



FY10 OPERATING BUDGET REQUEST

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UAA Student Affairs - Functional Responsibilities

The Dean of Students and Interim Vice Chancellor for Student Affairs currently leads the UAA Student Affairs administrative units which have broad responsibilities for supporting students at every point in their UAA experience, from pre-enrollment through graduation and on to job placement. Student Affairs cultivates a culture of openness and inclusion, and respectful and collaborative leadership. Student Affairs employees take an active interest in the students and place students and their needs at the center of all they do.

UAA's current strengths and its future success rest in the hands of its employees. UAA Student Affairs recognizes that it must continue to nurture and develop every employee's best qualities to grow and improve as an organization. Student Affairs continues to improve the efficiency and reliability of its student services and programs by training staff and using technologies to enhance communication with students. Student Affairs routinely solicits feedback from students about their experiences and takes the necessary steps to ensure that their most pressing needs are addressed.

Vice Chancellor for Student Affairs

- MAU Student Affairs Leadership
- Administration & Budget
- UAA Liaison to UA Student Services
- Student Affairs Professional Development
- UAA College/School & Campus Outreach

Division of Enrollment Management

- Recruitment and Admissions
- Banner Student Services
- Catalog & Class Schedules
- Degree Services
- Student Information Services
- Facilities/Room Scheduling
- Federal Work Study Program
- Federal, State & Private Loans
- Federal & State Grants
- International Student Services
- National Student Exchange
- 24/7 Electronic Student Services
- Student Records
- Registration Services
- Scholarships
- Transfer/Transcript Evaluations
- Tracking UAA Tuition Waivers
- Veterans Affairs

Division of Academic and Multicultural Student Services

- AA & Undeclared Bachelor's Advising
- Advising Coordinator CAS/CTC/CHSW
- AHAINA Student Programs
- AHAINA Men/Women of Excellence
- Advising & Testing Center
- Accuplacer Placement Testing
- First-year Success Courses
- Trio Upward Bound
- Trio Educational Talent Search
- Trio Educational Opportunity Center
- UA Scholars Induction/Tracking
- Supplemental Instruction Program
- Trio Student Support Services Program
- Native Student Services
- Rural & Native Outreach
- "Howl Days" New Student Orientation
- Alaska College & Career Fair
- Disability Support Services

Division of Student Development

- Academic Living/Learning Communities
- Academic Internship Placement
- Career Services Center
- Employer Job Fairs
- Commuter Student Services
- Concert Board Programs
- Greek Life
- Honor Societies
- Judicial Affairs & Ethical Development
- KRUA/Northern Light
- Residence Life Programs & Services
- Student Activities
- Student Clubs & Organizations
- Student Government (USUAA)
- Student Handbook (Fact Finder)
- Student Health & Counseling Center
- Student Life Programs
- Student Leadership Development
- Student Media Board
- Student Showcase Conference/Journal
- Student Union Programs
- Tanaina Child Care Liaison

UAA Student Affairs - FY09 Current Operating Budget

	Expenditures:	Adjusted Budget	Year to Date Activity	Projected Exp to Year End	Total YTD and Projections	Budget Variance
1000	Salaries/Ben	10,302,224	5,572,441	4,146,159	9,718,600	583,624
2000	Travel	179,854	163,757	85,912	249,669	(69,815)
3000	Contr Svcs	960,117	723,952	665,697	1,389,649	(429,532)
4000	Commdty	583,887	217,576	500,596	718,172	(134,285)
4500	Resale				-	-
5000	Equipment		(184)		(184)	184
6000	Fin Aid				-	-
7000	Overhead				-	-
8000	Misc	1,800	1,894	1,500	3,394	(1,594)
	Total Expenditures	12,027,882	6,679,436	5,399,864	12,079,300	(51,418)
	Revenues:	Adjusted Budget	Year to Date Activity	Projected Exp to Year End	Total YTD and Projections	Budget Variance
9100	Tuition					
9150	Lab Fees	1,455,166	1,068,404	336,343	1,404,747	50,419
9210	Gen Fund	9,823,682	9,823,682		9,823,682	-
9700	Aux Receipts				-	-
9801	Interest Income				-	-
9802	Overhead	141,000	42,417	21,555	63,972	77,028
9900	Intra Agency Rcpt	15,940	20,859	25,797	46,656	(30,716)
9960	CIP Receipts				-	-
	Other 93/94/95/98	592,094	434,830	344,636	779,466	(187,372)
	Total Revenues	12,027,882	11,390,192	728,331	12,118,523	(90,641)
Net Surplus/(Deficit)						39,223

Figures are current as of April 3, 2009, except salaries/benefits are current as of January 31, 2009.

The Student Health and Counseling Center (SHCC) budget in the UAA Division of Student Development is not included here. The FY09 SHCC budget is \$1,400,000 and it is a self-support, designated mandatory student fee-funded program.

The FY09 budgets for federally-funded grant programs in the UAA Division of Academic and Multicultural Student Services are not included here. They are U.S. Department of Education TRIO Grant Programs:

- Upward Bound Grant \$1,250,000 - \$250,000 per year for 5 years
- Educational Talent Search Grant - \$2,593,750 - \$518,750 per year for 5 years
- Educational Opportunity Center Grant \$2,974,675 - \$594,935 per year for 5 years
- Student Support Services Grant - \$1,086,255 - \$217,251 per year for 5 years

UAA Student Affairs – Impact of FY08 and FY09 Base Budget Cuts

Effective April 3, 2009

The UAA Student Affairs budget unit received a \$50,000 cut in FY08 and a \$92,751 cut in FY09.

In determining how to respond to GF base budget cuts, UAA Student Affairs followed the process outlined in its PBAC Presentation for FY09 Budget Request under “Decrements: How Would UAA Student Affairs Approach a Budget Cut?”

The UAA Student Affairs FY08 GF base budget cut of \$50,000 and the FY08 Disability Support Services budget deficits were covered with carry forward funds during FY08. The real dollar impact of the FY08 and FY09 GF base budget cuts in FY09 is \$142,751, the cumulative total of the FY08 and FY09 GF base budget cuts.

The UAA Student Affairs FY07 carry forward to FY08 was \$314,280. In one year the UAA Student Affairs carry forward amount to FY09 was reduced to \$5,000 after the SOF and SB137 carry forward funds were deducted. This carry forward of approximately \$5,000 for a \$11 million UAA Student Affairs budget included deficit carry forwards for the Office of Student Affairs and division of Enrollment Management that were absorbed in FY09. In addition, UAA Student Affairs currently has diminished capacity to absorb any fixed costs due to the FY08 and FY09 GF base budget cuts. Further UAA Student Affairs staff and programmatic cuts and reorganizations are anticipated but not listed here, as the full impact of the GF base budget cuts and fixed cost increases are not fully known at this time.

1. Were UAA Student Affairs positions eliminated? If so, how many, and what was the dollar impact?

- The division of Academic and Multicultural Student Services (AMSS) had a cumulative FY08 and FY09 GF base budget cut of \$36,200. One faculty counselor retired at the end of FY08 and that position was not refilled. A lower cost professional advisor position was created and the savings of \$23,200 was applied to the AMSS GF base budget cuts.
- The division of Academic and Multicultural Student Services (AMSS) reorganized the staffing of Native Student Services and eliminated two nine-month positions and created one twelve-month position, resulting in a \$52,352 saving in salary and benefits. Some of those savings were used to cover GF base budget reductions and the rest was reallocated to Native Student Services for its peer mentoring program and operational expenses.
- The division of Student Development (DSD) had a cumulative FY08 and FY09 budget reduction of \$32,800. One half-time Alcohol, Drug, and Wellness Education coordinator position was eliminated. The \$28,600 savings was applied to DSD GF base budget cuts.
- The division of Enrollment Management (EM) has taken \$66,600 in GF base budget reductions for the past two years, a \$23,000 cut in FY08 and an additional \$43,600 cut in FY09. In FY08, EM had carry forward of \$72,586 from FY07. This was used to cover the FY08 GF base budget cut for one year and provide partial one-time funding for DegreeWorks. In FY08, EM upgraded the Registrar position from an 81 to an 83 moving the reporting line from the Director of Enrollment Services to the Associate Vice Chancellor in order to be competitive in its national search for an experienced Registrar. This costs \$ 11,000 in additional base budget plus one-time relocation expenses of \$13,200.
- The division of Enrollment Management (EM) has left unfilled one Admission processing position and reduced one Imaging Clerk position from full-time to 75 percent. The total dollar impact of these staff reductions is variable and dependent upon on how long the positions are left unfilled or at reduced capacity to cover the FY09 cuts.

