

Prepared for the Northwest Commission on Colleges and Universities

# MID-CYCLE EVALUATION

*August 2023*



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# Part 1

## Institutional overview

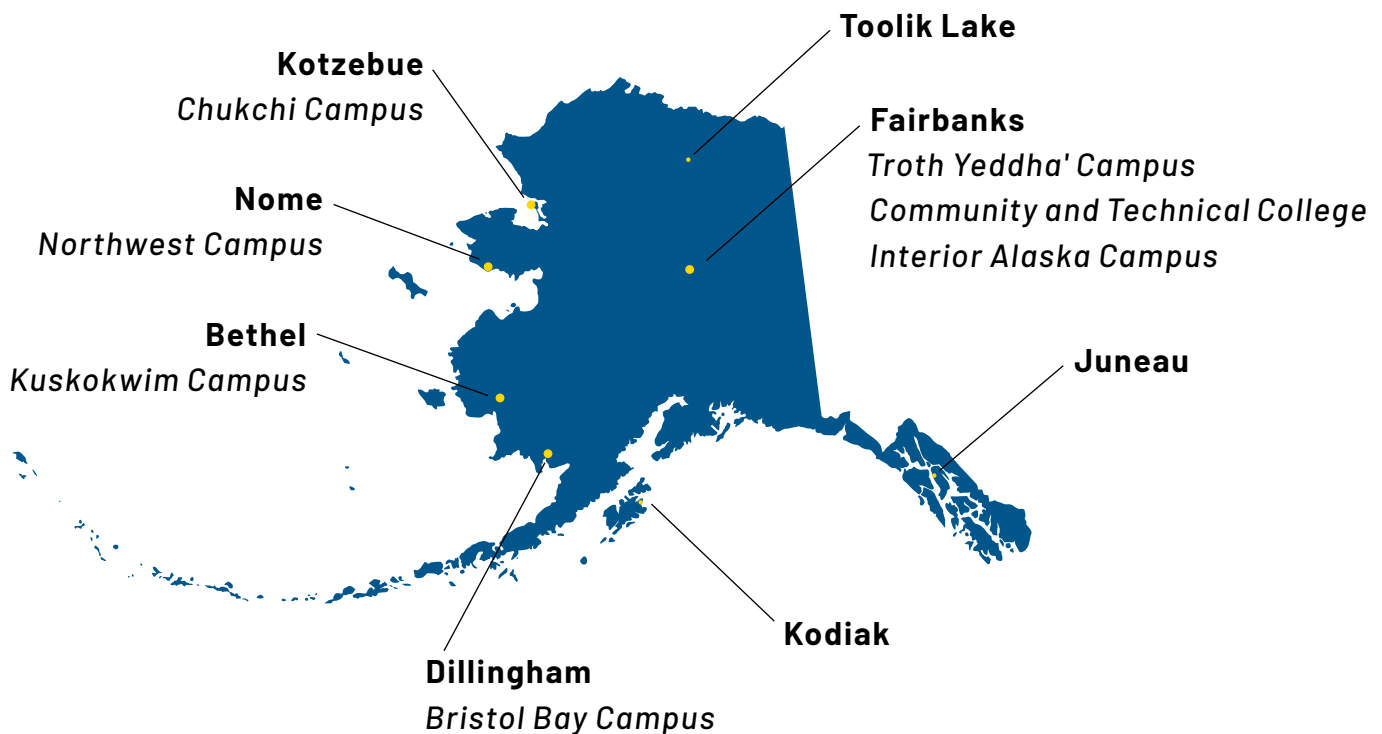
Established in 1917, the University of Alaska Fairbanks (UAF) is part of the statewide University of Alaska (UA) system. UAF serves a diverse group of students with varying educational goals. It offers educational programs from occupational endorsements to certificates, associate, bachelor's, master's, and Ph.D. degrees. Program areas include vocational-technical fields, arts, humanities, sciences, and professions. These diverse programs include 167 degrees and 27 occupational endorsements. This collection of programs is a result of student and employer demand, UAF's history as Alaska's first university, its strength in research, and its geographic location.

UAF is distinguished by its unique central location on the Troth Yeddha' Campus in Fairbanks and its six community campuses located across the state. The hill that is the site of the central UAF campus was called Troth Yeddha' by the Lower Tanana Dene people, and the university has adopted that name to honor the Indigenous people of the region. Alaska, with an area of 586,000 square miles, represents approximately 20% of the landmass of the rest of the United States combined. It is more than twice the size of Texas and is physically separated from the rest of the United States by about 2,000 miles. Fairbanks, located in the state's Interior, has a city population of about 32,000, with about 100,000 people in the Fairbanks North Star Borough. Travel to and from Fairbanks is typically by air because of the large distances between locations and because many towns, including those where several of the rural campuses are located, are not accessible by road.

Total UAF enrollment for fall 2022 was 7,425 students, with 75% of these students from Alaska. Among the UA's three universities, UAF had the largest proportion of full-time undergraduate students (40%) and of graduate students (13%) in 2022. UAF's student population is diverse with respect to ethnicity, age, economic status, and proportion of part-time versus full-time students. Of the roughly 3,500 baccalaureate degree-seeking full-time equivalent (FTE) students enrolled at UAF in fall 2022, more than half were low income or first generation. Thirty-one

percent of UAF baccalaureate students belong to an ethnic minority. Because more than 20% of UAF students are Alaska Native or American Indian, the U.S. Department of Education has designated UAF a Title III-Part A eligible institution, with Alaska Native-serving components. Approximately half of UAF students are over the age of 25. Sixty-four percent of all UAF students attend school part time, which is significantly higher than the national average for a four-year institution. UAF's faculty and staff are dedicated to meeting students where they are, and are creative and supportive of students from all backgrounds.

UAF is Alaska's flagship university and one of only a handful of institutions in the country to be designated as a Land, Sea, and Space Grant university. UAF is the world leader in Arctic research and the principal research center for the statewide system, generating about \$160 million in grant-funded research expenditures in fiscal year 2022, almost 90% of the UA system's research funding. It emphasizes Arctic research in its schools and colleges and in major research units. Scholarly work takes place throughout the university, benefiting from the collections of the University of Alaska Museum of the North, Alaska Native Language Center, and Alaska Polar Regions Collections and Archives at the Rasmuson Library, premier repositories of information related to Alaska and the circumpolar North.



# Part 2

## Mission fulfillment

### University mission statement:

*The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers. (UA Board of Regents Policy 01.01.030).*

### Vision statement:

*Excellence through transformative experiences*

*The University of Alaska Fairbanks is renowned for its Arctic research, Alaska Native and Indigenous programs, entrepreneurship, workforce development, and hands-on, personalized learning. UAF provides a world-class, inclusive experience – energized by innovative research, community engagement, student-centered teaching and creative expression.*

### Strategic goals:

Through its Strategic Plan, UAF has defined six visionary and aspirational goals that reflect its mission. Each goal is equally important in supporting the success of the university. Starting in 2018, a broad cross-section of people across the campuses met to define the visions and aspirations represented by each goal. The membership of planning teams and the process for developing and formalizing the plan are available on the [Strategic Plan website](#). The Strategic Plan 2027 was formally adopted in 2020 and describes the following six goals and their associated aspirational objectives:

## **1. Modernize the student experience**

- Actively hone cutting-edge interdisciplinary and integrative education programming for undergraduate and graduate students, and provide ample opportunities for experiential education and professional development tied to impactful civic engagement.
- Provide students with robust residential programs that tie classroom learning to social experiences and community life on campus.
- Strongly support students with families.
- Holistically support students by nurturing and encouraging physical, mental, emotional, and spiritual health.
- Ambitiously expand access to undergraduate research opportunities.

## **2. Establish global leadership in Alaska Native and Indigenous programs**

- Create state-of-the-art research, learning, and cultural activities facilities in the form of the Troth Yeddha' Indigenous Studies Center and Interpretative Park, as well as in our community campuses.
- Expand Alaska Native and Indigenous degree programs and pedagogy.
- Successfully recruit, retain, and grant degrees to Alaska Native and Indigenous students.
- Develop Alaska Native and Indigenous research, knowledge production, and publications.
- Enhance Alaska Native and Indigenous leadership and workforce development.
- Foster tribal and Alaska Native/Indigenous community partnerships, service, and community education.

### **3. Achieve tier 1 research status**

- Create a tier 1 research university that is globally recognized for very high research activity.
- Quadruple Ph.D.s in STEM, humanities, social sciences, and other professional fields.
- Double non-STEM research expenditures.
- Double research staff (Ph.D.s with non-faculty positions).
- Maintain strong STEM research expenditures.
- Sustain a university that conducts high-quality and high-impact research that benefits Alaska, the nation, and the world, and that leads in circumpolar North and Indigenous research.
- Ensure an inclusive university where all employees and students feel valued and secure; where collegiality and collaboration across all sectors drive research; where research, education, and service are fully integrated; and where all students and faculty have the opportunity to conduct research.

### **4. Transform UAF's intellectual property development and commercialization**

- Drive Alaska's innovation economy and a leadership voice for U.S. Arctic innovation and entrepreneurship.
- Produce graduates with an entrepreneurial mindset and skilled in the processes of bringing research to commercialization and developing viable businesses.
- Deliver economic, societal, cultural, and educational impact to the people of Fairbanks, the state of Alaska, and the circumpolar North.
- Develop and support an innovative culture of innovation and entrepreneurship on campus, and in the greater community through reciprocal partnerships.



- Provide the resources to foster creative, social, and technological entrepreneurship.
- Build innovative communities to develop solutions to specific challenges and needs.
- Create opportunities to grow today's and tomorrow's innovators and entrepreneurs.

### **5. Embrace and grow a culture of respect, diversity, inclusion, and caring**

- Promote respect by honoring and valuing the individuals in our community, holding one another in unconditional positive regard, and appreciating one another for being unique individuals whose different experiences and perspectives contribute to a greater whole.
- Embrace diversity by including individuals representing a wide array of backgrounds so the UAF population reflects the state's demographics; respecting and taking pride in the variety; including diversity within leadership; and providing increased opportunities for mentorship.
- Ensure inclusion by going beyond embracing diversity to guarantee all members of our community are welcomed and supported; making sure our environment – from artwork on display to marketing materials – reflects our diverse community; and letting students see themselves represented at all levels at UAF, from the student body to faculty and administrative leadership.
- Create a caring culture by showing kindness and compassion in daily life, demonstrating care toward others and ourselves, and proactively focusing on improving mental health and well-being.

### **6. Revitalize key academic programs**

- Establish a culture of integration and access, from occupational endorsements to Ph.D. programs.
- Make UAF known for its investment in and support of faculty and staff, and for the sense of community and high morale among those employed at UAF.

- Ensure that UAF students at all campuses have easy access to advising, support, and research opportunities through faculty and staff.
- Provide robust outreach, engagement, and promotion for all programs.

## **Assessment of mission fulfillment**

As UAF adopted the 2020 accreditation standards, the university moved away from core themes and adopted new mission fulfillment indicators that were aligned with both the new Strategic Plan and an increased focus on equity in student success. The university also heeded guidance from accreditation evaluators that the 31 indicators being measured previously were cumbersome and difficult to assess. The number of indicators was reduced to reflect the most meaningful priorities of the Strategic Plan while providing a level of continuity from the previous indicators. The indicators were developed through a broad year-long process involving campus stakeholders and opportunities for input from faculty, staff, and students. There are now four key areas measured for mission fulfillment and 14 indicators:

### **Student success and degree attainment**

Students are at the heart of UAF's mission. We are committed to the success of all students.

Indicators:

- First-time, full-time bachelor's student retention (fall-to-fall continued enrollment at UAF).
- Associate, bachelor's, master's, and Ph.D. persistence (academic year-to academic year continued enrollment for those that did not graduate).
- Associate, bachelor's, master's, and Ph.D. graduation rates.
- Gateway course pass rates.

## **Research**

UAF is a Land, Sea and Space Grant university, and research is integral to our identity, mission and goals.

Indicators:

- Graduate degrees awarded.
- Research expenditures per faculty full-time equivalent.
- Dissemination of research as measured by publications per faculty full-time equivalent.
- Undergraduate student participation in research.

## **Skilled workforce**

UAF's mission includes educating students for active citizenship and preparing them for lifelong learning and careers. We play a key role in preparing Alaska's workforce.

Indicators:

- Graduates in high-demand workforce areas.
- Student participation in internships and practicums.
- Graduates employed in Alaska (collected from state Department of Labor statistics).
- Graduates continuing on to further education.

## ***Equity, Diversity and Inclusion***

UAF is committed to fostering a diverse, respectful, and caring community.

Indicators:

- Diversity in staff and faculty.
- Campus climate survey results.

In selecting indicators for mission fulfillment, UAF was deliberate in choosing markers that lined up with the strategic goals, as well as the goals and measures of the University of Alaska system and the reporting measures for the state Office of Management and Budget. **Table 1** on the following page demonstrates alignment of the indicators.

**Table 1**

| <b>Current Indicator</b>                                    | <b>Previous indicator</b> | <b>Strategic Plan</b> | <b>NWCCU standard</b> | <b>UA Goals &amp; Measures</b> |
|---|---------------------------|-----------------------|-----------------------|--------------------------------|
| First-time full-time bachelor student retention             | ▲                         |                       | ▲                     | ▲                              |
| Associate, bachelor's, master's, and Ph.D. persistence      | ▲                         |                       | ▲                     |                                |
| Associate, bachelor's, master's, and Ph.D. graduation rates | ▲                         |                       | ▲                     | ▲                              |
| Gateway course pass rates                                   | ▲                         |                       | ▲                     |                                |
| Graduate degrees awarded                                    |                           | ▲                     |                       | ▲                              |
| Research expenditures per FTE                               | ▲                         | ▲                     |                       | ▲                              |
| Publications per faculty FTE                                | ▲                         | ▲                     |                       | ▲                              |
| Undergraduate student participation in research             | ▲                         | ▲                     |                       |                                |
| Graduates in high-demand workforce areas                    | ▲                         | ▲                     |                       | ▲                              |
| Student participation in internships and practicums         |                           | ▲                     |                       |                                |
| Graduates employed in Alaska                                | ▲                         |                       | ▲                     | ▲                              |
| Graduates continuing on to further education                | ▲                         |                       | ▲                     |                                |
| Diversity in staff and faculty across all levels            |                           | ▲                     |                       | ▲                              |
| Campus climate survey results                               |                           | ▲                     |                       |                                |

▲ = shows alignment

Because the planning process and setting of benchmarks took longer than expected due in part to the pandemic, UAF began collecting data and measuring success in these specific areas in 2022, rather than 2021 as originally planned. The Accreditation Steering Committee established a subcommittee for each area of focus (student success; research; skilled workforce; and equity, diversity and inclusion) made up of faculty, staff, and administrators. Benchmarks were set for each focus area by the subcommittees with a band of low and high acceptable results for each indicator, with movement within the band allowing for normal annual fluctuation. While the university strives for continual improvement in each area, the bands provide a quick check on progress. Results below the band call for prompt action, while results above the band indicate that more ambitious targets may be needed. The university can also look at those areas that are exceeding benchmarks to broaden the most successful efforts.

Data are provided by the Office of Planning, Analysis, and Institutional Research (PAIR) and will be analyzed annually by the Accreditation Steering Committee, which will prepare a report and recommendations. Results are publicly available on the [accreditation website](#) and will be shared annually with the Chancellor's Cabinet and faculty, staff, and student governance groups. The university is committed to intentionally using these results to guide decisions about strategic directions and resource allocation through processes such as Strategic Enrollment Planning and the Planning and Budget Committee, both of which provide funding to priority initiatives.

Other ways to measure mission fulfillment include academic program review, general education assessment, and assessment of equity in student achievement.

## **Academic program review**

UAF engages in a regular cycle of academic program review. After a yearlong redesign, which is described more fully in the response to recommendation one, student learning outcomes assessment and program review are now integrated. Every academic program is reviewed on a four-year cycle, with year one as a development year to plan and reflect, year two as a mid-cycle review, year three as a development year, and year four as a full review. The mid-cycle review collects student learning outcomes plans and summary reports and asks programs to discuss student success data and their goals for improvement. Programs also must identify and address equity gaps in student achievement. The full review

mirrors the mid-cycle review, with the addition of budget efficiency, steps taken in response to assessment and previous reviews, and connection to the university's mission. All programs are given recommendations, which must be addressed in the subsequent report. The cycle for review and details of the complete process can be seen on the [Program Review website](#). Academic year 2022-2023 was the first round of reviews using the new process. Feedback from users has been incorporated to make further changes to the reporting template to make the process as clear and useful as possible. The report template is available in the appendix, p. 55-61.

## **General education assessment**

UAF assesses each of its [four general education learning outcomes](#). Fall 2020 was the rollout of the learning outcome assessment cycle, and fall and spring semester faculty who taught general education courses were asked to participate in a course-embedded signature assignment. Faculty who taught courses to satisfy general education requirements (GER) and who participated in the year's previous learning outcome assessment were invited to two-hour workshops to discuss results with other faculty. These workshops were timed so that faculty could apply their reflections to their current teaching.

Design of the signature assignments, rubrics, workshops, and communication process is under the purview of the Faculty Senate's GER and Core Committee (GERC). A faculty fellow in assessment, housed in the vice provost's office, helped to organize members of the faculty to engage in the processes; however, the committee is aware that more consistent Faculty Senate involvement is necessary to fully assess the learning outcomes and share the results. Addressing this need, faculty are considering proposing a new committee in the Faculty Senate that will be charged with carrying out this process. In the 2024-2025 academic year, the university will pause its assessment cycle to allow the faculty to consider the effectiveness of the process and potential revisions.

A general education assessment retreat took place in July 2023 to reflect on the past year and plan for the future. This group will prepare the report on learning outcome #2. Reports of each learning outcome reflect the percentage of faculty engagement as well as how students perform on the signature assignment rubric.

- [Learning outcome #1 final report](#) can be found in appendix, p. 62.

- Learning outcome #2 report will be shared with the Faculty Senate in fall 2023.
- Learning outcome #3 and learning outcome #4 report will be shared with the Faculty Senate in fall 2024.

