

UAF Mission Fulfillment Indicators

Updated AY 2023-2024

Student Success and Degree Attainment

Indicator 1 First-Time, Full-Time Bachelor Student Retention

Target

Current threshold: 70-72%

Recommended threshold: 72-75%

Assessment

In the assessment of First-Time, Full-Time Bachelor Student Retention at UAF, the retention rates for the academic years 2019-20, 2020-21, and 2021-22 were 78.2%, 67.9%, and 69.7%, respectively. These figures indicate that UAF did not consistently meet the target retention range during this period.

Analysis

The drop in retention rates can likely be attributed to the social and economic impacts of the COVID-19 pandemic, a trend observed nationally during this period.

Equity Gaps

Retention rates dropped across all gender, race, and ethnicity categories from FY21 to FY22, except for Pell Grant recipients in FY22. AY23 saw a slight increase across most categories; however, these rates have not yet surpassed FY21 levels.

Notable Concerns:

Alaska Native/American Indian: 62%

First-Generation Students: 68%

Pell Grant Eligible Students: 65%

Indicator 2 Associate, Bachelors, Masters, and PhD Persistence

Target

Current thresholds:

Associate 55-59%

Bachelor's 73-75%

Master's 83-85%

PhD 90-92%

Recommended thresholds:

Associate	56-60%
Bachelor's	74-76%
Master's	83-85% (no change)
PhD	90-92% (no change)

Assessment

Persistence rates for Associate and Bachelor's students from FY20 to FY22 were within the target thresholds but showed a slight decline, averaging 57% for Associate degrees and 74% for Bachelor's degrees. Master's and PhD students remained within their target thresholds, with Master's persistence fluctuating between 82% and 85%, and PhD persistence ranging between 90% and 93%, both maintaining steady performance during this period.

Analysis

The COVID-19 pandemic likely contributed to the drop in persistence, with national trends reflecting similar declines. Lower persistence among female, Alaska Native, and older students may be linked to limited graduate assistantship support and increased social and family responsibilities during this time. PhD students, who had greater access to assistantships, showed higher persistence than MS students.

Equity Gaps

Associate:

- Slight but steady decline in persistence rates for students ages 25+
- Males had a 6% lower persistence rate than females
- Hawaiian/Pacific Islander students saw a 6% increase from FY20-21, followed by a 15.5% drop from FY21-22

Bachelor's:

- Students aged 25+ did not meet benchmarks (70% average), while students < 24 exceeded benchmarks (77% average)
- Both groups showed growth from FY20-21 but saw a decline in FY22
- First-gen students consistently fell below benchmarks (71% average) compared to non-first-gen (77% average) with similar growth and decline patterns

Master's:

- Persistence was lowest in FY21 across most student categories except Black students
- Lower persistence rates for males (81%) vs. females (84%), AKN students (79%), and older students (82%) compared to younger students (87%)

PhD:

- Lower persistence rates for females (89%) vs. males (94%), AKN students (87%), and older students (25+ = 91%) compared to younger students (< 25 = 97%)

Black students' graduation rates fluctuated from 0% in FY20, 37.5% in FY21, and 16.7% in FY22 (average: 18%)

Masters/PhD:

Graduate degrees awarded averaged 270 per year, with a decline in PhDs (40 to 32) and MS degrees (192 to 182), while Graduate Certificates increased (35 to 40)

MS graduation rates remained steady at benchmark levels (67%)

PhD rates fluctuated (48-67%, 57% on average) but remained at benchmark levels

Female PhD graduation rates were lower (48%) compared to males (68%)

Small numbers prevented race-based PhD analysis

Indicator 4: Gateway Course Pass Rates

Target

Current threshold: 60-70%

Recommended threshold: 60-70% (no change)

Assessment

The pass rates for gateway courses remained steady at 67.5% in both FY20 and FY21 before dropping to 63.7% in FY22. This resulted in a 3-year average pass rate of 66.2%.