2. Were UAA Student Affairs services to other departments eliminated or reduced?

- A \$40,000 partnership funding from AMSS to UDOC/Della Keats was eliminated.
- The Office of Student Affairs eliminated \$7,150 in its Recruitment and Retention efforts that have provided one-time funds for recruitment and retention efforts of the community campuses, colleges, schools and departments. These funds have been used to stimulate the recruitment and retention of diversity student populations.
- Leaving the DSD Alcohol, Drug, and Wellness Education Coordinator position unfilled reduces UAA's ability to proactively and reactively engage students in healthy lifestyle choices.
- Staffing in Native Student Services has been reduced from four regular staff to three regular staff and peer mentors. This presents ongoing challenges for office coverage and providing outreach/retention services to prospective/current Native and rural students.
- Leaving one Admission processing position and reducing one Imaging Clerk position from full-time to 75 percent will result in slower admissions processing times that will result in slower services to incoming and current students.

3. Did UAA Student Affairs adjust other revenues to offset the general fund reduction?

- The division of Student Development implemented an Alcohol/Drug Education Fee for students violating UAA's alcohol and other drug policies in FY08 that generated \$9,000 in FY08 revenue to help offset some of the FY08 GF base budget cuts. \$4,225 has been generated to date in FY09.
- In FY08 and FY09, the mandatory student fees charged to students have been used to cover fixed cost increases and GF base budget reductions in certain departments. The division of Student Development moved 1.5 GF base-funded positions to Student Health and Counseling Center Fees to off-set increased salary/benefit and operational costs in health-related areas. DSD also moved some Student Union student activities-related expenses from GF base funds to Student Activities mandatory fees.
- The division of Academic and Multicultural Student Services increased fees to national testing companies to cover some FY08 GF base budget cuts. AMSS is also considering increasing the Accuplacer Fee and the New Student Orientation Fee, each by 50 to 100 percent, to cover cuts in its GF base budget allocations, directly impacting students.
- The division of Enrollment Management is projecting a gain of \$50,000 in revenue from increases in the UAA application for admission fees that were implemented late in FY08, and from an increase in facility rental fees implemented in FY09. These increases were originally implemented to cover FY08 GF base budget reductions and the revenue lost from eliminating the \$50 late registration fee charged to students who first register on the first day of semester classes. EM advocated for the elimination of the \$50 late fee to increase service to UAA students even though that action would negatively affect EM's overall budget. EM is now considering new or higher fees for services in FY09 and beyond if it cannot cover its budget deficits to continue its mission to provide quality services to prospective and current UAA students.

4. Did UAA Student Affairs cut expenses overall to absorb the reduction?

- The FY08 base budget cut and increasing costs for Disability Support Services in the division of Academic and Multicultural Student Services (AMSS) resulted in a significantly diminished FY08 carry forward funds to FY09. Because of this, AMSS was no longer able to provide partnership funding for the outstanding UDOC/Della Keats Program. AMSS had previously provided \$40,000 of its carry forward funds each year to support six students participating in the UDOC/Della Keats program. The additional FY09 GF base budget cut resulted in zero funding available for UDOC/Della Keats from AMSS beginning in FY09 and beyond.
- The division of Academic and Multicultural Student Services received a \$30,000 GF base budget reallocation in FY08 for increased college academic advisors salaries/benefit costs and \$160,000 in FY09 for increased mandated fixed costs for services for students experiencing disabilities. These two areas had experienced increased fixed costs over the previous years that AMSS covered with its carry forward. These GF base budget reallocations only covered the increased fixed costs for these two areas and did not alleviate or lessen the impact of its general FY08 and FY09 GF base budget cuts.
- The division of Enrollment Management covered the FY08 GF base budget reduction of \$23,000 in FY08 with one-time FY07 carry forward funds but had to cut base budget line item expenses in its FY09 budget to cover the FY08 and FY09 GF base budget cuts. The cumulative effect of the EM FY08 and FY09 GF base budget cuts of \$66,600 has been compounded by \$11,000 in additional Registrar salary/benefit increases and \$17,438 in Associate Director of Student Financial Assistance salary/benefit increases to upgrade staff positions to be competitive in recent searches needed to attract professionals capable of meeting current service needs.
- The division of Student Development has routine recruitments for staff positions every two to three years. DSD implemented a professional staff development and staff recruitment travel plan to reduce travel related expenditures resulting in a \$19,200 decrease in travel expenditures in FY08 over FY07.

Final note: UAA Student Affairs followed the budget cutting process outlined in its PBAC Presentation for FY09 Budget Request. When asked to outline the process Student Affairs has used, and will continue to use, to apply the guiding principles when faced with a reduction in funding (in priority order), Student Affairs listed 1) Redesign processes, retrain staff; 2) Reorganize, internal reallocation of staff and resources; 3) Reduce/eliminate projects/partnerships outside of Student Affairs that are secondary to essential/required functions; 4) Find new revenue sources; 5) Increase service fees to students; and 6) Reduce essential services and staff within Student Affairs. UAA Student Affairs unit leaders are now discussing options 5 and 6 to meet current GF base budget cuts.

Student Affairs FY09 Cost Savings

- **Ongoing** - Enrollment Management (EM) improved the user interface to Resource 25 (R25) room scheduling software. In on going efforts to improve classroom utilization we designed a system and wrote software that collects room usage from Conference Services Event Management Software, the Student Union's Event Pro software, the Consortium Library's internally designed software, and Web Event software used by groups such as Athletics and CAFÉ, and imports the usage into Resource 25. UAA is now able to study space utilization in non-centrally controlled classrooms.
- **Ongoing** – Student Development and Academic and Multicultural Student Services departments implemented three-year travel plans with the goal to reduce travel expenditures in half. Overall, departments in the division of Student Development reduced their travel expenditures by 46% in FY09 compared to FY07 and departments in the division of Academic and Multicultural Student Services reduced their travel expenditures by 52% in FY09 compared to FY08.
- **Ongoing** - Student Health & Counseling Center implemented *Medicat* electronic medical records (EMR), billing, on-line student appointments, and limited on-line lab results and prescription refills. Efficiencies gained through the use of EMR reduced program-operating costs while increasing service and convenience to students. Efficiencies in clients served were also gained through electronic scheduling of rooms and clinicians.
- **Ongoing** - Dean of Students Office implemented a Judicial Affairs Management System (JAMS) to increase accountability, effective assessment, and systematic management of UAA's judicial response to be consistent with all student interactions without adding staffing resources.
- **Ongoing** - Banner Student workflows went live on July 20, 2007. These automated processes have provided more timely information to students and decreased staff time manually contacting individual students. New for FY 09 are:
 - ACG workflow now allows financial aid to identify students easier and quicker resulting in more aid to students.
 - When a student applies for admission an email is generated informing the student that the application has been received
 - Schedule Change Notification WF – (currently in PREP) this will alert students if changes such as day, time, or date have occurred on one of the courses they are currently registered in.
- **Ongoing** – Enrollment Management-designed and implement a new service approach at the University Center One-Stop counter. With Customer Relations Management (CRM) software students now sign in and pick from a list of services from a drop down menu and are then served by an Information Specialists who has reviewed their record/needs before even meeting the student.
- **New** - Enrollment Management redesigned their Class Schedule production process that saves over two weeks of staff time each semester. We developed a macro with embedded desktop publishing format codes. They now extract a Banner class schedule file that is run through a Make Schedule macro and imported into desktop publishing software. It is now a two-day process of clean up versus several weeks of staff formatting the class schedule in order to print it.
- **New** - Enrollment Management worked with Budget and Finance to assist in the reconciliation of Stafford Loan disbursements to students. We developed a process that reconciles over 20,000 transactions each semester. It has enabled Budget and Finance to reduce time from an estimated .5FTE year round to 20 hours a week for 6 weeks.

- **New** - Enrollment Management developed a new electronic process to work with the flat file problem in the CTAM/Go Army Ed portal. This new process reduces from 6 hours per week to 2 hours per week the time spent complying with UA Army requirements.
- **Ongoing** - Student Life & Leadership has implemented a Student Organization on-line registration system which allows students to sign-up for the club(s) of their choice, receive and share important club information related to events, officers, and meetings. The system provides on-line coordination of club recognition by the Clubs & Greek Life office and electronically tracks club expenditures. This eliminates multiple paper forms and decreases staff time to manage the documents.
- **Ongoing** – The Fact Finder student handbook text review is now processed electronically on-line. Representatives from each functional area receive a login to view their Fact Finder text. From the website they make corrections, additions, and confirm the information to appear in the Fact Finder. This efficiency has eliminated hundreds of paper memos and text copies and improved the editing process while increasing the accuracy of information printed in the Fact Finder.
- **Ongoing** - Student Union and Commuter Student Services is implementing a barcode system for retail sales of sundry items at the Info desk. This will assist in streamlining the sales process and eliminate the majority of incorrect purchase prices and under charges due to misinformation.
- **Ongoing** - Student Union and Commuter Student Services is collaborating with the CIS department faculty and students to create a program to improve the outdoor gear rental process by streamlining the paperwork required for each rental. This will also eliminate inaccuracies in paperwork by establishing required fields to assure paperwork is completed properly. In addition, the database will assist in tracking any returned damaged equipment with the correct renter and assigning damage costs quickly to the customer. The database will help with inventory control, maintenance logs, purchase times and tracking of lifespan of the rental equipment. The implementation of this database will allow for greater efficiency in revenue management.
- **Ongoing** – Dean of Students Office implemented a Care Network database to increase tracking, effective assessment, and systemic management of UAA’s response to students of concern without adding staffing resources.
- **Ongoing** – Dean of Students Office changed publications previously printed in color to black and white to reduce overall cost and to practice sustainable efforts.