## Assessment of student achievement

UAF is an open-enrollment institution with a broad mission to serve the state of Alaska. Its students include high school dual-enrolled students, those seeking occupational endorsements and certificates geared toward workforce development, fully online students, returning learners, and more traditional undergraduate and graduate students.

For fall 2022, UAF’s students were\*:

**Table 2**

|                    |     |
|--------------------|-----|
| Undergraduate      | 55% |
| Graduate           | 13% |
| Non-degree seeking | 32% |
| Full-time          | 36% |
| Part-time          | 64% |
| Alaska Native      | 20% |
| Other minorities   | 11% |
| Pell-eligible      | 31% |



Where they studied\*:

**Table 3**

|                               | Enrollment | Student credit hours |
|-------------------------------|------------|----------------------|
| UA Fairbanks                  | 7,425      | 57,867               |
| Fairbanks Troth Yeddha'       | 5,268      | 41,972               |
| Community & Technical College | 2,089      | 9,850                |
| Rural campuses                | 1,165      | 3,878                |
| eCampus                       | 4,255      | 25,833               |

\*Individual students may appear in more than one category

Student characteristics vary depending on their location, with the Community and Technical College and rural campuses serving students who are more likely to be older, part-time, first-generation, eligible for Pell grants, and Alaska Native. UAF is committed to providing services that suit the needs of the students at the different campuses.

**Table 4**

|                               | Alaska Native | Over 25 | Pell-eligible | First-generation |
|-------------------------------|---------------|---------|---------------|------------------|
| Fairbanks Troth Yeddha'       | 15.5%         | 49.7%   | 27%           | 43.7%            |
| Community & Technical College | 25.2%         | 58.5%   | 34.4%         | 53.3%            |
| Rural campuses                | 57.9%         | 75.2%   | 23.6%         | 54.2%            |

As discussed in the section on mission fulfillment, the university has adopted a series of student achievement measures as key indicators. These measures are disaggregated whenever possible and compared to peer institutions where those data are available. Disaggregated data at the course and program level are also shared through a data dashboard for internal use by faculty, staff, and administrators. Examples of the mission fulfillment indicators most clearly aligned with student achievement are shown below, and the information is publicly available on the [accreditation website](#).

To more accurately reflect trends that include all students, UAF expanded its student achievement indicators to encompass all degree-seeking students rather than focusing on first-time, full-time baccalaureate-seeking students, as had been the case previously. Retention and graduation rates are still measured for first-time, full-time baccalaureate-seeking students to allow for consistent comparisons with peer institutions, but UAF is also measuring persistence and graduation rates for associate, master's, and Ph.D. students and for part-time students in addition to full-time students. A small proportion of UAF students are first-time, full-time baccalaureate-seeking, and the university can make more informed decisions about success trends and needs if it is able to look more broadly at its student body.

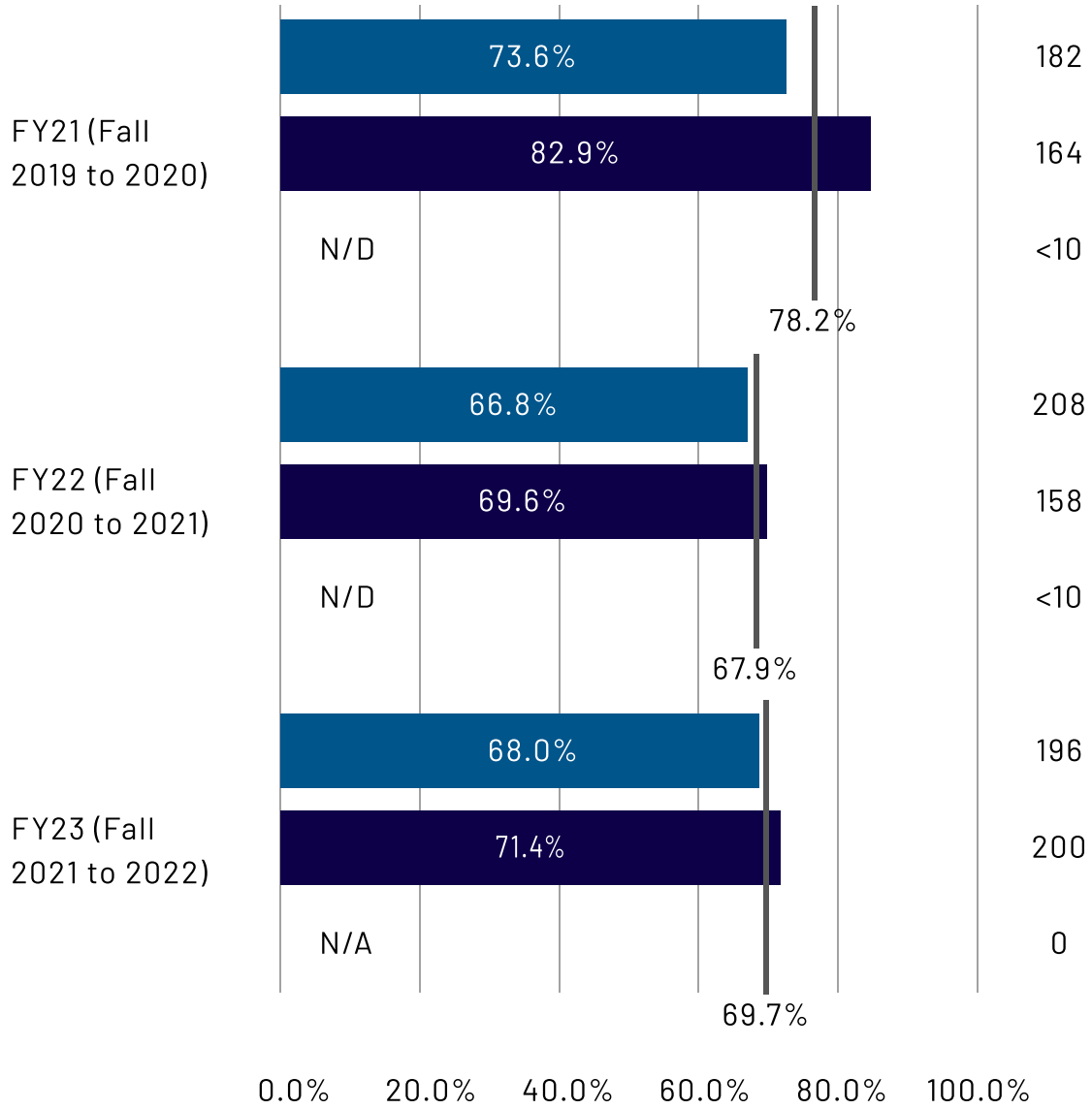
UAF has a publicly available set of both equivalent and aspirational [peer institutions](#). The peer institutions are identified by the UA and UAF institutional research offices based on measures such as size, mission, and structure. UAF reports to the Integrated Postsecondary Education Data System (IPEDS), which allows for peer comparisons for retention and graduation rates, and also participates in the National Student Clearinghouse Postsecondary Data Partnership (PDP), which provides peer comparisons for retention and graduation-informed persistence.

In the following **Figures 1-6**, N/A indicates no students were in that category, and N/D indicates that the data has been suppressed because the number of students was fewer than 10.

**Examples of student success data**

**Figure 1**

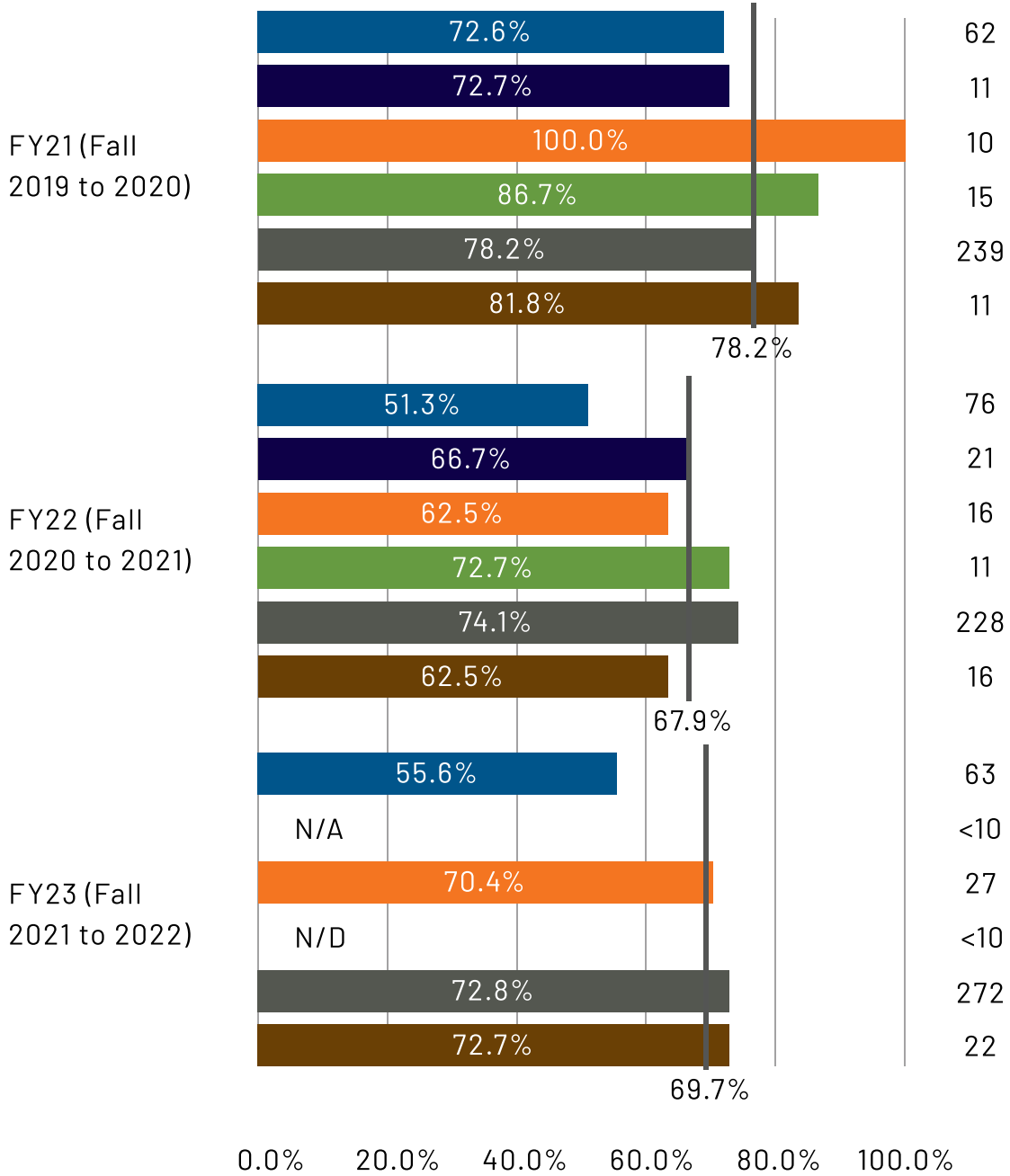
First-time, Full-time Bachelor Retention Rates by Gender: FY21-FY23



■ = Female  
 ■ = Male  
 - = Overall % Retained  
 x-axis = Retention %  
 y-axis = Cohort Size

**Figure 2**

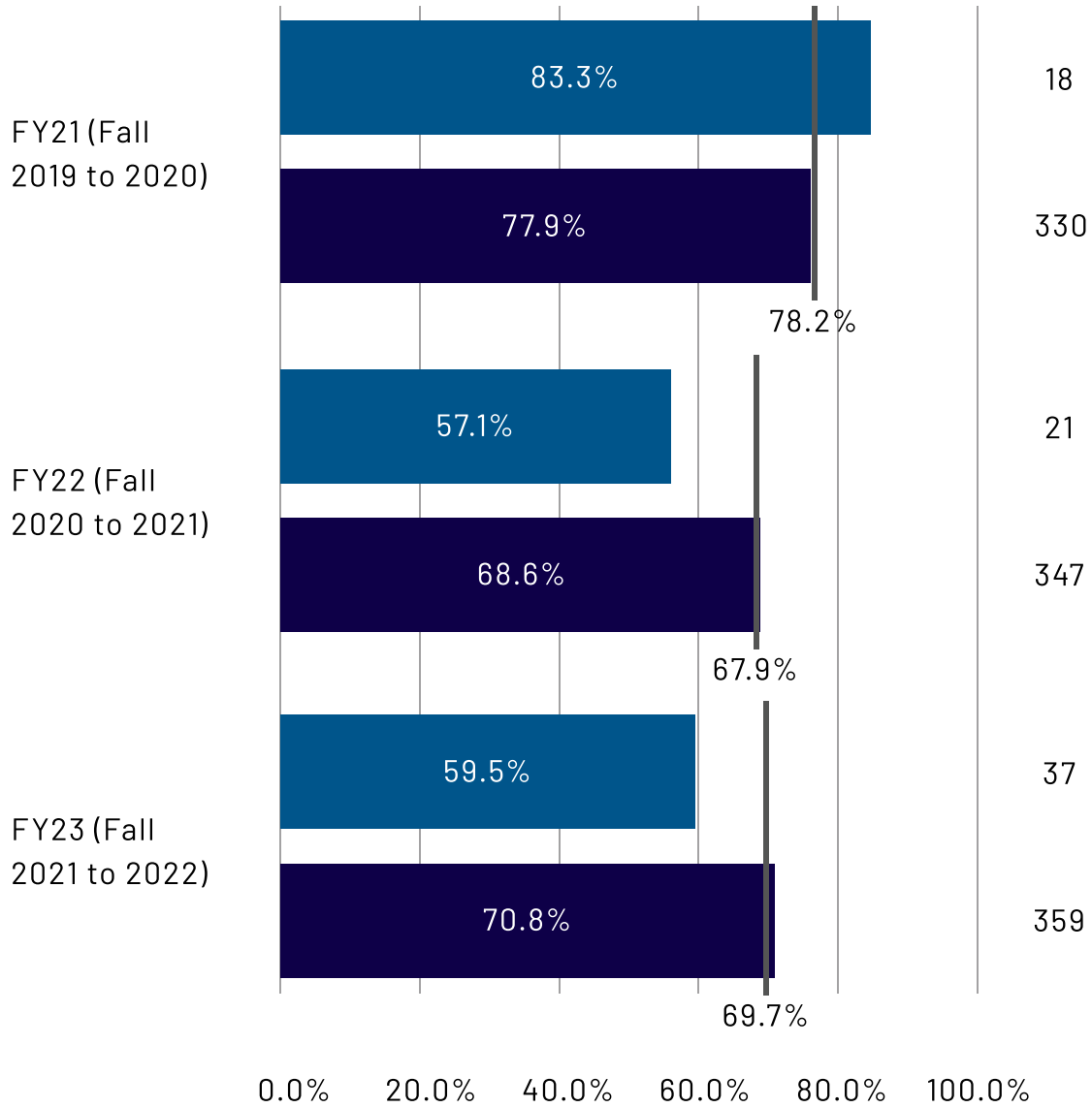
First-time, Full-time Bachelor Retention Rates by Race: FY21-FY23



■ = Alaska Native and/or American Indian    ■ = Not Reported  
■ = Hawaiian and/or Pacific Islander    — = Overall % Retained  
■ = Asian  
■ = Black  
■ = White  
x-axis = Retention %  
y-axis = Cohort Size

**Figure 3**

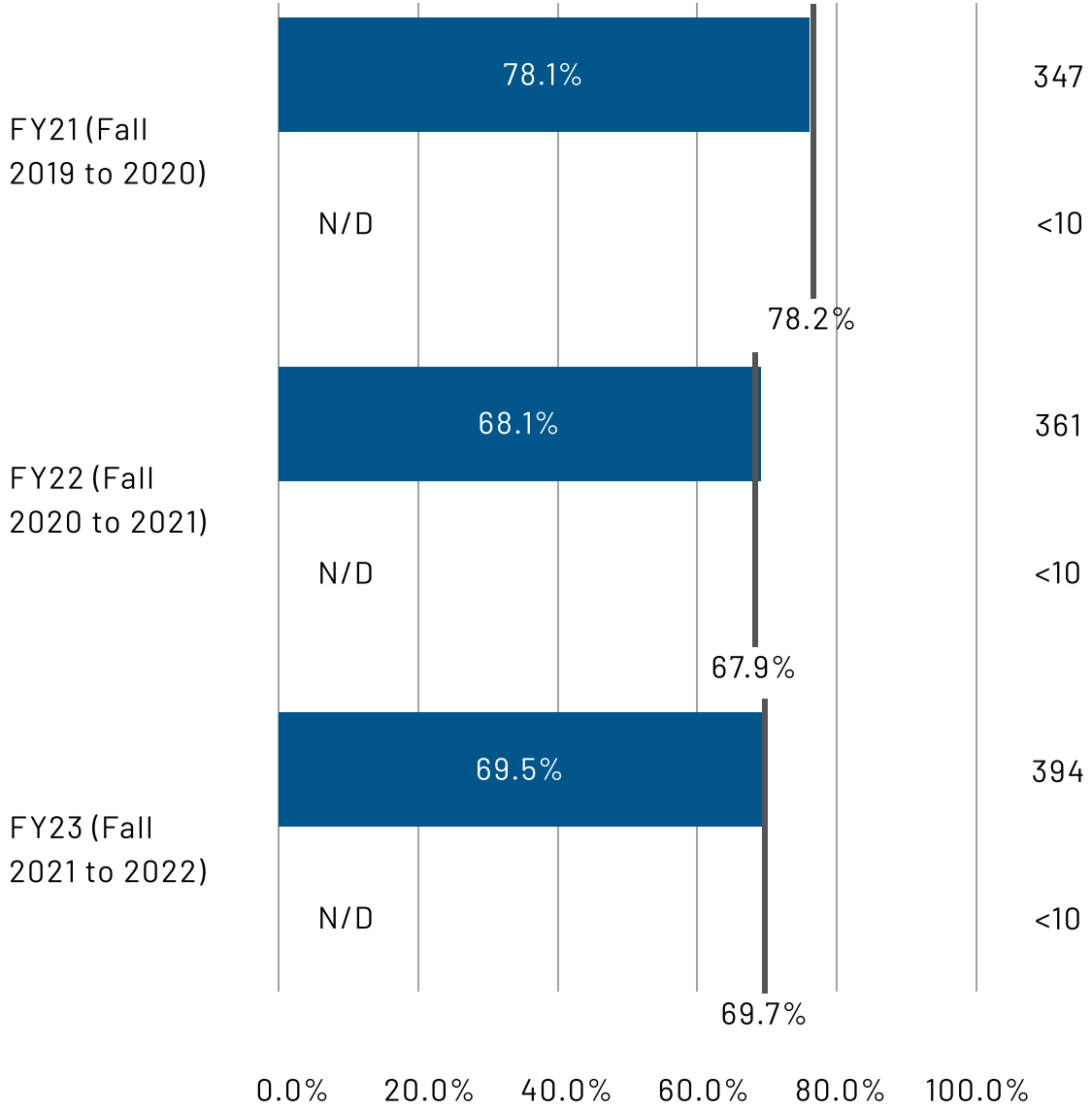
First-time, Full-time Bachelor Retention Rates by Ethnicity: FY21-FY23



