# UAA Program and Function Prioritization Findings

## Table of Contents

<table>
<thead>
<tr>
<th>Section Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Executive Summary</td>
<td>2</td>
</tr>
<tr>
<td>- Key Opportunities for Improvement</td>
<td>3</td>
</tr>
<tr>
<td>- Academic Task Force</td>
<td>4</td>
</tr>
<tr>
<td>- Support Task Force</td>
<td>5</td>
</tr>
<tr>
<td>2. Academic Program Review Findings</td>
<td>6</td>
</tr>
<tr>
<td>- Category 1 – Priority for Enhancement</td>
<td>6</td>
</tr>
<tr>
<td>- Category 2 – Consider for Enhancement</td>
<td>10</td>
</tr>
<tr>
<td>- Category 3 – Maintain</td>
<td>13</td>
</tr>
<tr>
<td>- Categories 4 – Transform and 5 (Further Review)</td>
<td>20</td>
</tr>
<tr>
<td>3. Support Function Review Findings</td>
<td>31</td>
</tr>
<tr>
<td>- Quintile 1 – Priority for Investment</td>
<td>31</td>
</tr>
<tr>
<td>- Quintile 2 – Consider for Higher Investment</td>
<td>32</td>
</tr>
<tr>
<td>- Quintile 3 – Sustained Resources</td>
<td>33</td>
</tr>
<tr>
<td>- Quintiles 4 (Transform) and 5 (Subject to Further Review/Consider for Reduction or Phaseout)</td>
<td>36</td>
</tr>
<tr>
<td>4. Glossary of Abbreviations</td>
<td>50</td>
</tr>
</tbody>
</table>
**Executive Summary**

During the past year and a half, UAA’s Anchorage campus has undertaken program prioritization, a comprehensive process to review, evaluate and prioritize every academic program and support function using a set of shared criteria. Our overall goal was to better align our academic programs and administrative functions with our mission and the needs of our students and state.

Our approach to this effort was modeled on the process outlined in *Prioritizing Academic Programs and Services* by Robert Dickeson, distinguished president emeritus and renowned higher education consultant. This model encouraged us to use a thoughtful change-management approach that recognized the important role faculty, administration and staff play in shaping UAA’s future.

This process began in earnest in the spring of 2013 with the formation of the academic programs and support functions task forces, as well as a facilitation group that supported both task forces with key data and other administrative needs. The purpose was to ensure a critical review of our academic programs and support functions using a peer-review process. Both task forces included seasoned professionals who, using their expertise and experience, could provide a nuanced perspective of context and provide an evaluation by those who teach the classes and provide the services at UAA. We tapped only tenured faculty on the academic task force and accepted nominations from vice chancellors, deans and directors for the support function task force.

UAA also conducted numerous open forums and set up communication mechanisms, including a website that allowed campus community members to stay informed and provide comments about the process. An important part of this process was establishing templates and key data on every program and function the task force membership could access. The numerical data portions of academic programs and support functions templates were compiled by our Institutional Research department from a variety of sources, including, primarily, our Banner enterprise software management system. One of the key takeaways from this process was the realization UAA did not have an easy-to-access data system that readily provided information needed for this effort. UAA leadership is now working to develop a more robust data analytics, management and warehousing approach to prevent this situation in the future.

The task forces separately developed categories, criteria, templates, data needs and, ultimately, processes by which they would conduct their evaluations. The preparation work took most of the rest of the 2013 calendar year. During the Spring 2014, the colleges and administrative units responded to the requests for data for the evaluation. The formal evaluation began in
mid-spring and ended in Summer 2014. The analysis of the final reports from the task forces took place during Fall 2014.

UAA has grown and changed dramatically during its relatively short history. The prioritization process has helped focus our attention on areas of strength and address areas that need to be eliminated or transformed to meet our current needs. It has helped us change and realign things that are not working or not adding to our reputation and keep an eye on those areas that make us unique, those areas that add to our reputation. Prioritization creates a series of pointers that say, “Look at this area,” “Focus on this strength,” or “Review this weakness.”

Highlighting individual programs and functions for investment or transformation allowed us to see the best practices that drive success and review programs and functions that may not be as essential to the institution as they were in the past. We were also able to address misconceptions and gain a greater understanding of why particular programs and services exist at UAA. We learned through real-time examples how tenured faculty provide strong leadership at our university; how using data to benchmark performance and stay on target is essential to understanding productivity; how small programs with a laser focus produce innovative results; and how transformation can create new opportunities for collaboration and success. The process also highlighted the frustration of under-resourced programs that maximize their resources and are be capable of doing more. In some cases, new information led the Cabinet to different conclusions than those of the task forces. For example, Recycling was listed in the fifth quintile of the Support Task Force report, yet the Cabinet decided it was an important program to keep because it is essentially run by students and a public example of the importance of sustainability.

Several programs and functions began transforming themselves as soon as the initial reports were released. While there are still many changes to be reviewed and accomplished, deans and directors took this opportunity to facilitate changes. This implementation report makes reference to plans that are underway and programs in the midst of transformation. Some programs ended up in the bottom categories because the slicing up of functions was done too thinly. For example, police dispatchers were separated out from police operations, yet they are completely dependent on, and tied to, operations. When viewed as part of police operations, dispatchers are shown to be essential.

**Key opportunities for improvement**

UAA leadership is using both task force reports to inform budget decisions moving forward. The Cabinet is also asking deans, directors and other unit leaders to review a number of areas, including:

- **Information Technology.** IT functions exist within colleges, within departments, centralized in UAA’s Information Technology Services department and at Statewide. A task force is being formed to review the IT needs of the faculty, colleges and
departments, and provide a standardized framework for helping UAA make strong technology decisions in the future.

- **Auxiliary Services.** Under the banner of Business Services, set up to provide convenient services to our staff, faculty and students (General Support Services, Housing, Dining, Conference and Catering, Bookstore, etc.). While evaluated as part of prioritization for alignment, these are generally self-supported organizations that demonstrate effectiveness and profitability when they perform well. We can do a better job of considering how the success of Business Services can positively influence the mission of UAA. There is a solid history of mutual support, however, we can bring this into even closer alignment.

- **Advising and Career Services.** Cabinet is asking for a review of academic advising practices related to first- and second-year students to promote student success and improve student experiences. A task force will determine the best way to implement a centralized academic advising model and center for first- and second-year students.

- **General Education Requirements (GERs).** Prioritization reinforced the importance of GERs. There is already a system-wide effort to improve and enhance our GER process. Prioritization results will be fed to that working group.

- **Expedited Academic Program Review.** For all recommendations that talk about an expedited academic program review, this process, as required by the UA Board of Regents, will be designed by the chancellor and provost and submitted to the president for approval. It will then be used to determine the final dispensation of the programs involved. Based on task force recommendations and analysis by the chancellor and the Cabinet, specific recommendations for programs are located in Academic Task Force Findings below.

**Academic Task Force**

The Academic Task Force (AcTF) reviewed 313 Academic Programs. In **Category 1**, Priority for Enhancement, they identified 46 programs that included 22 undergraduate degree programs, three graduate programs, seven minors, 10 GERs, one sponsored research program, one internship, one college prep program and one occupational endorsement certificate. All of these programs appeared to be well-aligned and worthy of enhancement when additional funds become available.

In **Category 2**, Consider for Enhancement, AcTF identified 46 programs that were aligned well and performing admirably. These programs included 17 undergraduate degree programs, three graduate degree programs, five minors, 10 GERs, two Center programs, one undergraduate certificate program, one graduate certificate program, four occupational endorsement certificate programs, two sponsored research programs and one PRPE that is a PRPE prerequisite program. These programs are also worthy of consideration for enhancement as funding becomes available. In **Category 3**, Maintain, AcTF identified 73 programs, all of which are also well-aligned, performing admirably and generally adequately funded. They looked at two undergraduate certificate programs, 24 undergraduate degree programs, six graduate degree programs, 15 minors, seven GERs, 14 sponsored research programs, two Centers and
two professional development programs. In total, the Academic Task Force reviewed 165 programs in categories 1 through 3 that were well-aligned with the mission and needs of UAA.

The Academic Task Force placed programs in categories 4 and 5 that needed to be transformed for efficiency or better aligned with the UAA mission, or they needed further review for possible elimination or major change. AcTF identified 62 programs for the Transform category (Category 4) and 86 programs for the Further Review category (Category 5). Expedited program review, as required by the Board of Regents, will occur with 20 undergraduate degrees, 15 graduate degrees, 14 undergraduate certificates, 16 graduate certificates, 31 minors and 16 occupational endorsement certificates. Additionally, as noted above, AcTF’s review of GERs will inform the ongoing system-wide effort. In Developmental Education, prep math and prep reading were identified as needing transformation to make them a better foundational start for students.