ATTACHMENT V & VI

Incremental Request & Initiative Evaluation Form PBAC Spring 09

Title: Supplemental Instruction Program

1. Request Description

UAA's Supplemental Instruction (SI) targets traditionally difficult academic (GER) courses- those that have a high rate of D or F grades and withdrawal, and provides regularly scheduled, out of class, peer facilitated sessions. SI does not identify high-risk students, but rather identifies historically difficult classes. SI leaders are faculty nominated students who have demonstrated competence in this or in a comparable course. SI leaders attend all class sessions, take notes, read all assigned materials, and conduct two or three 60-minute SI sessions each week. Students who attend SI sessions discover appropriate application of study strategies (e.g. note taking, graphic organization, questioning techniques, vocabulary acquisition, problem solving, and test preparation), as they review content materials. The SI manager is responsible for identifying the targeted courses, gaining faculty support, selecting and training SI leaders, monitoring the quality of SI sessions, and evaluating the program.

According to OPRA's fall 2007 Attrition Report, UAA's highest attrition courses include the following disciplines: math, biology, chemistry, accounting, and physics. The goals of SI include lowering attrition rates, and improving student performance and course completion rates. To date there has been a total of 1,597 SI sessions offered impacting 3,718 undergraduate students.

2. Strategic Purpose

UA Student Goal Attainment: Efficient Progress Toward Certificate and Degree Completion.

If a student is unsuccessful in their freshmen level course work the likelihood that they will continue to matriculate diminishes significantly. SI sessions re-enforce collaborative learning and in many ways create learning communities for students. This out of class connection has proven a successful means of expanding educational opportunities and increasing student success in identified courses. By educating students to master difficult classes early in their college careers, they have an increased chance of earning higher course grades and withdraw from classes less often than non-SI participants which, in turn, will help increase persistence and graduation rates. SI falls in line with UA's Strategic Plan of providing the learning environments, support systems, and academic support programs to enable the life-long success of our students, with their diverse needs, interests, capabilities, and ambitions (**UAA 2017 Priority C3, 4**).

3. Operational Focus

The SI Program is an academic support and retention program which aids our institution in meeting its goal of enhancing student success and reducing our attrition rate. Through class interactions and SI session facilitation, students are encouraged to fully engage in the learning process. Focus is on mastery of course content versus the answering of a single question. Students create a learning community that often lasts well beyond the specific course.

4. FY10 GF and NGF

In order to fully develop, implement and continually assess an effective SI program \$200K is requested. This will provide full support to the LRC counter staff, faculty and SI staff training and SI personnel for the community campuses. As an alternative, a phased approach could be taken with \$150K in FY10 base funds to cement SI on the Anchorage campus. An additional \$50K would be requested in FY11 to fully implement SI on the community campuses and support the LRC's SI efforts on the Anchorage campus.

5. Operational Expense - \$200,000K

The funding will provide support for the enhancement of SI sessions and inclusion of additional high attrition courses.

Personnel

- 1 SI Program Manager (wages/benefits) .75% FTE
- 35 SI Leaders (UAA and community campus students)

Travel

- Training & Professional Development (for UAA faculty and/or SI staff)
- Training for Community Campuses

Contractual/Commodities

- Text books, supplies, equipment
- SI session support materials /training modules

Object Code	Amount Requested	Match (not required)
1000 (personnel)	\$156,710	
1900 (benefits)	\$21,290	
2000 (travel)	\$8,000	
3000 (contractual)	\$6,000	
4000 (commodities)	\$8,000	
5000 (capital expenditures)	-0-	
9000 (revenue)*	-0-	

6. Department/Program Investment

This program has been previously funded in part by the SOF process. The Division of Academic and Multicultural Student Services has provided partial funding for the SI Program Manager position, fiscal management support for the program as well as provided office space and materials for the program.

7. Collaboration

The Supplemental Instruction Program is an academic support program and as such works collaboratively with the various schools and colleges. A majority of our partnership has been with the College of Arts and Science because of the GERs. SI is only offered in courses that have prior approval from the faculty of record. The intent is to offer training for SI to the community campuses as requested. The SI program has been successful because of the continued support from faculty and partnerships with numerous academic programs at UAA. The intent is to offer training for SI to the community campuses and faculty as requested.

8. UA SWS Performance Measures

Related Statewide PBB Measures: Student Retention, Student Credit Hours

9. Productivity and Efficiency

Supplemental Instruction Analysis by OPRA, Spring 2009

- 2,475 students in courses where SI was offered were studied:
 - o 586 (24%) participated in SI sessions with a **mean GPA 2.46**
 - o 1,889 (76%) did not participate with a **mean GPA 2.00**
 - o In courses where SI was offered, 451 (18%) students withdrew. Of those who withdrew 366 of them (81%) did not participate in SI sessions.
 - o 73% of the SI participants received a success grade (A-D), whereas only 60% of the non-SI participants received a success grade.

10. Effectiveness and Quality

As a result of SI continuing at UAA, there are expected increases in student persistence and retention, according to the research conducted by OPRA (see above statement). The courses targeted for SI support have been identified as the top 10-15 courses that are part of the General Education requirement that also have the highest attrition rates institutionally.

11. Sustainability

The Supplemental Instruction model has proven to be successful with institutions of varying size, location and organizational structure. The SI model can and has been adapted to reflect the individual needs and differences of our institution. With base budget funding this program can be sustained for the various academic programs. Student success will always continue to be a measure of our institutional effectiveness.

12. Priority Ranking.

This request has a moderately high ranking because it provides a proven means of addressing UAA's attrition rate for first time students. The original proposal for Supplemental Instruction came from the faculty. AMSS stepped in to coordinate and implement this dynamic program. Therefore, this request is truly reflective of a partnership with the academic schools and colleges. UAA Strategic Plan Priority A: Strengthen and Develop the Total UAA instructional Program (1, 7), Priority C Expand Educational Opportunity and Increase Student Success (3, 4).

Funds will support the general education courses at UAA, which we strive for all undergraduate students to be successful in, in order to meet the requirements to attain an associates or bachelors degree. GERs are not a part of the AMSS division; however, student success is at the core of everything we do. Without funding from the PBAC process Supplemental Instruction will be discontinued.

Additional Questions from Attachment VI - Initiative Evaluation

1. Expected Outcomes

- a. SI supported GER courses (identified as high risk) will have a lower attrition rate than non-SI supported GERs.
- b. SI participants will earn higher course grades and withdraw less often than non-SI participants.

2. What was accomplished?

As a result of funding, one SI Manager was retained to coordinate with faculty regarding Supplemental Instruction, provide SI training university wide, as well as to our Trio staff who will be implementing SI at two of the Anchorage School District schools for Trio students. In addition, eighteen (18) SI leaders were hired, trained and deployed to various courses. Of the \$99,366 awarded for this year, \$38,021 is remaining for SI supported classes during summer sessions. The expectation is that we will offer SI to five courses over both summer sessions.

The goal was to provide SI to the top ten high attrition courses at UAA. We have provided SI to 19 different classes during fall 08 and spring 09, nine of the top ten were served during fall and spring and summer session will complete this goal. The initial goal of the SOF request was met.

3. What has been the impact?

- a. SI participants received success grades at a higher rate (73%) than non-SI participants (60%).
- b. SI participants earned higher grades in SI course (2.46) than non-SI participants (2.0).
- c. SI participants accounted for only 18% of withdrawals from an SI course compared with non-SI participants accounting for 81%.
- d. SI participants outperformed non-SI participants academically in 28 out of 36 sections studied.