■ = Hispanic  
■ = Non-Hispanic  
- = Overall % Retained  
x-axis = Retention %  
y-axis = Cohort Size

**Figure 4**

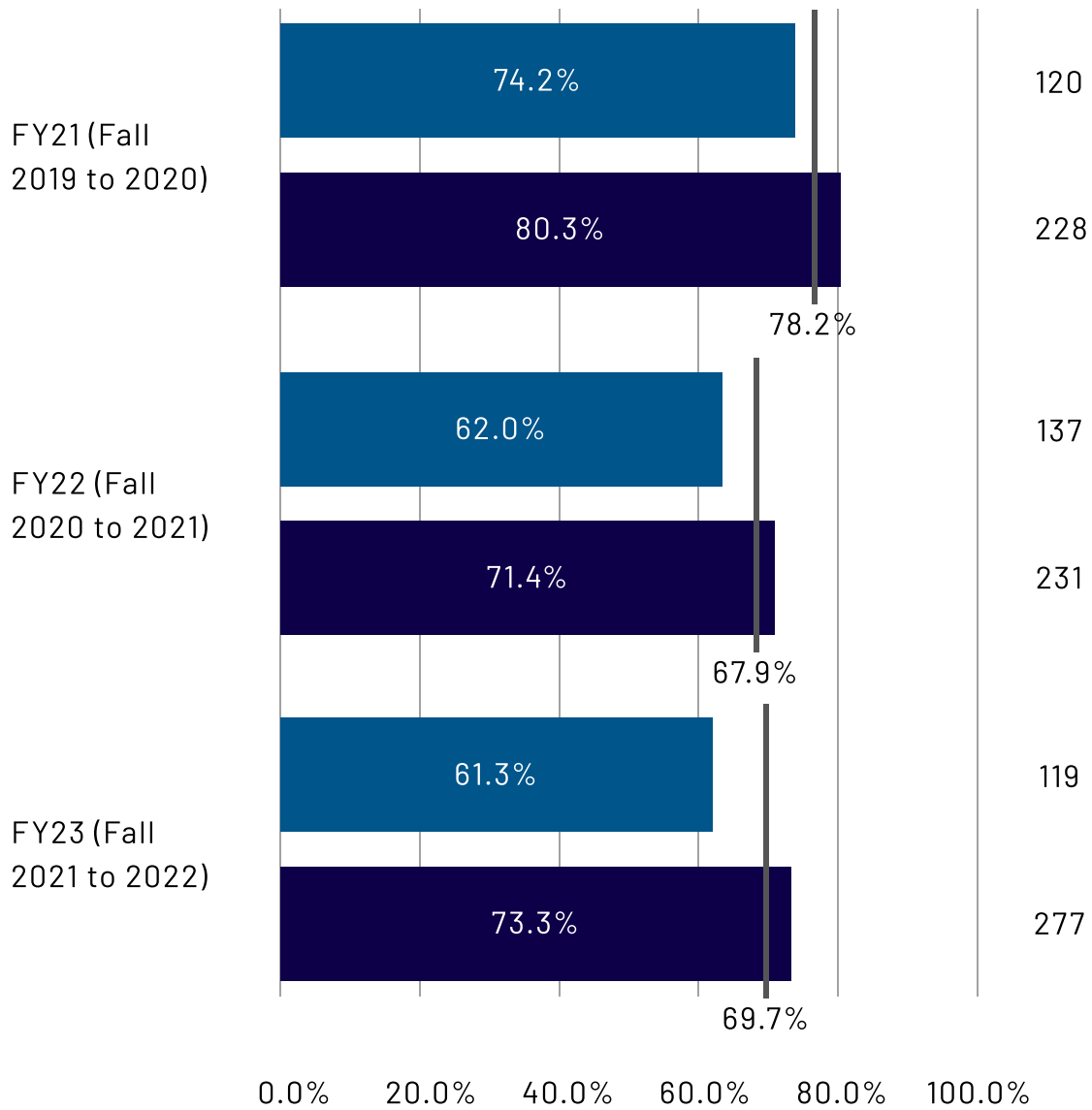
First-time, Full-time Bachelor Retention Rates by Age Group: FY21-FY23



■ = Age 24 and Under  
 ■ = Age 25 and Over  
 - = Overall % Retained  
 x-axis = Retention %  
 y-axis = Cohort Size

**Figure 5**

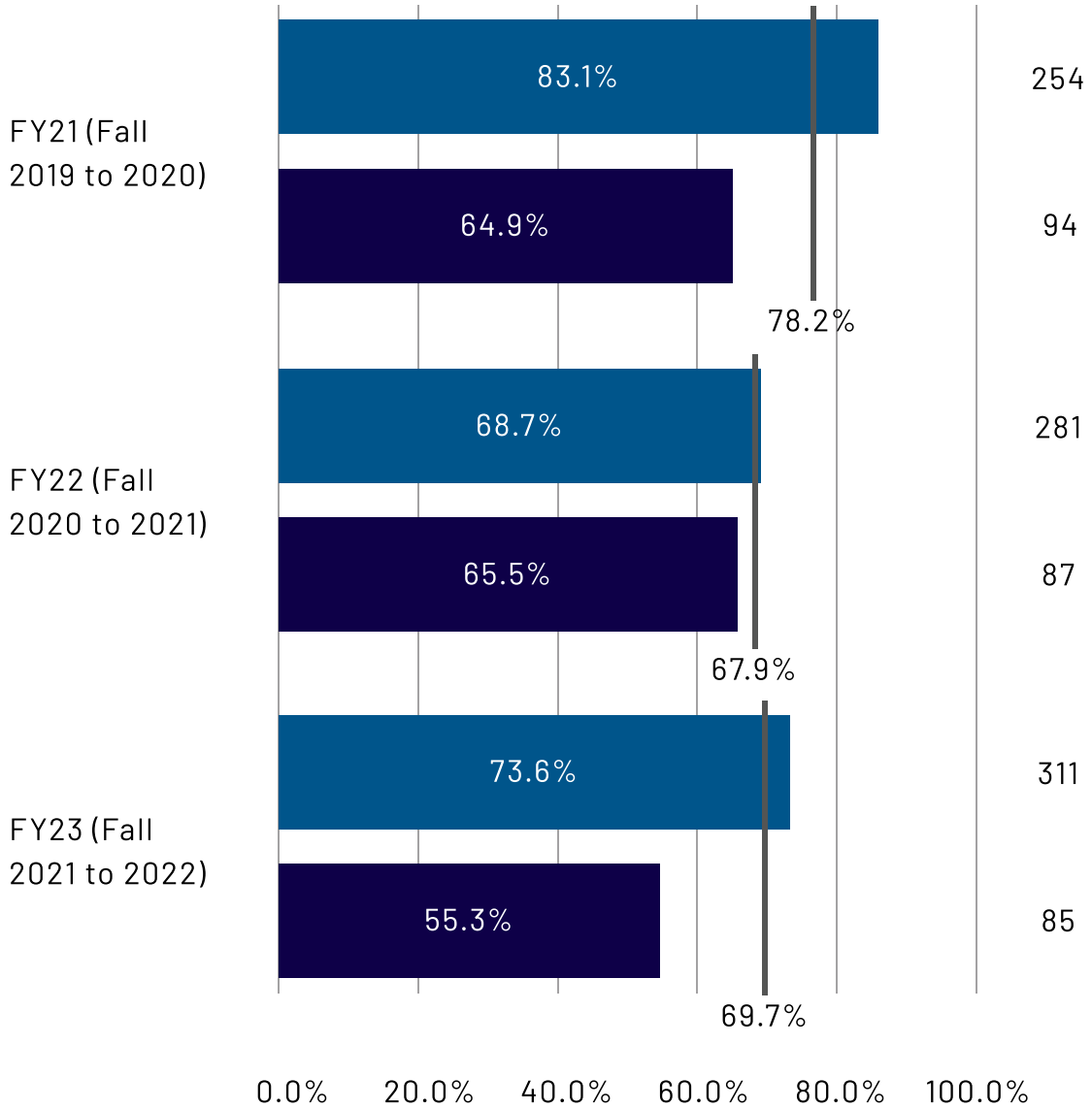
First-time, Full-time Bachelor Retention Rates by First-Generation Status: FY21-FY23



- = First-Generation
- = Not First-Generation
- = Overall % Retained
- x-axis = Retention %
- y-axis = Cohort Size

**Figure 6**

First-time, Full-time Bachelor Retention Rates by Pell Grant Recipient Status: FY21-FY23

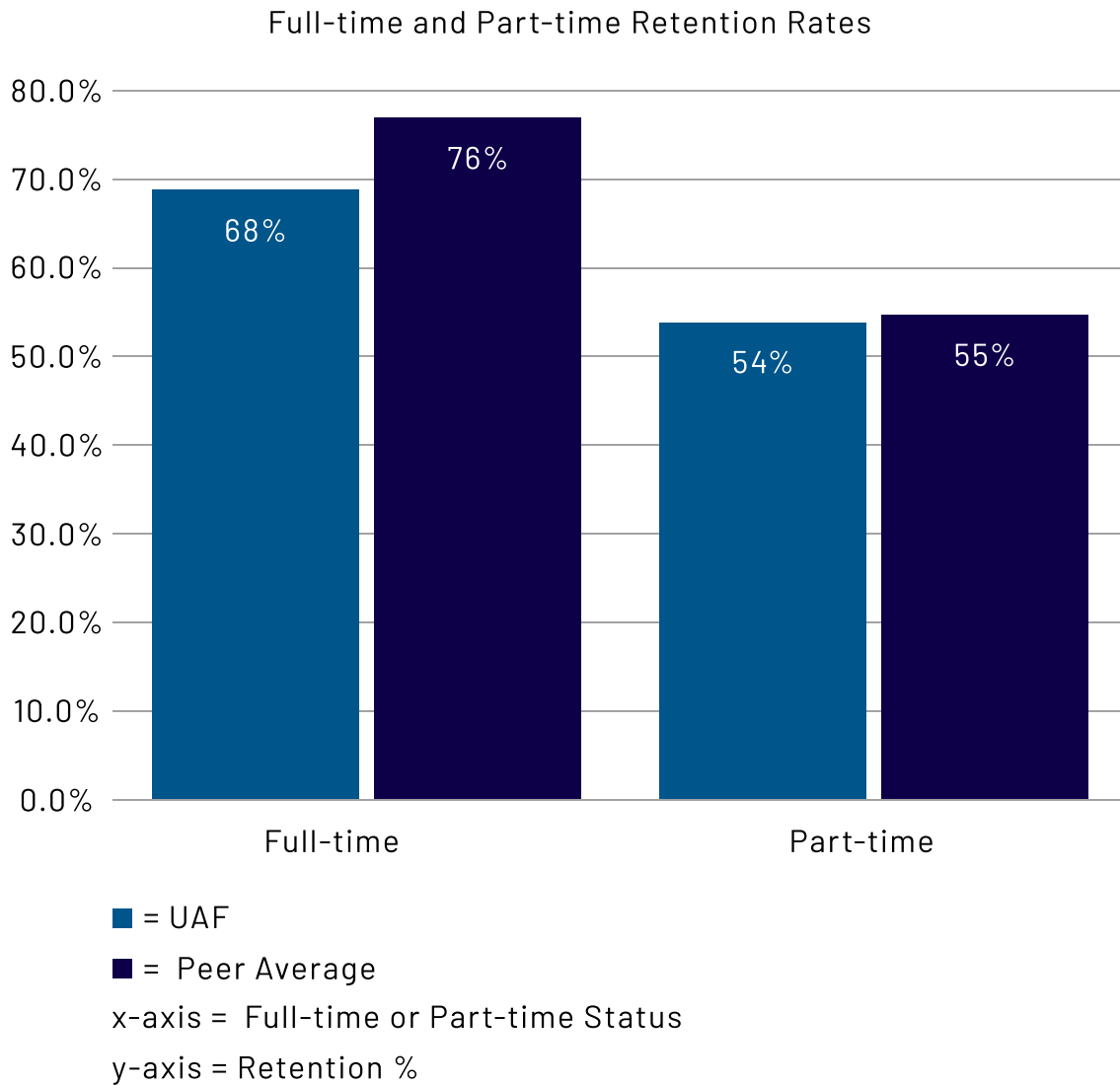


■ = No Pell Grant  
■ = Pell Grant  
- = Overall % Retained  
x-axis = Retention %  
y-axis = Cohort Size

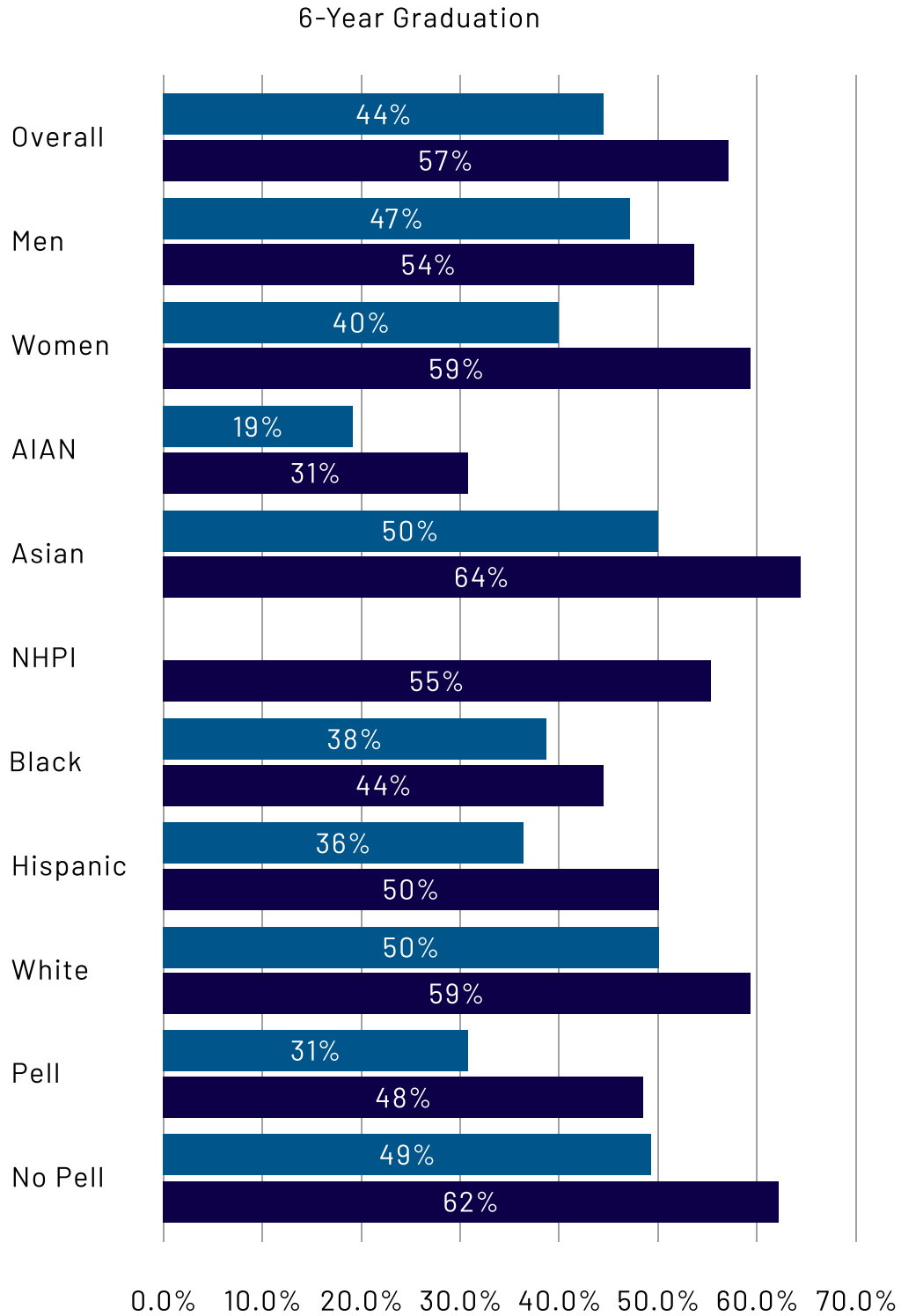


## Peer comparisons

**Figure 7**



**Figure 8**



■ = UAF

■ = Peer average

y-axis = Identifier

AIAN = American Indian and Alaska Native

x-axis = 6-Year Graduation %

NHPI = Native Hawaiian and Pacific Islander

Source for **Figures 7-8**: IPEDS

A more detailed comparison with each peer institution is available in the appendix, p. 64.

Additionally, UAF measures graduation-informed persistence (students who either earned a degree or continued to be enrolled), which can be compared with benchmarks on the PDP. For the most recent year available (2021), UAF's rate was 69%, compared to 74% nationally (502 comparison institutions).

## **Key findings**

Student success data revealed the extent to which the pandemic disrupted students' education. UAF's retention rate declined sharply from a high of almost 80% in 2020 to 67.9% in 2022. Retention is increasing slowly, but it will take time to regain the previous rates. White students were the least impacted, while Alaska Native students' retention rates dropped the most. Graduation rates followed the same pattern. This tells the university that it has more to do in supporting students from historically underserved populations, who are the most impacted by factors like access to broadband internet, family obligations, and economic hardships.