**Support Task Force**

The Support Task Force (STF) reviewed 178 support functions. They rank-ordered 37 functions in the first quintile, Priority for Higher Investment, and 36 functions in the second quintile, Consider for Higher Investment. All of these functions scored well on the criteria and will be favorably considered for additional investment when funds are available. The STF assigned 35 functions to the third quintile, Sustained Resources, and found generally good articulation of mission alignment and good evidence of sufficient service delivery. STF found alignment and service issue with the functions in the fourth and fifth quintiles: Transform (36 functions) and Subject to Further Review/Consider for Reduction or Phaseout (34 functions). They found that, while for the most part they were working well, many of these functions could benefit from some redirection, adjustment or realignment. Of these 70 functions in the fourth and fifth quintiles, Cabinet recommended 29 functions for significant realignment or transformation. Another 10 IT-related functions will be reviewed by a separate task force (as noted above) focused on making our IT functions more standardized and efficient.

Overall, Cabinet was pleased with the general alignment of UAA’s programs and functions with our mission and strategic plan. There is a preponderance of well-aligned programs and functions that make UAA the outstanding university it is. We believe the changes prioritization will bring to our programs and functions will make UAA a stronger, more efficient and more effective university. We are also very excited about opportunities identified in this review that we hope to maximize as funding becomes available.
Academic Program Review Findings

The Academic Task Force (AcTF) looked at 313 academic programs on Anchorage’s UAA campus. Of these, 165 were placed in the top three categories, which meant they were aligned well with the UAA mission. This equates to 53 percent of the total programs reviewed. The remaining 148 programs—47 percent of the total programs—were found to need transformation or further review, as they were not as well aligned with our mission as the first three categories. These programs will need immediate attention.

Category 1 - Priority for Enhancement

The AcTF placed 46 programs into this category. As noted in the AcTF report, these programs were recognized for having unmet demand or potential for growth. The primary emphasis by AcTF on programs in this category was the need for additional resources to continue to excel.

UNDERGRADUATE DEGREES – CATEGORY 1 (PRIORITY FOR ENHANCEMENT)

AA

CAS General Program
This is the default program for all undeclared students. This program, while it has healthy enrollments, needs more institutional commitment. There are many ways this program could be modified for maximum benefit.

AAS

COH Radiologic Technology
Basically run by term faculty, which makes the program continuation unstable.

COH Dental Hygiene
Needs more space to expand. Mobile clinic is a potential growth mechanism.

COH Medical Assisting
Enhance this program by increasing by one position and keep the lab facilities fully equipped and operational.

CTC Culinary Arts
In order to grow, this program must have a bigger facility.

BA

CAS Art
Needs renovated facility.
CAS  English
Needs to refill tenure-track ranks.

CAS  History
Has potential to expand to meet statewide needs.

CAS  International Studies
All faculty belong to other programs. Current level of support is inadequate and should be increased.

CAS  French
An additional tenure-track faculty position is critical to the long-term success of this program.

CAS  German
Has only one faculty member and is limited by not having a tripartite faculty able to bring in significant grants.

CAS  Japanese
Effective in its present alignment and could benefit from more resources.

CAS  Russian
Enhancement in the form of a tenured/tenure-track position is necessary for continued success.

CAS  Philosophy
More tenure-track faculty are needed.

CAS  Theater
Needs increased funding to maintain quality.

COH  Justice
Good place for investing additional funds, especially considering the return on investment at present.

BA/BS

CAS  Psychology
This program needs better facilities, especially for research involving human subjects.
BFA

CAS  Art
This program needs a renovated space.

BS

COH  Medical Laboratory Science
Only such program in the state, wants to develop additional interdisciplinary opportunities.

COH  Nursing Science
Can grow with distance offerings, also needs enhanced advising.

CTC  Physical Education
Needs tenured/tenure-track faculty for stability.

BSW

COH  Social Work
Needs additional upper-level courses.

GRADUATE DEGREES – CATEGORY 1 (PRIORITY FOR ENHANCEMENT)

MS

CAS  Clinical Psychology
Needs accreditation and distance delivery for rural areas.

MSW

COH  Social Work
Could do more productive work with additional resources.

Ph.D.

CAS  Clinical-Community Psychology
Is a high-functioning program.
MINORS – CATEGORY 1 (PRIORITY FOR ENHANCEMENT)

The following minors are all doing well but are under resourced.

- CAS Native Studies
- CAS History
- CAS French
- CAS Russian
- CAS Theater and Dance
- CAS Women’s Studies
- CTC Army ROTC

GENERAL EDUCATIONAL REQUIREMENTS (GER) – CATEGORY 1 (PRIORITY FOR ENHANCEMENT)

The following GERs are doing well but are under resourced. This information will be provided to the ongoing system-wide GERs’ review effort.

- CAS Alaska Native Studies
- CAS History
- CAS ASL
- CAS French
- CAS Russian
- CAS Philosophy
- CAS Sociology
- CAS Dance
- CAS Theater
- CAS Women’s Studies

SPONSORED RESEARCH – CATEGORY 1 (PRIORITY FOR ENHANCEMENT)

- CAS Psychology
  Needs facilities enhancement for animal research.

INTERNSHIP – CATEGORY 1 (PRIORITY FOR ENHANCEMENT)

- CTC Dietetics
  Needs more faculty.

COLLEGE PREP – CATEGORY 1 (PRIORITY FOR ENHANCEMENT)

- CTC ESL
  Needs structural change and more instructors.
**OCCUPATIONAL ENDORSEMENT CERTIFICATE – CATEGORY 1 (PRIORITY FOR ENHANCEMENT)**

COH  Pharmacy Technology  
Must be accredited, so must have tenured/tenure-track faculty.

**Category 2 – Consider for Enhancement**

The AcTF placed 46 programs in this category. Just as category 1, category 2 programs are well-aligned with UAA’s mission, doing well and may need additional resources to grow and be more successful.

**UNDERGRADUATE DEGREES – CATEGORY 2 (CONSIDER FOR ENHANCEMENT)**

**AAS**

CBPP  Accounting  
Well-aligned and well-run. Needs to fill its empty faculty position.

COE  Early Childhood Development  
Critical need. Tie to RTEA (Revitalizing Teacher Education in Alaska).

COH  Dental Assisting  
Well-aligned, high student-success rate.

COH  Nursing  
Mission aligned. Cognizant of increasing its reach in the state.

CTC  Aviation Maintenance Technology  
Faculty workloads are not sustainable.

CTC  Welding & Nondestructive Testing Technology  
Well-aligned. Students are not completing because they are getting jobs.

**BA**

CAS  Sociology  
Needs a research coordinator.

CAS  Environment and Society  
New program has lots of potential. Program is identifying future needs in terms of faculty expertise.

CAS  Spanish
Largest language program, well-aligned.

COE  Early Childhood Education
Program needs help to fulfill the needs of the state. RTEA plan is a good place to start.

BA/BS

CoEng  Computer Science
Doing well, accomplishing lots of undergraduate research.

BS

CAS  Natural Sciences
Interdisciplinary nature of this program is its strength.

CTC  Aviation Technology Aviation Management
Good alignment. Program is very adjunct heavy, understaffed in terms of faculty.

CTC  Construction Management
Excellent mission alignment. This is a high-quality program.

CoEng  Electrical Engineering
This is an efficient and effective program.

CoEng  Mechanical Engineering
Is a very efficient and effective program.

B.Mus.

CAS  Music Education
Well-aligned, very high quality. Wants to transfer into a full program with a certification.

GRADUATE DEGREES – CATEGORY 2 (CONSIDER FOR ENHANCEMENT)

MA

CAS  Anthropology
Is well-resourced and aligned.

MBA

CBPP  General Management
Has high quality and outcomes. Well-aligned.
**M.D.**

COH  WWAMI  
Is a productive and successful program.

**MINORS – CATEGORY 2 (CONSIDER FOR ENHANCEMENT)**

The following minors are doing well and show value to the mission.

CAS  Art  
CAS  English  
CAS  Philosophy  
CAS  Psychology  
COH  Justice

**GENERAL EDUCATIONAL REQUIREMENTS (GER) – CATEGORY 2 (CONSIDER FOR ENHANCEMENT)**

The following GERs are aligned well. This information will be provided to the ongoing system-wide GERs’ review effort.

CAS  Anthropology  
CAS  Art  
CAS  Biological Sciences  
CAS  Geography  
CAS  German  
CAS  Japanese  
CAS  Music  
CAS  Psychology  
CAS  Justice  
COH  Social Work

**CENTER – CATEGORY 2 (CONSIDER FOR ENHANCEMENT)**

CAS  Center for Behavioral Health Research & Services  
     Strong demand and produces graduates. Impressive level of community engagement. Look at the possibility of combining with the Institute for Circumpolar Health.

CBPP  ISER  
     Very successful. Well-aligned.
UNDERGRADUATE CERTIFICATE – CATEGORY 2 (CONSIDER FOR ENHANCEMENT)

CTC  Aviation Maintenance Technology: Power plant
Is highly productive, high quality. Well-aligned.

GRADUATE CERTIFICATE – CATEGORY 2 (CONSIDER FOR ENHANCEMENT)

COE  Speech Language Pathology
Extremely high-need program that is well-aligned.