SI services were provided to the following courses in fall 08 and spring 09:

Fall 2008 – 10 courses offered SI	Spring 2009 – 9 courses offered SI
Math 055: Elementary Algebra	Math 055: Elementary Algebra
Math 105: Intermediate Algebra	Math 107: College Algebra
Math 107: College Algebra	Math 200: Calculus I
Math 200: Calculus I	Math 201: Calculus II
Biology 111: Human Anatomy & Physiology I	Math 272: Applied Calculus
Chemistry 103: Survey of Chemistry	Biology 111: Human Anatomy & Physiology I
Physics 123: Basic Physics 1	Biology 112: Human Anatomy & Physiology II
Philosophy 201: Introduction to Philosophy I	Chemistry 106: General Chemistry II
French 101: Elementary French 1	Accounting 101: Principles of Financial Accounting I
German 101: Elementary German 1	

Faculty and courses supported by SI between fall 2005 to spring 2009

Dr. Jacqueline Cason: English 111	Professor Robert McCoy: Math 105
Dr. Alberta Harder: Math 107, 201	Caroline Valentine: Math 055
Dr. Deborah Narang: Math 055, 200	Dr. Drew Holt: Math 055
Dr. Paul Cotter: Biology 111, 112	Dr. Robert Furilla: Biology 111, 112
Dr. David Friestroffer: Chemistry 105	Dr. Brian Wick: Math 272
Dr. Alberta Harder: Math 200, 201	Dr. Liliya Vugmeyster: Chemistry 103
Dr. Larry Foster: Math 107, 201, 272	Dr. Yelena Yagodina: Math 200
Dr. David Pfeiffer: Biology 111, 112	Dr. Douglas Ryan: Philosophy 201
Dr. Gail Opalinski: Math 055	Aline Hopkins: French 101
Professor Joan Haig: Math 105, 107	Virginia Graebe: German 101
Dr. Lynn Koshiyama: Accounting 101	Dr. Timothy Hinterberger: Biology 111
Beverly Barker: Chemistry 103, 106	

ATTACHMENT VI

Project/Initiative Evaluation PBAC SPRING 09

Project/Initiative Title: Student Success & Academic Advising Coordinators

Contact: Vara Allen-Jones, Associate Vice Chancellor for Academic and Multicultural Student Services

E-mail: afvda@uaa.alaska.edu

Org #: 15216 & 15202

FY08 Internal Reallocation: \$30,000

1. What were the original objectives of this initiative?

The goal of this initiative was to provide full-time, comprehensive, educational advising support to all new certificate and degree-seeking students at the Anchorage campus. The expectation was that this initiative would provide the necessary funding to bring two positions into full-time status. The Student Success and Academic Advising coordinators in the College of Arts and Sciences, the College of Health and Social Welfare and the Community and Technical College received funding from this initiative.

2. What was accomplished?

As a result of the \$30,000 received, one eleven-month position in CAS is now a twelve-month position. The remainder of the \$30,000 has been used to cover deficits to salary and benefit costs for the other three positions. The goal of funding the additional eleven-month positions at the twelve-month level has not yet been met because the eleven-month positions were initially funded as term APT positions and did not receive annual inflationary cost adjustments for several years. The positions were also reclassified to non-exempt, which resulted in higher benefit costs. However, the \$30,000 reallocation has helped fully-fund three eleven-month positions and one twelve-month position, moving us closer to achieving the intended target.

3. What has been the impact?

Over the course of the summer, the coordinators provided educational planning to over 798 first time students at New Student Orientation and from summer 08 to present have met with over 2,700 new and prospective students. They are strategically placed in the various schools and colleges to facilitate a smoother transition between students, academic programs and faculty. These positions serve as the first point of contact for all first time students in their respective colleges. They also serve as the academic liaison for UA Scholars at UAA during their first year. In this role the coordinators review mid semester academic progress for the UA scholars and attempt to meet with each scholar to encourage continued matriculation and success. The coordinators provide outreach and intervention for the colleges' students who have the designation "LAP" lack of academic progress. Community outreach, participation in college and career fairs, marketing events and other activities designated by the college dean are a part of the coordinators activities. These efforts meet the UAA Strategic Plan 2017, Priority A - Strengthen and Develop the Total UAA Instructional Program and Priority C - Expand Educational Opportunity and Increase Student Success.

4. What are the expected future outcomes of this initiative?

- All first time degree seeking and perspective students will have year round access to academic advising and educational planning.
- UAA will fully implement a strategic approach to providing academic advising.
- Student persistence and achievement rates should increase by ensuring that students are provided academic assessments, appropriate placement, educational planning and on-going support.

5. To what extent, if any, was this initiative allocation to your unit offset by reductions?

The initiative allocation was used to fill the funding gaps for the four college Student Success & Academic Advising Coordinators and extend one of the four positions to twelve months.

ATTACHMENT VI

Project/Initiative Evaluation PBAC SPRING 09

Project/Initiative Title: Replace Add/Drop Fees

Contact: Rick Weems, Associate Vice Chancellor for Enrollment Management

E-mail: rick.weems@uaa.alaska.edu

Org #: 15127

FY07 Internal Reallocation: \$70,000

1. What were the original objectives of this initiative?

This fee was eliminated to reduce costs to students and be more student-centered. As a result of on-line registration and the limitations in Banner, the late fee could only be assessed in person but those dropping or adding on line were not assessed, which was considered problematic.

2. What was accomplished?

Students were charged \$5 to add or drop a course starting the first day of classes. Enrollment Management eliminated the add/drop fee and received base dollars in exchange.

3. What has been the impact?

UAA may be seen as more student-friendly and responsive to student concerns.

4. What are the expected future outcomes of this initiative?

Students will continue to be charged less to add or drop starting with the first day of classes.

5. To what extent, if any, was this initiative allocation to your unit offset by reductions?

Enrollment Management received \$70,000 in this base reallocation and during the same time frame of 2007-2009 received budget reductions of \$66,593.

Project/Initiative Title: Career Pathways

Contact: Rick Weems

E-mail: rick.weems@uaa.alaska.edu

Org #: 15147

SB137 Funds: FY08 \$52,773, FY09 \$75,000

1. What were the original objectives of this initiative?

Create brochures depicting educational pathways that lead to careers for every degree program at UAA and its extended sites. These individual sheets are used for student recruitment and as advising tools. Create twelve cluster brochures to guide prospective students through choosing a career. Establish a career connections website.

In FY09, funding was received to retain a Career and Education Pathway Coordinator. This position is responsible for updating program and career cluster brochures annually, creating and maintaining a career cluster link on the UAA website, coordinating publication updates with the UA statewide career cluster efforts, and serve as liaison between UAA programs and the UAA recruiting office.

Note: Few UAA schools or colleges have dedicated staff or resources to develop and print professional recruiting/advising materials. This position levels the playing field by serving all units and ensuring consistent career pathway branding and quality for these publications.

2. What was accomplished?

Created and printed 69 (plus 5 more at the printer) career pathway brochures, created a career connections website, the first 2 extended campus career pathway brochures are at the printer and all 12 of the career cluster brochures are in the design phase at the printers. Distribution of the career pathway brochures has gone to all Alaska high schools.

3. What has been the impact?

High school counselors and tech prep teachers feedback has been very positive. We have also received positive feedback from campus Deans and Directors. Publications, such as these, make an important statement regarding UAA's commitment to workforce development and should be continued.

4. What are the expected future outcomes of this initiative?

Continue updating the website and keep the career pathways brochures current and relevant.

5. To what extent, if any, was this initiative allocation to your unit offset by reductions? none

Project/Initiative Title: UAA Recycling

Contact: Tyler J. Morris

Org #: 15132

FY07 SOF Award: \$25,000

- 1. What were the original objectives of this initiative?** Establish a viable and sustainable UAA recycling program. USUAA proposed three objectives: to stimulate growth/awareness in recycling, establish community collaborations and partnerships, and plan for long-term sustainability. The goal was to employ UAA students to provide weekly paper recycling as well as develop the program with collaborations with APU and MOA.
- 2. What was accomplished?** A student team of four recycling assistants and one student director was hired by USUAA. They established and maintained a weekly recycling pick-up schedule for the main campus. A majority of the budget supported the personnel expenses with the remainder used for the purchase of recycling bins, vehicle rental for transporting recycling, and advertising materials. The weekly recycling program was extremely successful with thousands of pounds of paper recycled. It was a huge undertaking for a small group of dedicated student employees and volunteers. A truck was donated to transport the recycling and it was retro fitted to run on vegetable oil. At the end of FY08 the program was transferred to Administrative Services ensuring its future and sustainability.
- 3. What has been the impact?** The program is now part of UAA's regular operating budget within the Administrative Services. The program still employs students but is no longer dependent on student fees and initiative funding to operate. The weekly recycling program continues and the collaborations with community entities can grow.
- 4. What are the expected future outcomes of this initiative?** Continue to engage the UAA community in sustainable practices to reduce, reuse, and recycle.
- 5. To what extent, if any, was this initiative allocation to your unit offset by reductions?** None

ATTACHMENT VI

**Project/Initiative Evaluation
 PBAC SPRING 09**

Project/Initiative Title: Disability Support Services Communication Access Adjustments

Contact: Kaela Parks

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Org #: 15106

FY09 Internal Reallocation: \$160,000

1. What were the original objectives of this initiative?

Given dramatic increases in the population of students who are Deaf or Hard of Hearing who are attending the University of Alaska Anchorage, Student Affairs made an FY09 Incremental Request for Fixed Cost Increases. \$160,000 in additional funds was provided to ensure the university remained in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. The funds were supplied to Student Affairs and were to be used by Disability Support Services to ensure reasonable adjustments were made for communication access. This was to be accomplished through the coordination of American Sign Language Interpreters, provision of captioned media or transcripts, and employment of other techniques as appropriate.

