful and holistic and that prepare students for satisfying and productive lifestyles, work, and civic participation.
3. Basing work in the MCC on models and approaches that are theory-based and data driven.
4. Staff hold appropriate graduate or professional degrees in their fields and are knowledgeable about relevant research and practice appropriate to their programming with students.
5. Adherence to the highest standards of ethical practice and the treatment of all students, staff and stakeholders in a fair, objective, impartial and respectful manner.
6. MCC staff are knowledgeable about and responsive to laws and regulations that relate to respective responsibilities and that may pose legal obligations, limitations, or ramifications for the institution as a whole.
7. An educational and work environment free from discrimination in accordance with law and institutional policy is fostered.
8. Create and nurture environments that are welcoming and bring together persons of diverse backgrounds.
9. Comprehensive and accurate information is utilized for clear sources and channels of authority, effective communication practices, procedures for decision making and conflict resolution.
10. Outreach to and collaboration with relevant individuals, campus offices, and external agencies to identify and address retention issues of underserved populations and advocate for the creation of a welcoming surrounding community.
11. Demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.
12. Work with UAA's IT Department and the Office of Disability Support Services to ensure that workstations and computer labs are evaluated for compliance with relevant policies and standards to deliver services to persons with disabilities based on federal, state and local requirements.
13. Facilities and equipment must be adequate, accessible, and suitably located to support the mission and goals of the MCC.
14. Established systemic plans and processes to meet internal and external accountability expectations with regard to the program as well as the student learning and development outcomes.

Assessment Inventory

For the 2014-2015 academic year, Alaska Native Student Services (NSS) conducted 5 paper assessment surveys on events and one on-line assessment survey on the services offered at NSS.

1. **New Student Transition (NET) Program—August 18 to 21, 2014:** The NET Program is a one week program for Native and rural students to address their "transition" needs. A paper assessment survey was administered.
2. **Social/Cultural Events—October 9, 17, and November 7, 2014:** Activities (Values Discussion, Native Games) that creates a positive campus climate that appreciates and validates Native student identity. Three paper assessment surveys were administered.
3. **Scholarship and Internship Fair—February 12, 2015:** A Scholarship and Internship Fair that brought 34 Alaska Native organizations to campus to share funding and internship opportunities targeting Native students. Two paper assessment surveys (one for students and one for vendors) were administered.
4. **Native Student Services Student 2014-2015 Feedback Survey--2014 Fall and 2015 Spring semesters:** Alaska Native student feedback on the services they received and a prioritization on the importance of services offered at NSS. An on-line assessment survey was administered to all Alaska Native students enrolled during the fall 2014 and spring 2015 semester.

Learning Outcomes

1. Alaska Native students who participate in NSS Values discussions will be able to articulate 2 examples of an enhanced cultural awareness of "self" during a wrap-up discussion sessions at the end of the fall and spring semesters.

   Learning Intervention
   Student intrapersonal and interpersonal growth will occur as a result of participating in weekly Indigenous Values discussions where an invited guest will present on a selected value and will facilitate a student discussion.

2. Alaska Native students who participate in NSS Roundtable discussions will be able to articulate a sense of "place" with an understanding of empowerment and enfranchisement on the roles of Alaska Native institutions in the future development of Alaska. This Outcome alines with the Student Affairs' Sense of Self Outcome by exposing and making students awareness of their sense of "place" and "purpose" in self actualization..

   Learning Intervention
   Student sense of empowerment and enfranchisement will occur as a result of participating in Roundtable discussions on the history of Alaska Native institutions and salient issues facing these organizations and the Alaska Native community. Staff and invited Alaska Native leaders will facilitate the roundtable discussions.

Assessment Activities

Balance of Life Choices

Native Student Services (NSS) conducted three "Balance of Life Choices" event survey assessments during the 2014-2015 academic year.

- Two of the assessments focused on cultural validation and campus inclusion regarding Cultural Games/Gym Activities. A longitudinal comparison of this the cultural/physical dimension indicates continued improvement in student satisfaction from 92.8% (FY13) to 95% (FY14) and to 95.4% (FY15).

- One of the assessments focused on cultural validation and personal self-actualization regarding Cultural Valves Activities. A longitude comparison of the cultural/values dimension is 96.8% (FY13), 98.8% (FY14), and 96.7% (FY15).

Native Early Transition (NET) program

NSS conducted a program assessment to the Native Early Transition (NET) program which targeted incoming Alaska Native and rural freshmen. At the conclusion of the program, and survey was administered and the results indicated that 100% of the participants found the program helpful in their transition to UAA, 95% received assistance in their class registration, 90% received assistance with their student financial aid, 100% were able to make new friends and build a peer support network, and 100% felt they were more prepared for the start of classes.

Continuous Improvement

Since the 2011-2012 academic year, Native Student Services (NSS) has administered an on-line "NSS Student Feedback Survey" each year that solicits student input on utility of services they receive and allows a student voice in prioritizing the importance of services to be offered in the upcoming year.

When developing a strategic plan for the 2014-2015 academic year, the NSS staff looked at the 2013-2014 student survey feedback results. The 2013-2014 survey (n=148) responses represented a broad class standing distribution: 32.4% from Freshmen, 18.2% from Sophomores, 12.9% from Juniors, 29.1% from Seniors, and 7.4% from Graduate Students. The Key Findings of the student feedback indicated that the top five "Extremely Important" services NSS that offered were (1) NSS Financial Aid Advising, (2) NSS Study Area, (3) NSS Computer Lab, (4) NSS Tutorial Services, and (5) NSS Graduation. The NSS staff incorporated this student feedback as they developed programs and activities for the 2014-2015 academic year. Included in the 2014-2015 scheduled activities were the NSS Scholarship and internship Fair which was held in February (Extremely Important Service 1) and the NSS Graduate Celebration which was held in May (Extremely Important Service 5).

Each year the student feedback can vary slightly. The 2014-2015 NSS Student Feedback Survey was conducted. The Key Findings of the 2014-2015 student feedback indicated that the top five "Extremely Important" services NSS offered were (1) NSS Financial Aid Advising, (2) NSS Computer Lab, (3tied) NSS Study Area, (3-tied) NSS Tutorial Services, and (5) NSS Cultural Foods Potlucks. The Computer Lab increased in importance as did the Tutorial Services. Also the NSS Cultural Food Potlucks and Social/Cultural Activities increased in importance to the students.

For the upcoming academic year, NSS will continue to host the NSS Scholarship and Internship Fair (Extremely Important Service 1). During the 2015 summer, NSS is utilizing its Student Technology Fee allotment to upgrade the fiber optic "connectivity" of the NSS student support computer lab (Extremely Important Service 2).

In conclusion, the annual NSS Student Feedback Survey serves as important student voice tool when the NSS staff is developing programs and activities.

CAS Self-Study Updates

During the summer of 2012, NSS conducted a *Council for the Advancement of Standards in Higher Education* (CAS) selfstudy to assess the NSS programs and services in the context of accepted national standards and to identify actionable opportunities for improving NSS services, operations, and program effectiveness. After the conclusion of the self-study, NSS began addressing areas of weaknesses. In effort to improve internal and external communications, NSS took a lead role in working with other UAA Native programs and UAA University Advancement to develop a "gateway" page on the UAA website to facilitate an easy one-stop access tool for those seeking information on Native programs and events. In FY14, the Gateway page had a "soft" floating launch, but with no permanent anchor or presence on the UAA web-page. NSS continued the effort for viability; and during the 2015 Spring semester, the Alaska Native Programs gateway was permanently anchored to the UAA Homepage with an ongoing presence in "Quick Links" under the About UAA column.

Enrollment Services

Admissions

Learning Outcomes

1. The Office of Admissions will focus on improving communications and increasing opportunities for applicants to more easily answer their own questions. New technology will reach out to students through mail, email and text messaging. New web page design, portal design and landing pages will be designed to help applicants quickly answer questions themselves without needing to call or email Enrollment Services.
2. The Office of Admissions will enhance current communications to train new students to include name, student ID and major on email and letter communications with UAA. Staff members spend a great deal of time researching name and student ID on written communications. The student forgets to include basic information and the staff member must find the student record based on clues in the email or the email address itself.
3. International Student Services will continue its collaborative work integrating international students in American and Alaskan culture by developing leaders. A recent survey shows an interest among international students to share their cultures with UAA students in order to give back to the campus. ISS will work with other offices to develop international student leaders who can guide this effort.

Continuous Improvements

- **Exception Reporting Reduces Errors:** The Admissions Team developed exception reports to look for situations in the record that negatively impact the student but cannot be easily seen and to catch errors before the student calls. Admissions processing is very manual and it is easy overlook a change in one of the dozens of fields on multiple screens and other factors in the record impact the team's work. Accuracy has increased and work that required a student query is done immediately.
- **ISS Checklists Improve Student Experience:** ISS added an in-depth checklist for new students to help them understand the actions that need to be completed in the period between their admission to UAA and arriving at the University. This checklist includes information regarding governmental requirements, as well as outlining the arrangements that need to be addressed with multiple university departments before their arrival at UAA. The student survey with a 75 percent response rate is being used to improve the checklist.
- **Technology Improvements Increase Efficiency:** Admissions continued to improve productivity and student responsiveness through technology developments. In one example, a review of educational records through a national reporting website was taking 2-5 minutes per application. An automated process now sends applicant information to the agency and an automated process highlights what college transcripts should be added to the applicant checklist. Transcripts are added to about 15 percent of applications and the other 85 percent are no longer reviewed.

Electronic Student Services

Continuous Improvements

- **Building on Success:** ESS supports on-going development and improvement of projects that are being used in production. iAdvise, the Banner advising screen developed by ESS, has been updated based on user feedback and won the Chancellor's Award for Excellence. The Customer Service Ticketing System has been through a number of updates providing new and expanded functionality. ESS modified 15 queries to provide additional or new information. The National Student Clearinghouse project has been further automated overtime to improve its functionality. Extracts used for communication are being updated immediately at the users request.
- **Imaging Services:** Imaging Services continues to change technology and business processes to help departments become more efficient. This group handles thousands of documents monthly and is working to automatically capture data and move it into Banner, engage departments in conversation about using OnBase workflows so that documents are handled fewer times, and provide process support to departments planning to use OnBase workflows in the future.
- **Meeting Training Needs:** ESS now offers a condensed Banner training course for new Banner users who are unable to attend the full length sessions. This training allows newly hired employees to have access to Banner more quickly than in the past. It was added because of the growing number of requests for newly hired employees. These additional sessions build on the ESS theme of providing more training and last year's new online training, which allowed training for community campuses.
- **Technical Support:** ESS provides on-going technical support to applications built in-house and a number licensed applications. Besides the new Customer Service Ticketing Software, upgrades were completed to the R25/25Live scheduling application, LobbyImages live photos of the UC lobby software, University Police Department (UPD) Daily report showing everything occurring for 7 days in the UC lobby and Coming Home to Alaska feedback and report tool. ESS is working to meet its goal of supporting its technology to provide greater functionality based on staff requests and feedback.

Office of Student Information

Assessment Inventory

- **Add/Drop Drive-Thru:** Satisfaction survey emailed to students who used the Add/Drop drive-thru.
- **Call Center:** Data collected using Cisco reporting tools to measure the number of calls presented vs. the number of calls answered.
- **Call Center Quality:** Quarterly employee assessment of customer service etiquette best practices using a scored matrix against actual recorded calls.
- **Come Home to Alaska:** An email sent to all approved Come Home to Alaska residency applicants soliciting the impact of being approved on their decision to attend UAA.
- **First Contact Resolution:** The number of times a Student Information Advisor was able to resolve a student issue or question without assistance vs. needing assistance from one or more offices.

- **Lobby Wait and Service Times:** Passive data collected through our check-in software that records how long students waited for service and how long each contact lasted.
- **One-Stop Hours and Location:** Three brief questions asked at the conclusion of each student visit to the OneStop to determine their level of satisfaction with our current hours of operation and location off campus.
- **One-Stop Satisfaction:** An opportunity for students to rate the service they received at the One-Stop as well as the option to provide written comments.
- **Student Email Usage:** The number of emails received and answered for Financial Aid and Enrollment.

Learning Outcomes

1. Students who check in at the One-Stop will be able to obtain the information they need in order to make informed decisions that lead them toward their educational goals.
   Learning Intervention
   Advising session with a Student Information Advisor (SIA)
2. Students applying for residency at UAA will be able to select the option that most closely describes how they have demonstrated eligibility (A-Permanent Fund Dividend, B-physical presence or C-exemption) then attach the appropriate supporting documentation and submit the completed residency packet to Enrollment Services.
   Learning Intervention
   Communication with the student in person, by phone, through email and on the Residency form itself.

Assessment Activities

Come Home to Alaska

The University of Alaska implemented a new option for students wanting to return to school but who might be hesitant to do so because they would be charged the nonresident rate. The Come Home to Alaska (CHAK) program exempts them from the nonresident surcharge if they can prove that they are the direct lineal descendants of current Alaska residents. The intent of the Come Home to Alaska survey was to solicit feedback from those who qualified for the exemption. It was hoped that the information obtained would be useful to Statewide and others in measuring the effectiveness of the program (increased enrollment) as well as giving some idea of the improved relations it would have within the Alaska community.

Assessment Type: Needs Assessment, Satisfaction studies, Climate/culture assessment
Assessment Description: Students who applied and were approved for the Come Home to Alaska residency program were sent an email asking them a series of questions about how this opportunity influenced their decision to return to the university.
Assessment Method: Survey
Population/Sample: Approved applicants under the Come Home to Alaska program **Key Findings**
Of the 127 students who applied for the CHAK program, 34 responded to the survey. Nineteen (56%) indicated that they would not have come back to the University of Alaska were it not for this program. Nine of the respondents were living outside the State when they learned of it. Twenty said they plan to stay in Alaska after graduation and an additional ten say they want to stay. All but two of the respondents saw the program as a genuine way of connecting students to Alaska. Ten learned of it from a UAA employee, 7 from family members already in Alaska, 4 from friends or co-workers and the rest learned of it through UAA's website and other media.