OCCUPATIONAL ENDORSEMENT CERTIFICATE – CATEGORY 2 (CONSIDER FOR ENHANCEMENT)

CTC  Cisco-Certified Network Associate
Doing well with its current level of resourcing.

COH  Medical Office Coding
Productive. Has potential for collaboration with UAF and UAS, who also have this program.

COH  Phlebotomist
Good student base and productivity, but has no permanent faculty.

COH  Limited Radiography
Critical program, but restricted in size by clinical environment requirement.

SPONSORED RESEARCH – CATEGORY 2 (CONSIDER FOR ENHANCEMENT)

COH  Center for Human Development
Mission aligned with potential for growth.

COH  Justice
Very productive, very mission aligned.

PRPE PREREQUISITE – CATEGORY 2 (CONSIDER FOR ENHANCEMENT)

CTC  PRPE Composition
Critical program, core part of our mission.

Category 3 – Maintain

The AcTF placed 73 programs in this category and, as you will see in the following review, these are generally very strong, well-resourced programs meeting the mission needs of UAA.
UNDERGRADUATE CERTIFICATE – CATEGORY 3 (MAINTAIN)

COH Dental Assisting
   Is a productive and well-aligned program.

CTC Aviation Maintenance Technology Airframe
   Has capacity for more students. Teaching overloads were identified as a concern.

UNDERGRADUATE DEGREES – CATEGORY 3 (MAINTAIN)

AAS

CBPP Logistics & Supply Chain Management
   Working well, strong push with online delivery.

COH Fire & Emergency Services Technology
   Working on setting up more efficient approach with fewer courses and more filled seats. Needs clear career path.

CTC Aviation Administration
   Operating well at current funding levels.

CTC Computer & Networking Technology
   Good mission alignment. Work with College of Engineering’s Department of Computer Science and Engineering to look for areas of commonality and efficiencies.

CTC Architectural & Engineering Technology
   Is a right-sized, well-aligned, effective program.

CTC Automotive Technology
   Strong program, prepares students for high-demand jobs. Steady enrollments, but students don’t tend to finish (job market takes them). Focus on strategies to increase completion rate.

CoEng Geomatics
   Is an effective, steady program.

BA

CAS Journalism & Communication
   Shows excellent mission alignment.
CAS  Political Science  
High-impact program that has strong demand. Focus needs to be on improving the completion rate for majors.

CBPP  Economics  
Effective program. Review needed for both a BA and a BBA in Economics.

**BBA**

CBPP  Economics  
Effective program. Review needed for both a BA and a BBA in Economics.

CBPP  Management  
Well-resourced, productive program. Room to grow within current resources.

CBPP  Marketing  
Very popular with good alignment, solid demand and good productivity.

CBPP  Accounting  
Valuable and high-demand program but could be more efficient with fewer sections and more students per section.

CBPP  Management Information Systems  
Good alignment, well run. Could look at other IT courses for any cross-listing/reduction of sections.

CBPP  Finance Investment  
Healthy enrollments and degree productivity.

**BA/BS**

CAS  Biological Sciences  
Excellent mission alignment. Continuing improvement of student outcomes. Need for better advising and increased volume.

CAS  Mathematics  
Good demand and active growth through high school outreach, increased use of technology and collaboration with other programs.

**BS**

CAS  Geological Sciences  
Strong alignment, completion and job success.
COH  Health Sciences
Effective use of outside resource to serve a state need. Well-aligned.

CTC  Aviation Technology Professional Piloting
Productive and well-aligned to needs of Alaska, with capacity for growth.

CoEng  Civil Engineering
Well-aligned with needs of the state, has capacity for growth.

CoEng  Computer Systems Engineering
Very strong program, well-aligned.

CoEng  Geomatics
Small major with capacity to grow. High-demand field. Some sections are inefficient and could be reduced without affecting students.

**GRADUATE DEGREES – CATEGORY 3 (MAINTAIN)**

**MS**

CAS  Biological Sciences
Good mission alignment, productive faculty and students but instructional costs are very high.

COH  Nursing Science
Well-resourced and productive program.

**MFA**

CAS  Creative Writing and Literary Arts
Innovative and unique, efficient and effective.

**MA**

CAS  English
Solid enrollments and mission alignment.

**MPH**

COH  Public Health Practice
Excellent mission alignment.
DOCTORATE

COH  Occupational Therapy
Very useful program from partner university. Strong alignment with state needs.

MINORS – CATEGORY 3 – (MAINTAIN)

The following minors are doing well and show value to the mission.

CAS  Anthropology
CAS  Communications
CAS  Creative Writing and Literary Arts
CAS  Environmental Studies
CAS  German
CAS  Japanese
CAS  Spanish
CAS  Mathematics
CAS  Political Science
CAS  Sociology
CBPP  Business Administration
CBPP  Real Estate
CTC  Nutrition
CTC  Air Force ROTC
CoEng  Computer Science

GENERAL EDUCATIONAL REQUIREMENTS (GER) – CATEGORY 3 (MAINTAIN)

The following GERs are aligned well. This information will be provided to the ongoing system-wide GERs’ review effort.

CAS  English
CAS  Geological Sciences
CAS  Spanish
CAS  Mathematics
CAS  Astronomy
CAS  Political Science
COH  Legal Studies

SPONSORED RESEARCH – CATEGORY 3 (MAINTAIN)

CAS  Anthropology
Productive program, strong faculty involvement
CAS Biological Sciences
Healthy program with solid mission alignment and high productivity.

CAS Alaska Natural Heritage Program
Useful for researchers and has good alignment with mission.

CAS Geography
Strong program, productive and well-aligned.

CAS Geological Sciences
Very strong, high demand.

CAS Physics
Highly productive faculty, opportunities for future grants.

CAS Sociology
Well-aligned with the community.

COE Elementary Education
Worthwhile and aligned with the mission.

COH Public Health Practice
Very productive program and well-aligned.

COH Social Work
Productive and aligned research program.

CTC Aviation Technology
Alaska Experimental Forecast Facility. Great resource for the state and UAA.

CoEng Civil Engineering
Good program, well-aligned with mission.

CoEng Computer Science
Highly productive research.

CBPP Project Management
Strong program, focused on workforce development, needs more emphasis on research quality and outcomes.

CENTER – CATEGORY 3 (MAINTAIN)

CAS Environment and Natural Resources Institute (ENRI)
Productive and useful program.
COH  Institute for Circumpolar Health Studies
Productive and well-aligned program. Filling open positions will enhance productivity.

PROFESSIONAL DEVELOPMENT – CATEGORY 3 (MAINTAIN)

COE  Professional and Continuing Education
Majority of professional education credentials come through this program. Well-aligned with UAA mission.

CTC  Physical Education and Recreation one-credit courses
Good production at low cost.
CATEGORIES 4 (TRANSFORM) AND 5 (FURTHER REVIEW)

The following summarizes the final recommendations of the Cabinet. These were reached following the series of meetings outlined within the prioritization timeline. As such, these recommendations are based on the work of the Academic Task Force as well as the follow-up work of the departments and colleges. In sum, the Cabinet developed these recommendations based on the best work of the campus as a whole.

The Task Force established the framework used for this review and recommendation determination. Specifically, this includes the following definitions of Category 4, Transform, and Category 5, Further Review:

“Programs in the Transform category are regarded as essential offerings for UAA, but ones that are being offered in a way that is not efficient or mission-aligned. The most prominent theme for programs placed in this category is that they appear to have a greater level of potential than their current performance indicates. Although many templates provide a logical case for why the program should be important, students have not been convinced. The templates for many of these programs indicated a need, plan, or aspiration to transform the program.

“Programs in the Further Review category are less well-aligned to UAA and community needs, either in content or delivery, or both. Some of the programs in this category have theoretical internal or external demand, but in practice have so few students or produce so few degrees as to make them very inefficient programs to offer. Many templates did not address the most serious issues demonstrated in the data. Many of these programs belong to departments with one or more programs that are more mission-aligned, and reconsidering these programs might lead to more efficient internal allocation of resources within departments. The templates for others, however, describe isolated or insular programs that were not as connected to other departments and programs across UAA. More than a third of the programs in this category are here either because the template indicated the program was slated for deletion or there was insufficient information in the template (none, in most cases) to make any other categorization. No department’s complete set of programmatic offerings was placed in Further Review, and it is intended that the programs that were placed in other categories become the priority for attention and resources within those departments, colleges and UAA.”

This summary states that several programs will be required to undergo an expedited review. This process will follow the Board of Regents Policy and Regulation 10.06. An expedited program review process will be designed by the chancellor and provost and submitted to the president for approval. Given the data and information gathered, reviewed, assessed and evaluated for prioritization, this expedited review will focus exclusively on developing and gaining approval for a strategy to transform or delete an offering. It is expected that these processes will be completed by May 1, 2015.
The following undergraduate and graduate programs were identified in categories 4 or 5. After review, the Cabinet agrees these require immediate, focused attention. While in many of the cases listed, a particular weakness is cited, in most cases these were abstracted from the Academic Task Force report, which provides detailed rationale for the categorization. Those reviewing this summary, as well as those preparing required follow-up documents as part of an expedited review, need to reread the original AcTF report and consider the detailed issues raised therein.