Comparison with peer institutions shows that UAF is below the median in retention and graduation rates, although its graduation rate is 12-15% higher than its Alaska counterparts. Peer comparisons are somewhat difficult because of UAF's open-enrollment admission policy and incorporated Community and Technical College. IPEDS data revealed that UAF's retention for part-time students is higher than the peer average, which is an indication that student success efforts are reaching some of its most vulnerable students, many of whom are served at the rural and community campuses.

This information is used to identify and prioritize student success initiatives. While UAF has been continuously strengthening campus wide efforts, the need to address persistent equity gaps in achievement has become clear. In response to these challenges, the university has entered into the Gardner Institute's [Transforming the Foundational Postsecondary Experience](#). Recognizing that there are achievement gaps for all underserved populations in retention, persistence, and graduation, UAF determined that an investment of both funds and effort was

needed to make improvements. The university applied, and was accepted to, the initial cohort of the project and has launched a five-year process of fact finding and redesign centered around closing equity gaps while supporting teaching, learning, success, completion, and retention. Other key initiatives to support the student achievement goals are described below.

## **Examples of student success and equity efforts since 2020**

### **Initiatives to increase faculty support:**

- A group of faculty who teach gateway courses at UAF is participating in a Scholarship on Teaching and Learning program. Participants will review course-level student success data, discuss barriers and contributors to success, and design interventions to address equity gaps identified through this process. They will share their learning with the UAF campus community in spring 2024.
- The Office of Student Success and eCampus developed and hosted a series of high-impact teaching workshops as part of faculty development support for [teaching and learning](#) during the 2022-2023 academic year. High-impact practices are now a part of program review reporting and assessment.
- In support of the Strategic Plan, UAF's Department of Equity and Compliance has led a [Strategic Planning Initiative for Inclusive Excellence](#) since spring 2020. Through this initiative, UAF has prioritized strengthening a culture of respect, diversity, inclusion, and caring for the entire campus community.

### **Efforts to increase experiential learning:**

- UAF has been reimagining undergraduate research and scholarly activity, with a specific focus on developing attractive, inclusive programming that engages underrepresented student groups. From summer 2021 through spring 2022, the Office of Undergraduate Research and Scholarly Activity (URSA) led a strategic planning initiative with broad participation. A series of initiatives (student peer mentoring and ambassador program, more deliberate student cohorting, mentor-mentee agreement, monthly training webinars and seminars, new marketing initiatives, etc.), as well as funding to support these initiatives were identified. These initiatives were implemented during

the 2022-2023 academic year.

- The Honors College developed an inclusive Climate Scholars program where students engage in an interdisciplinary academic experience that connects the arts, humanities, and sciences while also getting the opportunity to work with top climate science experts who are engaged in cutting-edge research at UAF on climate and the Arctic.

***Efforts to support student retention and persistence:***

- Retention Team: Composed of faculty, staff, and administrators, this team develops retention and persistence initiatives. Work includes collaborations with the [Gardner Institute](#) (Equity in Retention and Improving the First College Year academies). This group also led efforts over the past two years for the First-Year Advising and First-Year Experience initiatives. Current projects include improving processes and interventions surrounding academic warning, probation, and disqualification.
- Peer academic coaching: In fall 2022, UAF initiated a peer academic coaching program designed to enhance student well-being and academic performance. Peer coaches work 1:1 with students and assist advisors with outreach to struggling students. In spring 2023, peer academic coaching information and training was provided on site to four rural campuses.
- Associate vice provost for student success: Recognizing the need to formalize the student success leadership structure, UAF created this position in summer 2022. A formalized structure with authority and responsibility in one position allows for informed staffing, increased coordination, and accountability.
- Student Success Center: UAF is currently transforming a central space on campus into a modern, one-stop shop for student success. This space creates new synergy by bringing together first-year advising, career services, testing services, and academic tutoring (math labs, writing center, speaking center), as well as flexible study spaces to meet student needs.

### ***Improved academic advising:***

- First-year advising: As a result of the Gardner Institute's Equity in Retention Academy in 2021, UAF is transitioning to a comprehensive first-year advising model for all four-year students with up to 60 credits in fall 2023.
- The University Academic Advising Council (UAAC) was established in fall 2020 as an initiative funded through Strategic Enrollment Planning. The UAAC provides a more equitable and consistent advising experience for undergraduate students, establishes the overall mission and philosophy for advising at UAF, ensures clear communications regarding advising, and provides recommendations and expert guidance to administration on policy and structural decisions regarding advising. Over the past two years, the UAAC has developed a comprehensive advising training course on Canvas, initiated annual faculty advisor and staff advisor awards, and created a webpage with information and resources for advisors. The UAAC is currently working on revisions to advising outcomes and assessment.
- UAF continues to increase its use of its student success collaborative technology platform, EAB's Nanook Navigator. Over the past two years, UAF has adopted the student mobile app and Hand Raise; these two platforms provide students easy access to advising appointments and other campus resources. The College of Fisheries and Ocean Sciences piloted EAB's Academic Planner platform, which allows advisors and students to engage in long-term degree planning. The use of Nanook Navigator provides actionable student data, allowing UAF to proactively manage student success and retention efforts.

### ***Workforce development initiatives:***

- The College of Rural and Community Development (CRCD) has developed occupational endorsement certifications (OECs) that directly respond to community and workforce needs throughout the six community campuses. New OECs are built as a steppingstone to other existing certificate and associate degree programs to provide pathways to higher degrees. New OECs include content creation, ethnobotany, and high latitude range management, which are pathways to an Associate of Science.

- The Community and Technical College (CTC) has made several programmatic changes to better meet state workforce needs. Programs offering occupational endorsements and certificates in high-demand workforce areas are now fully online, and include construction management, medical coding, medical billing, and health care reimbursement. CTC has developed industry partnerships, such as with Pogo Mine, that allow students to complete a certificate in diesel/heavy equipment while working full time. CTC faculty also offered EMT classes in Kodiak this past year to meet workforce needs on location and added a new academic program beginning in fall 2023, the licensed practical nurse (LPN), in response to state and local needs.
- UAF Career Services adopted Handshake, an online workforce recruitment platform for higher-education students and alumni, that streamlines the recruiting process. Employer and student participation in Handshake continues to grow, connecting students with over 1,000 job and internship opportunities.
- Over the last two years, UAF Career Services has expanded both the fall and spring career fairs due to increased demand, creating more opportunities for students, alumni, and employers.

## Part 3

# Programmatic assessments

The following two programs that went through the program review process in 2022-2023 were chosen to be highlighted for the mid-cycle review.

### **Program 1: Biological sciences, B.A.**

#### **Overview:**

The Department of Biology and Wildlife houses three undergraduate degrees (B.A. in biological sciences, B.S. in biological sciences, and B.S. in wildlife biology and conservation) and three graduate degrees (M.S. in biological sciences, M.S. in wildlife biology and conservation, and Ph.D. in biological sciences).

#### **Program review recommendations:**

The B.A. in biological sciences had received feedback in previous program reviews about low enrollment numbers in the program (particularly compared to the more heavily enrolled B.S. in biological sciences) and a low graduation rate for majors. Reviews had recommended making a clearer distinction between the B.A. and the B.S. degrees.

#### **Student learning outcomes assessment (SLOA):**

The department assessed student learning outcomes for the program for academic years 2020-2021 and 2021-2022 and produced a report that was the outcome of discussion within meetings of the full faculty and focused analysis and discussion by five faculty serving on the Biology and Wildlife Department's Teaching Advisory Committee plus the department chair. Assessment of the biological sciences B.A. program has five components:

**1. Knowledge** is assessed with Educational Testing Service's Major Field Test in Biology (MFTB) each semester. The test is given in a required, senior-level



course, and all biological sciences majors in both B.A. and B.S. programs must complete the exam.

**2. Written and oral communications** are assessed in the required capstone project using a standard rubric.

**3. Quantitative skills** are assessed using the MFTB.

**4. Technical skills and collaboration** are assessed by instructors of required laboratory courses.

**5. Critical and creative thinking** are assessed using evaluations of the research capstone project.

Assessment of the biological sciences B.A. program over the period of review led the department to several conclusions. First, it is not possible to do a rigorous assessment of student learning outcomes with so few students in the program. There is a need to build enrollment in the B.A. program. The faculty discussed how to make the program more attractive and useful to students, and agreed that the B.A. needs a clear identity that differs from the B.S. program. Second, the assessment of the B.A. should be altered to better reflect the strengths and purpose of that curriculum. Students in the B.A. program are required to take fewer courses in biology, natural science, and math than students in the parallel B.S. program, and so it is no surprise that they don't know as much biology. Focusing the assessment on biological knowledge (through the MFTB exam) and execution of a scientific research project (through the research capstone) disregards the fact that B.A. students take a broad assortment of courses in social science and humanities and also complete a minor. The B.A. is more than "biology lite"; it is an interdisciplinary program and should be appreciated and assessed as such. If the department can embrace the interdisciplinarity of the degree in a more authentic way, it can sharpen the contrast between the B.A. and the B.S. and better highlight the reasons a student might choose the B.A. program. This may enhance enrollment.

### ***Changes based on SLOA and program review recommendations:***

Outcomes assessment, as well as consideration of enrollment trends and discussion of previous student learning outcomes assessment reports and program reviews, led the faculty to the decision to alter the biological sciences B.A. program. Redesign of the program was led by faculty members with a goal to embrace the inherent interdisciplinarity of the B.A. program. The redesigned program features a new capstone experience and contains an optional concentration in environmental change and a new capstone. Instead of sharing the research capstone in biological sciences with the B.S. program as in the past, students in the B.A. program will now take a 3-credit course called Integrative Capstone in Biological Sciences (BIOL F410). In this course, each student will design and carry out a project that combines biology with another area of interest, which we expect will typically be the subject of the minor. The project may be expressed as art, writing, performance, community service, or other form of expression. The integrative capstone course will now be the major vehicle for assessing communication and critical and creative thinking skills.

### ***Both biological sciences degree programs will incorporate the following high-impact practices:***

**Collaborative assignments and projects** – Collaboration is built into the foundational Fundamentals of Biology courses (BIOL 115 and 116), both in person and online. Collaboration is also a common feature of elective courses in the program.

**Undergraduate research** – Biological research has been the focus of the capstone experience for both B.A. and B.S. students since 2013. All students covered by this period of review are required to complete the capstone with a scientific research project. The redesigned, integrative capstone for B.A. students will still contain research but will focus more on integration across disciplines.

**Capstone courses and projects** – All biological sciences majors at UAF complete a capstone project prior to graduation – either a research project for the B.S. or an integrative project for the B.A.

The integrative capstone course was taught for the first time in spring 2023 to a small group of seniors. Faculty involved with the course are troubleshooting

based on that experience and will make changes as needed. Written student reflections on their experience in the course were positive and indicate that the experience was challenging, engaging, and enriching. Formal student evaluations of the course will be informative but are not yet available.

## **Program 2: Undergraduate interdisciplinary studies**

### **Overview:**

UAF has two types of interdisciplinary undergraduate degrees: the goals option which is the more traditional design-your-own major, and the degree-completion option, a pathway to graduation for students who are unable to complete a particular major offered at UAF. Each of the pathways also has a Bachelor of Applied Arts and Sciences (B.A.A.S.), a B.A., and a B.S. Interdisciplinary programs are notoriously difficult to assess, and, while learning outcomes existed for the interdisciplinary (INDS) programs, no rigorous assessment or analysis was being done. 2022-2023 was the Undergraduate Interdisciplinary Studies Department's first full program review since the new process was initiated at UAF. The review process included the submissions of SLOA plans for each of the degree types (B.A.A.S., B.A., and B.S.) and for the two pathways or options. Assessment for the programs is conducted through a number of mechanisms, most of which occur in a zero-credit capstone course. These include assignments such as action plans for future aspirations, self-analysis of strengths and goals, and cover letters for future employment or education.

### **Program review recommendations**

#### **Recommendations from the review committee included:**

- Differentiate degree-completion option and goals option more. Possibly change degree-completion option from an INDS concentration to its own general studies major.
- Articulate the differences between the B.A.A.S., B.A., and B.S. degree options better.
- Reviewers wondered why the major's capstone was different between the degree-completion and goals options. The goals option has an additional

requirement. They also wondered why the degree-completion concentration didn't have "connect concepts across disciplines" as a student learning outcome.

- INDS program might also coordinate with faculty and programs to help with the assessment of the student learning outcomes for the degrees.

**Student learning outcomes assessment:**

The program used American Association of Colleges and Universities' four-point scale VALUE rubrics to assess documents and assignments matched to the learning outcomes using work from randomly selected students from summer 2021-fall 2022. The average scores for goals and degree-completion assessments are described in **Table 5**:

**Table 5**

|   | Goals | Degree-completion |
|---|-------|-------------------|
| Communication skills                        | 3.07  | 3.03              |
| Practical applications of academic concepts | 2.92  | 2.45              |
| Critical self-assessment                    | 3.03  | 2.52              |
| Connecting across disciplines               | 2.84  |                   |
| Lifelong learning                           |       | 2.40              |

The goals option students came close to the benchmark of 3.0 in all assessment areas, though they scored a 2.84 in "connecting across disciplines." Given the importance of interdisciplinarity, this is an area that was identified as one that needs further strengthening. The average scores for degree-completion students were lower than the benchmark of 3.0 that are attributable to some factors. Degree-completion students often enter the major late in their academic career, so the program may be less able to directly impact their learning outcomes.

Also, a significant number of students are in the program because they have had struggles earlier in their academic career. Both the goals and degree-completion options have a common requirement of completing a capstone course, which is a key source of information for the assessment. Between now and the next review, the INDS program plans to (i) include an additional common introductory course for all INDS majors that focuses on interdisciplinary connections, and (ii) target bringing scores in all areas above the 3.0 benchmark through continuous improvement.

***Changes that will be made based on SLOA and program review recommendations:***

**Changes to SLOAs**

- Connect GENR/INDS F400 "knowledge and skills assignment" to "critical self-assessment" SLOA.
- Remove "and look at the communication skills short essay" from the goals option SLOA.
- Remove "assignments focused on values" from the goal option SLOA outcome: "Students will connect concepts across disciplines".
- Connect the lifelong learning outcome in the GENR option to the action plan in GENR F400.

**Changes to the capstone course**

- Knowledge and skills assignment: Clarify instructions and prompts to encourage more self-reflection.
- Writing assignment: Add a prompt to connect across disciplines.
- Action plan: Add two columns – What do you need to learn? And how will you learn it?
- Action plan/SMART goals: Connect these assignments together, reordering them so the goals are established then implemented with the action plan.

## **Program changes**

- Change the name of the “Rationale Form” to the “Educational Goals and History Form.”
- Develop an introductory course to teach students more about connecting concepts across disciplines, critical thinking and self-assessment, and applying interdisciplinary thinking to real-world problems and to the learning process.
- Change the 100-credit requirement for degree completion to “senior standing,” which is 90+ credits.
- Incorporate high-impact practices more directly into the goals option capstone requirement.

# Part 4

## Moving forward

As UAF enters the second half of its evaluation period, it has plans in place to continue progress toward its strategic goals and accreditation standards.

### Challenges and responses

Like many institutions, UAF has had an enrollment decline over the past three years. This is not surprising, given the disruption of the pandemic, but it is a change that the university is meeting head-on with a number of enrollment initiatives. The university is in its fifth year of Strategic Enrollment Planning, which supports grass-roots efforts across the institution to improve enrollments. Hundreds of faculty and staff have worked together to generate dozens of strategic action plans, and each year UAF has reallocated more than \$1 million toward funding these strategic enrollment initiatives. For example, finances are the most significant factor in Alaska's low college attendance rate. In response, through Strategic Enrollment Planning, UAF has created the Nanook Pledge merit-based and Nanook Commitment need-based four-year scholarships to improve institutional accessibility as part of its comprehensive enrollment strategy. These strategies are seeing success, as enrollment has been almost level since 2020, and early indicators show an increase for fall 2023. UAF will continue to focus on strategically increasing enrollment.

UAF has adopted meaningful mission fulfillment indicators and now has broad access to disaggregated student success data. Although more time is needed to analyze these data and make changes at the course and program level, the disaggregated data show some clear needs in closing equity gaps for minority races, particularly Alaska Native/American Indian (ANAI) students, Pell grant recipients, and first-generation students. UAF is already taking steps to close these gaps through systemic initiatives.

Specific measures to support ANAI students are a part of UAF's Alaska Native Success Initiative (ANSI), which is being led by Dr. Charlene Stern, the vice

chancellor for rural, community and Native education, and informed by Reverend Anna Frank, first chief of Denakkanaaga. The ANSI team, which includes administrators, faculty, staff, and students, adopted an asset-based approach to support rural and Indigenous students. Through their work and recommendations, UAF has continued and increased investment in (i) rural- and/or Indigenous-focused degree programs, including tribal governance, Alaska Native studies, rural development, rural human services, and Indigenous studies; (ii) Rural Student Services, which consists of a team of advisors who provide culturally informed, high-touch, comprehensive advising to rural and Indigenous students; (iii) Rural Alaska Honors Institute, which facilitates over 50 rural and Alaska Native high school juniors and seniors with an opportunity to spend six weeks on campus and earn eight-11 college credits each year; (iv) Indigenous faculty hires into tenure-track positions; and (v) facilities, art, and signage updates to bring ANAI art, language, and representation to the forefront to make UAF a place of belonging.

UAF's TRiO Student Support Services (SSS), which has shown great success by providing comprehensive advising for selected students from low-income backgrounds, first-generation students, and students who experience a disability, has expanded with the addition of a new TriO program in science, technology, engineering, and math. The combined programs now provide support to nearly 500 students, contributing tremendously to their success. Support services proven effective at Rural Student Services and SSS are also being broadly adopted by academic advisors at the new Student Success Center.

## **New initiatives**

The assessment of general education learning outcomes has improved significantly, but there is still room for improvement. GER assessment reports are shared with the Faculty Senate and UAF academic leaders for reflection and improvement based on the results of assessment. As a next step, UAF held a retreat in summer 2023 that included faculty and staff from the Faculty Senate Teaching and Learning Committee and the Provost Faculty Development Team ([Faculty Accelerator](#)). The Faculty Accelerator was funded through the provost to launch trainings and workshops specifically targeted to assist faculty to design interventions that help with improving SLOs in high-demand courses, especially GERs. A broader effort for faculty training to increase regular and substantive student feedback is also a part of the strategy for improving SLOs. The five-year



commitment with the Gardner Institute, detailed earlier, will include a focus on student success in specific GERs.