- Come Home to Alaska Feedback
- Come Home to Alaska Survey

One-Stop Service

Students need correct and timely information and assistance in order to be able to focus on their studies instead of administrative processes such as admissions, financial aid, registration, etc. The purpose of this assessment is to determine whether or not their needs in this regard have been met. The collection of data regarding their level of satisfaction with the information and service they received will help in knowing where to improve and what to maintain.

Assessment Type: Student learning outcomes, Satisfaction studies, Climate/culture assessment
Assessment Description: After indicating the mode of contact (walk-in, phone or email), students are given the opportunity to indicate the primary reason for their visit and rate our service on a scale of 1 to 5 (Excellent to Poor). The service categories are speed of service, friendliness of staff, knowledge of staff and overall experience. They are also given the opportunity to provide written comments or suggestions. The method whereby this information is obtained is by use of an iPad station at the One-Stop or by auto-reply feedback link generated by every email submitted to the Enrollment Services and Financial Aid account.
Assessment Method: Survey
Population/Sample: Students visiting the One-Stop or emailing Enrollment Services or Financial Aid Date to be **Key Findings**

Student perception of speed improved from an average rating of 3.90 to 3.92. Friendliness dropped from 4.30 to 4.19 as did Knowledge, 4.20 to 4.06 and overall satisfaction, 4.10 to 4.00. While all of the changes in our ratings were relatively small, they show that while we might be helping students faster, we need to stay focused on our friendliness and knowledge. Our goal is to have an overall rating of 5.00 so this information will be helpful in developing our training schedule for the upcoming year as it relates to each team member's knowledge base and improving our customer service.

Continuous Improvements

- **First Contact Resolution:** After each contact with students (by phone or in person), the Student Information Advisor indicates through our new customer service tracking software what types of service were rendered and whether or not the advisor resolved the question/issue with assistance or without. While the interface tool is not yet available to retrieve this information, the data is still being collected. It is anticipated that this data will reveal our team's overall First Contact Resolution (FCR) rate, show where individual Advisors may need additional training and serve as a major driving force in guiding the training for the team as a whole. As a bonus, it also allows other offices within Enrollment Services to statistically show the Office of Student Information as part of the staff-to-student ratio for compliance reviews.
- **One-Stop Hours and Location:** Nearly 300 students visiting the One-Stop were asked three quick questions regarding our current hours, proposed expanded hours and our location being off-campus. 96% said that the lobby hours of 9am-5pm, M-F met their needs. Only 17% said being off-campus was a barrier to them. While we could not do much about moving Enrollment Services to campus, We concluded that changing our hours to 9am5pm for all services (including the front counter) would bring Enrollment Services in line with the hours of operation for all services located at the One-Stop (Accounting Services, Wolfcard Office, etc.). This change would negatively impact less than 4% of the students who visit the One-Stop. As such, we anticipate changing our hours and a proposal is currently under review to do so.

CAS Self-Study Updates

- The office continues to focus on the mission statement developed after the initial CAS review.
- A quarterly review of Student Information Advisors was developed to address the CAS finding that performance tools were lacking. It is specifically measures the quality of each staff member on the team as they work with students in the call center.
- The Mobile One-Stop was updated/improved to address the student access issues. The Add/Drop Drive-Thru was implemented to address student access issues.

Office of the Registrar

Assessment Inventory

- Evaluations from all Brown Bag Training Sessions
- Evaluations from Cafe' Presentations
- Scheduling Survey (outcome)
- DegreeWorks Survey (outcome)
- Comparing numbers of class schedule changes from year to year to see impact of scheduling policies and procedures.
- Tracking number of transfer evaluations being done weekly, amount of credit given.
- Run reports on Schedule Planner to track usage and to track average # of credit hours for students using planner versus students who do not. Run usage reports on DW.
- The following are quality assessments to verify our accuracy:
  - Run audit-no-audit report to find errors with registration activity
  - Run report to find non-degree seeking students under 18 to ensure proper coding as secondary students.
  - Run contact hours report for Academic Affairs to verify courses are making necessary contact hours for accreditation. Run SHR2GAU to track proper processing of change of grades.

Learning Outcomes

1. Through increased participation in Howl Days, we will see an increase in student's awareness of and usage of DegreeWorks.

Learning Intervention
- Howl Days
- Presentations to Advisers, CAFE, Brown Bags
- Participation in Campus Kick Off

2. Through outreach to students and advisers, student usage of schedule planner to aide in class registration will increase.
Learning Intervention
- Howl Days
- Brown Bags
- Cafe
- Adviser Listserv
- Northern Lights

Assessment Activities

DW Survey

To determine the level of awareness for DegreeWorks by both our general student population and specifically those living on campus. Additional assess how frequently students assess DegreeWorks and finally find areas for improvement.

Assessment Type: Usage assessment

Assessment Description: We asked students to complete a four questions survey about DegreeWorks. They submitted this survey in exchange for two slices of pizza.
1. Have you heard of DegreeWorks? Yes, No
2. How often do you look at your DegreeWorks audit? Never, Rarely, Before Registration Monthly Regularly
3. What do you like most about DegreeWorks?
4. If you could suggest one improvement, what might it be?

Assessment Method: Survey

Population/Sample: Two different surveys- First group was specific to the residence halls and we saw 162 students. The second group was in the student union and we saw 342 students.

Date to be Initiated: 10/27/2014

Date to be Completed: 10/29/2014

Key Findings

We saw 162 students is the residence halls. Survey response breakdown:

- Have you heard of DegreeWorks? Yes – 119 (73.5%), No – 43 (26.5%)
- Have often do you look at your DegreeWorks audit? Never – 16, Rarely – 30, Before registration – 37, Monthly – 10, Regularly – 26

Our second DW pizza party took place Wednesday in the Student Union on main campus from 2-4 p.m. and followed the same format as our Monday event. We saw 342 students that afternoon. Their survey response breakdown:

- Have you heard of DegreeWorks? Yes – 278 (81%), No – 64 (19%)
- Have often do you look at your DegreeWorks audit? Never – 18, Rarely – 44, Before registration – 85, Monthly – 65, Regularly – 66

We received a lot of fabulous feedback to the third and fourth questions that will help shape future training sessions for both students and advisors. Some of the favorites:

- What do you like most about DegreeWorks?
  - "DegreeWorks is my life!"
  - "It's the best thing ever!"
  - "Seeing my progress gives me the motivation to keep going!"
  - "Really helps me stay on track"
  - "It's my personal advisor without having to leave home"
  - "Instant answers" – love that it's available on demand
  - Enables me to track my progress – "It tells me where I stand"
  - Courselink (students can click on a needed course to see course description, prereqs and scheduling information) Convenient/easy to use and understand
  - What if feature
  - Really helps undecided majors

- If you could suggest one improvement, what might it be?
  - "Nothing. It's great!"
  - Target freshmen so students learn about DW sooner/educate students
  - Provide opportunities for students to learn about DW/create tutorials ○ "It needs more support from staff around the university"

- Move higher up in the list in UAOnline – "DW deserves more prominent placement"
- Provide more one-on-one opportunities for students to interact with us/offer workshops
- More advertising
- Faster performance
- Emphasize the what if feature and courselink more
- Enhance visual attractiveness
- Add encouraging notes
- Phone app

Scheduling Survey

To determine how much time schedulers are spending on proof process and course forms, assess their satisfaction with the current process, determine why so many forms are currently being submitted, and discover if individuals were using the new tools we created and if they were helpful.

Assessment Type: Usage assessment, Needs Assessment, Satisfaction studies, Strategic planning
Assessment Description: Surveyed all schedulers and approvers at UAA to determine usage and satisfaction with current class schedule process.
Assessment Method: Survey
Population/Sample: Department Course Schedulers and Department Schedule Approvers
Date to be Initiated: 9/15/2014
Date to be Completed: 10/16/2015
Key Findings

- On average, departments are spending 24 hours with the initial schedule proof prior to submitting.
- 70% of respondents felt the current timeline for proofs was about right.
- 80% of respondents had used the new online class schedule form, with 100% believe it was an improvement.
- 56% of respondents had attended training.
- Overall comments seemed to show confusion with fees and course meeting times and attendance methods for coding.

Continuous Improvements

- **Brown Bag Feedback:** Feedback received through workshop evaluations at Brown Bag Training Sessions alerted us to the fact that faculty and professional advisers desire specific training on academic petitions. Based on this feedback we will be providing a Brown Bag specific to academic petitions this fall.
- **Cafe' Evaluations:** Despite numerous faculty presentations through CAFE' regarding resources and DegreeWorks, new faculty continued to provide feedback that they felt ill-equipped on advising students on degree requirements. From this feedback we collaborated with CAFE' to present a workshop designed to provide faculty with an overview of general university requirements, general education requirements, and core academic policies related to graduation. This workshop was well received and will be repeated with new faculty in future years.
- **DegreeWorks:** Feedback from DegreeWorks pizza party regarding the student's awareness of DegreeWorks and feedback from them on the importance was shared with New Student Orientation to help make a case for the need to showcase DegreeWorks to new students during Orientation.
- **Scheduling Survey:** Feedback from our scheduling sent out to departments provided necessary information regarding a move to a single proof. Moving to a single proof provides more time to departments to determine their class schedules and reduces redundancy of work. This change has been implemented for spring 2016 proofs.

CAS Self-Study Updates

The CAS self-study identified opportunities for the Office of the Registrar to find ways to gather feedback from students, faculty, and staff on services and to create workflow graphics for each area. The Office:

- Surveyed students on use of DegreeWorks, surveyed staff on scheduling practices, and surveyed all participants of training sessions on current services.
- Completed policies and procedures manual for each area. This PPM includes screen shots for every process.
- CAS self-study identified Office of the Registrar outreach efforts as a strength. We have continued to utilize our email listserv, regularly review and update our website information, and provide numerous workshops throughout campus.

Assessment Inventory

- **OSFA Award Year 1516 Documents Assessment:** By reviewing design, verbiage, conciseness and regulatory changes for award year 1516, all 1516 documents were made refillable and modified to be consistent and posted on the website by 4/2015.
- **OSFA Student Employee Relational Outcomes Assessment:** By addressing desired student employee outcomes in OSFA, our student employees should understand not only the function of their position and the expectations we have of them while they are here, but also be able to relate their position to their academic pursuits and realize which transferable skills they may have achieved and or exercised while working here.
- **OSFA Website Realignment and Assessment- 8/2014-now:** OSFA webpage was and continues to be reviewed by an English department intern/student employee along with OSFA staff to reorganize and make the website more consistent, intuitive and informative to students from a student perspective.
- **Standards of Excellence (SOE) Report Findings Review- 11/2014-current:** As a result of the NASFAA SOE Review completed in 2013, OSFA staff continue to address improvement opportunities and ways to meet compliance requirements, driving our departmental goals for PLOs.
- **Standing Scholarship Rubric Assessment Project- 1/2015:** UA Scholarship application scoring rubric reassessed to ensure alignment with scholarship application questions, clarity of scoring and ease of use for student applicants, Standing Scholarship Committee volunteers and those assisting students with the application process.
- **Verification Process Workflow Assessment Project- 2/2015:** Evaluate current verification process and determine how to make process electronic and utilize student employees and imaging technician to expedite verification processing and consistent flow of documents.
- **Veteran Financial Assistance (VA) Certification Process Outcome Assessment:** By ensuring veteran students are literate in the VA certification process and all responsibilities associated with their benefits, veteran students will be able to finalize their course schedules, submit their certification requests, and begin receiving their benefits in a timely manner.

Learning Outcomes

1. All OSFA student employees should be literate in the OSFA Student Procedure Manual and of how their position here relates to their experience at UAA.
   Learning Intervention
   Receipt and discussion on the OSFA Student Employee Handbook, baseline survey on transferable skills learned and relationship between their position and their academic pursuits, performance evaluations
2. All students utilizing VA Educational Benefits should be literate in the VA certification process and all responsibilities associated with their benefits.
   Learning Intervention
   Workshops, Website, UAOnline, Communication via email, Webinars, One-on-One Counseling

Assessment Activities

Academic Progress Outcome Assessment
Satisfactory academic progress standards affect all students seeking financial assistance and is a federal and state requirement. Our aim is to collect SAP data on financial aid applicants over time to determine how students approach the requirement and the effect of office communications and early intervention for those students who are failing to meet the minimum standards.
Assessment Type: Student learning outcomes, Needs Assessment
Assessment Description: The data we intend to use is stored in Banner. SAP statuses will be reviewed after each semester and split into cohorts dependent upon past status and current status. Each cohort can then be analyzed further to determine which intervention methods are more successful and characteristics of students who are more likely to require additional information and/or assistance with meeting the SAP standards.
Assessment Method: Checklists, Observation, Tracking
Population/Sample: All financial aid applicants
Date to be Initiated: 1/3/2014
Date to be Completed: 5/15/2015 Assessment Progress: Delayed

Key Findings

This assessment has been delayed due to a major overhaul of communication plan. Much of the communications being redesigned affect this assessment so once the approval process is complete we can implement the communications and better assess the impact on academic progress.

OSFA Student Employee Relational Outcomes Assessment

Student employment is one of the High Impact Practices for student engagement and retention. OSFA relies heavily on student employees to fulfil support duties difficult to maintain otherwise in a busy production office. We want our student employees to understand not only the function of their position and the expectations we have of them while they are here, but also to be able to relate their position to their academic pursuits and realize which transferable skills they may have achieved and or exercised while working here. The desired outcomes from the student employee experience here in OSFA will allow them to exercise their practical, cognitive, interpersonal and intrapersonal skills. Retention in our office as an employee is just as important as it takes resources to recruit and train new hires. By promoting a positive and adaptive experience here it is the goal to retain student employees benefitting them and us.