**UNDERGRADUATE DEGREES - CATEGORY 4 (TRANSFORM)**

**AAS**

CBPP Business Administration: Small Business Administration  
Needs more academic assessment of its value. Will be part of expedited program review for revision.

CBPP Computer Information Systems: Business Computer Information Systems  
Low student demand. Needs more academic assessment of its value. Will be part of expedited program review for revision.

COH Human Services  
One of UAA’s top associate degree programs (45 awards in AY 2014). Further efforts to integrate into interdisciplinary efforts with other related counseling programs is recommended.

COH School of Allied Health: Medical Laboratory Technology  
Important program, but this offering needs to be more clearly distinguished from the baccalaureate Medical Laboratory Science program.

CTC Aviation Technology: Professional Piloting  
Need for this degree is questioned given the BSAT. Recommend expedited program review.

CTC Computer Networking & Office Technologies Department: Computer Information and Office Systems  
Few students finish this degree. Recommend expedited program review.

CTC Construction & Design Technology Division: Construction Management  
This program has been redesigned by CTC leadership to increase enrollments. Recommend program review in six months.
CTC Transportation and Power Division: Heavy Duty Transportation & Equipment
This program is being revitalized by CTC leadership. Recommend program enrollments be reviewed annually for the next few years.

**BHS**

COH Human Services
It is not clear how this program ties to careers/workforce needs. In addition, low enrollments and staffing patterns indicate unfilled capacity. Recommend expedited program review.

**BBA**

CBPP Logistics: Global Logistics and Supply Chain Management
This department has been eliminated and this BBA is currently being reassessed. There is market demand for graduates, but limited student interest. Recommend for expedited program review.

**BLS**

CAS Liberal Studies
Being eliminated by CAS.

**BA**

CAS Languages: Languages Dual Language Option
Very few students. It is not clear how this program differs from a double major option. Recommend expedited program review for revision or elimination.

COE Teaching and Learning: Elementary Education
Needs to show how to address the rural need for elementary education. Must be part of the system-wide plan to review/reform teacher education.

CTC Culinary Arts: Hospitality Restaurant Management
Strong industry and student demand. Needs to continue to work with industry to fine-tune needs.

**UNDERGRADUATE DEGREES - CATEGORY 5 (FURTHER REVIEW)**

**BA**

CAS Music
Expensive program with limited student demand and few graduates. Recommend expedited review for revision or elimination.

**BMus**

CAS Music: Music Performance
Expensive program with limited student demand and few graduates. While fees do cover much of the costs, this program should be better integrated into the departmental and institutional missions. Recommend for expedited review for revision or elimination.
BS

CAS Chemistry
Under Program Review by CAS; admissions suspended.

CTC Aviation Technology ATC
Low enrollment option. Not clear how this ties into the evolving aviation field. Recommend for expedited review for revision or elimination.

CTC Career & Technical Education: Technology
Program does not appear to have a focus/level of specialization required of a major. Recommend for expedited review for revision or elimination.

CTC Culinary Arts: Nutrition
Being eliminated by CTC.

GRADUATE DEGREES - CATEGORY 4 (TRANSFORM)

MPA

CBPP Public Administration
There is demand for this program but as currently configured it is not meeting student expectations or needs. Recommend expedited review for revision.

MS

CBPP Logistics: Global Logistics and Supply Chain Management
Opportunities for graduates, with low student interest. Needs to be restructured, perhaps as 4+1 with BBA program.

CoEng Civil Engineering: Applied Environmental Science & Technology
Low student interest. Recommend expedited program review to focus on program focus/vision/direction.

CoEng Civil Engineering
Low student interest. Recommend expedited program review to focus on program focus/vision/direction.

CoEng Arctic Engineering
Low student interest. Recommend expedited program review to focus on program focus/vision/direction.

MCE

CoEng Civil Engineering
Low student interest. Recommend expedited program review to focus on program focus/vision/direction.
**MEd**

COE Counseling and Special Education: Early Childhood Special Education
Needs attention. Revisions should be informed by the statewide review/reform of education programs.

COE Educational Leadership
Needs attention. Revisions should be informed by the statewide review/reform of education programs.

COE Teaching and Learning
Needs attention. Revisions should be informed by the statewide review/reform of education programs.

**MAT**

COE Teaching and Learning: MAT
Needs attention. Revisions should be informed by the statewide review/reform of education programs.

**GRADUATE DEGREES - CATEGORY 5 (FURTHER REVIEW)**

**MEd**

COE Counseling and Special Education: Special Education
Needs attention. Recommend for expedited review; a review informed by the statewide reform of programs required.

COE Counseling and Special Education: Counselor Education
Needs attention. Recommend expedited review; a review informed by the statewide reform of programs required.

**MS**

CTC Career & Technical Education
This does not appear to be a viable program. Recommend expedited review for revision or elimination.

COEng Engineering, Science & Project Management: Engineering Management
It is not clear how this option is differentiated from others offered in the program. Weak student demand. Recommend expedited program review for revision or elimination.
CoEng Engineering, Science & Project Management: Science Management
It is not clear how this option is differentiated from others offered in the program. Weak student demand. Recommend expedited program review for revision or elimination.

UNDERGRADUATE CERTIFICATES

There are very few students being awarded any of the following certificates. In some cases, students may be going to work after completing a few key courses, without finishing all of the requirements. In others, there appears to be very little demand. Given the technical nature of a set of these offerings, course enrollment may demonstrate interest and relevance. These certificates will undergo an expedited review and those deemed to be viable will be redesigned while all others will be deleted.

TRANSFORM

COH Center for Community Engagement & Learning: Civic Engagement
CTC Construction & Design Technologies Division: Civil Drafting
CTC Transportation and Power Division: Heavy Duty Transportation & Equipment

FURTHER REVIEW

CAS Philosophy: Applied Ethics
CBPP Logistics: Logistics & Supply Chain Management
COE Teaching and Learning: Early Childhood Development
COH Justice Center: Paralegal Studies
COH School of Allied Health: Massage Therapy
COH School of Allied Health: Pharmacy Technology
CTC Computer Networking & Office Tech Department: Computer & Networking Technology
CTC Construction & Design Technologies Division: Mechanical & Electrical Drafting
CTC Construction & Design Technologies Division: Structural Drafting
CTC Transportation and Power Division: Automotive Technology
CoEng Geomatics: Geographic Information Systems

GRADUATE CERTIFICATES

The following graduate certificates have little demand, funding issues or an unclear rationale for their need. These certificates will undergo an expedited review and those that are still viable may be redesigned while all others will be deleted.
TRANSFORM

COE Educational Leadership: Principal
COH School of Social Work: Clinical Social Work Practice
COH School of Social Work: Social Work Management

FURTHER REVIEW

COE Counseling and Special Education: Counselor Education
COE Counseling and Special Education: Special Education
COE Educational Leadership: Educational Leadership Superintendent
COE Teaching and Learning: Early Childhood (Post-Bac Cert)
COE Teaching and Learning: Elementary Education (Post-Bac Cert)
COE E-learning
COH Human Services: Advanced Human Service Systems
COH School of Nursing: Family Nurse Practitioner (Being replaced by doctorate)
COH School of Nursing: Nursing Education
COH School of Nursing: Psychiatric & Mental Health Nurse Practitioner (Replaced by doctorate)
CoEng Civil Engineering: Coastal, Ocean and Port Engineering
CoEng Civil Engineering: Earthquake Engineering
CoEng Environmental Regulation & Permitting

MINORS

As noted in the Academic Task Force report, many minors show low completion rates. This lack of student interest, coupled with no assessments, leaves the impression that some of these minors are offered as an afterthought. While a few minors are well-subscribed, these listed below need attention. These minors will undergo an expedited review and those that are still viable may be redesigned while all others will be eliminated.

TRANSFORM

CAS Biological Sciences
CAS Geography
CAS Geology
CAS International Studies: Canadian Studies
CAS International Studies: International North Pacific Studies
CAS Journalism and Communication
CAS Languages: Russian
CAS Math and Statistics: Statistics
CAS Music
CAS Theater and Dance: Theater
CBPP Economics
COH School of Social Work: Gerontology
COH School of Social Work: Social Welfare Studies
CTC Aviation Technology
CoEng Geomatics: Geographic Information Systems
CAS Chemistry
CAS Physics

FURTHER REVIEW

CAS Political Science: Political Science-Public Administration
CBPP Accounting
CBPP Computer Information Systems
COH Human Services
CTC Department of Health, Physical Education and Recreation: Athletic Training
CTC Department of Health, Physical Education and Recreation: Coaching
CTC Department of Health, Physical Education and Recreation: Health and Fitness Leadership
CTC Department of Health, Physical Education and Recreation: Outdoor Leadership
CTC Department of Health, Physical Education and Recreation: Physical Education
CoEng Civil Engineering
CoEng Computer Systems Engineering
CoEng Electrical Engineering
CoEng Mechanical Engineering
CoEng General Engineering

OCCUPATIONAL ENDORSEMENT CERTIFICATES (OECs)

In general, the OECs below did not have evidence of student learning objectives and had few completers. As noted in the Academic Task Force report for Career and Technical Education, UAA may need to accept that these programs focus solely on job training rather than on certificates or degrees awarded when requirements are completed. Further, it was also noted that these are often the foundation of stackable credentials. Regardless, because of lack of interest, these certificates will undergo an expedited review and those that are still viable may be redesigned while all others will be deleted.