2. What was accomplished?

Disability Support Services has provided communication access for 72 courses in the fall 08 and spring 09 semesters. As of April 1, 2009, Disability Support Services has expended just over \$209,000 for ASL Interpreters and TypeWell Transcribers with \$120,000 of this total coming from the PBAC Incremental Increase. The expectation is that by June 30, 2009 the department will have spent a total of \$270,000 including the entire \$160,000. Note that costs include both contracted Interpreters and Transcribers and personal services for the DSS staff Interpreters and Transcribers.

Historical Comparison	FY09*	FY08	FY07	FY06
Fall & Spring Courses	72	71	42	22
Communication Access Costs	270,000	213,286	123,267	66,895

* FY09 costs are projected based on current first session summer enrollment numbers.

As seen in the chart above, costs vary based on the number of courses, but do not vary in a strictly linear manner. Not all communication access techniques are equally able to meet the needs of each particular student and not all courses require the same level of adjustment to ensure equal access.

In FY09 the cost per course average went up because of two important factors:

- a) Even though there was only one more course than the year before, the cost went up considerably because of practicum placements, which required many more contact hours.
- b) When short on qualified ASL Interpreters we have needed to use Video Remote Interpreting, which costs \$180/hour rather than the \$45/hour charged by our local professionals.

3. What has been the impact?

Not only does providing equal access ensure that UAA remains in compliance with legal mandates, but doing so also helps us work toward the priorities outlined within our own strategic planning documentation. UAA 2017 priorities were clearly supported through the funding of appropriate communication access techniques. Students with disabilities were successful in their academic pursuits in part because the institution was able to mediate barriers by implementing appropriate accommodation in a timely manner. This speaks to both priorities A: strengthening and developing the total instructional program, and C: expanding educational opportunity and increasing student success. Students who are Deaf were also able to participate in campus life and learning communities. This speaks to priority D: strengthening the UAA community.

The provision of American Sign Language Interpreting for Deaf and Hard of Hearing individuals continues to be a priority at UAA. DSS has taken steps to ensure good working relationships with both the professionals providing communication access, and with areas on campus impacted by increased requests for Interpreting at events and activities. The department has evaluated working relationships from multiple perspectives. Both quantitative and qualitative data was captured from the perspective of Interpreters, from students using Interpreters, and from faculty teaching courses in which Interpreting was provided. The results were overwhelmingly positive.

4. What are the expected future outcomes of this initiative?

The expectation is that demand for ASL will remain high next year. Although students who have received communication access are graduating, new students with similar needs are incoming. There are also more students taking courses in which both ASL and transcribing may be needed since video and audio recordings are not accessible without transcripts. By continuing to meet the communication access needs of students, the department will work toward UA Performance Measures such as Student Credit Hours, Student Retention, and High Demand Degrees.

5. To what extent, if any, was this initiative allocation to your unit offset by reductions?

The Communication Access Coordinator position was unfilled for a significant portion of the year resulting in a salary savings of \$41,000. Disability Support Services was also able to use assistive technology in the form of a communication tool called the UbiDuo to offset needs for one of the Deaf students who was engaged in a practicum. Without this technique in place, the VRI costs would have been even higher.

ATTACHMENT VI
Project/Initiative Evaluation
PBAC SPRING 09

Project/Initiative Title: Degree Audit and Advising Planning

Contact: Rick Weems

E-mail: rick.weems@uaa.alaska.edu

Org #: 15134

FY08 SOF Award: \$112,000

1. What were the original objectives of this initiative?

Goals:

- a. Develop an electronic degree audit system for use by faculty, staff, students, and our degree certification staff.
- b. Make seven active catalogs available when the system goes live to students.
- c. Have SunGard scribe at least one catalog and then develop the remaining catalogs in house.
- d. Go live for December 2008.
- e. Assist students in receiving more timely information regarding their progress toward degree completion including academic petitions.

Intended outcomes:

- a. Degrees staff will convert all degree checks to DegreeWorks as soon as the catalogs are available within the system.
- b. The advising community will use the note capability for consistency in information provided to students regarding program advisement.
- c. Curriculum will be updated along with the annual catalog update within the DW system.
- d. Curriculum developers will better understand the challenges posed to our certification team with the overly flexible curriculum they have developed at times.
- e. Colleges will have the ability to develop reports against the planning functionality available to more effectively identify course-offering needs for future semesters.
- f. Students will be able to better stay on track for more efficient progress toward degrees and will be able to identify concerns toward that end earlier in their educational experience for better advisement.

2. What was accomplished?

Changes to original plans:

- a. After researching the number of students graduating within specific catalogs we revised our goal of having seven catalogs live in DW at the point of making the system live to students to having four catalogs available. This change makes DW usable by more than 90% plus of students and better uses our time in maintaining the system rather than developing programming for a shrinking group of students.
- b. Our go live dates were pushed back with the addition of both UAF and UAS to the implementation. Because we share a database we must all be prepared to take upgrades live. Due to this addition we were able to save some money in the implementation, however it did push our implementation dates back to December only for faculty and staff and April for students.
- c. Curriculum planning could not be taken live with the DW system because the university system has not determined what data browser will be used for report development. Once a data browser is in place we will be able to begin developing reports to assist in curriculum planning.

What was accomplished?

- a. Enrollment Management purchased one scribed catalog from Sungard and UAA's implementation team has been able to scribe all of the remaining blocks as well as become proficient in troubleshooting for this software.
- b. DegreeWorks was made available to the campus advising community on December 13, 2008. The intent was that advisers could use this tool to improve advising as well as assist in ongoing testing to insure correct programming prior to the release to students.
- c. DegreeWorks was released to students on March 30, 2009, in time to use this tool for registration planning prior to fall semester registration.

3. What has been the impact?

- a. Our Degree Services team has been able to move from a totally manual process where courses were applied to degree programs on paper and then letters individually written to a nearly completely electronic system where the degree programs are available to students 24/7 and all advising notes, petitions and changes are kept in a single location.
- b. We are able to create a pdf at the point of graduation for a student to maintain a permanent record of their program of study without manual intervention.
- c. The advising community and students have provided positive feedback regarding the system but true impact is too early to determine as our roll out was only a week ago.

4. What are the expected future outcomes of this initiative?

- a. As future catalogs are made available, UAA's implementation team will make changes available to students in a timely manner. The goal is to have the DegreeWorks catalog complete at the same time the printed catalog is made available to campus. This will include a review and update of nearly 600 program blocks.
- b. Curriculum planning improvement. Once the UA system determines a data browser we intend to develop reporting capabilities for departments to better be able to pull degree plans developed in DegreeWorks and forecast course needs for future semesters.
- c. All academic petitions and exceptions to policy will be entered into DegreeWorks so that students will be able to see where the petition impacts their program of study directly.
- d. Expected future impact includes:
 1. Improving our graduation rates by providing students with timely and specific advising information to better inform their course selection.
 2. Improve advising by making a central location for storing advising notes as well as specific degree completion information.
 3. Improve sustainability through electronic information sharing rather than manual processing.
 4. Improve curriculum planning by providing intended course plans for department review.

5. To what extent, if any, was this initiative allocation to your unit offset by reductions?

- a. While Enrollment Management's budget was reduced \$66,000 between FY08 and FY09, the leadership team scrubbed the operational budgets to find the \$112,000 in matching funds used to complete this project.

ATTACHMENT VI

Project/Initiative Evaluation PBAC SPRING 09

Project/Initiative Title: Transition/Support for Alaska Native Living

Contact: Dawn Dooley

E-mail: andpd@uaa.alaska.edu

Org #: 15229

FY07 SOF Award: \$53,377

1. What were the original objectives of this initiative?

This request was to fund a coordinator position for a ten-month term, in the amount of \$53,377 (salary & benefits). A fundamental purpose of the coordinator position is demonstrating to students a high level of care and interest in their personal and academic success. Through continued outreach efforts, the coordinator assists students with personal crises and connects them with their academic support services. The coordinator serves as a mentor, advocate, transition liaison, personal and academic success ally, resource provider, referral source, and educator for all UAA students, specifically targeting Alaska Native, Native American, and rural students living on campus. As a liaison, the coordinator builds partnerships with businesses, corporations, agencies, and community members encompassing the Alaska Native and Native American communities of Anchorage. The coordinator trains Residence Life paraprofessional staff on Alaska Native cultures, community resources, Alaska Native and rural student life, and challenges students may encounter transitioning from a small community to Anchorage.