Assessment Type: Student learning outcomes, Needs Assessment, Climate/culture assessment, Benchmarking
Assessment Description:

FY 15:

- Reintroduction to the OSFA Student Employee Handbook with signed acknowledgement student employee has received and understands the content
- Initial baseline survey to determine current level of engagement and awareness of transferable skills-aligned with SA Student Outcomes and UAA KPIs

FY 16

- Performance evaluation for each student employee to solidify expectations
- Secondary survey to assess differences in perception of position and its influence on academic experience/perception of student outcome goals as well as impacts position has had on student employee development

Assessment Method: Survey, Content Analysis
Population/Sample: All OSFA Student Employees
Key Findings

While scores were pretty consistent, there are a couple of areas we need to work on:

- Sense of Self: student employees responded to the questions but did not elaborate in a way which indicated their understanding of the relationship between self, work and environment. Will work toward goal realization and peer review as well as performance evaluation for constructive feedback piece.
- Balanced Life Choices: career exploration and understanding of career options based on the responses leads me to believe the student workers are not making the transferrable skills connections desired at this time. Development of a career pathway along with career services in planning stages to help student employees make some decisions regarding student employment and career goals.

Veteran Financial Assistance Certification Process Outcome Assessment

By providing consistently excellent service to Veteran students we create the foundation required for academic success. Ideally, by providing an accurate guide to the UAA certification process Veteran students will be able to finalize their course schedules, submit their certification request, and begin receiving their benefits in a timely manner.

Assessment Type: Student learning outcomes, Strategic planning
Assessment Description:

- Assessment can be monitored and tracked in Banner towards the end of each semester. The status dates of documents and certification requests will tell us if a student has completed the certification process in a timely manner. ☐ Certification request completeness can be measured if we are able to submit a student's certification without needing further information. We will separate the requests into two categories: 'No Issues' & 'Need to Contact'. At the end of the semester we will send two different surveys: 'What helped you complete everything on time before submitting your certification request' & 'What would have helped you understand/complete the process before submitting your certification request'.
- Survey results can be combined and reviewed after each scheduled cluster of workshops.
- Attendance can be tracked through the workshop surveys, embedded YouTube webinar link, and One-onOne log.

Assessment Method: Observation, Tracking
Population/Sample: All veteran students seeking certification of VA educational benefits.
Key Findings: We will take Veteran student suggestions and reevaluate in regards to our processes, outreach, and communications. This is to better help our students learn the certification process, what is important, and what essentially their responsibility/role is in regards to their VA educational benefits.

- Submitted certification request data:

- o Data shows 24% of Veteran students submitted their certification request after the payment deadline. Our goal is after our assessment of processes, communications and outreach this number will be lower. A lower number will essentially mean the students certification will be sent off to the VA sooner, therefore, the student will begin receiving benefits sooner. Also, by submitting their certification request in advance the student has a greater potential to be notified of nonapplicable coursework before the add/drop deadline.
    - o We are going to calculate the data for Spring 2015 to see if the numbers have changed. Our goal is to see 85% of Veteran students submitting their certification request before the payment deadline, which would leave a reasonable 15% submitted after.
  - • Spring was a major shift, and could be based on the following:
    - o Higher enrollment in Fall
    - o Many new students begin in Fall, they are more familiar with the process by Spring. Targeted outreach resulted in a better response
  - • Certification request completeness:
    - o Will begin collecting data when we certify Fall 2015 Veteran students.
  - • Workshop survey findings:
    - o It is more efficient/productive to divvy roles in our VA certification team, therefore, we feel as if one person should take the lead in regards to outreach, workshops, One-on-One counseling sessions, etc. This way, we still have two team members to focus on the certification process itself. We absolutely see value in outreach if adjusted to fit the needs of our team/audience.
    - o More students reported they found out about the workshop via email. Based on this we are going to continue our email communication to notify students about events, workshops, and to follow us on Facebook. While none of the students reported they found out about the workshop via Facebook, this is a very resourceful means of media for a Veteran student.
    - o Our workshops do appear to have a positive impact on the students who have attended. On a scale on 1 to 10 there was a 2.8 increase in knowledge at the end of the presentation. Also, 100% of our population said they had a better understanding of UAAs certification processes and the VAs processing times.
    - o To increase our population of attendees we are going to calibrate the location, time and date to better serve our student's needs. We are discussing offering workshops on the JBER base, University Center, Merrill Field, other parts of main campus, and webinars. By expanding workshops we are going to reach more students and have better attendance. This will ultimately result in students submitting documentation and certification requests in a timely manner. The goal is students being able to access their resources such as book stipends/vouchers prior to the start of term, contributing to their academic success.
  - • One-on-One counseling sessions:
    - o Log has been created - X:\Financial Aid\VA\Student Correspondence\One-on-One Sessions Log

Continuous Improvements
- • **NASFAA Standards of Excellence (SOE) Review:** Ongoing review of the SOE final report resulted in the committee eliminating "low hanging fruit" and then focusing on those elements we could change without other intervention. Our exit counseling plan was in response to this exercise and has taken us in a new direction of compliance and outreach for students and loan repayment. Remaining report issues will require intervention from other departments and/or Statewide. Now that we have established which elements that list includes we can focus on that coordination. As always budget is considered and an economy of effort is pursued without sacrificing optimal outcomes.
- • **VA Assessment:** As a result of the VA Assessment it was determined current outreach opportunities needed to be adjusted to better suit student schedules. Once the data was reviewed it was apparent timing is everything and there was a desire for additional one-on-one counseling in order to accommodate student needs. Was determined it is more efficient to dedicate one person to outreach while maintaining 2 certifying officials in order to maintain efficient and timely certification and reporting duties. Anticipated change to how and where students are met.
- • **Verification Workflow Project:** The Verification Workflow project resulted in determining a more efficient and consistent process for student employees to handle and queue vast amounts of paperwork. This in turn promoted more efficient use of the OnBase imaging software, same day scanning and data retrieval for others who need to see that paperwork and expedited availability for the technician to process it. Ongoing training and development for employees on the OnBase software is forthcoming and additional access is being granted.

CAS Self-Study Updates

OSFA worked not only toward achieving remaining CAS goals but also those goals established in our Standards of Excellence (SOE) review in 2012. One outstanding CAS objective was to re-write the OSFA Mission Statement to "more specifically address the elements of awarding practices and goal integration" (CAS FA Assistance Executive Summary). In FY 15 OSFA set the groundwork to do so by making sure a fundamental element of the new draft statement would be supported first through a full time position. In FY15:

- OSFAs Financial Literacy position was more fully developed and funded allowing for greater planning and engagement of position in support of new draft mission statement (see Visions for FY16). – *growth opportunity and working toward completion of a future recommendation*
- SOE Committee was formed to address outstanding goals of CAS and SOE reviews and planning opportunities for upcoming assessments such as CAS and audits.- *growth opportunity*
- Initiated a confirmation process and document for of review of original immigration documentation for title IV aid recipients required to submit them. – *growth opportunity*
- Instituted a reporting mechanism for Resident Advisors to accurately report room and board budget adjustments and omission for accurate cost of attendance calculation per SOE review- *improvement on strength*
- Formally developed purposeful and holistic student learning outcomes-*improving on strength and growth opportunity*
- Re-evaluated external communications and revised in accordance to established Student Affairs protocol as well as approved communication specialist recommendations- *growth opportunity*
- Exit Counseling process established to address SOE and title IV requirements- *growth opportunity*

Student Access, Advising & Transition
Advising & Testing Center

Assessment Inventory

Advising
- **Advising Learning Outcomes:** A measurement tool designed to evaluate students' perception of learning as a result of participation in academic advising.
- **Customer Service Satisfaction Survey:** An emailed Google Survey used to measure student satisfaction with the services provided. **Academics**
- **GUID A150, Creating Success in College Learning Portfolio Rubric:** The rubric reflects the instructor's assessment of the students' required learning portfolios which articulate and demonstrate their competency of each of the 5 learning outcomes of the course.
- **GUID A150, Creating Success in College Student Self-Assessment**: Measures students perception of growth in the 5 learning outcomes defined for the course.
- **COUN A101, Introduction to Career Exploration Learning Outcomes:** Pre and post questionnaires measures competency in the learning outcomes for the course.

Testing
- **Testing Center Survey:** An emailed customer satisfaction survey used to help the center improve products and services. Accuplacer Orientation Survey: Provides feedback on test remediation and preparation prior to candidates taking the test.
- **Pearson Vue Score card:** Customer satisfaction survey to provide feedback to Pearson Vue about our facility. PAN: Customer satisfaction survey to provide feedback to PAN about our facility.

Learning Outcomes

1. Work collaboratively with the office of Academic Innovations and eLearning to identify a process which will provide academic advisors a means to acknowledge a student's demonstrated knowledge of academic advising learning outcomes. This acknowledgement will be in the form of awarding electronic achievement badges to students who have demonstrated specific learning outcomes. These badges of achievement will be placed in student portfolios.
     Learning Intervention

     Academic Offerings:
     - GUID A150 "Creating Success in College
     - Continue the learning outcomes assessment rubric implemented in FY13
     - Add a new student self-assessment to reflect on degree of growth during semester
     - Continue conversations about establishing an achievements (badging) model in with Academic Innovations and Whitney Brown. The goal is to integrate this achievement model into the eportfolio.
     - COUN A101 "Introduction to Career Exploration

- Develop and implement a learning outcomes assessment rubric similar to what has been established for GUID A150

2. As a result of students viewing the Accuplacer Orientation video they have a better understanding of what is available on the Accuplacer test.

Learning Intervention

Prior to taking Accuplacer all students who are first time test takers will be required to view an Accuplacer Orientation video created by the Advising and Testing Center. The purpose of this video is to provide information and strategies to UAA students to improve their testing outcomes. The video increases awareness and expands knowledge of testing strategies, sample questions and to refer test takers to additional tutorial resources.

Assessment Activities

Advising Learning Assessment

The FY15 Academic Advising Assessment was the first phase of a two phase process. Phase 1 provided insight on students' perception of learning during their advising sessions. Phase 2 will be the development of an assessment method to measure student knowledge in the areas identified during Phase 1. The second phase is slotted to be implemented at the start of Spring 2016.

Assessment Type: Student learning outcomes
Assessment Description: A measurement tool designed to evaluate students' perception of learning as a result of participation in academic advising.
Assessment Method: Survey
Population/Sample: Associate of Arts, Exploratory, and Non Degree Seeking Students
Key Findings
- 60% of responders identified only having one advising session at the time of the assessment.
- Major and Career Exploration (63%) and how to develop an academic plan to stay on track (54%) were the top two areas of reported student learning.

GUID A150 Student Learning Outcomes

Measure mastery of the following established student learning outcomes for GUID A150, Creating Success in College.
- Practice self-management strategies to achieve balance between educational, personal, and professional pursuits.
- Illustrate interpersonal competency in understanding oneself and impact on others.
- Demonstrate knowledge of UAA resources and exhibit effective decision-making.
- Interpret diverse perspectives and participate within society as a conscientious and engaged citizen.
- Employ study skills and learning that contribute to academic success.

Assessment Type: Student learning outcomes
Assessment Description: Instructors evaluated students mastery of the course learning outcomes by evaluating the students required learning ePortfolio.
Assessment Method: Portfolio, Rating of skills/Rubrics
Population/Sample: Students enrolled in GUID A150, Creating Success in College **Key Findings:**

15 sections of GUID A150 (167 students) participated in our student learning outcomes assessment. The results below indicate the percentage of students who demonstrated evidence of learning in each of the five learning outcomes established for this course.
- Practice self-management strategies to achieve balance between educational, personal, and professional pursuits (65%)
- Illustrate interpersonal competency in understanding oneself and impact on others (67%)
- Demonstrate knowledge of UAA resources and exhibit effective decision-making (68%)
- Interpret diverse perspectives and participate within society as a conscientious and engaged citizen (64%)
- Employ study skills and learning that contribute to academic success (64%)

GUID A150 Student's Perception of Growth

The student self-assessments were developed for students to review the course learning outcomes and recognize their skills, identify areas for improvement, and evaluate their growth leading to increased self-efficacy. It also allows the instructor to adjust learning activities as needed.

Assessment Type: Student learning outcomes
Assessment Description: A student self-assessment to measure a student's perception of growth in the 5 learning outcomes defined for the course is collected at the beginning and again at the end of the semester. A benchmark report is created to visualize the growth by mean (on a 1-4 point scale) and statistical significance.

Assessment Method: Survey
Population/Sample: Students enrolled in GUID A150, Creating Success in College
Key Findings
Of the 53 students who completed the assessment at the beginning of the semester, 30 responded at the end as having experienced significant growth as seen in the attached report. The highest reported areas for growth were in the following learning areas.
- Effective Decision Making
- Diverse Perspectives and Social Responsibility

📄 201403 Student Self-Assessment Benchmark
📄 201501 Student Self-Assessment Benchmark

Continuous Improvements

- **Advising Learning Outcomes: Steps to Identifying a Major:** Of the 87 students that responded to the Advising Learning Outcomes Assessment 64% indicted they learned about how to do the following.
  - o Identify interests, skills, values, and/or strengths relevant to major exploration
  - o Learned the steps to selecting a major
  - o How to investigate and connect their major with potential careers

  However, only 29% identified they knew how to execute the major declaration process. The declaration process is vital to ensure students are following the appropriate catalog year in order to graduate on time and are officially recognized by their degree program. In light of these findings each advisor will continue to review all 4 steps to selecting a major but will further emphasize the importance of following through with Step 4, Take Action (major declaration process).

