

Core Theme 3: Student Success

UAA Mission Fulfillment Expectations

- UAA meets the needs of our communities and state through certificate and degree awards, with an emphasis on high demand job areas
- UAA students, faculty, and staff reflect the diversity of the state

Summary of Feedback for Core Theme 3

Core Theme 3 Forum Demographics

- Core Theme Indicator Assessment (CTIA) Instrument went to Diversity Action Council, Faculty Senate Diversity Committee, Faculty Senate Student Academic Support and Success Committee, Student Affairs Leadership Team, USUAA (Student Government).
- Participation at Core Theme 3 Open Forum: 97 total (78 Anchorage, 2 Kachemak Bay, 5 Kenai River, 4 Kodiak, 4 Mat-Su, 3 Prince William Sound); 38 faculty, 24 administrators, 38 staff, 3 students

Feedback surrounding extent to which UAA is achieving its mission with respect to Core Theme 3

- CTIA analysis indicated that UAA is generally meeting or making progress toward objectives
 - Undergraduate retention rate steady
 - Diversity of students largely congruent with rest of Alaska although white students make up majority
 - Objective could be further met by diversifying faculty
 - UAA appears to be overall meeting objective with respect to High Demand Job Areas (HDJA), although graduation rate is of concern
- Participants generally agreed with the CTIA analysis, noting the steady retention and graduation rates are coincident with declining budgets/state support
- Participants noted the following:
 - Complexity of our mission combined with varied goals of our students makes analysis of this Core Theme particularly difficult
 - Statistics are focused on baccalaureate students, and therefore not reflective of a significant fraction of our students
 - Aggregating the data across all campuses does make it difficult to assess regional variation
 - Retention rates show room for improvement
 - Focusing only on retention/graduation is surface-level and does not delve into what the students' goals (as mentioned in the Objective) actually are
 - Employment data neglects government jobs (which are numerous in Alaska) and alumni who leave the state

Additional measures that might help UAA demonstrate its achievement of the Core Theme 3 objectives

- Additional data to help track student success
 - Tracking students who need more than 6 years to graduate, attend part time, etc.
 - Tracking students from AK secondary public schools – at what rate do they come to UAA, do they need remedial classes, what is their first-to-second year transition rate, etc.?

Bringing It All Together Open Forum: *Core Theme Open Forums & Mission Fulfillment* December 2, 2016
Core Theme 3 Summary

- How do we know if UAA students are meeting their goals if we do not know what their goals actually are? Could use more detailed metrics (e.g., Student Learning Progress Model) when using graduation rates to assess student success
- Rather than measuring graduation rate in consecutive years, look at semesters in which students are actually enrolled (many of our students do not attend in consecutive semesters)
- Tracking our graduates, for example through the Alumni Office
- Hidden stories surrounding student success
 - Enhancing partnerships through dual enrollment programs
 - Capturing stories and testimonials from/on our individual students
 - Programs like ANSEP and Seawolf Athletics have many success stories about minority students

Possible Ways to “Move the Needle”

- Improving diversity of students, faculty and staff
 - Outreach to Alaska Native communities (KPC has done this); aggressive outreach to middle school minority populations
 - Implement strategies to recruit/retain minority faculty, such as mentorship programs or post-doc opportunities
- Recruitment strategies
 - Higher levels of partnership with Anchorage School District
 - Peer ambassadors for recruiting
 - Streamlining admissions/advising to create efficiencies for students
 - Free developmental Math/English courses over the summer
- Collection of additional data
 - Exit interviews of past students, or interviews of current students (“What about UAA keeps you here?”)
 - Identify which classes have higher non-completion rates (e.g., those with large caps? Online?)
- Greater support for students
 - Stronger (mandatory?) advising, (mandatory?) orientation, tutoring, (mandatory?) first-year experience (a la Guidance 150?)
 - Better support for commuter students
 - Make students more aware of on-campus resources for time management, health, tutoring, etc.
 - Creating learning cohorts and financial assistance tailored to degree completion (e.g., consolidated tuition cap)
 - Creation and use of course sequencing plans for undergraduate degrees and certificates
 - Read Shakespeare and Alaska Native literature

Parking lot for questions and comments related to Core Theme 3 data

- Trends would be helpful
- Where do targets come from?
- Retention/graduation questions
 - How do we compare to national retention rates as an open-enrollment institution? Are there national stats that we can benchmark to?
 - How are part-time students reflected in these metrics?
 - How are first-generation students tracked?
 - How are students who enter as transfer students tracked?

Bringing It All Together Open Forum: *Core Theme Open Forums & Mission Fulfillment* December 2, 2016
Core Theme 3 Summary

- How do our peer institutions measure graduation numbers (e.g., against what subsets of students)?
- Diversity/population data questions
 - With respect to diversity data, does Alaska population data accurately reflect regional variations, particularly in rural areas?
 - How do the percentages of graduating/completing students compare with general student population diversity? How about developmental/preparatory students?
 - Some people chose not to disclose race/ethnicity – how accurate do we expect those data to be?
 - How do we compare with UAF/UAS?
- Employment questions
 - How can we track government jobs (which are numerous in Alaska) and students who leave the state?
 - How many degree-holding individuals are needed in various HDJAs? This would give us a better view of what state needs actually are.
 - How do we track students who graduate with “non-HDJA” degrees (e.g., some liberal arts degrees), but then go on to work in a HDJA?
 - What are regional variations in HDJAs? Villages would have different needs than urban areas.