The project identified short, intermediate and long-term learning outcomes designed to increase student success and retention, create a more positive and welcoming campus climate, and increase student to faculty/staff connectedness. In the short term, this initiative was to help students make friends and feel welcomed, develop study skills, recognize that UAA values and celebrates their culture, become orientated to the campus environment, and successfully transition to University life. The Department of Residence Life logic model contains detailed intermediate and long-term outcomes for this initiative, including action steps and activities to achieve the desired outcomes.

2. What was accomplished?

UAA Residence Life, University Housing, Native Student Services (NSS), Recruitment and Retention of Alaska Natives in Nursing (RRANN), Alaska Natives in Psychology (ANPsych), Alaska Native Studies, Alaska Native Oratory Society (AKNOS), and the Dean of Students Office collaborated on the CAMA-I Room in the UAA Commons that housed the new Alaska Native Rural Outreach Program (ANROP). Providing Native-focused activities and a "home-away-from-home" to ease the transition of Native and rural students living in campus housing, the CAMA-I Room, a student programming and activity center, was established through internal space reallocations between Residence Life and University Housing.

Karla Booth, a UAA Alaska Native alumna, joined the UAA Department of Residence Life as the coordinator for the new Alaska Native and Rural Outreach Program (ANROP) that was to be housed in the new CAMA-I Room in the "Commons", a place for students living on campus to eat, build community, and have fun. From the beginning, activities were focused on Alaska Native, American Indian, and Alaskan cultures, with the goal of creating a more inviting atmosphere for Alaska Native and rural residents by celebrating Alaska and its rich Alaska Native cultures. During the first year, the ANROP Coordinator contacted community Alaska Native and American Indian dance and music groups inviting them to perform for residents and to offer them space in the CAMA-i Room to practice. A number of music and dance groups established regular sessions during the year. UAA departments and programs were invited to meet with students in the CAMA-i Room to serve the academic needs of all residents and to provide easier access to resources. The response was overwhelming. NSS, RRANN, AKNOS, and the Advising & Testing Center agreed to establish

contact hours to meet with Alaska Native and rural residents in the CAMA-i Room on a regular basis to assist them with their transition to campus and in their academic pursuits. There are now cultural programs in the CAMA-i Room almost every night of the week. In addition, NSS provides "Sharing Traditions" sessions Thursday nights, ANPsych provides monthly cultural potlucks on the first Friday of the month, and a professor of English provides opportunities for residents to learn art techniques. Since the doors opened to the UAA CAMA-i Room, there have been hundreds of Native-focused activities and educational programs offered each year. These programs attract residential and non-residential students, University faculty and staff, and Anchorage community members. As a result of coming to the CAMA-i Room, students have reported high levels of satisfaction with the residential campus climate and student staff report that the CAMA-i Room positively impacts students' transition to urban living.

This initiative funding was used to fund a coordinator position for a one-time, ten-month term, in the amount of \$53,377 (salary & benefits).

3. **What has been the impact?**

Residence Life Cama-i Room Study assessed the students Alaska Native and rural students living on campus and found 86% of students surveyed had made friends through the CAMA-i Room; 78% found it a beneficial place to study; 77% agreed the program helped them transition to university life; and 71% agreed the CAMA-i Room helped them access university resources. Eighty-six percent of the Alaska Native students participating in the survey reported they valued a professional staff person coordinating the program. More remarkably, 93% of Alaska Native survey participants indicated they valued being able to speak with a professional when feeling homesick or depressed. One student wrote that the UAA CAMA-i Room was "like a community hall," which are the most important places in many villages in Alaska.

This endeavor supports UAA's engaged student learning mission. Students pursue their personal and academic interests and benefit from ongoing student leadership and service opportunities, university events, programs, academic support services, and student-directed projects and organizations. Students organize their lives and work to achieve a common social and developmental purpose through this living and learning community opportunity. The synergy created in this environment leads directly to students' academic and personal development and success.

4. **What are the expected future outcomes of this initiative?**

The CAMA-i Room has continued to develop and enhance diversity on campus by creating a sense of place for programs focused on Alaska Native, American Indian, and Alaskan cultures and a home away from home for Native and rural students living on campus. This would not have been possible without the leadership of the ANROP Coordinator, Karla Booth and support from Residence Life, University Housing, NSS, RRANN, Alaska Native Studies, AKNOS, ANPsych, Advising & Testing Center, the Dean of Students Office, UAA professors, and all the Anchorage community supporters. In addition, a new Native and rural Alaska peer mentoring program began in spring 2007 to further enhance the Alaska Native Rural Outreach Program and CAMA'I Room activities and retention services.

In FY08, the greatest accomplishment for ANROP program was the expansion of the Cama-i Room Peer Mentor program. Residence Life internally reallocated funding to increase the student staff in the Cama-i Room from one to four. Each of the Peer Mentors brought a different personality and a variety of talents that enhanced the atmosphere of the Cama-i Room. This accomplishment aligned with the University Strategic Priorities, particularly the priority of strengthening the university community. The hiring and development of new student leaders strengthened the community in the Cama-i Room because visitors were able to see their peer's leadership unfold in the Cama-i Room. The student leaders were able to meet the needs of their peers in ways that some professional staff might have struggled with. In the Cama-i Room they provided camaraderie that was familiar and inviting to students. They were able to relate and offer encouragement during stressful times. In the

residential halls the Peer Mentors supported academic success by hosting weekly study sessions. They modeled responsible behavior by studying with students and encouraging them to stay committed to their academics goals. A future goal of the ANROP program is to continue to develop and expand the Peer Mentoring program within the residential community.

In the future, the ANROP Coordinator would like to host a large-scale conference or event that would bring together the various Alaska Native and Native American students attending UAA. The conference would offer sessions led by Alaska Native and Native American faculty, staff, and community members. The topics discussed would be relevant to the Alaska Native and Native American experience. The goal would be for the students to build relationships with each other early in the semester to provide a circle of support for the remainder of the school year. Another goal would be to build cultural pride and confidence in each student. Some of the activities and flow would be borrowed from the Arctic Institute of Indigenous Leadership (AIIL).

5. To what extent, if any, was this initiative allocation to your unit offset by reductions?

This Transition/Support for Alaska Native Living initiative received one time Strategic Opportunity Funds in FY07. In FY08, the Dean of Students reallocated divisional funds to permanently fund this program, because of its' overwhelmingly positive impact on student success.

**UAA Division of Academic and Multicultural Student Services
FY09 Accomplishments Related to UAA 2017 Strategic Plan**

Priority A -- Strengthen and Develop the Total UAA Instructional Program

A1 Build depth, reinforce success and ensure sustainability in programs that support student success, general education, workforce development, preparation for high demand careers, or respond to high student demand.

- Native Student Services partnered with the Preparatory English (PRPE) and Alaska Native Studies (AKNS) departments in the delivery of a linked six-credit offering of PRPE A108 (*Introduction to College Writing*) and AKNS A290 (*Contemporary Native Life*). A Native Student Services Student Mentor/Tutor assisted the faculty in the development of an integrated instruction learning community utilizing the “writing across the curriculum” model. Twenty-three (23) freshmen participated in the project.
- Disability Support Services worked with the Center for Human Development to finish out the grant funded College Access Project for Rural Alaska (CAPRA). Efforts in this final year focused on sustainability. Assistive Technology kits were prepared for each of the participating community campuses with training and technical support provided by Disability Support Services staff.
- In FY09, Advising and Testing enrolled 410 students in “Survival Skills for College Students” (GUID A150) with a retention/completion rate of 99.2%. “Introduction to Career Exploration” (COUNS 101) increased enrollment by 20% with a 100% retention rate.
- Supplemental Instruction - During fall 2008 and spring 2009 semesters, SI was offered in 19 high attrition General Education courses impacting 1,031 students.

A8 Increase the active participation of our students, both undergraduate and graduate, in professional or craft practice, academic research, creative expression, and service learning to enrich their learning experiences, increase their opportunities for academic distinction, and sustain the growth of engagement with our communities.

- Native Students Services collaborated with the Book of the Year project to host 7 Student Roundtable Discussions in which students openly discussed current issues in the Alaska Native community. Both Native and non-Native students participated with the purpose of creating a more informed understanding of the challenges facing Alaska.

Priority C -- Expand Educational Opportunity and Increase Student Success

C1 Work with school districts to increase the UAA share of Alaska’s college-bound students and to improve student transition to higher education with special attention to Alaska Natives, other underrepresented populations, and first-generation college students.