- **Enrollment Outreach:** Institutional data revealed 371 Exploratory students who matriculated in Fall 2014 or earlier had not registered as of May 25th, 2015. Based on this data an outreach project was developed to encourage registration among the students. The Advisors at ATC contacted each of the students to answer questions, schedule advising appointments, and encourage registration. Initial contact was attempted by phone but if students were not able to be reached a voice message was left or an email was sent. As a result 72 of the students enrolled in 745 credit hours adding $132,610.00 in tuition revenue.

- **Supporting Rural Student Retention:** Based on the findings of UAA institutional research, there was a significant gap between the overall retention rates for UAA's Anchorage campus first-time full-time baccalaureate and associate degree seeking Alaska Native students and the overall UAA cohort in 2013 and 2014. The data reflects an overall 22.6% (First-time full-time baccalaureate) and 20.3% (First-time full-time associate) higher rate of retention for the overall UAA Cohort in relation to our Alaska Native student population.

  In light of this information the Advising and Testing Center collaborated with UAA's rural student transition specialist and Native Student Services to support retention efforts for Alaska Native Students by sending out 297 information packets to Alaska rural and non-rural high school principals promoting awareness of UAA's My Major Discovery program, our Creating Success in College academic course offerings, and the variety of Alaska Native support programs and staff.

  In addition, further collaboration led to the design of an assessment to gain feedback from Alaska Native Programs group on the My Major Discovery Online Guide's level of cultural responsiveness and usefulness to Alaska Native students and to collect suggestions on how we can better support our rural students overall in their major exploration.

- **Testing Center:** As a result of the surveys related to level of satisfaction with testing services the following improvements took place in FY15.
  - o Implemented an appointment process which allows candidates to reserve a work station.
  - o Changed the testing center check in hours to allow for a mandatory lunch break 12:00 pm – 1:00 pm for testing staff
  - o Installed and upgraded the testing center camera's to allow for adequate coverage of the reception desk, testing rooms and proctor station. Upgraded the testing computers and installed 24 inch monitors.
  - o Relocated the waiting area and added more chairs.
  - o Purchased additional lockers
  - o Purchased a TV to advertise testing services and installed it in the Lobby outside the testing center.

CAS Self-Study Updates

As a result of the FY12 CAS standards review process, efforts continue to be made to focus on areas in need of enhancements. During FY15 progress was made in the area of assessment and evaluation as methodologies were implemented to measure student learning outcomes as a result of academic advising.

Career Services Center

Assessment Inventory
- **Career Services Center Etiquette Lunch evaluation**: An evaluation was collected at the end of the event.
- **Internship Evaluations**: Student internships are a unique form of education which integrates classroom study with planned and supervised work experience in the public and private sectors. An evaluations are done every year.
- **The Art of Career Development: A workshop series evaluation:** An evaluation form was collected at the end of each workshop.

Assessment Activities

2015 Spring Etiquette Lunch

This event is a unique opportunity for students to conduct an informational interview in a formal dining setting with an employer that is involved in the students' career field interest. CSC staff provide dining etiquette tips during the event and a guest speaker discusses various career development topics from the importance of networking events to how to highlight transferable skills.

Assessment Type: Comprehensive program/department review
Assessment Description: An evaluation was collected at the end of the event.
Assessment Method: Survey
Key Findings
- 100% of the respondents stated that they would recommend the Etiquette Lunch event to their friends/classmates.
- 75% claimed that they their overall satisfaction with the event was very satisfied and 25% claimed that they were satisfied overall.
- 100% of the respondents indicated that they were very satisfied with the Networking/Dining with an employer/professional representative portion of the event.
- 50% stated that the Q&A Panel was their favorite part of the event.

The Art of Career Development: A Workshop Series

Workshops covering internships, job searching, major and career exploration, professionalism, resumes, and interviewing; Workshops are directly aligned with CAS Learning and Development Outcomes.

Assessment Type: Comprehensive program/department review
Assessment Description: An evaluation form was collected at the end of each workshop.
Assessment Method: Survey
Key Findings
- 82% of participants are able to identify the importance of completing an internship towards their career goals
- 100% of the participants are able to compose a basic resume after the workshop
- 89% of participants now understand the importance of researching a company before interviewing after the workshop
- 90% of the participants are able to use the information discussed in the Professionalism & Me workshop for personal and professional development

Continuous Improvements
- **Internship Program:** Student internships are a unique form of education which integrates classroom study with planned and supervised work experience in the public and private sectors. A total of 100 students completed an internship for academic credit in FY15.
  - Change Made: Miscommunication among interns has occurred several times the past year. It is now required that the students who participate in the internship courses coordinated by CSC complete an internship orientation meeting with the Career Exploration Coordinator.
  - Anticipated Change: Students who participate in a CSC coordinated internship will submit an evaluation about the internship process (from application to grading) after completion. Data collected will be used to adjust the process to better accommodate students' learning styles and needs.
- **The Art of Career Development:** A total of 64 students attended workshops covering internships, job searching, major and career exploration, professionalism, resumes, and interviewing.
  - Change made/Anticipated change: Because of time restrictions, two of the workshops (resumes and interviewing) will be split into 2 parts to thoroughly cover the subject matter. The major and career exploration workshop was removed because the Center will increase its presence in GUID and COUN

courses. Due to expedited scheduling of workshops in FY15, the advertising lacked outreach strength; therefore, CSC has collaborated with Liz Shine to ensure advertising for the workshops are posted in a timely manner in order to increase attendance.

- **We're Hiring! Career Fair:** Approximately 3,700 job seekers attended this event and were provided the opportunity to network with 54 employers regarding various career opportunities. Of the 41 employers that filled out the Employer Evaluation for this event, 100% stated that the CSC provided sufficient space, administrative support, and overall support to their visit and 85% of those 41 employers indicated that job seekers were properly prepared for the fair (resumes available, professional dress, etc.).
    - o Change made: Based on feedback from our 2014 We're Hiring Career Fair, job seekers wanted more employers at this particular career fair. We greatly advertised this event during our City-Wide Career & Job Fair and increased the number of employers that participated by 35% (40 to 54) compared to FY14.
    - o Anticipated Change: CSC plans on hosting the Career Fair Prep workshop earlier to give job seekers ample time to apply the tips that we provide and better prepare for upcoming career fairs.

CAS Self-Study Updates

- **Adequate staff to meet increasing needs:** The CSC met the challenge of identifying adequate staff to meet the increasing needs of students and ensuring that professional staff members hold degrees in a field relevant to their position by employing an appropriately credentialed Career Exploration Coordinator
- **Realignment with Academic Advising:** Realigned with Academic Advising to become the Academic Advising and Career Development Center (AACDC) - started July 2015.
- **The Art of Career Development:** A workshop series: CSC and MCC identified a need for career exploration and development, not only with international and culturally diverse students attending UAA, but with all students. (Practical Competence, Managing Career Development; Humanitarianism and Civic Engagement, Understanding and Appreciation of Cultural and Human Differences)
- **Walk-By Wednesday:** CSC recognized the need for another medium in which students can access the resources provided by the center. CSC provided a "speed" resume review once a month during peak transition times between classes in high traffic areas both fall and spring semesters. (Practical Competence, Managing Career Development)

New Student Orientation

Assessment Inventory

- **Howl Days Pre Test 2014-2015; May 2014 – January 2015:** To ascertain the student's perspective and knowledge about UAA prior to participating in new student orientation.
- **Howl Days Post Test 2014-2015; May 2014 – January 2015:** To ascertain the student's perspective and knowledge about UAA after participating in new student orientation.
- **Howl Days Parent Questionnaire 2014-2015; May 2014 – January 2015:** To learn parents' perspective of their student's ability to transition to college and succeed.
- **Howl Days Parent/Guest Survey 2014-2015; May 2014 – January 2015:** To measure parents/guest satisfaction with the orientation program)
- **Howl Days Orientations – Absent; February 2015 – May 2015**: To learn why students did not attend new student orientation after registering for it.
- **Howl Days Non-Continuation; February 2015 – May 2015:** To learn why student attended new student orientation, but did not attend UAA.

Learning Outcomes

As a result of having participated in Howl Days, student participants will

1. Feel welcome and excited about attending UAA;
2. Learn to navigate the physical campus;
3. Be able to identify their Academic Advisor; and
4. Be able to identify a campus resource.

Assessment Activities

Howl Days Pretest and Posttest
To ascertain the learning that occurs at Howl Days for student participants.
   Assessment Type: Student learning outcomes

Assessment Description: New students take a pretest at the check-in process at Howl Days, prior to their first session. At the end of the event day, prior to check-out students take a posttest. Subtracting percentages (percentage point difference) was the method used.
Assessment Method: Survey
Population/Sample: Student new to the University of Alaska Anchorage - Anchorage Campus
Date to be Initiated: 7/23/2014 **Date to be Completed:** 1/8/2015 **Key Findings**
There is an indication that students that participate in Howl Days are learning information related to university technology, conduct, how to become engaged, and the name of their academic advisors.

Continuous Improvements

- For a number of years, the survey results indicate some students find the orientation program too long; summer 2015, we added the Nuts and Bolts Orientation Session (8am to 12noon and 1pm to 5pm). We expected a minimum of 25 students to select the shorter version of Howl Days; to date, there are 2 students registered for each session. Session schedule for August 19, 2015.
- For a number of years, the suggestions for improvement indicated some students wanted more touring of the campus, while others sought a tour of the residential community; we added a residential tour a year ago (as a staple session), and this year included a tour of the bookstore (based on the availability of bookstore staff); there are plans to add the library tour in FY16.
- NSO has been intentional in moving the mandatory advising initiative forward; the orientation leaders (on all calls to new students) seek to connect the student with their academic advisor, providing name and contact information; on occasion, emails are sent to Academic Advisors on the students behalf; thus surveys indicated 57% of students attending Howl Days knew who their Academic Advisor was prior to attending Howl Days.

CAS Self-Study Updates

In an effort to improve upon a weakness identified in the CAS Self Study:
- NSO implemented the Pre and Post Test to ascertain the learning that occurs at Howl Days for student participants.
- NSO was successful in funding 15 student employees during the summer season to address the inadequate staffing identified in the self-study; due to organizational realignment of SAAT.

New Student Recruitment

Assessment Inventory

- **Recruitment Activity Report (ongoing)**: Evaluation tool that collects information such as number of participants, level of student interest, and associated cost of recruitment events to determine effectiveness and success of each activity.
- **Preview Day Survey (conducted after Fall 2015 and Spring 2016 Preview Day events)**: Used to determine what participants liked most/least about event, whether or not they are more likely to apply for admission after the visit, and suggestions for improvement.
- **Preview Day Presenter Survey (conducted after Fall 2015 and Spring 2016 Preview Day events)**: Used to determine attendance levels, interest in presented materials, and additional improvements.
- **Campus Tour Survey (sent to students via email after completion of campus tour)**: Used for feedback regarding the student tour guide's knowledge, friendliness, and ability to tailor the tour to individual interests.
- **Student Affairs Employee Learning Outcomes Development (ongoing)**: Recruitment staff member is involved with the Student Affairs A-Team in creating learning outcomes for student employees, including New Student Recruitment's Student Ambassadors.

Learning Outcomes

1. Student Ambassador Professional Growth

   The Office of New Student Recruitment will seek to bolster a sense of self and the creative application of transferable skills through the Student Ambassador Program. Students who are selected to serve as Ambassadors will benefit from professional growth via intentional training and conversation that will lead to successful graduation and future employment.

2. Application & Registration Days

   Through the Application Day and Registration Day programs offered at high schools throughout Alaska, prospective students will learn the process of applying for admission to the university. They will subsequently be

guided through the course registration process to gain an understanding of how general education requirements, major requirements, and elective credit are selected and combined to fulfill graduation requisites.

Continuous Improvements

- **Recruitment Plans:** Recruitment Activity Reports are reviewed prior to the development of the Recruitment Plan and are used to determine the effectiveness of past events, allowing prioritization of activities such as college fairs and high school visits. As an example, three new out-of-state markets were added to the plan for the 14-15 recruitment cycle: New York, Florida, and Illinois. The Activity Reports clearly indicated low interest in UAA from New York and Florida but showed Illinois to be receptive. For the 15-16 cycle, Illinois recruitment activities have been expanded, while New York and Florida have been eliminated.
- **Campus Tours at Preview Days:** As a result of the Preview Day Survey, we learned that we were not offering enough tours of campus to accommodate all those who wished to see the university more thoroughly. In response, we doubled the number of available tours. Subsequent surveys indicated that the tour was the highlight of the event.

CAS Self-Study Updates

As identified in the CAS Self-Study, a broader buy-in is needed to gain support of current recruitment efforts. New Student Recruitment will launch a fully integrated outreach plan to engage students, faculty/staff, and alumni in the recruitment of students to UAA. Dubbed Recruitment OPS (Outreach Program Support), the initiative will be anchored by a Recruitment Outreach Specialist. This individual will provide specialized training to each of the stakeholder groups in order to prepare them to represent UAA at targeted community events throughout the Anchorage area (i.e. sporting events and concerts at the Alaska Airlines Center, festivals, job fairs, etc.)

New Student Recruitment's off-campus location was found to be a significant challenge to providing access recruiters and touring campus. A "Welcome Center," housing Advising, Career Services, and Recruitment, is being created on campus in a central location. The merging of the three services will allow for a comprehensive experience for the prospective student.