TRANSFORM

COH Center for Human Development: Children’s Behavioral Health
CAS Computer Networking & Office Technologies Department: Office Support

FURTHER REVIEW

CBPP Logistics: Logistics & Supply Chain Management
COE School-Age Care-Practitioner
COE Health Science
COH Human Services: Conflict Resolution
COH School of Allied Health: Clinical Assistant
CTC Computer Networking & Office Technologies Department: Corporate Specified Skills
CTC Computer Networking & Office Technologies Department: Office Foundations
CTC Construction & Design Technologies Division: CAD for Building Construction
CTC Department of Health, Physical Education and Recreation: Fitness Leadership
CTC Transportation and Power Division: Automotive Brakes, Suspension, Alignment
CTC Transportation and Power Division: Automotive Electrical
CTC Transportation and Power Division: Automotive Engine Performance
CTC Transportation and Power Division: Automotive Power Trains
CTC Transportation and Power Division: Automotive Technology

GENERAL EDUCATION REQUIREMENTS (GERs)

As identified in the Academic Task Force executive summary, General Education Requirements are central to the UAA mission but currently some are not well justified. This information will be provided to the ongoing system-wide GERs’ review effort.

TRANSFORM

CAS Chemistry
CAS Communications
CAS Journalism & Communication
CAS Math and Statistics
CAS Physics
CBPP Economics
COH Civic Engagement
HNRS Honors
HNRS Natural and Complex Systems

FURTHER REVIEW

CAS Languages Chinese
CAS Liberal Studies
CAS Humanities
CBPP Business Administration
CBPP Computer Information Systems
COH Health Sciences
DEVELOPMENTAL

The Academic Task Force identified a set of issues with placement and developmental education. In many ways, these problems are a subset of the broader issues with student orientation/advising raised during the prioritization process. While the two specific problems listed here need to be resolved, it is recommended that these be addressed within a broader framework that addresses student success (retention/progression/graduation).

CTC College Prep & Development Studies: Developmental Math
Currently under transformation with the reworking of the Learning Resource Center. This and the comparable program in the Math Department need to be integrated into a common set of offerings/services that provide a solid foundation for student success.

CTC College Prep & Development Studies: PRPE Reading Study Skills
Currently under transformation with the reworking of the Learning Resource Center. This needs to be integrated into a common set of offerings/services that provide a solid foundation for student success.

HONORS

The Academic Task Force noted that the Honors College and associated programs need attention and a detailed review is underway. The Cabinet affirms the importance of the Honors College and its programs while at the same time agreeing that serious attention needs to be given to the leadership, organization and delivery of these offerings.

SPONSORED RESEARCH

The Academic Task Force noted that sponsored research was poorly represented in the reports of the programs listed below. In some cases, this most likely reflected the broader programmatic weaknesses identified by this process. In other cases, this weakness was noted because of a lack of clarity and understanding of the role sponsored research may/should play within the program itself. Regardless, these will be returned to program administrators for consideration, with the expectation that recommendations for aligning sponsored research with programmatic mission will be forwarded through the college dean to the Office of Academic Affairs by May 1, 2015.

CAS Chemistry
CBPP Economics
COE Counseling and Special Education
COH Human Services
COH School of Nursing
CTC Career & Technical Education
CTC Culinary Arts, Hospitality, Dietetics and Nutrition Division: Dietetics
CoEng Electrical Engineering
These two items were noted by the Academic Task Force and reviewed by the Cabinet. The issues identified that were of concern with the library orientation process are being resolved.

Library: Library Instruction
Currently in transition to a one-credit online course.

Student Affairs: Guidance 150
Currently in discussion as to where it should reside: Student Affairs or Academics. In addition, this discussion needs to be integrated into a common set of offerings/services that provide a solid foundation for student success.
Support Functions Review Findings

The Support Task Force (STF) looked at 178 functions. Of these, 108 were found to be well-aligned. Seventy functions were found to need transformation or be considered for reduction or phaseout. The STF, unlike its counterparts in the Academic Program Task Force, rank ordered every function from 1 to 178. It also used “heat maps” to indicate how well each of the functions met the criteria, which were generally divided into Alignment (Importance, Internal Demand, and External Demand) and Delivery (Quality, Cost Effectiveness and Opportunity Analysis) with red being the highest ranking color, followed by orange, yellow, green and finally, blue.

QUINTILE 1 – PRIORITY FOR HIGHER INVESTMENT

The Support Task Force found the following 37 functions to be very strongly aligned with the mission and demonstrated very strong delivery of services. These candidates are all attractive candidates for higher investment.

Student Affairs (first number is ranking):

1. STFSA1095 Dean of Students Office
2. STFSA1086 Student Health and Counseling Service
3. STFSA1085 Office of Registrar
4. STFSA1080 Office of New Student Recruitment
5. STFSA1093 Office of Registrar
6. STFSA1088 Office of New Student Orientation
7. STFSA1089 Office of Student Financial Aid
8. STFSA1091 Office of New Student Orientation
9. STFSA1093 Office of Registrar
10. STFSA1093 Office of Registrar
11. STFSA1093 Office of Registrar
12. STFSA1093 Office of Registrar
13. STFSA1093 Office of Registrar
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34. STFSA1093 Office of Registrar
35. STFSA1093 Office of Registrar
36. STFSA1093 Office of Registrar
37. STFSA1093 Office of Registrar

Academic Affairs:

1. STFAA1095 Alaska Native Science & Engineering Program
2. STFAA1086 Vice Provost for Undergraduate Academic Affairs Office
3. STFAA1080 Provost’s Office
4. STFAA1080 Provost’s Office
5. STFAA1080 Provost’s Office
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37. STFAA1080 Provost’s Office

31
27. STFCoEng1075 Dean’s Office, College of Engineering

**University Advancement:**

16.5 STFUA1024 UAA University Relations (marketing/public relations)
27. STFUA1025 UAA Development

**Administrative Services:**

5. STFAS1150 Payroll System Administration
7. STFAS1159 UAA Facilities Maintenance Department
8. STFAS1116 Housing Services & Maintenance (Business Services)
12. STFAS1107 UAA Budget Office
13.5 STFAS1156 Asst. Vice Chancellor, Facilities and Campus Services
15. STFAS1149 Human Resource Services Director’s Office
16.5 STFAS1157 Facilities Planning and Construction
31.5 STFAS1171 Office of Grants and Contracts (Financial Services)
31.5 STFAS1151 Recruiting/Employment, Human Resource Services
34. STFAS1129 Director of Athletics Office
35. STFAS1158 Environmental Health and Safety and Risk Management Support
36.5 STFAS1109 Bookstore – Textbooks (Business Services)
36.5 STFAS1128 Parking Services (Business Services)

**QUINTILE 2 – CONSIDER FOR HIGHER INVESTMENT**

The Support Task Force found the following 36 functions to be strongly aligned with the mission and demonstrated strong delivery of services. These are all attractive candidates for higher investment.

**Student Affairs:**

43. STFSA1101 Student Union & Commuter Student Services (programs and services)
52.5 STFSA1105 Native Student Services
56. STFSA1102 Executive Director, Academic and Multicultural Student Services Office
58. STFSA1096 Student Life and Leadership
68. STFSA1104 Multicultural Center
71.5 STFSA1089 Advising and Testing – UAA Testing Center

**Academic Affairs:**

43. STFLib1069 Alaska Medical Library (Consortium Library)
46. STFLib1065 Library Systems Department (IT Consortium Library)
52.5 STFCAA1012 Office of Health Programs Development
55. STFCTC1056 Dean’s Office, Community and Technical College
58. STFCOE1051  Student Services – College of Education
58. STFUHC1003  Office of Undergraduate Research and Scholarship
64.5. STFCAS1042  Seawolf Debate Team
64.5 STFAA1014  Alaska Center for Rural Health and Area Health Education Center
71.5. STFAA1023  Vivarium
71.5. STFLib1070  Library Acquisitions