- Advising and Testing in conjunction with College Preparatory and Developmental Studies collaborated with the Anchorage School District to provide early admissions, testing, and registration to graduating seniors (Step into UAA Day). Approximately 163 seniors participated in this program.
- Disability Support Services worked collaboratively to host the annual transition event for high school students with disabilities. This was the third year for the event to take place. The first year there were 35 students who participated, the second year saw 60, and this year 87.

- Native Student Services collaborated with the Bering Straits School District (BSSD), Nome Public Schools (Nome/Beltz), and the Mt. Edgecumbe High School (MEHS) on Triple-O (off-campus outreach and orientation) project in both Nome and Sitka.
- Native Student Services conducted monthly rural outreach video-teleconferences with junior and senior high school students in the 15 village high schools in the BSSD. The NSS monthly rural outreach video-teleconferences were expanded to include village high schools in the Lower Yukon School District (LYSD) and the Yupiit School District. Approximately 100 rural high school juniors and seniors were touched by this effort.
- Native Student Services maintained the *UAA Native and Rural Outreach* list serve as a link to provide information to juniors, seniors, and school counselors/principals in village high schools. The list serve contains 112 members.
- Student Support Services partnered with Trio Programs and the Office of Children's Services to transition 12 low-income and first generation high school students, as well as two students ageing out of the foster care system, into higher education at UAA.
- Trio-Upward Bound was realigned to report to AHAINA Student Programs. Upward Bound serves sixty identified, low income, first generation, college potential students in the Anchorage School District grades 9-12. Upward Bound targets students who are facing academic challenges and who, without the services of UB, might not graduate from high school and go on to postsecondary education. UB serves students at East, West and Bartlett schools.
- Advising and Testing in a joint effort with the Department of College Preparatory and Developmental Studies collaborated with the Anchorage School District by offering **Step into UAA Day**. This three-day program, housed at King Career Center, targeted local graduating seniors by enhancing services to prospective students in the area of placement testing, early admissions, academic advising and registration. Approximately one hundred and sixty-three seniors participated in this program.

C3 Assure that open access leads to enhanced opportunity by continuing to improve our rates of retention and completion of educational goals.

- Advising and Testing sponsored Majors Fair 2009, which was attended by over 300 students. Based on the surveys collected ($n=90$) 75% of the respondents indicated the Majors Fair provided them valuable program information related to major selection.
- Disability Support Services coordinated academic adjustments for students with a wide range of disability related needs. Examples of accommodation include but are not limited to testing adjustments, note takers, training and support for adaptive computing, communication access techniques, and liaison services. DSS has continued to work with record numbers of students who are Deaf or Hard of Hearing on the Anchorage campus and has continued to serve as a resource for the community campuses.
- Student Support Services provided academic and social support to 160 low-income, first generation UAA students who may also experience a disability. Student retention and persistence: 67% of SSS participants enrolled in courses fall 2008, followed by 78% in spring 2009.
- Student Support Services: Student Graduation – Of the 160 SSS participants, 18 completed degree requirements (graduated) in spring 2008, one completed degree requirements in fall 2008, and 11 are in tracking for degree completion for spring 2009.
- AHAINA successfully followed-up with, offered services, and tracked the academic success of 63% of the 411, 07/08 freshman students who completed G3 (Goals, Grades, Graduation) Academic Plans last school year.

- AHAINA provided service to 139 AHAINA students who withdrew from UAA Spring 08 as a means of intervention and outreach. 30% of those students withdrawing from UAA Spring 08 were re-enrolled by Spring 09: 36 re-enrolled Fall 08, three re-enrolled Spring 09, and three students transferred to other schools.
- New Student Orientation: HOWL DAYS: 1,007 people attended new student orientation, a total of 798 first time students, and 209 family members during the summer of 2008 and January of 2009.

Priority D -- Strengthen the UAA Community and Priority

D1 Increase the cultural, social, and intellectual diversity of students, staff, and faculty; place special emphasis on the recruitment, retention, and success of Alaska Natives and other underrepresented populations; substantially increase our recruitment of students from outside Alaska.

- Disability Support Services collaborated on several major awareness building efforts including: Americans with Disabilities Act Celebration, Midnight Sun Assistive Technology Conference, Disability Employment Awareness Month, Civil Rights Week, 6th Annual Reel Eyes Showcase of Films, and over 50 awareness and training workshops.
- Native Student Services provided information sessions to prospective students from rural Alaska as they toured the UAA campus. During the past academic year, 242 junior and senior high school students from rural Alaska visited Native Student Services and participated in seminars.
- Native Student Services created a Student Mentor/Tutor program in which six Student Mentor/Tutors serve as role model study group leaders and provided tutoring in Biology, Chemistry, Math, and English. The six Mentor/Tutors have provided support interaction for 317 UAA students and outreach efforts to 193 prospective students.

D6 Build an institution recognized for its collaborative efforts between and among programs, schools, colleges, campuses, and universities.

- Educational Opportunity Center (EOC), in collaboration with the UAA Mat-Su College, established a satellite office on the Mat-Su campus (with two full-time staff) to assist low-income, first generation, and other valley residents in accessing postsecondary education.

Priority E -- Expand and Enhance the Public Square

E1 Expand our commitment to make community engagement and service learning a cornerstone of our institutional identity.

- New Student Orientation: UAA FUSION: Community Volunteer Opportunities for new students; 247 service hours completed at 11 sites with 26 projects – (138 hours fall 08 and 109 spring 09).

E4 Increase the role of our campuses as centers for creative exhibition and performance and become the venue of choice for Alaskan public life.

- Native Student Services assisted Alaska Native Studies in the 8th annual Alaska Native Oratory Society (AkNOS) statewide competition during which students engaged in creative expression.
- Native Students Services, in partnership with Campus Diversity and Compliance, collaborated with the local community-based *Alaska Native/American Indian Heritage Month* committee in the offering of 17 Alaska Native cultural programs and events on the UAA campus.

**UAA Division of Enrollment Management
FY09 Accomplishments Related to UAA 2017 Strategic Plan**

Priority A -- Strengthen and Develop the Total UAA Instructional Program

A1 Build depth, reinforce success and ensure sustainability in programs that support student success, general education, workforce development, preparation for high demand careers, or respond to high student demand

- Created 15 new Career Cluster Brochures and have another 24 in various stages of completion.

A5 Build organization and support, including collaboration with Alaska and WICHE partners, for our distance education efforts to assure maximum access to courses and programs.

- University Registrar is a key member of the WICHE ICE team developing the distance education consortium.

A6 Organize and expand our internationalization and inter-cultural programs to prepare our students to think, work, and serve in a world being transformed by integration and globalization.

- Placed 72 students in Study Abroad programs in 17 different countries.

Priority C -- Expand Educational Opportunity and Increase Student Success

C1 Work with school districts to increase the UAA share of Alaska's college-bound students and to improve student transition to higher education with special attention to Alaska Natives, other underrepresented populations, and first-generation college students.

- Continued growing the "I'm Going to College" program where 5th and 6th graders visit campus to be college students for a day. Enrollment Management had 331 in 2007, 501 in 2008, and reservations for 667 in 2009.
- Provided a campus tour to approximately 642 students. These tours are customized for student interest and provide many demonstrations from automotive mechanics to the frog pond and the cadaver lab.
- iPod Campus Tour is in development and will be functioning May 2009. Prospective students will have the option to checkout an iPod at the University Center One Stop and use it to navigate self-guided tours of campus. The tour will also be available to download off the Future Student website for students who are not able to visit campus in person, offering greater access to our campus for those not in the vicinity.
- Attended three minority recruitment college fairs.
- Participated in Alaska Federation of Natives convention, the Bilingual Multicultural Equity and Education Conference, and remote videoconferences with rural high schools.
- High school visits in collaboration with NSS, AHAINA, TRiO and Educational Opportunity Center personnel.

C2 Intensify our recruitment of the most talented and highly qualified high school graduates from Alaska and beyond.

- Enrollment Management outreach staff visited all high schools on the road system and targeted rural high schools hosting events or college fairs; attended 28 college fairs, made 69 high school visits, responded to 65,656 inquiries, and called 1,655 prospective students.
- The UA Scholar communication plan includes personal phone calls from current UAA students. Over 1,397 phone calls were made to prospective UA Scholars since July 1, 2008 to present.
- Because first impressions are so important, a new design was implemented for the Future Student web page. The design incorporates some of the career connection look and allows for information to be customized for specific student types.
- Developed a series of workshop events to allow people who need a little more face-to-face assistance with the “getting started in college” process. These sessions are a follow-up to Preview Day and guide students through the next steps: applying for admission and financial aid, receiving academic advising and registering for classes.
- Provided Career Connection brochure updates to 300 Alaska High Schools for students to use as a reference when choosing a degree program. Notebooks of brochures were mailed to 19 State of Alaska Job Centers, 54 school district offices, 43 middle schools, and 14 to the Department of Education in Juneau.