Mapworks

Assessment Inventory

- **Fall Transition Mapworks Survey (09/21/14 – 10/13/14):** This survey identified at-risk degree-seeking freshmen and sophomore students early in the semester and collected data about their transition to UAA. It provided faculty and staff with information to identify and coordinate interventions with at-risk students in a timely, efficient and effective manner.
- **Fall Check-up Mapworks Survey (11/9/14 – 12/02/14):** This survey identified at-risk degree-seeking freshmen and sophomore students during the 2nd half of the fall semester and collected data about their continuing transition to UAA. It provided faculty and staff with information to identify and coordinate interventions with atrisk students in a timely, efficient and effective manner.
- **Spring Transition Mapworks Survey (02/08/15 – 03/08/15):** This survey identified at-risk degree-seeking freshmen and sophomore students early in the spring semester and collected data about their continuing transition to UAA. It provided faculty and staff with information to identify and coordinate interventions with atrisk students in a timely, efficient and effective manner.
- **Spring Check-up Mapworks Survey (04/05/15 – 04/26/15):** This survey identified at-risk degree-seeking freshmen and sophomore students during the 2nd half of the spring semester and collected data about their continuing transition to UAA. It provided faculty and staff with information to identify and coordinate interventions with at-risk students in a timely, efficient and effective manner.

Learning Outcomes

1. Sense of Self: Mapworks Survey - a tool for self-reflection

   The Mapworks survey provides a method for first-year and sophomore students to evaluate their transition to college, reflect on feedback provided by the system, and take action. The program supports and encourages self awareness with regard to personal growth, academic skills and behaviors in an easily accessible web based platform. The program encourages personal responsibility, honest self examination, in order to improve their success in college. Students are encouraged to use the results of their survey to start building an academic plan of action with their advisor.

2. Balanced Life Choice: Mapworks Success Report - a call to action

   Upon completion of any Mapworks survey students will have the opportunity to review their personal "Success Report" based on survey responses. The report provides feedback in an easy to understand format, with tips, advice, suggestions on way to improve their success on campus. Students are also

encourages to take action to improve their performance, by soliciting advice and assistance from specific people and resources, based on their needs.

Assessment Activities

2015 Faculty Appreciation Reception Event Evaluation
The foundation of the Mapworks program is its risk-assessment platform. The platform allows areas across campus to view and manage individual students and group cohort data within the 2 main survey cohorts of degree seeking First-year freshmen and sophomores. 168 individual from 25 UAA Academic Units and Student Affairs programs have instant access to data generated from the 4 retention surveys conducted over the academic year.

In addition, efforts to assess Mapworks programming and marketing have been taken this year. We developed an evaluation for the Faculty Appreciation Reception. Of the 101 UAA faculty, staff and students who RSVP'd for the event 69% attended the event. This was an increase of 40% more attendance from the previous year. We also learned that nearly all faculty (99%) who filled out the evaluation said they felt appreciated. Moreover, 96% said the overall program was good or great, and 94% said the location of the event, in the Student Union Den, was convenient and 90% said they enjoyed the food (hors d' oeuvres from Seawolf catering).

The Second Annual Faculty Appreciation Reception grew in attendance this year, from 70 to over 100 people on the RSVP list. The event took place on Wednesday, March 25, 2015 in the Student Union Den from noon to 1pm. The Mapworks team conducted a brief event evaluation as a participants left the event. Of the 90 people who showed up 51 filled out an evaluation form for us. We asked the following 5 questions and gave participants the opportunity to add comments and suggestions:
1. What was your opinion of the pre-event communication?
2. Was the Union Den a convenient location for you?
3. Were you satisfied with food selection and quality?
4. Do you enjoy the entertainment and speakers?
5. If you are Faculty, did you feel appreciated?
Assessment Type: Operational Outcomes, Satisfaction studies
Assessment Method: Survey

Continuous Improvements

The foundation of the UAA Mapworks program lies with its risk-assessment platform which uses predictive analytics and innovative student inventory surveys to make informed predictions about individual student needs. The system allows areas across campus to evaluate the strengths and weaknesses of their freshmen and sophomore degree-seeking cohorts, and pinpoint the issues they are struggle with most. Faculty and staff utilizing this tool may use data collected to improve individual programs and outreach to meet student needs. The following are some examples of collaborations and improvements that have occurred based on the work of FY15's Mapworks program:
- Test Anxiety workshops and outreach collaboration with Student Health and Counseling Center - Outreached based on Test Anxiety module in the Mapworks survey
- Financial Management workshops and outreach collaboration with the Office of Student Financial Assistance - Outreached based on Financial Means module in the Mapworks survey
- Holiday Letters Project – with ATC 2.0 and 3.0 letters
- Dealing with Stress Spring course and outreach collaboration with the Advising and Testing Center - Outreached based on Academic Stressor module in the Mapworks survey
- My Major Discovery course and outreach collaboration with the Career Center - Outreached based on specific questions about major declaration status in the Mapworks survey
- Collaboration with the vice Chancellors for Student Affairs to provide individual College Dean Reports with Cohort Data from the 2014-15 surveys.
- Continue to provide Case Management Training and Support for Residence Life's Intentional Interactions program model.
- Collaboration with Residence Life Mapworks Collateral group – promoting participation in Mapworks surveys for campus residents; initiatives this year included:
    o Mapworks Game Nights with UAA Athletics – pep rally & Pizza for select men's and women's basketball and Hockey games
    o Mapworks survey Door hanger Promotion
    o Mapworks survey hot chocolate Promotion
- Collaborated with the UAA Winterfest committee and the Design Project kick-off – Hosted hot chocolate and tabled Mapworks promotion
- Commuter Student Mobiles Collaboration on Mapworks survey promotion
- Revised marketing materials for the year using the "Seemee" meme.

- Expanded the Faculty Appreciation Reception Committee to included staff from the Advising and Testing Center, UAA Scholars Program and current Students. Improvements included:
  - Enhanced marketing and pre-communications plan
  - Adding student speakers
  - Adding student entertainment
  - Adding an evaluation component

Scholars @ UAA

Assessment Inventory
- **Scholars @ UAA Howl Days Pre-Test & Post Test:** Questionnaire administered at New Student Orientation to determine Scholars baseline knowledge of requirements to maintain scholarship and increase in participant knowledge as a result of attending the Scholars briefing. Participant satisfaction is also assessed.
- **Scholars @ UAA Resources to Maintain Your Award Survey:** Analysis to determine if Scholars can identify resources available to maintain their award, and more importantly if they are utilizing the resources.
- **Students of Excellence Meet and Greet Analysis:** A qualitative analysis to illustrate the degree of understanding that Scholars possess in building collaborative relationships with peers, faculty, advisors, and staff at UAA.

Learning Outcomes
1. UA Scholars who participate in Howl Days (New Student Orientation) will be able to identify three UAA resources to help maintain their UA Scholar Award. **Learning Intervention**

   New Student Orientation (Howl Days) is a one-day orientation that gives new students the opportunity to learn about resources that supports student success at UAA while easing the common anxieties associated with transitioning to college life. In addition, students tour campus facilities, receive academic advising, register for courses, and meet with admissions and financial aid specialists.

   In collaboration with New Student Orientation, one-day orientations were developed that specifically target UA Scholars. During UA Scholar Orientations, students attend a UA Scholar Briefing in which they receive information and resources to maintain their Award. As a result of participating in the UA Scholar Briefing, students will be able to identify three UAA resources to help maintain their UA Scholar Award.

Assessment Activities
Howl Days Pre-Test and Post-Test

The pre-test and posttest are administered to Scholars at Howl Days (New Student Orientation) to measure the knowledge gained from participating in the Scholars Briefing. The pre-test is a set of questions given to students before the Briefing begins to determine their knowledge level of requirements to maintain their scholarship. After completing the Briefing, the participants are given a post-test to of the same questions to determine if the Briefing was successful in increasing the students' knowledge of the content.

Assessment Type: Student learning outcomes

Assessment Description: This assessment includes a pre-test and post-test that asks the following questions:
1. When is the fall 20xx semester payment deadline?
2. How many credits per semester do you need to be registered for to receive your scholarship
3. How much is your total UA Scholar award/Alaska Performance Scholarship?
4. You can take a maximum of two semesters of leave without affecting your UA Scholar Award/Alaska Performance Scholarship. True or False?
5. What GPA do you need to maintain to remain eligible to receive your scholarship?
6. You must make satisfactory academic progress toward completion of a certificate or degree program. True or False?

Assessment Method: Survey

Population/Sample: First-year, first-time UA Scholars and Alaska Performance Scholars

Key Findings

Howl Days pre-test and post-test key findings for summer 2014:
- 83% of Scholars did not know the fall 2014 tuition payment deadline
- 100% of Scholars did not understand the term satisfactory academic progress
- 57% of Scholars knew the GPA requirements to remain eligible to receive their scholarship
- 61% of Scholars knew the credit requirements to receive their scholarship
- 59% of Scholars identified the correct number of semesters to take a leave of absence without negatively impacting their scholarships.

Scholars receive correspondence pertaining to the requirements of their scholarships via mail and email before they transition to college. In addition, scholarship requirements are posted on the UA Scholar Statewide website for the UA Scholarship, as well as the Alaska Commission on Postsecondary Education website for the Alaska Performance Scholarship. However, the pre-test indicated that there were a lot of students who were unable to identify the requirements to remain eligible for their scholarships.

Knowledge of Resources to Maintain Scholarship

Assessment to determine if Scholars can identify three resources available on campus to assist them in maintaining their award, and more importantly if they are utilizing the resources.

Assessment Type: Student learning outcomes

Assessment Description: In collaboration with New Student Orientation, one-day orientations were developed that specifically target UA Scholars and Alaska Performance Scholars. During Scholar Orientations, students attend a Scholar Briefing in which they receive information on specific resources to help maintain their Award. As a result of participating in the UA Scholar Briefing, students will be able to identify three UAA resources to help maintain their scholarship(s). Students were emailed a survey during mid-semester asking them the following questions:

1. Please identify three UAA resources that you can utilize to help maintain your scholarship(s) 2. What resources have been most beneficial in helping you maintain your scholarship(s)? Why?
3. What resources have least beneficial in helping you maintain your scholarship(s)? Why?
4. What advice would you give to other first-time freshman Scholars to help keep their scholarship(s)?

Assessment Method: Survey

Population/Sample: First-time, first year UA Scholars and Alaska Performance Scholars

Key Findings
- 81% of Scholars identified three UAA resources that have helped them maintain their scholarship(s)
- The top three resources that have been most beneficial in helping Scholars maintain their scholarship(s):
    1. Studying/study groups
    2. Faculty support
    3. Advisors (i.e. academic and transition advisors)
- The top five words of advice to other first-time freshman Scholars to help keep their scholarship(s):
    1. Go to class. Turn in all assignments
    2. Ask for help
    3. Eat healthy and skip the junk food
    4. Learn to manage your time well and prioritize. Procrastination is your worst enemy.
    5. Balance school work with something fun to relieve stress.

Student's of Excellence Meet and Greet

A qualitative analysis to illustrate the degree of understanding that UA Scholars and Alaska Performance Scholars possess in building collaborative relationships with peers, faculty, advisors, and staff at UAA.

Assessment Type: Student learning outcomes

Assessment Description: The assessment is a qualitative analysis in which the following question was written on a graffiti board: "Why do you feel it is important to build collaborative relationships with other UA Scholars and peers on campus?" Students were to write their responses on the board. The compilation of answers were reviewed to identify common themes and values/feelings rather than right or wrong answers. The areas that had not been identified by students were addressed in interactive group sessions.

Assessment Method: Survey

Population/Sample: First-time, first-year UA Scholars and Alaska Performance Scholars

Key Findings

Scholars responses to the following question: "Why do you feel collaborative relationships are important with other UA/AP Scholars and students on campus?
- "It is good to have someone you can contact"
- "It will make you less stressed"
- "It's good to have personal connections"
- "Because you can meet new people that you share something in common with and build friendships from there. Also, STUDY BUDDIES."
- "College was not designed to get through by yourself. At some point you will need someone for help, no matter how smart you are."
- "Your peers will become your business partners, employers, employees, and maybe even husbands and wife's after graduation. Get a head start and build relationships now so it will make it much easier in the future. You can't avoid it if you want to be successful"
- "Because people can mutually benefit from working together"
- "Two or more brains put together is always better than one. You can figure things out together, debate, and challenge each other to excel."

- "Collaborative relationships are important because it forces you out of your comfort zone to seek support and involvement from others which is a great opportunity to develop learning opportunities outside of the classroom"
- "There is added value in working with others. The benefits might not be evident overnight because some relationships take time to build "

Continuous Improvements
- **Early Outreach to High School Students:** 38% of UA Scholars who attended HOWL Days indicated that they were not aware of the Scholars @ UAA Program and the support available throughout their matriculation at UAA (Scholars @ UAA Pre-Test Survey: Summer 2014). As a result, the Scholars @ UAA Transition Advisor initiated communication with UA Scholars before they transitioned to college. High school students received postcards and email invitations to attend UA Scholars Night which is hosted by the UA Scholars Statewide Office and New Student Recruitment Office on the Anchorage campus.

  In addition, high school students and their parents received letters from the Scholars @ UAA Program inviting them to attend the UAA Fall and Spring Preview Day. The Scholars @ UAA Transition Advisor called all attendees who did not apply for admission to UAA by the May 1 deadline to accept their UA Scholarship.
- **End of Semester Check-In:** 51% of first-time, first year UA Scholars and AP Scholars who did not submit midsemester progress reports Fall 2014 fell below a 2.5 GPA. Efforts are made to continually assist each student in achieving their academic goals and reducing obstacles that may decrease their likelihood of returning to UAA and possibly losing their scholarship. Therefore, the Scholars @ UAA Transition Advisor called each student for an in person meeting and offered resources to guide them back on track. The same process was repeated following the spring 2015 semester.

Student Development
Dean of Students Office

Assessment Inventory
- **Core Alcohol and other Drug Survey**. November 2015. The Core survey is administered to UAA students every four years to track trends in alcohol and drug usage by UAA students.
- **Care Team Survey**. May 2015. The purpose of the survey was to assess the impact of Care Team interventions on referred students and to identify areas for improvement and program development.
- **DOS Counseling Satisfaction Survey**. May 2015. The purpose of the assessment was to assess students' satisfaction and receive feedback for improving the services provided by the Dean of Students counselors.