**University Advancement:**

71.5. STFUA1026  Office of Alumni Relations and UAA Alumni Association

**Chancellor:**

39. STFCO1031  Office of Campus Diversity and Compliance
47. STFCO1030  Chancellor’s Office

**Administrative Services:**

39. STFAS1168  UAA Cashiering (Accounting Services), (Financial Services)
39. STFAS1121  Conferencing Services (Business Services)
43. STFAS1167  Disbursements Office (Financial Services)
43. STFAS1166  Accounting Services (Financial Services, Receivables)
43. STFAS1186  UAA Police Operations
48. STFAS1164  Procurement Services Department (Financial Services)
49. STFAS1143  Men’s Basketball
50. STFAS1142  Women’s Basketball
52.5. STFAS1160  Facilities Operations – Buildings, Grounds and Transportation
52.5. STFAS1154  General Consulting/Employee Relations/Compensation/Classification
60.5. STFAS1155  Records and Information Systems (HRS)
60.5 STFAS1184  Chief, University Police
62. STFAS1133  Department of Athletics Development
64.5. STFAS1162  Vice Chancellor for Administrative Services Office
68. STFAS1152  Benefits Administration (HRS)
68. STFAS1165  Accounts Payable/Travel (Financial Services)

**QUINTILE 3 – SUSTAINED RESOURCES**

The Support Task Force found 35 functions to be aligned with the mission and providing satisfactory service delivery. UAA will continue to look for opportunities to enhance efficiency and cost effectiveness with these functions.
Student Affairs:

74. STFSA1092 Military and Veteran Student Resource Center
75. STFSA1082 Office of International Student Admissions and Services
83. STFSA1088 Advising and Testing Center
96.5. STFSA1107 Electronic Student Services (Enrollment Services)
96.5. STFSA1087 Asst. Vice Chancellor, Division of Student Access, Advising and Transition
102. STFSA1084 Veterans Education Benefits

Academic Affairs:

77. STFCBPP1045 Learning Laboratories and Technology Enhanced Classrooms (CBPP)
79. STFAA1006 Center for Community Engagement and Learning
80.5. STFAA1022 Office of Research & Technology Commercialization
80.5. STFCAS1039 Psychological Services Center
86. STFLib1072 Research Services (Consortium Library)
86. STFAA1008 Office of Institutional Research
86. STFAA1019 Office of International & Intercultural Affairs
96.5. STFAA1018 Faculty Services
96.5. STFAA1009 UAA/APU Books of the Year
96.5. STFCAS1041 Planetarium
96.5. STFLib1073 Library Archives (Consortium Library)
102. STFCBPP1046 Student Services (CBPP) – Student Advising Center and Graduate Programs Office
102. STFCAS1034 Dean's Office – College of Arts & Sciences
107. STFCTC1060 Director, Military Programs (ROTC)
107. STFUHC1002 Dean, University Honors College

Chancellor:

88.5 STFCO1032 Title IX – Office of Campus Diversity & Compliance

Administrative Services:

77. STFAS1174 UAA IT Call Center
77. STFAS1138 Men's Cross Country Running
83. STFAS1144 Women’s Track and Field
83. STFAS1118 Seawolf Dining and Seawolf Catering (Business Services)
88.5 STFAS1136 Men’s and Women’s Skiing
90.5 STFAS1141 Women’s Volleyball
90.5 STFAS1132 NCAA Compliance & Academics (Athletics)
92. STFAS1114 UAA Campus Bookstore – Administration/Management (Business Services)
93. STFAS1110 UAA Campus Bookstore – General Merchandise (Business Services)
102. STFAS1145  Men’s Track and Field
102. STFAS1124  Central Receiving/Seawolf Postal Express (Mailroom) GSS (Business Services)
107. STFAS1135  Women’s Cross Country Running
107. STFAS1163  Asst. Vice Chancellor, Financial Services Management Office
QUINTILES 4 (TRANSFORM) AND 5 (SUBJECT TO FURTHER REVIEW/CONSIDER FOR REDUCTION OR PHASEOUT

Chancellor’s Office

Faculty Governance and Staff Governance – STFCO1033 (Rank 131 – 4th Quintile)

Recommendation: This office will be reviewed as part of a reorganization of the Chancellor and Provost suites. Not clear justification for two employees.

Implement by: June 30, 2015

Academic and Student Affairs

Career Services – STFSA1094 (Rank 111 – 4th Quintile)

CTC Student Services – STFCTC1058 (Rank 141 – 4th Quintile)

CoEng Student Services – STFSOE1077 (Rank 144 – 4th Quintile)

COH Student Services – STFCOH1055 (Rank 173 – 5th Quintile)

CAS Shared Services Center – STFCAS1043 (Rank 119 – 4th Quintile)

Academic and career advising requires more prominence and visibility on the Anchorage campus. New and continuing students still report they often get lost or discouraged when seeking academic advising and associated services on a large urban campus like UAA. A centralized University Advising and Career Development Center for all first- and second-year students would provide a clear advising pathway for all students; assistance connecting with academic advisors on a scheduled basis; information on internships, careers and jobs and the types of degree and certificates needed; placement tests and career interest surveys; assistance with choosing or changing majors/degree programs and learning how to use DegreeWorks and other UAA resources for self-advising.

Recommendation: Student Affairs and Academic Affairs realign student affairs advising and college advising, and co-locate academic advising services for all first- and second-year students in a central University Advising and Career Development Center.

Implement by: June 30, 2015.
**Academic Affairs - Colleges**

**Honors College**

*Alaska Quarterly Review – STFUHC1004 (Rank 162.5 – 5th Quintile)*

This magazine has an excellent reputation; however, its success is clearly tied to one individual at this point. Additionally, the cost of the journal far exceeds its revenue. The lack of a succession plan and a viable business plan put this journal on a precarious footing.

**Recommendation:** Academic Affairs develop a succession and business plan that reduces and eventually eliminates dependence on general funds.

**Implement succession and business plan by: June 30, 2015**

**College of Engineering**

*Engineering Facilities Management – STFSOE1076 (Rank 166 – 5th Quintile)*

This function has the IT function for College of Engineering.

**Recommendation:** The IT portion of this function will be reviewed as part of the IT review (see the end of this report).

**The Facilities portion of this function works well with the Facilities organization.**

**Implement by: June 30, 2015**

**College of Health**

*Health College Administration – STFCOH1053 (Rank 148.5 – 5th Quintile)*

When the College of Health was formed in 2011, organizations from three colleges were reorganized into one. Administrative efficiencies were not realized at that time. COH is currently in the process of transformation and reorganization.

**Recommendation:** Administrative and fiscal support structure will be reorganized to realize efficiencies and improve alignment.

**Implement by: June 30, 2015**
**College of Education**

**College of Education Administration – STFCOE1049 (Rank 136 – 4th Quintile)**

The Plan for Revitalizing Teacher Education in Alaska (RTEA) is the top priority for the UA system.

**Recommendation:** The College of Education needs to become aligned with the objectives of RTEA. A complete review of the entire organization will be needed. Meanwhile, efficiencies will be determined that reduce the overall administration of COE—part of the collaboration with the other UA universities as informed by the RTEA.

**Implement by:** June 30, 2015

**College of Arts and Sciences**

**Confucius Institute – STFCAS1040 (Rank 110 – 4th Quintile)**

The Confucius Institute does provide a connection to the Chinese population in Anchorage and does a number of events. It also provides funding for events by other departments.

**Recommendation:** The College of Arts and Sciences will review the size and space use of the Confucius Institute and ensure it is appropriately sized.

**Implement by:** June 30, 2015

**Music Production – STFCAS1035 (Rank 128 – 4th Quintile)**

Very efficient use of limited resources.

**Recommendation:** CAS look at the feasibility of a single production team for all campus productions.

**Implement by:** Sept. 1, 2015
Community and Technical College (CTC)

Learning Resource Center Tutoring Programs – STFCTC1061 (Rank 131 – 4th Quintile)

Community and Technical College leadership is in the process of transforming the Learning Resource Center in order to better serve our underprepared students, west campus college programs and a new UAA digital literacy/ePortfolio program.

Recommendation: Review the progress of this transformation by June 30, 2015.

Chugiak-Eagle River Campus (CERC) Administration – STFCTC1059 (Rank 153.5 – 5th Quintile)

The Chugiak-Eagle River Campus is a valuable extension resource to UAA.

Recommendation: Review and renegotiate current Chugiak-Eagle River Campus contractual agreements to support CERC mission priorities and ensure a sustainable funding structure.

Implement by: June 30, 2015

Academic Affairs

Graduate School – STFAA1020 (Rank 126 – 4th Quintile)

Academic Affairs is in the process of transforming the Graduate School to better support each college.

Recommendation: Academic Affairs will be working with each college to analyze and determine the appropriate approach needed to support graduate programs.

Implement by: June 30, 2015.

Office of Sponsored Programs – STFAA1021 (Rank 141 – 4th Quintile)

The Office of Sponsored Programs has been transformed and is now part of Financial Services.

Recommendation: No action required.

Office of Research Integrity and Compliance – STFAA1021A (Rank 122 – 4th Quintile)

Recommendation: This is a necessary function that is required if UAA is to have an efficient and effective research function.
Complex Systems - STFAA1010 (Rank 134 – 4th Quintile)

Recommendation: This function will be part of the expedited program review of the Honors Program and Natural and Complex Systems.