UAF also just rolled out its new [Academic Plan 2024-2029](#). Action teams working on implementing the Academic Plan 2024-2029 will focus on continuous improvement. Among other things, the work of the action teams will inform the development of new academic programs, revamping of existing programs, needs for pedagogical changes, and future programming for the Faculty Accelerator, all with an eye on meeting student needs and bringing equity in student success.

UAF has adopted EAB's Academic Planner, a platform that allows students and advisors to create individualized, long-term academic plans to ensure that students can easily access their graduation plans and see their courses for each term. Implementation of this platform has improved registration rates and kept students on track for graduation. The College of Fisheries and Ocean Sciences successfully piloted Academic Planner in AY22-23, and university-wide adoption is anticipated for spring 2024. Once it is implemented, students will also be able to register directly through the platform, modernizing and simplifying the process.

UAF's fiscal situation is also solidifying, with FY23 being the first operating budget increase after several years of state budget cuts, a significant growth in research revenues and expenditures, growth in philanthropy, uptick in enrollment, and the projected growth based on the success of several enrollment and research initiatives. There is new money, and investments are anticipated, particularly for graduate student support, as UAF continues to work towards the strategic goal to achieve the tier 1 research status.

## Part 5

# Response to previous recommendations

### Recommendation 1:

*Fall 2020 Evaluation of Institutional Effectiveness – Fully execute program assessment plan, and engage the departments in the assessment process in order to consistently evaluate student learning and to drive program improvement. (2020 Standard(s) 1.C.5;1.C.7;1.D.4)*

Recognizing that programmatic assessment was not engaging faculty sufficiently or regularly leading to continuous improvement, the institution undertook a thorough revision to its program review and assessment process during 2021-2022. This revision followed several years of “expedited” or “special” program reviews that were conducted due to budget constraints. Among the effects of these extra reviews were a disruption to the established review cycle and also a decrease in faculty trust of the process. In January 2021, the normal review cycle was put on pause for a year and a working team (Academic Program Review Improvement Effort, or APRIE) was formed to map out the current academic program review process and identify barriers. This team included faculty, staff, administrators, and members of UAF’s Process Improvement Team (PIT). Multiple stakeholders in the existing process participated in a detailed mapping of the existing program review process and identified process rubs (which are defined as barriers to optimal productivity, quality, accuracy, and/or faculty/staff satisfaction). This group then participated in discussions leading to: mapping out a “new world process,” performance targeting for the redesigned process, identification of breakthrough concepts, and creation of an optimal new-world process flowchart. Change implementation that took place the following academic year included additional stakeholder groups such as the Faculty Senate, which passed a motion formally approving the new process in March 2022. A number of major changes were made to the process itself, including a restructure of the review committees to be made up of faculty from the school or college of the

program under review. A summary of the changes follows:

- **Address recommendations from the Northwest Commission on Colleges and Universities (NWCCU) and incorporate disaggregated student success data into the process.**

Incorporated disaggregated student success data into departmental data sets.

Department chairs were trained on these new data sets.

Data liaisons were identified and trained. They can assist departments in understanding their data and brainstorm ways to address equity gaps that the data might reveal.

- **Create a more formative, improvement-focused process rather than a summative evaluation environment.**

Moved review committees to the colleges/schools to enable programs more specific feedback from peers who are most familiar with the programs.

The college review committee feedback is focused on program improvement and formative feedback tags targeted at program development.

- **Improve morale and culture of academic program review at UAF.**

The committee focused specifically on involving faculty in this revisioning process and addressing faculty concerns. In spring 2022, APRIE committee members met with chair councils across the university and presented changes to faculty department chairs. The response to the changes was overwhelmingly positive.

Early response to the revised process has thus far been positive, and multiple stakeholders, including faculty, deans, and staff, have expressed appreciation for the efforts made to improve academic program review.

- **Strengthen trust in the provided data for program review.**

Major changes to departmental data have been implemented through this new process, and we are confident that huge strides have been made to provide accurate, reliable, regularly available program data. PAIR was directly involved in the process, along with fiscal officers from specific colleges.

Changes from the old process to the new are shown on the following pages in **Figures 9-15:**

Figure 9

### Old Process Cycle(s)

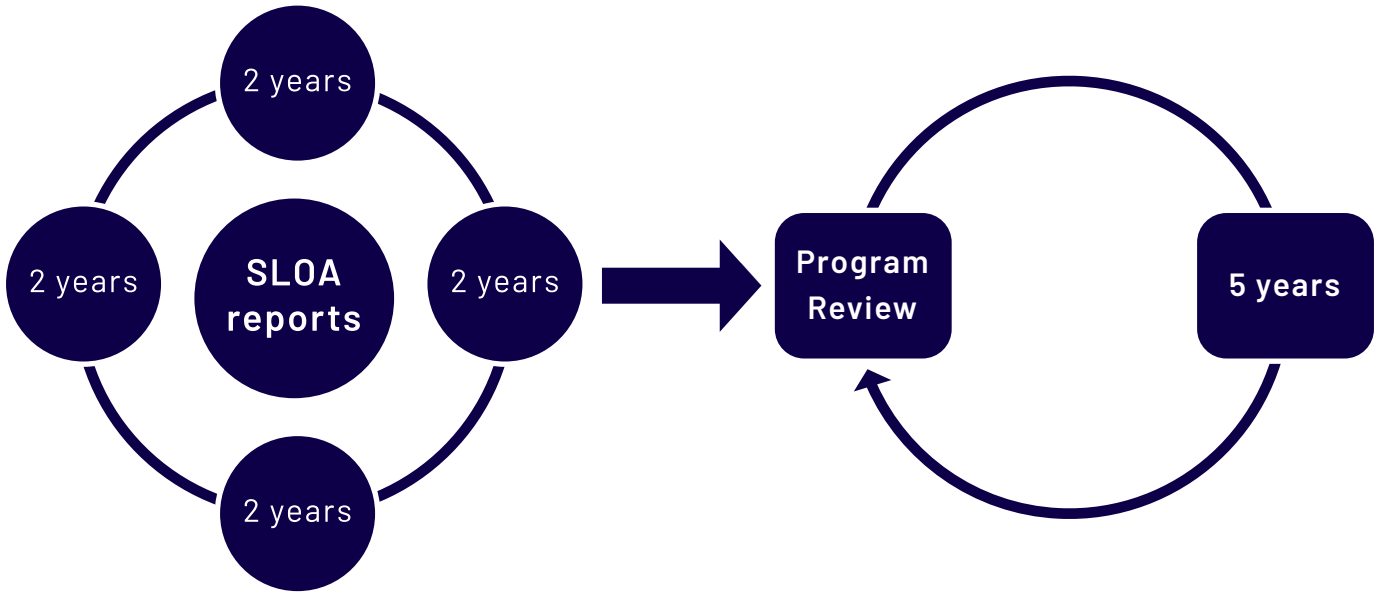


Figure 10

### New Process Cycle

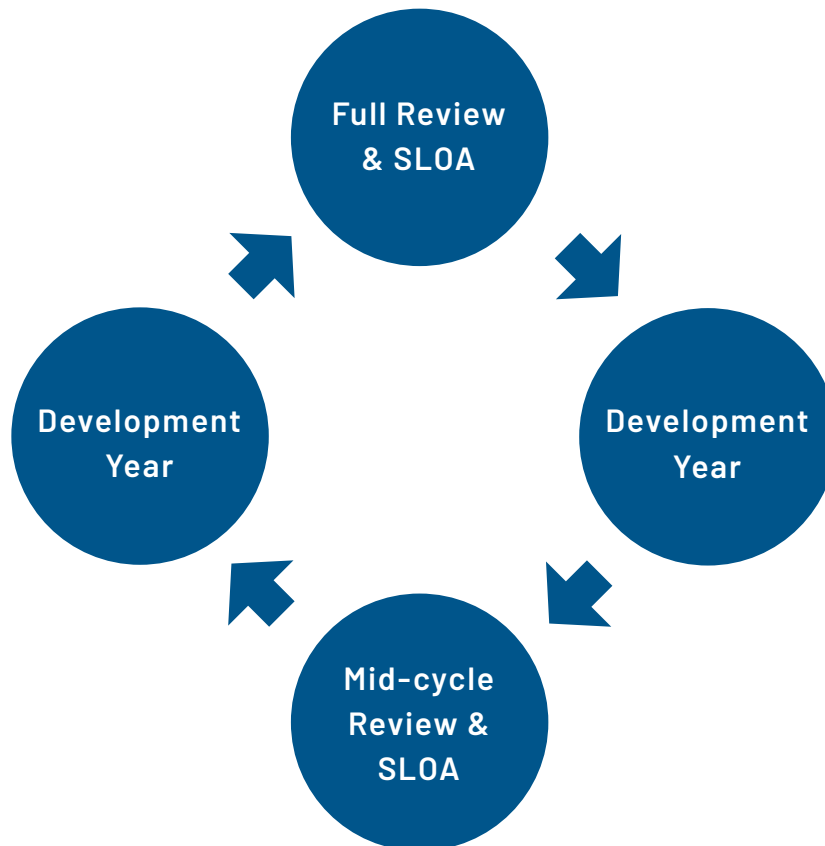


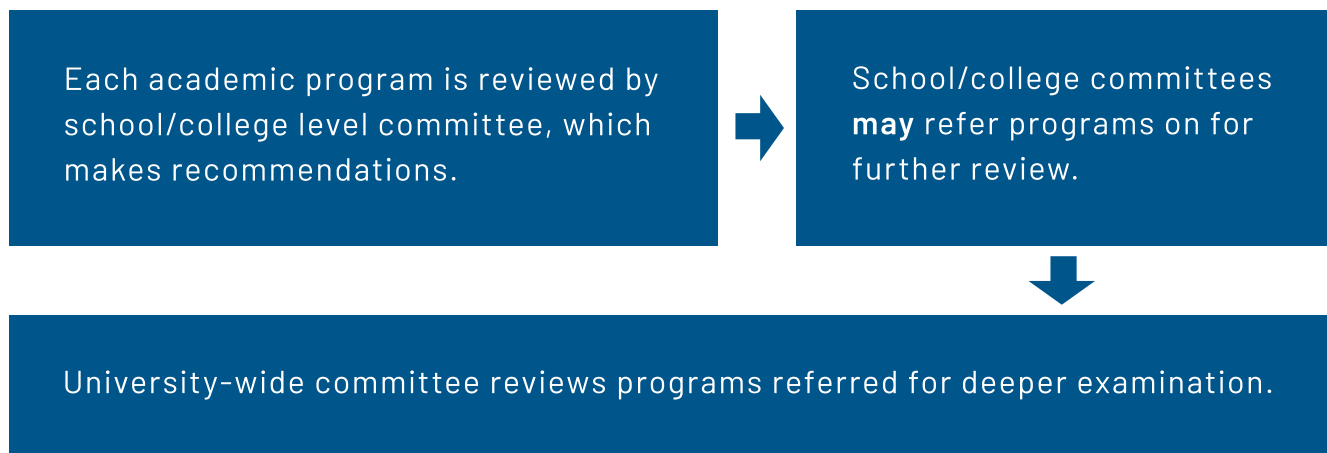
Figure 11

### Old Full Review(s)



Figure 12

### New Full Review



**Figure 13**

### **New: Mid-cycle Reviews**

A smaller check-in consisting of addressing previous recommendations, submitting a SLOA report, and responding to disaggregated student success data.

Reviewed by the Accreditation & Assessment Team, which will provide some SLOA feedback and look for widespread data trends that suggest areas for UAF development or training.

### **New: Development Year**

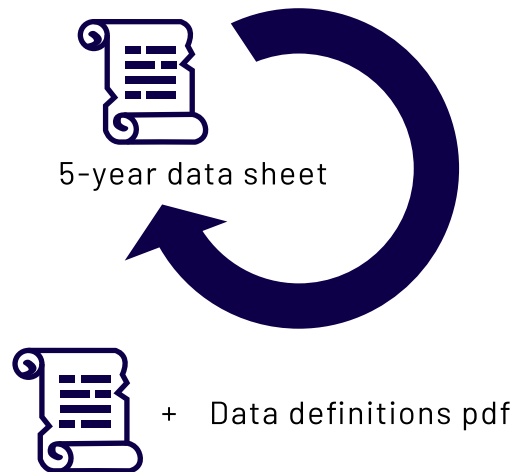
Access to departmental interface with information-only resources; no reporting due.

Ability to review recommendations, information and materials to help with development.

Annually updated disaggregated student success data.

**Figure 14**

## **Old Program Review Data**



**Figure 15**

## **New Program Review Data**



- Regular data updates
- Linked data definitions
- Disaggregated by demographic categories
- A data liaison in each college/ school to help interpret data or make further inquiries



The university completed its first assessment cycle under the new process in 2022-2023, and feedback has been positive. Programs report that the data are helpful and that the new process is more efficient and intuitive. In order to ensure continuous improvement, previous recommendations must be addressed by the programs in subsequent reviews, and they must describe how they are using their outcomes assessment data to drive changes. An example of the report template is available in the appendix, p. 55-61.

## **Recommendation 2:**

*Fall 2020 Evaluation of Institutional Effectiveness – Evaluate goals, resource allocation processes, and institutional capacity to assure adequacy, effectiveness and sustainability of its programs and services, with thorough stakeholder input. (2020 Standard(s) 2.A.4;2.D.2;2.E.2;2.F.3)*

Since the last accreditation, UAF has undergone a series of strategic reviews with significant stakeholder input in order to ensure financial sustainability. The academic year 2020 was characterized by two serious challenges: significant budget cuts by the State of Alaska to UA and, in the spring semester, the onset of COVID-19. The fiscal challenges led to financial exigency in summer 2019. The declaration of exigency was quickly canceled, but it had profound ripple effects. The extreme budgetary challenges were felt during the NWCCU site visit and created understandable uncertainty and anxiety in faculty, staff, and students. Below we describe our responses to these challenges.

### ***Expedited academic program review:***

In response to the steep reductions in revenue, all academic programs at UAF underwent an expedited program review. During the 2019-2020 academic year, UAF conducted expedited academic program reviews for approximately half of departments located on the Troth Yeddha' Campus, as well as high-cost low-enrollment CRCD/CTC programs and previously suspended programs. The remainder of the programs were reviewed during the 2020-2021 academic year. Reviews focused on department and program enrollments, cost effectiveness, academic quality, and centrality to UAF's mission. The reviews were conducted by committees with faculty, staff, student, and administrative representation.

Recommendations were made for each program to the chancellor, who made recommendations to the president and board of regents. Of the 53 programs reviewed in 2020-2021, 38 were continued, nine were continued with an improvement plan, five were restructured, and one was eliminated. Details on the expedited program review can be found at the [expedited review website](#).

### ***Expedited administrative review:***

During FY20, an expedited administrative program review was conducted for 19 administrative offices and divisions. The review focused on core functions and services, revenues and expenditures, and strengths, weaknesses, opportunities, and threats. As a result of committee recommendations to the chancellor and broad community feedback, an outcome of this review was implementation of shared services for distributed business offices. In addition, UAF transitioned to a shared services Travel Customer Service Office to meet travel needs across campus. During FY21, an expedited administrative management review examined UAF's administrative management structure. This review included executives and senior administrators and provided an opportunity for governance input on UAF administrative structure to leadership.

### ***Planning and Budget Committee:***

The UAF Planning and Budget Committee (PBC) is a standing committee consisting of faculty, staff, executive leadership, and governance delegates. Co-chaired by the provost and the vice chancellor for administrative services, this body plays a key role in collecting initiatives for potential investment. Proposals must align with and support student success, UAF Strategic Goals, UA Goals and Measures, and NWCCU accreditation standards. PBC serves as the primary budget advisory body on UAF's annual budget proposals. PBC also incorporates recommendations from the Strategic Enrollment Planning team and the UAF Tuition and Fee Committee, to recommend a comprehensive budget strategy to the chancellor. PBC convened in fall 2021 to discuss strategic budget themes and UAF tuition strategy and implementation for fall 2022, and provided recommendations to differentiate tuition to the chancellor. PBC convened again in spring 2022 to review funding requests for consideration of inclusion in the FY24 budget cycle or for FY23 internal strategic investments. This process, along with proposals submitted through the Strategic Enrollment Planning process, allowed UAF stakeholders to advocate for needed resources for programs or units, or to

bolster existing initiatives or to propose new ideas in need of resources. Members of the UAF Core Cabinet also contributed to the request to align unit needs with overarching priorities and potential areas of growth, or to package similar concepts for greater impact. Planning ahead, in preparation for the FY25 state of Alaska budget planning cycle, UAF leadership solicited funding proposals from UAF faculty and staff. PBC convened in spring 2023 to review all submitted proposals, and has forwarded its recommendations to the chancellor.

**Information available as part of published financial reviews:**

[FY20](#)

[FY21](#)

[FY22](#)

**Recommendation 3:**

*Fall 2020 Evaluation of Institutional Effectiveness – Implement program assessment using disaggregated performance data and publicize performance widely. (2020 Standard(s) 1.D.2;1.D.3)*

When UAF switched to the 2020 standards, the institution immediately began collecting disaggregated data for retention, persistence, and graduation. This information was made available starting in spring 2020. In 2022, UAF approved new indicators to measure mission fulfillment. These are also widely available, and the data are collected using disaggregated data where applicable and available. PAIR created a database for academic program review. Using this database, programs can see disaggregated results for all of their student success markers, and they must reflect on any equity gaps and discuss efforts to improve when they complete their program review reports. An example for one academic program is provided in appendix, p. 67-71. This information is also shared with deans to work with their programs in areas where gaps are identified. The overall university data is widely available on the [accreditation website](#). Although the dashboards are new, the results of this disaggregated data are already being incorporated into assessments such as academic program review and are being used to set institutional priorities and drive student success initiatives.

Disaggregated data are not available for some measures because the information comes from external sources. For example, information for graduates employed in Alaska is provided by the state Department of Labor, and they do not disaggregate their results. Similarly, comparative peer data are not always available, but it is provided and made public whenever possible.