Assessment Activities
Care Team Risk Levels
The Care Team is a Behavior Intervention Team (BIT) that utilizes the Nationally published Threat Assessment Tool standardized for BITs through the National Behavior Intervention Team Association (NaBITA). It is a 5-point scale used to rate the risk level of students at the time of initial report (Mild, Moderate, Elevated, Severe, and Extreme) and guides intervention actions. The purpose of the risk rating levels is to assess the initial risk or danger the emerging situation poses to the referred individual and the community. The effectiveness of Care Team interventions is measured by comparing the rating from initial report to report resolution. This rating rubric ensures consistency in response and measures the impact of the Care Team on the safety and well-being of the individual rated in order to create a safer UAA community.
Assessment Type: Operational Outcomes
Assessment Description: Each case is rated, at point of referral, by the Care Team Coordinator who uses the NaBITA threat/risk Rubric. A quorum of at least three Care Team members review the Coordinators initial risk rating, at the weekly care meetings, and either confirm or revise the initial rating. After all interventions have been provided to the student or referral for the Care case, and no further action can be determined, a quorum of Care Team members reviews and rerates the Care case and resolves the care plan.
Assessment Method: Rating of skills/Rubrics, Tracking
Population/Sample: Care Team Case Referrals
Key Findings
The Care Team uses a 5-point scale to rate the risk level of students at the time of the initial report (mild, moderate, elevated, severe, and extreme). Of the 561 cases in FY15, 210 were initially rated moderate to extreme. After Care Team interventions, students' risk levels decreased in 126 of the 210 cases, which demonstrates the impact of the

Care Team on the safety and well-being of the UAA community. (Risk levels never decrease in some cases because some students' baseline rating is either moderate or elevated.) The risk decreased in each of the high risk categories are significant:

- 5- Extreme: 100% decrease
- 4-Severe: 50% decrease
- 3-Elevated   71% decrease
- 2-Moderate   36% increase as higher rated cases decreased in severity.
- 1-Mild   15% increase as higher rated cases decreased in severity.
- 0-No Risk   50% increase as higher rated cases decreased in severity.

[x] Care Team Rating Data 2014-2015

Care Team Survey
The purpose of the Care Team Survey was to measure, through survey efforts, the effectiveness of the Care Team services to address referred concerns, increase student awareness of campus resources, increase student coping, positively impact student perceived importance to the campus community and increase student confidence toward academic goals through education progress.
Assessment Type: Usage assessment, Satisfaction studies, Climate/culture assessment, Resource effectiveness studies
Assessment Description: Pre/Post Reflective Survey Model using likert scaling. A total of 454 e-mail surveys were sent to all students who were involved in a Care case from July 1, 2014 to date of survey. Thirty-five care team recipients responded to the survey.
Assessment Method: Survey
Population/Sample: Care Team service recipients from July 1, 2014 to Survey Launch at April 23, 2015 Date to be **Initiated:** 4/23/2015
Date to be Completed: 5/10/2015
Key Findings
Results of the Care Team outcome survey demonstrated that Care Team outreach increased students' awareness and linkage to UAA resources and services by 71%. Respondents reported that Care Team outreach helped 47% of them persist at UAA. After Care Team outreach, 68% of referred students self-reported that they felt increased confidence to continue their educational progress. The Care Team helped 64% of referred students make beneficial life choices, and helped referred student increase their belief that they make an impact on the UAA community. Lastly, there is a very dichotomous view from respondents about whether students believe UAA campus is safe and caring. 56% of students believe the campus is "kind of" to "very much" safe and caring while 43% believe UAA campus is "a little bit" or "not at all" safe and caring.

[pdf] Care Team Outcomes Campus Labs Data

Core Survey
 To assess the perceptions and use of alcohol and other drugs by UAA students.
Assessment Type: Climate/culture assessment
Assessment Description: Students were invited via email to take the survey.
Assessment Method: Survey
Population/Sample: A Randon sample of 3,800 UAA students were invited to take the survey. 454 Students completed the survey
Date to be Initiated: 11/11/2014
Date to be Completed: 12/5/2014
Key Findings
Results from the Core survey showed that underage alcohol consumption, driving under the influence of alcohol, and marijuana use all decreased compared to four years ago. Students are also reporting a significant decrease in regular tobacco use. There is a significant increase in students' awareness of UAA's alcohol and drug policies and prevention program.

Continuous Improvements
- <u>New Alcohol and Other Drug Sanctioning Model</u>: In FY14 and FY15, the Dean of Students Office led a team of UAA professionals to propose revisions to UAA's sanctioning guidelines for AOD offenses. The committee analyzed UAA's data on alcohol and other drug violations, studied national trends, and read studies and research articles to develop a new model. The committee believes the new model will increase consistency in sanctioning, lower recidivism rates of AOD offenses, and adjust sanctions to be in line with changes in sentiments about marijuana.

- Care Team Manual: Care Team Coordinator and UAF-UAA Ph.D. Program in Clinical-Community Psychology Intern led Care Team members in the development of a comprehensive manual that utilizes best practices of the National Behavior Intervention Team Association. The manual outlines the primary functions of UAA's Care Team in order to make the team's operations transparent, serve as a training tool, and guide further development of specific policy and procedures. UAA's Care Team is moving forward with the industry's best practices by creating and publishing a Care team manual as only 9% of university behavior intervention teams have published policies/manual per Van Brunt, B., Sokolow, B., Lewis, W., Schuster, S. & Golston, A. (2014). NaBITA Team Survey.
- DOS Counseling Satisfaction Survey: The assessment is in the early stages and the DOS has only had ten respondents. However, the DOS plan to continue to utilize the survey and send it out to students right after they seek services in FY16. The survey's purpose is to gather more detailed information to improve services. Based on the survey results to date, the DOS has identified areas for improvement: 1) conflicting times for the art therapy groups and class schedules, 2) the counselors' offices being small and concerns that voices carried, and 3) session limits which made students feel like they had nowhere to go. After evaluating the feedback for improvement it was determined that not a lot could be changed because the areas for improvement are out of the control of the DOS. However, the DOS counselors will use this information to advocate for improvements that clients are requesting (e.g., larger offices, sound proofing, longer session limits). Both counselors are open to working with students to accommodate their schedules for groups and individual sessions and will continue to do so in the future, as well as continue to help them transition to long-term community providers to get the help and support they need to be successful in their academic pursuits.

CAS Self-Study Updates

Over the past two years, the Dean of Students Office led a statewide group of individuals to propose revisions to the UA Student Code of Conduct. The revisions provide more definitions and examples of prohibited conduct, re-phrase language to increase stakeholder comprehension, use less legalistic language, more clearly define the scope of authority of the Code, add an amnesty provision, simplify processes, and update the Code to account for new UA programs, technology, and legal developments such as Title IX.

Disability Support Services

Assessment Inventory

- Faculty Closed-Captioning Survey. – April 2015. Purpose was to raise faculty awareness and to gauge current compliance of the ADA requirement for close-captioned videos; the survey determined a baseline number of instructional videos used during the Spring 2015 semester and how many of those were not captioned.These survey results provided data that contributed to a pilot captioning program.
- DSS Student Satisfaction Survey. - April 2015. The survey was administered electronically to DSS students receiving accommodations during the Spring 2015 Semester.
- Disability Support Services External Evaluation. - November 2014. Tom Thompson, Consultant, Disability Resource and Accessibility, was invited to UAA for a three-day site visit to evaluate the functioning of DSS and to provide feedback on the current climate and communication within the department.
- Disability History Exhibit, Alaska Civil Rights Month. - February 2015. DSS administered a questionnaire asking "What was the impact on their view of disabilities, in particular treatment and stigmas" to have viewers provide feedback.

Learning Outcomes

1. Display the DHE 4 times in the next academic year (August, December, February, May) as a result of viewing the 23 panels of the Disability History Exhibit, passersby will recognize that disability is just another facet of the human experience.
2. End of Fall 2015 semester, students will be surveyed (regardless of disability), to determine the benefits of viewing videos shown in class that use captions. The student captioning survey will also illuminate the benefits to students from having access to closed-captioning. Research shows that captioning benefits students by boosting literacy, reading speed, and vocabulary.

Assessment Activities

Student Satisfaction Survey

89% of survey respondents indicated that as a result of their interaction with Disability Support Services, they understand and utilize the proper channels to allow DSS to advocate with their professor(s) via the Faculty Notification Letters and other communications on their behalf. (Source: DSS Student Satisfaction Survey Spring 2015.)

UAA Student Affairs
UNIVERSITY of ALASKA ANCHORAGE

Captioning Pilot

In Spring 2015, DSS contracted with two captioning vendors for services which resulted in a cost of approximately $3,100. Comparing the cost of captioning just two courses, DSS collaborated with KPC and Kodiak College then contributed a one-time investment of $4,500 toward an in-house captioning program rolling out in Fall 2015.

Continuous Improvements

- Restructured Intake Form to a New Student Accommodation Request Form: Revised title and consolidated Student Accommodation Request Form from 4- to 2-pages, by eliminating some redundant questions or those captured via UAOnline.
- Streamlined Student Materials: With discontinuation of the printed out Fact-Finder booklets, DSS implemented a 2-sided Student Code of Conduct sheet distributed to all students seeking accommodations during initial meeting and request for services. After review of website analytics for the past six months, it was determined that both sites needed content updates as well as streamlining of the site structures. DSS anticipates increased usage due to the improved navigation and projected content updates for the Fall 2015 semester.
- Captioning Pilot: The captioning pilot during the Spring 2015 semester included outsourcing captioning service to two vendors (3PlayMedia and AutomaticSync Technologies). The costs for these vendors were compared to a projected in-house captioning program.
- Software Install at LRC, MCC: DSS provided and installed both Premier Literacy Suite and Kurzweil 3000 reading software licenses on lab computers at the Learning Resources Center (LRC) and the Multicultural Center (MCC). These installations increase access to assistive technology for all students, at more locations on campus.

CAS Self-Study Updates

- Collaboration with KPC to purchase captioning technology for in-house captioning: Research and discussion by the Captioning Committee (DSS, AIeL, KPC and Kodiak College) resulted in the shared purchase of DocSoft captioning hardware/software to be utilized in a program hosted by KPC staff. KPC staff will train interns in the captioning process, as well as DSS staff, KPC faculty and Kodiak staff/faculty. The interns will provide captioning service for proactive faculty, and DSS will provide captioning outsourcing for rush captioning (one week or less turnaround). The findings were that the most cost-efficient captioning program for UAA would be the combination of an in-house service with outside vendor services, which will result in a significant cost-savings during FY15 and beyond.
- Space (Request to Facilities, Planning & Construction): DSS continues to explore ways to maximize the inefficient space of the DSS office. Ongoing conversations have resulted in plans for an updated space study by a local architect.

Student Health and Counseling

Assessment Inventory

- **Pasta Lunch Student Survey, 2015:** While waiting in line for the SHCC sponsored Free Pasta Lunch, April 2015, 188 students completed a survey asking for input regarding what they valued as future health promotion offerings.
- **Quality Improvement, Chart Review-Asthma, March 2015**: The electronic health records of students who had received asthma related diagnoses were compared to the American College Health Association best practice recommendations related to assessment, diagnosis and treatment of asthma in college students.
- **Quality Improvement, Chart Review-Cervical Cancer Screening,** April 2015: A random sample of female students using the SHCC was selected from the Medicat Electronic Health Record (EHR). Documentation of cervical cancer screening done at the SHCC was compared to the American College of Obstetricians and Gynecologists (ACOG).
- **Quality Improvement, Chart Review-Management of Major Depressive Disorder:** A random sample of the Medicat electronic health records of UAA students using the SHCC counseling support services and had been diagnosed with Major Depressive Disorder, were reviewed using the evidence based practice standards put forth by the American College Health Association.
- **Quality Improvement, Chart Review-Women's Health Prevention Screening, April 2015**: A retrospective, random sample of SHCC female students accessing healthcare services was done using the Medicat electronic health record system. SHCC chlamydia screening was compared to the Center for Disease Control and Prevention, chlamydia screening guidelines.
- **Student Satisfaction Survey, April 2015:** An electronic survey was emailed to all SHCC eligible students. Two hundred twenty-six students responded to twenty-two Likert Scale questions focused on service satisfaction,

healthcare resources, and their assessment of the impact of the healthcare services they received on their ability to be successful in school.

Learning Outcomes

- o Bystander Intervention Training

  All students completing the Bring in the Bystander training will be able to identify at least one new intervention skill for use when faced with observing an incident of sexual harassment or sexual violence. At the end of this training program students will complete a learning evaluation based on content engaged with during the Bring in the Bystander Training.

- o Counseling Goals

  All students who use the Student Health and Counseling Center's mental health support services for three sessions will be able to identify one way that they were able to meet their initial self identified mental health improvement goals. Upon completion of three sessions of counseling support students will be asked to complete a self- assessment focused on their specific goals.

Continuous Improvements

- • 2015 Student Satisfaction Survey

  This survey is full of rich data points, but of most interest to the well being of UAA students is the information documenting that over 70% of students now have some form of health insurance (Student Survey, 2015). This is compared to 49% of students having health insurance prior to the Affordable Care Act (ACA) of 2010.

  Despite this, it is known that many of the ACA Marketplace insurance plans have high out of pocket co-pays and deductibles, and further that approximately 200 students at UAA have lost the ability to purchase a Student Health Insurance Plan (SHIP) through UA. These findings suggest that students may put off seeking healthcare related to the coverage of their present insurance policy.