Faculty Development/Travel Grants – STFAA1018A (Rank 162.5 – 5th Quintile)

Recommendation: This is a valuable service for faculty and worth the amount of time spent writing travel proposals and reviewing those proposals. No action required.

Lit Site Alaska – STFAA1011 (Rank 109 – 4th Quintile)

Recommendation: Academic Affairs will assess the greatest utility of this community-based website for UAA, where it should reside and what function it will best provide, and how it can obtain more non-GF funding.

Implement by: June 30, 2015

Faculty Technology Center (Academic Innovations and eLearning) – STFAA1007 (Rank 116 – 4th Quintile)

This is a high-quality team that is critical to the transformation of eLearning at UAA.

Recommendation: UAA Cabinet will provide a clear focus to maximize its efficiency.


Recruitment and Retention of Alaska Natives into Nursing (RRANN) – STFAA1015 (Rank 127 – 4th Quintile)

RRANN is a critical nursing program for UAA.

Recommendation: Academic Affairs will review to ensure it is placed correctly and funded appropriately.

Implement by: June 30, 2015
Library

Dean – Library – STFLib1064 (Rank 122 – 4th Quintile)

Cabinet review of Library leadership found it to be effective and efficient. This is an essential function.

Recommendation: No action.

Alaska Moving Image Preservation Association (AMIPA) – STFLib1074 (Rank 147 – 5th Quintile)

This is funded through the Alaska State Legislature, so while it is housed in the Library, it is not funded by UAA. If it were funded by a grant rather than a line-item in the legislative budget, it would not have been reviewed.

Recommendation: More involvement from the nonprofit board to develop a funding plan for the future.

InterLibrary Loan Department – STFLib1067 (Rank 164.5 – 5th Quintile)

Essential service. The department saves the institution money by providing access to materials purchased by other libraries.

Recommendation: No action.

Access Services/Circulation – STFLib1066 (Rank 112 – 4th Quintile)

Essential service.

Recommendation: No action.

ARLIS System – STFLib1068 (Rank 133 – 4th Quintile)

ARLIS is a consortium that appears to be effectively managed. UAA gets great benefit from it for a very small price.

Recommendation: No action.

Technical Services Department – STFLib1071 (Rank 141 – 4th Quintile)

Essential service.

Recommendation: No action.
Administrative Services

Human Resources

Employee Training and Development – STFAS1153 (Rank 157 – 5th Quintile)

While HR does an effective job of employee-generalized technical training, there does not appear to be a concentrated emphasis on staff development (with the exception of Staff Development Day) at UAA. There are various leadership courses taught across UAA, but no systematic approach to proper staff motivation, training, appraisal and development. It is primarily left up to the individual supervisor to provide feedback, appraisals and developmental training to employees. This was one of the concerns listed in the employee survey.

Recommendation: HR will be realigned and funded to provide a consistent supervisor leadership and employee development program that all supervisors will participate in. As this benefits all UAA organizations, policies, regulations and a recharge funding scheme will be set up by HR that allows cost recovery and ensures this training occurs.

Implement by: June 30, 2015

Sustainability – STFAS1182 (Rank 119 – 4th Quintile)
Recycling – STFAS1183 (Rank 151 – 5th Quintile)

The Sustainability organization has worked well over the last few years to bring sustainability awareness to the UAA staff, faculty and students. The recycling function is very well-run and is a terrific use of student workers. It is not clear to Cabinet as to where this organization should reside now: Academic Affairs, Student Affairs, Administrative Services? Where is the best place to focus efforts? Should there be collaboration with the UAF sustainability program? For example, UAF’s farm in the Matanuska Valley has indicated it would like to provide locally grown vegetables to UAA food venues.

Recommendation: Administrative Services, Academic Affairs and Student Affairs establish a faculty-led transformation task force to properly focus Sustainability for the next 5-10 years. Recycling will be moved under General Support Services. It already does electronic recycling and is well-equipped to manage this function.

Implement by: June 30, 2015
Financial Services

WolfCard – STFAS1169 (Rank 122 – 4th Quintile)
Financial Systems – STFAS1170 (Rank 131 – 4th Quintile)

Essential services. Works well in the Financial Services organization.

Recommendation: No action.

Fixed Assets/Inventory/Property – STFAS1189 (Rank 167 – 5th Quintile)

UAA must have this function by regulation. It makes sense to put it with the Surplus function, which is also required by regulation.

Recommendation: Move this function to the General Support Services organization as a complement to its Surplus business.

University Police

Police Training – STFAS1188 (Rank 138 – 4th Quintile)
Essential function. No action required.

Dispatch – STFAS1185 (Rank 153.5 – 5th Quintile)
Essential function. No action required.

Emergency Management – STFAS1187 (Rank 169.5 – 5th Quintile)

This is an essential function to ensure emergency-essential UAA organizations train for possible emergencies and all students, faculty and staff know what to do when there are emergency situations like adverse weather, earthquakes, active shooters, etc. Currently this function is performed by University Police with a uniformed officer and assistance from Risk Management.

Recommendation: Move this function and funding line to Risk Management, where the primary focus on emergency-management preventive measures resides.

Athletics

Facilities (scheduling, staffing, event manager, ticketing, concessions, maintenance) – STFAS1134 (Rank 148.5 – 5th Quintile)
Recreation, Intramurals, Club Sports and Cheerleading – STFAS1146 (Rank 164.5 – 5th Quintile)
Athletic Internal Operations (Budget, Purchasing, HR, Travel, Admin Support) –
STFAS1130 (Rank 136 – 4th Quintile)
Athletic External Operations (Sports Information, Advertising, Marketing and Promotion, Sponsorships, Media/TV Contracts) – STFAS1131 (Rank 137 -4th Quintile)

The new Alaska Airlines Center is transforming much of the way Athletics does its internal and external operations. What is not yet clear is how the AAC has influenced the workload of the pre-AAC internal, external and facilities/rec services staff.

Recommendation: Business Services and Financial Services review the new AAC organization and provide recommendations on how the AAC and Athletics Internal, External, Facilities/Rec Services should be organized to support both.

Implement by: June 30, 2015

Events (Great Alaska Shootout, Kendall Classic) – STFAS1190 (Rank 116 – 4th Quintile)
Events (Mayor’s Marathon) – STFAS1147 (Rank 126 – 4th Quintile)

The Great Alaska Shootout and the Kendall Hockey Classic are under review by the Athletic Department to see if, in their present forms, they are sustainable for the future. The Mayor’s Marathon is currently an effectively and efficiently run operation that is highly valued by the municipality and the community.

Recommendation: The Great Alaska Shootout and the Kendall Classic events are potential major revenue producers for the Athletic program. The use of the AAC for the Great Alaska Shootout is at the forefront of positive change for this event. The transformation of the hockey program will dictate the success of the Kendall Classic. It is important that there be time to allow changes to be implemented. Review again in December 2015.

Sports Medicine – STFAS1148 (Rank 122 – 4th Quintile)

Sports Medicine has been transformed as a result of the new AAC. It has state-of-the-art physical therapy and medical support facilities that give our trainers, finally, enough room and equipment to do an adequate job of supporting our student athletes.

Essential service, already transformed, no action needed.

Gymnastics – STFAS139 (Rank 122 – 4th Quintile)

Gymnastics has been transformed as a result of the new AAC. For the first time in its long history, Gymnastics has its own practice facility, right next to the performance gym. It is early yet to determine what the long-range impact of this new facility will be on the quality of the gymnastics product.
Recommendation: Review again, July 15, 2016, to see the impact of the AAC on gymnastics.

Ice Hockey – STFAS1140 (Rank 131 – 4th Quintile)

Transformation is well underway. A new coach was hired last year. The staff was increased to add a director of hockey operations to handle myriad administrative duties associated with a Division I hockey team—every other Division I hockey team has this position. The old WFSC locker room is being renovated to improve the locker room space for the team. The Sullivan Arena is being upgraded with new glass, ice, etc.

Recommendation: Major changes, underway, need a couple of years to have impact. Hockey is an important potential source of revenue for the Athletic Department. It is critical to the long-term potential source of revenue for the Athletic Department. It is critical to the long-term financial success of Athletics that the hockey program be given every opportunity to succeed. Reevaluate in June 2016.

Business Services

Director, Business Services – STFAS1108 (Rank 113 – 4th Quintile)

This position has successfully led the UAA Housing, Dining, Conferencing, Parking, Conference Services, GSS, Bookstore, and Wendy Williamson Auditorium. Given the strong leadership of each of these individual organizations, it is feasible to eliminate this executive position and move overall management to Financial Services, which performs similar services.

Recommendation: Put under the purview of Financial Services. AVC Financial Services can look at present alignment of Business Services and Financial Services and determine if there are efficiencies in areas such as accounting that can be realized.

Director, General Support Services - STFAS1123 (Rank 178 – 5th Quintile)
Copy and Print Center – STFAS1125 (Rank 116 – 4th Quintile)
Prep/Bulk Mail Services – STFAS1126 (Rank 159 – 5th Quintile)

Cabinet found GSS to be, generally, an efficient, self-supporting organization. It has additional capacity to expand. Additionally, GSS can help with two additional functions: recycling and fixed-asset management.