## **Recommendation 4:**

*Fall 2020 Evaluation of Institutional Effectiveness – Embrace employee equity and inclusion and foster a sense of belonging across student, faculty and staff stakeholders. (2020 Standard(s) 2.D.2;1.B.3)*

Fall 2020 was a time when faculty, students, and staff were feeling especially anxious and distanced from the university due to fiscal challenges and COVID-19. The university's financial status has improved, and UAF responded strongly to the pandemic, making many efforts to support students and develop guidelines that were clear and inclusive. Since then, many classes and events have returned to face-to-face delivery, and each semester the campus grows more vibrant. The university still strives to offer much of the flexibility that students became accustomed to during the pandemic, where it supports student success and is financially feasible.

Negotiations regarding the collective bargaining agreement between the University of Alaska system and United Academics (UNAC) occurred in fall 2022. During the negotiations, there were a number of differences of opinion, which led to mediation. An agreement was eventually reached. The new CBA was ratified by faculty with a 94% yes vote and was also approved by the UA Board of Regents and the state Department of Administration. Notable in the CBA changes are increases in compensation and an increase in the UA pension plan wage base. Although an agreement was reached following mediation, the extended negotiation process strained the relationship between the university system and faculty, and by extension impacted other employees.

In meeting its commitment to shared decision making, UAF works with its faculty, staff, and students at large who participate in committees, working groups, and provide valuable input. UAF's formal governance groups include the Faculty Senate, the Staff Council, its student government – the Associated Students of the University of Alaska Fairbanks (ASUAF), and the administration.

UAF governance groups continue to work on strengthening the relationship, and many external changes are easing this effort. The funding for retroactive salary increases for FY23 was just approved by the state, and the compensation increases for the upcoming year are included in the new FY24 contracts. The university also rolled out new health care plans with options to opt in or out of specific coverages. These factors have had a positive influence on all UAF employees. Targeted state funding for specific programs supporting commercial drone industry applications, critical minerals, heavy oil recovery, mariculture, and alternate energy deployment have provided opportunities to grow faculty, advance research and prepare the future workforce, further raising hope and morale.

**Examples of inclusive communication:**

There are several regularly scheduled meetings where administrators, faculty, and staff convene to discuss and address issues across the university.

- Planning and Budget Committee: Includes representatives from all three governance groups to make recommendations on strategic initiatives.
- UAF Governance Coordinating Committee: Includes representatives from all three governance groups and meets a minimum of twice each semester.
- Chancellor's Cabinet: Presidents of the Faculty Senate, Staff Council, and ASUAF all participate in this high-level bi-monthly meeting that provides an avenue for information exchange and a deeper discussion on a selected topic.
- Provost Council: Faculty Senate president participates in this monthly meeting that focuses primarily on academic matters and the integration of academic programs and research.
- Faculty Senate: Chancellor and provost meet with the Faculty Senate leadership monthly in a pre-senate meeting and attend all Faculty Senate meetings. The Staff Council president, ASUAF president, and vice provost attend also the Faculty Senate, and participate in select senate committee meetings.

- Staff Council: Chancellor and the vice chancellor for administrative services participate in a monthly Staff Council meeting. The Staff Council president and vice president meet with the provost monthly.
- ASUAF meetings: Depending on the agenda, ASUAF invites the chancellor or one of the vice chancellors to attend their scheduled meeting and talk on specific topics such as residence life, tuition, and fees. ASUAF has a representative on the Tuition and Fees Committee.
- One-on-one meetings: The chancellor, provost, and vice chancellors have additional regularly scheduled one-on-one meetings with selected governance group leaders.
- Cornerstone: UAF uses Cornerstone, a daily newsletter, to communicate to all employees and students. Included in the Cornerstone is a weekly Friday Focus written by a different executive leader each week to communicate personal leadership values, important initiatives, and opportunities to collaborate.
- Chancellor forums: The chancellor hosts about six forums a year for all stakeholders on topics such as budgets, enrollment, student success, strategic planning, safety, etc. The town hall-style forums were moved to online format during the pandemic.

As an additional effort to improve communication and shared governance, in December 2022, the Faculty Senate and the chancellor agreed to a facilitated listening and sharing session. The administration has offered the selection of the facilitator and format to Faculty Senate and awaits its proposal. Periodically, Staff Council also administers a survey on staff morale, presents the outcomes to the chancellor and the Core Cabinet, and makes recommendations on ways to further improve morale. These recommendations have resulted in greater efforts by university senior administrators in sharing information through multiple avenues of communication (including the Cornerstone newsletter, email lists, forums, and meetings), more campus walks and corridor conversations by university leadership, and an increase in post-pandemic social events for in-person interactions. The incoming vice provost and accreditation liaison officer is also planning to host listening sessions with faculty and staff within each college, as well as with the governance groups, in fall 2023.

Both campus climate and diversity of faculty and staff are now included as mission fulfillment indicators. The [2022 UA affirmative action report](#) shows that the percentage of minority faculty has increased from 18% to 22% since 2018 and the percentage of women faculty has held steady at 44%. The goal is to increase both minority and female faculty percentages at the associate and full professor levels.

The Center for Student Engagement is deeply rooted in building community and a sense of belonging, primarily for students, but its events extend to the entire university community. The Nanook Diversity and Action Center (NDAC) hosts training and events celebrating the richness of UAF's diverse community. By observing heritage months and cultural celebrations, NDAC brings together students, faculty and staff to explore topics of justice, equity, diversity and inclusion while discovering commonalities and sharing transformative experiences. Specific examples include Safe Zone training, Alaska Native Heritage Month celebrations (such as skin- sewing and beading workshops), Black History Month speakers, Implicit Bias workshops, and a mentorship program connecting first-generation students with first-generation faculty and staff.

UAF promotes [inclusive excellence](#) and has undertaken a number of efforts that promote equity and inclusion. As an example at the program level, the College of Rural and Community Development rebuilt and expanded the Alaska Native languages bachelor's degree program to become more inclusive of Indigenous languages of Alaska and removed derogatory and insensitive titling. A more large-scale example is the Curricular Responsiveness Committee, which facilitated two diversity, equity, and inclusion (DEI) forums. The report on the information that they gathered can be found on the Curricular Responsiveness Committee report page of the [inclusive excellence website](#). The outcomes of this report will help to inform the next steps in exploring diversity, equity, inclusion, and accessibility (DEIA) in curricular responsiveness across the university system. This will include 2023 surveys, interviews, and/or focus groups/sharing circles with UAF students at every level and across disciplines to listen to their experiences and learn from them the needs around DEIA and what it means to feel a sense of belonging in the institution. The outcomes of this report and the student report can be shared in a variety of spaces, such as new-faculty orientation and the Faculty Accelerator website, and the information can support faculty with ideas and examples of adding DEIA content into their respective disciplines.

# Part 6

## Appendix

### I. Program review template

#### Welcome to Your Full Program Review Reporting Submission Portal

This is your space, curated as a "one stop shop" for your program assessment needs.

1. Choose your program from the menu at the left to see your program's information and reporting template. Once you choose your program, you'll notice the provided data changes to reflect your program.
2. [We recommend you make a copy of this Google Doc](#) to help you collaborate with your colleagues. A google doc may allow some of the rich discussion and dialogue that this portal might not provide. You can then copy and paste your answers into the portal when you are ready.
3. If you have questions, Rochelle Rodak can help. [Email](#) or call @ (907)474-2764.

The content you provide here may have multiple audiences, including UAF reviewers and your faculty peers, who will be reading and learning from your answers. Most importantly, it is your current and future program-affiliated faculty who will benefit from a quality submission because your reflection will help identify future ways to improve and build. Items in gray are informational; items in green indicate areas of submission.

#### Your Program's Current Stage & Due Date:

Current Compliance Review Stage (23/24)

Full Review & SLOA

Your Report is Due By:

11/20/2023



## Recommendations from Most Recent Review

Feedback from the committee (in some cases, you will see feedback from the last expedited review); if blank, feedback will appear here after the college/school committee has reviewed the program.

Recommendations Tags

-

Explanation of Recommendations

Once the college/school committee has given feedback, the dean will also give the program feedback.

Dean's Review Feedback

## Response to Previous Recommendations Submission

Things to keep in mind about this response: We are interested in the specific actions you have taken and the actions you plan to take to address your prior review recommendations. Your response can list or use bullet points or link to supporting documentation.

Submit Your Response to Previous Recommendations

250 Word Limit

0

## Existing Student Learning Outcomes

Your most recent intended outcomes from your SLOA plan on file with the Office of Assessment & Accreditation has been converted to a text field and is provided here. Contact Michelle Strickland ASAP if these fields are showing up as empty, as your program may be out of compliance. Updating your learning outcomes will require a new [SLOA plan](#) (submit below). For guidance on strong learning outcome development, [we recommend this resource](#).

Current Learning Outcomes

1. Educate Students
2. Prepare students for the workforce
3. Connect theoretical justice practices to Justice functions in Rural Alaska
4. Engage students and/or faculty and community in Justice-related current issues

## Current SLOA Plan & Feedback

Most Recent Assessment Plan

|   |  |   |
|---|--|---|
|   |  | Employment status ascertained during students participation in JUST 436; students to complete self-reflection assessment as to Skill-based gained leading to employment and future plans. |
| 2. Students will <b>Engage</b> with faculty and fellow students to develop and evidence strong oral communication skills appropriate for criminal justice agencies. | Project/Prospectus completion and defense to evidence strong oral communication skills | If completing prospectus, review by selected faculty member only versus committee (Project Defined)   |
| 3. <b>Educate</b> Graduate students for employment and advancement in Criminal Justice professions  | Students will successfully complete Just 405, 415, 420 and 440                         | Registration in courses and documentation by faculty of successful completion   |

Learning Outcomes Feedback from Last Review

Requires Revision

New SLOA feedback will appear after the committee has reviewed.

## SLOA Report Submission

### Submit your SLOA Report (Required)

In the past, Student Learning Outcomes Assessment (SLOA) has been submitted as a document. Going forward, this summary will be completed as a text field. Your narrative answers here must draw from your current SLOA plan, and address your assessment activities since your last SLOA report (usually 2 years).

#### Things to keep in mind about audience

- Our accrediting body and the Board of Regents hold us accountable for conducting SLOA activity. However, these groups do not mandate a "one-size-fits-all" process.
- Additional audiences include UAF reviewers, your faculty peers, who will be reading and learning from your answers.
- Most importantly, it is your current and future program-affiliated faculty who will benefit from a quality submission because your reflection will help identify future ways to improve and build.

Thank you for taking the time to reflect on your student learning!

*What type of data did you collect on student learning outcomes and what conclusions did you draw? Describe how members of the department contributed or worked together in assessing the data.*

#### Summary of Learning Outcomes Discussion (Required)

250 Word Limit

0

*Describe curricular changes based on assessing your student learning outcomes. If you haven't made curricular changes, please describe why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes.*

#### \*Discussion of Curricular Changes (Required)

250 Word Limit

### Update your SLOA Plan (Optional)

Plans must be attached as a document. [For more information on communication plan requirements, visit the Faculty Senate motion.](#) If you haven't yet embedded your Baccalaureate program's communication outcomes, please work on embedding them. For non-Baccalaureate program levels, this is optional.

Are Communication Outcomes Embedded in Plan?

Not Embedded

#### Updated Assessment Plan

📎 or [browse](#)

[Attach file](#)


## Student Success Data Resources

For your convenience, we have provided data visualizations of your student success data. Our accrediting body The NWCCU now requires us to break down program data by looking for equity gaps; for this reason, you will now find some categories of your program's data disaggregated by race, ethnicity, gender, age category, Pell-eligibility, and first generation status. Thank you for helping UAF increase its program review focus on student success and equity!

Access the data dashboard and use the filters to view the program's student success data. The site requires your single-sign on with UA credentials, and is best accessed in the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose. Check the box to acknowledge before accessing the data dashboard.

Click checkbox to acknowledge

[Data Dashboard](#) 

*\*This dashboard opens in a new window and requires UA login. You will need to filter the data to see information related to your program only.*

### Data Liaisons

To help you understand and work with this data provided, you have a College Data Liaison; in many cases, your Data Liaison can provide you with comparisons across the college to help you see your data in a multiple contexts. This person is an amazing resource with gifts of expertise to share.

Your Liaison(s)

ccbaker@alaska.edu, hlfooltz@alaska.edu

Data Liaison(s): Getting in Touch

Heather Foltz (Financial Data Liaison): I prefer to work with programs individually to prepare the financial data template in conjunction with our Executive Officer, and to assist with interpreting and preparing narrative statements, based on the provided data.  
Carrie Baker (Student Success Data Liaison): I prefer to work with programs individually to assist with interpreting student success data, brainstorming ideas to tell the department's story, and developing meaningful paths forward for improving program success.

## High-Impact Practices

[According to the AAC&U, High-Impact Educational Practices](#) "have been widely tested and have been shown to be beneficial to college students from many backgrounds." The researched list of High-Impact Educational Practices should be reflected in your program's student learning outcomes and curriculum.

- Undergraduate Research and Scholarly Activity ([definition](#))
- Internships, Externships and Practicums
- Collaborative Assignments and Projects
- Diversity/Global Learning
- ePortfolios
- Service Learning or Community-Based Learning
- Capstone Courses and Projects
- First-Year Seminars and Experiences
- Writing-Intensive Courses

## Current Feedback

Once you have submitted a report on your department or program's data, the reviewing committee will provide feedback. Please review this feedback in your development year, or consider addressing in your next report.

Student Success Feedback

High Impact Practices Feedback

## Student Success Submission

Disaggregated student success data, high-impact practices, and a focus on identifying equity gaps, are new to the program review process.

Things to keep in mind about your audiences

## Required Information

Select any trends reflected in your student success data. More than one tag can be selected. Select tags by pushing the "+" button and clicking all that apply.

Student Success Data Trends (select all that apply)

Your answers should draw from the collaborative analysis (multiple colleagues) of the program student success data. This process holds us accountable to ensuring equity.

Your college level review committee will also have access to student success program data in a full program review year. Our goal in providing the visualizations every year is to increase data accessibility. Program data sets should not be "surprises" during a full program review. This is why we are asking you to monitor this data every two years in your mid-cycle and SLOA reporting.

Thank you for taking the time to review what changes might be necessary to create more equity in your program.

Reporting your program's use of High Impact Practices helps a wider audience track their presence at UAF across programs. This data point will help us see across the university where for example "undergraduate research" is strong. Peers within your college or school may see opportunities for collaboration on successful initiatives.

*If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. If you're unsure how to analyze your data to illuminate equity gaps, please contact your data liaison to learn more.*

#### Equity Gaps

250 Word Limit

0

#### High-Impact Practices Used in this Program (select all that apply)

*We are particularly interested in the use of undergraduate research and scholarly activity across UAF, which we are tracking for an accreditation indicator of mission fulfillment. Refer to the definition linked above, if necessary.*

Do you think your high impact practices are making a difference for student success? Feel free to describe or expand upon the practices you are using.

#### High Impact Practice Description

250 Word Limit

### Optional Information

Feel free to share more of your thoughts on the data provided.

#### Data Explanation

250 Word Limit

0

## Program Profile and Financial Data Submission

These program review components in this section rarely change for departments. Answers you submit will be ready for you the next time you are here. That means, for the next program submission, any past narrative profile answer will be here for editing and the program can decide then if updates need to occur, all depending on your needs for next program review cycle.

This narrative submission has been revised from prior years reports, allowing for additional context from departments.

This is the list of related programs to this department structure.

-

If this is the first time you are using this interface please check this box to use the profile and financial data submissions below for all affiliated programs as a time saving function. Answers you enter below will populate for the related programs once you also mark your entire report as submitted. You may then edit your submissions for each program as needed in your reporting.

## Financial Data Resources

The Board of Regents guides the elements of program review in [BOR policy 10.06](#). The information they are looking for helps them advocate for budget increases to the state legislature.

The financial data template has been standardized across programs. You should work with your data liaison to determine what these data suggest about the capacity and resources of your program.

### Financial Template

No attachments

## Current Feedback

Once you have submitted a report on your financial data and program profile, the reviewing committee will provide feedback. Please review this feedback in your next report.

### Financial Feedback

-

### Overall Dept/Program Profile Feedback

-

### Things to keep in mind for this submission

Your narrative answers to this question helps provide context to the college-level committee for the review of your financial data. We realize that the numbers alone do not give the full picture of a program's productivity, but we encourage you to be brief in your responses.

In preparing your answers, take the time to review and discuss with your program collaborators the financial data provided. \*Do not provide additional or alternative data. It is important the data is standardized across all programs.

### Things to keep in mind for this submission

Think about your program in the broader context of the current [UAF mission statement](#).

After the first time in creating your program profile, you will be able in future years to resubmit as-is or revise these narrative answers. Your answers will be read by your program collaborators and the review committees.

The purpose of the program profile is to address elements of program review that are required by the Board of Regents, and to give context about the mission and contributions of this program or department.

## Required

How does your department/program approach being cost effective? Describe your approach.

### Cost Effectiveness

250 Word Limit

## Required

Your program(s) is part of a larger whole, such as higher education in Alaska, rural communities, disciplinary professions, employment landscapes, UAF, your school or college, etc. Provide a narrative that highlights the value of your program(s) to one or more of these and provide context.

### Program's Value to Mission

250 Word Limit

0

It is important to note when there are similar or duplicative programs (within the UA System). When you share this information, highlight how you work together or how you differentiate your programs from one another. Response N/A if not relevant.

### Duplicative Programs

250 Word Limit

Is your program(s) preparing students for areas that have been identified as high-need for the state of Alaska? Do you offer job placement or other career guidance? Describe your efforts to prepare students for post-graduate employment. Respond N/A if not relevant.

**Post-Graduate Success**

250 Word Limit

0

**Optional**

You are provided with a breakdown of the Student Credit Hours (SCH) in your department by internal vs. service teaching, (for example, courses taught to majors vs. GER courses). If you would like to expand or add further context about how service teaching impacts the department's mission, do so here. If this is not relevant, enter N/A.

**Value of Service Courses**

250 Word Limit

Does this program(s) have relationships to research institutes or community partnerships or agreements with tribal or community organizations, industries, or corporations? Describe if applicable. Respond N/A if not.