  A continuous improvement in this area is related to securing the ability of the SHCC to bill for the 21 (adult), to 26 (women) preventative services covered at 100% without out of pocket payment at the SHCC. This increased revenue will support the enhanced fiscal functioning of the SHCC and thereby, students in need of healthcare beyond the preventative services.

- • Cervical Cancer Screening

  Compliance with ACOG Guidelines on Cervical Cancer Screening:
  The American College of Obstetricians and Gynecologists (ACOG) recommends baseline cervical cancer screening for females at age 21, regardless of age of onset of sexual activity, pap screening every 3 years, instead of annually, for women 21-30 with average risk of cervical cancer. SHCC charts were reviewed from across the diagnostic spectrum, not just for females presenting for gynecological related complaints.

  Patients included in this study met the following criteria:
  - o Seen in the past academic year
  - o Had an intact cervix
  - o Under age of 30
  - o Average risk of cervical cancer (no known HIV, not immunocompromised, no hx CIN, ASCUS, LSIL or exposure to DES)

  The charts were reviewed for the following information:
  - o Age of patient
  - o Pap history over the past 3 years:
    - ▪ Was a pap preformed in the past 12 months?
      - • No pap in the past 12 months/ Pap offered by SHCC, declined/ Pap offered, pt plans elsewhere
      - • Yes, done at SHCC/ Yes, outside provider per report/ Yes, outside provider per documentation
      - • Don't know/ No pap hx documented
    - ▪ Last pap results prior to current year.
  - o No prior pap/ don't know
  - o < 12 months ago at SHCC/ < 12 months ago outside provider per report / < 12 months outside provider per documentation
  - o 12-24 months at SHCC/ 12-24 months outside provider per report/ 12-24 months at outside provider per documentation

- o 24-36 months at SHCC/ 24-36 months outside provider per report/ 24-36 months at outside provider per documentation
- o >36 months at SHCC/ > 36 months at outside provider per report/ > 36 months at outside provider per documentation

Results for UAA SHCC- pap performed in the past 12 months:
- o 1/25 had pap at outside provider per student report
- o 1/25 had pap at outside provider per documentation
- o 9/25 no pap in the past year.
- o 1/25 had pap offered at SHCC and declined
- o 1/25 don't know
- o 12/25 students had a pap at SHCC in the past year

14/25 (56%) of students in the survey group had a pap test in the past 12 months.
There were 3/25 (12%) students who had no pap in last year and no pap prior.

> The first of these students was 22 years old. Annual exam does not appear to have been discussed at her exam. She was not here for GYN issues.
>
> Another patient was 21 years old. She was seen March of last year for an annual exam (when she was 20) and Pap screening at age 21 was discussed at that time. Patient has not returned for an annual exam in 2015. The third patient is 28 years old and was offered screening but declined and has not had a previous pap exam.

Results for UAA-SHCC – Last pap prior to current year
- o One student had a pap repeat pap exam less than 12 months after her previous exam. She requested to have another pap done, as she recently had friends diagnosed with cervical cancer
- o 9/25 (36%) students had pap exams in the past 12-24 months prior to current year
- o 5/25 (20%)reported having exams done at outside providers
- o 4/25 (16%) had pap exam done at the SHCC8/25 (32%) students had Pap exams done in the past 24-36 months prior to current year
- o 3/25 (12%) had pap exams at SHCC
- o 4/25 (16%) had pap exams at outside providers per their report 1/25 had a pap exam at an outside provider and provided access to the outside records

Overall, 22/25 (88%) of students included in the chart review had a pap exam in the past 36 months at the SHCC. The staff at UAA SHCC does a great job of screening students, although according to ACOG guidelines, we are probably screening many of them more frequently than needed. Of the 12 patients who had pap exams in the past year at SHCC, 4 had no previous pap exams (33%). Of the remaining 8 patients, all have either reported or documented pap exams in the past 36 months. For two of the students, 28-30 months had elapsed between their two pap exams. I feel that is within the spirit of the ACOG guideline. However 6/12 (50%) of the students with pap exams done in the past year at SHCC had previous exams ranging from less than 12 months ago to approximately 26 months ago.

Consideration is given to that some of the SHCC testing is due to patient request. Students often request testing before graduating or leaving the university community. Others students may want more frequent testing for personal reasons.

Based on results of this review quality improvements for Pap screening at the SHCC can be focused on verbal and written education of students in light of the ever changing ACOG guidelines. Most students are not familiar with the new ACOG recommendation of getting screened every three years instead of annually.

- Chlamydia Screening
The Centers for Disease Control and Prevention recommends annual chlamydia screening for all sexually active females under the age of 25. This recommendation is especially important in the State of Alaska related to the high incidence of this sexually transmitted disease in our state. The SHCC chart review included 25 students meeting the following criteria:
  - o Seen at the SHCC within this academic year
  - o Sexually active
  - o Intact cervix
  - o Under age 25

Charts were reviewed across all diagnostic groups as indicated per the American College Health Association (ACHA) study protocol. Charts of women who were seen in the SHCC with a variety of medical complaints were included in this review, not just women interested in STI screening or presenting with STI related symptoms. The study questions included age, sexually active: yes / no/ not documented, chlamydia screening in the past 12 months:

o   No/ No, offered at SHS (student health service) and declined/ No, Offered and plans elsewhere
o   Yes, done at SHS/ Yes, outside provider per student report/ Yes, outside provider per documentation/ don't know

Results UAA-SHCC Chlamydia Screening in the Past Year
o   18/25   Yes, screening done at SHCC
o   1/25   Yes, outside provider per student report
o   4/25   Status unknown. These students had not received testing at the SHCC in the past year and there was no documentation in the charting whether or not they had received testing elsewhere.
o   2/25   No, although offered at SHCC, this screening was declined by two students. Per the charting, one of these students stated they would return for testing during "know your status day" but did not. The other patient was in a monogamous relationship, had been tested within this relationship.

Overall, 76% of women in this survey group were known to have been tested for chlamydia in the past year. Eight percent of the sample was not tested, although testing was discussed. Chlamydia screening in 16% of the sample was unknown.

A review of these statistics will be done with the physical health providers at the SHCC, with review of the focused screening recommendations. Adding a question under the SHCC template, Personal and Family Medical History, gender specific question of "when were you last tested for STI?"

- Pasta Lunch 2015 Survey
  Related to information gathered from 188 completed Pasta Lunch surveys, students identified, in order of greatest interest, that they would like to learn more about stress management, sleep, organic eating, anxiety mitigation, depression, weight management, obsessive thinking, and time management.

  2016 Health Promotion activities will incorporate the above topics into outreach events, to the extent that current resources allow.

- Treatment of Asthma at the SHCC
  The American College Health Association (ACHA), recommends that students with asthma have at least two visits per year with discussion of asthma control, review of a written asthma action plan, and review of use of PEFR for home monitoring.

  In the SHCC chart review of 41 student charts, 5 charts (12%) were noted to have a written asthma action plan. Four charts (10%) mentioned having the patient routinely do and log peak flow testing at home. However, most charts had documentation of peak flow while in the clinic, as well as pre and post nebulizer treatment peak flow testing.

  Although the SHCC statistics report quality measures above the national benchmarking standard, there is clearly room for improvement. Related to this, the September Journal Club focus will be on Asthma, with review of the literature, rating of the evidence, a group discussion of the UpToDate data, resulting in practice recommendations for improvement.

- Treatment of Depression at the SHCC
  Charts were reviewed, per the American College Health Association (ACHA) guidelines, for a complete initial psychiatric assessment with use of a depression screening tool to monitor response to treatment over time. Students included in the study met the following criteria:
  o   Had received a new diagnosis of depression in the 3-15 months prior to review.
  o   Students with bipolar disorders, psychoses, predominant eating disorders, substance use disorders with active use were excluded. Students with co-occurring anxiety were not excluded.
  o   The date when initial diagnoses or recurrence occurred was identified and visits for the 3 months following that visit were reviewed.

  Charts were reviewed for the following information:
  o   Initial depression assessment includes:
      ▪   Documentation of DSM IV or V criteria or clinical equivalent (SIG E CAPS).

- Use of a standardized instrument to measure depressive symptoms is documented.
- Past mental health is documented in the visit note.
- Presence or absence of current suicidal ideation noted.
- The student's mental status is documented.

  o For the "four week follow-up":
  - Is there a visit between 2-6 weeks following an initial visit in which depression is addressed?
  - Was the same standardized depression instrument administered during a visit between 2-6 weeks following the initial visit.
  - The score of this standardized instrument indicates:
    - Worsening symptoms, no change, partial response, complete response (score in mild depression range).
  - Was the depression treatment plan changed?
    - Decreased treatment, no change, increased treatment (i.e. referral to a higher level of care, increased med dose, changed meds, additional treatment added), or unknown.

  o For the "eight week follow up" visit:
  - Was there a visit between 6-10 weeks following the initial visit were depression is addressed?
  - Was the same standardized depression instrument used?
  - What did the score of the instrument indicate RE: response to treatment?
  - Was the depression treatment plan changed?

Results:
o 25/25 (100%) SHCC charts documented DSM IV or V criteria or clinical equivalent when diagnosing students with depression.
o 24/25 (96%) charts used the HANDS standardized instrument to measure depressive symptoms. Not all these charts reference the HANDS instrument directly but it was part of the chart in the "mental health screening questionnaires". The one patient who did not have the HANDS questionnaire as part of their depression charting had been seen 5 months prior for anxiety. There were several other patients who had a few weeks elapse between their initial visit, when they filled out the intake questionnaires, and the visit when the diagnosis of Major Depression was noted in their chart. Credit was given to those charts for including the screening tool.
o 25/25 (100%) charts included past mental health history.
o 25/25 (100%) charts included assessments for suicide.
o 25/25 (100%) charts included a mental status exam.

4 week (2-6 week) follow up
o 24/25 (96%) students participated in a four week follow up (2-6 weeks after depression diagnosis) appointment.
o 0/25 students completed the HANDS survey at that time, although target symptoms for depression were documented within the charting.
o 10/24 (42%) students increased their treatment, with the majority increasing the medication dosage or adding another medication.
o 14/24 (58%) stayed at the same level of treatment.

8 week (6-10 weeks) follow up
o 21/25 (84%) students participated in an eight week follow (6-10 weeks after depression diagnosis) appointment.
o 1/21 (4%) students completed the HANDS survey at that time, that student showed an increase in severity of depression according to the HANDS scale.
o 6/21 (29%) students increased their treatment at 8 weeks.
o 12/21 (57%) remained on the same treatment program.
o 3/21 (14%) decreased treatment frequency or ended treatment around the 8 week follow up.

Discussion of results:

The intake and initial visit screening charting was universally thorough and included all the areas specified by the ACHA survey. Currently, a standardized depression assessment is not routinely done during subsequent visits to follow depression progression or remission should be implemented.

The quality improvement of using the HANDS would be helpful to use for students as an outcome tracking method and further would promote standardization. Additionally, asking all students to complete the PHQ-2 while checking in,

would be a way to improve mental health services to UAA students, both those seeking physical and mental health services.

Ninety-six percent of students participated in 4 week follow up. The one student who did not do a 4 week follow up did follow up with the SHCC for an 8 week follow up. Eighty-four percent of students participated in an 8 week follow-up. Often, students miss appointments due to canceling them or not coming to the scheduled appointments. Some students had follow up appointments outside the 4 or 8 week windows because they followed up after the end of winter or summer break. Creating mental health provider awareness of both the ACHA standards and the SHCC present statistics in this area will create improvement with depression monitoring in our students. This information will be discussed at the first mental health supervision meeting, with subsequent QI f/u in six months using the same ACHA data points.

CAS Self-Study Updates
The present allotment of human resources, most notability in the area of mental health professionals, does not meet the requests by students for services. Continued exploration of alternative funding sources is being explored.

A reorganization of the mission statement of the SHCC will be proposed to Student Affairs leadership to improve alignment with the UAA Student Affairs student outcomes, and the UAA core theme objectives and indicators.

The SHCC does not presently have an accessible exam table for those who are limited in physical movement. Continued advocacy in this area is being pursued.

Student Life and Leadership

Assessment Inventory
- **Emerging Leaders Program (ELP) Assessment and Level 1 Pre-Test:** September-October 2014: A survey of the incoming ELP Level 1 studentsasked to identify their values, strengths, and goals as well as self-assess their leadership abilities.
- **Campus Kick-Off 2014 Survey. December 2014:** an assessment of student satisfaction with the Campus KickOff program.
- **Event General Interest Assessment (Student Sample).** Fall 2014. December 2014: A survey of what types of events students would attend (comedy, music, film, lecture, etc.), when they would attend, why they don't attend, and how to best inform them of events.
- **Event General Interest Assessment (UAATix customers), Fall 2014. December 2014:** same as above, sent to UAATix clients.
- **2014-15 Concert Board Event Assessment, March 2015:** participant satisfaction with the performers presented by CB along with the venue, ticketing process, sound production, and overall experience.
- **Student Showcase Survey, July 2015:** An assessment of student participants' experience and survey of their opinions of the Showcase program.
- **Juneteenth BBQ 2015. July 2015:** A survey of participants' opinions of the event music, location, and food.

Learning Outcomes
1. As a result of being a student leader in one of the organizations within Student Life & Leadership (Student Activities programming team or Gallery team, Concert Board, Student Media (KRUA or TNL), USUAA, Club Council and Greek Council student leaders will demonstrate an understanding of effective public communication.
   Learning Intervention
   Student committees, advisory, or board meetings as well as event introductions (as MCs), presentations at the Leadership Conference or to a general audience. Students will have multiple opportunities to practice effective public communication and improve their skills and confidence.
2. As a result of financial training and experience with financial management students will be able to identify their program's budget components and understand how their budgets operate.
   Learning Intervention
   We will evaluate the students' knowledge based on our pre-and post- leadership surveys which will include student reflections on their experience. We will provide training on budgeting, revenue sources, and UAA management reports to give students a bigger picture of their program's fiscal properties.