C3 Assure that open access leads to enhanced opportunity by continuing to improve our rates of retention and completion of educational goals.

- Implemented DegreeWorks degree audit software that allows students to check progress toward a degree starting on April 6, 2009 when registering for fall 2009 classes.
- Trained Student Information Assistants to process Applications for Residency freeing up Admissions to concentrate on processing.
- Implemented on line application for graduation saving students from traveling to the UC.
- Expanded our virtual One-Stop web page to include chat functionality.
- In the process of redesigning the counter where students interact with Student Information Advisors (SIA's) to provide more privacy and a better sense of personal service.
- Improved On Base workflow for Degrees that saves times and removes the number of clicks improving processing times again. This allows the Degree Staff time to manage Academic Petitions.

C5 Substantially increase the numbers of our students who achieve the highest academic distinction in their programs and in university honors

- Improved user interface to R25 room scheduling program. Students and faculty are able to identify locations for final examinations electronically; finalizing electronic upload of room schedules with single data entry, and simultaneous R25 update. Trained multiple divisions to use this product and greatly enhanced space utilization graphics available.
- Improved scheduling and publications submission process to include tracking contact hours. Enhanced the schedule information available to students within UAOnline to include chapter heading information, which is now only found in the printed schedule.

Priority D -- Strengthen the UAA Community

D6 Build an institution recognized for its collaborative efforts between and among programs, schools, colleges, campuses, and universities

- Banner workflows:
 - a) ACG workflow will allow financial aid to more easily and quickly identify these students resulting in more awards.
 - b) When a student applies for admission an email is generated informing the student the application has been received.
 - c) Schedule Change Notification WF – (currently in PREP) this will alert students if changes such as day, time, date, etc., has taken place on one of registered courses.
- Preliminary work on the upload process for adding Praxis test score into Banner has been done with a final project completion date of June 30.
- Continuing joint Registration and Admissions monthly audios with extended campuses.

Priority E -- Expand and Enhance the Public Square

E3 Become a national model for wide-ranging community partnerships in training, education, research, and service.

- The Anchorage campus one-stop model has received national and international attention and has been acknowledged in national presentations and publications.

E5 Build, in partnership with our community school districts, a coherent, integrated, mutually reinforcing public education program from pre-school through post-graduate continuing education.

- Continue to participate in “College Goal Sunday” to provide assistance to families on completing the Free Application for Federal Student Aid (FASFA).

**UAA Division of Student Development
FY08 Accomplishments Related to UAA 2017 Strategic Plan**

Priority A – Strengthen and Develop the Total UAA Instructional Program

A1 Build depth, reinforce success and ensure sustainability in programs that support student success, general education, workforce development, preparation for high demand careers, or respond to high student demand.

- Career Services hosted six career fairs and 30 career events for UAA students to promote employment and internship opportunities.

A8 Increase the active participation of our students, both undergraduate and graduate, in professional or craft practice, academic research, creative expression, and service learning to enrich their learning experiences, increase their opportunities for academic distinction, and sustain the growth of engagement with our communities.

- The Student Health and Counseling Center collaboratively endorses student preceptorships with the School of Nursing. SHCC also has ongoing collaborations with the Department of Psychology and the Department of Social Work, and provides health educational resources for students seeking assistance.
- Career Services hosted over 150 student internship placements this year and added two new internship courses in accounting and technology.

Priority C – Expand Educational Opportunity and Increase Student Success

C3 Assure that open access leads to enhanced opportunity by continuing to improve our rates of retention and completion of educational goals.

- USUAA expanded the Late Night Tutor program to further enhance students' academic performance. The program is presented in collaboration with the LRC and Student Union and Commuter Student Services.
- Student Life and Leadership increased accessibility for UAA's deaf student population with ASL interpreters at all major activity events. Club Council funded interpreters for any requested club event as an operational expenditure instead of club program cost.
- Student Health and Counseling Center's Health Educator designed and implemented new critical health education programs for our students on subjects regarding healthy eating habits, healthy sleeping habits, relationship education, and mental health education. The goal of health education is to increase students' success by reducing sickness and increasing long-term personal ownership for ones health.
- Hosted the Anchorage City-Wide Career Fair with 85 employers and over 3,000 participants.
- Enhanced the North Hall First Year Experience Program's Guidance 150 College Survival Skills component by limiting enrollment to residential students and faculty and enhancing peer mentor training.
- Residence Life and Student Health and Counseling Center collaboratively developed a Residential Student Success Counselor to assist students living on-campus with personal and academic concerns. The RSSC's office is located in East Hall and is easily accessible for all students living on campus.

- Residence Life and the Advising & Testing Center provided residential students with live academic advising from the University Center via the Internet as well as an advisor visiting North Hall for in-person advising. Either in person or by the Web, an Academic Advisor reviewed every resident's schedule for appropriate course selection and placement.
- Residence Life enhanced their Guidance 150 program to include Peer Mentor weekly study sessions. Each week there are 12, three hour study sessions, each with a different emphasis of study (i.e. ANSEP, Business, Econ, Dental Hygiene, etc.) available to the University's residential students.
- The Dean of Students Office established the UAA Care Network database to help staff track their interactions with students of concern.

C4 Improve the efficiency with which students navigate our programs and campuses from entry to completion.

- Streamlined Mediat medical management software; including but limited to, interface with laboratory and radiology services, student self check-in, and medical form completion, which maximizes clinical efficiency, student processing, and student satisfaction. Initiated Banner program upload to Mediat medical management software for up-to-date availability on student eligibility.
- The Dean of Students Office implemented the Judicial Affairs Management System (JAMS) to increase accountability, effective assessment, and systematic management of UAA's conduct response. The automation of the conduct processes ensures students receive accurate and timely information regarding formal conduct complaints.

Priority D – Strengthen the UAA Community

D1 Increase the cultural, social, and intellectual diversity of students, staff, and faculty; place special emphasis on the recruitment, retention, and success of Alaska Natives and other underrepresented populations; substantially increase our recruitment of students from outside Alaska.

- Enhanced services of the Cama-i Room through increased service hours, staffing with student peer mentors, continuation of the Alaska Native and Rural Outreach Program (ANROP) Visiting Elders Program, and broadening the scope of cultural events offered.

D2 Enhance student life on our campuses by expanding our residential life programs; increasing student involvement in co-curricular opportunities; and promoting academic success, civic responsibility, and person growth.

- Reallocated Student Union space to provide KRUA, our student-run radio station, a satellite broadcast booth in the main hall of the Union. Offered a more accessible location for students to train, practice, and apply their radio production skills.
- Expanded and enhanced UAA student life with a series of exceptional programs and events including lectures by Dan Savage, Arun Gandhi, Frank Warren, and Chuck Klosterman; entertainment with The Roots, Joel McHale, Aasif Mandvi, and Brian Posehn. Several programs collaborated with campus and community partners.
- Celebrated 20 years of The Northern Light campus newspaper with a reception honoring past editors and staff, followed by the Daily Show correspondent Aasif Mandvi's college lecture/comedy show.
- Implemented StudentVoice assessments for student leadership development, staff/organizational satisfaction, and event evaluations.

- Residence Life introduced residential students to a new emphasis on sustainability by including this topic within the residential programming model.
- Student Union and Commuter Student Services emphasized civic responsibility and engagement as a departmental priority. Staff supported the UAA Votes campaign and hosted the Presidential and Vice-Presidential debates with combined attendance at the three debates exceeding 650. Hosted an all day Presidential election event where attendance exceeded 1,000 students, staff and UAA community members.

D4 Recruit, develop, and retain the highest quality faculty and staff to support our continuing drive for excellence in all dimensions of our mission.

- The Student Health and Counseling Center successfully filled the director vacancy with a high caliber and experienced leader. The Center has since filled other vacancies and is once again providing comprehensive physical and mental health services and wellness education for students.

D6 Build an institution recognized for its collaborative efforts between and among programs, schools, colleges, campuses, and universities.

- Campus Kick-Off continued its success as a collaboratively designed and coordinated event to welcome 1,000 new and returning students, faculty, and staff to campus. Initiated new Athletics feature with the Volleyball alumni scrimmage.
- Collaborated with faculty and staff to enhance academic and community service programs including fall Volunteer Fair, UAA Jazz Week, and the Presidential Inauguration.
- The Department of Residence Life hosted an Alaska Housing and Residence Life Drive-in Conference with professional staff members from UAA, UAF, UAS, APU, PWSCC, KPC, and the Association of Alaska School Boards. During the drive-in conference, professionals discussed topics ranging from assessment and living learning communities to campus traditions and alcohol education initiatives.