**Community or Other Partnerships**

250 Word Limit

0

**Submit Final Report**

Use the "+ Add record" button below, then start typing your email address to add yourself as the submitter.

**Submitter Email**

+ Add record

**Submitter & Collaborator Names**


**SUBMIT**

If the button above isn't working, click the checkbox below to submit your final report. \*We are working to correct the issues with the submit button.

Mark Submission as Done

**Feedback**

*Optional: Your feedback will be reviewed by the Program Review Advisory Board, which meets once a semester. Link opens in a new window.*

**Give Feedback** 

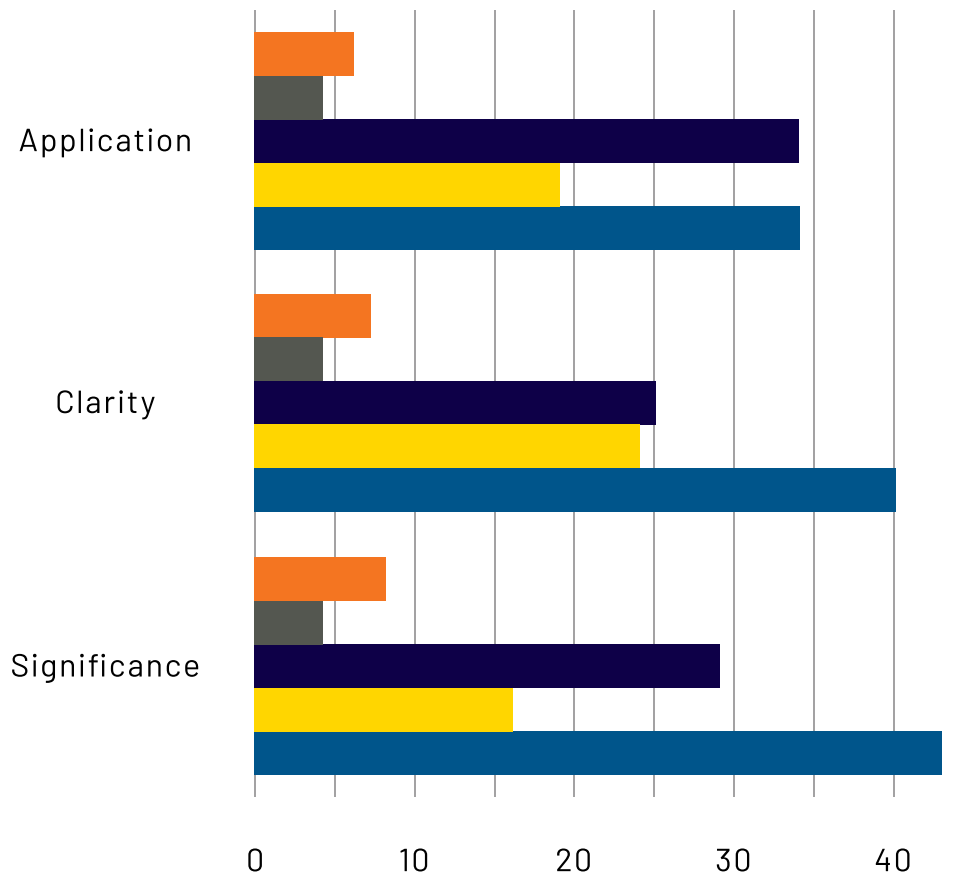
## II. General education assessment report

### 2020-2021 university-wide results

The results below show how students scored on the three criteria for knowledge in learning outcome #1.

**Figure 16**

Student Scores on the Three Criteria for Knowledge  
in Learning Outcome #1



■ = Score of 0

■ = Score of 0.5

■ = Score of 1

■ = Score of 1.5

■ = Score of 2

x-axis = Count

y-axis = Criterion

The GER and Core Committee completed the assessment during regularly held meetings in Fall 2021. Prior to these meetings, a faculty-oriented learning outcome #1 workshop was held August 17-18, 2021. Prior to the workshop, student responses without identifiers were shared with the faculty involved. A total of 60 faculty (a 26% participation rate) participated in the learning outcome #1 assessment.

A general education assessment retreat took place in July 2023 to reflect on the past year and plan for the future. This group is preparing the report on learning outcome #2. Reports of each learning outcome will reflect the percentage of faculty engagement as well as how students perform on the signature assignment rubric.

[Learning outcome #1 final report](#) can be found in the appendix, p. 62.

Learning outcome #2 report will be shared with the Faculty Senate in Fall 2023.

Learning outcome #3 and learning outcome #4 report will be shared with the Faculty Senate in fall 2024.

## **Summary**

### ***What we learned and where we go from here***

Overall takeaway/strength: As depicted in the graph on the previous page, according to GERC faculty scorers, the majority of students who participated in this assessment provided responses complex in terms of significance and clarity. The application criteria for learning outcome #1 provides the most significant opportunity for growth. All GER Faculty should continue to highlight how their course concepts can be applied.

For future assessments, there will be a focus on communicating with GER faculty to engage more individuals. A target goal is to involve at least 10% more GER faculty in the assessment process. Planned outreach activities to increase engagement include personal invitations to GER faculty and sending a representative to college-level meetings to solicit involvement.



Follow-up plans: Faculty involved in the GER assessment process met during Summer 2023. Outcomes of this meeting will be discussed in Fall 2023. After assessment has been completed on all four learning outcomes, GER faculty will have a summit year in which they will discuss faculty engagement in the assessment process.

### III. IPEDS peer comparison

#### Six-year graduation percentage data

**Table 6 - Part 1**

| Institution    | Overall   | Men       | Women     | AIAN      | Asian     | NHPI       |
|----------------|-----------|-----------|-----------|-----------|-----------|------------|
| Idaho State    | 36        | 32        | 39        | 15        | 58        | 50         |
| Montana State  | 54        | 49        | 60        | 50        | 50        | 33         |
| NM State       | 50        | 48        | 53        | 43        | 67        | 0          |
| ND State       | 65        | 63        | 67        | 50        | 49        | 100        |
| Oregon State   | 68        | 65        | 72        | 60        | 76        | 83         |
| Montana        | 49        | 43        | 53        | 24        | 57        | 50         |
| UAA            | 32        | 31        | 33        | 5         | 33        | 15         |
| <b>UAF</b>     | <b>44</b> | <b>47</b> | <b>40</b> | <b>19</b> | <b>50</b> | <b>N/A</b> |
| UAS            | 29        | 35        | 26        | 0         | 33        | 100        |
| Idaho          | 59        | 56        | 63        | 38        | 73        | 33         |
| Maine          | 57        | 55        | 58        | 55        | 68        | N/A        |
| Nevada Reno    | 63        | 60        | 65        | 43        | 69        | 66         |
| Wyoming        | 60        | 53        | 67        | 50        | 55        | 33         |
| Utah State     | 55        | 55        | 55        | 56        | 36        | 57         |
| <b>AVERAGE</b> | <b>52</b> | <b>49</b> | <b>54</b> | <b>36</b> | <b>56</b> | <b>52</b>  |

**Table 6 - Part 2**

| Institution    | Black     | Hispanic  | White     | Pell      | No Pell   |
|----------------|-----------|-----------|-----------|-----------|-----------|
| Idaho State    | 36        | 32        | 39        | 15        | 58        |
| Montana State  | 54        | 49        | 60        | 50        | 50        |
| NM State       | 50        | 48        | 53        | 43        | 67        |
| ND State       | 65        | 63        | 67        | 50        | 49        |
| Oregon State   | 68        | 65        | 72        | 60        | 76        |
| Montana        | 49        | 43        | 53        | 24        | 57        |
| UAA            | 32        | 31        | 33        | 5         | 33        |
| <b>UAF</b>     | <b>44</b> | <b>47</b> | <b>40</b> | <b>19</b> | <b>50</b> |
| UAS            | 29        | 35        | 26        | 0         | 33        |
| Idaho          | 59        | 56        | 63        | 38        | 73        |
| Maine          | 57        | 55        | 58        | 55        | 68        |
| Nevada Reno    | 63        | 60        | 65        | 43        | 69        |
| Wyoming        | 60        | 53        | 67        | 50        | 55        |
| Utah State     | 55        | 55        | 55        | 56        | 36        |
| <b>AVERAGE</b> | <b>52</b> | <b>49</b> | <b>54</b> | <b>36</b> | <b>56</b> |

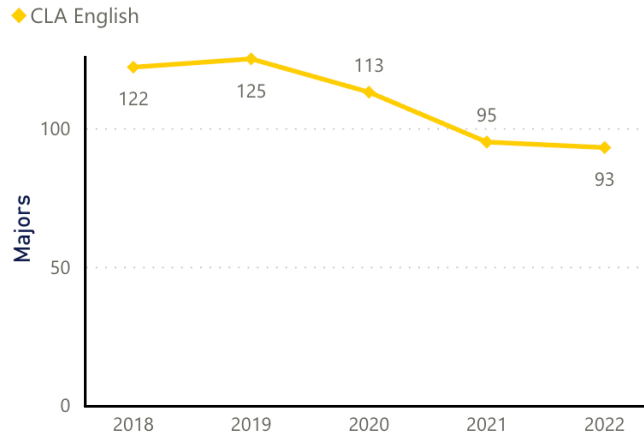
**Retention percentage data**

**Table 7**

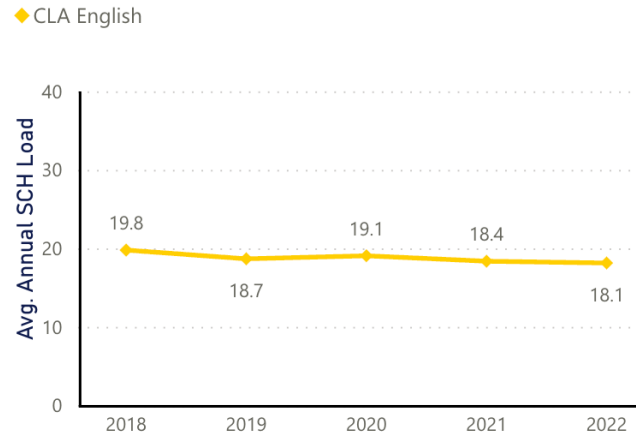
| Institution    | Full-time | Part-time |
|----------------|-----------|-----------|
| Idaho State    | 65        | 33        |
| Montana State  | 76        | 50        |
| NM State       | 72        | 30        |
| ND State       | 76        | 43        |
| Oregon State   | 87        | 78        |
| Montana State  | 76        | 39        |
| UAA            | 69        | 51        |
| <b>UAF</b>     | <b>68</b> | <b>54</b> |
| UAS            | 65        | 35        |
| Idaho          | 75        | 42        |
| Maine          | 76        | 49        |
| Nevado Reno    | 78        | 47        |
| Wyoming        | 76        | 57        |
| Utah State     | 74        | 46        |
| <b>AVERAGE</b> | <b>74</b> | <b>47</b> |