Analysis

The drop in gateway course success rates for FY22 is likely attributed to the academic impact of COVID-19, which has left many students underprepared for college. Additionally, a loss of full-time faculty may have contributed to this decline. In contrast, FY21 experienced fewer enrollments but a stronger focus on student success, resulting in increased pass rates for gateway courses. Gender disparities in success rates align with national trends, influenced by challenges in the job market and childcare responsibilities. Furthermore, four demographic categories—Alaska Native/American Indian students, Black students, Pell Grant recipients, and those who chose not to report their gender—fall at or below UAF's benchmark, while white and Asian students are performing at or above the benchmark.

Equity Gaps

On average, 68% of females, 64% of males, and 42% of students who did not report their gender passed their gateway courses, with notable declines in success rates for females and non-reporting students in FY22. Disaggregated data by race reveals average pass rates ranging from 56% to 73%, with all categories experiencing drops in FY22. Key findings include:

Alaska Native/American Indian students: 56%

Black students: 57%

Hispanic students: 63%

There is a 7% gap in success rates between students with Pell Grants (60%) and those without (69%). Additionally, a 6% gap exists between female (63%) and male (69%) students. Age differences in success rates are minimal, with first-gen students averaging 63% and non-first-gen students averaging 69%.

Furthermore, three gateway courses—PSY F101X, COM F121X (online), and BA F151X—have no prerequisites or placement requirements, raising questions about whether adding such prerequisites could improve success rates.

Research

Indicator 5 Graduate Degrees Awarded

Target

Current threshold: 236-280

Recommended threshold: 270-290

Request: Breakdown degrees awarded to Master's and PhD levels

Assessment

Master's degrees comprised approximately 70% of all graduate degrees awarded from FY20 to FY22.

Analysis

Mentoring graduate students is typically not included in faculty workloads, and this practice varies by department. There is a need for a more consistent approach to mentoring and for robust support systems to ensure that graduate students can complete their degrees, particularly if a faculty member leaves the university.

Equity Gaps

Approximately 70% of students obtaining graduate degrees are white, indicating a significant disparity that needs to be addressed.

There is a need to examine efforts and resources aimed at improving diversity in graduate programs.

Aligning data with institutional breakdowns for the same time periods wouldm

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Analysis

Over the past three years, UAF's research expenditures per faculty member (FTE) have significantly surpassed benchmarks, indicating strong performance relative to R1 goals and

Additionally, UAF could consider reporting the total number of publications alongside the publication rate per FTE. This would provide a broader perspective on overall research output and serve as a complementary metric to publication rate per faculty.

Indicator 8 Undergraduate Student Participation in Research

Target

Current threshold: TBD

Equity, Diversity, and Inclusion

Indicator 13 Diversity in Staff and Faculty

Target

Baseline Student Performance Expectations for DEIA 2023

1. Increase total underrepresented student enrollment from 11.2% to 12% by AY27.
2. Increase the percentage of students receiving Pell grants from 14% to 20% by AY27.
3. Increase Indigenous student enrollment from 20% to 22% by AY27.

Indicator 14: Campus Climate Survey Results

Target

Current threshold: 65-70%

Recommended threshold: 70-75%

Assessment

In the 2021 climate survey, 67% of participants expressed satisfaction with UAF's campus climate. This percentage rose slightly to 68% in the 2023 survey. Our current target for campus climate satisfaction is 65%-70%. This report assesses the relevance of this target and offers recommendations to improve overall satisfaction levels.

Analysis

Creating a stronger sense of satisfaction with the climate at UAF requires a multifaceted approach that addresses various aspects of campus life. Setting a target range for campus climate satisfaction at 75% is a proactive step toward enhancing the overall experience for students, faculty, and staff. This new target reflects a commitment to continuous improvement and elevating the quality of campus life.

To achieve this, it is essential to develop a more coordinated approach to survey delivery to effectively assess climate satisfaction. Additionally, focusing on hiring and retaining high-quality faculty members will enable them to lead and mentor students throughout their academic journeys, as institutions with higher satisfaction rates tend to attract and retain students, faculty, and staff.