Recommendation: GSS develop a more robust capacity building plan for its copy and print center and also take on recycling and fixed-asset management.

Implement by: June 30, 2015
Surplus – STFAS1127 (Rank 155 – 5th Quintile)
This function is required by the state.

Recommendation: As noted earlier, consolidate this function with the Property Management function.

Implement by: June 30, 2015

Wendy Williamson Auditorium – STFAS1122 (Rank 116 – 4th Quintile)

Essential service, especially now that the renovated Wendy Williamson is hosting many large academic classes. However, given the pricing advantage use of the Wendy Williamson given to the colleges that have large classes here, fees should be charged that can replace part of the general fund currently used to fund this operation.

Recommendation: Continue to increase academic program use of Wendy Williamson and develop a fee recovery plan for academic use of the Wendy that can reduce the dependence on general funds.

Implement by: June 30, 2015

Bookstore

Bookstore – Shipping/Receiving – STFAS1113 (Rank 150 – 5th Quintile)
Bookstore – UC Store Operations – STFAS1115 (Rank 157 – 5th Quintile)
Bookstore – Electronics – STFAS1111 (Rank 152 – 5th Quintile)

The Bookstore is, overall, one of the true success stories at UAA. Despite the changing bookselling environment, the Bookstore has reinvented itself time and time again to provide effective services to students, staff and faculty and stay in the black financially. **Shipping/receiving** should have been consolidated with textbooks, Quintile 1. The **University Center Operations** and **Electronics** should have been included in General Merchandise, Quintile 3. These functions are integral parts of these Bookstore operations.

**Bookstore – Special Events – STFAS1112 (Rank 157 – 5th Quintile)**

University Advancement has the primary authority and responsibility for special events. It is not clear what coordination is done between University Advancement and the Special Events function of the Bookstore. Many events are held by both organizations and there needs to be clear coordination between the two to ensure consistent messaging of UAA.

Recommendation: University Advancement will review the
connectedness/appropriateness of the Bookstore Special Events function to the overall communication mission at UAA.

Implement by: Sept. 1, 2015

Centralized IT and Distributed IT (Colleges)

Central Computing – STFAS1173 (Rank 141 – 4th Quintile)

General Access Computer Labs – STFAS1175 (Rank 160.5 – 5th Quintile)

IT Administration – STFAS1172 (Rank 160.5 – 5th Quintile)

Desktop Services – STFAS1178 (Rank 168 – 5th Quintile)

Campuswide Software Licensing – STFAS1180 (Rank 169.5 – 5th Quintile)

AV Services – STFAS1177 (Rank 173 – 5th Quintile)

Telecom Recharge – STFfAS1176 (Rank 173 – 5th Quintile)

IT Services – College of Education – STFCOE1050 (146 – 5th Quintile)

IT Services – Community and Technical College – STFCTC1057 (Rank 175 – 5th Quintile)

IT Services – College of Health – STFCOH1054 (Rank 176 – 5th Quintile)

IT and phone services are critical utilities, just like heat and light, and must be available when needed and managed as efficiently and effectively as possible. Currently, there are some centralized IT functions doing exactly the same thing as decentralized/distributed IT functions in the colleges. Some of these functions are more effective than others, but there is no consistent IT standardized approach and management.

Recommendation: Admin Services working with Academic Affairs will set up an Information Technology Strategic Task Force that will establish principles and best practices for the organization of IT activities at UAA, inclusive of the following considerations:

a. A clear understanding of the function and role of central ITS
   i. Identify the “missing 20 percent” in central ITS (those activities that should be centralized but currently are not, due to resources constraints).
   ii. Benchmark to appropriate aspirational peers (e.g. Sam Houston State U.)
iii. Create an expectations framework for ITS users.

b. A clear understanding of the strategic IT needs of academic and functional units
   i. These units should be sorted into a classification (e.g. academic departments, research institutes, common administrative services...) rather than being treated as entirely unique units or entirely homogenized.

c. Provide guiding principles to inform the IT-related business decision making of units (by classification type)
   i. Provide a framework for strategic IT decision making, standards development and investment prioritization.

d. Engage in research to identify the top five strategic IT-related priorities of each college unit.

e. Review the independent IT support structures within the colleges and administrative units, creating a catalog of services and developing recommendations for optimizing these units.

f. Delineate efficiencies that can used to reduce the overall cost of IT.

Implement by: June 30, 2015

University Advancement

Vice Chancellor Office – STFUA1028 (Rank 144 – 4th Quintile)
Essential function. This leadership organization has been extremely effective and efficient with its limited resources. Key leadership role for the public relations programs, development programs and alumni programs that are in the top quintiles of the support functions.

Recommendation: No action.

Campus-wide Events – STFUA1027 (Rank 145 – 5th Quintile)
This is a critical function for ensuring high-quality academic ceremonies, milestone events and other special community-focused events that show off UAA. Currently, this office is overwhelmed with the special events workload.

Recommendation: Chancellor’s Office and University Advancement will review this function to better align it with special-event needs of UAA. (See Bookstore Special Events recommendation above)

Implement by: June 30, 2015
Retiree Relations – STFUA1029 (Rank 177 – 5th Quintile)
Currently not an active function (has no GF), but important, given our growing UAA retiree community.

Recommendation: Alumni Relations could manage this function by organizing it as a chapter within the alumni association structure. A task force will be formed to further define retiree relations and provide direction for the short- and long-term direction of this function.

Implement by: June 30, 2015

# # #
UAA Program and Function Prioritization Findings

Glossary of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>AA</td>
<td>Associate of Arts degree</td>
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<tr>
<td>AAS</td>
<td>Associate of Applied Science degree</td>
</tr>
<tr>
<td>AcTF</td>
<td>Academic Task Force</td>
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<tr>
<td>ARLIS</td>
<td>Alaska Resources Library &amp; Information Services</td>
</tr>
<tr>
<td>AV</td>
<td>Audio Visual Services</td>
</tr>
<tr>
<td>BA</td>
<td>Bachelor of Arts degree</td>
</tr>
<tr>
<td>BBA</td>
<td>Bachelor of Business Administration degree</td>
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<tr>
<td>BFA</td>
<td>Bachelor of Fine Arts degree</td>
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<tr>
<td>BHS</td>
<td>Bachelor of Health Science degree</td>
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<tr>
<td>BLS</td>
<td>Bachelor of Liberal Studies degree</td>
</tr>
<tr>
<td>BMus</td>
<td>Bachelor of Music degree</td>
</tr>
<tr>
<td>BS</td>
<td>Bachelor of Science degree</td>
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<tr>
<td>BSW</td>
<td>Bachelor of Social Work degree</td>
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<tr>
<td>GERs</td>
<td>General Education Requirements</td>
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<tr>
<td>IT</td>
<td>Information Technology</td>
</tr>
<tr>
<td>MA</td>
<td>Master of Arts degree</td>
</tr>
<tr>
<td>MAT</td>
<td>Master of Arts in Teaching degree</td>
</tr>
<tr>
<td>MBA</td>
<td>Master of Business Administration degree</td>
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<tr>
<td>MCE</td>
<td>Master in Civil Engineering degree</td>
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<tr>
<td>MD</td>
<td>Medical Doctor degree</td>
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<tr>
<td>MEd</td>
<td>Master of Education degree</td>
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<tr>
<td>MFA</td>
<td>Master of Fine Arts Degree</td>
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<tr>
<td>MPA</td>
<td>Master of Public Administration degree</td>
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<tr>
<td>MPH</td>
<td>Master of Public Health degree</td>
</tr>
<tr>
<td>MS</td>
<td>Master of Science degree</td>
</tr>
<tr>
<td>MSW</td>
<td>Master of Social Work degree</td>
</tr>
<tr>
<td>OEC</td>
<td>Occupational Endorsement Certificates</td>
</tr>
<tr>
<td>PACE</td>
<td>Program for Accelerated College Education</td>
</tr>
<tr>
<td>PhD</td>
<td>Philosophiae Doctor or Doctor of Philosophy degree</td>
</tr>
<tr>
<td>STF</td>
<td>Support Task Force</td>
</tr>
<tr>
<td>UC</td>
<td>University Center</td>
</tr>
<tr>
<td>WWAMI</td>
<td>Washington, Wyoming, Alaska, Montana, Idaho (multi-state cooperative medical school program)</td>
</tr>
</tbody>
</table>
### UAA College Abbreviations:

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>College Name</th>
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<tbody>
<tr>
<td>CAS</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>CBPP</td>
<td>College of Business and Public Policy</td>
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<tr>
<td>COE</td>
<td>College of Education</td>
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<tr>
<td>CoEng</td>
<td>College of Engineering</td>
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<tr>
<td>COH</td>
<td>College of Health</td>
</tr>
<tr>
<td>CTC</td>
<td>Community and Technical College</td>
</tr>
<tr>
<td>HNRS</td>
<td>Honors College</td>
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