Student Organization Budget Preparations and Presentations

The UAA student organizations' budgeting process for the upcoming fiscal year begins in February. As advisors work with each group (Concert Board, The Northern Light, KRUA, Club Council, and Student Government), students are learning more about the budgeting process through hands-on experience.

> **Assessment Description:** Students are improving their understanding of the process and increasingly improving presentations on their individual budgets. From 6 years ago when most of the numbers were 'crunched' by staff, and students just passed out budget figures for a rubber stamp - student organizations are now taking great responsibility for their funds and how to best invest them for student programs, services, and engagement. Students are working in teams to project, plan and prepare for the coming year.
>
> **Assessment Method:** Observation
>
> **Population/Sample:** Student leaders in USUAA, Concert Board, Student Media, and Activities
>
> **Key Findings**
> - We have observed the students work in larger group discussions to vet out their budgets while also improving their final presentations to include goals, accomplishments, and challenges. This is an area for growth in gaining more specific student reflection and feedback. One alum who now has a permanent position at UAA expressed their appreciation for all they learned about UAA budgeting through their organizational responsibilities. With that knowledge they were confident in discussing their new department's budget structure and offered suggestions and relevant questions. We need more data to support this learning outcome.
> - We need to start the year with basic budget training.
> - Journaling or reflections on the experience would help us gain a better sense of how to improve this process.
> - Various groups get different training and have various budget responsibilities (Student Media leaders are reviewing their programs' management reports each month, other groups are more event specific budgeting.)
> - We can devise a basic budget training and then have students groups move into more specifics related to their organizations.
> - Our students from Student Activities (who went through the July 2015 training) expressed appreciation and genuine interest in the big budget picture.

Continuous Improvements

- **Negotiation with Dining Services on Major Event Food Options:** 2014 Campus Kick-Off Survey and 2015 Juneteenth Survey - With data collected from the annual Campus Kick-Off and Juneteenth assessment student leaders negotiated a 2015 Kick-Off waiver for the most popular food vendor in the past four years: Tia's Sausage & Hot Dogs. This is a significant accomplishment since no waivers were granted to off campus food vendors for the 2015 Juneteenth BBQ (the first time in the history of the Dining Services contract). Demonstrating to the Vice Chancellor of Administrative Services that the vendor not only provided a more economical food option but was also the top-rated Campus Kick-Off food item for the past four years, the students convinced the administration this was the best use of their student fee funds.
- **Targeted Outreach to Faculty for Student Showcase:** Student Showcase (SS) participants identify "faculty encouragement" as the number one reason they submitted their academic projects to the program (48% of survey respondents). SS will continue to outreach to faculty in various academic disciplines to encourage student participation in the program through faculty list serve notices, individual emails, and department meetings. In the past 5 years the number of applications fluctuated and submission selection has become more competitive

Year	Applications	Submissions Presented @ Conference
2011	68	47 (69% selected)
2012	42	27 (64% selected)
2013	58	34 (58% selected)
2014*	55	23 (42% selected)
2015*	63	23 (42% selected)

Instituted two faculty evaluations for conference selection. Prior to 2014 only one faculty member was evaluating the SS submission.

CAS Self-Study Updates

- Fraternity and Sorority Advising updates:
  - *Strengths:*

- Updated the current Greek Life Policies and Procedures Handbook. Approved October 2015
- Continue strong communication with all chapter advisors and national officers for all Greek organizations. When national Greek reps visit UAA we meet and work together to help and support local chapters.
- Developed proposal for updated Greek community governing structures to include Inter-Fraternity Council (IFC) and transform Greek Council to a collaborative programming entity.
- SGCL is now a member of the Association of Fraternal Advisors for the next three years. The Leadership Coordinator now has up to date information about Greek advising best practices.
- Tau Kappa Epsilon received Chapter status with their Nationals organization in March. TKE is waiting approval of official University registration from the Vice Chancellor for Student Affairs.
- Phi Kappa Theta became a Colony with their National organization and received temporary registration with UAA. PKT will have three semester to receive official University registration.
- Initiated and compiled a Greek community grade report, inclusive of chapter GPAs, all fraternity and all-sorority GPAs, all-Greek GPA, all UAA female and male GPAs and all freshman male and female GPAs (to name a few).
- 61% growth in membership from August 2014 to present, totaling over 150 active members.?
  - *Continued Growth Opportunities*:
    - Establish Greek Alumni Advisory Board to support UAA Greek organizations. This continues to be an area of growth. We will begin collecting contact information for Greeks in the UAA and Anchorage community.
    - Implement Annual Chapter Report as part of Greek organization's annual registration process. A new report process will be launched in January. New Greek organization officers are elected in December and will be trained on the new reporting process. Currently, the Leadership Coordinator is working with the Greek leadership to provide information on their FY15 activities and goals for FY16.
    - Design and implement "Greek specific" workshops related to leadership development. We have begun to work with student leaders to coordinate more informative retreats. Looking into the future, we would like to develop workshops related to topics important for Greek students. Membership to the Association for Fraternity Advisors will be a great resource for this endeavor.
- Student Leadership updates:
  - *Strengths:*
    - The Leadership mission statement was reviewed and accurately represents the program. We received funding from the Dean of Students office for
    - ELP and the Leadership Conference. We accepted 32 students for the fall cohort. 22 students graduated from the program at the end of fall 2015. -Continued collaboration supports the success of ELP. Thirty Student Affairs colleagues, faculty, and community members were mentors to ELP students.
    - Partnered with Student Showcase to coordinate the Student Showcase and Leadership Conference. With this partnership we were able to combine resources to provide a more comprehensive conference for students, faculty, staff, and community.
    - Reviewed ELP curriculum and developed stronger activities and reflections to provide clear structure to the program and better congruency to the program learning outcomes. Better visual representation of the curriculum content has been developed. -
  - *Opportunities*
    - Continued work on securing stable funding to support a student coordinator, speakers, and basic program costs of room rentals and food for all-day workshops. This is still an area of growth. Assistant Director of Student Leadership is in the process of securing funding to start a University Foundation account with the hopes of receiving funding through donors.
    - Review all leadership recognition applications to ensure requirements are fair and a true representation of the mission of the honors. Review of committee evaluation templates is also necessary in order to accurately evaluate student applications and make stronger decision regarding the honors.
    - Stronger partnership with Academic Affairs, specifically the Honors College, to add academic requirement component to ELP's curriculum. This will provide a form of academic credit component to ELP students.
    - Assessment of ELP needs to become a stronger priority in FY16. An assessment plan will be developed to help guide the process through the year.
- Campus Activities and Programs updates:
  - *Strengths / Working Towards Recommendation*
    - Student clubs Officer Orientation was moved completely online in FY15. Club officers go through modules and answer a quiz at the end to ensure they understood the material.

Training is now more accessible to all students. The module was a collaboration with a faculty member in the Psychology Department.
- Club Council restructured policies for club registration and sanctions.
- Increased social media presence to provide essential updates and resources, as well as showcase our student club and organizations' achievements.

Student Union & Commuter Student Services

Assessment Inventory

- **Student Union Customer Satisfaction Survey (7/1/14-6/30/15):** Assess overall customer satisfaction in regards to Student Union reservations, event setup, facility and staff
- **SU&CSS Manager Training Rubrics (8/11/15-8/14/15):** Rubric assessment of student learning at the beginning of the semester
- **SU&CSS Manager Evaluations (January 2015):** Annual staff evaluations for Student Managers - includes self-evaluations and supervisor evaluations
- **Late Nights Assessments (11/30/14-12/11/14 and 4/19/15-4/30/15):** Assessed student understanding of need for healthy environments to achieve student success during preparation for finals
- **Late Nights Housing Survey (12/4/14-1/4/15):** Needs assessment to determine appropriate/needed programming for students to learn about housing resources on campus and in the community
- **UAA Craft Fair (12/4/14-12/7/14):** Assessment to collect demographic information and customer satisfaction statistics from customers that attended the 2014 UAA Craft Fair
- **Daily Den (4/13/15-4/18/15):** Assessed the attainment of learning outcomes in the Daily Den during FY15 along with student satisfaction with the program
- **Daily Den & Other Program Attendance Tracking (10/2014-05/2015):** Tracked attendance of programs through the use of the UAA Life page PEERS Assessments (4/1/15-5/9/15): Assessed skill development and program success of the PEERS program through a rubric assessment of both student managers and resource assistants
- **Beard n Stache Competition 2015 (2/25/15-2/26/15):** Assessed the attainment of learning outcomes through the Beard n Stache program during Winterfest
- **Global Kitchen 2015 (2/26/15-2/27/15):** Assessment to identify students' connection to student organizations on campus along with student learning in regards to multiple cultures
- **Table Tennis Tournament (2/24/15-3/11/15):** Knowledge assessment of table tennis rules and sportsmanship
- **Commuter Student Appreciation Week (3/16/25-3/23/15):** Assessed commuter students connectedness to the University community and knowledge of services available for commuter students
- **Housing Fair Spring 2015 (4/1/15-4/2/15):** Assessed students' knowledge about resources and effectiveness of housing fair
- **Gear Swap Spring 2015 (4/25/15):** Collect information from Gear Swap participants on Outdoor Gear knowledge and satisfaction with event

Learning Outcomes

Students who participate in SU&CSS will
1. Establish a sense of belonging to the UAA community and develop meaningful relationships with peers, faculty, and staff through formal and informal associations.
2. Feel an enduring affinity for UAA, including the history, legacy, traditions, and culture of the institution through participation in co-curricular campus events, programs and services.
3. Appreciate diversity, demonstrate respect and gain a deeper understanding for cultures and communities different than their own through exposure to various cultures during co-curricular events and shared experiences in a common space.
4. Maintain a balance of course work, co-curricular activities, and leisure time to enhance the academic experience through an extensive variety of cultural, educational, social, and recreational programs.
5. Access and utilize Student Union resources and facilities to support academic goals and personal wellness.

Students who participate in CSS programs will
1. Develop practical life skills related to household management, contract negotiation, financial management, successful navigation of the housing search and understanding of tenants'/homeowners' rights and responsibilities.
2. Foster interpersonal, critical thinking and problem solving skills, as evidence by the ability to create and maintain healthy relationships with landlords, roommates and community members.

3. Engage in self-reflection and demonstrate an awareness of interdependence in community living as exhibited by their successful integration into the local community.

Assessment Activities

The Daily Den
Assessed the attainment of learning outcomes specific to the Daily Den during FY15 along with student satisfaction with the services provided.
Assessment Type: Student learning outcomes, Satisfaction studies
Assessment Description: Baseline Survey administered through iPads during Daily Den sessions by Resource Assistants and Student Managers working during the program. Attendance tracking through UAA Life page.
Assessment Method: Survey
Population/Sample: Students in attendance at program
Key Findings
Student Union & Commuter Student Service provided students the opportunity to give their feedback through the Daily Den Survey during last week of the Daily Den for the academic year, from April 13 through April 17. 74% of students surveyed reported they had an improved sense of belonging to the UAA community as a result of attending the Daily Den. 85% of students surveyed indicated the Daily Den was an important part of student life on campus. 63% of respondents stated they learned about different ways they could get involved in the UAA community as a result of collaborations that have occurred throughout the year with campus/community organizations and groups in the Daily Den.

Student Union Customer Satisfaction Survey
Assessment to measure the satisfaction levels of the customers (both internal and external to UAA) that utilize the Student Union for events.
Assessment Type: Satisfaction studies
Assessment Description: Survey is sent out to customers after the event is completed. The survey is sent to customers via an email with a unique link to track completion. Baseline is the tool used to gather the data.
Assessment Method: Survey
Population/Sample: Customers that have rented the Student Union over the past year.
Assessment Progress: Ongoing

Continuous Improvements

Daily Den: Daily Den Spring 2015 Assessment - Q7. Please indicate your level of agreement with the following statements: - As a result of outside groups/organizations hosting the Daily Den, I have learned about different ways I can get involved in the UAA community. 63% either Strongly Agree or Agree with this statement. Supported by this data, the Daily Den plans to expand collaborative efforts with outside groups/organizations in hosting the Daily Den in AY 2015-16.

CAS Self-Study Updates

In FY12, SU&CSS evaluated the overall department and programs within the department using the criteria established by the Council for The Advancement of Standards (CAS) in Higher Education. SU&CSS was found to be "well met" or "fully met" in ten of the twelve areas of assessment. Mission, Program, Human Resources, Equity and Access were areas that predominantly achieved ratings of "fully met" on the criterion measures listed. Facilities & Equipment and Assessment were the only two areas within the self-study that identified major concerns for the program with "minimally met" scores. During FY14, SU&CSS completed the recommendations for program enhancement and continued to focus on strengths and developed opportunities for growth as defined within the CAS study.

- SU&CSS continued to enhance student development through the creation of the P.E.E.R.S. (Providing Education Empowerment Resources and Support) program for student leaders within the department. The P.E.E.R.S. program is a peer leadership development program that provides education, empowerment, resources and support to Student Union & Commuter Student Services student staff members. This program is an opportunity for the student staff within our department to develop their leadership skills through intentional interactions throughout the year. The P.E.E.R.S. program demonstrates to all employees that SU&CSS is committed to the successful integration of all staff to UAA and the Student Union while focusing on their professional growth. Student Union & Commuter Student Services has developed assessments utilizing rubrics and open-ended questions to assess the learning of student leaders within the department in regards to the P.E.E.R.S. program (identified as a HIP during the Dr. Kuh workshops).
- SU&CSS continued working on the assessment plan established during FY14. During FY15, SU&CSS developed 9 program/department learning outcomes to assess the learning of all students that participate in SU&CSS and CSS specific programs.