Peer data provided May 2023

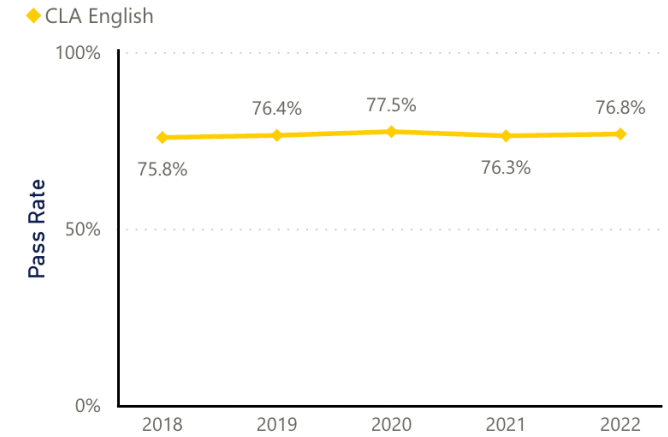
## Majors



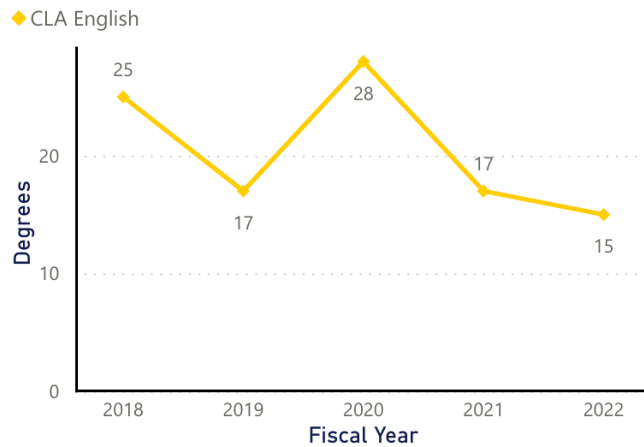
## Majors Avg. Annual SCH Load



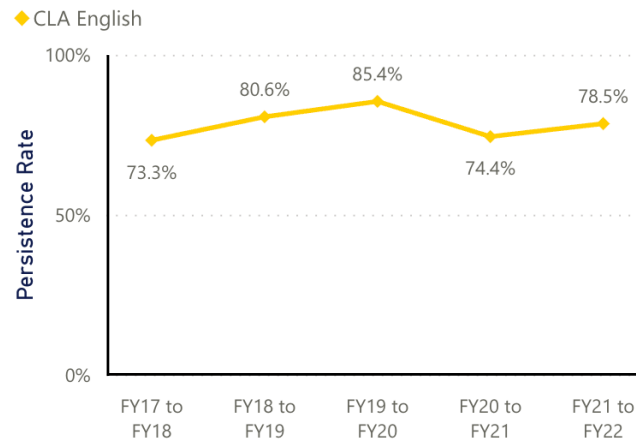
## Avg. Course Pass Rate



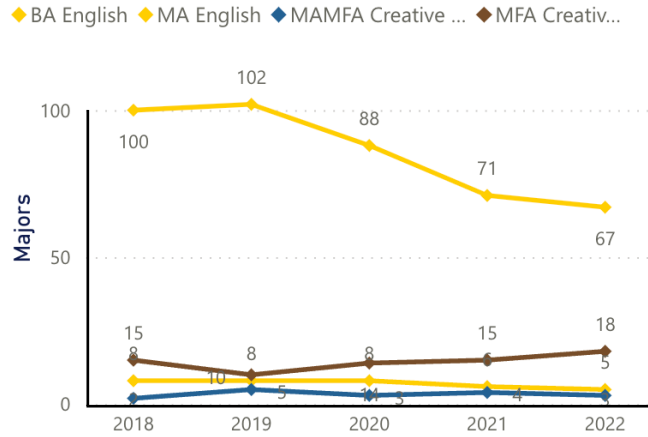
## Degrees



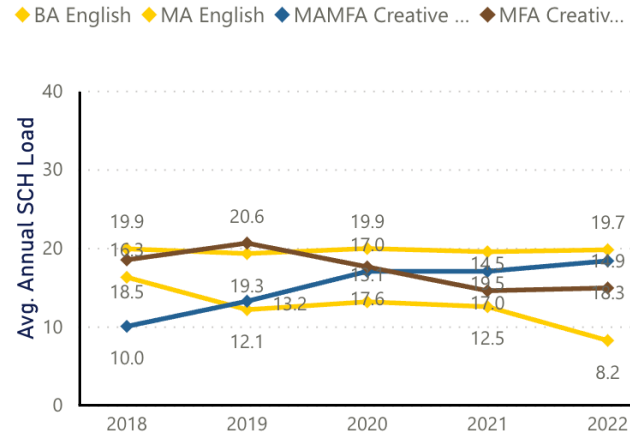
## Graduation-Informed Persistence



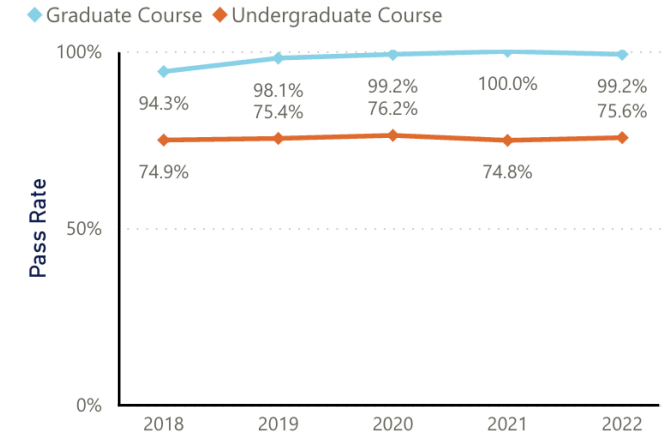
## Majors



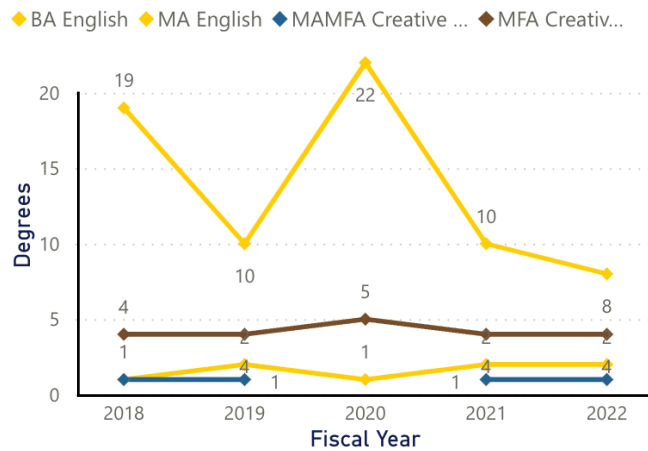
## Majors Avg. Annual SCH Load



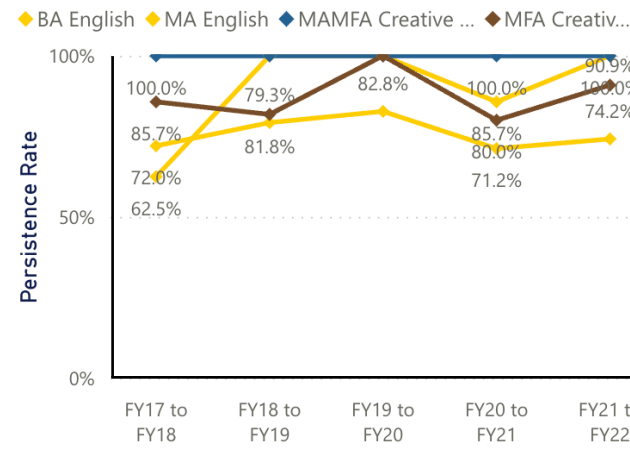
## Avg. Course Pass Rate



## Degrees



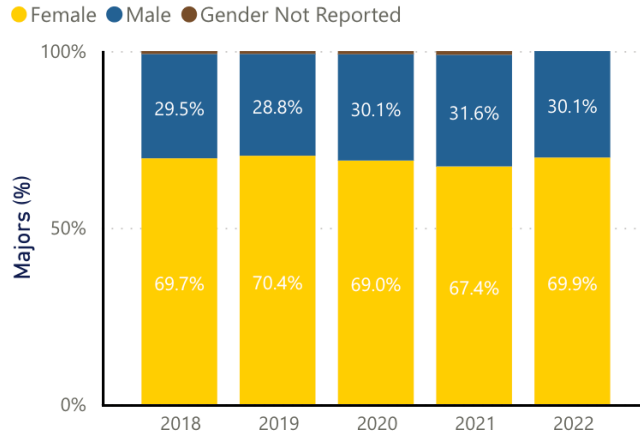
## Graduation-Informed Persistence



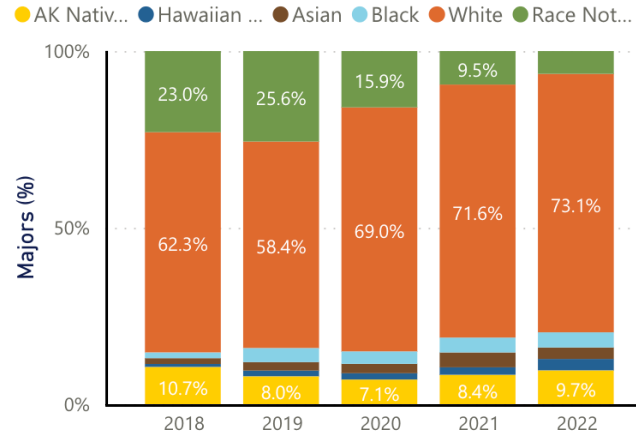


# Majors - Percent Demographic Characteristic

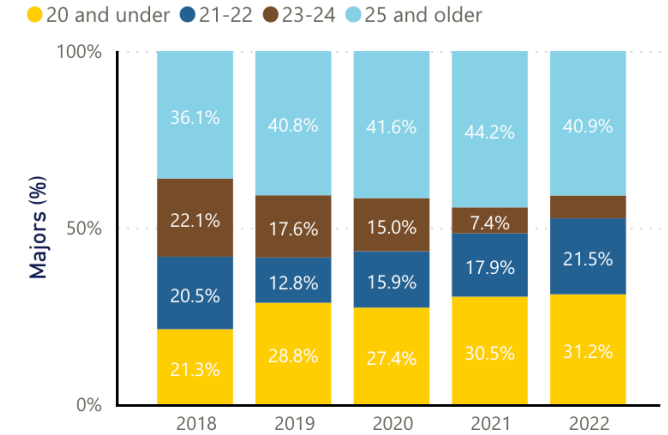
## Gender



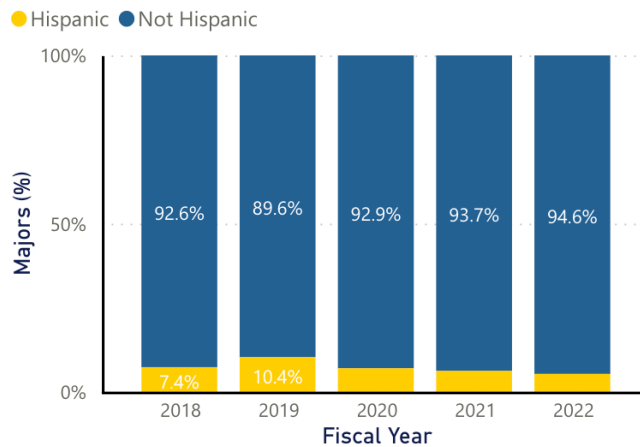
## Race



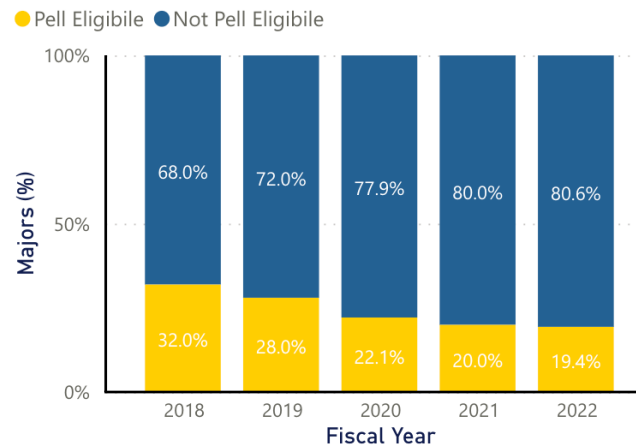
## Age



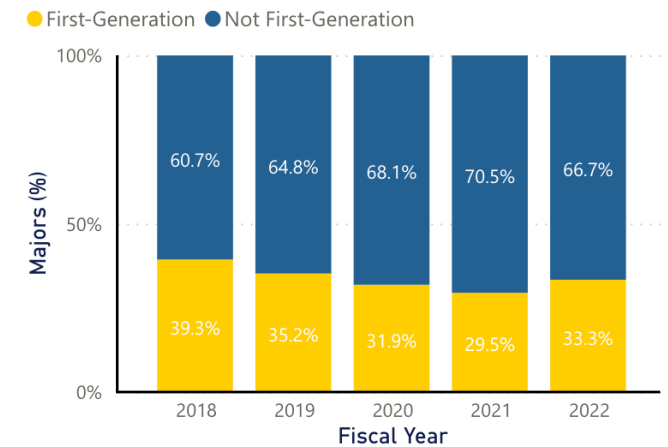
## Ethnicity



## Pell Eligibility



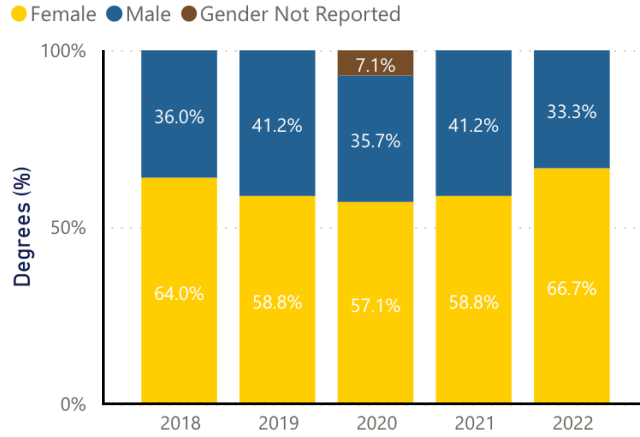
## First-gen Status



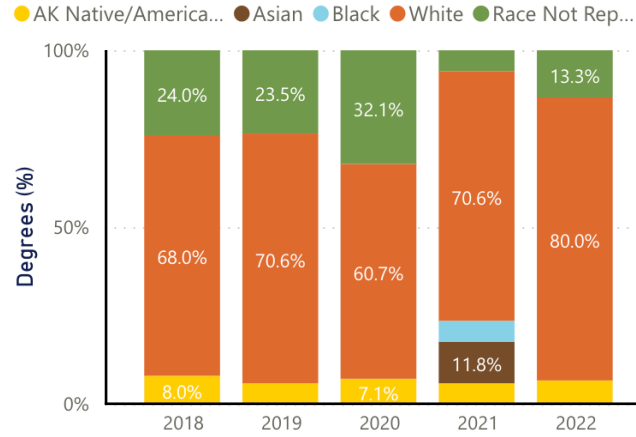


# Degrees - Percent Demographic Characteristic

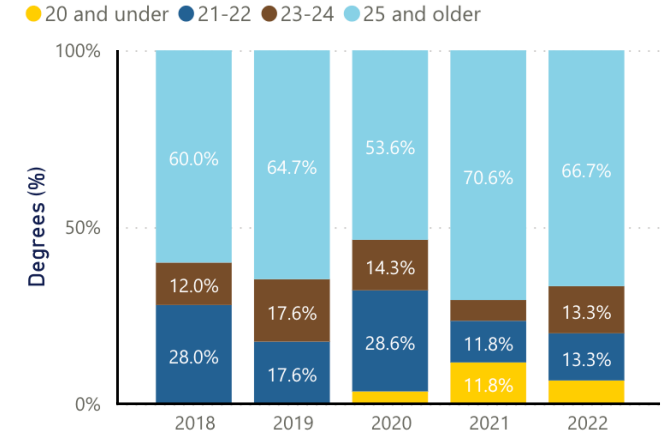
## Gender



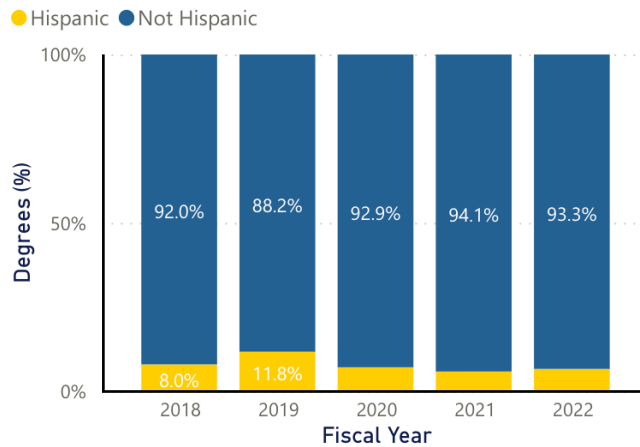
## Race



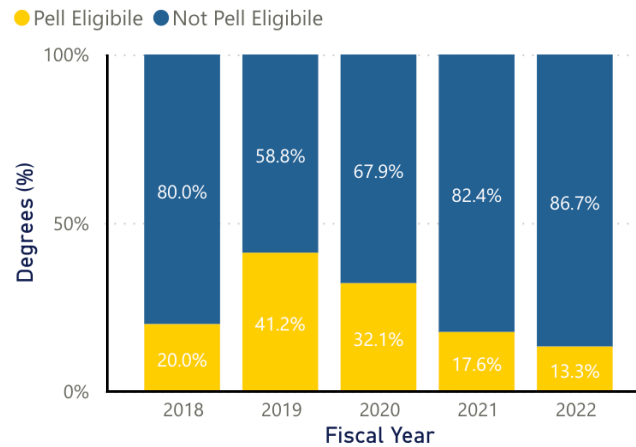
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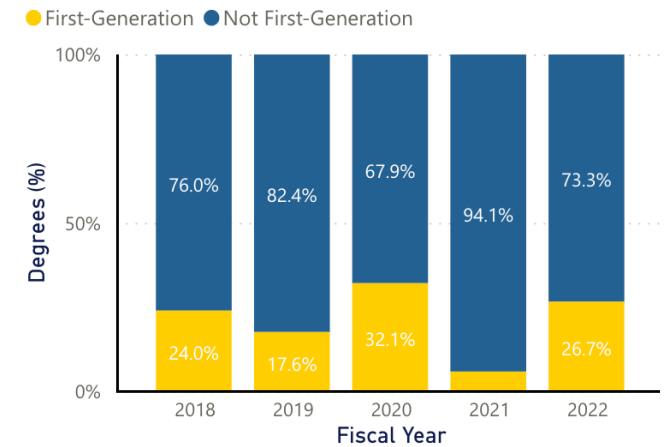
## Ethnicity



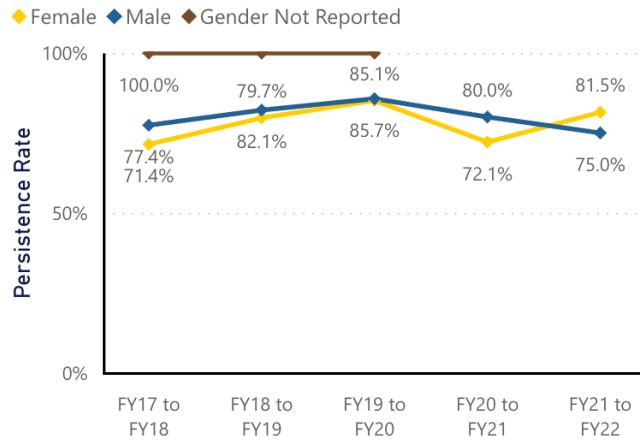
## Pell Eligibility



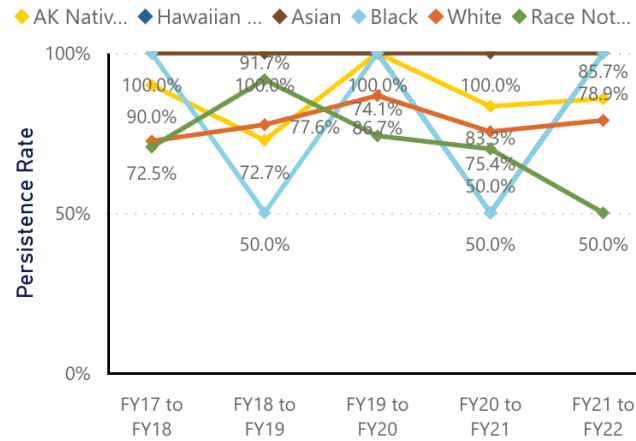
## First-gen Status



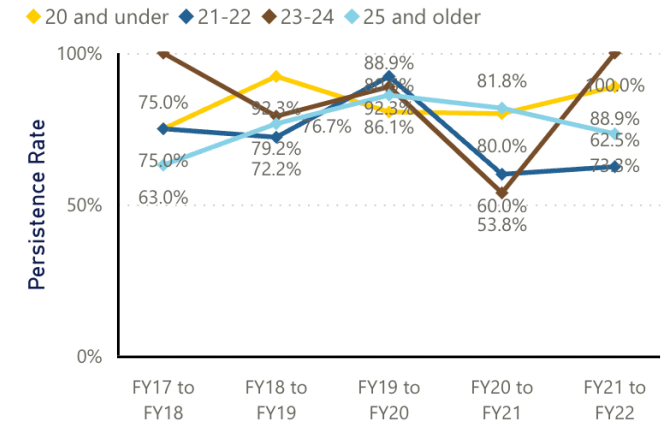
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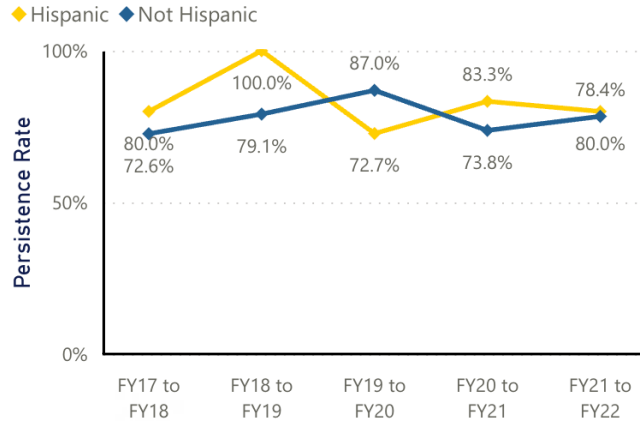
## Race



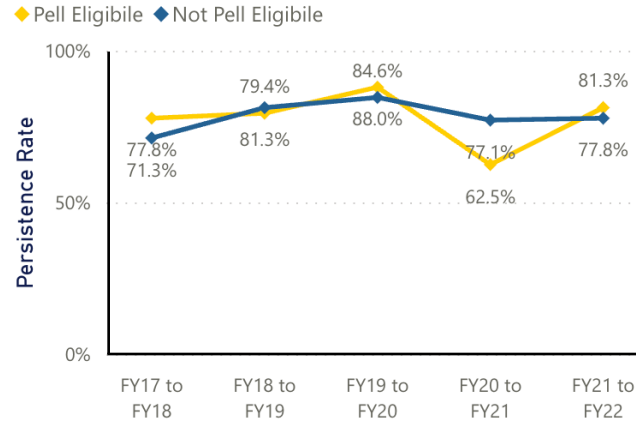
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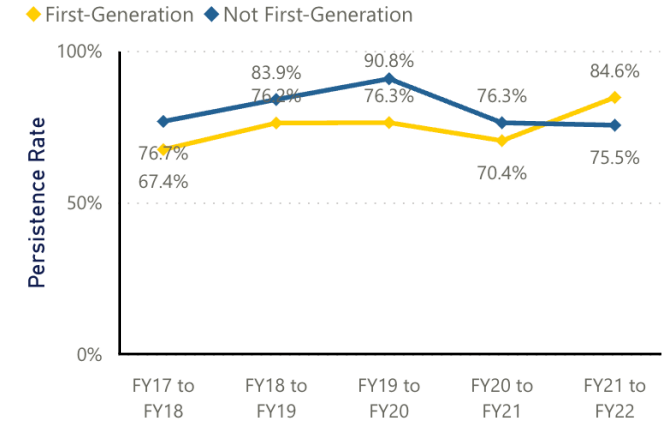
## Ethnicity



## Pell Eligibility



## First-gen Status





# Academic Plan 2024-2029

## Goal #1: Foster transformative education and excellence

- Ensure quality of academic experience.
- Create opportunities for equitable success for all students.
- Adapt practices to students' needs and eliminate barriers to student success.
- Apply teaching and learning practices that support diversity, equity, and inclusion.

## Goal #2: Explore pathways to sustainable growth through innovation and development

- Respond to the needs of stakeholders and prepare students for success in the changing world.
- Increase philanthropy that supports academic programs.
- Increase resources for teaching-related grants.
- Support interdisciplinary initiatives in teaching, research, and innovation across units.

## Goal #3: Support diverse research, scholarship and creative work

- Increase integration between academic and research.
- Create research experiences that attract and support both graduate and undergraduate students.
- Expand scope of undergraduate high impact practices.

## Goal #4: Improve organizational processes that impact academics

- Foster shared governance in process improvement.
- Ensure depth of expertise in administrative functions.

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